

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER

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FROM MES CAIRO, WITH L♥VE!

24 HOUR RUN RAISES 633,210LE FOR THE MAGDI YACOB HEART FOUNDATION



Contents

Whole School Principal Foreword	3
24-Hour Run	4
Alumni Life Lessons	7
IBDP News	8
UK Universities Update	11
Cambridge Outstanding Learner Awards	12
American Section Middle School News	13
British Section Key Stage Three News	15
Design and Technology	24
Secondary Learning Development Department/Gifted and Talented News	26
Artbeat	28
Music in the American Section	33
MES Cairo Achievers and New Birth	34
E-Safety Fortnight	35
Foundation Stage One	36
Foundation Stage Two	37
Year One	40
Year Two	41
Year Three	42
Year Four	43
Year Five	44
Year Six	47
World Book Day	48
BSME U11 Games	49
Primary Sportsdesk	50
Primary ASAs	52
Secondary Sportsdesk	54
Secondary ASAs	58
Secondary Pioneers	59
Primary Pioneers	61
Model United Nations (MUN)	62
Secondary House News	63
MES Cairo Staff and Students Race Through History	65
Senior Trip	68
Year/Grade Seven and Eight Spring Social	69
Alumni News	70
Continuing Professional Development	73
Seasonal Concert	76
MESMerised – 24-Hour Run	78
MESMerised – World Book Day	79



Whole School Principal's Foreword

March 2019

The success of our school and our students is celebrated often, in assemblies, social media and through the pages of our wonderful MESsenger magazine. Whether welcoming alumni back to school to hear of their achievements, regularly commending groups of students who earn recognition as top academic performers, celebrating the victory of MES Cougars in the sports arena, cheering on our Seniors as they receive news of acceptance at top universities or revelling in the effective leadership of our student councils, there is no doubt that we have plenty of reason to take pride in the phenomenal achievements of our school community.

This MESsenger focuses on the success of our community as a whole: the power of our collective effort. Our annual 24hr Run, combined with a Football competition this year, supported the acclaimed Magdi Yacoub Heart Foundation. Every student and staff member contributed to the event in a variety of different ways, joined by alumni, parents and friends. Whilst raising money was the essential aim, the opportunity to bring the whole school together for a common purpose reaped its own rewards and proved an equal benefit.

In late February we were given the opportunity to share our wonderful school with 7 international school leaders. Their task was to measure our school against the British Schools Overseas standards (aligned to the quality assurance standards of the Department for Education, UK as applied by Ofsted). They were with us for 3 days, visited over 180 lessons and met with our Board of Directors, staff, students, parents and alumni. They scrutinised our performance against 8 standards including: 'Quality of Education', 'Welfare', 'Health and Safety of Students' and 'Leadership and Management of the School'. Across all standards, MES Cairo was deemed to be 'Outstanding' in all categories, the highest possible accolade. This is no small achievement in itself and certainly no mean feat to sustain over 10 years and across 3 inspections. Whilst we best measure the success of our school in the smiles on children's faces and the progress they make in all aspects of their development, recognition as a global leader in terms of quality educational provision is something we are happy to celebrate!

I leave you with some highlights from the 27-page report written by the visiting inspection team:

"The school has a clear focus on its mission statement and an unwavering commitment to care for, challenge and inspire every learner."

"MES Cairo provides an outstanding quality of education complemented by an outstanding standard of student care."

"Parents fully support the vision and direction of the school. They recognise the excellent contribution the school makes towards the development of their children's lives."

"Students are proud to be members of the MES Cairo community and value the opportunities it provides."

"The school successfully create a sense of community, with bonds of friendship and mutual support within a family atmosphere."

"MES Cairo provides an education with academic rigour at its heart and a desire for each student to excel."

"The school successfully...promotes independence and the uniqueness of each individual student."

"Staff provide high quality pastoral support and are very effective in identifying and supporting students' needs. As a result, students feel very safe."

"The leadership and management are highly effective in ensuring MES Cairo is an efficient school providing high quality outcomes."

"On graduation many students extend their learning at top universities across the world."

"The spiritual, moral, social and cultural development of students is outstanding: it is a key strength of the school."

As a member of the MES Cairo community, past, present or future, you too are welcome to take pride in the significant achievements of our school.

Mrs Nicola Singleton - Whole School Principal



MES CAIRO'S 24-HOUR RUN RAISES 633,210 LE FOR THE MAGDI YACOUB HEART FOUNDATION

This year's 24-Hour Run was dedicated to an extremely deserving charity, the Magdi Yacoub Heart Foundation.

The Magdi Yacoub Heart Foundation, an Egyptian registered charity NGO, was founded in 2008 by the esteemed Sir Magdi Yacoub, the late Dr. Ahmed Zewail and Ambassador Mohamed Shaker.

Since its establishment in the year 2008, MYF has committed to build and maintain a state-of-the-art medical facility in the city of Aswan which aims primarily to provide free medical services, particularly to underprivileged and vulnerable age groups as well as giving due attention to advanced training programmes for Egyptian doctors, nurses and scientists whilst promoting a wide variety of biomedical research opportunities.

Our 24-Hour Run commenced on Wednesday 20th March with



the Primary and American Section Choirs singing the Egyptian National Anthem. Our Whole School Principal, Mrs Singleton shared with us all the purpose of our charitable event and shared videos from the Magdi Yacoub Foundation so that we could learn more of their great work. We also enjoyed a fantastic student video collaboration of the song *Ersem Alb* led by Scholarship recipient Mira Zaki (Y12B). This was followed by a gentle and moving rendition of the MES Cairo Kindness song *Count on Me* which all of Primary sang together in unison.



As per tradition, Mrs Dajani donned the sash to officially begin the first lap. Walking alongside her this year were our VIP guests, our Primary and Secondary Student Councils, our Scholarship Winners from British, American and IB Sections as well as students who were celebrating a birthday on this day.

A huge countdown timer next to the bleachers showed everyone how long we needed to keep the sash moving throughout the 24 hours.

The special edition MES Cairo 24-Hour Run t-shirts raised a substantial amount of money for the charity and were sold in advance of the event. This year the design, created by students, was a rich red colour with a white heart design. Our sister school, GES Cairo wore a similar design of red on a white background, showing harmony in our fundraising efforts.

Money was also raised via the sale of food from external vendors, through the selling of merchandise from the charity itself and through generous donations made from our community. Food vendors proved extremely popular throughout the day and special thanks go to the Juice Yard, Fino Bakery, The Hot Dog Stand, Pizza Maker, Evoke Bakery, Corn Craze and 4 Degrees Ice-cream for their efforts.

A remarkable amount of funds was generated for this significant cause in just one day; a total of 633,210 LE was raised!

MES Cairo family members of all ages, including parents, grandparents and alumni, kept the sash going around the track for 24 hours. Every single student took part in the run at some point during the school day, and many were delighted to be joined by their family members, who came along to support the cause.



Just after noon, Adamantium came to lead a High Intensity Fitness Demonstration as well as completing their own laps of the track.

Students were very proud to take over the sash at the end of each lap throughout the day. At 3.00pm, our entire MES Cairo staff body came out on the track to support the run. The whole event was captured on a live feed and broadcast via the MES Cairo website. Through our Facebook page we learnt that our web link was watched by family and friends from around the globe!

After the school day officially ended, the track and field continued to be a hive of activity until late evening, with students coming back to run in representative groups or just to keep running with a friend to raise as much money as possible for the Magdi Yacoub Heart Foundation. Groups included Primary and Secondary Pioneers, Cougar Teams, the Secondary House Teams as well the Primary



Student Council. Our hugely successful Football Tournament evening event, organised by Rachel Bennett and supported by the PE department proved a memorable addition to this year's event and helped to raise a significant amount towards our fundraising total.

In MES Cairo tradition, our Primary and Secondary Senior Leadership Teams completed laps at midnight, demonstrating leadership by example. A special thank you to all our staff members who woke up early or stayed up very late to keep our sash moving in the very early hours of 21st March. Our super fit PE teachers showed off their stamina when they donned the sash early Wednesday morning and kept it going until the very final laps before the closing ceremony.

As always, the 21st March is a very special day for us, as there is so much to celebrate with it also being Egyptian Mother's Day and the birthday of our treasured Chairman of the Board, Mrs Sawsan Lababidi Dajani.

The whole school gathered once again to celebrate our great achievements. We all stood together for the National Anthem and sang 'Happy Birthday to You' to Mrs Dajani. An Arabic Song was sung by the Primary and Secondary Choirs to celebrate mothers and we watched a special video from Sir Magdi Yacoub himself to thank us all for our support. A cheque was proudly presented to the Magdi Yacoub Heart Foundation to cheers from the students. The event ended when Mrs Dajani, VIP Guests and all of Foundation Stage One and their mothers took to the track again as part of our closing ceremony.

The MES Cairo 24-Hour Run for the Magdi Yacoub Heart Foundation brought the whole school together. Thank you

to the whole of the MES Cairo community for helping us all to help the Magdi Yacoub Heart Foundation appeal in such a memorable and uplifting way. It has reminded us all that together, our MES Cairo family can truly make a difference in Egypt.

Ms J Cole - Assistant Headteacher, British Section



Mother's Day at MES Cairo

Finally, to celebrate Mother's Day and the end of the 24-Hour Run festivities, Foundation Stage One students and their mums walked, or ran, the final lap of the track with Mrs Dajani. Thank you to all those involved in making this a very special occasion.

Mother's Day is always a very special day for all mother's, wherever they are in the world and whatever culture they are from; it's a day we remember and celebrate. Here at MES Cairo, the day was made even more special as our Foundation Stage One students came together to celebrate and say Happy Mother's Day to their wonderful mums.



Over the past few weeks, they have worked with their Music teacher and demonstrated resilience in learning all the words of their class song. They then demonstrated what good risk-takers they are by coming on stage in front of such a big audience, and confidently singing their special song. The last part of this special event was to present a super heart-shaped cookie and have lots of photos taken with their mums. This was a very special morning and there were plenty of happy smiles and proud mums.

Ms C Readman - Primary Headteacher, Key Stage One

Football Tournament

As an extra fundraiser this year, MES Cairo held a Football Tournament with over fifty teams playing across two days. Teams were comprised of children from Key Stages One and Two, Secondary students, teachers, Alumni and parents. There was a lovely atmosphere across the two days with fun and friendly football being played. The event helped to raise more money for the Magdi Yacoub Heart Foundation.

I would like to congratulate all the players who took part in the tournament. I would also like to thank the Athletic Mentors for assisting and refereeing, staff members who helped out as referees, the PE department especially Ms Shenna and Mr Haitham who contributed greatly to the overall smooth running of the tournament.

Ms R Bennett – Football Event Organiser



MES Cairo Choirs

At the opening of the 24-Hour Run, the Primary Key Stage Two Choir was joined by the Secondary Choir in the singing of the national anthem and also *Count on Me*. For the closing ceremony, they were joined by the GES Cairo Choir and performed the national anthem and the Arabic Song, *Sabah el kher ya mawlaty*. Students had spent time preparing with the help of Miss Maha Emad Eldin and Miss Safaa El-Bagoury. The hard work paid off as they produced a wonderful and spirited performance that was enjoyed by all present. Well done to you all! Thank you also to Mr Kyle for his hard work and enthusiasm throughout. **Mr J Tomlinson - Head of Primary Music and Mr J Harper – Secondary Music Department**



Message from Gulf English School (GES)



I just wanted to send a heartfelt thank you for the lovely day we all had at MES Cairo participating in the 24-Hour Run. GES Cairo students, parents and teachers had a wonderful time and, on a personal level, I was so happy to be able to share in what has been one of the major highlights of the MES Cairo calendar for me for many years now. It was also, of course, fabulous to see so many familiar faces amongst the staff and students. We were very excited to hear the total raised for the Magdi Yacoub Heart Foundation.

Ms C Williams – Gulf English School

ALUMNI LIFE LESSONS

All for MES Cairo!

We have sought different ways to connect with our growing community of alumni as a part of our whole school development plan this year. A number of good ideas have been tabled and will now begin to come into fruition. One such initiative was inspired by a candid conversation with a remarkable former student and his casual lunch get-together with Mrs Carole Godfrey on a wet, wintery London afternoon. That in turn led to Ahmed Kadry's (Class of 2008) nostalgic visit to school and the realisation of him speaking with a theatre full of Secondary students.



Eleven years since graduating, Ahmed felt his journey might be inspiring to teenagers in need of motivation. I agreed. The expectations, ethics and ambition that we try and instil in our students every day can sometimes get lost as a result of repetition; the message is important, but when it is the same approach or the same people sharing that message the impact can be compromised. Who better to enthuse and inspire our students than someone who has been in their very shoes? And so the idea of Alumni Life Lessons (ALL) was conceptualised.

Ahmed Kadry's address to Year/Grade Nine and Ten students on Wednesday 13th March was the inauguration of 'ALL for MES Cairo'. It was accompanied by a call to all alumni to let us know where they are, what they are doing, and consider how they might inspire a future generation of young people with their own story. We will be hosting occasional presentations by members of the MES Cairo alumni community as a new tradition and we encourage all those who have crossed our graduation stage, recently, or not so recently, to take up our invitation.

When all is said and done, it is YOUR stories that truly demonstrate the success of our school. Your educational experiences at MES Cairo contributed to the adult you have become. We hear the same message from alumni who visit campus that the values and priorities our school encouraged you to

appreciate when you were growing up make quite a lot more sense to you in your adulthood and are principles that you live by. Please share the insight of your maturity and the wisdom of your experience with our students.

Email me at nsingleton@mescairo.com if you would like to share your story with our students and please make sure that you follow Modern English School Cairo Alumni Association on Facebook, Twitter and Instagram. It is important that we keep in touch so that our graduates of yesterday may positively impact the graduates of tomorrow.

Mrs Nicola Singleton - Whole School Principal

Ahmed Kadry Inspires Students From Grade And Year Nine And Ten

Ahmed Kadry, an established and highly successful photographer and film-maker, returned to his High School, Modern English School Cairo, to talk to students about his experiences in the world of photography and how his time at school has inspired him to follow his dreams and take the risks necessary for a fulfilling and rewarding life.



Ahmed delivered a superb talk tracing his achievements from his first ever Photography class at MES Cairo through to the invitations he received to document both the Egyptian National Football Squad's trip to the World Cup and the recent World Youth Forum in Sharm el Sheikh. He recounted the discussions he had with his parents, who were present for the lecture, about following his dream of a career in the Expressive Arts field. Leaving a successful corporate job was a leap of faith for Ahmed and his family but was certainly a leap worth taking. Ahmed travels the world with his cameras, including a recent trip to Iceland where he witnessed and photographed the magical Northern Lights.

Ahmed shared his recipe for success with the students present with "hard work, self-belief and humility" being essential qualities to possess. He reminisced about some of his teachers and urged the audience to appreciate the opportunities on offer at MES Cairo, right down to buttoning your top button!

The audience of teenagers on the verge of major life decisions were certainly inspired by Ahmed's honest and engaging story. It was obvious to the teachers also present that Ahmed had really connected with the students, who began questioning their own choices and demonstrating a determination to allow no opportunity to pass them by.

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

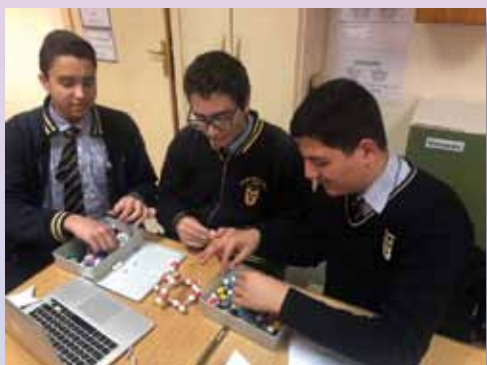


International Baccalaureate Diploma Programme News

Science Matters



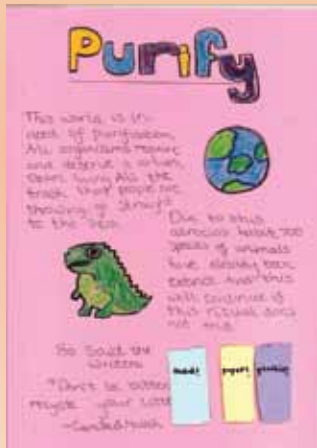
Our **DP12 students** shared presentations on 'Sound' experiments conducted for the Group 4 Projects at the end of Term One. The projects, a part of the final DP assessment, are completed in teams and designed to replicate 'real world', scientific research, which is usually performed by collaborative groups of experts. The projects develop understanding of the scientific method, enhance ICT skills and "raise awareness of the moral, social, economic and environmental implications of science and technology." Our DP11 students were inspired by their DP12 peers and now can't wait to complete their G4 projects next academic year.



DP11 Chemistry students recently spent their lesson developing an awareness of the shape of molecules, building complex structures whilst working with only simple instructions from Mr Thurgood. The students enjoyed the activity and were able to identify the strengths and weakness of modelling and teamworking for later IB tasks. The complexity of building with the buckyballs make it as much about great dexterity, as it is about mental agility.



United Nations Sustainable Development Goals – DP11 HRCF Project



Our IB DP11 students enjoyed researching and learning about the UN Sustainable Development Goals (SDGs) and used their knowledge to teach KS2 about: Life Under Water, Responsible Consumption, Zero Hunger and Climate Action Sustainable Development. Students in KS2 were set challenges, working in teams to design emotive posters aimed at propelling others to take positive action. DP11 enjoyed judging and choosing the final winners. Find out more about the UN SDGs here: <https://sustainabledevelopment.un.org> and more about how we can help here in Egypt: <https://sustainabledevelopment.un.org/memberstates/egypt>



To follow up, we invited in a guest speaker from the United Nations Food and Agriculture Authority, Mr Richard Trenchard. Mr Trenchard has worked for the UN for 25 years, in more than 59 countries and manages his organisation's work on Syria. He is currently Head of FAO's regional policy team and also senior adviser on conflict and crisis. Mr Trenchard gave an inspiring presentation to all of our Y/G/DP12 students. Students were captivated throughout and were keen to ask Mr Trenchard questions about how they can help to make a better world. When we thanked Mr Trenchard for sharing his wisdom with us, he sent this message to MES Cairo: "Thank you for the invitation."

I was really impressed by the attitude, intellect, engagement and interest of the MES students. I enjoyed their thoughts and questions on nutrition and healthy diets, women's participation, water scarcity, reducing food loss and waste and the role of the UN in addressing our wonderful region's humanitarian and development challenges. A big "thank you" from me to the teachers and students of MES Cairo!"



IBDP University News

Engineering

Khaled Megahed (DP12Y), our IBDP scholarship student 2018-19, has been offered not one, but TWO scholarships by University of Toronto! Khaled remains undecided about whether to become a doctor or an engineer and he now has a choice between studying Engineering or Life Sciences at Toronto, which is one of the top 20 universities in the world and the top university in Canada. Congratulations, Khaled!

Senior Student Leader, Omar El Fiky (DP12Y), has received outstanding offers from top UK universities to study Mechanical Engineering including Bath, Bristol, Southampton and Leeds. DP students have also been offered Engineering places at Nottingham, Manchester, Birmingham (UK) and the University of Toronto, the University of British Columbia, and Ryerson University (Canada).



Medicine

Basel Samy (DP12R), has been offered a place to study Medicine at Swansea University which is ranked 3rd for Medicine in the UK! Farah Gharib (DP12Y) has also been offered a place to study Medicine, in her case at St Andrews, another top 20 institution in the UK.

UK universities ranked by subject area: **Medicine**

2019 ¹ Institution	Guardian points/100	Satisfied with course	Satisfied with teaching	Satisfied with feedback
1 Cambridge	100	76.8	88.6	84.8
2 Oxford	99.8	94.6	56.5	79.1
3 St Andrews	94.8	92	93.4	75.2
4 Aberdeen	92.2	87.0	96.0	71.6



Arts and Humanities

Many of our students have been offered various top university places to study Arts and Humanities. More about this in our next issue but for now we would like to highlight one talented student, Farida El Shafie (DP12R), who received a flurry of instant offers to study Literature and Classics from top UK universities including UCL, Kings, Queen Mary and Sussex University.



Europe

Europe is growing in popularity as a choice for our DP students, with many receiving offers to study a range of disciplines at top institutions. For more details, look out for a full account of our IBDP university news in your next issue of the MESsenger.

Congratulations to every student in the DP Class of 2019!

The MES Cairo IB Family is Growing!

IBDP Class of 2020 welcome new applicant for Sept 2035! What a delightful end to the week! A very happy hour spent with gorgeous Miss Amelie Rainford. This precious 6 week old is the daughter of Ms Jennifer Rainford (HOD Humanities and IBDP Psychology teacher) and Mr Brendan Rainford (HOD Science and IBDP Biology teacher), and baby sister to proud big brothers Eli and Jude.



IB Information Session



Earlier this academic year, Y10/G10 students and parents interested in the IBDP option for their final two years at MES Cairo attended an engaging presentation. Ms Sheehan, Assistant Head and IBDP Coordinator outlined the philosophy and approach with a little help from Sir David Attenborough! DP11 students gave their fresh impressions of the difficult decision they made this time last year; difficult only because great pathways to university are plentiful at our school!

Ms S Sheehan – Assistant Headteacher/IBDP Coordinator





UK UNIVERSITIES WELCOME MES CAIRO STUDENTS

It has been a genuine pleasure in my first year in my role as Assistant Head of our British Secondary Section and UK University advisor to support such talented and ambitious Senior students at MES Cairo as they consider the option of continuing their educational journey in the UK.

This year, to date, bearing in mind that many offers are forthcoming, our students have 178 offers, including Cambridge, Imperial, Bath, Kings College London, Leeds, UCL to name but a few. There is no doubt that our students are performing at an exceptional level and that the support given at MES Cairo leads to outstanding success.

In all sections, students work on personal statements to ensure that what is sent to UCAS is of the highest quality. This includes redrafting and deliberately building a range of experiences, including work experience, after school activities, research and charitable opportunities to prove to universities that we really do encourage the holistic education that the Graduate Profile promotes. UK universities and universities worldwide, have demonstrated their appreciation for an MES Cairo education by offering some of their most competitive places to our students.

We would like to congratulate some of our exceptional students who have gained very top places on some of the most competitive courses in the world. Youssef Moustafa (Y12R) has lived up to the promise we saw in him from Year Seven and has won an unconditional place at Homerton College, Cambridge for Engineering (Ranked No 1) and Imperial College London for Electrical and Electronic Engineering (Ranked No 2). Youssef has also been awarded a President's Scholarship for Imperial, which is an incredible honour.

Omar El Fiky (DP12), IBDP Senior Student Leader has made us proud by being offered places by four Russell Group Universities to study Mechanical Engineering – Bath, Bristol, Southampton and Leeds. Another Engineer, Youssef Sorial (DP12) has been offered places by Bristol, Nottingham, Birmingham and Manchester. Farida El Shafie (DP12) has been offered places to read Literature by top universities including Kings College and UCL. From the American Section, Khaled Sadek (G12R) has received offers from prestigious institutions including Bristol, Kings College London and Manchester to read Economics.

Karim Ramadan (Y12R), Architectural Engineering, and Ismail Rizkanza (Y12R) Chemical Engineering, have been offered the opportunity of receiving a scholarship to study at Sheffield University, ranked in the top 10 for the subject area. Alia Shabrawy (Y12G) has received an offer from Loughborough University to study Automotive Engineering. Loughborough is consistently voted as number one in the world for sports related subjects, which was a major factor in Alia's decision making process, as it will allow her to continue to play Basketball at an elite level alongside her studies.

Overall, we have so many outstanding students who are proving they are being educated for global success and are achieving it. We are proud of you all!

Mr R Cranston – Assistant Headteacher, Years Eleven-Twelve, British Section





CAMBRIDGE OUTSTANDING LEARNER AWARDS

Diversity is our Strength!



Adham Abdelghany Y12B



Noureldin El Adly DP11R



Amina El-Hamawy Y12G



Farah Kabesh Y12Y

We are proud of the great success that MES Cairo has in the excellent results our students achieve.

What really makes this exciting is that it provides evidence that our students have the potential to change the future, not just for Egypt but globally. To be top of the country comes with the responsibility to use education, intelligence and privilege to work for the good of all. Our students realise that they are extremely lucky and the calibre of students who win these awards is extremely high.



Mira Zaki Y12B



Nay Assassa (Class of 2018)



Nour El Coptan Y12G

Students who have been taught to think analytically will be the most important asset that Egypt possesses to encourage future success. We are delighted and proud to celebrate our CIE Outstanding Learner Award winners.

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

Nay Assassa (Class of 2018)	High Achievement - Literature in English
Nour El Coptan (Y12G)	High Achievement - AS Level History
Amina El Hamawy (Y12G)	High Achievement - AS Psychology
Adham Abdelghany (Y12B)	Top in Egypt for First Language English
Farah Kabesh (Y12Y)	Top in Egypt for Business
Noureldin El Adly (DP11R)	Top in Cairo First Language Arabic
Farah Kabesh (Y12Y)	Third Place in Egypt and Cairo - Best Across 3 AS Levels
Mira Zaki (Y12B)	Third Place in Egypt and Cairo - Best Across 4 AS Levels

Mr R Cranston – Assistant Head, Years Eleven-Twelve, British Section

WEEK WITHOUT WALLS

American Section students in Grades Seven and Eight spent the week of 24-28 February outside the walls of MES Cairo at camps designed to build communication skills, evaluate risks when trying something new and explore the environment around them.

Grade Seven students spent the week with *Blooms Egypt* in Obour City. Students were set tasks to discover what it was like to be independent and responsible. They were involved in a variety of team-building games that tested their collaboration and communication with each other. The most notable excursions of the trip were to Fagnoon Art Centre and Saqqara Pyramids.

Fagnoon Art Centre provided students with a creative outdoor space. Metal-working, wood-carving, and clay were provided for students to test their designs under the supervision and advisement of working Egyptian artists. We are very excited to see what the final products look like and hope to have them showcased at school later on this year. The day culminated in an epic *Colour War* allowing students to compete while decorating their white outfits with explosions of colour.

Saqqara Pyramids brought Social Studies to life as students explored the remnants of their very own Ancient Civilisation and its traditions. Overall, Grade Seven students were pushed out of their comfort zone in more ways than one and learned some very valuable lessons about what it means

to be a responsible young adult not only at school but in their everyday lives as well.

Sincere thanks to the Grade Seven chaperones for their commitment and dedication to ensuring students were well taken care of and given the best opportunities for growth and exploration: Mr Hans Hess, Mr Jamie Hardisty, Ms Sally Sorial and Ms Laura Sauret.

Grade Eight students became the first of our students to take our Week Without Walls to Sharm El Sheikh. With the superb organisation and programme design by Wellspring, fifty-nine students made the one-hour flight to the Red Sea for a week full of new experiences. Many students were very excited to make this inaugural trip as it reminded them of their Year Six trip to Cyprus with the anticipation and excitement of saying goodbye to their parents at the airport and boarding the plane with their teachers and friends. Concorde Hotel provided excellent accommodation for students with our own dining hall, football pitch, and pool access.

Teachers were very impressed with the initiative students took during the weeks' activities as there were a lot of 'firsts' for students.





Most students jumped at the opportunity to go ice-skating at Soho Square. While there were more than a few minor falls, students didn't give up and encouraged each other to try again. Everyone was impressed by the unwavering persistence and perseverance displayed on the rink.

During nightly *Treasure Time* discussions, Mr Ramez of Wellspring facilitated introspective discussions centred around decision-making and all of the factors that influence our students on a daily basis. Students were challenged to evaluate their own role and effect on their family, school, community, country, and friends. This time was paramount to the week as it allowed students to slow down and think about what it means to be a member of a community, school, and team, with honesty and integrity.



The Grade Eight chaperones would like to recognise one particular student who was a constant positive influence to her peers throughout the week. **Malika El Adawy (G8R)**, modelled respect and dove right in to every activity without a complaint or question. Malika upheld the core values of MES Cairo and each of the chaperones noticed the incredibly positive, effective leader Malika was and want to thank her for demonstrating these qualities during Week Without Walls.

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



YEAR SEVEN GEOGRAPHY STUDENTS EXPLORE KORBA

Year Seven students recently took part in a Geography field trip to Korba, Heliopolis. The aim of the trip was for the students to learn to navigate using a compass and a map, whilst engaging with the local history of Korba. The following is a reflection of the day written by Emily Sigalas (Y7G.)

As soon as the bus started moving, one of the tour guides began giving a back story about Heliopolis and how Helio means sun in Greek and Polis means city, so Heliopolis is the city of the sun! I found it very interesting that Heliopolis has such an amazing history that we were going to be learning so much about, in only a few hours.



We were given a specific amount of equipment including a compass, a booklet which tells us where the next destination will be as well as a good amount of information about each place, so that we were able to answer questions. One of the things I enjoyed most was leading the team, working together to figure out where the next place will be. Using a compass made me acknowledge the fact that people back then didn't have phones or Google maps, they relied on their own resources to get wherever they wanted and needed to go.

We went from place to place with the help of our tour guide. There were many pieces of information that stood out the most and one of them was that the cost of each square metre of land in 1910 was 1 piastre! Furthermore, we learnt about the Ettihadia Palace and how it was used as a hotel back in 1908 when its name was the Heliopolis Palace.

I can't forget the little surprise we had in the middle where we took a break and enjoyed

some fresh, creamy ice-cream from Mandarine Koueidar. We relaxed and chatted with our friends for a while. We even asked the guide a couple of questions we were wondering about, and he told us about the new renovations of a beautiful building in the background which I can immediately picture with the colour red.

This Korba trip helped me develop new skills which I will be able to use in a real-life situation and was a really fun way to learn some geography! This was for sure one of the most interesting and enjoyable day trips I ever had!

Emily Sigalas (Y7G).



YEAR SEVEN TRADITION, IDENTITY AND CULTURE SHADOW PUPPETRY

Global Perspectives

Watching from the back of a darkened library, students from all of Year Seven and their teachers were engrossed in vivid scenes of Ali Baba and his Forty Thieves. The flourishing tale of Aladdin and Jasmin, as well as the various folktales of Goha were all passed down from generation to generation throughout the 1900s

in Egypt. Tuesday 29th January 2019 saw the library lights dim, the crowds hush and twelve Year Seven groups take their place in front of their peers to showcase the efforts of their hard work celebrating tradition, identity and culture.

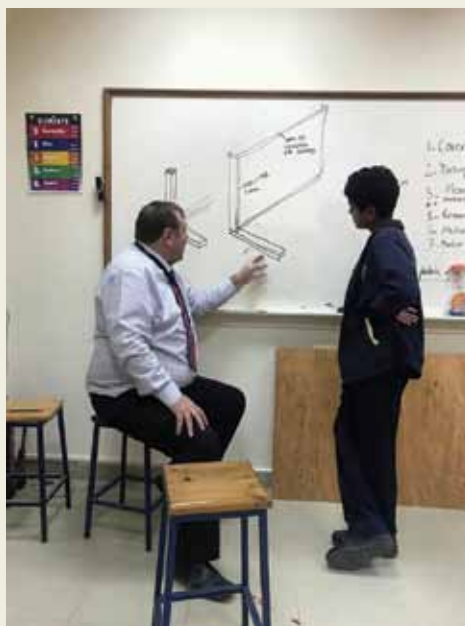
48 hours earlier, all 93 Year Seven students donned their House t-shirts and separated into their Secondary Houses, scattering to the various venues to find out what their task would be. Each room filled with a sea of red, blue, yellow or green. Students spent Term One focusing on tradition, identity and culture. They visited Islamic Cairo in October and walked the streets of Korba in early January. Understanding their

own role as individuals and the larger scale global impact they possess, students were invited to look at their own lives. How could they demonstrate a creative outlook towards this topic having only encountered two of the four expressive

arts subjects taken in the first half of term? The answer was distinct and truly diverse...Shadow Puppetry. A perfect blend between Design and Technology craft, set designs and character creation in Art, impressive script development and voice work in Drama and a magnificent display of talent and tempo in the musical outcomes produced to accompany the plot of each story.

In teams of eight, students grouped into the four expressive arts disciplines. *"By working together in our Houses we got to work with people outside of our Homeroom but we also got to experience expressive arts in our own way!"* said one enthusiastic Year Seven

student from Amun. Over the course of the two days, students were to produce a 4-5 minute performance of their chosen story reflecting their own tradition, identity and culture. From the set, all the way to the soundtrack, the script and the characters, students were to perform everything at the end of the second day. What a task, what an opportunity!





A flurry of activity ensued over the first day of the challenge, students communicating using Google docs as they ventured into the four areas of expertise. They were supported by Mr Puddefoot for building the magnificent wooden structured set. Ms Hanlon helped students write and perform vocal arrangements of their updated scripts. Ms Lee encouraged students to focus on shape and form of the characters, while Mr Peck honed the artistic talents across a diverse array of musical soundtracks using Garage Band with some truly outstanding sounds echoing off the walls of SG6.



By day two, students were energised with more excitement as the deadline loomed. Those who had finished constructing and creating in their original task, set about supporting their team members in order to provide ample time for recording and rehearsal before the performance. By the end of the day, twelve wooden structures were produced in the round, open space vacated in the library and lights flashed from behind each wooden set, as each group took

turns to tell stories of their chosen tradition, identity and culture. Many students chose to relive the tales of Goha the wise fool, with each tale delivering a moral. Others delved into Sinbad and Aladdin folktales, while one group, developed their own unique twist on the stories by boldly creating their own. The hope for Term Three is that the students are provided with an opportunity to perform these tales to those in Primary, in order to pass on the message learned specifically from Tradition, Identity and Culture and skills developed through the adoption of Global Perspectives. Well done to all involved!

Ms S Elsaadany - Assistant Headteacher for Years Seven and Eight, British Section



British Section Key Stage Three

YEAR EIGHT ENTERPRISE DAY

It has become an annual MES Cairo tradition for the Year Eight students of the British Section to participate in an event to support *Plan4Grad* and the transition to IGCSE in Year Nine by getting a taste of the business world.

With Global Perspectives skills promoted across all subjects, students demonstrated knowledge and application of understanding when they were introduced to Enterprise Day on 13th March. By focusing on aspects of business, how to effectively sell a product, creating a company name and buying a business license for the showcase activity a month later, students were provided with insight into Business Studies and Economics under the guidance of Mr Stock, the Head of the



Commercial Studies Department. Participation amongst Year Eight students promoted effective communication within groups of four and the work ethic displayed by our young entrepreneurs was impressive. To end the launch, students worked on building the tallest free standing tower made out of basic supplies – 20 pieces of spaghetti, 1 metre long string and sellotape – whereby the tower had to be able to withstand the weight of a single marshmallow along with its impressive height to be declared the winner. The competition was fierce and demonstrated the budding skills of many aspiring architects, with special mention given to Y8G's Salma Assal and Lara Hegazy's team as well as Y8Y's team of Jana Ali, Sara Masarany and Jomana Eid.

Early in Term Two, students worked on planning for their stalls, speaking to younger siblings, cousins and even approaching those whom they share the bus to fully prepare for the Enterprise Day Showcase.

On the big day, 26 stalls were set up for Year Eight. At 9:30am students from Years Five and Six arrived to spend their tokens, earning plenty of prizes, such as pocket mirrors, squishies, stickers, notebooks and marbles. Some students willingly offered their prize as a donation to the *Magdi Yacoub Heart Foundation*, which Year Eight students chose to support to further promote the 24 Hour Run cause. Plenty of energy, excitement and enthusiasm exuded from the Multi-Purpose Hall on Wednesday as students played "Foot Tennis", guessed items from "What's in the box?", demonstrated skill and artistry in "Blind Folded Make Up" and sang along to their favourite tune in "Karaoke Superstar". Upon reflecting on their own performance during the day, Year Eight emphasised that MES Cairo students have the resilience to persevere and focus no matter what situation they are put in. One student noted, *"There is also a lot of strength from this activity, like learning organisation skills and improving your teamwork and cooperation."*



Once final tallies of tokens sold were counted, students waited to hear who had won; the team with the most tokens would be awarded a percentage of the profits raised, in the form of vouchers, while the rest of the money raised from the tokens would be donated to the chosen charity. A big congratulations to the popular "footballers" stall from Y8G (Mohamed Farouk, Mohamed Saleh and Ali Zaaza) for earning the most tokens.

It is with pleasure and pride that I announce that Year Eight students 2019 Enterprise Day venture earned a total of 11,000LE all of which will go to the *Magdi Yacoub Heart Foundation* – an excellent effort on the part of all Year Eight students with great support from all Key Stage Three teachers. I can foresee a number of the upcoming students from the graduating class of 2023 developing into thriving entrepreneurs.

Ms S Elsaadany – Assistant Headteacher, Years Seven and Eight, British Section

PLAN4GRAD



In November, our current Year Eight students began considering and researching their future careers. Students were tasked with identifying and visualising their ideal profession in order to work back through all the required levels of education and identify the GCSE subjects they need in order to take the first steps on this exciting journey.

We launched the *Plan4Grad* presentation project in an assembly in which Ms Clingan shared her great expertise of university entry requirements. Year Eight students were also treated to excellent presentations by our current Year Ten students, explaining how they made their GCSE choices and how they benefitted from planning ahead.

This was followed up by discussion and reflection in Homeroom before we spent an HRCF lesson planning presentations. Year Eight students worked tirelessly on their presentations, going to great lengths with their university research to identify the subjects required for specific academic courses both in Egypt and abroad.

Finally, it was time for students to shine during their *Plan4Grad* presentations. All Year Eight students were given an appointment to meet with a member of the Secondary Leadership team to present their vision



for their future and explain why that had led them to their specific GCSE choices. At this point, Secondary leaders questioned and counselled students, to consider any difficulties they may have in making their final choices. The presentations were well-researched and well-informed. Presentation skills were of a high standard and impressed all the interviewers.

As a result of this, we were able to get a comprehensive options survey completed and created final option blocks satisfying all our Year Eight *Plan4 Grad* students. With this level of care, reflection and attention to detail, our current Year Eight cohort are going to achieve great things.

Mr E Macauley – Assistant Headteacher, Years Nine and Ten (British Section)



The infographic displays the 17 Sustainable Development Goals (SDGs) in a 4x4 grid. The goals are represented by numbered icons in colored squares:

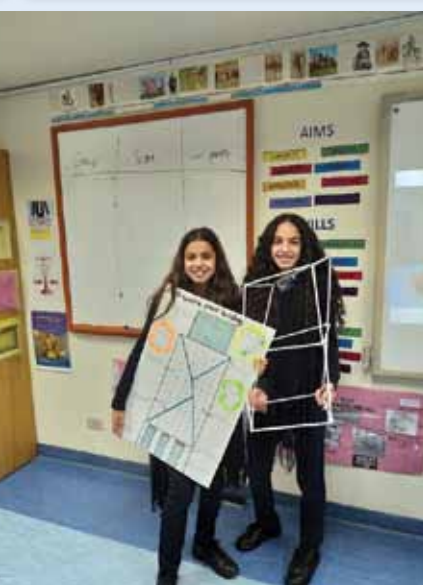
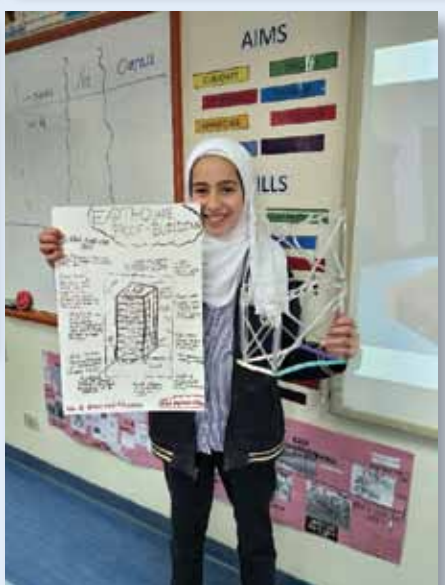
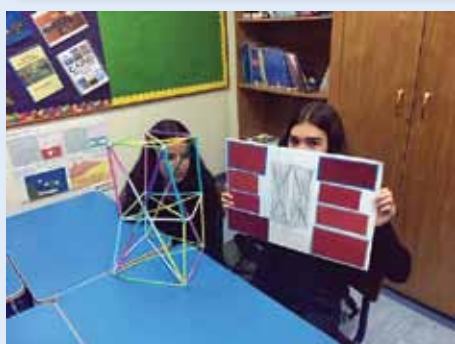
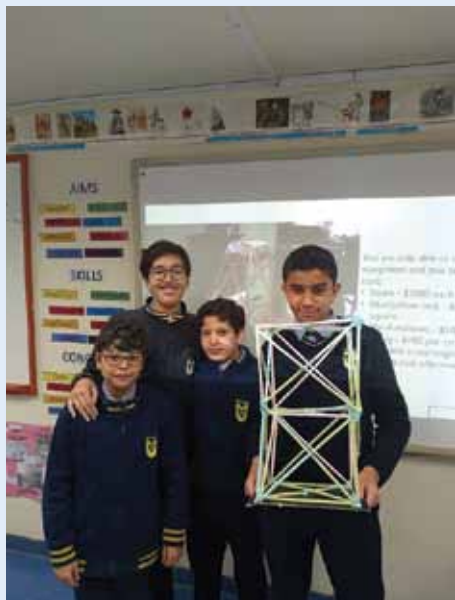
- Goal 1:** No Poverty (Red square, icon of people)
- Goal 2:** Zero Hunger (Orange square, icon of a bowl of food)
- Goal 3:** Good Health and Well-being (Green square, icon of a heart and pulse line)
- Goal 4:** Quality Education (Red square, icon of an open book)
- Goal 5:** Gender Equality (Red square, icon of a female symbol)
- Goal 6:** Clean Water and Sanitation (Blue square, icon of a water drop and toilet)
- Goal 7:** Affordable and Clean Energy (Orange square, icon of a sun)
- Goal 8:** Decent Work and Economic Growth (Orange square, icon of a bar chart with an upward arrow)
- Goal 9:** Industry, Innovation and Infrastructure (Orange square, icon of a factory and gears)
- Goal 10:** Reduced Inequalities (Red square, icon of a double-headed arrow with a plus sign)
- Goal 11:** Sustainable Cities and Communities (Orange square, icon of a city skyline)
- Goal 12:** Responsible Consumption and Production (Orange square, icon of an infinity symbol)
- Goal 13:** Climate Action (Blue square, icon of a globe with a flame)
- Goal 14:** Life Below Water (Blue square, icon of a fish and waves)
- Goal 15:** Life on Land (Green square, icon of a tree and a leaf)
- Goal 16:** Peace, Justice and Strong Institutions (Blue square, icon of a dove and a scale)
- Goal 17:** Partnerships for the Goals (Blue square, icon of interlocking circles)

Below the grid, the text "SUSTAINABLE DEVELOPMENT GOALS" is written in blue capital letters.



on. Their unit of study, Global Issues, focused on real current affairs from around the world and made links to the United Nations Sustainable Development Goals. Students worked hard to research their chosen topics, including: Women's Rights, Poverty, Deforestation and Education, and demonstrated their knowledge through presentations in class. The level of research and professionalism was outstanding! Well done Year Seven Geographers.

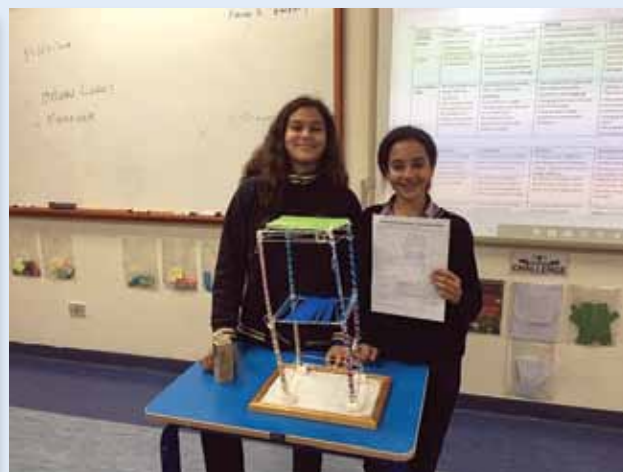
Not to be outdone by the amazing efforts of Year Seven Humanities



failure of this with the rise of the Nazis and World War Two.

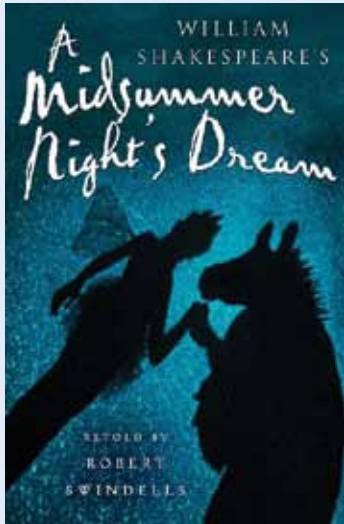
Our Year Eight Geographers became engineers in class as they designed earthquake proof buildings and produced academic drawings of their work. The unit of study, Tectonic Plates, ensured students sound knowledge of the structure of the earth, the movement of tectonic plates, and the impact of these physical features on humans. We were so impressed by level of work that was produced and the progress made and we really enjoyed the 'earthquake' testing in class!

Ms K McTigue - Acting Humanities Head of Department, British Section



SECONDARY ENGLISH - SHAKESPEARE IN THE BRITISH SECTION

This term has seen students of all age groups push themselves to achieve some incredible things. The wonderful world of William Shakespeare has been examined in Years Seven, Eight and Nine and Year Ten students continue their hard work in preparation for IGCSE exams later in the year.



Year Seven students have studied the Shakespearean comedy, *A Midsummer Night's Dream*, picking apart the intertwining stories of Athenian lovers, rude mechanicals and warring fairy Kings and Queens! Students explored conventions of the genre of drama, putting their new-found knowledge to use and penning 'Agony Aunt' letters from the perspective of the confused lovers. They made donkey masks to portray Bottom's arrogance and the conflict created by his change of character.

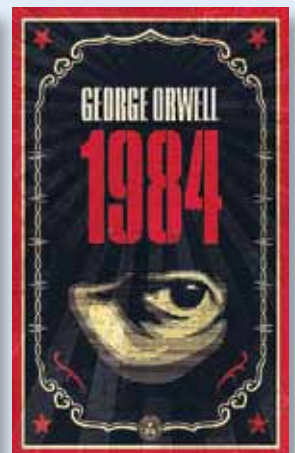
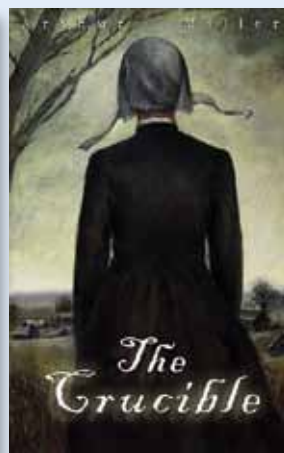
Year Eight students have been focusing on one of Shakespeare's most well-known and beloved tragedies - *Romeo and Juliet*, the tale of two star-crossed lovers whose untimely deaths bring peace and reconciliation to two families and bitter enemies in the city of fair Verona. Year Eight students rose to the challenge of picking apart Shakespearean language, translating scenes, creating Shakespearean style insults before demonstrating their knowledge through a Socratic seminar focused on debating whether the play was more about love than hate and who was truly to blame for the deaths of the young lovers!

Year Nine students are focused on the dark and dangerous world of *Macbeth* – an often gruesome and gory tale of greed and ambition. A once brave warrior is coerced into killing the King he was once devoted to in pursuit of the crown following an unsettling prophecy from three witches, and encouragement from his wife, the merciless Lady Macbeth! Students set to work de-coding the language by collating tips for understanding the language of Shakespeare and examining how Shakespeare and Hip-Hop have more in common than you might think! Students finished the term working on a class project. Each was given a theme relating to the play and was asked to create a final product to present to their class. Students showed excellent skills in working independently, showcasing their research and knowledge through videos, presentations, dramatic scenes, modern interpretations of *Macbeth* and even a *Who Wants to be a Millionaire* style quiz.

Year Ten students have focused most of their efforts on preparation for their IGCSE exams. Students showcased their resilience and determination to succeed, navigating a demanding assessment fortnight. Returning to class with their final exams in sight and dreams for the future their goal. They have been working on identifying, understanding and replicating features of the seven different non-fiction text types they will work with in the exams. They have also shown great skill in appreciating how writers achieve effects, the differences between descriptive and narrative writing and the nuances that

make a good story, unforgettable.

Year Nine Literature - Drama, Poetry, Prose! Students have moved on from studying Arthur Miller's, *The Crucible*. They have been looking at unseen poetry and prose taking on works by such renowned authors as Edgar Allan Poe, Carol Ann Duffy and Kate Chopin to name but a few. Each student's analytical skills and easy writing talents have grown enormously over the past few months as they continue to grow as literary critics. Over the next few weeks the students will be working on George Orwell's,





1984 and have already looked at the concepts of what makes for a utopian and dystopian society.

After completing their mock exams, **Year Ten Literature** students are in the final stretch of the IGCSE programme. All content has been covered and it is now up to the students to best prepare themselves for the final examinations in May. We finished the course off with the final few poems to be studied in the Gillian Clarke collection saving arguably what turned out to be our favourite poem, *A Miracle on St David's Day* to the end. The students have done a fantastic job this term and are all determined to do well in the final exams.

Mr T Howlett - Secondary English, British Section



WORLD BOOK WEEK IN SECONDARY



Our Secondary English Departments celebrated World Book Week events by dressing up as famous characters from literature. Students have been reading a range of texts and completing fun activities in class and in the Learning Media Centre.



DESIGN AND TECHNOLOGY

Grade Seven

Grade Seven students started the year making money boxes using the theme of WWF (World Wildlife Fund) for endangered species. As it is Grade Seven's first time in the workshop, they learned how to use tools and machines safely in order to make their money boxes. They learned how to mark and cut out accurately using finger and comb joints to put their boxes together. They were very excited to be using the machines for the first time to create their products.



Lara Dinnawi G7R



Marcel Gerguis G7R



Mariam Sallam G7R

Year Seven



Laila Reda Y7R, Jana Kassem Y7R, Samir El Gindy Y7R



Year Seven students are learning how to be designers with three different units. Firstly, in order to allow the students to effectively communicate their ideas, some simple pencil skills are taught covering how to lay out drawings and use fine motor skills to produce high quality drawings. The Design Project follows the design cycle and is designed to develop safe practical skills in the school workshop. A robotics unit completes the year where students learn how to build and programme the *Lego Mindstorm* robots.

Year Eight

In Year Eight, students are further developing their skills as designers building on the work completed last year. The first unit teaches and develops simple sketching skills enabling students to effectively communicate their design ideas both using a pencil as well as drawing electronically using *SketchUp*. The practical project of "Designing and making a Primary classroom clock", follows the design cycle from the design brief, through initial ideas and developing a chosen idea and on to making it safely in the school workshop. This develops good quality designing and making skills and gives the students a taster of what an IGCSE Design Technology project looks like. We will finish off the year with a robotics build and programme task using the *Lego Mindstorm* platform.



Jannah Hassan Y8B, Malak Ramadan Y8B, Omar Zaazaa Y8B



Mark Na'eem Y8R

Grade Eight



Alia El Aarag G8Y



Giselle Abdel Wahab G8Y



Laila Bakry G8B



Hana El Ghamry G8Y



Malak Lotfy G8Y



Haya Eman G8Y



Jayda Helal G8Y



Maya Helmy G8Y



Mark Hakim G8B



Salma Kouchouk G8B



Nour Sarhan G8B

Pop Art was the theme for Grade Eight's *Clock Project*. Students learned about different artists who were influenced by Pop Art and created some incredible designs! They used the vinyl cutter, the laser cutter, line bender and a range of tools and machines to create some truly awesome clocks! They have been incredibly enthusiastic about learning to use machines which they had not used before.

Year Nine - Graphic Products

Year Nine IGCSE students started the year with a mini project where they had to develop a deeper understanding of the design cycle and how the process develops good designs. From January in Year Nine through to December of Year Ten, students have to complete a major project which will be submitted to the Cambridge Examinations Syndicate and makes up 50% of the final grade for IGCSE. The projects are from a wide range of disciplines and include interior design, architecture, automotive design and instruction manuals. In addition to the project, students learn how to draw in various styles with a focus on isometric and orthographic projection along with some geometrical exercises in preparation for the two theory papers. The pictures show student work from the research stage of their design folios.



Abdulrahman Sallam Y9Y



Mahmoud El Morshedy Y9G



Nader Abdel-Khaliq Y9Y

Year Nine - Resistant Materials

Year Nine Resistant Materials students started the year designing and making clocks with an Art Deco theme. They learned the importance of developing their designs using a theme as inspiration. They loved learning about the period, the influences and the grand colour schemes.



Alia Naguib Y9B



Hana Amer Y9B



Merna El-Bassiouny Y9Y



Sleem El-Rayan Y9B



Zeina Ahmed Y9G

Year Ten - Resistant Materials

Year Ten students have been working hard on their GCSE coursework. There has been lots of after school and Saturday sessions to support them at this important time as the deadline approaches. The theme for the students was lighting and their client was Marina Home. As young designers it is crucial that they design with a client in mind to prepare them for the real world.

Below is a sneak peak of some of the work before their portfolios are sent to the UK.



Amr Samy Y10Y



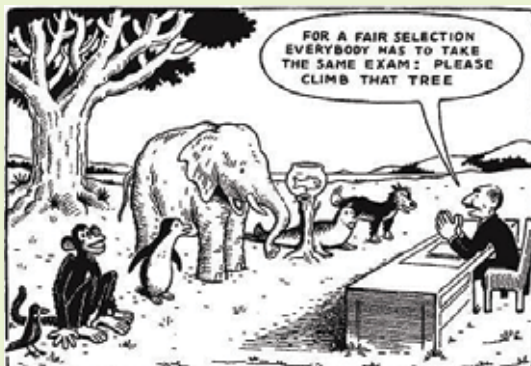
Hala Tarek Y10O



Maya El Diwany Y10G

Ms S Taha – Head of Design and Technology

SECONDARY LEARNING DEVELOPMENT DEPARTMENT



With International Book Week, it is important to recognise that not all students find reading as easy as others. Our brains work in amazing ways and within school and the wider community, we have a diverse range of talents, skills and challenges. Some students, teachers and parents will be exceptionally gifted academically, others may find their talents are in technology, music, art, drama or their ability to empathise and work with others. Some students may excel in Maths yet find reading difficult; others will excel at collaborative work, while their friend prefers to work alone.

In 1983, Howard Gardner, proposed the theory of multiple intelligences, which 'revolutionised how we understand intelligence'. <https://www.edutopia.org/multiple-intelligences-research>

Gardner identified eight different intelligences:

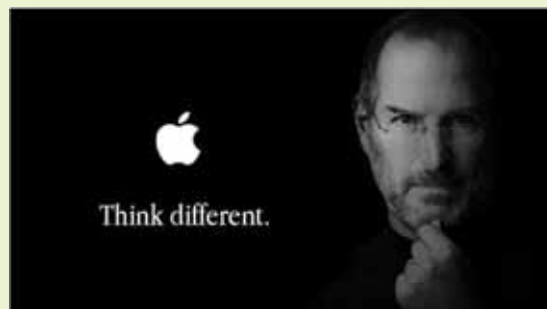
- **Linguistic intelligence** ("word smart")
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")

Within school, we focus on holistic development (intellectual, emotional, social, physical, artistic and creative development). Recognising, accepting and celebrating each other's differences is an important aspect of a school community. Teachers are trained to differentiate in class to extend and challenge each student and to help them learn in a diverse range of ways.

The term, **neurodiversity**, came about in the 1990s to explain how our brains work in different ways, due to natural variations; this may include learning differences such as dyslexia, autism and Attention Deficit Hyperactivity Disorder (ADHD) or disorders such as Obsessive Compulsive Disorder (OCD). Harvard Business Review has some fantastic articles (including <https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage> and <https://hbr.org/2013/05/autisms-competitive-advantage.html>) on how many of our most creative minds, have come from people who think differently, such as: Steve Jobs, Apple (OCD); Michael Phelps, Olympic swimmer (ADHD); Bill Gates, Microsoft (Dyslexia), Anita Roddick, Body Shop founder (Dyslexia) and Jennifer Aniston, Friends actress (Dyslexia). It is believed that Einstein was on the autism spectrum and many maths or science geniuses, and art or music prodigies, are autistic. Some of our most successful people have been identified as having dyslexia and have gone on to achieve some of our highest academic successes, due to their resilience and dedication.

We would appreciate alumni or parents sharing with us, personal successes of excelling with neurodiversity to inspire our students. Please email: mhanno@mescairo.com.

As a society and school, it is important that we are self-aware and recognise our own strengths and areas for growth, as well as celebrating successes and supporting each other.



Steve Jobs



Jennifer Aniston



Michael Phelps

Gifted and Talented News

#BETHECHANGE

Can students truly make a difference in addressing the challenges our society faces today? Indeed, school life is not all about academics, field trips, sports competitions, theatrical productions, friends and fun. It is also about learning to recognise real-world problems and critically engage with social, environmental and political issues concerning the country and our planet in general. Just because you are young doesn't mean you can't be involved in change. It is never too early to think big and become an altruistic citizen and changemaker.

Some of the most meaningful social changes in history have been sparked by the actions of the young. Remember Malala Yousafzai who became the youngest Nobel Peace winner (at the age of 17 years) for advocating girls' right to education or a six-year-old Sophie Cruz who took the stage at the Women's March on Washington to speak in defence of immigrants. Another great changemaker was Iqbal Masih, a Pakistani boy, who made history by escaping child slavery at 10 years old and becoming a leader in the movement against child labour. At age 15, Xiutezcatl Martinez, an environmental activist, made a positive impact by speaking at the U.N. three times and urging leaders to take action against climate change. Nicholas Lowinger saw children without shoes in homeless shelters, he made up his mind to set up a charity called the *Gotta Have Sole Foundation*, an organisation dedicated to providing homeless children with new shoes. These are only a few examples of young people taking action in support of a just cause.

At MES Cairo, students have recognised needs in the local community and encouraged fellow students to paint, fundraise and donate toys for a local orphanage. We engage in community work in Aswan and Cairo, through school projects and fundraisers. Many of our Senior student mentors help others within the school. Could you now be the changemakers who lead projects in the local community?



The Gifted and Talented students were invited to participate in the discussion about student activism and changemaking. They learned about Melati and Isabel Wijsen, two sisters from the Indonesian island of Bali, who just aged 12 started a social initiative called Bye Bye Plastic Bags, <http://www.byebyeplasticbags.org/about/>. The girls have been campaigning for five years to tackle plastic pollution locally and reduce the impact of plastic waste globally and have managed to convince Bali's governor to join the cause and ban plastic bags by 2019, with the capital of Indonesia, Jakarta also following suit, with a ban from 2019 for modern retailers.

The Gifted and Talented students were introduced to the United Nation's Sustainable Development Goals (SDGs). These were set by the UN General Assembly in 2015, for the year 2030, in order to improve the lives and build a better world for people and our planet: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

The UN's Sustainable Development Goals provided a valuable framework for inspiring the Gifted and Talented students to be part of the solution and to create a report about world or local issues. They made presentations on: the effect of excessive nutrients and plastic waste on marine life, school shootings, nuclear weapons and their testing and Japanese commercial whaling. The next step is for our students to **#bethechange** and lead the changes they want to see.

Mahatma Gandhi once said "Be the change that you wish to see in the world." People are a key driving force for transformation and change in the society, country and the world. It doesn't matter how big or small the change is, for even small steps can make a big difference over time. Plant a tree, feed the hungry, donate your books, toys and clothes, become a mentor, organise a clean-up, just do something that will make someone's life a little better and create happiness. So why wait for change? Take the first step today to creating your leadership legacy and leaving your mark in the community.

Ms Andrea Webb - LDD and Gifted and Talented Coordinator, British Section
Dr Tatiana Kolesnikova - ESL/ LDD Teacher and Gifted and Talented Instructor



Artbeat

Students in Years Seven to Nine made beautiful greeting cards for friends and family as part of the celebrations for Prophet Muhammad's birthday in Term One. They also spent time decorating the Secondary Atrium with bunting and other traditional images for the occasion.

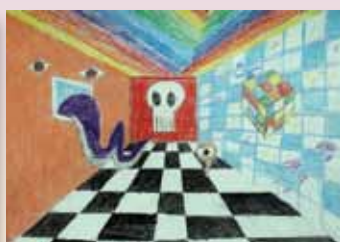


YEAR EIGHT ART

Students in Year Eight have been exploring the Global Perspectives topic of *Conflict and Peace*. The theme is surrealism and the focus is on the order and normality of reality and the sometimes chaotic confusion of dreams. **Ms L Lee - Art Teacher**



Ahmed Ghorab Y8G



Hamza Soliman Y8G



Salma Assal Y8G



Omar Mohammed Y8G



Fatema-Al-Zahraa Kamal Y8R



Khadiga El Gohary Y8G



Malak Hanafy Y8G



Mohamed Farouk Y8G



Salma Desouki Y8R



Yahia Genena Y8G



Sedra Elsayed Y8G



Ziyad Hassan Y8G

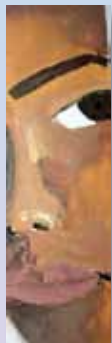


Seleem Tamara Y8R

Artbeat

YEAR NINE IGCSE

This year, Year Nine students have been building on skills from Key Stage Three. The theme this term has been portraiture with a focus on the formal elements of tone, colour and composition; paint and pencil are the media explored.



Sara Ramadan Y9R



Salma Abu-Al-Magd Y9G



Chantal Labib Y9Y



Maya Abdel Salam Y9Y



Sara Ramadan Y9R



Maya Abdel Salam Y9Y



Chantal Labib Y9Y



Sara Ramadan Y9R



Nouri El Zarki Y100

YEAR TEN IGCSE

Year Ten IGCSE students are preparing for Component 1 (exam) and are developing work from a range of questions suggested by the Cambridge Examination Board. The themes include: items on a shelf, emerging forms, features on a landscape and taking a selfie. **Ms L Lee - Art Teacher**



Mariam Hida Y10R



Nour Mounib Y10B



Nadine Helmy Y100



Soliman Soliman Y10B

Artbeat

AS LEVEL ART

Hana El Morshedy Y11B



For her AS Level coursework, Hana has explored the theme of circles and has linked this with common day objects in Egyptian culture.

Ms L Lee - Art Teacher

MIDDLE SCHOOL ART

Students are learning how Art and Science are all about observation and that all ideas are inspired by or derived from nature. Students study how things look very different from different perspectives and in various lighting situations and that gradation and perspective (shadows, highlights and overlapping) are very rational and mathematical! Students explore these and other aspects of compositional design through a series of assignments using different art materials. **Ms S Kelley – Art Teacher**



Artbeat

IBDP VISUAL ART

Photography Project - Ziad Saleh (DP11Y)



Ziad put his photography skills to the test by covering the Pentathlon World Cup held in Cairo at the Platinum Club earlier this year. He has enjoyed the opportunity to broaden his experience and learn new skills by working alongside professional sports photographer, Nuno Goncalves.

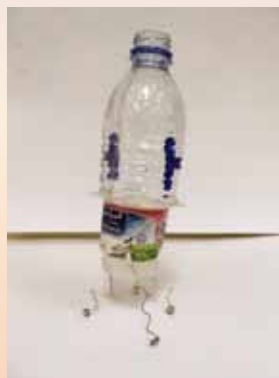


ART AND DESIGN I/II

Reimagining the Found Object Sculpture

During Term Two, Digital Art and Design students have been working on reimagining what they and the viewers see. In this project, students explored seeing the ordinary in new ways. By combining materials and forms in unexpected ways, they were able to create new forms that make us look at everyday objects with curiosity, humour and play.

Ms C Comerford – Art Teacher



Hashem El Meligui G9R



Ali Shebly G9R



Lina Nomrosy G9Y



Adam Kirollos G9B



Ahmed Hussein G10Y



Ali Mahmoud G9Y

Artbeat

Reimagining the Mobile



Azza Fouly G10R



Mariam Nossier G10B



Leila Aglan G9Y



Zeiad Ahmed G10R



Ziad El Aany G9R



Zeina El Ogail G9R

In Term Two, students were introduced to the kinetic work of Alexander Calder. They experimented with ways in which movement, balance, scale and colour could tell a poetic story by applying kinetic visual forms. Once their



Kenda Chamssi G10R



Farida Aboueilla G11B



Feras Baghafer G10Y

narrative was decided, planned and created, students applied basic engineering to achieve balance, movement and grace within their suspended forms. Whether students explored a

theme in Science, Music, Sport or Human Emotion, they created original stories in the form of a dynamic mobile.

To most people who look at a mobile, it's no more than a series of flat objects that move. To a few, though, it may be poetry. Alexander Calder (Artist) **Ms C Comerford – Art Teacher**

HIGH SCHOOL ART

Art students have been investing serious effort into Conceptual Art that is personally relevant. Students are becoming proficient and even masterful in using various media, techniques and even inventing techniques as they explore the creative process.

Ms S Kelley – Art Teacher



MUSIC IN THE AMERICAN SECTION

We are currently in the midst of Term Two and there is so much that has been accomplished in the Music Department since our last MESSenger update!

Grade Seven students completed working on a drum kit. They picked a song of their choice and worked over multiple lessons to play the correct rhythm with the real band playing along. It was so exciting to hear the diverse selection of music that students chose to play.

In Grade Eight, students completed working on their two choral pieces. For their final grade, they performed as if they were in concert.

High School Choir students have been diligently working on multiple projects all at once. They completed their Seasonal Concert music and moved on to rehearsing music for the *24 Hour Run*, the whole



school production of *Barnum* and also music for their end of year concert.

High School Instrumental Music students have been working through two units, collaborating together to create a rock band. Students selected music of their choice and then practised it on the drum kit, accompanied by piano and bass guitar. They then moved on to working with recorders as they transition to more traditional woodwind instruments.

Mr J Harper – Expressive Arts HOD, American Section



MES CAIRO ACHIEVERS

Gymnastics Success for Judy Habib (Y6R)



Congratulations to Judy Habib on winning a gold medal in the bars event at a regional gymnastic competition held in Doha, Qatar. Having only competed for two years, she has shown enormous potential to become an Olympic champion of the future.

Equestrian Success for Adam Hammouda (Y7R) and Mostafa Elzayat (Y7B)

MES Cairo is extremely proud of our Year Seven students, Adam Hammouda (Y7R) and Mostafa Elzayat (Y7B) for competing in the International Federation for Equestrians in Sharjah, UAE recently. The two boys participated in the Jumping Children's International Classics category for under 14s, gaining 6th and 8th places respectively. A well-deserved congratulations for their efforts, perseverance and grit!

"I started to ride horses when I was seven years old. I was interested in horses initially because I found them exciting and fun. My coach taught me how to move and control my horse which I



enjoyed very much. The first time jumping felt like I was flying across the sky. From that moment on, I fell in love with showjumping.

I practise riding six days a week and I began taking part in competitions at the age of eleven. Last year I won first place in the Egypt Cup.

In jumping competitions, I lead my horse around a course, jumping over a series of obstacles of varying lengths and heights in an allotted amount of time. Every course is different, so I need to carefully control my horse stride and angles of approach. I am penalised if my horse knocks down a railing, refuses to jump over an obstacle or falls. The elements of trust, talent, training, love and danger make showjumping a thrilling and aesthetic experience.

It is an exciting sport to watch and I wouldn't be where I am today without the support of my Mum, Dad and brother." **Adam Hammouda (Y7R)**

THE MES CAIRO FAMILY CELEBRATES A NEW BIRTH!

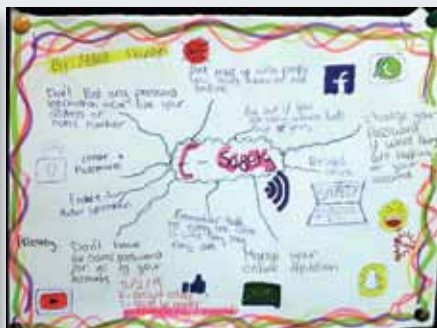
Amelie Iris Maia Rainford

Jennifer and Brendan Rainford welcomed a new addition to their family. Amelie Iris Maia Rainford arrived a little earlier than expected on 24th December 2018 (Christmas Eve) at 22.21pm weighing 3.6 kilos. Her brothers, Elijah and Jude woke up on Christmas morning to find Amelie at home, waiting to meet them!





E-SAFETY FORTNIGHT AT MES CAIRO



Together for a Better Internet was the theme this year for e-Safety fortnight, which ran from 27th January to 7th February. At MES Cairo, we believe that it is crucial that students are made aware of how to use technology responsibly, respectfully, critically and creatively. E-Safety fortnight was designed with this aim in mind with activities in Primary, videos shown in Secondary during Homeroom and interactive activities for HRCF.

Primary students in Year Five watched short films as part of *e-Safety Focus Fortnight* which gave our younger students plenty to discuss. Year Two students were excited to discuss some of the upcoming activities during their computing lessons too. Our Primary parents had the opportunity to attend e-Safety workshops which offered lots of information to support parents in ensuring that their children always use devices safely and responsibly.

Secondary students in Grade Seven and Eight created videos to promote their online safety, working in groups and using various applications to produce videos. Students also learned about consent whilst using social media in HRCF.

Year Seven students learned how to create a webpage giving younger students advice on e-Safety in Computing lessons. In Languages, students learned how to use translating websites and in Art they designed posters to highlight the dangers of the internet and how to be safe online. In Year Eight, students used *Photoshop* to combine images and produced posters on e-Safety in their computing lessons. In English, students used materials and videos from their Google Classroom to write a summary of the main advice they have learned about e-Safety. Year Nine and Ten students in ICT and Computer Science lessons had important discussions regarding e-Safety and online security issues. In Commercial Studies, students learned how to practice safe surfing and online shopping. Year/Grade Eleven and Twelve students watched daily videos in Homeroom on how to be safe online. AP Computer Science classes discussed the world of big data and encryption and IB students looked at academic honesty and intellectual property (safety of personal and third-party online resources). Our Secondary Pioneers created a presentation which they then presented to Primary students.

Our students are using technology on a daily basis, at home, at school and in the community so please discuss online safety with your child.

For further information on keeping safe online, take a look at some of the websites below:

<https://www.saferinternet.org.uk/about>
https://beinternetawesome.withgoogle.com/en_us/resources
<https://www.saferinternet.org.uk/advice-centre/parents-andcarers>
<https://www.childnet.com/resources/parental-controls>

Ms S Taha – Secondary Head of Technology



FOUNDATION STAGE ONE ENJOYS A DAY OUT AT KIDZOO



Foundation Stage One students enjoyed learning about many animals during our topic *Amazing Animals*. To celebrate the end of our topic we decided to visit a farm called *Kidzoo*. Over a period of three days, two classes each day visited the park and had a wonderful time.



Learning about life on the farm and about farm animals was so much fun. The involvement with the animals was a wonderful hands-on experience. Students had a turn at cuddling, patting and feeding the farm animals. Foundation Stage One students learned about being gentle and they were excited to be up close with the farm animals.

Students also had the chance to make a variety of fun crafts. They learnt how to bake bread and make soap bars. They also enjoyed painting their own pottery.

It was a fun and relaxing time for everyone.

Ms J Helmy – Foundation Stage One Violet



FOUNDATION STAGE TWO STUDENTS DEVELOP GROSS MOTOR SKILLS

Gross Motor Skills involve movements of the large muscles of the arms, legs and torso. They are important because children use them for everyday activities such as playing, running, and jumping, as well as many other whole-body movements. A focus on Gross Motor Skills improves children's balance, coordination, body awareness, physical strength and reaction time. Children with strong Gross Motor Skills often demonstrate dexterity in relation to their Fine Motor Skills.



Since the beginning of the year, Foundation Stage Two students have been focusing on developing their Gross Motor Skills. Activities are arranged in a variety of settings including PE, Outdoor Learning, the Pod and in class. Recently, students have been introduced to Ms Kathi who runs a session specifically designed to strengthen their Gross Motor Skills. Once a week, Ms Kathi arrives at each Foundation Stage Two class to work with the students for a fun-filled 30 minutes of running, jumping, and muscle control games. So far, children have participated in relay races, hockey games, and catching and balancing activities during their sessions with Ms. Kathi. The students are always very excited for these sessions, as they get to move their bodies and take part in a little healthy competition. They understand that the games they play with Ms. Kathi teach them co-ordination and muscle control.

Students are also exposed to Gross Motor activities in other sessions throughout the week. They receive bike sessions which help to strengthen their core muscles and their leg muscles, as well as improving their awareness of themselves and their surroundings. Children frequently practise Gross Motor Skills in Physical Education where they play games similar to those played with Ms Kathi. In Outdoor Learning, students often play football which enhances their kicking and dribbling skills. Running

games like tag and hide-and-seek improve students' ability to negotiate space successfully by teaching children to adjust their speed or change direction to avoid obstacles. Lately, students have been interacting with activities related to the topic, *Up, Up and Away*. Many students enjoy using the stilts and pretending they are astronauts. These stilts improve balance and coordination.

Foundation Stage Two students have demonstrated much improvement since the beginning of the year regarding whole body movement. With continued practise their Gross Motor Skills will only get stronger!

Activities that Support Gross Motor Development

- Hopscotch requires jumping and hopping, which reinforces balance and coordination. It also helps your child practise number skills. Hopscotch can be set up with sidewalk chalk or painter's tape.
- Swing Sets help children develop balance and the ability to shift their weight back and forth. Playgrounds often have structures that encourage climbing.
- Balloon Play encourages your child to run, jump and zigzag as they try to catch the fun floating object.
- Dancing helps children develop balance, coordination, motor sequencing skills, and a sense of rhythm.
- Obstacle courses can be made both inside and outside. Incorporate creative movement like bear walking, crawling or jumping jacks into your obstacle course.
- Organised sports and ball games help your child develop hand-eye and hand-foot coordination.



Ms K Coffey - Foundation Stage Two Orange



FOUNDATION STAGE TWO STUDENTS TAKE TO THE STAGE FOR ZOG'S MES ADVENTURE

On Wednesday 20th February, Foundation Stage Two took us on wonderful journey of Zog's *MES Adventure*. This was based on Julia Donaldson's popular book 'Zog' but with our own MES Cairo twist. This year's production focused on the 5R trait of 'Resilience' which is something we are keen to foster in our children. "Resilience means to keep practising and trying your best. You don't give up." explained Aly El Haddad (FS2B).



The MES Cairo stage was transformed into *dragon school* for the day with the fantastic artwork of Ms Lamia Afifi aided by Mr Clement Peter and his team. The children looked sensational in their dragon costumes and were able to amaze us with their excellent behaviour throughout.

The story started with an inspiring message from the head dragon voiced by our very own Mrs Nicola Singleton (Whole School Principal) where she encouraged the students of dragon school to "seek

challenge, aim high and invest fully in all that we have to offer you". She then encouraged them to "be caring, challenge yourself and others and be inspirational in every way that you can think of". This mirrored our own expectations of MES Cairo students



with our motto of 'Care, Challenge and Inspire'. We were also very lucky to have Ms Helen O'Neill (Foundation Stage Assistant Headteacher) play the role of dragon teacher. The children were very pleased to have her as part of the production and loved seeing her dressed as a dragon on screen!

The story continued with Youssef El Sersy (FS2R) trying to win a golden star for following the Golden Rules. He was too clumsy and couldn't be gentle but



was encouraged to be resilient and keep trying his best. Next, Yaseen Lofty (FS2B) learned to fly but crashed into a tree so was told to keep practising and be resilient. Mustafa Farouk (FS2O) also didn't win the golden star and was told to keep trying so

he could be a champion roarer. Next was the turn of Youssef Habib (FS2V) who set his wing on fire learning to breathe fire. Yassin Youssef (FS2G) finally managed to win the golden star by capturing a princess and demonstrated all we can achieve through being resilient. The story ended with Talia Zaki (FS2Y) announcing she didn't want to be a princess but wanted to be a doctor instead with Adam Ramlah (FS2Y) as Zog deciding to join the flying doctor crew too.



The students in Foundation Stage Two stunned us with their lovely singing, beautiful dances and great confidence on the stage. Not only did they learn the words and actions for their class song but all the other classes as well. We challenged the students

with some tricky lyrics but they all showed resilience by working hard at school and at home to learn each word perfectly. This is a remarkable achievement from some of our youngest students in the school.

It was a pleasure to share the children's achievements and success with the parents during the performance. The Foundation Stage Two team is extremely proud of all the students who performed in this truly amazing production.

Ms S MacDonald
Foundation Stage Two Year Leader



YEAR ONE STUDENTS EXPLORE THE WONDERFUL WORLD OF FAIRYTALES



During Term Two, Year One students explored the wonderful world of Fairytales. We travelled on the yellow brick road to meet Dorothy in her sparkly red shoes to learn the story of the *Wizard of the Oz*. Moving on from there we followed the trail of breadcrumbs in the forest to meet *Hansel and Gretel* and help them to escape from the evil old lady. Next, we travelled on Aladdin's magic carpet and finally ended up having a Mad Hatter's tea party with a girl called Alice and a Cheshire Cat.

Through studying all of these stories the students learned the structure of a fairytale story; the beginning, build up, problem, resolution and ending. We created our own fabulous fairytales and learned how to use adjectives to describe the characters and settings.

The inspiration for our own stories came from our magical trip to *Sitara*, to see their hilarious version of the classic fairytale, *The Little Mermaid*. The story portrayed how a young girl called Marina was faced with a dilemma. Should she accept help from Octavia the evil octopus in order to become human?

The students thoroughly enjoyed becoming immersed in the story through acting, singing and dancing and there was even an element of audience participation. Several students were asked to come onto the stage to join in with a musical number. It was great fun!

At the end of the show we were lucky enough to be shown a little bit of the action behind the scenes. The actors explained to us how the different puppets work, how to manipulate the lighting to create shadows and how the different types of masks are used. Overall, we had a fabulous day at *Sitara*.

Ms R Forbes - Year One Year Leader



YEAR TWO STUDENTS EMBARK ON A WADI DEGLA ADVENTURE

As a fantastic start to their new Science topic, Year Two students went on a trip to the Wadi Environmental Science Centre (WESC) in January. This was an exciting opportunity for students to learn outside the classroom and to link this learning to what we have already learned, as well as what we will be learning during the rest of the term. After a bus journey to the Science Centre, students were split into groups to take part in different activities linked to our Science learning.

Ants

This session started with a discussion about what creatures might need around them to live, including the different parts of the environment. We then talked about the different creatures that might live in the surrounding environment and we went on a bug hunt to try to find ants to put into an ant house.

Each group found ants in the area and then put them into their bug house. The different houses were then connected together so that the ants could move between them. Students studied the ants and watched what they did.



Soap

In another session the students were shown an Aloe Vera plant and talked about the different uses that it has. The leader cut part of the plant off and showed the students the aloe vera inside. Once the aloe vera was out of the plant the students helped to make soap with it. Students were given a bar of plain soap and a grater. They had to grate the soap, this was then added to the aloe vera and cooked to make soap. All the students were able to take some soap home with them.

Healthy food

The third activity was all about healthy food and the different food groups that we eat each day. The children were given a plate with different food groups written on it. They were then given pictures of different foods and they had to sort them accordingly after a discussion about what these different foods are. After this the leader helped each group to make a smoothie using different fruits and vegetables and then the students all had a chance to try this.



Tortoises

The last activity was looking at the habitats of different creatures. The students saw a real tortoise and learnt about its habitat. Each child then made their own tortoise out of clay and created a habitat for them just like their real habitat, making sure they included water and food.

Overall all the students enjoyed the day and the opportunity to try different activities with the excellent leaders from WESC. They learned a lot about our Science topic.

Ms R Bennett - Year Two Year Leader



KINDNESS WEEK IN YEAR THREE



During *Kindness Week*, Year Three students looked at two of the 5Rs – Relationships and Reflectiveness. We started the week with a thought-provoking assembly where we thought deeply about how words can hurt or help. Ms Deena invited all the teachers up to say something out of character which might upset a student. Each student then showed how upset they were by...squeezing a tube of toothpaste! We then discussed like the toothpaste leaving the tube, how spoken words are hard to take back. Like the toothpaste, the words cannot go back into the tube. As well as the students finding this exciting to watch, the message was clear, and this would be a week for positive and kind behaviour. We ended the assembly with a beautiful rendition of Bruno Mars' *Count on Me* sung by all the students and teachers which set the mood for a great start to our week.

During the week, we had kindness cards for the students to pick. These cards issued

challenges such as 'say thank you to someone for doing their job' or 'raise money for charity by doing a chore at home and getting paid for it'. The students relished this and the cards were in constant use. Some of the students in Ms Deena's class went down to Foundation Stage Two to help out in their lessons. The younger students were thrilled to have the older students in their class, and the Year Three students loved being role models and giving a helping hand to Ms Courtney. We also had kindness wristbands which like the kindness cards were worn with purpose and pride and could only be worn by those demonstrating loving behaviour.

The week finished off with a assembly where special kindness certificates were given out. The students were eager to find out which class had won the kindness week singing competition but had to wait for the teachers to make the final decision. Year Three are excited to announce that the winners are...Ms Amelia's Violet class! I believe Bruno Mars will be in contact with a recording contract! The importance of the singing was the participation and enjoying singing with each other, not worrying about winning, respecting each other and showing kindness in appreciating each other's singing.

It was a fantastic week and our already kind Year Three students are now even more considerate, kind and loving!

Mr S Delaney - Year Three Blue



YEAR FOUR UPDATE



Emilia Thiam (Y4G)

It has been a busy and highly productive second term for Year Four. We have taken part in a wide variety of learning in our English and Maths lessons and have been working enthusiastically on our *Spain* topic.

It has been particularly exciting in English this term with a focus on explanation texts and stories with a dilemma. It has been wonderful to see all of the students showing excellent progress in their writing with some highly creative pieces of work.

It was wonderful to begin our term with *Book Week*. The students were set a challenge over the winter break to read and review a book. I received well over 100 entries for the competition and the standard was exceptionally high, making it very difficult to choose just one winner who was eventually chosen after much deliberation between all of the teachers in Year Four. Well done Emilia! A big well done also needs to be said to all of the students who took part in the competition. It was incredible to see all of the different books that had been read (and enjoyed!) over the break.



Our topic of *Spain* has been very engaging this term. A wide variety of areas have been looked at including the geography of Spain; the features and highlights of Spanish cities; Spanish culture and Spanish history. Did you know that apart from wonderful food like paella and tapas, Spain is also well known for using renewable energy like wind power and solar power? Spain is also very famous for its love of football which many students can appreciate!



Our Sports Day was once again hotly contested and enjoyed by all!

It is always an excellent opportunity for the students to compete in the wide variety of activities and races and it was wonderful to see so many parents coming in to school to cheer for the students. The support was appreciated by all.

Although it has been a busy and eventful term so far, there is still more to come! We are currently preparing for our production of *Aladdin* and there is also a lot of excitement for our trip to Ain Sokhna and not forgetting the class learning that is still to be done! It's definitely an exciting time to be a member of Year Four!

Mr D Paget - Year Four Year Leader



YEAR FIVE NILE CRUISE



Our Year Five Nile Cruise residential trips were a huge success. The experience was split into two visits of over fifty children each visit, staff, security and an accompanying doctor in each group. The first group travelled on 1st February and the second group travelled on 8th February 2019.

Teachers and students gathered bright and early at Cairo Airport for their flight to Aswan. On arrival in Aswan, the first venture was a visit to Aswan Dam with a view of Lake Nasser followed by a boat ride to Dokka Island where we ate a delicious breakfast. From there we travelled to the Nubian Village where the array of beautiful colours mesmerised us as we wondered through the market and onto the home of the Gamalat family. We were special guests and were captivated from the start, from their wall paintings to their crocodile pets and the students' questions were endless.

We then travelled to the Nile Sanctuary Adventurer which was to be our home for the trip. Kom Ombo was our next visit and students were able to wander around the temple with our tour guides from *Go to Know*. The students' knowledge impressed our guides as they were answering many questions.

After a day of sailing down the Nile, we arrived in Luxor. There was an opportunity to visit Luxor market to put the students bargaining skills to great use! The traders were all stunned by their negotiating skills and the students managed to purchase a range of goods to bring back home to Cairo. We visited Luxor Temple just a short walk away as the sun set in the background. The following day we visited the Valley of the Kings which was very exciting as it is the home of Tutankhamun.

This really was a trip of a lifetime, and one where our students expanded their knowledge as well as their social skills, gained more independence and explored the history of Egypt.

The exceptional behaviour of every student was commendable. Tourists were fascinated by our students and we were very proud to mention the name of our school when asked on numerous occasions.

All our students will remember this trip forever. They have learnt so much about Egypt, whilst making new friends and learning to be responsible and independent. Thank you to everyone who helped make both trips possible!



Ms S Farag – Year Five Year Leader



Student Reviews of the Nile Cruise



When the Nile Cruise letter came out I could hardly wait and when the time came for the trip, I couldn't believe it was actually happening! Our first stop was the Aswan High Dam. We then took a felucca to Dokka Island where we had breakfast. We visited Philae Temple and after that we went to the boat where we saw our rooms for the first time. The next day we went to Kom Ombo Temple and saw mummified crocodiles, shopped in the market and did activities on the boat. We arrived in Luxor on the last day and went to another market then Luxor Temple followed by dinner at a fancy hotel and then back to the boat. We had a disco then early to bed for the early morning bus to the airport. It really was an amazing trip. **Etienne Star (Y5R)**



The Nile Cruise really was a fun adventure. We visited Kom Ombo Temple, the Aswan High Dam and shopped at the Aswan market where our tour guides helped us to know how to barter for a bargain. I bought lots of souvenirs and delicious peanuts and hibiscus for my family. We also visited the Nubian village and I was amazed by the beautiful colours of their houses. I had lots of fun at the disco night and enjoyed a cup of hot chocolate at the end of the evening. This trip was a real adventure and my first time visiting Luxor and Aswan. **Omar Bahgat (Y5O)**

Our first day started with a visit to the Aswan High Dam followed by breakfast at a Nubian restaurant. We then went to the Temple of Philae. After a busy morning, we headed to the boat. Then it was time to visit the Nubian village before returning to the boat for dinner. Day Two started with a visit to Kom Ombo Temple followed by board games and activities on the boat ending with dinner and hot Chocolate before bed. Day Three saw us visit the Luxor Temple and a local market then it was dinner and the disco. The Nile Cruise was lots of fun and something I will never forget. **Hana Badra (Y5R)**

We visited many Ancient Egyptian monuments including Hatshepsut Temple, Philae Temple and the Valley of the Kings. Our boat for the cruise was called the Sanctuary Nile Adventurer and was amazing. The Nile Cruise was one of the best travel experiences I have ever had.

Joyce Merhom (Y5O)

Our first visit on the trip was to the Aswan High Dam followed by breakfast at a restaurant. Then we were off to the Nubian village on a small boat. We all went into one of the houses in the village and then it was off to the boat which was to be our home for the next few days. On the second day we visited the Temple of Philae and learned some fascinating information followed by the Temple of Kom Ombo later in the day. We got back to the boat for dinner followed by a quiz and hot chocolate. We visited the Luxor West Bank followed by lunch and a visit to the market. On our final evening we had a disco then it was time for bed before flying back to Cairo the next morning.

Adam Hassouna (Y5B)

On arrival in Aswan, we went straight to see the Aswan High Dam then had breakfast and visited the Nubian Village. Our second day started with a visit to the Temple at Philae and then to Kom Ombo, the home of Horus and Sobek, the Crocodile God. We finished off with a visit to the local market. We visited the Valley of the Kings on Day Three which was my favourite part of the trip. A visit to Luxor market followed before returning to the boat for our farewell dinner and the disco. The Nile Cruise was one of the best trips I have ever been on, if not the best! **Omar Omera (Y5B)**

The Nile Cruise was absolutely amazing. It filled me with pride to see that the ancient Egyptians were my ancestors. To build the towering structures, with such a beautiful design was a truly great experience. The food was lovely, the bedrooms were very comfortable, staff were welcoming and the locals a pleasure to talk to. We were sad to see the Nile Cruise come to an end but we all left with amazing memories. **Layla Abdelmottaleb (Y5Y)**

We visited temples, travelled to Luxor and Aswan and ate really good food. It was good that our tour guides gave us the facts about places whilst on our way to each destination which saved a lot of time. We also got to choose our own songs for the disco. I also enjoyed bargaining at the markets in Aswan and Luxor. I had a lot of fun on the Nile Cruise. **Youssef Sheta (Y5V)**



YEAR FIVE STUDENTS PERFORM HIGH SCHOOL MUSICAL



On 31 January 2019, Year Five students took to the stage for their interpretation of *Disney's High School Musical*.

The 'all-singing, all-dancing' extravaganza began with year group auditions with the students dedicating themselves from the offset, striving to earn a role for the limited number of main characters. The script was adapted to accommodate all of our students. Dance routines were choreographed, and taught, by Mr Billy Masuck. The Primary Music Department consisting of Mr Jack, Mr Kyle and Mr Sam, had the huge task of composing and teaching the music.

Lavish costumes were custom-made for each student by our talented seamstress, Ms Shima Farouk and if that wasn't enough, we then had to set the scenes, create props and backgrounds for the stage. This is where Mr Clement and his wonderful team came in. Our amazing TLAs, students and teachers all lent a helping hand to create the props.

The enthusiasm and eagerness of our Year Five students was awe-inspiring!

Every movement that was performed,

note that was sung and line that was rehearsed were of the highest quality. Their passion and commitment to their production was evident on the day as they dazzled their audience and brought tears to many eyes. Their confidence has grown, mature attitudes were displayed and their dedication has been first rate. To say that we are proud is an understatement.

Well done Year Five and as the song goes, '*We Were All in this Together*'.

Ms S Farag - Year Five Year Leader



YEAR SIX STUDENTS LEARN ABOUT RATIO AND PROPORTION IN MATHS LESSONS

Our Year Six students have been learning about ratio and proportion in Maths lessons. They learned that ratio is the relation between two amounts showing the number of times one value is contained within the other. Ratio helps us to compare the relative size of two things. For example, a student reads 1 book every 2 days so the ratio of books to days would be 1:2. A proportion is when we compare one part of an amount to the whole amount.

For example, if I have M & M's and 5 of them are red and 2 of them are brown the proportion of red M&M's is $\frac{5}{7}$ and the proportion of brown M&M's would be $\frac{2}{7}$.

Log into these Math Antics videos for more explanations:



Students often like to learn kinaesthetically (learning through the sensation of movement and practical activities). Consequently, Year Six students were organised into groups of 6 and asked to bring various fruits to school in particular quantities to make fruit kebabs. The aim of this task was to explore how ratio and proportion can be applied in the real world.

Students brought the following per group: 6 skewers; 30 grapes; 3 kiwis; 3 bananas; 18 marshmallows and 24 strawberries. In order for each student to receive their fair share of fruit, each group had to use proportional division to calculate the quantity of each item per skewer. Some students practised using their 6 times tables to achieve this. Once students had made their own fruit kebab, students were then asked to mathematically record the ratio of the fruit on their skewer. The answer being: 1 skewer: 5 grapes: $\frac{1}{2}$ kiwi: $\frac{1}{2}$ banana: 3 marshmallows: 4 strawberries. A few students were asked to calculate proportions by scaling the recipe up or down. For example, if I have 24 people coming to my house, how much of the above ingredients will I need to cater for everybody? Calculating a proportion requires an understanding of the relationship of two numbers by division and multiplication.

Students really enjoyed this practical Maths lesson and of course they thoroughly enjoyed eating their fruit kebabs at the end of the lesson!

Abdulrahman Ibrahim (Y6B) commented "I thought Maths was easier to understand because it was practical and fun!"

Mr S Cole - Year Six Blue



WONDERFUL WORLD BOOK DAY

At Modern English School Cairo, we love books all year round and we love reading EVERY day, not just on World Book Day! However, this special celebration of stories is always a great chance to discuss our favourite stories and ideas with our friends. It is great to share the buzz about reading with other classes, teachers and year groups.

The theme for World Book Day 2019 was *Share a Story* so we decided to celebrate by spending the day on Sunday 17th March 2019, sharing and listening to stories, in as many different languages and places as possible.

The day began with Primary students arriving at school dressed as their favourite fictional book characters. *Harry Potter*, *Pinocchio*, *Red Riding Hood*, *Where's Wally* and *Willy Wonka* were just a few of the characters on show. All teachers dressed up too, and along with students, paraded around in their wonderful costumes.

The day was packed full of stories and linked activities with teachers including Specialist and Arabic teachers, visiting classes throughout the day to share a range of books. Everyone learned about new authors, travelled to new places, went on many adventures and discovered new stories waiting to be read. For many students the highlights of their day were the performances given by teachers who acted out well-known stories.

In Key Stage One, the Primary Leadership Team delivered an entertaining adaptation of *Jack and the Beanstalk* while Year Three



students experienced a day with their teachers being replaced by a character from *Alice's Adventures in Wonderland* when their pod was transformed into a magical garden.

World Book Day 2019 has certainly inspired us to continue our reading adventures for the next 365 days until we can enjoy this annual event all over again.

Mrs J Boukottaya - Deputy Headteacher, Key Stage Two



With Survivor's *Eye of the Tiger* blasting from the speakers, Captains, Habiba Assassa (Y5Y) and Mohamed El Deen (Y5B) led our Cougars team out holding the MES Cairo flag with great pride! As they walked their team down the steps onto the field they were greeted by cheering supporters, parents and the hosting school, the British International School Abu Dhabi (BISAD), and the KS1 students who had made banners and chants for each team. This spectacular opening ceremony set the tone for a wonderful weekend of fierce competition.



Day One of the U11 Games started with Boys' Basketball. Our team was extremely new to Basketball, and all but two players do not play outside of school. Nevertheless, the students demonstrated that they had been listening and learning in their training sessions. The students were setting screens, making plays and performing lay-ups as practised. A special mention must be made for Tarek Ibrahim (Y5Y) and Hussein Sawan (Y5V) for their huge contributions to the team and Habiba Assassa (Y5Y) who received *Player of the Match* a fantastic three times!

Girls' Football matches were played simultaneously with the Basketball. The games came thick and fast with Safiya Motagali (Y5Y) and Hana El Ghannam (Y5R) marshalling the defence in front of Haya Selim (Y5V). Safiya was providing a huge thorn in the opposition attack, winning tackle after tackle and header after header. The team was extremely unlucky in games but maintained an excellent defensive record conceding only nine goals in seven games. In the Playoff game against



British International School Riyadh, the legs started to fatigue but the girls maintained excellent energy levels in forcing the game into extra time and eventually the dreaded penalty shootout. Mr Luke emphasised that the girls should be extremely proud of their achievement no matter what the result of the shootout would be. The penalties turned into which goalkeeper could be the bigger hero. Haya Selim (Y5V) produced three penalty saves giving Farida El Adl (Y5Y) the chance to win, which she produced with ease.

Day Two required a 4:45am wake up call for our swimming team. After breakfast we made our way to BISAD. Our swimming team were feeling confident and excited that the races were using a 'state of the art' electronic touch pad system for timings. After some exhausting and gruelling races, I was extremely proud of the resilience that our students displayed. Swimming saw our highest finishes with the boys coming away with 2nd and 3rd place finishes. A special well done to Abdullah Gemeiye (Y6R), Adam Kamal (Y5G), Hassan Wahby (Y5B), Ahmad Maher (Y5V) and Tarek Ibrahim (Y5Y) on earning their highly regarded BSME medals.

After lunch, it was time for athletics to commence. We started with girls' track and boys' field events before swopping over after an hour and a half. We were clearly exhausted, with a lot of aching muscles and slight injuries. This has been highlighted as a key area we need to improve in, but thankfully our students managed to dig



deep and find the courage to complete their events. Our most successful athletes were Hassan Wahby (Y5B), Abdullah Gemeiye (Y6R) and Habiba Assassa (Y5Y).

Day Three and the final day of the games began with Boys' Football. With tensions running high, the games started with our boys playing a style of football reminiscent of the current Liverpool team. Mr Luke and Ms Shenna were in awe of what they were seeing. Sadly, the boys couldn't keep up the tempo in the heat but continued to work hard and grinding out results. No more so than producing an outstanding defensive performance when drawing 0-0 with the team that finished 3rd in the tournament. The boys' tournament unfortunately ended in disappointment with a penalty shootout defeat. After passionate performances, they can all hold their heads up high with a very credible 10th place finish. Mahmoud Sobh (Y5G) finished as the MES Cairo top scorer with Marwan El Koussi (Y5B) marshalling the defence with composure rivalling Virgil Van Dijk.

The Girls' Netball team had their nerves settled when they won their first game in comfortable fashion, winning 4-0. The girls battled out another two wins and a draw from their remaining group



stage game which gave them a 5th place finish in their group.

After losing their final game, they finished 10th overall. This was the biggest achievement of the whole weekend in my opinion as the majority of the other schools have been training and playing together five times a week for over a year.



That evening, the Aloft Hotel hosted the awards ceremony which saw students from all sixteen schools dressed in their finest clothes. It was a great way to conclude an amazing weekend. A special thank you to our supportive and respectful parents that attended the weekend and awards dinner.

For our last day in Abu Dhabi, the athletes were rewarded with a morning off. MES Cairo decided to have a pool day and enjoyed our own ceremony where everybody received a certificate as a reward for leadership, hard work, personality and independence.

Go, Cougars!

Mr C Carroll - Primary Head of PE

Primary Sportsdesk

PRIMARY SPORTS DAYS

The 2019 Primary Sports Days were arranged slightly earlier this year in order for our students to perform to the best of their abilities without the added pressure of heat/sunstroke. All students from Foundation Stage and Key Stage One kitted out wonderfully in their class colours, showed outstanding effort in games, whether that be as an individual during the challenging *Obstacle Course* or working as a team to collect all their team beanbags in *Colour Collect*. Key Stage Two students had more of an individual approach to specific athletic events, as well as getting points for their Houses in the team games when they were not competing.

Foundation Stage

All stations during the Foundation Stage Sports Days were designed to challenge students both physically and mentally as well as being fun for all involved. Foundation Stage One were new to Sports Day this year but their understanding of all of the games was exemplary. Foundation Stage Two showed excellent speed and coordination, especially on the *Fluffy Ball* and *Tennis Racket* stations. A huge thank you to the Year Six student mentors who were on hand to demonstrate the games and communicate clearly to ensure that all our younger students understood what they had to do.



Key Stage One

Key Stage One students were the first to take to the field for Sports Day. The games that students competed in were to test skills from their hand-eye coordination, fine motor skills, cardiovascular endurance and their ability to work within a team. The



continuous relay proved to be an extremely physically demanding station but one that both Year One and Year Two dealt with successfully. The events finished with all students racing against their class mates as parents supported from the side lines.

Key Stage Two

Key Stage Two Sports Days were slightly different as all students had to compete in at least one individual athletic event as well as competing for their House in the team games. The events students competed in were; 75 metre sprint, 300 metre run, 75 metre hurdles, High Jump, Long Jump and Shotput. For the Year Three students this was a big difference as other than a



couple of PE lessons, most of them had never performed these athletic events before. Competition across all the year groups was incredibly tough but ultimately there were only three medals on offer for each event.

As of this year, the Primary PE Department is keeping records of the winners of Sports Day events and the score they got so that students can aim to be MES Cairo record holders.

EVENT	BOYS	TIME/LENGTH	GIRLS	TIME/LENGTH
75 Metres	Youssef Helmy (Y5Y)	11.1 seconds	Hanya Khattab (Y6V)	11.7 seconds
300 Metres	Seif Delawarali (Y5B)	52.33 seconds	Habiba Assassa (Y5Y)	53.11 seconds
75 Metre Hurdles	Ali Fahmy (Y6B)	13.28 seconds	Zeina Salah (Y6G)	14.5 seconds
High Jump	Yassin Sabra (Y5R)	1.13 metres	Haya Aly Y6G)	1.15 metres
Long Jump	Haile Ayele (Y6B)	3.50 metres	Zeina Salah (Y6G)	3.33 metres
Shotput	Ahmed Rashed (Y6R)	7.74 metres	Shirley El Masarany (Y6R)	6.87 metres

Mr L Salisbury - Primary PE Teacher

WHAT'S BEEN HAPPENING IN PRIMARY ASAS

Our After School Activities continue to be popular. This term, we offered twenty-three different activities which included a mix of arts, academics and sports.

We are happy that we were able to continue the Golf and Tennis ASAs at the JW Marriott led by professional coaches.

We also added two complete new ASAs to our programme. One is the Journalist Club for Gifted and Talented students and the other is the Public Speaking and Advertising Club run by Ms Pearl. The students in the Public Speaking ASA have held debates and discussions based around issues related to the History of Egypt.

These have included such topics as:

- Tutankhamun - 'Treasure Trove or Tomb of Tranquility' (should his treasures be displayed or should they be buried with him and left alone?)
- Ruthless Robbers or Preservers of the Past (what impact did European tourism have on Egypt?)
- 'Reign Over the River or Monarch of the Museum' (a statue of Ramses II that was moved from Aswan, then situated outside Ramses Station before being moved to its present location outside the soon to be opened Grand Egyptian Museum).

This amazing group of students were not afraid to let their feelings be known. The topics were carefully selected in order to provoke discussion and gain opinion.

Touch Rugby has been growing steadily in popularity over the last few years and is now a popular ASA thanks to our Head Rugby Coach, Mr Andrew Hainsworth. It is a game of skill and pace but one of the greatest features of 'Touch' is that it can be played by anybody at all. Both boys and girls from Year Three to Year Six can all enjoy the thrills of Touch Rugby. We have been fortunate this year in recruiting Ms Catherine, Key Stage One Headteacher. I am sure she does a great job as Headteacher but surely Mrs Singleton brought her to MES Cairo for her Rugby skills as she is from New Zealand, home of the world champions.





One of the greatest pleasures this year has been the way that MES Cairo students have helped each other. In September, we were lucky to have the wonderful skills of Ahmed Akef (DP11R) who is a qualified Rugby Union coach. Ahmed taught us some new skills, showed us some interesting drills and tactics and was an excellent addition to the coaching team. His contribution is much appreciated by Ms Catherine and Mr Andrew.

In Term Two we have welcomed a new set of Year Three students. As they are discovering, passing, catching and running with a Rugby ball is not that easy. Luckily, we have had the wonderful assistance of our senior Year Six players. Hazem Abu El Fadl (Y6B) and the Captain, Reda Mohamed (Y6R) have both been playing since they were in Year Four. They have been assisted by the experienced Adam Cranston (Y6B), who previously played for The Academy Rugby Club in Belfast, Northern Ireland, his home club. Both Hazem and Adam are devastating runners who are almost impossible to catch once they get the ball in a bit of space. Captain Reda is a shrewd forward who has excellent handling skills and a great ability to think tactically.

The standard of play is developing rapidly. At first students take a while to understand the tactics and skills required, but very soon the level of play improves dramatically. We are so confident of our skills and talents that we have entered our first tournament at the end of March where we shall test ourselves against the best that Cairo has to offer.



Ms K Wohlberg - Primary ASA Coordinator



MES CAIRO VARSITY BASKETBALL TEAM EXCELS IN LEADERSHIP

The 2019 Varsity Boys' Basketball season started with high expectations powered by a team full of talented athletes with a wealth of experience. Out of the nine-man team, seven of the young men were Senior and the leadership was in full swing from day one. The Cougars started the season with a few close friendly matches, although MES Cairo came up on the short end, a great deal was learned about the team's strengths and weaknesses.

The CISSA Tournament was scheduled extremely early in the season and held at Cairo American College (CAC). The Cougars battled extremely tough competition and did so without one of the key players as Ismail Rizkana (Y12R) was out with an ankle injury. After a slow start, the Varsity boys came up with a big win against American International School (AIS) in the second to final game.

The season was highlighted by great individual and team performances. Abdallah Gabr (G12R) led the team on the court as an effective and aggressive point guard. Khaled Sadek (G12Y) was the team's top offensive threat and leading scorer. Mohamed Babli (Y12R), Abdelrahman Hakim (Y12B) and Ismail Rizkana (Y12R) provided the size and muscle down next to the basket and Hussein Kansoh (G12B), Abdallah Youssef (Y12B) and Hassan Gaber (DP12R) led the team on the defensive end.

The torch will now be passed to the two talented underclassmen on the team, John Magdy (G11Y) and Aly Tantawy (G10B) who will look to carry the MES Cairo Cougar Varsity Boys' Basketball programme to the next level.

Mr E Newton - Athletics Director



DEVELOPING NETBALL @ MES CAIRO

In Term Two we hosted a new set of tryouts for all three teams to give more students the opportunity to be part of the MES Cairo Netball family. We have appointed two new captains for the U13 and U18 teams. Congratulations to Malak Ramadan (Y8B) U13 Captain and Jasy Ramsis (G11R) U18 Captain. Both students have shown commitment to the club over the past year and a willingness to lead and motivate a team.

Our U18 team had their first game of the season against Cairo English School (CES). Both teams played extremely well and put up a well-balanced fight against one another. Unfortunately, CES managed to pull away by one point with the total score being 10-11. We have a rematch against them soon so watch this space.



Netball Athletic Mentor - Jumana Khafagi (DP12Y)

Our students have also been very lucky in having an Athletic Mentor work with them over the past term. We look forward to working with future mentors. Senior IB student, Jumana told us about her experience so far:

"Going into athletic mentoring has taught me a lot about time management, leadership and commitment. Through it, I have become a more active member of the school community which as a graduating Senior can be very difficult at times. Mentoring was a great experience, I found myself interacting with younger students from the sections and working collaboratively, in order to become stronger as a team."

It has been an absolute pleasure coaching the girls this year and we look forward to many more exciting training sessions and games to come.

Ms L Shepherd - Secondary Netball Coach

SPECTACULAR SECONDARY SPORTS DAYS

This year's MES Cairo Secondary Sports Day took place over a two-day period. Over those two days, all of our Secondary students had a chance to show off their ability to run fast, jump, throw far and compete in a myriad of team tournaments. Both days had schedules where the morning sessions were dedicated to the track and field events while the afternoons were focused on team tournaments. Not only did the weather cooperate by delivering perfect temperatures, our students truly did an



outstanding job putting forth great efforts and working extremely well in their team settings. Through this high level of effort we saw some terrific individual performances.

The competition was set between all four Houses. Teams Edgo, Amun, Selket and Kheper all had several top three finishes in both the track and field events. Those who weren't competing cheered on their teammates and helped everyone achieve their best possible results.





The Sports Days also highlighted the great work of our Athletic Mentors who helped to run several stations and assist in the track events. This event would not be as successful without the support of the Athletic Mentor programme. At the end of the two-day event, the main themes of celebrating our students' effort, goal setting and teamwork were reached with resounding success.

Mr E Newton – Athletics Director



SECONDARY SKI TRIP TO CRANS MONTANA, SWITZERLAND

The journey began bright and early as our students met at MES Cairo for our team photo. Spirits were high and the early morning wake-up call did not seem to bother our students; they were all excited for the trip ahead. Once we had arrived at Les Elfes, the team introduced themselves and explained the itinerary for the rest of the week. After this, the team wasted no time in sorting out the equipment and clothing for our students.

Our first day on the slopes started with students being divided into groups and heading out for their first lesson. For many of our students this was their first time on the snow and they were eager to head out and learn a new lifelong skill. Later in the

day we went along to a chocolate festival where our students got to try and buy lots of delicious Swiss chocolate treats. Finally, we headed out for bowling, the competitive streak came through for a lot of our students but somehow Mr Keast managed to steal the win.

A wet and windy start to the day did not dampen the students enthusiasm to get out on the slopes and continue to improve on their skiing skills. In the evening the team had a quiz prepared.

This was followed by a glorious sunny start to the day in Crans Montana whilst receiving news that Cairo was awakened by thunder and rain. In their

groups our skiers embarked on their furthest ski yet from Montana to Crans which was a total of 3km. In the evening we walked around the frozen lake with our fire-lit torches and took in the beautiful surroundings in the light of the night.

After three days on the practice slopes we headed up the mountain as most of our students were ready to try out some longer and harder runs. The common room was filled with apprehension and excitement beforehand with the unknown ahead. The wind was strong which got a few of us off to a shaky start but as the day went on everyone came away smiling and proud of their achievement.

Race day meant that it was our final day on the slopes and after four days of intense training, our students were ready for the ultimate race. Each individual took their best shot in getting the fastest time for slalom. Congratulations to Sleem El Eryan (Y9B), Zeina El Morshedy (Y9Y), Abdullah Al Sherif (G9R) and Maryem Atta (Y9R) for winning the race in their groups. In the afternoon we hit the ice rink where our students got to show off their skating skills or in some cases spent a lot of time on the floor!

All good things must come to an end with our students starting their day by tubing down the icy slopes of Crans. In the afternoon they took the gondola up the glacier 3000m high where they were able to take some beautiful pictures of the breath-taking scenery. We had a rather relaxed end to the day with the final dinner and sadness that the trip must come to an end.

Ms L Shepherd - Secondary Physical Education



DO YOUR THING!

SECONDARY ASA PROGRAMME

As the Secondary ASA Programme was launched, students were encouraged to *Do Your Thing* and choose an activity that they felt passionate about. A survey was carried out around the whole of Secondary asking the students to have their say. They answered questions such as: "What skills do you want to gain?" Students were keen to participate and a large number of replies were received.



What has been so successful about the ASA Programme this term is the infectious enthusiasm of students taking part and the overwhelmingly positive response to activities that will make a difference to two orphanages.

We listened to the students and we implemented new ASAs, which have turned out to be very successful. We started Junior MUN, Rugby, Walkathon, CERN Particle Acceleration, Fitness and PowerRide along with the many other great ASAs continued from Term One.



This term we put teams together to participate in new competitions both locally and abroad; for example, the World Cup Scholars, Mathematical Challenge and Mathletes - WMTC 2019.

We are even running a number of new student-led ASAs! These include Step-up Dance and the amazing Boy Band.

If you think we don't have an ASA that interests you, then come along and tell us so that we can help you to build on your skills. We will do our best to keep listening to your ideas.

Ms S Elrify - Secondary ASA Coordinator





SECONDARY PIONEERS

Clothes Bank Visit



In January, Y/G Seven and Eight Pioneers were delighted to continue their support of a local charity: The Egyptian Clothes Bank. They were joined by a small group of Year Six Pioneers, for the first time, who have demonstrated a great attitude and participation in the Primary Pioneer Programme this year. The Egyptian Clothes Bank is a charitable organisation that receives donated clothes from all over Egypt and from abroad. The Bank's task is to sort, clean, repair and package suitable clothes for those families most in need across Egypt.

Pioneers provided valuable assistance as the unpacking of donated clothes is a never-ending task, all year round. Clothes are sorted into summer and winter clothing. Special packages are also made for weddings of those families that would find it hard to fund buying a wedding dress.

Thanks to donations, operations have improved greatly at The Bank. The sorting office has moved location and the charity's head office are also now on site. Up until last year, clothes were being sorted into cardboard boxes but now the sorting room has purpose-built pyrex containers which are much more durable. As well as sorting and repackaging clothes, the charity is now even aiming to recycle materials to design new clothes.

After returning to school, Pioneers took the time to reflect on the importance of supporting their local community and why a Pioneer should endeavour to do so.

Tsidale Ayele (G8B) commented that "Everybody has the right to basic necessities such as education, shelter, food and clothing."

One of the charities other branches is a Food Bank, which is more seasonal and more active at certain times of the year such as Ramadan. Pioneers have already expressed a keen interest to support this project in the lead up to Ramadan, later in the year.



Thank you to Go-to-Know who facilitate this experience free of charge, enabling our students to learn how to be responsible and make a difference in their community. Well done to all Pioneers involved for making MES Cairo proud!

Student Comments:

This trip was an amazing experience. It felt good knowing that I was helping other people. **Selim Younes (Y7Y)**

We stayed at the Egypt Clothes Bank for approximately one hour and a half. We helped sort out the clothes into different categories. We were content to be making a difference. **Amina Farag (Y7B)**

It was a wonderful experience and I hope I do this again in the near future because it makes me feel happy knowing I am helping others. **Farah El Adl (Y7Y)**

Digital Citizenship Badge

Do you think your son or daughter spends too much time on social media? Has computer gaming become a problem in your household? Is technology distracting your children from their homework? Do you think it is causing the younger generation to be less active in their lifestyle?

Or on the other hand, do you think the use of technology in your children's lives is a great thing? Do you see the benefits of instant communication or help with homework? Does your son or daughter actually balance their time well and complete homework; attend training as well as having time to chat to friends online? Do you see technology as an inevitable part of the modern world?

These were some of the issues presented to Year Six by Digital Citizenship Pioneer students in order for Year Six students to reflect on their use of social media as well as computer gaming. The Digital Citizenship badge allows Pioneers to intelligently express their views and lead by example. As part of the *e-Safety Fortnight*, Pioneers presented balanced facts and information from research around the world to empower our students to make more informed decisions about their use of technology and to reflect on whether they are balancing their time well enough with their studies.

The main objective of this badge was for Pioneers to make a difference to their local community and articulate, in a balanced manner, the issues surrounding computer gaming and social media use. Pioneers worked in groups of four and they had one week to prepare their presentations before giving their presentation to a Year Six class using Google Slides.

Students enjoyed having their older peers present to them about a topic that is very current. Well done to all the Pioneers who earned themselves their Digital Citizenship Badge, some of whom earned their Level Two badge for their second presentation during the two-year programme.

Mr S Cole - Secondary Pioneers Coordinator





PRIMARY PIONEERS UPDATE



Year Five Pioneers helped to set up a *Colour MES With Kindness Wall* in the Primary Atrium. Students were invited to watch a video recorded and delivered by two Year Five Pioneers, Omar Gad (Y5O) and Talia Behairy (Y5R), with technical assistance from Angelina Girguis (Y6B). All Primary students were encouraged to use the hearts and stars to write their own messages for people in school.

The wall was stationed by Year Five Pioneers during both Key Stage One and Two break-times and through the excellent leadership demonstrated by Lilly El Shamaa (Y5Y).



Some of the Year Six Pioneers had an opportunity to visit a Clothes Bank along with some of their Secondary peers. We learned about how clothes are reused and recycled and as a team we sorted through mountains of clothes. It was a lot trickier than it looked because we had to check each piece of clothing over very carefully before putting it into the correct box.

Mr A Hinchliffe - Primary Pioneers Coordinator



MODEL UNITED NATIONS (MUN)



Our school's Model United Nations season has ended, with nearly sixty students attending three conferences abroad. Participants did a lot of work, researching world issues and developing responses to them from the perspective of the country they represented. Beyond writing, students also gave formal speeches and engaged in verbal debate about these issues. The conference days were long – twelve hours of work, oftentimes so students had to have genuine dedication to the experience.

Our Model United Nations programme involves academic work, but the heart of it is personal. Students spend a week living in a foreign country, immersed in its lifestyle. We eat local food, learn some of the language, and explore the history and culture. Most importantly, we meet people from different countries, learning about the world and making lifelong friends. This year, our students made friends from Canada, Czech Republic, Dubai, France, Germany, Italy, Japan, Moldova, Nigeria, Russia, Tajikistan, Turkey, Ukraine, United States, United Kingdom, and Switzerland.

We congratulate the hard work, risk-taking, and open-mindedness of this year's students.

Mr T Roodvoets – Global Studies, American Section

Student Reviews

One of the most favourable moments during our visit was experiencing Russia's beautiful culture and various traditions. Being so far away from my home country taught me how to adapt to a different language, different weather and a whole new culture. Throughout the five days, we tasted local foods, enjoyed traditional dances and songs, and most importantly, learnt about their history. **Nadine Helmy (Y100) - Ivanovo**

This was genuinely one of the best experiences I've ever had. Not only was I able to learn about international relations and global issues, but I met so many people and was able to make friends for life from different cultures while experiencing Czech culture by seeing historical monuments and walking around the city. I would definitely recommend going to PRAMUN. **Hana El Hilaly (DP11R) - Prague**

Interacting with new people and making friends was a great experience. During the debate I was more confident than last year and participated more often. Russia has a thriving and flourishing cultural history that we were so privileged to get to know because of our amazing guides. **Amr Katta (G11R) - St Petersburg**

My best experience in Moscow was visiting the Kremlin and Red Square and exploring museums containing historical artifacts from all around the world. Each Kremlin in the area was unique, built during a different historical period, with different historical conditions, but the same visible profound passion for the country. **Fady Elmeeri (Y100) - Ivanovo**



One of the best things for me was the chance to meet new people from different countries. The Turkish friends I made introduced me to their delicious traditional food and meeting the Russian dancers in Novgorod after they performed their traditional folk dances was an interesting experience communicating using Google Translate in order to understand each other. **Taya Abdelrazak (G11R) - St Petersburg**

My favourite conference memory was just being able to listen to other people's opinions on the issues and what solutions they came up with. I found it quite interesting to see what people from different countries had to say. Their opinions opened my mind to aspects of the issues I didn't think of in the first place, which really intrigued me.

Sarah Sharara (Y100) - Ivanovo



SECONDARY HOUSE NEWS

It's been a fun-filled and action-packed term here at MES Cairo since our last issue. While it seems like no time at all has passed since our last update, a lot has been happening in the MES Cairo House System. From the beginning of the year, Team Selket has had a clear and decisive lead over the other Houses in the race to House Champion.

The House System was blessed to be a part of one of the more heartfelt events of the year-to-date, Keep Egypt Warm (KEW). As you may know, the KEW campaign is an annual event held at MES Cairo to support families in need during the coldest winter months here in Cairo. Students and their families came together to bring in warm clothes, blankets and foodstuffs for Egyptian families in need. Donations were tracked by House and Amun managed to rally the most donations with Kheper House close behind. At the close of the campaign, the High School Choir put on a Winter Warmer Concert that was a sincere treat.

On a bi-weekly basis, students opt to participate in a variety of House activities during their second breaks on a Wednesday afternoon. In the last weeks, students have supported their

respective Houses through their participation in games demanding both skill and strategy. Middle School and High School students alike competed in tournaments of Tawla 31 (Backgammon) and Chess. Victors in the High School Chess tournament were presented with awards during a shared assembly. Students who are more inclined to active competition also supported their Houses in a "House Hoops" contest of Basketball skill games.

Some emphasis was placed on the participation of our Middle School students during this term, who might on occasion feel overshadowed by their High School counterparts in competitive activities. Year Eight students were active during their Home Room Community Forum (HRCF) lessons using play as a method of team-building. Year and Grade Seven and Eight students took part in a brain teaser *Kahoot* tournament that spanned several weeks in which Heads of Houses embarked on a Home Room challenge tour and a cross-sectional *Quiz Bowl* just before breaking for the winter break. It was during this event that Amun House managed to surpass House Selket and take back the 1st place position they held at the onset of the academic year.





Lastly, all Secondary students participated in two Sports Days, where they showcased their marked improvement in a series of Track and Field events that they have been practicing in their Physical Education classes this term. The growth

demonstrated by these students in such short time is commendable and it was a pleasure having the opportunity to see them proudly compete and show off their skills. Leaders in each House will be recognised for their efforts.



Thank you to all staff and students alike who pour tremendous effort into their respective Houses, showing genuine school spirit and a dose of healthy interschool competition!

Mr G Hayes - Secondary House Coordinator



MES CAIRO STAFF AND STUDENTS RACE THROUGH HISTORY

It is well known that MES Cairo students and teachers are the most intelligent on the planet – and we now have proof that they are also amongst the fittest and most athletic after some heroic performances at the inaugural Pyramids Marathon which took place on 15th February 2019.

The event was organised by the Tri-Factory and was the first of its kind. It took place at the iconic Great Pyramids of Giza, where runners had within their sights the last remaining Ancient Wonder of the World including the three main Pyramids; Khufu, Khafre and Menkaure. Over 3500 people from across seventy-five nationalities were united for a passion to run through 5000 years of history!



MES Cairo fielded runners aged from fourteen to fifty-four years as they ran a collective 170 km. Stellar performances included a stunning victory in his age group for Mr Dan Mulligan in the gruelling half marathon and an impressive second place for a youthful Miss Cath in her age group. Mr Stock completed the full marathon - a fantastic achievement on such a tough course. Ms Edmond and Mrs Hainsworth completed the Secondary line-up alongside some of our Secondary students, Youssef El Refaie (Y10B), Amina Farag (Y7B), Pierre Shenouda (Y7B) and Ziad Saad (Y8B). Primary were also represented by Mr Andrew Hainsworth, Mr Sam Cole and our former librarian, Miss Celine Star as well as an injured Miss Dean, who heroically walked around and took thousands of pictures.

Conditions were ideal when the race started. Mr Stock was already two hours into his run when the rest of the competitors set off at 8.00 am. The atmosphere was already lively and exuberant as the waiting runners cheered on their friends in the full Marathon. Once the 21km and 10km runners started it was almost like a high-paced conga such was the fun and camaraderie amongst the runners. The course featured a loop at 3km so there were lots of high fives and shouting encouragement as friends passed each other on the course.





It is difficult to describe the full majesty of the Pyramids. Suffice to say that when tired limbs and bursting lungs required an injection of energy, the sublime view of one of the Seven Wonders of the World was enough to add a valuable shot of inspiration. But enough from your correspondent - let's hear the runners tell their own stories.

Mr A Hainsworth - Year Four Yellow Teacher



Running 10km is usually hard work when I'm at Wadi Degla but running in a group seemed to make it so much easier. The kilometres seemed to fly by and it was a fabulous day. **Mrs Jane Hainsworth**

It was a great atmosphere and to be honest I didn't realise there were so many runners in Cairo. I did find it hard on the day, but the occasion kept me going as well as my family waiting at the finish line. The medal we received was fantastic too! I'm really glad I entered and I might try the 21k or even the marathon next year. **Mr Sam Cole**

It was a great day out and it was pleasant to see so many different people from different nationalities enjoying the history and views, moreover keeping fit on a Friday morning! The pyramids marathon was one of my last endurance races, and I was very happy with a personal best on a very tough course.

Mr Chris Stock

Although I was feeling rather heartbroken to not be able to run any

of the distances, it turned out to be a really motivating day, cheering all my school colleagues and Triathlon teammates along their races and taking photos for everyone. Now working hard on my physiotherapy recovery, I'm really looking forward to joining the 10-mile running race at the Antwerp Marathon during the Spring holiday. **Miss Georgina Dean**

To be honest I was a little nervous about participating in a race with more than 3000 others in such an iconic setting. However, this and the support of MES Cairo colleagues, actually added to the party





atmosphere of the event and I ended up running my fastest ever time! Tri-factory's organisation of the event added to its success and I really did feel like I had - as the event motto suggested - "Raced through History". **Ms Cath Jama**

I ran the half marathon course which was punctuated by two long climbs, a stiff breeze and many, many shouts of 'bravo'. I was hoping for a quicker time but was very happy to finish 20th overall. It was great to see so many familiar faces out on the route and amazing to be cheered home by my lovely family. A brilliant way to start the weekend, see you all at the Cairo Runners Marathon on 15th March! **Mr Dan Mulligan**

I completed my first 10km and it was AWESOME! I am a fitness addict so consequently I always feel the need to challenge myself physically. I have participated in several

5km races, however I have always thought that a 10km race would be "to much" for me. Not because I would not be able to complete it but because I was concerned that my ego would be bruised if I came in last place. My anxiety of running the race without embarrassment dissipated as soon as I arrived at the start of the race. The energy of the competitors as I ran beside the Pyramids created a perfect backdrop. I did not come in first but I did not come in last. I can accept that for my first 10km run. I am ready to go again. My goal is to complete two more races before the end of the year. **Ms Rikki Edmond**



The marathon was a great experience because I got to run through one of the Seven Wonders of the World; the view of the vast desert and the Pyramids encouraged me to continue running. I participated in the 10km race and managed to finish in under two and a half hours. I would absolutely run it again and I look forward to running next year. It was also well-organised and no confusion, just pure enjoyment.

The people cheered and other runners supported each other to keep on running and to do their best. I totally recommend this to people who enjoy running and for those who want to see Egypt's fascinating history. **Ziad Saad Y8B**

I felt that it was a huge accomplishment for me; the discipline that I had to find in order to perform well in the race. I constantly felt the motivating atmosphere whilst running and this helped me to continue and finish the race and it made it a really special event. **Youssef El Refaie Y10B**



When I first ran I was nervous but as I went on running it felt better. I felt proud when I finished.

Pierre Shenouda Y7B

My uncle is the co-founder of Tri-Factor who organised the event. I'm proud of what he has achieved. I was very happy to be able to compete against adults and to be able to get 5th place in my age group! **Amina Farag Y7B**

Living in Cairo is like living in the world's biggest village and it was brilliant seeing so many friends and colleagues on the course. Egyptian people don't need very much encouragement to celebrate and there were drums, whistles and encouraging cheers from the first metre to the finish line.

Mr Andrew Hainsworth

MES CAIRO SENIORS CRUISE THROUGH THE LAND OF THE PHARAOHS

Senior Trip 2019



Seventy-six Senior students made up for missing their Nile cruise in Year Five back in 2012 by doing it as their final school trip before graduation. Bleary-eyed but very excited people arrived at Cairo airport to take the plane to Luxor. Arriving in Luxor, the day was hectic as students explored the wonders of Karnak and Luxor temple. There was no doubt that the amazing heritage of Egypt gave everyone plenty to be proud of and served as a useful reminder of the importance of Egypt, both in the past and in the future.

We soon visited the famous Luxor market. Mothers had sent massive shopping lists for the spices that permeated the air. Walking back was enough excitement for the chaperones, but students continued the relentless pace and continued to enjoy the sights, smells and sounds of Luxor whilst spending valued time with friends.

After a peaceful night the ship began to sail, and everyone went on deck to enjoy the balmy air and the beauty of the Nile. It felt like a return to the 16th Century as passengers waved to people on horseback with bundles of rushes and the fishermen



in small boats followed their age-old profession. As evening arrived one of the most exciting and impressive things encountered was the lock at Edfu. Students and staff crowded the front of the ship as the water fell and then rose to allow the ship through. It was a splendid sight and many students were noticeably proud of the skill that was required to build such an amazing architectural feat.

A restful night moored at Edfu was followed by a delightful day sailing towards Aswan. The city lights seemed very bright after the quiet of the countryside and students decided to go ashore and enjoy what felt like the big



city after the peace and quiet of the countryside. A good time was had by all as memories were shared and friendships were strengthened.

The final day was exciting with a trip to Philae temple by boat and a longer boat ride to a Nubian village. Seeing students mount camels was very entertaining as was the look of terror on many faces as camels descended to allow them to get off. Many students decided to hold a baby crocodile, kept in Nubian houses for luck. The luckiest thing was that no one was bitten! After a delightful day, Aswan airport saw the final leg of the journey and a feeling of nostalgia settled as students realised how short the time at school would be before leaving to begin exciting, but different futures.

Cairo loomed and the best Senior trip ever was over, but the memories will live on forever.

Ms S Clingan – Deputy Headteacher, British Section

SECONDARY STUDENT LEADERS ORGANISE SPRING SOCIAL EVENT – MOVIE NIGHT!



Our six Senior Leaders united once again to plan, organise and execute another successful social event for Year and Grade Seven and Eight students.

The Spring Social was an ambitious event as the theme of the night had not been an option previously and therefore there was no proven formula to follow. The event was extremely positive with over eighty students attending and thus demonstrating the successful promotion of the event.

It was decided that for this event, we would have a new and exciting movie night social.

The movie would be shown in the school theatre with warm pizza, snacks and drinks provided beforehand in the Multi-purpose Hall. All of the organisation of the event was overseen by our Student Leaders, with support from the Senior Mentors.

When it came to choosing a movie, *Johnny English* had the majority vote by the viewers and did not disappoint. Students and teachers alike, were in hysterics at some of the dry, awkward humour in the film.

The Social proved to be a great success and we look forward to hosting the event again next year with some returning and new cohort. Well done to all of those involved!

Mr J Keast – Secondary Student Leader Coordinator



MESCONIANS - WHERE ARE THEY NOW?

Malak Sadek (Class of 2014)

I graduated from Modern English School Cairo (MES Cairo) in the summer of 2014 and went on to study Computer Engineering with a minor in Digital Media at The American University in Cairo (AUC). I am set to graduate this June with highest honours and have already been accepted to pursue a Masters degree at St Andrews University in Scotland.

Honestly, five years ago I would have never imagined myself writing this introduction. I was terribly confused about where to go to university, with most of my friends from school travelling abroad. I wasn't even sure what I wanted to study and never had any experience with Computer Science or Engineering or anything of the sort. All I knew at the time was that I loved playing video games, and I wanted to study something that brought me closer to being able to make them. I was very stressed out during Senior year, I wanted to do something, my parents wanted me to do something different, older people I knew were telling me to do something even different from that, and I had no idea where to go.

If I can offer you one piece of advice, it would be to follow your gut; follow what you truly believe you want to spend the rest of your life doing. Ever since I entered university five years ago, lost and alone and incredibly anxious, I've learnt tremendous amounts of information about a topic I love; I've created mobile applications for countless clients and earned quite a lot of money for it. I've raised my GPA enough to graduate with highest honours even though I was never good at Maths, getting a C in my A-Level and was actually advised to stay clear of engineering. I have become Vice President Elect of People's Operations in AIESEC AUC and I have travelled to Italy, America and even Japan, and have made friends who have truly become like family to me.

Those things are impressive to write, but to me, they aren't my biggest accomplishments. I am much prouder of learning to be a better friend, of finding time to volunteer at a nursing home, of picking myself up after a bad breakup, of proving a lot of people wrong, of losing 20 kilos, of creating a home out of a place that I was once terrified to walk into.

I never thought I would be where I am today, not because I am doing something particularly incredible, but because I was able to strike a balance between academics and making my university years memorable. Many people said that engineering will suck the life out of you and told me to take something easier, but in reality, the nights I slept over at college to finish projects and study for exams, those nights, and the people who stayed there with me, are what I am grateful for most. And this success is all because I was somewhere that allowed me to flourish, and that is the most important factor that you should chase, finding something that you are passionate enough about to be able to prosper without losing yourself in the process. I know it's a very scary time, but there are great things waiting out there for you, just go out and find them!

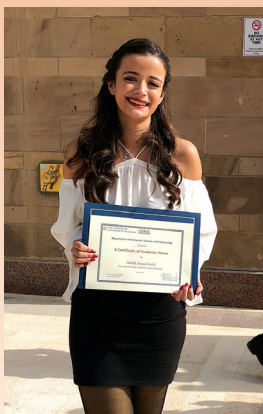
Omar El-Etriby

I spent my formative years at Modern English School from 1992-1997 back when it was in Kubba. I joined in Junior Four (yes it was called that back then) and stayed through to my IGCSE year. The school was small in those days. I can remember being student number three



for one of my IG exams and there were four other students in the hall. Most of the students knew each other and looking back it was my best school experience and I still have great friends from that time. After my IGCSEs I moved to another school in Zamalek and then back to the UK which is where I took my A-levels.

I did the University route straight after school but ended up dropping out and working in a



multitude of jobs, from McDonalds to call centre work. I later became an Estate Agent working my way up the corporate ladder. At this point, I went back to University as a part-time mature student and finished my degree. Fast forward a few years and I am back in Egypt where I have founded a successful e-commerce business - Elmazr3a.com.

My advice to students is to follow your heart in life and do what makes you happy. Money is not the 'be all and end all'. A job is a job even one that appears to be a lowly one and the experience you gain from it will provide you with humility, life experience and teach you value. A happy successful life should be your goal. Everything else comes after. Never ever give up on your dreams!

Sara Mattar (Class of 2016)



I am in my second year studying Consumer Behaviour and Marketing at the University of Reading in the United Kingdom. Studying abroad has taught me many life lessons and made me more independent and opened new challenging horizons.

Since I have graduated from school, I have had several internships in the marketing industry during the summer. I joined Al Futtaim, Cairo Festival City, Mori Sushi and Co, and Bounce Inc. Furthermore, I have been a Maths assistant teacher for three years in the UK for children with special needs. I have also been the representative of my university course and took several roles

such as diversity representative and mentor for university newcomers. I have discovered how I am good at cooking where I have won the MasterChef competition at the University of Reading and have worked as a part-time chef at TGI Fridays.

I have taken part in university societies such as the international society and First Aid where I have been certified as one of the First Aid team. I joined the Reading University hockey team as well. Furthermore, in summer of 2018, I had the greatest experience of being certified by Spark Ventures camp run by Sawiris in Gouna, Egypt.



Moataz El Sherbini (Class of 2012)



At the time I couldn't wait to graduate from MES Cairo but as they say, the grass isn't greener on the other side. I planned to travel abroad for my undergraduate studies. I was top of my class, MES Cairo Scholarship recipient, Captain of the Varsity Football team and a member of the National Honor Society. Things didn't quite go according to plan and in the end, I graduated with a Bachelor of Law from Cairo University.

I applied to the English section in Law School of Cairo University. I still remember to this day the first lecture I attended. I went to the Admission Officer straight after and asked for a refund as I was stunned to learn that I would be studying 80% of my courses in Arabic. The lowest point in my four years at university came after my first semester when the grades were out and I was shocked to find that I had barely passed most of them. From getting straight A's to failing an entry level course at university. I shaped up and changed my usual way of studying. I did not fail again and was able to earn the respect of my peers and professors.

I gained an internship at the Cairo office of Baker McKenzie. I am currently an Associate and part of the Mergers and Acquisitions team at the same company. I spent my university years working at Baker McKenzie and trying to balance work and studies.

Lately, I have been approached by a number of MES Cairo students who want to pursue a career as a lawyer but who are worried about enrolling in a public university in Egypt and studying in Arabic. I would comfortably say that MES Cairo prepared me perfectly for life after school. You might not realise it at the time, but MES Cairo graduates are better able to deal with challenging situations than the majority people out there. So, get out of your comfort zone and go out there and challenge yourself. Pursue your dream career and most importantly prove people wrong!



Sherien Shatta (Class of 2016)



I am currently enrolled at the American University in Cairo as a declared Business student with an entrepreneurship concentration, GPA of 3.8 and a cumulative GPA of 3.7. I am a professional photographer, shareholder and board member in a family business that operates in the textile industry called *Shatta*. I am also a business owner of a brand called *Sherry's*.

Before owning my own business, I pursued my passion in photography which turned into a business opportunity. I used to print my photography using digital transfer printing on cushions and canvases and give them to my friends as gifts. I then thought to myself... "why not make a business out of it



and start serving a market that has a growing interest towards home décor". As a result, I started my business back in 2016 when I was in my first year of university as a means to scale it into a huge manufacturer and retailer in the textile home décor industry. My desire to start my own empire pushed me to pitch myself and my business idea to my father who is now my greatest investor. With some resistance to the idea in the beginning, I managed to convince my father that his investment would become an endorsement plan to teach me the business world while I am still at university. And, it would also act as a simulation phase to practice running a business with minimal risk by having a parent firm as a backward, vertically-integrated support system which I can bootstrap all my resources from to start my business.

Apart from being an entrepreneur I have become a source of inspiration to many people. I was asked to return to school to give lectures about photography and how it shaped my career initially. I was also a guest speaker in a marketing class at the American University in Cairo (AUC). I also joined an entrepreneurial workshop to help students formulate business models for a competition. For these reasons, I began acknowledging my influence on people when I had been referred to as a *superwoman* and a *role model* in the eyes of aspiring teenagers who wish to pursue their own businesses one day. From this moment onwards, I began seeing myself as a business advocate and a female entrepreneurship enthusiast on social media. My influence is also evident in the press where I have been referred to as someone who will shape the economy one day and on social media where I have been invited on programmes to speak about my role as both a student and an entrepreneur.

Alia Mazhar (Class of 2016)

When I first started at IPKA (Integrated Programme of Kasr Alainy, (Faculty of Medicine - Cairo University)), I was scared and excited at the same time. Scared because it was a whole new experience after I left school, and I wasn't sure how I was going to go through it all without anyone I know or any friends from MES. I was on my own. However, I was so excited because this is the faculty I was dreaming to go to, and that I was finally living the dream; I was eager to meet new people who have the same passion as me.



Kasr Alainy, is a whole different experience from school - stressful? Yes, but also enjoyable beyond words, especially in Medicine, because you get to study everything amazing about the human body and how God created such detailed, small mechanisms. You get also to meet new people who were in different schools, so you get to make new friends from different backgrounds.

On my first week back in Year One, I was really happy to wear my white coat, and took so many pictures and was overjoyed that I'm finally getting called Doctor wherever I go, by the cafeteria cashier, at the bookstore, and even by my professors. It is a great experience and am still enjoying it despite the continuous stress that I'm facing. But if I would give advice to anyone thinking of joining us or any Medical School in the world, you can only enjoy it (and bear its difficulties) when you actually like it and find it as your passion.

Like any other university in the world, ours is very competitive because all the students in Egypt who were at the top of their class are suddenly in one place, so you need to keep up with your work.



At the beginning of this year (my third year), I was asked by the Dean, Vice Dean and my professors, to give a presentation to the new class coming into Year One. I was thrilled to see that there were three MESConians joining us from the Class of 2018.

Whenever anyone asks me which school I attended, I am always honoured and proud to say Modern English School Cairo.

CONTINUING PROFESSIONAL DEVELOPMENT AND LEADING 4 IMPACT

Engaging in Continuing Professional Development (CPD) is an important part of being a teacher and one that MES Cairo fully supports. Over a long teaching career, many changes occur in education and being up to date in current practice and pedagogical theories ensures that teachers are knowledgeable in how best to support excellent teaching and learning in classrooms.



Our staff body is made up of teachers with a wide range of experience. Some are new to the profession, others are more experienced and are developing their leadership skills at both middle and senior management level. A range of CPD opportunities are made available at MES Cairo to ensure that wherever a teacher may be in their career, there is consistent support to grow and develop as a professional.



Some CPD is externally delivered, whilst other sessions are led by our experienced staff members who have strengths in particular areas. Training led by teachers from within the school helps to build a community where sharing good practice is a normal part of school life. MES Cairo prides itself on the excellent support available from within our school. Teachers new to the profession are provided with a mentor who guides them through their first year at school. Teachers with more experience are encouraged to peer coach and mentor others; building positive and supportive relationships.



Throughout Term One and Two of this academic year, a wide variety of professional development has been offered. Our new teachers have had the chance to develop their skills in Behaviour Management, Time Management, Assessment, Effective Differentiation, English as an Additional Language (EAL) Strategies and Displays and Creativity. These useful sessions were led by experienced teachers from across the school; Courtney Johnson, Stuart Boswell, Dave Barton, Rachel Bennett, Rania El Geoshy, Andrea Webb, Maureen Glancy and Hanna Straub.

Meanwhile our Middle Leaders from across Primary and Secondary have been peer coaching to support each other in projects that they have been working on in their own departments/pods or curriculum areas as part of the Leading 4 Impact year-long professional development course. This was initiated at the start of the year by Karen Ardley of Karen Ardley Associates.

Karen visited MES Cairo for a second time this academic year from the 5-8 February 2019, bringing with her for the first time her new Associate Director David Porritt.



Karen is a highly effective and inspirational leadership consultant who specialises in all aspects of school leadership. She has extensive experience in all phases of education and she delivers outstanding motivational leadership programmes focused on school improvement across the globe. David is an experienced school leader having been a Headteacher and Principal for twenty-one years in the UK, Singapore, The Netherlands, and China. He holds an MBA in Educational Leadership (International) and a Level 7 Certificate in Executive Coaching and Leadership Mentoring. He is currently working to complete his doctorate in Leadership and Coaching at the University College of London Institute of Education.

Karen and David scheduled a one hour one-to-one coaching session with twenty-four Leading 4 Impact middle leaders to discuss ways forward with their projects. This was then followed by a whole day group session on Friday 8th February. Participants engaged in professional dialogue, considered relevant cutting-edge educational research and had the opportunity to reflect on their leadership skills. The experience was designed to empower our leadership team and support them in their goals to enhance student learning opportunities here at MES Cairo.

The impact of all these various professional development opportunities is that we have a community of teachers who are committed to developing their teaching practice and leadership skills, who support and encourage each other and continually strive to be the best that they can be.

Mrs J Cole - Assistant Headteacher, British Section



PRIMARY TEACHING AND LEARNING ASSISTANTS CPD



In the Primary Section, we have a team of highly skilled Teaching and Learning Assistants (TLAs) who work closely with our teachers to support students learning and develop in all areas of the curriculum. TLAs are an intrinsic part of day-to-day teaching and learning in all year groups and the positive impact that they can have in the classroom is widely acknowledged by all members of the school community.

As with teachers and their work, TLAs require many skills for working with students therefore we offer a diverse programme of Continued Professional Development opportunities for all TLAs. This training focuses on aspects of teaching and learning such as: challenge, engagement, assessment, differentiation, questioning and planning.

This academic year, we have introduced a training programme for TLAs who

are new to our school so that they develop a clear and thorough understanding of educational, learning and development theories. Being a 'connection to knowledge' for students, also requires TLAs to be confident when explaining information so that students understand. This initial training has had a very positive effect on students' learning and created excellent working relationships with other staff members across the school.

To support our Lead TLAs we have also established a separate training programme which enables participants to gain confidence in voicing their views and ideas and feeling empowered to take the lead in their development, with a focus on facilitating the students learning experience.

As we continue to raise the profile of our Teaching and Learning Assistants, it is hard to imagine how our school could manage without them.

Ms J Boukottaya – Primary Deputy Headteacher, Key Stage Two



MES Cairo Welcomes Visitors from Kingsbridge Teacher Training Centre, UK

In the final week of Term One, we welcomed two visitors to MES Cairo from England for a three-day school visit. Carly Lomax has visited Egypt several times over the last few years and brought with her Kirsty Green. Carly is Assistant Headteacher at Platt Bridge Community School and Kirsty is at Shevington High School in Wigan. Both are experienced teachers who also work with Kingsbridge Teacher Training Centre which is an Ofsted Outstanding Training Provider in the North West of England.



Our visitors enjoyed their time in our Primary and Secondary classrooms observing how well some of our teachers are using a range of techniques and methods to secure outstanding teaching and learning in their classrooms. These include exemplary methods of ensuring children know what they are learning and why, having excellent behaviour management techniques and regularly checking the progress that students are making. They are using a range of ways to differentiate lessons for example; varying tasks, support and resources to match and personalise the learning to the needs of individuals and groups of students. Our visitors were impressed with the calibre of learning that they observed. They commented on how MES Cairo cares,



challenges and inspires its students in a wide variety of ways.

They also spent time with both myself and Mr Barton in an exchange of sharing good practice between England and Egypt. We discussed new developments to the teaching of Maths and also shared ideas on how we assess, track and monitor student progress, as well as how we support teachers to be the best that they can be.

Carly spent her birthday here in Cairo and was delighted to be treated to a lively rendition of Happy Birthday by Foundation Stage One Violet class in both English and Arabic and a surprise chocolate cake from Mrs Singleton.

They also enjoyed watching some of the dress rehearsal for the Seasonal Concert and were impressed with the singing and costumes of all the children on stage.

To complete their trip to Egypt, Mrs Dajani kindly arranged for them to be taken to the Pyramids in time for sunset on their final day which was a special experience for Kirsty with it being her first, but hopefully not last, time in Cairo!

We look forward to sending some of our teachers to England at the end of the summer term so that we can continue the exchange of good practice with our UK friends.

Mrs J Cole - Assistant Headteacher, British Section



SEASONAL CONCERT



With audience expectations high, our MES Cairo Seasonal Concert opened with a rousing jazz number, *Behind the Door*, welcoming everyone to the theatre for this much-anticipated event brimming with joy and happiness. The audience was immediately taken on a journey with an array of colourful characters, comical narrators, suspense and traditional carols. *Tata Mena and the Three Wise Men*, a play presented by Key Stage Two students, is an adaptation of a traditional Russian tale about a kind old grandmother who is always helping



others. With the Key Stage Two Choir in support to retell the adventures of the Wise Men as they travel across deserts, rivers, mountains and seas, before finally reaching the land of Egypt, where they meet Tata Mena, herself, who offers them shelter for the night. The following day, the Wise Men ask her to come with them, but she is too busy. It is not until many months later that Tata finally meets the special baby they have been seeking when the family stop at the same village. It was at this touching moment that the true message of the season spread around the theatre, as the story concluded with an emotional, spine-tingling rendition of *Gloria*, sung by the cast and members of the Key Stage Two Choir.





The Secondary, CAScade and Staff choirs followed with a diverse selection of both classic and contemporary popular songs in addition to traditional Christmas carols. The Staff choir opened this section with *Christmas...in about 3 minutes*, an eyewatering rendition of approximately twenty-three well-known Christmas songs. The CAScade choir followed with the very traditional *White Christmas* and then it was time for something a little more upbeat when the Secondary and CAScade choirs joined forces to sing their version of *Jingle Bell Rock*. The hauntingly beautiful *Breath of Heaven* was then performed by the Secondary choir. The Secondary choir also performed *Carol of the Bells* followed by *Joy to the World*, this time joining forces with the Staff choir before the Key Stage One students, waiting patiently in the wings, took to the stage for their performance of *Frosty the Snowman*.

From the moment the first words of the story were told, our Key Stage One students had the audience listening intently. What a spectacle to behold! These young students displaying enthusiasm, projecting their personalities and fabulous costumes as they



acted out the story of *Frosty*, who, with a little bit of magic from the magician's hat, comes to life. The only problem is that he urgently needs to get back to the North Pole before he melts. However, before he begins his epic journey, Frosty has some fun with the children at the Christmas carnival. Light, music and sheer enjoyment are to the fore as the Nutcracker and Clara dance down the road accompanied by the school children dancing and swirling their red and silver pom poms around their heads. Frosty leads the way and finally they reach the station where the Year One and Two students join Frosty on the Polar Express as they dance their way through the night, arriving in the forest and battling their way through the snowstorm, wonderfully portrayed by our Foundation Stage One students, before meeting the local 'Sami' children. With a band of children in tow, shivering with cold, Frosty flies through the air to warmer climes where they find some beautiful tropical poinsettias and are joined by Foundation Stage Two students dancing and singing to a pretty Hawaiian tune. However, it's too hot for Frosty and he slowly begins to melt, but no need to worry as Mrs Claus and the elves come to save the day.

The grand finale was a moment to savour; a cast of over 200 students and staff filling a darkened stage, performing *Silent Night* by candle light and accompanied by a guitar, exactly 200 years after it was written for a carol service in Germany, where mice had chewed through the organ, so a new carol was composed to be accompanied by guitar. This was followed by a rousing tune much loved by the younger cast members as the man in red entered to the sound of *Santa Claus is Coming to Town*.

Thank you to everyone involved in this year's Seasonal Concert. A wonderful, engaging performance to bring down the curtain on 2018... and, in response to the question posed by so many of our young performers over the past few weeks, the answer is 'yes' we certainly are planning the Seasonal Concert 2019, but it's too early to begin rehearsals. We'll all have to wait until September!

Ms T Nissan - Primary Deputy Headteacher and Mr J Harper - Head of Expressive Arts, American Secondary Section

24-HOUR RUN



World Book Day



MESsenger 61 Team

Ms C Boswell, Ms S Sheehan, Ms G Dajani, Mrs N Singleton,
Ms R Sharkawy and Ms O Mawla.

With special thanks to Elham Tadros at Glow Printing.



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

Our Mission

Leadership through Education: Caring, Challenging, Inspiring

We believe in:

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

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

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Accredited as 'Outstanding' by British
Schools Overseas (BSO)

*

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

*

Accredited by North Central Association
(AdvancED)

*

Accredited as an International School by
Ministry of Education, Egypt

*

IB World School

*

Accredited Member of Council of British
International Schools (COBIS)

*

Member of British Schools in the Middle
East (BSME)

*

CIE Fellowship Centre Status

*

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

*

Member of Council of International
Schools (CIS)

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Member of European Council of
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