

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER

EDITION NO. 64 JUNE 2020

CARING, CHALLENGING AND INSPIRING - ONLINE!



Learning at Home, Cambridge Outstanding Learner Awards, Artbeat, STEAM Week, Sportsdesk...and so much more!

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SCHOOL DIRECTOR FOREWORD

We are used to an academic year at MES Cairo being extraordinary; this year has been truly bizarre! When school began in September 2019 we had the excitement of welcoming a new decade to look forward to and a calendar full of trips, events, experiences and continuation of established traditions. September, October, November and December were busy and productive; winter holidays came, the new year began and 2020 got off to a terrific start. And then everything changed! Unprecedented weather storms brought the country to a standstill almost like a prelude to the COVID-19 drama that was to come. On 17 March 2020, unbeknown to us at the time, we had our last 'normal' day of school before the world slipped into turmoil and life changed dramatically for us all.

Teachers shifted their talents and skills online, and the MES Cairo Community Google-ised. The transition was surprisingly seamless thanks to extensive commitment by staff, students and parents. As a school we realised that we had important academic aims to meet, as well as social service responsibilities to ensure that everyone cloistered in their homes could find purpose and meaning in their days. Adapting our curriculum for online delivery took a little time and a lot of effort and in just a matter of days we were up and running. Some adjustments have been made in response to stakeholder feedback but the essence of what we developed, under extreme circumstances, has remained consistent and we devised learning and support programmes that we can all take pride in.

It has been a steep learning curve and the greatest test has been to the resilience of us all to find solutions to some of the most unexpected challenges. And the tests continue. It saddens us greatly that well-established MES Cairo traditions have had to be abandoned in the second half of this year. Added to that has been the anxiety that evolved for exam students in the face of unfathomable uncertainty. Equally as tragic is the missed opportunity for social interaction unique to school that our youngest students enjoy. To dwell on what we have missed is depressing. Instead we must use this life-experience to assess what is most important. Good health, balanced well-being, and time spent leading a much simpler existence should prompt lifestyle changes that we take with us into a post-COVID era. If nothing else, let our students reflect on this strange period in our lives for all the positive that has come from it, not the negative alone.

This MESSenger is a combined edition spanning Term 2 and Term 3 of this unprecedented time. Amidst its pages we reflect on the time when things were more or less normal. We also archive some of the experiences had during COVID closure and what our teaching and learning experiences were like whilst online.

It is my hope that we look back on this edition as a historical archive of a time soon to be behind us.

Mrs Nicola Singleton – School Director



Online Learning @ MES Cairo!

Online Learning in Primary



Youssef FS1V



Gabriella FS2O



Farouq Y1V

Midway through Term 2 when we were faced with the reality of students learning from home, we were in a fortunate position as we were already using Google Classroom and using a variety of online tools to support face-to-face teaching. Our teachers rose to the challenge to ensure that the high quality of teaching and learning our MES Cairo students are used to could be replicated at home. Our teachers have continually reviewed, reflected and adapted the teaching/activities to ensure the 'pitch' and 'pace' is suitable for all students. The majority of our students have fully engaged in and thoroughly enjoyed the online activities. We fully appreciate the feedback and support our parents are providing in teaching and facilitating the learning at home.

We have recently introduced Google Meets; an opportunity for our students to engage in a 'social meet' with their teacher and classmates while also learning the etiquette of engaging in a 'live session'. These have been enjoyed by the staff and students. We have also enjoyed a Book Week and more recently, a Specialist Week with other opportunities planned for our students to continue to engage in meaningful learning for as long as school closure continues.

Ms C Readman - Head of Primary Key Stage 1



Mohamed FS2G

Assessment continues at MES Cairo when working from home

At MES Cairo we have always worked hard on finding exciting and innovative ways to assess our students within the Primary School and the recent closure has meant we have had to become even more inventive!

In English and Maths there are a list of objectives that students work hard to achieve throughout the year and revisit frequently. Every step of the way students are assessed once these objectives have been covered. When working from home this is just as important; as teachers we want to know what every student that we teach can and cannot do so that we can help them achieve as best we can.

When school closed in March teachers and members of the Primary Leadership Team quickly worked on devising exciting ways to continue to assess student learning remotely. Thanks to the platform, Google Classroom, that MES Cairo has adopted, this was made possible via 'Google Forms'. Teachers informed Mr Dave of the objectives that were being covered during each week and a Google Form would be made which the students would complete independently to see how they had got on during the week.

Students have completed these forms week after week, using the videos that were posted alongside them to help remind them of key concepts. Thanks to Google Forms capability, teachers could quickly see who understood concepts, and who needed further help. A special well done to those students who completed their assignments as quickly as possible.

All of these measures will ensure that teachers will be able to see what topics they need to focus on at the beginning of next year, hitting the ground running as soon as we are back at school.

Here are some of our star students completing their assessment challenges:



I really enjoyed doing the challenges every Thursday, especially the maths. I do the challenges on my own with no help. **Myriam Erian Y3V**



I have fun doing the Challenge Yourself every Thursday. Some of the questions are tricky but the video helps me figure them out.

Amina Elmissiri Y3Y



I found the challenges extremely fun to complete and I strongly believe that completing them helps Ms Theodora to know that I am doing well beside my daily assignments. I woke up early every morning and started to work and finish all my assignments on time.

Jaida Mohamed Y3V



I really enjoy doing the challenges and I complete them independently.

Farida Shoukry Y3V

I liked it and had so much fun, I enjoyed it. It's good to have some challenges and to challenge myself and to show my teacher my work.

Hamza Kenawy Y4Y



I understand that the challenges help my teachers see where I am at in my learning for the week and if I understand or not. We get them each Thursday and I like that, even though it is our "test day".

Teymour El-Helw Y6R



I completed the 'addition and subtraction' fractions online alone. I found them very fun to do because I watched the video that Mr Dave posted before I answered them.

Selim Kishk Y3O



I enjoyed the challenges because they are like mini quizzes that are testing our understanding but in a more enjoyable way.

Abdalla Hassanin Y6R



The challenges were a lot of fun to complete.

Findlay MacDonald Y4Y

Online Learning in Year 1

The first topic we did at the start of the Year was 'Super Me' – a theme that has carried all the way through Year One, in more ways than we ever imagined! We have worked really hard to display our resilience and superpowers this past term following the move to Online Learning, which has been a huge challenge for us all.

Despite no longer learning within a classroom environment, we have shown our commitment and determination to our learning, taking it all in our stride. Moving online has shown us a whole new world of learning; encouraging us to become more independent with our studies and enabling us to access lots of exciting new resources and websites. A key area of focus throughout the year

has always been independent writing; a skill important in Year One to help embed using capital letters, full stops and finger spaces. This has continued into our online learning to ensure practise and progress, alongside lessons designed to be as hands on and practical as possible, following instructional videos set by our teachers. We do role-plays and poetry recitals for English, getting our whole families involved and having great fun in the process, and have learned how much fun Maths can be when learning from home, using everyday items to support us with our understanding.

We have also used this time to work on and learn other talents and skills, each week documenting at least one thing we have consciously done that has made us happy.

We have become

musicians, chefs, artists and fitness experts, independently riding bicycles and learning how to rollerskate, as well as becoming incredibly independent at home. We can now tie shoelaces and have spent time working on our relationship skills with siblings, families and animals. We are all, undoubtably, 5R superstars!

We have all made so much progress throughout this challenging time, doing things we never knew we were capable of and impressing our families and teachers alike with just how much we have grown.

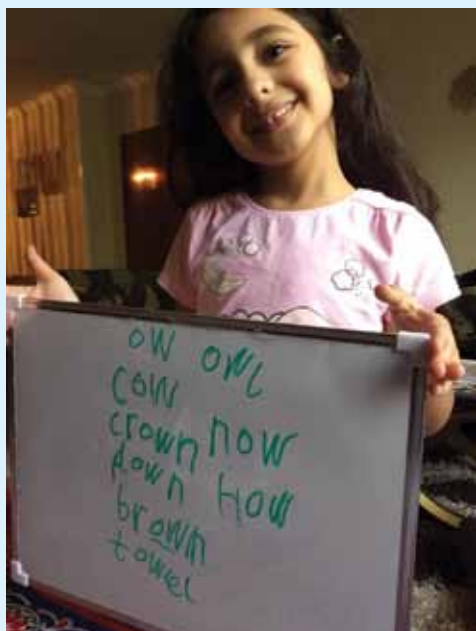
We have made everyone so proud. Well done Year One!

Ms R Searles - Year 1 Teacher

Engaging Times for Foundation Stage 2

The introduction of our distance learning in FS2 has presented interesting challenges. The image of a busy classroom environment with teacher, teaching assistant and children is very different to the reality of an online teaching platform and unknown territory for teachers, parents and children. Yet, the whole of FS2 engaged with this from the onset and together we created educational, stimulating, interactive and above all enjoyable activities for the children to participate in.





Each week featured a different book to base our Continuous Provision around. Goldilocks and the Three Bears was very popular with our children. With many of them creating stick puppets to re-tell their own version of the story. When they looked at The Little Red Hen, the children sequenced the life cycle of a chicken, looking at the changes from an egg to a fully hatched chicken. Then they had lots of fun baking their own bread!

The Princess and the Pea gave lots of opportunities for the children to have fun devising their own sentences and practising their writing and sentence structure for Literacy.

The children did exceptionally well learning the new concept of time in Maths; practising telling the time at o'clock and half past the hour. They had great fun making their own wrist watches and sent in photographs modelling their own individual designs. The children also enjoyed learning to recognise and count money. Not only did they manage to count the money in the purse pictures, many of the children created their own shops; with toys and books priced to buy and sell. It was entertaining for the teachers to watch the fun videos of the children playing shop and carefully counting out their money.



Phase 3 Phonics lessons were filled with lots of activities for the children to learn and enjoy. Children especially enjoyed the vowel digraphs sounds, making their own paper 'oo' spectacles to wear.

From guided reading, online games and various written or creative activities, the children especially liked doing the online PE and dance sessions. They energetically sang, danced, jiggled and jumped along with the lesson and their enthusiastic performances and participation were excellent to see.



FS2 teachers desperately miss our classes and seeing the children happy in school but the weekly online Google Meets are a means for everyone to keep connected and this is an amazing opportunity for the children to see their teachers, TAs and each other, sharing stories and games to keep their social interaction ongoing, a real time chance to connect with each other.

Mr R McGrath - FS2 Teacher

Online Learning in FS1



Like the rest of the school, FS1 at MES Cairo embarked on their journey of online learning in March and just like that, overnight, the children of FS1 started to get used to seeing their teachers and eventually their friends on the screen. From ensuring the continuity of quality education for our little ones, to taking into account their short attention span and their level of independence, a thorough plan was put in place to make sure distance learning would be valuable, rewarding and fun for our children.



On a weekly basis, students have engaged in different learning activities, in Maths, Phonics, Continuous Provision (such as Arts and Sciences) opportunities, as well as Story Time, daily PE workouts and Music assignments. Pre-recorded lessons by the teachers provide the students with guided inquiry experiences to explore the objective of each lesson, followed by a task for children to apply and share their learning with their parents and teachers; that they have to upload into Google Classroom. All submitted tasks have then been reviewed by teachers, and individualised constructive feedback has been given to each student to help them reflect on their learning.

Weekly phone calls were established as a way to check in on our different families in FS1, get their feedback on online learning and adapt accordingly.



As teachers it has been lovely for us to see the children's interactions at home, their enthusiasm to engage in different tasks and the tremendous level of support the parents have been offering. Feedback from parents has been extremely positive, as this opportunity has given them an insight into what their children do at school each day and how much learning takes places in playful and engaging ways. It also provided a semblance of routine which children at this age needed, especially during such circumstances.

Lately, our children have been extremely excited to take part in Google Meets, where they get the chance to interact with their friends and teachers and engage in fun learning activities and games.

When so much of Foundation Stage is about hands on learning, exploration and play it wasn't that easy moving our routines to virtual learning, but it was definitely doable thanks to the active engagement and collective passion of teachers, students and parents.

Ms M Kaddoura - FS1 Teacher



Emotions in FS and KS1

In FS and KS1, the Assistant Heads have been regularly sharing thoughtful stories about a range of emotions that the children may be facing at this unusual time and asking our students to share their opinions,



thoughts and feelings. The students particularly enjoyed watching Ms Maureen make Ms Helen jump before sharing a story about what scares us.

Our students have also been challenged to complete a list of Acts of Kindness, learn how to tie their shoelaces and video themselves reading aloud.

Ms M Glancy – Primary Assistant Head, KS1

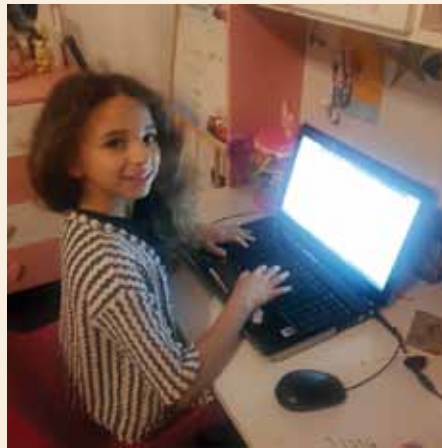
Keeping Students Safe Online



Zoom, Google Meet, Flipgrid, Loom, Screencastify, Messenger, Facetime, Whatsapp...it is an online minefield. There are now dozens of apps and tools for communication while we are not in school. We are at home staying safe but are we staying as safe online? Many companies have been inundating us with offers of free content, material and use of tools etc. As a school with responsibility for over 2000 students, we have to be discerning in our choices. We cannot go for the latest "craze" just because everyone else seems to be using it. We must put students' safety first. Luckily, for several years at MES Cairo, we have had a team of tech experts. We have a *Wired* group and a *Google* group made up of teachers and administrative staff who have expertise in technology to enhance teaching and learning.

As parents, you have been amazing at adjusting to the demands on your skill level and time, ensuring your children are still accessing the world class educational opportunities we are delivering. But what else can you do? These things seem simple but have been shown to have a positive effect on children if parents are following them regularly.

- Talk openly with your child about their online activity. Listen to them, come up with family agreements, teach them that nothing online is private - anyone can screenshot and resend.
- Know your parental controls. There are many websites to support you to prevent your children seeing things that could be emotional or culturally harmful. Some examples are: <https://www.internetmatters.org/parental-controls/> or <https://news.itu.int/covid-19-7-key-ways-to-keep-children-safe-online/>
- Know who your children's online friends are and which social media groups they are in. Teach them to report inappropriate or offensive posts, to block anyone who is unkind or inappropriate and to use only kind words themselves when posting in a group domain. Our Assistant Heads are still dealing with issues that arise from unkind words on these platforms.
- Teach your children to keep their location private. Digital photos and apps often contain information about the time, date and GPS coordinates.
- Lead by example. The way and frequency you use apps and social media platforms, will have a massive impact on your children.



Technology has many wonderful tools and opportunities for your children - guide them to access these safely and securely for happy, well-balanced students.

Ms C Jama - Head of Primary Key Stage 2

PSHE in Key Stage 2

During the weeks of online learning, our students in Years 4 and 5 have been engaging in a programme of weekly PSHE activities.

Personal, Social and Health Education, or PSHE, here at MES Cairo, aims to give our students the knowledge, skills and understanding to lead confident, healthy and independent lives. PSHE is an all-important aspect of our provision that enables our students to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. It is an area of learning that pervades all aspects of school life and the values and skills acquired, by our students, are fostered, nurtured and refined both at school and at home.

As parents and teachers, we understand our key role in guiding our students on how to establish and maintain good relationships, manage emotions, demonstrate respect, maintain a healthy lifestyle and grow up as responsible citizens in the wider community.

To complement our ongoing PSHE provision, our Years 4 and 5 students are engaging in a range of challenging weekly activities, online, at home; for example, exploring the values of friendship, the importance of understanding and appreciating differences, maintaining healthy relationships, developing skills as independent learners, understanding what we mean by 'inspiration' and putting it into practice, identifying areas for change in our world and exploring and managing our emotions.

To this end, the role of parents continues to be valued and appreciated! PSHE is a partnership between home and school. Each week, PSHE assignments have been submitted that show our students as being reflective learners, creative thinkers and responsible, independent-minded individuals.

We extend our grateful thanks to our parents, during this online learning period; they not only value the importance of PSHE, but are actively engaged in guiding and prompting their

children when undertaking the weekly assignments and presenting their ideas, whether through writing, illustrations, slides or video clips. Thank you for your support!

Above is an example of a Year 5 student's work on her idea of what ingredients you would need to make the perfect 'friendship soup'. Enjoy!

Mr B McCormick – Primary Assistant Head, Years 4 and 5

My recipe for making friendship soup

Ingredients

- 2 litres of trust
- 1 litre and a half of kindness
- 1 cup of humour and goofiness
- 3 litres of honesty
- 1 litre and a half of fun
- 3 cups of respect
- 4 litres of love
- 6 cups of happiness
- 5 tablespoons of understanding

Method

Stir all the ingredients continuously..... and enjoy!



Online Learning in Year 3

In Year 3 we are so lucky to have amazing students and teachers who embody our 5Rs and who have really embraced and risen to prevailing challenges. It cannot go unsaid either, that the support of our parents has been wonderful and together Year 3 have navigated their progress successfully.

The Year 3 teachers have been busy developing their skills of teaching through Google Classroom and using a variety of learning platforms to deliver lessons in meaningful, fun and engaging ways, providing the material and skills needed to prepare our students for the move to Year 4. They have worked hard to find a balance between content, challenge and manageability and I would like to thank the teachers for their continued efforts. Google Classroom, Google slides, Google Docs, Jamboard, ScreenCastify, Loom and Quizziz have all had a daily presence in our lessons and now both teachers and students are becoming experts in online learning.



To our fantastic cohort of students, you have shown us exactly what we hope to see in our MES Cairo students; Great Relationships skills in your communication with your teachers initially just through the Google Classroom Stream but then even more so in our weekly Google Meets. You have shown wonderful manners and communication skills, listening to one another, taking turns to speak and modelling excellent communication. You have been Reflective, listening to your teachers audio instructions

and working through the slides thinking about the learning material and then using your 5Rs of being reflective, resourceful, resilient and risk taking to apply the learning to your tasks. Your technological skills have soared and many of you have really shown us how creative and innovative you are. We have seen wonderful examples of Google Slide presentations, 3D and Junk Modelling, Video Logs of reading and recordings of other activities. We have been so impressed with the support many of you have given one another, during live learning sessions, and the lovely congratulations offered when Stars of the Week and shout outs have been announced.

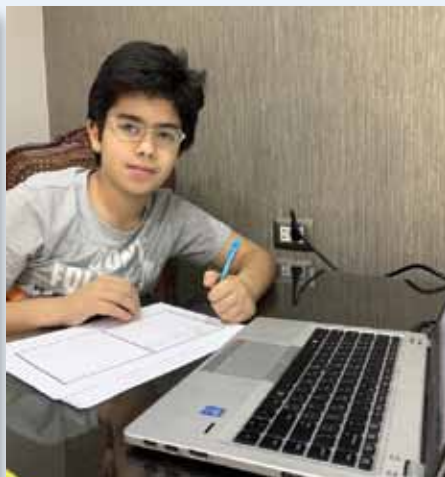
The support of parents and in many cases older siblings cannot go unacknowledged. Thank you for supporting your children, their teachers, and our school. It has been a lovely experience getting to know some of you better, to see you and your children engage in learning together and to feel the sense of community and connection that has flourished over these months. As hard as this time has been there are so many positive moments, memories, and experiences to look back on and smile about.

Ms D Abu Hassan - Year 3 Team Leader

Year 4 Students Enjoy Book Week

This final term, and indeed year, will certainly be one to remember in Year 4 for a number of reasons. While the disruption we have faced may be at the forefront of our thoughts, I cannot emphasise enough just how proud I feel and impressed I am by the resilience and efforts of our wonderful students in Year 4. Despite this time of online learning being filled with great uncertainty, all of the students and families should feel very proud of their efforts and commitment to learning throughout this third term and all of the teaching staff in Year 4 would like to say a big thank you and well done!





All of the teachers in Year 4 have worked tirelessly throughout this term to try to ensure that our high standards of learning have been maintained for everyone. It has been made easier by our exciting Term 3 Topic of 'Planet Earth Records'. Did you know that despite having a population of 0, Antarctica has a Post Office? Or that the United States of America has a population of over 328 million people? We have been looking at a different continent each week and have learned lots of interesting facts and researched lots of interesting geographical information. Not only have we done some great work looking at the geography of the different continents, but we have also looked at the different cultures of people around the world.



We have completed lots of interesting work on biographies and stories with a historical setting in our English learning. One of the highlights has been students interviewing and writing biographies about their family members. It was great to learn more about our students' families and our students really enjoyed learning more about their parents' fascinating lives. This has been coupled with a great emphasis on reading which, as you can see in the pictures, is very important to everyone in Year 4!

While this year may not have ended as we would have liked, I have really enjoyed seeing the incredible progress everyone has made throughout the year both socially and in your academic learning. Everyone has shown outstanding engagement with their learning and the opportunities to meet up as a class or group on Google Meet has certainly been memorable for all involved.

Mr D Paget - Year 4 Team Leader



Year 5 Online Learning Highlights

Year 5 students have done themselves proud by showing resilience, independence and a positive attitude to their online learning and unanticipated change in learning environment. Luckily, this year, Year 5 were using BYOD already in their learning, so they had the advantage of being confident and communicative users of technology. They have been able to use Google Classroom, Kahoot, Canva, Epic, ReadTheory, MathsBot and many other educational websites to help complete their learning tasks.



I have been very impressed with the way students have managed to complete the tasks independently and keep motivated with their learning. Year 5 have created videos, posters, models, games and, even, air resistance parachutes throughout our time of online learning. They have been resourceful and had to self-motivate to complete set tasks. What has also been lovely to see across Year 5 is the collaboration and support students have received from their families.

Ms A Keegan - Year 5 Blue Teacher





Year 5 Blue

"I like that I can work at my own pace and still have free time like I would regularly do".

Lama Saeed

"I like that we can still do our work, but it is more relaxing, and we get more sleep. I also like it even more now because I can speak and listen to you guys in the Google Meet!" **Jana Safi**

I get to learn a lot of new things and have become more independent. I like that my Mum knows more about my learning. Today's live session was amazing! It was so good to talk to everyone. **Zain Shaalan**

Within a space of days, we met, planned and set out a number of different lessons, activities and found inspiring educational platforms for our students. A tremendous team effort and a shift in direction was quickly established within our competent team of teachers and teaching assistants. Planning and knowing what to teach was the easy part, it was the distance and not having our students around that was the challenge.

To engage our students, we utilised a range of websites, offline activities and video recordings. Get Epic was a fantastic reading website we used across different subjects, such as Topic, English and Reading. Prodigy the Maths gaming website was a big hit and students used this on a daily basis forming part of their morning challenge. The continuation of Timetable Rock Stars and Spelling Shed was another success amongst our year group. Even setting up a timetable battle against the teachers!

Book week was another huge success across the Primary section and our students impressed us with their reading dens and photos of extreme reading places, from reading upside down on a trampoline, reading whilst doing a handstand, fitting into a cupboard, sitting on top of the fridge to sitting on a car bonnet. You all impressed your teachers and proved that reading can, and does, take place anywhere!

All of you have played your part in this strange time in our lives and it will forever be a memorable part of your educational journey. I am pleased that I had the pleasure of going on this journey with an amazing cohort and I thank you all, including your parents, for a remarkable year, one that has seen you all grow immensely. I would also like to give my tremendous gratitude to my outstanding team of teachers and Teaching Assistants for their contribution in what will likely be the most testing time of our careers. I am proud of you all!

Ms S Farag - Year 5 Team Leader



Student Reviews



This year has been a fun year although we did not get to see each other a lot but that still made us learn and have fun. I really enjoyed the fun activities we did. This year, the specialist teachers and our class teachers gave us really nice things to do and at the same time we kept learning like we do in class. **Adam Morsy (Y5R)**

This year has revealed to everyone the worth of what they have in life. I have spent some fun and inspirational times at school since the start of the year. A lot of memorable moments come back to me, whether in class, on the field during Sports Day, or at one of the Pioneer sessions we shared. I miss everyone and everything! Online learning felt lonely in the beginning up until I started creating new connections with others. Learning with instructions with my teachers, making new friends and learning amazing skills while

gaming online, and getting to upload some shared work with my twin sister who I have never shared a class with since we started at MES Cairo has been great.

Karim Safi (Y5R)

The beginning of this school year is very different from the end. I really made lovely friends in my new class and enjoyed the Nile Cruise but after that everything changed. We were faced with Covid 19 and had to stop going to school but take part in online learning instead. I enjoy doing the Workout Dailies a lot and I also like Maths. It was such a wonderful feeling when Mr Barry announced that I was the 'Star of the Week'. I also started online judo training four times a week on Zoom and I am now a professional puzzle solver. I did a thousand piece puzzles many times, with different shapes.

Ibrahim Youssef (Y5R)



Way back in the Autumn term I recall recounting a story I read when I was young to the class to inspire ideas for our Science Fiction unit in English. The story was called '*The Machine Stops*', written in 1909 and it predicted a world where everyone lived alone in underground rooms and a computer dictated their lives, taught them, entertained them and only through it could they communicate with other people. I remember we discussed as a class what that would be like, what benefits and issues would arise if one were to live in such a scenario. Little were we to know that we would all get a taste of that life ourselves in just a few months!

Yet, thanks to technology, we have been better prepared for a disruption of this kind than ever before. Devices have become an integral part of the classroom and this has meant the class has been able to negotiate independently their way around educational websites such as Kahoot, Canva, Epic, ReadTheory, MathsBot. Routines have been established and Year 5 have taken control of their learning as a result. And unlike Vashti and Kuno, heroes of '*The Machine Stops*', they haven't been alone either – it's been wonderful to see siblings and parents get in on the act and participate in experiments and activities.

The children have coped exceptionally well and will have a story to tell about their remarkable journey as independent online learners, when, one day, we look back on this moment in history. So, I think a pat on the back is in order, Year 5, for demonstrating how ready you are to take charge of your learning no matter the circumstances.

Mr T Ruddy – Year 5 Yellow Teacher

I was already impressed with how technologically-savvy our students were at the beginning of the year. The way in which they used their own devices to experiment with various educational software has been so inspiring. However, to suddenly find themselves having to meet the challenges of the curriculum from home without access to the classroom environment was a real test of their character and I have been so impressed and humbled by the way in which they have responded.

The students have used this as an opportunity to enhance their skills and they should be immensely proud of their resilience and the responsibility shown for their own learning. They have discovered new software such as GetEpic for their reading. I have seen so many students taking risks in their online learning experience and I am so proud of their accomplishments thus far. Our Google Meets session is something that I really look forward to as it allows us all to touch base and chat about school or other burning issues and maintain that sense of community from a school

One day we will all reflect on the events of this year and we have all got our own stories to tell. However, as students you should all be proud of your accomplishments with your online education and for taking a massive step into the world of independent learning. Well done everyone!

Mr C Evans - Year 5 Green Teacher

Online Learning in Year 6

As we come to the end of the academic year, it is with great pride that we look back at the amazing achievements of our Year 6 students. The initiation of online learning has proved to be a huge challenge for all involved, yet we end the year with a cohort of students who have shown courage, resilience, independence and a commitment to learn each and every day from the confines of their homes. We cannot express how much we have missed our students' presence in the classroom: their smiles, their positivity, their kind and helpful words and actions. However, as our students prepare to transition to the Secondary section, we will fondly remember the excellent and exciting learning that we have experienced online over the last few weeks.

The students have become well-versed in a variety of online platforms, accessing their daily tasks through Google Classroom and making use of a variety of G Suite tools, as well as a plethora of apps which make learning both accessible and fun. In Year 6, we have regularly set year group tasks in order to motivate the students, as well as keeping them linked in with the rest of the year group, always sharing excellent examples of learning along the way.

Our Blanket Fort Challenge, which linked to a Guided Reading task, enabled our students to independently design and construct their own private reading nook; with the purpose of encouraging a continued love for reading. We were inundated with a number of impressively creative reading forts.

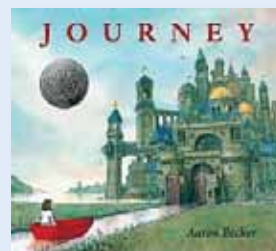


Book Week saw students immersing themselves in a fantastic book by Aaron Becker, called *Journey*. All activities during this week were linked to this book and students found themselves constructing boats in Maths and calculating the mass their boat could hold whilst floating. In Topic, students were met with an unusually magical challenge: to create their own flying carpet using screen trickery to make the carpet 'fly'. We also studied imagery in poetry and students created their own amazing free-verse poems, taking inspiration from the book. Through targeting a number of key areas during Book Week, our students were able to learn effectively using skills of independent investigation, questioning and problem solving, calculation,



estimation and a degree of reasoning, as well as a huge amount of enthusiastic creativity. It was a productive and very enjoyable week for all involved.

In Term 3, we moved our Topic focus from Ancient Greece to the Guinness World of Records, studying the amazing array of world records broken and linking them with Maths skills of measure, calculation and statistics. Our students were invited to guess the teacher in Year 6 who holds a world record, which brought much amusement when they discovered that Mr Cole shares a world



record for unwrapping a record number of LOL toy dolls! Students were then challenged to break their own record and we thoroughly enjoyed watching them turn in videos of their fantastic challenges. From attempting to unravel bathroom tissue, donning as many socks as possible on one foot and stacking Jenga bricks to create the tallest tower - they all furiously worked against the clock to attempt to beat world records.



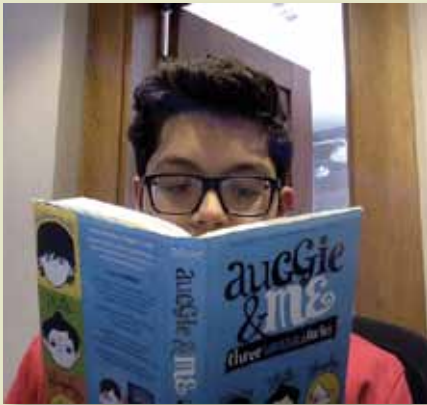
In recent weeks, it has been a pleasure to host Google Meets with our classes which gives an opportunity for the children and adults to interact online, play games, share thoughts and opinions and tell our students how much we have missed their presence. We will soon say farewell to our Year 6 students whilst celebrating all their fantastic achievements this year. We wish all our Year 6 children the very best in the Secondary section, where they will continue to thrive and reach for the stars.

Ms S Underwood - Year 6 Team Leader



Learning Online in the American Section

The Essential 5 - Explore, Apply, Explain, Share and Reflect



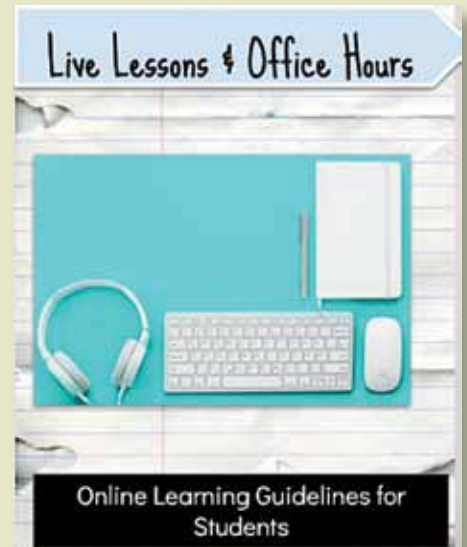
Yassin El Banna (G10R)



Razan Hassouna (G10Y)

The key to successful online learning planning and organisation of content for students is to allow for what we call the *Essential 5*. We have endeavoured to offer engaging learning assignments for students that allow for guided discovery for each learning goal. Giving an opportunity to students to share and collaborate with one another and reflect upon their own learning, is where long-term learning happens. We transitioned to online learning, providing students with live lessons for new content as well as providing a virtual helpdesk to call on. The virtual office hours enable all learners - and sometimes parents - to ask questions, hear the questions of their colleagues, and provide an opportunity to collaborate and continue meaningful relationships with our students and families.

Offering students choice, novelty and variety within the lesson itself allows students to not only learn at their own pace but permits true engagement with the curriculum. Student engagement is vital and an essential part of the learning process as it allows students to make a psychological investment in their own learning, creating more independent and self-directed individuals. We spend time planning and talking about student



engagement in all learning as it is the moment that students see that the work is personally meaningful, improves motivation and persistence even through challenging tasks, and have a positive sense of accomplishment and euphoria when those tasks are accomplished.

Sharing best practices with our students consistently across all Grade levels was key to student success. We are proud of the amount of engagement in the curriculum and for the profound feedback and appreciation our students and families have expressed during these uncertain times.



Ahmad El Torky G9B



Mariam Awad G9G



Michael Hakim G9Y



Lara Gamaleldin (G10R)



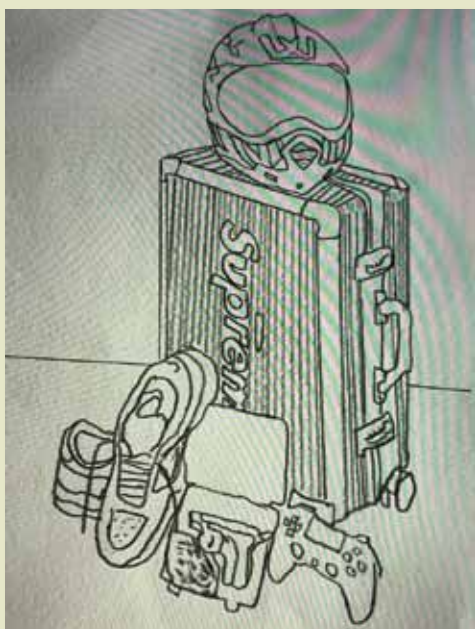
Taya Galab (G9R)



Adam Khalil (G10R).



Mohamed Fouda (G10B)



Ali Mahmoud (G10Y)



Hamza Khalil (G10B)



Hana El Ghamry (G9R)

The sharing of student experiences has been vital to the success of online learning. Students have stated what they really enjoyed about online learning were: learning at their own pace, not having distractions around them, being able to create their own schedule for learning, having the time and space to think and reflect upon the assignments and the quality work designed by our teachers, becoming closer to their families, and having the time and space to understand themselves as people and develop their own interests and a chance to learn new skills. Through a choice-board assignment for our HRCF curriculum, we encouraged students to do something new offline and share their experiences with their classmates. We hoped they would try something new, be creative, and have fun.

We look forward to welcoming our students back on campus as soon as it is deemed appropriate. School will be here and so will your teachers when this all becomes a distant memory. What the long-term takeaways are is that we will embrace the very best that online learning offered our students and continue that in the traditional classroom. The vital role that our teachers play being designers of engaging curriculum and providing opportunities to continue to connect to our students as people. We hope our students still use the gift of time to prioritise their busy lives and give themselves the opportunity to develop their own interests, experiment with new skills development and continue solidifying those closer familial relationships.

Ms D Pfeil - American Section Principal

Tales from the Quarantine - Creating a play together, online

Taking a Theatre class is all about communication and exploring life, with all of its ups and downs, together. So what happens when we cannot physically be together? We create an online “play” about our experiences, of course!

This is exactly what our Theatre 1 students have been working on in their Theatre Live Lessons. Every member of the class first responded to thinking-prompts such as “The funniest thing to happen”, “The worst thing about lockdown” and “What have I learned about myself?”. The initial responses were statements or very short descriptions of incidents and feelings. To transform these words into a play, each member of the class was tasked with taking these simple statements and rewriting them as short “stories”. The one rule was that they had to rewrite someone else’s stories, not their own. With the empathy the students have developed by taking a Theatre course, they were able to translate someone else’s story, adding thoughts, feelings and context from another’s point of view.

As ever, our Theatre 1 students rose to the challenge and provided excellent material for each other to work with. Keep an eye out for the final play - coming to a screen near you soon! In the meantime, here are some of the responses we have gathered:

- “I tried to give myself a haircut and it turned out very bad. Thankfully, I’m not seeing anyone, but I’m still never going to try to cut my hair again!”
- “The best thing that happened is having time to work on stuff I like such as baking, cooking and art which I didn’t have time for before.”
- “I got to know my neighbors and they turned out to be very nice people.”
- “The greatest upside about this quarantine is that I get to sleep and wake up any time I want, as long as I attend my classes and do all my work.”
- “The greatest upside is that I’ve become a lot closer to my family.”
- “I’ve learned that I am much more patient than I thought I was and even though I consider myself to be an extrovert, I enjoy being alone just as much as being surrounded by people.”
- “I have learned that I could do many things under pressure!”

Mr J Todd - Dean of Students, Grades 9 and 10

Grades 9 & 10 HRCF Competition

We had a great time viewing the submissions to the Grades 9 and 10 HRCF competition which tasked students with choosing an activity from a Choice Board and demonstrating that task through video or still images. All of the activities were designed to give the students a break from screen-based Live Lessons and Office Hours.



Miray Wahib

As ever, the students of Grades 9 and 10 rose to the challenge and entered some excellent, thoughtful and hilarious videos and pictures. Finding the time to try something new, connect with family or demonstrate brilliance is important for us all and, if you ever need some advice on how to do it, just look to Grades 9 and 10 for the answers!

This was, of course, a competition and competitions have winners.

Thank you to all of the entrants for entertaining us. You brightened up a difficult situation for us! Our three eminent judges pored over all of the entries and voted for their favourites.

Thank you to Ms Pfeil, Ms Downey and Ms Singleton for taking time out of their busy schedules to cast their critical eyes over the submissions.



Amina Boroossy

The results are:

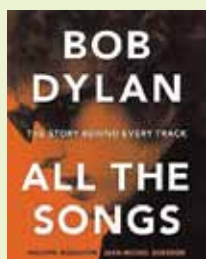
- 1st Place:** Jana Shahin, Ali Zaghloul, Hania Gemeay
2nd Place: Ammar Ali, Ali Mahmoud, Giselle Abdelwahab, Karim Ebeid, Mohamed Fouda
3rd Place: Adham Khalil, Razan Hassouna, Maria Hanna, Mariam Awad, Miriam Guirguis, Talia Al Sharif, Ahmed Abdelkader, Ziad El-A'any, Yassin El Banna, Soher Shahin

Mr J Todd - Dean of Students, Grades 9 and 10

| Grade 9 & 10 HRCF-Online Learning | | | |
|---|---|--|--|
| Class: Challenge a family member to a game in 3 weeks of school. | Basketball: Create a family member's all-time favorite game. | History: The first time we learned that the world is a globe was in 1492. | Chess: Create a family member's all-time favorite game. |
| Tag: Write or create the game of tag in 3 weeks of school. | Language: Can you read or write in 3 weeks of school? | Math: Can you read or write in 3 weeks of school? | Science: Can you read or write in 3 weeks of school? |
| Art: Create a family member's all-time favorite game. | Music: Can you read or write in 3 weeks of school? | Physical Education: Can you read or write in 3 weeks of school? | Health: Can you read or write in 3 weeks of school? |
| Reading: Can you read or write in 3 weeks of school? | Writing: Can you read or write in 3 weeks of school? | Speaking: Can you read or write in 3 weeks of school? | Listening: Can you read or write in 3 weeks of school? |
| Thinking: Can you read or write in 3 weeks of school? | Feeling: Can you read or write in 3 weeks of school? | Doing: Can you read or write in 3 weeks of school? | Being: Can you read or write in 3 weeks of school? |
| Knowing: Can you read or write in 3 weeks of school? | Understanding: Can you read or write in 3 weeks of school? | Applying: Can you read or write in 3 weeks of school? | Evaluating: Can you read or write in 3 weeks of school? |
| Creating: Can you read or write in 3 weeks of school? | Connecting: Can you read or write in 3 weeks of school? | Reflecting: Can you read or write in 3 weeks of school? | Transferring: Can you read or write in 3 weeks of school? |

IB-ONLINE

Donne and Dylan!



DP11 Live learning took a turn towards the metaphysical, as we studied the poetry of John Donne. Navigating the perilous waters of the -ometers and -ameters of poetic meter (the Elizabethans definitely had rhythm), exploring the rapidly expanding Elizabethan world, and discovering new poetic forms, our students have had

plenty to keep them entertained. Soon they will start to make connections with the still old but far more modern poetic lyrics of Bob Dylan, who was influenced by John Donne and who wrote such poetic songs that he was recently awarded the Nobel Prize for Literature.

Ms E Dowler – IBDP English

Science, exploration & the monarchy

For your given topic, research information and write a paragraph/bullet point list summarising key 16th/17th century events and beliefs relating to this topic.

Write this into your google doc (no copying and pasting please from the internet please!)

After your **10 minutes** are up, I will select 2 students for each 'topic' to copy and paste their paragraph into the chat.



The IBDP11 Theory of Knowledge (TOK)

So students have been directly applying their critical thinking and analysis skills to the world changing events happening right now, with the spread of SARS-COV-19. The opportunities to explore our societies and their reaction to the crisis as it has spread around the world has deepened our students' understanding of knowledge, its implications on us and the impact on societies and cultures. Students have compared the wealth of information, and misinformation at our fingertips and have continued to develop the skills needed to separate the two. They have also identified and explored

their own personal feelings and reactions as the world changes around them and attempted to link their own emotional state to the wider world. They directly applied Theory of Knowledge concepts to the spread of the pandemic and delved into the deeper implications. These activities were fed back to the group in a series of discussions during the live Theory of Knowledge lessons in which lively debate and conflict demonstrated the huge variances in our shared and personal knowledge frameworks.

Mr B Rainford - Head of IBDP Science



DP11 Student Comments:

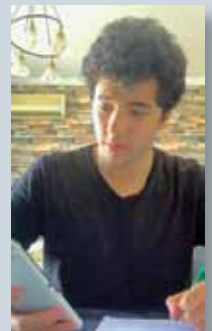
When I first heard we were switching to online learning, I was apprehensive. How could it be even close to the real classroom environment? I was worried the technology would not be ready for live lessons. All of my worries melted away the minute I joined my first class. I saw teachers were just as engaged as in class and while there are sometimes one or two connectivity issues, they are never serious enough to actually deter effective learning. Education outside the live lessons is superb as well. Homework assignments are fairly set with more than enough time to complete them, and I like how I can finish things at my own pace. In short, the school has really tried their best to emulate the brick-and-mortar experience online and it shows! **Ammar Abdelwahab (DP11Y)**



Online schooling has its perks and is very interesting to deal with. Even though we don't get the same experience we have been getting our whole lives, we experienced new ways of learning and new ways of communicating virtually. Online schooling is new to us all but we got the hang of it quickly. Seeing our teachers still motivated and excited to see us every live lesson is something that helped us through the circumstances and motivated us as well. No one would have planned this or seen this coming, but our staff dealt with it really well. Staying connected is the one thing we have for now and thankfully we are all able to do that. We all helped each other overcome the challenges of online schooling and supported each other every day.

Mariam Nossier (DP11Y)

Online learning has been a new experience for me. At first, it was hard to adjust to this new way of learning but now it feels like a normal learning situation for me. I like that I always have time to do my work and time to study any work I have been behind on. Also, I like the way I get to have interactive lessons once a week, making every class exciting and informative to us all. Overall, this new experience is a good learning experience and I am enjoying it very much. **Abdelrahman Gemeiye (DP11R)**



The very first moment that our school confirmed that we would be continuing our education online, I thought that it would not be beneficial at all, but as soon as we started the learning, that thought changed 360 degrees. Learning Online has been one of the best experiences so far this year. The teachers really made a magnificent effort of creating and presenting these lessons in the way they did. We are continuing the journey of exploring a new and different perspective and way of learning. Being online has not ruined the journey in any way. In fact, it has enhanced it and made it much more fun and challenging. It has been an unusual way to end the year, but we are learning a lot from it. **Noureldeen Darrag (DP11R)**

BRITISH SECTION

Commercial Studies Online Learning Experience

I am very proud to be the leader of a versatile team, who have shown a fantastic attitude to ensure our students are receiving the best possible learning experience under the current circumstances. I have also been very impressed with the flexible learning style of some of our Commercial Studies students. Ms El-Masry has also stated that she is “*really proud of my Business and Economics students. They have shifted very well into online learning attending live lessons on time, sharing their thoughts during class discussions, and even playing games! It has been tough to not be in our MES Cairo classroom, but we continue to learn in creative ways and have fun activities in our live classes.*”

Since the online learning provision was implemented, I have had the pleasure of experiencing online pedagogy through video recordings of lessons and personal experience of some classes I have seen. I would like to share some of the highlights of the online provision with you from the Commercial Studies team.

Firstly, Year 9 Economics with myself and Ms El-Masry, where students on occasion have impressively linked Economics subject knowledge to the current Covid-19 pandemic, using YouTube videos on the topic. Mr Scott's virtual tour of East London in his Travel and Tourism class showed the rejuvenation of the area for the Olympic games. Dropping into Mr Gilmour's DP11 Business Management class and seeing student engagement and great communication between teachers and students and engaging stimulating class discussion. Mr Morris as always showing sound Economics subject knowledge in his DP11 Economics class. Ms Hodgkinson's Marketing mix Travel and Tourism revision class and Ms El Kassaby who has been teaching Marketing to Year 10 Business. Let us also not forget Mr Rogers' AS Exam skills classes, for their potential transition into A Level!

Mr C Stock - Head of Commercial Studies, British and IB Sections

Online Learning in the Expressive Arts Department

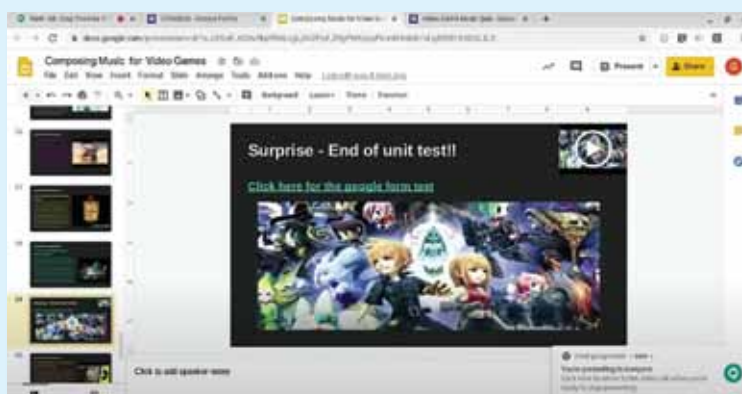
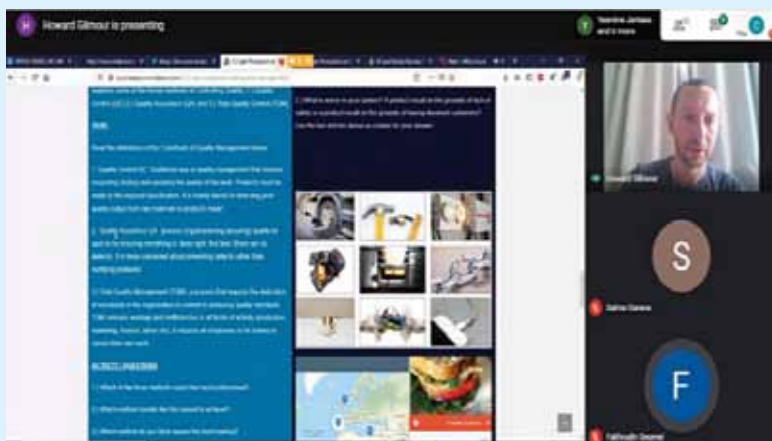
The need to teach our students online was initially a challenge for teachers within the Expressive Art subjects where the usual collaborative practical learning needed to be re-thought.

Music

In Music, Year 7 and 8 students have been given the opportunity to learn in different ways. Students have enjoyed focusing on some of the theory behind the practical which they would otherwise not have had the time to approach.

Year 7 students have also learned about Music for video games and have composed their own ideas using software. Students in Year 8 completed work that they started in class when they looked at Music for Film and composed music for a given film scene. More recently, we learned about music and instruments from around the world including Arabic music. In Year 9 and 10, students have been able to carry on their studies as normal as learning for their year groups is more individual. Students have focused on topics of World Music including African, Chinese, Indian and Latin American music. Students have also created ideas for IGCSE coursework, where they are required to compose music to a given brief.

In summary, although this period of learning has been a challenge for students, parents and teachers alike, we have been able to adapt to the situation while thinking 'outside of the box' to create engaging teaching and learning tasks.



A Year 7 Online Lesson - Video Game Music listening task

Photography

Year 9 and 10 Photography students have created some fantastic work towards their coursework and examinations. In Year 10, students have worked through a variety of topics such as Rush Hour, Growth and Construction. They have taken their own photographs, looked at the work of other photographers and manipulated images through experimenting with the camera and digital software in order to produce their own personal responses.

Year 9 students have also worked through a similar process whilst focusing on the topics of *Slinkachu* and *Reflection*. We are excited to see the work that our students will produce in year 10. Keep up the great work.



Farah Hamed Sawan Y9G



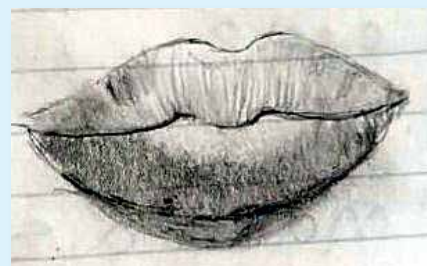
Khadiga El Gohary Y9G



Khadiga El Gohary Y9G

Art

In Art, students in Y7R have been producing self-portraits as part of the *Me and My Community* project. Students have also been competing in online quizzes, have made art jigsaw puzzles and have taken part in virtual gallery tours, while completing an analysis of some of the pieces.



Judy Habib Y7R



Zeina El-Helepi Y7R



Aayan Ali Y7R



Tia Darrag Y7R



Giulia Abdel-Khaliq Y7R

Drama

In Y7 and Y8 Drama, collaboration is an essential element to learning. Like all other subjects, we had to adapt to online learning, where dramatic collaboration was a challenge. Instead, we focused on individual acting skills working with monologues. The students completed two units of monologues: Comedy and Dramatic. In these lessons, students learned how to create and shape characters, plan movements and demonstrate a range of vocal elements in their performances.

For Y9 and Y10 IGCSE Drama, a very different set of challenges were faced. This course is divided into practical and theoretical assessments. Fortunately, online learning was conducive to spending time working on drama theory; we spent time reading and analysing plays and then discussing how we would implement different theatrical elements if we were to put this piece into production.

Mr Greg Thomas - Head of Expressive Arts, British Section

Key Stage 3 Online Superstars



Key Stage 3 students have flourished in their online learning challenges. Taking part in live online lessons, our students have engaged in competition during Science and classes. Collaborating with members of their class, we have seen budding reporters in Humanities and heard heated debates in English classes. In subjects across the board, students have completed quizzes in record time, with all students following their progress on the leaderboard.

In HRCF, students have completed personal challenges, including changing a car tyre, cooking and learning something new. Whilst the pandemic may have kept students housebound, we have seen our students inspire their peers by sharing their lockdown activities. Our Key Stage 3 students have shown resilience, dependability and we are all looking forward to seeing them as soon as the school reopens. Congratulations to all our students in Key Stage 3. We are proud of your achievements.

Mrs L Talbot - Headteacher, British Section

Year 11 and 12 HRCF VESPA Home Study Programme

In the British Section at KS5 we firmly believe it is not just about what you learn, but how you learn, and encouraging strategies to enhance such an approach. With this in mind, we have developed an *iLearn* programme, for Years 11 and 12 which recognises the demands of examinations with a specific focus on fostering critical thinking skills and practical strategies including a bespoke exam mind-set coaching element. All of which encourages the holistic development of each learner and the skills expected of 21st century graduates as published by the Organisation for Economic Co-operation and Development (OECD). The fact that MES Cairo was the most successful CAIE school in Egypt in 2019 is testament to the work of our students and a culmination of the commitment they display towards their studies and willingness to embrace new ideas.

Over the past weeks Year 11 and 12 students have been continuing their development online during their HRCF sessions following a programme of learning based on the VESPA principles of Vision, Effort, Systems, Practice and Attitude.

The activities facilitate students to review their progress and explore a range of revision and research techniques applicable to their chosen subjects and encourages embracing challenges and operationalising lateral thinking. The programme also inspires each individual student to explore their approach to learning in order to develop their own bespoke toolkit of techniques that enhance their overall educational experience and contribute to an enhanced opportunity for success.

During the online learning period they took part in a different session each week based on a theme with a particular focus. There were a mix of videos, reflective articles to complete and an interactive session which were recorded for all to use long after the period of online learning comes to an end.

It has been an excellent experience for those involved where among other things they created a *Roadmap* for success; developed an *Energy Line* and reflected on why this technique is more productive than a mere 'to do list' and enjoyed putting into the practice 25-minute sprints, a strategy based on cognitive psychology that allows learners to develop to their individual strengths and work more efficiently.

The sessions became the highlight of the online learning week for many students and demonstrates our commitment at MES Cairo to developing lifelong learners who personify each of the characteristics from the Graduate Profile succeed in school and beyond.

Student Review

The HRCF classes have really assisted me to think about how I can achieve the best grades possible this year and in the following years at university. The classes have helped me to understand how important time management is in allowing me to get all my work done, as well as having time for myself. HRCF has enabled me to get my priorities in order and understand how much effort should be put into each of my tasks. The success map has helped to identify all the obstacles and support that I will have, in order to achieve my goals, and this really helped me identify how to overcome my problems. **Micole Ghaly**

Mr R Cranston- Assistant Head – Year 11 and 12, British Section



Secondary Learning Development Department (LDD) - Online Learning Update

At MES Cairo the Secondary LDD team has taken a range of approaches and used multiple communication channels to engage, support, and guide students who are struggling with aspects of learning from home.

Mentoring

The LDD team has maintained contact with students throughout the school closure and made good use of email and Google Meet for students to check in with a member of the team. The Virtual Office Hours slots have been a great way for students to make contact, and follow-up chats can be arranged at suitable times.

Progress Monitoring

LDD staff have access to the Google classrooms for those students they support, and are able to join in with live lessons, and monitor participation and work submission. As a result, students and parents have received bespoke feedback, which has allowed the right support to be put in place.

Alternative Resources

The LDD team has been adapting existing resources, sourcing alternatives, and creating entirely new resources where possible. This includes multi-sensory approaches to tasks, simplified visual explanations and videos, access to audiobooks, keyword definitions, and dyslexia-friendly PowerPoints, Google Docs and Slides.

Parent Contact

The LDD team helps create links between the student, teacher, and parents. During these unprecedented times parents have found themselves adding the role of 'teacher' to their already long list of responsibilities and home-school communication has become more important. The LDD team have welcomed contact from parents seeking advice on support for their children and have been proactive in contacting parents where we have had concerns.

During these challenging times, the LDD team has adapted services to provide around-the-clock and meaningful support, as well as to connect with students and parents in enhanced and efficient ways to ensure student academic achievement and well-being.

Mr H Cordy – LDD and Gifted and Talented Coordinator and Dr T Kolesnikova – ESL/LDD Teacher and Gifted and Talented Instructor



CAMBRIDGE OUTSTANDING LEARNER AWARDS



**Cambridge
Assessment
International
Education**

MES Cairo Top School in Egypt



Our students' performance in externally assessed examinations in all three Secondary Sections are reliably something to be proud of. They reflect not only the preparation that has gone into effective teaching and learning in the immediate lead-up to exams but, in the case of the majority of MES Cairo students, the lifetime of learning that they have benefitted from by virtue of this being their school since 3½ years of age.

It is entirely fitting that we celebrate the achievements of eight remarkable MES Cairo students who have earned public recognition for their outstanding performances in IGCSE and A-Level examinations. Cambridge Assessment International Education (CAIE) recognises the country's top achievers in their 'Outstanding Learner Awards' each year; MES Cairo is always well-represented in a variety of award categories. This year, we dominate the awards list with eight of our students cited for



Fady El Meeri Y11R



Kenzi Shaltout Y12Y



Nadine Helmy Y11B



Mostafa El Shamy Y11G



excellent performance in 13 award categories; more than any other school in the country.

Awards are given for 'Best in Country', 'Best in the World' and 'High Achievement' for individual subjects, of which we have received a number (see below). Particularly impressive is our students' success in 'Best Across' multiple subjects at IGCSE - there are categories for 'Best Across' seven subjects, eight subjects and nine subjects; MES Cairo students gained first, second and third place in all 'Best Across' categories. Commendable performance in 16 different IGCSE subjects across the options spectrum is represented by our award-winning students in this category.

This achievement speaks to the broad and balanced education we offer our students, the consistency of quality teaching they benefit from in the classroom and across the curriculum, the values we espouse and uphold and the commitment to learning for learning's sake that we instill; it reinforces that we care for, challenge and inspire our students in many different ways, each and every day - helping them to develop into articulate, intelligent, capable, well-rounded young adults.

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



Nour Barsi Y11G



Mariam Shalaby Y11R



Nour Zaki Y12B



Seif Ayad Y11B

| | |
|-------------------------|---|
| Mostafa Elshamy (Y11G) | Best Across nine IGCSEs (1st place) |
| Nour Barsi (Y11G) | Best Across eight IGCSEs (1st place) |
| Nadine Helmy (Y11B) | Best Across eight IGCSEs (2nd place) |
| Fady El Meeri (Y11R) | Best Across eight IGCSEs (3rd place) |
| Mariam Shalaby (Y11R) | Best Across seven IGCSEs (1st place) |
| Seif Farouk Ayad (Y11B) | Best Across seven IGCSEs (3rd place) |
| Mostafa Elshamy (Y11G) | Top in Egypt - IGCSE Travel and Tourism |
| Nadine Helmy (Y11B) | Top in Egypt - IGCSE First Language and IGCSE English Literature; High Achiever - IGCSE Geography and IGCSE Global Perspectives |
| Kenzi Shaltout (Y12Y) | Top in Egypt - AS Level Psychology |
| Nour Zaki (Y12B) | Best Across three AS Levels (2nd place) |

Mr R Cranston - Assistant Headteacher, British Section



UK UNIVERSITIES WELCOME MES CAIRO STUDENTS



Manchester University

It is always a real pleasure to report the continuous improvement in UK places for MES Cairo students and this year is no different.

So far, we have received 207 offers in total, with 78% of students receiving an offer from a Russell Group institution. The Russell Group have 24 members in the UK who are recognised as world-class, research-intensive universities. With some universities still deciding on places this is sure to increase even further. 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 our MES Cairo Graduate Profile promotes. UK universities and universities worldwide, all show 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. Lobna Kebir (Y12R) and Nour Zaki (Y12B) have received offers from Imperial College and University College London to study Biomedical and Civil Engineering respectively. They are consistently in the top 5 by whole university or subject and as Engineering is a very



University College London



Leeds University

popular choice, there can be no doubt that Lobna and Nour have proved that MES Cairo, really does produce world class alumni. Many of our MES Cairo students have received offers for Engineering across a variety of disciplines such as Computer, Mechanical and Chemical from some of the very top institutions in the UK including Leeds, Sheffield, Manchester and Bath Universities.

We also have many MES Cairo students from across all Sections who have received offers from Kings College London for a number of areas including Economics, Psychology, International Relations and Development. This has included Seif Mazloun (Y12R) British Section Senior Student Leader and Jana Hassan (DP12Y) DP Section Senior Student Leader. It is pleasing to see such a prominent world-renowned university recognise the excellent education MES Cairo provides from all Sections.



University of Bath

From the American Section, Zeinedin El-Helw (G12Y) has been made offers by all five universities applied for where he plans to study Chemical Engineering including Bath, Manchester, Leeds, Birmingham and Sheffield. All of which are viewed as the very top in the subject area both in the UK and worldwide.

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, British Section



University of Sheffield



Kings College London



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME NEWS

GROUP 1: Literature A



MES Cairo DP Literature students have been literally and metaphorically everywhere this academic year. After beginning the year with animated classroom discussion of their 'works-in-translation' (ranging from short stories of India's Rabindranath Tagore, to the Gothic works of Brönte), DP12 classes moved into the LMC for collaborative Paper 2 workshops, as well as onto the yard, to bring Beckett's 'Theatre of the Absurd' to life.

DP12 have now gone global, sending video introductions to, and receiving them from, seven schools on five continents as part of the 'Around-The-World Paper 1' Project.

The next stage of this ground-breaking project will see the exchange of Paper 1 responses and feedback with fellow IB students worldwide!

Not far behind, DP11 have been reading their way back in time; starting with some French classics: 'L'Etranger' of the post-WWII era and a 19th Century classic by Flaubert. To follow, a look at tragedy over the ages, beginning in ancient Greece with Sophocles' 'Antigone', and then on to Elizabethan revenge tragedy, with 'Hamlet'.

GROUP 2: Languages

In the Languages department, DP11 Language B Spanish students have broadened their understanding of Spanish culture through the study of customs and traditions in Spanish speaking countries, and have learned to express ideas about social relationships, global issues, and the media.

In preparation for oral and written exams, DP12 have been fine-tuning their Spanish grammar, and exploring the language of holidays, health and food; the Ab Initio students took this last topic a step further, creating a taste of Spanish culture in the MES Cairo kitchen with Ms Soloman!

Meanwhile DP11 French students have been exploring the topic of 'Identity'; focusing on national identity, immigration, discrimination and integration within the French-speaking society.

GROUP 3: Individuals & Societies

In **Psychology**, DP11 students have delved into the study of memory, researching and evaluating different theories of memory, such as schema theory, cognitive processing, flashbulb memories and reconstructive memories, and have been tackling the age-old question; 'is memory reliable?'

Meanwhile, after analysing the strengths and weaknesses of a range of Biological, Cognitive and Socio-cultural psychology theories, the DP12 has been stirred to heated debate about which of these best explain various human behaviours, justifying their ideas with existing research evidence.

Just down the corridor from Psychology, students of IB **History** have been putting the early 20th Century under the microscope, studying authoritarian states in DP11, and in DP12, analysing the causes and effects of World War conflicts.

DP12 **Business and Management** students were given the chance to observe the practical application of their learning, in a weekend 'Rise-up' summit at the American University in Cairo (AUC). Observing real life start-ups and investments, this was a golden opportunity to see the business world in action!

GROUP 4: Experimental Sciences

In December, DP12 Scientists shared presentations on 'Food' experiments they conducted for their Group 4 Projects. The projects, a part of the final DP assessment, are designed to replicate 'real world', scientific research performed experts. They develop understanding of the scientific method, enhance ICT skills and raise awareness of the moral, social, economic and environmental implications of science and technology. Inspired by their DP12 peers, DP11 students look forward to completing their own G4 projects in December 2020.



GROUP 5 Mathematics

In Term 1, DP11 Maths Studies students worked on various topics related to sequences, differentiation and probability, amongst other things.

They learned about different types of sequences and how they can be applied to real life situations.

DP12 have also been relating their Mathematics learning to the world around them, applying their learning of trigonometry, to real life examples.



GROUP 6: The Arts

Culture and community have been at the heart of the DP11 and DP12 **Visual Arts** students' creations; DP11 were given the opportunity to critically respond to the work of a range of traditional and contemporary Egyptian work on their tour of Zamalek, and gathered further inspiration from street art within Cairo. In true IB style they recently collaborated in a piece exploring Egyptian culture and femininity.

Many of DP12 VA students have also found inspiration in culture and community, choosing to create pieces on this theme, as well as that of human emotions and perceptions, for their Final Exhibition.

DP12 **Theatre** students presented their research coursework at the end of Term One. To prepare, they engaged in detailed research into a theatrical tradition of their own choosing. Examples of chosen traditions included Punch and Judy puppet shows, Kabuki (Japanese theatre), Talchum (Korean Dance-Drama), Khayal Al Zill (Egyptian shadow puppets) and the art of Soliloquy; all were thoroughly enjoyed by an eager audience.



Well done Hana El Hilaly (DP12R), Denae Arias (DP12R), Areej Katib (DP12Y), Malak El Dessouky (DP12Y) and Shahd Atef (DP12) for your informative and engaging presentations!

Extended Essay

There was an atmosphere of excitement in the Secondary LMC when our DP11 students started their Extended Essay journey. In a workshop led by Mr Rainford and a team of IBDP teachers, the students were guided on how to approach every aspect of their work

on the EE. After Mr Mesnard, our LMC Coordinator, led the students through a stimulating workshop on advanced academic research skills, Dr Kolesnikova guided them in a variety of areas and engaged the students in a fun game of 'Academic Research Kahoot!'

Jobalike



Our Diploma students have not been the only ones in the learning seat. In a fitting spirit of collaboration, Monday 25th November saw the arrival of an assemblage of colleagues from schools across IB schools in Egypt, for the IB Jobalike event. After a few words of welcome from our own Head of IB and School Director, Nicola Singleton, the evening commenced with a 'meet and greet' of like minds over coffee and refreshments, followed by a 2-course 'workshop menu'. The first round of workshops, focusing on core IBDP elements (The IB Continuum, EE, TOK and CAS) as well as the second, which were subject specific, were led by experts (including our own Mr Oumar Thiam, World Languages!).

Community, Activity, Service (CAS)

Our DP11 and DP12 students hit the ground running this year with a memorable and rewarding trip to Alexandria as part of their CAS project, expending a great deal of sweat, toil and paint in renovation of local homes, scanning the shelves of one of the world's most prolific libraries, and soaking up the glories of Alexandria's cultural hotspots.

The trip began with a detour to the Al Alamein War Cemetery; a silent testimony to the ultimate example of service. After a brief informative talk about the Battles of Al Alamein, students paid their respects to the brothers, fathers and husbands, of various nations, resting in endless rows beneath their feet.





The adjoining war museum was the next stop. As well as greatly enhanced WWII knowledge, the students left the site with numerous selfies next to huge, defunct (we hope!) land mines, decommissioned tanks, and plastic soldiers in the uniforms of assorted nations.

On arrival in Alexandria, the group tasted the local delights of the legendary 'Fish Market' restaurant; both the catch of the day and the sparkling harbour side view were met with approval. Over the next two days, the students were split into their two-year groups, experiencing the activities separately.

Day one (day two for DP12) began with a trip to the Library of Alexandria, at which the students were privileged to receive a private tour. The students' enthusiastic response to this experience summed up nicely by one DP12 student's request: 'Can we please, please come back here for EE research?'



Next stop: the 15th century fortress, Qaitbay, where knowledge-finding speed challenges, set by our guides, demanded considerable exertion. Never let it be said that 35c+ heat is enough to dampen the competitive spirit of MES Cairo students!

Following these rigorous activities, the students appreciated an educational visit to a charity cancer hospital.

The most important day of the trip saw the entire year group descend en masse to Sink 3, a deprived village in Mamoura. Upon reaching this community, situated on the outskirts of Alexandria, the bemused but grateful locals watched as a group of teenagers took over their homes, armed with brushes, saws, rollers and cement mixers, and promptly started working hard on their assigned role.

Several hours, not to mention a good deal of sweat, paint, and dust later, the homes were transformed. After one last glance at their masterpieces, the dishevelled and paint-splattered, but satisfied renovation teams, sank back gratefully into the air-conditioned bus.

On the final morning of the trip, both DP11 and DP12 headed to the beach. After some competitive team games culminating in a mass girls versus boys tug-of-war (well done girls *and* boys!), a smaller group cooled down by enjoying some beach yoga, led by Ms Sheehan (Assistant Head/IB Coordinator).

And now back to the future...

DP12 students have a great deal to look forward to. The world awaits on the other side of June, and a recent, emotional, cap and gown fitting session in the MPH, reminded all Seniors of the challenge and inspiration fourteen years at MES Cairo have been leading up to.

Ms E Dowler - IBDP English Teacher



PHYSICS: A FUN AND PRACTICAL APPROACH TO LEARNING!



When I meet people and tell them I am a Physics teacher, I always seem to receive a standard response – “Oh my word really? I hated Physics when I was at school. It was so hard.” Students seem to have the pre-conception that Physics is hard and that they will probably fail or get a bad grade. However, without Physics we would not have any of the modern technology that we use today. From simple items like watches to the most advanced technology in our mobile phones. Applied Physics is the source of problem solving in the modern world which helps make our lives easier.

These stereotypes and preconceived ideas have always caused me to be very careful with my approach to teaching Physics. I can definitely understand that Physics is a challenging subject and that not everyone is capable of reaching higher levels and classes of Physics because, and I quote; “they just don’t get it”. Physics is the study of nature and all the interactions that happen within it. These interactions happen every day and are all around us, we just need to pay attention to them. It is most definitely the most visible natural science, which tells you how life works. Therefore, I feel that the approach to teaching Physics is the most crucial factor in delivering learning to my students.



My goal is to teach students the basics of Physics, which everyone can grasp with a different approach. I try to implement, in line with the school mission statement, activities where students design and create their own projects in class to explain and understand difficult Physics concepts. Not only are students seeing and believing the most difficult ideas in Physics, but students are also highly engaged and have a great time learning.



In light of seeing how ALL students from many different backgrounds are enjoying and understanding Physics, I urge everybody to try to change their outlook on my beloved subject. Physics can teach you how to solve problems, will put the Maths you learn into practice, will explain how the world around you (from the depths of the Earth to the Moon) works, develop your critical thinking skills, and so much more! You will learn about the environment you live in, and you will have fun doing it. I guarantee it.

Mr A Labib - American Section Physics Teacher

GRADE 7 – WEEK WITHOUT WALLS



Grade 7 teachers and students took their energy and curiosity to Sharm El Sheikh this year for our annual *Week Without Walls* trip. This year's trip focused on Egypt and its environment. With the guidance of 'GoToKnow' experts, students had the opportunity to experience Sharm El Sheikh from an entirely new perspective.

The new experiences began as soon as we arrived at Cairo Airport. Students were guided through the check-in process requiring them to demonstrate **RESPONSIBILITY**, which is one of the **ELEMENTS** of MES Cairo. They kept track of their boarding passes and travel documents for this short time. The theme of responsibility continued during hotel check-in as students were given their room keys and towel cards that they had to accept responsibility for throughout the week. We are delighted to report that not **ONE** was lost! Soho Square was our first evening activity after arrival and check-in with many students ice-skating for the first time. After learning how to lace up their own skates, students hit the ice. Yet another **ELEMENT** of MES Cairo was on display here: *Effort*. The students never gave up and had a great time learning to skate with their teachers.



Our first full day started with a boat trip into the beautiful Red Sea reefs where students were guided by expert instructors to observe the incredible marine life just beneath the surface. Grade 7 students tackled fears and learned the proper way to wear a mask and snorkel. With a sighting of the famous fish named "Napoleon", the students were mesmerised by the diverse ecosystem just off the coast.





Another highlight of this trip included a day trip to the stunning and serene Ras Mohamed. Students took an active role in *paying it forward* by cleaning up rubbish at the entrance to the protected area, filling over twenty bags in just fifteen minutes. It was incredibly impressive to see students make no complaints and really take initiative to pick up large plastic tarps and recognise food wrappers as they carefully combed the desert. The trip to Ras Mohamed concluded with students filming public service announcements sharing three different ways their generation can make a positive change to the environment. The importance of proper rubbish disposal has also inspired project ideas for the MES Cairo campus and greater Cairo area.

Week Without Walls is not without some much-needed bonding and laughter among students and teachers as well, with the talent show being the favourite memory of the teachers as it gave us an incredible opportunity to see students outside of the regular school environment. The range of talents has grown to include comedians, dancers, rap artists, and future football stars! I think it is safe to say that the favourite activity for students was the aqua park. Spending an uninterrupted two hours on the large water slides filled the air with the screams and laughter of students as they conquered half-pipe water slides and enjoyed watching their teachers join the queue as well.



Students were respectful and responsive to the teachers, the hotel staff and the tour guides. Overall, the behaviour and participation of all seventy Grade 7 students was superb.

Ms S Fowler - Dean of Students, American Section



Year 7 Students take part in a Global Perspectives Environmental Fashion Challenge and Showcase

When faced with global issues, Year 7 students easily identified an urgent need to Reduce, Reuse and Recycle, single use plastics. This became their mantra when challenged with the Expressive Arts Showcase. In January, our students were set the task to establish an environmentally friendly fashion company and to create an outfit to present on the catwalk, in front of peers and a judging panel composed of Homeroom teachers and experts from the Art, Drama, Design Technology and Music departments.

Students worked in House teams to create their Fashion Company. With much vigour and excitement, sketches were drawn, materials gathered, and construction began on websites.

The challenge highlighted to students the need to communicate, collaborate and compromise when it comes to teamwork; skills which are vital in the real world and even more immediately in the classroom on a daily basis. The Expressive Arts department thoroughly enjoyed the Showcase afternoon when students came to display their work at the end of the 48-hour challenge. One group of Year Seven girls ingeniously named their company 'Rbekia', R standing for recycling, Bekia; the name originating from the Egyptian term related to recycling and reusing materials no longer needed - here's their story...

Mrs Sally Elsaadany - Assistant Headteacher, British Section

Rbekia!

The company consists of - Farida Elfikky (Y7Y), Hana Hassan (Y7R), Laila Aboulazayem (Y7Y), Zeina Elhelepi (Y7R) and Zeina Saleh (Y7Y).

We are a group of five girls who created a company called Rbekia. For the Global Perspectives challenge we were set the task of designing environmentally friendly clothing, keeping the ethos of the environment and reducing waste. We decided upon designing and creating dresses, the first one was made out of newspaper. It was hard but we managed to finish it in time for our fashion show. The second one was made from worn out jeans. We also made accessories in the form of a handbag and a pair of shoes.

We designed a magnificent backdrop for our show, created music and made a website in just two full days, with an additional half day to prepare and practise for the show. You are probably wondering how we did all this? Well everyone had a specific job, which helped us finish everything faster; we all helped each other in making the dresses and gave each other advice to ensure we worked efficiently.

On the first day, we were struggling a lot and didn't know what to do, so we communicated and delegated who was to do what. We then helped each other brainstorm some ideas for the dress designs. We had to change the dress a few times; our original plan was to make a dress made out of rubbish bags but it didn't turn out well, so we thought of a dress made out of newspaper, which turned out great and was our award winning dress! The material was easy to assemble using glue and we could mold to the shape of the model with efficiency since newspapers keep a strong structure when layered.





On the second day we created our second dress, which was made out of used denim. We found this material while rummaging for supplies to reuse and recycle. We weren't completely sold on this idea initially, but it turned out better than we thought. We managed to also finish the denim dress in one day, using our skill and experience from the previous design, which was also a huge success.

On the practice and showcase day which took place a week later, we added our finishing touches and accessories to the outfits that our models would be wearing on the catwalk. We also made sure our website was ready for us to present. We included footage taken in the assembly days, the history of our company and a biography of each of our team members. To add to this, we listened to the music that would be played during the show and checked on the backdrop one more time, just to make sure that nothing would go wrong! We honestly never thought that any of these outfits would turn out so fashionable, but we all managed to do it with teamwork, communication and collaboration. What was more fun, was that we also helped our models practise the walk down the catwalk and gave them tips and advice on how to walk down the runway in style, seeking advice from Mr Berthiaume.

It was a great experience for all of us which we will never forget and it sure did make us want to recycle more to save our planet once we realised what a difference we could make both at school and how we could translate this to Cairo and even wider. We enjoyed the experience and didn't want it to end because we got to work with new people that we haven't worked with before, which makes it more fun and we think that everyone else should reduce, reuse, and recycle to experience style, creativity and practise much-needed skills.

Farida Elfikky (Y7Y), Hana Hassan (Y7R), Laila Aboulazayem (Y7Y), Zeina Elhelepi (Y7R) and Zeina Saleh (Y7Y)



Year 8 Enterprise Challenge and Preparation



It has been a long-standing tradition in Year 8 at MES Cairo that students get the chance to launch Enterprise by collaborating, and effectively communicating business ventures, in support of Plan4Grad Options Choices. This further provides students an opportunity to have a flavour of the business world, helping them consider Business and Economics as future subjects for IGCSE and widen student skills and knowledge of Global Perspectives.

Ms Elmasry and Ms Kassaby joined the launch this year by exploring what makes businesses successful and challenging Year 8 to “show us what you’ve got”. Students could easily identify famous brands and business owners by describing what makes them relevant, and thus successful, while many looked to adopt the business canvas model introduced to them by establishing the nine key building blocks to a business. Mr Stock explored entrepreneurship by asking students to sell him a pen - the concept of supply and demand, wants and needs, was easily picked up by willing volunteers who have a bright future in the business market!

Students were then encouraged to split into homerooms and form smaller business groups, they were issued business licences to complete and advised to read the fine print, terms and conditions of participation, pertaining to the month long project - to establish and launch a successful business product or activity to “sell” to Primary students in March 2020. With plenty of buzz, Homeroom teachers and the Commercial Studies team helped students plan and launch their businesses before having the students take part in a STEM Challenge to encourage friendly competition and reiterate effective teamwork and collaboration. If a business is only as good as it’s team, the team would have to be stellar in order to succeed!

With only two simple supplies - half a pack of spaghetti and five marshmallows - students were challenged to build the tallest and strongest structure possible. Other resources were available for “rent” at an additional “cost” with many students taking on plasticine and rulers as innovative additions to their structures, while others sticking to the supplies provided so as not to incur penalties. The winning team with the most intricate base and no additional supplies came from Y8Ys “Chicken Noodle Soup” business team comprised of Ayten Roushdy, Farah El Adl, Habiba Abou Stait, Nour Hafez and Selim Younes with their successful triangle-based design.





Students left events on Wednesday 12th February with the 11th March deadline looming in their minds, initiating questionnaires with siblings and other family members or students they may share the bus with to plan business stalls - understanding that they need to know their audience in order to become popular.

Here is how one business enterprise from Y8R embarked on their month-long adventure:

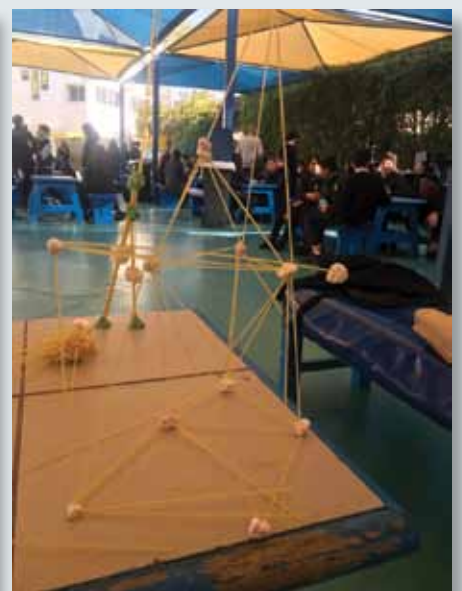
Power Spin

written by Laila Reda, Menna Dewidar, Nour Refaie, and Nour Amr (all Y8R).

Planning our game for the Year 5 and 6 Enterprise Day, we had to think of some exciting and suitable rewards that would be appealing for our target audience. Our team brainstormed a few ideas, then thought, why not do them all? However, we soon found out that many other groups were doing the same idea, the spinning wheel. So, we had to think of something else to catch students' eyes and attention in order to gain business. That's when we thought about having a fun way to allow students to select the games that they were going to play. The first thing we did was find magnetic darts to use as labels for each challenge game available, these mini games consisted of a Kobe (basketball) challenge, Guess What's in the Box Challenge, a Tiktok dance challenge, and a Lucky Raffle.

After finishing the challenges, we proceeded to think of ways we could entice our customers towards our games. We followed the advice given at the beginning of the challenge from Ms Kassaby and Ms Masry, to ensure our business was eye-catching, unique and something irresistible. We began thinking of prizes that they would be interested in as well as being cost-effective from our business side. We decided to buy popular Avengers action figures, squishies, stationery, cards, a Champions League book with stickers, and a mini basketball game. Our main prize was a Kobe Basketball Jersey in honour of the recently departed basketball star for getting the Golden Ticket on the raffle. We knew we had to advertise for our business stall, so we explored the idea of creating the rules of our game clearly for customers to read, and designed posters and leaflets that we would use to gather participants. We truly enjoyed the opportunity to collaborate with each other and mastermind some exciting opportunities for the younger students at MES Cairo. Most of the team remember being in their position four years ago and were eager to take on the responsibility this year.

Ms S Elsaadany – Assistant Headteacher, Years 7 and 8



HUMANITIES IN THE BRITISH SECTION

A people without the knowledge of their past history, origin and culture is like a tree without roots.

MARCUS GARVEY

We have had an incredibly busy and productive term in British Humanities so far.

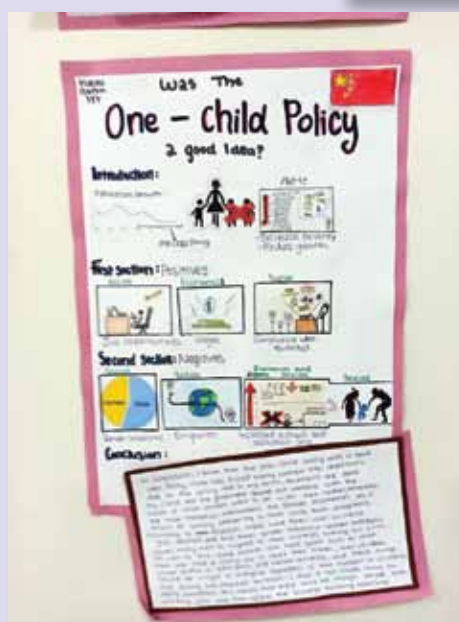
Geography Update



Students in Geography have been learning about Plate Tectonics. Their assessment as part of this unit was to become engineers and design a model of an earthquake proof building using design features students have been taught as part of the course.

Students used their knowledge and understanding of the design features to construct their design, label their construction in detail explaining their design choices and present as a group their construction to the class.

Students in Year 8 produced some fantastic models that stood the test of surviving an 'earthquake' in the classroom.



Year 8 students also produced some exceptional pictorial essays as part of their unit on population. Students were tasked with producing a picture-based essay on China's one-child policy; what it was, why it was introduced and how effective it was. The standard of essays produced was outstanding. This is an innovative, exciting way of having students think critically and analytically about a topic area and allows them to really think about the content and structure of an essay without having to fully write one!

History Update

In Year 7, History students have been studying Medieval England and the battle for the throne in 1066. Analysis of sources, role-playing, decision-making, critical thinking and excellent communication using new historical terminology are just some of the skills students have been developing as part of this unit. Year 7 are now engaged in their first big project of the year - The Castles project! Students have studied the design features of King William's castles built just after he took the throne. They have to use the design features to construct a model of a castle themselves. They may also produce 'virtual' models using Minecraft. Castle designs must demonstrate how William used the castles to show wealth, power, control and comfort.



Mrs J Rainford - Head of Humanities, British Section

YEAR 7 VISIT TO KORBA, HELIOPOLIS



Year 7 students enjoyed a trip to Korba, Helopolis in January to practice the map skills learnt in the classroom. The students were split into small groups and given the opportunity to use a map and compass. Whilst navigating around Korba, students answered questions about the history of the local area.

Ms N Hodgkinson – Geography Teacher, British Section

Student Review by Malak El Saadani (Y7B)

During the Korba trip, we learned the importance of using compasses and navigation without modern-day technology. We learned to read maps and navigate our way around Korba learning to be independent.

We saw many mosques and found out why they called Cairo the 'City of a Thousand Minarets'. The mosques are beautiful and had some really nice detailing. We also saw one of the oldest restaurants in Korba, which is now closed. The restaurant had a garden on the inside, and it was once 5 stars! I was amazed by how it was preserved for so long after closing - it was beautiful. A little while later we saw the original building for 'Egypt Air'. After coming back from all the buildings, we enjoyed delicious ice cream as a treat.

Overall, I think that the Korba trip taught us a lot of independence and about appreciating the things around us.

American Section Art

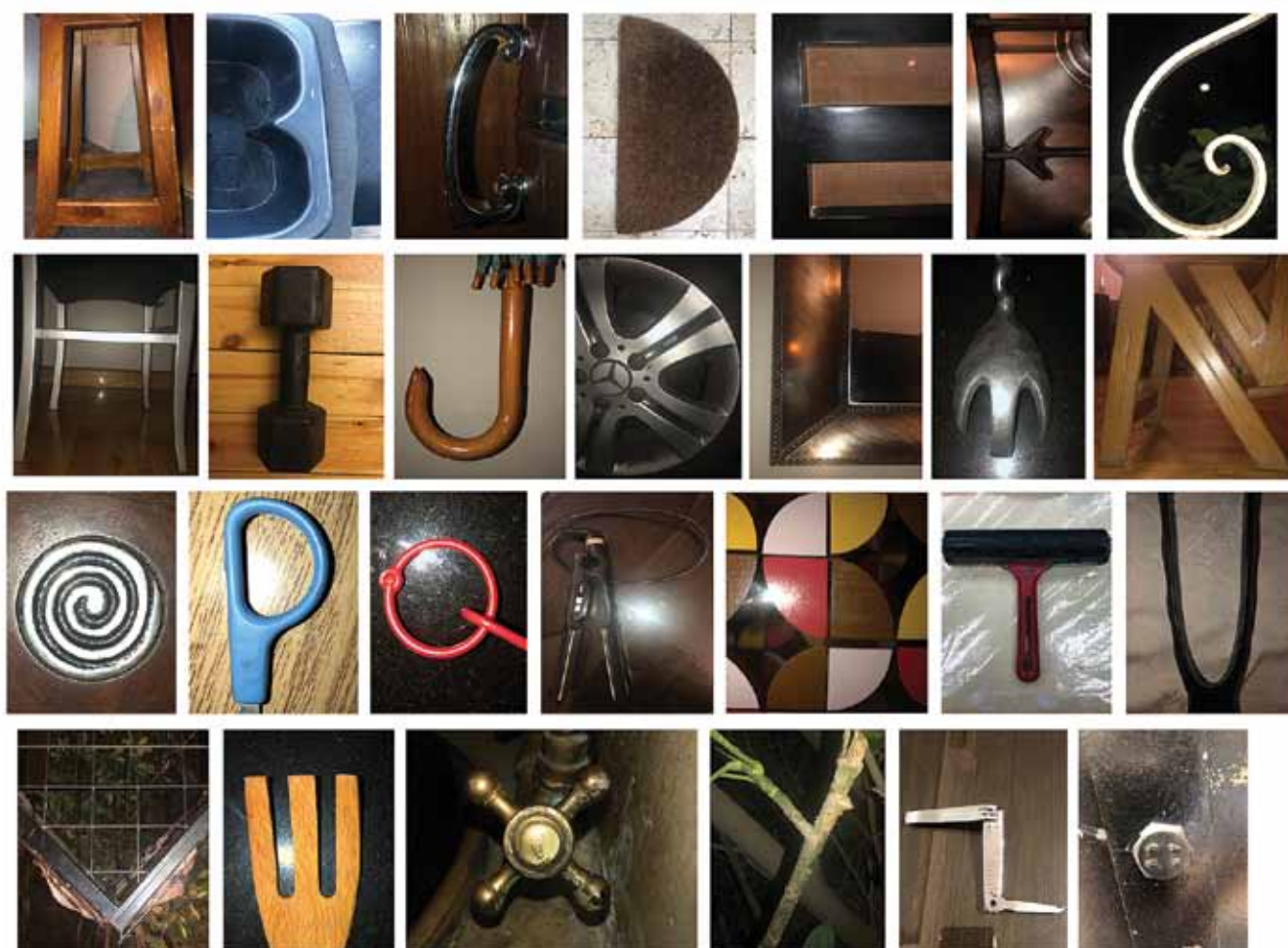
Digital Photography: Photo Alphabet

In this midterm assignment students examined their surroundings for shapes and forms that resembled letter forms from the Latin alphabet - the letters you are reading. All letter forms had to be in either upper or lower case, no mixtures, and had to also include a full stop as students were also asked to create a pangram (a sentence that contains all the letters). Categories for focus of observations: School/MES Cairo, Home, Nature, Urban/Architecture, Food, Industrial/mechanical.

Students needed to take a lot of photos, as some would be blurry or ill composed. Once photographing was completed, students created three compositions: one of the entire alphabet; one of a pangram, and one that spells their name. An example of a pangram: The quick brown fox jumps over the lazy dog. This has 35 letters, includes all the letters of the alphabet, and has a full stop.

Ms C Comerford – Art Teacher

Artwork by Sondos Yehya Abou Hozaifa (G12R)



Digital Art + Design: A Note to My Younger Self

As students build upon their digital storytelling skills, they explore a story within a single static composition. They begin by looking at photos of their younger selves: photos from this morning, last week, last month, or from five years ago (just no baby or toddler photos).

As they reflect on these images, their objective is to thoughtfully answer two questions: What have you learned since this photo was taken? If you could go back in time, what advice would you give to your younger self? Then they have a friend or family member take a photo of them applying the same light and perspective as their “past” image. In Photoshop students skillfully merge their “past” image with their “present” image by adjusting tone, scale, shadow and perspective.

Then they apply their essay as a text layer in Photoshop, integrating it with the imagery. This project provides students an opportunity to practice digital craftsmanship through the integration of two images and text, while reflecting on how they have physically, emotionally, and intellectually changed.



Rawan Abdelwahid G12R

Ms C Comerford - Art Teacher



Malak Kandil G10B



Habiba Helmy G12Y

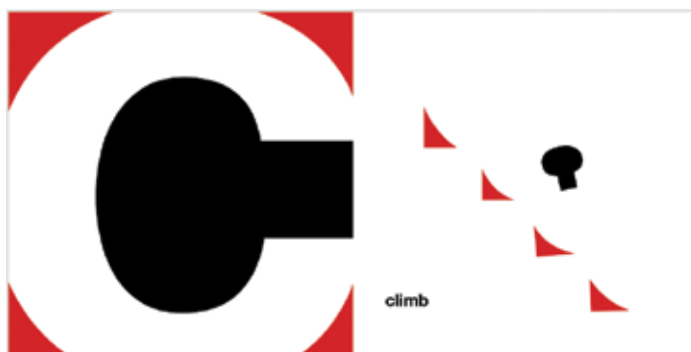
DIGITAL ART + DESIGN II: LETTER, WORD, IMAGE AND THE FIGURE/GROUND RELATIONSHIP

In this assignment, students began by exploring the figure/ground phenomenon by upsetting the mind's ability to distinguish between them. Beginning with a letter (in the colour white) from their name, or any letter that resonates, and within a large black square, students enlarged the letterform to the point of being unable to distinguish the white letter from the black background, or the figure from the ground. These black forms, or negative shapes, then served as the basis of their illustrations. As they moved the black shapes around, they scaled or rotated the forms, but did not duplicate, distort or flip the shapes, thus maintaining the original forms of the letter. They were challenged to equally look at, and consider, the white and the black shapes (the figure and the ground), using and engaging the entire square field of space. Students applied their choice of either the Latin or Arabic alphabet.

Ms C Comerfold - Art Teacher



Adam Salama G10B



Adham Ameen G10B



Zeinedin EL-Helw G12Y

British Section

Year 7 Art



Ayssel Dwidar Y7B

Year 7 students began their Art and Design course in Term 2 with a Global Perspectives theme of 'Tradition, Culture and Identity'. They were given the project title of 'Me and My Community' and worked on self-portraits in relation to this. Students learned about the proportions of the face and balancing scale and proportion. They also developed their skills in the use of pencil, applying line and tone to create the impression of form to a 2D image.

Ms L Lee – Art Teacher



Farida El Fiky Y7Y



Abdulrahman Ibrahim Y7Y



Neamatalla Hendam Y7Y



Salma Shams Y7B

Year 8 Art



Ayten Hussein Y8Y



Farah El-Adl Y8Y

Year 8 students began their Art and Design course in Term 2 with a Global Perspectives Plan for Grad theme entitled 'Conflict and Resolution'. They were given the project title of 'Surrealism'. Students learned about perspective drawing and building on skills explored in Year 7 including line, tone, scale and balance in composition.

Ms L Lee – Art Teacher



Nour Refaei Y8R



Habiba Aboustait Y8Y



Laila Selim Y8R



Abdelkader Abdel-Gabbar Y8R

Year 9 IGCSE

Year Nine students began their IGCSE course by working through the following themes: Still Life, Portraiture and Landscape. Work focused on developing skills in the formal elements in Art and Design, and introduced students to a broad range of media, techniques and processes including charcoal, watercolour, acrylic and oil painting. **Ms L Lee – Art Teacher**



Farida Eita Y9R



Nour Reyad Y9B



Malak Ramadan Y9B



Saleem Tamara Y9R



Jomana Eid Y9Y



Janna Hassan Y9B



Ireny Morcos Y9Y



Fatema-Al-Zahraa Kamal Y9R

ARTBEAT

YEAR 10 IGCSE



Maya Salam Y10Y

In-class preparation for the second component of the IGCSE course began in Term 2 - the final exam. A mock exam was taken in January to provide experience of this process. Students worked to a variety of themes supplied by Cambridge International Examination Board including 'Rush Hour', 'Reading by Lamplight' and 'Growth'. In addition, students continue to completed unfinished coursework within the theme they selected themselves.



Sara Ramadan Y10R



Sara Ramadan Y10R



Maya Salam Y10Y



Salma Abu-Al-Magd Y10G

Year 11 AS Level

Artwork by Nour Mounib Y11B



In-class preparation for the second component of the AS course began in January - the final exam. A variety of themes were supplied by the Cambridge International Examination Board including 'In the Frame', 'Off-beat' and 'Gathering'. In addition, students completed unfinished coursework in the theme they selected themselves.

Ms L Lee – Art Teacher



Year 9 IGCSE Photography



Cynthia Boghdady Y9B

Year 9 students worked through a variety of skills and photography knowledge throughout the academic year. They experimented with different settings on their DSLR cameras and explored different processes through Photoshop software including colour splashes and double exposures. Students approached these skills by working through different themes: Portraiture, Nature and Light and Shadow. I am sure that the Year 9 students will produce excellent portfolios next year on their chosen theme.

Ms R Seabrook - Photography Teacher



Khadiga El Gohary Y9G



Farah Sawan Y9G

Year 10 IGCSE Photography

Year 10 students worked on independent themes such as Identity, Landscape and Cityscape. They successfully developed their images by exploring different camera settings and digital manipulation through use of Photoshop software. They have produced some excellent work that reflects their growth and progress.

Ms R Seabrook - Photography Teacher



Martin Youssef Y10G



Mohamed Hashem Y10R



Youssef Bakir Y10G



Laila Oates 2 Y10G



Laila Abdelfattah Y10G



Laila Oates Y10G



Hamza Sayed Y10R

A PACKED THEATRE FOR 2019'S SEASONAL CONCERT!



The MES Cairo Seasonal Concert has become a much-loved event in our school calendar. Once again, the Seasonal Concert provided an opportunity for students of all ages (Primary and Secondary) to come together and celebrate at this special time in the year.

Scrooge

This year's performance of 'Scrooge' was, without doubt, the most ambitious to date but as always, our students rose to the challenge.

Starting in September, a cast of forty Primary students took on a complex script which required the ability to act in character, dance, sing and to have a strong sense of stage presence. Those students, with the wonderful support of our Primary and Secondary Choirs and our youngest FS1 students, exceeded our expectations with their commitment and enthusiastic attitude.



Brimming with anticipation, a packed auditorium was treated to a vibrant, atmospheric and colourful spectacle as students took to the stage to tell their version of Charles Dickens' tale of Ebenezer Scrooge, a man whose life was solely concerned with furthering his own ambitions at the expense of others. As the plot unfolded, Scrooge was shown how to change his ways and, with the help of the special message delivered by our FS1 students and the arrival of Santa Claus, he came to appreciate the needs of others less fortunate than himself. A rousing finale number, with more than a hundred students on stage, proved to be a fitting climax to a most enjoyable seasonal concert.

MES Cairo Orchestra

This year saw participation in the Seasonal Concert for the first time from the MES Cairo Orchestra. A number of students and staff performed together to play an array of seasonal favourites. The students involved had been rehearsing





during the ASA for a number of weeks before and came together to give a very nice final performance on the day. We would like to encourage more students to take up an instrument and to get involved in music at MES Cairo.

Secondary and Staff Choirs

Our Secondary and Staff Choirs took to the stage to perform music appropriate for the season. The concert began with the Staff Choir performing multiple traditional Christmas carols, followed by the Middle School Choir performing the song *Something Told the Wild Geese*. The CASCADE Choir then presented two numbers describing the joy of the season. The High School Choir then presented three diverse seasonal numbers, followed by Jumana Mourey (G12B) and Kirmina Sadek (G12R) singing *Show Yourself* from the Disney movie *Frozen 2*. The Secondary section of the concert culminated with over 120 students on stage singing *You're a Mean One, Mister Grinch*.



Our congratulations and appreciation go to each and every student who took part, as well as the many staff members engaged in directing, producing, choreographing, leading choirs, providing musical accompaniment, designing costumes, working on sound and lights and building the magnificent stage set.

Ms T Nissan - Deputy Headteacher, Key Stage One, Mr J Harper – HOD Expressive Arts, American Section and Mr G Thomas – HOD Music, British Section





Primary French – Oh La La!



Year 3

During our French lessons in Term 2, we had lots of fun learning French through songs, books and vocabulary games. We learned physical descriptions and body parts; to help us learn and say the words we played 'guess who' in French and completed a reading challenge about describing monsters. We also drew our own monster, wrote a short description for it and read the book 'Va-t'en Grand Monstre vert!'

Year 4

Students learned the vocabulary for rooms of the house and furniture. We have played some fun interactive games on www.linguascope.com, played 'lotto' and we also made our own model houses and labelled the rooms and furniture in French, as part of STEAM week.





Year 5

Our Year 5 students started the year with the topic of 'School' and played lots of speaking games to help them give opinions on different school subjects, learn classroom items and understand classroom instructions. They then moved on to learn about food and drinks in French. Students created their own French menu and practised ordering from a French breakfast menu. We also spent one lesson in the kitchen making and eating French crêpes.

Year 6

French students have worked on three different topics; 'Mon Robot', 'La Mode' and 'Les Vacances' and have learned to talk about hobbies, clothing and holidays. Students developed vocabulary through various interactive and speaking challenges as well as creating their own group presentations to show what they learned.

Ms F Currie - Primary French Teacher



Find out what some of our students enjoy during French:

I like everything I do in French lessons. You get to learn new words and if I go to Paris, I will be able to speak to people.

Kaya Cole (Y4Y)

I get to learn a new language and speak with my Grandma. I enjoy the snakes and ladders game. **Adham Alsaid (Y3G)**

I love it because it's fun and interesting. I enjoy the games and the group projects. **Leila Abdel-Gabbar (Y6G)**

I like French because I get more knowledge about different subjects. I like using our devices and we get to play games.

Daniel Kelada (Y5B)

YEAR 6 WORK ON AUTOBIOGRAPHIES



Year 6 students were busy writing autobiographies in Term 2. They have spent a considerable amount of time researching facts about famous people and then wrote autobiographical accounts writing as if they 'were' their celebrity of choice.

At the beginning of the unit students researched the life of Hamad Hassam Bureik, an Egyptian translator who survived the Titanic disaster. The students then constructed a timeline of significant events in his life. Some of the students made a book which they presented to Yasmine Saad, a journalist who wrote a newspaper article about him. They imagined they were Hamad Hassam Bureik and included fascinating facts about his life. After saving the lives of others, Bureik eventually returned to Egypt and talked to his children/grandchildren about his experiences.

Yasmine Saad has also written a book about Arab passengers who set sail on the Titanic. Year 6 students wrote a series of questions to ask her and she was appreciative of the fact that they had included her research in their learning.

Following on from this, students had to find out about a famous person who has made a conscious effort to help others. These people included Magdi Yacoub, Mohamed Salah, Serena Williams, Jane Goodall and Cristiano Ronaldo, all of whom demonstrated acts of benevolence and kindness.

Did you know......the reigning British Queen, Elizabeth II, knighted Magdi Yacoub for his outstanding contribution to medicine and surgery and that Mohamed Salah is a fan of Mohamed Ali and Leonardo Dicaprio, and that Serena Williams' favourite colour is purple?

Ms P Wright - Year 6 Teacher



YEAR 5 NILE CRUISE ADVENTURE

On Thursday 13th February, Year 5 students set off on their trip of a lifetime - the Nile Cruise! Nearly one hundred Year 5 students and thirteen staff members met at Cairo International Airport at 4:30am to embark on their exciting journey to Luxor and Aswan. Our tour guides from 'GotoKnow' were on hand too. The airport was buzzing with excitement as parents and carers waved us off. We went through security, checked in and found our seats on the plane. The flight was amazing and we even saw the pyramids as we flew out of Cairo!

Upon arriving in Luxor, we started off by visiting Karnak Temple. We boarded our boat and had a delicious buffet lunch. In the afternoon, we went to Luxor Temple (which is very beautiful with the sun setting). The Year 5's gained lots of new knowledge and understanding about the temples they visited and Ancient Egyptian history - they even learnt how to read hieroglyphics. Year 5 also learnt a new skill - how to haggle! They tried this out in Luxor Market and were very successful. It was a very busy day and a very early start, but Year 5 made the most of all the wonderful experiences they had throughout the day and went to bed ready for day two.

On Day Two, after a good night's sleep and a delicious buffet breakfast, Year 5 hopped on the bus to explore the West Bank. We visited the tombs of Tutankhamen and Merenptah before going to see Hatshepsut's temple. Our tour guides challenged us with questions and special spots to find in these temples. We were particularly awe-struck when visiting Tutankhamen's tomb as we spent lots of time in our English lessons learning about Howard Carter and writing biographies on him. In the afternoon, the teachers set up different carousel activities for the students to participate in. Students rotated through drama, swimming, art, craft, yoga and reading activities before having a quick





check in with their parents. Then we had dinner, played a special game in our groups and headed off to bed - ready for a big day of sailing along the Nile tomorrow!

On Day Three, and halfway through our Nile Cruise, Year 5 spent the morning learning about mummification. They finished off their carousel of activities for the afternoon and had a beautiful view of the Nile as we sailed towards Aswan. Late afternoon, we docked and explored Kom Ombo. We were all impressed with this temple as it has two of everything in dedication to the two gods Sobek and Horus. The highlight of Day Three (and for many Year 5s) was the disco! We played some awesome music and danced the hours away - Ms Cath and Ms Sara even showed us some of their best moves.

On our final day, Year 5 woke up in beautiful Aswan. We travelled to Philae Temple by boat and explored this amazing temple, which is dedicated to the Goddess Isis. We then went to see the very impressive Aswan Dam. It was amazing! Our tour guides told us about the giant fish and crocodiles that dwell in Lake Nassar and we learnt about why the dam needed to be built. Our last few hours in Aswan was spent sailing down the Nile to a special Nubian Village. We were spoilt with beautiful scenery and interesting animals along the way and then had a very interesting talk with the Nubians who reside in this village. After this, we raced to the airport to catch our flight back to the cooler weather of Cairo. We gave the pilot a round of applause when we landed on the runway. As we collected our luggage, we were greeted to an amazing welcoming party from all the Year 5 parents - balloons, chocolates and smiles all round!

Year 5 had an incredibly special trip on the Nile Cruise - displaying impeccable behaviour throughout the trip of curiosity, enthusiasm, resilience and positivity. We have learnt so much about our incredible culture and history and have a new appreciation of why Egypt is such a special country.

Ms S Farag - Year 5 Team Leader and Ms A Keegan - Year 5 Blue Teacher

Student Reviews:

When I was on the Nile Cruise, I saw many things. The first thing I saw was the water; it was crystal clear. I could see the fish swimming and the water moving lightly with the wind. Along the Nile branches, I could see trees and bushes; the trees had green leaves that were lovely and beautiful. I saw different villages on the way and there were many people. I saw families such as young children, babies, women, and men. I saw different animals such as bulls, cows and donkeys. I could see the Luxor temple from where I was standing on the boat. The weather was great. The sky was clear and the sun was shining brightly. Overall, the Nile Cruise boat was amazing.

Mohamed Maksoud (Y5R)



Year 5 went on an amazing cruise trip. While we were there we visited fantastic temples and saw King Tut's mummified body! Our ship was enormous and the food was delicious in my opinion. On the first day we visited Karnak temple, which was marvelous, and then went to the market where we successfully bargained with the salesman. On the second day, we went to Valley of the Kings and this was a wonderful sight. After we went and played games on the boat and went swimming. The third day was even better! We went to the Kom Ombo temple which was extraordinary because there are two of everything there for the two Gods - Sobek and Horus. Later, we had an epic disco and the next day we packed up and flew home. **Khadaija El Bosty (Y5B)**

The Nile Cruise was amazing, we went to many fantastic temples and saw historical artifacts. On the first day we went to Luxor temple - within the temple there are 1,600 Sphinxes in the form of Rams. There are also many columns and cartouches from various ancient kings including Ramses II's. Also, on the first day we went to Luxor market and Karnak temple which were both great experiences. On the second day we went on a West bank tour, during the tour we went to Valley of the Kings and saw Tutankhamun's tomb! An hour later we went to Hatshepsut's temple however, due to the temperature (30 Degrees celsius) we went back early. On the third day (which was my favourite day) we sailed along the Nile whilst we had activities and one of them was the pool. Later that day, we crossed the street to Kom Ombo - the temple was amazing and everything you learn there is very interesting. After the temple we got back on the boat to freshen up and have a shower. After dinner we had the disco! The disco was amazing, and all of our favorite songs were played. I would recommend this trip to people who are coming up to Year 5. In my opinion the third day (especially the pool and the disco) are the highlight of the trip.

Aser El-Naggar (Y5B)

The Nile cruise was an experience of a lifetime. We got to learn and know many things we didn't know. We got to visit temples, tombs, markets and even the Nubian village. In Luxor we visited the Karnak temple, the Luxor market, valley of the kings, the Luxor temple and Hatshepsut's temple. Then we went on a cruise to start sailing to Aswan while doing activities on the boat. On our way to Aswan we stopped at the Komomo temple to visit it. Then on our last day we went to the temple of Philae, Aswan high dam and the Nubian village. We got to go inside a Nubian house to see crocodiles. We had to take a motor boat back to cruise to get our luggage. After our delightful experience we headed to the airport to go back to Cairo. This trip will never be forgotten! **Karma Fakhoury (Y5V)**



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The boat had amazing rooms and delicious food and kind waiters. We also visited many temples. My favourite part of the trip was visiting Luxor market where I had so much fun. I also enjoyed the sun deck on the boat where we sat in our groups and drank hot chocolate. The trip was fantastic! **Youssef Elmeeri (Y5V)**

On our Nile cruise, we had a 5-star boat which had a pool and an amazing sun deck which we all enjoyed while sailing to Aswan. What a view! We went to a lot of temples and tombs and learnt lots of incredible information about history and the religion of the Ancient Egyptians. While we were in our rooms on the boat, we would watch TV or play Uno. We went to Luxor market which had lots of brilliant souvenirs. We also went to the Nubian village where they have their own language, which cannot be written but only spoken. Then we went back to the boat and had a delightful disco. **Mohamed Reda (Y5Y)**



YEAR 4 PRODUCTION OF 'BUGSY MALONE'



In January, Year 4 took to the MES Cairo stage to perform their interpretation of *Bugsy Malone*. After months of hard work rehearsing, learning lines and practising choreography, the students gave a wonderful performance that they should all be very proud of.

For those unaware of the plot of *Bugsy Malone*, it is a funny, exciting story set in 1920s America. There are two rival gangs lead by Fat Sam and Dandy Dan. Dandy Dan's gang start to get the upper hand when they acquire splurge guns. Bugsy Malone gets stuck in the middle of the conflict when he becomes the last chance that Fat Sam has of surviving. Captain Smolsky is trying to keep order and catch the gangs with the splurge guns, Blousey Brown is dreaming of Hollywood stardom and Fizzy the cleaner is waiting for his chance to audition to be a singer but keeps getting told to come back tomorrow. There certainly is a lot going on in the story and our students did a wonderful job bringing this to life on the MES Cairo stage.

The performance was divided into six scenes, with each Year 4 class taking responsibility for performing one scene. The first scene was performed by Yellow class, singing *Fat Sam's Grand Slam*. The second scene was performed by Orange class, who sang *Bad Guys*. The third scene was performed by Violet class, who sang *Tomorrow*. The fourth scene was performed by Red Class, who sang *So You Wanna*



Be a Boxer? The fifth scene was performed by Green class with the boys singing *I'm Feeling Fine* and the girls singing *Tallulah*. The final scene was performed by Blue class who sang *Down and Out*. There were also two whole year group songs: *Bugsy Malone* and *You Give a Little Love* making for a very busy show!

As you can see from the photographs, all of the students had a great time, enjoyed this performance and looked fantastic in their costumes. On behalf of Year 4, we would like to thank everyone who was involved in supporting this production. Your hard work resulted in a wonderful performance.

Mr D Paget - Year 4 Team Leader



ARCTIC EXPLORERS

STEAM Week in Year 4



Year 4 students' challenge was explained to them during their Pod assembly. They received a request from Tyler Fish, an arctic explorer, to help him prepare for his next expedition. He had a range of questions about how to adapt to his new environment, and he seemed especially concerned about the fact that he would be travelling and working in temperatures as cold as -40 degrees.

Our students embraced this challenge and set off to do some research. They researched Ernest Shackleton, the famous Antarctic explorer, to get an idea of the sort of conditions to expect in such an icy environment. Green class had a visit from Mr Barry, who interviewed them thoroughly to see if they were ready to set off on an arctic adventure, and he felt that they definitely all had the risk-taking attitude which is necessary when undertaking such a perilous adventure!

When researching survival in the arctic, students focused on the issue of warmth. They first turned to nature and investigated adaptations which arctic animals make to help them survive in the freezing cold climate. They discovered that blubber and thick fur are the key to staying warm. The next step was to explore which materials Tyler Fish should consider when designing his kit. This was a perfect opportunity to do a science experiment! All the classes set out to see which material would be a good insulator. They wrapped jars of warm water in different materials and measured the temperature

before and after putting the jars in the fridge. There were some surprising results, but it did confirm that thick cotton wool is a much better insulator than the fabric from the Bugsy Malone costumes! We also learned that tissue is a better insulator than we thought, maybe because of its small air pockets which hold in warmth, but this is something that would require further investigation.

We put our new knowledge to use by designing a quiz in our computing lesson. Some of us have made *Who Wants to be a Millionaire?* style quizzes based on arctic survival and stored them on our Google drives, so if you see a Year Four student and ask them nicely, they might let you test your own knowledge!

Ms J Hamilton – Year 4 Teacher



YEAR 3 STUDENTS GO 'FULL STEAM AHEAD'!



After an exciting and inspiring Term One topic called 'Making the World a Better Place', our Year 3 students led the way in bringing awareness to the current environmental issues facing the world and began taking steps to help. A group of independent students took the initiative to create a professional-quality filmed video to share their message of protecting wildlife. They wrote, produced and directed the video showcasing all the skills they have been learned and modelled what it means to be an MES Cairo student. Students ended the term by successfully winning Ms Cath's 'no plastic cup' competition by using the least number of plastic cups in the Pod.

At the start of Term Two, Year 3 started a new and interesting topic, 'Past and Present World Explorers'. To start it off, students were thrilled to meet Helmy El Saeed, one of our Alumni and an Egyptian explorer who won a Guinness World Record for cycling across Europe in the fastest time ever recorded. He also shared with students some of his future plans of trying to find a rare cheetah in the Egyptian desert, which thrilled many of our students who decided to follow his journey on social media so as not to miss any of his incredible adventures. Students produced some wonderful homework in relation to our topic and reinforced their learning with some spectacular pieces of artwork.



STEAM week soon followed, beginning with a fun and exciting video of Jeff Duggan (also known as Mr Delaney) stuck in the jungle and asking students to help him out by building a bridge or water slide to get across the jungle. This was a great cross-curricular opportunity for us to incorporate Maths, Arts, Science and Technology in all our learning.

Students worked together in groups to come up with their own design and discussions took place regarding all of the resources needed. The students used Maths skills to become accountants and total the cost of their construction, making sure that they did not exceed their assigned budget. The students then put on their scientist hats and tested their designs making sure they were stable and steady. On the last day of STEAM week, students got the chance to showcase their designs in the Pod and two groups from each class were chosen to present their designs in front of the whole year group.

STEAM week was very successful! Year 3 students clearly demonstrated their independence and abilities as reflective learners, while taking responsibility for their own success. The week was a great opportunity for students to show their inventiveness, creativity and teamwork skills which was thoroughly enjoyed by all the students and teachers.

Ms S Lotfy - Year 3 Teacher



YEAR 2 STUDENTS TAKE PART IN STEAM WEEK

Year 2 students have had a busy start to Term Two participating in STEAM (Science, Technology, Engineering, Art and Maths) Week at the end of the half term. The focus was on getting everyone interested in the STEAM all around us and we focused our week-long project around building our very own cities in class.

The week started with a full assembly, where a volcano built by teachers was 'set off' in the Pod. This was an opportunity to showcase our Science knowledge, knowing that mixing particular ingredients together would cause a chemical reaction and as a result would cause the volcano to erupt. The challenge was for each class to build an active volcano to be the centrepiece for our city. These were built using a recycled water bottle, tin foil, papier-mâché, and then painting the results to look realistic.



Students then set to work building the cities. One of the first STEAM activities was spaghetti towers, an opportunity to study various famous towers, such as Cairo Tower, the Eiffel Tower and Shanghai Tower, and which linked to our term topic of China. Groups were given a small amount of dried spaghetti, one metre of tape, and some yellow tac and each group then set out to see who could build the tallest towers. It was not as easy as first thought to engineer the towers into large self-standing structures, but the determination and resilience of the students helped them to learn a lot from the experiment.

This was followed up with paper towers, using scrap paper leftovers from the term. Students learned that paper can be manipulated into being far stronger than was originally thought if it is rolled or folded in particular ways, and this resulted in many tall structures being added to the

emerging city landscapes. Perseverance while building these structures helped to build on relationships within the class as everybody got the opportunity to work in teams with each other.

Using our knowledge of 3D Shapes from our Maths lessons earlier in the year, we then set to work building smaller buildings using 'nets'. These would form the basis of our city and it was a lot of fun getting to decorate these using colouring pencils, pens and paints, as part of the Art focus for STEAM week. There were lots of different 3D shapes made from the nets including cubes, cylinders, pyramids and cones.

Finally, it came down to putting all these structures together. Each group had to design part of the city, using all the tools at their disposal. Some groups showed excellent resourcefulness, cutting open some recycled bottles to build boats for the river that ran through their city, as well as standing some upright to form more towers. We had a really fun week engaging in lots of STEAM activities, and Year Two teachers were very pleased with how the students applied themselves to each task and all the things they learnt about STEAM during the week.

Mr D Saberton - Year 2 Teacher



STEAM WEEK SUCCESS IN FOUNDATION STAGE 1!



STEAM stands for Science, Technology, Engineering, Arts and Maths. STEAM is so crucial because it pervades every aspect of our lives. During STEAM Week, children were buzzing with excitement as they engaged in steam-related activities to help develop their creative and critical thinking skills.

Our main focus was colour. Children explored how colours can be changed by mixing paint together using paintbrushes and pipettes. They made colour wheels, rainbow art crafts and painted spaghetti. They engaged in several scientific experiments where they were learnt how to observe a phenomena, ask questions, design and investigate. They learnt how to create colourful foam by mixing sodium bicarbonate, soap, food colouring and vinegar. Children worked collaboratively in groups to make colourful boats and test them in water to see if they are floating or sinking. They observed the interesting interaction that took place when milk was mixed with colour and soap causing swirls of colour. It was fun seeing how adding food

colouring to the stem of the flower can actually change its colour!



Children filled syringes with paint and splashed paint onto card stuck on walls. They played with foam paint and dipped wood stamps in paint to make different prints. Messy play is essential in Foundation Stage as it helps our young children develop their fine motor skills and stimulate their five senses to engage in the world around them. It inspires their curiosity and enhances their language and creativity. Steam week was a fun, learning experience for all children in Foundation Stage.

Ms S Samy - Foundation Stage 1 Teacher



YEAR 1 EXPLORES THE WONDERFUL WORLD OF FAIRY TALES



During Term Two, Year 1 students explored the wonderful world of Fairy Tales. A term filled with enchanted forests, magical characters such as kings, queens, princes, princesses, giants and wicked witches. Each week we took a cross-curricular approach to learning, based on a traditional tale. In English, students learned the structure of a fairy tale story; the beginning, build up, problem, resolution and ending. The students created story maps and wrote short retells of the stories each week. To bring the story alive to the students, teachers carried out various drama activities, and used 'Talk for Writing' text maps to help students familiarise themselves with the story.

At first, we started our wonderful learning journey with a 'Once Upon A Time' picnic and book share. Students enjoyed a shared picnic lunch dressed as their favourite fairy tale character and re-told their favourite stories to their friends. In this first week of learning the students looked at modern and traditional versions of traditional tales with knights and princesses.

We later climbed up a beanstalk to a castle in the sky. Where we met a curious little boy named Jack during our book focus week on Jack and the Beanstalk. In English, we engaged in drama activities and sequenced the story before writing our own versions. In Science, many classes planted bean seeds and labelled parts of a plant.

Finally, we enjoyed a magical trip to Sitara to see the hilarious version of the classic fairy tale, 'Beauty and the Beast'. The students enjoyed being immersed in the story through singing, dancing and acting. A few very lucky Year 1 students were selected to participate in the show. It was a truly enchanting end to a wonderful term.

Ms K Barakat - Year 1 Teacher



AN EXCITING TERM FOR FOUNDATION STAGE 2 STUDENTS

International Mindedness



Term Two has been a busy time in Foundation Stage 2, where we covered our 'Food around the World' topic. Each week, the classes took it in turns to learn about a certain country and discover the most popular foods that came from the country they were discovering.

During Egypt week, the children were excited to talk about the country they live in and could recognise the pyramids and the Nile. Foul, a traditional food in Egypt, was tasted by the children too.

When they looked at India, they smelled and discovered different spices that could be used to flavour rice and make curries. The children really enjoyed dressing up in Indian clothing too.



For France week, the book 'Mr Wolf's Pancakes' was read to the children; all of the classes enjoyed making and tasting pancakes! Each class discovered more about the Eiffel Tower and made their own straw versions of it during artwork.

Each class looked at China and found that noodles and rice were some of the main foods eaten there. Then the children did fun activities, such as making Chinese lanterns and Chinese dragons.

Everyone learned about landmarks such as Big Ben and Buckingham Palace which they discovered in England week. The children especially enjoyed a traditional English Afternoon Tea, with a lovely cup of tea and cake.

For Italy week, the children learnt about pasta and pizza. Practising their cutting skills in art, the children cut out paper pizza toppings to glue onto a paper pizza base. This layering of toppings came in very useful when all of the year group went on a class trip to learn how to make a pizza.

During the week of 16th February, each day a different class from Foundation Stage 2 went to Sovrano Italian Restaurant. At the restaurant the class were divided into two halves, one half stayed in the play area and had lots of fun playing in the ball pit or colouring in pizza themed pictures. Then, best of all, the other half of the class went into the restaurant part, where the chef and members of the restaurant staff helped the children to flatten their own piece of dough to form a pizza base. Next came the tomato sauce layer, then finally the children could put toppings of their own choice on to their pizza. From cheese, olives, mushrooms, peppers, salami and chicken. Each child created their own individual pizza, then the class swapped places so everybody had a turn. Once the pizzas were all cooked, they were placed in pizza boxes for the children to take back to school to eat. All the children and staff had a great time.

Sports Day Fun

The annual Sports Day was initially rained off and had to be rescheduled for a slightly later date but it didn't dampen the spirits of Foundation Stage Two children who had lots of fun and excitedly took part in the different sports activities. From Space Hopper Racing, to an Obstacle Course, the children enthusiastically took part in all the different sports and were supported and encouraged by all of the parents, who came along to watch. The final running race was the perfect way to end the sports day and everybody finished happy, excited and just a little bit tired!

Ms Z Walker - Foundation Stage 2 Teacher



UNDER -11 FOOTBALL AND NETBALL TOURNAMENTS

On Saturday 8th February, MES Cairo hosted a number of schools for a Boys' Football Tournament and a Girls' Netball Tournament. Going into the tournaments, both MES Cairo Cougars teams were looking very strong, due to the excellent commitment to training sessions from our students.

Girls' Netball Tournament

The Team Cougar Netball team got off to a winning start with their first two games. The toughest game came against a very good British International School Cairo (BISC) team, who until this tournament had always beaten MES Cairo Cougars. However, another stellar performance saw our Cougars take a much deserved first victory over BISC, winning 4-2.

The team took another win in their final game and were the overall winners of the tournament, remaining unbeaten throughout. There were some great individual performances and a huge confidence boost for the MES Cairo Cougars Netball team who have developed into an outstanding team over the past year.



Boys' Football Tournament

After winning the BISC tournament at the start of the year, the Boys' Football team went into this tournament as firm favourites. MES Cairo Cougars were able to win both group games and progress comfortably to the semi-finals. In the semi-final match against Maadi British International School (MBIS), the opposition took a 1-0 lead before the MES Cairo Cougars showed huge resilience and pulled the game back, eventually winning 3-1. Progressing to the final, saw the Cougars play a very strong New Cairo British International School (NCBIS) team and again our opponents took a 1-0 lead early in the game. The pressure was once again on the Cougars and once again the boys managed to claw back a goal to take the game into a penalty shoot out to decide the tournament. With three excellent penalty kicks and a fantastic save by the MES Cairo goalkeeper, MES Cairo were able to take the win and lift their second trophy of the year.



Sports Days



This year, the MES Cairo Primary Sports Days have not been without their challenges due to some tough weather conditions. The sports days were initially arranged to begin slightly earlier like last year to ensure that students could perform to the best of their abilities without the added challenge of heat/sun. All students from Foundation Stage and Key Stage One were kitted out wonderfully in their class colours, showing outstanding effort in their team games whether that be as an individual during the challenging obstacle course or working hard as a team during the continuous relay. Key Stage 2 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 FS 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. The smiles on the faces of students was a particular highlight for the PE department. Foundation Stage 2 showed excellent speed and coordination, especially on the Fluffy Ball and Tennis Racket stations.

Key Stage 1

Key Stage 1 students had a similar set up as Foundation Stage. 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 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 classmates as parents supported from the side lines. The Year One and Two teachers also got involved with the races, Mr Shilley dominated the year one race whilst Mr Andrew thought he had won the Year 2 race only to be pipped at the finish line by Ms Maha.



Year 3 and Year 4

Due to weather conditions, the Year 3 and Year 4 sports days are yet to go ahead with the weather defeating us on multiple occasions. We look forward to completing the sports days when school reopens.

Year 5 and Year 6

Year 5 and Year 6 Sports Days were slightly different as all students had to compete in at least one individual athletic event as well as competing for their houses in the team games. The events students competed in were 75 metre sprint, 300 metre run, 75 metre hurdles, High Jump, Long Jump and Shot put. Competition across both year groups was incredibly tough but ultimately there were only three medals on offer for each event. Numerous MES Cairo Sports Day records were broken with some very good scores set to challenge students for years to come.

A huge thank you to the Year 6 student mentors who were on hand to demonstrate the games and communicate clearly to ensure that all FS and Key Stage 1 students understood what they had to do. These students were:

Y6Y - Habiba Assassa, Haya Shabrawy, Malak Hakky, Farida El Adl, Nadia Eissa, Lilly Elshamaa, Youssef Haitham

Y6B - Mario Sigalas, Adam Badran, Marwan El-Koussi, Salma Hennawy, Jana Rabie

Y6O - Eamon Rady, Joyce Merhom, Khadija Omran, Amina Neamatallah, Omar Bahgat

Mr L Salisbury - Primary PE Teacher



Primary After School Activities

In Term Two we had over twenty ASAs which gave our students the opportunity to be creative, physically active, work together with students from different classes and year groups and follow their interests as well as trying and learning new skills.

Our Year 2 students were excited that we were able to offer the very popular Cooking Club again, led by Ms Nissan, Ms Hamilton, Ms MacDonald and Mr Barton. The students had the opportunity to bake and cook delicious meals and learned how to use kitchen utensils safely.

We continued with numerous successful and popular ASAs from Term One like Fun Football, Team Games, Table Tennis, Yoga, Choir, various Art Clubs, Origami, Chess, Mindfulness and Meditation Club, Spanish and ICT Club as well as the off campus activities Tennis and Golf at the JW Marriott led by professional coaches. In addition to these After School Activities we introduced a number of new additions including Rugby, Netball, Mini Golf, Book Heroes and the Drama Club.

We are also very proud of our Secondary student helpers who are offering outstanding support in our Primary ASAs. Our Year 2 to Year 6 students as well as our ASA leaders are impressed by the enthusiasm and engagement the helpers introduced into the ASA Programme.

Ms K Newton - Primary After School Activities Coordinator



MIDDLE SCHOOL GIRLS' VOLLEYBALL

Our Middle School Girls' Volleyball team has been training hard over the season in preparation for their CISSA tournament. With a lot of the players being new to the game we had our work cut out for us learning and developing some of the basic skills and tactics.

On the day of the tournament, the girls were both excited and nervous, some not knowing what to expect. Team Captain, Mennah Dewidar (Y8R) reassured the team and prepared them for the matches ahead. Throughout the day, the girls demonstrated excellent teamwork, enthusiasm and determination both on and off the court.

Well done to everyone on the team. I hope to see all of you back for tryouts next year.

Left to right back row:

Nour Hefaz (Y8Y), Nour Refaei (Y8R), Mennah Dewidar (Y8R), Maryam Nassar (G8B), Laila Reda (Y8R)

Left to right front row:

Maren Breitingner (G7B), Amina Hebeika (G7B), Emily Sigalas (Y8G), Ayten Roshdy (Y8Y), Hana El Helepi (Y7Y)

Ms L Shepherd - Team Coach



MIDDLE SCHOOL BOYS' VOLLEYBALL

This winter season witnessed our very first MES Cairo Middle School Boys' Volleyball team compete in the CISSA league. The incredibly energetic group of young men were eager to improve their individual skill levels and gel as a team. This was evident by the vast amounts of improvement accomplished during the ten-week season. Through quality practices and friendly matches, the 8-man team became a legitimate contender in the CISSA tournament at the end of the season where they took home the third place trophy.

Individual accomplishments included terrific net play by Hamza El Toukhi (Y8R) and Mohamed Abdel Maksoud (Y8B). Our defensive specialists were led by Youssef Shoukry (Y8R), Adem Atef (Y8R) and Pierre Shenouda (Y8B). The most consistent server, especially in crucial moments of the games was Maamoun Ahmed (Y8Y). One of our most improved players who always displayed a positive attitude was Hamza El Khatib (Y8G). And finally, one of our most consistent players who was also our tournament captain was Mostafa El Masry (Y8R). It was truly a memorable inaugural season for middle school boys' volleyball made all that more special due to a great group of athletes.

Mr E Newton - Athletics Director



Junior Varsity Girls' Basketball

The 2019-20 MES Cairo Junior Varsity Girls' Basketball team was one of the most athletically talented groups to come through the programme in recent memory. All of the players possessed a high level of individual skills and the desire to get better. Perhaps most importantly, the girls set a collective goal to improve as a team. Facing many challenges including scheduling conflicts with practices and a limited number of friendly matches, the team stayed focused on putting forth an effort worthy of their ability at the CISSA tournament hosted here at MES Cairo in February. The team did not disappoint. Battling extremely competitive opponents, the MES Cairo girls captured third place in the tournament.

If these athletes continue to work hard and develop as a team the sky is the limit over the next two years!

Some of the outstanding performances include our best defender and winner of the 'Hustle' award, Lara Majid (DP11Y). The two top offensive players were Miriam Guirguis (G10R) and Team Captain, Azza Fouly (G11Y).

Most improved players were Mariam Fahmy (G10B) and Malak Kandil (G10R).

Mr E Newton – Athletics Director



Varsity Boys' Basketball CISSA Tournament



The Varsity Boys' Basketball team went into the CISSA Tournament having had a couple of challenging warm-up matches against Hayah International School (HIA) and American International School (AIS).

The team were to face the host school, Cairo American College (CAC), in their first game. The game was very tough and against a well-drilled CAC team, the MES Cairo team unfortunately lost their first pool game.

Moving onto the second pool game, we took on the International School of Choueifat (ISC) in a game that would decide if MES Cairo were to progress to the semi-finals or not. This time the game was much more even, and the boys' battled hard, but unfortunately our opponents took a slender lead and held on until the end of the game. This meant that MES Cairo were to play one final game against Hayah, who had previously beaten us in a warm-up game to the tournament. MES

Cairo were highly pumped going into this game as their Basketball play had improved through the two games we had played so far. MES Cairo took an early lead in the game and managed to build a solid defensive base which kept Hayah from scoring at will. As the game wore on, the team started to tire and the scores became much too close for comfort. Eventually, MES Cairo took a slender one-point lead and managed to hold on to it to win the game resulting in MES Cairo finishing in fifth place this year.

Mr J Keast - Team Coach



Middle School Boys' Football



Typical of Middle School Boys' Football tryouts, more than sixty athletes attended in hope of achieving a place on the team. The tryouts were very successful with a huge amount of talent which made cutting the team to just eighteen players challenging for the coaches.

The chosen players demonstrated a great deal of effort, commitment and skill. They took this into their first game winning 8-1 at home to New Cairo British International School (NCBIS), a great victory and display of their ability and team efficacy.

The next game saw a very tough and physical challenge against Gulf English School Cairo (GES Cairo) who matched Modern English School Cairo's high standard of play across all areas of the field. Even with some outstanding goalkeeping from Ashraf Kouhouk (G7R), the two teams could not be split, and a 2-2 result was reflective of the battle.



Unfortunately, the next game away to Hayah International Academy (HIA) witnessed a defeat. Tough conditions and absent players made for an uncomfortable loss for the MES Cairo team. However, the players worked hard throughout the whole game and had a positive attitude identifying their strengths and weaknesses and learning how to move forward.

The players' positive attitudes and effective reflection was highlighted going into the next game against American International School (AIS). MES Cairo entered the game with the desire to win against a strong rival opponent. A 2-1 victory demonstrated MES Cairo's resilience and determination to move forward from the previous result.

Mr J Keast - Team Coach



Secondary Sportsdesk Athletic Mentors



It has been another successful year for seventeen Level 1 and eight Level 2 Athletic Mentors. They played a crucial part in the organisation and delivery of a host of sporting events at MES Cairo.

The mentors supported the success of Cougar Sports and ASA Programmes; their attitude and commitment helped create a fantastic environment for aspiring Cougar athletes.

The Athletic Mentors helped to coordinate a successful week of Primary Sports Days by monitoring activities, guiding students and refereeing different sports. Our mentors also delivered health and wellbeing initiatives in the Year 3 Pod, discussing the importance of hygiene, a healthy diet, exercise and several other topics.

On behalf of all Cougar coaches and ASA teachers, I would like to thank our mentors for their service this year.

Mr G Loftus Bird - Athletic Mentor Coordinator

GIRLS GET STRONG CONFERENCE

Cairo American College (CAC) hosted their fifth annual *Girls Get Strong* conference. The organisation aims to empower females through health, fitness and athletics. The theme this year was 'It's Within You'. We were thankful to be invited to attend and jumped on the opportunity to invite a group of our female athletes. There were 250 girls from 17 different schools coming together to share experiences to facilitate positive change within their communities.



On arrival the students signed up for the different workshops they wanted to attend, some of the workshops were classroom based and others were fitness activities. The girls thoroughly enjoyed themselves throughout the day and have come away with a positive mindset on how to recognise themselves to be socially, emotionally and physically healthy.



Left to right back row:

Hanya Khattab (G7R), Khadiga Mashour (G8B),
Meleeka Ramadan (G7B), Dina Salama (Y7B) and
Nadia Tantawi (G7R)

Left to right front row:

Salma El Gohary (Y7B), Malak El Saadani (Y7B), Laila
Reda (Y8R), Emily Sigalas (Y8G)

Ms L Shepherd - Secondary PE Teacher

YEAR/GRADE 9 SKI TRIP 2020



Day 1

After a smooth four-hour flight, our Year and Grade 9 students arrived in Crans Montana, Switzerland for yet another exciting week with Les Elfes. After meeting the staff and trying on their ski clothes, the students were eager to go outside to enjoy the snow as we were lucky enough to arrive when it was snowing. Students had an early night before their first day out on the slopes.



Day 2

The students were split into groups depending on their ability and headed out to the slopes to develop their new skills. The first day is spent on the practice slopes so the instructors can teach the basics and have an understanding of what level everyone was at and students were moved if there was a better suited group. In the evening the students got to show their competitive side at the local bowling alley, everyone was in high spirits after a great first day.

Day 3

The wind picked up on Monday so unfortunately although the instructors were planning on going up the mountain, the students

were only able to stay on the practice slopes. This did not dampen their mood as they were all still enthusiastic towards learning and improving. In the evening they had the opportunity to explore the town and do a little souvenir shopping for their friends and family.

Day 4

As the week went on and as the students improved and they progressed on to the more difficult slopes that were higher up the mountain. They were all very excited to try out some new runs to put their developed skills to the test. The instructors were extremely pleased with how the students got on and were confident that they will continue to improve. To end the day the students still had enough energy to head outside and play in the snow, I think Mr Keast and Mr Loftus lost the snowball fight against 40 students.

Day 5

The students had a fun day practising their parallel turns and were even going over some small jumps. In the afternoon they went ice skating, some of the students must have been tired after their day of skiing as they spent a lot of time on the floor. Later that night Les Elfes hosted a disco, the students put on their best dress, selected their favorite songs and threw some questionable shapes.

Day 6

The sixth day was the final day of skiing and the students were disheartened to be going out on the slopes for the last time. All week the students have been working hard to improve their skills and were excited for the race where they had to complete a timed course against others in their group. In the evening we all went to the cinema which Les Elfes reserved just for our students, popcorn and treats in hand the students settled down for a relaxed evening after a tiring week of skiing.

Day 7

On the final day in Crans Montana the students went snowshoeing, they hiked through the woods giving them a different perspective and appreciation of the stunning scenery. In the afternoon they went snow tubing, which was a nice end to an exciting week of snow sports. After some last-minute shopping they had to tidy and pack up their belongings before their early wake-up call.



Ms L Shepherd - Secondary PE Teacher

SECONDARY ASA PROGRAMME

Secondary

ASAs in Term One were so successful that we extended many of the existing activities enhancing them with more skills and productivity.

In addition, a number of new ASAs were added in Term 2 including Life Skills - a programme designed to equip students with necessary skills that will prove useful one day! For example: students learned how to clean the filters of ACs and change car tyres. We also added Sphero SPRK+ where students enhanced their coding skills by building a robot to go around a maze. In preparation for the annual half-marathon, we also decided to include a jogging club to improve fitness and prepare students for a healthier lifestyle.

Term Two focused on our community by expanding the Outreach programme and on Sundays, Secondary students became peer teachers in the Primary section and helped them with their designated ASAs. We also collaborated with a retirement home to allow students to interact with elderly people from different backgrounds.

As the ASA Programme itself launched, students were encouraged to find their hidden skills and they did. They took on a variety of ASAs from Digital Drawings, International Cookery, Design Workshops to even writing their own novel in The Witty Writer's Club and many more. Not only did we embed different skills we also introduced a number of fitness activities from Zumba Zin, Youth Fitness to Tai Chi and Chi Gong.

Ms S Elrify - Secondary ASA Coordinator



Team MES Cairo successfully 'Ran through History' at the Pyramids

Team MES Cairo successfully 'Ran through History' at the Pyramids Half Marathon on Saturday 22nd February 2020. Some ran the 6km, others ran the 10km and, a good number of enthusiasts did a full 21km. Well done to all who took part.



Runner reflections of some that took part:

Last year I joined the first ever Pyramids Marathon, entering the 10km race. The atmosphere was so exhilarating, that I decided to participate again this year but this time to run the half marathon. I am so glad I made that decision. I have only been a runner since I came to Cairo. There seems to be an abundance of running clubs, groups and events here in Egypt. Loads of really friendly people, pounding the streets in an effort to keep fit, socialise and enjoy themselves. Thanks to groups like the *Maadi Athletes*, *Maadi Runners* and *Cairo Runners*, not to mention the many MES Cairo staff runners who gave advice and encouragement, I was easily able to set and follow a training programme - with a little help from a regular physio for my knee problem - well I am not as young as I used to be!

On race day I was partly nervous, but mostly excited at the prospect of running 21km for the first time ever. However, the exciting atmosphere and effective organisation of the event by Tatweer Misr, made the day easy and memorable. I cannot describe the thrill of running past the most iconic historical structures in the world with thousands of others under Egyptian blue skies. Smiles were aplenty, despite the gruelling hilly course.

I was still smiling and running on adrenaline days later; not only had I completed my first half marathon, I had managed to raise 16,000LE for the MES Cairo sponsored organisation - the Egyptian Foodbank. I can thoroughly recommend this Pyramids race to anyone. Go on, give it a go! **Ms C Jama – Head of Primary, Key Stage Two**



I took part in the 10K race for the second year running. I really enjoy participating in this event because there is a supportive atmosphere and the organisation is very smooth. Of course, you can't complain about the view of the Great Pyramids towering above you either. I definitely plan to participate again next year and maybe try for the half marathon distance. **Mr S Cole - Primary Year 6 Teacher**

When the invitation came to run in the Pyramid Half Marathon 2020, we took up the opportunity to do so as it would be a lifetime experience to participate in an organised run around one of the most famous landmarks in the world. My husband and I opted to compete in the 10km event, having already completed a number of half marathons and a marathon and the time commitment in training for these can be significant. The communication from the event organisers from the onset was efficient and informative as was the collection of the race pack before the event.

On the day, again, we couldn't fault the organisation (including discounted Uber rides for any competitors) and would highly recommend this event to anyone. This year there was a 6km, 10km and half marathon event so something for all fitness levels. Hope you see you all there next year!

Ms C Readman - Head of Primary, Key Stage 1



I was initially nervous about running this race. The distance was long (half marathon), the course had hills, and I was battling a cold! But I had trained for this and was not about to give up the opportunity to 'race through history'. I set out at a rapid pace, far faster than my target pace. Certainly, the volume of runners, the energy, and it being only the start of the race contributed. After the first turnaround, the course led up a long gradual hill. I slowed down. However, every few metres I would cross paths with a friend or colleague, and we would shout encouragement to each other. This really picked up my spirits. I even gave Ms Singleton a sweaty high-five on the track! What a fun event! **Mr J Rogers - Secondary Economics**



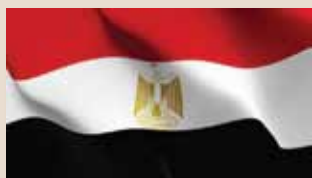
Running makes absolutely no sense. When you run a lot, you are constantly exhausted, you are always hungry, no matter how much you eat, and also, your toenails are probably going to fall off at some stage. When you run in Cairo, you sometimes have to get up at 4am to get that long run in before it gets too hot, so you become antisocial and have to make excuses and miss nights out. Your holidays suddenly revolve around races, or if there's no race, the first thing you do in a new country is look at a map to see where you're going to run. It's supposedly good for you, but honestly, people get injured, and personally I live in constant fear of damaging myself and not being able to run. It's not cool. Nobody looks good when they run; it's sweaty and running gear isn't really that pretty. In general, it's a strange thing to like. Which is why the start line of any big race is my happy place. And the Pyramids Half Marathon was no exception. You look around, and there you are, in the middle of this human version of the migration of the wildebeest, surrounded by thousands and thousands of people who also have this really weird hobby. And it makes you feel normal!



The positive energy was there, all through the race. Running is not a solitary sport, everybody was supporting each other, shouting encouragement to their friends, to people they vaguely know from races, and to complete strangers. There was a really difficult hill near the end, and I don't think I could have got up it without the small talk and mutual suffering of the other people around me. The start line was the same for all the races, so the walkers, 10km and 21 km all started together, which was particularly nice because all of the MES Cairo participants got to see each other at some point, to shout moral support. Another weird thing about running – when you're getting near the end of the race and you actually hate your life and want to die because of the hills and the heat, and people who you kind of know are standing there to yell at you while you're dying, it's surprisingly really lovely. Overall, it was sweaty, it was dusty, and at the last hill was truly demoralising. I can't wait to do it again next year. **Ms J Hamilton – Primary Year 4 Teacher**



This was my first time running a 10k, and it was a great experience to do it at the pyramids. It was nice to be there with so many other people from all over the world. The course was a bit hilly, but it was very nice weather and a great experience. **Ms T Toney – Secondary Science Teacher**



Tough Mudder Egypt



On Saturday 14th December 2019, three MES Cairo colleagues teamed together to tackle Egypt's first Tough Mudder 5km urban challenge. Tough Mudder has events on five continents, and Egypt is the sixteenth country worldwide to host a Tough Mudder event, and the first in North Africa.

Tough Mudder is 5km full of thirteen obstacles and mental and physical challenges. The unique event is not a race, instead the aim is that it is a collaborative teamwork challenge that makes running a team sport. The event aims to encourage participants to surpass their limits, accomplish personal goals and step outside of their comfort zone.

The MES Cairo team was made up of Ms Shenna Van Gijtenbeek from our Secondary Physical Education Department, alongside Mr Gavin Scott from Secondary British Humanities and Mr Sam Cole from Year 6

Primary. The team worked together showing great determination, resilience and teamwork to overcome every hurdle; from running with heavy logs on their shoulders, to swinging across monkey bars to climbing high ropes and nets. They had to run, climb, crawl and sometimes literally lift each other up and over obstacles!

Some adventure-seeking Year 6 students were also seen to have braved the event by participating in the Mini Mudder challenge: showing courage, teamwork and resilience as they tackled a 1.6km version of the obstacle course. Plans are underway for more possible student teams in the future, so watch this space!

Mrs J Cole - Assistant Headteacher, British Section



INTERNATIONAL AWARD STUDENTS HEAD TO CYPRUS FOR THEIR ADVENTUROUS JOURNEY



A bright sun spread its warm rays across the rolling hills peppered with fragrant blossoms and citrus orchards. Greek-style villas were clustered iconically atop the hills overlooking the azure waters of the Mediterranean. The day was calm and quiet. This was reflected in the sea which was placid and clear. This was Latchi, a quaint town in Cyprus, where eleven MES Cairo students and their two teachers, Ms Downey and Mr Rogers, settled in for the next six days. In the shade of the covered patio, teams Alpha and Bravo sat for their first morning of instruction from Mr Dale. The teams each huddled around detailed maps of this new land and using compasses and map coordinates, identified specific locations of interest. Over the next two days, Teams Alpha and Bravo would review orienteering, emergency preparedness, meal planning, equipment fitting, and even conduct a practice journey. The students were in high spirits.

CRACK! Lightning flashed across the night sky and an ominous roll of thunder echoed loud and long ushering in a deluge of rain. I quickly ran out of the hotel to the outdoor patio to check on the teams who were waterproofing their gear. There was panic and frustration in their eyes. Before I could console them, I was greeted with a discouraged, "Sir, you did not prepare us for this! I don't want to see you right now!" I turned to Dale who was on-site and grinning slightly, I dutifully obeyed and headed back into the warm and dry hotel.



The next morning was windy and cold but dry. We drove the students from the hotel and deposited them on a roadside with maps, leg-buckling rucksacks and expectations to meet their designated checkpoints throughout the three-day journey. We drove off. This was the official Adventurous Journey and it was now time to let training and preparation speak for itself.

The rain wasn't done. In the comfort of a rented car Ms Downey and I got caught in another onslaught. It was heavy and the students were walking in it right now, with three days of rations raised up on their backs. We hoped against hope that they would stay dry. They did not. Over the next three days, the students made steady progress back to the hotel in Latchi. Delays were had and wrong turns made. Cooking with a mess kit filling with rainwater and hailstones. Setting up a tent in the dark and collapsing into sleep still fully clothed. Yet, each time Ms Downey and I would spot them on the trail their reddened faces split into smiles and their tender-footed pace picked up. They operated as teams, not without friction but not without resolution and determination either.



Fortunately, the latter two days were sunny and dry, giving the students a much-needed reprieve. On the final day, we waited anxiously in the parking lot of the hotel for their arrival. Their estimated time of arrival was 4:30pm. Our eyes searched up and down the street until it bent around and over the hills out of view. "Oh, I see them. Look just over...". False alarm. There were many groups this time of year hiking the island nation. "No, wait there. That's them. Look just there." Ms Downey said waving a finger. Sure enough, Bravo was traversing up from the east 100 metres away. "Oh look," said Dale pointing in the other direction. "It's team Alpha." Team Alpha was also closing in on us from the west at about the same distance. Once the two teams caught sight of each other their heavy but proud gait lightened into a waffling jog with some still able to sprint. It was a photo finish, as far as Adventurous Journeys go but Team Bravo inched out the win. But the destination wasn't the 'win'. It was simply the close of one unforgettable experience comprised of a continuous flow of experiences along the journey.

Congratulations to both teams who successfully completed and passed their Adventurous Journey!

Mr J Rogers - International Award Coordinator



SECONDARY PIONEERS

Digital Citizenship

For the third year in a row, Secondary Pioneers delivered E-Safety presentations to Year 6 students, earning themselves the Digital Citizenship Badge. As a culmination to E-Safety Fortnight, the focus of the presentations this year included: maintaining a good reputation on social media; how to stay safe on social media and safe use of YouTube.

Older students have an important role to play in setting an example. Year 6 students are always attentive in their listening to Secondary Pioneers' contributions about how to navigate the online world safely. Fellow students also have an amazing knowledge of the digital realm and are able to answer their peers' questions and concerns.

It is important that the MES Cairo community, including students and parents, takes responsibility for E-Safety. Students and parents should communicate openly with each other about any concerns that they have so that MES Cairo students remain happy users and have the opportunity to continue to benefit from all of the wonderful resources and apps that support learning.

Some comments from Year Six students:

"The presentations were outstanding! I loved the numerous facts about how to be safe online." **Abdalla Hassanin (Y6R)**

"The presentations really made me reflect about how I use social media and how to stay safe." **Adam Badran (Y6B)**

"It was a really informative presentation and a very good example of how you can use the internet in the safest way possible. We talked about how *Tik Tok* is a really bad example for our age. We also said that parents need to be connected to our social media accounts to help protect us." **Elma Osman (Y6G)**



Pioneers Trip to the Petrified Forest



The Petrified Forest is a hidden gem tucked away on the edge of New Cairo. The Forest is a small geological protectorate and a national heritage site. The site is covered with ancient petrified trees which were brought to their current location in prehistoric times due to floods on the Red Sea Hills. The site is believed to be 35 million years old and has been a protectorate since 1989.

In December 2019, Pioneers hiked the protectorate to earn the Petrified Pioneers Badge. The purpose of this 2.5 hour trek was to begin to build up students' stamina in preparation for walking longer distances, particularly if students are hoping to progress to the International Award in Year/Grade Nine.

Along the way, Pioneers learnt about the history of the site and the importance of respecting it for the benefit of the environment and tourism as well as the responsibility of everyone to protect it for future generations. They learnt about the wildlife found there and the need to respect it and protect it too. They also discovered information about the legislation for protection and the threats from human activities in the surrounding area.

"It was interesting to explore a desert that once was a forest!" **Judy Abdel Aal (G8Y)**

"It was really beautiful to hike through the terrain and see the petrified trees. I had never seen petrified trees before!"

Louay El-Habibi (Y7Y)

"I thought it was very fascinating seeing how trees can turn to rock over thousands of years! It was my first ever time seeing a petrified forest and it was an eye-opening experience."

Rashid Ayoub (Y8R)

"The Petrified Forest is a very peaceful and clean area. I learned a lot about fossils and how they are formed over millions of years. We tried different tracks and saw different desert formations - it was a good adventure!" **Salma El Gohary (Y7B)**

It is very pleasing that our country has such special sights that people can come to see, learn and take photographs of. It is very important that we look after them!" **Seif Eldin Aboul-Ella (Y7B)**



PIONEERS WELLSPRING EXPERIENCE



The Pioneers WellSpring Weekender Badge is an experience that students never forget!

In November 2019, Pioneers travelled to the WellSpring camp at Beit el Wadi on a journey of self-discovery. As well as facing the challenge of the high zipline, students participated in themed activities such as looking at their identity, building their teamwork skills, developing a sense of integrity and reflecting on and dealing with peer pressure and shielding their values.

In all of the activities, Pioneers had to be dependable and contribute to the team effort as Aqua team was pitted against Vida team. Pioneers had to maintain high energy levels, participation and perseverance. In sharing activities, Pioneers had to use integrity and honesty with their peers.

Pioneers were taught, modelled, and equipped with new tools necessary to transform their lives and others' lives around them - which is a true Pioneer!

Student Reviews

"I absolutely adored the whole weekend. It was the most fun I have had in a long time! Honestly, I wish I could go back and do it a thousand times again!" **Dana El-Sharkawy (Y8G)**

"The WellSpring Weekender Badge is probably my favourite Pioneer badge so far. The games were incredible. We all came together as two teams to compete against each other! There was non-stop laughing, singing, dancing and running. What more could we ask for?" **Emily Sigalas (Y8G)**

"It was such fun and I had really good experience! I learned some important morals from the WellSpring team of counsellors. The whole experience made me feel really happy!" **Lara Thabet (G7Y)**

"The WellSpring Weekender Badge concentrated on improving different life skills like teamwork and commitment. Overall, the WellSpring Badge was very refreshing as it gave us a break from electronics and made us engage together in fun games and activities. They showed us how we could make more use of our time. During the trip we were also challenged and pushed out of our comfort zones. The counsellors would also give us advice. Although we participated in team challenges that showed our competitive sides, at the end of the day we all came together as a group."

Mariam Sallam (G8R)

"We all bonded as a group and had fun and I have made lots of memories with everyone that I will never forget!"

Selim Younes (Y8Y)

"I think the WellSpring Weekender is a great badge! You reflect on very important life skills including teamwork, resilience and physical skills" **Youssef Sallam (G8R)**

Mr S Cole – Secondary Pioneers Coordinator





PRIMARY PIONEERS UPDATE



So far this year, the Primary Pioneers have been very busy completing their badges and making important contributions to the local community. By completing these badges, the Pioneers have had the chance to learn new skills, try different things and in some badges, face their fears.

One of the first badges the Year 6 Pioneers completed was 'The Artist' badge. Through Mr Colin and Mr O'Brien's direction, the Pioneers embarked on a 4-week project where they had to produce a Hobbit House made from paper mache.

The Pioneers then finished completing their fourth badge. For both of these badges outside instructors came into to school to deliver 'The Martial Artist' and the 'The Relaxed Individual' badges. For the 'Relaxed Individual' badge the Year 5 Pioneers had to learn the basics of Yoga through the expert tutelage of Ms Jamie El Helw.

One of the most important parts of the Pioneer Programme is being able to make a positive contribution in the local community. This year, both Secondary and Primary Pioneers had a wonderful opportunity to go and help out at the Egyptian Clothing Bank. At the Egyptian Clothing Bank facility in Mokattam, the Pioneers dropped off all of MES Cairo's clothing donations and also helped sort the donations into the correct categories. We even packaged them up ready to be distributed to those who are less fortunate than ourselves. We concluded the year amidst the challenges of school closure yet did have online badges to complete requiring students to deliver their own videod lesson. on a skill or talent. Some excellent projects were completed.

Mr T McDermott - Primary Pioneers Coordinator



SECONDARY HOUSE NEWS



This year saw the introduction of a few truly inspiring activities. The 2019-20 Student Council were very active promoting a recycling campaign and considering ways that we as a collective can continue to positively promote school culture. These students showed a remarkable level of dedication to their respective classes by staying committed to leadership in all aspects of their life.

The House System was blessed to be once again a part of one of the more heartfelt events of the year-to-date, Keep Egypt Warm (KEW). 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 and foodstuff for Cairene families in need. While all students were actively collecting donations from home, a select group of students led by Senior, Maya Raafat (Y12Y) were working independently to organise a student-led concert called the "Winter Warmer Concert". This concert was a real crowd pleaser and brought everyone around to celebrate the contributions of the whole school community to the KEW food and clothing drive.

For the second year running, some emphasis was placed on the participation of our Middle School students during this term. Year 8 students were active during their Home Room Community Forum (HRCF) lessons reflecting on the newly implemented ELEMENTS system. Year and Grade 7 and 8 students took part in a brain teasers' Kahoot! tournament that spanned several weeks in which Heads of Houses embarked on a Homeroom challenge tour and a cross-sectional "Quiz Bowl" just before splitting for winter break. House Selket was victorious in this event, bringing them back into a competitive edge that they nearly lost earlier in the year.

Other activities included competitive games of the popular lawn game "cornhole", penalty kick shoot-out competitions, House Football tournaments, Marvel Madness quizzes, P.E. tournament weeks, E-safety week and mascot design challenge, to name a few.

I would like to thank Ms Fowler and Ms Elsaadany for their contributions in promoting the House spirit through the alignment of the MS/KS3 ELEMENTS system with that of the Secondary House System. Many students have cashed-in their merits to selflessly award their House for their personal commitment to readiness, integrity, and dependability.

A sincere thank you to all staff and student alike who pour tremendous effort into their respective Houses, showing genuine school spirit and a dose of healthy inner school competition!

Mr G Hayes - Secondary House Coordinator



Secondary Learning Development Department News

Online Tools to Support Literacy and Learning



Technology is everywhere - self-driving cars, smart homes, high-tech gadgets and new applications are flooding into our lives. It is also changing education and pushing educational possibilities to new levels. Cloud computing, augmented reality or virtual reality, 3D printing, and biometrics are paving the way for the future of education. In the future classroom, educational settings will become more digitised with flexible displays and even plastic e-papers (digital paper prototypes).

Cloud computing, augmented or virtual reality will allow educators to create virtual spaces that can fit the needs of any student and expand educational experiences beyond classroom walls. 3D printing experience will prepare learners for future engineering industry demands and enhance their design-thinking skills and creativity through application and interaction with a physical three-dimensional object. Biometrics, eye-tracking technology, will help to prevent truancy and give teachers insight into how students absorb and understand the learning content.

Google Chrome is now by far the most popular web browser, due to its speed, ad-blocking, and wide variety of extensions. This article will highlight some extensions that could be very useful for children for whom English is not the first language or have some difficulties with reading and spelling. These extensions could work very well in conjunction with Google Classroom and Google Drive.

Top tips for getting organised with Google Drive:

- Old Google Classroom folders from previous years should be dragged into an archive folder, to keep the area tidy and organised
- New documents should be given a name straight away - check to see how many documents your son/daughter has that are called "Untitled Document"
- Create new documents directly in the correct Google Classroom folder, so it doesn't have to be moved later. Be organised!
- Create a digital notebook for every subject, with each lesson's notes on a new page.
- Use Headings to add each lesson's notes to the 'Document Outline' area (this is like a table of contents with one-click hyperlinks to each lesson)

Read and Write for Google Chrome

This extension has some very useful features. It provides unlimited use of the basic features and 30 trial days of the premium features.

A typing predictor allows students to click on suggested words rather than type them. Highlighted text can be read aloud by the computer, and this can be saved as an audio file. A screen mask allows students to focus on a small area of the screen, which could make reading easier. Highlighting, spell checking, and a dictionary are also provided. Download it at <http://tiny.cc/readwritemes>

Read Aloud: A Text to Speech Voice Reader

This simple extension takes text from a website and reads it aloud. It places the text in a separate window, enlarges it, and highlights the text currently being read aloud. Settings allow different voices, pitch, and speed of reading. The text size can also be changed. Download it at <http://tiny.cc/readaloudmes>

Voice in Voice Typing

This is a speech to text extension that allows the user to dictate text into textboxes on websites. The most common application could be for writing emails but could also be used to dictate text into a Google Document. Another useful feature allows the user to practise the English pronunciation of words.

Download it at <http://tiny.cc/voicemes>

OpenDyslexic Font for Chrome

This simple but very useful extension replaces the text font on a website with the OpenDyslexic font. This font has letters that are slightly thicker at the bottom. Many students with dyslexia or a visual tracking difficulty find it hard to focus when there is a lot of text. They may also find that letters move or swap places on the page. This font has been shown to reduce this movement. In many cases a different coloured background (coloured overlay) makes it easier to read the text. The developers hope to introduce a coloured overlay soon, but, in the meantime, we recommend Visor for this (see below). Download it at: <http://tiny.cc/dyslexiames>

Visor

This is excellent for anyone who struggles with the contrast between the traditional black text and white background on web pages. This simple extension allows students to change the background colour of websites (including Google Docs) to any colour they wish, and it includes a horizontal reading band that moves with the mouse. This helps students to focus on particular areas of text at a time. Download it at: <http://tiny.cc/mesvisor>

Google Dictionary

This extension allows students to highlight an unknown word on a webpage, and a definition of the word pops up above it. A simple way of encouraging students to increase their English vocabulary. Download it at: <http://tiny.cc/mesdictionary>

Smmry

Students who carry out online research will often copy and paste lots of text into their presentations. This website aims to summarise text into a much shorter number of sentences. Access it at: <https://smmry.com/>

Screencastify

Students can use Screencastify to demonstrate what they have learned or how they solved a problem, give presentations, catch up with their absent peers, make and read ebooks, or practice reading aloud in a foreign-language class. Access it at: <https://www.screencastify.com>

Other Tools

These extensions and other similar tools can be found in this online article: <http://tiny.cc/mesgoogletools>

Educational technology opens up new doors for students and they are ready to embrace the immense potential technology presents and its unbelievable opportunities.

Gifted and Talented News

Guest speakers, across multiple disciplines and areas, have become a vital part of the educational experience for our Gifted and Talented students at MES Cairo. They expose students to a wide variety of topics and inspiring stories of leadership, dedication, and success. Students get to see the insight and perspective of the guest speaker's particular field of interest and learn the art of public speaking, presentation literacy and communication skills.

In Term 2, the Challenge Club students were lucky enough to enjoy a series of interactive presentations by guest speakers from the teaching staff. We asked teachers if they would be willing to volunteer their time to share their experiences and interests with the children, and we were overwhelmed by the responses!

Dinosaurs

Mr Rainford shared his passion for dinosaurs with the group. Students learned some amazing facts and myths about these incredible creatures and got hands-on with a jigsaw puzzle of the original supercontinent, Pangaea. Did you know that chickens are more closely related to dinosaurs than other birds?



Schemas and Long-term Memory

Mr Hess shared some of his current post-graduate study with the group. Students learned about learning, particularly about how humans develop long-term memory via schemas. Humans develop schemas through experiences and use them to organise interrelated concepts in a meaningful way.

Interactive Shakespeare

Ms Dowler took the students on an interactive journey through Twelfth Night. With only a short overview of the play, and some cleverly designed activities, the students were soon taking on



lead roles. The students quickly developed their characters and performed short sections of the play with confidence!



Voluntary Work Overseas

Ms Van Gijtenbeek shared her overseas voluntary experience with the students. The opportunities she has taken have allowed her to explore many beautiful and intriguing countries. Students considered the benefits of voluntary work and how they could do this within their own neighborhood, and also how to explore different types of work overseas.



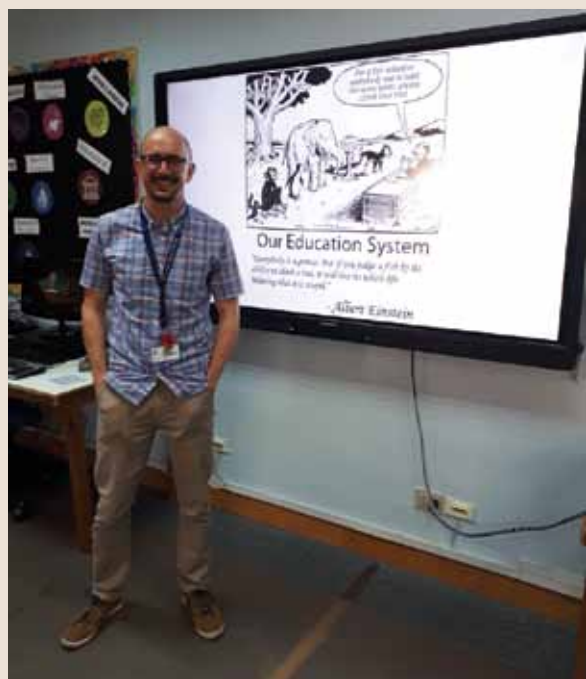
Without a doubt, the knowledge, expertise, and a great sense of humour of our guest speakers have left positive and long-lasting impressions on our Gifted and Talented students and equipped them with indispensable tools for success. Thank you!

Mr H Cordy - LDD and Gifted and Talented Coordinator and Dr T Kolesnikova - ESL/LDD Teacher and Gifted and Talented Instructor

Professional Development for Early Career Teachers at MES Cairo

A range of interesting and useful Professional Development opportunities led by experienced colleagues from across our school have been provided to support our early career teachers as they develop and hone their teaching skills here at MES Cairo as part of our professional learning network.

In November 2019, Mr Henry Cordy, our British Section Secondary Learning Development Coordinator, led a session of Person-Centred Approaches to Differentiation. This session was about supporting our students according to their personal learning needs, whether that be supporting or challenging their learning.



In December 2019, Dr Rania Geoshy, from our British Section Secondary Science Department, led training on Assessment for Learning. Practical ideas and strategies were shared on how teachers can enhance their formative assessment in classes to inform their planning and improve student learning outcomes.

In January of this year, Mrs Maureen Glancy, Assistant Headteacher in Primary led a workshop on how to use English as an Additional Language strategies to support Primary aged students. This helpful session helped teachers know how to ensure all students in the classroom can access the curriculum successfully regardless of language barriers.





In March, Mrs Jane Boukottaya and Mrs Teresa Nissan, Primary Deputy Headteachers collaborated to deliver guidance on how to use support staff effectively in the classroom to maximise teacher use of this valuable resource that we have available at MES Cairo.

Throughout the year, our teachers have been conducting peer observations across the school to look for new ideas and gather examples of good practice in action. A peer observation is where experienced colleagues open their lessons to other teachers, showing their own ways of caring for, challenging and inspiring students and teaching curriculum content in a variety of ways.

All these valuable learning opportunities provide our teachers and CPD facilitators with the chance to meet other colleagues from across the school from a range of backgrounds and experiences. Learning from each other helps to share good ideas that are proven to work here at MES Cairo within our unique school context, developing a school culture of excellence and providing a layer of support to all involved.

Mrs J Cole - Assistant Headteacher, British Section

MES Cairo Welcomes UK Visitors

On Sunday 15th December 2019, we were joined in Cairo by Sue Darbyshire, the CEO of Community First Academy Trust and Carly Bozdolian, Assistant Headteacher and Director of Professional Learning at Platt Bridge Primary School in Wigan, UK. Their teacher training centre in the North West of England has been twice judged as 'Ofsted Outstanding' by the Department for Education.



They spent time observing English and Maths lessons in Year 2 and were impressed by how friendly our students were and how their lessons were engaging, carefully planned and delivered.

Throughout the visit there was an opportunity to engage in professional dialogue about high quality mentoring, coaching, outstanding teaching and

cultivating reflective practice that maximises student progress. It was also a great opportunity to keep up to date with current educational practice in the UK as there are several changes to teacher training coming in the next academic year.

Earlier in the year, they had hosted three of our teachers for a UK summer placement at their own schools and they were interested to see how they had brought back ideas here to implement and share at MES Cairo.

We look forward to welcoming them again to Cairo in the future!

Mrs J Cole - Assistant Headteacher, British Section



Senior Trip 2020



107 students from the MES Cairo Class of 2020 participated in their Senior Trip during the mid-term holiday in February and had a wonderful time! Whether this was their first Nile Cruise or not, students had an enjoyable and fun experience. From breath-taking ancient temples to the beauty of the Nile River, the Senior Trip did not disappoint. Students were able to bask in the splendour of Egypt while celebrating their Senior year with friends and classmates. The relaxing and joyous spirit of the Class of 2020 was on full display as students experienced another milestone in their final year at MES Cairo.

Ms C Flake - Dean of Students, American Section



Student Reviews:

Our Senior trip to Luxor and Aswan was amazing. We didn't have the opportunity to travel abroad but I enjoyed it a lot! I got to know more about Egyptian culture since it was my first time to go to Luxor and I got closer to many people in our year group. I enjoyed the sunsets, the music, and the felucca the most. It was a very fun trip and I would go again if I had the opportunity. **Yassin Sadek (G12R)**

Not only was the Senior trip to Luxor and Aswan an eye-opening experience into the culture and history of Egypt, it also united all the sections in the year group into one and allowed us to bond and spend quality time together before our farewell. From visiting the Karnak Temples to having galabeya parties or strolling through the markets of Aswan, I made memories that I will always cherish. This trip represented a celebration of years of hard work and determination at MES Cairo. I would like to thank the Class of 2020 and the staff that joined us for such a remarkable journey. **Seif Motawea (Y12R)**

I would repeat this trip a hundred times over if I could. I became friends with so many new people and enjoyed sunsets and sunrises on the sun deck. The camaraderie with friends and music were my personal favourites, and overall, it really was worth going! **Kirmina Sadek (G12R)**

The Senior trip was a great opportunity for us to bond with the other sections whilst immersing ourselves into the rich Egyptian culture of Luxor and Aswan. Having the whole boat to ourselves was a special privilege as it enabled us to spend as much time as we wanted to together, without disturbing other guests. The wholesome memories we made during all our temple excursions and galabeya parties made the trip more enjoyable as a whole. **Ali Kamel (DP12Y)**



MESmerised!



MESmerised!



MESsenger 64 Team

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

With special thanks to Elham Tadros at Glow Printing.

MES CAIRO NEW BABY NEWS

Mr Sam Cole (Year 6) and Mrs Jenny Cole (Secondary British) are happy to share news of the safe arrival of the latest addition to the MES Cairo family. **Joshua Benjamin Cole** was born on the 22nd April 2020, weighing 10lb 3.5oz. His proud sisters Kaya (Year 4 Yellow) and Anya (FS2 Blue) cannot wait to bring him back to Cairo to see their friends.





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)
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East (BSME)

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

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(CIS)

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