

# MESSENGER

EDITION NO. 55 APRIL 2017



**MES Cairo** says **TAHYA MASR!**



24 Hour Run for Egypt . Mary Poppins Whole School Production . News from across the school...and so much more!

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# Whole School Principal Foreword

We have hosted a number of events in Term Two that have supported our aim of ensuring that MES Cairo looks, feels and is: 'one school'. The three most significant of these being the whole school musical 'Mary Poppins', the recent accreditation visit by AdvancED and our 24hr Run for Egypt. Much has been occurring inside the classrooms and beyond, but these three events served multiple purposes, and most significantly of all, brought all parts of the school together.

'Mary Poppins' was a spectacular production. It involved over 150 students and staff members and many months of that team coming together to bring the musical to life on the MES Cairo stage. The curtain rose on four occasions during the performance season: one matinee and three evening performances which were enjoyed by sell-out crowds. The number of cast and crew was one thing, another was that the 'Mary Poppins' team comprised students and staff from all sections of our school; alongside adult staff members, we had dancers and choir members who were as young as seven; main cast members epitomised the diversity of our school with the lead roles played by two staff members, a British Section Secondary student, an American Section Secondary student and two very talented Primary students.



As I have said before, the narrative of 'Mary Poppins' is about the bringing together of a family, but for MES Cairo, the metaphor was even more profound. This year our whole school musical was about bringing the MES Cairo family together, and it achieved that purpose in spectacular fashion.

In March, we hosted a team of eight educational experts from the USA, Switzerland and around the Middle East, who spent three days in our school visiting lessons and meeting with representative groups of all stakeholders. MES Cairo is no stranger to scrutiny; we are accredited as a BSO school (British Schools Overseas) and an IBO World School (International Baccalaureate Organisation). We are fully accredited by MSA (Middle States Association) and AdvancED. The visit in March was to re-accredit our school as meeting the quality assurance standards of AdvancED and as anticipated, we surpassed their requirements once again. We love to show MES Cairo off to visitors so took pleasure in their review of the quality learning environment our students access daily. An added benefit of the AdvancED process is that their accreditation covers the whole school, whilst others look at specific curriculum. This naturally, gave us opportunity to review the entire educational experience of our students from Foundation Stage One through to completion of Secondary in either the British, American or IBDP Sections. We also engaged in dialogue with the team over the main aims of our Whole School Development Plan and felt satisfied with their ratification of our own well-considered planning for the school's bright future. The Lead of the AdvancED team, Dr Anne-Marie Woolsey described their visit as "spectacular" and stated that MES Cairo is an "exceptional school".

And the third of the most significant events that has occurred since our last MESsenger was published, was our incredible '24hr Run for Egypt'. We have hosted similar events in previous years, but this year was particularly outstanding. The input of students from across the school in planning the event helped to inspire new ideas, alongside the efforts of a staff planning committee which also represented the interests of the whole school. The run itself was a tremendous success: every student and staff member participated, along with many parents and alumni. The evening concert given by renown performers and respected parents of MES Cairo, Ms Asala Nasri and Mr Amr Mostapha, added to the

carnival atmosphere and brought our school community together. However, the lasting memory for me, remains the opportunity presented by the 24 hr Run for Egypt, to host a whole school assembly with all students and staff to start and finish the event on both mornings. The spectacle of all 2200 assembled together was a sight to behold. Singing Egypt's national anthem en masse was profound, as was observing the other special occasions that coincided with our 24hr Run for Egypt: Mothers' Day and our esteemed Chairman of the Board, Mrs Sawsan Dajani's birthday. Our fundraising efforts over the 24hr period raised a total of 353,000LE for Egypt's homeless children via the Tahya Masr Fund. That is a phenomenal achievement.

Amidst the pages of the edition of the MESsenger, you will find numerous other fine examples of our school community working together to achieve tremendous success. We celebrate the recognition of our students as top achievers in external examinations. We review the exciting developments of our Year, Grade and DP Twelve students as they hear positive outcomes of their ambitious university applications. We revel in the excitement of numerous learning experiences that have taken MES Cairo students beyond the classroom to learn in a variety of different contexts near and far, including Korea, Switzerland and Russia.

Modern English School Cairo is a vibrant and dynamic school where we seek to care for, challenge and inspire every student, every day. Our MESsenger publication aptly illustrates what Aristotle prophesised: "that the whole is greater than the sum of its parts". We are all members of a great school community and I take this opportunity to thank each of you for your continuing support, dedication and commitment to our school.

**Mrs Nicola Singleton – Whole School Principal**

# CIE AWARDS

## LEADERS OF LEARNING INSPIRE ALL!

### Outstanding Cambridge Learner Awards Ceremony 8<sup>th</sup> March 2017 British Embassy Cairo



**As** Ms. Clingan and I stepped away from the grandeur of the British Embassy grounds we were faced once again with the normality of our surroundings and a reminder of the larger issues of the world which



need to be addressed by our future generations. We left the vicinity of diplomatic residences with their presence of stern high security personnel, as is the case in any capital city, and we ventured into the midst of dense traffic. Our senses were immediately bombarded with the evidence of millions of active people, many of whom were far less fortunate than ourselves. Finite energy resources were being consumed rapidly, and in many cases, resulted in ever increasing pollution. We could be forgiven for being filled with pessimism and dread for the future. However, what we had just experienced over the last two hours had in fact filled us with inspiration and fresh hope.

What had been evident inside the embassy gardens was that Egypt has the talent in the form of inspiring learners to solve the problems necessary to build a hopeful future. As the leaders of tomorrow filed into their positions and took turns to receive their accolades in outstanding learning, optimism refreshed the air. These young people in Egypt had not only embraced the educational philosophy of the United Kingdom, but truly excelled within it, demonstrating the knowledge, understanding and skills needed to succeed, lead and innovate.

When His Excellency, British Ambassador John Casson addressed the award winners he rightly referenced the great educational pasts of both Egypt and the United Kingdom. He cited the ancient walls of the University of Cambridge built in 1209 and then the even older Al-Azhar University in Cairo founded over two hundred years earlier. However, he also noted that education could not only be rooted in the past, but had to be reformed and developed to continue to bring success. This factor had been well catered for by CIE and had been grasped by the eager young learners listening.

It was with immense pride that Modern English Cairo was substantially represented at this celebration. As well as a significant number of individual subject awards, of the twenty awards won by our students, six were for top three placings in the Best Across category including for seven IGCSEs, eight IGCSEs, three AS-levels and four AS-levels in Egypt. This significantly shows MES Cairo continues to be a leader in the achievement of its students with a balanced and high quality British Education.

Congratulations to all our award winners, their families and their teachers. We are filled with pride and of course inspiration.

Miand Abd-el-Halim (Y12G)	Top in Egypt AS-level Business Second Place Best Across 4 AS-levels
Salma Wafa (Y12G)	First Place Best Across 3 AS-levels
Nader Soliman (Y12B)	Second Place Best Across 3 AS-levels
Zyad Mohamed (Y12G)	First Place Best Across 4 AS-levels High Achievement AS-level Economics High Achievement AS-level History
Moataz Hamed (Y12R)	Third Place Best Across 4 AS-levels
Yasser Dabees (Y11B)	Second Place Best Across 7 IGCSEs
Aisha Morsy (Y11G)	First Place Best Across 8 IGCSEs High Achievement IGCSE Global Perspectives High Achievement IGCSE Literature (English)
Karim El-Bouri (Y11G)	High Achievement IGCSE Design & Technology
Nikolett Bartus (Y11Y)	High Achievement IGCSE Foreign Language Spanish
Nay Assassa (Y11G)	High Achievement IGCSE History
Mariam El-Gabalawy (Y12G)	High Achievement AS-level Psychology High Achievement AS-level Literature in English
Malak Dahroug	(Graduated 2016 now at University of Westminster) High Achievement A-level Art and Design
Salma Farouk	(Graduated 2016 now at London School of Economics) High Achievement A-level History
Youssef Helmy	(Graduated 2016 now at University of Leeds) High Achievement A-level Business (also awarded the Pearson Edexcel Award for Highest Mark in Egypt for A-level Psychology on 21 February 2017).

### Mr S Perry - Deputy Head (Secondary British Section)





# UK Universities and MES Cairo!

**Yet** again students at MES Cairo are making us proud as they take on the wider world and win!

So far this year, we have 107 places offered from UK universities: 78 ranked in the top 20, 69 ranked in the top 10 and 47 in the top 5, either by overall ranking or subject ranking and more places are to come.



Nader Soliman

A notable success is **Nader Soliman (Y12B)** who has been offered a place at Newcastle for Dentistry, one of only 9 places available for



Moataz Hamed

all International students.

Well done Nader! We are also proud of **Moataz Hamed (Y12R)** who has a place on the Medical Foundation course at St Andrew's, ranked in the top 3 and highly competitive.

Equally impressive are the places gained at Warwick, which are four times the number we were offered last year. The impact of this will be felt throughout Egypt when students return with top quality Business degrees.

Bath University were clearly so impressed with the caliber of Undergraduates that we sent last year, that they have offered twice as many places this year. Yet again, we have places at Imperial and UCL, which are world renowned and highly competitive. Most popular Universities this year, have been Sussex, who announced last year that MES Cairo was their preferred school in Egypt, Kings College London, and Birmingham, with twenty places offered between them.

MES Cairo students make the effort to research and plan effectively, which means that places are offered for truly

diverse subjects, from Psychology to Engineering, from Aerospace Engineering to Business and Nutrition. Our process begins in Year Eight with the four-year Plan 4 Grad, when students engage in a range of activities and are counselled and supported to choose appropriate IGCSE choices. In Year Nine and Year Ten this is reviewed to ensure that students are on track and to establish an individual route through to graduation.

Year/DP Eleven sees the beginning of the actual university application process. In Term Two, students use HRCF lessons to learn how to research specific subjects and universities whilst working on writing Personal Statements. In Term Three, all students from all sections, Year, Grade and IBDP are invited to UK University workshops to ensure that they know exactly how to apply, both through UCAS (UK application system) and to ensure that no additional test registration dates are missed. It is strongly recommended that potential UK applicants attend this training session as by 15<sup>th</sup> October in Term One of Year Twelve, it is critical to send applications for top universities and Medicine. Offers can arrive shortly after this.

Our reputation is growing with top universities due to the excellence of our alumni who prove that when we say our students are outstanding, we mean it!

## Outstanding equals Oxford!



MES Cairo students are exactly what Oxford University requires, as proven by the number of interviews,

Undergraduate and Post Graduate places that we are gaining.

To put this in a worldwide context, Oxford is ranked first in the world in the *Times Higher Education (THE) World University Rankings 2016 2017*. Oxford is very competitive: around 18,300 people applied for around 3,200 undergraduate places. That means that Oxford receives, on average, around five applications for each available place. We are very proud that MES Cairo students access more of these places than anywhere else in Egypt.



Nader Raafat

At present, we have two students in the second year of their Undergraduate course. **Nader Raafat (Class of 2015, British Section)** continues to excel in his chosen field of Medicine. He gained one of 5 places for International students in this highly competitive subject. We were proud but not surprised when he received his offer, as he had been

planning for success for years. Oxford values independent learners and throughout his time at MES Cairo, Nader always proudly proclaimed that he didn't need a tutor to teach him to think! We are equally proud of **Nour Jaouda (Class of 2015, British Section)** who is reading for a degree in Art. Normally, even with excellent A Levels, students are required to take an Art Foundation. However, Oxford was so impressed by the originality and excellence of her work that she was offered a place straight from A Level. She will be excited by the project that Oxford are running now that celebrates cultural diversity, as her work is firmly embedded in Egyptian culture.



Nour Jaouda

Perhaps the most exciting part of being in the MES Cairo family is being able to follow students as they grow and develop after their school journey. So many continue to make us proud and prove that the wider education that completes the Graduate Profile really does work in the world beyond school. Three alumni are proving to Oxford this year that we produce lifelong learners who compete and win even when confronted by the strongest competition.



Lolwa Awad

This year, **Lolwa Awad (Class of 2013, British Section)** is reading for her Master's degree in Law at Oxford. Lolwa's journey through education has been a continuous upward trajectory. At MES Cairo she did well at A Level and chose to go to Kingston University to read for her Undergraduate degree. She very quickly realised that the advice she had

been given to aim higher was right and in her second year applied to Queen Mary's, then ranked number 6 for Law and was accepted. After achieving at the highest level she then applied to Oxford who accepted her as an outstanding candidate. Her first year is underway and we wish her luck and want her to know that we are very proud of her.

#### **Selim El Badry (Class of 2014, IBDP Section)**

was always an outstanding student who really enjoyed thinking and produced an exceptional personal statement to get in to King's College London. He thoroughly enjoyed his IBDP as it promoted the kind of holistic learning in which he was genuinely interested. He liked to make links between subjects and ideas and then research to fill in the gaps. He had the true academic strength of testing ideas for validity and was never prepared to accept others' ideas without thinking them through. At King's he has come out at the top of his BA course in this, his final year and decided to apply to Oxford to read for a Master's degree. We are delighted to say that Oxford saw his brilliance and offered him a place! Congratulations Selim, well done from us all at MES Cairo and we look forward to following your future.



Selim El Badri

Next year, we are hopeful that MES Cairo students will continue the tradition of teaching Oxford that our students represent the best in the world and that Egypt is a serious contender on the academic world stage.

**Ms S Clingan – Assistant Headteacher, Years Ten-Twelve, British Section and UK Universities Advisor**



## MES CAIRO RAISES 353,000LE FOR TAHYA MASR! 24 HOUR RUN FOR EGYPT 2017



In response to the Egyptian Government's initiative to raise money for those in need across Egypt, Ms Ghada Dajani (Managing Director of Modern English School Cairo) inspired and motivated the whole of the MES Cairo family to participate in this year's MES Cairo 24 Hour Fun Run dedicated to the 'Tahya Masr' cause. March 21<sup>st</sup> 2017 was a very special



day for us, as there was so much to celebrate with it also being Mother's Day and World Poetry Day. Adding a special layer of happiness and warmth to the MES Cairo family spirit, we were also celebrating the birthday of our beloved founding leader and Chairman of the Board, Mrs Sawsan Lababidi Dajani.

The MES Cairo Tahya Masr t-shirts raised a substantial amount for the charity and was sold along with an Egyptian flag and a beautiful commemorative pin in the design of a heart-shaped flag. Promotions for the event took place in assemblies when scholarship students and student council representatives donned the t-shirts, explained the cause and promoted the event to their peers. In true MES Cairo spirit, our students were very keen to help raise funds for Egypt. We are proud of how enthusiastic they were about their sponsorship forms, ensuring that they raised as much as



possible amongst family and friends and making tremendous contributions to the cause.

A sense of real excitement took over the whole school in the weeks leading up to the event, reaching a climax of anticipation when Mrs Dajani donned the sash to take the first lap at 8am on 21<sup>st</sup> March. The festive aura that took over the school environment did not subside until 8am on 22<sup>nd</sup> March, when the sash was put away for another year. Everyone proudly celebrated the laps completed, the enjoyment that was had, and, most importantly, the impressive amount of funds that we raised for this important cause: a total of 353,000LE.



The Run for Egypt started with the whole school singing the Egyptian National Anthem. We then sang 'Happy Birthday To You' and 'Sana Helwa Ya Gameel' to Mrs Dajani when, to the delight of the whole school, a mass of white balloons were released, filling the Spring sky above us. As we watched them soar above us many could identify with the vision of the balloons as a symbol of the MES Cairo family's dedication to spreading the message of caring, loving and giving to the whole of the community.

Representative students from every year group joined Mrs Dajani to take the first lap and officially start the Fun Run for Egypt. MES Cairo family members of all ages, including alumni, kept the sash going around the track for 24 hours. Every single student took part in the run at some point during the school day, and many were





and New Zealand were just a few of the countries that were represented.

After the school day officially ended, the track actually got busier up until late evening, with students coming back to run in representative groups or just to keep running with a friend in order to fulfil their

joined by their parents and other family members, who came along to support the cause at allocated times for each class. Throughout the event, we were entertained by performances given by talented students and teachers from across the school.

Students were given creative freedom to really stand out and show off their generosity of spirit and we witnessed a range of fun and inventive appearances

and had a marvellous time. There was fierce competition amongst our students to take over the sash at the end of each lap! Everyone got their turn and those who wore the sash did so with a real sense of pride. At 3pm, every single MES Cairo staff



target laps and raise as much money as possible for Tahya Masr.

In true MESConian spirit, we were delighted that several MES Cairo alumni, including Nesma Deghady (Class of 2012) and Omar El-Bakry (Class of 2008), joined the run at various points throughout the day and into the late evening to help keep the sash going around the track.

member came out to support the run and amongst the wave of Egyptian flags we spotted flags from some of our teachers' home countries around the world; England, Ireland, America, Scotland, Wales, Canada

The highlight of the evening happened when visitors were treated to, not one, but two star-studded concerts given by MES

on the track. Groups of young pharaohs and ancient Egyptians, along with sporting and popular celebrities, joined the run throughout the day and night. A miniature Luke Skywalker was spotted on the track at one point! Some ran, some walked, some danced or skipped, but what mattered was that everyone participated with passion





Cairo parents, Asala and Amr Mostapha. The field was awash with MES Cairo family members of all ages enjoying the festival atmosphere and the thrilling live music,



whilst a vast array of runners journeyed on around the track, and what better motivation could there be than to be serenaded by such talented and famous performers!

The whole event was captured throughout on a live feed on the school website. The event attracted attention from the national media and we were visited by national television channels, who interviewed parents, students and teachers at the event.



In celebration of World Poetry Day, students from every class in the school had been invited to write poems based on one or more selected themes connected to the Tahya Masr cause. Our talented writers submitted poetry about Giving, Childhood, Motherhood, Kindness and, Egypt. Their poems showed passion and dedication.



The winning poems from Primary, along with poems from across the Secondary school, were shared throughout the 24 hours on our Run for Egypt live feed. This heart-warming poetry collection will be shared again with the school community via a website link very soon.



At midnight, our SLT completed a number of laps showing true dedication and leadership by example. Our fit PE teachers showed off their stamina when they donned the sash early on Wednesday morning and kept it going until the very final laps.

Most of our MES Cairo staff members were involved in preparations for the Run for Egypt in some capacity and we asked them to tell us about some of the highlights.

### Mother's Day at MES Cairo

Tuesday 21<sup>st</sup> March 2017 was a very special day of celebration for the students in Foundation Stage One at MES Cairo. All classes came together to say Happy Mother's Day to our wonderful mums. The celebration was a mix of songs performed with confidence and enthusiasm by all the students in Foundation Stage One. Foundation Stage One students have worked very hard to prepare for their performance - practising the words of their songs, perfecting their singing and making a special Mother's Day card. The students made a fabulous effort to entertain and impress their audience and were especially resilient when they walked on stage to perform for their Mothers. It was a wonderful performance and the students all



know they succeeded in making their mums very happy. We had lots and lots of smiling faces all round. Then the students enjoyed walking and running around track with their mothers. **Ms A Holmes – Primary Headteacher, KS1**

## Musical Showcase

My role with the 24 Hour Run for Egypt was to organise musicians to perform for the event. I chose to showcase selected Primary and Secondary students from the Peripatetic Music Programme, as well as Secondary students who have performed for the Shine On concert in the past. I wanted to highlight some of the musically talented students that we have at MES Cairo, some



of them classically trained, and some of them trained in rock and pop music. Many of the performers were at first intimidated by the large stage and by the large-scale factor of the event, but the students took to the stage and once the backing track came



on, their confidence returned and they performed with their typical style and grace. The sound produced by Michael Beskalis and George Antwan was outstanding. The sound was well-balanced and could be heard throughout the whole campus. This was a great opportunity to promote our peripatetic music programme at MES Cairo and to showcase student talents that are often unseen by teachers in the classroom. The live music on stage gave a different dynamic to the event for the walkers and runners on the track. It was a great experience for all involved.

**Ms S Gilmore – Music Teacher,  
Secondary and Peripatetic  
Programme Coordinator**



## Key Stage Two Choir

The Key Stage Two Choir performed on both days of the 24 Hour Run for Egypt. On the first morning, they, along with the cast and Secondary Choir, reprised a selection of songs from the whole school musical production of Mary Poppins and ran laps of the track dressed in their costumes.

On the second morning, they were again joined by the Secondary Choir in leading the whole school in the singing of 'Feha Haga Helwa' which they had practised as they prepared for each performance of Mary Poppins the previous week.

Many thanks must go to Miss Maha, Miss Mervat and the Primary Arabic Department for helping us learn the words correctly!

**Mr J Tomlinson – Primary HOD  
Music**

As dawn rose over Modern English School Cairo on the morning of 22<sup>nd</sup> March, Ms Ghada Dajani, Ms Nicola Singleton (Whole School Principal) and various other members of the Run for Egypt Committee started arriving on the field in preparation for the closing ceremony. Soon we were greeting students and inviting them back onto the field as they arrived for school and as the huge countdown timer (in the scaffold arch built over the start line especially for the occasion) showed it was nearly time for the final lap.

The whole school gathered once again to celebrate our great achievements and the end of the 24 Hour Run for Egypt. Led by the school choirs, we all sang 'Fiha Haga Helwa' (Lyrics by Ayman Kamar and Music by Omar Khayrat), a beautiful celebratory song about life in Egypt that reflected the great magnanimity of spirit that every member of the MES Cairo family had shown in support of a

better future for Egypt. Everyone had practised the song during Arabic lessons or in their own time and even non-Arabic speakers were singing along proudly. The MES Cairo 24 Hour Run for Egypt



brought the whole school together in a wonderful way. Thank you Ms Ghada Dajani and the whole of the Run for Egypt Committee, for helping us all to help the Tahya Masr appeal in such a memorable and uplifting way.



**Ms S Sheehan – Assistant  
Headteacher/IBDP Coordinator and  
Ms C Boswell – Publications Officer**



# MARY POPPINS LIGHTS UP THE MES CAIRO STAGE



It was a magical week for MES Cairo when **Mary Poppins** graced the theatre stage and entertained over 2000 guests in four exhilarating performances of the popular musical show. Director **Jonathan Todd**'s latest work was of such a mature level that we quickly forgot that this was a school musical production as we were treated to a theatrical production of the highest calibre. The musical direction was outstanding in the hands of **Daniel Tomlin** and the sound made by the combined Primary and Secondary choirs was electrifying throughout; raising the roof on numerous occasions at the high points in songs where everybody took part, such as Supercalifragilisticexpialidocious, Step in Time, and Anything Can Happen. Our Primary singers, trained by Assistant Musical Director **Jack Tomlinson** and the Primary Music team, delivered with professionalism, expression and understanding, and produced the gusto required to get across the wonderful and many-layered messages of the Mary Poppins songs. Choreographed by **Shelby Fowler**, the movement and dance elements of the show were a delight to watch, always adding meaning to the plot and raising the musical numbers to a high level of combined entertainment. Our dancers from Primary and Secondary not only 'stepped in time' throughout their numbers, but they did it with precision and



style. **Amanda Holmes** coordinated the work between Primary and Secondary students and teachers to ensure perfect teamwork and timing throughout the process.

**Carol Atta (G10G)** and **Saif El Bialy (Y9R)** gave magnificent performances as Mary and Bert. Their voices carried every song brilliantly. Carol played a 'practically perfect' Mary who was understated, all knowing and intriguingly mystical. Her beautiful voice captured the popular song



favourites impeccably and she sustained her poise and enigmatic aura throughout the show, leaving us with a sense of whimsical loss and cheering for more as she floated through the auditorium in her final exit. Saif's Bert was fun and light-hearted, strong and energetic. His



intelligent performance enabled the more portentous side of the plot-foreshadowing interludes to add symbolism and tension for the audience. Particularly impressive were the principal performers from Primary, **Laila Al-Refai (Y5R)** and **Saif El Rafei (Y4R)**, who both shone brightly as Jane and Michael Banks. They sang and danced with confidence, acted thoroughly convincingly and spoke with clarity and



expression – their professionalism was truly impressive for such young actors.

The plot of Mary Poppins revolves around the journey of self-discovery that is made by a work-obsessed banker, George Banks, who neglects to spend enough time with his family. George and his wife Winifred Banks were played dazzlingly by MES Cairo teachers **Drew Bullough** and **Carrie Ingham**. They sang with passion and emotion, really bringing the characters to life. Mr Banks was portrayed as a complex, deep character who at first is unable to show his love for his family. He gradually reveals a growing awareness that family must come first in order for success and true happiness to be achieved. The audience enjoyed his moments of high drama as well as great humour. Mrs Banks was portrayed as inwardly fragile but outwardly strong. The subtleties of her character and the dilemmas she faces were captured perfectly throughout, and especially poignant in her solo song. Both actors captured their characters' development arc beautifully, bringing a level of realism which leant gravity to the show.

There were many other memorable performances in this spectacular production. Another of our staff members, **Kyle Cullen**, played the menacing and authoritative, Chairman of the Bank who is brought down a peg or two when love beats greed in the end. **Bassel Gergis (Y10B)** was both comedic and cynical as





Robertson Ay and Mrs Brill's clumsy antics, played by **Mariam Aly (G10R)**, added to the domestic humour whenever the Banks family was falling apart. Every single cast member performed extraordinarily and special mention must be made of **Mahmoud El Shabba (DP12Y)**, **Nada Hussein (DP11Y)**, **Youssef Abdel-Gelil (G10Y)**, **Mohamed Fouda (G10R)**, **Mariam El-Gabalawy (Y12G)**, **Kirmina Sadek (G9G)**, **Farida El Shafie (Y10G)**, **Lara Gamaleldin (G7B)**, **Farida Abdel-Dayem (Y8Y)**, **Bushra Mettawa (Y11B)**, **Youssef Tawfik (G9R)**, **Hana Afifi (G8Y)**, **Martin Youssef (Y7G)** and **Malak Arafa (G12B)**.

Not only was **Malak Arafa** impressive in her role of the nasty brimstone brandishing nanny, Miss Andrew, she was also the Stage Manager of the production. Aply assisted by **Mohamed Taymour (G11G)**, they made sure that everything ran smoothly back stage. It is in the wings, where nothing can be seen by the audience that so much of the real work is done in a production. Malak and her all-student crew were instrumental in ensuring the complicated scene changes happened without error on every single performance. Musical productions are heavily reliant on expert technicians to ensure cues are on time and that the sound quality of the live singing is perfect throughout. Our team of **Hashem Afifi (DP11Y)**, **Michael Beskalis** and **Ziad Ayoub (Y10R)** made sure that all of the sound elements were professionally controlled throughout the show. The lighting adding meaning, mood and atmosphere to complete each moment, and was professionally worked by our lighting experts **James Carter**



and **Lana Hemdan (G11Y)**. Our sound and lighting assistants **Adam Sharkawy (G9R)** and **Ismail Taymour(G10R)** also proved themselves to be indispensable throughout the performances.

The stunning set and the fascinating props were created for Mary Poppins by our Art Directors **Kim Tapsell** and **Shereen Taha** and their teams of Art and Design Technology teachers and students. Their work was astounding in its magnitude; transporting us immediately to Cherry Tree Lane and the surrounding parks and roof tops in such a convincing way that we never doubted for a moment that we were not in Cairo, but in London, England. The set projections, created by **Jonathan Todd** and managed by **Dan Mulligan**, added an incredible depth and reality to the many of the scenes and were particularly memorable in the songs Jolly Holiday and Feed the Birds. The construction of the set was made possible by our skilful teams led by **Mr Mohamed, Clement Peter** and **Tamer El Hosseiny**.



Mary Poppins is a magical show, and our stunning illusions were ably created by **Ben Higgs**. We enjoyed these magic touches throughout the show, adding to the enigma of Mary Poppins and underlining the idea that truly - anything can happen if you let it!

## MESsages

Mary Poppins, a magical nanny bringing the Banks family together in the literal sense, served to bring the MES Cairo family together in the metaphorical sense. We witnessed talent on stage from all sections and stages of our school, supported by a cast which included members of our teaching staff, alongside students as young as 7 years old, sharing the stage with their Secondary peers. With a cast of over 150 members of our school community involved in this production it was a magical experience of its own, bringing together our 'one school'



and reminding us of the importance of family.

The magic of Mary Poppins is as much imbedded in the story as it was imbedded in our story of bringing it to the stage. People working together to understand their strengths and capabilities, sharing ideas and supporting each other in order to achieve the extraordinary.

To every single person involved in bringing Mary Poppins to our stage, whether you were working under the lime light or behind the scenes, your commitment, energy and talent was exceptional.

## Ms N Singleton – Whole School Principal

The MES Cairo Whole School Production is always a celebration of everything we hold dear. The sense of family and community that is evident all year-round at the school comes to the fore during the months of planning and preparation for these enormous productions. From the Art students painting sets to the Drama students running sound, from the Year 2 dancers through to Senior students managing the backstage areas, everyone can get involved in some way.

It was with this "MES family" feeling in mind that we decided to stage the most family-oriented of shows – Mary Poppins. The show is written for families to enjoy together and the subject matter concerns the importance of family above all else. Add to this the unforgettable songs





covering charity, hope and togetherness, the wonderful locations and a cast of over 150 and you get an event that is sure to become a "favourite time at school" for many.

Something that astounds me every time we put a show of this scale together is the dedication and generosity of the entire school community. All the work needed to produce these spectacles is done on top of the normal, day-to-day running of the school. The excellence of the education on offer at MES Cairo continues at the same time as Edwardian London takes shape on our stage. Tests, exams and assignments continue to be submitted while the Sweeps are taught how to dance across the rooftops.

Ultimately, the show was for our audience. The audience is the final piece of an enormous jigsaw puzzle and as we hoped, as the houselights dimmed, you allowed yourselves to be transported to a different time and place, yet found a sense of the familiar in what you experienced.

Thank you to every single person who has contributed to the success of Mary Poppins at MES Cairo. Whether your contribution was small or monumental, each one is an essential part of the puzzle.

**Mr J Todd - Director**

I have enjoyed getting to know students that I have never worked with before and working with those students that are "veterans" of the MES Cairo stage. Musically, there are many moments that come to mind, there are many songs that



still replay in our minds. Thank you to the school management and the production team for the experience of bringing a little magic to the MES Cairo stage.

**Mr D Tomlin – Musical Director**

Our 'Poppins Painters' have had great fun this year creating the stage art for Mary Poppins, working intensively painting, cutting, sticking, gluing and hammering. Secondary students, teachers and support staff were all involved, turning the Visual Arts Department into a hive of activity and creativity. The students' enthusiasm and their problem-solving skills were impressive. They had excellent ideas about how to create the most dramatic and effective scenery, making us all incredibly proud. The opportunities that the MES Cairo stage show offers our students are so important to their learning, giving them a wonderfully holistic experience – from



first-hand experience in the construction and creating of 3D sets and effects, to the functionality of each piece and then the final product as they watch their work come alive on the stage.

The Design and Technology department team created many magical effects and helped with creating props; from the iconic carpet bag to chimney sweeps' brushes. This year we all went to see the show together and I must admit, the show bought a tear to our collective eyes. We were so proud of the students and all their hard work and how well they used the scenery and props. We thought the show looked amazing and the lighting and direction a delight. The addition of the chorus and the acting teachers gave us such a lift and the show made us extremely happy, to see how we all as a school come together to produce such fine work. We are delighted that the show was such a huge success and a truly magical experience. Well done everybody.

**Ms K Tapsell – Head of Secondary Visual Arts**



**Reviews**

Watching the show left me with a strong sense of pride in what the MES Cairo community can achieve. It's hard to pinpoint a particular highlight or to single out a particular performance when the true magic of the show was the result of all the combined energy, talent, hard work and collaboration of all involved. In many ways I felt it was not 'just a school show'. The high calibre of the lighting, special effects, costumes and stage design along with the power of the combined voices of Primary and Secondary students and staff singing in harmony meant the audience were treated to a spectacular performance worthy of a professional stage.

**Ms J Cole – Assistant Headteacher, Secondary British Section**

I can't disagree with the unanimous view that Mary Poppins was a sheer delight from start to finish, with a fabulous cast and supporting choirs. What was equally staggering was the technical expertise that we can now call upon. One moment the stage was full of dancers, of all ages, then we were swept back to the heart of Edwardian London. The set and the magical technical effects took the performance to another level and I wonder how long it will be before the West end is proud to boast, 'As good as MES Cairo!'

**Mr A Hainsworth – Year Four Orange Teacher**

Mary Poppins was my first experience of a big production at MES Cairo. I thoroughly enjoyed the experience and seeing a much-loved story brought to life. I was impressed with all the actors on the stage as well as all the dancers and singers for the songs. Supercalifragilisticexpialidocious was a particular highlight for me with children of all ages being involved in excellent singing and dancing.

For me, one exceptional thing was the stage crew. I was impressed that the set was quite elaborate and that the team

of secondary students was able to get everything on and off so professionally throughout the show. Lastly, I was captivated with the four students who played Mary, Bert, Jane and Michael. Their acting and singing was brilliant, they really are a great example of an MES Cairo student.

**Ms R Bennett – Year Six Team Leader**

I was really looking forward to seeing the whole school production this year. I felt that this year, in particular, the show had a real whole school feel to the performance and I knew that students all through Primary were involved and were really excited to be taking part. I thought that the show took a very different direction to the Disney version that perhaps most of us are used to and that was an excellent creative decision. The performance felt fresh and new with a different focus on the characters, I felt as though I was seeing an old friend through a new lens. Mary Poppins was great success, thank you to everyone involved.

**Mr M Ingham – Year Three Team Leader**

NCBIS students and staff were mesmerised, enthralled and inspired by MES Cairo’s production of Mary Poppins. The overall performance was enhanced and made all the more professional by the glittering, shimmering costumes, the elaborate sets, the live singing and ensemble work, not to mention the stunning individual performers who sang, danced and acted with such dedication and skill. We were most impressed by the principal role, played by Carol Atta who sang with such confidence, and with a beautiful tone. Her wards, Jane and Michael displayed excellent rapport with each other as brother and sister and did such a fantastic job, for such young performers. Furthermore, it was the small touches, the careful attention to detail which engaged us from start to finish such

as: the magical, flying lark; the luminous umbrellas, and the roof-top dancing chimney sweeps. Thank you for inviting us to share in your celebration of creativity and talent.

**Ms A Laragione - Head of Drama, NCBIS**

Having been backstage as part of the make-up crew it was a real treat to get into the audience on the last night of the show and see what I’d been working on. My thanks to Ms Ballard for that. Stand out moments for me included the scene where Bert and Mary were on the rooftop; the silhouettes looked stunning as were the vocals. I also enjoyed the Bird Lady singing ‘Feed the Birds’. Strange as it may seem, you don’t actually get much of an idea of the show when you’re backstage - I still have no idea what Shrek looked or sounded like!

**Ms M Ingham - Secondary Commercial Studies Teacher and HRCF Coordinator**

I was completely overwhelmed by the display of talent and synergy on stage last night. The production was superb! I feel so fortunate to be part of such an amazing school community. Kudos to the students and staff who were involved in the production. I am well-aware of all the hard work and energy you have invested and it was well worthwhile. You are truly deserving of all the accolades you receive.

**Ms K Fergus – Secondary Chemistry (American Section)**

Expectations were high for the opening night of the MES Cairo Whole School Production of ‘Mary Poppins’ on Monday 13<sup>th</sup> March, and we were not left disappointed! In a packed production that didn’t flag throughout its impressive two and a half hours, we were treated to

superb singing, amazing acting, breath-taking dancing, an awesome stage set, and even some on-stage illusions! A particular strength was to see performers on stage from all parts of the school, from Key Stage One, all the way through to the



highest grades in the Secondary sections, and even staff members too. A highlight was Saif El Rafei as Michael, effortlessly holding his own in a demanding role, all the more astonishing considering he is in Year Four! Also enjoyable was Saif El Bialy, giving his all as Bert the Chimney Sweep! In a cast as uniformly excellent as this, however, I wish I could pick out everybody from Kyle Cullen’s pompous Chairman of the Bank, to Mrs Brill, the put upon housekeeper, and of course, leading lady Carol Atta’s wonderful singing voice.

Congratulations to everybody involved for putting on a spectacular show that will surely go down in MES Cairo’s history as one to remember!

**Mr M Link – Year Three Orange Teacher**

It is a remarkable fact indeed that over 150 students of all ages participated in our whole school production. Every single one of them was a truly valued member of the team. Add to that the number of students who participated in the days and weeks leading up to the performance, from painting the set to designing costumes. In light of this tremendous achievement and incredible learning experience, the whole of the MES Cairo family would agree with this statement: “Arts education in music, theater, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried just *beneath the surface*. *They (children) have an enthusiasm for life a spark of creativity, and vivid imaginations that need training – training that prepares them to become confident young men and women.*” Richard W. Riley - Former US Secretary of Education



# WIRED UPDATE

## Wired Team Members:

Dodie Ballard, Secondary Principal, American Section  
Tatiana Kolesnikova, Secondary LDD Teacher  
Taher Naggar, Secondary Computer Science Teacher  
Kelsey Bull, Secondary American Head of Department, English  
Jonathan Todd, Dean of Students for Grades Nine-Ten  
Jennifer Cole, Assistant Head Years Seven-Nine  
Alex Hinchcliffe, Primary Teacher  
Sam Cole, Primary Teacher  
Georgina Dean, Primary Teacher  
Sarah Macdonald, Primary Teacher  
Dan Mulligan, Primary Computer Science Teacher  
Ahmed Saed Saad Eldin, Secondary Arabic Teacher

## Mashups and Making Learning Engaging

We have been focusing our attention on the use of mashups in the classroom. A mashup allows you to use multiple sources to incorporate different texts, graphics, music, video, and a multitude of flash media into one source. A mashup is not about putting together a lot of resources and hoping for the best outcome, rather it is a way to strategically integrate a variety of concepts that allows the learner to creatively produce a dynamic product. Students are engaged in the learning process as they are afforded the opportunity to make choices from a variety of resources. It allows them freedom to be expressive and become designers of their own learning experiences. The use of mashups to teach, or for students to create, allows for meaningful dialogue that moves away from mere cooperative learning practices to 21<sup>st</sup> Century learning strategies as well as higher order thinking skills such as collaboration, a variety of platforms to be communicative, critical thinking leading to problem solving, and allowing for students to be creators of high quality work. Through the incorporation of mashups in the classroom and embracing those 21<sup>st</sup> Century learning skills, the classroom is flipped into a participatory culture. By creating a culture of participation, students learn through a skill called appropriation.

Henry Jenkins, an American media scholar, stated that appropriation is “the ability to meaningfully sample and remix media content. Educators should understand and value appropriation. Students learn “by taking culture apart and putting it back together” (Jenkins, 2009, page 55). Appropriation goes hand-in-hand with collaboration in education and allows students to explore existing media content and new information, analyse and interpret information, and use their own creativity to produce an original product (Jenkins 2009).”

So, how are we mashing things up at MES Cairo in both Primary and Secondary?

## BlendSpace and Using the Moodle Forum



“In our Topic sessions I asked the students to research and try to compare the famous landmarks from two different countries (Egypt and Canada). On a Blendspace I provided information on the top ten most famous landmarks from these two countries. To access my Blendspaces for English and Topic lessons, Ms G Dean had made links from the etools on the Key Stage Two Moodle Homepage. I asked the class to report their findings and comparisons to me via a forum housed in Moodle. As evidence of their work for their books, I took a screen shot of all the students posts and printed them out.”

Mr S Cole - Year Five Violet

## Using Class Dojo for Classroom Management



This year I started using Class Dojo in HR. Class Dojo is a great classroom management tool based on a 'behaviours and skills' point system. Every morning I project students' points on an interactive whiteboard so that my students can monitor their progress and receive immediate feedback. To encourage positive behaviours, I



# WIRED UPDATE

created Class Dojo rewards for specific behaviours, study skills, and achievements in HR, and it works magic with challenging students. I customised Dojo points to match the specific needs of my HR students, for example, I award five Dojo points for 'Amazing Planner' to boost the effective use of the student planner.

## Using Pathbrite to Create E-Portfolios



The Gifted and Talented students started creating their e-Portfolios using Pathbrite <https://pathbrite.com/#maker>, online tool for building multi-faceted digital portfolios. The aim is to help students collect and track evidence of their learning on the go, give a comprehensive picture of their achievements. Students can simply take photos, capture videos, and record audio on their devices, and then add them directly into their portfolios.

**Dr T Kolenikova - Secondary Gifted and Talented Coordinator, American Section**

## Using ThingLink in Foundation Stage One

After learning about Thinglink, I decided to trial it in my classroom. In Foundation Stage One, the students are at the very beginning stage of their technological learning so I wanted something they could use with little to no adult input. The students also have short attention spans at this age so Thinglink was perfect in that it was something that I could leave on the board during free flow play. Another plus is that it gives the students a selection of activities to choose from in a range of learning areas.



I initially showed my class how to use it on the Interactive Whiteboard and they were eager to try it for themselves. Most children quickly worked out how to select an activity. As Thinglink proved to be easy to use, I decided to show the rest of the Foundation Stage One team. They were also very impressed with this and we decided to work in pairs to create images for our

new topic on animals. We then shared the link so that we could all access them. All classes have now trialled this with positive results. Some classes have used them as lesson inputs and others have used them in free flow play. We are going to use Thinglink as a regular feature of our topic planning.

**Ms S MacDonald – Foundation Stage One Green**

## App Smashing Using ThingLink and Weebly for Literary Analysis

Out with the old and in with the new (except when the old maintains its usefulness)!

While I have only recently discovered ThingLink and am utilising it to facilitate student choice and engagement, I continue to see the positive effects of Weebly and its effectiveness in supporting student motivation, engagement, background knowledge, inquiry, and analysis. Through the implementation of choice and multi-modal activities, students feel challenged and therefore motivated. Additionally, the task is differentiated for varied academic levels of understanding. Students who are higher achieving have greater opportunities for varied types of thinking and methods of problem solving that promote inquiry, abstraction, categorisation, differentiating between relevant and irrelevant information, drawing conclusions/justifying solutions, creating, and designing. These ideas are illustrated in the links below from two of my students. The student who created the ThingLink focus on essentially creating a visual representation of an essay about The Heart of Darkness by Joseph Conrad. The student whose Weebly link I have included has a homepage, and her main focus was reflection, analysis, and significance of quotations within The Crucible by Arthur Miller. Check it out!

**Ms K Bull - Secondary HOD English, American Section**



**Significant Image**  
This image shows the Watts Towers, located in the Watts neighbourhood of Los Angeles. These massive structures, which are over 20 metres tall, were built by one man over the span of 23 years with nothing but a few simple tools. To me, these towers are the ultimate symbol of hard work, perseverance, and dedication – the three characteristics that I admire most. My goal in life is to build my own gigantic Watts Towers.

**Favorite Quote**  
My favorite quote of all time is a quote by Eric Hoffer that goes "When the power of love overcomes the love of power, the world will know peace."

**Career Goals**  
I aspire to someday work in the field of sustainability because there are many exciting things facing the environment and I would like to take an active role in engaging them.

**Universities I'm interested in**  
The top three universities I'm interested in attending are Brown University, UC Berkeley, and the University of Southern California.

Citation: Henry Jenkins: Participatory Culture, Politics, and Learning | MIT Center for Civic Media. (n.d.). Retrieved March 29, 2017, from <https://civic.mit.edu/blog/schock/henry-jenkins-participatory-culture-politics-and-learning>

**Ms D Ballard – Secondary Principal, American Section**



# International Baccalaureate Diploma Programme News

## 5 Year Evaluation – October 2016

**Every** IB World School is evaluated every five years, “to ensure that the Standards and Practices of its IB Programme are being maintained. As part of the process, the school engages in a self-study that is a key element in the school’s continual improvement.” (IBO)

Programme evaluation is a process of formal reflection involving all stakeholders within the School’s IB community. It provides an opportunity for reflecting on achievements and new initiatives. Preparation for our most recent evaluation in October 2016 was a year-long process. At the first stages of the process, the school gathered information via meetings and surveys involving IBDP parents, students, staff and alumni. We worked in teams to closely examine our strengths and identify areas for improvement with regards to the IBO’s Standards and Practices. The data we provided to the IBO in October 2016 included a collection of the survey results and evidence based on three main areas of the IB Diploma Programme; Philosophy, Organisation and Curriculum.



Our evidence was scrutinised by the IBO accreditation team and we received feedback from the IBO in January 2017.

We were delighted to receive the following overview in the introduction to our report: **Based on the findings included in the report, the IB has not identified any matters to be addressed.**

The IBO tends to restrain from affective judgements. The reassuring feedback that our Programme meets the Standards and Practices in every area is excellent. Our Governing Body works hard to ensure the IB Section is



supported and that we continue to deliver a world class Programme.

We were delighted to receive a plethora of commendations - many of which are about the leadership of our programme, our student support systems and the work that we are doing as IB teachers in the classroom. Below is a brief selection of commendations – directly quoted from MES Cairo’s IBO report.

*“The self-study involved the governing body, administrators, teaching and non-teaching staff, students and parents. The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review. Meetings were organised, allowing time for reflection, discussion and collation of evidence.*





*The school's mission statement aligns with the IB's mission and philosophy.*

*The school's DP action plan is driven by practises and programme requirements included in the Programme Standards and Practices.*

*The school has developed strategies to raise awareness of international mindedness.*

*The school has increased its participation in the IB world community; this has included linking to local and international schools on various areas of IB development.*

*The DP staff includes workshop leaders and examiners.*

*The head of school and DP coordinator demonstrate commitment to the development of the programme and strong leadership aligned with the philosophy of the IB.*

*The school has developed a comprehensive language policy that is reviewed regularly and includes the school*

*language philosophy, the school language profile and support for mother tongues.*

*The assessment policy includes a philosophy of assessment that supports student learning and an understanding of the use of DP assessment criteria.*

*The school has improved the facilities and increased the resources that support the implementation of the DP.*

*The school has developed a system to ensure students are appropriately placed in DP subjects and are well-prepared for entry into the programme.*



*The school has developed its written curriculum for all DP subjects and has made these available to the school community via the school website.*

*The school has developed systems to ensure teachers develop Approaches to Teaching and Learning skills in their subject areas and all DP teachers promote and develop the Approaches to Teaching and Learning in their subject areas.*

*The school ensures teachers are well supported, to develop a range and variety of strategies for teaching and learning.*

*The school has incorporated voluntary meetings that allow teachers to share expertise and offer PD to support each other.*

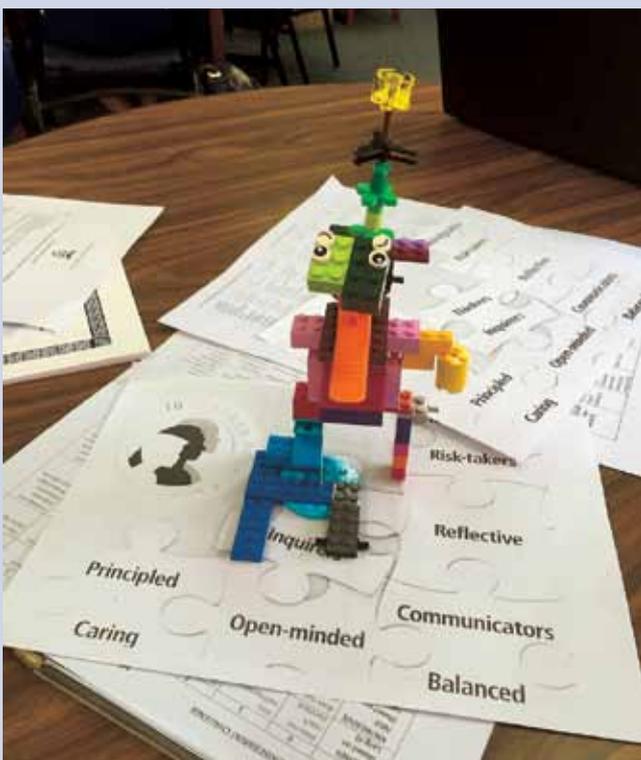
*Teachers adapt learning experiences to meet students' different learning needs and styles.*

*Teachers are prepared to offer a range of strategies and tools to assess student learning and they incorporate different tools to assess learning.*

*The school has developed practices to help students inform and improve their learning independently.*

*The school has improved its assessment practices to allow for opportunities for students and teachers to incorporate and to engage in peer and self-assessment."*

**Congratulations to everyone involved in MES Cairo's IBDP Section.**





## DP12 GROUP 4 SCIENCE PROJECT DAYS DECEMBER 2016

Studying the sciences can definitely be creative, exciting and...fun! Our IBDP12 students recently put their scientific knowledge to the test over two days of intensive teamwork, investigation and analysis. The Group 4 Project theme this year was 'food' and the teams worked hard to come up with and implement an idea which coalesces the knowledge they have acquired from their Group 4 subjects (Sciences) over the past two years. One team organised a pizza eating competition to determine the correlation between Body Mass Index and eating speeds. Another group utilised their fantastic art skills to create fashion items out of food waste. The DP11 students were invited to the final presentations where an assessment panel evaluated the DP12 teams on all aspects of their work. Congratulations to the IBDP Science team for a very successful day.

## DP11 EXTENDED ESSAY WORKSHOP FEBRUARY 2017

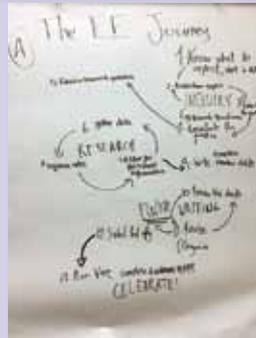
The Extended Essay process is an important core element of the IB Diploma Programme that teaches students the academic writing skills required at university level and prepares young people for the skills they require to become lifelong learners. Students complete a 4000 word research paper in an academic subject of their choice. Some MES Cairo students choose to write their essay in the World Studies category, which requires a focus on a topic of global significance.



wealth of research materials available here at school, as well as leading them through a stimulating workshop on the skills of advanced academic research, referencing and citation.

## Theory of Knowledge DP12 Final Presentations

In March, our students gave their final TOK presentations in front of an audience of peers, DP11 students and MES Cairo IB teachers from various subject areas. Their knowledge questions ranged from a diverse array of topics; from the effect of authority on personal knowledge, to the influence of



Universities hold the EE element of the Diploma in high regard, stating that it prepares students very well for the type of academic writing they are expected

to undertake at university level. "We feel excited when we see applications from IBDP students. This is because we feel that the IB develops all of the skills that a UK university wants. Writing, research, referencing, discussion, independent learning, critical thinking and a deep understanding of how to avoid plagiarism. The Extended Essay is a major academic achievement and their TOK studies add a whole new level of intellect that we welcome. IBDP students come to us really well prepared. There is breadth in their knowledge but they also have the depth - the six subjects definitely do not mean a compromise in depth." (Leeds University Admissions Officer, The Hague IBAEM Conference, November 2015)

Our DP11 students started their EE journey in February, when they were guided on how to choose a topic and create a research question, and how to approach the work on a one-to-one basis with their individual supervisors. Our students were excited to learn about our special arrangement with the AUC, as they will have the privilege of visiting the AUC library to access the university database for research several times before the final completion deadline. Ms Mathews, our LMC coordinator, reminded our students of how to access our own



the media on personal judgment. We were treated to a morning of fascinating debate, ideas and deep discussions. Congratulations to Mr Gibault (TOK Coordinator), Mr Rainford, Mr McCaulay and Mr Bullough for the excellent guidance that you have given DP12 in Theory of Knowledge over the past two years. They have matured into intellectual young people of sound reason, with an impressive capacity for critical thinking.



## Visual Art Exhibition



The DP Visual Art Class of 2017 presented a stunning Exhibition early in April 2017. The Visual Art students and their teachers

would like to sincerely thank all the visitors for their support and positive feedback. Mr Khaled Hegazy, Head of the Private Sector of the Ministry of Education was invited to open the Exhibition by Mrs Sawsan Dajani (MES Cairo Chairman of the Board) and Ms Ghada Dajani (Managing Director). The artists were delighted and honoured to welcome teachers and students from across the school, parents and extended family and friends, as well as Art teachers and students from three other IB World schools in Cairo.

The Exhibition is a compulsory component of the DP Visual Art course. It is curated, and counts for 40% of the overall Visual Art result. The artists spent many hours bringing to life their creative ideas and displaying their work in ways which revealed further layers to their messages and themes, enabling us to enjoy the depth of meaning in their work to the full. There were some exciting and unique multi-sensory elements within each installation. There will be a full feature of the exhibition in our next issue of the MESsenger. In the meantime, the students were so overwhelmed by the messages of support that they received that they wanted to share some of these with the school community.

"I am very proud of our DP Visual Art students and am always amazed at how organic the curating process can be. The students cannot fully visualise their Exhibition

until they start curating it. This makes their achievements all the more remarkable."  
**Ms N Singleton – Whole School Principal**

"I just wanted to say how much I enjoyed the Art Exhibition last night and felt like you had moved Tate Modern to Cairo! The quality of work and ideas/concepts was spectacular and in my opinion, exceeded anything you have produced to date. Please pass my thanks to the students who had clearly worked very hard. Well done!

**Ms S Clingan – Assistant Headteacher, Years Ten-Twelve British Section**

"Congratulations to all the IBDP Art students. I was truly impressed with their artwork and they had curated it beautifully. You must be so proud of them all."  
**Ms L Talbot – Headteacher, British Section**

"Well done for putting together yet another wonderful art exhibition! Work was fantastic and the students truly amazing when explaining their pieces. The teachers did an amazing job of supporting them in every way. I hope you are all very pleased!

**Ms C Downey – Deputy Headteacher, Secondary**

"Well done everyone. I love the variety, imagination and skill of the work produced."

**Mr B Higgs - Design Technology Department**

Messages came back from students as young as Year Seven and we were delighted that Bakry Hisham (Y7G) was moved to consider the social inequality that affects the lives of working women: "The artwork pulled my eyes straight to it, then really made me think again; do men really work more than women? It's always said that men work more than women, but actually I think it's the same or even women work more...the main point is that women should also be respected for their hard work and be remembered. They should also get the same rights as men, and get to work the same kind of jobs."



Ms Singleton and Ms Sheehan would like to extend sincere thanks to Ms Lacey and to Ms Tapsell for their tremendous support of the students. Congratulations to whole of the Visual Art Department for another successful DP Visual Art Exhibition.

### DP12 News

On 13<sup>th</sup> April 2017, the DP12 students completed their final day of regular school and began their study leave in preparation for the final written examinations.

Saying goodbye was quite an emotional experience for all the teachers, students and staff who know them. Their final day was filled with pride, hope, anticipation, happiness and of course – sadness! The students have already received an array of wonderful offers by top universities including Warwick, Bath, Queen Mary, Reading, King's College London, Sydney (Australia) and McGill (Canada). I am very proud of each and every single one of them, as is Ms Singleton (Whole School Principal), and Mr Bullough and Ms Creak, who have been their Homeroom teachers throughout their IB journey, are especially proud of their achievements. Along with all of their teachers, we wish them the very best of luck.



**Ms S Sheehan – Assistant Headteacher/IBDP Coordinator**



# Week Without Walls

## GRADE SEVEN STUDENTS EXPERIENCE EGYPT: PAST, PRESENT, FUTURE!

**Week** Without Walls (WWW) aims to provide Middle School students a variety of challenging and inspiring experiential learning opportunities that extend and enhance learning beyond the classroom. Experiential learning is an engaged learning process whereby students “learn by doing” and then by reflecting on the experience. This year, Grade Seven and

offered students the chance to develop 21<sup>st</sup> Century learning skills of communication, collaboration, creativity, and critical thinking.

### Grade Seven Trips

Standing on the banks of Dahab Island in the middle of the Nile, students became scientists while collecting water samples to test for nitrates, phosphates, pH, salinity, and water temperature. Using the information collected, students identified the impact of human behaviour on the main source of water in Egypt. Students also travelled to the Wadi Environmental Science Centre (WESC) where they created an aquaponics model of their own to enable them to understand the value of clean water in growing crops and raising fish in Egypt.

On day two, students travelled to Darb 1718 an Arts colony near Mar Girgis and worked in the studios of artists Sayed El Hakim, Enas Khames, and Abeer Maadawy. Working in small groups, students had the chance to explore the art of pottery, papermaking or photography. In all three areas students applied skills learned in Art class. In pottery, students worked with Sayed El Hakim exploring designs based on natural forms and applying designs to the surface of the clay creating several handmade pieces, which were fired and glazed at the studio. In the El Nafeza papermaking studio, students worked with artist Enas Khames and created sheets of paper made from agricultural bi-products and then used the paper to construct a final product. During the paper making process



Grade Eight students explored historical and contemporary Egypt focusing on Egypt’s culture, natural resources, and past and present innovations. A variety of opportunities





stories of pharaohs who ran around the perimeter boasting of their strength and vitality to impress the cheering populace. Some students were even given the opportunity to show their strength in a relay race around the compound! Gazing at the mummy in the Imhotep Museum reminded students of what their 'mummified apples' are going to look like in a few weeks when they are removed from their preservation 'chambers'. The gorgeous murals on the walls of the fantastic Mastaba had students searching for clues about what life was like over 4000 years ago, similar to what archaeologists are still doing today. Several students made connections to their current studies in Social Studies regarding the life of a pharaoh with guides using content vocabulary and reminding students of just how important their ancient history has been to the development of modern day Egypt and beyond.



Most students agreed that their favourite activity was the visit to Al Sorat farm where they enjoyed sampling edible flowers and playing with the many dogs. Some lucky students milked and fed goats and many enjoyed watching the process of how goat cheese was made right in front of them.

students learned about the process of environmentally friendly papermaking and discussed how agricultural bi-products can be recycled. Photographer, Abeer Maadawy, had students explore the power of photography in communicating ideas and emotions by having students create self-portraits.

Students created planters out of recycled 2-litre bottles, scooped composted manure and planted seeds which they took back to MES Cairo to document their plant's growth. We ended the day with a scrumptious lunch of pasta and fresh salad straight from the garden.

Saqqara was another favourite with some students who at first wondered why they were returning to a site they had visited in Year Five. Students were surprised to hear the

**Mr S Gibson - Grade Seven Science and Ms S Fowler – Grade Seven and Eight Social Studies**

# Week Without Walls

## GRADE EIGHT STUDENTS EXPERIENCE EGYPT: PAST, PRESENT, FUTURE!

**A**s part of 'Week Without Walls', Grade Eight visited Alexandria. We spent three days and two nights admiring Greco-Roman ruins; the Bibliotheca of Alexandria and historical monuments and museums, whilst also investigating climate change in Alexandria.



We began by visiting the Catacombs to see the tomb of a Roman General in Egypt and his wife. We discovered deep alcoves carved into the walls for coffins, mummified bodies, and ashes. The tombs were dark, humid, and 30 metres deep; a perfect place to lay to final rest! After this, we headed to the second nearby site of Pompey's Pillar towering at 26 metres tall, which we later learned had no connection to the Roman Emperor Pompey and wasn't even a pillar, but was named due to a historical mistranslation. We followed this visit with a third stop at the Roman



Amphitheatre, the only Amphitheatre in Egypt. It is home to a circular Italian marble plate on the ground, which was built in a strategic place within the grounds acting like a historical microphone, when you stand on it, even when you whisper, your voice will be heard throughout the whole theatre.

To end the day, we took a leisurely ride along the coastal corniche where the MES Cairo students were a sight to behold; a parade of 'hantour' horse and carriages, trotting along the Mediterranean Sea, absorbing the beautiful sunset and the fresh, salty air.

To start our second day, we visited the Royal Jewellery Museum, home of the Ottoman Empire's descendants, specifically Princess Fatma-Al-Zahra'. The royal family's jewellery is dazzling and the ceilings of each of the elaborate rooms are painted with grand scenes like the Palace of Versailles in France. Along the corridors, the windows shone with stained glass windows telling the story of Romeo and Juliet and every glass cabinet housed





expensive crowns, glasses, chess boards, necklaces, and bracelets all shimmering with ruby red, emerald green, and sapphire blue. Even the bathrooms were gilded in gold! On the same day, we made our way to the modern Bibliotheca of Alexandria, which contains two million books and was designed under UNESCO funding. No visit to Alexandria



is complete without a stop at the fortress that protects the beautiful city, standing tall, the Citadel of Qaitbay. It is believed to be made of the same limestone as the original Lighthouse of Alexandria and to be built on the site of where the famous Pharaohs once stood.



On our final day, thanks to the Wadi Environmental Science Centre (WESC), we discovered how Egypt could do its part to minimise the carbon footprint left behind by its factories and car emissions, through positive, energy efficient changes. As Alexandria is on the delta, water salinity (extreme salt) can affect the food chain, since sea-levels are rising and we were made aware how we can recycle more and reduce water waste as individuals. Grade Eight students understand that it is their job to spread the word to our families and the greater MES Cairo community – it is not too late to reduce waste and help our country.

After the 3-day trip in Alexandria students returned to Cairo and continued to explore the theme of Egypt's environment. Spending the day at Giza Pyramids students investigated the impact that urbanisation and tourism has on historical sites.

Collecting data on visitor behaviour, litter analysis, and comparing photos of the area from the past with the present, students collaborated to come up



with solutions to some of the problems they discovered. Students also had the opportunity to spend the day at the Association of the Protection of the Environment (APE) in Manshiet Nasser. Learning about the work of this non-governmental organisation (NGO) students had hands-on experience of making a number of products that the women of this organisation make on a daily basis from discarded materials. Students learned the difference between up-cycling and recycling and how with a little creativity our trash can be made in to new products. They left knowing that the simple task of separating our home garbage by differentiating between organic and inorganic materials helps the women and children sort more efficiently and safely.

**Salma Hadidy (G8R) and Ms S Elsaadany – Grade Eight English Teacher**

# Grades Nine and Ten Chart their Progress Online



**A** graduate of MES Cairo is a very special person. They are full of qualities and skills which set them up for a successful, happy and fulfilled life. Students at MES Cairo are afforded opportunities at every step of their journey to acquire and display the skills and attributes that make up our MES Cairo Graduate Profile. Keeping a track of all of these moments of brilliance can be a tough task but students in Grades Nine and Ten have been experimenting with an online tool which will help them demonstrate all of the moments throughout their school career when they showed exactly what it means to be an MES Cairo student.

The tool is called 'Tiki-Toki' and is an online timeline creator. Normally used for Social Studies projects, the Grade Nine and Ten Homeroom team decided that the "history" of a student's achievements could fit very well into this "History" based tool.

An ongoing task, students can now record their achievements using text, pictures, videos and weblinks as they happen, ensuring that they are not forgotten. In addition to this, the timeline displays the information chronologically, so students, parents and

teachers can look back and view the stories in the order that they happened.

Students can also choose to display their timeline as a flat, 2-D line or switch to the 3-D mode, allowing viewers to "fly" through their achievements.

We are all looking forward to seeing these timelines grow over the years and to the chance of seeing completed ones when these students reach Grade Twelve.

**Mr J Todd – Dean of Students, Grades Nine and Ten**



## Grade Seven and Eight Parents Explore the American Section High School

**A**t every stage of our lives, in addition to living in the moment, we are also preparing for the future. Parents of students in Grades Seven and Eight assembled in the school theatre on 23<sup>rd</sup> January 2017 to discover

what their children are preparing for while being part of the Middle School, which is, of course, the American Section High School.

As with any education system, the American High School Diploma is a complicated structure so the parents were taken through the main points ahead of their children transitioning to Grade Nine either next year or the year after. Familiar items, such as the MES Graduate Profile were discussed alongside new ideas such as graduation requirements, the different structure of the High School Program of Studies and the Individual Graduation Plan. An example of the transcript, the document that will eventually be sent to colleges and universities, was shared and discussed, including the all-important point: everything counts from the start of Grade Nine!

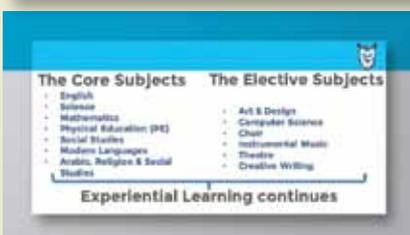
We introduced the external examinations taken by American Section students and explored the process of applying for university.

Finally, a very important number was shared. Do you know the significance of the figure 2,102,400?

That is the number of minutes in four years – the amount of time spent taking the American High School Diploma.

It was an informative, relaxed and pleasant afternoon and Grade Seven and Eight parents left knowing a little more about what lies in store for the future of their children at MES Cairo.

**Mr J Todd – Dean of Students, Grades Nine and Ten, American Section**



# GRADE NINE ISLAMIC CAIRO TRIP

In

November and December 2016, Grade Nine Global Studies students spent time studying the creation and development of Cairo as a medieval city from the 10<sup>th</sup>



Century onwards. This amazing city provides us with an incredible opportunity to extend our learning outside of the classroom walls. Equipped with cameras, pens, and notebooks, over seventy Grade Nine students set out to explore the wonders of Islamic Cairo. Our aim was to examine the remnants of the Mameluke and Fatimid building programmes that transformed Cairo into an economic,

political, and cultural utopia. We are happy to report that the trip was a resounding success. Enthusiastic pupils, dedicated staff volunteers, and our incredible security team all worked together to



create a safe, valuable, and educational experience for all involved. Islamic Cairo is a breath-taking place that is underestimated by many people. Personally, it was the first time for me to visit the area and I'm 100% Egyptian! It's important for all students to learn about the great history of their country in an

interesting way. If we sat all day in class going over the mosques in Islamic Cairo, students will get bored and lose interest in the topic. However, by going on the field trip, students would actually be eager to learn about the different mosques. Visiting and learning about the Mosque of Qalawun, Madrasa of Sultan al-Ghuri, and the Mosque of Sultan Hassan were the highlights of my trip. **Jana Hassan (G9Y).**

The Mamelukes are described as having a "split personality" mainly because they had conflicting personalities – they were sometimes fair and sometimes cruel. The Mamelukes would force people to give them money and it was mandatory for citizens to pay harsh taxes. Also, Mameluke elites and leaders were very wealthy and only cared about their legacy. On the other hand,



the Mamelukes also built many important buildings and mosques such as the Mosque of Sultan Hassan. These mosques included hospitals, schools, sabils, and much more for the good of the public. **Kirmina Sadek (G9G)**



The trip that we went on to old Islamic Cairo was amazing and helped me in my study with the topic of this unit. My idea of these mosques would have been totally different from what they really look like if I did

not see them in real life. I also got to see the difference between Shia and Sunni mosques; that stood out and became clearer to me. While there, I got the opportunity to take a picture of old Islamic Cairo during its golden age. It helped me see the ideas of this unit more clearly and in a more enjoyable way. **Ahmed Askar (G9G)**



**Mr D Erbach and Mr T Roodvoets - Social Studies Department (American Section)**



# MES Cairo Students Compete in World Mathematics Team Championship Seoul, Korea

## Modern

English School Cairo students travelled to South Korea this past November and competed for the second time in the Annual World Mathematics Team Championship (WMTC) hosted this year in Seoul, South Korea. Participation in the WMTC offered top students from MES Cairo American Section the chance to compete in an internationally recognised Mathematics competition that brings together top Mathematics students from around the world.

During the competition students competed in three rounds of individual and team competitions that tested their ability to work independently and collaboratively. This year, four students from Middle School Grade Eight joined ten of their High School classmates to compete in the four-day international event.

During the competition one team of seven students from Grade Ten competed at the Intermediate Level, four students from Grade Eleven competed at the Advanced Level, while the team of four Grade Eight students competed as a team at the Junior Level. Congratulations to Yassin Dabb (G8R), who, competing for the

first year, won a bronze medal for top individual score.

The four-day competition offered the students the chance to compete individually and as a team working to solve a range of complex mathematical problems as well as spend time exploring Korean culture with their peers from other countries. Zeina Badawy (G10G) expressed her thoughts

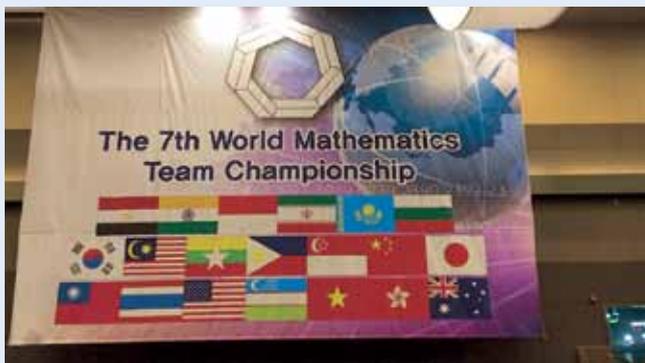


about the competition... "The competition challenged me and my teammates in ways we were not used to being challenged. It challenged our mental abilities when doing individual rounds and furthermore challenged our team work skills in the relay and the team round. Overall the competition and tours we took made the South Korea trip unforgettable."

This year's competition was attended by nineteen countries (Egypt, China, USA, Australia, Korea, Vietnam, Iran, Malaysia, Thailand, Bulgaria, Singapore, Indonesia, India, Philippines, Taiwan, Myanmar, Hong Kong, Japan, and Kazakhstan) and included 500 students representing eighty teams. Teams competed at the junior, intermediate, and advanced levels. The three levels of competition not only provided students the chance to compete with peers their own age, but

also offered students a cross-cultural experience across all age levels. What is unique about the WMTC is that it goes beyond determining winners and finding the individual with the highest score, but celebrates the accomplishment of students working collaboratively during the competition. Students have to learn how





to share tasks and know the strengths and weaknesses of their fellow team members.

In addition to the Mathematics competition, students had the chance to participate in recreational and cultural activities together. During these activities students interacted with members of teams from other countries encouraging students to make friends with other teams, learning to appreciate cultures from other regions of the world, and to discover how other students learn and solve math problems. "South Korea was one of the most interesting experiences in my life. From, meeting new people from all around

the world, to trying new and interesting foods I found it quite incredible." Sarah Kamel (G10G).

Outside of the competition hall students joined their peers from a variety of countries and explored the historical and contemporary culture in and around Seoul. This provided extended time to make new friends and share stories about their individual countries and their impressions of South Korea. Students spent the first day out after competition relaxing with fellow competitors enjoying the rides, musical shows and zoo at Everland, South Korea's largest amusement park. Experiencing contemporary Korean culture was a highlight for students the following day when they were introduced to K-Pop (Korean Pop) music when they attended a hologram musical production of *School of Oz* at the Coex Convention Centre that featured several of Korea's top K-pop performers.



Taking a step back in history students visited the famous Gyeongbokgung Palace located in the northern section of Seoul. Built in 1395 the Palace was the main royal palace of the Joseon dynasty. The largest of the *Five Grand Palaces* built during that period, served as the home of Kings, the Kings' households, as well as the government of Joseon. In the evening students visited the district of Insadong an area near the palace where the past meets the present. Students explored tea houses, art studios, and shops found on the numerous alleys of this areas. The crowded market streets of vendors provided students the chance to sample traditional street food of Korea and practice bargaining skills in another culture.

Mark Eshak (G10G), reflects upon his experience that he shared with classmates on this unique journey. "The competition was truly extraordinary from meeting people from all around the globe to being challenged with mathematically advanced problems and learning to work well under pressure... Leaving South Korea was hard, but I couldn't wait to tell my family and peers about this beautiful city, and encourage them to go see it if they get the chance. I look forward to start training for next year's competition and hopefully improve after I've gotten to learn how others tackle problems that we've been exposed to."

**Mr D McKoski – Vice Principal, Secondary American Section**



# SPELLING BEE

**This** year's annual Spelling Bee was hosted by Cairo American College on Tuesday 7<sup>th</sup> March 2017. MES Cairo



was proud to have three representatives in each of the two categories: Aly Gaber (Y5Y), Maamoun Ahmed (Y5Y) and Selim Younes (Y5B) took part in the Elementary section of the competition and Michael Hakim (Y6G), Ammar Abdelwahab (Y8G) and Nadine Helmy (Y8O) in the Middle School competition.



Prior to the competition, our dedicated students received a list of words to practise and learn, and they all put an immense amount of effort into doing just that.



Once we arrived at CAC, the Elementary competition had just finished. Our Year Five students did us proud, as always, and were eventually presented with words that were not on the list, in order to find a winner. Aly Gaber, our last boy standing, was finally eliminated with the



word 'obstreperous!' Parents and Mrs Glancy were extremely proud of all of the students' resilience, courage and behaviour throughout the competition.

Nadine, Michael and Ammar then proudly took their place on stage and were eager to get started. Their parents cheered them



on and the Middle School competition was underway. Our students showed a great deal of promise throughout the first few



rounds. However, due to an issue with the original word lists sent through to students, the competition did not go as smoothly as we hoped it would.

Nonetheless, Nadine, Michael and Ammar showed resilience and determination in the face of those challenges. Speaking on behalf of ourselves, Ms Mathews and the MES Cairo family, we could not be prouder of our six contestants. It was a positive learning experience overall, and we are all looking forward to competing again next year.



**Ms D Ghalwash – Secondary Learning Development Department, British Section and Ms M Glancy – Primary Assistant Headteacher**

# 'KEEPING CHILDREN WARM' CAMPAIGN



encourage them to make contributions.

Once the majority of clothes had been collected, our volunteers then began



the sports field and the Art room. The buildings house 150 orphans and street children.

It was a very moving experience to see the children interacting together, giving and receiving the gifts and playing with each other on the field. On the way home, I was sure that each student who had participated in this campaign would be coming away from it with their own impressions and reflections. My hope is that having shown such high levels of dedication, generosity and caring at this young age, they will continue and perhaps even lead campaigns to support local charities with such generosity and commitment in the future.

**This** year's 'Keeping Children Warm' campaign was met with great enthusiasm and generosity by our Primary and Secondary students and their families. We collected an impressive three buses full of clothes and gifts to give to the children sheltered by the Ana El Masry Foundation.



the sorting process. Each item of clothing was individually folded, then neatly packed and sorted into the appropriate size and gender box;

36 boxes were filled in total. The students kindly dedicated their free time after school to participate in this effort.

On Saturday 3<sup>rd</sup> December 2016, twelve of our students headed off, accompanied by Mrs El-Sharkawy, Mrs Abd El-Mawla and Mrs Williams to Ana El Masry in 6<sup>th</sup> October City to deliver the boxes. This is the fourth year that MES Cairo has



Year and Grade Seven students were invited to volunteer at the start of the campaign to maximise the number of donations received over the three weeks. Their contributions of making posters and presentations increased awareness of the drive amongst our students around the school. Some of our volunteers even performed short skits for Key Stage Two audiences during their assemblies to



**Ms C Williams – Assistant Headteacher, Years Seven-Nine, British Section**



supported this orphanage and the children were very excited to greet us and give us the guided tour, which included their classrooms, common areas,



# Year 7 ToTAL

## My Digital Life

**Our** Year Seven students have been busy studying the second of our three ToTAL unit topics this term – My Digital Life. The Impact Day, organised by the **Mathematics** Department was a huge success. Students worked in House teams to complete a 'Pyramid Challenge'. The objective was for students to access an online tutorial featuring their teachers, from their iPads by scanning the QR code provided. They then had to follow the instructions to make their 3D pyramids. This not only introduced them to some new digital skills, but also linked perfectly to the **History** unit about Ancient Egypt and our Year Seven trip to the Giza Pyramids.



### The Pyramids of Giza

The trip to the pyramids was fascinating and regardless of how often we had visited the pyramids, we all learned something new. We arrived early with our Egyptologist guides who shared many incredible facts about the Ancient Egyptians; daily life, their beliefs, and the many theories on how these breathtaking pyramids were built. The students shared their existing knowledge confidently and were captivated by the many stories of modern discoveries. Students had an opportunity to enter one of the pyramids and accepted the challenge readily. After an on-site picnic lunch, we learned about how the solar boat was unearthed and reconstructed before visiting the area around the Sphinx.

### How it all links in:

In **English**, the students studied Shakespeare. The students digitally designed a set for 'A Midsummer Night's Dream' with the pyramids as a backdrop. Omar Leithy (Y7B) presented his



impressive set design that he created using SketchUp at our Celebration Assembly.

In **Science**, students learned about energy resources and electricity. They used multimeters to measure current and voltage and using their devices to research for a presentation project about 'How Electricity is Made'.

In **DT**, students created technical drawings, including CAD (2D design and Sketchup).

To conclude our unit we all met for a Celebration Assembly. **Homerooms** had worked on logging their daily digital use and the data was shared, Year Seven students spend a lot of time on YouTube and very little time 'Off-the-Grid'! We also shared photos of events we took part in throughout the unit, along with the winning photos from the 'Safer Internet Day' competition and discussed why it is important to think carefully before posting a photo online. The Year Seven winners, all from Year Seven Yellow, were Chantal Labib, Merna Bassiouny, Adam Abdelazim, Youssef Mahgoub, Jasser Zoheiry, Lama El Alfy and Hana El Fikky. In **Art**, students used apps such as Snapchat and Instagram to create self-portraits and looked into digital ownership of art; Alia Naguib, Amina Sarhan, Amira Mazen and Hana Nader's work, all Year Seven Blue students, were selected to showcase at the assembly. At the end of the assembly, many certificates were awarded for effort and progress over the course of the topic in all subjects.

All the Year Seven teachers are very proud of the excellent work the students have created this term and are delighted with their great progress. We now look forward to our next ToTAL unit - The Environment.

**Ms C Williams – Assistant Headteacher, Years Seven-Nine, British Section**



# Life in the Trenches of World War One

**Throughout** this History unit, we studied the infamous World War One. We learned many things from this topic, from the long-term causes of the war (causes that build up over a long period of time), short-term causes (causes



that had an effect over a short period of time) and the trigger of the war (an event that started the war). Also, we learned about all the different facts and events. The Great War started on 28<sup>th</sup> July 1914 and went on until Germany's surrender on 11<sup>th</sup> November 1918. Over twenty million deaths occurred with most of them being military personnel.

Trench warfare was the type of warfare used in World War I. Trench warfare was where opposing armies would dig large ditches in the ground in front of each other. This put the war into stalemate with no country being able to advance and is one reason why it dragged on for so long. We learned about all the different features

of a trench system while also being informed of the terrible, horrible and inhumane conditions in the dreaded trenches.

Using all that we learnt, we were asked to create a visual design of the infamous trench system. This could have been done in various ways which were a model, a picture essay, a computer design or a poster. With any of these ways, the objective was still the same, to label the trench system with an explanation behind it. In class, we were asked to present our projects and explain all the details of the trench system.

However, the project was not the only thing needed as we had to answer an IGCSE style exam question in the form of an essay. We had to give three of the six points provided to answer why trench warfare was a failure throughout World War I. Some of the reasons were that it had a negative effect on families at home, the morbid conditions of the trenches and the advancement of weaponry throughout the war.

We learnt how to analyse and answer an IGCSE style exam question and improved our creativity whilst making the project. We all enjoyed the exciting trench warfare project!

**Nour Barsi (Y8G)**



# ENTERPRISE AND SCIENCE IN YEAR EIGHT!

The latest Thematic Approach to Teaching and Learning (ToTAL) theme for Year Eight students has been Enterprise.



**O**n Sunday 12<sup>th</sup> February, Year Eight students were off timetable for half a day for their ToTAL Enterprise IMPACT Day. Three presentations led by Ms Ingham from Commercial Studies, Dr El Geoshy from Science and Ms Walker from PE helped students to understand the theme and what they would be doing in their IMPACT day, in Science, PE and other lessons over the course of several weeks leading up to our Celebration Event.

Students split into Homerooms and then into small teams. With the support and guidance of their Homeroom teachers, they had an hour to create a team name and to come up with ideas for our Celebration Day; a whole day Enterprise event with students running their own entertaining stalls, product and advertising; competing against each other to make the most profit. Teams had to pay a refundable deposit of 50 LE per team, with 10 LE going towards a fund which donated 30% to MES Cairo approved local charities and 5% of all profits as prizes for the winning team.

At the same time, their team would also be working together closely to design a Science Inventors Fair project, which was also going to be on display at the Celebration Event Science Fair. To conclude the IMPACT day and to bring students closer together as a team; developing skills of creativity, listening to each other and team work; students then participated in an Egg Drop Challenge organised by Dr El Geoshy. Students had less than one hour to build a protective casing for their raw egg and some kind of parachute to enable the egg to be safely dropped from the top floor of our tall technology building, all the way to the ground! Six teams were successful; demonstrating effective collaboration, creativity and inventing skills. Fady El Mairy (Y8O) shared that his team was successful because they, "Used all of each other's ideas and adapted them

into the final design." He liked that, "All the groups had the same amount of materials so that no-one had an advantage."

In classes, different subject areas complemented the idea of Enterprise in their schemes of learning. In English, using the novel *Stone Cold* by Robert Swindells as a stimulus, students learnt about advertising, creating a charitable print advert to help the homeless. These transferable skills linked to our celebration event because students needed to create their own adverts to attract students to their stalls. Whilst reading *Stone Cold* and researching charities that support homelessness in the UK and Egypt; students were also able to make links with the MES Cairo 24 Hour Run for Egypt and Tahya Masr. The timing meant that students could not only get a deeper understanding of the issue; but also feel like they could authentically make a difference here in Cairo to the community through fundraising for the charity.

In Maths, students created profit and loss spreadsheets following a tutorial and then used the profit and loss spreadsheet for the enterprise celebration activity. In Music, students worked in groups to create a jingle and explored how they can be used in advertising. In PE, students were set the task of managing their own sports team. Teams were allocated a budget of 10,000 LE where they had to keep a track of income and expenditure over a period of lessons to be the winning team. They could both earn money or lose money linked to performance and preparedness for class; teaching skills necessary for business success. Sources of income included winning first, second or third places in a team game, playing fairly or being the first team ready at the start of a lesson. Fines were given for loss of equipment, not bringing in a full PE kit or being late to lesson.



In Science, students worked in the same Enterprise teams to create their own Science inventions. Each group had to reflect on any daily issue or problem they could improve or solve through their own invention. They were encouraged to be creative and 'think outside of the box' whilst creating a presentation board and working prototype of their design. Ideas were extremely varied and differed from school level solutions to Egypt wide. A small sample of inventions made included an air purifier using coal, a steel wire cutter, an interchangeable paint roller, a compartmentalised water bottle and a student locker organiser! Our students were very creative and practical!

We are looking forward to our upcoming Celebration Day event. Year Eight will have limited time to set up their stall activity and advertising as well as prepare the presentation of their Science Fair project. They will compete against each other to attract the business of our Year Five and Year Six Primary students who will be invited to be customers at the stalls. Tokens will be sold



in advance and Year Five and Year Six will be able to spend them at the stall attractions. Our IBDP Business Management students are supporting the event by controlling the tokens system and calculating profits. As well as visiting the stalls, the Primary students will visit the Science Fair; gaining inspiration from their older peers. At the end of the event Year Eight will learn the real-life lesson that in Business, you have to take responsibility for your own work and they will clear up their stalls and Science Fair tables before a final reflection on the success of the event.

Many important life skills have been developed during the Year Eight Enterprise ToTAL Theme. It is also a great way for the MES Cairo Primary, Secondary and IBDP community to collaborate with each other to provide a fun and educational learning experience for all our students. Thank you to all involved in making it a success!

**Mrs J Cole - Assistant Head Years Seven-Nine, British Section**

## Enterprise Day 2017

In February 2017, the Commercial Studies Department once again launched its annual MES Cairo Enterprise Day. As in previous years, Year/Grade 9 to 12 and DP 11/12 students were encouraged to apply for a business license through Mr Taqi, who then vetted all the applications.

The event was held in the multi-purpose hall with ten businesses submitting a business plan and organising games, prizes and posters. It was interesting to note that many of the students that ran businesses worked out that the name of the game was to sell as many tokens as possible in the short twenty minute breaks over the day. Consequently, many plans focused on games that were quick and would generate healthy sales.

The merchants of the Khan are very rarely outwitted when it comes to haggling and the MES Cairo students demonstrated similar determination and guile to succeed in making over 2000LE during the event. Quite remarkable, considering they effectively only had



two twenty minute breaks during which they were able to attract customers to their stalls.

Again, the competition to become the most profitable company was a hotly contested event with a five percent prize fund to be had by the winner. This year's most profitable business was 'Nour Bakry', a team of Seniors from the American section, whose team made 525LE worth of sales.

Well done to all the participants, the dedication and commitment shown by all teams was truly extraordinary, enabling the school to raise a significant amount of money for charity.

**Mr M Taqi – Head of Commercial Studies Department (British Section)**



# Year Nine Update

## Year

Nine in the British Section marks the start of an exciting two-year IGCSE journey. The breadth and depth of what is on offer to our students through their option choices allows each student to begin to cater their studies to their own plan for graduation.



The transition from the end of Key Stage Three to the start of Key Stage Four is an enjoyable one for many of our students both academically and socially. Nada Kamel (Y9G) shared that she enjoys, "Having different people in classes and trying new



subjects like Economics." Nadia El Gohary (Y9Y) agreed and said that, "Having different groups of people for every subject has allowed me to make new friends." She also commented that she enjoys new subjects such as Photography as they challenge her to, "think outside of the box".



To help our students develop their abilities as reflective learners and support their transition. We recently held a successful Year Nine Target Setting Day in our Learning Media Centre. Each student received an appointment with their Homeroom Teacher in order to discuss progress made so far this year and to make targets for the remainder of the term. Not only did this help them further develop a good relationship with their homeroom teacher, it also encouraged them to take responsibility for their own success.

This year at MES Cairo, alongside the compulsory subjects of English, Maths, HRCF and P.E, students had the choice to study Biology, Business Studies, Economics, English Literature, ICT, French, Chemistry, Drama, Design and Technology, Geography, Physics, Art, Photography, Physics, Spanish, History, Travel and Tourism and Arabic. Some of these subjects are new to the students as they have not previously been able to study them at Key Stage Three.

Here is just a sample of what our Year Nine students have been learning this term:

- In Mathematics, students have been finishing simultaneous equations then have moved on to solving quadratic equations. They have been factorising and using formulas.
- In P.E, the Year Nine girls have been developing their cardiovascular fitness and coordination through Zumba dancing. The students have worked on their flexibility, using teamwork and communication to perform dances together. The Year Nine boys have been swimming. They are aiming to improve their cardiovascular system with fitness training at the beginning of each lesson. Water Polo is also used to improve various skills such as hand-eye coordination.

- Biology classes have been studying both animal nutrition and plant nutrition. They are also learning about Human Transport and respiration.
- In Photography, students are exploring digital photographic editing by using Photoshop. Working from their own portraiture photographs they are creating exciting reflections and patterns using repeat images.
- Art students are experimenting with technical drawing, using portraiture and tone work as their base scaffolded in the gridding up system.
- Design & Technology students have been making traditional wooden storage boxes with a laser cut lid.
- Geography students have been learning about settlements and looking at the growth of urban areas.
- Students in Travel and Tourism have been looking at Customer Service in different environments.
- Drama students have been studying Brechtian and Epic Theatre techniques.
- ICT students have been learning about computer networks and the effects of using ICT on everyday life. They also learnt how to correctly create word processed documents.
- Computer Science students have discovered about input and output devices, together with computer memory and storage. They have also learnt about file formats and how to data compression works.
- English Literature students are studying Chinua Achebe's 'No Longer At Ease', about a young man losing his way just before independence in Nigeria. Obi Okonkwo returns from England after doing a degree there paid for by his community, and finds himself caught between his loyalties to family and the Ibo people and his ambitions for himself. As someone who returns home determined not to give way to corruption, despite his influential position in the story's fictional Education Ministry, the book is immediately ironic as we first meet Obi in court on a charge of accepting bribes. It is the story of how he gets to court that forms the heart of the novel and explains the title.

As well as IGCSE studies, students continue to have the opportunity to engage in our enriching After School Activities and Sports Programmes. These allow for our Year Nine students to



develop into well-rounded learners and to explore their talents outside of the classroom setting.

An extension opportunity that is offered for our students in Year Nine who are enrolled in the Gifted and Talented Programme is to attend the IGCSE Global Perspectives ASA with Mr Rainford, Mrs Rainford and Mr Abdelmoteleb. This term, participants have been tackling important international issues and discussing the variety of viewpoints that shape our world. Topics include the Syrian migrant crisis, the role of women, age restrictions, drug



legislation and even the rise of the new American President. Global Perspectives focuses on developing key skills and abilities including synthesis, communication, research and sourcing, evaluation and analysis. The students work on essays and group projects; developing ideas and concepts within topic areas of their choice.

Well done to all our students who are working hard and to the teaching staff that are supporting them on their road to success!

*Photographs by Hana El Badri (Y9B) and Nadia El Gohary (Y9Y)*

**Mrs J Cole, Assistant Headteacher, Years Seven-Nine, British Section**

# ALI BABA

In Term One of this academic year, the Secondary Performing Arts Department put on Ali Baba and the Forty Thieves for the Middle School/Key Stage Three Production. The

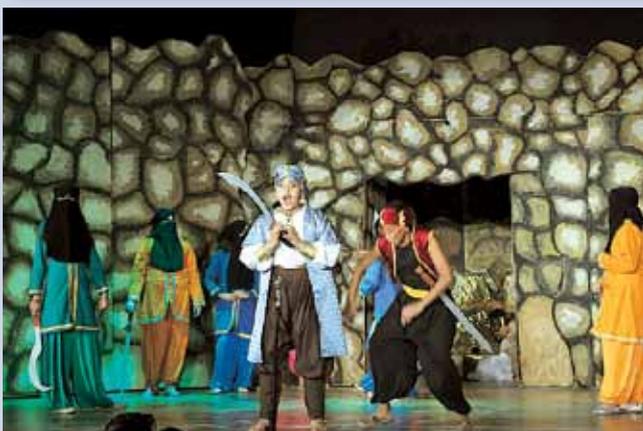


show was a massive hit and the students involved did an amazing job with the acting and backstage work. The show was done as a pantomime in the British style. This fitted in well with the time of year and the excitement that was going on around the school in anticipation of the upcoming December holiday. I was extremely

pleased with all the participants in the show and the excellent quality of the acting and production. I spent much time backstage heaping praise on the actors and production team as they made me so proud.

I can say quite honestly that this production was performed at a very high level and the enthusiasm and professional attitudes of the students involved was of the highest quality.

The performance of Haya Shamaa (G10Y) as Fatima Baba (The Dame) was outstanding and she became the glue of the show keeping everyone together all the while giving an amazing show herself. Yassin Al Gazzar (Y8G) once again came through with a most excellent portrayal of Ali Baba keeping the audience rolling in the aisles with laughter and joy. Fady El Meeri (Y8O) aced his performance of Ali's faithful donkey Deiliah giving the show that universal sparkle. Laurina Salama (G7Y) and Adam El Din Nagy (Y8O) the two star-crossed lovers brought romance and cuteness to the show with their bashful and boisterous performances. Yahia Hammadi (Y8Y) and Malak Kandil (G7B) the often despicable and selfish uncle and aunt of Ali Baba made the audiences boo and hiss with their performances of the evil doers of the show. This exemplified the care they put into their roles and the outstanding



nature of their performances. Sarah Sharara (Y8O) famously known for her portrayal of Fern Arable in Charlotte's Web last year again shone bright as she brought her latest character the Genie of the Lamp to life. Catherine Girguis (Y7R) and Maya Emam (G8R) two newcomers to the MES Cairo theatre scene did magnificent work on the stage with their comedic interpretations of their roles. Catherine Girguis also saved the show taking on the role of the old shoemaker in the final days before going public. Her efforts and hard work showed what a professional she is! Saeed Abdelbarry (Y8Y) playing the role of Abu Hassan the merciless and deadly leader of the Forty Thieves was again a true star. He gave the



audience shivers and thrills every time he entered the stage. Not to be outdone, his partner in crime, Yahya Abdelaal (Y8G), playing Zenobia, once again showed his talent, skill and hard work



on the stage. The combination of these two young fellows made the audience cry out in fear and delight. Rodayana El-Din-Nagger (G7B), Maria Marco Hanna (G7R), Lara Gamaleldin (G7B), Farida Abdel-Dayem (Y8Y), Alia Radwan (Y8G), Maya Emam (G8R), Amina Sarhan (Y7B), Lina Helal (Y7Y) and Leena Serag (Y7Y) were the chorus portraying several roles throughout the show. Their performances were outstanding and delightful. They showed team work, good work ethic and passion in their roles. Not only did they learn to dance but they learned how to move tables on and off the stage and how to move and behave like thieves and



hardened criminals, something which was not easy for these kind young people. Overall the cast was exquisite and their efforts were well received by all audience members, young and old.

Finally, I would like to thank the amazing team of teachers that helped with the production. The Art department, led by Ms Tapsell, was integral to the show. The efforts of Ms Lacey, Lamia Afifi, Clement and his team, and Mohammed the carpenter, were also



without a doubt essential to the sparkle and shine of the show. The DT department was again astounding in their creation of props. Ms Castleberry was also integral to the show as Props Master. Her ingenuity in prop creation was second to none and allowed for me to take the show to the next level. Also, great work once again by Ms Gonzalez who put her special flair and style into the design of all the costumes. We would also like to thank Ms Fowler who



choreographed the dance sequences with grace and passion. A big thanks to Mr Carter and his crew who kept the stage illuminated with good humour and excellent lighting effects. A great big shout out to Ms Gilmore and her Concert Band who supported the show with excellent music and timely sound effects for the stage that added an intangible quality to the show and thank you to Ms Boswell for putting together our programme for the show. Last, but certainly not least, I would like to thank Ms Hanlon. She is an amazing person to work with, offering her vast knowledge of Pantomime and keeping the show on track with her impeccable organisation and scheduling.

**Mr J Colley – Secondary Head of Drama**

## THE COOK-OFF, MEXICO VERSUS ITALY

# The

Year Twelve cooking lessons have been taking place for about three years or so now, and it always proves to be one of the most popular activities for HRCF over the course of their final year.



This year, Ms Sheehan got our DP Twelve students cooking as well. It was like a world cup final with Italy versus Mexico! We start with our visit down Mexico way, as the Year Twelve students kicked us off on our culinary journey.



Sizzling Chicken Fajitas were on the menu for our Year Twelve HRCF cooking sessions and it was a

fun and delicious experience for all. Although many of our seniors have limited experience in the kitchen, we were thoroughly impressed by some of their culinary skills!

The aim of the session was to show our seniors that a healthy meal could be prepared with ease and in little time. Acknowledging that only months from now many of them will be away for university and living on their own, we also brainstormed healthy breakfast ideas they can eat on the go.

At the end of the session, each class enjoyed sharing together the meal they worked so hard to prepare and many said they looked forward to cooking up some fajitas for their families at home. Well done Year Twelve!

Guided by Mr Bullough and Ms Creak, the DP Twelve class chose to re-create a classic Italian pasta dish with a simple, but delicious tomato sauce. They chopped and sautéed their onion, garlic and tomatoes and then each group added their own special something to make their variations to this classic pasta sauce – I distinctly remember the meatballs that someone had crafted at home the



night before their kitchen session. You can see some of the results in the pictures accompanying this article.

Some of our DP Twelve students were experienced at 'chefing' as my nephew called it when he was about 2 years old, and some were clearly novices. However, they all produced some tasty pasta dishes, with one of the groups even going to the trouble of getting one of the specialist boxes from the Canteen to present their pasta in and adding a little flourish with a garnish of fresh basil leaves – it looked very appetising indeed!

Congratulations to all, some of you now have at least one dish you can cook at university!

Our students seemed to be enjoying themselves when I dropped in to see them cooking up a storm. Ms Lacey was our official photographer for Year Twelve and you can see some of her work alongside this article.

**Miss M Ingham - HRCF Coordinator, Secondary**

### Student Comments

'It was very nice to all cook together and teach each other new tricks we all use. It was nice to do something as a homeroom.'

**Amira Madbouly (Y12Y)**

'It was so fun and I got to learn how to cook such amazing food!'

**Lara Shaheen (Y12Y)**

'It was a great experience! The fajitas were delicious and they motivated me to cook independently at home.'

**Amina Elghazali (Y12G)**  
'The experience was a lot of fun. I'm glad I was able to share it with my classmates and now I have a recipe that I can use when I go off to uni! It is nice to see that the school is trying to look after us even when we are leaving.'

**Mahmoud El Shabba (DP12)**  
'The cooking experience during HRCF was an amazing bonding experience between us students as well as with our HR teachers. Other than it being a learning experience, it gave us a glimpse into future experiences we are all going to share in a few months' time when we go off to university.'

**Sarah El Taweel (DP12)**

# Art Beat

Below is a selection of the wonderful artwork and photography produced by our students this academic year.

## Year Seven – ‘My Digital Life’



Sara Ramadan (Y7R)



Yassen Abdel-Moniem (Y7Y)



Yassien Merghany (Y7R)



Mahmoud El Morshedy (Y7Y)



Merna El Bassiouny (Y7Y)



Nader Abdel-Khaliq (Y7Y)

Year Seven students have been working on their thematic learning project called ‘My Digital Life’. Experimenting with drawing techniques to enlarge images, design, graphics and painting -they have illustrated their own social media pages.

Ms K Tapsell – HOD Visual Arts

## Grade Seven - What Matters Becomes Masks



Nour Talaat (G7R)



Ali Zaghoul (G7R)



Shahy Hozayen (G7R)



Farida Fouda (G7R)



Hania Gemeay (G7R)



Rodayna Hossam-El-Din El-Naggar (G7B)



Adham Abdel-Majeed (G7B)



Yassin El Banna (G7R)



Abdullah Al Sharif (G7B)

Grade Seven students have been working in 3D this term and they have created some excellent masks based on their personal values. Students began by researching animals that they felt they identified with, such as being strong, or fast and used these as inspiration for their designs. Working from their drawings, they explored using wire, masking tape and papier mâché to create their final masks in 3D.

Ms J Walker – Art Teacher

## Year Nine Photography



Adel Serry (Y9B)



Adel Serry (Y9B)



Nadia El Gohary (Y9Y)



Hassan Sadek (Y9R)



Aisha Mostafa (Y9R)



Hassan Sadek (Y9R)



Michael Tapsell (Y9Y)



Aisha Mostafa (Y9R)



Ziad Saleh (Y9B)

Year Nine Photography students have had an exciting term, being introduced to digital editing skills to complement their photography. Through a range of projects they all explored light, portraiture and Photoshop filters and techniques.

Ms K Tapsell – Secondary HOD Visual Arts

## YEAR TEN IGCSE ART AND PHOTOGRAPHY



Hagar Ibrahim (Y10R)



Jana Rashed (Y10B)



Sama Genea (Y10R)



Mariam Talaat (Y10Y)



Mahmoud Hosni (Y10R)

Year Ten artists are working on their preparatory sheets for the final IGCSE exams. Photography and Art students each have chosen a theme that they must explore, developing an idea and creating a final piece during their eight-hour exam. Photographers have chosen the themes 'pulled apart', 'textural contrasts', and the artists have chosen 'clothes hanging from a chair' and 'street seller'.

**Ms K Tapsell – HOD Visual Arts**

## DP TWELVE AND YEAR TWELVE VISUAL ARTS

Our DP Twelve students are in the final stages of their Visual Arts Course and busily preparing for their final Exhibition. Their final submissions consist of their show, sketchbook pages and a comparative study all based on personalised themes. Students must work in all three practices 2D, 3D and photography, which is challenging and creatively diverse. They are very excited about the



Amira Madbouly (Y12Y)



Farida Geassa (DP12Y)

# AP STUDIO ART



Farida Badie (G12Y)



Hana Moamen (G12R)



Hana Moamen (G12R)



Rozan Saber (G12B)



Rozan Saber (G12B)



Hana Moamen (G12R)



Salma Megahed (G12B)



Salma Megahed (G12B)

AP Studio Art students have been working hard to round out their portfolios. To receive high marks, a portfolio must demonstrate a wide range of artistic knowledge and ability and also explore a single topic in depth. To complete the twenty-four required artworks students have invested many hours at home and school and they are beginning to see the fruits of their labour.

**Mr B Myers – Art and Photography Teacher**



Amira Madbouly (Y12Y)



Amira Madbouly (Y12Y)



Habiba Dessouky (DP12Y)

art exhibition that will be held in April, which serves as a grand finale to their two-year course.



Habiba Elshorbagy (Y12B)



Habiba Elshorbagy (Y12B)

The Year Twelve A2 students are working on two submissions, their coursework and a personal study all in painting and related media. They have been able to investigate artists and genres that they feel strongly about and have been refining their painting techniques.

**Mrs L Lacey – Art Teacher**

# AS/DP ART



Bushra Mettawa (Y11B)



Bushra Mettawa (Y11B)



Lama Amin, Block (Y11Y)



Lama Amin (Y11Y)



Lama Amin (Y11Y)



Tala Mosalam (Y11R)



Tala Mosalam (Y11R)



Zeina Elbakry (DP11Y)



Zeina Elbakry (DP11Y)

AS the Art students have completed their Coursework and are in the beginning stages of exploring the exam topic they have each chosen. During April and May, students will be completing many artistic studies which they will use as supporting work for their final piece to be completed during the Controlled Test. The topics they have chosen will require them to think deeply while pushing them to their own artistic limits.



Zeina El-Bakry (DP11Y)

Our DP11 students continue to experiment with a range of materials and techniques, discovering new strengths and ways to express creativity.

**Mr B Myers – Art and Photography Teacher**



Habiba Elshorbagy (Y12B)



Farida Geassa (DP12Y)



Ali Bahaa -Eddin (DP12R)

# What's Happening in Primary Art! Every Child is an Artist

## Art

classrooms are magical places, full of creativity, colour, and activity!

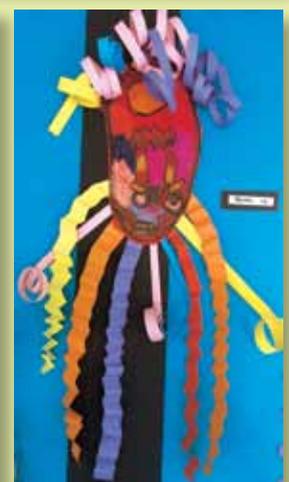
At MES Cairo, our Primary Art classroom is no different. Using the ideas of Lichtenstein and Warhol, students painted enormous, oversized flowers, butterflies, monkeys, tropical birds, and insects as they created their very own jungle installation! Various other art projects fill the classroom and pod.

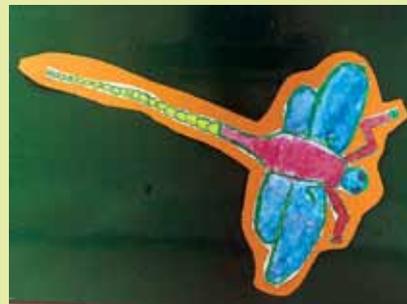
We believe firmly that every child is an artist and if the right opportunities are presented, everyone can be creative and successful! It's great to see the Primary students demonstrating this so well, with all students contributing ideas, skills, and energy to their incredible art projects.



These pages are filled with examples of students participating successfully in the fantastic opportunities that are constantly on offer at MES Cairo. We hope you enjoy them!

Ms K Odekirk - Primary Art







# YEAR SIX CODING COMPETITION!

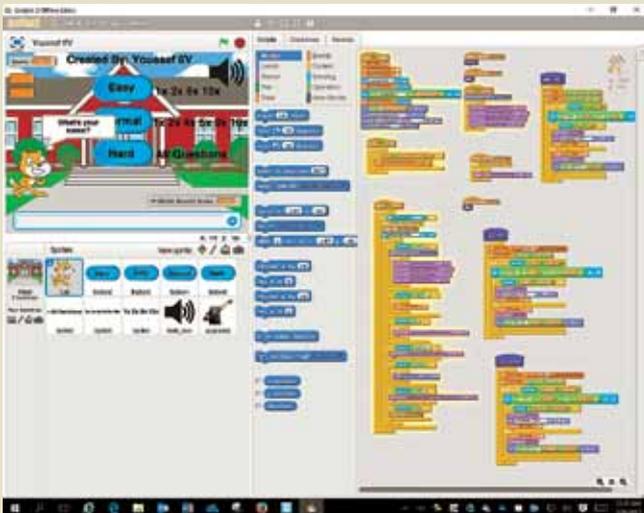
In Primary Computing, we are always looking for ways to engage and encourage our 21<sup>st</sup> Century Learners! At the end of last term, we ran a competition in our Year Six classes to build a programme that younger students could use to help them learn their times tables. The skills were developed and shared across a series of engaging and challenging lessons.



There was a huge variety in the work which was all built in 'Scratch', an amazing, open-ended resource made by MIT and freely available from <https://scratch.mit.edu/>



The resulting programme files were judged against the agreed criteria and the tough decisions were finally made. The winning programmes are being installed on Pod computers around the Primary school and our Digital Leaders will be showing students and staff how to use them. Our students displayed an awesome level of creativity and audience awareness, brilliant problem solving skills, great peer support and solution sharing initiative! I wonder if we are seeing the next generation of Egyptian programmers here?



Well done Year Six! The winners are listed below:

Year Six Blue	Jana Shahin	
Year 6 Green	Alia El-Helw Khadiga El Gohary Michael Hakim	Nour Sarhan Omar Saleh Tarek Abdel-Ghaffar
Year 6 Orange	Abdulfattah El Hout Ahmed Hazem Ghorab	Mariam Awad Sara Masarany
Year 6 Red	Ali Lasheen Omar Khalil	
Year 6 Violet	Hamza Soliman Hussein Bakry Jomana Eid	Talia Al Sharif Seleem Tamara Youssef El Banhawi
Year 6 Yellow	Adham Al-Rakeeb Fatema-Al-Zahraa Kamal Hana El-Ghamry	Mahmoud Aly Malak Ramadan Maya Ayoub



Mr D Mulligan – Primary Computing

# YEAR FIVE UPDATE

*How* would you compare Egypt to Canada? Year Five immersed themselves in the two cultures to find out the similarities and differences between the two countries and at the same time transformed themselves into accomplished story tellers...



It all started with a real-life Canadian! Our very own Mr Kyle came to visit our Pod and fascinated us with facts about Canada and tales about what Canadians actually get up to in a country where the temperature may drop to -45 degrees Celsius in winter. Difficult for children brought up in the desert to imagine! Many students were particularly interested in the sports Canadians play, especially the fast, furious, exciting and often quite violent, ice hockey. Perhaps a sport we should introduce at MES Cairo, as soon as we install the ice rink, as many fancied having a go.



Back in the classroom, the students designed comparative timelines, compared the landscapes and looked at the traditional dress of the two countries. Some enterprising Orange class girls, Tasneem Ayman and Habiba Abdel-Wahed, even made dolls sporting galabiyas and Inuit seal-skin parkers. iPads, BYOD tablets and laptops were used to good effect in researching the different aspects of the two countries. Facts from Blendspace were

incorporated into the different activities and Violet class added their own comments and ideas from home on a Moodle forum discussing the landscapes. Enterprising chefs in Green class designed special celebration menus for the two countries, so get ready for some treats to come parents!



All this History and Geography linked in beautifully with our English topic looking at Stories from Different Cultures. Going from the general, looking at stories from around the world, to the specific, and traditional Inuit stories, the students became spell-binding story tellers, imagining themselves reciting their tales whilst wrapped in seal skins in a cosy igloo, deep in the frozen North. Mr Cole set the ball rolling with a story told to all 160 + students in the dimmed lights of the Year Five Pod. Not as exotic as beyond the Arctic Circle, but quite atmospheric and certainly in an environment which is a lot easier to negotiate!



Well done on all the effort the students have put into all these activities. All they need to do now is visit Canada to check to see if their comparisons are correct.

**Ms J Lawrence – Year Five Team Leader**



## Year Five

# BYOD RIVERS PROJECT



**In** Years Five and Six, a new initiative has begun to allow students to bring their own devices (BYOD) into school to be utilised for educational purposes. Students of today are considered 'digital natives' because their generation has been brought up with technology surrounding them. Therefore, using personal devices and apps comes as second nature to them and they are able to work on devices intently whilst solving problems cooperatively.

As the culmination of their water and rivers topic, 'Go with the Flow', students in Year Five Violet were set the task of making a presentation about a river of their choosing using a media of their choice and using their personal devices to create it. All class members were extremely excited about the opportunity to use a tool in the classroom that they have ownership of. They were willing to experiment with these tools and were confident in maximising their capabilities. The students used laptops, iPads, phones, MacBooks and even a GoPro camera.

Students in Year Five Violet produced imaginative and original presentations including news reports about river pollution, interviews with experts, iMovies with voice recordings, images and music and even a 'River Idol' in which two rivers fought it out against each other to decide who was the greatest.

Using the 5Rs: resilience, being resourceful, demonstrating good relationships, reflecting and being a risk-taker were all essential



for each small group to complete their work on time. Using their own devices meant that they were more than willing to do this and students often asked to stay in during break times to continue working on their projects.

To share their work with the class required no hassle because Apple technology has the capability to airplay (stream) media wirelessly to the classroom's interactive board.

**Mr S Cole – Year Five Violet Teacher**

**This is what some students said about their experience:**

"It allows us to learn in a fun way, use the 5Rs and solve problems independently. It

encourages us to work as a team and help each other."

**Sherifa Badra (Y5V)**

"It felt amazing! I felt like I was in Secondary. We were able to choose the apps we wanted."

**Tasneem Abdel-Azim (Y5V)**

"It was very good because we used relationship skills by working well together. Furthermore, learning was fun and we saved paper!"

**Fouad Abdallah (Y5V)**



# The Warrior Queen Boudica and the Romans

In March 2017, the Year Four students donned their body armour and collected a variety of weaponry ready to march

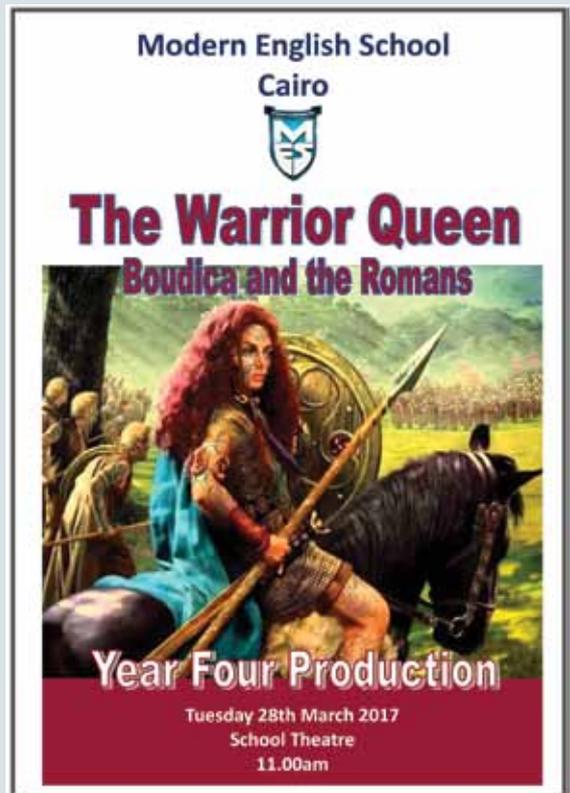


back in time to portray the legendary account of the revolt led by the Celtic Queen Boudica against the Roman occupational forces in Britain in 60 A.D. Much of what is known about this revolt comes from historical accounts recorded by the Roman historian Tacitus.

After weeks of line-learning, rehearsals and work behind the scenes, the Year Four

students and teachers came together to ensure that their production was the greatest show on Earth! Providing an extraordinary insight into the worlds of both the Celtic natives and the Roman invaders, the Year Four production chronicled the clash of two very different cultures. With a host of memorable and incredible songs, some truly stylish and colourful costumes and lots of unforgettable acting, singing and dancing, the story was brought to life.

The story unfolded with Mulch, a Celtic storyteller and the Roman historian Tacitus, recounting the story of 'The Warrior Queen' - Boudica. After her husband's death, both she and her people were



mistreated by the Romans. Calling on the ancient Iceni Goddess, Andraste, Boudica led a revolt against the Romans, destroying three cities. The desperate Roman leader, Suetonius, had to try and stop the revolt before the Romans were forced to leave Britain. After a great battle, Boudica's army were destroyed and, to avoid capture, she escaped to safety. All





was not lost, however, and with the help of Andraste, Boudica saw her rebellion forge a new relationship between the Roman invaders and original Britons, and a new era of peace began.



Surprisingly, the revolt led by Queen Boudica led the invaders to re-evaluate their attitudes and opinions of the native British people. Originally thought of as savages, the Celts were now viewed as



a strong people and worthy opponents. Although again under Roman rule, the invading forces started to see a cultural



rather than a purely military occupation. The Romans and Britons now worked together in a much more harmonious way,



rebuilding towns destroyed in the revolt. Soon thriving towns were joined together by a network of long, straight roads,



making trade and travel much easier. The Romans introduced reading and writing to the country as well as new foods. For the next 300 years Britain was ruled by Rome. This era was a very peaceful part of British history.

I would like to thank the Year Four team for their support and hard work in the weeks leading up to the production. I would also like to say a special thank you to all of the Year Four students for making an outstanding contribution to this production. They have encompassed the 5Rs so commendably through their hard work and effort to make this production such a resounding success. Well done to every single one of our Year Four students!

**Mr S Boswell - Year Four Team Leader**



# Year Three Concert – Being Human



**On** 1<sup>st</sup> February, Year Three students treated us to a brand new concert all about the human body called 'Being Human'. It gave the students an opportunity to demonstrate their singing and acting talents and even some dancing too! The spectacular kicked off in grand fashion with the whole Year Group singing 'Busy Bodies', a song which introduced us to all the amazing things our bodies can do!

and the trainee was Abdullah El-Ahl. Orange Class presented us with a rousing tune all about the different muscles in our bodies, including a special mention for the gluteus maximus!

Next came Blue Class, who danced onto the stage to the tune of 'Is This The Way To Amarillo', ably led by gym instructors Ali Tarek and Mohammed Tawfik! Blue Class never do anything by halves! They then treated us to their song, 'Jump', which taught us all about the importance of exercise. For Blue Class, Brains was played by Laila Lasheen and the trainee was Omar Gad.

Next up were Violet Class, with another fascinating subject about which to teach us! Violet sang all about the different types of teeth and how we use them. They even let us know how important it is to look after our teeth. In Violet Class, Brains was played by Muhammed Bekhet and trainee was Yousef Zaki.

Red Class were next, teaching us all about Healthy Eating. This is something we are very keen on in Year Three! They sang us their spiffing song all about different food. Brains was played by Marwan El Kousi and trainee was Hussein Abdel-Karim.

Last, but certainly not least, came Yellow Class with a fantastic song all about the digestive system. Brains (here played by Janna Rabie) had the task of explaining to the trainee (Lily Amin) what happens to our food after we eat it! Eww!

The concert ended with a rousing version of 'We Are the Champions' which seemed wholly appropriate, and demonstrated just how much the Year Three students had learned in their Science studies.

Thank you to Year Three Team Leader Matt Ingham and his team for a wonderful performance. Thanks also go to Jack Tomlinson, Kyle Cullen, and Maria Bajkowski in the Music Department for their fantastic songs, and of course to all the parents who supported their children by helping them learn the songs at home and attending the performance itself. We hope you were as impressed by the talents of your children as we were!

**Mr M Link – Year Three Orange Teacher**



Green Class then introduced us to the Numskulls, little people who live inside our heads and help us with all the things we do like moving and breathing and thinking! The leader of the Numskulls was Brains, played by Hussein Sabri in Green Class. He showed the new Numskull trainee, here played by Jana El Wassimy, around the different parts of the human body, teaching us many interesting facts along the way. Each class took centre stage to sing about their part of the body and impress us with their different action routines. Green Class started the ball rolling with an informative version of 'Dem Bones', letting us know all about the human skeleton.

Orange Class came next with a song all about muscles, which taught us (and the trainee!) how important muscles are for movement. Brains was played by Malak Sarhan in Orange Class



# Year Three Trip to the Pyramids of Giza

The annual Year Three trip to the pyramids is something of an MES Cairo tradition, so as soon as we began learning about ancient Egypt, the students knew that it was going to be their turn soon.



They worked really hard during the build-up to the trip, researching lots of information about the ancient Egyptian gods and goddesses; often showing us that they already had a great deal of knowledge already. There were some fantastically detailed models produced for homework and many students created

presentations about the pyramids or the gods to demonstrate their knowledge.

We even used the Primary Science labs to create our own mummies, following the ancient procedures as closely as modern times would allow.

By the time the trip dates finally arrived, each class had developed a great body of knowledge about their cultural heritage and both staff and students alike were looking forward to a great day of adventure.

Each day began with a very prompt start, with the buses being already loaded and ready to leave at 8.30am, meaning that we arrived at the pyramids in plenty of time. Our tour guides were excellent, knowledgeable and very patient, happy to answer all the student questions and being able to bring the pyramids to life with their detailed knowledge.

The most exciting part of the day though, was definitely the chance to walk down into the very heart of the Pyramid of Menkaure. Whilst the smallest of the three great pyramids, the cramped space, steep steps and weight of history surrounding us, we all made the descent to the burial chamber. This was a truly awesome experience. For many of the children, and the teachers, it was the first time they had experienced anything like this climb into history and it was really

evident from the children's writing later in the term that it had made a big impact on their imaginations.

After the pyramid adventure we were able to visit the solar boat exhibition too. After the cramped confines of Menkaure pyramid, the light, airy museum with the enormous solar boat was a complete opposite. It was fascinating to learn about the boat's discovery and that to this day no one is 100% sure what it was used for. The theory that it was built specially to carry the Pharaohs across the Nile, towards the land of the dead really caught their imaginations.



After all this time the children had spent around four hours at the Pyramid site and everyone was beginning to feel tired and ready to go home. The bus drive home was lovely, with the students excited about all the things they had seen and able to recall a large number of facts that they had learned on the day. But they were all very tired, happy and ready for home.

**Mr M Ingham – Year Three Team Leader**



# YEAR TWO GETS CREATIVE AT FAGNOON!

## Year

Two students explored their creative side earlier this term when they went on their field trip to Fagnoon Art Centre. They were studying materials as part of their topic, so just before the midterm break they got the opportunity to travel out of the city to Fagnoon



farm where they investigated the properties of different materials through various art activities.

The first thing Blue and Green class saw when they stepped off their buses was

a herd of giddy goats galloping past. That's something we don't see every day in Tagamoal! During the day, the classes also got to play with the goats and their babies, and have enjoyed feeding the rabbits.

The messiest activity by far was the pottery. Each child used a traditional potter's wheel to make their own clay pot. It's not as easy as it looks, you have to multitask and spin the wheel with your foot at the same time as you use your hands to shape the pot. Luckily Year Two are a resilient bunch and they didn't mind getting their hands dirty, in fact you can see from the photos that they quite enjoyed it! They made some gorgeous candleholders and small pots to bring home.

In the next activity, the students learned how to recycle old rags to make carpets. When they used small pieces of fabric to learn how to weave, a few of the boys started complaining that only girls weave. However, once they started the activity, they found out that they were actually quite good at it and enjoyed making colourful wall hangings. Weaving is a tricky skill to learn, because you have to be very careful pulling the small pieces of material



through the loom. This traditional skill is still used today in Egypt to make carpets.

In another activity, the students used metalwork tools to make toys. Some of the teachers were a bit nervous when they saw that the class would be using a big hammer to beat a piece of iron, but the Year Two students are risk-takers and decided to give it a go. You can see in the pictures how much fun they had! Thankfully, they were all very responsible using the tools, and they all seemed very proud of themselves for making their cool swords and fish.

The final calming activity was painting ceramics. Each student was given a ceramic tile with a picture, and they used paints to decorate it. The results were very pretty and I'm sure they're hanging on the wall in some of your houses now!

Of course, lunch time is an important part of any trip and Orange class reported that the freshly baked bread they were given before they made the journey home was delicious!

At the end of the day we had a lot of tired muddy children getting back on the bus. Overall it was a good day, because they experienced different uses and properties of materials.



**Ms J Hamilton – Year Two Blue Teacher**

# YEAR ONE CELEBRATION OF LEARNING



**Year** One ended the first term with a big bang, celebrating the end of our “Superhero City” unit with a specially created “Celebration of Learning” day. This event is informally referred to as “Bubble Day” as one of the key activities was the bubble corner!

The idea of the day was to give the students the opportunity to be completely in charge and to choose which activities they wanted to participate in. The students could apply the knowledge and skills that they had acquired this year.

The Year One pod hosted a wide variety of activities and the students had the choice of free flowing between all the activities over the course of the day. The biggest challenge for them was to remember the correct etiquette of how to move through Year One, being polite, careful not to bump into others, taking turns and waiting patiently if their activity of choice was full. The students also had to take charge of their time management, giving themselves enough time to participate in the activities they wanted. Many of the students went for a little walk to have a look at everything that was on offer, before deciding on their choices for the day. They were encouraged to try as many of the activities as they could but were equally encouraged to decide for themselves and be responsible for themselves.

Ms Alison in Blue class hosted a “Superhero” writing room, which was set up for superhero writers to create comic strips, superhero stories, and a variety of other styles of writing. It was a peaceful and serene room, with little learners sat at tables, on the floor, under tables and even in tents, writing wherever they felt comfortable and wherever the inspiration came to them! Peaceful music was playing in the background and this was the room to go to for some quiet reflection and application of all the incredible writing that has been going on in Year One.

Green class, run by Ms Courtney, was turned into our “Superhero kitchen”, and was busy with the production of healthy superhero fruit kebabs and delicious energy balls. The students were reminded about kitchen cleanliness and safety before beginning and everyone who came out of “the kitchen” had a big smile and a full belly!

Next door was our “Move and Dance” room, in Year One Red, run by Ms Maria. It was a sensory hub where the students could engage in yoga, dance, and other hands-on activities like making playdough and slime.

Next to that in Violet class, was “Superhero Scientists”. The room was set up like a science lab and on entry the superheroes donned white lab coats and goggles. Activities included experimenting with different solvents to deduce which liquids would react together and which would not. Beakers, test tubes and pipettes were just some of the vocabulary being used by the scientists. There was a microscope station where the students with the help of the pioneers looked at different slides of materials, mostly non-living, such as samples of iron, carbon and wool, while some looked at the skin of snakes and other living samples. During the second half of the day some of the scientists had the opportunity to investigate glow-in-the-dark science, and were awe struck by how some liquids will glow in black light but not be visible in regular white light.

Moving on to Yellow class, and Ms Nichole, was the “Superhero Maths” room, which was full of mathematical games, challenges and activities that allowed the students to apply their mathematical knowledge and skills. Another very popular room, full of Mathematics enthusiasts.

Next door in Orange class, under the artistic direction of Ms Jeanine was the “Creative Zone” which was a creative workshop where superheroes went to create their own unique masks. Glitter, glue, sequins, feathers and all kinds of fluffy and fun resources were aplenty in this room. Ms Jeanine was a sparkly vision on her way home that day!

Not only were all six classes bursting with activity but every corner of the pod was buzzing with action, under the watchful eyes of the wonderful Year One TLAs. The computer area was popular along with its extension into an iPad area. This area was carefully monitored by two Secondary helpers who were also with us for part of the day. Role play and drama, reading, face painting and the incredibly popular bubble area were all full throughout the day. Bubbles were floating, keys were tapping, fingers were swiping, costumes were plenty and beautiful painted faces were scurrying all over!

Anticipating the hard work and business of the day, the Year One teachers had approached Ms. Jordana to see if some of her Pioneer students could be enlisted to help and lucky for us, Ms Jordana was thrilled to organise this and assigned some extremely sensible and helpful Year Five and Six Pioneers to help both the teachers and students. They were excellent helpers and reflected all of the values and skills expected of all of our students. The 5Rs were flying around, on display and in action in every class, every space and every conversation.

It was a marvellous day, and even though there were 160 students on the loose along with teachers and pioneers, the day ran smoothly. Year One was a hub of excitement where everyone was engaged and learning was talked about with excitement and eagerness. It was a real “Celebration of Learning!”

**Ms D Abu-Hassan – Year One Team Leader**



# Year One students enjoy the 'Be Our Guest' Ball

**On** a sunny but wintry day in February, the Multi-Purpose Hall was transformed into a ballroom!



All of the Year One children were invited to the 'Be Our Guest' Ball to celebrate the end of their topic, 'Once Upon A Time.' The Year One children had spent the previous six weeks exploring traditional tales ranging from *Aladdin* to *Peter Pan*. During their Geography lessons they discovered fascinating facts about the countries and continents that the traditional stories originated from.

On Wednesday 15<sup>th</sup> February, the children left their uniforms at home and donned their finest ball gowns. They may have read about a ball, fit for a prince or princess or seen one in a film but this was the first time they were able to attend one at their very own school!

The children entered the ballroom with wonder and amazement as they set eyes on the glittering decorations and the banquet of scrumptious food. When the music began, they knew they were in for a treat and proceeded to eat and dance the afternoon away. The Year One teachers were astounded when they even managed

to show off their 'Talk4Writing' skills, reciting a whole poem together as a year group!

Special guests dropped by, in the form of Mrs Dajani and Ms Ghada, to see what fun the children were having. The Year One adults were very proud of how the children behaved and everyone left school that day with a big smile, remembering the magical experience of the 'Be Our Guest' Ball.

**Ms A McLaughlin – Year One Blue Teacher**



## Foundation Stage Two

# YO, HO, HO...ON A TREASURE HUNT WE GO!

**What** a stunning performance the Foundation Stage Two students gave on the MES Cairo stage! The Foundation Stage Two Teachers, under the musical direction of Jack Tomlinson, Kyle Cullen and Maria Bajkowski, led this year's Foundation Stage Two Production with great success.

After learning all about pirates in Term One, the students were introduced to a new topic in Term Two which was 'Food around the World'. Each week the students looked at a different country, its food, where the country is on a map of the world, as well as looking at the country's famous landscapes. The students and the teachers got inspired by learning about these different countries which has led perfectly into idea of the Foundation Stage Two Production this year.

All six classes told the story of six adventurous pirates who were sitting on the beach when they suddenly find an ancient treasure map inside a bottle. The six courageous pirates decided to go for a trip around the world visiting different countries looking for Gold! Each class led them to a different country and three students from each class who worked very hard on learning their lines, helped them learn about each country, its popular landscape and gave them clues to find the lost treasure.

The main speaking characters were pirates looking for a lost treasure. They were played by Yassin Nashaat (FS2V), Farida Sherif El Sersy (FS2O), Selim Wael Marwan (FS2Y), Jaida Hesham Mohamed (FS2B), Mostafa Mohamed Hassan (FS2R), and Laila Affi (FS2G).

Foundation Stage Two Violet, pirates from China, came first singing the Chinese song 'Gong Xi' and they performed a lively 'Kung Fu' dance which got all the boys engaged in. Green class came second singing the Mexican

song 'la Raspa' and performing a gorgeous dance.

Orange class then played the role of pirates from America. They sang the song 'Yankee Doodle' and performed their lovely class dance. They were followed by Yellow class who were pirates from France singing the French song 'Eh La Bas' and dancing to the 'C'est La Vie' song. Pirates from Italy, performed by Red class, sang the Italian song 'That's Amore' and then performed the wonderful 'Mambo Italiano' dance. Blue class, pirates from Egypt, came last on stage and performed a beautiful Egyptian Mummy dance.

The students in Foundation Stage Two have impressed us all with their confidence on stage, lovely singing and beautiful dancing. The children have all enjoyed learning the songs related to each country in different languages. They have also worked so hard on learning not just their class dance but also the other class dances which they have performed beautifully on stage.

It has been wonderful sharing the children's successes and achievements with their parents during the performance. Foundation Stage Two team is super proud of all the students who took part in the performance. What a spectacular show it was!

**Ms S Iskander – Foundation Stage Two Red Teacher**



# FOUNDATION STAGE ONE UPDATE

This

year, we decided the focus of Foundation Stage One should be to enhance our activities to ensure quality learning experiences. We worked together as a team to brainstorm, develop and create new and spectacular learning areas for the students to engage and explore.



One of the areas we created is a writing area. Once this area was ready for exploration, the students used the new pencils, crayons and other tools to engage in fun and exciting writing opportunities. Some students started writing lists including friends' names or objects. Some students learned how to draw a picture

and deliver a letter. Other students simply explored with mark making or following beginning handwriting patterns. Some of our students can now successfully write short words as well as attempt to write sentences. We are very proud of the success that is being experienced in our fun and exciting writing area. We have also created an independent writing board where the students can choose to display their own work.

Another area we decided to enhance was our Maths area. This area was filled with fun manipulatives as well as tools to record any equations, numbers or shapes the students found interesting. When this area was ready, the children were excited to enter the space and explore with the cash registers and counting tools. They especially like the measuring tapes as well as the freedom to explore with whatever item they found interesting. Teachers have noticed the students are using more Mathematical language during their play.

The next area the teachers focused on bringing to life was the Arts area. This area was opened up to the students with unlimited resources provided in order to encourage creativity. The focus of this area was not to make perfect replicas of a craft but to use their imagination to create an individual masterpiece. The students really



enjoy the freedom they feel in this area and they even work together to make masterpieces. They would then go and find their friends to proudly show their wonderful pieces of art. We look forward to seeing where their imagination will take them next.



Finally, we decided to work together with Foundation Stage Two to enhance the Outdoor Learning area. Many magical things have been added to this learning space. We added a themed role-play to go alongside our new herb and flower garden. We added art, music, puzzles and literature so the children could continue these learning opportunities outdoors as well as indoors. The Outdoor Learning area became magical overnight and the students now spend much time engaging in more quality learning opportunities.

It is great to see the difference in the students' attitude and behaviour. Students are now spending more time participating in focused and meaningful activities. They are becoming more independent and are very proud of their success. We cannot wait to continue this learning journey throughout the rest of the year and witness even more fun and exciting success stories.

**Ms A Creasy – Foundation Stage One Team Leader**



# International Schools Sports Day

**The** MES Cairo Primary Team Cougar Swim Team competed in a Swimming Gala as part of an International Schools Council of Egypt (ISCE) Sports Day held at Choueifat.

This competition was the first of many arranged for this school year and was an opportunity for some of our younger swim team members to experience their first swimming competition. Omar Osman (Y3B), Hassan Wahby (Y3V), Jamilah Abdelhady (Y3R) and Malak Hakki (Y3O) all represented the school for the first time.

The competition itself was fierce. MES Cairo were one of seven schools participating and the MES Cairo Cougar team had only just returned to training after the winter holiday.

Fortunately, it was apparent that the selected children had not neglected their training practices over the holidays as the MES Cairo Cougar Team was very fast!

Overall MES Cairo finished in 2<sup>nd</sup> place. Malak Hakki (Y3O) and Mariam Miller (Y4R) stormed to victory in their individual races to secure maximum points for the team.

Mr Jordan would like to applaud the efforts of all students who contributed to the success of the team which included Omar



Osman (Y3B), Malak Hakki (Y3O), Jamila Abdelhady (Y3R), Hassan Wahby (Y3V), Amina El-Mallah (Y4B), Reda Mohamed (Y4G), Abdullah Amr (Y4V), Mariam Miller (Y4R), Hamza Ali (Y5O), Yasmine Hosam (Y5O), Alia Saba (Y5R), Mahmoud El Walid (Y5V), Yassin Samad (Y5V), Hana Aglan (Y5Y), Abdelkader Gabber (Y5V), Kenzy Kouchouk (Y6G) and Nour Sarhan (Y6G).

Well done to everyone who took part.

**Mr J Currie – Head of Primary PE**

## YEAR THREE AND FOUR FOOTBALL FIXTURES

**In** the past month, our youngest Team Cougar Football team has participated in football fixtures against NCBIS. Mr Brown has rewarded students for fantastic participation by selecting twenty-four students for various fixtures.



In the most recent fixtures against NCBIS, MES Cairo fielded a Team A and a Team B. The resilience of both teams impressed Mr Brown and Mr Tromp.



Team A were losing 3-0 at half time but responded fantastically to Mr Brown's change in tactics and fought back to lose by a single

goal. Team B also started slowly and were losing 1-0 at half time. However, as the game progressed the boys grew in confidence to secure a 3-1 victory.

Mr Brown noted the fantastic sportsmanship from both Team Cougar teams. Qasim Jibrilu (Y4B) deserves a special mention for helping an opposing player off the field after suffering an injury.

Recent results and efforts in trainings suggest a very positive end to the year for the Team Cougar team. The boys look forward to games against Hayah in April before an end of season competition involving six other international schools.

**Mr J Currie – Primary Head of PE**



# HAYAH INTERNATIONAL FOOTBALL TOURNAMENT



the first team managed to win most of their games, ending with eleven points, which left them joint top, only missing out on first place on goal difference. The player of the tournament for the girls' first team was Amina Farag (Y5G), and Kenzy Hassan (Y5B) for the second team.

The boys were keen to keep up their winning form, having not lost a game all season. The first team played with skill and passion and ended the tournament in first place having won all their games and tying one game against the MES

**O**n Thursday 2<sup>nd</sup> March, our male and female Cougar teams attended their first football tournament of the year at Hayah International Academy. The Cougars were split into two girls' teams and two boys' teams. They were all very excited to be representing MES Cairo against several other schools including CAC, Malvern College, Metropolitan School as well as Hayah, the host school.

The girls were eager to show their progress, having improved massively since the start of the coaching season. They approached their games with a lot of confidence and enthusiasm. This showed on the pitch where



Cairo second team, who ultimately came in third place after some very good performances. The Cougar player of the tournament for the first team was Omar Zaazaa (Y6Y), and Hassan Serry (Y6G) for the second team.

Overall, the Cougars represented MES Cairo with a great deal of sportsmanship and exemplary behaviour. They continue to make their coaches, parents and indeed their school very proud! Well done Cougars!

**Mr H Gad – Team Coach**



## Primary Sportsdesk

# MES Cairo Team Cougar Girls' Football



**O**n Sunday 19<sup>th</sup> March, MES Cairo Team Cougar Girls Football Team welcomed children from Dar El Fa'eza Orphanage for a football match. We first created two teams and the children from Dar El Fa'eza then joined them. Hana Mahmoud (Y5B) and Zeina Fouda (Y5G) briefed their teams ensuring everyone knew their tactics and positioning. Laila Reda (Y5G) ensured her team's goalkeeper was fully equipped sharing her goalkeeper gloves with her new friend.

The game kicked off and with excellent footwork from one of our guest players and a goal was quickly scored for the Green Team. Orange fought back hard with excellent defending from Sara Masarany (Y6O), who teamed up with a feisty young guest player and together, they prevented several other goal scoring opportunities. Khadija Hamada (Y5B) worked tirelessly to create many opportunities in front of goal which eventually paid off with Zeina scoring! Dana Zaki (Y5G) produced some excellent saves keeping the Orange team in the game.

The final score was 3-1 to the Green Team. Well done to all who were involved and a big thank you to the Seniors from the Secondary section for providing the referees, cheerleaders and coaches.

**Ms L Young – Primary PE Teacher**



# PRIMARY ASAS

**I**t has been one of the busiest terms for Primary ASAs with more students than ever signing up and new activities being run by our dedicated Primary staff.

Many arts clubs, sports activities and academic clubs, old and new, have been showing both students and teachers what a great school community we have. We are delighted to also have the help and support of some of our Secondary students who have shown our Primary students what great role models they are.



We hope to maintain the great success rate we have enjoyed so far this school year so if you are interested in any of our ASAs then come along and have some fun in Term Three!

**Mr A Tromp – Primary ASA Coordinator**

## Pony Club

Last term, 'Pony Club' was offered as an ASA for the first time, with the goal of teaching young horse and pony enthusiasts a few things about horsemanship, as the focus is usually on riding, but equally important is for a rider, or anyone interested, to have an understanding and respect for the basics and other components of being a horse fan.

The ASA ran for ten weeks and each week was dedicated to a different area of the horse. The students were introduced to a brief history of the horse starting with its evolution from Hyracotherium to the modern day horse. They looked at famous horses in history including the race-horse Red Rum, and at the different uses of horses over the times. There are many breeds of horses and naturally some traits suit certain uses, so the group researched what different breeds have been traditionally used for in the past and present. For example, Arabian horses are small, light and fast and have great endurance so were used by the Bedouins to travel through the deserts, while Draught horses were large and strong and used in Europe for ploughing and pulling heavy farm equipment.



The students also learned the names of the equipment used to groom horses and some of the devastating illnesses horses are susceptible to if their grooming is neglected. As it wasn't possible to bring a real horse to school, an obliging rocking horse was used as our model for the students to learn from. They labelled the main body parts, practised grooming and learned how to tack up a horse ready for riding.



The students that signed up were incredibly sensible and mature and very keen to learn. The group was comprised of riders and non-riders and united by their eagerness to learn more about this fantastic animal.

**Ms D Abu-Hassan – Year One Team Leader**

## SECONDARY ASAS

### Term Two

From 'No-GI Grappling' to 'Global Perspectives' and 'Poppins' Painters' to 'Adopt a School', it has been a busy beginning to 2017 and to Term Two ASAs in Secondary after a much-deserved festive break. Mr Erbach's Pioneers have been busy collecting a range of badges from the variety of ASAs on offer whilst Ms Flakes' NJHS and NHS students have been filling their log books with fantastic experiences.

### So, what are Secondary students up to?

Our service learning has expanded this term with our 'Adopt-a-School' ASA that pairs our Secondary students with our amazing Year Six students. This team has been busy planning, measuring and digging a garden at the Al Shohadaa Primary School in Katameya. It's been all hands to the pumps as they finish planting the sustainable herb garden they designed. Plans are already in the early stages for fundraising activities to help raise money for playground equipment that will complete the wonderful garden at the heart of the school's central court yard.

Our 'Outreach in Egypt' ASA has again proven to be very popular this term and the students have been working hard delivering two programmes to the orphans at Dar El Yousra and Dar El FaZa. The visits continued



with our team of student teachers travelling to the orphanage to deliver lessons on a variety of subjects every Sunday and Wednesday with Ministry exams the focus of this term. In addition, the orphans continue to visit MES Cairo to participate in IT, sport and art activities on both days. We had an excellent game of football that included both Secondary and Primary students playing with students from Dar El FaZa. The students have done a great job to grow the service education programme here at MES Cairo.



Students have also been getting creative with the Art Department in the 'Poppins' Painters' ASA and we all enjoyed seeing their great work on display during the spectacular Mary Poppins production. The students and staff worked so hard to create a memorable set for fantastic production. Our talented musicians are working



under the excellent tutelage of Ms Gilmore in the ever-expanding 'Secondary Concert Band'.



Our young engineers are still building on the success of last year and our first entry to the First Lego League competition. Mr Higgs' 'Lego Robotics' ASA produced some excellent results and they will be hoping to eclipse their performance last year by pushing those robots to their limits. In addition, Head of Design and Technology, Ms Taha, has again been working with the mechanics of the future building Formula 1 cars to that could test the skills of the world's best drivers in the 'F1 in Schools' Club.



Whilst the Cougars are training hard, many students are also getting active in our range of alternative physical challenges offered by the ASA programme. Mr Lawrence has stepped into the breach adding Lawrence Olivier-esque presence to Mr De John's Texan brawn and as a result participation in 'Table Tennis' has exploded. This still proves to be a very popular ASA. The Cougar Road Runners can be spotted dashing round the track every week, Mr Gad in hot pursuit of Ms Castleberry and Mr Gibson – blink and you'll miss them!

Special mention must be made for Mr Ayele, a real force of nature, building on last year's grappling success he is at MES Cairo every night after school offering students training in 'No-Gi Grappling'. His trusty band of dedicated athletes can be seen putting their endurance to the limit on the field most days of the week.

Away from the track and up a very windy hill in Cyprus, our International Award Silver students completed their adventurous journey with great success in February. Their commitment and dedication in challenging conditions, both under foot and overhead, was a source of tremendous pride. They really did MES Cairo

proud and impressed the professionals running the expedition – well done!

This term saw the continuation of head-scratching activities, asking our students to consider the 'big questions' in life. Mr and Mrs Rainford have been running the extremely popular 'Global Perspectives' ASA which prepares students for a GCSE qualification. They can be found deep in debate in SF10. Additionally, Ms Neal has built upon the brains she moulded in Term One and continues to push students' cranial capacity to the limit.



Our goal for a technology-rich learning environment has been further enhanced beyond the classroom by Mr Nager and Mr Howe. This term our computer geniuses have combined forces and have been programming with a group of IT whizz kids.

If you're reading this and thinking you are missing out – then get involved yourself!

**Mr E Macaulay - ASA and CAS Coordinator**

## Primary Outreach Programme



This term, a group of committed and caring Year Six students have been visiting Al Shohadaa Primary School in Katameya every Sunday afternoon with the aim of painting the walls of the main school garden area in order to make it more appealing for the students. Upon arrival, they immediately saw the need for this and expressed how lucky and grateful they were to belong to MES Cairo. They put on their latex gloves, picked up their paintbrushes and began the transformation, enjoying every minute of it.

With the artistic help of Ms Afifi, from the Secondary Art Department, and our Senior IBDP students, the yard walls have indeed been transformed, sporting a colourful array of flowers and insects. One area has been concreted, ready to lay a safe surface and put in some play equipment for the children. Our students then began to prepare the other overgrown flowerbeds to be able to plant seeds and other sustainable plants in the near future.

I am very pleased with the effort of this small group of students and look forward to working on more projects next year.

**Ms M Glancy – Primary Assistant Headteacher**



# BASKETBALL UPDATE - 2016-2017 SEASON

## MIDDLE SCHOOL BOYS

The Middle School Boys' team had a very busy season, filled with plenty of fixtures and one CISSA tournament. We were lucky enough to have two strong Basketball teams which both played plenty of games. We went up against our closest rivals, CAC, multiple times and came out on top or very close many times. We had other tough games, and great wins against CES and AISE. At our CISSA tournament we showed how far we have come as a team, coming third place in a 6-team tournament. We commenced our great season with a 6-team tournament and feast in the Sports Hall along with the Girls' team. Congratulations to all players in each of the two teams this year, it has been an absolute pleasure!

Award	Winners
Most Improved Player	Seif Gabr (G9Y) and Youssef Soliman (Y8G)
	Zeina Morshedy (Y7R) and Azza Fouly (G8B)
Sportsmanship Award	Nour Barsi (Y8G) and Youssef Bakir (Y7G)
	Malak Atef (Y7R) and Jana Nabil (Y8B)
Most Valuable Player	Hussein Ragui (G9B) and Amr Katta (G9R)
	Zaynah Jibrilu (Y7B) and Layla Dajani (Y8R)



tournament was held at MES Cairo on Friday 17<sup>th</sup> March against five other schools. The team took second place overall and the 'Fair Play' Award, after receiving multiple nominations from the other schools because they played cooperatively as a team throughout the whole tournament and respected their opponents and referees.

At the end of season celebration tournament after school on Wednesday 22<sup>nd</sup> March 2017 with Mr O'Connor and Ms Walker, the Middle School basketballers played against each other in mixed teams. It was a very fitting way to end an excellent season, with the students showcasing their best basketball skills on court and playing together with great sportsmanship and determination.



## MIDDLE SCHOOL GIRLS



The Middle School Basketball team has had an excellent season this year and the girls have done themselves and their coach very proud! Try-outs for the team started back in January, and our strong squad of keen basketballers was formed, with a mix of girls from Year/Grade Seven and Eight. The team trained weekly and improved their game on court, coming up with their own plays, some with very interesting names! The team also played several friendly games afterschool, with only one defeat. Our final competitive

## JUNIOR VARSITY BOYS

The Boys' JV basketball team played their first game against our tough rivals, CAC. The team focused on hustling and learning to play together. Khaled Sadek (G10G), gave a strong performance which was highlighted by a buzzer beating three-pointer at the end of the first half. The JV boys team continued to work hard during the short season, playing CAC again and competing well in the CISSA tournament where they came second place -



an extremely great achievement. Well done to the JV boys this season, be ready for next year, plenty more games to be won and played.

## JUNIOR VARSITY GIRLS

The girls also had a short season this year. They worked extremely hard in training and that reflected onto the court whenever it was game time. With plenty of great team performances came plenty of wins, included receiving third place at the CISSA tournament. This was a great achievement as the other teams, from local schools, had clearly had more training and were very strong. Well done to our JV Girls' team and keep working hard. Let's get ready for next season!

## VARSITY BOYS



Our first game, with our new Varsity team, was like it always is against CAC. We turned up as a depleted team, with three players on our team injured. We fought hard, and played extremely well, defended with all we had. Amazing individual performances from George Apikian (G11G) and Seif Taha (Y11B) helped us get some points on the board. It finished 51-21, a tough

score, a tough first match, but a great eye-opener to see what level we are going to have to train to! We continued to train extremely hard and after everyone was back to full health we had our full squad. Winning games against local teams, all in preparation for the CISSA tournament. This means a lot to our Varsity squad, as it is the last tournament some of the squad will play for MES Cairo. We fought hard as always, competed to an extremely high level and ended up coming away with second place. Congratulations on a great season and good luck next year at university. Well done.

## VARSITY GIRLS

Our first game was against a tough AIS team that contained extra tall, national team members! Our relatively new squad still did MES Cairo extremely proud and came back from an initial shaky start to a close 17-16 game. It was only in the final minutes when a couple of AIS players snuck through some impossible gaps to score that the game finished 25-17. We had an extremely respectable first game where the Varsity Girls' team showed great promise and an exciting start to the season! We witnessed some stand out performances from Lama Amin (Y11Y) and Sohaila Zoheiry (Y12B). The CISSA tournament was up next, unfortunately the team didn't have as many local schools to play against like the boys. It was a tough match up against two very organised teams; CAC and Schutz from Alexandria. We had a great turn out of Varsity girls who had a great level of enthusiasm for each game. We struggled against the highly trained and competitive teams but this did not dampen out spirits and some great points were scored by nearly all girls in the team.



Congratulations and keep training hard! I hope you continue to develop your basketball skill while at university.

**Mr J O'Connor and Ms O Walker – Team Coaches**

# Girls' Varsity Football Team Refocus at the CIS Tournament

## NOVEMBER 2016



A blurred image on a tiny smart phone screen was just coming into focus. A line composed of two different teams was barely identifiable. One clad in red and black, whilst the other wore blue and white, separated by stern-faced match officials. However, as the picture cleared, something else was not quite right and it wasn't caused by an aberration of the camera lens. The blue team, Modern English School Cairo was missing some of its key performers. Only eleven players were present, including substitutes, for an eleven aside match and that was cutting it a bit fine. Furthermore, there was only one experienced defender and no star striker in the frame. The easiest task of the day, arriving on time, was proving challenging for some players. It was no way to prepare for the biggest game of the season so far, playing Cairo American College (CAC) on their home turf, to commence the 2016 Cairo International Schools Girls' Varsity Football Tournament.

Those present from the start of the contest faced an onslaught from the red team. Literally the action fell only within the MES Cairo half of the pitch. Goalkeeper Fatimah Abdel-Maksoud (Y11Y) made countless quality saves, whilst Laila El Taweel (G10Y) tried to minimize the shooting opportunities from her opponents in centre-defence. Eventually the inevitable occurred and CAC pounced in a moment of MES Cairo hesitation, to make it a 0-1 half-time score line. New player, Yasmina El Gendy (G11R) had performed admirably in the left-back role. Salma Khalil (G11Y) and Nafisa Jibrulu (Y10Y) were not enjoying their temporary adjustment to defending however. The resulting 5-0 defeat was a fundamental wake-up call for all varsity players. For some, waking up was clearly a literal requirement!

The following match between Hayah Academy and a non-school club team named AIMZ gave a welcome opportunity

for MES Cairo to recover and reflect. Although MES Cairo had been ill prepared and lacking in their usual confidence, Fatimah Abdel-Maksoud had played with bravery in goal and had read situations accurately, responding effectively where she could. Also, Captain Mariam El-Gabalawy (Y12G) had reminded everyone why she held her position of responsibility, with her endless running accompanied by vocal encouragement to her teammates.

As Hayah Academy were being ripped apart (6-0) by a far superior club team who had a marked advantage in player pool selection and greater opportunities to both train and compete, MES Cairo were planning their own tactics to defeat them too and ensure their position in the tournament was not the last one. A recent home friendly had revealed Hayah's secret weapon and fundamentally flawed game plan – one excellent individual, easily identifiable by her distinctive long curly red hair and named Khadiga. A few days prior to the CIS tournament Khadiga had single handedly routed the MES Cairo defence with impunity. This resulted in a deficit of two goals, which even Mariam and her fellow players could not improve upon. However, that 2-2 draw would be the very undoing of Hayah Academy. For the solution was simple, stop Khadiga and you stop the whole team. This would require a player who possessed an ability to focus with utmost concentration on just one task, but who was also extremely physically fit in equal measure. That individual was Sandra Massoud (G11R). When the referee blew the first whistle he started two games. MES Cairo verses Hayah Academy, but also a contest of Sandra verses Khadiga.

Sandra's mission orders were simple – 'Stay goal side and tight on Khadiga. Focus entirely on Khadiga. Ignore everything else that is going on around you. Wherever Khadiga goes, you follow. If she goes left, so do you. If she goes right, you follow. If

she goes home .....stay here!'. Sandra executed her orders with absolute brilliance. Khadiga and hence her team were nullified. Whilst that game was being won, Tia Saied (G10Y) and her new partner in attack, Nafisa Jibrulu Y10Y, set about destroying what was left of the academy's team. The resulting football was dynamic and beautiful, drawing gasps of delight from spectators for Tia's first and second of goals. This was followed by Nafisa's sprint into the opposing penalty area and blasting the third past an understandably depressed goal keeper. Sandra had focused entirely on Khadiga and the rest of MES Cairo had focused on effective attacking football. That was just the right response after the dismal start to the day. However, for the record it must be noted that the final score was 3-1 and not 3-0. Khadiga, to her immense credit, did manage to find the net on one occasion, but without Sandra failing. Another Hayah player had been fouled in the area and Khadiga scored from the awarded penalty. It was the only time Sandra was not marking her – prevented by the laws of the game!

Whilst celebrating their tactical victory the players of MES Cairo sat down to watch the 'match of the day' – hosts CAC against fellow unbeaten AIMZ. Joyfully there was good cause to support the latter team because it included MES Cairo alumni and star ex-varsity footballer Randa Khalil, graduate of 2016. The final 0-0 score was testament to the quality of performers taking the field of play. It was unfortunate for a schools' tournament to have to resort to inviting a non-school team to make up the numbers, but it was refreshing to witness CAC untypically struggling to score



goals. In between matches Randa also generously shared her vast experiences with her ex-teammates of MES Cairo, coaching them on effective warm-up drills and yielding advice on further effective tactics. She also announced she would not be playing in the final game against her old school because she still had loyalties for MES Cairo, who had identified and first nurtured her talents. Randa was the MES Cairo Graduate Profile personified - wearing a football kit! It brought a lump to the throat when Captain Mariam embraced her old team leader Randa before the next kick-off. Whilst those joyful tears were



drying from handkerchiefs in the winter sun, CAC had sent Hayah Academy packing with a tournament record 8-0 victory. They literally caused Haya to disappointedly leave the tournament prematurely, because supposedly they could not take any more humiliation.

Given CAC's superior goal difference afforded them top spot in the table, all the eyes remaining fell on the last encounter, which determined whether AIMZ could score enough goals to snatch overall victory for a club team in a schools' tournament. And it was MES Cairo who stood in their way. But which version of MES Cairo would take the field? Would it be the blurry eyed rabble who started the tournament with a 5-0 defeat or a sharper refocused highly organized confident unit? There was no doubt about the gulf between the two teams in terms of preparation and player availability. AIMZ practiced three times a week and boasted individuals with international experience. However, MES Cairo were told to only focus on their performance, both as a team and as individuals. Whatever the outcome



at the final whistle, they were determined to leave the field glowing with pride and without questions like 'What if I had tried harder?' haunting their minds. The line-up would consist of the most focused players of the day with little likelihood of substitutions, bar injury:

Goalkeeper - Fatimah Abdel-Maksoud (Y11Y); Defenders – Sandra Massoud (G11R), Laila El Taweel (G10Y), Alia Sabbour (G11B) and Yasmina El Gendy (G11R); Midfielders – Hana Mattar \*(DP12R), Mariam El Gabalawy (Y12G) (Captain), Fatimah AlHarbi (G11B) (Vice-captain) and Natalie Bishay (G11Y); Forwards – Tia Saied (G10Y) and Nafisa Jibrilu (Y10Y).

As the game commenced, it was clear the contest would be as tough for MES Cairo as the first one against CAC. There was all the making of another crushing defeat. However, there were key differences. For one, every player was in their favoured position and could draw on the lessons they had learnt throughout the day. Furthermore, confidence was no longer in short supply. Randa had ensured the legacy of the Graduate Profile was fundamental to the last match of the tournament. The resulting performance was exceptional. MES Cairo matched that elite unit in every area for extensive periods. The defensive four stayed solid even though they were facing unbelievable pressure. Finally, that stress line did yield to a breaking point and AIMZ scored their first goal. Pleasingly MES Cairo did not open-up and capitulate. They regrouped with resilience and of course with their newly acquired focus to hold the score line until half-time. The second half involved AIMZ trying to capitalise on their slender lead but they continued to encounter a solid defensive brick



wall which most notably consisted of Alia Sabbour's (G11B) accurate anticipation and precise challenges. Alia was stopping those international players in their tracks. In addition, MES Cairo were offering their own counter attacking masterclass with Natalie Bishay (G11Y) and Nafisa Jibrilu evidently unfazed by the occasion, both running opposing defenders ragged with individual displays of brilliance. Sadly, one moment of exceptional quality from an AIMZ player resulted in another concession to an unstoppable shot from an unusual distance to make the final score a 2-0 defeat. Truly however, MES Cairo never appeared to be out-classed and drew the praise from the Tournament Director for their performance. CAC may have won the title of best team overall, but MES Cairo won the hearts of everyone for their inspirational spirit. At one point in the day on the brink of collapse, they had demonstrated resilience, utilized their strengths and overcame what weaknesses



they could. The final photo-frame of the tournament showed a very different team to the one at the start. A bright, crisp, clear, refocused image full with players beaming with pride.

**Mr S Perry - Girls Varsity Football Coach**



# CISSA JUNIOR VARSITY FOOTBALL

## Boys' TOURNAMENT

The tournament started with MES Cairo versus NCBIS on the small pitch. The game started fairly equally with both sides testing the opposition's goalkeeper. As the game went on MES Cairo began to take a control of the game. This resulted in a brilliant individual goal for Ibrahim Etman (Y10G) who, after beating a defender on the byline, cut inside to finish superbly. This proved to be enough to get MES Cairo off to a winning start with the final result being 1-0 to us.

Fresh from our opening win, MES Cairo faced the hosts who also won their opening game. ISC started brighter. We were struggling to get out of our own half and get our forwards into the game. ISC then took a deserved lead. MES Cairo continued to struggle however, and on the rare occasion we got the ball into advanced areas, we did look like we might be able to sneak a goal. Unfortunately, a tough task became improbable after a mix-up at the back resulted in one of our defenders missing a kick, which allowed the ISC forward to finish when one on one with Mohammed Babli (Y10Y). This put the game beyond our reach with an overall result of MES Cairo 0 - ISC 2.

Our third game saw MES Cairo claim all the points in an entertaining game. After the disappointment of the loss to ISC, we had to pick ourselves up and go again. On a very tight pitch it was difficult to create space and the game was very even. AISE took the lead before half time after being awarded a controversial penalty for handball. MES Cairo improved in the second half and showed commitment and desire to get back into the game. The dangerous Ibrahim Etman (Y10G) won a penalty after he was hacked down by a defender. Captain Shehab El Fadl (Y11R) coolly converted the spot kick. However, AISE took the lead again in the most bizarre of circumstances, after Mohammed Babli (Y10Y) went to throw the ball and it slipped out of his hand to allow the AISE forward to tap in. We didn't let our heads go down and were back on the offensive. Again, it was



Ibrahim Etman (Y10G) who was causing the AISE defense all sorts of problems with his strong running and he was able to equalise for MES Cairo. With the game drawing to a close and MES Cairo pushing for the winning goal, there was still time for more drama. Firstly, Adham Mira (Y11Y) saw his rasping free kick rattle the cross bar and then with time running out MES Cairo grabbed a deserved winner through Ibrahim Etman (Y10G). There was still time for Ibrahim Etman (Y10G) to have the ball in the net again, however, he was harshly judged to have pushed the defender in the back. Final score was MES Cairo 3 - AISE 2.

After the drama of the last game, MES Cairo went into the final fixture knowing that a win could potentially give them the title depending on how the other game finished. With that in mind the players were motivated to end on a high. Despite being exhausted they produced their best performance of the day. MES Cairo began brightly and within minutes were awarded a penalty after Ibrahim Etman (Y10G) was brought down by the impressive Hayah goalkeeper. Shehab El Fadl (Y11R) stepped up to take the spot kick, however, it was expertly saved. Moments later, Shehab El Fadl (Y11R) had another chance but was yet again denied by the HIA keeper. MES Cairo

continued to create chances in the first half, however, a mixture of poor finishing and good goalkeeping was all that kept Hayah in the game.

The second half began in the same vein as the first with MES Cairo looking dangerous and creating chances. When Hayah were able to break down MES Cairo, the imposing Mohamed Babli (Y10Y) stood firm to keep the score at 0-0. The ever dangerous Adham Mira (Y11Y) then nearly scored the goal of the tournament when he dribbled past three players only to see his shot saved. The midfield combination of Shehab El Fadl (Y11R), Ismail Rageh (G10R) and Youssef Shoukri (Y11Y) continued to dominate the game whilst Selim Saber (G9Y) continued to show great energy. Then, with time running out, a dangerous MES Cairo corner was whipped into the box and Zein El Zarki (Y11R) was able to apply the finish. Our boys then saw the game out to claim a well-deserved 1-0 victory. ISC won their final game so MES Cairo had to settle for second place. However, the players can be proud of their performance and the commitment they showed throughout. In the main MES Cairo defended well and created numerous chances. The final score was MES Cairo 1 - Hayah 0.

**Mr L Beckford – Team Coach**

# BSME NETBALL

For

the first time ever, the MES Cairo Cougar Netball Team, attended and played in the Secondary British Schools in the Middle East (BSME) Netball tournament in Abu Dhabi on the 18<sup>th</sup> and 19<sup>th</sup> November 2016.

Tia Hossam (G10B), Maian Torky (G10Y), Lara Ghanam (G10Y), Nour Zaki (Y9G), Kinzi Morshedy (Y9G), Lobna Kebir (Y9R), Amina Rashidy (Y8G), Laila Haikal (Y8O), Zeina Soliman (Y8O), Jana Farid (Y8R), Nour Amer (Y8R) and Monira Kafafy (Y8Y) all took part in the incredibly competitive and exciting tournament.

The girls played in nine Netball matches across the two days, against schools from all over the Middle East including teams from Abu Dhabi, Doha, Dubai, Riyadh, Kuwait and Jeddah.

The girls were slightly nervous as they prepared for their opening matches, but any unsettled feelings were soon forgotten once the first whistle blew on court. A full day of fixtures commenced with teams watching and supporting each other - whilst also keeping an eye on their competition, of course!



As the pool fixtures drew to a close, many teams became anxious to find out which play-off they would be in. After a tough few matches the girls finished in fifth place out of ten teams which is an incredible achievement for their first ever Secondary International Netball experience.

The girls had a hugely positive experience and thoroughly enjoyed their time both on and off court.

**Here are some comments from the girls about their experiences:**

“On our trip to Abu Dhabi for the BSME Netball tournament I learnt many things. I learnt how to act responsibly in different situations, I learnt about Abu



Dhabi and the people when we went to Sheikh Zayed Mosque. I also learnt about being a leader. Overall, I had a great experience! We had lots of fun and I really enjoyed it.” **Jana Farid (Y8R)**

“The BSME Netball trip to Abu Dhabi was a great experience for me. It was a chance to improve my Netball skills by playing against other schools, and also a great way to meet new people and get to know my teammates better. We played against students from different parts of the Middle East and were able to experience what a real Netball tournament is like. I was so proud to be representing my school and my country!” **Amina El Rashidy (Y8G)**

The MES Cougar Netball programme has grown enormously over the last two years and we hope that this can continue over the coming years with the chance to participate in another BSME Netball tournament next year.

Thank you very much to all twelve girls who attended the BSME tournament in Abu Dhabi and a huge thank you to all of our Netballers who have worked hard throughout the year.

**Mrs C Mackenzie and Ms O Walker – Netball Coaches**



# Secondary Pioneers Update

## Introduction

The year continues to fly by for the Secondary Pioneers at Modern English School Cairo. It is shocking to think that we are already over half way through the school year! We are excited to take this opportunity to update you all on the exciting times we have had and the important work we have done in and around Cairo.

## Windsurfing



Our Term One focus was on building new skills and strengthening old ones. By facing fears and overcoming obstacles, the Pioneers learned the values of perseverance, teamwork and taking risks. The adventures culminated in early November as we travelled to Ras Sudr for a weekend of windsurfing



on the Red Sea. Cold waters and strong winds tested the mettle of the Pioneers, but they nevertheless made us proud with the quick progress they made. Two fast-paced days later, a much quieter bus returned our exhausted crew to the comforts of Cairo.

## Student Comments

This was my first time windsurfing. I enjoyed it very much and I am happy I came on this trip. In the future, I hope I will try it again since it has been a very challenging but fun experience in my life. No my secret to success is to let the wind guide me to a new adventure every day. I hope we always have trips like these. **Razan Hassouna (G7Y)**

This was my first time windsurfing and it was amazing. At the beginning, I thought I would just fail miserably but then I realised that it wasn't that bad. I enjoyed trying something new for a change with a small group of my friends. I advise many people to give it a try and not to be scared because this trip was more than just a good one. In future, I am willing to try it out again either with the school or without. **Hussein Soliman (Y8O)**

This was my first time windsurfing. I was very nervous at the beginning and excited at the same time. I then discovered that there was nothing to worry about and that it was actually very fun. I enjoyed it a lot. I just needed to learn the names of the parts of the board and the tactics. I would try windsurfing again and maybe next time I will learn more difficult moves as I become more experienced. I really enjoyed windsurfing. **Jana Farid (Y8R)**

## Food Bank Visit



As the seasons changed, so too did the Pioneers transition into a new programme focus. Term two was all about service. Our goal was to experiment with different ways of contributing to the community so that students could find a cause that was meaningful to them. Our first opportunity to serve came in the form of a visit to the local branch of



the Egyptian Food Bank. We were all so impressed with how organised, productive, and inspired their operation was. By learning about the Egyptian Food Bank, helping to assemble their packages, and discussing the role of privilege in our lives, we hoped to raise awareness for this incredibly valuable charity.

### Student Comments

“The Egyptian Food Bank’s aim by 2020-2021 is to ensure that no family in Egypt is starving. Wouldn’t that be great? The Food Bank doesn’t only give out food, it also distributes clothes, blankets, and many necessities. We visited their factory and it was more than amazing! The employees that work there get their salaries from business men and women who donate. The Egyptian Food Bank is trying its best but they can’t work on their own; they need support of different kinds such as donating money or helping out with the work. There are a lot of things you can do to help your country and environment!”

**Pretty Phillippe (Y7G)**

“I think it is important for young people to help others because it helps develop caring and positive relationships. It also helps young people appreciate what they have when they see others around them who are not as privileged as they are. It also encourages young people to be respectful of others, to have regard for other people, and to treat others fairly. Working at the Food Bank made me feel proud of myself to be feeding people who are in more need of the food than anyone else.”

**Sion Underwood (Y7B)**

“One problem organisations have is raising awareness to help them solve their problems. When an organisation says, “Share this to raise awareness”, it means that they would like you to spread the word to your family and close friends. By doing this, many people will start contributing by either donating money to end the crisis. There are many ways one can raise awareness such as sharing advertisements or commercials on social media. You can also raise awareness by donating money to the organisation. Once you have done this, you can tell your friends or family how the company used your money to help others. Also, you can spread awareness by simply telling everyone you know about the issue. In my case, I shared the photos of the school trip to the factory on social media.”

**Nadine Helmy (Y8O)**

### High Achievers



Looking forward to Term Three, the Pioneers will be changing the programme focus yet again to centre on leadership. With this in mind, I would like to take the chance here to recognise the students who have emerged as leaders in our group by becoming Pioneer High Achievers in Term One. These High Achievers earned their title by completing at least three badges in Term One. Let’s celebrate these young leaders together!

**Mr D Erbach – Secondary Pioneers Coordinator**

YEAR 7	YEAR 8	GRADE 7	GRADE 8
Jayhad Tawfik (Y7B)	Adam Nagy (Y8O)	Lara Gamaleldin (G7B)	Youssef Badawi (G8B)
Marwan Abdel-Wahab (Y7G)	Hussein Soliman (Y8O)	Malak Kandil (G7B)	Aly Ibrahim (G8R)
Nada Sayed-Ahmed (Y7G)	Lara Majid (Y8R)	Laurina Salama (G7Y)	Hana Afifi (G8Y)
Youssef Bakir (Y7G)		Razan Hassouna (G7Y)	
Zeyad El-Morshidy (Y7G)			
Omar Shalaby (Y7R)			



# Super Silvers Succeed in Cyprus!



3-day hike, camping out on the mountain-side for two nights, carrying and cooking all your own food and having no access to showers or toilets!

Our four student groups, with names such as Olives, Forest-Fire, Som3a and Epic, hiked over 60 km over the three days, each carrying a load of nearly 20kg. Dale, the leader of the Award in Cyprus said, "We always have a great time with MES Cairo students. This year, they once again demonstrated their ability to overcome some difficult challenges and did so with good humour, teamwork and determination. Well done all!"

**In** February 2017, our Silver International Award group travelled to Cyprus to complete the Adventurous Journey section of their Duke of Edinburgh Award. We set off with a group of twenty-six excited students, some a bit nervous, but all ready and full of anticipation for the challenge of the Award.

After extensive training on; fitness, navigation and orienteering, map work and route planning, our students felt they were ready. Nothing, however, prepares you for a



## Students were asked how they felt both during and after completing the Adventurous Journey:

"During the course of the expedition, I found in myself the drive to persevere through difficult challenges I didn't know existed. I couldn't, however, have discovered it if it weren't for the inspiring nature of the expedition as well as the support of my teammates and supervisors." **Sara Canelli (DP11Y)**

"Through the International Award I was able to increase my sense of independence. It prepared me for more tough



the hike. Overall I would recommend others to do the Silver Award programme as it was AMAZING!" **Mostafa Aly (Y11B)**

## Quote from UCAS

With thousands of application forms to review, admissions tutors at universities and colleges will be looking for candidates with value-added skills and experiences that differentiate them from other applicants. Award participants will have plenty of examples to demonstrate their extra-curricular achievements and should be encouraged to include these in their applications. The chances are, a young person with the Award will also have practical skills, gained through the **Service Section** of their Award, which could be

situations and after the three days were over, as cliché as that sounds, I honestly felt like anything was possible. It was an experience like no other and the sense of fulfilment that I felt after it was over made all the days of hard work worth it."

**Farida Waleed (DP12Y)**

"It was a truly magnificent trip where we learnt about how to adapt to different situations that we are not accustomed to in our everyday life here in Egypt. It is a trip that will live with me forever." **Shehab Abou El Fadl (Y11R)**

"The International Award was by far the most stimulating experience of my life. It not only made me more resilient and better at teamwork, it also allowed me to explore the magnificent and inspiring landscape and scenery of Cyprus with my friends. Overall, it was a marvellous experience that I would recommend to anyone who thinks they're up to it."

**Karim El-Bouri (Y11G)**

"The 3-day hike was one of the best experiences I have ever had, I learned lots of things during the 60km walk which includes teamwork and trying to motivate each other to finish



relevant to the course being applied for.

There is clearly a reason why UK and US universities are impressed by students who have completed their Duke of Edinburgh's Award. The hard work, determination and resilience displayed by all of our students was excellent – and universities know the importance of these traits! Well done all!

**Ms K McTigue – International Award Co-ordinator**



# SKI TRIP



**Day One** of this year's Secondary ski trip was a trouble-free day of travelling! No delays or complications complete with incredible, sunny views of the Swiss Alps while airborne. We landed in Geneva and swiftly journeyed to our Chalet in Crans Montana. Fitted for skis in preparation for tomorrow's exciting first day, we now moved onto foosball, movies and card-playing to finish off a busy day of travel.

**Day Two** started well with incredible weather in Crans Montana and excellent learning conditions for our students. They have all had an exhausting first day on the slopes, developing and fine-tuning their skills. We managed to also fit in a picnic lunch, snowman making and ten pin bowling! Not forgetting wishing Mohamed Abdelwahab (Y9B) a very Happy Birthday!

**Day Three** greeted us with another sunny day filled with skiing, sledding, and trivia. Many of us have learned not only how to stop on the slopes, but also how to turn with confidence. We then raced against each other through the snow in a friendly sledding competition followed by an enthused game of music trivia. Everyone is already looking forward to what is in store for tomorrow.

**Day Four** marked every MES Cairo skier's progress to the top of the mountain! Following hours of successful ski runs, we ended the afternoon with some ice skating as the sun was setting amidst the Swiss Alps. After dinner, we enjoyed a moonlit, torch-lit walk through the town and the woods of Crans Montana.



**Day Five** started with an early morning out on the slopes. The students progressed quickly and enjoyed a different side of the mountain that afternoon, enjoying the fresh powder of the untouched slopes. Following a full day of skiing, we adventured to snow tubing and then had much fun competing in a quiz night.

**Day Six** With the sun shining bright, we enjoyed another day atop the Swiss Alps on our skis. With everyone ready to compete in the final races tomorrow, we enthusiastically practised our skills. We enjoyed the town of a Crans Montana with some shopping followed by the traditional disco party. Yet another great day in Crans Montana.

**Day Seven** arrived and we could not believe this was our final day of skiing, which meant races! To celebrate all of the progress each skier had made and the winner of the group races, the Les Elfes team held an awards ceremony honouring the levels that each skier had achieved and the winners of the races. To finish the night, we had an intense table football tournament, packed up, and prepared for departure in the morning.

**Mr C Carroll – Ski Trip Coordinator**



## Student Comments



"The best day was the fifth day when we skied from the very top of the gondola right to the chalet. It was amazing and I felt I accomplished something really good. I was insanely proud!" **Kirmina Sadek (G9G)**

"There were very many amazing memories from the ski trip, it's safe to say that it was one of the best trips I have ever been on. My favourite afternoon activity was snow tubing, even though it was beyond exhausting!" **Habiba Abdelwahab (G9B)**



"From this trip, I have learned that skiing, or sports in general, is all about resilience. I fell, I got back up, I failed, and I succeeded. I am sure that we are all proud of ourselves." **Farida Effat (G9G)**

"The ski trip was amazing! My favourite day was when we had a huge snowball fight, of which there were many!" **Ibrahim El Moallem (G9G)**

"The most fun I had was going down the slopes. Even when I was tired and falling down, I still LOVED it!" **Sherif Lotfy (G9B)**



"Skiing is such a challenging yet enjoyable sport. It was especially great to be with my second family doing something that I love." **Nadia Megahed (Y9B)**

"The ski trip was honestly an experience of a lifetime, it has pushed me to try new things and to never give up and to stand back up when I fall down." **Malak El Dessouki (G9Y)**



# HOUSE NEWS

It has been a very exciting term for the Secondary House system here at MES Cairo! We have had more events than ever before, taking place frequently during 2<sup>nd</sup> break on Wednesdays. Staff and students have



been out on the yard to showcase their art, chess, hula hooping, netballing and board gaming skills and continue to add valuable House points to the overall totals. During HRCF lessons and Maths lessons, Grade Eight and Year Seven have been competing in

House teams to win as many points as possible while solving a series of team building and Mathematics challenges. The PE Department ran a very successful House Sports Day, involving all students in Y/G Seven-Twelve and students in DP Eleven-Twelve. Alongside this, our Student Council representatives have been discussing ways in which to improve the House system and overall school life here at MES Cairo! What a busy and competitive term...and there is still more to come!



## KS3 End of Term Quiz

During Period Five before the December break, students in KS3 met in the Theatre in House teams to compete in the first KS3 House Quiz. House teams took to the stage to participate in a variety of rounds, including a music and general knowledge quiz. The quiz finale was a competition to see who could knock over the most water bottles using a tennis ball that was inside a pair of tights and, (to add to the difficulty factor), attached to the player's head! The audience and the players loved the game, including the Heads of House who had to knock over the bonus bottle with a pair of tights on their head too! Overall, it was Selket who won the quiz finishing with



the most points. Kheper were second, Edjo came third and Amun finished in fourth position.

## Student Council



This term, the Student Council representatives have been meeting up during Homeroom time to share ideas and discuss whole school improvement plans from a students' perspective. It has been very engaging and thought provoking for the Heads of House and House Coordinator to oversee the meetings. What a reflective, proactive and balanced team of students we have to represent the student voice! The meetings are chaired by Hana Mattar (DP12R Kheper), assisted by Zeyad Hussein (Y12G Selket) and the secretary is Bahira El Kerdani (Y12G Amun). The four committees in the Council this year are focusing on improving the PE kit, PE changing facilities and the Secondary yard. If you have any ideas, please speak to your Student Council representative!

## Hula Hoop

Hula hooping on the yard is always a popular House event! Each House has to circle the Hula Hoop for as long as possible. When the hoop is dropped, the stop watch stops timing and the next House member begins, and the stop watch is started again! The times were incredibly close! Kheper finished in first place with the hula hoop circling for a total time of thirteen minutes and forty seconds. Amun were second and only twenty-three seconds behind! Edjo came in third and Selket finished in fourth position overall.



## Ms O Walker – House Coordinator

### Year/Grade Seven/Eight - Netball Tournament

This year students from Year/Grade Seven and Eight competed in the first ever House Netball Tournament. Over forty students participated for their House in the nail-biting tournament. The four House teams played in a round-robin tournament with each team playing in three competitive games. The games were fast-paced and very exciting with some games having goals scored in the dying seconds! The students were very committed to every game and worked hard throughout the fifteen-minute matches. Over seventy goals were scored altogether in the twelve games. Well done to all of the players, and a huge thank you to the Athletic Mentors who helped to organise teams from the side lines. The support from the spectators at each game was much appreciated by the Netballers, umpires and students alike.

The final results were as follows:

Position	House
1 <sup>st</sup>	KHEPER
2 <sup>nd</sup>	EDJO
3 <sup>rd</sup>	AMUN
4 <sup>th</sup>	SELKET



**Mrs C Mackenzie – Amun Head of House**

### Pictionary

This term Pictionary proved to be a very popular event, the staff and students greatly enjoyed the contest. Each House had a team of students who put their drawing skills and vocabulary to the test. The challenge involved choosing words randomly from an envelope, these words were anything from the months of the year to popular food items. One of the team then had to draw the word without writing and the rest of the team had to try and guess the mystery word. The event drew a large and loud crowd who were all trying to shout out their guesses for the drawings, and win the points for their house. At the end Kheper were the lucky winners of the Pictionary challenge with Amun coming second followed by Selket in third place and final Edjo coming fourth. Lots of fun was had by all the teams, well done to all of those who got involved and supported their House.

**Ms Lacey – Selket Head of House**

### House Sports Day

EVENT	Amun	Edjo	Kheper	Selket
Sports Day Netball	3rd	2nd	1st	4th
Sports Day Football	1st	3rd	2nd	4th
Sports Day Basketball	3rd	2nd	4th	1st
Sports Day Y/G7-12	4th	3rd	1st	2nd

As you can see from the results above we had an incredibly busy Sports Day this year with events in Netball, Football, Basketball as well as all of our Athletic events. We had huge amounts of Year/Grade and school records broken by many individuals on the track and field, along with some great team performances during our House sports tournaments. It was a thrilling encounter between the Houses on the basketball court with plenty of extremely close and intense 3V3 games.

Our Sports Hall was a hub of noise and excitement as the Houses competed in the highly anticipated 5V5 futsal tournament, with goals being smashed in from all angles.



Finally, our playground was filled with netball teams, all competing for their position on the court to represent their House. Many extremely good passages of play ended with some great goals.

This year Sports Day was one of our most competitive and successful Sports Days we have had for many years at MES Cairo, with a record numbers of students competing, playing and breaking records for their House. Well done to all athletes and members of all Houses who came to support their house during the day. Well done to all of the Houses and especially to the Kheper house for their first place overall finish.

**Mr O'Connor – Kheper Head of House**

### Board Games Extravaganza

On a sleepy Wednesday, during second break, the students sprung back from their recovery from Sports Day to compete in battles of wit and intelligence. Jenga, Kerplunk, and Connect Four were the chosen competitions.

While overseeing the Jenga matches, I saw a union of fierce competitiveness with concentration. Students pushed their limits of their dexterity and mind to remove blocks from the bottom of a tower to place them at the top without letting the structure collapse. They had to be focused, as the cries of the winners and losers erupted around them at the Kerplunk and Connect Four matches. The battles continued for several rounds until Selket House emerged as the clear winners. Amun came close second, as usual winners Edjo and Kheper were left to settle for third and fourth places respectively. Friendships are broken, families torn, as the House Competition's merciless march towards the final games continues.

The intensity is increasing as the year goes on, and each House is making a final reach for the Championship Cup. Edjo Glory!

**Mr DeJohn – Edjo Head of House**



# Secondary Learning Development Department News

## Positivity and Creativity with the A Stars!



Building on the success of our first term's activities, the LMC has continued to be a dynamic, fun and friendly base for our A Stars Club where students can improve their skills and knowledge. The aim is to learn and improve skills outside of the classroom in a less formal environment. The Club consists of diverse groups with the common backdrop of the relaxed yet stimulating atmosphere of the LMC: students attend to reinforce ideas learnt in class; the G&T students and a Y6 transition group are provided with a variety of activities and the chance to work cooperatively. The Club provides the opportunity to study in a small group with dedicated teachers and student teachers on hand to provide guidance. Students are able to deepen their understanding and practise and discuss concepts studied in a range of subjects. Students have been involved in a variety of activities this term, from improving Maths skills to going over Scientific concepts. Every week students arrive at the LMC, eager to improve their achievements across a range of subjects.



There have also been some fun activities with the Y6 Transition group with activities ranging from making 3-D shapes, making plasticine models, building with blocks and playing games. The transition students have also joined with the G&T group to create mosaics from seeds and beans. This offered the students the chance to work together, to get to know some of the older students as well as offering opportunities for discussing their artistic creations.



Our students are brimming with positivity which inspires their creativity. Every time they come to the A Stars they are enhancing not only their creative skills but also their academic abilities.

**Ms T Sliney – Head of Secondary Learning Development Department, British Section**

## Gifted and Talented News

The MES Cairo Gifted and Talented community keeps growing! We are now at 104 students. A big welcome to Grade/Year Seven and Eight students who have joined the Gifted and Talented Programme!

Collaboration brings all the members of our community together and helps to develop equal partnership and effective teamwork skills. An old English adage says "two heads are better than one" and supports the idea of a collective effort to accomplish a common goal. The art of collaboration is a unique skill that involves open communication, clarification and evaluation of ideas, contributions and acceptance of different roles and perspectives. Through group work, the Gifted and Talented students develop social and interpersonal skills and learn how to work closely together to solve problems and complete projects. Collaboration fosters team spirit, mutual respect, understanding and trust. It prepares students for real- life social and employment situations.

In the Gifted and Talented Challenge Club students have engaged in collaborative activities. For example, the Gifted and Talented students experienced the craft of mosaic-making and took on teaching roles, working effectively with small groups of Primary





students to create mosaics with a variety of seeds, beans and grains. They delegated roles and responsibilities within groups and gave Primary students support and encouragement to take risks.

Team-building activities like measuring scavenger hunt allow students to share diverse perspectives and pool their knowledge



and skills to achieve meaningful, effective results. Using a ruler, a yardstick and measuring tape, the Gifted and Talented students were challenged to measure various objects and areas on the school grounds and convert their measurements to different customary and metric units.

During the MES Cairo Ted Talks, the Gifted and Talented students collaborated in a joint intellectual endeavour to solve the secrets of Visual Art and the mysteries of life presented by the inspiring guest speakers, Mr Roodvoets (Head of Global Studies/AP History, American Section), and Mr Rainford (Head of Science, British and IBDP Sections).



In the American Section, Grade Eight Gifted and Talented students have worked together to create a 3-D map model of their utopian society for the summative assessment on the novel 'The Giver'.



In the British Section, Year Eight Gifted and Talented students designed their own training shoes as a part of their ToTAL Enterprise Unit and created a website with Wix.com to advertise their product <https://nadzo101.wixsite.com/trucolours>.

The spirit of collaboration is contagious in our growing MES Cairo Gifted and Talented community. Truly, we have done so much together, yet we still have a lot to learn and so much more to achieve!

**Dr T Kolesnikov - Gifted and Talented Coordinator, Secondary**



## International Schools Council of Egypt (ISCE)

# First Student Council meeting held at MES Cairo

March 2017

**ISCE** stands for the International Schools Council Egypt. This organisation was set up in the year 2012 by a small number of international schools as a new initiative to increase cooperation between international schools in Egypt. By working together, creating networking opportunities, and forming a united voice, the aim of the organisation has always been to enhance progress, both for the schools themselves and for the community as a whole.

The very first ISCE meeting was held back in 2012 at MES Cairo and it was a pleasure to welcome the Council back to MES Cairo on 25<sup>th</sup> March 2017 for the first ISCE Student Council meeting. Ms Ghada Dajani, Managing Director of Modern English School Cairo, was recently asked to expand the council's responsibilities and it was her initiative to generate and support the council by creating an affiliated Student Council that will be led and run by elected student representatives, giving our bright young minds a united voice and the opportunity to share their energy, their aspirations, and their creative ideas. To launch this important initiative in the progress of the International Schools Council Egypt (ISCE) organisation, MES Cairo students were delighted

to host student and teacher representatives from École Oasis Internationale, El Alsson International School, Heritage International School, Global Paradigm School, Choueifat International School and British Columbian Canadian International School.



This first meeting was a great success, as the students set up a shared action plan with the aim of ensuring that the Committee targets positive outcomes for the future of Egypt, its schools and local communities. Their overriding aim is to work together to support disadvantaged children and they hope to one day expand the Committee to include students from a wider range of schools and communities across Egypt.

**Ms S Sheehan – Assistant Headteacher/IBDP Coordinator**



## MES Cairo welcomes a Bagpipe playing Scotsman!

**Earlier** this year, I was delighted to welcome to school, my son, Edmund, who arrived at school wearing his traditional Scottish clothes and carrying his bagpipes, which he had brought with him to play to the MES Cairo students! That day, the Primary students marched into school with rousing Scottish music playing in the background. After everyone arrived, Ed explained to us how the bagpipes work.



Ed began learning the bagpipes when he was about thirteen years old. After mastering this very difficult instrument, Ed now plays at many different functions including weddings, parties and local events. He travels across the United Kingdom to play but this was his first time playing abroad and in front of such a large crowd

The students in Year Five Orange were fascinated by his clothes and by how the bagpipes actually make music.

In the past, bagpipes were used mainly in bands, with drums, when soldiers were marching into battle and most of the music



played was rousing marching tunes although these days they are used for joyous occasions too. There are many dance tunes written for the bagpipes for both solo and group dances and we were fortunate to hear a mixture of tunes here at school.

I wonder if any students have been inspired to learn to play the bagpipes following Ed's visit? He thoroughly enjoyed coming to Egypt and we enjoyed having him here for such a different musical day.

**Ms S Fiddy – Year Five Orange Teacher**



# Senior Prom 2017



**Friday** 24<sup>th</sup> March was a night of sparkling magic as Class of 2017 released their exam worries and got down to some serious dancing at the Prom of 2017. This

year's Seniors had more fun than any Seniors before them, as they danced the night away and made full use of the lovely Jasmine room at the Fairmont, Heliopolis.

Plentiful and delicious food was steadily consumed to increase energy levels, with some very entertaining and enthusiastic performances to follow. Girls wore the most gorgeous, beautifully coloured dresses; everyone looked truly stunning and made us very proud. Gentlemen wore a range of tasteful and stylish suits which complemented the elegance of their dance partners.



It was with great pleasure that we crowned Youssef Khorshed (Y12Y) as Prom King and Salma Wafa (Y12G) as Prom Queen, ably supported by Mahmoud El Shabba (DP12Y) as Prom Prince and Malak Arafa (G12B) as Prom Princess. The support for these was loudly acclaimed by the audience and paid homage to the exceptional impact these people have had on our school community.



Overall, the night was a stunning success and will take some beating in the future.

**Ms S Clingan – Assistant Headteacher, Years Ten-Twelve, British Section**



# MES CAIRO SUPERSTARS!

**A**s a school community we like to celebrate the students who excel in school and are major players in National and International sports. Throughout MES Cairo there are students playing and winning in all kinds of different sports, which demonstrates their commitment to success.

## Ali Soliman (Y3B)

Ali has been involved in Gymnastics since the age of four. He attends the Heliopolis Club in Cairo and has won several medals competing. This year has been difficult as he was the only one member of his team left and has been entering competitions alone. Training as an individual is always more difficult than training as a member of a team. On 19<sup>th</sup> February, Ali entered the National Gymnastics Competition winning a Gold medal. Well done Ali!



## Youssef Bakir (Y7G)

Youssef trains two hours a day to represent El Shams in Basketball. Recently, he was part of a team that won a Silver medal in the Egypt tournament against El Ghazera club. Youssef says "The match was a very



intense match between El Ghazera. I have great teammates that trust and believe in me, which helps me try to improve my skill set every time I have training and I give a hundred percent." With so much success, so early, Youssef will be one to watch as he makes his journey through MES Cairo.

## Nada Akram (Y7G)

Nada is a Judo enthusiast. She trains every two days for two hours and recently saw the fruits of her commitment when she won a Gold medal in a Cairo tournament. She is now aiming to qualify to compete in a Nationals tournament. Her brothers introduced her to the sport and demonstrate the success that can be achieved after years of hard work.



Nada says "I have been dreaming of winning an Olympic Gold medal and the people who keep me going are my teammates who believe in me even when I do not believe in myself. I know I will never give up trying to be the best." We wish Nada all the success that she clearly deserves in the future.

## Mostafa Samad (Y8R)

Moving further up the school, Mostafa is a passionate swimmer, who is so driven to win, that he says "On 2<sup>nd</sup> of March 2017 to 9<sup>th</sup> of March 2017, I experienced the heart break of ending the season earning third place in the 200m butterfly event on the last day of the tournament, after gaining 6<sup>th</sup> place in all of my other events. My first event was the 1500m freestyle, this event was the most difficult event of all, and I covered in 18 to 18:30 minutes, in this



event I broke my timing by 30 seconds, which is great. My best event was the 200m butterfly in which I won third place on Cairo and was qualified for the finals. In the finals I got 8<sup>th</sup> place on all ages on Cairo." Well done Mostafa! Your drive should ensure future success.



## Youssef Sadek (G9B)

Youssef started playing tennis at the age of four years and is currently ranked the Number One Tennis Player in Egypt (U-14 years). On 25<sup>th</sup> February 2017, the Egyptian Tennis Federation (ETF) nominated Youssef as the Head of the National Team of three players representing Egypt in the North African Teams Championship

in March 2017. The team won all their events against the North African Countries and they were also awarded First Place receiving a Gold Medal in the North African Juniors World Cup qualification (U-14 years). Following his success, Youssef goes on to represent Egypt in the African Tournament in March/April 2017 in South Africa.



### Rawan Abou El Fadl (Y9R)

Rawan has participated in many national and international championships over the last year

She is now part of the Egyptian national swimming team, coming 1<sup>st</sup> in a recent national competition. She has earned an array of medals and trophies for swimming in national competitions. Rawan does a fantastic job of balancing her school work with swimming getting up at 5.00am for training, going home to get ready for school and arriving at school just in time for the day to begin.

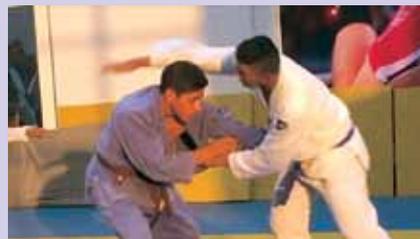
Rawan is in her first year of IGCSE's and is still learning to manage her



time between her studies and her swimming but is determined to succeed in all areas. Most recently, Rawan took part in the XII African Junior Swimming Championship receiving three Silver and one Bronze medals. As part of the Egyptian National team, Rawan took Second Place overall in the championship.

### Hassan Azazy (G12B)

At the very top of the school, Hassan embodies all the qualities of the Graduate Profile that make us proud of our Seniors. He says "Sports including Judo has been the reason for choosing the right path through life, both physically and ethically. Sports teaches me to respect others and appreciate the things I'm blessed with. I have always trained in a variety of sports in the past such as swimming and football and now I am in the school's Varsity rugby team too." In Judo Hassan won 2nd place in Cairo and 3rd place in Egypt for his weight



and age. Hassan is the role model that we would like all our students to emulate.

### Lara Shaheen (Y12Y)

Ballet isn't necessarily the first thing that comes to mind when sports are mentioned, but as Manchester United football team have proven, it is the best way to develop strong and flexible muscles. Lara says, "Ballet is one of the most difficult types of dance and being able to do it is quite an accomplishment for me. It has built up my confidence, as I've performed in several recitals with my friends. I



practice ballet for 2 hours per week to balance my time with my studies, and it really does help me relax for a while during stressful moments!" Which proves that Lara's commitment to Ballet has not only developed her body, but calmed her mind. Ideal just before exams!

**Ms S Clingan – Assistant Headteacher, Years Ten-Twelve, British Section**

# Seasonal Concert

**This** year's Seasonal Concert opened with our Secondary and Staff Choirs singing 'Candlelight Canon', surrounding the audience with a halo of candlelight. A true sense of community filled the theatre



as one hundred voices overlapped in a harmonious exultation of peace.

This was followed by our Key Stage One children who helped us all remember what the true meaning of Christmas is by showing three grumpy little elves, who had had enough of all the hard work they had to do up in the North Pole, why we celebrate this special day.



They set off on a journey, across the world, travelling first to England, where they met



some very busy chefs preparing Christmas dinner! The elves were a little confused, especially when they saw their first ever brussel sprout, but they did receive their first clue that Christmas was a season that everyone came together with family and friends to celebrate something special. They continued their journey to Canada, where they met some children decorating Christmas trees and playing in the snow; their second clue was the beautiful star that the children were putting at the top of the Christmas tree. Next, they went to Scotland, where not only did they meet some children hanging up their Christmas stockings but they also saw a Scottish man (Mr Mackenzie) in a kilt doing the Highland Fling! Finally, their journey ended in Egypt, at MES Cairo, where some students told them the story of the Nativity, helping them finally understand why people all over the world celebrate Christmas every year!

It was a fantastic production and all the children acted brilliantly and sang their



hearts out, whilst giving us their very important Christmas message!

The Key Stage Two Seasonal Concert Choir had the tough job of following the wonderful Foundation Stage and Key Stage One production. Key Stage



Two had been rehearsing in school and practising at home since early November to prepare a programme that was both entertaining and beautifully performed. Despite the difficult nature of some of the songs and the large amount of words, the





students rose to the occasion wonderfully well. Particularly impressive was the control and precision with which they performed their songs, whether they were slow or upbeat and even in two parts

The most impressive aspect of the whole rehearsal and performance process was the ability of all the students from Year Three to Year Six to successfully mix their natural exuberance in singing the songs and remembering movements whilst simultaneously displaying some great maturity throughout the time they had together. This really showed in what was a terrific performance by all involved.

Many thanks also to Mr Cullen for his time rehearsing and accompanying the students and to



Mr Mulligan and Mr Robertson for joining our staff band for 'I Wish It Could Be Christmas Everyday'.

In the Second part of the concert, we were thrilled by the brilliant voices of the Secondary and Staff Choirs. The Secondary Choir treated us to their renditions of Noel Sing Noel, Breath of Heaven (featuring soloist Nouran



Megahed of G10B) and Shepherd's Joy. The IB Choir then regaled us with an excellent performance of The Little Drummer Boy/Peace on Earth. The Staff Choir performed How Far is it to Bethlehem? and the Secondary Choir concluded with a version of God Rest Ye Merry Gentlemen. The sound the choirs produced was magnificent, creating a powerful, roof-raising climax to a wonderful concert that was thoroughly enjoyed by all who attended.

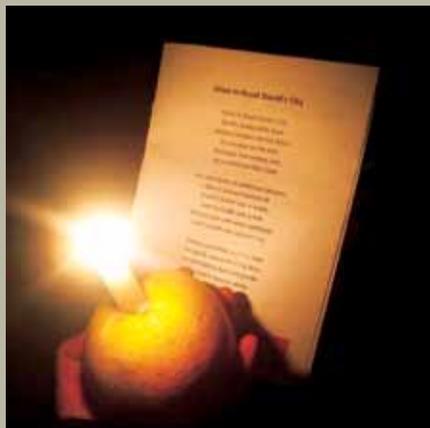
**Mr J Tomlinson – Primary Head of Music, Ms C McAslan – Primary Deputy Headteacher, KS1, Mr J Todd, Dean of Students G9 and 10**

## British Embassy Carol Concert

As Christmas was approaching, a number of students from Years Five and Six travelled to the British Embassy, Cairo to help lead the annual Christmas Carol Concert.

Keeping with tradition, they were joined by students from four other international schools: The British International School Cairo, Maadi British School, New Cairo British International School and El Alsson all sent students to perform, which made a total of approximately 100 students this year, led by MES Cairo.

The Concert was opened by the British Ambassador, Mr John Casson and Reverend Michael Dobson. It was then over to the students to sing a number of



traditional Christmas Carols, such as 'Hark! The Herald Angels Sing' and 'O Come All Ye Faithful' along with some seasonal songs like 'The Shepherd's Calypso' and 'I Wish It Could Be Christmas Everyday'. The whole concert was finished off with 'We Wish You A Merry Christmas'.

The Choirs were accompanied by a band made up of staff from all the schools and directed by our very own Mr Kyle Cullen.

Many thanks to Ms Maria Bajkowski for her help and support throughout the afternoon and evening.

**Mr J Tomlinson – Primary Head of Music**

# Are you safe on line?

**I**t is difficult to imagine life without our laptops, tablets and smartphones and other devices that allow us to go online. This is how we all keep in touch with friends and family, take photographs, do our homework, research, find out the latest news, and ensure our parents can keep up with school events on our MES Cairo website, Twitter feeds and Facebook page. Besides the number of sites to visit and things to do, going online can be a minefield. And just as in the non-cyber world, there are those who might try to take advantage, steal your personal information, or those who turn to cyber bullying. Almost 24 million young people between the ages of ten and seventeen used the internet on a regular basis with one in seventeen being harassed or bullied on line last year.

Many sites have age restrictions that are misused. Most sites require a minimum age of thirteen but WhatsApp has an age restriction of sixteen.

At MES Cairo, our staff are all too aware of the dangers that our students can be confronted with whilst using the internet and social media on a daily basis. As part of the Year 8 ToTAL programme our students researched the dangers of using the internet, resulting in a photographic competition to raise awareness of these dangers.

We are proud that so many students took part and are pleased to announce our prizewinners and showcase their talents.

If you are concerned about using the Internet safely this site may be of help.

[www.childnet.com](http://www.childnet.com)

## When you are online:

- respect the rights of others to participate and have an opinion
- ask before tagging other people or posting photos
- report offensive or illegal content
- stand up and speak out about cyberbullying — protect your friends
- don't respond to hurtful or nasty comments — block and report cyberbullying
- speak to your parents or trusted adult about upsetting online experiences

## Internet Safety Competition Winners:



Zeina Fawzy (Y80)



Chantal Labib (Y7Y)



Not everything you see online gives an accurate picture - Sarah Sharara (Y80)



Engage Positively  
Know your online world  
Choose consciously

## The MES Cairo Family Celebrates New Births!

### Zayd

May and Muntadher Taqi (Head of Department for Business, Secondary British) welcomed a new addition to their growing family on 17<sup>th</sup> December 2016. They are the very proud parents of Zayd. Baby Zayd weighed a healthy 3.47kg. His big sister Amalee is very proud of him and his daddy confirms that he is already causing trouble in the Taqi household.



### Karim

Katherine Ruddy (Year Three Teacher) and her husband, Ahmed welcomed the arrival of baby Karim at 10.00am on 5<sup>th</sup> January 2017.



# MESMERISED



## MESsenger 55 Team

Ms C Boswell, Ms S Sheehan, Ms G Dajani, Mrs N Singleton, Mr T Dajani, Mr J Todd, Ms R Sharkawy, Ms O Mawla, Miss Eman Assem, Yassin Osman (DP11Y).

With special thanks to Elham Tadros at Glow Printing.



*Modern English School Cairo is a learning community which provides a high quality education for children from Foundation Stage One to university entrance level, serving the needs of Egyptian and international families in Cairo. Our broad education is based upon the British Curriculum in Primary. In Secondary, we offer a choice between a British Curriculum, an American Curriculum and the International Baccalaureate Diploma Programme. Arabic and Religious Studies are taught throughout the school.*

### **Our Mission**

**Leadership through Education: Caring, Challenging, Inspiring**

#### **We believe in:**

- recognising the value of each individual and his/her relationship with others;
- promoting international understanding and responsible citizenship in a multicultural context, reflecting the best of Arab, Western and other world cultures;
- providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations;
- creating opportunities for all to develop confidence, responsibility and integrity.

UK Department for Education (DfE)  
(Registration Number 7036316)

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Schools Overseas (BSO)

\*

Accredited by Middle States Association  
(MSA) of Colleges and Schools

\*

Accredited by North Central Association  
(AdvancED)

\*

Accredited as an International School by  
Ministry of Education, Egypt

\*

IB World School

\*

Accredited Member of Council of British  
International Schools (COBIS)

\*

Member of British Schools in the Middle  
East (BSME)

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CIE Fellowship Centre Status

\*

Regular Member of Near East South Asia  
Council of Overseas Schools (NESAS)

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Member of Council of International  
Schools (CIS)

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Member of European Council of  
International Schools (ECIS)

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