

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

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MES CAIRO CELEBRATES AWESOME EGYPT!



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WHOLE SCHOOL PRINCIPAL FOREWORD

The end of the academic year has come and the long summer holiday awaits bringing with it time to review and recalibrate. As we reflect on the year 'that was' we can take stock of so many proud achievements for MES Cairo: our students, our staff and our community at large. Despite a shorter academic year than usual, learning has not been compromised and the calendar has been full of exciting events and occasions to support our students' educational journey in its broadest sense. As with every other MESsenger, in this vibrant edition we celebrate the very many ways our learners benefit from the myriad of experiences we have to offer them. Inside the classroom, outside of the classroom; in competitions and assessment events; academically, socially and emotionally, an MES Cairo education is a complete offering. Every one of our 2200 students has access to an incredible range of learning opportunities and our successful students make the most of this by involving themselves in it all, or at least as much as time will permit. You will read of their achievements in the pages which follow.

And let's start with the cover of this edition of our MESsenger which profiles a whole school initiative to Celebrate Egypt. Riding the wave of excitement surrounding our host nation's promise in the upcoming Football World Cup, the MES Cairo Community exchanged uniforms and usual work attire for Red, White and Black on Wednesday 23 May 2018. Donations were made to support the community outreach projects of our National Honor Society and Student Councils, including an important iftar for our school support staff who work tirelessly for our benefit each and every day. Opportunities to unite the whole school for a common purpose are the highlights of our school calendar. We are one school with many parts; celebrating the strength and power of our large community is always memorable and impactful.

A long rest is well-deserved by the overwhelming majority of our students following the completion of a full and busy academic year. My advice for the holiday months ahead is to set aside time for daily reading. No matter what your age or stage in life, reading is a crucial skill to harness and a significant habit to nurture. Read whatever takes your interest, starting with this edition of the MESsenger of course! Seek variety in your reading pursuits to broaden your vocabulary and vicarious experience. No matter what your holiday plans, be they a global adventure, a Sahel sojourn or a Cairo homestay, explore places across time, setting and possibility through the pages of book real or virtual. The most significant responsibility a parent can demonstrate in supporting their child's reading development is modelling this practice themselves.



**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**
-- Dr. Seuss

I convey sincere thanks to every member of the extended MES Cairo family for your support throughout this academic year. We are a great school because of the contributions each of you make. Our community is living proof that the combined efforts of a positive, sincere and encouraging village raises exceptional children.

Whilst the end of year brings with it farewells to graduates and some members of the teaching faculty, next year promises plenty to look forward to. Until then, happy holidays and well done on the tremendous success of academic year 2017-2018!

Mrs Nicola Singleton – Whole School Principal

FOUNDATION STAGE ONE - GRANDPARENTS DAY



Grandparents play an important role in the lives of our children. The positive influence that grandparents can have can leave a lasting impression and our students were very excited to spend the day with their grandparents here at school.

Foundation Stage One hosted a successful Grandparents Day on Wednesday 11th April 2018.

Grandparents enjoyed a concert with each Foundation Stage One class choosing and retelling their favourite story using Talk for Writing actions.

FS1V were first to take to the stage. They performed the story 'Who Sank the Boat'. They were followed by FS1G

who retold the story of 'The Very Hungry Caterpillar'. Then FS1B recited 'The Little Red Hen'. FS1R students were next with their narration of 'We're Going on a Bear Hunt'. After that, FS1O delivered the story 'Dear Zoo' and finally FS1Y came on stage with their recital of 'The Gingerbread Man'.



The concert was very well-presented and the students were very confident in their performances. Everyone in Foundation Stage One worked really hard to showcase their learning.

After the concert, the grandparents joined us in our classrooms. Each class offered a range of activities such as story-telling, arts and crafts, messy play and role-play. The grandparents were impressed by their children's work on display. The students loved showing and explaining their work to grandparents, who enjoyed getting so closely involved in their learning.

Grandparent's Day was a very special day in Foundation Stage One. The students felt a sense of pride and accomplishment and were delighted by this visit from such precious members of their extended family.

**Ms J Helmy –
Foundation Stage One
Violet Teacher**



LET'S GET DANCING... IN FOUNDATION STAGE TWO!



"We dance for laughter, we dance for tears, we dance for madness, we dance for fears, we dance for hopes, we dance for screams, we are the dancers, we create the dreams." ~ Albert Einstein

I am a firm believer that dancing really does improve the quality of someone's life! I have seen how dancing affects people and the goodness it brings to those who commit to training. I have always been involved in different types of dance including Zumba. A few years ago, I took some time off from dancing after I was involved in a car accident which rendered me physically unable to dance for a while. At some point, I decided that I must get back to dancing and yoga and to my surprise, I found that dancing helped a great deal in my recovery process.

This inspired me to lead a daily dancing session with the Foundation Stage Two students in the mornings and with the help of the Foundation Stage Two team, we encouraged all our wonderful students to join in a dancing exercise.

Every week we practise a different dance routine for a new song. Each song is selected with specific lyrics to inspire the children to feel confident when dancing. We started with *"What Makes You Beautiful"*, then moved on to *"I Feel Better When I Am Dancing"* which the children absolutely adored and loved dancing to.



In every session, the children have explored different moves and dance styles through which they discover what they really enjoy.



This has been such a great experience as the teachers get to witness children from all classes dancing happily together and becoming more confident every morning before going to their classes. The repetitive movements involved in our dances help improve posture, increase balance and coordination and enhance overall cardiovascular health.

Some additional benefits of dancing are an increase in muscular strength and endurance and improved memory. Dancing relieves stress, increases flexibility and helps with coordination.

As the children adjust to the movements and postures required in dance, they begin to get a better sense of their bodies. As they become more comfortable, their confidence and self-esteem also improve. Our morning dancing sessions have encouraged students to foster a more positive attitude and explore their own self-expression and most importantly to have FUN at MES Cairo...so let's keep dancing!

Ms S Iskandar – Foundation Stage Two Yellow Teacher

YEAR ONE STUDENTS GO BACK TO NATURE!



Their bags packed with water, lunch and sunscreen, Year One students set off on an exciting adventure to the Arty Science Farm. Their mission was to reconnect with the natural world and learn first-hand about insects, plants, conservation and working with natural ingredients.

The students couldn't contain their excitement as they first caught sight of the farm when we parked up next to the gates. They loved the baby goats, cows and new born ducklings that were swimming around the ponds as we walked up to the farmhouse.

The students were divided into groups and eagerly set off to one of the four stations located around the farm. They shouted with glee about holding worms at the compost station and smiled with delight at the chance to collect creepy crawlies during the insect hunt.

Teachers watched in wonder and amazement as students shared their knowledge of different plants, recycling methods and growing techniques. The fun didn't stop there as after lunch each student went into the fields to collect seeds and plant their very own sunflower or tomato plant to take home. Some chose sunflower seeds and hoped they would grow higher than their house if they gave it a little sun and a few drops of water.

Their final station was making pizza using the fresh ingredients grown right there on the farm. The students made dough and watched with awe as the chef put them into the clay ovens and their hard work began to turn a delicious golden brown. The smell of tomato and mozzarella made our tummies rumble. Our pizzas were magnificent with most of the students finishing theirs by the time we reached the end of our bus journey home.

It was a magical day and one we will always remember. Messy, muddy but many gleaming faces full of smiles.

Ms S Innes - Year One Violet Teacher



YEAR TWO PRODUCTION

STORIES AROUND THE WORLD



On 24th April, Year Two students entertained their audience with their fantastic production of *Stories around the World*. Our stories encapsulated both the diversity and celebrations of different cultures around the world. The production was split into six stories and each class acted out their own chosen story which started with six main story-seekers entering the theatre and stumbling upon a wishing well. One of the students made a wish to hear stories from around the world and so the show began with the song *Stories around the World* performed by all classes. Another coin was thrown into the well and....

Y2V told the story of Anansi the Spider, a well-known traditional tale character from Africa. Students acted as different animals and portrayed the message of how everyone should all work hard, and by working together things can get done. The animals made a drum for the King and in doing so improved the environment they lived in, however, the lazy monkeys had other ideas!

Another coin was thrown into the wishing well and Y2R went on a journey back through time to hear a traditional Maori tale from New Zealand. Maui wanted to go fishing with his older siblings, but they thought he was too young to join them. However, Maui believed in himself, and he got help from the spirits of his ancestors, and used a magic fish hook to catch the biggest fish ever seen. This is just the legend of how New Zealand was made, and of course we can't prove that the island is really a big fish. But then, can we prove that it isn't?

The third story seeker tossed a coin into the well and the students found themselves listening to an Irish tale. Y2G portrayed the adventures of Finn McCool, a famous Irish Giant. When Benandonner, another famous giant from Scotland decided to have a duel with Finn, he crossed the Irish Sea via the well-known Giants Causeway. Luckily for Finn he had a very clever wife and tricked Benandonner, who then runs back to Scotland. It was a happy ending for Ireland....

A fourth coin was thrown into the wishing well and Y2B's tale began. In the distance, there was a whisper in the trees which sparked the curiosity of a young prince. The young prince embarked upon a journey travelling through wild jungles and noisy towns in India to find his true love. The young prince had to complete many tasks given to him by the princess's over-protective father, but eventually winning her hand in marriage.

The fifth coin was flung into the well and as if by magic they could see a monster at the foot of the well. It looked like the Loch Ness monster from Bonnie Scotland and low and behold it was. Y2Y told the tale of Nessie being moved from her home by the evil MacFroogle who wanted to use her bonnie land to build a golf course. Nessie was so sad but she never gave up finding a new home. She took the high roads and the low roads, met dancers and highland gamesmen and woman and with the help of her friends found a place to call home. She also realised along the way one very important message, 'Dinnae be afraid to cry'.

What a lovely message that was, thought the story-seekers and with that touching moment the final coin was tossed into the wishing well. Y2O told the story of a Canadian tale. A young Canadian boy, Luke, awoke to find a large, enormous moose right in his backyard. After being rudely awakened, his parents wanted to shoo the moose away. However, the moose had other, humorous plans.

Who would have thought a spider, a fish, spices of India, a giant, an underwater monster and a moose would help to celebrate different cultures all around the world? Each story is unique, wonderful and helps our story-seekers to have an appreciation for both our individuality and equality as people.

It was an incredible performance from all of the students. Year Two teachers were overwhelmed by the talent, commitment and enthusiasm from each and every one of them.

Ms R Forbes - Year Two Team Leader



YEAR THREE CAKE SALE



Year Three students have been learning all about modern Egypt this year, from the Aswan Dam to the Zabbaleen. We have been learning about tourism and recycling, as well as international trade! Our learning has led our students to begin developing an understanding of trade and business, which has clear, cross-curricular links to our Maths studies. Whole school activities this term such as the 24-Hour Run have also made the students aware of the important part that charity plays in Egyptian culture.

In order to develop all these different strands of learning, we planned a day of cross-curricular engagement for the students, by developing their own business and raising money for charity.

Each child was asked to cook their own selection of cupcakes or biscuits at home. They had to keep a close track of their ingredients, so that they could work out how much each cake cost to produce. They also had to work out whether or not they could sell the cakes at a profit! Each child had used different ingredients but had to price their cupcakes at a fixed fee of 5LE. This meant that the homemade cakes could show a profit. Anyone who had bought their cupcakes and did not make them at home, discovered that they were losing quite a lot of money with every cake sold! All of the money was donated to charity, not just the profits and we sold a lot of cakes!

Students used art lessons to decorate their stalls with pictures advertising their wares and displaying the limericks they had written in English lessons. They brought in a huge

collection of delicious cakes to sell, then spent their break putting the finishing touches to everything. When Years Four, Five and Six started their break, the sale was on!

The older students were tremendously excited to have the opportunity to buy treats, but Year Three were the real stars. They had the responsibility for making sales, attracting customers and making persuasive sales pitches about their particular cakes. They had to be responsible, collecting money and counting out change correctly, whilst under great pressure from an enthusiastic market as everybody wanted to buy! The whole year group handled all of this with great enthusiasm, displaying the resourcefulness and resilience that we would usually expect from much older students.

Once the dust settled, we had to count up all of the money that had been raised by the different classes and arrive at a grand total for the whole day. Staggeringly, we managed to raise the total of 4586LE! A great total for anyone, but for Year Three students working independently, this was an amazing achievement.

The final part of the day was a special assembly hosted by Mrs Singleton, where she came and thanked our students for their hard work, and made our day complete by personally rounding the day's profits up to 5000LE!

Awesome work Year Three, well done!

Mr M Ingham – Year Three Team Leader



Oh, We Do Like to Be Beside the Seaside...

Year Four Residential to Ain Soukhna



One of the highlights of our year has definitely been the Year Four residential trip to Ain Soukhna, which for many students and parents was the first time they had ever been apart. The students took this in their stride and enjoyed two days and one night of fun-packed activities and experiences which I am sure they will remember all their lives. There was certainly no time to miss home or families!

As we set off on the road to Ain Soukhna, anticipation grew. Would they enjoy the activities? What would the hotel and the food be like? How would sleeping in the same room as their friends away from home be? What challenges would they face? Luckily, they didn't have long to wait to find out. On arrival, we checked into the very luxurious rooms and everyone unpacked before lunch, which was a delicious buffet. Refuelled and ready for anything, we headed for a grassy area where the first task was to rehearse for the Talent Show, a very important event on the itinerary.

Then on the beach, the students enthusiastically threw themselves into the first two of the five activity sessions. It was lovely to be able to complete our activities in the sea or on the beach surrounded by palm trees. Wooden boards and cylinders were used to create huge piles of sand ready for carving into sand sculptures. The crossfit exercise activity took place on the beach an exciting change in venue from regular PE lessons. Our Year Four students proved themselves to be excellent scavengers in the Scavenger Hunt, a skill which will come in handy if they ever find themselves stranded on a desert island. Blindfolds were donned as the students took part in Trust Games, aimed at developing team work and cooperation.





Then for a slightly less physically exhausting activity which took place under shady umbrellas, puzzles and quizzes focusing on the sea with a Spanish twist, recalling all they had learned in our Spanish topic. The students were enthusiastic and very industrious. Indeed, all of the 5Rs were utilised to complete these challenges, so much so that it was suggested we could move MES Cairo to the seaside permanently!

Ready for a cool off, we headed to the huge lake-like swimming pool for one of the two swimming sessions, where a very competitive game of water polo engaged many of the students, while others relaxed and sat under the waterfall. Showers finished and diaries written, it was time for dinner.

After dinner was the eagerly anticipated Talent Show, which took place outdoors in a flood-lit area of the grounds. Considering how little time students had had to rehearse, the range and quality of the acts was impressive. We enjoyed singing, dancing, story-telling, a magic act, gymnastics and a hilarious clown comedy routine from Teymour El-Helw (Y4Y) and Hassan Elmahdy, Mohamed El Deen, Taymour Wakid, Marwan Sabry, Adam Hassouna, Mostafa Aly and Mostafa Khalil (all Y4G) which won first prize on the first trip. We were so good that members of the public stopped to watch! On the second trip, Hania Ouf (Y4R) won with a ballet demonstration and on the third, Selim Sadek and Etienne Star (both Y4O) came first performing Harry Potter in ninety seconds. We wondered whether we should set up a performance company as well as a school at the seaside! The talent contest was followed by a reflection time, where students thought about what they had learned and the things they had enjoyed the most so far.



The next day, after a mostly restful night, students completed the final activities, before heading back to the pool for more aqua fun! Lunch heralded the end of the trip and our tired but very happy students and teachers headed back to Cairo. "It wasn't long enough!" and "This was the best trip, ever!" were common refrains. What an excellent, fun-packed two days. The students definitely developed their relationships and resilience skills, became more resourceful and reflective, and pushed themselves to be risk-takers too.

Thank you to all the teachers who organised the activities and accompanied the students. Also,

big thank you to the Year Four students for being so fantastic, enthusiastic and a real pleasure to spend time with beside the sea.

Ms J Lawrence – Year Four Team Leader



YEAR FOUR PRODUCTION

THE JUNGLE BOOK

We don't like to rest on our laurels at MES Cairo and we certainly always aim high. However, there were a few worried faces in the Year Four Pod when we decided to stage *The Jungle Book*. This production was perhaps one of the most ambitious ever staged by Year Four and let's face it – when you tackle one of the most iconic shows ever, you need to be supremely confident. Luckily, we had a fantastic cast of wonderful actors, singers and dancers who, as always rose spectacularly to the occasion.



Fortunately, we also had the supreme talents of Mr Billy.

Mr Billy is our Performing Artist in Residence which meant that we were able to rehearse during school time. Without the pressure of time ticking away and students sometimes having to miss vital rehearsals, we were able to relax and really focus on the dance routines and dramatic staging in a calm and measured manner.

Mr Billy certainly brought out the best of our amazing students. The show itself was remarkable. Our students exhibited wonderful talent, fantastic composure and confidence. Many people commented on how relaxed our students were and how much fun they looked to be having as they performed. It is never easy managing to get 160 students to perform to such a high standard but MES Cairo is famed for its team work and the Year Four team, Music department and Mr Billy all worked tirelessly to produce a magic, memorable performance.



What set the show apart was the dramatic staging and beautiful costumes. The staging was really imaginative and allowed the students to perform at different levels which added to the atmosphere and brought it closer to a show in the West End or Broadway, as Mr Billy would say! The costumes were a sumptuous treat of bright colours and flowing robes and dresses which gave the show a hint of Bollywood.

It was a wonderful show enjoyed by all. Make sure you book your tickets for next year's thrilling extravaganza!

Mr A Hainsworth – Year Four Orange Teacher

The Director's Cut

I remember being eight years old and receiving a VHS copy of Walt Disney's *The Jungle Book*. This would become the first Disney animated movie that I had ever seen and quickly became my favourite. Everyone loves a story about a boy growing up and trying to decide where he belongs and what he wants to do with his life! Like Mowgli, we have all experienced the same discoveries and decisions, that have ultimately made us who we are today.



During Thanksgiving in 2016, I decided to go and visit my friend who was a 5th grade teacher living and loving

life in Mumbai, India. During that trip I got to see many wonderful things, along with the Taj Mahal, the Red Fort and a glimpse at the birthplace and home of Rudyard Kipling, the author of *The Jungle Book*. It was then that I decided that I wanted to teach internationally and that I would also like to direct *The Jungle Book* when the chance arose.



I am very happy to be here at MES Cairo; the students are amazing and very talented! I had directed my first show at MES Cairo: *James and the Giant Peach*, as the Year Six production. Afterwards, I met Ms Lawrence to come up with ideas for the Year Four production. Very quickly Mr Jack had mentioned doing Disney's *The Jungle Book*,

and within a few hours, it was unanimously agreed that this would be the perfect musical for our Year Four students.

I had previously directed *The Jungle Book* eight years ago in America and was very familiar with the show and music. There was much I would do the same and many things I would change to make better; overall, I was excited to do this musical again.

I met the Year Four students and instantly knew they weren't shy, like so many students are at their age, and I knew that they would be capable of



making brave choices in their acting and character building skills. Auditions were very difficult because so many students were talented; I literally had to give my choices to the teacher and ask for help with casting.

I am very proud of this production! The students took everything I gave them and

rehearsed it out of class, during breaks, and at home. I have never seen such a passionate group of students. This gave me the challenge to give them more physically demanding dance steps that they would learn later in Year Eight. The students learned tap, hip hop, Bollywood, flag routines, drum beats and also featured student choreographers. Students helped make props, puppets and design some of the costumes. I was very impressed with the leadership skills the students demonstrated during our rehearsal process.

Of course, none of this would have been possible without the support and creativity of teachers, teacher assistants, administrators and most importantly, parents. I am excited to work with these students again next year as they venture into Year Five!

Mr B Masuck – Performing Artist in Residence, Primary



YEAR FIVE UPDATE

In Year Five, we have taken the excitement that the students have about the World Cup and used this as our stimulus to study different countries on our very own *Route to Russia*. We chose this theme for the last topic of the year because the students are very enthusiastic about Egypt qualifying after twenty-eight years. It has been a fabulous year and we wish them all the best as they move to Year Six. **Ms N Williams – Year Five Team Leader**

Topic lessons began with a world cup quiz. Teachers were amazed at the extensive knowledge displayed by some students and their ability to answer questions without the need for research. We used England and each country that Egypt would be playing in the first round as a comparison to Egypt. This varied from comparing tourist sites in London and Cairo, to looking at weather and reasons to visit each of the places. The students wrote some amazing persuasive



pieces of writing about which place should be visited. We then moved on to Russia and Egypt and created large group presentations on the difference between the climate in these two countries

to further develop geography and creativity skills in creating their presentations. We will also look at Egypt's other world cup competition in Uruguay and Saudi Arabia.

Mr J Durbridge – Year Five Green Teacher

In **Art** we have focused on female artists from the countries which Egypt will be playing in June; Uruguay, Saudi Arabia and Russia as well as an Egyptian female artist. We looked at pictures of childhood by Petrona Viera, Gazbia Sirry, Zinaida Serebriakova and Safeya Binzagr. In order to emulate the work of these artists, we have painted on pebbles, used paint and tissue paper to recreate a picture from Uruguay, researched and made cards about football players from all four countries and made kites with either paper or tissue paper. We are proud to have much of our art displayed at this year's Creative Arts Exhibition.

Ms S Fiddy – Year Five Orange Teacher

In **Science**, we have developed our understanding of materials, focusing on what uses different materials are suited to. We have also explored what happens when different elements combine, identifying the different chemical or reversible changes along the way. Students had taken some of these mixtures and solutions, making efforts to separate them using magnets and filters, as well changing the temperature. Students were quick to identify the magnetic properties of paper clips and through a process of elimination, we discovered that each of the materials required a different approach depending on the various properties. Students noticed that during mixing, some of our solutions dissolved and in one of our later experiments, discovered that chemical reactions can make gaseous bi-products such as Carbon Dioxide.

Mr A Hinchliffe – Year Five Blue Teacher

In **English** this term, we have used a focused text in both English and Reading, *The London Eye Mystery*. It is about a young boy

named Salim, who mysteriously disappears from the sealed pod on the London Eye leaving everyone frantic. Has he spontaneously combusted? Has he been kidnapped? Is he even alive?

This book gripped students and teachers alike! We have been left in suspense following every reading session! Students learned about characterisation, predictions, inference and how to justify their opinions. In writing we have focused on persuasive writing which included looking at the features in great detail. We learnt how to use a writer's toolkit (features) and the organisational toolkit (structure) and came up with some imaginative theories as to how Salim disappeared. We explored the plot, characters and theories through drama, assigning our own conspiracy notions of Salim's whereabouts. We considered the features of a persuasive letter, we learnt all about subordinating conjunctions, how to use them and how to reorder the sentence. The motivation Year Five students have exhibited to this topic is phenomenal!

Ms S Farag – Year Five Yellow Teacher

Enriching the Topic

Students have enjoyed finding out about the history of football whilst involved in their topic the *Route to Russia*. Whilst exploring facts about one of Egypt's famous teams: Al Ahly, students noted that Ekramy El Shahat who was renamed the African Monster, was noted as being one of the best goalkeepers of all time. His son, Sherif Ekramy, is also a goalkeeper for the same team and his grandson, Yassin (Y4B) hopes to follow in their footsteps one day. Students were delighted when Mr Sherif came into school and they had the opportunity to ask him questions about his football career, places he had visited and films he had acted in.

Ekramy El Shahat also had the opportunity to act in several movies and in one famous film, *Ya Rab Walab*, he played the role of an Al Ahly goalkeeper who was a prospective husband for one of the characters. Year Five Violet students made a souvenir book for Ekramy in which they created their own sequels.

Ms P Wright – Year Five Violet Teacher



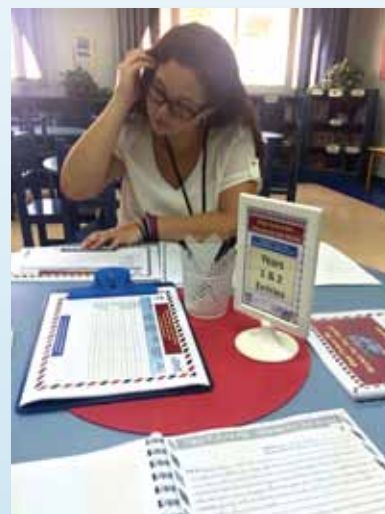
BSME Writing Competition 2018 — Dear Future Me...

On Sunday 13th May, our Primary Student Council was delighted to host the judging event for their online letter writing competition in collaboration with British Schools of the Middle East (BSME).



The theme for the event was 'Dear Future Me - Wishes for Our World' which inspired and challenged students to embrace their creative side through the art of letter writing.

This event was attended by teachers from both MES Cairo and other local schools to lend their expertise in literacy to help adjudicate. We were delighted to welcome Ms Rachael Searles (Egypt British International School), Mr Jag Khurana (New Cairo British International School), Ms Claire Williams (Gulf English School Cairo) and Ms Riham (Gulf English School Cairo) who joined the MES Cairo teachers, Ms Jane Boukottaya, Mr Stuart Boswell and Ms Sara Farag.



To read all of the letters which had been submitted was an amazing and inspiring experience with a high standard of writing demonstrated in all of the age categories. The judges commented that it was wonderful to read they different ways in which the children from across so many different countries were able to express themselves in a free and creative way. In today's world, it is becoming more important that young people have the opportunity to express and be recognised for their ideas and for their creativity abilities.

As our Primary Student Council discovered, grading creative work can be a difficult process! However, to ensure that the judging was as objective as possible, they developed a set of criteria for ranking the entries in each age category. These focused on how well the letters were written including the use of appropriate features, complete sentences, ambitious vocabulary and creative ideas. Most importantly, the letters needed to inspire the reader to take action for a better future.



After tears, laughter and deep admiration generated by the language, themes and interpretation of the children's letters, the judges finally managed to select winners from each category. Each of the winning students will receive prizes from BSME sponsors for both themselves and their schools. All participants will also be sent a certificate to recognise their hard work and achievement in reaching the final stages of this year's competition.

Ms J Boukottaya – Primary Deputy Headteacher, Key Stage Two



YEAR SIX CYPRUS TRIP



In March and April this year, Year Six students had their annual residential to Cyprus. Each trip comprised of two classes travelling together to experience a different country, continent and culture.

The excitement was clear leading up to the trip, with the students most excited about who they were going to share a room with. Each trip started in the same way, meeting at the airport. Students waved goodbye to their families and we were off. We boarded our plane for the one-hour flight to Cyprus. Once we arrived in Larnaca, we were met by our coach driver Christos who then drove us to Paphos, which took about two hours.

We stayed at Drousha Heights Hotel in Paphos which was on the top of a hill with beautiful views over Paphos. We enjoyed dinner on arrival at our hotel and then settled down for bed.

On the first full day we all woke up bright and early to have breakfast and then set off for our first activity – the environmental centre. Hamza Ali Abuellail (Y6O) said “The bus ride to the different activities were short and fun.” At the environmental centre, we started in a classroom learning about rivers, pools and riffles. We had conversations about which sorts of creatures might live in these places and what they might do to help us. We then all embarked on a nice walk down a huge hill to a stream with riffles and a pool. Once there, the students divided into groups and were given tools to pond dip, look for a variety of creatures and then use characteristic charts to identify the creatures that had been found. Our students



managed to find lots of different minibeasts and used their tools to work out which ones they were.

After spending time pond dipping, the walk back began. The return journey was more difficult, as it was all uphill, so it required a lot of strength and stamina. Different activities followed including using microscopes to look at the different bugs, playing games and students concocted their own good and bad smelling potions using whatever they could find in nature.

Once the activities were over, it was time for the shopping trip. Everyone got back on the coach and headed to a tourist area of Paphos for souvenir purchases. It was then back to the hotel for swimming followed by dinner and then the evening activity of Greek dancing.

Day Two and it was off to the Avakos gorge which is a beautiful natural gorge with lots of sights along the way. We walked through the gorge pointing out the trees, creatures and plants that made up this beautiful place. Ioan Underwood-Khurana (Y6R) said “I liked the hike through Avakos gorge best because I thought it was really beautiful.”

We then had lunch by the beach before getting back on the coach to head to Paphos Zoo where we saw lots of different animals including meerkats, lions, tigers, giraffes, monkeys, an elephant, flamingos, zebras and many more. Hamza Maksoud (Y6G) said “The zoo was amazing, there were lots of birds and other animals.” We attended the Parrot Show which involved lots of birds doing various tricks.



Some students were lucky enough to stand up and have birds land on them. We were also surprised to see an owl that had been in a Harry Potter movie. Hamza Fawzy (Y6B) said, "The show in the zoo was great and they trained the animals very well."

After the zoo, we headed back to the hotel for dinner and the evening activity of a general knowledge quiz. The students split into teams and had to answer questions about movies and television programmes, Geography, History and a picture round. We finished with a question where the students had to work out the combined age of the Year Six teachers. Some controversial moments then ensued!

Day Three was the day that most students were really excited about – rock climbing and orienteering. On the first trip with Y6G and Y6R, a thunder and rain storm meant that the rock climbing couldn't take place as the rocks were too slippery so this group went to the local forest to take part in a mega orienteering course. They took part in lots of fun activities, all linked together by having to use a compass and a map to navigate their way around. After all the activities Ms Bennett's team were the winners. Habiba El Din (Y6R) said, "The orienteering was really fun and we got to try different activities. My team also won the orienteering."

For the other trips, they travelled to the rock climbing area and were split into two groups. One group had the opportunity to rock climb

on real rocks. They were hooked up to a harness and then the instructors used belaying to allow the students to climb the rocks safely whilst experience the beautiful views around them. Sameh El Ganzoury (Y6O) said "The rock climbing was fun and challenging." The other group took part in orienteering activities around the top of the hills which



also included challenges that they need to complete. They then switched over after lunch so that everyone had the chance to do both activities. They collected points for their teams on both activities and on trip two (Y6B and Y6Y) Ms Eileen's group were the winners and on trip three (Y6O and Y6V), Ms Underwood's group won. The orienteering and rock climbing day was a real highlight for everyone. Nour Fekry (Y6Y) said, "I liked the orienteering because we had to take risks and find where the challenges were." Sherifa Badra (Y6V) said "The orienteering was really fun. We were independent and worked as a group to solve the tasks."

After the fun and activities, everyone headed back to the hotel to get ready for the final evening activity – the disco. All the students dressed up and had a good dance with their friends. Lina EL Hilaly (Y6G) said, "The disco was a lot of fun and we enjoyed the quiz too."

This was a fantastic trip where the students got to have different experiences whilst making new friends and learning to work with different people in different ways. As the Year Leader, I really enjoyed seeing a different side of students' personalities as they coped in different situations and away from their families. Thank you to all the adults who came on the three trips to support and to Ms Eman and Mrs Randa Ashour for her help in the organisation of the trips.

Ms R Bennett – Year Six Team Leader



PRIMARY MUSIC



Throughout a child's Music education in the Primary Department of MES Cairo, they engage in composing music in a variety of different ways. From creating and clapping their own short rhythms to composing hip-hop backing tracks using specialised music software, our students experience a wide range of compositional techniques and stimuli.

While the learning of traditional musical notation is encouraged throughout, students also use other means of recording their ideas. The earlier years use simple pictures to represent different rhythms whilst Years Two through Six students enjoy the opportunity to explore the use of graphic scores as well as using different types of music software.

Year Two students have used *Compose World Create* to compose. They created patterns of computer generated loops to build into a given structure. Years Three through Five students used *Mixcraft* to explore structure as well as accompanying a story or film.

In addition to compositional skills gained through their studies at MES Cairo, students also gain insight and practice on a range of instruments. For the Foundation Stages, we focus on students using simple handheld instruments such as jingles, maracas, small drums, triangles, etc. As students move into Year One, they gain mastery over the instruments used in the Foundation Skills and they are also introduced to pitched percussive instruments.

Once students move into Year Two, their use of instruments begins to vary drastically. They use boomwhackers, handbells and keyboards, in addition to the instruments they used in the Foundation Stages. Students in Year Three begin work on the Ukulele, continue with the Keyboard, and are also introduced to the recorder.

Students in Years Four through Six practise and create music on Ukuleles, Keyboards, Orff Instruments, World Drums and Samba Percussion. A very diverse collection of instrumental skills is taught to our students over the course of their Primary education at MES Cairo.



Music After School Activities (ASAs)

It's been an exciting year for music ASAs! Students had the opportunity to audition for the Key Stage Two Choir, as well as participate in the Concert Band, Ukulele group, Year Two and Three Choir and Music Club over the course of a week.

It has been amazing to witness the progression of students throughout each ASA. One of the highlights was the stellar performances of the Year Two and Three Choir and the Key Stage Two Choir at British International School Cairo's (BISC) Choir Festival. The judges were thoroughly impressed with the high level of performance of both groups with both choirs standing out from other participating schools.



Our students also enjoyed collaborating with the other schools by performing a rendition of Bob Marley's "One Love" and "A Million Dreams" from The Greatest Showman.

Other notable performances include the Peripatetic Showcase, Atrium performances, the 24-Hour Run and the Creative Arts Exhibition opening ceremony.

The Primary Concert band members have developed their skills throughout the year. One notable achievement was composing their own song, "Die Stürmische Nacht". It was great to see so many risk-takers in the band, as each member improvised their own solos during their performance.

In the Ukulele Club, the students started with some basic finger-picking techniques and then moved onto more complex four chord progressions. They also experimented with different styles such as Tango and Appalachian music.

Mr J Tomlinson – Head of Primary Music, Mr J Harper and Mr K Cullen – Primary Music Teachers



PRIMARY COMPUTING

Things have been very exciting, as always, in the Primary Computing Department!

We celebrated Safer Internet Day (<https://www.saferinternetday.org/>) earlier in Term Two with multiple events and activities across the Primary year groups.



One outcome was a set of e-Safety Golden Rules for our community to refer to and use. Our students made posters to help us to share these rules. The response was fantastic and you can see some of the winners on this page. They will be reproduced and put up around the school. Well done to all who took part!



Myla Farid (Y2G)



Fehr Baghafar (Y4O)



We also had some great results from our Year Six Scratch Coding Competition (<https://scratch.mit.edu/>). Students were asked to build programmes which would help younger students improve their times tables skills. They had to ensure that the software they made could ask and assess questions, whilst also looking good and being fun to play. A really demanding challenge for our oldest students!



Hana Aglan (Y6Y)

Special congratulations for being the best 'coders' goes to: Hana Aglan, Aly Gaber and Harsh Rupani (Y6Y). Hamza Abuellail and Sameh Ganzoury (Y6O). Selim Younes, Dana Sharkawy and Youssef Salem (Y6B). Mennah Dewidar, Tasneem Abdel-Azim and Yassin Samad (Y6V). Yassin Megahed, Zain Eldein Elsayed and Lina El Hilaly (Y6G), and Alia Saba and Lara Dinawi (Y6R).



Mr D Mulligan - Primary Computing

AHMED ZEWAIL SCIENCE WEEK

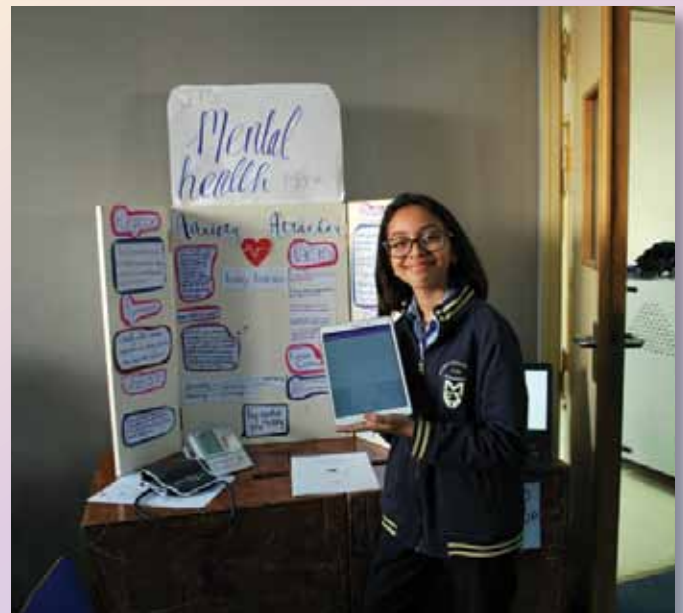
Year/Grade Eight Science Fair



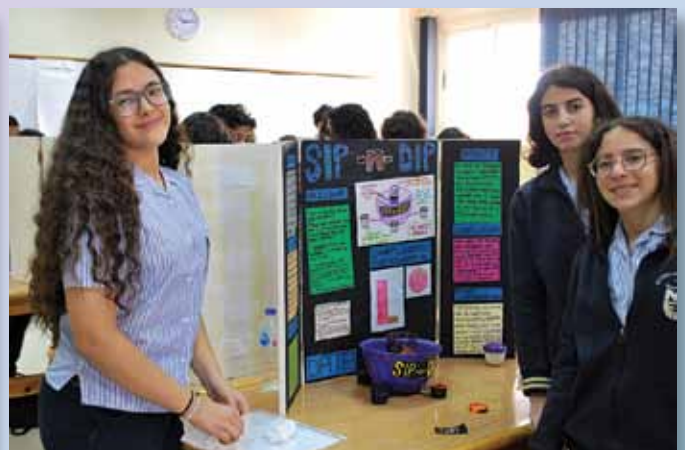
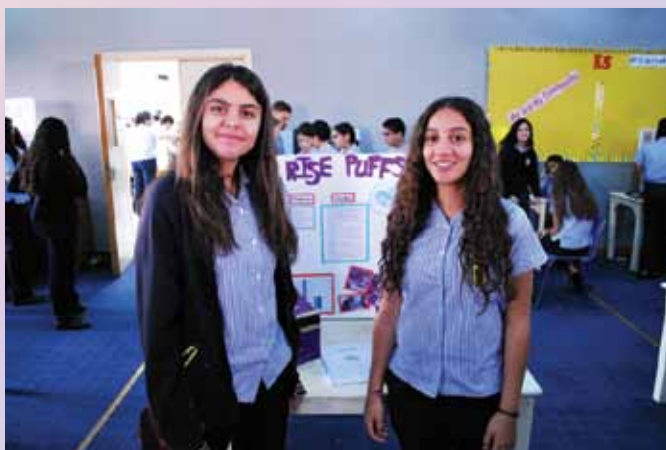
"But Ms Rania, everything has already been invented!" was the first comment I got when I introduced the concept of the Ahmed Zewail Science Fair to my Year Eight class. The Ahmed Zewail Science Fair is a celebration of Science and Scientific processes that allows the British and American Secondary sections to work together to invent, create and test a new invention. Students get a chance to collaborate and compete against each other in a safe and stimulating environment and commit to long term designing and building plans.

Ahmed Zewail was a renowned Egyptian scientist and Nobel prize winner. We recognise his accomplishments every year at MES Cairo and Key Stage Three/Middle School students are encouraged to act and think like scientists for the whole week. Telling a group of twelve and thirteen-year-olds that they would actually have to come up with an invention that is original and creative and not only that, but that they would need to build a working model of it was met with some resistance at first! Students were encouraged to think outside the box.

It was amazing the different ideas that they came up with once they sat together in their teams and started brainstorming. A child-friendly wheelchair, a revolving window wiper and a shoe-box that would actually clean, brush, spray and deodorise your shoes are just some of the many ideas that the students came up with. Teachers worked



with the students relentlessly to guide them through the whole scientific process. Materials were brought in and students were given time in their lessons to build their inventions and work on their





final presentations. Beautiful posters were created to display and showcase their work. Our students put in a huge amount of effort and time into their projects. They took risks, showed resilience and leadership skills, worked together as a team and managed to keep their spirits high. The tension built as the day of the Science Fair approached and miraculously every single group had their project ready to go on the day.

Students set up their projects for students and judges to admire. Each group was judged three times by three different judges to ensure fairness. Primary students were also invited to come and observe the Science Fair. There was a lively buzz in the air as both students and teachers walked around admiring and observing the amazing Science in action. Certificates and gifts were handed out to first, second and third place winners and the whole cohort was applauded for their amazing effort. With forty groups participating, judging was difficult and the scores were close. The resilience and creativity shown by the students will pay off later in their lives when they are put in situations where they need to use the skills they learned.

Year Seven

Year Seven students also contributed to Ahmed Zewail week. Students were presented with a challenge where they had to build the longest rollercoaster using very limited resources. Not only that, but the rollercoaster had to allow a marble to pass through all the way without any help from the students. They spent a lesson planning and designing the rollercoaster in their groups and trying to overcome anticipated obstacles. Their next lesson was spent building their rollercoasters based on their plans and designs. The students had a lot of fun and learnt a great deal along the way. They



had to apply a lot of the Physics concepts that they had learned in lessons.

Creativity, hard work, resilience and team work were a few of the Graduate Profile characteristics that they demonstrated.

The fun didn't end there though as students moved into the kitchen where they had the chance to apply Science to their real world as well. They spent a lesson planning a healthy and appetising menu while trying to make sure that all nutrients were included prior to moving into the kitchen where students were allowed to make their meals under teacher supervision. Healthy banana smoothies, pancakes and many other tasty recipes were made and shared by the students. They learned that having a healthy lifestyle does not mean that your food can't be nutritious and delicious at the same time. Well done to Year Seven for their creativity and enthusiasm. We look forward to seeing their amazing Science Fair projects next year!

Dr Rania El Goeshy – Science Teacher, British Section





YEAR/GRADE SEVEN AND EIGHT FRENCH TRIP

April 2018



One of the very important aspects of an MES Cairo education is the opportunity presented to students to participate in learning experiences outside of the classroom. Students in Year/Grade Seven and Eight were offered a fantastic opportunity to extend their learning by participating in an educational visit to France.

We travelled to France for a week in April 2018. With a guide to accompany us, we visited Le chateau de la Baudonniere in the heart of Normandy, Paris and its landmarks. Our trip even included a day enjoying the world of Euro Disney!



Michel, a visit to the Goats' Cheese farm, bread making, circus skills and a typical French market.

On Day Six of our trip, we checked out of our hotel and headed to Paris to start our panoramic city tour which passed by the landmarks of the French capital such as the Eiffel Tower, the Louvre Museum, Paris Opera House, Concorde Square, the Champs-Élysées and Arc de Triomphe.

Following breakfast on Day Seven, we headed to Euro Disney which was a thoroughly enjoyable day.

Day Eight began with a morning visit to the Eiffel Tower before transferring to the airport for our flight home.

Mr O Thiam – HOD World Languages

Student Reviews

We all had so much fun on the French trip. It was a great experience for us to communicate in French. I made a lot of new friends. All the people in France were very kind and it was a great learning experience and community to be in. **Sarah Toma (Y7R)**

France was one of the best experiences I have ever been a part of. It was extremely fun and adventurous and it taught me so many new



Our Normandy excursion options ranged from history-based trips (medieval and C.20th) to local town markets and beaches. Students enjoyed sea-kayaking and climbing, a bay walk around Mont St





things. I really enjoyed the quick-sand and canoeing. Normandy was very exciting and we took part in so many activities including: walking through quicksand, canoeing, wall climbing, orienteering, archery, fencing and so many more things. Then in Paris, we stopped off at many amazing landmarks including The Eiffel Tower, The Arc de Triumph, The Louvre, Notre Dame and others. I really enjoyed this trip! **Salma Assal (Y7G)**



This was a very unique and amazing experience that I feel so lucky to have had. I enjoyed the rock climbing and canoeing. I also ate snails which I learnt was *escargots* in French. I really enjoyed the coach rides because they brought me closer to other students on the trip. We played games and talked a lot. We also got to practise our French in activities like going to the market and communicating with our instructors. The best part of the trip was when we visited the mall *Val D'Europe* and the beautiful Disneyland Paris. It was such a surreal experience especially the fantastic firework display they put on at the end of the day. Overall, France was one of the greatest experiences ever and I would definitely do it all over again. **Hamza Soliman (Y7G)**



WEEK WITHOUT WALLS

Grades Seven and Eight



The fourth annual *Week Without Walls* programme took on a new look this year for the American Section Middle School. A total of 127 Grade Seven and Eight students accompanied by six chaperones headed to **WellSpring Egypt** in Beit el Wadi for the first three days. Students were divided into two teams, Aqua and Vida for an intense round of competition. The counsellors at WellSpring encouraged students to take risks and try new things including the zip-line, building a car, War Ball and climbing the rock wall. Students conquered some of their fears with the support of their peers, teachers and WellSpring counsellors. The positive environment created by the WellSpring staff created a wonderful environment for students to push themselves. Some of the favourite activities included the bonfire, pool time and zip-lining.



After a very exhausting three days and two nights at WellSpring, students set off on a variety of trips based on their own individual interests. They were allowed to choose from four different locations and activities this year, a first for the *Week Without Walls* programme. Over the course of Wednesday and Thursday students went to Fagnoon Art Centre, Giza Pyramids, Sekem Farms and Kidzania to enjoy a wide range of experiential learning activities.

Fagnoon Art Centre participants designed metal sculptures and wood pallets under the guidance of Ms Ballard, American Section Principal and Mr McKoski, American Section Vice Principal and Art Teacher. Creativity was the

main focus and several of the designs were featured in the Art Show this year. Fagnoon Art Centre is a wonderful location for students to enjoy the outdoors and express themselves artistically in a multitude of ways.

The day trip to **Giza Pyramids** was organised by the Wadi Environmental Science Centre, WESC. The main focus of this trip was not to learn about the history of Ancient Egyptians pharaohs and their iconic burial tombs. Instead, Grade Seven and Eight students were tasked with collecting data about the human impact of tourists at this Ancient Wonder of the World. Grade Seven and Eight students conducted experiments that



helped them determine the strongest type of brick to the estimated amount of rubbish found inside the complex. Heated debates about the ongoing construction to draw tourists to Giza challenged students to think like environmentalists and develop compromises to preserve one of the world's most famous tourist attractions.

Sekem Farms transplanted students from the classroom to the outdoors as they investigated nature using four of their senses: sight, touch, taste, and sound. Students helped excavate plants, place new seeds into the ground, and even sampled some of the fresh produce grown at Sekem Farms.



KidZania offered students role-playing opportunities ranging from a surgeon to a pilot, each with its own unique set of tasks. Completing these role-playing activities successfully earned students Kidzania money which could then be spent on a variety of yummy treats. The rewards of working hard were reinforced as students had to work diligently to earn their spending cash.

The success of *Week Without Walls* would not have been possible without the unwavering support of the American Section Middle School Team and the Secondary Leadership Team. Middle School Teachers took time to carefully select and recommend trips that would interest students. It is because of their commitment to



our Middle School students that *Week Without Walls* was once again an amazing success.

Ms S Fowler – Dean of Students, Grades Seven and Eight, American Section

CELEBRATING SUCCESS



On 4th April, the American Section Middle School hosted their second Celebrating Success Ceremony of the year to recognise students who have shown remarkable improvement in their subject classes. Students eagerly entered the Multi-purpose Hall for Homeroom Community Forum (HRCF) and took their seats, all buzzing with conversation about who would be recognised for Term Two.

Grade Seven Drama students began the ceremony with hilarious performances of rewritten Fairy Tales. Sarah Eshak (G7B) stole the show with the leading role in her groups rendition of *Little Red Riding Hood*. Teachers and students alike were laughing out loud as Sarah's character came to life. Other Grade Seven performers delivered equally entertaining performances of *Sleeping Ugly* and *Jennifer and the Beanstalk*. Well done to all performers selected by their Drama teachers, Ms Sauret and Mr O'Connor.

The Celebrating Success Ceremony continued as Grade Seven and Eight teachers presented students with awards for Best Uniform, Punctuality, Best Planner, Most Organised, Perseverance and Most Improved. A new category this term was Best All Around. Congratulations to Mark Hakim (G7Y) and Mariam Awad (G7Y) for earning the first ever Best All Around title, awarded by their Grade Seven Teachers. Congratulations also goes to Adam Kirollos (G8Y) and Zeina Ogail (G8R) for taking the Best All Around award for Grade Eight.



To all fifty-one students who received awards: "Congratulations on a job well done" and for the hard work you have exhibited in each of your classes. Your teachers appreciate your diligence and commitment to excellence each and every day.

Ms S Fowler – Dean of Students, Grades Seven and Eight, American Section



HOMEROOM COMMUNITY FORUM (HRCF)

Years Seven-Nine



Homeroom and HRCF (Homeroom Community Forum) are integral parts of our pastoral care here at MES Cairo. In the British Section Years Seven-Nine, Homeroom Teachers work in collaboration with each other to regularly meet and plan a series of educational experiences linked to what our students are learning in class or to focus on a particular issue or need related directly to the students.

In Year Seven, Ms Hodgkinson, Mr Loftus Bird, Ms Hainsworth and Ms Ortiz have recently used their homeroom and HRCF times to link to the Year Seven ToTAL theme of the Environment. Students enjoyed watching together as a cohort a screening of the film *Garbage Dreams* which is about Cairo and how rubbish is collected and recycled by the Zabaleen

community. The film is thought-provoking and gives a realistic insight into environmental issues here in Egypt. Year Seven students also spent time considering litter and energy efficiency in their homes; sharing their collective ideas on how they could better help the environment at home and at school. In addition to





this, students have spent time reflecting on our MES Cairo Graduate Profile and how to get involved in opportunities in school that would enable them to develop their attributes in their own lives.

In Year Eight, Mr Kasmani, Ms Martin, Ms Ghalwash and Mr Brecke have been looking at ways to inspire our students and teach them about what they can learn about success by reflecting on failure! Students learnt about famous people who initially failed and made links between inspirational quotes and well-known films. Students had discussions about Mohamed Salah and how he overcame failure at Chelsea.

By drawing on real life experiences of heroes and successful people, Year Eight students had the opportunity to see how they always have the chance to turn things around and make a success of something which at first seems difficult. Another aspect of homeroom and HRCF time for Year Eight was looking at charity and making a difference. Students had the forum to discuss poverty and child labour whilst also learning about the importance of empathy and kindness.

In Year Nine, Ms Hanlon, Ms Thiam, Mr Macindoe, Mr Higgs and Doctor Olivier have spent time working with students to create campaigns on the environment, health, e-Safety, road safety and equality. Students then presented their campaigns to the rest of their cohort; gaining skills in public speaking, presentations and making a difference. Recently, students have started to work on developing their problem solving, team work and risk-taking skills and understanding the importance of fitness. They have also been exploring Arabic culture and teaching staff Arabic!

In Years Seven through Nine, all Homeroom Teachers have spent time working with our Homerooms on exam preparation before the End of Year Exams. A Google Classroom was created for both the Year Seven and Eight groups and the Year Nine students giving tailored advice on how to revise, prepare, plan and study for the exams, as well as how to deal with nerves and stress and manage time wisely. Homeroom teachers guided students through this useful tool as well as





providing an extra layer of pastoral support to students so that they could be confident in how to do their best.

The variety of these opportunities throughout the Year and Grade groups show the diversity and value of the HRCF and Homeroom experience across Key Stage Three and into Key Stage Four. The valuable time spent with their Homeroom Teachers allows students to develop or hone new skills

and gain a wider understanding and appreciation of their responsibility as global citizens as well as reflect on their own journey as learners to achieve our aspirational Graduate Profile. Well done to all involved!

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

YEAR SEVEN ACADEMIC AND ATTENDANCE TARGET SETTING REVIEWS

As part of our ongoing commitment to 'Care, Challenge and Inspire' students throughout their MES Cairo journey to graduation, all Year Seven students were recently given an opportunity to meet with a member of the British Section Leadership team as part of the Year Seven Academic and Attendance Target Setting Reviews. Students were asked to reflect on their attendance and punctuality, commitment to After School Activities and how they are beginning to meet and show the MES Cairo Graduate Profile attributes such as 'leadership' or 'making a difference'.



Ms Cole, Ms Williams, Ms Talbot, Ms Clingan, Mr Perry and Ms Downey also used the Term Two Reports and Cognitive Abilities Testing (CAT) data to ensure that all students were on track for success and knew what steps to take next to improve their overall performance. Students were asked to create SMART targets; Specific, Measurable, Achievable, Realistic and Time Related. These can address common issues such as organisation or meeting homework deadlines, or more specifically related to subjects. Working together with their Homeroom Teachers, students will have the opportunity during Homeroom and HRCF lessons to review and contemplate an ongoing cycle of target setting which will enable them to do their best in and out of school.

Overall, it was an excellent opportunity to see how well our Year Seven cohort have adjusted to life in the Secondary British Section since transitioning from Primary. We were all impressed with the quality of reflective dialogue and were grateful for the opportunity to congratulate our students!

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



WORLD SCHOLAR'S CUP



A group of Year Eight students from our British Secondary Section participated in the World Scholar's Cup for the first time this year. They achieved excellent results and all fifteen students qualified to go through to the next round in Kuala Lumpur!



They worked in five teams and took part in three debates, a lengthy collaborative writing exercise and multiple choice general knowledge quiz. Many students won individual prizes; Omar Habibi (Y8B) managed to become one of the eight final debaters across both the Junior and Senior sections – a remarkable feat. By the end of the two days there were many ecstatic students, proudly displaying medals and cups in abundance

alongside furry alpacas - the emblem of the competition which was given out to all participants and educators. Students are already looking forward to the second round, hoping to get through to attend the final at Yale University.

We were delighted with this year's teams and wish them much success in future competitions.

Ms D McAleenan and Ms S Caswell – Team Chaperones

Student Reviews

The two days at the World Scholar's Cup were the most intense days of my life. We wrote about different subjects, debated unexpected topics and took a test about general knowledge. Despite our inexperience and the fact that we had started practising

literally a few weeks before the event, every single MES Cairo team member qualified to go abroad. This was a great achievement for all of us. We won two out of the three debates and were awarded medals and trophies but most importantly, we were rewarded with multi-coloured alpacas. We are all looking forward to the global rounds.

Ibrahim Abdelhamid (Y8G)

Being in the World Scholar's Cup was an honour. It was one of the best experiences in my life if not the best. We won medals, an alpaca and received a certificate. We had fun and made new friendships along the way.



There was the scholar's challenge, a quiz accessing general knowledge and then came the scholar's bowl. I will carry my memories the World Scholar's Cup has created wherever I go.

Pretty Philippe (Y8G)

This experience is something I would never trade for anything else. At first we all had different relationships with each other, but after the World Scholar's Cup we all became closer. We have made unbreakable bonds

with people we never thought we would be friends with. We also made new friends from places we have never been to before and were able to connect with them because we all had one thing in common - we love debating! I also performed in the scholars' show which was nerve-wracking at first. Unbelievably, our whole team made it through to the global round which will either be held in Kuala Lumpur, Barcelona or even Australia!

Malak Mekky (Y8R)

There were many activities that we had to participate in, including the debate, scholars bowl, collaborative writing, talent show and the multiple-choice quiz. Teams were awarded points for each event. I thought the World Scholar's Cup was a great opportunity to meet new people and it was truly an amazing experience overall. I have gained a lot of new knowledge and this competition has inspired me to research many new interests.

Jayhad Tawfik (Y8B)



YEAR SEVEN TOTAL

ENVIRONMENTAL VISIT TO AIN SOUKHNA



To complement their ToTAL environment topic, Year Seven students recently visited Wadi Degla Marina in Ain Soukhna for four activity-packed days and nights with WellSpring Egypt.

As part of the Mathematics curriculum, the students took their learning outside and participated in the Symmetry in Nature experience. Students created a coordinate grid on the sand and designed objects, patterns and shapes using their own bodies which they then reflected in the 'x' or the 'y' axes.

Ms J Hainsworth – Maths Teacher, British Section

Below are some student reviews about their real-life symmetry in the environment activity.

Student Reviews

We made grids on the sand and we used our own bodies symmetrically in the grids and reflected them as if we were looking into a mirror. It was very cool to be doing Maths in a different environment outside of our classroom.
Fady Nasr (Y7G)

It was great fun when Ms Hainsworth demonstrated symmetry on our trip to

Ain Soukhna. We made a coordinate grid on the sand using tape and marked out the coordinates with a stick. Fady then stood at one side of the grid and me on the opposite side of him. We had an activity that a group of us had to create a symmetrical shape. My group did Lingard's Celebration. It was great fun doing Maths lessons on the beach. **Omar Ashraf (Y7G)**

We made reflections on the sand using humans and it was such fun.
Omar Ali (Y7G)



Geography Immersion Day



This term, our Year Nine IGCSE Geography students took part in a geographical investigation right here at MES Cairo. The students were off timetable for a full day to investigate 'where the "coolest" places to hang out at MES Cairo are. The day was a great success and it allowed the students to focus on their geographical investigation skills.

The day began with students creating their own hypothesis to investigate, whilst learning how to use weather equipment such as a barometer, hygrometer and a thermometer. They split themselves into two groups and compared the difference between using digital and the more traditional weather equipment finding that digital equipment yields more accurate results.

In the final part of the day, students represented their data graphically and were able to draw conclusions about relationships between relative humidity and temperature.

The students stated that they thoroughly enjoyed the day and it really helped to conceptualise their Paper Four Geography skills.

Ms N Hodgkinson – Geography Teacher, British Section



INDIVIDUAL GRADUATION PLANS (IGPS) IN THE AMERICAN SECTION

Once

we start 2018 and finish the American Section grading term, we began that vital part of what we do for our students: course selection and college advisement sessions.



Individual Graduation Plan meetings commenced on 1st February 2018 with all course requests completed and turned in by 22nd February. Every student, beginning with Grade Eight students,

through to Grade Eleven had an individual advisements session, with Ms Mona Hanno supporting a variety of grade levels. Parents were also invited to attend these sessions. Grade Eight was hosted by Ms Shelby Fowler and Grade Nine by Mr Jonathan Todd. Ms Christine Flake and Ms Dodie Ballard hosted Grade Ten and Mr Daniel Tomlin hosted Grade Eleven.

It is important to begin university discussions early with students in their year of transition between Grade Eight and Nine as it sets the tone for their transition to High School and the importance of forward planning for not only university placement, but also the choice of college major. While the discussions and thinking about the future can be daunting, the skill of our advisement team was able to stave off fear and stimulate interest and excitement about what the future holds. Our students asked a host of questions and selected courses that will put them on the right path for graduation, major selection and college choice.

In preparation for the college advisement sessions and course selections all students attended an assembly held on 21st January

and led by Ms Dodie Ballard, Mr Jonathan Todd and Mr Daniel Tomlin. Students completed an interest inventory on Mymajors.com where they are asked a series of questions to collect important information such as interest and aptitude to match students with a college major. Students can then look at the best universities that offer those majors and discuss that with their college counsellor. As pre-preparation, students also used CareerVillage.org. This is a wonderful site to ask any burning questions about college life, college majors, and it is used as the basis for discussion during homeroom and HRCF sessions leading up to the February Individual Graduation Plan meetings.

This year we had a record number of parents attend the college counselling sessions with the Deans of Students. This connection between home and school is important as students narrow down their college major options and so we can build a schedule for the coming years that supports the college major and university of choice.

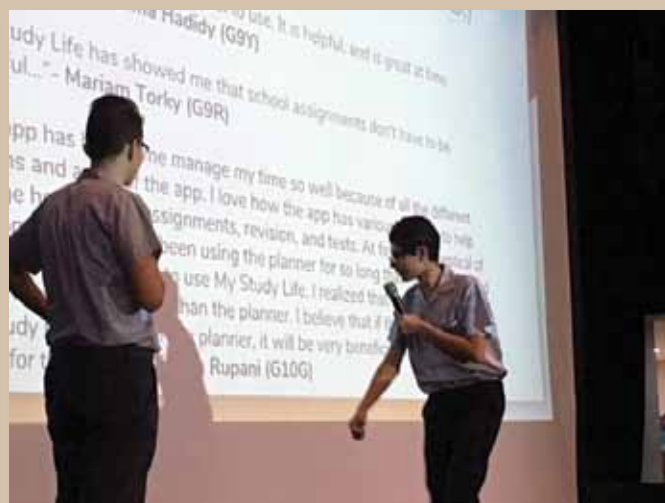
Students were well-prepared for their advisement sessions and it was encouraging to see so many parents joining us for the sessions.

Ms D Ballard – Principal, American Section



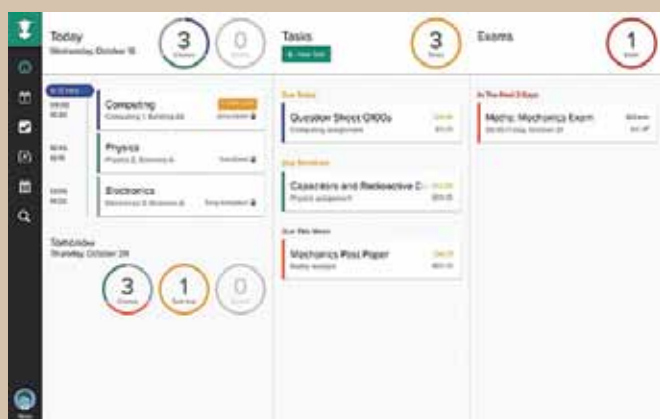


Clear and detailed delivery



Sharing in-house reviews

American Section students in Grades Eight, Nine and Ten were introduced to an exciting new way to stay on top of all the work required to succeed in the American High School Diploma. **My Study Life** is a free app and website that tracks assignment deadlines, daily schedules, upcoming exams and so much more.



The user interface

Ammar Abdelwahab (G9B) and Youssef Tawfik (G10Y) created a presentation and delivered an assembly to their peers. Ammar began using the app some months ago and was so impressed with what it could do that he wanted to share it with the rest of the school community. Ammar and Youssef presented the assembly with confidence and style. They talked about the benefits they have experienced through using the app before taking their audience through the set-up process. After their presentation they took questions from the floor which were interesting, thoughtful and proved that there was great excitement among the student body. Upon

their return to Homeroom, students began inputting their schedules, using the intelligently designed user interface to quickly set up their own "study life".

We were impressed with the courage of Ammar and Youssef. It takes a lot of nerve to stand in front of an assembly and present with such calm and clarity. Even more laudable is the generosity of spirit shown by these students. Upon discovering My Study Life one of their first thoughts was how much it could benefit everyone and so proposed sharing their discovery rather than keeping it to themselves. Their leadership, vision and creativity are an inspiration to us all.

Mr J Todd - Dean of Students, Grades Nine and Ten



Youssef Tawfik (G10Y) and Ammar Abdelwahab (G9B)

AMERICAN SECTION SENIORS ARE GOING TO TOP UNIVERSITIES AROUND THE WORLD!



The American Section Seniors have been accepted to some of the top universities in the UK, Europe and the United States. It is important that we recognise not only where students will be attending, but also the universities to which they were accepted. Many of these universities are considered highly and most competitive universities. Congratulations to the American Section Seniors on their successful applications.

Universities in the United States and Canada that American Section students were accepted to for the Fall of 2018 include: Brown University, New York University, Tulane University. These three universities are considered in the top post-secondary institutions in the US and internationally. University of Vermont, University of California: Santa Barbara, Davis and Santa Cruz, continue with a very competitive acceptance rate. Other universities that are considered very competitive that accepted our Seniors: University of Toronto, University of Massachusetts Boston, State University of New York at New Paltz and Plattsburgh, San Diego State University, San

Francisco State University, and Western Connecticut State University.

Our Seniors also looked to the UK and Europe for their higher education. The UK and European universities that our graduates are attending are: Kings College, University of York, University of Surrey, University of Westminster, University of Manchester, St. Louis University Madrid, University of Sussex, University of Bath, Les Roches (Switzerland), University of Arts London and University of Reading.

It is always impressive to see the outstanding universities our students are accepted to. The honour of the acceptance should be celebrated regardless of where the students actually attend.

Congratulations to all of our graduates and best of luck to you in your future educational endeavours.

Mr D Tomlin – Dean of Students, Grades 11 and 12, American Section



THEATRE I GOES TO THE MOVIES



Ahmed Askar G10Y



Ahmed Moamen G10B



Aliaa Hussein G10B

The Theatre I class in the American Section made the move from plays to movies during Term Two. Having worked hard on the stage play "Harry Rings, Lord of the Pottermore" the students decided to create a movie version of the story. A funny take on a mixture of the Harry Potter series and the Lord of the Rings movies, the play follows Harry Rings and Mojo as they seek the Goblet of Youth, accompanied by their friends and companions. They are, of course, thwarted by villains such as Eyeman and Fred, who want the famed goblet for themselves.

Excited by the prospect of working with Green Screen technology and seeing their characters immortalised, the class got to work filming segments of the story. They all displayed a great deal of self-control when others were in the process of filming as

they had to remain completely silent. They dealt with the pressure of acting in front of a camera like professionals and have learned a lot about the process of creating a movie.

Using their Google Classroom apps and a website called Flaming Text, everyone created a poster for the movie, taking inspiration from the marketing of such movies as Star Wars and Harry Potter.

The project was a huge success and perhaps some members of the class have been inspired enough to end up on the red carpet at the Oscars one day.

Mr J Todd - Theatre Teacher, American Section



Essam El Din Elhalaby G10G



Ibrahim Moallem G10R



Yassin Afifi G10B

CREATIVE WRITING - A YEAR IN WORDS



Seven of our Grade Nine and Ten students met in September, not knowing what to fully expect from a class named Creative Writing – how creative could they be with their words? Nine months later, each student has developed a portfolio of personal essays, descriptive poetry, magical myths and a collaborative class play based on the "Seven Stages of Letting Go". Here is their story...

Ms S Elsaadany – English Teacher, American Section

Creative Writing became a safe space where we could talk about subjects that we usually approached with difficulty. Ms Elsaadany provided us a forum where we were able to be ourselves. It became a judgement-free hour that we all looked forward to. The fact that we could go in and talk to everyone in the classroom about our writing and get feedback from our peers and teacher without being scared to tell our story was the best part. Throughout this year we have had a lot of laughs, smiles, and even tears. We became a family, having Ms Elsaadany instill confidence in all of us and gave us each an opportunity to showcase our talents, ones we didn't even know existed! We learned to express ourselves fully through what we write, we became open about our strengths and weaknesses and she was able to offer us help and advice when we needed it. We grew more

confident in giving and receiving feedback via Google Docs and Google Classroom. Our views on literature and life in general changed; we were taught with passion, love, and drive. This class inspired us in so many ways, she opened our eyes to the beauty of literature, what writing truly is, and we are just so thankful for that.

If you're considering taking Creative Writing as a High School elective, then we would advise you to do so; you think you only know so much, right until you enter this class.

Abdelrahman Gemeiye (G9Y), Farah Moamen (G9R), Farida Effat (G10R), Jomana Helal (G10G), Kareem Gaafar (G9B), Leila Hamad (G9Y) and Mariam Nosseir (G9Y) - Creative Writing Students



ENGLISH IN THE AMERICAN SECTION

Grade Seven



The 2017-18 American Section English Department Teachers: Hans Hess, Kelsey Bull, Sally Elsadaany, Adrienne Hawthorne, Laura Sauret and Nora Croix

Grade Seven students began the year by learning how to think analytically about a topic, and then organise their thoughts into a well-organised paragraph, which they learned through the acronym OEA. After practising these skills through shorter texts, they enjoyed reading *Wonder* by R.J. Palacios in a different way by being active readers who made judgements and observations. This was capped off by a trip to Point 90 to watch the movie, which everyone thoroughly enjoyed. In Term Two, students read *Al Capone Does My Shirts* by Gennifer Choldenko in reading groups and, again, were pushed to analyse the book, but this time in a group setting. Students then learned to write an analytical essay and were able to apply their knowledge of OEAs seamlessly into their body paragraphs! At the end of the year, they learned about William Shakespeare, practiced speaking in Old English, and even tried their hand at writing Sonnets. In the final weeks of school, they learned about different types of poetry, practiced composing their own, and had a chance to share their favourites in front of the class. **Mr H Hess**

Grade Eight

The Giver, by Lois Lowry became Grade Eight student's first exploration into dystopian fiction. Students worked collaboratively to create projects titled the *Parallel Project*. With regular visits to the LMC, they selected an additional popular novel to compare and contrast with *The Giver*. Analysis was a focus for English this year when students began writing Character Analysis Essays, starting with Jonas from the *The Giver* and transitioning more confidently into their second essay showcasing characters from African American fiction's 1977 Newberry Medal winning novel, *Roll of Thunder, Hear My Cry*.

With Black History Month as the setting for the Term Two novel, students developed an understanding of racism and injustice and took pride in finding evidence to support strong character qualities of defiance and courage.

With the introduction of Google Classroom this year, students took turns in creating Quizlet vocabulary flashcards and sharing them, regularly practising in case a surprise Quizlet Live activity was sprung on them.

In Term Three, Grade Eight moved to another part of the world and further back in History with a light-hearted yet confusing tale of misadventure and misinterpretation when they studied Shakespeare's *A Midsummer Night's Dream*. Here, students showcased their learning over the year in their final character analysis assignment. **Ms S Elsadaany**



Grade Nine

Ms Hawthorne's students began the year with the theme, The American Dream. Examining the challenges of George and Lenny in the novel *Of Mice and Men*. *Animal Farm* was a sharp departure from the character-driven novel as it focused on the allegory of the Russian Revolution and the idea of power and language. Students learned about positive and negative propaganda and how both affect their beliefs in society. This was followed by the study and literary analysis of *Romeo and Juliet*, the classic Shakespearean drama that students enjoyed as they made connections to their Egyptian culture as well as the modern world. They are concluding the year by research and creating their own anthology of poems reflecting on their personal journey.

The Grade Nine Honor class explored aspects of the Elizabethan Era through their independent research paper and presentation leading to an understanding of the credibility of sources and the importance of evaluating information. Through the research, the class was able to make connections to Shakespeare and his works. Students took charge of their learning by teaching sections of *Romeo and Juliet* and engaging their classmates in the activities they designed. The students are concluding the year in groups with their condensed performance of *Romeo and Juliet* in genres which include Science Fiction, Bunraku, Horror, Fantasy, and Mystery.

Ms A Hawthorne and Ms Laura Sauret



Grade Ten



In Term One, Grade Ten Honors students in Mr Hess' class read of several chapters of *Angela's Ashes* by Frank McCourt before diving into the classic novel, *Lord of the Flies*. They were challenged to think about whether man is inherently good or evil. Students enjoyed the challenging nature of the language and appreciated the discussions that pushed them to solidify what their beliefs were on the topic. They read monologues by Brutus and Marcus Antony of the Shakespearean play, *Julius Caesar*. Students did very well analysing the use of rhetorical devices and writing strong rhetorical analyses about the use of Aristotle's appeals of ethos, pathos, and logos to convince the people of Rome. In Term Two, students reflected on what Chimamanda Adichie calls "the danger of a single story" through the novel, *Things Fall Apart*, by Chinua Achebe. Through their study of multiple short stories and the novel, students were asked to consider the

difference between the stereotypes and the reality of a culture. Students then created a 26-page "Literary Ethnography" in which they analysed the significance of different aspects of the Igbo people and culture.

Ms Hawthorne's and Mr Hess' English II classes also began the year by questioning the inherent nature of mankind through the reading of the novel *Lord of the Flies*. In a short story unit, students explored literary devices while questioning the status quo of female archetypes in a broad range of texts. In their third unit, students were asked to critically reflect on what Chimamanda Adiche calls "the danger of a single story." Through a deep exploration of various texts along with Achebe's novel *Things Fall Apart*, students looked at the language used in stories from multiple perspectives in order to synthesize a less biased truth. They developed a 26-page "Literary Ethnography" of information gleaned about the Igbo people using cultural relativism (versus ethnocentrism). In the last unit of the year, all of the English classes began an exploration of the art of Spoken Word, or slam poetry, by studying the rhetoric used by various artists in the documentary *Louder than a Bomb*. Students from all Grade 10 classes ended the year by developing their own spoken word poems in order to perform in a grade-wide Poetry Slam, showcasing their hard work and growth this year! **Ms A Hawthorne and Mr H Hess**

Grade Eleven

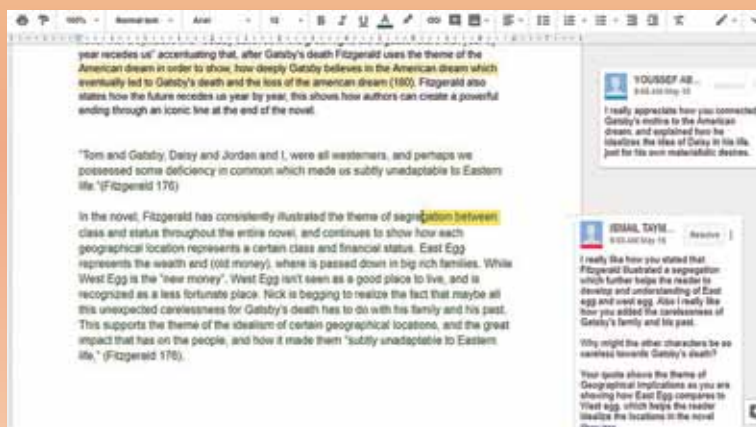


Ms Bull's and Ms Croix's Grade Eleven classes have primarily followed a chronological arrangement of texts meant to complement the students' studies in their U.S. history classes. They began the year with a study of the foundations of American culture and literature and compared that culture in its similarities and differences to that of Egypt. They started with texts grounded in the Native American oral tradition and then moved through a series of literary and philosophical periods including the colonial period, the enlightenment, the romantics, the Harlem Renaissance and the modern period. Students learned to identify the types of historical and social events that bring about the transition from one literary movement to another. Some classes studied *The Crucible* by Arthur Miller, followed by a defence of their ideas about the themes in a formal debate with a guest judge. Mr Moataz Abdallah, a lawyer who travelled from Alexandria to attend the class, provided students with insight into the law profession and gave feedback about their strengths as leaders of a debate and discussion. They then moved onto longer works as they explored the modern period through the jazz age classic, *The Great Gatsby* by F. Scott Fitzgerald and some students moved into the post-World War

II period with Arthur Miller's critique of unfettered capitalism in *The Death of a Salesman*. In term three they left the genre of American literature to explore the influences of William Shakespeare by reading his oft-quoted *MacBeth* or the "Scottish play" as it is called. Students have had the opportunity to examine these themes through quickwrites, journals, in-class essays, projects, Socratic seminars and both formal and informal class discussions. Excellent work, Grade Eleven! We are looking forward to next year!

Ms K Bull and Ms N Croix

Grade Twelve



In Ms Croix's English IV classes, students frequently responded in journals to difficult and thought-provoking quotes by famous writers and thinkers. They explored concepts such as utopia, colonialism and its effects, human rights, individual identity and society, guilt and redemption. The major works through which they explored these themes included Aldous Huxley's *Brave New World*, Khaled Hosseini's *The Kite Runner*, and a series of speeches by winners of the Nobel Peace Prize, including Desmond Tutu of South Africa and Aung San Suu Kyi of Myanmar. Students completed a research unit in which they prepared and presented a multimedia presentation and a briefing memo on an area of concern for human rights in a country of their choosing. They explored all of these themes through

their reading, journal and essay assignments, Webquests, Socratic Seminars, and both formal and informal discussions. There was lively dialogue and thoughtful insights by the students throughout the year.

Ms Hawthorne's Honors Grade Twelve students began their World Literature journey analysing the theme, Social Identity. The novel *The Kite Runner* by Khaled Hosseini examines the question- what is Loyalty? The students enjoyed engaging in discussion about complex issues and real life political challenges in Afghanistan and the effects it had on the two social classes living under Taliban rule. Our literary tour took us in a different direction and landed in America. The students read the play *Fences* by August Wilson, analysing social identity during the 1950's racially segregated America. The focus was on family relationships and honour. Our literary tour in the third term brought us full circle back to Cairo, Egypt with the novel *The Yacoubian Building* by Alaa Al-Saawany. Al-Sawaany describes the lives of the tenants living in the Yacoubian building, their ups and downs, and the daily challenges of living in Cairo. The Grade Twelve students have grown into mature young men and women who will do well next year in their respective colleges. Good luck! The future is yours! **Ms N Croix and Ms A Hawthorne**

Media Studies

Media Studies students in Grades Eleven/Twelve gained an understanding about the meaning and influence of media through critical evaluation of new and old media technologies. Students studied and analysed the centrality of media in politics, economics, social life, and global and local culture. Students also discussed and reflected upon the contemporary and historical impact of media on individuals and societies. Through the analysis of film, advertising, documentary, and critique, students spoke with guest speakers, created their own advertisements, parody or satire projects, and documentary critiques, calling the world around them to reflect. They also drafted their own websites and ultimately demonstrated their newfound appreciation and inquiry of the media in which they are constantly immersed. Well done, Media Analysts. **Ms K Bull**



AP Language

This year in AP Language and Composition, Ms Croix's class examined a variety of non-fiction texts and essay types. They examined visual works with the unit culminating in their writing an essay about the rhetorical effects of an award-winning photograph of their choosing. They then moved on to examinations of speeches and essays by a diverse range of writers

including Queen Elizabeth I, John F. Kennedy, Henry David Thoreau and David Foster Wallace. The class also studied the rhetorical devices and strategies used in their classmates' writing. We examined a variety of various forms of argument including in the news and film. We took a trip to the movies to watch a documentary film about the American Civil Rights movement where they discussed the strategies used by the film makers to explore various issues. Students also used their skills in research and argumentation to hold a debate on the issue of gun control in America.

They practiced the essay types that appear on the exam; synthesis, rhetorical analysis and argument. Using the beautiful and moving memoir about life in Egypt and beyond, *A Border Passage* by Leila Ahmed as a launching point, students completed a Socratic seminar exploring the ways in which our identity is formed by our cultural context. All in all, it has been a year full of powerful language and fascinating discussions. **Ms N Croix**

AP Literature

"I want to fly! I want to touch the sun!"

"Finish your eggs first." - Lorraine Hansberry, *A Raisin in the Sun*

AP Literature students, Ahmed, Alia, Farida, Lana, Mariam, Mariam, and Marihan, finished their metaphorical eggs, flew, and touched the sun. They were challenged with the endeavour of understanding multiple literary works' complexity, absorbing the richness of meaning, and analysing how meaning is embodied in literary form. They drafted, wrote, and re-wrote interpretations that considered a work's structure, style, and themes as well as smaller-scale elements such as figurative language, imagery, symbolism, and tone to study representative works from various genres, periods, and cultures, gaining a keen awareness - through speaking, listening, reading, and chiefly writing - of the resources of language: connotation, metaphor, irony, syntax, and tone.

They began with studying multiple short stories by Chopin, Oates, O'Connor, Hawthorne, Marquez, and Gillman. After their extensive practice with short stories, they moved into an analysis of a longer work, *Never Let Me Go*, by Kazuo Ishiguro, The Nobel Prize in Literature's 2017 winner. Following the intensive study of this novel, they began *Hamlet*. They memorised and performed "To Be or Not to Be," and collaborated via blogging and project-based learning with international AP students in Cincinnati, Ohio to reflect on their reading and personal experiences. Their work on the International Collaboration Project (ICP) will be featured at the AP International Annual Conference 2018 in Houston, Texas on 21 July. Following their rigorous study of Shakespeare's work, students began to consider a different time-period of language and identity paired with gender and ethnicity within social relations through their close reading of *Raisin in the Sun* and *Fences*. Students then moved into a poetry unit in which they studied the social and historical values that were reflected. Their year concluded with works ranging from *A Doll's House* to *A Streetcar Named Desire* to *The Bluest Eye* to *The Heart of Darkness*, amidst hosting their own seminars where they reviewed, analysed and presented on various works of literary merit and conducted writing workshops. The AP students were challenged, and finally they created their own online portfolios on which they have housed multiple essays, projects, and reflections of their personal growth as writers, students, and people. Ms Bull is excited to see what their futures hold, but is sure they will continue to fly and touch the sun! **Ms K Bull**



English as a Second Language (ESL)

Middle School students have learned a variety of English skills through a rigorous, student-centred, ESL programme which focuses on the integration of the core language skill areas of reading, writing, listening and speaking, vocabulary development and grammar. It is a competency-based programme based on a student's ability to advance and master skills indicated by

ESL - SKILL BASED LEARNING			
READING	WRITING	VOCABULARY	GRAMMAR
<ul style="list-style-type: none"> • Make inferences and predictions • Make conclusions • Determine key ideas • Analyze the development of themes and ideas • Summarizing • Locate details • Identify characters and their development • Understand sequence • Compare and contrast • Evaluate the author's craft and purpose: mood, tone, word choice, figurative language • Analyze literary devices • Determine characteristics of genre • Determine facts and opinions • Identify cause and effect 	<ul style="list-style-type: none"> • Identify the topic sentence of a paragraph • Order sentences logically and sequentially to form clear paragraphs • Organize text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing • Identify how to develop a paragraph with a main idea and supporting details • Use strong concluding sentences • Revise sentence order in paragraphs for clarity • Revise by adding detail • Identify supporting details • Evaluate the text using to develop a clear text with supporting details 	<ul style="list-style-type: none"> • Determine the meaning of unknown and multiple-meaning words and phrases • Use context clues • Analyze and use word parts: root, suffix, prefix • Consult different resources: dictionary, thesaurus, etc. • Develop vocabulary and use synonyms, antonyms • Select the appropriate homophone • Use spelling rules • Identify and use spelling patterns • Know the spelling of high frequency/sight words 	<ul style="list-style-type: none"> • Identify Parts of Speech and their categories: Noun, Pronoun, Adjective, Verb, Adverb, Conjunction, Preposition • Use phrases, clauses, appositives, sentences • Determine the basic elements of a sentence: Subject, Predicate, Object, Adjective, Adverbial modifier • Classify sentences: Declarative, Interrogative, Imperative, Exclamatory • Form simple sentences • Build compound sentences • Form complex sentences • Understand and use metaphors: Capitalization, Punctuation

the MAP Growth assessment. Students have also benefited from interactive and engaging learning experiences that embraced collaborative and problem-solving activities, digital and project-based assignments. They also worked through interdisciplinary concepts which encouraged them to make connections between English, Social Studies and the ESL course and understand topics better.

Dr T Kolesnikova - Grade Seven ESL Teacher



International Baccalaureate Diploma Programme

IBDP CURRICULUM NEWS



Individuals and Societies (Group 3)

IBDP Business Management

Our DP12 students have completed their IB journey with a flurry of activity, and it is with a heavy heart that we say goodbye. The syllabus has been finished in good time, providing an opportunity for in-depth examination of the Paper 1 Case Study and some revision opportunities. The students worked hard to prepare for their Mock examinations in January and achieved pleasing results. At the same as all were finalising their Internal Assessments, three were finessing their Extended Essays in Business Management; examining a diverse range of issues and multi-national corporations.

Ms M Ingham – IBDP Business Management Teacher

Our DP11 students have worked exceptionally well in both Ms. Ingham's and Mr. Stock's classes this academic year and have showed promise with regards to their potential for DP12 and their final exams. Students have developed their skills in a variety of approaches to learning, such as communication, thinking and self-management. Students have completed units



on Business Organisation and Environment, Finance and Accounts, and Operations Management. Ms Ingham's class, who have an IGCSE background are also well on their way with Marketing. Moreover, all students have been challenged by answering conceptual based questions using international contexts and the syllabus content throughout this academic year.

Students will now be required to use their independent and inquiry based learner profile attributes by embarking on their Internal Assessment which is 25% weighting of the Business Management course. A good academic year - well done!

Mr C Stock – Head of Commercial Studies, British and IBDP Sections



IBDP Economics



Economics is a new subject for the majority of the DP11 students but they have all settled into the course with ease. In Term One, they were introduced to the foundations of economics, including economics as a social science, a study of people and how they interact with each other. They soon moved onto the basic economic problem and microeconomics, studying demand and supply and other essential tools they would need to understand and apply throughout the remaining three units of the course. In Term Two, they finished their first written commentary for their IA, demonstrating excellent analysis and evaluation skills. They then continued onto macroeconomics, studying a wider view of the economy and looking in depth at unemployment, inflation and economic growth. They will soon be completing their second of three commentaries on a macroeconomic issue and of course the end of year examination!

Mr S Morris – IBDP Economics Teacher



The DP12 Economists have worked hard this year to complete the syllabus - covering both International and Development Economics, as well as successfully completing their Mock Exams. They all demonstrated the learner profile traits of *Thinker*, *Knowledgeable* and *Inquirer* in equal measure, by finessing and completing their trio of Economic Commentaries in time to meet the deadline, demonstrating



excellent communication skills in the process. Their self-motivation and hard work resulted in good grades for all three students (subject to moderation).

The Extended Essay in Economics was completed by only one student this year. Any Extended Essay takes long hours of reading around the subject, research of relevant data and raw reflection, but in Economics in Egypt, during this particular period of monetary upheaval, it proved an intense but very interesting task. There is nothing quite like studying their own economy, to excite interest in a student and to make the research question truly worthy of investigation. Balance and open-mindedness were required, to fully analyse the research data, to demonstrate critical-thinking and to evaluate the implications of recent Government and IMF interventions on the economic future of Egypt, both in the immediate aftermath of devaluation and the longer-term financial future of this country.

In summary, I have enjoyed working with my group of economists enormously for the past two years and will miss them greatly. They were all new to Economics when they joined the IB programme, but they absorbed a lot, helped each other through with research notes and presentations in class and grew up a lot, in the process. I wish them every success for the future - in University and in life.

Ms S Creak – IBDP Economics Teacher





IBDP Psychology

The DP11 Psychologists have been learning all about how we can scientifically explain Human behaviour and allow us to make sense of the world, groups, individuals and institutions. DP11 Psychology provides students with the foundations of explaining Human behaviour. This year, we have looked at Biological Psychology and how Hormones, Neurotransmitters and the Brain all affect the way we behave in everyday life. In DP12 we will build upon this and use the Biological level of analysis to help explain mental illnesses such as depression and eating disorders. We have also looked in to the world of Socio-cultural Psychology and how individuals and the group affect the way we behave. Questions such as 'Why do we obey?', 'Should we obey?' 'Who do we identify with and why?' and 'How do we learn?' have all been investigated.

Alongside this we have looked at the formation of Stereotypes and their effects on a person's behaviour. The final unit investigated how a person's Cognition affects their behaviour. We looked in to various models of memory and how we learn using them, how different cultures learn in different ways and whether we can really rely on our memories. Is what we think we remember to be true, really true at all? Some great TOK links were made during this topic.

In preparation for their own Assessments, the students have been learning about how Psychologists carry out scientific research. They engaged in some fascinating class experiments which helped them to contextualise the theory and studies being covered in class.

Mrs J Rainford – Head of Humanities, British and IBDP Sections



DP11 students tell us all about their first year in Psychology:

This year has been the first time I have had the opportunity to



study Psychology, and I am so glad! I honestly believe that it has been a life-changing class. The study of Psychology has interested me for years, however the IB Psychology course has made me even more passionate about the subject. We have learnt in depth about the processes which cause humans to behave the way they do, giving us understanding of human behaviour in ways I never thought possible. I can safely say that everyone in the class walks in feeling genuinely excited and interested to learn what's in store every lesson. The Psychology course so far has been an experience which I am enjoying, and feel will be valuable beyond measure in the future. **Haya Shamaa DP11Y**

Psychology this year has been the most thrilling and eye-opening subject. Although the syllabus is relatively straightforward, there are massive complications when it comes to

self-studying. However, this was not something I struggled with, because Mrs Rainford had prepared us. From day one, you will be given the outline of all of what you will cover and you will be walked through step-by-step, in any questions you may have. It is not a class that is based solely on note-taking, or practising. Instead, our teacher is aware that all students learn differently. Therefore, you may find yourself being in several “case study”

examples, watch videos, and/or teamwork activities that will increase your knowledge and better your understanding in more active ways. Many of the things that are studied will be tied to real-life situations that will make it a lot easier for the student to recall and accept on a personal level. No question is a “bad” question. You are expected to help your classmates to the best of your abilities, and you can be sure the same will be given to you.

Psychology is something I can use to benefit me in my life and give me valuable knowledge about myself and others. We recently focused on Biological Psychology, exploring the different functions of areas of the brain and other biological aspects. We have also studied social Psychology, exploring the interactions of humans as individuals and in groups. We studied Cognitive Psychology, exploring memory - how it works and how reliable it is (among other things). My favourite unit was social Psychology because I felt it was extremely relevant and applicable. **Ibrahim El Nemr DP11R**

Group 1 Language A: English Literature

The IB attributes of resilience, open-mindedness and cultural awareness have been emphasised throughout the year in our English Literature classes. In Term One, DP11 completed their Part 1 (texts in translation) study and started on the planning



and research for their Written Assignments, an independent essay over which they have choice and agency. They soon started the Drama study for Part 3 and are honing their knowledge and understanding of key drama techniques through studying such wonderful plays as “Cat on a Hot Tin Roof”, ‘View from the Bridge’ and Hamlet’. This Term they have

been studying the poetry of John Donne and have also started to read Jane Eyre. Public address is a key part of the IB course and all the DP11s have worked productively in groups to produce some outstanding presentations.

Meanwhile we were sad but proud to see the DP12 class come to the end of their IB journey. Having worked very hard to revise for their Mock Examinations, with pleasing results,

the students then finalised their Part 4 study by reading a selection of stories by renowned Nobel Prize winning author, Rabindranath Tagore. DP12 students were able to really stretch their creative muscles with this last assessed piece,



as in the Individual Oral Presentation they can use a wide variety of forms to convey their interpretations of the text to their audience, including devised drama pieces. 40% of the DP course is made up of coursework, which will be subject to moderation; the students have worked hard on these aspects and have produced some excellent pieces. The DP12 class are a lovely group of thoughtful, motivated and emotionally intelligent individuals, and we wish them every success in the future.

Ms C Ingham – IBDP English Literature Teacher



IBDP Science

It has been a busy year for all Diploma Programme Group 4 Science students in DP11 and DP12. DP11 students have been working hard on improving their skills in practical sciences by designing and carrying out Science investigations and demonstrating the attributes of Risk-Taking and Inquiry. Analysis, Evaluation and Reflection are key skills in the Sciences and the DP11 students are becoming experts in applying those skills. DP11 students have become much more knowledgeable as they study curriculum content in detail. From Cells, Biochemistry and Physiology in Biology, Mechanics, Thermal Physics, Fields and Waves in Physics to Stoichiometry, Atomic structure and Bonding in Chemistry our students have made excellent progress in their understanding of the subjects. To add to all their hard work, DP11 students have also started their Individual Investigations, which will eventually contribute 20% to their final Group 4 grade.



In DP12 the students started the year working solidly on their Individual Investigations, collecting data from intense lab experiments, sampling from around Egypt and building unique equipment. In December the DP12 students participated in their Group 4 Project, working in interdisciplinary groups to answer deeply Scientific questions such as 'Is there correlation between a person's chosen gummy bear and their favourite flower?'. The skills from DP11 are honed and developed with our DP Scientists becoming open-minded, thinking risk-takers as they approached every task set.

Mr B Rainford – Head of Science, British and IBDP Sections

DP11 - Extended Essay



Our DP11 students started out on their EE journey in February, when they were guided on how to choose a topic and create a research question, how to follow the EE timeline for the submission of drafts, and how to approach the work on a one-to-one basis with their supervisors. MES Cairo's IB subject coordinators gave the students detailed insights into the EE in each subject. Our students were excited to learn about our special arrangement with the AUC, and have since visited the AUC library twice, in order to access the university's database for research. Mr Mesnard, our LMC coordinator, reminded our students of how to access our own wealth of research materials available here at school, and led them through a stimulating workshop on the skills of advanced

academic research, referencing and citation. Mr Rainford, our Head of Science and expert in the World Studies Extended Essay, outlined the requirements of the popular World Studies option to our students and Ms Ingham lead a fun activity that helped the students make a confident start on their EE topics. Our students will be very busy working on their first EE drafts this summer, with the aim of submitting their final Essays before the end of Term One of DP12.

Students of the Month – Celebrating the IB Learner Profile in the IBDP Section



This year our students of the month are being selected based on the attributes IB Learner Profile. Each month of the academic year is focused on one attribute. Since the last issue of the MESsenger, the following students have been awarded Student of the Month: Farah Gharib DP11Y, Farida Shafei DP11R, Mariam Ramadan DP11R and Hagar Ibrahim DP11R. Congratulations to you all!

DP12 Study leave



DP12 - Graduation gown fitting

Saying goodbye to the IBDP Class of 2018 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! One month later, on 18th May 2018, they had completed their final IBO written examination. The students have already received an array of wonderful offers from top universities including Warwick, Imperial, Queen Mary, King's College London, Toronto and McGill (Canada). I am very proud of each and every single one of them, as is Mrs Singleton (Whole School Principal). Ms McTigue, who has been their Homeroom teacher throughout their IB journey, is especially proud of their achievements. Along with all of their subject teachers, we wish them the very best of luck.

Ms S Sheehan – Assistant Headteacher/IBDP Coordinator

CREATIVE ARTS EXHIBITION 2018



The Secondary Art, Primary Art and Design Technology Departments focused on putting on an exhibition that celebrated the journey of learning called "Meshwaar". We were thrilled with our Creative Arts Exhibition this year, having a new space and lots of fantastic work to show gave us the opportunity to really showcase our amazing 3D work outside as well as in, screen our digital films, hang the rugs, as well have lots more space for our 2D work.



Our Foundation Stage One student photos were a big hit with everybody, professionally taken by our Secondary Photography students and their teacher Mr Ben Myers. They were beautifully presented by Ms Vivian Mounir and will be a great memory for when they are older.

The new opportunity for our students to be able to give back to the community with the sales of their artwork proved very popular, striking pride in all students and their parents involved. Having MES Cairo alumna Dalia Naguib who now works as a successful artist





and who was herself nurtured through the MES Cairo Art department, was a very special reminder of the potential of Art and Education.

It goes without saying that we are so grateful to Mrs Sawsan Dajani and Ms Ghada Dajani for giving us this creative outlet every year, allowing us to come up with

new curating ideas and take over the school. We would like to thank Mrs Nicola Singleton for her support. We would also like to thank Mr Clement and Mr Tamer and their very special teams, including of course Mr Mohamed. There are also some very special students who came and helped in their own time and really enjoyed preparing our large black paper cut screens and being part of the team setting up the show. Thank you to Omar Saleh G7B, Safy Wael Y9G, Nour Mounib Y9B, Layla Sadek Y9B, Basher El Tobgy G10B, Ismail Diaa G10R, Kanzy Aboualam G11B, Marwan Fakhry G11G, Ali Abou El Ela G10G, Youssef El Shahat G10G, Zeina Mostafa G7B, Lama Torky G7B, Nour Sarhan G7B, Malak Altaf G7B and Sarah Eshak G7B.



A final "thank-you" to all our parents, teachers and students for your hard work and attendance.

**Ms K Tapsell – HOD Expressive Arts,
(British and IB Sections)**



ORIENTAL WEAVERS RUG COMPETITION 2018

Congratulations to all our amazing Oriental Weavers Rug Competition winners.

Primary Winners

Erin Nonis Y3B, Mohamed Reda Y3B, Farida Megahed Y3Y, Lujain Ahmad Ali Y4R, Layla Morsy Y5O, Nadia El Tantawi Y5R, Soriya Hall Y5O and Hamza Fawzy Y6B.

Secondary Winners

Feras Baghafar G9R, Jomana Yasser Y7Y, Youssef el Banhawi Y7Y, Fatema Esmat Y7R, Merna Tarek Y8Y, Farah Khalil Y8B, Salma Mostafa Y8G and Saif El Bialy Y10R.

We had many entries based on our theme of 'It's a Wonderful World,' and this year we were honoured to have Ms Mariam Nashed and the Head Designer from the Oriental Weavers visit us to help choose our finalists, specially arranged by Mrs Dajani.

Well done everybody, we hope you enjoy your rugs and don't forget remember to enter the competition again next year!

Ms K Tapsell – HOD Expressive Arts (British and IB Sections)



INTERNATIONAL BACCALAUREATE VISUAL ART EXHIBITION 2018



This year Zeina El Bakry had the floor to herself and she worked brilliantly to make the most of it, using up an entire level of the MPH floor, which is a lot of space for one person. She curated her Final Exhibition beautifully as well as incorporating light and music all orbiting around her theme of 'death'.

As a Higher Level student Zeina had to include 8-11 pieces of work for her final submission, but went on to include an extra three just for her exhibition. A mixture of 2D, 3D and photographic (or lens-based media) practices must be included, and she cleverly developed certain pieces to contain 2 if not all 3 of those practices.



Working from a very personal starting point by using her family and Egyptian customs she quickly broadened her theme to investigate different cultural traditions, symbolism and attitudes to aging and death and re-birth. Instantly recognisable symbols such as coffins, skulls and memento mori were carefully juxtaposed with the use of colour and light, working against their heavy connotations. The overall effect was uplifting with the careful use of lighting.

With special thanks to Tamer, Clement and their teams, especially Mr Mohamed and Mr Mahmoud for all their support and patience.

Ms K Tapsell – HOD Expressive Arts, (British and IB Sections)



YEAR SEVEN ART



Bassel El-Sayed Y7R



Fatema Kamal Y7R



Mohamed Desouki Y7Y



Mohamed Shamaa Y7R



Hania El-Shalgany Y7Y



Jana Ali Y7Y



Omar Fahmy Y7R



Omar Khalil Y7Y



Salma Desouki Y7R



Radwan Samaqia Y7Y

The theme of 'My Digital World' continued in-depth with the exploration of the 'selfie' and how to portray oneself on social media. Year Seven students used Instagram's design elements to create their own self-portrait, utilising technical drawing techniques for scale and size and the transposing of their images enlarged by 2. Students also explored the potential of pencils with a range of 2B, 4B and 6B standard lead pencils to understand tone and shadow and perspective, then used coloured pencils exerting different pressure to

create a range of tones within one colour. This helped the students to create form in their faces with skin rounded around cheeks and brows, and texture within their hair. In class they discovered that the pencil is indeed mighty; it may be the simplest of tools but it holds the greatest of potential.

Ms K Tapsell – HOD Expressive Arts, (British and IB Sections)



Youssef Elbanhawi Y7Y



Nour El-Fendy Y7R



Seleem Tamara Y7R



Ireny Morcos Y7Y



Ahmed Ghorab Y7R



Jomana Eid Y7Y



Mariam Zekry Y7Y



Mark Na'eem Y7R



Omar Radwan Y7Y



Sara El Masarany Y7Y

YEAR NINE ART

Year Nine students have completed their very focused and detailed portraits project. Their objectives were to create form and texture on a large scale only using pencils, building up colour and tone. Students had to be perfect in their preliminary drawings, working to scale and proportion to create a base to work from because if they got this wrong the whole picture would be off. They also focused on the shape within facial features, so that their models were

recognisable. To complicate matters they were tasked with including a vessel that had to be symmetrical with perfect use of ellipses to further push their technical drawings skills. Their admirable work is displayed in the admin building.

Ms K Tapsell – HOD Expressive Arts (British and IB Sections)



Laila Haikal Y9O



Tia Botros Y9O



Farida Zeidan Y9B



Jessica El Masarany Y9G



Soliman Saied Y9B



Fady El Mairy Y9O



Nadine Helmy Y9O



Mariam Osama Y9R



Nour Mounib Y9B



Nouri El Zarki Y9O



Zeina Soliman Y9B

YEAR TEN ART AND PHOTOGRAPHY



Ziad Saleh Y10B



Ziad Saleh Y10B



Mohamed Abdelwahab Y10B

Year Ten Art and Photography students have finally completed their IGCSE art exams and have created some beautiful large scale works that are technically very accomplished. You will be able to see their final photographic works exhibited around the school, and next year you will also see the art works when they are returned by the exam board. Students created four preparation sheets to support their exam, which lasted eight hours and here you can see how much development and experimentation was involved. Students worked extremely hard this year, pushing the boundaries creatively

and technically and really fine tuning their ideas whilst remaining individual and unique. They thoroughly enjoyed the creative process and had some great lessons where all their learning came to fruition. They are extremely proud of the work they produced. This year, we worked with multiple layering for some serious depth. Well done to all, for the hard work, determination, dedication and thanks to all the parents too for your continual support.

Ms K Tapsell – HOD Expressive Arts (British and IB Sections)



Adel Serry Y10B



Aisha Mazen Y10R



Aisha Mazen Y10R



Nadia El Gohary Y10Y



Hana El Badri Y10B



Michael Tapsell Y10Y



Nadia El Gohary Y10Y



Mohamed Abdelwahab Y10B



Michael Tapsell Y10Y

PREPARATION SHEETS TO SUPPORT YEAR TEN EXAM WORK



YEAR TWELVE A LEVEL ART



Bushra Mettawa Y12B



Bushra Mettawa Y12B



Bushra Mettawa Y12B



Bushra Mettawa Y12B

Year Twelve A Level Art students completed their course in May with two coursework components - one a personal study with supporting imagery and the other an independently chosen route of inquiry into art. Bushra Mettawa (Y12B) studied in depth the fantastic Egyptian artist Khaled Hafez and how war is represented in art, focusing on Libya; and Tala Mosalam (Y12R) focused on another amazing Egyptian artist Mohamed Abla and explored portraiture. Students also included a sketchbook providing evidence of their experiments and developing ideas and research. Some very poignant and personal work was created with excellent use of primary sources. The work was heartfelt and captivating. Well done to both students.

Ms K Tapsell – HOD Expressive Arts (British and IB Sections)



Tala Mosalam Y12R



Tala Mosalam Y12R



Tala Mosalam Y12R

IBDP ELEVEN VISUAL ART



Menna Shebly DP11Y



Menna Shebly DP11Y



Tia El Ghalban DP11Y

Fatema Abu El Khair
DP11Y

DP Eleven students are experimenting well, working on large formats and developing their photography skills. Many of their art pieces were displayed in the Creative Arts Exhibition this year. By displaying their work, they had the chance to practise curating, an important skill that is required for their final IB exhibition next year. Their understanding and processing of how the work is presented and received is an important part of their learning. It was interesting for students to be able to remain anonymous and receive feedback from a completely new audience. Students gained invaluable first-hand experience on what it would be like to be an exhibiting artist in the real world.

Ms K Tapsell – HOD Expressive Arts (British and IB Sections)



Lara El Ghannam DP11R



Maya Mehrez DP11Y



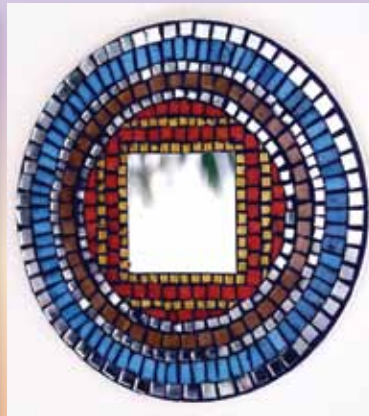
Mariam Taalat DP11R

ARTBEAT

UPSTANDER MOSAIC PROJECT



Bashar El Togby G10B
Ismail Diao G10B



Kenda Chamssi G9R
Farida Shahin G9B, Hana Saleh G10G



Noam Henning G9R
Feras Baghafar G9R



Sun Mosaic Table
Mariam Khalil G9B
Farida Refaat G9Y
Ferial Hamid G9B
Small Mosaic Table
Kenda Chamssi G9R
Hana El Ogail G10G
Medium Mosaic Table
Malak Hassanein G9R
Zeina Abdelfattah G9B

Grade Nine and Ten students researched contemporary artists to explore how artists deal artistically and conceptually around important issues of our time. After writing a dedication to a personal Upstander (someone who has shown students how to be a better human) they devised designs and chose colours that represented their Upstander for their mosaic table. Students researched organisations that endeavour to make Egypt better for everyone as they sold their tables to raise funds for MES Cairo charities.

Ms J Walker – Art Teacher

ARTBEAT

GRADE TEN - MUSICAL CHAIRS

Grade Ten students brainstormed empathic reactions to life as a homeless young person or street youth as a prelude to working on "Musical Chairs: Everyone Deserves a Place at the Table."

After doing visual research on Sound Sculptures, partners devised how they would create a sound sculpture using found objects and re-purposed chairs. These sculptures were then covered in gold leaf to elevate their designs to throne-like objects. **Ms J Walker – Art Teacher, American Section**



Seaf Hossan G10R
Youssef Poulis G10B
Ismael El Shaarani G10R



Mona Heikal G10Y
Mayada Higazy G10B



Ms Walker



Sondos Abouhozaifa G10B
Hana El Ogail G10G



Abdelrahman Ammar G10Y
Ahmed Zaghow G10G



Malak El Moshedy G10B
Salma Taleb G10G



Seaf Hossan G10R
Youssef Poulis G10B

ARTBEAT

GRADE SEVEN AND EIGHT - ART AND EMPATHY



Mark Hakim G7Y



Nour Taha G8B



Abdulaziz El Shaarani G8R



Abdulfattah El Hout G7B



Fahad Baghafar G8Y

Earlier this academic year, students visited Fagnoon Art Centre and spent the day making clay vessels and wooden boxes. In Art class over the past two months students returned to their previous creations and transformed them into works of art. Students were taught how to think and create like a contemporary artist and turn simple objects into works of art inspired by a social issue. The project was entitled: *Dinner Party: Everyone Deserves a Place at the Table* and addressed the issues of homelessness and street youth. Prior to decorating the boxes and clay vessels the students worked with partners to build empathy around the needs of homeless and street youth. The completion of the boxes expresses those needs, while the decorated clay vessels represent that we all have the same needs for food, shelter, safety, love and respect.



Shahd El Ghamry G8R



Youssef El Kabbani G7R



Khadega Mahmoud G7B

Ms J Walker - Art Teacher, American Section

GRADE ELEVEN PRE-AP ART



Hassan Sinbel G11Y



Jana Al Sharif G11G



Kenzy Wadood G11R



Miriam Aziz G11Y

Many students enrolled in Pre-AP Art this year. With around fifteen students, next year will be maybe the biggest AP Art class ever at MES Cairo. This is great news, especially since the talent and interest-level is high among this group. After speaking with several of the Pre-AP students

about their ideas for the AP Portfolio, it is clear that next year will not be short on creativity and energy. I look forward to seeing how these students grow as artists next year!

Mr B Myers – Art and Photography Teacher



Nancy Azazy G11Y



Natalie Aziz G11Y



Youssef Shokeir G11Y



Amina Shourbagy G11B



Nadine Omar G11B

GRADE TWELVE AP ART



Farida El-Ogail G12R



Omar Hegazy G12G



Marihan Hamdoun G12B



Rodina Eldakrouy G12G



Shahd Rashad G12G



Omar Hegazy G12G



Ismail Hiza G12Y



Nour Rizk G12B



Nour Rizk G12B



Malak El-Ahwal G12G

The Art programme at MES Cairo has been growing steadily with this year being one of the largest AP Art classes ever. By early May, eight students had successfully completed a portfolio of twenty-four pieces and submitted their work for external scoring. Their Art studies ranged from photography and printmaking to drawing, collage and painting. The Seniors can finally relax, reflect upon their artistic growth, and wait to receive their results in July!

Mr B Myers – Art and Photography Teacher

GRADE ELEVEN AND TWELVE PHOTOGRAPHY



Yasmina El Gendy G12Y



Natalie Bishay G12B

The Photography class began the year by exploring the components and functions of digital cameras. After getting comfortable holding and operating their cameras, students learned numerous compositional tricks to help them advance from taking snapshots to artistic photographs. By the end of the year, students were creating complex three-dimensional arrangements that showcased their technical and compositional skills.

Mr B Myers – Art and Photography Teacher



Hana Omera G12Y



Marwan Fakhry G11Y



Amr Amin G11R



Salma Khalil G12R



Omar Soliman G12B



Nour Mahfouz G12Y

PERIPATETIC MUSIC DEPARTMENT



It has been a busy and productive year for the 180 students learning in the Peripatetic Music Programme with recitals taking place each month in Room SG6, a Showcase Concert each term and performances at the 24-Hour Run and the Battle of the Bands. The final Showcase Concert on 14th May in the Multi-purpose Hall featured the twenty-six students who entered the Trinity College examinations as well as the Production Band. A variety of classical, as well as rock and pop examination pieces were performed in front of a supportive audience of parents, staff and students. The

Production Band having recently competed in the Cairo Battle of the Bands earlier in the month ended the concert with high energy renditions of the songs *Beat It* and *Happy*. On 18th May, sixteen students sat their Trinity College classical examinations and on 1st June, sixteen students are scheduled to sit their Trinity Rock and Pop examinations. Examinations entered ranged from Initial to Grade Six and include voice, guitar, piano, violin, clarinet, saxophone, electric guitar and drums.

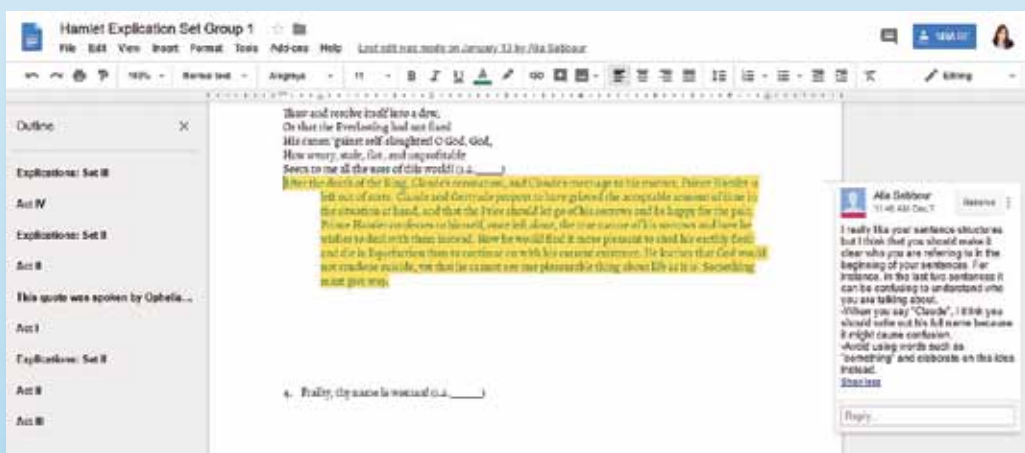
Mr P Edgeler – Secondary Music Department



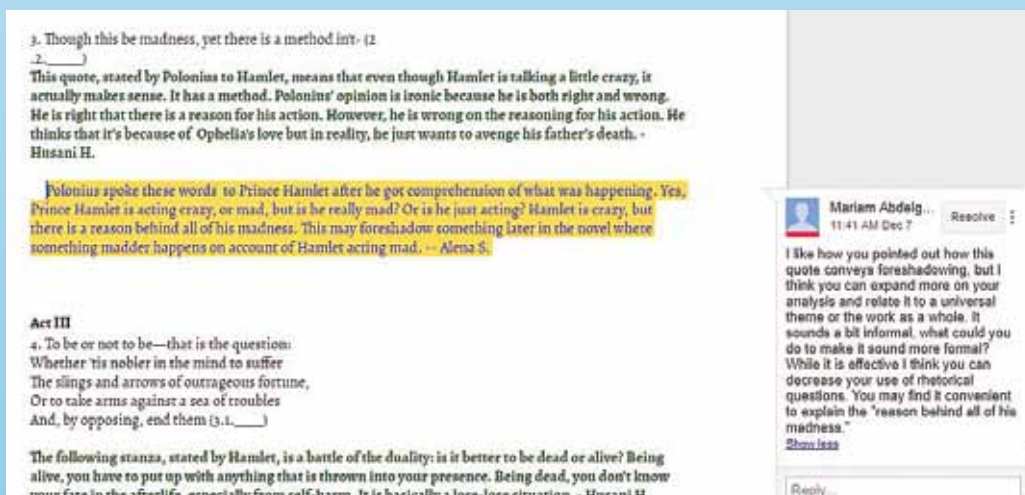
WIRED

By Kelsey Bull – HOD English, American Section

Throughout the year, we have tried many new technology tools. A couple that have really affected my students' progress are Google Docs and Flipsnack. My students have collaborated with partners, with groups, and with students across the world using Google Docs. They have used the organisational tools, comment feature, and time stamps that are organically embedded in Google Docs to explore, analyse, and progress as readers, writers, and young people. They used Google Docs in their study of *The Great Gatsby*, *Hamlet*, *A Doll's House*, and *Fahrenheit 451*. We will continue to use Google Docs in the future for teacher-to-student feedback, student-to-student feedback, and group-to-student feedback!

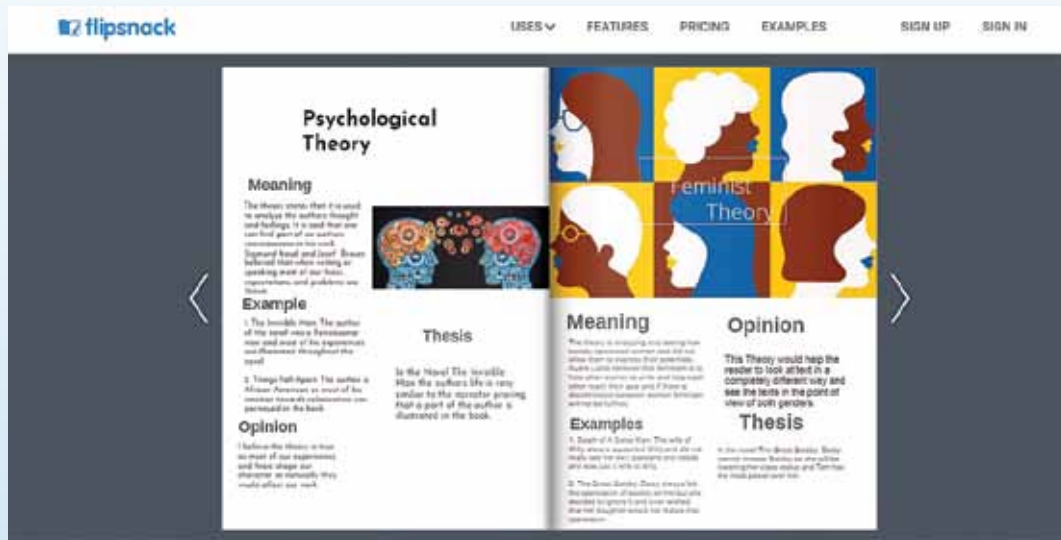


During their study of Shakespeare's *Hamlet*, Alia Sabbour (MES Cairo G12R) responds to Laani (Grade Twelve student at Winton Woods High School Grade in Cincinnati, Ohio).



During their study of Shakespeare's *Hamlet*, Mariam Hamam (MES Cairo G12Y) responds to Husani (Grade Twelve student at Winton Woods High School Grade in Cincinnati, Ohio).

Flipsnack is a technology tool that my students discovered as they were creating a flipbook about Literary Theory. They had the option to complete their Flipbook as a hard copy or as a PDF, and Lana Mahmoud (G12R) discovered Flipsnack, a free tool that allows its users to personalise an online booklet. Her pages were organised, aesthetically pleasing, and interactive for her audience. I would highly recommend checking it out!



Lana Mahmoud (G12R) created her own book about Literary Theory using Flipsnack. You can check out the complete book at <https://tinyurl.com/y8nhzmf5>

Trust Weebly to save the day again! I have loved using Weebly.com over the past few years. This year I also discovered Wix.com when Ahmed Sultan (G12Y) and Youssef Abdel-Gelil (G11R) introduced me to it. Both have excellent features; you should check them out and see which you prefer! I have included examples of each here. In AP Literature, my students created their very own portfolios where their writing and projects will be housed for the future.



Alia Sabbour's (G12R) Portfolio Website on Weebly.com



Ahmed Sultan's (G12Y) Portfolio Website on Wix.com

Continuing Professional Development

Links with the UK



On 16th April 2018, we welcomed Jen Machaj and Fay Blackburn from the UK Community First Academy Trust. Their teacher training centre is considered 'Ofsted Outstanding' by the Department for Education. The schools within the trust are located in a part of Northern England called Wigan and a number of our MES Cairo colleagues have enjoyed the opportunity to visit the trust as part of their Continuing Professional Development (CPD) during the previous two summer breaks.



The visit was a perfect opportunity to exchange ideas on how to continuously secure outstanding teaching and learning as well as a chance to discuss current developments in educational practice in the UK. On this occasion, our visitors spent time in Primary classrooms in Foundation Stage and Year One and they enjoyed seeing how our students are taught English, Maths, Phonics and Continuous Provision. They were impressed with our outstanding resources, displays and opportunities for learning through play and were excited to take home several ideas to their own schools.

Throughout the visit there was an opportunity to engage in high quality professional dialogue about mentoring, coaching, outstanding teaching and cultivating reflective practice that maximises student progress.

Before flying home, our visitors had a chance to experience a flavour of Cairo with a sunset felucca on the Nile followed by a traditional Egyptian feast at Abou El Sid, which they found to be delicious!

We look forward to some more of our MES Cairo teachers reciprocating the visit by going to the UK this summer to observe in their schools and swap further ideas to bring back home to Cairo next September.

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



HOUSE NEWS



The House System has initiated positive changes which have been implemented over the year. The 24 members of the Student Council have worked hard to make sure your voices are heard. In March, three delegates, Catherine Girguis (Y8R), Yassin Afifi (G10B) and Ibrahim El-Nemr (DP11R) met with Mrs Singleton and Ms Elsaadany. From there, these delegates continued to meet with Mrs Singleton and form a checklist that will be put into action over the Summer so that the changes you requested can be applied all around the MES Cairo Campus.

In the Yard at break and over the course of day in the classroom, the four Houses have been accumulating points and dancing in and out of positions through various events. Teacher participation has been at an all time high, with backgammon, chess and checkers showcasing the mental talents of both our staff and students - in addition to the physical talents during Sports Day, most notably the lightening legs of Mr Thiam in the Staff Relay Races.

The Mini Extravaganza was the highlight for many students in early April: Hungry Hippos, Pictionary and Speed Stacking. A new addition to the games list, Pin the Logo on the Head of House, caused a frenzy of activity on Yard Six when staff and students were spun around to pin the appropriate logo on the Head of House cut out. All this while rapid reflexes were showcased on the popular Speed Stacking table. Amun's victory meant Ms Elrifly could gleefully gloat, but Kheper followed in second, Selket in third and much to the chagrin of Mr Rosser, Edjo in last.

MES Cairo regularly prides itself on being a family and a community and in that spirit this year, Heads of House introduced regular lunch 'potlucks' in the staffroom. This positive attitude reminds us that we should all stop and take a moment to appreciate gestures

of kindness and empathy. These gestures are also rewarded to students for positive behaviour and participation around the school and the merit tally this year for Year/Grade Seven-Eight has been incredible and made a positive impact on each of the Houses. As of publication the Houses stand as follows - Edjo conceding second place down to fourth and Selket making a prominent rise out of fourth to the third spot. Sadly, Kheper has dropped down to second and Amun have nipped them to the top spot. As usual, we end our year with fun and games in the theatre to mark the winning House and sadly, we say goodbye to three of our enthusiastic and charismatic Heads. I personally would like to thank Mr Myers, Ms Fergus and long-standing Amun leader, Ms Elrifly for their dedication and headship over my first and last year as coordinator – I have relished being part of this team. As I transition to a new role in school, I look forward to going back into a House and participating for points under new leadership and new Heads of Houses. For now, the current Heads say their farewells...and thank you!

Ms S Elsaadany – House Coordinator

Kheper

I want to congratulate Kheper House on another great year. You ran, you jumped, you stacked and you 'backgammoned' to maintain the top spot all year long. Now in second place, we will work to regain our top spot during the final House events on 13th June. Only time will tell!

It has been a hectic and fun year of activities among the four Houses. Some very close battles were fought on the pitch and track, yard and stage! Kheper's enthusiasm has always made them stand out, and it has been a pleasure for me to be their House Head this





year. It is with sadness that I hand the torch to my replacement for the future, but it is also an honour to have been a Kheper. To all of you entering your Senior year, I commission you to win! And for all of you leaving this year...Khepers you remain!

Mr B Myers – Head of Kheper House

Edjo



What a year! A great first year as the house leader for Edjo! We've enjoyed taking part in so many great competitions, from backgammon, chess, draughts, UNO, water bottle challenge to football tournaments,

House Extravaganza and Sports Day. We've been so close in all competitions but failed once again to take the top spot. As the year draws to a close, we must concentrate on the success we've had and not dwell on the past! We must move on and look ahead to next year, to build on the success of this year and to move forward. Thank you to all who took part in break-time activities, Sports Days, House football teams and to all who represented us in the Student Council. Next year is our Year!

Mr T Rosser – Head of Edjo House

Selket

Selket is in the house! It's never easy to overcome a difficult past but Selket team members proved to themselves and to everyone else that they refused to let our results from last school year hold us back. We are so proud of the commitment and leadership that Selket team members have made during this school year. It's not easy to be the underdog and although Selket hasn't had the strongest record of being on time, team members still showed up in full effort during events and extravaganzas so show that they were willing to give it another try. Try and succeed they did, particularly with Sports Day, taking on many winning spots and raising our points over all. And let's not forget the Staff Relay, where Selket

staff members pulled out ahead of the other teams during the first relay race. But it's not always about the speed, athleticism and scores. Selket team members were well-represented during the 24-Hour Run event and even helped other teams to carry their banners around the track. It's been my extreme pleasure to lead a team that has shown sportsmanship and character throughout the entire school year. I am proud to handover to a new Head, but remember... Where is it? It's all in the yellow...

Ms K Fergus – Head of Selket House

Amun

A promise is a promise. When I took over in September 2014, our spirits held first place whilst our actual position was first from the bottom, we made a promise to keep holding our spirits up and eventually rise to first from the top. I am proud to announce that we have now made it! We have achieved our hard-earned and true position in FIRST place on the leaderboard. Congratulations Amunians! This could not have happened without the persistence, consistence, teamwork, resilience and many other attributes that were witnessed in both staff and students.

Thank you for coming to the House events and showing your support. Thank you for encouraging your peers to get involved and get excited about the many charitable and environmental events including raising money during the 24-Hour Run and raising awareness of recycling in and outside school. A special thank you to all the Amunian staff for participating in a 'potluck' to remember with a Mexican 'build your own taco/burrito' theme with a pinch of Amunian spirit spice. Thank you to the Amunian staff who got involved in many House games including checkers and chess competing with students and staff alike. Thank you to the Student Council for bringing in all their ideas and being the voice of the students bringing forward the changes. MES Cairo has now begun implementing these student requests ready for a new academic year ahead of us.

It has truly been a pleasure to be Head of House to a wonderful, warm group of staff and students. I feel honoured to be part of a team who have been extremely passionate especially in times of loss. It has been an amazing year full of fun, success and excitement.

Ms A Elrify – Head of Amun House

TEAM COUGAR GIRLS' FOOTBALL



On 5th May we saw our team play in their final tournament of the season. The girls travelled the ten-minute journey around the corner to The International School of Choueifat (ISC-C). The team had spent many weeks preparing for the tournament and with some excellent displays at previous tournaments and at British Schools in the Middle East (BSME), hopes were high for a finish in first place. The U10s team worked incredibly hard and took the game right down to sudden death penalties. Unfortunately, with an excellent goalkeeper, Choueifat pipped us to first place. However, MES Cairo was still incredibly happy to be able to take second place! The U12s had a harder battle in their tournament but they did not allow this to deter them.

They produced some excellent football in the middle of the park and although the MES Cairo students were defensively very strong, we just couldn't score! Despite playing their socks off, they had to settle for third place.

A special mention to Khadija Mashhour (Y6R) from the U12s team for stepping up and offering to play for New Cairo British International School (NCBIS) when they were short of players. This demonstrated exactly why she won Girls' Team Cougar Sportsman of the Year. Khadija played the best games of football that the coaches had seen her play this season! NCBIS were incredibly grateful for Khadija's

kind offer and also to Dana Zaki (Y6G) who

also stepped up and played in goal for NCBIS when their goalkeeper became injured. All the girls should be extremely proud of their performances not just this weekend but also across the whole season. Well done!



Foundation Stage Students Learn to Swim

In PE this term, the Foundation Stage students have been learning to swim. For Foundation Stage One, it is the first time in the swimming pool and surrounding area. They have been learning the pool rules and how to be safe around water whilst playing different games. Foundation Stage Two have been building upon the foundations laid last year and are now developing their swim stroke, learning how to kick their legs correctly. Many children have also developed the confidence to submerge under



Primary Sportsdesk

water and collect different objects from the pool floor! The Primary PE Department have been excellently supported by the Secondary PE Department this year, meaning that more children were able to experience learning to swim in the big pool.

Different Sports Options in PE

During Ramadan, there were some changes to the curriculum for PE with the year groups coming together and getting a choice in which lessons they take part in. Options have ranged from Dance and Yoga to Football and Basketball. No matter which option has been chosen, everyone has actively participated in a number of different options.



A new leadership programme has been rolled out for students in Year Six who want to learn what it takes to become a teacher. Forty students have been selected and are currently two weeks into this new programme. They have explored what a leader looks like, how a leader behaves, different warm-up activities and behaviour management strategies. By the end of the programme all forty students will have had the opportunity to teach a small group of Foundation Stage One students so keep an eye out in the next issue for further information on the students who have successfully completed the programme!

Ms L Young – Primary PE Teacher

Boys' U10s and U12s CISSA Football Tournament

On Friday 4th May, MES Cairo hosted the prestigious CISSA Football Tournament for the Boys' U10 and U12 teams. On the back of a successful run of games, the boys went into the tournament full of confidence! Several schools took part in the tournament including Cairo American College (CAC), American International School in Egypt (AISE), International School of Choueifat (ISC-C) and Hayah International Academy (HIA).

Temperatures were scorching as the teams took to the field in what would prove to be a very competitive tournament. The U10 Cougars got off to a flying start beating tournament favourites, Choueifat in their first game before tying the second against HIA. That meant they finished the tournament in first place! A special mention must go to the U10 Man of the Tournament, Ahmed Rashed (Y5R), who played his heart out and scored some cracking goals as well!

The U12 Cougars, composed of a mixture of Year Six and Year Seven students were playing together in a tournament for the first time. This didn't show, however, as they dispatched every team that stood in their way quite comfortably. Confidence was flying high as they approached their final game against Choueifat, who were tied on points and goal difference. The boys put everything into the game, but were unlucky to go a goal behind early on in the game. Choueifat organised themselves defensively and our Cougars could not find a way to break them down. The game finished 1-0 and as a result the MES Cairo U12 Cougars finished the tournament in a very respectable second place. Man of the Tournament for the U12s was Ziad Zaki (Y7Y) who showed a great range of passing from midfield, notching up a few assists and adding his share of goals as well!

Well done to both our teams for representing MES Cairo so well, showing great sportsmanship and athleticism throughout the whole tournament in testing conditions.

Mr H Gad – Team Coach



BOYS' MIDDLE SCHOOL BASKETBALL



The Boys' Middle School Basketball team finished the season with four wins and just two losses. The team battled hard to gain a second-place finish at the CICA Tournament.

The Cougars defeated Hayah International Academy (HIA) in the first round, American International School (AIS) in the second round, International School of Choieufat Cairo (ISC-C) in the third round, and lost a tough game to Cairo American College (CAC) in the finals. Earlier in the season they defeated the American International School (AIS) by a score of 59-27!

Mohamed Al Shanti (Y9Y) was the team's leading rebounder and one of the top scorers of the season. Karim Ebeid (G8Y) led the team in three-point baskets and was also one of the top overall scorers. Youssef Bakir (Y8G), Belal Shourbagui (Y9R) and Hussein Tantawy (Y9R) were also key contributors in the starting line-up.

Everyone on the team has worked really hard this season, shown massive improvements and consistently attended training and competitions.

Great job boys!

Mr B Houghton – Team Coach



Boys' Middle School Football



Boys' Middle School Football has seen over seventy-five students try out this year making it a difficult task for Mr Loftus, Mr Haytham and Mr Keast to reduce the squad down to just sixteen. We opted for a youthful yet skilful team with a number of aspiring Year Seven students making it into the squad.

The first game was against Hayah International Academy (HIA) and unfortunately, we suffered a loss. Our team had no training as it was the very first week after selection and had no experience of playing together. After a couple of training

sessions, MES Cairo developed great team cohesion and we replayed HIA at home, beating them with an astounding 7-0 score, which really boosted the team's confidence and kick-started our season.

We continued to train extremely hard in preparation for the highly anticipated CISSA tournament. The tournament was met with both nerves and excitement as our whole season led up to this point. We were aiming for nothing less than 1st place!

We started well with a 2-0 win against Cairo American College (CAC). MES Cairo drew the next two games 0-0 which gave us second place in the league table as we hadn't lost a game. The boys showed a fantastic attitude and resilience throughout, staying composed through times of pressure.

The final was a very close game and a very rigorous battle.

Abdel Rahman Refaat (Y8G) performed incredibly well pulling off impressive saves to keep MES Cairo in the game. We then got a breakthrough with another goal from the very 'on form' Yehia Tantawy (G8B) to seal the 1-0 win and therefore secure the important CISSA championship.

Additional recognition must go to the following students for their hard work, commitment and performance throughout the season.



Most Improved
Yousseff Mohamed (Y9G)

Coaches Award
Hamzah Tarek (Y7Y) and Abdalla Khalil (G8B)

Most Valuable
Omar Zaazaa (Y7B)

It was a fairy-tale ending to a great season for the Boys'



Middle School Football team and we hope that this attitude and work ethic continues into the forthcoming season.

Mr J Keast and Mr G Loftus – Team Coaches

MISSION STATEMENT ACCOMPLISHED 2022



Reflections on the CISSA Girls' Middle School Football Tournament May 2018



17-year-old Merna El-Bassiouny (DP12Y) descended gracefully into the student parking zone at MES Cairo and leapt off her hoverboard, excited to make the most of her final term at school before graduation. The skylanes of New Cairo had been congested all morning but she had arrived punctually as ever, all the same. She hated when her classmates were late and used lame excuses. Of course, there was sky traffic, it was Cairo! Cairo, Egypt in May of the year 2022 to be more precise. She was in the middle of her IB Diploma Programme final exams. Today was Higher Level Relativistic Mechanics

in the morning and Standard Level Telepathy in the afternoon. Mechanics was a bit challenging, but studying telepathy had proved helpful across a broad range of subjects. As Merna strode confidently past the astrofield, elevated above the state of the art thousand-seater examinations centre beneath, her mind wandered back four years or so to an event that stuck out as a milestone in her pathway to success. When the astrofield had been mostly grass, Merna recalled just what she had learnt as an ambitious 13-year-old





leading a group of determined but relatively young Middle School footballers.

It had actually started in November 2017. She had met with a senior teacher called, what was his name? Mr Berry or Mr Pelly or something. Perry, that was it...Mr Perry! After watching her presentation in Year Eight on her 'Plan4Grad', he said he had been very impressed with her vision, organisation and confidence. He then asked her if she could play football too. Strange. Did he think she was going to be a professional footballer? In those days it would have been unheard of for a girl to be considering a career as a footballer. Of course, that had all changed when FIFA had imposed the ban on pay differentials at professional level between genders in 2019 and the media had a complete turnaround on their coverage of female sports stars. Mr Perry also coached the Girls' Middle School Football team and was in fact looking for someone with the right personal skills to captain the team that season. Of course, now Merna fully understood how becoming Captain of the Middle School Football team had given her the opportunity

to demonstrate the attributes on the Graduate Profile and to fully embrace her belief in the meaning behind the opening words of the school Mission Statement **Leadership through Education: Caring, Challenging, Inspiring.**

On 11th May 2018 Merna had sensed the team's nerves as they grouped for the warm-up before their first game against Cairo American College (CAC) in the CISSA tournament. Her focus was to calm them, but also to keep them motivated. She had to show them she cared through her leadership, but also with the effort she made as a player. And she played that first game like her very life depended on it, proudly recalling being named player of the match. What a way for a Captain to start a tournament. Even more phenomenal she had set up the winning move too. Whilst Farah Khalil (Y8B) was drawing a lot of attention for her skills on the left of midfield, Merna used the distraction to furnish Lara Hegazy (Y7G) with a beautifully weighted pass from the centre, completely wrong footing the Cairo American College (CAC) defenders and allowing the forward to press on for goal. Lara had side-stepped





the first opponent, then dribbled around the last defender before expertly slotting her well-aimed shot past a helpless goalkeeper. This also completely contradicted the coach's instructions and Lara's nickname, 'Two Touch' which had actually been bestowed on her to remember how to play in a team game. The reaction was one of wild jubilation and the players even left the field at half-time forgetting they had a second half to play! Nevertheless, they resumed positions for the remaining time with key defenders Amina Sarhan (Y8B) and Jana Selim (Y8B) ensuring the lead was protected until the final whistle. With Cairo American College (CAC) being beaten also by New Cairo British International School (NCBIS), MES Cairo's single victory had guaranteed a semi-final place.

In the second group game Merna's team faced a much older New Cairo British International School (NCBIS) squad boasting several individuals with Junior Varsity experience. However, the younger players were not out-classed. Especially Sara Masarany (Y7Y) whose fearlessness on the right-wing helped earn her the accolade of Most Improved Player of the season. In addition,

Hania El-Shalakany (Y7Y) was unlucky to only hit the crossbar with an incredible free kick. Hania's ability to defend solidly and contribute to attacks with exceptional skill led to her award for Most Valuable Player in the team. These young players were rising to the challenges facing them with a mission to perform to the very best of their abilities regardless of the opposition.

The semi-final match would find Merna's side facing the dominant team from Group B - International School Choueifat Cairo. Looking at the even bigger players clad in all black Merna's comrades in Grade and Year Seven were learning how tough and unjust life could be. Her coach knew some of those very players had thumped his JV team 11-0 back in January. They were gigantic compared to the MES Cairo girls. How could they hope to prevail? The formidable foe immediately laid siege to their petite opponents' goal. There was little option but to clear the ball then wait for the next attack to mount. Terror could have completely incapacitated MES Cairo, but incredibly, after a quick reaction to a throw on, Malek Atef's fast response (Y8R) from attacking midfield almost brought a shock lead. Amazingly the MES Cairo defence stood firm, apart from one lapse





in concentration. At half-time the score was only 1-0 but Merna was left gazing at the destitute faces around her. With inspiring insight Merna reminded them just how well they were actually performing. They were trailing effectively a Junior Varsity team by only a narrow margin. Also, it was an opposition with an average of at least two years in seniority. They all took to the field again rejuvenated with vindicated pride. The second phase needed to be more offensive however, so striker Kenzy Kouchouk (G7B) was introduced to the line-up. As International School Choueifat Cairo continued to pound the MES Cairo goal with considerable force, Merna knew one decent pass could turn that game upside down. Then suddenly the opportunity game and Kenzy, also known as the 'Space Woman', was in her trademark position - free and unmarked. Sadly, her lack of big game experience prevented the equaliser, but it was heartening to know how close the Middle Schoolers had come to reaching level terms. Even more exhilarating, was the performance of Merna's goalkeeper, Lara Gamaleldin (G8Y) who was as alert as a spider in a web. Lara's spider woman impersonation was breathtaking, as she jumped or dived and caught or parried, shot after shot. Unfortunately, in order to attack you have to lessen your defences and cracks appeared in the rear, allowing International School Choueifat Cairo to seize their opportunity for victory. Even though they would not be 2018 finalists, MES Cairo had performed inspirationally. Their goalkeeper was awarded the accolade of Player of the Tournament for her skill and fortitude. In addition, Merna's team knew they had played with integrity and had been true to the ethos of a Middle School event by not including Junior Varsity players in their squad too. Injustices were indeed character building.

The play-off for third place was an opportunity for future 'first team' defenders Salma Shokry (G7B) and Salma Desouki (Y7R) and also midfielders Aisha El Sharif (G7R), Malak Abdelwahed (Y7R) and Lama Torky (G7B) to demonstrate what they had learned from their experiences. Rightly, Merna led her charges from kick-off, but also took her turn on the substitutes' bench for others to be involved. When rested, she shouted encouragement and instructions, never ceasing to lead and inspire. Returned to the field for the completion of the game the congratulations for the opponents were appropriated responsibly and with dignity by Middle School Captain Merna El-Bassiouny (Y8Y).

With her mind back in the present the even wiser Varsity Captain Merna El-Bassiouny (DP12Y) smiled to herself. She was content she could still remember all those details. The world had changed rapidly over four years, but the attributes she had developed on that amazing day and which had grown even stronger as more years passed, remained principally the same. She had led the Varsity Football team to many a victory this season, but also beyond the football field she had excelled in her final year in the IB Diploma programme and was now destined for her long-held plan for an engineering course at one of the world's most prestigious universities. She was ready for her final exams and ready for anything life would bring afterwards. Wearing the captain's armband on the blue and yellow shirt of her school team had indeed taught her so many life skills. She gazed up to thirty metres above the Administration Building and saw glowing majestically in the same colours was the hologram of the school shield and motto 'Studiis Gubernatio'. Beneath, visible to all,

were the same words of the first line of the Mission Statement she believed so passionately in - **Leadership through Education: Caring, Challenging, Inspiring.**

For Captain Merna, after four fantastic years as a leader, it was definitely a case of 'Mission Statement Accomplished'.

Mr S Perry - Girls' Middle School Football Coach 2018



TOUCH RUGBY



It is a well-observed rugby maxim that the hardest part of training is to get up off the sofa. Usually in Britain this means leaving a warm house to run around a bitterly cold, muddy, wet and dark field being smashed to pieces by your best friends. We are lucky not to face those types of problems in Cairo. Our only challenge is getting up early on Friday mornings, when a leisurely breakfast or an extra hour in bed appeals. However, if you venture along on a Friday to Touch Rugby you will see a dedicated group enjoying all the thrills and spills that this deceptively appealing game has to offer.

In previous years Touch Rugby has been a more competitive game and the MES Cairo Untouchables, under the astute, experienced

command of Mr Morris, are still the current champions in Cairo. A huge turnover of players has seen the focus move to a more relaxed morning for both adults and children. Zain Shaalan (Y3R), Owain Underwood (Y3R), Jake



Nonis (Y1B), Erin Nonis (Y3B) and Phoebe Williams (Y2B) have all enjoyed some excellent coaching from Mr Matthew Hendriks of Johannesburg and Cairo Rugby and Mr Callum Donkin who coaches the MES Cairo Rugby team. They have been well-supported by Ms Lucy Young, myself and Mr Steve Morris. Rugby is not an easy game to learn at first but the sheer enthusiasm and



excitement our students bring to the sessions is always worth the early morning start.

Once the younger players have finished, it is time for a number of staff members to take to the field. Mrs Masarany, Mr and Mrs Underwood, Sion Underwood (Y8B), Mrs Susan Underwood, Mr Morris, Mr Harper, Mr Masuck, Ms Williams, Ms Nonis, Mr Hainsworth, Ms Forbes, Ms Young and Mr Donk have all played this season. Did I say the games were meant to be a little less competitive? Well that was the general idea as we introduced the game to new players but without breaking any confidences, there have been some terse exchanges in Welsh. After all, it is not every day you see a winger beating his mum and aunt on the way to a spectacular try.



Touch Rugby is a genuine community effort featuring adults and children from age four to fifty-two years and it has a truly international feel as we welcome members from all over the globe. A basic level of fitness and an ability to run backwards and catch a ball are usually all that is required.

If you feel like getting involved please see either myself or Mr Steve Morris in the Secondary Department for more information.

Mr A Hainsworth – Year Four Orange Teacher



MES Cairo Achievers

Ballerinas in Athens

Salma Assal (Y7G), Zeina Fakhry (G7B) and Salma Kouchouk (G7Y)

"On 19th April, myself and a few other girls from my dance troupe flew to Athens, Greece to compete in the 6th IDO Mediterranean Dance Cup. There were three of us from MES Cairo; Zeina Fakhry (G7B), Salma Kouchouk (G7Y) and me, Salma Assal (Y7G).



We have been going to ballet classes for the past six years and this is the third international dance competition we have taken part in. We arrived early on the morning of 20th April and had the day to explore Athens before heading back to the hotel to train and get a good night's sleep ready for the competition the next day.

It's always exciting getting ready on the morning of the competition; hair has to be in a perfect bun, make-up applied, and of course

the costumes set the mood for each dance. Accompanied by another member of our troupe, we performed a group dance; a piece taken from the ballet "The Little Humpbacked Horse", and then each performed solo pieces, which was very exciting. Zeina and Salma Kouchouk both performed a variation of *Paquita* from the ballet *Paquita*, while I performed a variation of *Cupid* from the ballet *Don Quixote*. We were placed and very happy to come home with medals.

Competing abroad is a wonderful experience as we get exposed to so many other kinds of dance. We get to meet lots of dancers and coaches and the judges get to see what dancers around the world are doing. As well as watching other classical ballerinas, I love watching the lyrical and contemporary performers.

I am so proud I got to represent my Dance school and country and always look forward to next year's competitions. I'm not sure where my next journey will be, but I'm sure it will be fun, challenging and exciting." **Salma Assal (Y7G)**

Tennis and Gymnastics Stars

Seif Rashad (Y2B) and Céline Rashad (Y2O)

Seif has recently taken part in four separate Tennis competitions with his club, the Heliopolis Club. Well done to Seif for achieving first place in all of the four competitions.

Céline has been competing in Gymnastics for the past two years and has earned more than six Gold medals, four Silver and one



Bronze including an international championship in Budapest in which she achieved first place. Congratulations Céline!

Trampolining Success

Hassan Serry (Y7B)

Following two years of training, Hassan achieved third place in the Egypt National Trampolining Tournament. Determination and hard work were crucial to his success and Hassan's resilience has been the key to maintaining this accomplishment. For Hassan, Trampolining is not just a sport, it's his passion! Well done Hassan!



Gymnastics Success

Youssef Nazim (Y4B) and Jemma Nazim (Y1B)

Congratulations to Youssef for winning a Gold medal in Artistic Gymnastics in the Under Nine category



and to his sister, Jemma for achieving a Gold medal in Rhythmic Gymnastics in the Under Six category at their tournament.

Congratulations to all of our MES Cairo Achievers. We will be watching your progress with pride!

Ms C Boswell – Publications Officer



MES CAIRO PIONEERS

Pioneers Achievement Ceremony



Secondary and Primary Pioneers celebrated the completion of their Pioneers year with the Achievement Ceremony in May 2018.

Sashes and badges were presented to the students in front of proud family members by Ms Linda Talbot (British Section Headteacher), Ms Dodie Ballard (American Section Principal) and Ms Cath Jama (Primary KS2 Headteacher). Mrs Nicola Singleton (Whole School Principal) introduced the ceremony by reminding the Pioneers about how they inspire the younger generation of students to fulfil the MES Cairo Graduate Profile.

The audience listened intently when our two student speakers took to the stage.

Emily Sigalas (Y6B) said that "Pioneers is like my second home – where I belong! It has been a journey: it taught me leadership and cooperation and it gave me new experiences. It took me out of my

comfort zone and I made great friends along the way. As I have come to the end of this year's journey, my inner-self feels like it's shining so bright and now I know what it means to be a true Pioneer. Being a Pioneer has taught me that if you believe then you can achieve."



Pretty Bassem Philippe (Y8G) stated that "Pioneers is all about being the best version of who you can be. Pioneers has had a huge influence on me and it has helped build my character. It has taught me skills that will help me throughout my life, skills that make me more independent, confident and creative. For me personally, it has been one of the best experiences in my school life so far."

Pioneers and family guests enjoyed watching the highlights from the year with two video presentations recalling the best moments from both the Primary and Secondary Programmes. An extra special mention must go to Primary Pioneer, Yumi Star (Y6V) for achieving all Gold award badges. The ceremony brings to a close this Pioneer year. There are, however, new developments





to look forward to in the next academic year such as more Year Six Pioneer transition events with our Secondary Pioneers. The WellSpring transition weekend was a great success and we hope to do it every year.

Congratulations to all our Pioneers!
Mr S Cole and Mr A Hinchliffe – Pioneer Coordinators

Secondary Pioneers

Secondary Pioneers have enjoyed a busy few months with a retreat to WellSpring and an end of year Camp Out.

WellSpring Retreat

The Pioneers had an amazing action-packed weekend at Beit El Wadi working on leadership skills. This year, our Secondary Pioneers were joined by some truly Pioneering Year Six students for the first time as part of a new transitional weekend.

Students and staff members arrived at the camp at 10.30am and were welcomed by their lively chaperones for the weekend. WellSpring chaperones provide care and inspire the students to participate fully in all activities. Students were shown to their dorms to unpack their belongings. Once unpacked, they enjoyed water games in the swimming pool. After dinner, it was time for the paper costume party. Using their creativity, Pioneers had to work in teams to invent fashionable clothing for their team's model to wear. They were very imaginative indeed!

On Friday morning, Pioneers participated in Olympic Games activities with bronze, silver and gold medals for the winning competitors. After this,



the zip-line proved to be a challenge for some but most were brave enough to overcome their fears, take a risk and leap from the top of the high tower. Pioneers then moved on to problem-solving with Mission Impossible activities in order to earn points for their team - Aqua or Vida. Some of the tasks included walking backwards using a mirror; getting a football to stop on a rug, the Magic Stick and Basketball X/O to name a few. No adventure camp would be complete without singing and dancing around a campfire to round the night off and our Pioneers thoroughly enjoyed the evening.

Well done to all the Pioneers and well done in particular to Year Six students, Fady Shenouda (Y6B), Laila Elsabee (Y6B), Emily Sigalas (Y6B) and Selim Younes (Y6B) who integrated quickly with their Secondary peers.



Year Six Student Reviews

"My experience at WellSpring was amazing! It opened me to new experiences and it showed me to live wild sometimes and not care what people think. It took me out of my comfort zone and it was worth it!" **Selim Younes (Y6B)**

"After my experience at WellSpring, I felt like a true Pioneer. I know that I can achieve more than I thought I was capable of".

Fady Bassem (Y6B)

"It was a great experience. I was expecting to feel left out as I was one of the younger students but I was wrong: I felt like part of the family. I made great friends and memories on this weekend. I experienced zip-lining which I had never done before but I took the risk and did it! That's what Pioneers is all about!" **Emily Sigalas (Y6B)**

"WellSpring was just amazing! All of the activities took me out of my comfort zone." **Laila Elsabee (Y6B)**



Camp Out



Despite the humid temperatures and sandstorm, this year's Camp Out turned out to be a huge success and the Pioneers who attended can be proud of their participation.

We met at 3pm with the first activity of the camp out, learning how to put up a tent with Mr O'Connor's assistance. This is an important skill to learn for any Pioneer especially if they are interested in moving to the International Award Programme. The tent lesson followed with a friendly football match ending in a 1-1 draw. Now it was time for some team-building activities.

Ms Downey was on hand to get the Pioneers working on trust and teamwork. Have you ever tried to roll a ping-pong ball along a tube without it dropping on the floor? That was the challenge for teams of three who had to work together to move the ball across the width of the field. After initially trying to race across the field, the winning teams soon realised that sometimes being slow and steady wins the race. Next, Pioneers were guided around an obstacle course

wearing blindfolds. Not only did they have to negotiate the cones, they then had to try to kick a ball in the goal. Not so easy when you can't see!

Meanwhile, others were in the kitchen with Mrs Cole and Ms Ballard, preparing dinner for themselves and the supporting staff. On the menu were burgers and hot dogs with sweet potato, garlic and onion wedges, salad and sweetcorn followed by fruit for desert. It was very hot in the kitchen but the team managed to prepare dinner successfully showing a commitment to learning skills for life. For many students, it was their first experience of cooking for themselves and friends. They learnt about the importance of food hygiene, how to chop vegetables safely and how to cook their entire meal themselves.

After dinner, Mr Hayes and Ms Elsaadany provided fun with leapfrog, the ladder and Tug of War. Of course, no camp would be complete without a campfire and melted marshmallows to round the night off.

In the morning, everyone enjoyed a traditional Egyptian breakfast with foul, tameya, cheese and bread.

After breakfast, Mrs Cole challenged the students to a morning quiz with general knowledge questions linked to their classroom learning. The winning team were the 'Om Ali' team with 44 points out of 50!

Before they left to go home, the Pioneers took care of the school environment, tidying up after themselves in the kitchen and at breakfast demonstrating respect for the environment.

Mr S Cole – Secondary Pioneers Coordinator



Primary Pioneers



Primary Pioneers have had a wonderful year of learning, improving and mastering skills with various different obstacles along the way. There have been many challenges such as the time when Year Five Pioneers had to restart their journey through the obstacle course but they persevered and found a way. Or the time when Year Six Pioneers put their minds together to come up with very inspiring pieces of art, despite half of the students being away in Cyprus. Our Pioneer artwork was proudly on display at the "Meshwaar" Creative Arts Exhibition in May. Primary Pioneers will be donating these pieces to Dar El Faeza Orphanage, as our programme continues to support our wider school community.

As Primary Pioneers we understand the importance of hard work and the need for self-confidence in ourselves. We recognise the hard work of every person, adult, student, parent, teacher or administrative officer that makes our programme the success that it is today. We have established a successful programme which without the vision of Ms Ghada Dajani would not be here today. Without the passion, determination and efforts of people who contribute to the programme each year, we would not be nearly as successful as we are now.

The end of the school year brings with it joy for a number of Year Four students who, having been selected to be Pioneers starting in September when they too will begin their journey. It is, of course, with great fondness that we pass our best wishes to all of the Year Six Pioneers as they move across to the Secondary school.

Mr A Hinchliffe – Primary Pioneers Coordinator



SECONDARY LEARNING DEVELOPMENT DEPARTMENT NEWS

Keep up with your learning over the summer!

We all look forward to summer holidays and to enjoying a well-deserved break – we can fill our days with friends, family and fun times. However, you also need to make sure that you are maintaining the learning you gained during the academic year. Research has shown that students can lose two or three months learning over this period, which means you will be playing catch up once the school year begins again if this happens.

So, what can you do?

No need to study for many hours each day – simply set aside half an hour to an hour a day and aim to improve and maintain your academic skills. Studying a little and often is better than spending hours studying at the last minute. The easiest way to do this is to have a checklist of challenges for every day that you can tick off. For example, 15 minutes reading, 15 minutes writing, 15 minutes Maths etc.

- Target those areas that you know to be weaknesses so you can improve your skills over the break.
- Make time for reading. You can keep a list of the books you read, write reviews, make a vocabulary book and learn spellings for extra strength. Friends and family members can join in.

Reading

Read for 15 to 30 minutes a day in order to improve your vocabulary and comprehension skills. There are resources on the internet, if you cannot visit a bookshop. You will have more time to read for enjoyment so take time to explore a range

of texts, both fiction and non-fiction. Try to read out of your comfort zone so you are challenging yourself and building your skills.

Practise Maths Skills

Working on just three to four Maths problems per day during the summer can help preserve and improve your skills so you are ready for the following academic year.

Practise Comprehension

You could use a reading comprehension workbook to work on. Practising comprehension skills helps embed the habit of checking your own understanding and making inferences.

Why not try some creative writing?

Creative writing is a great way to improve your written language skills. It does not need to take much time. You could write a creative paragraph each week. As you are on holiday, you should have plenty of material to write about! You can write about your holiday, your travels, seeing family and friends. You can also improve your vocabulary at the same time by using a thesaurus and changing several common words to more interesting words.

Finally, although it's difficult with social events and travelling, but as far as possible, try to stick to a routine for sleeping. Our bodies love routine and can get out of sorts if our timings are all over the place.

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

GIFTED AND TALENTED NEWS

Get ready...Set...Vacation! Things to do to beat the boredom and engage the mind over the summer break

With the end of the school year comes big summer plans and anticipation. Every student looks forward to summer vacation and yearns for new adventures and new experiences. Yet summer can bring passivity and boredom with its unfulfilled, free and unstructured time. In summer, students need intellectual stimulation. Here are a few ideas of how to beat the boredom and engage the mind over the summer break.

Research suggests that our brain is lured by novelty which could improve our memory and learning capacity. That's why, when planning summer pastimes, explore new avenues and vacation options. Think about the places in Cairo you have never been before. For example, if you can't leave the city and go to the

seaside, take your friends and discover Cairo's artistic development in the **Papyrus factory**, where artisans will show you how Ancient Egyptians created paper and teach you how to process it and draw



hieroglyphic alphabet. Unleash your creative potential at **Fagnoon Art Centre** and design your own paintings, potteries, sand art, or learn how to bake Egyptian pastries.



As an alternative, enhance the understanding of cultural and natural heritage of Cairo. If you are a nature lover, explore a remarkably diverse array of plants and enjoy the peace and serenity of the botanic **Orman garden** which contains a herbarium building, a rock garden, a rose garden, cactus gardens, and probably the most notable feature, the lotus pond. You can also visit the **Royal Mummies Halls at the Egyptian Museum** to learn about the mummification process and inspect the spooky mummy room, for mummified fish, crocodiles, and a monkey! In the evening, ask your parents to take you to watch the exceptional **Tanoura Dance** show in **Wekalet El Ghouri**.



If your family are planning to go on vacation abroad, take initiative and come up with summer vacation ideas. You can brainstorm different destinations, make a travel budget, search for flights and accommodations, choose tourist attractions, check transportation options. Obviously, spending your summer vacation in the North Coast is another option, and it is always fun, exciting, and activity-packed. When fleeing the hustle and bustle of the city, make sure to stop by the ancient city of Alexandria and savour the beauty and splendour of its historical sights. **Bibliotheca Alexandrina** is an ideal place to inspect antique manuscripts and relish the development of curiosity and passion for science in the science museum and the planetarium. **Catacombs of Kom Ash Shuqqafa**, the largest Roman burial, gives an insight into the funeral rites of Hellenistic Egypt, whereas **Fort Qaitbey**, is a captivating relic of Alexandria's status as a trade centre and global power, the remains of Mamluks' legacy.



Summer is also a time to make new friends and learn new skills. As a choice, try out a summer camp. **WellSpring** is the right place to develop communication skills, self-discipline, gain strong values, play outdoor games and favourite sports, engage in team-building activities. You will truly have a blast with excellent instructors and recreational facilities. The camp will invigorate your mind and body and make lifelong memories.

Stay busy this summer and have a rewarding vacation!

Dr T Kolesnikova - Gifted and Talented Instructor, American Section

Mr Mulligan chases a Personal Best and catches a cold at the Boston Marathon

The Boston Marathon is a big, big deal for runners. Every sport has its crown jewel event. In football it's the World Cup; in golf it's The Masters. In distance running the ultimate race is Boston. It is the only major marathon that requires its entrants to qualify. You have to run an approved marathon earlier in the season and meet a minimum time standard. The qualification times are fast and getting a place is tough! It is also the world's oldest annual marathon, it has been run every year since 1897. This combination of heritage and excellence make qualifying very exciting. When I ran 3:20:52 in Madrid last year, my wife's first words to me were, 'You qualified for Boston! You have to go!'



For the first five kilometres I kept my hoodie on, hoping I would warm up before it became too sodden and weighty. I couldn't feel my toes as the rain shifted between steady downpour and Noah's Ark-style soaking. I checked my watch to find it had not started on the line and quickly started it again to get an idea of my pace but the weather made it very hard to read. At this stage I just thought I'd simply aim to finish and forget the personal best I'd been fixating on.



Arriving in Boston from Cairo two days before the race, I found myself trying to shrug off jet lag and getting worried about the weather. After more than five years of life in Egypt, I was just not able to accept that the sun might not be shining! I joined the 30,000 other participants, staring at my weather app and

desperately hoping that the forecast for temperatures around zero with driving rain and a 20-30 mile-per-hour headwind somehow would not come true.

The day before the race, I left my apartment and was blown down the street in a cloud of ice particles. By the time I woke up on race day the ice had turned via sleet to heavy rain. I'm sure there have been more horrible conditions for this race. They *have* been running it for 122 years, after all. But this year was as high on the misery index as anyone I talked to could remember.

Boston is a point-to-point race, like Athens, you go to the finish line first to drop your bag and then get bussed out to the start. I walked across Boston Common to take the classic yellow American school bus to the start in Hopkinton. The rain was coming down sideways and it was freezing. My shoes were soaked and my toes going numb as I took a seat on the bus. I was wearing a bin bag over an old hoodie and carrying a \$9 umbrella, which had already been blown inside out three times.

Any hopes of pre-race comfort in the tents at the Athlete's Village disappeared when we arrived at the start area behind Hopkinton High School, which had turned into a mud bowl. Smart runners had brought a second pair of shoes to change into on the start line. I hadn't. Large metal and canvas Gatorade event shelters were being yanked into the air by the wind and smashed into the school buildings. Runners exchanged bemused and anxious glances – was this a marathon or the set of a disaster movie?

Then, suddenly, our starting numbers were being called and we were dropping our bin bags and binning umbrellas as we shifted towards the line. The race was actually happening and we were off...

And then after about an hour, it all seemed relatively normal for a while. I settled into a rhythm. Splish, splosh, splash, sploosh. There were moments when the rain slowed, though it never stopped, and the wind quieted. Then, just as quickly, Mother Nature unleashed storm cell after storm cell just to keep us on our toes. Our soggy, miserable toes. Boston is famous for the crowd support and though plenty of Bostonians were sensible enough to stay inside - tens of thousands of others came out to cheer us on. Music was blasting from speakers as I passed through small town after small town. The climb up Heartbreak Hill seemed confusingly short due to the yelling crowds. At this point it was down into the city and into the final section of the run.

Eventually, I heard the six most delightful words in distance running - "Right on Hereford, left on Boylston." That's the last half-mile in this legendary race, and I was accelerating toward the finish line in Copley Square, lifting my arms, grinning maniacally and hoping my fingers would work again soon.

It was over. We were shoved into silver, hooded cloaks, draped with our medals and I stumbled off to the subway station and on to a train full of shivering, silver clad zombies. All happily, comparing horror stories while their bodies shook



That's me in the green

uncontrollably and their chattering teeth drowned out the subway noise.

I got back to my apartment and checked the race results. I had run past 6429 people and beaten my last marathon time by



23 seconds. Not exactly a massive improvement but it was hardly a normal race. That time would probably get me back to Boston next year... Would I want to do it again? Yep!

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