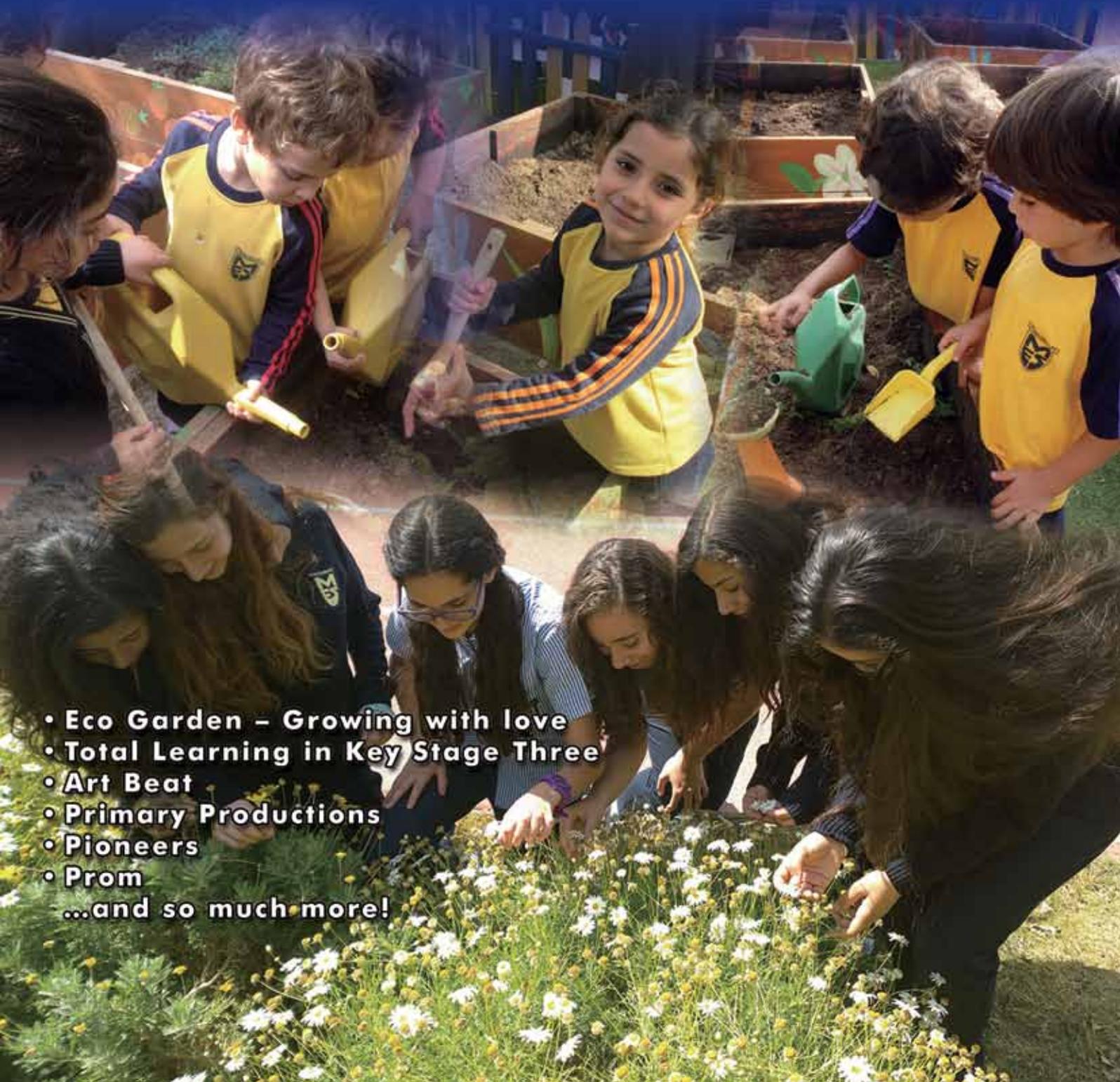


# MESSENGER

**MY, HAVEN'T YOU GROWN!**

**50th MESsenger in our 25th Year of MES Cairo**



- Eco Garden – Growing with love
- Total Learning in Key Stage Three
- Art Beat
- Primary Productions
- Pioneers
- Prom
- ...and so much more!

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# MES CAIRO'S

## MY GRADUATE PROFILE

### BEYOND BEING THE BEST!



Outstanding academic results are published every year in the very pages of this publication. Modern English School Cairo has a lot to be extremely proud of in terms of the final grades its students achieve and the university courses they can access. However, in today's rapidly changing workplace with new innovations blurring the once foreseeable landscape of career paths, great schools need to embellish their young learners with more than just the right subject knowledge. Key learning skills and the right personal attitudes are equally important to success in the modern world.

The MES Cairo Graduate Profile lists the attributes all our students should aspire to achieve by the time they graduate, but we start to focus on them in Secondary school right from the start with personal reflections in the Student Planner. Fundamentally, every two years students are asked to reflect and formally report on their own achievements in their own 'My Graduate Profile'. In the academic year 2014-15 the following cohorts completed their My Graduate Profiles with an emphasis on important stages of their education:

Term 1 **Graduating Class 2015** (DP/G/Y12) focused on their university applications

Term 2 **Graduating Class 2017** (G/Y10) focused on improvement of grades through learning skills

Term 3 **Graduating Class 2019** (G/Y8) focused on their extra-curricular achievements

Here are some extracts from our students' MGPs this year:

'I visited an orphanage every Saturday last year, teaching the children how to read. By allowing me to teach, I got to practise my leadership skills as I needed to come up with my own lesson plan and implement it.'

**Gina Osman (Y12R) is A Leader**

'I've been in the MES Cairo Football team for over four years. Football is all about creating space and chances for each other and that's all I've been doing since I started playing the game. Football is also about how you think when you have the ball under your foot. You have to have creative thinking to be able to know what you'll do with the ball or where you will pass it.'

**Nour Masshour (Y12B) is Creative**

'I am part of the NHS organisation - a group of students who work together on projects to help their community or school. It is always a pleasure to take part in the workers' luncheon at the end of each academic year where we get to serve the school workers' a dinner meal. We also work on recycling paper and have visits to places around Cairo as a group to try and help more people rather than just focusing on our school.'

**Omar El-Sayyad (Y12G) can Make a Difference**

'I relate well to other students, as I was nominated by other students to be their student council representative. I talked with students from middle school to see what they want to change and how to make the school a better place.'

**Meriam George (G12Y) can Relate well to others**

'I think I express my views intelligently. In English class where debates are constantly brought up, I always express myself openly and give valid evidence to prove my point.'

**Mariam Shebly G12B can Intelligently express her views**

'Mentoring younger students has helped me in developing empathy towards others whilst having the ability to help them as much as possible.'

**Mohy Aboualam (DP12R) shows Empathy**



'There was a game announced at very short notice and I was resourceful! I collected a kit very quickly to be able to attend and played for the MES Cairo JV Football team and we beat the CES team 3-1.'

**Asser Taher (Y10R) is Resourceful**

'I participated in a Drama event performing Romeo and Juliet to an audience during break.'

**Salma El-Shamy (Y10G) can Take appropriate risks**

'I represented the United Kingdom in the MUN Conference and conveyed my opinions and resolutions in a persuasive way.'

**Doris Merhom (Y10B) is Articulate**

In Science my group and I presented to a Year Six class as part of our 'microbes and diseases' topic. We felt very confident while presenting and we worked really hard on the project.

**Alia El Shabrawy (Y8R) is Confident**

I was competing in the finals against people much more experienced than I am at tennis... even though I lost I walked out of the court feeling proud of myself.

**Magd Galab (G8Y) is Resilient**

**Mr S Perry – Deputy Headteacher, Secondary British Section**



## WIRED ROUND UP!

### Active Learning through Technology

We had very productive sessions with members of the WIRED community sharing ideas about how to make their lessons more engaging and interactive. We explored how teachers like can use student response systems like *Plickers* to elicit feedback from all students giving each an equal voice. Teachers are now using *Plickers* to survey students and to assess students in a formative way. Other teachers showcased how Primary is using *Green Screening* as a creative means of reconstructing information in classes. Year Three students were able to successfully download images, film themselves and superimpose those images into the video. *NearPod*, an iPad application, was then shared as a means to incorporate two-way ongoing communication during a lesson thereby engaging the learners. You can embed polls, an interactive whiteboard, you can distribute resources, and share it with every child in the classroom which is very powerful. Very powerful. Our teachers then tried to take an existing presentation and upload it into *NearPod*. The next step was to apply and enhance the presentations so the students could all interact with them. *Lino* is another tool that meshed with our previous discussion about *Padlet*. This is a great collaborative tool to communicate with parents about what students are doing, a way for students to collaborate on a given assignment, and to provide an opportunity to back channel during an assignment.

During another in-service session, the WIRED members examined how games can be utilised as educational tools. When a child or adult begins to play a game, your brain begins to release dopamine and fires synapses which creates the sense of craving or euphoria. This stimulates the person playing the game to want to continue and play over and over again. What if it was possible to harness that same sense of craving and euphoria when it comes to classroom learning experiences? During our session we examined generational learning styles and specifically looked at the millennial and neo-millennial tendencies. Then we examined games that were appropriate

**THE Gamification OF EDUCATION**

Gamification<sup>SM</sup> has tremendous potential in the education space. How can we use it to deliver truly meaningful experiences to students?  
\*The infographic is the work of gamification, innovation and operations.

"Game players regularly exhibit persistence, risk-taking, attention to detail, and problem-solving, all behaviors that ideally would be regularly demonstrated in school." — *The Education Arcade at MIT*

**1.2 MILLION STUDENTS**  
In the U.S. fail to graduate from high school every year. According to Joey Lee and Jessica Hammer at Columbia Teachers College, "the default environment of school often results in undesirable outcomes such as disengagement, cheating, learned helplessness, and dropping out."

**28 million** people harvest their crops in *FarmVille* every day.

**OVER 5 million** play an average of 45 hours a week of games.

As a planet, we spend **3 billion hours a week** playing video and computer games.

What elements of gaming can we harness for educational purposes?

**PROGRESSION** — See games visualized incrementally



for educational use. To sum it all up, the learning and the game have to be played simultaneously in order for people to attach those sentiments of crave and longing to the educational components. It is not conducive to learning to have the game as the reward for answering questions correctly or for the content and the game to be separated. Many teachers have since prototyped games in their classrooms, so here are a few reviews worth noting. *Admongo*, a game-based learning tool, teaches about advertisements and economic theory for students ages 7-12, but you can also use it for digital citizenship and for argumentation in English classes. The Federal Trade Commission put together this amazing game-based learning site and an app is on its way for those interested

in using it on mobile devices. Great graphics and interesting level intervals excite the learner as they strive to climb the various levels of play. *Grepolis* has been used as a part of the drama classes in the American section. Students engage in a simulation where they are leaders of their own city-state [polis]. This teaches the student the struggle to build a successful city in Greece, how to be economically savvy and sufficient, Greek mythology, the challenge of making good decisions and understanding opportunity costs, as well as figuring the mathematical algorithm of warfare so your polis can prevail. Essentially what these classes have done is put game theory into practice because game based learning is a great **preparation for future learning**. Why? GBL combines meaningful learning experiences, the kind of learning that game designers are trying to produce through the game experiences. These experiences cannot be replicated in the physical world, and classes capitalise on the game play by assigning outside readings and class activities that support the learning in the game experience.



We spent some time synthesising all of our learning in the last session called, *Putting it all Together*. The last thing we focused on was putting it all together into Learning Expeditions. **What is a learning expedition?** This is an authentic, often hands-on learning activity that fully engages the student. It is a concrete experience that reaches all different learning modalities (visual, auditory and kinaesthetic). According to Bernie McCarthy, learning activities are designed that are immersive. Learners “experience the now.” They become hooked through personal connection to the experience and desire to create meaning for and about that experience (which is constructivist learning). A learning expedition often compiles a host of technology-based learning into one unique experience. Students may use QR coding, video-based instruction [like the Khan Academy], and other digital content. During a learning expedition, students are the creators of substantive content. We are putting together the last three years of study into educational technology and creating learning opportunities that are mash-ups using a digital didactic design.

For more information go to <https://wiredatmes.wordpress.com/>

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

# British Section MES Cairo Scholar Nader Rafaat spreads 'Selfie' craze through the Class of 2015!



## Selfie of the Day

As most of the Class of 2015 know, throughout my last twenty-five days at MES Cairo, I decided to take a selfie every day in order to capture as many memories of MES Cairo as I could before leaving. The reason for this was that there are just too many different aspects of the MES Cairo school experience to be captured in just one or two photos, and there is something about selfies that makes things seem a lot more exciting! I wanted to have memories of all the different things I used to do at MES Cairo, so that as I embark on different adventures at university, I remember where it all began. Whether that was being part of AIDA, having an awesome camp-out (see later), or simply relaxing in the Senior common room. These moments were all worth capturing and remembering. I also couldn't forget all the wonderful staff who have made my Senior year what it was. The end result was a series of twenty-five selfies that capture as much of MES Cairo as possible, and although a picture is worth a thousand words, even twenty-five can't do it justice! These selfies will be a reminder of some of my favourite memories of my time here and will be something I can always look upon fondly when nostalgia sets in.



## Camp-Out

Being the unique class that we are, we decided to celebrate our last day at MES Cairo in our own unique way, by camping on the school field overnight. I can safely say without exaggeration that for all of us, the Y/DP12 Camping Night was one of the best MES Cairo experiences we have ever had.



This genius idea belonged to Nadia El-Ashkar (Y12R), who thought it up during our initial discussion about our leaver's assembly. Once we got approval for it we embarked on a fortnight of intense preparation, hectic money collection and counting, and a lot of Carrefour shopping. The day had finally arrived. To kick things off we took our selfie of the day and recorded the last scene of our leavers' video, and then got into our six teams, nostalgically arranged according to our Primary class colours! It seemed fitting to begin our last day as young children again with games like tug of war and dodgeball, which went on while the treasure hunt clues were being hidden.



The treasure hunt was one of the highlights of the day. It was designed to take each team around the whole school campus, allowing every one of us one last chance to walk around MES Cairo as students. As we walked through the Nursery (FS1) playground where we formed our first friendships, or the KS1 library where we first learned to read, or our old classrooms noticing how tiny those chairs are; we laughed together about all the memories we shared in those places and truly appreciated how much MES Cairo has been a part of our lives so far.



After that trip down memory lane, the Class of 2015 took to the dance floor set up on the field, and were joined by some surprising guests! When Mr Perry and Mr El-Metaal joined in the dancing, our shocked faces must have been priceless!



After more delightful surprises, it was time for our campfire, where we all sat down together and shared roasted marshmallows, cookies and hot chocolate. It was a time for all of us to bond together and socialise as a cohort of students for one last time. It was also quite an experience, because MES Cairo at 3 am is an entirely different place.



Here are some thoughts on our camp-out from other members of Y/DP 12:

*"What would be a better way to say goodbye to MES Cairo than to spend two whole days in it?!"* **Seif Abdallah (Y12B)**

*"Camping night was without a doubt the most memorable day of my senior year. It was a great way to share amazing and hilarious moments for the very last time with the people we'll never forget. Great thanks to Nader and Nadia for the huge effort they put in, it was definitely worth it!"*

**Nour Jaouda (Y12B)**

*"Camping at school was the best way we could've possibly ended our Senior year. It was a bonding experience that I'll never forget."* **Solange Henawi (Y12B)**





*"Even though I had camped in school before for international award, this night brought the camping experience to a whole new level. It was definitely the details, as minor as Nader's unbearable handwriting in the treasure hunt that made it such an unforgettable night and reminded us that we aren't friends, we're family."*

**Salma Amer (DP12R)**

*"One of the best nights ever, where the memories we made will never die."*

**Mohamed Dabees (Y12G)**

*"It was different and that's what makes it an experience I'll never forget."*

**Omar El-Sayyad (Y12G)**

*"Even though the weather was freezing, nothing stopped us from having a good time. We laughed, danced and enjoyed every minute of it. It made me realise how much I'll miss MES Cairo and my friends."*

**Nesreen El Halawi (Y12R)**

*"As kids we feared spending more than 8 hours in school... guess it's not as bad as we thought"*

**Ahmed Mansour (Y12B)**

*"After being swept away in the hustle and bustle of Senior year, it was great to slow down and mark how far we have come. Camp night was not only a celebration, it was also an opportunity for us to reflect on our journey. Reliving our Primary and Secondary memories together by the campfire made us realise that our roots will always be one, even if we branch out in different directions"*

**Gina Osman (Y12R)**

As the sun came up and we rose, dreary-eyed, for our last day of school, big smiles could be seen on our tired faces, because not only had we done something that no other class had done before us but we also really, really enjoyed it. Class of 2015 has without a doubt made **MES H15TORY!**



## The Class of 2015 make history in number of MES Cairo university applications

It has been an amazing year with University places beating all previous years in both numbers and calibre. What started out as an aspirational dream when I arrived has been turned into reality by DP and Year 12. We have 187 places in top UK universities, with 146 being in the top twenty for whole university or subject. Most exciting are the two places for Oxford. Congratulations to Nour Jaouda who has gained a place for Art, exceptional not just because Oxford is first place for Art, but also because the quality of her work meant she got a place that would normally be given to candidates with Foundation as well as A Levels. Oxford is also placed first for Medicine and I am so proud of Nader Raafat who gained one of only five International places for Medicine at Oxford. These successes are complemented by many more, including two places at London School of Economics (famously hard to enter) and two places at Imperial College London, which is competition for MIT in the States. Bath University, first for Business, offered an outstanding six places and University College London, famous for Economics offered three. There is no doubt that all of this is definite evidence that MES Cairo is a world class school, with world class students. I am so proud of you all. Stay in touch and let your MES Cairo family share in your future success.

**Ms S Clingan – Assistant Headteacher, Key Stage Five, British Section**



# Advanced Placement



## AP Exams

Students that take an AP course at MES Cairo have elected to challenge themselves with a course that is considered college level. In fact, students can earn college credit from the university they choose to attend if they earn a 3 or better on their AP exam.

Students across the world know that the first two weeks of May is the time when they must show what they have learned over the past year in their AP classes. This year at MES Cairo, there

were 85 exams given in 13 different subjects. Our students took exams that lasted 3-4 hours with one 10 minute break. It is quite an accomplishment for young men and women in High School to sit an exam of that length. The students who took the AP exams will receive the result in mid-July. After speaking to some of the students, most seemed very positive and excited about their performance on the exams.

## Beyond Grade and Grade Twelve

For students that have applied to universities in the United States and Canada, 15<sup>th</sup> April is a very familiar date. This is the time when most universities let students know whether or not they have been accepted. It can be a stressful but exciting time. Students at MES Cairo this year have applied to more universities in the US and Canada than in any other year. The diversity of the universities is as varied as the students themselves. It is exciting to think of our Seniors starting new lives in Toronto, Spartanburg, Tucson, Boston or New York. This is a huge transition for many and a wonderful experience for all.

Some of the more popular choices this year were Michigan State University, Ohio University, University of Arizona, George Washington University, McGill University and Queens University. These represent some of the more competitive and selective schools in North America. The fact that the students who applied to these schools were all accepted is a testament to the talent, diversity, and well-roundedness that North American universities look for in a potential student. Students that apply to schools in North America are not only looked at academically, but are also vetted through their teacher/counsellor recommendations, essays and extra-curricular activities. Some of the North American Universities where the American Section Seniors have accepted admissions offers are:

- University of Arizona
- State University of New York (SUNY) at Buffalo
- Michigan State University
- Queens University
- University of California Berkley
- George Washington University
- Santa Monica College
- Fischer College

## American Section Scholar – Mahira Aly (G12Y)

It is always interesting to learn where students have applied and where they have been accepted. However, when a student is accepted to multiple schools the decision they must make becomes more difficult. This year's scholarship winner for the American Section, Mahira Aly (G12Y), was accepted to nine different universities in the US and Canada. Of particular note is the calibre of universities that offered admission to her. Five of the nine schools are considered 'Most Competitive' by College Board and Barron's publications. "Even superior students will encounter a great deal of competition for admission to the colleges in this category. In general, these colleges require a high school rank on the top 10% and grade averages of A to B+. Many of these colleges admit only a small percentage of those who apply – usually less than one third." (Barron's Profiles of American Colleges) Mahira has received acceptance from Columbia University (Ivy League), New York University (Ivy League), University of California – Berkley and Los Angeles Campuses, George Washington University. Mahira also received acceptance from these "Highly Competitive" universities: American University in Washington, D.C., McGill University and The University of Toronto. Out of her number of choices, Mahira has decided to continue her education at the University of California, Berkley. Given her success at MES Cairo, she will have no problem dealing with the rigours of university life.



Mahira Aly

Congratulations to all students in their choice of university whether it be in the United States, Canada, the United Kingdom, the United Arab Emirates or Egypt. Best wishes to you as begin another chapter in your life.

**Mr D Tomlin – Dean of Students Grade Eleven and Twelve, American Section**

# GRADE TWELVE SENIOR CAMP-OUT AND FINAL DAY AT MES CAIRO



On Sunday 10<sup>th</sup> May at 3:15pm, the Grade Twelve students arrived on the field ready to spend the entire evening at MES Cairo with the aim of bonding friendships, eating delicious food and having fun.

The Camp-Out was organised by Mahira Aly (G12Y) with assistance from Shams Arafa (G12G), Nardeen Massoud (G12G) and Mariam Habib (G12R). The afternoon and evening events were scheduled for continuous activity and variety. Ready to assist the Seniors were teachers that volunteered to give up their evening of comfort to stay with the students overnight; Mr Myers, Ms Gonzales, Mr Roodvoets, Mr O'Hara, Ms Vallerino, and Mr Tomlin.

The students were divided into teams that would compete against each other for the events throughout the evening. Team designations were apparent by the coloured ribbons the students wore as headbands. The events included tug-of-war and the water balloon war.

When the pizza arrived for dinner, there was a mad dash to the tables. Students gathered in groups to enjoy their meal and camaraderie. The teachers and security staff watched in awe as the students devoured so many pizzas! By nightfall, a bonfire was set on the field and students enjoyed roasting marshmallows along with Mr Kirby, who had his first roasted marshmallow covered in Nutella! As the evening was winding down, the students had a choice of either dancing or watching a movie followed by late night Karaoke which ended around 2am followed by weary students going off to their tents on the field.

By 7am the next morning the students were showered and enjoying a breakfast of donuts and croissants. Wearing their brand new t-shirts claiming 'Seniors R15e above all, the students got ready to spend their day in Primary. For their final day, the Seniors assisted teachers in FS2, Years 1, 2, 4, and 5. Senior students enjoyed working with the younger students and the younger students were very excited that the seniors were with them.

After a wonderful buffet lunch, the seniors assembled in the theatre for their final farewell assembly. Mr Tomlin spoke to them and wished them the best in their future. Ms Ballard also expressed her gratitude to the Seniors for allowing her to become part of their family. A presentation of their pictures from Primary through Secondary was shown and applauded. Then a music video filmed by Mariam Kerolos (G12Y) and showing the fun side of the Class of 2015 was shown. In the end the students left the assembly and their final day at MES Cairo reflective, appreciative and a bit tearful. It was an amazing experience.

**Mr D Tomlin – Dean of Students Grade Eleven and Twelve, American Section**



# ENGLISH MATTERS

## Using Technology To Enhance Learning In English



**Whilst** learning about media and non-fiction, Year Eight students spent time playing Admongo [www.admongo.gov](http://www.admongo.gov). This is an excellent online game based learning experience, which allows students to meet their learning objectives through stimulating game play. They were challenged to attempt four levels of the platform game at home and in school. Each level is designed to help students understand how the media targets them and constructs advertising. Level one helps learners to identify ads that they come across in daily life at home, when shopping and in the city. Level two helps them to decode ads. Level three shows how advertisers target their ads to consumers and level four gives students the opportunity to create their own advert which consolidates their learning.

To assess what students had learnt we used a fun and simple 'Assessment For Learning' app called Plickers [www.plickers.com](http://www.plickers.com) which is based on QR code technology. Every student in the class was assigned their own number and Plickers card which has up to four options for answering a question which can be either a True/False answer or a multiple choice question. On the Interactive Whiteboard, questions were presented to Y8G based upon what they had learnt playing Admongo. Students held up their Plickers card once they have chosen what they believed to be the correct answer and then I scanned the class using my iPad. Using Plickers I could scan, within seconds, the answers from the entire class. As the teacher, I could see instantly how many correct answers there were, and who needed more support due to an incorrect answer. As this can be done

anonymously, it causes no embarrassment for the class. The data generated into an easy to read graph allowing me to plan what topics and key media vocabulary that needed to be reviewed.

In the weekly scheduled Library and Media Centre lessons, Y7R, Y7Y, Y8G, Y8Y and Y8B have also been using game based learning to enhance literacy skills through free educational websites such as [www.abcya.com](http://www.abcya.com) and BBC Bitesize. Fun, short and colourful games that engage the student's attention have been played whilst also improving spelling, grammar and punctuation skills and awareness.

Another aspect of utilising technology to enhance the student learning experience has been using QR codes. QR codes can be generated for different websites and links and in Year Eight we have been using them to study 'The Giver' by Lois Lowry. We have incorporated the use of QR codes into some of our wall displays and lessons. Year Eight Green used a QR reader which was installed onto the school set of iPads to research the author. They did this by scanning the codes which linked them to a range of multimedia sources including websites and video clips. This was presented as a scavenger hunt connected to the text. Allowing



students to use the QR codes has several benefits. They can choose to work on different research individually using their iPads, they can have fun whilst discovering what lies behind each code as well giving students quick and easy access to the internet for further research. The iPads allowed students to work independently and at their own pace, as well as giving them the chance to use the in-built support features such as a dictionary to understand words that they were unsure of the meaning.

**Ms J Cole - Secondary Learning Development Coordinator, British Section**



## CLOWNING AROUND WITH FOUNDATION STAGE ONE



**On** Tuesday 5<sup>th</sup> May, Year Eight Blue Drama Class went to visit Foundation Stage One students for two mini performances in character as colourful red-nosed clowns. Year Eight Blue students had been learning about the art and history of clowning and were excited to have the chance to perform what they had been learning in class in front of a real live audience.

Using a variety of different drama and clowning techniques, including song, mime, jokes, mirroring, balloons, slapstick and puppetry, Year Eight Blue devised together fifteen minutes of entertainment for their young Foundation Stage One audiences.

Starting with a group rendition of Heads, Shoulders, Knees and Toes led by 'Leader of the Clowns' Omar Koueider (Y8B), pairs of students performed their mini acts,

ending with another whole group rendition of 'If you're happy and you know it, clap your hands'. The best joke was by Abdelrahman El Bakry (Y8B) who asked the children, "Why did the banana have to go and see the doctor?" The teachers laughed as he answered, "Because it wasn't peeling well!" Youssef Sharaby (Y8B) wowed Foundation Stage One with his magic trick and Mohamed Fouda (Y8B) demonstrated his excellent juggling skills.

Students used facial expressions, gestures and funny costumes and props to comic effect. Costumes were created by the students; they used wigs, rubber noses, bow ties, large slippers and shoes, braces and other things they found at home.

The first performance was to Foundation Stage Yellow and Violet Classes and then the second performance was to Foundation Stage Orange and Blue Classes. Through both shows Foundation Stage One students were excellently behaved and giggled and laughed as the older students joked and acted in character. Ms. Broderick shared, "The children came back with big smiles on their faces and the teachers were exactly the same!" Ms. Khalil added, "The children loved it! Lovely to hear them giggling! Y8B did a very good job!" It was a great experience for all.

**Ms J Cole - Secondary Drama Teacher, British Section**



# Mathematics News

## Year Seven to Nine Assessment Week in the British Section



An MES Cairo graduate is articulate, pro-active, independent, creative and resourceful. During the Year Seven to Nine assessment week the Secondary British Mathematics Department decided to give our students the chance to exhibit these characteristics.

We could have given the students a written test and then calculated a percentage mark and a grade, but we do plenty of that already. Here was an opportunity to do something different. The purpose of assessment is to collect information and use it to improve the learning of our students. Written tests will tell us something about our students, but we are looking to know and understand our students in different ways. We allowed the students to follow their own preferences and talents and to show their skills and understanding in the best light. Giving a free choice of assessment mode allowed students to work in a way that motivated them and hence maximised their learning. All students were set the same task: choose a topic that you have studied in Mathematics this year and produce something creative that demonstrates your understanding.

We were very pleasantly surprised by the responses: a poem, a play, many posters, quizzes, a 'sequences' computer game, and a 'square roots' board game. Some students demonstrated their capability with ICT by producing Powtoons and Prezi presentations. Others demonstrated their understanding by writing a test and mark scheme for their fellow students to

complete. One student even produced a magazine featuring the character 'Mr Frekle' who guided the reader through the world of fractions, decimals and percentages. Many of the completed tasks are now proudly displayed around the department or hosted on Moodle so that other students can use them as part of their learning.

Other highlights included:

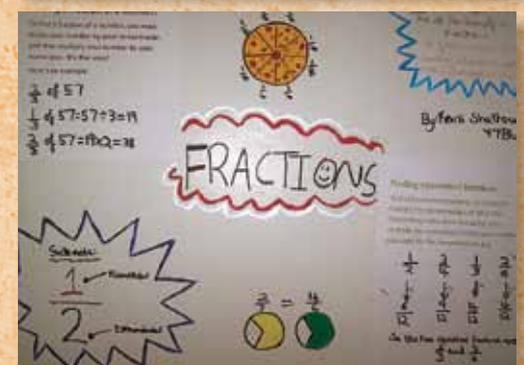
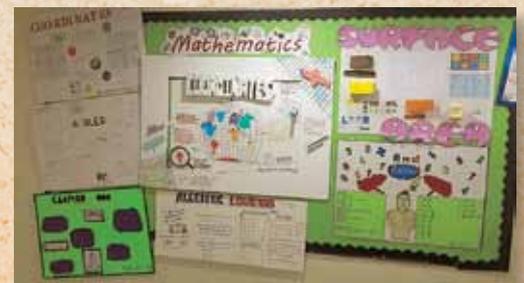
A *Mission Impossible* themed video showing how to calculate volumes of prisms, looking at attractions around the world - such as Big Ben, a London bus and a stadium in Rome - and finding estimates of their volume.

An interactive poster with a flipchart showing various quiz questions.

A cartoon episode of a mother and daughter talking about their assessment and its application in a very engaging manner, then moving on to a worksheet that tested classmates' knowledge through an answering and colouring activity.

A recording of a football being shot at different angles on a playstation game with descriptions of each angle and the best angle to shoot at.

So what did we, the teachers, learn from this? First of all, we were able to identify some common misconceptions – were there any aspects of their learning that the students often misunderstood? This will inform our teaching in the coming years. Secondly, we were able to identify which were our students' favourite topics, the topics that they understood the best. If there were any topics that the students wanted to avoid, perhaps we will consider different approaches to teaching those topics in order to make them more accessible.



Some students were surprised that there were no grades given, but is a focus on grades always a good thing? We wanted to offer our students something more precious than grades – a desire to grow their mathematical skills, knowledge and competence, a love of the learning itself and the satisfaction that comes from a task well done.

**Mr Sean Rayner - Head of Mathematics, British Section**

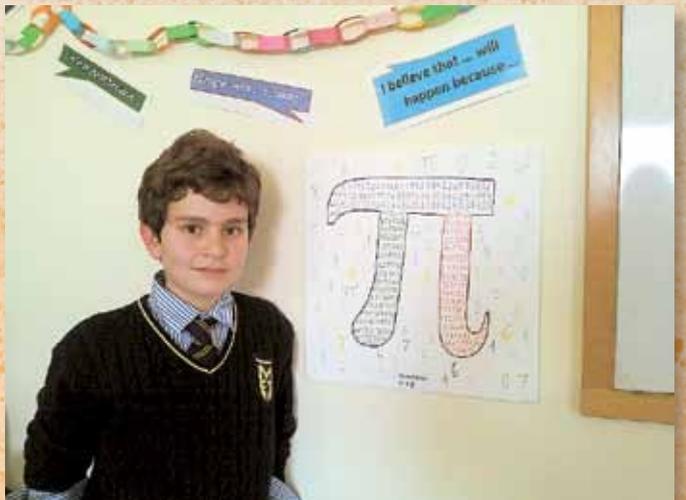
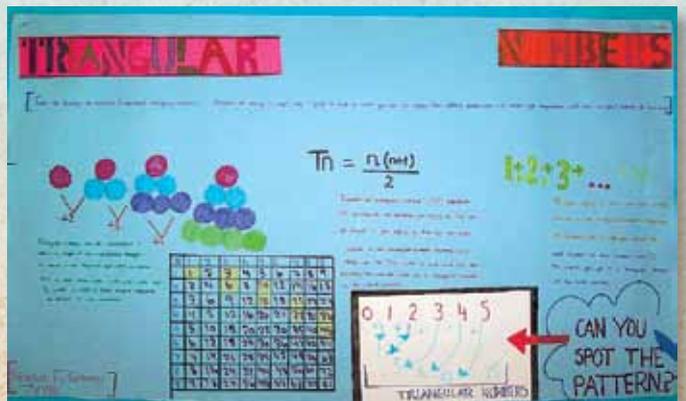
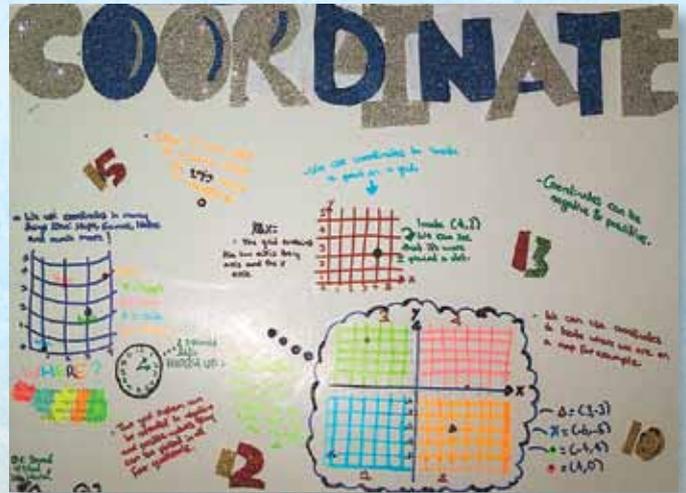
**Here is what the Mathematics teachers had to say:**

“This year’s project during assessment week was a real success. The students were fully engaged and presented their mathematical understanding in many different ways ranging from poems to role plays, videos and drawings. I was impressed by their creativity and enjoyed watching their enthusiastic performances.” **Ms Symank**

“The assessment week allowed students of all abilities to positively distinguish themselves. Some students submitted a project of exceptional quality.” **Mr Van Der Marel**

“The students were very enthusiastic and were keen to think of different ideas, linking them to real life situations and attractions around the world. They were particularly interested in assessing each other’s presentations and demonstrating their assessment choice to their peers.” **Ms El Rify**

I was apprehensive and sceptical about this activity. I thought that since the assignment was something that would not be included in their overall mark, it would simply not be done or be done poorly. Was I wrong! Students submitted their projects on time, and the quality of the projects was impressive. The presentations used various application platforms; the time and effort that students put in was excellent. Several of the presentations were of sufficient quality for me to use in my own classroom. One such project that comes to mind was a presentation about Venn Diagrams and Set Notation. Filled with excellent diagrams, it clearly showed a thoughtful and organised approach to the topic. The students not only took the assignment seriously, they came through like champions. I was very impressed that the students produced projects of such a standard.” **Mr Melanson**



# YEAR SEVEN TOTAL LEARNING

## MES Cairo Year Seven Students in Hurghada



It goes without saying that Key Stage Three has been enriched this year with many opportunities to learn outside of the classroom. At no time was the importance of these opportunities more clear than during the Year Seven Hurghada trip.

The aim of the trip was to raise students' awareness of the environment in which they live by engaging in a range of learning activities led by both their regular teachers and experts. Throughout the week, students at various times completed activities linked to all of their curriculum subjects as well as engaged in activities which highlighted their acquisition of Graduate Profile attributes.

The students found the trip to be extremely rewarding both academically and socially, with many students keen to get back to school to learn more about what they have observed.

This trip supplemented the hard work and learning which has been happening throughout Term Three in the classroom. The students who remained at MES Cairo engaged in a range of exciting classroom activities which ensured that they did not miss out on any of the learning opportunities.

Parents and teachers alike should be proud of the manner in which Year Seven conducted themselves on the trip. We have always known that they are polite, respectful and thoughtful young adults but this was the perfect opportunity for the rest of the world to see that too.

### The Boat Trip

The Red Sea is one of the most fascinating natural environments on the planet and a perfect place for a range of learning opportunities. Teeming with hundreds of species of fish and other marine life, there was plenty for Year Seven to explore, study and admire.

Each student had two opportunities to snorkel and study the sea life at close quarters. Led by expert guides and marine biologists, they soon acquired a wealth of understanding about what a precious and fragile environment the Red Sea is. Keen to know more, some students could be seen asking questions and engaging in zoological discussion for long periods of time after the initial presentations.

The majority of students were seasoned snorkelers and enjoyed spending the maximum possible time in the sea. Of course there were some students who had anxieties about being in the sea and snorkeling. However, as true MES Cairo risk-takers, they conquered their fears and took part in at least one snorkel each and soon realised there is nothing to fear.

Perhaps most importantly of all, students were given the opportunity to see the negative impacts of human activity on the natural environment during their visit to Magwitch Island. Both students and staff were shocked by the accumulation of rubbish on the island and were determined to do something about it.

For an hour in the heat, MES Cairo students laboured away collecting rubbish from the beach. Some of them had to be dragged away, wanting to complete the job they had started. This was truly a poignant moment of the trip with some of the students seeing that their roles, as future leaders, is to preserve the natural environment of Egypt as much as possible for future generations.

### Mr J Wise – Secondary English Teacher, British Section

Year Seven started this term's TOTAL learning topic, 'Environment', on 14<sup>th</sup> April, with the help of the Science Department. Mr Bullough and Mr McCaulay took students to ERTEKAA Sewage and Plastic Recycling Centre here in Katameya where they learnt how local people are being helped to live a healthier, more sanitary lifestyle and also earn money for their own education and improve their employment possibilities. It really is a worthwhile project and well worth a visit. Meanwhile Mrs Barakat and Mr Rainford took students to the Petrified Forest near Wadi Degla where students trekked across the dry nature reserve and experienced one of Egypt's most curious natural phenomena. All in all, a great learning experience for our Year Seven!

They then had the opportunity to expand their scientific knowledge by a trip to Hurghada to study the ecosystem of coral reefs. They learned how pollution could kill off these precious structures, home to 25% of all ocean life and so vital to our planet and also to Egypt's tourist economy. They studied symbiotic relationships, taxonomy and classification of marine life and discussed various myths about the sea. They also of course saw for themselves the beautiful spectacle that is the Red Sea reef system.

### Mr D Bullough - Science Department, British Section

#### Having fun while learning about the environment in Hurghada! Students' Perspectives

"The Hurghada trip was awesome! All the sights were amazing". That's what everyone in Year Seven has been saying and they are correct! Going over the desert dunes was a bumpy and thrilling experience, the Bedouin camp was atmospheric with delicious food, the snorkeling trip was great. The gorgeous water just made everyone want to jump right in and start swimming off the docks. The boat was a place where we could relax and talk. The food on this trip was so good everyone kept piling up their plates with all the culinary delights.



Many people say they had the most fun at the waterpark! When we first saw it we were speechless! We all had fun, zooming around and down the huge slides. Almost all of the students raced against the teachers and basically... the teachers lost.

We wrote a Survivor's Diary for English and answered questions about survival kits and items we need that we can find on an island or desert to help us survive. In Science we learned about symbiosis where creatures have adapted to work together or live in the same place and we also explored marine mammals and different fish, corals and coral reefs also algae and molluscs. For Art we drew the landscapes and we enjoyed learning about the local everyday life by writing down the features of beautiful Hurghada and the Red Sea for Geography. We also enjoyed learning history by creating medieval sandcastles. We had a lecture from Mr Mohammed and another from another Italian man with his colleague, Ivan.

It was an incredible experience! Everybody had a great time! From having dinner with the Bedouins to going snorkeling and enjoying the water park... it was all fantastic! **Shahd Atef (Y7R)**

We will always remember this amazing trip. A big thank you goes to the teachers. **Adel Serry (Y7R)**

We will always remember this experience because it was fascinating and we had a lot of fun. It was awesome! **Yehia Abdelsalam (Y7Y)**

**Saif El Bialy (Y7B) – Messenger Club journalist**

## Year Seven Target Setting Day

On 27<sup>th</sup> April 2015 Year Seven students got the opportunity to reflect on their academic progress.

Each student met with their Homeroom Teacher for 15 minutes to talk about how they feel they are doing, to look at their achievement so far and to set three specific targets to help them to reach their predicted level at the end of the year. Students will evaluate their performance after their exams in June and use this information to set goals in Year Eight. Both students and Homeroom Teachers found it a very valuable and enjoyable experience.

**Ms C Downey – Assistant Headteacher, Key Stage Three, British Section**



# Year Eight Total Learning - Enterprising You!



## Year

Eight students spent the last five weeks of Term Two working very hard on the Enterprise Unit of their KS3 Total Learning Programme, which culminated in a Celebration Day on Wednesday 1<sup>st</sup> April 2015.

The unit began with Impact Day on 15<sup>th</sup> February, when the students were introduced to the Enterprise Unit and competed against each other in teams, in the Egg-Drop Challenge – which was thoroughly enjoyed by everyone. Students had to build a construction to protect a raw egg, which was then dropped from the top of W Building, which was great fun. After that they worked hard for five weeks, in all their subjects – being very “enterprising”.

They produced artwork to display; they bought and sold teams, coaches and players in their PE lessons; they produced new innovations for the Science Fair and made promotional materials in Art and HRCF; they made videos of advertisements in English and worked on Profit & Loss Accounts in Mathematics. Every department included the theme of Enterprise in their Year Eight subject lessons.

The Celebration Day event on 1<sup>st</sup> April combined team activities and games in the MPH; a display of Artwork; their Science innovations were set up for the Science Fair and the day culminated in a Sports Tournament out on the field. Their innovations and creations were offered to both Secondary and Primary Students. The Primary School very kindly agreed to bring their students through the MPH in groups, to play the games on offer, look at the artwork and view the Science Fair. It was a very exciting for Year Eight, to include the Primary students in their Enterprise event and it made the day very special for everyone.

These teams made the most profit:

Team Name	Net Profit (LE)
1 <sup>st</sup> The A-Team	630
2 <sup>nd</sup> Team High	627
3 <sup>rd</sup> Five Strikes	606



In PE, 'Enterprise' was a very exciting unit for all involved. In the first lesson, the students organised themselves into nine teams. Each team started the unit with a fictional sum of 10,000 LE in their bank account. Starting fees for each team included purchasing a team name and copyright guarantee for 200 LE. There were opportunities every lesson for teams to earn money. Being the first team to be changed and registered, helping set up and clear away equipment, displaying characteristics of the Graduate Profile, officiating games, winning competitions and achieving Fair Play awards were just some of the many possible sources of income.



In the lessons that followed, the teams took part in a variety of PE challenges and tournaments. New indoor athletics records were set and the bank balances increased. Teams competed in basketball, handball, hockey, football and softball tournaments, winning substantial amounts of money for finishing in 1<sup>st</sup> 2<sup>nd</sup> or 3<sup>rd</sup> place.



Teams were responsible for keeping their finances up to date. Bank balances were updated every lesson and recorded on an account summary so each team knew how much money was in their account. Alongside the many available sources of income, there were also financial penalties that had to be paid by some teams. Being late to lesson resulted in a virtual 100 LE fine and forgetting PE kit resulted in a virtual 200 LE fine per team member. Other rule infringements such as failing to look after equipment, cheating, or displaying dangerous behaviour during the lesson resulted in substantial penalties.



The final PE Enterprise challenge involved all nine teams competing in a ladder tournament, playing an invasion game called 'Post It.' Teams moved up one pitch if they won their games and down one pitch if they lost. All teams were eager to move up to the top ladder and win the largest sum of money. Competition was close but the overall results are displayed below. Well done to team 'Jam' who finished the unit in 1<sup>st</sup> place with 17,350 LE in their bank account, making a healthy profit of 7,350 LE.



1 <sup>st</sup>	Jam – 17,350 LE	6 <sup>th</sup>	Smurfs – 13,630 LE
2 <sup>nd</sup>	X – 16,850 LE	7 <sup>th</sup>	TFC – 13,000 LE
3 <sup>rd</sup>	Lords – 16,450 LE	8 <sup>th</sup>	Mahabibabulls – 12,930 LE
4 <sup>th</sup>	Cougars – 15,380 LE	9 <sup>th</sup>	Corman – 11,700 LE
5 <sup>th</sup>	Greeners – 13,710 LE		

Ms S Creak – Business/Economics Teacher, British Section  
and Ms O Walker – Secondary PE Teacher



# YEAR EIGHT TRIP TO WADI HITAN



**Year** Eight students took part in a residential to Tunes Village and the Whale Valley. This was related to their TOTAL Experience, 'What I Can't Live Without'.

They stayed in an ideal eco-lodge just of Qarun Lake and had the opportunity to spend some time with the artist, Mohamed Abl. They listened to stories about his life, his art and his inspirations. After a very productive workshop, they visited a local stables where some got the chance to ride a horse. Busy

evenings were filled with workshops about the history of the Nile, creative writing and ghost stories. A visit to Fayoum Pottery School offered the students the chance to create their own pots and on the third day, we visited Whale Bone Valley where we saw the remarkable landscape surrounding Qarun Lake.

Passing though the National Park of Wadi El Rayan for a picnic with the Bedouins, we arrived at Wadi Hitan, a UNESCO World Heritage Site and studied the history of the findings of the Whales.

After a thrilling day of sandboarding, a lovely BBQ dinner, campfire, stargazing and marshmallows, it was time for bed before travelling back to MES Cairo the next day.

**Ms C Downey – Assistant Headteacher Key Stage Three, British Section**



# SECONDARY DESIGN TECHNOLOGY NEW LASER CUTTER!

**A**t the beginning of this academic year the school purchased a brand new laser cutter for the Technology Department. It took a few weeks for staff to get up to speed with the software and all the control settings, but once we got the chance to teach the software to students there has been no stopping us! As a Design Technology teacher with a background in engineering I know that students will have an advantage having experienced CAD from such a young age should they wish to study engineering at university.

Firstly, what is a laser cutter and what can it do?

You are probably familiar with a laser pointer, used to put a red dot on a screen during a presentation. These battery powered lasers are only able to produce a small coloured dot and nothing more, and are legally limited to 5mW (5 thousandths of a Watt). Now imagine super-sizing a laser pointer in size and power to 25W (that's 5,000 times more powerful). This laser beam is moved around via a set of moving mirrors and finally it's focused through a lens like when you use the sun to burn through a leaf with a magnifying glass. Our laser cutter has the power to cut through or etch the surface of paper, card, thin wood, thin acrylic, leather and even food – though we haven't tried it on food! It's extremely precise and tolerances of 0.1mm are no problem for it.

Now, a common question which you may now be asking is: If a machine "cuts it all for you perfectly" what's left for students to do?

It's a very good question, and yes, in some ways it does take away some of the skills required to cut and shape material, but, other skills need to be learnt in their place like producing effective designs on CAD (Computer Aided Design). A good analogy is word processing. Does Microsoft Word take the skill out of writing a story? Certainly not, but the skill of presenting work by hand is removed and in its place the writer now requires the IT skills to present and format the work appropriately.

OK, so enough of the theory. You want to see some results! Well, anyone who

watched Aida will have seen work produced on the laser cutter, though perhaps you didn't realise it. As you walked in you were flanked by 20 illuminated columns. These were topped with a variety of laser cut black acrylic lids. The hand held mirrors used by Amneris' maids were all laser cut. Also, almost all the hieroglyphics and Egyptian statue images you saw were laser cut, or stenciled using a laser cut stencil, such as on the boat and the inside of the tomb when Aida and Radames were buried alive.

The machine is used almost daily for student project work throughout the Year groups. On this page you can see many pictures of students' work.

**Mr B Higgs – Secondary Design and Technology Teacher, British Section**



# TECHNOLOGISTS IN THE MAKING



It has been another extremely busy and productive term where the students from the Technology Department have been busy in both the design studio and workshop putting the final touches on the various projects they have been working on.

Last term saw the DT Department heavily involved in producing artefacts and designs for Aida. These ranged from Computer Aided Designs for stencils, decorations and lamp shades all produced on our Laser Cutter to bows and arrows and shields produced from an array of unusual materials. Scarab beetles for the shields were made from polystyrene food containers from Fino Bakery and spray painted gold!

Our Middle school and Key Stage Three students have been developing their craft and design skills in the workshop and have learned how to use a wide range of hand tools and machines to produce their Paper Grippers. This is a simple yet clever design to enable notes and other documents to be stored and displayed on a wall hung wooden product. Year and Grade Eight students have been introduced to the world of CAD/CAM where products are designed using 2D software and produced using a computer controlled Laser system. The huge range of designs and styles produced for their mobile phone holders were amazing.

Our Senior students working on IGCSE through to A2 Level have used the skills, knowledge and understanding of design and manufacture

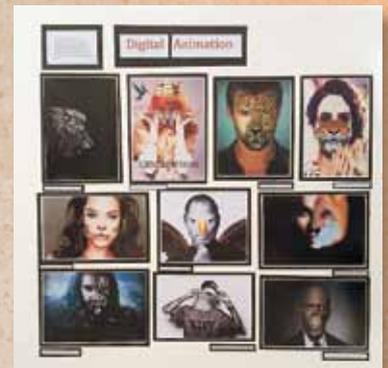
to produce a fabulous range of products. Again the Laser Cutter CAD/CAM facilities have been used heavily. These new skills and processes do not replace traditional hand craft skills but add a new dimension and outlet for their creativity. The ability to incorporate new technology into their working practices, to be comfortable using it and to develop the skill and confidence to use this technology as a resource is essential to their educational and career aspirations. These skills are transferable and will help prepare our students for the future.

The results of the work produced in the department by our students has been on display as part of the Art and Technology Show. Creative, unusual and technically complex, these works are a testament to the design and manufacturing skills of our students. From X-Box storage systems through riding saddle storage racks, make-up storage and display units from our IGCSE, through LED desk lamps produced by our AS Levels, the work is fantastic. The icing on the cake however are the one-off designs produced by our Year Twelve A Level students. These products, two lighting systems and a table based on the Burj-al-Arab are technically very complex but also beautiful products in terms of looks.

Our US computer applications students have been learning to use industry standard animation and digital image manipulation software. Everything from 'green screen' animations through transforming and augmenting digital images, our students have been able to produce some stunning work. These technologies are used throughout the film, animation, computer gaming, photography and media industries, and open our students' eyes to endless career opportunities. These skills coupled with the huge array of software and hardware knowledge taught by our ICT colleagues in the British system will help equip our students with the ability to use these computer technologies as a part of their everyday life.

Thank you, and well done to all staff and students, this has been a truly an exceptional year.

Mr D Walker – Head of ICT/Design Technology



## HUMANITIES DEPARTMENT NEWS

### Year Seven Castle Building

**Year** Seven has embarked on an exciting project where they had to design and build their own medieval castles.

Our Historians had to design and build their castles in a 25-minute challenge using scrap paper. This gave them a great platform to understand the structure and specific features on a medieval castle. Students also had to consider aspects such as food and water storage and preparing occupants to withstand a siege for possibly weeks at a time. Our teams had to work together by communicating effectively and listening to each other's ideas and they were extremely successful in doing this. To consolidate their learning and to show their understanding students then wrote a report on the features and function of castles and why William the Conqueror used them to gain control of Medieval England.



Castle Building

### Medieval Mystery in Year Seven

Miss McTigue's and Mrs Dixon's History detectives were hard at work this term investigating the brutal and gruesome murder of Thomas Beckett.

Our investigators were presented with a range of clues to help them decide who murdered Thomas Beckett. Was it the power hungry King Henry II? Or could it have been that his loyal knights that had decided to take matters into their own hands? Our Historians gathered the evidence and then decided which were most helpful to them in their investigation. After they had spent time analysing key pieces of evidence they then drew their own conclusions about the murder. To truly understand what had happened during the murder, Year Seven Blue made freeze-frames of the story. Not only are our Year Seven's great Historians, it is clear to see that some of them have a talent for drama too!



### Geographical Enquiry in Hurgharda



Our Year Seven students surpassed themselves on our recent Total Learning 'Environment' trip to Hurgharda. Our Geographers were challenged by undertaking some key IGCSE style skills for Geographical enquiry. Amongst these skills they conducted an environmental impact assessment to help them determine whether or not the tourism industry had a negative impact on the coastal environment of Hurgharda.

During their investigation our students identified the human and physical features of the coastal environment and considered the main uses for the coast in this area. Students continued to impress by drawing detailed field sketches of their area, taking time to label and annotate them so they could then assess the land use of the coast further.

We all agreed that we could not have had a more impressive setting for our lesson, it was indeed a 'classroom without walls'. With the spectacular Red Sea stretched out before us, standing on soft powdery sand, it really inspired us all to think about our beautiful environment and consider how fragile it is. I was so impressed with the maturity of all of the students as they made this realisation for themselves, and on this trip made some extremely positive steps towards protecting this precious environment.

Well done Year Seven! It was a true pleasure to share this experience with you.

**Mrs S Dixon – Head of Humanities, Secondary British Section**



Castle Building



Medieval Detectives

# PERFORMING ARTS NEWS

## American High School Advanced Theatre

If you have ever wondered where the inspiration for the likes of Charlie Chaplin, Laurel and Hardy or Buster Keaton came from, the students of Grade Eleven Advanced Theatre have the answer. The class is currently looking at the 16<sup>th</sup> Century Italian form of theatre known as Commedia Dell 'Arte.

This enormously popular style of improvised comedy entertained audiences in town squares with their array of exaggerated characters such as Pantalone, Pulchinella and Il Capitano. The troupe would have various scenarios in their heads but would improvise the actual dialogue and action in front of the audience. At times, the characters would speak directly to the audience, while the crazy antics carried on.

Using masks from the Trestle Theatre Company, a UK-based company famous for their mask work, the Grade Eleven students have been experimenting with the intense physicality required to communicate when hidden behind a mask. They have proved to be naturals at both the physical demands and the quick wit needed for improvised theatre, picking up a selection of Lazzi (specified routines) along the way. Their current scenario, "Fool's Gold", sees the miser, Pantalone, engaging his servants, Mortadella and Padella, to help him dig up what he believes to be buried treasure.

### Bopping to Bach with Grade Seven

Grade Seven students continue their exploratory lessons in the American Section Middle School by bringing the 18<sup>th</sup> and 21<sup>st</sup> Centuries together. Working either in pairs or individually, Mr Ronson's music classes have been researching the lives and music of the world's famous composers using iPads. Using the tablets allows the students to actually listen to the music of their chosen composer. Visual scores which play along with the sounds allow them to 'see' the music as it happens, deepening their understanding of the language of Music. The 'real world' is not forgotten in the project as the students also created posters and infograms about their composer.

It is a real pleasure to pop into a classroom of Grade Seven students to hear passionate discussions about Brahms, Vivaldi and Elgar. One student was even listening to Bach and dancing along to the Toccatta and Fugue!

### Mr J Todd - Secondary Dean of Students Grade Nine and Ten, American Section



# HERE WE GROW AGAIN

## ~The Importance of Place-Based Learning~

In 1938, a well-known educational reformer, psychologist and philosopher, John Dewey, talked about the importance of active learning. Active learning takes place when you are involved in concrete experiences to understand abstract concepts and to reflect upon those experiences so the learner can be deeply engaged in the material. This learning by experience is called experiential learning. Since that time, there has been additional research in this area, but none can refute this original idea. In fact, by focusing on content only the teacher misses out on the opportunity for students to develop their own opinions and ideas. Place-based learning combines learning experiences as described by Dewey with the importance of harnessing student's own imaginations and advance civic engagement and environmental stewardship. Armed with this information, the American section decided to forge ahead and build an eco-garden. Mrs Dajani and Ghada Dajani listened intently to the story of the rationale for the garden and they fully supported the idea so students could work on a real-world issue and engage in vast classroom extension activities across all discipline areas.

Mr Jonathan Todd assisted with the overall design of the garden and stated the following:

*The natural flow of resources along the shores of the Nile and its delta allowed the Ancient Egyptian society to flourish and grow all those thousands of years ago. Those clever farmers knew how to harness the power of nature and feed a nation. Their systems of irrigation and agriculture were so successful because they worked with nature's processes, allowing nothing to go to waste. In this age of intensive, factory-style food production, it can be easy to forget how well natural eco-systems can provide sustainability and growth.*

*As the whole world once again searches for a way of producing enough energy and food that is less damaging to our Earth, the American Section at MES Cairo proves itself to be among the trailblazers, introducing an "eco-garden" to the grounds of the school. This provides an amazing opportunity for students of all ages to participate in the planting, nurturing and harvesting of crops. They will watch the natural cycles of life ebb and flow, investing their own time and care. One day, perhaps, they will be able to take the knowledge acquired in this small corner of our school and use it not only for their own benefit, but also the benefit of the planet upon which we all depend.*





Ms Beth Vallarino has used the eco-garden as a part of her class and with the Pioneers programme. She stated, *The life of an MES Cairo student is typically action-packed and fast paced, and the eco-garden at MES Cairo has given students an opportunity to slow down, connect with nature, and be thoroughly engaged in their own environment. It cultivates imagination, creativity, and environmental stewardship. Gardening helps to hone our critical thinking skills. We ask questions like what plant grows best in the shade? We wonder what works with what? What should we plant and why? We investigate when we garden. We research and explore various options. Education must be more than imparting facts - learning must have value, not only in our classrooms but beyond. Through an environmental unit of study, Grade Eight English students researched, planted, and cared for garden flowers and plant life. The students researched and reflected upon ways to re-use and re-purpose items that would have just been thrown into the trash. The students reflected through blogged learning journals and within the context of a Socratic discussion.*

*The garden itself is more than just a few plants in the ground. It's more than just an array of beautiful flowers and bushy greenery. It genuinely is a collaborative effort between students and their natural environment. The eco-garden builds our community. It forces us to cooperate and be responsible for the environment we inhabit. Students improve it not just for themselves but for their peers, teachers and parents who can admire their work for years to come.*

The eco-garden has provided an opportunity for the intersection of disciplines where students can consider new ideas and explore different ways of thinking. By engaging in such learning opportunities it cultivates our students' practical intelligences where they are able to reflect, monitor, and adapt to new circumstances. In short, the world is not about memorising facts or the ideas of others. It is about being innovative, thinking of how to repurpose what was once considered outmoded, exploring ones passions and creating something new. In one word, synergy!

**Mrs D Ballard, American Section Principial, Mr J Todd, American Section Dean of Students for Grades Nine and Ten and Ms B Vallarino Eighth and Ninth Grade English Teacher**





# American Section News

## STUDENTS OF THE MONTH MARCH 2015



**Mona Heikal (G7G)**

Mona is an excellent student both in and out of class. She has made great improvements in all of her classes academically and socially. She gives her best effort and really focuses on the task at hand. Mona has made quite a turnaround and is a true role model to her peers.



**Mariam Ahmed (G8Y)**

Maya is a reliable, driven student who constantly strives for success. She turns in consistently excellent work and often helps her classmates understand and improve their skills. Her positive attitude and kind heart make her a welcome addition to any classroom.



**Yassin Osman (G9Y)**

Yassin is truly a great student. He works hard to always put in the extra effort (almost to a fault!) He spends some of his breaks with his teacher discussing history in order to deepen his knowledge. He is always kind to his peers.



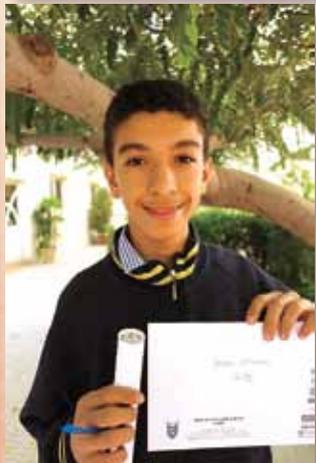
**Ahmed Radwan (G10G)**

Ahmed constantly shows his maturity and commitment and is a pleasure to teach and discuss ideas with.



**Youssef Abaza (G11Y)**

Youssef is hardworking, gregarious, and a leader among his peers in History. His interests range across drama, sports and academics, making him a true all-rounder.



**Mariam El Wahsh (G12G)**

Mariam is a hardworking, incredibly positive and enthusiastic student in English class. During group work, she organises the group members and refocuses them whenever someone gets off task. She is able to do this pleasantly and with a smile. When asked to express herself creatively, she dives into a drawing or visual interpretation and encourages her fellow students to do the same. In the two years I have had the honour of teaching Mariam, she has always been a bright spot in my day and an asset in the classroom.



# GRADE NINE ENGLISH LITERATURE HONOR STUDENTS HAVE A NOVEL EXPERIENCE!

**Congratulations** to all sixteen of Ms Vallarino's Ninth Grade English Literature Honors students who have completed their first novel! All students met the expectation of writing between a 35,000-50,000 total word count. They had seven months to complete this monumental task. The students then presented and spoke about their experiences at formal assemblies for Grade and Year Seven and Eight students.

**Laila Gamal El Din (G9R)** shares her experience writing her story:

32341 minutes which is the amount of time spent exclusively writing a 35,000 word novel for English class. That equates to 539 hours or 22 days. When I say 22 days, I don't mean 22 days where I had other things to do and people to talk to. I mean, imagine being locked in a room for 22 days with no food, no distractions just 22 days of pure writing and nothing else.

To put things in perspective, here are a few things you could do in 22 days:

- You could go on a plane ride around the world 7 times
- You could walk to Istanbul and still have two days to spare
- You could complete a trip to the moon and back 3 times
- You could watch the entire 'How I met your mother' series 8 times
- You could complete a lap around the track 27270 times

But of all of the things I could have done in those 22 days, I'm glad I chose to write a novel.

The feeling you get after writing a book (or completing any major goal) is a feeling that can't be compared to anything else. I'm afraid that using my words to describe it won't do it justice but I'm going to try.

I can't speak for my classmates but personally, when I finished my novel, I felt an odd mixture of relief, ecstasy, and a bit of grief. Grief because this novel, this thing that you've been working on for so long, has come to end. It's not the sad kind of grief but the kind of grief you experience when saying goodbye to a friend you know you won't be seeing for a while. It is relief because it is the end of that constant voice in the back of your head saying "Work on your novel. Go write something. You have to write three thousand more words by tomorrow night." When finally, ecstasy because all of those long nights of writing, all of those cancelled plans, all of the hours spent staring at a blank page trying to figure out what to write next all finally pay off and that that feeling is beyond description. The closest thing I can think to compare it to would be like floating on a cloud while a unicorn flies by!

Finally, I'd like to thank Ms Vallarino for pushing us to do our best the entire time and constantly helping us improve, both in our writing and as creative, resilient people.

**Ms E Vallarino – Middle School English Teacher, American Section**



# GRADE NINE VISIT TO GEZIRA DAHAB

On 12<sup>th</sup> May a group of Ninth Grade Biology students from MES Cairo had the opportunity to visit an agricultural island in the Nile. After the field trip each student wrote a book about their experience. Here are a few excerpts:

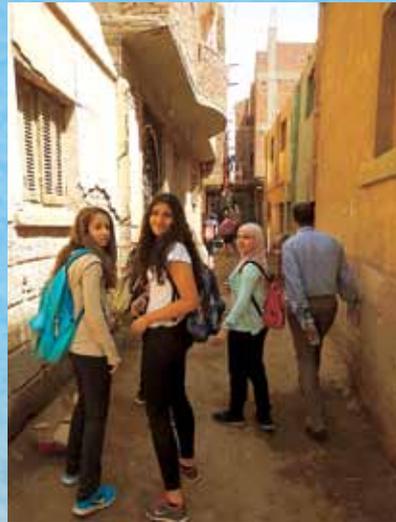
Gezira Dahab is an island in the middle of the Nile in Egypt. About 15,000 people live there today compared to the 90,000,000 people in Egypt. Originally, Gezira Dahab was called Gezira Yakoub, after a man who used to live there. However, the island's nickname is Gezira Dahab which means Gold Island.

It is a beautiful and peaceful island. It has many different animals such as goats, roosters, cows, turkeys, sheep and water buffalos. It's very rare to see all these animals in Cairo, especially with the lack of greenery and all the pollution in the air. Gezira Dahab also has many plants including corn, tomatoes, marigolds, onions, mint and wheat. One of the most important crops that they feed to animals on Gezira Dahab is called barsim. In English it's called alfalfa. The island's most crucial agricultural crop exported is milk. Unfortunately, the education on Gezira Dahab isn't good. There are no schools on the island with the exception of one kindergarten. If the children want to go to school they have to take a boat to Giza. The only way to get around is by a bicycle, motorcycle or donkey.

Before this trip, I never really knew that islands existed in Egypt. The first thing I saw once I left the dock was a beautiful church. Instead of a street and cars, there were cows, ducks, donkeys, and roosters. There were also many drawings on the walls. My friend and I met a five year old girl. She had just come from school and told us that she learned the ABC in Arabic and then she said it to us.

Personally, the best thing about this trip was getting to see how other people live and realising how thankful I am for having the life that I have. **Natalie Bishay (G9G)**

This trip showed us the amount of effort farmers put in just to make money for their children and live a plentiful life. As I was walking, I saw cows and donkeys casually walking next to us. I heard people talking in Arabic who



There are no roads on the island, so the donkey is used for transportation. They use donkey waste as a fertiliser for the crops.



were confused as to whether we were Egyptians or not. As I walked through the island, I would greet them, "Salam Alaikum" and they would immediately realise that we were not foreigners. One of the best things I liked about this island was that I was welcomed by everybody. We had one conversation with three young men who educated us about the crops they grow on the island and how it was tiring for them to go to the mainland just to get to school. **Omar Abou El Nour (G9R)**

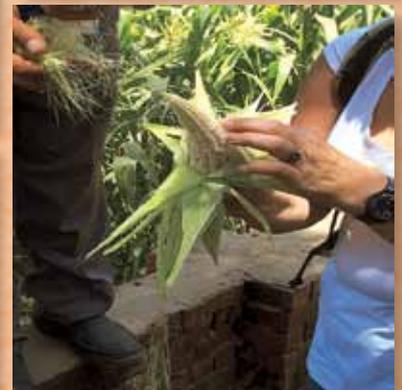
Gold Island has an environment I have never seen in my life. There is so much agriculture and it was very interesting visiting and finding out where Cairo gets all of its crops. While we were walking, I talked to many farmers and found out the name of many crops. We found out the English word for barsim is alfalfa, which he told us was almost everywhere on the island.

We went into the town where there were many houses and shops. I talked to three women who were very nice and welcoming. They mostly talked to me about what women did on the island. **Sara Canelli (G9R)**

**Mr G De Nevers – Secondary Biology Teacher, American Section**

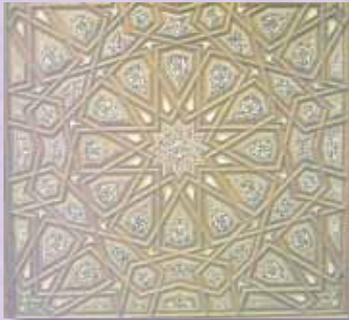


'There were many different kinds of drawings, which I personally found very interesting'. Natalie Bishay (G9G)



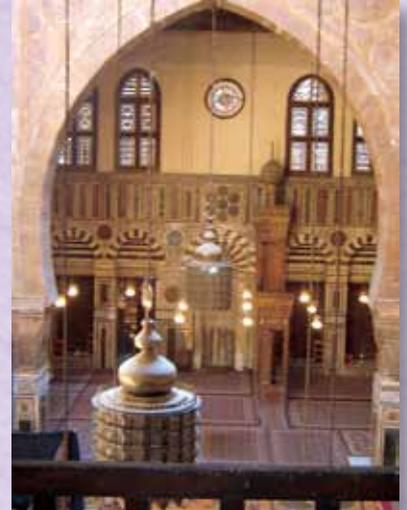
On Gold Island one of the crops we saw was corn. Ms. Castleberry showed us how the farmers pull on the corn, release it from the plant and peel it from the bottom.

# ADVANCED PLACEMENT (AP) WORLD HISTORY ISLAMIC CAIRO TOUR



Twenty-two students from the AP World History class took a historical tour through Cairo as part of their course. Their task was to assess how architecture was used to portray authority by matching their observation of buildings to their knowledge of the historical setting to develop these ideas.

Our first stop was the Sakakini Palace, a turn-of-the-century villa near Abbasiya. Just beginning its restoration, the building is not open to the public. Students circled the grounds though, and used the exterior decorations to determine the building's time period and some cultural context.



From there, we headed south to the Sultan Hasan mosque. Built at the time of the bubonic plague, it contains a hospital and other facilities. After exploring its vast interior, we crossed to the adjacent Mosque of Al Refaie. Despite looking weathered, it is a mere 120 years old and is the final resting place of both members of the old royal family and the last Shah of Iran.

The next leg of our tour led us through the Darb El Ahmar neighbourhood. We visited several sites here, including the Mosque of Khaitbey. We were thrilled to go 'backstage' in the mosque of Al Ghouri, peering into the prison in the basement, looking at the stained glass windows from close up and climbing the minaret to look out over the historic heart of our city.

After six mosques and a quick lunch, we travelled back to MES Cairo where students were able to consider the trip including these thoughts, which came from one of their follow-up assignments:

"Getting to go through history starting from the 1300s all the way through the 1900s in one day was amazing. The sights spoke more than any textbook possibly could." **Rana Zaki (G11G)**

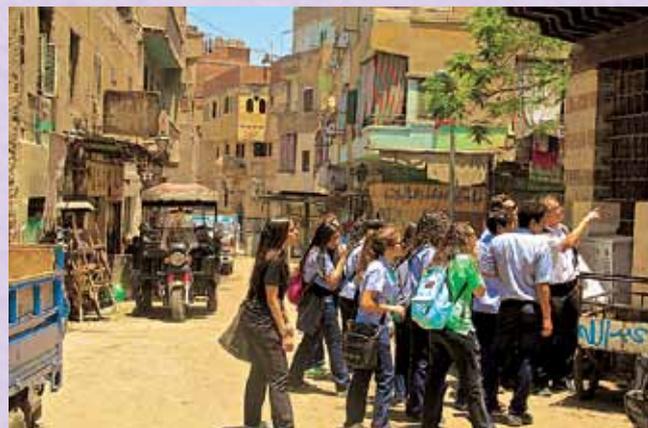
"I learnt that our country is beautiful, if only we appreciate its cultural value."  
**Carol Botros (G11Y)**

"I won't describe this trip like it occurred in a vacuum but in the context of AP World History, another example of us taking a closer look at an environment and analysing why it's the way it is: we saw both the poverty and the beauty of Egypt; we saw examples of leaders asserting their wealth and power; we saw remnants of once-great societies in the midst of a slum."  
**Sherief Hamdy (G11G)**

"The areas we visited might be very poor; however, they were all filled with rich and beautiful mosques. I enjoyed watching the differences in the designs of the mosques as they were built at different time periods, and I actually liked the older ones more." **Zeina El-Zayadi (G12R)**

"The most astonishing aspect of visiting Islamic Cairo is how the historical monuments are still bustling with activity. The area has remained unchanged through time, with people still visiting the mosques as part of everyday life that has remained unchanged for centuries."  
**Mohamed El Refaei (G11G)**

**Mr T Roodvoets – Global Studies/AP History Head of Department, American Section**





# VIVA ESPAÑA!

## MES CAIRO SPAIN TRIP 2015

### YEAR/GRADE SEVEN, EIGHT AND NINE



**Early** in the morning on Monday 13<sup>th</sup> April, a group of forty enthusiastic Spanish students and four MES Cairo Secondary teachers departed from Cairo airport and flew to Fiumicino Airport in Rome, where they enjoyed a brief transit stop and quickly flew on to their target destination - Barajas Airport in Madrid, Spain.

We arrived in Madrid to find that the weather was just as we hoped – basked in glorious Spring sunshine! We immediately headed for the city centre, where we enjoyed lunch followed by a walk around Madrid and an exciting tour of the fabulous Bernabéu Stadium – home to Real Madrid - 'El mejor club del Mundo'!



The students were awe-struck as they were led through the tour by a starry-eyed Mr Perry. Even Ms Sheehan, not known to be a fan of football, was highly impressed by this atmospheric tribute to all that is world class sport at its most magnificent.



We left Madrid early on the same evening and traveled by coach to Alcalá del Júcar, the picturesque Spanish town that would be our home for the next five days. There we enjoyed many thrilling activities whilst developing our social and cultural awareness, as well as our skills of resilience, risk-taking teamwork, independent learning, leadership and communication skills. We also raised our personal fitness levels as the experience involved much walking and climbing.

Each day we focused on two exciting activities. We enjoyed the zipline, wall climb, canoeing, rafting, kayaking and paddle surfing in the Jucar and Gabriel rivers the most. We also learnt how to tie

different kinds of knots and how to use ropes to help rescue people who might be trapped or in danger.

On our final day we participated in an orienteering exercise where we were given clues and moved around the town in four groups, learning about the history and attractions of Alcalá del Júcar, which is an interesting town that has its own bull ring, and even a small castle!

A highlight of the trip was the MES Cairo bright red trip 'Hoodie'. It helped us to bond as one large team of travellers and it meant that we could all see each other immediately wherever we went as a group. It was particularly useful when we were travelling through Fiumicino in transit.

On our final evening in Alcalá del Júcar we were treated to a disco party that included refreshments, table tennis, football and lots of dancing!

We arrived back in Cairo on Saturday 18<sup>th</sup> April at 4pm, tired but much wiser, fitter and definitely more 'Español' than we were before!

**Ms S Sheehan – Head of English, British and IB Sections**



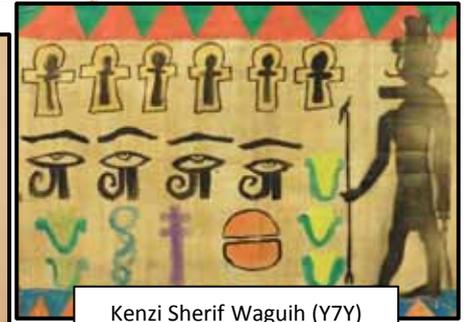
### Year and Grade Seven – Ancient Egyptian Inspired Outcomes

As promised in the last MESSenger, here are the final outcomes from Year and Grade Seven from their Aida/ancient Egyptian inspired projects. Students focused on how to organise a composition using the figures, symbols and patterns that can be found in the plethora of amazing ancient sites around the country. They then had a choice of media to use, collage, paint or spray paint. For the spray painting the Design Technology Department had very kindly used their laser cutter to produce some amazing stencils of the gods and hieroglyphics. If students chose to paint, they focused on honing down their skills with the brush, to give their pieces a fresh crisp look that the ancients would have been proud of. **Mr. L. Simpson – Head of Art**

Ziad Sherif Saleh (Y7G)



Jumana Lars Mourey (G7Y)

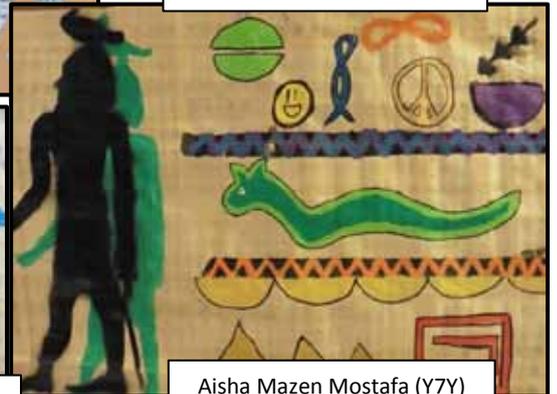


Kenzi Sherif Waguih (Y7Y)

Kirmina Hazem Sadek (G7R)



John Maged Magdy (G7R)



Aisha Mazen Mostafa (Y7Y)

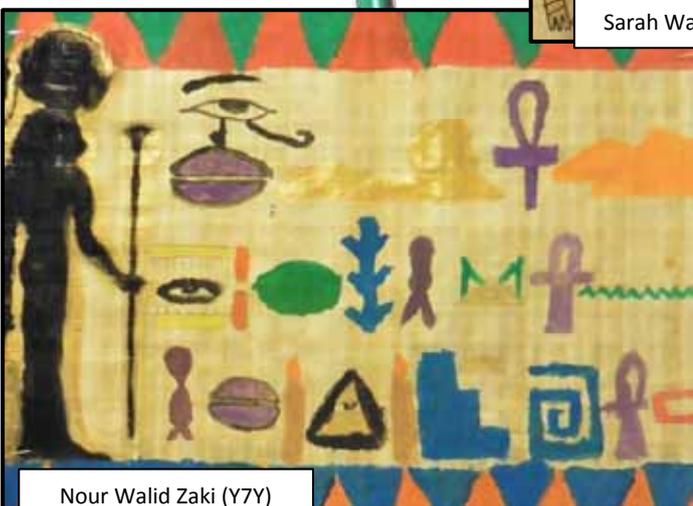
Aly Moahmed El Shakankiry (Y7R)



Sarah Walid Sabek (Y7R)



Nina Sofia Battioni (G7Y)



Nour Walid Zaki (Y7Y)



Abdelrahman Haytham Riad (Y7G)

### Year Eight TOTAL Learning - Enterprise

Year Eight students worked on a very exciting project in Term Two entitled 'Art as Business' for their whole year Enterprise Day. Each Year Eight class came up with a company name and designed a logo. Art in a vocational context, art as a money making business and product design were explored, and a natural competitiveness between the classes for who would be the most successful company and business person was started. The students performed brilliantly, raising thousands of pounds for charity. They should be very proud of themselves and all the extra hard work and time they invested, but also their creativity and tenacity to sell. Thank you to all the staff and students who purchased some art. A very good investment in the future when our Year Eight grow into successful global citizens. **Ms. K. Tapsell – Art & Photography Teacher**



### Year Eight TOTAL Learning Continued...



### Congratulations *Red*

Congratulations to Y8R's Red Dots company who raised the most amount of money as a group and to Maya El Hawil for being the most successful business person from Year Eight, with her sister Hala running a close second with their extraordinary crafts of bracelets and scarves respectively.

**Ms. K. Tapsell – Art & Photography Teacher**



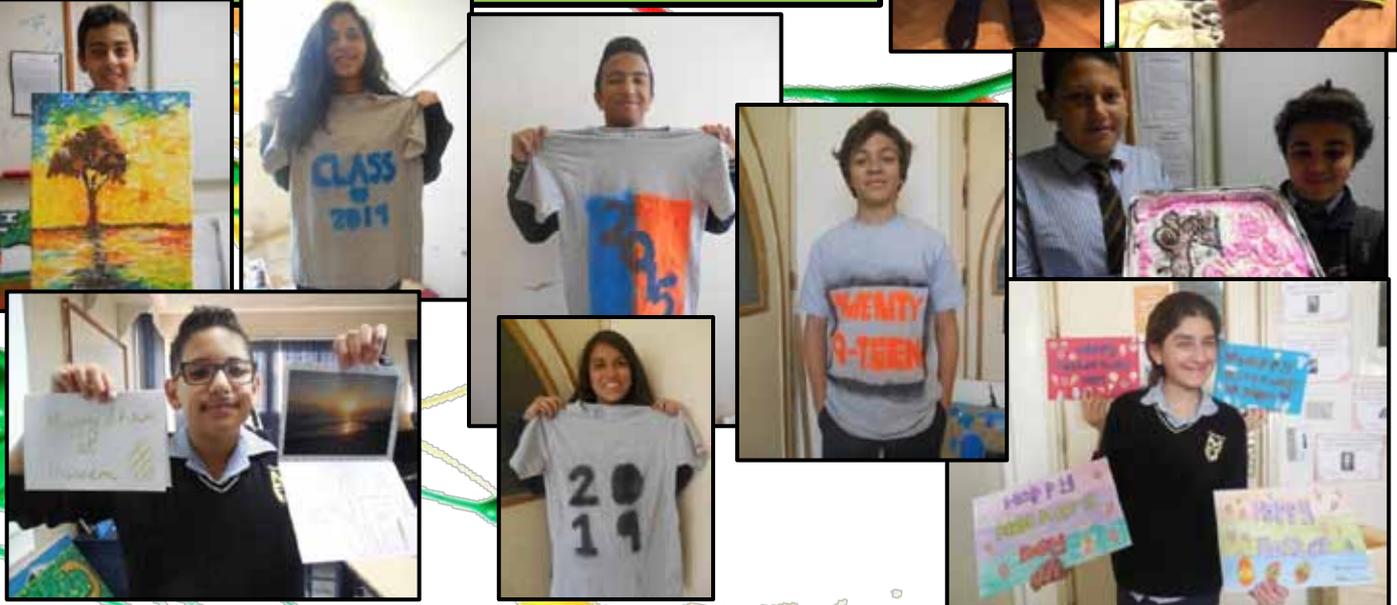
Maya El Tawil (Y7R)

Hala El Tawil (Y7G)

### Grade Eight

Well done to Grade Eight Green, who also had their own enterprise project, all students were super creative! A special mention to the clever and yummy cake decorated with the 'Mona Lisa' and Gustav Klimt's 'Tree of Life' by Hussein, Khalid and Abdallah.

**Ms. K. Tapsell – Art and Photography Teacher**



### Grade Seven

Grade Seven have created 3D bird sculptures using recycled bottles and tissue paper. Their work was inspired by Egyptian mythological birds and the work of Niki de Saint Phalle. Grade Seven learnt how to work with three dimensional materials and applied their understanding of colour theory from the first unit of learning.

Ms. L. Hedges – Art Teacher



### Grade Eight

Grade Eight have been looking at portraiture. We started the unit with drawing self- portraits and looking at the proportions of the face and how to apply a range of different values and tones. As a homework Grade Eight took photos of faces they saw in different everyday places. They combined these two ideas with the work of Julian Opie to create very interesting final painted portraits.

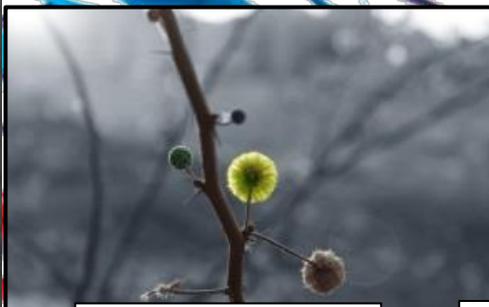


## Photography

This year in Photography we learned about camera functions and the hardware involved in taking pictures. Currently, we are continuing our studies of various subject material and how to apply composition techniques in order to make these subjects appear artistic and interesting.

**Mr. B. Myers – Art Teacher**

Shams Arafa (G12G)



Youssef Yousri (G12R)



Sherien Shatta (G11B)

Each student shot a photograph in black and white and then added colour to the image using Photoshop.

Mariam Kerolos (G12Y)



Each student shot a photograph in black and white and then students took photographs of two different scenes and then combined them to create one powerful composite image.

Sherien Shatta (G11B)

Norhan Selim (G12R)

Nouran Jaouda (G12B)



Amina Shiati (G12Y)



Ahlam Shawkat (G12B)

Menatallah Shaarawy (G11B)



Ahmed Heiba (G12B)

Miriam George (G12Y)

## Pre-AP

Pre-AP Art students have worked to build a broad portfolio of artwork this year. After recently finishing some short studies in drawing, we are now beginning to investigate how texture can be used to create an effective design.

**Mr. B. Myers – Art Teacher**

Randa Khalil (G11R)



Mahinar Galal (G11G)



### Year Nine IGCSE Art

Year Nine students have been focusing on self-portraiture this term with some fantastic results. For their first large outcome they looked at the process of 'gridding up' and then produced a simple A2 drawing. From these skills they then went on to develop their own compositions in acrylic. A self-portrait is a very difficult and challenging piece for any artist and the Year Nine students really rose to the task. Each painting is a unique reflection of the skills, interest and personality of that student. To compliment this piece the next task was to come up with a composition based on the theme of 'Identity'. This was to prepare them for their end of year exam. All of the Year Nine work can be viewed at the whole school exhibition in the administrative building.

Mr. L. Simpson - Head of Art



Farida Soliman (Y9B)



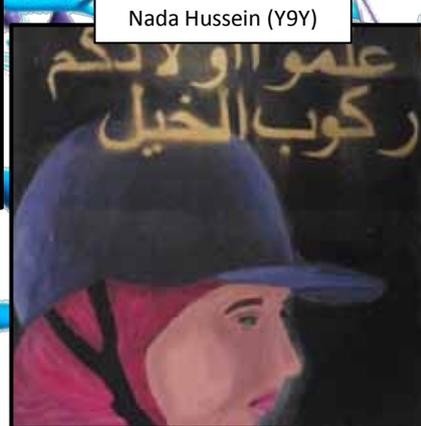
Nadim Osman (Y9R)



Bushra Mettawa (Y9B)



Lama Amin (Y9Y)



Nada Hussein (Y9Y)



Tala Mosalam (Y9R)



Natalie Osman (Y9Y)

### Year Nine IGCSE Photography

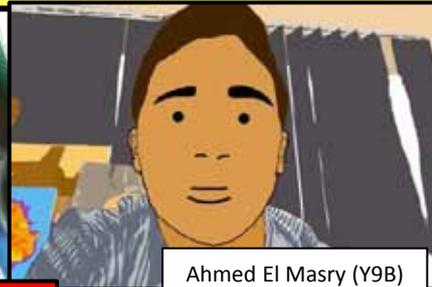
Julian Opie is a contemporary British artist, who is part of our Art Masters display that you may have already seen presented in the entrance to the art department. Year Nine IGCSE students have investigated his digital techniques and applied them to their photographic work. The students were tasked with creating a 'cartoon' style face that was recognisable as themselves, which they did on Photoshop by building layers of colour and shape integrated onto their own portrait photographs. Students were then asked to work collaboratively to share their self-portraits and photograph their classroom environments to combine the Julian Opie style photography with realistic looking photography. We hope you enjoy their work and can recognise the talented young photographers in their classrooms. We all found it a very enjoyable project, with lots of problem solving and exploring and the students are very proud of their work.

**Ms. K. Tapsell – Art and Photography Teacher**

Ahmed El Masry (Y9B)



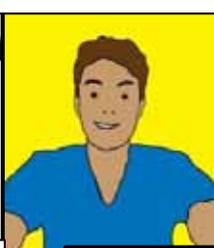
Ahmed El Masry (Y9B)



Zein Noaman (Y9R)



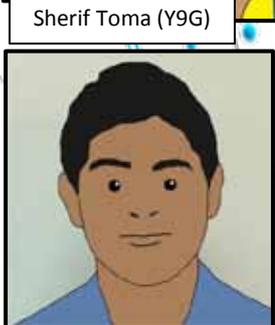
Zein Noaman (Y9R)



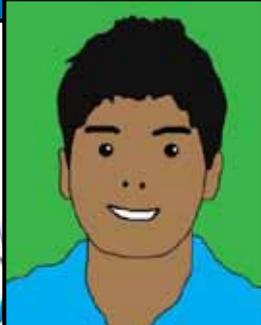
Abdelaziz Said (Y9R)



Sherif Toma (Y9G)



Sherif Soliman (Y9Y)



Ezzeldeen Elmaghraby (Y9R)



Laila Diab (Y9Y)

Aly Samy (Y9R)



Mia Jodrell (Y9G)





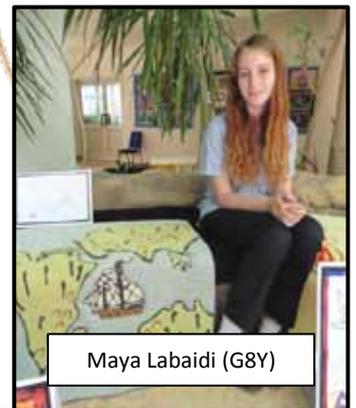
## Rug Competition Winners 2015

This is the third year of our design a rug competition in partnership with Oriental Weavers. The theme for our students was to represent the 25<sup>th</sup> Anniversary of MES Cairo. We received a huge amount of entries, making the final judging process very tricky indeed. A massive congratulations to all our winners, and to Seif Amr Kassem (Y7B) who was absent for our photoshoot, as you can see they created some fantastic work that was then turned into tremendous rugs!

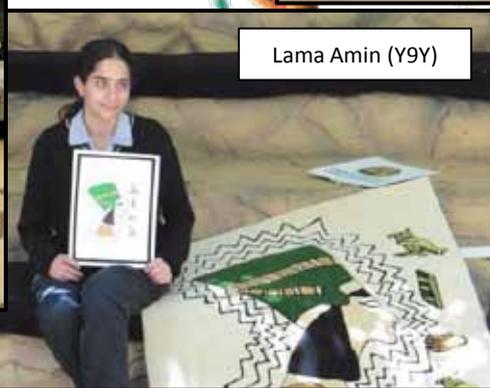
Mr. L. Simpson – Head of Art



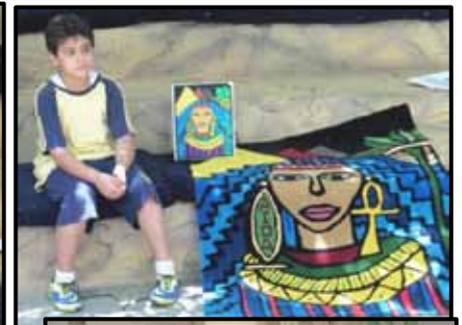
Youssef Poulis (G7R)



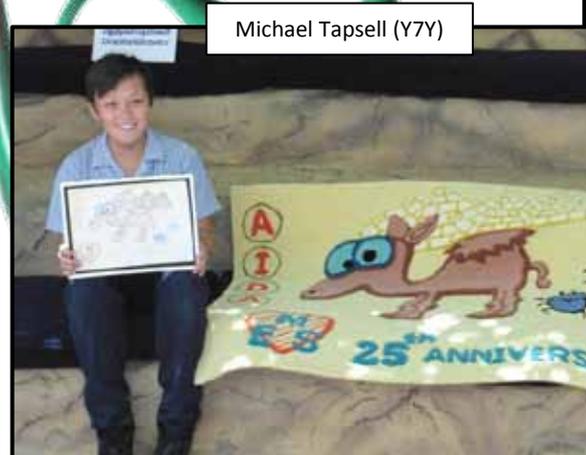
Maya Labaidi (G8Y)



Lama Amin (Y9Y)



Nour Mounib (Y6R)



Michael Tapsell (Y7Y)



Maya El Tawil (Y8R)

## Primary and Secondary Murals

Since living in Egypt I have had the pleasure of meeting lots of new people, one of which was the exciting British photo realist street artist Neil Edwards. After meeting him and discussing his numerous worldwide projects I knew that a collaborative project between him and MES Cairo artists would be amazing. Mrs Dajani was wonderfully supportive and agreed to commission two murals to mark the MES Cairo's 25<sup>th</sup> anniversary.



Neil has spent time running workshops with Grade/Year Nine and Grade Ten where his expertise and knowledge of the design process have proved invaluable in the development of the pupils' skills. Neil worked with the students to create a design that shows the student's journeys through MES Cairo from Foundation Stage to Senior year. In the Primary school Neil ran assemblies for all age groups and a competitions to design the mural. The standard of work that was submitted was incredibly high. Neil combined the pupils' ideas with his own to come up with the final primary mural design.



A few lucky students have had the opportunity to work on the wall with Neil, gaining first-hand experience of the pressures of not being able to erase their marks and produce a public piece of work. Neil's work is truly magnificent. Creating a large scale out of a photo is an extraordinary process. He first divides the wall into squares to include the small details that gives the scale a more effective image. I think that this artwork is amazing and shows how a student evolves from one year to another.

**Ms. L. Hedges – Art Teacher**

## Art, Design and Technology Show 2015

This year's whole school Art and Technology exhibition, 'A Visual Journey', was opened by Egyptian contemporary artist Khaled Hafez and Mrs. Dajani on the 18<sup>th</sup> of May. The opening ceremony was well attended by parents, students and staff. Mr. Lee Simpson and Mr. Doug Walker compared the celebration with aplomb, both of them emphasising the creative process that MES Cairo students undertake in the production of their work. Shout outs and big ups were given to all those involved in putting together the visual extravaganza, with an extra special mega thank you to the one and only Lamia Afifi. Mr. Hafez delivered some wise and inspiring words encouraging our young artists and designers to keep working hard, and then we were onto the award winners. MES Cairo's finest artists and designers were acknowledged for their talents with a certificate and gift voucher kindly provided by Mrs. Dajani. Attendees were then unleashed into the administrative and primary buildings to see fantastic work on display.

Mr. L. Simpson – Head of Art



Primary		
#	Name	Year
1	Malsk Haky	Yr 1 V
2	Reem Ahmed	Yr 2 R
3	Amina El Sherif Farag	Yr 3 B
4	Seleem Tamara	Yr 4 V
5	Yassin El Antably	Yr 5 O
6	Fayrouz Badr	Yr 6 B

Secondary		
Art and Photography – American Section		
#	Name	Year
7	Jumana Lars Mourey	Gr 7 Y
8	Mays El Lababidi	Gr 8 Y
9	Nour Rizk - Gr 9 Y	Gr 9 Y
10	Ahmed Radwan	Gr 10 G
11	Sherien Shatta	Gr 11 B
12	Miriam George	Gr 12 Y

Art and Photography – British Section		
#	Name	Year
13	Shahd Atef	Yr 7 R
14	Mariam Zaki	Y8Y
15	Bushra Mottawa	Y9B
16	Salma Shamy	Y10G
17	Malsk Dahroug	Y11B
18	Zeina Salem	Y12R

IB Visual Art		
#	Name	Year
19	Zubaydah Jibrilu	DP 11R

Digital Art and Design – American Section		
#	Name	Year
20	Nour Abed	Gr 9 G
21	Layla Omar	Gr 10 R
22	Omar Tarek Atis	Gr 11 Y
23	Nada Mourad	Gr 12 G
24	Omar Abdel-Salam	Gr 12 B

Design Technology – British Section		
#	Name	Year
25	Kareem Abbas	Yr 7B
26	Nafisa Jibrilu	Yr 8G
27	Omar Sadek	Yr 9B
28	Amira Madbouly	Y10Y
29	Tareq Eltantawy	Yr 11G
30	Karim Shaltout	Y12G

Design Technology – American Section		
#	Name	Year
31	Nina Battioni Gr 7Y	Gr 7Y
32	Amr Amin Gr 8G	Gr 8G

## Art, Design and Technology Show 2015 Continued...



# SECONDARY LEARNING DEVELOPMENT DEPARTMENT AND GIFTED AND TALENTED



As the academic year draws to a close, it is a time of reflection for our department as we look back on the successes of the year. We are delighted that many of the students that we work closely with have made progress and some have even been recognised for their success by being added on the Honor Roll, being awarded Student of the Month or have been accepted onto the National Honor Society and National Junior Honor Society. We have monitored the progress of all our students using a range of information, data and teacher feedback as well as close analysis of the Cognitive Abilities Test (CAT) and Measures of Academic Progress (MAP). This will be used to inform planning in September.

We help a wide range of students across the British and American sections in Secondary. We work closely with teachers, homeroom teams and Assistant Heads/Deans to deliver high quality differentiation for our learners; whether they have learning differences such as dyslexia or dyscalculia, need support with English as a second language or have physical or sensory needs. We also lead the Gifted and Talented Programme which identifies our most able students and promotes enrichment activities across the curriculum. We celebrate the successes of these students with a newsletter for parents called *Aspire*.

We give regular mentoring and support in core subjects across the British Section and American Section from the whole team and Mr M Makram, Ms R Geoshy, Ms M Farag and Ms H Mansour have made themselves available at break times to assist students with their homework or to recap and review topics studied in class. This is further supported with a dedicated Homework Club in the Learning Media Centre two days a week with Ms T Kolesnikova, Mr C Norman and Ms C Williams. Gifted and Talented students have all been encouraged to attend an After

School Activity of their choice with MESSenger Club, Little Einsteins and Lego Robotics being popular as well as the many sports teams on offer at MES Cairo.

Ms T Kolesnikova has been updating our departmental Moodle pages to help students access help when at home. The Learning Hub page includes useful study skills information. Aiming High is for our Gifted and Talented students and offers them resources and materials to challenge them. We have also created Study Skills and Revision Workshops on Moodle for both the British and American sections complete with departmental study guides and information on how to study and cope with exam stress. We have also organised exam accommodations and invigilation. We have been liaising with the Primary Learning Development Department and supporting the Key Stage Two transition from Year Six into Year/Grade Seven and look forward to welcoming the new students who join us in Secondary in September.

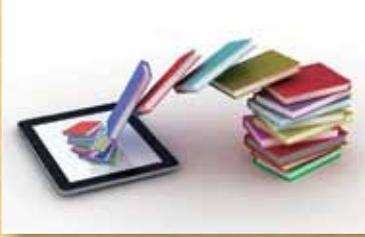
Mrs J Cole has been representing the Learning Development Department at the OPC 1 Committee which looks at improving Literacy and teaching and learning across the Whole School. Mr C Norman and Mrs J Cole have been active participants of the joint Primary and Secondary WIRED Hack learning of new technologies that can support and enhance our student learning experience. We have then shared this information with our department and trialled in classes. We also blog about our experiences so that other teachers can learn about what we are experimenting with in class. This term, as a team we used departmental time to learn how to utilise Nearpod, Powtoon, QR Codes, Storyboard That, Plickers and Game Based Learning. Ms M Hanno and Mr C Norman have been investigating a new Individual Education Plan Writer from the USA which they will begin using in the new academic year in the American Section.

As a team we have discovered the learning potential through the use of Apple iPads... from an interactive learning app to built-in dictionaries and accessibility options that enable students to independently create and learn in class.

**Mrs J Cole - Secondary Learning Development Department Coordinator, British Section**



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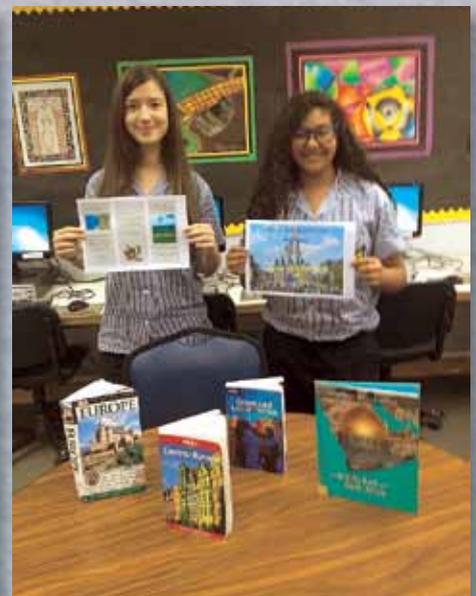
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I like eBooks because they are portable – you can have them on any device. I look forward to checking out eBooks over the holidays when the library is closed. **Hana Mahgoub (Y7B)**

I have previously downloaded on or two eBooks onto my iPad but I enjoyed discovering more about the eBooks that we are very lucky to have access to via our LMC. eBooks can be described as on-the-go pocket or bag-sized whole libraries for immediate reading, whenever and wherever you want! The selection we have access to at school is filled with some of the Learning Media Centre's greatest books, carefully chosen by Ms Klein and Mr David. I think that having eBooks is awesome and personally, I use the eBook library all the time. **Saif El Bialy (Y7B)**

## Reading and Research in the Secondary Library

Students in the Secondary Library have many opportunities to nourish and develop their interest in reading and research.

Grade/Year Seven and Eight learners become more independent in selecting books during their regularly scheduled library visits. Our librarian, Ms Klein gives book talks on a variety of interesting titles: new books, engaging nonfiction, eBooks, popular fiction titles, graphic novels and more, giving students a broader awareness. Books fly off the shelf as students clamber for their first choice! Students learn to access their personal library accounts to create reading wish lists, so they always have book selection ideas close at hand. Mr Mesnard, our library assistant, is very accustomed to hearing, "Mr David, what should I read next?" He is always available to help them in exploring new authors or to show them how to find nonfiction titles to match their interests. Many titles in the library catalogue now include Lexile reading levels. This guides students in selecting books that will be manageable but also provide some challenge to stretch reading ability.

In Grade/Year Nine through Twelve and DP classes there are units of study on classic literature, Shakespeare, Theory of Knowledge topics, historical fiction, nonfiction, and much more. Finding the right book for each reader is a collaborative process, between the teacher, student and librarian.

Ms Klein works with DP Eleven and Twelve students to provide resources for their Extended Essay research. The process begins with lessons in the library on search strategies, and use of MLA formatting and publication style for producing the essay and bibliography. There are also visits to the AUC Library to use their electronic databases and extensive book collection, while gaining a glimpse of life as a university student.

Classroom teachers collaborate with Ms Klein in planning and team teaching research lessons in the library. Students develop skill in searching for information in a world flooded with data. They discover a wealth of resources in our school library and learn to search properly for information on the web. These research projects might last for weeks, culminating in interesting and fun final products. Results of some of the research projects are shown throughout this article.

**Ms F Klein - Head Librarian and Mr D Mesnard - Library Assistant, Secondary**



# The Spectacular Six Save the Day!



Superheroes visited Modern English School Cairo during May and put on a fabulous production all about how to become a superhero. The children in Foundation Stage One have had great fun learning what it means to be a superhero and trying out their super powers in the role-play areas in both Outdoor Learning and Pod Learning time. They have described their favourite superheroes, and some children even tried to write their names! The talented Mr Adam Briggs adapted some well-known songs to complement the learning being done in class, and along with the imaginative script written by Ms Vicki Broderick, Foundation Stage One Year Leader and Ms Ciara Kearney, Foundation Stage One Yellow Class Teacher the children presented all that they had learned.

Each class from Foundation Stage One had a child who wanted to become a superhero, these were Ali Ibraheem (FS1B), Aly Hammad (FS1G), Sarah Hanna (FS1R), Ziad El Degwi (FS1V), Nour Nosseir (FS1Y) and Julia Sultan (FS1O). They asked their friends what they needed to do to become superheroes and were told:

- You have to be brave!
- You have to stop the baddies!
- You have to learn to fly, really high in the sky!
- You have to be helpful – at home, at school ... everywhere!
- You have to move quickly and be ready to save the day
- You have to wear the right clothes, and put them on by yourself
- You have to move like a superhero, and jump up high!

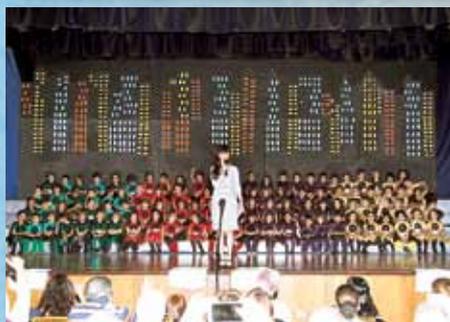
Each class had their own song to describe what to do, and they looked truly amazing in their class-coloured superhero costumes which were organised by Foundation Stage One teachers Ms Rizan Zaza and Ms Leslie Kirby. Ms Jo Khalil produced the vibrant programme for the production and reminded us that superheroes must:

- Always eat a balanced diet
- Keep clean
- Have enough sleep
- Exercise and feel good

Mr. Clement and his team prepared the stage and the backdrop, along with the talents of Ms Christine and Ms Sherry from the Foundation Stage One Pod. The children rehearsed diligently, learning all of the words to the superhero songs as well as the Arabic song taught to them by the Foundation Stage One Arabic Teacher, Ms Sara Lasheen. The superheroes gave their first performance to a very enthusiastic set of grandparents, the highlight of Modern English School Cairo's Grandparents' Day on Tuesday 12<sup>th</sup> May, and then again to their very proud parents on Thursday 14<sup>th</sup> May.

Well done, FS1 Superheroes! MES Cairo thinks you are all truly spectacular!

**Ms. H. El-Hoss - Foundation Stage One Blue Class Teacher**



# FOUNDATION STAGE TWO BRINGS FAIRY TALES TO MES CAIRO!



"Fee fi fo fum, I smell ... ooh a picnic, yum yum yum"

**This** was the opening line performed fantastically by Hassan Medhat (FS2G) in character as the giant as he started our FS2 production, 'A Fairy-tale Feast'. His costume was wonderful and really gave the sense of him as a giant as did his booming voice, with which he delivered the lines. Sadly he was a not a kind giant and because the picnic smelled so delicious he scooped up the food from the picnic and stomped off. Jack and Jill, (Abdallah El Nattar FS2R and Leila Zeytoon FS2R), skipped in to eat their picnic and were sad to see that it had gone. Luckily as MES Cairo students with lots of resilience, then decide to walk through the wood, make friends and collect new food for their picnic.



My, what kind characters they met! Little Red Riding Hood and the Wolf (Red Class) gave the pair cake from their basket, bread and a scone; the troll and Billy goats (Blue Class) gave them some goat cheese for tea as well as delicious troll pie; Hansel and Gretel (Green Class) gave them witch fingers and candy house pieces for their treats. Goldilocks and the Bears (Yellow class) gave them hot porridge, sugar and cream and the beautifully dressed gingerbread people (FS2V) of course gave them – a gingerbread man. Last on stage were the Orange Class as the Old Man and the Old Woman from the story of the 'Enormous Turnip' who delivered a steaming bowl of turnip soup.

Jack and Jill were so touched by how kind their new friends were that they invited them to share the picnic and all the characters settle down for a 'Fairy-tale Feast'.

The giant heard the noise, smelled the delicious smells coming from the shared picnic and is sorry that he has taken the picnic. As an MES Cairo star he is able to say sorry and asks kindly if the fairy-tale characters can let him share the feast.... and what good manners we have in Foundation Stage Two – of course all the characters say a resounding YES!

We were so lucky to have Mr Jack write and record original songs for FS2 to learn during music classes, and all the classes came up with wonderful dances with their class teachers and assistants. We were also very lucky to have the Arabic Department produce the finale which was a very jolly Arabic song complete with actions taught by FS2 teacher, Miss Samar.

If you happen to be in the woods any time soon, see what fairy-tale characters you meet and see what food they have to share.

**Ms M Shooter – Foundation Stage Two Year Leader**



# YEAR ONE TEACHES THE WORLD TO SING

In Term Two, the Year One students went all over the world learning about different countries. They used their geographical skills to locate the countries being learned about on the world map and found out all kinds of information about the countries, using different resources including books and ipads. The students had a wonderful time learning about different celebrations that take place in these countries and so the Year One team decided to celebrate and showcase all this wonderful learning in the Year One Production.

The Year One teachers put their heads together keeping in mind all of the interesting facts the children had learned and came up with a plan for 'Year One Teaches the World to Sing.' The idea was for a family of aliens to go on an adventure in space but they get lost and end up on Earth, where they find themselves in different countries. The residents of each country would teach the aliens about their country, sharing facts, a song and a dance!

We wanted to give the children the opportunity to show off as many of their skills as possible including their public speaking, singing, dancing, and teamwork skills.

Once the basic idea was complete, a lot of planning followed with cooperation between many of the different teams in school. The class teachers chose their country and with the help of their class TLA's took on arranging the practicalities of their individual classes. Ms Helen wrote the script, the amazing primary music department chose and prepared the songs for the children to sing and Ms Dawn choreographed all the dances! The Arabic Department chose the Arabic song and Mr



Clement, Ms Lamia and Ms Alia prepared the set and costumes.

During the show, Mr Ehab and Mr Mike took care of the sound system and supported Ms Deena and Mr Bruce with the lighting. Year One is especially proud of our own Ms Natalie who joined the band and entranced us with her beautiful violin playing!

As soon as everything was planned, it was time to practise. The students were amazing at learning the facts and the words to all the songs. They even sang in Spanish, Japanese and Indian! Dance rehearsals took over and the children showed their teamwork skills and absolute resilience learning the tricky steps involved. After a lot of hard work and practise, the Year One students were ready for their performances. The dress rehearsal went well, considering it was the student's first time wearing their costumes and their first full run through.

The day of the performance arrived, and the Year One Pod was buzzing with excitement. The students eagerly got ready and were so excited to be performing for their parents. 'Lights, Camera, Action'... the show started and the performance that followed was incredible. The children performed beautifully with their clear, eloquent delivery of their facts, their wonderful singing and fantastic dancing. Year One Blue set the bar so high with their incredible hula dance, followed by the rest of the classes who met that standard and surpassed all our expectations of a good show. It was a phenomenal show and there is no doubt that all the students, teachers and parents who were lucky enough to watch the show, will agree!

Well done to all of the Year One students. Your teachers are super proud of you all.

**Ms Helen O'Neil – Year One Leader**



# Early Years News

## FAMILY WEEK IN FOUNDATION STAGE ONE



**Family** Week 2015, an event much anticipated by Foundation Stage One students and their parents, was held from 19<sup>th</sup> April to 26<sup>th</sup> April. It is an event that gives parents an opportunity to visit MES Cairo to discover ways in which they may support their child's development and ask questions about child-rearing answered. Most importantly, the parents and their children have the opportunity to spend time together engaged in educational and enjoyable activities.

Each day the children from two classes trembled with excitement as one class waited for their mothers and the other class for their fathers. The mothers from each class visited one day and the fathers from that class came on an alternate day.

The mothers attended a session led by Ms V Esplin, (Assistant Headteacher of Key Stage One), where they were given practical ideas for activities that would help with their child's development, followed by a visit with a psychologist. Here, they participated in a discussion on child-rearing and they then had the opportunity to have any questions about parenting issues answered. Upon completion of these sessions the mothers were ushered into the library where their children were waiting, clutching a storybook of their choice, to settle down to read with their mothers.



When children spoke about reading with their mothers their

comments included:

"The mummies come to the library and read the Three Little Piggies" and "My mum read a cat story."

Meanwhile after their session with Dr Amira, the Fathers ventured into the Outdoor Learning playground to be greeted by their children. Although the children were not convinced that their Daddies still knew how to play, they were all surprised to see that they could play basketball, dig in the sand, build with blocks, ride cycles, draw and colour and take part in a tea party with aplomb.

As the children explained:

"...we so proud on dad's day. My dad played basketball with me and I made a score and then my dad made a score and Popi and Hamidy chased the ball."

"Daddy's day. I was cooking with my daddy – we made popcorn and sandwiches."

"Pappy came to the playground and I was showing him what I was doing in the playground."

"Me and my dad were colouring. We built a home, me and my father. We played in the house and had lots of fun."

Clearly, the children were delighted to have the chance to play in the outdoor learning garden and to read with their mothers in the library. The parents gained new insights into their child's experiences at school as a result of spending time reading, or playing with the children. The parents also left armed with practical information on how they can assist their child's development at home.

The Foundation Stage One team, headed by Year Leader, Ms V Broderick and organiser of the week-long event, would like to thank Ms V Esplin, Assistant Headteacher Key Stage One and Dr Amira for delivering the workshops; Ms Mimi and Ms Nancy for the use of the library and to all those who helped the week run smoothly. We want to send an especially warm thank you to all the parents who participated in the activities so enthusiastically.

**Ms L Kirby - Foundation Stage One Teacher**



# YEAR TWO HALL OF FAME

## Monday

21<sup>st</sup> April was no ordinary Monday in the Year Two Pod because there were some mysteries to be solved...

As the students arrived at their usual classrooms, they were split into small groups and sent to another classroom. This was done under a shroud of mystery and none of the students knew why or what was happening. However all was revealed when the students were told that they were history detectives who were charged with the task of using different clues to work out the identity of a famous person from history. Now it all made sense!

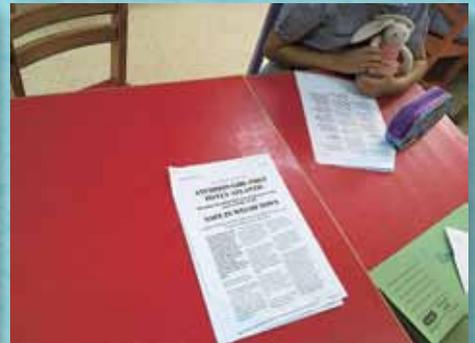
Each classroom was set up with different clues linked to different people from across different eras of history. In small groups, the students had to examine each clue and record what they thought it meant or represented about the significant person they related. The students were encouraged to ask questions to develop their historical inquiry skills and to think creatively about the types of clues used.

Although the students were unable to name some of the people (due to never having heard of them), they were superb at deciphering what the clues represented and were able to paint a picture of the life and personality of each of the figures.

The significant people were revealed as Vincent Van Gogh, Amr Diab, Tutankhamen, Marco Polo, Alexander Graham Bell and Amelia Earheart.

It was a great way to start our 'Hall of Fame' topic and the students (and teachers) thoroughly enjoyed themselves.

**Ms E Flannigan – Year Two Team Leader**



## YEAR THREE IMPACT DAY CHOCOLATE!

The Year Three students thoroughly enjoyed the Impact Day for our new topic all about chocolate. The students arrived at school wearing their Willy Wonka hats which they had designed at home. The hats looked wonderful! They took part in three different activities. They solved clues to discover who had stolen the golden ticket from Willy Wonka's factory, they interrogated the suspects and formed a jury to decide if the suspects were guilty or not guilty. At the end, the thieves were given their punishment by Mr. Brian, the judge. They also learned all about Aztec art and produced some lovely work based on the symbols used in Aztec calendars and writing. In the final activity, they had to make Rocky Road chocolate biscuits, melting chocolate and mixing it with lots of different ingredients. They especially enjoyed eating the results!

**Ms D Lewis - Year Three Red**



# 007: SILVERCREST

**YEAR FOUR – A FILM PREMIERE TO REMEMBER!**



**One** of the highlights of the third term in Year Four has been the world premiere showing of '007:Silvercrest' in our theatre on Tuesday 5<sup>th</sup> May. This exclusive event was an opportunity for the students and their parents to get dressed up and look glamorous in their best formal clothes.

As guests arrived they enjoyed walking along the red carpet. Everyone was greeted by the flashing lights from a group of paparazzi, dazzled by the stars of the film and interviewed by a team of inquisitive Year Four reporters. There was a great buzz of excitement in the air as everyone waited for their first viewing of this much anticipated film.

The audience wasn't disappointed as they were entertained with daring stunts, futuristic gadgets, cunning villains, memorable characters and stunning filming locations. Everyone was on the edge of their seats as there were lots of twists and action sequences throughout the story. The main plot was based on the theft of an Education elixir from the Modern English School Cairo which contained the secret to the success of this world famous school, this happened just before the 25<sup>th</sup> anniversary celebrations began. To help solve this impending disaster, James Bond (our hero) was drawn into the bustling streets of Cairo and into a battle of wits with the evil criminal mastermind, Dr Know!

Behind the scenes the work for this project started in May 2014 when Mrs Godfrey had the idea to change the normal production on the stage to a film. This was going to be a challenge but with the guidance and expertise provided by Mr Lavelle and Mr Mulligan, the Year Four team wrote a thrilling script and started rehearsing before filming took place at the beginning of Term Two.





The filming process offered lots of learning opportunities for the students in Year Four and most importantly it helped to improve the students' confidence by developing their verbal skills, voice projection, creative movement, and spontaneity through improvisation and performance skills. Filming in so many beautiful locations also helped the students to appreciate the amazing city they live in and they were able to work in teams with students from different classes.



When the film credits had finished rolling, the Year Four students took to the stage and sang a moving rendition of the well-known Bond theme song 'Skyfall'. This was followed by the finale song written by Mr Briggs with the students singing and dancing to the catchy music.



At the end of the premiere, Mrs Godrey congratulated the cast, crew, editors, contributors and hosts on their extraordinary achievement in completing the film. This was a truly memorable event which will stay in our minds forever!



**Ms J Boukottaya – Year Four Team Leader**



# YEAR FOUR AIN SOKHNA TRIP

**Over** two separate weeks in early May, Year Four had three residential trips to Ain Sokhna. The first trip was for students from Green and Yellow classes, the second trip involved students from Red and Blue classes and the third and final trip were students from Orange and Violet classes. All the students were ecstatic about spending a night in a wonderful hotel and participating in lots of activities with their friends on the beach.

The Year Four Teachers planned different activities that would stretch the students' abilities in several areas from teamwork to risk-taking, resilience and endurance. Upon arriving at the hotel, we were allocated our rooms and then had the chance to eat our packed lunches which were provided by the hotel. Not everyone enjoyed the mustard on their sandwiches, but lots of students tried it. The students were split into five groups and walked to the beach to begin the activities which included sand art, orienteering, PE games, shelter building and team games. Everyone had a fantastic time and it was great to see the students from different classes working and socialising together, not only with each other but with teachers as well.

After completing three of the activities it was time for a quick swim. The students thoroughly enjoyed jumping and splashing about together in the very large pool. After a dip the students returned to their hotel rooms to prepare for their evening activities. The evening meal was an excellent buffet meal and all the students behaved wonderfully, helping themselves to sensible amounts of food, waiting their turn and being very polite to the hotel staff and other hotel guests.

Following dinner it was time for the mini disco and a chance for the students to show off their moves on the dance floor, copying the animation team's routine. Then it was time for the talent show with three acts from each class competing for the prize of having the most talent in Year Four! The acts consisted of dancers, sports acts, magicians, comedians and even an opera singer. All acts were wonderful and the judges struggled to choose winners.

At last (after a very busy day) it was time for bed. Everyone was exhausted from the day, including the teachers, but everyone was looking forward to their second day.



Breakfast the following morning was at 8am. Chocolate covered pancakes were everyone's favourite and soon we were ready for the day ahead. It was back to the beach to complete the two remaining activities.

On completion of the activities, the students had time for a final swim before lunch and packing their suitcases. The journey home was much quieter as many students were catching up on some much needed sleep. At 4pm the bus arrived at school to reunite the students with their parents. What a spectacular trip!

### Student comments about the trip...

When we arrived I was so happy. The first thing I did was take my luggage to my room and then went to the beach. We did shelter building, which was my favourite activity, then we also did other activities. We ate food, swam in the pool then got showered and dressed for the disco. We dressed in our pyjamas and went to sleep. **Giselle Abdi Wahab (Y4Y)**

I had the best time of my life in Ain Sokhna because I had my friends with me. My team won the talent show on our trip. We swam in the pool and ate the most delicious ice cream I've ever had. I loved when we went to the coolest disco ever and that was my first time. This trip was fantastic! **Kenzy Eslam Teira (Y4R)**

We had so much fun doing the activities. My favourite activity was orienteering with Ms Vikki. It was like a treasure hunt and we helped each other to win (and we did)! The best bit was pool times. I had so much fun. I enjoyed watching the talent show with all of the pop stars. The food was delicious. I would like to thank the teachers for making us have fun. I can't wait for the next trip! **Talia Al Sharif (Y4V)**

My favourite part was shelter building and sand art. I had so much fun on the wonderful trip. The activities were so much fun. We also went to the pool. The acts for the talent show were so good and so was the disco. **Sarah Khalid El-Sharkwy (Y4G)**

I was very nervous going to Ain Sokhna. When I started packing, I packed everything. The last thing was my flip flops, they didn't fit so I got another bag. I liked PE games because Mr Alex taught us new games. Ms Liza's team games activity was the best but she sprayed us with water. Sand art was amazing because we got the chance to go into the sea. I wish I could go again! **Mariam Awad (Y4O)**

Once we arrived we ran to our room and quickly unpacked. We walked to the beach and got ready for our activities. We went in the pool too. Then had showers and got ready for the talent show and mini disco. We had a tasty dinner, we were all full from lunch but we still wanted to eat. On the next day we finished our activities and had more time in the pool. The trip was good to build our confidence for other trips. We all had so much fun and we missed our parents. **Mark Tamer (Y4B)**

Year Four had lots of fun on the residential trip to Ain Sokhna. We all liked the trip because not only did we have lots of fun in the pool, it also made us very independent and ready for future trips. We had activities and lots of food which was amazing! We had a talent show and mini disco. We played lots of house games and earned house-points for our beloved houses. **Adam Ali (Y4B)**



# Year Six - Trip to Cyprus 2015



The Year Six residential trip to Cyprus has been a long standing event on our school calendar. It must be ten years since we decided to change from a four day trip to Alexandria, to give the pupils a sense of travel to another country, and also link it with curriculum topics on the Ancient Greeks and Tourism.

The programme has remained pretty much the same in all these years. Two days are spent with the Environmental Studies Centre where pupils experience first-hand animal and plant life in a contrasting environment. They develop their understanding through a variety of activities which enable them to use a range of scientific skills eg, close observation, classification, comparing and asking questions. The centre is situated in one of the most scenic areas in all of Cyprus. It is a conservation area with wonderful views across the valleys to the Troodos Mountains and out across the Mediterranean Sea. Students really do have the chance to develop an awareness of the importance of the environment and the impact humans have on it.



We spend the two days walking in this fantastic scenery, something which we can't offer here in Egypt. For the students, it is the first time to experience the walks but for teachers who have accompanied the trip many times before, it is something we never tire of! We certainly come back fitter!

This year the scenery was particularly stunning with an amazing range of wild flowers; fields full of bright yellow daisies, red poppies, purple lazarus lilies and white wild garlic provided a colourful backdrop.



The one big change to our original itinerary is that we spend a day with Zephyros Adventure sports, instead of walking around some historical sites in Paphos. This is a company that was set up a few years ago to offer a range of physical and team-building skills. Students have the chance to go abseiling, where they get to climb up and down a sheer rock face (all very safe) as they have to listen and strictly follow a set of instructions (some find this one of the most challenging activities). The orienteering activity really develops their map reading skills and teamwork as they have to find their way around the countryside armed with a map and a compass and a set of instructions to follow.

Of course, there is always time for a bit of shopping and it is always fascinating to teachers to watch how the students spend their money and the choices they make!

We have built up a good relationship with the hotel group we have used all these years, staying at different hotels within the group. This is dependent on the start of the tourist season in Cyprus. Each time though, we are welcomed back, the managers know they can trust the behaviour of MES Cairo students and I have to say, our students never let us down. The hotels are often busy with other guests and every time we receive very good compliments about our students. As we always tell them, they are great ambassadors for not only MES Cairo but for Egypt itself!





Our last day always comes around quickly and is an opportunity to see some of the island as we travel back towards the airport. The favourite activity at Aphrodite's Rock is to practise skimming the water with stones. At Ancient Curium it is always fun to experience being put "on the spot" to see what it feels like when you act in the amphitheatre.



This is a very important event on our school calendar, one I hope will continue for many years to come. For students this may well be the only chance to have such an experience and one, I hope, they will never forget!

Some of the highlights of the trip from students' perspectives and I am happy to say that Ammar did not fall over!



"Cyprus was a big step in my life as it was the first time EVER that I travelled out of Egypt! First we went to the Avakas Gorge where there was a river with slippery rocks to cross on and I had brought my camera! In the moment when I was falling, I held on to my camera for dear life! Well, after Cyprus I have decided to become a risk-taker!" **Ammar AbdelWahab (Y6V)**



"As I approached the runway in Cyprus I felt like my heart was about to jump out of my chest because the runway is near to the Mediterranean Sea! On the last day we threw rocks into the sea and they bounced!" **Ahmed Azazy (Y6G)**



"The hotel was splendid. I loved everything, literally everything, swimming pool, dinner, breakfast and the rooms. I loved Cyprus. Thank you teachers!" **Saeed Abdelbarry (Y6R)**



"Rock climbing, wild life exploration and survival skills are just a few of the new things I experienced... they added much more joy to the Cyprus trip. Because we were put into mixed classes I met so many amazing people and gained a lot of new friendships among the year group. Take me back to Cyprus please!" **Mariam Khalil (Y6O)**

**Mrs C Godfrey - Primary Headteacher  
Key Stage Two**



# YEAR SIX NEWS

## PUPIL CONFERENCING

At the beginning of March, Year Six parents had the rare opportunity to spend one-to-one time with their child in the classroom setting as part of a new primary-wide initiative called Pupil Conferencing. Regular classes were suspended for the day and each student and parent were given a one hour time slot in which to attend the class together. Five activities were laid out for pupils to present to their parents with each station lasting ten minutes. Each task had been undertaken already by the pupils in the class and so it was an opportunity for each one to demonstrate their knowledge and understanding to their parents. Furthermore, it was also a chance for parents to experience more closely some of the learning that their child has been undertaking in class – and to see what they could remember from their schooling too.

All of the Year Six tasks were linked to the rainforest due to recently completing our Jungle Fever topic.

### Art

Using rainforest animals as inspiration, the students demonstrated how to shade colour using oil pastels: building colours up, moving from light to dark and blending colours. Each pupil used a view finder to select a small part of a rainforest animal picture and then enlarge it to A5 size. Parents were also encouraged to show off their artistic talents once their child had explained the process.

### Science

The Year Six students were able to demonstrate their understanding of the different rainforest layers with a card sorting activity. They had to identify which animals live in which layers: the forest floor, the understory, the canopy or the emergent layer. As an extension, they had to match the animals' adaptations to the correct animal as well as how those adaptations helped the animals survive in the jungle.

### Maths

Maths challenges were divided into three, depending upon the pupil's maths group. Mr. Cole and Mr. Nick's pin board proved popular as the students used coordinates and rubber bands to create shapes on a four-quadrant grid. Mr. Andrew's and Miss Cathie's Maths classes investigated how to create the largest possible area for an imaginary field, using six pentominoes. Mr. Justin and Miss Annie's classes were put to the test with their written calculation skills.

### English

Deforestation of the Amazon is an issue that has many complicated arguments for and against. For example, large swathes of forest have already been cut down (the size of 50 football fields every minute) in the Amazon. On the other hand, the logging industry provides much needed employment to local people so that they can earn a living and provide for their family. Students showed their parents the features of a balanced argument, which is a non-fiction piece of writing that discusses the pros and cons of an issue.

### Books

After all the effort that went into their Jungle Fever Topic books, it was only right that the students should proudly present their work to their parents. Children chose two pieces of work from Curriculum Diversity lessons that they wished to share and they gave their reasons why they had selected that particular piece.

Pupil Conferencing day proved to be a huge success with parents providing positive feedback about their experience.



## YEAR SIX BRINGS CALIFORNIA TO CAIRO VIA QUICK RESPONSE (QR) CODES



You may have seen them out and about at weekends at your local shops: QR codes (meaning Quick Response) are now all around us. First developed to help track parts in the vehicle manufacturing industry, they are now widely used for commercial purposes. At Modern English School Cairo they are being utilised in the classroom for educational reasons to allow children to access various learning content.

In Year Six, as part of our Stars and Stripes Tourism theme, each class was allocated a US state to learn about. In Year Six Yellow, the students accessed online learning resources in order to learn about their state, California, via QR codes. With QR codes, students can

obtain information from the web at the touch of a button, avoiding the need to type difficult or long URLs.

The QR codes were easily created using QRCode Monkey; linking us to various content such as: websites, an online gaming site ([http://www.learninggamesforkids.com/us\\_state\\_games/](http://www.learninggamesforkids.com/us_state_games/)), you tube videos and audio recordings. Scanning the codes with Qracker app available on the school ipads, the students rotated around the different stations researching and learning about the state of California. The lesson was aimed at obtaining some background knowledge of the state with the long term target of creating a news broadcast from California as part of their Journalism literacy unit – using the GreenScreen app to record news casts.

When asked for their opinion, pupils gave very positive feedback about their experience at the end of the lesson and they were so well behaved and focused during the class time too due to their high levels of engagement. The primary WIRED team aims to train all teachers in the creation and use of QR codes in the classroom.

Mr S Cole – Year Six Yellow



# YEAR FIVE IMPACT DAY

The sun shone brightly on Sunday 19<sup>th</sup> April when the students in Year Five came to school dressed in costumes from the 1940s to the 1990s. They looked fabulous as you can see from the photographs!



The students who chose the 1940s wore clothes suitable for a world at war, with dark colours and caps or hats. As the 1950s dawned, the clothes became brighter and more fun, with some girls wearing skirts or dresses suitable for dancing to the King of Rock, Elvis Presley. Flower Power was the theme of the 1960s with wide sleeves, floral designs and boys with 'kipper' ties, just like the 'Beatles!' From the 1970s to the 1990s fashion changed rapidly across the world, mirroring the styles of music and art, all of which we learnt about in class.

"I came dressed as someone from the 1970s, where they wore lots of flowers!"  
**Zein Rashad (Y5B)**

"I came dressed from the 1940s as a girl who wore a simple black dress because there was not a lot of money then." **Chantal Labib (Y5B)**



"I love the 1940s because the girls wore gloves and I think it was very elegant and the fashion of the day." **Joudy Selim (Y5B)**

"I wore a long skirt and top from the 1950s. People used to wear blazers and jackets and I think people should wear these more often." **Sara Ramadan (Y5B)**

We saw all the students in a special assembly when they were able to showcase their efforts. We were hugely impressed at the research the children carried out to make sure their clothes were truly historical.

Well done to all!

**Mr G Lavelle – Year Five Team Leader**





## MES Cairo Rugby Goes From Strength to Strength!

The MES Cairo Rugby Junior (U16s) Cougars started the first tournament of the season at BISC displaying the usual MES Cairo courage and determination. In the first game the Cougars stormed into the opposition with astonishing tenacity, running hard and knocking their opponents over as they started the 2015/16 rugby campaign in pulsating fashion. Mohamed El Dejair (Y10G) and Salah Addas (G10Y) laid down a solid platform up front with some powerful drives. The half back combination of Aly Siam (G10Y) and Samy Shelbaya (G10B) then had room to unleash the pacey backline, allowing Ziad El Tobgy (G10Y) and AbdulRahman Abdulkhalik (Y10B) to run in tries, leaving their opponents chasing shadows and clutching at thin air. A disappointed Mahmoud El Shabba (Y10G) joined his coach in the dislocated shoulder club. This was a big loss to the Cougars! However, aided by Mr Kirby's insightful coaching and motivational advice, MES Cairo bounced back and battled hard to achieve a creditable 3<sup>rd</sup> place in their first ever U16 tournament.



The next fixture for the MES Cairo Junior Rugby Cougars was a rugby league match against our fierce rivals NCBIS. Rugby league is a tough combative sport, played with skill, pace and flair in a thrilling competitive arena. To their huge credit the MES Cairo boys, would have made stalwarts of the game proud as they adapted to this new sport and played with true commitment. The Cougars arrived at NCBIS with enough players for two teams and all wanting some game time. NCBIS started more aggressively and led 18-4 at the break. After an inspirational team talk, MES Cairo dominated the middle part of the game, pulling it back to 18-16. However, in the final third of the game fitness was key and the Cougars conceded a couple of tries to lose a fiercely competitive match. Overall, a great game, with just two penalties, demonstrating the tight disciplined approach under the new leadership of Coach Craig and Director of Rugby, Morris.

November witnessed the Varsity (U18s) rugby trials and what a turnout it was. Coach Craig recruited other coaches from the Cougar coaching staff to assist with the bulging numbers. Coaches O'Connor, Fearn and Currie, bringing some Primary expertise were on hand to assist Coach Craig with a carousel of activities and asked his assistants to rate players on handling, decision making and contact skills. The U18 season started in earnest and the level of talent was impressive, Coach Craig sent out the following bulletin message to all players.

"Mr Lacey and Mr Morris thanks everyone who turned up to the Varsity rugby trials. They have taken the decision to take all players that turned up to the trials from now until the end of Term One. The squad will then be cut down to 26 players before the first match/tournament, selection for this will be based on rugby ability and commitment to training."

Competition for places for the final squad was intense and encouragingly some key players soon emerged and they did not disappoint. Omar El-Sayyad (Y12G), Youssef Morcos (Y12G), Seif Abdallah (Y12B), Marwan Ei Hosseiny (Y12B) and Sherif Zikry (G11R) were just a few of the senior players who proved to be inspirational members of the squad. The first competitive fixture for the Varsity team was also against NCBIS, hosted at MES, with the grounds men doing a great job with the playing surface, posts and pitch markings. This was run as a 'trials' match, split into three 25-minute sessions with coaching staff from both teams on hand to offer advice. Yet again the Cougars did themselves proud, demonstrating some quality rugby and strong defence. This 'trials' match allowed Coach Craig to rotate players between positions and work on defensive structure to prepare for the upcoming Varsity tournaments.



MES Cairo took two teams to the Varsity tournament at BISC, with players from Y/G10 through to Y/G12. Despite facing older, more experienced and bigger opponents the two Cougar teams were competitive throughout. A tribute, showing strength and commitment no matter the circumstances. Noticeable performances from Hassan Abaza



(G11Y), Tarek Tantawi (Y11G), Hassan Gad (Y11Y), Samy Shelbaya (G10B) and skipper Omar El-Sayyad (Y12G). Again, the MES Cairo warriors battled hard to achieve a creditable 3<sup>rd</sup> place.

Coaching in any sport is challenging and head coaching staff found themselves locking horns with Mr Todd; this must be the first time in rugby history that a player, Youssef Abaza (G11Y) has been withdrawn so he can perform the lead role in the dazzling performance of Aida. Mr Todd, a passionate rugby fan himself, won the day. We all hope, however, that Youssef plays a leading part on the rugby field as well as the stage.

Rugby is a growing sport and it is not always easy to arrange fixtures of equal match ups. However the Cougars showed great spirit and appetite for the battle and took on all comers in epic combat that will be talked about in years to come in the coffee houses of Cairo. The aim of the season was to consolidate the many years of rugby MES Cairo tradition. Did we achieve our aim? All the players who represented the MES Cairo Cougars were great ambassadors for MES Cairo. At MES Cairo, success and achievements come in many different ways, the players demonstrated the core values of the MES Cairo Graduate Profile but above all else showed unity, team spirit and courage. Grassroots rugby takes energy and commitment, MES Cairo can be proud of their role as founder members of the Cairo rugby programme introducing rugby league and union to the Cairo community. The squad began to appreciate that one of the joys of playing a physical team sport is the camaraderie and team spirit that it builds. Making their presence felt at the Rehab Food Court after most tournaments, the boys celebrated their achievements in grand style by refuelling with a small flock of fried chicken.

Rugby is built upon friendship and loyalty and Samy Shelbaya (G10B) has been an inspirational leader both on and off the field this season. Samy arrived at MES Cairo in Grade Eight and immediately impressed, proving his mettle at Varsity level. Samy epitomises all that is good about this fine game. He plays with passion and flair but most impressive is his enthusiasm and support for others. As Clive Woodward proved in the 2003 world cup any good team requires a dedicated support staff. The players would like to play tribute to Mr Matthew Kirby for his support.

Congratulations to all involved, Coach Craig as an ex professional rugby player brought old-fashioned rugby values of discipline and commitment as well as a punishing training regime. You don't need to spend too much time with Coach Craig to work out he's not a man who's likely to take a backward step. The coaching partnership saw impressive improvements of the game, although results may have seen disappointing, this was very much a steep learning curve

The coaching team is proud of the way the boys responded, they now have a thorough grounding of the game and we would love to follow their achievements beyond MES Cairo.

As the old cliché goes, 'successful teams, play hard but fair'.

**Steve Morris (Director of Rugby), Craig Lacey (Head Coach) and Andrew Hainsworth (Assistant Coach)**

## CISSA UNDER 12'S FOOTBALL COMPETITION



**O**n Saturday 2<sup>nd</sup> May, a group of Year Six, Year Seven and Grade Seven boys competed in the coveted Under 12's CISSA football competition. The boys were selected from a large pool of players during after school football training. The difficulty being this was the first time this particular selected squad had actually played together!

MES Cairo were pooled together in a group which included teams from ISC. The first game, against ISC-C started very competitively with a host of chances presenting themselves to both teams, but some fine saves from both keepers kept the scores level. The deadlock was broken via a penalty which Omar Rashed (Y7B) slotted in mid-way during the first half. MES Cairo then started to keep possession very well, with Adel Serry's (Y7Y) strength providing a great outlet in midfield. With confidence growing, the boys played some very good football, eventually running out deserved 2-0 winners.

The second game, against ISC-6 was a tighter affair with the ball being played mostly through the middle of the park. MES Cairo then started penetrating through the wings, and was rewarded with two goals in quick succession. ISC-6 drew a goal back in the second half, providing a tense finish to the game, but MES Cairo defended well and held on to record their second straight win, booking a place in the Semifinal against AIS. The semifinal was played in good spirits and some adventurous play on the wings by Ziad Saleh (Y7G) and Amir Aziz (Y6V) saw the boys to the final with a 2-0 win.

The final was played against ISC-C whom the

boys had previously beaten during the group stages. However, this game was a more contested affair, with ISC-C taking the lead midway through the first half. MES Cairo drew level through Omar Refaie (G7G) in the second half but some good attacking play by ISC-C saw them take the lead again. MES Cairo rallied and started to take possession, but ISC-C held onto their lead up until the final whistle. This meant that MES Cairo finished second out of the seven teams present on the day, a great achievement by the boys, especially given that they were playing together for the first time!

**Mr H Gad – Primary PE Teacher and Head Coach**



# Cross Phase Athletic ASAs – Term Three 2015



For the first time at MES Cairo, the Physical Education departments decided to take full advantage of a relatively calm Term Three calendar and join forces!

This year, the Primary and Secondary PE Departments offered cross-phase athletic activities in football, volleyball, basketball, netball and swimming. These sports involved students from Year Five through to Grade/Year Eight working together.

There were several aims for running our athletic training sessions in this manner. Firstly, the opportunity for our Primary and Secondary students to learn, improve, collaborate and compete together was extremely valuable for all participants. Our younger students were able to learn from our older students and become comfortable training with

older students and coaches in a Secondary-style set up. Our older students gained experience of taking on leadership roles and acting as positive role models to their Primary counterparts.

Secondly, as the calendar of completion slows down in Term Three, the focus of these training sessions was not on preparation for competition, but rather on developing a strong base of the fundamental movements, skills and understanding specific to each sport. Having the time to develop the fundamental athletic skills of our students has been quite a luxury. This base of abilities will help our students in their own athletic development as well as strengthening the quality of our Primary and Secondary Cougar Athletic Programmes.

Students have evidently enjoyed the opportunity to develop their core athleticism and do so while working with students they would not normally have the opportunity to work with. As part of the development of sport understanding, our cross-phase Cougars have had opportunities to participate in several competitions. Our Under 10 and Under 12 Football squads each played in a full day CISSA tournament with our boys Under 12 team coming second at that tournament! Our volleyball team had the opportunity to play several training games against AIS. Our netball team hosted a match against CES and our swim team won a swim meet at CES!

The focus of these programmes was not on results. The focus was on commitment to improvements, collaboration and appreciating the fundamental skills necessary for success. As coaches and students are happily discovering, the ironic thing about focusing on the fundamentals is that, in a very short time, this method ends up leading to exceptional results!

Congratulations to all students who participated in the skill development training this term.

**Ms L Quarin – Head of Secondary PE**



## MES Cairo Under 10's at BISC

On the morning of Sunday 3<sup>rd</sup> May, MES Cairo Under 10's arrived at BISC to play in a football tournament involving other schools throughout Cairo. The squad was selected after only two training sessions and without any game practise together but they were very keen to participate in the tournament and do their school proud.

Their first game was against ISC-C and it was the first time that they walked on to a pitch together. MES Cairo had a few good chances in the game but they could not stop the pressing of the attackers in ISC-C.

The second game against Alsson saw a much better organisation of team as they tried to play passes along the ground as well trying to use the width of the very wide pitches. MES Cairo started to get the hang of things by their next game against ISC-6 as they managed to get up the pitch a lot easier than before. They caused some real problems and managed to get their first point on the table, thanks to a lovely chip from Hamza Sayed (Y5V) which went in off the crossbar.

In the next game they played the hosts BISC and this was confirmed as MES Cairo's best performance of the day. They tackled well, played some excellent passes and their overall ball control and skill was fantastic. Youssef Fakahany (Y5V) organised his defence exceptionally and dealt with almost every chance from the opposition. The result did not go as they had deserved but the manner and sportsmanship of the team was fantastic at the end of the game.

Overall, the behaviour and attitude of all members from MES Cairo was fantastic. They have since trained very hard and fought to build on the strengths that they showed at BISC.

**Darren Brown – Year Five Yellow Teacher and Head Coach**

## Primary After School Activities Term Three



We are currently in our last block of After School Activities for this year and the children in Years Two to Six are continuing to enjoy a wide range of clubs.

Throughout the year we have introduced some cross phase activities where the primary children get a chance to work with some Secondary students. In some cases the secondary children have planned each session for the primary students and have been the teachers. The Primary students have learnt a lot from their secondary peers and all of the children have had lots of fun. In this block, the Secondary students have been teaching some Year Five and Six students how to make some delicious desserts. They have made chocolate crispy cakes and brownies so far, which by all accounts have been very tasty!

Alongside this popular cooking club we have also seen many other exciting options for the children to participate in. We have two swimming sessions running which the children have had the opportunity to play games with their friends in the water, very refreshing in the sunny weather! We also have a group of budding runners who are working hard on the track each week to complete lots of laps and a group of Year 2, 3 and 4 handball players who are having great fun learning the game. In addition to these sporty activities we have arts and crafts clubs including a crochet club. The children are having great fun creating scarves and other items. If you walk past the FS2 pod on a Sunday after school you will also hear some of our primary children turn into pop stars at Karaoke club, it sounds like great fun! Chess club is also a popular option this block, with a group of children all eager to learn the game and try their luck beating their chess master. Mr Steve!

Excitingly, this block we have also set up a PE After School Activity Programme. This has included the following sports: volleyball, touch rugby, football, netball, squad swimming and improver's swim. The children involved in these activities have shown great commitment and hard work to improve their skills, and many have had the opportunity to compete for MES Cairo against other schools in Cairo.

**Ms L Fearn - Primary PE Teacher**



# HOUSE NEWS



**The** MES Cairo House Competition was yet again an intense competition with much controversy and drama. There have been many high and low points for the Secondary Heads of House this season!

## Junior House Football

The Junior House Football kicked off the 2<sup>nd</sup> part of the House season and as always there was plenty of eager students wanting to represent their House. The teams wearing House t-shirt, PE shorts and shin pads looked like professional outfits, with plenty of girls offering their services in this co-ed competition. A large crowd gathered to watch the first fixtures, Edjo v Selket and Amun v Kheper.

Edjo started strongly against Selket but in the second half of the game Edjo dominated but couldn't find the back of the net. A fine gazelle-like save from the Selket



keeper in the dying seconds of the game kept the game scoreless at nil each. On the other pitch, Amun and Kheper produced some sensational football and it was Amun who scored with just minutes remaining, a mini-pitch invasion led by Mr Marel ensued. The game continued and Amun just held on in a nail-biting final couple of minutes.

The field witnessed a footballing spectacle in the second round of the Junior House Football competition. Selket, led by their caped crusader Ms Stern defeated Amun 2-1 and Edjo fought out a 1 all draw with Kheper. With one round remaining it was very tight with all teams still able to be crowned Junior House Football champions 2015.

The final round was yet again engulfed in controversy. Mr Marel, Amun's passionate leader was attending a very important meeting and sent his assistant along Mr Abbas, who was not fully aware of the team formation and MES Cairo House football rules. However, Amun beat the Edjo defence against the run of play to get an early 1-0 lead and managed to hold on to the victory. Selket needed to defeat Kheper to stay above Amun in the standings but the Kheper defence stood firm and it finished 0-0. The final table:

	Played	Won	Drawn	Lost	Points
<b>Amun</b>	3	2	0	1	6
<b>Selket</b>	3	1	2	0	5
<b>Edjo</b>	3	0	2	1	2
<b>Kheper</b>	3	0	2	1	2

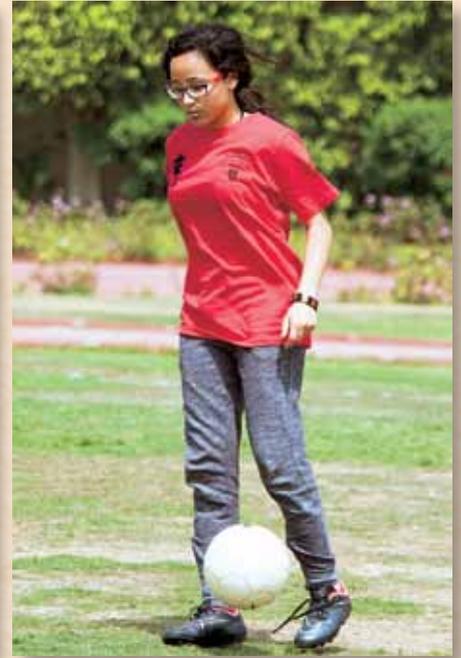
**CONGRATULATIONS AMUN - Junior House Football Champions 2015**

## House Speed Stacking Tournament



The MES Cairo Secondary yard witnessed some of the fastest speed stacking MES Cairo has ever seen. Ms Downey, the MES Cairo speed stacking guru was on hand to offer Selket 'stackers' some advice and the slight of hand has obviously passed onto Selket Head of House, Ms Stern who finished the staff challenge undefeated. Selket dominated to the very end, finishing winners with ten victories. A special mention to Adam Fleifel (G7G) who mesmerised the audience with stacking skills not seen since Ms Downey! Ms Walker and Kheper gained 2nd place with 7 and Amun in 3rd with 6, mainly down to Mr Marel and his inadequate performance. Edjo finished 4th.





## Senior House Football

The opening fixtures of the Senior House Football were delayed due to the Aida production and some inclement weather. When they finally got underway, Kheper battled with Edjo, finishing in a one all draw and Selket managed a 2-0 win over Selket.

Head of Kheper House Ms Walker, was unable to attend the second round due to a school trip but Mr Shooter donning a sheepskin coat and stepped up to guide Kheper. Kheper v Amun and Edjo v Selket. The round provided some quality entertainment and the spectators were treated to an all round performance from Head of Amun House Mr Marel, who stepped in after a few squad issues. However his cougar like goalkeeping skills and long range efforts come to no avail; beaten 3-0 by a dominant Kheper outfit with a full compliment of players. In the other fixture, Edjo guided by veteran football coach Ms Vallarino, eased past Selket 3-1.

Going into the final round the competition was still wide open, Kheper and Edjo, remain unbeaten, both with 1 win and 1 draw, Selket in 3rd place with 1 win, 1 loss and Amun still searching for a point. It proved to be a nail-biter. Kheper, Edjo and Selket had a chance to win the title going into round 3, whilst Amun were still looking for their first goal. Amun managed their first goal in the first minute of the game against Edjo and it briefly looked like there would be an upset but it was short-lived and Edjo bounced back to win 7-1. On the other pitch Kheper and Selket held a more even contest with Kheper taking the lead but needing more goals to beat Edjo to the crown on goal difference. Kheper managed a 4-1 victory but it was not enough. Edjo and Kheper finished with 7 points but Edjo edged it with a 2 goal superior goal difference.

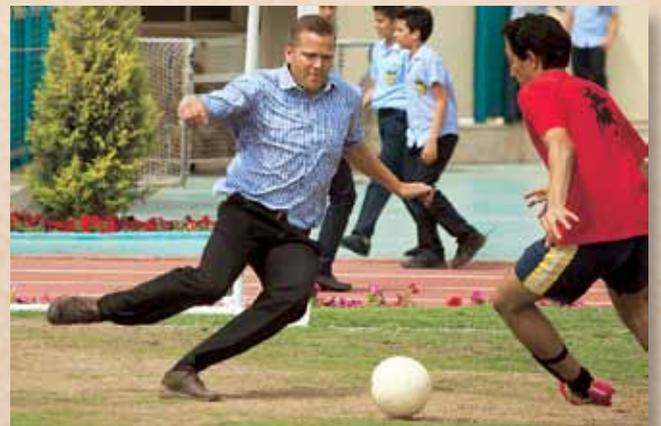
### Congratulations Edjo and their super coach, Ms

**Vallarino!** Selket in 3rd place and Amun in last place with no victories. A big thank you to referees Mr Fearn, Mr Shooter, Mr O'Connor, Mr Hytham and Mr El Hoss.

## Sports Day 2015

Hot off the press.....

Congratulations to all Secondary Sports Day participants who competed hard on a scorching Sunday! **Kheper, led by Ms Walker, were the overall champions!** Well done to the nine students who broke Year/Grade level records. Read more about the Sports Day in the next MESSenger.



## Sports Day 2015 – Results

1. Kheper – 855
2. Edjo – 620
3. Amun – 531
4. Selket – 517

## Year Level Records Broken

Grade/Year Seven Boys			
High Jump	Omar Rashad (Y7B)	1.40m	2015
Grade/Year Eight Boys			
Long Jump	Mohmaed Babli (Y8Y)	5.08m	2015
Javelin (400g)	Grant Goddard (Y8G)	26.1m	2015
Grade/Year Eight Girls			
High Jump	Sohaila Alaa (Y10B) Jumana Khafagi (Y8R)	1.15m	2013 2015
Grade/Year Ten Boys			
Long Jump	Mahmoud Badawy (G10Y)	5.12m	2015
High Jump	Adel El Bendary (Y10G) *Tied School Record	1.65m	2015
Grade/Year Eleven Boys			
Discus (1.5kg)	Hussein Rizkana (Y11B)	28.56m	2015
Grade/Year Eleven Girls			
100m	Randa Khalil (G11R)	13.68s	2015



Reigning House champions Kheper are currently leading the House competition but with a couple of House events remaining and House merits to be totaled, House points could change dramatically. Watch out for the Autumn edition of the MESsenger!

### Leaderboard 25<sup>th</sup> May

1. Kheper – 726
2. Amun – 705
3. Edjo – 533
4. Selket – 518

**Mr S Morris – Secondary House Coordinator**



# MES CAIRO STUDENT COUNCIL

The MES Cairo 2014/2015 Student Council formed this year with the intention of 'Making a Difference' and continuing the great work of the 2013/14 Student Council.

Shortly after the elections the Student Council quickly organised themselves to prepare for Executive Council elections to nominate a Chairperson, Vice-Chair and a Secretary. Nada Rizk (G12Y), Meriam Hatem (G12Y), Nader Rafaat (Y12R), Sherien Shatta (G11B), Sara Gameldin (G11R) and Zeyad Hussein (Y10G) all nominated themselves. The election witnessed some deep, thought-provoking speeches from the nominees together with a level of maturity beyond their age. After a close vote the MES Cairo Student Council Executive Committee 2014-15 was formed.



Secretary - Zeyad Hussein (Y10G)

Vice-Chair - Nader Rafaat (Y12R)

Chairperson - Nada Rizk (G12Y)

The Student Council, led by the Executive Council, immediately set out the agenda for their first meeting. HRCF time was used for this meeting and all 25 representatives along with Mr Morris (Student Council Coordinator) and Heads of House, Mr Marel (Amun), Ms Walker (Kheper), Ms Stern (Selket) and Ms Vallarino (Edjo) attended to discuss ideas to improve life at MES Cairo and beyond. Nada Rizk did a fine job of Chairing the discussion.

Zeyad Hussein (Y10G) produced the minutes of the meeting and the original student-led ideas were collated. The next step was to form committees with the responsibility to focus on determined projects, to conduct research from the student population and to ultimately form proposals to send to the Secondary Senior Leadership Team.

Nader Rafaat proposed a plan for the Executive Council to meet with Mr El-Metaal to discuss what needs to be done for the proposals to be considered seriously by SSLT. This meeting was very fruitful and helped the Executive Council to draw up an action plan for each project outlining exactly what needs to be done by each committee, together with a timeframe. The Executive Council produced a final list of projects and the Student Council representatives signed up for the committee they wished to participate in, Committee Chairs were assigned. Five committees were formed, namely PE Facilities, Canteen Facilities, Senior Facilities, In-school Events and MES Cairo Carnival.

The Student Council was de-centralised and each committee was given the independence to draw up their own action plan with the aim of producing a formal proposal for SSLT. Due to limited contact time during school hours, each committee formed a 'communication loop' taking advantage of various social media. A Student Council Moodle page was set up to view and post documents along with dates of upcoming meetings and deadlines. Staff and students were also kept up to date with the work of the council through agendas and minutes posted on the Student Council noticeboard.

The committees worked tirelessly to gather at least 100 responses from each questionnaire and the workload was spread out amongst committee members. Responses and data were input into a spreadsheet and Nader Rafaat (Y12R) completed some detailed statistical analysis. Nader also produced a template proposal for committee Chairs to use and guided them through their formal proposal. Formal proposals have now been completed and sent to SSLT for consideration.

The 2014/15 MES Cairo Student Council led by Nada Rizk (G12Y), organised by Zeyad Hussein and driven forward by the enthusiasm of Nader Rafaat (Y12R) have worked in a professional manner to make all this happen. Other active members of the council include Farrida Effat (G7R), Ibrahim El-Miar (G8B), Farah Abdelsalem (Y11R), Nay Assem (Y9G), Yassin Massoud (Y8G), Youssef Hanna (G10), Meriam Hatem (G12Y), Sherien Shatta (G11B) and Sara Gameldin (G11R). MES Cairo has always felt that the student voice is an important element in the continued development of the school.

A fond farewell to all the senior students leaving the MES Cairo Student Council this year especially Nader Rafaat (Y12R) who has been involved with the Student Council for the majority of his secondary school life. He has been the lifeblood of the council for a number of years. He has left big shoes to fill but he has guided the younger members who are now equipped with the skills to move the MES Cairo Student Council forward and to 'Make A Difference' at MES Cairo and the wider community.

**Mr S Morris - Student Council Coordinator**

# SECONDARY PIONEERS END OF YEAR CAMP-OUT MES CAIRO STYLE!



For most students, Thursday 14<sup>th</sup> May was just another day. Classes came and went, the clock ticked on, and the weekend crept closer and closer. For Secondary Pioneer students, however, the final bell was actually the beginning of something even bigger.

"I couldn't stop wondering about how the camp would be set out and the different skills we would learn about. I was very excited". **Amina El Shourbagy (G8R)**

Thursday 14<sup>th</sup> May saw the Secondary Pioneer Programme celebrate its first ever 'End of Year Camp-Out'. As the buses pulled away from the chute, 36 determined students gathered on the sports field, tents in hand. A night of fun, games, team building, and group bonding spread before them. But first, they had to set up the dreaded tents!

"It was hard. We had to work as a team because it was the first time we had ever put up a tent on our own". **Karim Nour El Din (G8Y)**

In the end, Pioneer perseverance prevailed. With their temporary homes established, the students raised their eyes to the challenge ahead. Namely; the Amazing Race. This pinnacle of Pioneer perfection had been carefully crafted specifically to test our brave students' metal.

Of course, our heroes did not bat an eye.

"The Amazing Race was very challenging. We had to use a lot of teamwork and communication to complete our tasks".

**Mariam Zaki (Y8Y)**

Not a single obstacle could daunt these Pioneers. In teams, they raced from challenge to challenge, conquering all that stood in their path.

"The hardest challenge was the Amoeba race. In this challenge, the students were bound together and forced to travel around the track. We had to move all in one direction together as a team. It was difficult to organise on the spot". **Amr Katta (G7R)**



With the Amazing Race finished and each team declared successful, the still energetic Pioneers gathered round a fire to sing songs, tell stories, and (most importantly) roast marshmallows. Before long, laughter was replaced with yawns. One by one, the weary warriors retired to their tents for a good night's sleep.

A bittersweet morning followed. The students were eager to spend a bit more time together but they knew that soon the 'End of Year Camp Out' would come to an end. A hearty breakfast set the perfect mood for a bit of reflection on what the whole experience had taught them.

"I learned about better teamwork. You can't accomplish anything if you're on your own. My teammates strengthened my weaknesses, and I helped them back".

**Grant Goddard (Y8G)**

"It was amazing, especially when I pulled my prank. We were with friends doing fun activities, especially the Amazing Race". **Ziad Ayoub (Y8Y)**

In conclusion, staff and students alike dubbed the 'End of Year Camp Out' a resounding success. The Secondary Pioneers dazzled all spectators with their enthusiasm, commitment, and teamwork. As the school year draws to a close, we wave goodbye to the Year and Grade Eight students who have shone in the Secondary Pioneer Programme for several years. They may be moving on to bigger and better things, but the 'End of Year Camp Out' has proved that the future of the Pioneer Programme is bright.

**Mr D Erbach – Secondary Global Studies/Social Studies Teacher, American Section**



# PIONEERS CEREMONY



**The** Graduation Ceremony was a celebration of all the hard work and commitment shown throughout the year by the Pioneers.

The Pioneers were excited for days beforehand, with many asking questions about who the key note speaker would be, who would speak for the Primary Pioneers, and would they get the opportunity to speak to the Whole School Principal, Mr Kirby.

It was with great pride that I walked down through the theatre followed by a procession of beaming Pioneers. 'Jupiter' by Gustav Holst played in the background as the Pioneers walked triumphantly through the hall watched by the delighted eyes of their family and friends.

Everyone was dressed to impress, and they certainly did! The girls were glamorous in glitter, with dresses covered in sparkles and ribbons. The boys surprised everyone with their suits, snazzy ties and dashing smiles! The Primary Pioneers really dressed for the occasion which reflects the pride and commitment they have for the programme.

During the ceremony, the students sat beautifully, displaying very good manners, listening to all the speeches and watching their parents as they smiled and took photos. Malak El Attar (Y6V) walked to the lectern and spoke confidently with the poise of an experienced speaker. She reflected on a year almost finished, full of trials and challenges which each Pioneer faced with tenacity and determination.

In many ways it is a sad time of year as we reluctantly say goodbye to the Year Six Pioneers. With two years of Pioneers experience under their belt, they begin their journey in the Secondary section with many more challenges ahead, waiting for them.

It is with love and respect, that I say farewell and wish them every success in the coming years. I will look forward to seeing them on the trips in the coming year and I hope to hear about how they've applied the skills they have learnt in Primary, to what they are learning in Secondary.

Finally, I would like to congratulate the Year Five students on a wonderful year. They have certainly set a precedence for those from Year Four who will join our team in the coming year. I am already looking forward to seeing how far they will push themselves to succeed and how they will face the new challenges that are ahead of them.

Overall, it has been a fantastic year and I would like to, once again, thank all those Pioneers, their parents and all staff throughout the year for the help and support they have given.

**Ms J Godber – Primary Pioneers Coordinator**





On Wednesday 20 May, all Primary and Secondary Pioneers, as well as their families and friends gathered to celebrate their experiences and participation in Modern English School Cairo's Pioneer Programme.



The ceremony was being held at five in the evening so Secondary Pioneers gathered after school in Ms Vallarino's room to share one last bonding opportunity. Pioneers shared pizza and drinks as we reminisced on the wonderful opportunities the Pioneer Programme has offered us over the school year. We bid farewell to our Year/Grade Eight participants, many of whom had been with the programme since its inception. Mr Erbach spoke to the Secondary Pioneers of the new and exciting possibilities for Pioneers returning in the new school year.



Pioneers looked sharp in their formal attire as they eagerly lined up to enter the theatre. We were met by the ceremony's G12 keynote speaker, Mahira Aly (G12Y). Mahira gave some last words of inspiration and advice to the Secondary Pioneers before entering the theatre and the Pioneers were excited to have such a positive role model speak before them.

Arwa Kheir (Y8B) was the student speaker who represented the Secondary Pioneers. She talked about how the programme has changed her for the better. Then the Pioneers listened to Mahira Aly (G12Y) talk about her experience growing up at MES Cairo and her successes due to her drive to take risks and to get out of her comfort zone. Ziad Ayoub (Y8Y) created a video for the Pioneer Achievement awards with awards going to seven students who have been committed to the

Pioneer Programme since it started. The Pioneers were presented with certificates and pennants.

Thanks to all who made the ceremony possible: Ms Ballard, Ms Ghada and Mrs Dajani, Mr El Metaal, Mr Erbach, Ms Godfrey, Ms Singleton and Ms Vallarino. A special thanks to Mr Abou El Ela, Ms Ashour, Ms Boswell and Ms Marei for helping to organise the event.

### Ms E Vallarino – Secondary Pioneers Coordinator



# MODEL UNITED NATIONS

## Nevsky MUN Conference - St. Petersburg, Russia, March 2015

As another year of Model United Nations comes to an end, we take a moment to pause and evaluate the progress achieved and set new goals to be met. At MES Cairo we do not believe that education should be limited to the classroom setting and MUN Conferences provide an excellent avenue for student exposure to new and various cultures, traditions, histories and people. MES Cairo students experienced an eye-opening week of debating and compromising on global problems and solutions, interacting with other international student delegates, nurturing an appreciation for individual rights, and setting a superb example of the future Egyptian citizenry.

To those student delegates - thank you for your dedication, time, patience and eagerness to participate in a MUN Conference. We hope the benefits gained will encourage you to continue being empathetic, active and creative members of society who are devoted to making a positive impact on your world.

### Ms C Flake - MUN Coordinator

The recent MUN trip to St. Petersburg was, like all MUN trips, an excellent experience. Each year, there are three MUN trips to Moscow/Ivanovo, Prague and St. Petersburg/Novgorod. People often assume that the MUN conference is the heart of it all but anyone who has participated agrees that the learning experience is truly the highlight. On these trips you learn more about



yourself and your friends, about current world affairs, the culture of the country you visit and about the dozens of other students you meet on these trips. All of the knowledge and experience you gain on this trip will surely change the way you act and the way you view both yourself and the world. The MUN conferences give you a deep understanding of current world events. Pooling your ideas together with the ideas of other members of your committee will broaden your perspective of the world; you will see how other people react to certain issues which will give you greater insight into those



peoples' cultures and show you new ways of interpreting and approaching global events. Trying to find solutions to global problems will improve your critical thinking skills; trying to reach these solutions with your fellow committee members will make you a more cooperative person overall. The greatest of all of the character changes you are likely to experience on an MUN trip, however, is the increased self-confidence that comes with being able to speak publicly and assert your opinion.

During the committee sessions, you are strongly encouraged to speak in front of a group of people to state your opinion and defend it. This public-speaking aspect of the trip improves your self-confidence and makes you less hesitant to speak up for what you believe. This seemingly 'miraculous' confidence boost may seem unlikely, I was personally skeptical before going on the trip, I thought that it would take a lot more than that to gain self-confidence but anyone (including me) who has been on a MUN trip can tell you that you will gain



self-esteem and that you will become a better public speaker. All of this, however, is only a portion of the experience. I have not yet mentioned the sightseeing, the chance to make new friends or the things you learn from visiting new countries. It is difficult to give a comprehensive explanation of what it is like to be on an MUN trip; it is something that must be experienced. I would recommend the MUN trips to anyone. Do not make the same mistake as others and think that it will distract you from school work when, in fact, these trips are true pillars of the High School experience as a whole.  
**Sherief Hamdy (G11G)**

Sightseeing in St. Petersburg was absolutely mind-blowing as well as interesting as I learnt many new facts. The most interesting place we visited our first day was the Hermitage Museum, which is huge. I learnt that if you look at each piece of art in the museum for thirty seconds, it would take you eleven years to see them all so I guess that tells you how long it took us to briefly circle the museum. After a fun day of sightseeing, we later went to the school where the Nevsky MUN took place and were introduced to our committees and the other students. That night I got the chance to make new friends and I would never regret doing that.

The next three days, we were busy with the conference and constant hours of debate which was pretty fun. To be honest at the beginning I didn't participate as much but towards the end I decided to make every second count and therefore participated especially in the General Assembly. Later on that night, we went to the conference disco where everyone enjoyed the dancing.

The next day we visited Catherine's Palace and then travelled to the City of Novgorod. Upon arriving we had the chance to visit a folk dancing school. The next day we went to the Kremlin and a traditional Russian wooden village. After a long week it was time for us to return to Egypt. This experience was unforgettable.  
**Omar Kamel (G11B)**

# National Honor Society and National Junior Honor Society Induction Ceremony



**On** 4<sup>th</sup> May 2015, NHS/NJHS celebrated sixty-three new members with the 14<sup>th</sup> Annual Induction Ceremony. Students who are selected for membership demonstrate exceptional performance of the four NHS/NJHS pillars: Scholarship, Service, Leadership and Character. The Induction Ceremony included

speeches from graduating Seniors about how the NHS/NJHS pillars influenced and inspired them throughout their Secondary School careers. Mr Perry, this year's guest speaker, also shared his words of encouragement to the inductees. We welcome and congratulate all new members and look forward to working with them in the 2015-16 school year.

## NHS/NJHS Sponsors

"Service has always been an important part of my life. It is about assisting those around you, helping the less fortunate or simply making someone feel appreciated. It is the pillar that I believe has truly shaped my character and that of so many other National Honor Society members."

**Shams Arafa (G12G) - Induction Ceremony Senior Speaker**

"Character is not acting in good service on occasion. It is not situational. It is not circumstantial. Character is engrained within you, it is an intrinsic element of your personality; a definitive set of morals that you choose to live your life by in search of self-improvement and the betterment of society. Do not let your character be a variable, make it a constant. Thrive on the values of the person you choose to be. Let it be permanent, never ending, infinite."

**Mahira Aly (G12Y) - Induction Ceremony Senior Speaker**



Being a member of the National Junior Honor Society in Grades Nine and Ten has been a life changing experience. It has provided me with plenty of opportunities to aid and get to know our ever-growing community. Between the Worker's Lunch, Coptic Cairo tours, service hours in Primary, and the Wadi

Degla garbage pick-up, I have become a more aware and active member of our shared community. I look forward to taking advantage of all the opportunities presented to me as a newly inducted member of the National Honor Society in Grade Eleven next year.

**Malak Arafa (G10B) - NHS Inductee**

**Ms Therese Sliney, Mr Tom Roodvoets and Ms Christine Flake**



# THE WORKERS' SIT DOWN TO LUNCH



**The** Workers' Lunch is an important occasion in the NHS/NJHS calendar as it offers students the opportunity to show their appreciation for all the hard work and commitment that all the staff do every day so that they can enjoy an excellent educational environment. During the busy school year, it is easy to forget the continuous work that goes on behind the scenes and which we can tend to take for granted, caught up as we are in the everyday concerns of studying, examinations, tests, homework and whether you have remembered to bring your sports kit!

On Saturday 23rd May, it was time to consider all that the workers at MES Cairo contribute to the smooth running of the school. Instead of the workers focusing on making our lives run smoothly, they were able to take a brief break to enjoy a meal hosted by the NHS and NJHS students. In turn, the workers were delighted that students had taken the time and made the effort to give something back.

Such is the enthusiasm of students for this event every year, that numbers have to be limited but this shows the level of enthusiasm that students feel for the extremely hardworking teams who dedicate time, care and attention and facilitate and enhance the students' experience of

education at MES Cairo. Workers were individually thanked by speeches from Shams Arafa (G12G), Hana El Sayad (G12G), Karim Shaltout (Y12G), Seif Salah (G11B), Nader Rafaat (Y12R) and Mariam Helmy (G12R).

Many thanks as always to Mr Clement and his team and all those workers who helped organise the facilities for the day.

**Ms T Sliney – English Teacher, Secondary British Section**



# SENIOR PROM 2015



**The** Senior Prom is a fabulous tradition at MES Cairo. Prom night is a time to celebrate the successes of our school years with our friends and teachers outside the traditional classroom setting. It is a night we dream of when we are little Primary children, and a night we all wait for, anticipate, and will remember for the rest of our lives.

It is the responsibility of the Prom and fundraising committee to make prom an unforgettable night. Our sole priority from the first day of school is to raise enough money to ensure that the night truly fulfills our childhood dreams of prom, and this year we believe we accomplished that.



We had a wonderful night with outstanding music and company. Old friends had the opportunity to revel in the picture perfect night they have dreamt about for eternity and new friends got to further establish and strengthen their friendships, undoubtedly into the future. We may be separated into different sections of the school and even further split into different groups of friends, but prom is one of the rare opportunities when all differences between us were set aside as we danced and mingled as one group: the Senior Class of 2015. All our hard work truly paid off and prom was a huge success. We glittered and shone in the midst of the surrounding elegance of walls illuminated by glimmering pea lights and beautiful ribbons. It was definitely a night that we will never forget.



This could not have been possible without Mr Tomlin and Ms Clingan's dedication. Thank you both so much for your endless help and support, we could not have done it without you.

**Mahira Ahmed (G12Y)**



Prom wasn't one of those mediocre school dances; it was an event to remember. Walking into Le Passage, I felt a rush of emotions that definitely overwhelmed me. I definitely couldn't comprehend the reality that I was walking towards an event that marks the end my school journey.



This all changed as soon as I finally entered the prom hall, it was no longer sadness or fear that overwhelmed me, but rather happiness and excitement.

I quickly scanned the room and everyone looked great! The boys were in suits and the girls were in elegant, beautiful dresses. Almost everyone in the Class made it, which was something that truly magnified the fun we all had. It was such an amazing feeling to see everyone have a good time and dance, especially our teachers! Seeing our teachers outside of the MES Cairo context allowed us to interact with them on a personal level, and greatly strengthened our connections with them. It didn't feel like they were there to supervise, it felt like they were there





to join the fun and watch us have a good night. We took countless pictures and numerous videos to document our experience; this made it all the more memorable.

Looking back, I can't believe it's over. It really is true that time flies when you're having fun because I barely felt the time pass. It was definitely a day that I will cherish and remember for a very long time. Despite my sadness that it's over, I still look forward to other senior events like our camping day and of course Graduation. It has been a long journey, and prom was one of those experiences that truly left a mark on all of us. It was a very fun night, I wish we could do it again!  
**Hana El Beltagi (DP12R)**



As part of the fundraising team, knowing that we helped make prom happen made the night even more satisfying. We all worked as a team to make the prom happen, from holding Halloween parties to hosting bake sales. After months of hard work in order to make the prom free for our Class, it was extremely rewarding to see the results. I believe the most enjoyable aspect of prom was the monumental feeling of being proud of our accomplishments. Working towards the same goal brought us closer together. This connection united us as a year group as we celebrated our last moments of school. Knowing our hard work and anticipation were worthwhile made prom even more memorable. I can honestly say it wouldn't have been the same if we weren't the ones responsible for raising the money.

Thank you to our remarkable fundraising committee and of course, our teachers, Ms Clingan and Mr Tomlin for their constant support and help!  
**Gina Osman (Y12R)**

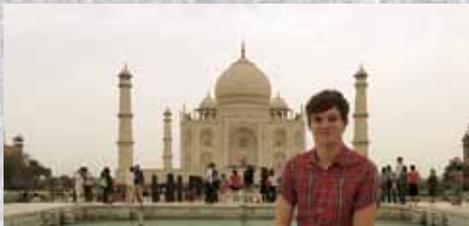


# MES CAIRO TEACHERS LOVE TO TRAVEL!

**We** all know how adventurous the MES Cairo students are, especially on trips, but how about our teachers? In this article you will find out exactly how adventurous our teachers are!

I interviewed Ms Vallarino, Mr Wise and Mrs Cole to find out about their travel adventures around the world and here is what they told me...

*'Even though I have been to numerous countries such as Australia, Thailand and many others, I found India's culture the most interesting with so many new experiences for all the senses. For example in India I tried new types of food that I enjoyed very much. For those who haven't travelled much before and are looking for an exciting and interesting place to visit, I also strongly recommend Australia!'* Mr J Wise (English Department British Section)



Ms E Vallarino (English Department American Section) has travelled to so many places. I hadn't even heard of a few of them! She has been to Thailand, Tahiti, Marquesas Islands, Japan, China, Hong Kong, Vietnam, Myanmar, India, Kenya, Tanzania, South Africa, Botswana,

Zimbabwe, Brazil, Argentina, Panama, Peru, Iceland, Norway, Russia, France, Spain, Belgium, Germany, Slovenia, Slovakia, Croatia, Jordan, Lebanon, Denmark, Switzerland, Poland, Ireland, Uruguay, and several other countries! She found South Africa the most interesting, saying:

*'It has such an interesting history and I'm fascinated by the ongoing struggle as it moves away from its colonial past. It also has an incredibly beautiful landscape!'* She found Tahiti the most delightful to the senses: *'I loved Tahiti. The mix of remote atolls, fluorescent turquoise water, brilliant white sand, and ancient Polynesian mixed with current French influences makes for an amazing travel destination!'* Ms Vallarino prefers adventurous holidays to informational ones and she once even climbed a mountain!



Surfing at home in Hawaii at my favourite break called Ala Moana Bowls.



Mrs Cole has lived, worked or travelled in over forty five countries! She told me all about her travels. *'I love Egypt and have travelled all over the country from the Black and White Desert, to Alexandria to Lake Nasser. One of*



Summer in Dubrovnik, Croatia with a childhood friend



Spending time with African elephants in Knysna, South Africa



Boating on Lake Como, Italy.



the hardest travelling experiences was completing a two week trek in the Himalayan Mountains in India and one of the best was swimming with whale sharks off the coast of Mexico. I have visited Macchu Picchu in Peru, walked along The Great



Standing in a pumpkin patch in Schwangau, Germany.



Wall of China and even seen a real sumo match in Japan. There are still places I would like to see. My dream is to visit the Orangutans in the wild in Borneo and to travel on the Trans-Siberian Railway.' (Mrs J Cole, English Department British Section)

Travelling around the world is a marvelous experience and it seems there are breathtaking adventures to be had everywhere you go!

**Sarah Kamel (G8G) – MESsenger club reporter**

## THE MES CAIRO FAMILY CELEBRATES A NEW BIRTH!



**Anya Evie Cole** was born weighing 8lb 6oz on the 1<sup>st</sup> September 2015 in Bath, UK. She is little sister to Kaya Cole, FS10 and daughter of Jennifer Cole (Secondary LDD Coordinator British Section) and Samuel Cole (Y6Y Class British Teacher). Her name has meanings in many languages, but it was chosen as a variation and combination of both her grandmothers' names.

Anya moved to Cairo when she was three weeks old. When she was five weeks old, she went on her first holiday to Sharm El Sheikh and she has also been to the Black and White Desert during Thanksgiving, back to England for Christmas, to El Gouna last February and to Cyprus for the Spring break. So she is already a seasoned traveller who loves holidays like her parents!



# MESMERISED



# MESMERISED



## MESsenger 50 Team

Ms S Sheehan, Ms C Boswell, Mr P T Godfrey, Ms G Dajani, Ms J Cole, Rawan El Khatib (G8G), Sarah Kamel (G8G), Kenzy Wadood (G8G), Saif El Bialy (Y7B), Ms R Sharkawi, Ms O Mawla

With special thanks to Elham Tadros at Glow Printing.

# Modern English School Cairo



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.

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\*  
*CIE Fellowship Centre Status*  
\*  
*DfE - Department for Education (UK)*  
*Number 7036316*  
\*  
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\*  
*Associate Member of European Council of International Schools (ECIS)*  
\*  
*Council of International Schools (CIS)*  
\*  
*Fully accredited by Middle States Association (MSA) Commission on Elementary and Secondary Schools*  
\*  
*Fully accredited as an International School by Ministry of Education, Egypt*  
\*  
*Member Near East South Asia (NESAS) Council of Overseas Schools*  
\*  
*NCA Accredited - AdvancED*  
\*  
*ICT Mark UK (2010)*  
\*  
*Accredited as 'Outstanding' by British Schools Overseas BSO*

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