

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER

EDITION NO. 69 APRIL 2022

THE MES CAIRO FAMILY KEEPS ON RUNNING!

24-Hour Run for the Children's Cancer Hospital 57357



Curriculum News, Book Week, Pioneers Update, Artbeat...and so much more!

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SCHOOL DIRECTOR FOREWORD

We had a successful first term with the return of all students to campus and significant steps towards getting life 'back to normal'. Term 2 has been a little more challenging, with the conservative decision made to revert to online learning for two weeks in late-January. In true MES Cairo tradition, this transition occurred seamlessly and we were soon back to 'real time' learning on campus. Since then, the school has come back to life, with numerous special events, theme weeks and even a few excursions returning to our academic calendar. We celebrate these in this edition of the MESsenger.

Earlier this academic year we spent time with Professor Dylan William, who worked with the teaching staff on various topics of interest including Cognitive Load Theory, Working Memory and Assessment For Learning. His presentations, the Q&A sessions that followed, and the professional dialogue that our teachers have engaged in since, is a timely reminder of the capacity of the human brain to retain, archive and manage what we learn and know. COVID related disruptions to our normal routines have also taught us many life lessons: to slow down, to be mindful, to value what we have and especially the people around us.

The greatest cost of school closure and the uncertainty of last academic year however, has been in capacity for students to appropriately socialise, integrate and nurture important relationships with each other and with the adults who care for them. The magic of school-based learning is the strong sense of community that permeates around campus and is a daily feature of a regular school day at MES Cairo. In our youngest students we continue to place deliberate emphasis on the 5Rs: Respect, Resilience, Reflect, Risk-taking, and Relationships. In Secondary, we remind students daily of their expected commitment to the MES Cairo ELEMENTS learning culture. Beyond a commitment to the curriculum, it is learning in these important areas that makes us an outstanding school. As we begin to reintroduce the special events and occasions to our students' learning journey, such as our wonderful Winter Concert and highly successful 24Hr Run which are featured in this edition of the MESsenger, we reestablish the joy that comes from learning, growing and participating.



Every person in our school community has good reason to take pride in their affiliation with our school. In March we welcomed a team of international inspectors to school to review all aspects of school practice. They observed multiple lessons and met with various stakeholder groups (including parents and students) as they formed their judgements on how we perform against the rigorous BSO standards (British Schools Overseas). I am delighted to share that we maintained 'outstanding' in all areas for the fourth consecutive time and will share details from their report in our next edition of the MESsenger...

Mrs Nicola Singleton - School Director

500,000 LE raised for the Children's Cancer Hospital 57357

Since 2008, MES Cairo has organised an annual 24-Hour Run with the aim of raising funds to donate to a worthy Egyptian cause. The 24-Hour Run is a much-anticipated feature of the school calendar. It is with great pride that we have continued to uphold this wonderful MES Cairo tradition, despite the challenges we have faced over the past two years. This demonstrates the true MES Cairo family spirit, as we unite in our determination to support those in need.



مؤسسة مستشفى سرطان
الأطفال - مصر
Children's Cancer Hospital
Foundation - Egypt



Ms Ghada Dajani (Managing Director), along with Ms Nicola Singleton (School Director) and MES Cairo's Senior Leadership Teams, inspired and motivated the whole of the MES Cairo family to participate in this year's 24-Hour Run, which was dedicated to the Children's Cancer Hospital Foundation 57357. The 24-Hour Run started at 8.00am on 23rd March 2022 and concluded at 8.00am on 24th March 2022. It was a very special day for us, as there was so much to celebrate in a week that also gave us Mother's Day. In this same week we were also celebrating the birthday of our founding leader and Chairman of the Board, Mrs Sawsan Lababidi Dajani.





The MES Cairo 24-Hour Run for 57357 t-shirts and hoodies raised a substantial amount of money for the charity. The design of the t-shirt was led by our design team, who cleverly synthesised all the ideas and designs put forward by our Y/G 8 and 9 T-shirt design contestants. We simply could not choose a winner, so we incorporated all of their ideas! Promotions and sponsored initiatives were held across the school in the lead up to the Run, as we united in our efforts to raise as much as possible for this worthy cause. The Senior students, Pioneers and NHS students raised 30,000LE through bake sales alone! In true MES Cairo spirit, our students were very keen to help raise funds. We are proud of how enthusiastic they were about sponsorship and support, ensuring that they raised as much as possible amongst family and friends and making tremendous contributions, in more ways than one.



Our Senior Student Leaders, along with t-shirt designers and other representatives from across the school, joined Mrs Dajani in taking the first lap to officially start the 24-Hour Run. MES Cairo family members of all ages, including alumni, kept the sash going around the track for 24 hours. Every single student took part in the run at some point during the school day, and many were delighted to be joined by their parents and other family members, who came along to support the cause at allocated times.



There was fierce competition amongst our students to take over the sash at the end of each lap! Everyone got their turn and those who wore the sash did so with a real sense of pride. At 3.00pm, every single MES Cairo staff member came out to support the run, followed by our Primary and Secondary Pioneers and their teachers. We were also delighted to be joined by the Admin staff from our sister school at GES Cairo and we thank them for their support. After the school day officially ended, the track actually got busier up until late evening, with families, staff and alumni coming back to run in groups in order to fulfil their target laps and raise as much money as possible for the Children's Cancer Hospital.



We were delighted that several MES Cairo alumni joined the run at various points throughout the afternoon and into the late evening, demonstrating the true MESConian spirit. The Classes of 2015 and 2019 were especially well represented and enjoyed what appeared to be mini reunions, as they helped to keep the sash going around the track.



For the first time this year, we incorporated a teachers' dog walk, which proved to be highly popular throughout our animal-loving community.

A sense of real excitement took over the whole school in the days leading up to the event, reaching a climax of anticipation when Mrs Dajani donned the sash to take the first lap at 8.00am on 23rd March. Inspired by Mrs Dajani's commitment, a tenacious determination to keep the sash running took over the school environment and did not subside until 8.00am on 24th March, when we put the sash away for another year.

The 24-Hour Run started and ended with the whole school singing the Egyptian National Anthem. On the second morning, students were invited to wear Red, White and Black outfits in celebration of Egypt. Everyone proudly celebrated the laps completed, relished in the enjoyment and, most importantly, gained a great deal of satisfaction from the



impressive amount of funds that we raised for this very worthy cause. We also sang 'Happy Birthday to You' to Mrs Dajani. Led by the Secondary Choir, the magnificent sound symbolised our MES Cairo family's dedication to spreading a message of the importance of caring, loving and giving to the whole of the community. We had so much fun!



This year's 24-Hour Run brought the whole school together in a wonderful way after what has been a challenging time for us all. Ms Ghada Dajani, Mrs Sawsan Dajani and our Senior Leadership Teams would like to thank our Event Coordinators, all of our Admissions and Administrative staff, along with our magnificent premises staff ... indeed every single colleague from every area of the school, for helping to support the Children's Cancer Hospital appeal in such a memorable and uplifting way. It was a very proud moment for the whole of the MES Cairo family.

Ms S Sheehan - Deputy Head

KEEP EGYPT WARM (KEW) CAMPAIGN 2021-22

As temperatures started to drop and winter began to set in, the MES Cairo family joined together once again, demonstrating care and consideration for those in the community who are less fortunate than ourselves.

Our students were reminded that there are many people in Egypt's disadvantaged communities who rely on our help through the harsh winter months; their health, wellbeing, and survival depends upon the contributions we make through our annual charity campaign.

This year our campaign was launched mid-November. We are proud to have teamed up with The Egyptian Food Bank and the Egyptian Clothing Bank charities again this year, bringing the MES Cairo family together to make a difference for so many families in need. Collection boxes were located around the school campus and MES Cairo staff and Pioneers coordinated and collected school-wide contributions throughout the second half of Term One. To encourage our students to care for others, Class Dojos (Primary) and House Points (Secondary) were awarded for every contribution. We even hosted a giant patchwork quilt effort, covering the school field with blanket donations.

At the close of the campaign, the Egyptian Food Bank and the Egyptian Clothing Bank collected donations and distributed them amongst the targeted communities. The families we helped were very grateful for donations of new blankets, winter clothes, and non-perishable food items. The collection staff commented on the astounding volume of goods donated by the MES Cairo family.

We thank you again for supporting this very worthy cause and for helping us to spread warmth this winter. Our target was to have at least one contribution made by every child at MES Cairo. We definitely met that target...and much more.

Indeed, we far exceeded expectations, thanks to your generosity and kindness!

Ms S Sheehan - Deputy Head



MES CAIRO SPIRIT DAY

A new MES Cairo tradition

This academic year, we launched a termly Spirit Day event to celebrate our wonderful community and rich history.



The final day of each term has been designated as Spirit Day, when students and staff can wear their favourite t-shirt from a past school occasion: trips, 24-Hour Run, Pink Day, House event... or indeed anything else that marks a treasured experience at MES Cairo.

Due to unexpected school closure related to the weather, our very first Spirit Day was postponed from late December and took place early in January.

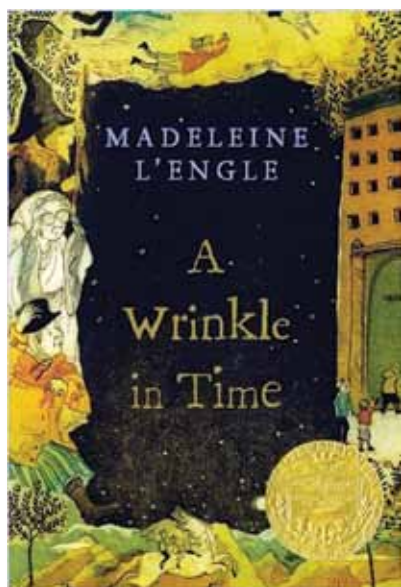
Students and teachers enjoyed wearing their favourite t-shirts from past events and sharing memories of some very special times.

Our first Spirit Day marked the beginning of a great new MES Cairo family tradition!

Ms S Sheehan - Deputy Head



GRADE 8 ENGLISH STUDENTS ENGAGE IN THEIR BOOK CLUB!



A Wrinkle in Time by Madeleine L'Engle is a science-fiction/fantasy story about a thirteen-year-old girl and her friends who travel to different planets in search of her missing father. Chosen as the first novel study of Grade 8, this was the first-time students in Grade 8 have read such an imaginative and complex text in English class. The weekly readings required many conversations about the events of the book. Students challenged themselves to learn their note taking styles and new vocabulary words while improving their summarising skills throughout the reading of the novel.

Due to the challenging nature of this book, many students expressed the desire for an opportunity to gain more confidence with the text. Teachers hosted a voluntary Book Club once a week during Homeroom for those who want to better understand the novel as well as those who are confident in their own understanding with a desire to help others. The book club ran for three weeks and by the final week when the novel was finished, there were nearly 30 students in attendance. Students from all five Grade 8 Homerooms attended each week.

At the Book Club, students discussed the events of the book and organised them into main ideas from each chapter. It was an opportunity to get students collaborating with each other in ways they may not normally. Students of all abilities were supporting each other in furthering their understanding of the novel. By the end, all who attended had more confidence in English lessons.

G8R had many enthusiastic participants. Amina Neamatallah says, "Book Club was a fun and interesting way to understand the book in more depth and detail. I liked that we talked about the events in the book and gave example questions to each other. I realised that after going to Book Club my grades improved in my quizzes and my assignments. This is because whenever I engaged in book club, I had a further understanding about the events, and I had more notes and information on the chapters."

I am very impressed with the students' abilities to support and uplift one another through this experience. There will be another book club this term as the Grade 8 students read through *The Giver* and due to the success of the first book club, we have over thirty students already signed up to join.

Ms M Hice – American English Department, Head of Department



WORLD LANGUAGES IN THE AMERICAN SECTION

During the first half of Term Two, we asked our students about their experience of learning a foreign language. They provided valuable reflections. I hope you enjoy hearing about their literal journeys as much as we did.

Mr A Bray - American World Languages Head of Department

During French class this year we have done several projects. At the beginning of the year, we gave a presentation about Paris. This taught me a lot about the important sites and historical figures of Paris. We also made a party invitation when we were learning about French holidays. This taught me how to formally

invite people in French. Additionally, we made a poster on how to conjugate the -er, -ir, and -re verbs. This helped me remember the rules for conjugations and I now use it whenever I need to refresh my memory before a test. Finally, we have made several videos, but my favourite was the choice board video we made recently. I chose the "Show and Tell" activity where I showed things

such as the equipment I use for my sport, my favourite piece of artwork that I have created, and the song I always listen to. This taught me how to talk about the things I like with more detail rather than just short, simple sentences. It also increased my vocabulary and helped me improve my pronunciation since we are used to writing most of the time. Overall, I really enjoy French class and the variety of activities we do!

Malak Abou Laban (G9G)



In this French I Course the content was delivered through projects, assignments and class activities. All students became more knowledgeable about the French language, tradition, celebrations and culture. Examples of projects that were delivered are creating videos where students expressed their learning of French celebrations and using the vocabulary that was learned in class. We all benefited from these types of activities as content and material were delivered in an entertaining, but direct way. **Omar El Saftawi (G9B)**



For me the project that I loved and really understood was the Cafe Scene. I learned how to start a conversation if I was in a French cafe. I also learned many kinds of food in French. This was the most creative project I have ever completed. Who doesn't like learning in a fun way? **Farah Saif (G8Y)**

The "Mardi Gras" event was by far my favourite thing we did in French class this year. Every student in the class received a variety of meals and beverages associated with French culture. It was a great experience since we got a taste of French culture and got to socialise with each other while discussing in French. We learned new vocabulary related to the event and tradition. **Habiba Shahin (G10Y)**



My favourite activity this year in French was the chapter 5 skit. It was fun because we got to collaborate and share ideas. I learned more about pronunciation because while I was practising, I became more cautious of how the words were spelled vs how they sounded. It was also fun to create the props which in my case was a painting of the Eiffel Tower.

Joyce Merhom (G8R)

My favourite project that I completed for French class this year was my camping trip story/comic. This story was very fun to do because I got to use my creativity and imagination. I also got to make a comic strip about the story. This project helped me improve my skills on describing circumstances and forming sentences in French. It was also a great way to help me practise camping vocabulary.

Sara Alkharraz (G10B)



The assignments I like the most in French are the quizlet learning assignments because they are so repetitive and they make you memorise the vocabulary in multiple different ways like writing, pronunciation and choosing the correct word for lots of options. If I have trouble learning a set of words or new ways to use grammar, then a quizlet is very helpful.

Youssef Salem (G10Y)

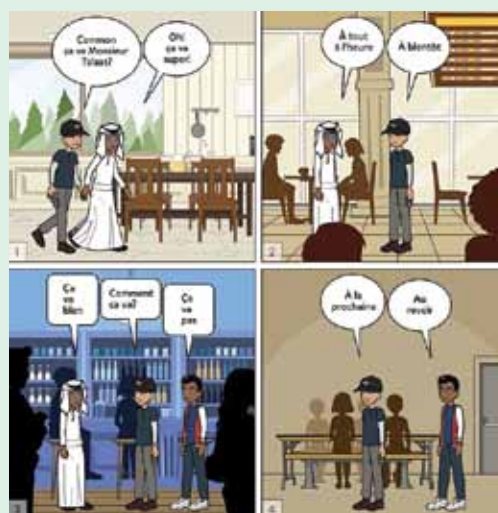
The project I liked the most this year was the Mon Enfance project. This project helped my overall writing since it was one of the longest writing assignments I had done so far. It was also something I had to do on my own which was pretty challenging.

Zein Rashad (G12Y)



My favourite piece of work was the francophone culture project. We had to choose a French speaking country and what better choice than France. This project made me learn a lot about France. It gave me so much information while researching about their traditions, cuisine, sports, culture and geographical position. It is a very interesting country and the most visited country in 2021.

Khalid Rashad (G7Y)



My favourite project was the greetings comic strip we made at the beginning of the year. It was fun and I learned how to write a short dialogue in French. I also learned how to match the pictures with the words in French. I was happy to see that it all made sense in the end.

Malek Sadek (G7B)

WORLD LANGUAGES

KS3 Spanish

In Spanish we are focusing on gamification as a fun way of learning and developing language skills.



Year 7 students have learned furniture vocabulary to describe their rooms using place prepositions. In order to learn these, they made a dice where they needed to write down the right preposition and later, they played in pairs.

Year 8 students planned a trip itinerary in Spanish. They chose the destination, made a hotel booking, decided what they wanted to visit, how long they were to stay for, with whom they were going, and how they were going to get there.

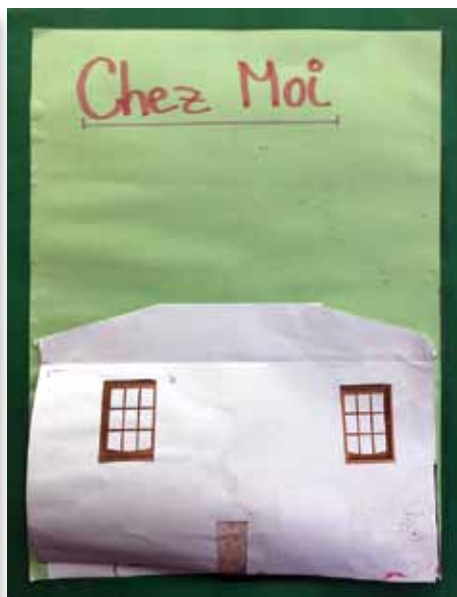
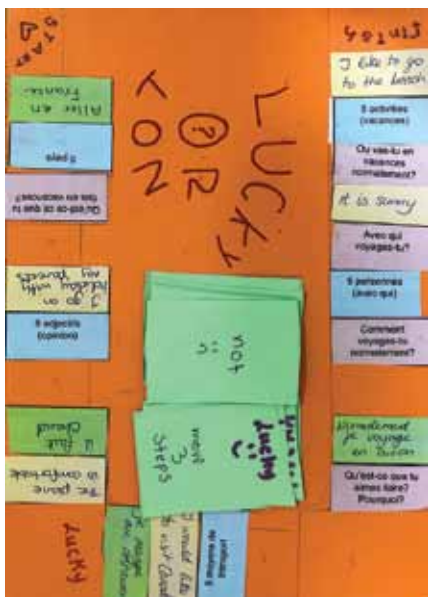


KS3 French

In Year 7 French classes, students have been learning the topic 'Chez moi'. In their recent mini project they created paper houses and wrote a description about the house, rooms and furniture.

Year 8 French students made speaking games to help them practise the topic 'Vacances'.

Ms F Currie - World Languages British Section, Head of Department



Key Stage 3 News

There has been so much going on in Key Stage 3 from our new Year 7 students transitioning from Primary, to one of our very own Year 8 students becoming a published gamer - yes, he helped design a game! Congratulations Marwan Sabry (Y8B). Students have embedded the Elements into their everyday learning and in Year 7, are learning how to *Be Awesome!* Thanks to Matthew Syed's "You are Awesome" book. Our Year 8 students have begun laying the first stones for their pathway to graduation with Plan4Grad Options as well as putting thought and creativity into entrepreneurship with some insightful HRCF lessons. With so much going on, what better way is there than to have the students tell it all.

Entering Secondary from Primary, in the last two years, has definitely been a unique experience for our Year 6 to Year 7 students. Waving goodbye to Primary and the familiar pod would usually be accompanied by an exciting, interactive and enjoyable Transition Day, which had to be hosted virtually due to the pandemic. Despite these changes to schedule, Year 7 students have stood up to the task maturely, responsibly and confidently.

In Homeroom Community Forum this term, Year 7 have been introduced to Matthew Syed's confidence boosting self-awareness book "You Are Awesome" which has helped them unlock their full potential as they come into KS3 from KS2. The atmosphere of teamwork, collaborative learning and even listening during these HRCF moments is definitely an enriching experience. Students have enjoyed reading chapters from the book and applying the "growth mindset" into Year 7 experiences so far.



Below, you can read about how some students feel about entering Key Stage 3.

Ms S Elsaadany - Assistant Head, Years 7 and 8, British Section

Since starting Secondary, I have learnt that KS3 is way more than lockers and walking from class to class independently. It has all been about time management, and how I could, no, should, use my time efficiently and wisely. Personally, I feel like I have achieved this goal, and have learnt to manage my time between my personal life and my education. Secondary had also taught me how important it is to be responsible; about my grades, my homework, and my own learning. I have also picked up new skills that will feed into my life as I progress through school. Most importantly though, it has had an impact on my level of confidence, and my skills of making new friends. I feel like the effect of Secondary on myself and my personality has been very positive as much as I thought it was daunting. I am looking forward to seeing what else Year 7 brings!

Hoda Shabana (Y7B)



So far in Secondary I have been learning new things and taking on bigger challenges. I have been enjoying Year 7 so far. What has been truly different are the new subjects - Science and working in the labs, or Drama and Design Technology. So far everything is very organised and well thought out. **Omar Saleh (Y7B)**



In my first year of Secondary school, I have learnt so much. I have learned to be responsible, independent, and hard-working. I am more confident and definitely a less shy person. I have made loads of new friends, including people from outside of my class and even in different year groups. I feel like I have settled in well. I have learned to get out of my comfort zone, that is for sure! Homework, tests and assessments can be exhausting, this is true, but that is fine as long as you are organised. I also enjoy Homeroom Community Forum, HRCF, because of the way we interact with our Homeroom teacher and get a chance to connect every two weeks. Overall, I am really enjoying Secondary, and I am very happy to be here and to learn more.

Hanya Maraie (Y7B)



GAMEBOY

I started off as a fan of *Five Night's at Freddy's* and was interested in YouTube videos about gaming and I began to think of creating a character of my own - taking the idea of an original game and developing a character within it. Once I turned 10, I began learning more about game development, using an old laptop to play specific games on and I even thought of making my own game and expanding upon the characters I created. At this point I had created seven characters, which became POPGOES - my first game. I somehow managed to team up with other creators online, who helped me model characters and we collaborated on voices for these characters using safer internet guidelines and parental permission and awareness. I was so shocked and did not expect to get this far and after a month, I developed sequels and ideas



to implement. I intentionally created the first game with a cliffhanger, so I could either leave it or develop it further,

which I was fortunate enough to develop because of its popularity. A year after the project got canned, my inspiration contacted me to invite me to join his tiny developer team: which allows us to profit from our games through merchandising. The most recent game is still in development, with some alterations. I hope to take Computer Science next year as one of my IGCSE options and from there, I can truly have a strong academic background to excel and forge a career from it. If I can get this far with perseverance and effort, then so can you!

Marwan Sabry (Y8B)



Developing Cross-Curricular Links in Secondary

HISTORICAL DESIGN



This term, Year 7 students engaged with a cross-curricular initiative between Design Technology and History. As part of the Medieval Realms unit, students learnt about how William the Conqueror used Castles as a method of controlling the land when he took over as King of England. Students learnt about Motte and Bailey castle features including the walled courtyard, protective ditch, and Palisade. They also learnt about the later stone castle features and how they defended against potential attacks. These features include a portcullis which is a strengthened frame of wood with spikes of iron, curtain walls that defend the Bailey inside the castle and the castle tower whose height was used for defence.

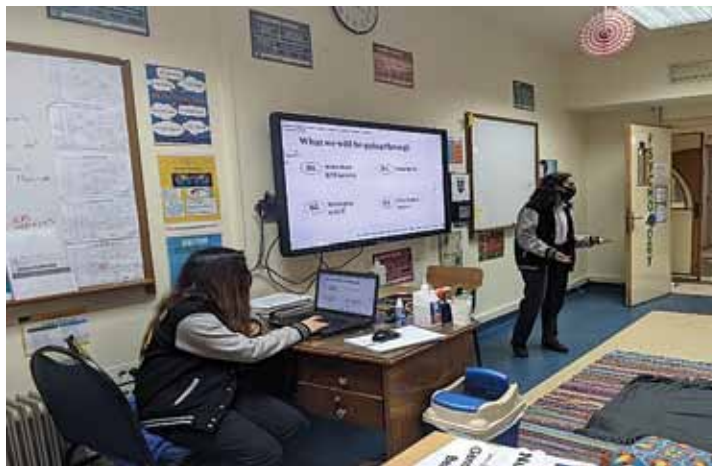
In Design Technology, students set about making these castles come to life! Using the design features shared with them on what a castle looked like, students were able to recreate some of these features and really analyse why they were so important and useful in ensuring William kept control of England. **Ms J Rainford and Ms S Taha - Heads of Departments**

THE PSYCHOLOGY OF BUSINESS

Year 12 Psychologists were tasked with being Business entrepreneurs this half term. Students had been learning about the definitions and characteristics of Schizophrenia. As part of this, they delved into the causes of the disorder looking at it from a biochemical, cognitive and genetic viewpoint.

Students in Year 12 were given one of the potential treatments of schizophrenia. They had to develop a business sales pitch to convince their teacher to take up their treatment programme. As part of this, they





had to argue that their treatment programme was more effective than the others, weighing up the strengths and weaknesses of them against their own.

We had 'Dr Jana' and her patient Sara convincing the class that antipsychotic medication was the way forward in treating schizophrenia, as proven in the significant reduction in symptoms Sara was showing since starting on the drugs. They mentioned a variety of side effects caused by the drugs however balanced this with the speed in which they work and how easy the treatment was to implement.

We also had 'Dr Malak' treating her patient with electro-convulsive therapy, convincing us that this was the treatment of choice due to its quick, pain free and highly effective success rates. Many of us had pre-conceived ideas about the ethics of this treatment but Dr Malak convinced us it was worth considering.

'Doctors Youssef and Amr' tried to convince us that cognitive behaviour therapy was the way forward to treatment since it did not involve changing chemical levels in the brain and did not involve electrocuting people! They explained that CBT was highly effective in changing people's thought patterns in relation to the disorder and giving patients autonomy in treating the disorder from a patient-centred viewpoint.

Finally, 'Dr Salma' introduced us to a token economy programme method that she was sure would be the most effective in treating schizophrenia. Drawing on concepts from operant conditioning, Dr Salma believed we could reward the behaviours we want to see more of and give a consequence to those we don't. She explained that unlike drug therapy and ECT, this was a much less invasive method for patients to try.

Year 12 students did a great job of weighing up the pros and cons of each treatment programme against one another. The class were able to clearly identify strengths and weaknesses of each one and come to a decision about which they believed to be the most effective and why.

The winning business pitch was Malak and Alia's electroconvulsive treatment. They managed to change a lot of people's pre-conceived ideas about the effectiveness of the treatment.

Ms J Rainford - Humanities British Section, Head of Department



Primary School Community Service in Years 11 and 12



We were extremely happy to have the opportunity to get our Community Service up and running this term. 'Care, Challenge and Inspire' underpins all that we do here at MES Cairo and Year 11 and Year 12 students were able to volunteer during some of their Study periods to help out in the Primary School.

There was a buzz of excitement amongst the students as they started on their adventure back to the Primary section of the school. Our Senior students thoroughly enjoyed the experience of teaching, talking to and connecting with our younger members of the community. Service learning provides students with the opportunity to both participate in a service that meets community needs and to reflect on the experience in order to gain a deeper understanding of the importance of civic engagement.



The programme has been highly successful so far and our Seniors deserve praise for the support they are providing. Many Seniors have assisted Primary students with their understanding of new concepts and ideas. They have communicated clearly and engendered a wonderful atmosphere at school. Seniors have also helped to run activities during breaktimes and helped during the Primary Sports Days. They have really enjoyed getting involved.

Mr N DeSouza - Assistant Head KS5, British Section

Year 12 HRCF Life Skills

Year 12 students have been using HRCF periods to prepare themselves for life beyond MES Cairo. Using these sessions to write their CV's and personal statements, to research university courses and prepare all their application materials, our students were thoroughly prepared to apply to university and explore their passions further.

After the university applications period closed, we transformed these sessions to enable students to learn important life skills. These life skills were suggested by the student body and through these special HRCF lessons our students have competently mastered a variety of skills aimed at allowing them to navigate the road to independence with greater ease.

They have conscientiously learned how to sew buttons on clothes, how to budget for everyday and unexpected expenses, how to cook a meal for themselves, and how to iron clothes without burning holes in them. They also learned how to be safe as they navigate their way around familiar and unfamiliar cities and places and how to resolve conflicts in friendship



groups combined with how to make friends in novel environments and situations.

The end results were wonderfully varied but there is no doubt that as our students prepare for the future, they will be able to build on the skills they have practised here at MES Cairo. We wish them every success for the future.

**Mr N DeSouza - Assistant Head
KS5, British Section**

Key Stage 4 News

Year 9



Year 9 students have been getting into their stride at IGCSE level and have had a great start to 2022. The entire year group got involved in the drive to 'Decorate your Door' for our school-wide Book Week. We had some excellent designs (some even covering four doors) from Y9R, Y9Y and Y9B Homerooms.

Having worked diligently towards their Term Two report, Year 9 set their sights on their first official Cambridge exam session for Checkpoint. During Homeroom and HRCF, Year 9 worked with our wonderful Science Department HRTs Ms Atkinson, Ms Mahfouz and Mr Saleh to prepare for the exams. Our 'Checkpoint Tuesday' sessions and our HRCF lessons went very well.

In addition, we have a dedicated and diligent group of Year 9 students opting to undertake an additional ninth IGCSE in our Sunday Global Perspectives ASA. Some critical thinking and deep discussions have been challenging the students to push their learning to the next level. Thank you to Mr and Mrs Rainford and Mr Scott for leading the students on this exciting journey.



Year 10



Year 10 have been revising for their Cambridge IGCSE exams this Term. Many students received some fantastic mock results in January that has given students the confidence and energy to sharpen their focus on outstanding attainment in this year's summer exam session.

To support this drive for success Year 10 have been engaging with study techniques in HR and HRCF. We have been utilising the 'Learning Journey' approach to encourage students to visualise their learning and create diagrams, sketches and symbols that can be used for revision preparation.

We have also been encouraging the building of teamwork and collaboration in HRCF by challenging the students to an 'Escape Room'. Y10Y students did an amazing job in their pairs

as they fought the clock and competition from their peers to prevail quickest from the 'Escape Room'. We thank Ms Rainford for inspiring and supporting us with this great activity.

Away from the classroom, Year 10 have been competing with Year 11 students in a 7-a-side football competition. We have seen some fantastic saves from Mostafa Zayat (Y10B), some quick feet from Mohamed Abdelmaksoud (Y10B) and silky skills from Mohamed Tahan (Y10Y) and Ahmed Henedy (Y10R).

Mr E MacAulay - Assistant Head KS4, British Section





International Baccalaureate Diploma Programme News

DP11 and DP12 Trip to Islamic Cairo

DP11 and DP12 came together to visit the Islamic Art Museum located in West El Balad, to explore the artistic history of Egypt and Islamic Art. The students explored the different types of art and how it is applied to different categories such as medicine, money, war, architecture and banners to decorate homes and mosques. The visit to the museum was both a thrilling and



enriching experience which all the students enjoyed. It allowed students to differentiate between different types of art, such as Islamic Art, and Western Art and what factors distinguish them from each other. They were able to apply their TOK knowledge to real-life contexts including exploring the relationship between



Art and Mathematics. It was an eye-opening experience for students as they learned a vast amount of information about the origins of art and architecture within Egypt and the Middle East and were able to explore significant moments in history that helped to shape today's world.

Lama Torky and Reem El Sabagh (DP11R)



CAS students have been partaking in an online global service platform for visually impaired people. The platform 'Be My Eyes' works by volunteers signing up to an app where they help with anything from checking expiry dates, distinguishing colours, reading instructions or navigating new surroundings through live video calls.

Roaa Bayoumi (DP12R) has been an active volunteer since October 2020 and has reflected on her experience: 'I have signed up on the application, I have had the privilege of being to help people out. It was an experience that highlighted my blessings and made me want to take a step forward into helping more people as there is no better feeling than that.'

5,684,016 VOLUNTEERS	392,946 BLIND & LOW-VISION PEOPLE	150+ COUNTRIES	180+ LANGUAGES
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Creativity, Activity, Service is one of the most fulfilling areas of the International Baccalaureate as it allows students to really connect with themselves and wider communities. Our students are able to use their resources to help people in need and stand up for causes they believe in. These skills help IB students to become better global citizens and they thrive when they go on to university.

Mr G Scott - CAS Coordinator

Extended Essay

Both our DP11 and DP12 students have been excitedly working on their Extended Essay throughout term two. Whilst the DP12 students work towards completing their 4000-word essays across subjects ranging from Business Management to Physics, the DP11 students have been selecting their topics and discovering how academic writing takes place.

Our DP12 students have produced some amazing bodies of research and we are proud of the hard work and dedication they have shown. Research questions such as 'How do environmental conditions affect the stability of vitamin C and the flavonoid quercetin?', 'To what extent has Banque Misr's corporate social responsibility (CSR) strategy impacted its corporate brand image?' and 'How has social media contributed to the polarisation of our local and global communities?' are a small sample of the wide variety of essays titles our students have spent one year researching and writing.

We look forward to watching and supporting our DP11 students in developing their own individual Extended Essays over the coming year.

Mr B Rainford - Assistant Head/IBDP Coordinator



Alumni News

MESConians Mentoring Current Students

This term, two of our IB graduates “came back” to school virtually, to share their inspiring life experiences with our current DP11 and DP12 cohorts.

Shaheer Bardissi, (Class of 2010) and **Lyla Atta (Class of 2013)**, gave a wonderful presentation which outlined the highlights of their learning journey through graduation from school and onwards and upwards through university, further degrees and their respective workplaces and successful careers. They offered a special wisdom that comes from their relevant history and allegiance to our school, enabling them to empathise with our current students and to guide them appropriately.

This initiative was bred by the alumni students themselves, who have such fond memories of their time at MES Cairo that they reached out and offered to mentor students who are approaching a time filled with very important decision-making. Our aim is to develop the initiative throughout the Secondary sections, involving more of our Alumni students from around the world as the project grows.



Our students were gripped throughout and kept the Alums online for over an hour after the presentations, asking them probing questions. Shaheer and Lyla led the students in a most impressive way, holding their attention throughout and answering all questions with a great degree of insight and wisdom. The advice they gave our students was invaluable, and our students look forward to spending more time with Lyla and Shaheer in the near future. Lyla and Shaheer shared some wonderful anecdotes of their time at university and demonstrated how the rigorous IB experience helped them to thrive. They gave us permission to share some of their words with the whole of the MES Cairo family in this edition of the MESsenger...

Shaheer: “Not long ago we were sitting in the very same position as all of you. Back then there were a lot of things I wish I knew. We have worked hard to prepare this presentation for you.

Inspired by MES Cairo and by key influencers in my life such as Mr Peter Godfrey, I was very curious as a young person, and I graduated with above average scores. The IB gave me the opportunity to access an excellent university and to satisfy my curiosity. The nature of the diploma means that it is recognised everywhere, and I didn't have problems at all getting acceptances. I moved to London and studied Biomedical

Sciences at King's College London and Molecular Medicine at University College London. I completed my PhD in Germany and had to improve my German but this new domain was something that excited me and I gained a PhD in Gene Therapy. I worked for *Biontech* when it only had about 30 staff and today it is one of the largest companies in the world. We were doing cutting edge work in Oncology and DNA research and we were making great progress in the field of Cancer research.

I wanted to bring my knowledge back to Egypt. I had no business background

so that is when I decided to pursue another Masters at Duke University, USA. I studied how to manage businesses from a mathematical and quantitative perspective.

In collaboration with some business partners, we set up *Mi Gen Tra*. We are working together with many academic institutions to bring gene therapy to Egypt, with a focus on Cancer. We are working on taking cells from a patient's system and reprogramming them to kill cancerous cells. I am living a dream that I have had for a long time. How did doing the IB at MES Cairo help with all of

“It is OK to be unsure and to take your time to make decisions. Everything works out in the end.” (Shaheer Bardissi, Class of 2010)

“My dream was to bring back everything I learned to my home country and my continent as a whole.” (Shaheer Bardissi, Class of 2010)



this? I realised in my first and second year of university in the UK that I was much better prepared for university than my peers. Challenging experiences make you stronger - and the IB experience gave me a lot of confidence. The IB experience helps you to build your career by being a great critical thinker, as you learn how to think, reflect, criticise and grow the work that you and others are doing. My journey involved practicals, personal research, background reading and lab write-ups and my Science lessons at MES Cairo taught me the crucial skills to prepare for this. All this I attribute to MES Cairo and to the IB Programme.

In the world of work, teamwork and communication is critical. You will always work as a team and this is something you learn on the IB. You create very strong bonds with each other and with the teachers, which also gives us huge benefits. I am very thankful for the IB experience I had.

Lyla: "I have very fond memories of the IB experience so make the most of every day. The literature we read on the IB Diploma has stayed with me and it has had a huge impact on my life, even though I am a scientist! I am a scientific person, but the literature has enriched my knowledge. I also feel so thankful that I was able to have a conversation in French by the end of the course. Our CAS trip to Fayoum was another highlight. TOK led to many conversations analysing society around us and questioning why things happen the way they do. This has really stuck with me at university and beyond.

After graduating from MES Cairo, I went to MIT in the USA. I took time to select my major, and you should do the same. I found myself changing from Chemistry to another major, to finally, a degree in Biological Engineering.

I developed an interest in statistics in Data Science. Technology advancements have led to massive global growth in statistics and data science. All in all, I had a varied and interesting range of experiences at university. I loved working with people and doing service-oriented projects. As a post grad I did not want to settle into a life of academia, so I was at a crossroads and eventually decided to do a combined doctorate programme, which I am now working towards. I am specialising in how to use data to understand disease. I really believe that my experience of HL Maths in the IB Diploma really helped me to succeed.

The skills we developed on the IB have all been very helpful. These include writing and communication across all the subjects both in written assignments and when presenting. It is so important to be confident in how to structure your thoughts, and to deliver a coherent message. Organisation and teamwork skills have been crucial to my development beyond school.

I have taken with me a love of learning. I am Community oriented and am constantly seeking ways in which to help people around us.

This experience was highly valuable for our DP11 and DP12 students. Here is what Youssef El Banhawi (DP11R) stated, on behalf of his class.



"Shaheer and Lyla's MESConian presentation was a very supportive and encouraging commentary describing their experiences both during their school years as IB students, and how the IB Diploma Programme shaped not just their future careers, but also their life skills and overall identity.

The two MES Alumni walked us through what they learned during their two years as IB students. They brought up their love for reading and how it stems from having taken English Literature, even though they are both scientists.

Shaheer and Lyla answered the many questions that we asked them. They gave us so much great advice that will help us plan for the future. Some of us have booked future mentoring sessions with Shaheer and Lyla. We are very grateful to them for the time and effort they put into talking to us."

We would like to take this opportunity to sincerely thank Shaheer and Lyla for their fantastic initiative and wish them continued success, as they admirably work so hard to fight sickness and disease and ultimately, to make the world a better place.

Ms S Sheehan - Deputy Head

"Try to see failure through a positive lens. Nobody is born good at anything - you may have an advantage but if you don't - failure helps you to learn. You can do better next time. In my industry 99% of the projects I pursue do not work but this only drives me onwards to keep trying." (Shaheer Bardissi, Class of 2010)

"The IB taught me to deal with uncertainty." (Lyla Atta, Class of 2013)

"I am focussed on how we as health workers can improve the lives of others and critical thinking skills are crucial to the evaluations we are making." (Lyla Atta, Class of 2013)

"Communication is the key to success in all ways." (Lyla Atta, Class of 2013)

"Success is standing up after you fail." (Shaheer Bardissi, Class of 2010)



MES Cairo Students Offered Places at Prestigious Universities Across the UK

This year, the pandemic has led to a number of changes that have impacted the lives and learning of our Seniors, with one such change leading to universities taking longer to consider the applications made by our young people. However, in this most extraordinary of years, our students continue to receive offers from a range of excellent universities for a huge variety of courses. Several top universities have already made offers, including Bristol, Leeds, Manchester, Oxford Brookes, Queen Mary, Sussex and York.

An important fact to remember is that when MES Cairo shares UK university successes the figures refer to First Year University places rather than Foundation, which is what some institutions use to increase their overall statistics. Our figures show what Senior students have achieved at least a year younger than their UK peers, which increases the pride they and their parents should feel in their successes.

Exceptional advice and support

Students receive dedicated support and advice regarding their future study and career options starting in Year 8, when students commence Plan 4 Grad and are invited to start using our university applications platform, 'Unifrog'. Students benefit from our skilled and experienced UCAS advisers who personally oversee their application, as well as provide specific support for those applying to the most competitive universities. This also extends to preparation for tests, advice on personal essays and practice interviews.

University visits went virtual this year and a number of online sessions with universities including Cambridge, Kings and Leeds were held alongside numerous HRCF sessions to help prepare our prospective applicants for the challenge of embarking on the UCAS process. MES Cairo students from all three Sections applied to most of the prestigious Russell Group universities - Birmingham, Bristol, Cardiff, Durham, Edinburgh, Glasgow, Imperial College London, King's College London, Leeds, Liverpool, London School of Economics and Political Science (University of London), Manchester, Newcastle, Nottingham, Oxford, Queen Mary, Sheffield, Southampton, University College London (UCL), Warwick and York.



The courses our students have received offers to study so far range from the more traditional and popular courses in Architecture, Business Management, Computer Science, Law, Economics & Finance, Engineering, and Mathematics, to some more modern and personal choices such as Biomedical Engineering, Events Management, Marketing & Management, Psychology, and Sports Management. Each ambitious choice is personalised to the student's strengths and interests, based on the informed decisions they have been making throughout their journey through school and when mapped out in their plan for graduation.

We are incredibly proud of the Seniors of 2022 and wish them every success as they begin their university careers in some of the most prestigious universities in the world.

Mr N DeSouza - Assistant Head KS5, British Section

Safer Internet Day 2022

Safer Internet Day takes place annually around the globe with the goal being to teach students the importance of being safe online. This has never been more important than today. Due to the pandemic, our children have been spending more and more time online. Safer Internet Day 2022 celebrates young people's roles in creating a safer internet, whether that is whilst gaming and creating content, or interacting with their friends and peers.



At MES Cairo we celebrated Safer Internet Day from Sunday 6 February to Thursday 10 February, through a week of activities in various lessons and daily discussions in Homeroom. Activities were structured around this year's theme, which was **'All fun and games? respect and relationships online'**. From gaming and chat, to streaming and video, young people are shaping the interactive entertainment spaces they are a part of.

Throughout the week students were encouraged to reflect on how they use the internet, how long they spend online, how they keep themselves safe online and what they could do differently.

Part of the week's activities included a workshop to parents on how they could keep their child safe online, looking at the psychology of gaming and its impact on our children's brains. Our school counsellor, Mr Konitz, and avid staff gamer, Mr Labib, engaged in a podcast style discussion where they looked at issues surrounding gaming for our parents.

If you are interested in learning more about keeping your child safe online, the websites below are a great place to begin. There is a wealth of information on all the latest games, screen time and parental controls for various devices.

<https://www.saferinternet.org.uk/about>

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

https://beinternetawesome.withgoogle.com/en_us/families

<https://www.common sense media.org/>

Here are a few hints and tips:

- Take your child's mobile phone away from them at nighttime as they do not need it and need good sleep more!
- Monitor your child's mobile phone and devices. Check who they are talking to. What are they saying? Check their browser history.
- Talk to them about being safe online, not sharing personal information with anyone that they don't know in the real world.
- Change all their settings on social media to private, so that anyone who is not a friend cannot see them.
- Set limits for screen time.
- When they say they are doing their homework, check in on them (are they doing their homework or are they using their device to play games and chat).
- Encourage a culture where a child sees something inappropriate online, they feel comfortable telling you.

Ms S Taha - Head of Technology, Secondary Section



Primary Hour of Code 2021 and Safer Internet Day 2022

HOUR OF CODE



It has become an annual event that MES Cairo takes part in two exciting worldwide events; 'Hour of Code' and 'Safer Internet Day.' Each event has its own important relevance in the digital age we are living in, and by taking part in these events, we hope to raise our community's awareness and level of skills in both areas.

The Hour of Code is a global computer science initiative that creates a fun and creative environment for students to be introduced to the concepts of computer programming. The first Hour of Code initiative was launched in December 2013 as part of Computer Science Education Week and has continued to run annually with schools in over 100 countries taking part and millions of students and teachers engaging in code.

At MES Cairo we support these 21st Century skills and take every opportunity to broaden our students' experiences and opportunities to engage in exciting and challenging initiatives. As expected, our amazing students showed that they are always up for a challenge and keen to take part and be a part of this worldwide community of digital learners. Coding took place across our Primary School in Years 1- 6 from Sunday 5th to Thursday 9th December 2021, with all our students being offered the chance to code during their Computing lessons and to continue from home if they chose to. Some

of the coding submitted was incredible. We can definitely expect that our MES Cairo students will have a place in what is to come in this exciting and ever-evolving field.

SAFER INTERNET

With so much going on in our students' digital world, we also saw that it was vital for MES Cairo to take part in 'Safer Internet Day' which kick started our annual e-Safety Week. The theme for this year was **'All fun and games? Respect and relationships online'**. Based on this, our discussions focused on how we can all ensure that we are respectful online, how to use technology safely and positively, what to do if someone is not respectful and how to be an up-stander should we see disrespectful behaviour. Discussions were supported with carefully planned and designed activities that took place during Computing lessons, giving the students opportunities to think more deeply about the theme.

There were incredible conversations being held throughout the Primary School, with our students sharing their own experiences, opinions and showing their increasing understanding of their role as responsible digital citizens.

E-Safety Week may be officially over but being safe online is never over, and we will continue to engage in these conversations, raise awareness and skills to ensure that our students can create their own safe space on the infinite platform that is the internet, and model what it is to be a digital citizen of their generation.

Ms D Abu Hassan - Assistant Head, Primary Section



ARTBEAT

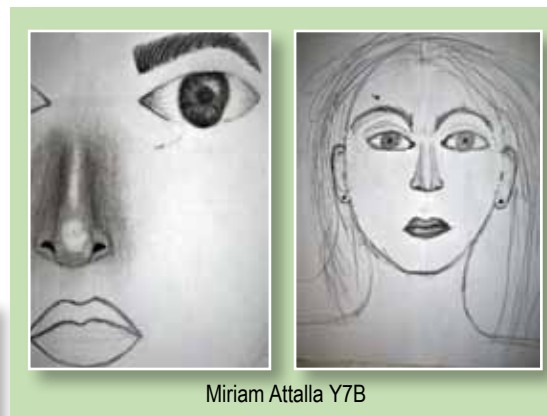
British Section Art

Year 7 Art

Rotation One - in Art recently, our Year 7 students studied the proportions of facial features as part of the project on self-portraits. Students developed their ability to manipulate line, tone and texture towards successfully mastering a variety of media and to be able to create an illusion of three-dimensional form on a two-dimensional surface. The focus was on the eyes, nose, mouth and the hair. Students worked hard to complete their self-portraits before they rotated to Music.

Rotation Two - This group recently completed studies in Music and is now working on their first task in Art which is a study into the history of writing. This is also known as Calligraphy. Students have produced some wonderful designs for their names and each piece has a personal touch.

Ms L Lee - Art Teacher



Miriam Attalla Y7B



Omar Farag Y7G



Hanya Maraie Y7B



Lily Kabeel Y7G



Omar El Fattah Y7B



Zain Shaalan Y7B



Mahynour Badawi Y7B



Mar Saleh Y7B



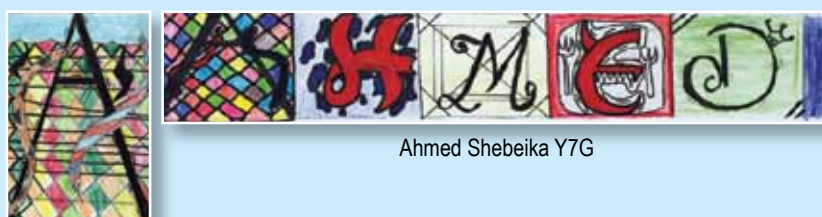
Karma Moursy Y7B



Adam El Said Y7B



Hoda Shabana Y7B



Ahmed Shebeika Y7G



Bduallah Abdel-Hady Y7G



Daniel Kelada Y7G



Ismail Abdelaal Y7G

ARTBEAT

Year 7 Art and Design

Year 7 (Yellow)

Through the theme of Portraiture Year 7 Yellow have developed their observational drawing techniques and colour blending skills.



Halla Sherief Y7Y



Amin Abou Laban
Y7Y



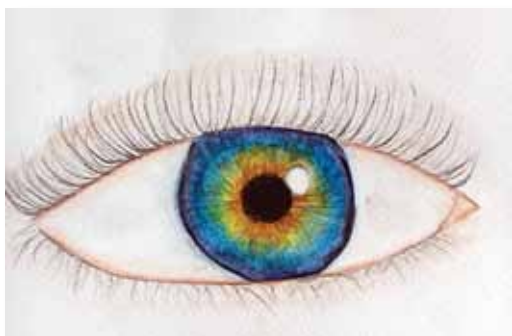
Zain Diab Y7Y



Sophie Rayner Y7Y



Halla Shereif Y7Y



Lama El Gamal Y7Y



Layla Saleh Y7Y



Salma Hegazy Y7Y

Year 7 (Red)

Year 7 Red have just begun the carousel stage in Art and Design. They have shown that they have great drawing skills in their observational study of sweets.



Lara Nagy Y7R



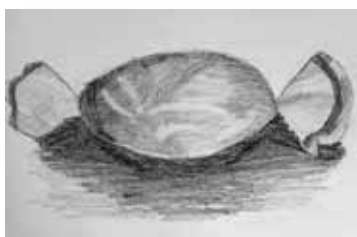
Aly Amin Y7R



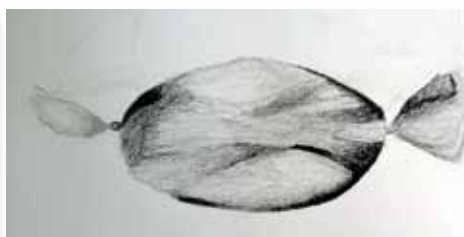
Danny Zaher Y7R



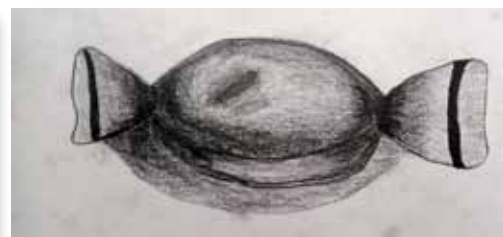
Haya Abdelmaboud Y7R



Talia Shalaby Y7R



Ebrahim Shaher Y7R



Nicole Elmasry Y7R

ARTBEAT

Year 8 Art

Students in Year 8 recently completed two projects on the themes of "Surrealism" and on "My Survival Map." The Surrealism project began with a research task exploring famous surrealist artists with a particular focus on Salvador Dali and Reni Magritte. Students were then guided to enquire about the relationship between one's dreams and reality and how these two states of mind often connect. Following this inquiry, students began producing visual images inspired by their personal experiences. From this imagery students then created a final composition in the style of a surrealist style. The final outcome was a one-point perspective room.

During the "Survival Map" project students were encouraged to record the experiences in their everyday lives that helped to keep them healthy, happy and safe and the things that might cause a threat to this. The final outcome was in the form of a poster that told the story of each student's own personal journey.

Ms L Lee - Art Teacher



Abdalla Hassanin Y8Y



Alia Hamdy Y8B



Azza Ashmawy Y8B



Farida El Adl Y8Y



Hussein Mohamed Y8Y



Hussein Mohamed Y8Y



Zeina Mazloum-Motawei Y8B



Maya Abbas Y8Y



Yassin Boghdady Y8B



Zein Eissa Y8Y



Hussein Mohamed Y8Y



Judy Ghoniem Y8Y



Kenzy Ammar Y8Y

ARTBEAT

Year 9 IGCSE Art

In this first year of the IGCSE art course, the focus has been on skills. Students are gaining a better understanding of the formal elements in art and are working with a wide variety of different media such as acrylic on canvas, watercolour, gouache graphite and oil pastels.

Here are some of the themes explored so far; still life and symbolism, landscape and studies on the working practices of famous artists such as the American artist Georgia O' Keefe.

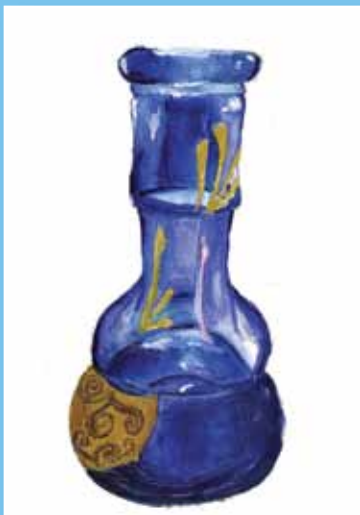
Ms L Lee - Art Teacher



Ayssel Dwidar Y9B



Malak El Saadani Y9B



Noora Abbady Y9B



Zeina Mohamed Y9B



ARTBEAT



Haya Addas Y9B



Layla Qasem Y9B



Hana El Helepi Y9Y



Neamatalla Hendam Y9Y



Leila Mohamed Y9B



Zeina El Sherif Y9R



Abdulrahman Ibrahim Y9Y

Year 9 IGCSE Art and Design



Tia Duwederi Y9R

Year 9 IGCSE Art and Design students are continuously developing their drawing skills and experimenting with different materials such as watercolour and acrylic paint. They are also researching the work of different artists to help them become artists in their own right.

Ms R Seabrook - Art Teacher



Celia Abdelwahed Y9Y



Aisha Elskehary Y9R



Abdel Rahman Rostom Y9Y



Hamza Sultan Y9Y



Wafaa Abou Laban Y9R



Jasmine Othman Y9R



ARTBEAT

Year 10 Art

Year 10 IGCSE students are busy this term working towards the completion of their coursework portfolios. There has been a wide choice of themes this year including nature, butterflies, leaves and birds, portraiture, landscapes, cityscapes and seascapes, shells and still life. Students are gaining skills and confidence in the manipulation of the following media: acrylic on canvas, watercolour, gouache, graphite, oil pastels and fineline pen, monoprinting and collage.



Farah El Adl Y10Y



Sarah Seif-El-Nasr Y10G



Ayten Hussein Y10Y



Laila Sobhy Y10G

Year 11 Art

In this first year of the A Level Art course AS coursework is well underway. A wide selection of media has been explored including watercolour, gouache, graphite, charcoal, soft chalk pastels, oil pastels, fineline pen and printing. There is now evidence of mastery emerging in the selected specialisms.

Ms L Lee - Art Teacher



Janna Mohamed Y11B

ARTBEAT

IBDP Section

DP11 Visual Arts

DP11 students have really pushed their drawing and painting skills through the theme of Identity and Portraiture. They are now exploring how artists communicate meaning through the medium of Photomontage and developing their printmaking skills. They are well and truly on their journey to consolidating their own artistic practice.

Ms R Seabrook - Art Teacher



Hamza Ibrahim DP11R



Sahar Sadig DP11R



Omar Hassan DP11R



Jomana Eid DP11R



American Section

Digital Art + Design 1:

A Note to My Younger Self – Literacy through Art

As students build upon their digital storytelling skills, they start to incorporate text with image. Students begin by looking at photos of their younger self. They could be photos from yesterday, last week or last month. They then write an essay to the person in the photo, answering a set of questions that they would address to their younger self. They then apply a photo of their current self, merging both in Photoshop. Once merged, they layer their essay in English and Arabic over their composition.

Ms C Comerford - Visual and Digital Arts Teacher



Jana Shahin G11R



Aly Rimaly G9Y



Layla Morsy G9G

ARTBEAT

Digital Art + Design 2: ABCing

In this midyear assignment, students learn about and apply the theory of Gestalt. They experiment and formulate illustrations based on negative shapes of a given letter. They work with both the Latin and Arabic alphabets. By working bilingually, students create layouts that read left to right (English) and right to left (Arabic).



Zain Ayoub G11B



Adham Abdel Maguid G12R



Diya'a Hamdy G12Y

Ms C Comerford - Visual and Digital Arts Teacher

Photography: Triple Exposure

During Term Two, students took their picture-taking to a new level. Having mastered the basics, students build upon their digital storytelling skills in the form of a "triple exposed photo". Students reimagined the digital possibilities of a triple-exposed image. They began by writing a story (real or imagined) that included a person, a building (home, mosque/church, school, store, the pyramids - their decision), and an element from Nature. Layering their three images in Photoshop, students applied transparency to merge the three images to reflect their story.



Maria Hanna G12R



Laila Bakry G11R



Hashem El Meligui G12R



Mariam Awad G11R

Ms C Comerford - Visual and Digital Arts Teacher

ARTBEAT

Art 1 Painting Exercise

Students were asked to develop and expand an idea from a 5-minute daily drawing.

Ms T Cuff - Art Teacher



Ali El Sayed G9Y



Youssef Ragab G10Y



Malak Laban G9G



Ahmed Khalil G9G



Maya Zuhairy G9O



Nadia Tantawi G9Y



Haya El Barhamtoushy G9Y

Art 1 Abstract Collage Exercise

Students explored creating abstract images, starting with drawings from observation then deconstructing the work with consideration of contrast, colour and composition.

Ms T Cuff - Art Teacher



Mariam Sobh G9G



Ingy Ibrahim G9G

Bookmaking in Art 1

Students created self-portrait art books that illustrated answers to a series of questions.

Ms T Cuff - Art Teacher



Haya El Barhamtoushy G9Y



Nadia Tantawi G9Y



Maya Zuhairy G9O

PRIMARY ART

After Art lessons in the classroom, we thankfully returned to all Art lessons in the Art Room. In the second half of the year, students taking specialist Art lessons come from Years 2, 4 and 6.

Year 2 have been practising their painting skills based on their Topic "Can one person make a difference". To illustrate this, they painted a crowd of people in grey monochrome and made one person stand out from the crowd by painting them in greater detail and in colour. This was very much a case of giving the impression of a crowd using shades of grey by using water to dilute the depth of shade.



Year 2 Birds



John Badrous Y2O



Adam Wassef Y2B



Year 2 Birds



Selim Mansour Y2B



Raina Al Sharif Y2O



Selim Saleh Y2G



Hassan Abdallah Y2Y



Lara Sheneshen Y2G



Hana El Saadany Y2G

Year 4 have been studying habitats and have drawn a house using two-point perspective. They also made the perspective of the surrounding landscape more prominent by using colour perspective. This involved changing the temperature of the colours by using cool shades in the distance and warm shades for nearer areas of the landscape, a challenge they all tackled admirably.



Sara Waly Y4R



Talia Rashdan Y4O



Hassan Saraya Y4O



Adham Eldemerdash Y4O



Karma Ebeid Y4R



Youssef El Rashidy Y4Y

Year 6 started the term by looking at the work of New York Artist, James Rizzi, as part of their studies on America. This project took about three weeks as it involved building their picture in three layers to achieve a 3-dimensional element. The work is colourful and amusing and I have been very impressed with the students work as it displays the same joy and humour as the original artist intended for his work.



Talia El Safty Y6O



Lilly Darwish Y6G



Hana Shalaby Y6V



Hania Mostafa Y6B



Omar Afifi Y6B



Jomana Hassan Y6B



Dana Donia Y6R



Farida El Zayat Y6G



Lana Abouzaid Y6O



Ali Yehia Y6R

Secondary English Departments Celebrate Book Week

From 27th March to 3rd April 2022, Modern English School Cairo celebrated Book Week. Students across the school took part in various activities throughout the week, with great enjoyment. It was wonderful to see some incredibly creative work being produced in English lessons, reflecting our students' love of reading!



Here are details of a few of the events that took place during our 2022 Book Week celebrations:

Decorate Your Door Competition

In celebration of World Book Day, all Year/Grade 7–9 Homerooms were invited to decorate their doors, inspired by a book. It was incredible to see the teamwork that took place across all classes. Students took time out of their day to bring their doors to life. We had doors inspired by *Dune*, *Charlie and the Chocolate Factory*, *Goosebumps*, *One of Us is Lying*, *The Fault in Our Stars*, *Alice and Wonderland* and many more!

The Great Book Swap of 2022:

On Thursday 3rd April 2022, The Great Book Swap of 2022 was hosted in the LMC. Over the course of Book Week, students brought their pre-loved books to the school library. Each book handed in was worth one 'golden ticket' that could then be used to secure another donated book. On this special Thursday, excitement was in the air as the swap began! There was a wide selection of high-quality books donated, including young adult fiction, Fantasy Fiction and Comic Books. We are so grateful to the students for getting on board with this initiative, and to our library staff for making

this event possible! It was incredible seeing our students leave school with bags full of new books to read!

We hope you enjoy seeing some photos from our fantastic week. Although this year's Book Week may be over, a love of reading is forever!



Ms A Bowker - Head of English, British Section and Ms M Hice - Head of English, American Section

Starbooks Book Sipping Activity in the LMC during World Book Week

During World Book Week, students from both British and American Section English classes came to the Secondary Library (the LMC) to participate in a book sampling activity we called **Starbooks Book Sipping**.



Students sat at tables of four which were laid out with 7-8 fiction books representing a variety of genres and authors, a genre guide to help them determine the style of each book, and a Starbooks menu for them to write down their impressions of the books they sampled.



During each of the 4-5 rounds students spent several minutes exploring the book they chose from the stack on their table. They looked at the cover artwork and book blurbs to get a first impression and then began reading from the book to see if they enjoyed the author's writing style and the story that was told.

At the end of each round students were able to write their thoughts about the book in their Starbooks menu. Did the book blurb tell them enough to be interested in the book? Was it a genre that they don't normally read? Were they drawn into the story immediately or did it take a while? Did they like the author's writing style? How would they rate the book?

When the activity finished many students were excited to check out some of their new discoveries and left the library with a great book to read during the upcoming term break. Their take home menus also gave students something to refer back to the next time they were in the mood for a new book.

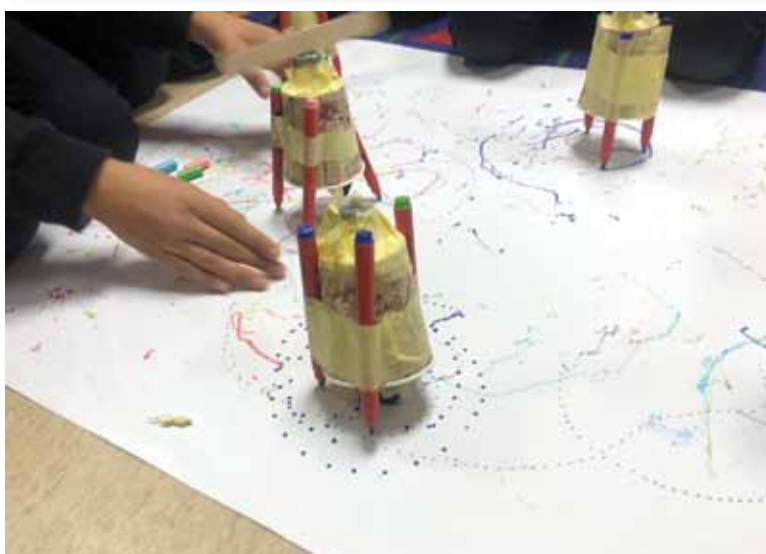
Mr D Mesnard - Secondary Librarian

Build with Books - Book Week at MES Cairo

Students and teachers across Primary at MES Cairo were busy making, building, inventing and designing for this year's Book Week extravaganza. Book Week has always been one of both teachers' and students' favourite weeks and this year's event was just as memorable as previous years. This year we decided to run a STEAM - Science, Technology, Engineering, Art and Maths themed week with all classes from FS1 to Year 6, exploring STEAM related books, getting inspiration from them and designing and making awesome things!

Throughout the week, students engaged in a range of exciting, creative and fun activities ranging from building robots to building with Lego.





Students participated in DEAR - Drop Everything And Read for ten minutes each day. The week culminated in students coming to school on the last day of Book week dressed in costumes that followed the theme of their year group and taking part in a catwalk parade for students from other year groups.

Book Week was, once again, a very exciting and inspiring week, celebrating our love of books. We cannot wait until next year!

Ms B Meason - Deputy Head KS2, Primary Section



Secondary Community Service in Primary



In the past, we have been privileged to have our Senior Secondary students from the British Section participate in Community Service in the Primary School. However, since COVID, this has not been possible, so we were delighted when the opportunity arose for us to have the students involved in service this academic year.

Working alongside Mr DeSouza, Assistant Headteacher for Years 11 and 12, we arranged for the Senior students to support our Primary teachers during break duties, and in Foundation Stage, during Outdoor Learning. During these times, the Seniors engaged with the Primary students, had conversations with them, played games and generally interacted with them; it is a pleasure to observe the positive interactions between the younger and older students. We have been incredibly impressed with the commitment the senior students have demonstrated and the positive way they have interacted with the Primary students.

Ms C Readman - Headteacher, Primary KS1



"I think it's a great initiative and the students really enjoyed playing with, or just chatting to, the older students". **Ms M Glancy - Primary Assistant Head, Years 1 and 2**

"It was really nice having them. During lunch time at 10.00am they were playing a game of duck duck goose with the children". **Ms R Aly - Year 1 Teacher**



I would also like to express my thanks and 'well done' to the Year 11 students who were on Yard 3 (Y5/6) at second break and who assisted in comforting a Year 6 student who was in some distress. The same Year 11 students, all of whom I know very well from their time in Year 6 with me, then accompanied me to Yard 4 to assist me with the supervision of the FS2 students for their break time at 1:30pm. They interacted so well with those young students and played games with them. A delight to observe!"

Mr B McCormick - Primary Assistant Head, Years 4 and 6



"I want to say a big thank you to the Secondary students who came to help today in FS1 during Outdoor Learning. They showed so much support playing with the children and engaging them in different games; football, roleplay, sand, dancing studio, etc. It was so interesting watching our children talking to them and asking them questions".

Ms M Salama - Primary LDD

"The Seniors certainly were quite apprehensive about working with our 'little people' at the start of this initiative but now return to the Secondary school after their sessions positively beaming and filled with a sense of accomplishment".

Mr N DeSouza - Secondary Assistant Head, Years 11 and 12



Display and the Learning Environment



At MES Cairo, we believe that we set the highest standards by the quality of the learning environment we offer to our students. With that in mind, we no longer refer to 'display' as a separate entity but, instead, we link all of our displays in the Primary School to the learning environment and aim to ensure that what we display, whether in the classrooms, the pods or the atrium and corridors, directly reflects the learning taking place anywhere in the school.

So, why do we place great emphasis on the quality of displays and the learning environment? What are the benefits for our students and the school community as a whole?

First of all, and most importantly, displays complement our aim to build a culture of learning both in and out of the classroom. They provide a sense of purpose and value to the students' work across all subject areas, as well as communicating important messages about what we value as a school community. Acting as a visual reference to model good practice and examples of excellence, displays provide guidance and prompts to help our students in working independently and to the best of their abilities; as a result, they give a sense of purpose and direction in the students' learning journey whatever the subject area. Displays are also a wonderful source of celebration, providing students with a powerful message that their work is appreciated and valued, thus contributing enormously to building confidence and promoting individual self-esteem. Displays, in the context of the learning environment, also promote a sense of well-being and belonging and are a source of pride.

In summary, our students spend a significant amount of time in school. It is where they learn the various skills deemed necessary to develop academically, socially and emotionally and find their place in the school community and, later, in a global society. So, we continuously strive to create the kind of learning environment in which every student can thrive. Whether in the classroom, the pod or elsewhere around the school, the environment we create is welcoming, vibrant, engaging, supportive and is one in which students' achievements are acknowledged and celebrated.

Mr B McCormick - Assistant Head, KS2 (Years 4 and 6)



SEVENTY YEARS OF HISTORY

MES Cairo celebrated history through Seven Decades



Sunday 6th February 2022 was a day to remember at MES Cairo when the students celebrated History Day for the first time.

Students in Year 1 through 6 carried out their own research in the weeks leading up to the event, as they investigated their year group's Fashion Decade

in preparation for the human timeline. Meanwhile, in the Foundation Stage, students had talked to their grandparents in advance, about what life was like for them when they were children and how life has changed over the years since then.

The day began with the Primary School students creating their own 'Human Timeline of Fashion' across seven decades, ranging from the elegant twin sets, flat caps and rock and roll skirts of the 1950s to the psychedelic mix of the 1960s, the shell suits, leather jackets and 'glam rock' clothes of the energetic 1970s and 1980s before moving on to the 1990s and the new millennium.

With the arrival of the FS1 students dressed as grandparents and sporting grey hair, curlers, pearls, beads and walking sticks, the school field erupted to the musical sounds of each decade. The students paraded around the track, swinging and singing along to the beat of the music of the decades which took in the big bands, rock and roll, reggae, 'pop' and electronic rock.



Back in the classrooms, the day continued with a range of historical activities to allow the students to delve deeper into their planned historical research of the last seven decades of advancement.

At the end of this special day, everyone agreed that this had been a fun day of learning.

Ms T Nissan - Deputy Head KS1, Primary Section



AROUND THE WORLD IN FS1!

FS1 Students embrace STEAM Week and Book Week



The last week of the half term was busy and exciting in FS1 with both STEAM week and Book Week taking place. The focus was on 'Window to the World'; when all six of the classes looked at a different country in the world. From Egypt to Kenya, Japan, France, New Zealand and India. We read stories about the different countries and students loved listening to different adventures set in the countries for all the different classes.

Our students learnt about where the different countries are and what the cities, countryside and landscapes of each country look like, by looking at maps of the world and books on their class's chosen country. We also looked at flags, which the

students really enjoyed and some of the students could point out and recognise flags from Egypt and different countries they knew already. The students were interested to see the famous buildings from the different countries; as part of their STEAM activities, students made replicas of different famous buildings with blocks and Lego bricks. In Green class, they built their own Eiffel Tower for France and in Blue class they made the Taj Mahal for India. In Yellow class, students built pyramids, just like they can see in Egypt.

FS1 learnt about the different traditional Arts and Crafts found and made in the different countries. Red and Orange classes made traditional necklaces from Kenya and New Zealand. They really enjoyed threading the brightly coloured pasta beads onto their necklace string and this was a great way to practise their fine motor skills. Blue class used play dough as a base for the students to make Mandala patterns, with beans seeds, pulses and rice as decorations. In Violet class, students used rice in their Sensory play, coloured red to match the Japanese flag.





The classes looked at different wildlife, animals and features found in their chosen country; Red class really enjoyed finding out about animals and discovering the wild animals found in Kenya. They played with their Small World activity, set up like a Kenyan safari. In Yellow class, the students played with an Egyptian inspired Small World with camels and pyramids, just like they would see in Egypt. Orange class even had a small volcano as part of their small world; just like one of the many volcanoes the students found out, can be found in New Zealand.

Finding out about food from different countries was great fun. In Violet class; the students had a Japanese inspired food activity. With bowls of wool noodles and plates of pretend sushi; the students used their fine motor skills to pick the food up using just their chopsticks. Some of the students were very good at this and could easily pick up the tiny food pieces. In Green class, students enjoyed a new way to say good morning; they learnt the French word 'Bonjour', to greet their teacher during morning registration.



FS1 looked at pictures of how and why people dress in different countries and their traditional costumes. Then, on the last day of term teachers, TAs and students all dressed up in traditional clothes from around the world. Each class then took part in the Rainbow Parade; where all the Primary classes from FS1 to Year 6, took part in their class colours in a catwalk show, to show off their wonderful Fancy Dress. This was an amazing, colourful, costume display and ended the week perfectly for the FS1 'Window to the World' theme.

Ms Z Walker - FS1 Blue Teacher



Traditional Fairytales in Foundation Stage 2

Foundation Stage 2 students have had a very busy term. Students have shown exceptional resilience and resourcefulness when switching from online learning to in school learning. Although online learning can be challenging for such young learners, in FS2 we saw all of our learners grow increasingly independent, confident and responsible for their own learning. They were able to share their learning at home with their families.

This term our focus has been 'Traditional tales' and students have been able to explore and expand their knowledge of well-known stories. Classes have read many versions of the same stories and discussed the differences and similarities amongst them.

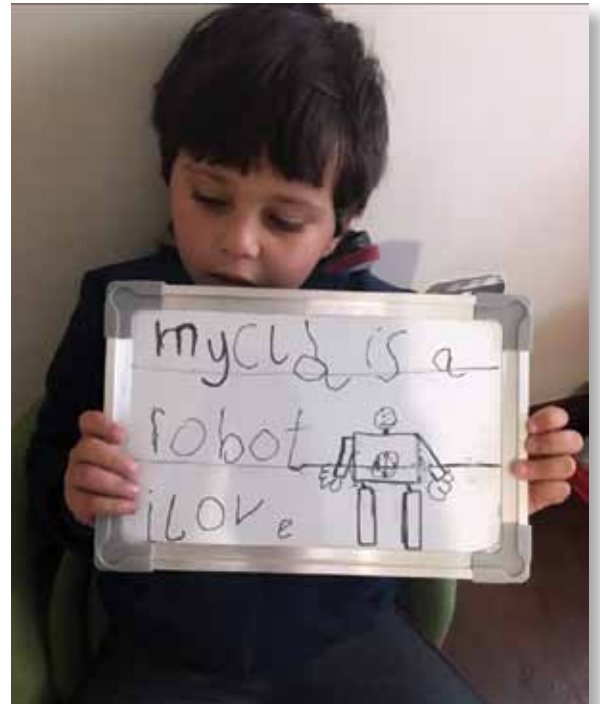
Traditional tales offer great opportunities for students to develop their

communication skills by acting out stories, using the language they hear and writing

their own stories. During outdoor learning, students have performed 'The 3 Little Pigs' and 'Little Red Riding Hood' on the stage that has been built for them to showcase their acting skills. Our students loved using the bridge in the yard to demonstrate their knowledge of 'The 3 Billy Goat's Gruff.' They have been building, mixing and creating various aspects of the stories such as hoods, porridge, bridges and even castles. The students in FS2 LOVE building using a variety of tools and materials. They have used blocks to build the settings of the stories they have read. They have used recycled materials to create castles for the giant in 'Jack and the Beanstalk.' 'Goldilocks and the 3 Bears' has helped grow students' descriptive vocabulary. The students all have a favourite story and enjoy sharing these with their friends, peers, teachers and families.

We took a step back in time and dressed up as our Grandparents. Students in FS2 loved sharing reasons why they love so many special people in their lives, grandparents, aunts and uncles, family members or friends. We celebrated these incredible people we love by making cards to take home and share.

Students were able to show off their amazing costumes to the whole school as they walked and danced around the track. Throughout the day, all the classes in FS2 compared things that were old and new. Some classes looked at toys,



music, technology and even Cairo as a city. Students were able to point out so many differences of what their grandparents had to what they have now.

The FS2 teachers are so proud of the progress all the students are making in so many areas of literacy and numeracy. Students have begun learning digraphs and using this new knowledge to further develop their reading skills. With the growing confidence and vocabulary from FS2, they are now beginning to write, draw and verbally share increasingly elaborate stories. Our FS2 students are numeracy superstars! They LOVE exploring number! Students can make numbers to 10 in so many different ways and can make connections between the ways in which they build numbers. Numicons, tens frames, unifix blocks, toys, and even their fingers are manipulatives they have used to build and create

numbers. Our students have developed great learning behaviours that make such wonderful progress possible. There is so much excitement and enthusiasm for learning in FS2!



Next term, FS2 students will be setting sails and exploring different parts of the world. We plan to visit many countries through stories, virtually and play. Many of these countries are significant to the teachers in the FS2 team and they can't wait to share with students. The students will learn about the United Kingdom, Canada, New Zealand, India, Kenya, China and Egypt.

Ms C Bridgland - FS2 Blue Teacher

YEAR ONE LEARNS ALL ABOUT FAIRY TALES

In Year 1, we have been very busy reading and learning about many different Fairy Tales. We have learned that Fairy Tales are works of fiction, which means that they are not true, and that they can only happen in our imagination. We have talked about characters who are clever such as Hansel, Gretel and the Three Little Pigs as well as characters who are evil such as the witch, the fox, and the big bad wolf. We have learned that stories are set in different places such as in a tower, on a bridge or in the Black Forest. Did you know that the Black Forest is a real place in Germany and is where the story Hansel and Gretel is set? We used Google Maps to explore the Black Forest and nearby natural landmarks such as rivers and lakes and man-made landmarks such as villages and streets. Some of our favourite fairy tales that we have read are the Enormous Turnip, Hansel and Gretel, Rapunzel, the Three Little Pigs, the Gingerbread Man and the Three Billy Goats Gruff.



In our last week before the midterm break, we celebrated Book Week with a focus on STEAM - Science, Technology, Engineering, Arts and Mathematics. In Year 1, we talked about how all stories have a problem and solution. Each class engaged in project-based learning by picking a different fairy tale, finding the story's problem, and then working together to find the best solution. We pretended to be characters from different fairy tales and put on our thinking hats. We worked together to brainstorm solutions by drawing and labelling our designs and making lists of materials that we needed. Parents were very helpful and contributed to our projects by sending in re-usable junk modelling material that were used to build our models. Some classes built boats to help the Gingerbread Man cross the river safely, some built strong houses for the three little pigs that the wolf could not blow down, and others built beds that were just right for Goldilocks. We are so proud of our students for demonstrating and practising so many 21st century skills including creativity, innovation, collaboration, resourcefulness and problem solving.





We ended Book Week with a bang by dressing up in costumes as fairy tale characters. We saw many princes and princesses, witches, wizards and pirates, as well as foxes and wolves. We saw characters such as Peter Pan, Captain Hook, Jack and the Beanstalk, Rapunzel, and Little Red Riding Hood, and many more. We walked a red carpet to show off our costumes to students in other year groups. The Year 1 teachers also enjoyed dressing up and came in as Jack and the Beanstalk, an evil witch, a bear, Goldilocks, and a Gingerbread Woman.



Well done to everyone for your spirit and participation!
Ms M Ghelman - Year 1 Orange Teacher



MAKING A DIFFERENCE IN YEAR TWO!



This term we have introduced House Points, ASAs and in the last week before the half term holiday, a Sports Day! Combine that with all the extra events our teachers and school leaders offer us, such as our incredibly popular History Day and Book/STEAM week, and it is no small wonder that Year 2 have enjoyed the best term ever!

Last term was the first chance for many of us to participate in the phenomenal Seasonal Concert, where members of all six classes got the opportunity to sing on a huge stage on the field, with our parents, teachers, guests, Mrs Dajani and Ms Ghada Dajani present. Not only did we all sing beautifully, but also behaved exceptionally well, given that we had never been at school when it was dark before.

Our Topic this term was based around who has made a difference? We wanted to focus not only on those who are famous and do incredible work for charity (such as, everybody's hero Mo Salah) but also the amazing differences those around us make in our lives. For the first time ever, our teachers set us homework. Our task was an exciting seven-week project on somebody that had made a difference in our lives. The teachers were taken aback by how many incredible people the students in our year group are surrounded by, most notable was the great work done by their parents, grandparents and other close family members. In school this coincided with us learning more about Dr Magdy Yacoub, Florence Nightingale as well as many other child stories such as Malala Youssefzai, Kelvin Doe and Ryan Hreljac. Through these amazing people, we learned that you are never too young to make a difference, and we hope knowing this may have a profound impact on our lives.



In English this term, we have had the opportunity to learn about poetry and biography, and nothing was a bigger highlight than getting the opportunity to interview Ms Maureen live on Google Meet to write a biography on her. We all learned so much and loved the chance to see how one of the leaders of our school, and a great influence on children and teachers alike, spends her busy, busy days. Thank you, Ms Maureen for the opportunity!

In Maths, we jumped at the chance to learn about statistics and make our own tally charts and pictograms, before moving onto shapes. Year 2 Blue got the opportunity to learn some Latin and Greek as Mr Dan taught us the origin of certain shape names, such as 'Pente' being Greek for 5, ergo a Pentagon has 5 sides.

Our learning has not been limited to the classrooms, however. Special thanks must go to the TLAs; Ms Nermine, Ms Maha, Ms Donia and Ms Naiema for their incredible work on the Pod, with the Writing, Maths and Science tables proving a big hit once again all term! Special thanks must also go to Mr Joe and Ms Rachel for introducing us to our House Points system, which has been implemented this year, as well as Ms Kathi for all the wonderful ASAs we have been able to be a part of.

We are looking forward to continuing all this and more in the next term and cannot wait to see what is next on our MES Cairo learning journey.

Mr D Saberton - Year 2 Blue Teacher



Year 3 News

Year 3 have had a very exciting term learning all about exploration and finding out the answer to Term Two A's enquiry question, "Do we need to prepare for a journey?". We have totally immersed ourselves in the world of explorers and learnt so much along the way.



In Maths, we have been busy learning about compasses and directions, and using our knowledge of money to shop for the equipment we might need for our expedition. In Geography, we used our map skills to find mountains to climb and countries to explore in the seven continents. We have also been learning about different biomes and we realised that we would need to prepare in totally different ways depending on where we went exploring. We have been reading and researching about different explorers as well, and in English we read the story 'Journey' by Aaron Becker, where we saw a very brave young girl go on her own imaginary exploration. This beautiful book inspired us all to write incredible adventure stories, using fantastic creative language, which we were then able to share with younger students, which was a lot of fun.



We rounded off a really exciting Term One with 'Build with Books', our STEAM inspired Book Week, where we used our knowledge of exploration to learn more about shelters, and how we can build a shelter to help us survive our expedition. We researched, designed and built shelters in our teams, thinking about how to make sure that they were strong and comfortable. We did a really excellent job as scientists, investigating the properties of different materials to work out the best materials to use for a shelter.

A highlight of our Explorers topic this term was a very exciting visit from Sherief El-Abd, the second Egyptian to climb Mount Everest. We were all so inspired by his story and Sherief was so impressed by our knowledge of Mount Everest and what explorers need to do to prepare for a journey! We all loved seeing his photos and hearing about his adventure. He told us about how hard he needed to train, what he needed to eat, what he packed to take with him and how he had to prepare for the challenges of climbing, including the difficulties of climbing at a high altitude. Sherief used all 5Rs to help him reach the summit of Mount Everest and there are now a lot of inspired Year 3 students who are all planning their own expeditions and believe that anything is possible if you work hard and make sure you are prepared!

Ms K Lewis - Year 3 Year Leader



Year 4 Update

Whilst involved in a project about Cairo's New Administrative Capital, students investigated how the proposed buildings had to adhere to strict building regulations whilst at the same time having to stand up to a stringent testing procedure. During online learning, the students were presented with a series of challenges. Firstly, they were instructed to design and build a structure made solely from paper, cardboard, glue or tape. This structure was then put through rigorous tests to see if it would still remain standing after a series of natural disasters as follows:

The Hurricane Test

Place your building on a table, at roughly a metre distance, blast a hairdryer at it. If it is still intact, you have passed the initial test.

The Earthquake Test

Put your structure inside a cardboard box and shake the box vigorously. If your building has not crumbled or collapsed, you have passed the second test.



The Avalanche Test

For this test, you will need a bag of ice-cubes or crushed ice. Pelt the building with the snow or ice, throw this as hard as you can. If the model is still in one piece, you have passed the third test.

The Torrential Rain Test

Stand your structure in the bath or shower. Spray it with water for 10 seconds and if it has not collapsed in a soggy heap. You have passed the final test.

Students had a lot of fun whilst involved in this activity without realising that they were developing skills that could one day help to make them excellent engineers. They made their own videos of the process which were so entertaining to watch.

The students in Year 4 could also one day become great architects. After finding out about the first sustainable 'McDonalds' in the UK, Lego inspired 'Harmless Homes' and flat pack 'Node Homes', our students designed and made their own Eco Homes models. They really thought carefully about adding sustainable features such as wind turbines, solar panels, rooftop gardens, areas for walking, water collection tanks, insulation and double/triple glazing. The New Administrative Capital is designed to be kinder to the planet and students were inspired to create homes that could become part of this exciting venture.

Ms P Wright - Year 4 Orange Teacher



Year 5 Enquiry Journey: Imagine Egypt without the Nile

In Topic this term we have been learning through **enquiry**. Enquiry Based Learning (EBL) is an approach that allows our students to lead their own learning journey by questioning, investigating, exploring and linking ideas throughout our Topic. At the beginning, we simply provided the students with pictures and the statement, *'Imagine Egypt without the Nile,'* to provoke questions and discussions. They were certainly intrigued and identified many questions which were answered as the term progressed. Our aim was to lead them towards completing a final debate which discussed the topic statement.



One of the thinking strategies employed to stimulate our children's curiosity was, *'think - puzzle - explore'*. Firstly, *'think'* provided the students with the opportunity to share their previous knowledge and we



found that we had some experts in the classes! *'Puzzle'* encouraged them to consider what else they wanted to know and, finally, *'explore'* asked them to think about how we could find answers to our puzzles. We certainly had some impressive and creative ideas, for example, completing scientific tests on the water from the River Nile, scuba diving to explore under the surface, time traveling and asking knowledgeable parents or grandparents. We definitely have ambitious and innovative students in Year 5!



Another thinking routine used was, *'claim - support - question,'* a challenging routine for the students as it required them to think about and find supporting evidence for their arguments. Furthermore, we chose a demanding idea for them to consider, asking them to think about the complex situation surrounding the Grand Ethiopian Renaissance Dam (GERD) and more specifically the impact on Egypt and Ethiopia. As the lessons progressed, the children's awareness of the situation increased. We compared

the wealth and needs of the two countries in parallel with the building of the GERD. To conclude this part of the topic, students filmed a video speaking about the consequences for Egypt and Ethiopia and it was a pleasure to watch the students confidently using evidence to support their ideas in their video clips.

Halfway through our topic, we spent time reviewing our learning journey so far. Through collaboration in groups, students brought together their ideas about the various topics we had explored and the knowledge they had learnt. To further challenge them, they were required to link their new knowledge to the topic statement, to encourage them to consider points they could include in the debate at the end of the topic.



Finally, to allow our students to show off their impressive learning, we challenged them to complete their own independent enquiry. Many students had a particular area which they had the desire to know more about. Some examples of their personal statements included, *'If the GERD dam was filled quickly, Egypt would be*

negatively impacted' or *'In the future, what will the Nile River look like?'* Our students brought together evidence from previous lessons in conjunction with further research to finally present their findings to a small group. Proudly, we then watched our Year 5 students combine many weeks of questioning, researching and discussing in a final class debate which saw us delve into the Topic statement. We still have many questions left but this is the idea of enquiry - encouraging our curious minds to never stop exploring the next avenue of learning!

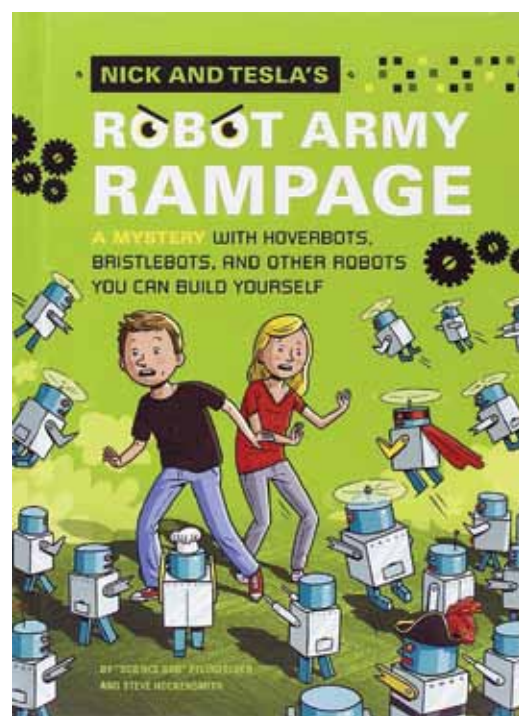
Ms A White - Year 5 Yellow Teacher



Year Six Students enjoy Book Week!

We have had another exciting term in Year 6, filled with lots of outstanding learning throughout each of the classes. We were very proud of our students and their hard work, particularly during our two weeks of online learning at the beginning of the term. It was wonderful to see everyone so committed to their learning and participating from home and I was very pleased to see lots of excellent work being produced and progress being made.

While it is usually difficult to pick a single highlight of a term, there was one week that stood out when one reflects on the past eight weeks. This was the MES Cairo Book Week! Throughout the year there are always many exciting and creative opportunities for our students to enjoy new experiences and immerse themselves in their learning. I was particularly proud of all our Year 6 students and their engagement and enjoyment of Book Week. Our topic for Book Week was linked with the work that we have done on STEAM throughout the year. We focused on the book 'Nick and Tesla's Robot Army Rampage' which from the title alone gives an insight into the fun that we had!



All of our students enjoyed the story that we focused on and showed excellent understanding through the various activities that were linked to each chapter. Character role play, creating comic books, drawing robots and even building robots were just some of the activities that were planned and it was wonderful to see all of the students fully commit themselves to produce outstanding pieces of work whilst truly enjoying the reading.

The highlight of our Book Week was our final dress up day. Our theme was 'Robots and Scientists'; the creativity of the costumes and by the participation from the whole year group was impressive. As you can see from the photographs, all of the students looked outstanding and really enjoyed building their own robots using batteries, motors and water bottles! While I was impressed with their final products, I was most pleased with their effort, resilience and teamwork throughout the day and indeed throughout the whole week.

Well done for all of your effort and hard work this term, Year 6!

Mr D Paget - Year 6 Year Leader



PRIMARY SPORTSDESK

Term 2a brought the return of Sports Days for our Primary PE students at MES Cairo. The excitement of Sports Day is something that we have all missed over the past couple of years, so our students have been very excited to prepare and take part in this event. In addition to this, Sports Day is traditionally one of our headline events for the House System at MES Cairo and we will witness Anubis, Ra, Horus and Thoth Houses go head-to-head for the glory of winning Sports Day!

Foundation Stage

Our FS students have worked extremely hard on their Sports Day games and activities, which include kick flips relay, colour collect, space hopper relay, racket and bean bag race, and, of course, the obstacle course. Despite their event being non-competitive, our FS students still get that feeling of being fast or doing their very best at all times.

Key Stage 1



With the re-launch of the MES Cairo Primary House System, the decision was made to include our KS1 students too. For the first time ever at MES Cairo, we sorted Year 1 and Year 2 into the four respective Houses and students could not have been more excited. Participating in their House teams during lessons added that extra edge for students and it was clear they took pride in their performances, especially when earning House points for their team. Our KS1 students have been practising the following events in preparation for Sports Day 2022: fluffy ball and tennis racket relay, continuous relay, sack race, minefield, robin hood, obstacle course and the 30m sprint races.

Key Stage 2

Our students in Key Stage 2 have had the hardest build up to Sports Day this year, not only have they had to learn and practise their team games, students have also developed their skills and knowledge of Track and Field events. Individual glory awaits the 1st, 2nd and 3rd place students in the following events: Long Jump, High Jump, Shot Put, 75m Hurdles, 300m and 75m. For our Year 3, 4 and 5 students, these events were a completely new experience, having never done them before so it was great to see such resilience and risk taking during the learning and practise of the events.

The Primary PE team is so excited to host Sports Day once again and good luck to all students taking part.

Mr J Vaughan - Head of Primary PE



ASA Update

Primary After School Activities



MES Cairo's Primary After-School Activities Programme has finally returned to a full programme of activities. Over twenty different After School Activities are on offer with an amazing four hundred Primary students participating.

In Term One, the focus of the ASA Programme was based solely on fitness and wellbeing. In Term Two, we added several different classes with a wide range of topics to ensure our programme had something to offer all our students. A few of our new After-School Activities that proved to be very popular were Generation Earthshot, which focused on our students working with other teachers and students from around the world to find ways to clean-up our world and improve the climate. Kickboxing was another new addition that proved to be very popular with over thirty students taking part in the exciting class. Coding Class and the Friendship Club were also introduced this term and were well received with several students expressing their happiness with the new additions. A few of the past favourites were also offered again this term; classes including Photography Club, Chess, Board Games and Ball Games ran at full capacity, with our students learning by actively taking part in the lessons.

We have also opened the ASA programme to our Year Two students with a large percentage of our Year Two age group taking advantage of the opportunity by enrolling onto one of the activities.



We would also like to thank the Photography Club for all of the wonderful pictures included in this article.

Ms K Newton - Primary ASA Coordinator



SECONDARY SPORTSDESK

Secondary Physical Education has continued to return to a sense of normalcy at MES Cairo during the second term of the school year. While student and staff safety have still been at the forefront of teaching PE, we have been able to sharpen our focus on developing individual skills within team-based units. Our students' growth is evident as we continue to regain our collective skill levels and overall level of fitness. Student favourites such as Football, Basketball, Netball, Floor Hockey, Rounders and Volleyball have been units of focus over the past few months. Individual sports such as Badminton, Pickleball and fitness lessons have also been covered in Term Two. A special focus remains on developing our students' leadership skills and team working principles in all levels of the Secondary Physical Education curriculum.

The MES Cairo ASA Programme has returned to a full range of options for our students, offering several team games and fitness-based sessions to choose from. Looking into the future, our entire PE team is delighted about the possibility of starting our popular Cougar Sports Programme next school year. If it is deemed safe to begin After-School sports again, our MES Cairo students will have another terrific opportunity to showcase their talents by competing against other Cairo international schools in a myriad of sports throughout the academic year.

Mr E Newton - Athletics Director



Secondary ASAs

Term Two witnessed the full After School Activity (ASA) Programme back in action. Teachers across all subjects drew upon their expertise and passion to offer a varied and inspiring ASA programme. Since Covid-19 forcefully hindered multiple aspects of school life, the reintroduction of the ASAs has demonstrated the value of the programme, with a significant number of students signing up to an array of new and exciting activities.



The ASA Programme continues to be an enrichment programme and is open to all students and abilities. We encourage students to try new activities and discover something that they enjoy or want to learn. ASAs spanned from physical activities such as Football, Basketball and Netball to creative and problem-solving activities such as escape rooms, chess, international cooking and debate teams resulting in students having a wide range of opportunities to participate in something they otherwise may not have access to.

An introduction of a new sign-up process meant that students have had the ability to sign up online and with ease. Parents are notified when their child has registered via SMS or email. Therefore, there is less paperwork and greater flexibility for the programme. We will continue this sign-up process into Term Three so keep an eye out in the bulletin and get yourself signed up!

Mr J Keast - Secondary ASA Coordinator



International Award



The Duke of Edinburgh International Award (IA) is a non-formal education and learning framework operating in more than 130 countries and territories around the world, through which young people's achievements outside of academia are recognised and celebrated.

The Award Objectives

The main objective is that the IA is to support young people's development to support schools with a philosophy of community service, teamwork and responsibility.

Here at MES Cairo, we are currently working with students who are striving towards completing their Bronze and Silver awards. Students are also given the opportunity to undertake their Gold award.

Seeds of Exploration

The International Award gives an insight into life beyond the participants' familiar environment as it inspires young people to travel, develop a sense of responsibility and show students the beauty of outdoors.

The Award links very well with the MES Cairo mission "Leadership Through Education; Care, Challenge Inspire", the goal is to encourage our students to implement leadership skills that can be carried back into their academic studies.

The Award within MES Cairo encourages confidence, and this is assessed by putting young people in an unfamiliar natural situation without the aid of technology to guide them, forcing them to rely on their intuition and to realise their full potential to explore, delve into nature and appreciate their environment.



Student Comments:

Bronze Award

The 16km hike in Wadi Degla taught us a lot about the physical challenges and how we can overcome them through teamwork. We learned that by working together and encouraging each other we are able to conquer any obstacles we encounter.

Youssef El Banhawi (DP11R), Mostafa El Fiky (Y11B), Mohamed El Sherif (G11R) and Tarek Abdel Ghaffar (G11Y).

The expedition was challenging, and we encountered several obstacles which we managed to overcome due to the collaboration and cohesion of all students taking part in the expedition. Some of us are afraid of heights, so it was a challenge to walk along the edge of the mountain ravine. We have all learnt to face our fears.

Tasneem Abdel Azim (Y10B), Emily Sigalas (Y10G), Mennah Dewider (Y10R), Dana El Sharkawy (Y10G) and Nour Mohamed (Y10R).

Silver Award

The expedition took us outside of our comfort zones, away from the city and technology. Going through Wadi Degla as a team allowed us to see the importance of working together and listening to various



ideas and discuss them to come up with an effective plan with everyone onboard. On the other hand, we as a team have seen the human impact on the protectorate and as a result, we thought about making online awareness of the importance of keeping the protectorate clean.

Mariam Zekry (Y11Y), Jameelah Azab (Y11R), Fatima-Alzahraa Kamal (Y11R) and Jessie Nasif (Y11B).

The MES Cairo International Award develops young individuals, guiding them to overcome challenges which in turn will build their confidence and help to prepare them for adulthood.

Mr Y Alkaabi - International Award Coordinator



SECONDARY PIONEERS UPDATE

On Saturday 26th February 2022, the Secondary Pioneers took part in the Wadi Warrior Badge. The aim of this badge is to learn about our local environment while participating in a physical activity with friends. Students travelled to the Wadi Degla Protectorate and hiked 8km



throughout the day while completing given tasks. Students learned how to find their position in terms of longitude and latitude as well as their compass bearing. Tasks also included learning about the vegetation and animal life found in the Wadi Degla. Students also enjoyed being with their fellow Pioneers and socialised together over a picnic lunch.

Mr G Thomas - Secondary Pioneers Coordinator

Student Comments:

We went to the Wadi last Saturday since it was a beautiful day; it was a good day for me, and I had a lot of fun. We climbed for around 8kms and saw a lot of big boulders, caves, desert and plants. My friends and I were talking about how awesome life is and how lovely our world is. When I got home, I told my mother, father, grandma and friends about how beautiful it was and what had happened.

Adam Kamal (G8O)

One of the things I enjoyed most was spending time with my friends and walking. There was a lot to see on the hike like old rocks, dehydrated bushes there were also a lot of caves and campsites. This experience was nice because I got to socialise a lot with the students that are younger than me and they made me have a nice time. I learned a lot on this trip, like how the word "Wadi" means valley and that the 8kms we walked was all underwater a really long time ago. After the trip I told my family about the trip and how far I walked. They were all shocked and could not believe I walked that far. I was so proud of myself and what I accomplished. **Ali Soliman (G8B)**



During our trip to Wadi Degla, Pioneers got the chance to interact with peers and teachers. All the Pioneers enjoyed the experience and many people wanted to keep going as we were seeing so many fascinating insects and adorable dogs. Along the way, we came across a dam that is able to gather rain. We enjoyed a picnic for lunch and good company before hiking back to Maadi. I really enjoyed the day and look forward to our next visit. **Talia Behairy (Y8R)**

We found multiple interesting things there such as a lot of large rocks, caves, desert bushes and a dam. I learned so many things there about the past that I will never forget and will hopefully pass on to others. The day was absolutely amazing in all ways and I would like to thank our teachers for their fantastic work in planning this trip especially Mr Thomas. When I finished this trip, I told my family what I did, and they seemed envious and told me that they would like to go on this trip soon! **Seif Ali (G8G)**

The Wadi walk was a motivational activity for the Pioneers to boost their exercise levels and to take a step forward in their active lives. In my opinion, this trip was extremely fun and energetic, especially because it was at the start of the day. The trip was very educational as we learnt about different types of trees and we saw a full-sized dam which looked amazing. We enjoyed taking pictures of all the sites. **Zain Diab (Y7Y)**



Primary Pioneer Preparations get Underway for the 24-Hour Run

Excitement amongst the Pioneers reached fever pitch as they prepared for the upcoming 24-Hour Run. Both Year 5 and 6 Pioneers completed their community badge as part of which they each made contributions to the event.



Year 5

Pioneers spent time in the 4 weeks leading up to the 24-Hour Run working in the Secondary DT Department with Mr Puddefoot, Mr Tom and Mr Colin, making boxes out of wood! Once finished, these boxes were used to collect House tokens in all of the Primary year groups! Mr Puddefoot, who teaches Secondary DT was impressed with the Pioneers use of tools and how sensible and mature they were when using some of the DT machinery.



Year 6

Pioneers got their groove on preparing a wonderful dance performance to perform on the stage for us during the 24-Hour Run. In addition to this, Year 6 Pioneers have also practised and created a warm-up routine to share with Primary students before they ran around the track.

Mr T McDermott - Primary Pioneers Coordinator



Celebrating Secondary Achievement

American Section Student of the Month



What does it mean to be the Student of the Month?

I am sure most of us have fond memories of when we were in school and were selected as the 'Star Student', 'Spotlight Student, or 'Student of the Week'. It bolstered your confidence, and you were celebrated for something that was specifically unique to who you are as a person. You were honoured for a variety of reasons and each child was selected for something that was uniquely them. It is in this vein we also celebrate our Students of the Month. We celebrate our students and your children for being risk-takers, exemplifying creativity, showing empathy and compassion for one another and many others. We honour students for not only developing their mind, but also shaping the demonstration of their character. In short, our philosophy is that all people, no matter the age, can achieve in many ways!

So, how does one become a 'Student of the Month'?

Each month, teachers and the Deans of Students select students who demonstrate academic pride, empathy, a positive work ethic, consistency in effort and attainment, as well as having a positive and supportive attitude toward the greater learning community. It is not only an honor to be a 'Student of the Month', but also to be nominated.

Since our last published article, we have honored the following students for the month of **November**.



Honor Roll and Principal Scholars

All students at Modern English School Cairo in the American Section have the opportunity to achieve Honor Roll or Principal Scholar status based upon their Term One or cumulative grades. Students who achieve either status receive a certificate of achievement and this letter recognising their achievement. There are two different levels that a student can achieve in the Honor Roll - *All As and Bs across all subjects enrolled in = MES Honor Roll and *All As across all subjects enrolled in = MES Principal Scholar.

We are thankful for our curious learners who seek out new and different ways of thinking and being. We truly appreciate their steadfast effort and the choice to sacrifice in other areas of their life in order to prioritise scholarship.

Join me in congratulating our students on a job well done. On behalf of the teachers and school leaders, we wish you continued success as we move into Term Two and the Midyear examinations.

"Success if not final; failure is not fatal; it is the courage to continue that counts." *Winston Churchill*

Ms D Pfeil - Principal, American Section

Principal Scholars for Term One:

Grade 7: Alia Bahgat G7R and Aser Al Naggar G7Y.

Grade 8: Jana Rabie G8R, Habiba Assassa G8G, Malak Hakky G8G and Maya Mahmoud G8G.

Grade 9: Amina El Mallah G9R, Adam Mansour G9R, Karma Abougabal G9B, Laila El Moallem G9Y, Maya Elzuhairy G9O, Sama Arafa G9O, and Seifeldin Aboueilla G9O.

Grade 10: Hana Mahmoud G10B, Alia Saba G10B, Aly Gaber G10Y, Gamila Hamouda G10Y, Khadeeja Tahoun G10B, Laila Elsabee G10B, Lara Abdelhady G10R, Marcel Hebeish G10R, Mariam Sallam G10B, Tasneem Mohamed G10G, Youssef Sallam G10Y and Zeina Fouda G10B.

Grade 11: Amina El Boroossy G11R, Haidi Ali G11G, Jana Shahin G11R, Mariam Awad G11R, Mark Hakim G11Y, Michael Hakim G11Y, Miray Wahib G11Y, Tarek Abdel Ghaffar G11Y, Omar Kansoh G11Y and Yassin Ibrahim G11Y.

Grade 12: Adam Kirolos G12R, Ahmed Abdelkader G12B, Habiba EL Sharkawy G12R, Hashem El Meligui G12R, Lara Gamaleldin G12B, Lina El Nomrosy G12B, Renada Badawey G12B, Rodayna El Naggar G12B, Salma Aly G12R, Shahd El Ghamry G12Y, Zein Rashad G12Y and Ziad El-A'any G12B.



IBDP Learner Profile Awards

Every month our IBDP Section celebrates an attribute of the IB Learner Profile. The Learner Profile is a core component of the International Baccalaureate education at MES Cairo, in which specific focus is given to the skills and competencies that make successful, caring and happy people.



In December the focus attribute was *Inquirer*, "They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives." **Our Inquirers this year are Mohamed Fouda (DP12Y), Nadine El Fikky (DP11R) Amina Mazen (DP12R), Bakry Abdullah (DP12Y), Reem El Sabagh (DP11R) and Seif Hindem (DP12Y).**

Open-Minded was the attribute focused on in January, "Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience." **Dina El-Nahas (DP12Y), Miriam Gerguis (DP12R), Reem El Sabagh (DP11R) and Jomana Eid (DP11R) were all highlighted as Open-Minded this year.**



February's attribute was *Knowledgeable* "To explore concepts, ideas and issues that have local and global significance. In doing so, acquiring in-depth knowledge and developing understanding across a broad and balanced range of disciplines. IB students are extraordinarily well prepared for the academic requirements of university coursework". **Students winning the Learner Profile Award for Knowledgeable are Reem El Sabagh (DP11R), Saleem Elhady (DP12R), Youssef El Banhawi (DP11R), Lama Torky (DP11R), Reem El Sabagh (DP11R), Lina Helal (DP12R), Seif Allah Hindem (DP12Y) and Sahar Sadig (DP11R).**

Huge congratulations to our award winners and to all of our IBDP students who are working hard to achieve the aims of the Diploma Programme.

Ms S Sheehan - Deputy Head

British Section All Stars

MES Cairo *All Stars* is a long-standing British Section tradition. *All Stars* recognises the MES Cairo Elements of Dependability, Effort, Integrity, Readiness and Respect in our student body and enables us to celebrate how they contribute to the school community in a variety of roles as well as recognising significant academic achievement.

Our students' creativity never ceases to amaze us, be it our Year 7s making a solar system model for Science, Year 8s collaborating on the Book Week Door Display competition or Year 12s and our Pioneers baking to support the Children's Cancer Hospital Bakesale.

As we head into Ramadan the staff will be focussing and nominating students for *All Stars* for acts of kindness as we endeavour to make our school a kinder and spread a little happiness throughout our community.

Nada Ahmed (Y12G) earned her *All Stars* Award for being fully committed to her learning, and we have no doubt that she will continue her learning journey when she leaves us for university at the end of the academic year.

Mohamed Desouki (Y11Y) was recognised for regularly offering solutions and being eager to show problem solving skills. He is also an active member of the class and offers insight into the learning experience. Mohamed epitomises the MES Cairo Graduate Profile and is a role model for our younger students.



Ibrahim Abdel-Hamid (Y12G) has continued to display and embody all MES Cairo Elements of Learning across a number of subjects, specifically Physics. His help with the 'Have a Heart' campaign was also invaluable.



You will find Pretty Phillipe (Y12G) taking part in a wide array of school events, be it organising bake sales, encouraging students to join the Cascade Choir in addition to studying for her A levels. She is a shining example to all our younger students.

Malak Abdelwahed (Y11R) has displayed Elements of Learning across a number of subjects, including Business studies, but most importantly for being an excellent member of our school community and for outstanding results in her mock exams.

Salma Ahmed (Y9B) and Ali Taha (Y9Y) in Year 9 have also impressed staff by their outstanding attitude to learning. We encourage all our students to persevere as we know that students are more likely to succeed when their attitude to learning is more positive.



Our Key Stage 3 *All Stars* are no less impressive. Naahed Zarifa (Y7R) consistently tries hard in all her school commitments and brought in a large number of blankets and donations for MES Cairo's Keep Egypt Warm campaign.

Layla Saleh (Y7Y) displays exceptional in every aspect of her school experience, showing all 5 Elements of Learning.

Marwan Sabry (Y8B) displays interest and innovation in his subjects and succeeds in becoming a recent video game designer. Congratulations Marwan! We are sure he is an entrepreneur in the making. Talia Shalaby (Y7R) received her *All Stars* Award for her success in the recent English department book jacket competition - congratulations!

I look forward to sharing more MES Cairo *All Stars* with you all in the next edition of MESsenger! Our All Stars are now issued a star pin badge that can be worn on the school jacket or shirts, to identify them as an *All Star* around the school. Congratulations to everyone, you enrich our school community.

Ms L Talbot - Secondary Headteacher, British Section

MES Cairo Achievers

Here is just a small selection of some of our very talented students who have won medals and awards for shooting, rowing, swimming, gymnastics, Karate and Squash to name a few.

Ms C Boswell – Publications



Celebrating a MES Cairo Superstar:

Congratulations to
Youssef Ragab G10Y

who won the under-15 Gold Medal
in the Match Point Tournament at
the Black Ball Squash Club.

Congratulations Youssef!



Celebrating a MES Cairo Superstar:

Congratulations to
Angelina Wael G9Y
who won several Egyptian
National Tournaments

Congratulations Angelina!



Celebrating a MES Cairo Superstar:

Congratulations to
Talia Rashdan Y40

who won 1st place in the
12th Gymnastics
International Online GymKids
Cup Championships

Congratulations Talia!



Celebrating a MES Cairo Superstar:

Congratulations to
Hussein Dahshan Y8Y
who gained third place in the
Karate Republic Championship.

Congratulations Hussein!



Celebrating a MES Cairo Superstar:

Congratulations to
Mohamed Fouda DP12

who won long-distance race
marathons in Endurance
Running and Triathlon

Congratulations Mohamed!



Celebrating a MES Cairo Superstar:

Congratulations to
Zeina Shaykhoun Y1Y
who won the Gold Medal in the
National Championships for
Artistic Gymnastics.

Congratulations Zeina!



Celebrating a MES Cairo Superstar:

Congratulations to
Timothy Labib Y3G
who won a Gold Medal in the
Egyptian Gymnastics Federation
Championship.

Congratulations Timothy!



SECONDARY LEARNING DEVELOPMENT NEWS

It has been a busy year for LDD in the British Section, where we have been assisting all of our students in the Secondary School at MES Cairo to achieve their best.

LITERACY ENRICHMENT

We have started a Literacy Enrichment Programme three times a week during Homeroom time. The programme is targeted at selected Year 7 and 8 students and focuses on core skills such as grammar, essay structure and analysing writing. The programme runs for a total of 18 weeks per group and is in small classes of 4-5 students per class. Students have shown a growth in their skills over a short period of time, and we are very proud of those involved who have been diligent and hardworking.

GIFTED AND TALENTED

Students in Years 7 and 8 all sat the standardised test to help identify Gifted and Talented students within their cohorts. We had many successful students who showed extra ability academically, and those students were put onto our Gifted and Talented register for extension opportunities within classes. They were also invited to the Gifted and Talented ASA. Once school reopened again for students in February, we got our ASA up and running with much success! We are tackling the idea of "Culture", and the importance of its preservation - encouraging our students to explore and create using their strengths to preserve Egyptian culture. We also give fun logic games and puzzles to stimulate their problem solving!

THE LEARNING HUB

The Learning Hub is an online initiative through the Learning Development Department that encourages students to take charge of their own learning. On The Learning Hub are links for revision for Literacy, Maths and Science, plus study tips and extension opportunities. Students are encouraged to access it whenever they need further support. This is updated regularly and always open to suggestions from students as to what they may need.

ACADEMIC MENTORS

LDD works with a group of talented Year 11 and 12 students that have kindly volunteered their time to be Academic Mentors. These students are deployed into Year 9 Homerooms twice per week to help our students with any Maths, Science and Literacy revision tasks that are occurring, as well as guiding them with study tips.

PUSH-IN CLASS SUPPORT

The LDD consistently strives to support and assist both teachers and students across all areas of the curriculum. In-class support has covered English, History, Geography, Science and Maths this year. We continue to work with departments to ensure their lessons are accessible across the board and we offer extension opportunities for gifted and talented students. In-class support is a cornerstone of the work of the LDD and will continue on throughout the year to ensure all students understand the lessons clearly.

Ms C Chilton - Secondary Learning Development Department, British Section



Spring is well and truly here and the flowers are blooming and growing in our beautiful MES Cairo gardens!

Assessment for Learning at MES Cairo

A Global Educational Specialist collaborates with Teachers

At MES Cairo, we invest heavily in developing outstanding teaching and learning experiences for the benefit of students and staff. We have been extremely lucky to have developed a working partnership with Professor Dylan Wiliam, leading educationalist, and former British government adviser, who delivered four engaging workshops to our teachers during Term One.



One area of focus has been Professor Wiliam's work on assessment, what he calls Assessment for Learning. In this model, assessment is not a frightening prospect or something to worry about at the end of a unit or topic but an ongoing, daily interaction between students and their teachers and students and their peers. This involves quality open questioning of students, verbal feedback during the learning process and grade free comment and target based written feedback for students. We call this the formative feedback approach. This gradeless approach can sometimes surprise students who are keen for results and to "know what I got?!" However, once well-versed and practised in the benefits of this approach, we see our young learners developing into critical lifelong learners. The focus on the target elicits a deeper understanding and connection with the learning process. Underpinning this approach is Professor Wiliam's scientific evidence-based approach utilising extensive cognitive research on brain functionality. What is crucial here is that this approach develops long term memory. Research has shown that long term memory is limitless so developing this will allow learners to gradually see their aspirations as limitless as they achieve great success progressing through MES Cairo school life from FS to Senior year. Our students have fantastic short-term memory, something they demonstrate daily through quick tests and quizzes but according to the science, short term memory is limited. Great for motivation, confidence building and checking understanding at the end of unit or topic, short term memory approaches are only one aspect of our rich and varied assessment approach. It is this formative approach that we are developing as a teaching team in collaboration with our students.



We look forward to seeing the fruits of this and celebrating the successes throughout the academic year. Have a peek in some copy books to see what your child has been doing to build their long-term memory.

Mr E MacAulay - Assistant Head KS4, British Section

SEASONAL CONCERT

DECEMBER 2021

This year we changed our Seasonal Concert arrangements, moving the concert from the theatre where it is traditionally held, out on to the school field. This enabled us to hold the concert in a safe space, as well as facilitating participation by more students than ever before. A school band and large Choirs from every Key Stage performed in the concert, to the delight of a large and very enthusiastic audience!

In what was a spectacular and highly festive atmosphere, our audience assembled on the field to watch the show and to sing along to the carols. The song lyrics were shared by our IT, Publications and Music staff on our digitally linked programme, which the audience received via QR code. In what was a relaxed and most enjoyable occasion, parents, students and staff kept warm with hot food and drinks available from stalls that had been set up around the field especially for the occasion.

The concert started with the FS1 and FS2 Choirs led by Mr Connor McMonagle. Dressed as little snowpeople, this was the first time our youngest children had ever performed on stage. They were met with warm and rousing applause when they sang *Snowflake*, *Snowflake* (arranged by Mr Kyle Cullen) and *I'm a Little Snowman*.





Dressed in festive red sweaters, the Key Stage One Choir, directed by Mr Trestan Peck, demonstrated excellent singing, focus and presentation skills as they delivered flawless performances of *I'm a Little Star* and *All I Want for Christmas is My Two Front Teeth* (arranged by Mr Jack Tomlinson).



Led by Mr Kyle Cullen, the Key Stage Two Choir was the largest choir of the concert and the enthusiasm of the students in Years 3-6 generated an electrifying





atmosphere all over the school grounds! They made a fabulous sound when they performed *Behind Every Door*, *Rudolph the Red-Nosed Reindeer* (arranged by Mr Jack Tomlinson) and *I Wish it Could be Christmas Every Day*.

Directed by Mr Joey Harper, our Secondary, CAScade and Staff Choirs consisted of almost 90 students from Grade/ Year 7 through DP/Grade/Year 12, as well as a large number of staff members from across the school. They began with *Snow is Falling*, followed by *Jingle Bells*, and *Christmas Time is Here*. Accompanied by the school band, the choirs then proceeded to sing *Jolly Old Saint Nicholas*,



Good King Wenceslas, and *Silent Night* including the original first verse in German! They concluded with a wonderful finale of *We Wish You a Merry Christmas*, which many audience members joined them in singing.

Over 600 students performed in our Seasonal Concert 2021. We thank all of our performers and all of the staff who worked tirelessly behind the scenes to make this event such a resounding success.

Ms S Sheehan - Deputy Head and Mr J Harper - HOD Expressive Arts, American Section

SECONDARY HOUSE NEWS

Whilst the Student Extravaganza and Sports Day have been missed, it has given us time to reflect and see what else we can offer! Whilst these events do provide plenty of joy and lots of cherished memories, the House System at MES Cairo has always been more than just these two occasions!

BOARD GAMES

It began with 24 heroes - 3 Amazing Amunians, 9 Einsteins from Edjo, 7 Clever Khepers and 5 Superstars from Selket. They faced each other in battles of wits and skill. Kings' castles were taken, Bishops were captured, knights jumped strategically, and Queens were cherished. There were cries of anguish and whoops of delight as students took part in the Middle School and Key Stage 3 Chess Tournament. In total, 23 games were played over a week and three students made it to the final round where the student to win both chess matches against the other two finalists would be declared the champion. Well done to all students who took part in the competition.



Congratulations to Ebrahim Shaher (Y7R) representing Selket and Jana Rabie (G8R) representing Edjo who both played wonderfully to reach the final round. Adam Mahmoud (Y7R) representing Edjo, who won the competition and has been declared 'MES Cairo MS/KS3 Chess Champion 2022'!

Connect 4, the classic game of speed and finesse has been played between family and friends for over 30 years. How many of us have been in situations where we felt we were on the cusp of victory only for our opponent to sneak up and win the game? How many of us have won a game and before we could enjoy the satisfaction of the moment, were challenged by another family member or friend? These were the emotions and feelings that students at MES Cairo faced! During two breaks, an

astonishing 98 games of Connect 4 were played. In Middle School/Key Stage 3, Edjo won 8 matches, Amun won 12 matches, Kheper won 13 matches and Selket won 23 matches earning their House a total of 40 points. In Key Stages 4 and 5/High School, Edjo won 4 matches, Selket won 7 matches, Kheper won 10 matches and Amun won 21 matches earning their House a total of 40 Points.

BOOK WEEK HOUSE EVENTS



On Thursday 3rd March 2022, students at MES Cairo participated in team events in their Houses related to their favourite books. They had to complete crossword puzzles and find words in hidden word searches. They were asked to name as many Roald Dahl books as they could. Students from Amun were able to name ten books. Their last two tasks were to name as many Harry Potter characters and spells as they could. Well done to the British/DP Y9-12 Selket team who were able to name all the Weasleys and the Edjo Y/G 7-8 team who were able to name 39 different characters. In Y/G7-8 Team Selket came fourth and earned 10 points for their House, Team Kheper finished third and earned 20 points, Team Amun finished second and earned 30 points and Team Edjo finished first and earned 40 points. In Y/G9 and DP11-12 Team Amun finished fourth and earned 10 points for their House, Team Edjo finished third and earned 20 points and Teams Kheper and Select finished joint first and earned 40 points for their Houses.

E-SAFETY

For e-Safety week, students were invited to take part in three different activities. An optional Kahoot was open for all students where they were able to consolidate what they had learned through the activities that they participated in during HRCF. Among the questions that they were asked were "What percentage of students aged 8-17 years play online games at least once a week?" and "What do most 8-17-year-olds do when faced with a negative comment or a mean person whilst playing online?" Middle School and Key Stage 3 students were also invited to participate in a hidden word search where they tried to find the main reasons that People go online. All the students who took part showed great teamwork and resilience but ultimately Kheper prevailed and earned their House 40 points. Amun were a close second with Selket third and Edjo fourth.



For the final activity, all students were invited to write a 'Tweet' for younger students on "How to Stay Safe whilst Online Gaming". Below you can find their advice:

- If you ever find yourself in a situation where a stranger contacts you to send you personal information about yourself, block and report them.
- Use a different password for every website.
- Do not listen to influencers. They do not know what is best for you!
- People online are not always who they claim or appear to be.
- Never give out your passwords or reveal any personal information to anyone.
- Never meet up with strangers without a trusted adult knowing or being there to supervise you.
- Treat people the way that you want to be treated.
- Do not be pressured to show your face or any other part of you.
- Make sure that all your Social Media accounts and private and only for friends and family.



KEEP EGYPT WARM

During the Keep Egypt Warm Campaign, students placed their food and clothing donations in their Houses Boxes. All items were counted and the House with the most donated items received 200 points for their House Totals. Well done to Kheper who donated the most items with Selket closely behind in second place.



This year we also introduced the 'Guess the Sweets' competition. For a small donation students and teachers were able to guess the number of Quality Street sweets in a box with the closest guess winning the box of Quality Street. Students and teachers who made a guess also recorded their House. Well done again to Kheper who were the House with the most guessers and were awarded 200 points. Congratulations also to Mr Carr, Secondary British Mathematics Teacher, whose guess was the closest to the actual number of sweets.

Breaktime Merit Cash-Ins

On Wednesday 1st December 2021, students in Year/Grade 7 and 8 once again cashed in their hard-earned merits for rewards during breaks. This time seven students cashed their rewards for a total of 495 House points.

The students listed below earned extra House points for their Houses:

Seif Fawzy (Y7G) 35 House Points for Edjo, Ismail Adbdelaal (Y7G) 145 House Points for Kheper, Ahmed Shebeka (Y7G) 125 House Points for Selket, Yassin Satea Abd-Elaziz (Y7R) 20 House Points for Edjo, Zain Shaalan (Y7B) 20 House Points for Kheper, Omar Radwan (G7Y) 125 House Points for Kheper and Ahmed Habib (Y8B) 25 House Points for Amun

Mr T Kasmani - Secondary House Coordinator

MESMERISED



MESMERISED



MESsenger 69 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.



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

Our Mission

Leadership through Education: Caring, Challenging, Inspiring

We believe in:

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

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

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Overseas (AoBSO)

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Council of Overseas Schools (NESA)

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New Cairo, South of Police Academy

Tel: (202) 2618-9600 Hotline: 19836 Fax: (202) 2537-9400

Website: www.mescairo.com

E-mail: mescairo@mescairo.com

Mailing address: P.O.Box 5, New Cairo, Tagamoa Khamis, 11835, Cairo, Egypt