

# MESSENGER

CELEBRATING 25 YEARS  
OF EXCELLENCE IN  
EDUCATION AT MES CAIRO

## AMAZING AIDA!

- British Council CIE Outstanding Learner Awards
- Creative Curriculum
- Primary Productions
- IBDP News
- Trips
- Sports desk
- ...and so much more!



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# MESSAGE FROM MRS. SAWSAN DAJANI

## Chairman of the Board

**I**t is with great pride that Modern English School Cairo celebrates its 25th anniversary this year. The school's growth and development since 1990 when we set it up here in Cairo has been astounding in its magnitude, bewildering in its intensity and incredible in its success. This important milestone in our history gives us the opportunity to pause and reflect, with some degree of awe, on those 25 years of tremendous accomplishments.



AIDA was a wonderful expression of our success as we celebrate our achievements, embrace the lessons we have learned, and, move onward and upward with

a passion and commitment to making further progress.

Our successes as a school are what fuels our thirst for continuous improvement, in the interests of the young people that we so proudly serve.



As I reflect on the past 25 years I am reminded of lessons learnt; of how important it is to embrace change and look to the future with optimism. The growth that MES Cairo has experienced over the past 25 years has not been without challenges. I would gladly live through each of those challenges again, as the journey has brought us all to the wonderful place we are today.

We take pride in our school being a learning organisation.

We celebrate our academic results and achievements whilst never losing sight of the fact that Modern English School Cairo is committed to aiming for a much deeper level of quality and a fully rounded school experience. Today MES Cairo stands as a beacon of education, with a shining reputation around the world. It represents education at its best – equipping the young to face the future with the necessary skills, confidence and understanding.

Along with our teachers, our parents play a significant role in providing the positive learning environment that is conducive to the holistic education of our students. I would like to thank all our MES Cairo parents for their continued support of the school.

Our students appreciate the education they receive with us well after they leave. As you will witness on the stage tonight, our Alumni Association is growing from strength to strength, with more and more MESConians coming back 'home' to participate in fund raising events and other school activities as each year passes.

I would like to congratulate the Performing Arts team, the students, and all those who worked so hard to bring Aida to our stage tonight. I would also like to thank the Principals, teachers and administrative staff of Modern English School Cairo. Our 25<sup>th</sup> Anniversary celebration is a proud recognition of your hard work and dedication.

It was a truly marvelous, spectacular production. Some said it was too 'ambitious' a choice for a school show. When we witnessed how the MES Cairo teachers and students had overcome so many challenges, we were inspired to look forward to so many more bright futures. Time is precious, just as each and every one of our students is precious to us all. In them we have invested 25 years of time, energy, and hope for our collective future. That is the essence of what we are celebrating this year.

I extend my warmest congratulations to the whole of the MES Cairo family.

Happy 25<sup>th</sup> Anniversary!

Sawsan L. Dajani, Chairman of the Board, Modern English School Cairo

# 25<sup>TH</sup> ANNIVERSARY CELEBRATION

## MESSAGE FROM MR. PETER GODFREY



Marouf 1995

I was indeed fortunate in 1990 to be asked by the Dajani family to help establish a new international school in Cairo. Necessity demanded a hasty beginning; we had forty five minutes to create a name and logo to submit to the Ministry of Education and that was before we found a suitable building! From those first days our vision was for a school that would deliver a broad and balanced education. Integral within that mission was the value that we placed on the arts which we considered to be an

essential part of the human journey and inseparable from the very meaning of "education".

Then, as now, our pupils showed an enthusiasm for life, a spark of creativity and a vivid imagination which we were determined to harness within the performing arts.

It was not an easy task. There were no large indoor spaces on our small campus in which to meet and rehearse but with a true pioneer spirit the fledgling tradition of a commitment to the performing arts was established. I remember well the "Big Top" production by our youngest pupils in a hired hall in the Ramses area of Cairo, the first staging of the musical "Cats" in the Meridien Hotel and the daily treks down to Agouza for our whole school productions which night after night filled the auditorium. The lighting and sound box was behind the stage and the holding rooms were 100 metres away with tunnels to traverse! Most of our rehearsals before the actual performance dates were held in the play yard in intense heat. Even the piano had to be moved daily from inside to outside.

Our first production of the perennial "Oliver", "Charlie and the Chocolate Factory", "Marouf" which was specially written for MES Cairo and "Little Shop of Horrors" were real achievements under difficult circumstances. But there were many laughs along the way. I well remember the look on the faces of the staff and students who had spent weeks making the largest plant for "Little Shop of Horrors" when they realised that it was far too big to go through the door of the classroom before taking to the theatre downtown. It is interesting to note that two pupils who starred in those shows are now fully qualified teachers in our school carrying on the tradition.

After a few years we were lucky to purchase an extra piece of land on which a small hall with a stage was built. That stage was in use 100% of every day and we were treated to some impressive shows. "Beauty and the Beast" from Year Three and Year Four was such a mature and polished production, "Carrie's War" was one of our first plays and the teachers treated us to an amazingly professional production of "Grease" as a farewell to our Heliopolis site.

From the outset we insisted that every child in every class in Primary was part of at least one full show every year. That has continued during the past fourteen years that we have enjoyed our theatre, dance studio and rehearsal rooms on our present site.

There have been over 240 productions which have been evidence of our



Grease 2010



A Chorus Line 2005



Cats 2001



Lion King 2006



Letters to Me 2009



We Will Rock You 2009



Wicked 2014



Oliver 2010

belief that involvement gives our youngsters confidence for later life. Many thousands of pupils have enjoyed being part of the limelight and tens of thousands have enjoyed being part of the audience. It is with immense pride that I remember the variety of presentations from the amazing Year Two “Mystery of the Missing Ming”, “Blood Wedding”, the primary operetta “Ocean World”, the demanding “Shudder” and “Stomp” with students abseiling high into the rafters whilst the audience marvelled at their drumming improvisation. 2005 saw a ground breaking “A Chorus Line” delivered with sophistication and style after a distinguished “Caucasian Chalk Circle”. “Letters to me”, a teacher presentation compiled especially as a thank you to the graduating students was heartrending, intensely personal and really something quite special.

Shakespeare has featured prominently with the clever use of Beatles tunes in the Year Six rendition of “Romeo and Juliet” and the atmospheric Secondary production of “The Tempest”. “Frankenstein” in 2007 scared us as much as “Mamma Mia” and two further versions of “Oliver” had us singing along to the well-known melodies. “Cats” with awesome staging and choreography was resurrected in 2001. Slapstick “Bugsy” enthralled us in 2001 and again in 2010. “Dream-maker” presented in 2004 by Year Four students was memorable for its intricacy and accomplished performances by such young actors who have gone on with confidence to star in our whole school staging of the musicals “Seussical”, “The Wiz” and “We will rock you”.

I will never forget the buzz of the whole school team effort with teachers and pupils of all ages who delighted not just MES Cairo but the whole of Cairo with “The Lion King” in 2006. Every detail as usual was evident and I will always remember viewing the youngsters dressed as giraffes stalking on stilts in the jungle scenes.

The impact of the full musical version of “Les Miserables” in 2013 with stunning sets was huge as was the more recent “Wicked” which saw Elpheba defying gravity singing as she flew up to the top of the theatre. Our very own Jonathan Todd co-wrote “Hot Dogs and Caviar” in 2004



Lion King 2006

and has coordinated this year’s show “AIDA” to celebrate the 25<sup>th</sup> year of providing quality education by MES Cairo in the community.

I would like to thank sincerely all those members of the MES Cairo family from the earliest teachers with their “can do” attitude to all the students, teachers and parents involved during the past quarter of a century for their invaluable contributions. Most particularly I am grateful to the Dajani family and particularly Mrs Sawsan Dajani, Chief Executive and Managing Director for their unstinting support and belief that the performing arts are a measure and reflection of our degree of civilisation.

We have superb facilities at MES Cairo with the latest in technology but it is in Apple’s DNA that technology alone is not enough. Steve Jobs stated, “It is technology married with the liberal arts, married with the humanities that yields the results that make our hearts sing.”

I am sure that you will agree that creativity will be the currency for the next 25 years at MES Cairo.

Peter T Godfrey

Member of Board of Directors  
Modern English School Cairo



Wicked 2014



The Wiz 2007

# Aida

## MESsages from the Director and Musical Director

**Aida** is a timeless story of the power of love, known through the Verdi opera and this, the Broadway version. The scale of our production has led us to marry the two versions, rendering the Elton John musical in an operatic style. The rehearsal process has been a fascinating one, watching our talented performers transform the intimacy of the relationships in the story into performances that can fill an arena. Keeping those performances alive in the midst of all the technical demands has been a huge challenge for the actors but one they have met with aplomb. It is a humbling experience watching students grow from chorus members to singers capable of communicating the emotional range of a piece such as this. As with all of our shows, the sense of “family” among the cast and crew is strong, with every single member of the ensemble enjoying equal status.

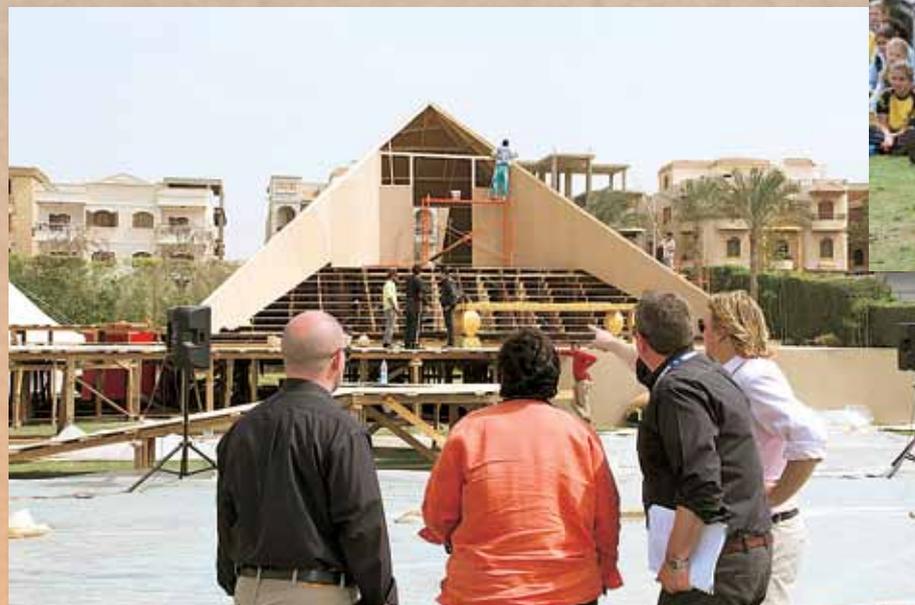
Each year sees some of our cast performing their last show as students. Occasionally, as with this evening, they get a chance to return to the MES stage, but their time as student performers comes to an end. To those in that position tonight I say thank you. Thank you for sharing your talent with us. Thank you for your dedication, commitment and inspiration. Thank you for creating memorable characters and having the courage to present them to our community. I also say good luck in your future endeavours and I hope Theatre stays with you and you with Theatre. I do not say “goodbye”, but rather “see you soon” because, hopefully, we will enjoy your presence on our stage again in the future.

Enjoy this labour of love that has been so long (and large) in the making.

Jonathan Todd – Director

The story of “Aida” has been popular ever since Verdi’s opera of the same name opened in Cairo in 1871. In typical opera fashion “Aida” contains elements of love, jealousy, malice, and tragedy. So true is the Elton John and Tim Rice version that was written for Disney and opened on Broadway in 2000. I was able to see the Broadway version with the original cast on Broadway that same year. It was quite the spectacle, as is common with all Disney productions. Bringing the production to MES Cairo has been an enjoyable, albeit stressful, journey. Add to the musical and dramatic challenges, performing a fully staged musical outside creates technical issues that the students and directors have to overcome to produce the quality of show for which MES is known.

It has been a pleasure to work with the cast and chorus for this production. The students have consistently been attentive to direction and instruction. Musically,



this show is very challenging. All the cast and chorus have grown in this sense to produce beautiful melodies and harmonies that are the center of the musical score. I wish the cast, chorus and crew the best of performances. Special thanks to Jonathan Todd for giving the original cast recording of Aida “a second listen.”

Daniel Tomlin - Musical Director

# AMAZING AIDA!

Elton John and Tim Rice's *Aida* premiered on Broadway in 2000, and ran until 2004. It is the 35th longest-running Broadway musical. Thanks to the artistic vision of our Performing Arts team and the support of our Managing Director and Aida Producer Ms Ghada Dajani, the largest stage it has ever been performed on was here in Egypt, at our very own MES Cairo! The stage that was built for the production

was four times as big as any Broadway stage. Designed by our Director and Head of Performing Arts, Jonathan Todd, (who has been known in the past to start 'revolutions' and 'make a witch fly' on the MES Cairo stage), this magnanimous, vibrant set design took the MES Cairo concept of stage spectacular to a thrilling new stratosphere! We were treated to a feast of colour and thrilling moods, with a laser-light-flooded pyramid, a boat that moved across the arena carrying singing performers and many other visual and sound effects that provoked gasps throughout the audience during the performances. Many are now wondering how Jonathan Todd can possibly surpass himself after this spectacular show.

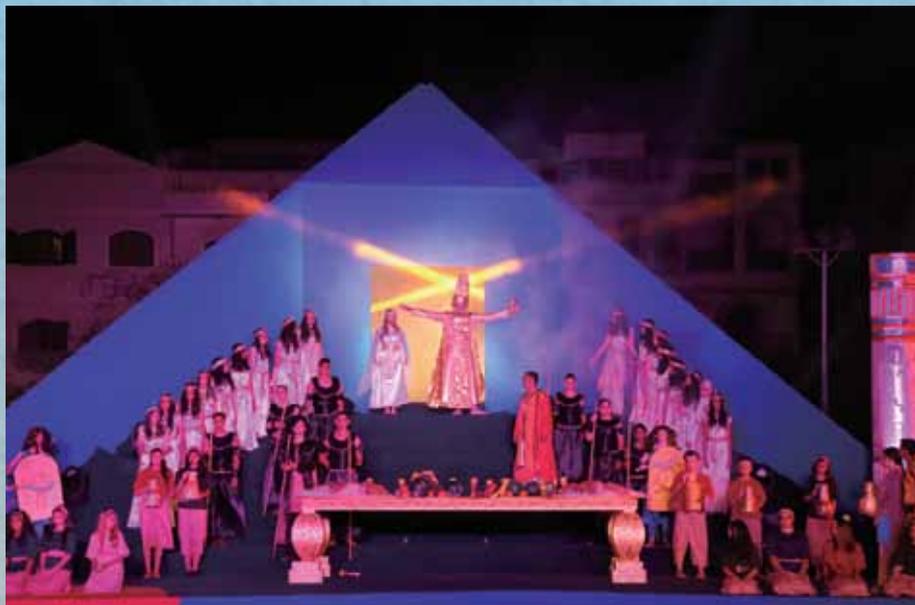


Our Musical Director, Daniel Tomlin, also astounded us yet again with the electrifying quality of the incredible sound that was produced by our students in a show that has some complex pieces and requires a broad vocal range.

There were outstanding performances in key roles, especially that of Aida, played by Hana Seif El Nasr. Her powerful, beautiful voice has the flexibility to handle the wide-ranging vocal challenges and her acting is strong. She filled the atmosphere with highly emotive moods and sounds. Youssef Abaza, as Captain Radames, impressed with his fine voice, strong stage presence and heartfelt devotion. As princess Amneris, Hana Abaza gave a slick and fun-filled performance of the self-centred royal. Hadi Birajakli played Zoser, the villain of the piece and suitably nasty in role, he filled the night sky with a menacing mood as he turned it up to rock-decibels. Hassan Saad as the Nubian slave Mereb achieved both humour and pathos in his well-played role. There were very strong performances from Mohamed El Refaie as Pharaoh, Sandra Massoud as Nehebka and Abdlerahman Hany as Amonasro. The Ministers were played by a troupe of sharp, menacing dancers who moved with precision and efficiency. The Primary performers impressed us with their timing and fine moves. The show's slick choreography was mastered by Carole Godfrey and Daniel Tomlin.

It is difficult to single out individual performances for this show. There were over three hundred students involved in the show in some capacity, both on and off the stage. This prompted everyone to marvel at the impressive Stage





Management skills of James Colley and his team. Every single performer shone brightly on stage and every choir member sang with skill and true commitment. Without exception, all of the performers on stage, along with those in the Secondary Choir (led by Daniel Tomlin) and the Primary Choir (led by Adam Briggs and Dawn Lovig) and all of those who worked so very hard back stage to make the show happen - were true superstars. Despite the cold weather, every performer, technician and stage crew member displayed true grit and resilience. They shrugged off the cold weather and gave three focused and flawless performances, leaving the audience stunned by their maturity and professionalism. This professionalism is what prompted famous Egyptian actor, Tarek Helmy, to post what became a viral comment on social media about how

impressed he was by the show and how the MES Cairo students are a shining example to Egypt as a whole. He stated that we can all learn much from these young people and encouraged the Ministers of Culture and Tourism to witness the brilliance of MES Cairo's production.

A large number of other MES Cairo teachers participated in the success of Aida in a variety of ways. In particular, Kim Tapsell, Lee Simpson, Ben Myers, Lee Hedges and **Lamia Afifi** from the Art Department, along with an army of helpers, deserve special mention for making the vision of the set into reality - supported by the craftsmanship and skills of Mohamed Hussein, Mohamed Mahmoud and Shaimaa Farouk. Fred Gibault worked tirelessly to manage the props while Rosy Gonzalez managed the costumes with panache. Students in Year 12 proved to be invaluable to their staff peers; Nader Raafat and Karim Shaltout ably coordinated the sound while Omar El Sayyad and Seif Abdallah worked professionally as Assistant Stage Managers.

The final scene of Act 1 of MES Cairo's Aida was recognised by many as being highly symbolic in the MES Cairo context. A group of MESConians from a variety of Graduating classes, in role as ancient gods, stood on the Pyramid steps, sang a supportive chorus and looked down in approval at Radames and Aida as they confessed their love for each other. These Alumni performers all once shone on the MES Cairo stage at some time in the past, making this moment utterly poignant on several levels. Not only were the gods of ancient Egypt smiling down on Aida and Radames, but they as MESConians were also smiling down in approval of a place where they too once shone brightly. These MESConians chose to give up their time for rehearsals and come back 'home' to take part in Aida because they fully recognise how they themselves, now young adults, still benefit today from creative strength and myriad of opportunities offered to young people who enjoy an MES Cairo education.

What better way for the MES Cairo family to celebrate this 25<sup>th</sup> Anniversary Year...

**Congratulations, MES Cairo!**



# STAFF REVIEWS

Sitting in the audience on opening night of Aida I was quite literally awestruck by the sight before me. The execution of a challenging musical is an achievement in itself, but to do it to such a grand scale in terms of the size of the cast, the elaborate set, and the extraordinary lighting and sound made it a marvel to behold. Goose-bump moments were had at regular intervals throughout the show...I am proud of every single person who played their important part, on stage and behind the scenes. An outstanding showcase of incredible talent, a great demonstration of MES Cairo community effort and spirit, and a fine reflection of the MES Cairo Graduate Profile being realised.

Nicola Singleton

My favourite moments were the opening and closing scenes where Amneris sang "Every Story is a Love Story". With a backdrop of the impressive Pyramid and supported by a dazzle of lights that soared into the New Cairo night sky, it was simply spectacular. When the Pharonic boat turned the field into the Nile and 'sailed' onto the set, I was wowed by the bold vision turned into reality by the MES Cairo team. I loved the upbeat vibe of "My Strongest Suit" - showcasing the dazzling white and gold costumes of the Women of the Palace. I was struck at what an incredible opportunity for all those involved, both on stage and off, to be part of something truly exceptional and professional. For the audience, we were transported out of the MES Cairo field and onto Broadway! A fabulous way to celebrate 25 years of what MES Cairo can achieve. Jenny Cole

What an incredible setting and atmospheric show. I was extremely impressed by the calibre of all performances. A perfectly apt show to celebrate 25 years of MES Cairo. Congratulations to all involved. Maria Shooter

Congratulations to everyone involved! All aspects of the show were amazing, from the talented performers to spectacular stage and lighting. Aida was a fitting tribute to celebrate the school's success and progress over the past 25 years! We look forward to the next 25 years!  
Year Three Team

'Magical, inspirational, transcending....' Joelle Bugeia

A truly spectacular spectacle! The third, and best show I have seen here at MES Cairo, a thoroughly professional approach from everybody involved resulted in an outdoor performance which was slick and smooth. The challenges were numerous and the biggest one being performing outside in skimpy satin and cotton costumes in what felt like freezing temperatures - you did so well not to let your teeth chatter! Huge thanks and congratulations to all the cast and crew. What will next year bring.? Michelle Ingham



## AIDA ART

The work on producing stage art for Aida has been a truly whole school affair. Students and staff from both Primary and Secondary have been working extremely hard to create the many props and masks that you see before you. The students started by researching the art and culture of ancient Egypt so that they could find inspiration from the astonishing array of architecture and artifacts of this incredible civilization. During after school activities and within classes, students have been working on their modelling skills using papier-mâché and wire. Each object has then been painted using the colour schemes and



imagery of the Pharaonic style. The larger pieces involved in the set were constructed through the amazing carpentry skills of Mohamed Mahmoud Hussein. The furniture, boats and huge columns were then decorated under the leadership of Kim Tapsell and Lamia Afffi. We hope you enjoy the visual spectacle of Aida as much as the Art Department has enjoyed working so hard on the set. All masks and props will on display at the whole school Art Exhibition this May.

Lee Simpson – Head of Secondary Visual Arts

# CINDERELLA

The Performing Arts Department was delighted this year to add another top quality production to the calendar of events. To give students in Year and Grade Seven and Eight the chance to display their enormous talent it was decided to stage a Pantomime in December. The chosen tale was that of *Cinderella*, the poor, down-trodden girl who eventually gets to meet and marry the Prince of her dreams.

Mr. James Colley, recently arrived from Canada to teach Drama at MES Cairo, took on the daunting challenge of directing the show in a short space of time. With auditions held and casting complete, Mr. Colley began the process of lifting the story from the page and placing it on the stage. Gradually the story came to glorious life through the hard and dedicated work of the production team and cast.

The show was performed four times over two days, 8<sup>th</sup> and 9<sup>th</sup> December, and was a real delight for the audiences who were lucky enough to secure a ticket. The entire cast performed with energy, enthusiasm and clarity. Nour El Adly





(Y7G) portrayed the oppressed Baron Hardy sympathetically in contrast to the wonderfully nasty portrayals of his step-daughters Bella (Maya Raafat - Y7G) and Donna (Hana Ahmed – Y7G). Miriam Aziz (G8G) delivered a beautifully controlled performance of Cinderella herself, ably supported by Carol Ramy (G8Y) and Zeina Badawy (Y7G) as the two mice. An incredibly mature and confident performance of the Fairy Godmother by Farida El Shafie (Y8R) had the audience laughing out loud. The Royal household was expertly represented by Bassel Samy (Y7B) and Sarah Kamel (G8G) as the King and Queen. Prince Charming was brought to life by Saif El Bialy (Y7B) in partnership with Ziad Saleh (Y7G) playing William, the Prince's aide. The Royals themselves were entertained impressively by their Jester, played brilliantly by Abdallah Ibrahim (Y8R).



The cast of Cinderella even experienced their own “the show must go on” moment when Hana Ahmed (Y7G) hurt her ankle during a chase sequence. With one more performance to go and an injured lead actor there was the possibility that the show would have to be cancelled. To everyone’s amazement, Zeina Badawy (Y7G) took a script and learned the entire part in the course of one afternoon and played Donna that evening superbly. Mariam Abdallah (G8R) donned Zeina’s Mouse costume and delivered an equally impressive performance.

Congratulations to everyone involved. Mr. Colley, Ms. Gonzalez and Mr. Gibault worked brilliantly with the talented cast and produced the first Year/Grade Seven/Eight Pantomime, an event we all hope will become a traditional feature on the MES Cairo calendar.

Mr. J. Todd - Head of Performing Arts





# BRITISH COUNCIL AWARD CEREMONY FOR CIE EXAM HIGH ACHIEVERS

## CELEBRATING THE VERY BEST OF BRITISH EDUCATION



The pomp and ceremony of a British Embassy event is always a privilege to experience. Even more so when the reason for the occasion is to celebrate the outstanding achievements of students in their Cambridge International Examinations. Mr Kirby, Mrs Singleton and Mrs Clingan, along with proud parents of award recipients, had the pleasure to attend the British Council Award Ceremony for CIE Exam High Achievers on Tuesday 10<sup>th</sup> March 2015. The auspicious event was hosted by the British Embassy at the palatial residence of His Excellency, Mr John Casson HMA, British Ambassador to Egypt. Pertinent addresses were delivered by the Ambassador himself, as well as Mr Mark Stephens, Director of the British Council Egypt. The Chief Executive of Cambridge International Examinations, Mr Michael O'Sullivan, timed his visit to Cairo to coincide with the occasion and to personally congratulate the students being recognised. His words of wisdom were particularly inspirational.



His Excellency, Mr Casson, Mr Stephens and Mr O'Sullivan all spoke of Egypt's bright future in the hands of the young men and women who were being recognised as top achievers in their CIE exams, as well as the internationally reputed rigour and standard of a British education. Parents were commended for guiding students to their success by opting for such a robust curriculum. Schools were applauded for ensuring excellent pedagogical standards and support of their students. Mr Stephens acknowledged that students achieving outstanding results reflected their own capabilities alongside the evident quality of their school. With that said, it was with enormous pride that we then applauded the efforts of award winners as they crossed the stage to collect their certificates and medallions.



As in previous years, Modern English School Cairo stood out amongst the schools represented, not only because of the sheer number of awards won by our students, but because of the auspicious categories in which they earned their accolades. To perform top in a subject, nationally or globally, is no mean feat; it is a tremendous accomplishment to know that you did better than anyone else. MES Cairo students were recognised for outstanding achievements in the following categories:



Subject	Award	Name	Current Class
IGCSE First Language English	Top in Egypt	Ahmed Leithy	Y11R
AS Level Business Studies	Top in Egypt	Dunia Mohamed	Y12G
AS Level Chemistry	Top in Egypt	Nader Raafat	Y12R
IGCSE History	High Achievement	Salma Farouk	Y11G
AS Level Art and Design	High Achievement	Nour Jaouda	Y12B
AS Level Economics	High Achievement	Marwan Moussa	Y12B
IGCSE Design & Technology	High Achievement	Zubaydah Jibrilu	DP11R
AS Level History	High Achievement	Malak Maurice	Y12R
IGCSE Economics	Top in Cairo	Nour Bahaa-El-Din	DP11R
IGCSE English Literature	Top in Cairo	Yasmine El Shaer	DP11Y
AS Level Mathematics	Top in Cairo	Nader Raafat	Y12R



Even more impressive: a true reflection of our school's mission and the importance we place on a broad and balanced education, MES Cairo students dominated the Award categories that recognised consistent performance of the highest calibre across multiple subject areas. Sustaining excellence in a range of disciplines, and to the highest level, is a phenomenal achievement, and clearly what MES Cairo does best. We have sustained dominance over these award categories over the years, with this year being no exception:

Award	Position	Name	Current Class
Best across 7 IGCSEs	First Place	Salma Farouk	Y11G
Best across 7 IGCSEs	Third Place	Aalaa Yassin	Y11
Best across 8 IGCSEs	First Place	Ahmed Leithy	Y11R
Best across 8 IGCSEs	Second Place	Nour Bahaa-El-Din	DP11R
Best across 8 IGCSEs	Third Place	Sousanna Hakim	DP11Y
Best across 3 AS Levels	First Place	Nader Raafat	Y12R
Best across 4 AS Levels	First Place	Marwan Moussa	Y12B
Best across 3 A Levels	Second Place	Sameh Massoud	Alumnus

The students who achieved these awards are remarkable young adults and each is a true credit to our school. They are known not only for their academic capability, but also for their significant contribution to the school in sporting, cultural, creative and/or service capacities. In each of them we see reflected the MES Cairo Graduate Profile, as well as the hope and promise of very successful and worthwhile futures.

Well done teachers, parents and classmates for supporting the success of each student who earned recognition! To those individuals listed above, please know that we could not be more proud of you and your achievements.

Mrs. N. Singleton – Principal, British and IBDP Sections



Nader Raafat (Y12R)



Marwan Moussa (Y12B)



Malak Maurice (Y12R)



Dunia Wasfy (Y12G)

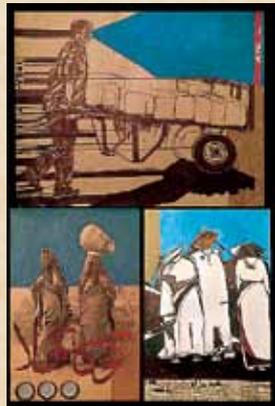


# FROM GRADUATION TO UNIVERSITY!

Congratulations to the large number of students who have secured impressive places at UK Universities. This year has been truly exceptional with 146 places so far and 114 of these are in the Times or Guardian top ten Universities either by University or subject.

**Reading** MES Cairo's students' University offers shows that we are really producing students who can compete with anyone else in the world and win! Name a University and there is a very good chance that one of our students has an offer.

Marwan Moussa (Y12B), studying A Level and the winner of 1<sup>st</sup> place across four subjects at AS in the CIE Outstanding Learner Awards and Mohy Aboualam (DP12R), studying IB, have both gained places at Imperial College London; excellent for Engineering and a major achievement as it rivals MIT in USA, so congratulations to them. Malak Maurice (Y12R) will be reading for a degree in International Relations at the London School of Economics, which is always represented in the top four Universities and is sought after by international students, as most likely to result in a highly paid and prestigious career. Malak will be one to watch as she moves towards a promising future.



The list goes on and on with so many students achieving offers that should make them and their families proud. The challenge now is to get the required grades, so let's all get to work and make these dreams come true!

We are very excited by the two places gained for Oxford University by MES Cairo students. Oxford is always either first or second in all university ranking guides. This is the first time MES Cairo has managed to gain places at Oxford and the ones gained in Art and Medicine are particularly difficult to achieve, so we are justifiably proud of Nour Jaouda (Y12B) and Nader Raafat (Y12R).

Nader Raafat took one of only five places for international students, worldwide, for Medicine and succeeded in gaining exceptional scores in all areas including BMAT. He spent two gruelling days in Oxford being interviewed by a range of Professors about different areas of Medicine. The many other candidates he competed with were clearly at a disadvantage when Nader put his mind to impressing as his sparkle would have been obvious to all! Nader said, "The Oxford interview was certainly a weird and wonderful experience. Weird because they asked some of the most bizarre, unexpected questions that in hindsight I still can't believe how I came up with any answers to, and wonderful because it was a very refreshing challenge, and quite enjoyable to undertake. The highlight was definitely having dinner in The Great Hall (where Harry Potter was filmed), which makes it totally worth it regardless of the outcome"! He also gained a place for Medicine at Leeds, showing great versatility, as different Universities have different interview styles and expectations; however, Nader was not fazed and demonstrated his brilliance repeatedly. We are very proud of him and know that we made the right choice when we awarded him the Scholarship for the British Section last year especially as he also secured 1<sup>st</sup> place across three subjects for AS in the CIE Outstanding Learner Awards, top in Cairo for AS Level Maths and top in Egypt for AS Level Chemistry. Good luck Nader, we look forward to seeing the success you will make of your life as an exceptional doctor.

Equally exciting is the place Nour Jaouda gained for Art at Oxford. Usually students who gain places at Ruskin are Postgraduate or have completed a Foundation Course in Art, but Nour was so exceptional that she was offered the place as an Undergraduate straight from school. Nour said, "The opportunities are endless; you just have to make them possible. Hard work, commitment, and perseverance are the three qualities that I've figured out to be essential to strive for something you really want." Nour certainly has these qualities in bucket loads!

Her art is outstanding and shows her intellectual approach, as well as her high level of technical skill. It came as no surprise that Nour's work interested the Professors at Oxford, with her use of unusual materials and her evident love of Cairo and the vibrancy of street life, which is central to her work. Nour said, "Oxford University was never one of my grand plans, but now, after obtaining a conditional offer, it has become my ultimate goal to turn this new ambition into a reality. I'll have to admit, that this year was probably the most challenging of all school years. If I can sum it all up in a few words, I'd say deadlines, deadlines and more deadlines! And those deadlines are based on life changing decisions. I think that throughout this journey of hard work and challenging decision-making, the main lesson I've learnt was to take chances. No matter how big and unattainable a goal may seem, with devotion, the possibilities are limitless." It is good to see that the My Graduate Profile programme is equipping students to succeed both within Egypt and in the wider world. We suspect that her Art will have a worldwide impact and will be watching her progress as she spreads her passion for Egypt throughout Oxford and beyond. Congratulations, Nour, we are very proud of you!

The pictures on this page are a selection of artwork by Nour Jaouda (Y12B).

Ms. S. Clingan – Assistant Headteacher Key Stage Five British Section



# SENIOR STUDENTS VISIT AUC PREPARING FOR THE NEXT STEP IN THEIR LEARNING JOURNEY



**Invariably,** the graduating class of any academic year tends to have a lot on its plate. Not only do the students have to cope with a demanding curriculum and prepare for the most important exams of their lives but they must also prepare for life after MES Cairo. However, as you would expect, the support provided by the school ensures that the students receive the best possible advice and guidance in making those important life decisions.

Year/Grade/IBDP Twelve students have been busily preparing for their next step in life and with the invaluable help of Ms. Clingan and Mr. Tomlin, they have been completing numerous applications to universities both in and out of Egypt. Yet, as a school we have always felt that it is also important for our senior students to see for themselves university life in action. Therefore, in November of Term One, the Seniors accompanied by Mr. Tomlin, Ms. Clingan, Ms. Hanno and Mr. El-Metaal arrived in an impressive convoy of MES Cairo buses at the gates of the American University in Cairo. This was the school's annual visit to the reputable Egyptian university, with whom we have established an excellent relationship over the course of many years of working together.

On our arrival, we were escorted to an amphitheatre where we were given an informative presentation about the university and what it offers. The students were then divided into groups and taken on a tour around the spacious AUC campus. The looks on their faces clearly showed how impressed they were by the facilities around them. During the tour, they were unable to conceal their joy and excitement at meeting so many MES Cairo alumni and through numerous conversations were reassured by how quickly those students were able to adapt to university life. Our students asked so many questions that by the end of the visit they had quite a comprehensive idea about life at university. On the short bus journey back to school, the students' chatter reflected their excitement at the prospect of going to university but at the same time it brought them that much closer to the sad day when they would have to bid farewell to MES Cairo.

Mr. K. El Metaal – Deputy Headteacher and IBDP Coordinator





# IBDP11 STUDENTS ATTEND THEORY OF KNOWLEDGE (TOK) WORKSHOP AT AIS

## What is Theory of Knowledge (TOK)

'Theory of Knowledge (TOK) plays a special role in the International Baccalaureate (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. The TOK course is assessed through an oral presentation and a 1600 word essay. The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point. For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

## What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognise the need to act responsibly in an increasingly interconnected but uncertain world

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.'

[www.ibo.org](http://www.ibo.org)

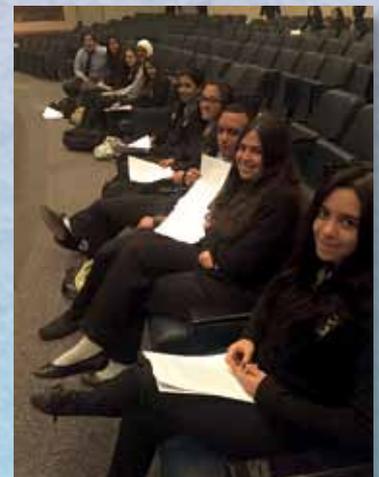
**Universities value the IBDP TOK course and often give preferential considerations to IBDP students who have completed it with success!**

More and more universities are stating that they are looking as closely at what IBDP applicants score in the Extended Essay and TOK as they do at subject results and overall diploma score. The EE and TOK elements of the IBDP are highly respected by universities and it is the Core elements that often give IB students the edge when it comes to competing for places at universities.

On 11<sup>th</sup> March, the IBDP11 class participated in 'TOK Day' held at AIS. This is the third year that AIS has run such a workshop, the aim of it being to bring together IBDP students and TOK teachers from around the Cairo area to strengthen the local IB community and to enhance understanding by sharing ideas, and knowledge.

The workshop gave our students a chance to meet other IB students and compare approaches and concepts. The participants were given a sample TOK essay, along with the IB assessment instrument (rubric) which is used by external IB examiners to grade the essays. The students arranged themselves into mixed groups from all the schools to read and discuss the essay and award it a level. A representative from each group was invited to feed back their comments and grades for the work. Sounding like teachers, the students made insightful comments, for example: 'the essay was superficial on the whole' and 'the work doesn't offer enough different perspectives (this is crucial as it means the difference between a Level 4 or 5). Michael Glavaris (TOK coordinator at AIS and workshop leader), prompted the students to share more ideas as he asked them questions such as: 'Does the essay have strong counterclaims or not?' and 'Does it include enough valid real life examples?'

The sample essay had previously been marked by three TOK teachers and the students were pleasantly surprised to find that their grades were not too far off the final grade





awarded. The experience was highly beneficial in that it enabled the students to share views on the details of the assessment instrument and to develop a better understanding of how to present their own essays before submitting them to the IBO next year.

In the final part of the workshop, two Seniors from AIS courageously shared their final TOK presentations after which we were given time to award it a grade. The thought-provoking topic was based on the main question: 'How do culture, language and emotion shape our behaviour?' and branching into sub questions such as: 'To what extent does culture and morality affect what is considered ethical?' The presentation was an excellent example of how the IBDP promotes concurrency of learning and enables students to merge their knowledge of a wide range of topics into a coherent philosophical discussion, covering a range of curriculum disciplines and involving in-depth philosophical considerations. This is one of the reasons why universities like to receive applications from IBDP graduates.

The students who presented then opened the floor to questions and invited feedback from the students and teachers in the audience. All participating students were given the opportunity to comment on the presentations and offer constructive criticism. We agreed (only just!) on the final grade that should be awarded for the presentation.

It was a very positive experience for all involved and we look forward to participating again next year. DP11 students felt that the workshop encouraged them to really focus on the requirements of the TOK Essay and Presentation. They are very keen to share their own presentations in what will be a new feature of next year's TOK Day aimed at coaching the IBDP11 2015-16 cohort.

Ms. S. Sheehan – Head of English, British and IBDP Sections

Are you considering joining the IBDP section in DP11?

Visit [www.ibo.org](http://www.ibo.org) to find out more about the International Baccalaureate Diploma Programme and don't miss our next Open Day!



## MES Cairo IBDP teachers participate in Extended Essay (EE) Workshop



The Extended Essay is a Core element of the IBDP, preparing students for university in a way that is unique to the Diploma Programme. The Core elements of the Diploma Programme are respected by universities and are considered carefully by admissions officers when IB students apply to universities. IBDP graduates themselves regularly report that the EE helped to prepare them very well for the academic challenges and rigours they meet at university.

The EE provides 'practical preparation for undergraduate research' and an 'opportunity for students to investigate a topic of special interest to them related to one of their subjects of study'.

([www.ibo.org](http://www.ibo.org))



Earlier this term, a large group of MES Cairo IBDP teachers attended a training workshop on the Extended Essay at AIS school. The workshop provided a great opportunity for teachers to review the supervision process and assessment methods for the EE and to share ideas and approaches with IBDP teachers from other schools in Cairo.

Ms. S. Sheehan – Head of English, British and IBDP Sections



# International Baccalaureate Diploma Programme News

## IBDP OPEN DAY

**On** Saturday 15<sup>th</sup> November, MES Cairo hosted its first ever IBDP Open Day. The event was highly successful and was hosted by all of our IBDP teachers with the support of current students and MES Cairo IBDP Alumni. It was very well attended by interested parents of students from a range of age groups.



The Open Day provided an opportunity for visitors to find out more about the IB philosophy and vision and about how the IB Diploma Programme curriculum is structured. After introductory presentations were held in the MES Cairo theatre, parents and students moved around the school in coordinated groups to enjoy a carousel of informative activities and workshops which included taster Art and Science lessons. One highlight of the day was the visit to the 'International Café' which included refreshments, a brief video and a question and answer session with the IBDP teachers. At the Café, visitors found out what it means to be an 'internationally-minded' IBDP student.

Thank you to all those who attended. If you missed the Open Day, please visit our website IBDP page where you can watch the Open Day presentation videos and view a slideshow of photographs of the event.

Mrs. Sheehan - Head of English, British and IB Sections



# THE GROUP FOUR PROJECT - DP12 SCIENCE

**Every** year students in IBDP Twelve complete their Group Four Project as part of their course requirements. The project is designed to allow students the opportunity to work with colleagues from different Science subjects to solve a problem or complete a challenge. This year students had the choice of several titles to choose from, including 'Green', 'Trash', 'Music' and 'Increase/Decrease'. The most popular topic was Movement.

The Group Four project contributes to the final grade in IB Science and is designed to test the student's ability to work in a group for a sustained period. Three groups of students over two days generated a question and an aim and then set about answering it using practical Science skills. It was great to see students building rockets, testing chemical propellants and counting each other's calories over the course of the project and the end results were fascinating.

Students rounded up the two days by presenting their findings to all MES Cairo IB students and their teachers. A variety of recorded scenes, live acting, music pieces and pictures highlighted the skills and abilities of our IBDP students. Their high scores will contribute well to their final grades.

Mr. B. Rainford – Head of Secondary Science, British Section



## British Section Curriculum News

### Year Seven Science Students' 'Resourceful' Energy Models



**Term** Two started with Year Seven students learning about Energy Resources and Electricity. They were shocked and saddened to learn how quickly Earth's non-renewable resources are dwindling due to careless human consumption.

For their mid-year assessment, students were tasked with

creating a 3D Energy Model and the students more than rose to the occasion! They showed how electricity can be generated using renewable energy resources such as the sun, wind, waves and more. One group of students even incorporated a full size, working solar panel into their model.

Well done Year Seven on your brilliant and 'resourceful' work!

Ms. S. Barakat – Science Department, British Section



# YEAR EIGHT 'TAKE GERMS' TO YEAR SIX



**In** February, Year Eight students were tasked with creating that presentation about microbes. They were surprised to learn that not all microbes are harmful and that some are even useful, like in the making of medicines and yoghurt.

Some students created power points, made posters, acted out skits and one group even delivered a newscast. The best group from each class was

awarded the opportunity to present their Microbe Project to a Year Six class. Students in Year Six had been learning about the rainforest and how microbes are useful in breaking down organic matter on the rainforest floor. Year Eight students expanded upon this, taught more basics about bacteria, viruses and fungi and also allowed each class to choose a surface in their classroom to test for the presence of microbes using a petri dish and agar jelly.

Year Six students thoroughly enjoyed this peer teaching from their older peers and were fascinated (and a little disgusted!) to watch the microbial growth on the petri dish during the days that followed!

Ms. S. Barakat – Science Department, British Section



# YEAR EIGHT GET FIT AND HEALTHY IN SCIENCE!

**Year** Eight took to the track in their Science lessons during their topic 'Fit and Healthy', this term.

At the beginning of the session students took their resting pulse rate by the side of the track and then set off for a twelve minute run, though some couldn't keep up the pace with their teachers Mrs. El Masarany, Ms. Barakat and Mr. Abbas! At the end of the twelve minutes the students recorded their pulse rate again every two minutes. Our students were able to compare how fit they were by seeing who took the longest for their pulse rate to return to resting position.

Some of the students found it difficult to find their pulse but we assured them they were alive and could practise this at home.

Why not set yourself a target to exercise at least once a week? Check if the time it takes for your pulse rate to return to the resting rate decreases.

Let us know your results!

Mrs. S. El Masarany – Science Department, British Section



# YEAR EIGHT INDUSTRY DAY

**On**

23<sup>rd</sup> November 2014, the Commercial Studies Department hosted the fourth successful Year Eight Industry Day since its introduction as a British Section event in 2010. For the first time in the event's history, the Commercial Studies Department decided to involve existing student entrepreneurs.



Youssef Sabry (Y12G) who is setting up a laser tag business, presented an engaging speech on the problems facing young entrepreneurs seeking to establish a company in Egypt. We also enlisted the help of current DP11 student, Yasmina El Dairy (DP11R) who was clearly able to explain to the Year Eight students the difference between the different Commercial Studies IGCSE subjects on offer in Year Nine.

We were delighted to welcome back the budding entrepreneur, Adel Sedky, a founder of Nola Cupcakes, for the second year running. Adel inspired and motivated the students with his confident, articulate presentation as well as boxes full of delicious cupcakes!



Amr Kamel is someone who has been instrumental in the event's success since its inauguration and, once again, willingly gave of his time. Amr is the manager of GTO and 5-D consultancy and he presented a wonderful speech on the future of marketing, focusing on the power of social media. Students found the topic immensely fascinating as many of them are already fully immersed in the power of Instagram, Twitter and Facebook. However he really engaged the audience with a promotional video game developed by his team which features a VW Beetle driving crazily around the streets of Cairo!

This year's challenging and exciting activities included a 'Sam the Van' production line where participants had to compete in teams to construct 3D vans and sell them to the local market place. This activity promoted the use of the division of labour and specialisation, encouraging students to understand the importance of teamwork, leadership and collaborative learning.



The second activity was the 'Balloon Challenge' where students had to construct the tallest free standing balloon tower, drawing on the skills they have been developing such as resilience, reflection and resourcefulness which form an important part of the MES Cairo Graduate Profile.

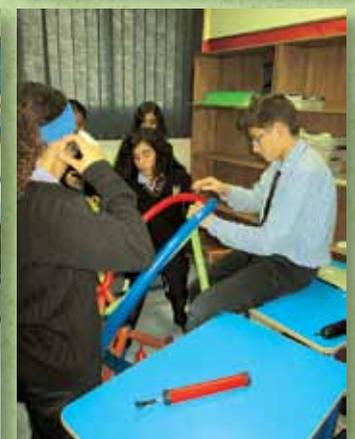
The final activity, the 'Cadbury's Chocolate Challenge' was a team building exercises in which students had to design a marketing campaign for a Dairy Milk.

The Commercial Studies Department is really proud of the resourcefulness, patience and positive attitude of the Year Eight students when they presented their marketing campaign and advertisements at the end of the day.



Finally, well done to Amun for winning the House competition, narrowly beating last year's winners, Kheper House.

**Mr D. El-Hoss - Head of Department for Commercial Studies, British Section**



# ENGLISH MATTERS

## News from the British Section English Department



Mrs. J. Cole - English Department, British Section

### *Shakespeare and Socratic Dialogue*

British Section English students in Years Seven, Eight and Nine have been studying a range of plays by the 'Great Bard' William Shakespeare. Year Seven studied his comedy, 'A Midsummer Night's Dream', Year Eight read his tragedy 'Romeo and Juliet' and Year Nine explored the tragedy of 'Macbeth'. As well as learning about Shakespeare's life and plays, students have been using Socratic Seminars to facilitate their learning by discussing their ideas and listening to others to help them understand the themes of the plays in more depth.

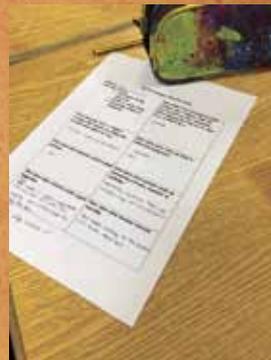


In Year Seven, students have been closely considering the theme of Citizenship, which is part of the whole Year Seven Total Unit. Every subject is looking at this theme in their own discipline. In English, the students were posed the following question about one of the characters from 'A Midsummer Night's Dream': 'Hermia is an irresponsible citizen; do you agree or disagree?' Mr. Wise, Ms. Sliney and Ms. Sheehan taught the main features of the play which involves humans and mischievous fairies who cross paths in the woods outside of Athens. The students came face to face with Shakespearian language and discovered how Shakespeare kept his audiences entertained with comic twists and turns. The students then wrote literature response essays about *A Midsummer Night's Dream* and included the understanding and knowledge developed through the Socratic Seminars.

Year Eight students have been learning about the way Shakespeare cleverly used language to talk about different types of love and they have expanded their own technical vocabulary by explaining the effects of 'antithesis' and 'oxymorons'. With Mrs. Cole, Eight Green students created and designed masquerade masks like those that would have been worn at the Capulet Ball. Students participated in a Socratic Seminar explaining their ideas about whether Romeo was really in love and who was to blame for the deaths of the tragic heroes, as well as writing imaginatively in character. In English library lessons, we have

been enjoying our new non-fiction texts as well as fiction and graphic novels. We have also used the library to research topics that we have been learning about in class, for example, using the reference books to discover facts about the life and writing of Shakespeare.

Year Eight Yellow explored the topic of love by answering the question, "Does loving someone make us better people or more selfish. How does it affect us?" in their Socratic Seminar with Mr. Campbell. They were able to expertly combine their own ideas and opinions with the ideas shared by Shakespeare in 'Romeo and Juliet'. The student-led Socratic seminar allowed students to politely express their ideas whilst showing respect for others' views. The seminars also enabled them to pose their own questions. This led to deeper and more insightful answers. Encouraging the students to be involved in such student-led discussions and debate allows them to be on the centre stage of their own learning.



Year Nine students have been studying the tragedy 'Macbeth' and exploring the theme of ambition. A fun way that students have been able to recall main events and quotes from the play is through a cooperative learning strategy called 'Shoot Out'. Students work in teams to answer questions quickly and demonstrate their understanding of the play and its characters. Ms. Sliney showed the students different film interpretations of the text which models to the students how different directors are able to envision the play in modern times.



As English teachers, we are always impressed by the way that the students in our classes engage with these texts from many years ago. The themes of the plays cross boundaries of language, time and place and MES Cairo students make us proud when they read aloud the sonnets and soliloquies, bringing them to life here in the MES Cairo classroom.



# ENGLISH MATTERS

## Year Eight - Romeo and Juliet Sitara Trip

MES Cairo British Section students in Year Eight were invited to attend a short workshop and drama performance in February following their recent studies of the Shakespearian tragedy Romeo and Juliet. This took place at Sitara; a theatre group based at Windrose Academy.



Accompanied by their English teachers, two trips took place with Mr. Campbell and Mrs. Cole accompanying Y8G and Y8Y and Mr. Wise and Ms. Sliney accompanying students from Y8B and Y8R.

The students started with a fun warm up where they had the opportunity to pretend to be part of the two feuding families, the Montagues and the Capulets. Using language that Shakespeare created, they exchanged insults that required

an understanding of the play and was a fun way to get the students into character. They then looked at an extract of the play, a sonnet in the form of the Prologue, which they translated into modern day language.

Following this, students were invited to watch a drama performance of the play. However students were not just observers, they were active participants with several cast as actors in the main roles. The Sitara theatre group used a variety of drama techniques to engage the audience. The narrator was Juliet's nurse who wore a mask, and some parts of the story were communicated through shadow puppetry. The audience wore red or green sashes to indicate their role as Montagues or Capulets and all students were involved in bringing the tragic scene of Juliet's funeral to life by 'singing in the round.' Students were chosen at random to play the characters of Romeo, Juliet, Lord and Lady Capulet, Lord and Lady Montague, Mercutio and the Prince. We were impressed with how some of the students really excelled at this with Bassel Gergis (Y8G) impressing even the Sitara actors with his performance of Romeo!

Shakespeare never intended for his plays to be read, but to be seen, acted and enjoyed. The trip to the Sitara theatre allowed students to take what they had learnt in the classroom and create it on stage. Well done, Year Eight!

Mrs. J. Cole - English Department, British Section



## Key Stage Three TOTAL News!

# TOTAL LEARNING IN TERM TWO – CITIZENSHIP

**Citizenship** has been the second TOTAL unit for Year Seven and what an impact it has had!

Throughout all lessons, Year Seven has been learning about citizenship and what it means. Some of the questions they have been thinking about include: What is citizenship? What does it mean to be a good citizen? How could I be a better citizen?

It all started with their impact day in which the students spent the day in different workshops exploring the idea of citizenship. With Mr. El Metaal they learnt about modern Egyptian icons; Mrs. Dixon opened their eyes to what being a global citizen means; Mr. Fearn and his CAS students provided hands on uses for litter and Mr. Simpson ensured that some truly fantastic pieces of art were created linking different aspects of Egyptian culture. All had a truly productive and enjoyable day.

On the back of what they learnt during their impact day, students used the subtle links incorporated into all of their subjects to deepen their understanding of citizenship. Whether it was Socratic seminars in English or learning about air miles in Geography, the range of activities and topics ensured that Year Seven's learning experience was dynamic and exciting throughout the unit.

The two projects, Keeping Egypt Warm and the 30 Day Challenge, have ensured that the students have been kept busy finding 'real life' applications for what they have learnt in lessons. Learning in this way has meant that home room tutors have been able to take an increasingly active role in the learning journey of all the students in their groups. HRCF has been vitally important to creating this learning environment.

Students were also encouraged to use Moodle as a tool to extend their explorations of what makes a good citizen outside of the classroom. By commenting on the TOTAL forums, students were able to interact with each other and draw their own conclusions and develop their own interpretations.



## KEEPING EGYPT WARM



**Thank** you all for your contributions to the Keeping Egypt Warm Project.

Every Year Seven student at MES Cairo has done a fantastic job at delivering the message of why it was so important to donate to two children's charities right here in Cairo: Ana El Masry and Dar El Yusr.

The aim of the project was communicated to the whole school through presentations delivered by our Year Seven students. They all did fantastically well considering the challenges of presenting to ages ranging from three to eighteen years old. They adapted their language and presentation styles to ensure that everyone in the school community was fully aware of the value to donating. It was truly impressive to see how well the students presented.

Through the project, the Year Seven students found a practical application for all the work they did throughout their TOTAL Citizenship unit, making it a highly meaningful learning experience. The feedback from the students themselves suggests that they love to learn in this way and would like to become more involved with such projects in the future.

Due to their efforts and your contributions, sizable donations made a big difference to the lives of young Egyptian citizens. The donated clothes will make sure that close to 100 children were kept warm this winter and will be well-equipped with suitable clothes for summer.

During the trip to deliver some of the clothes to Ana El Masry, it was clear to all the students who attended that the clothes were greatly appreciated and were going to good homes. All were in agreement that they would like to do more in the future to help children in their community who needed it.

Year Seven have gained a crucial understanding throughout this project of the impact that they as good citizens can have on their local community. This is extremely important for them as we all know that MES Cairo students are the leaders of tomorrow.

“Lots of you will have seen a large amount of clothes in donation baskets around the school buildings. The donations are going to two local children’s charities, Ana El Masry and Dar El Yusr.





A group of Year Seven students took on the task delivering the clothes to where they are needed most. The students believe in this cause because they want to help those children who do not have clothes to keep them warm during winter. This group of students gave very success presentations to other students in both Primary and Secondary. They managed to inspire their peers to donate items of clothing, hats and scarves to both charities.

It is very important that we donate to the children who are less fortunate than ourselves. Not only is it important to keep them warm but also to make them feel cared about and happy."

Farida El Shabrawy (Y7B)



## 30 DAY GOOD CHALLENGE

**Our** Year Seven students have demonstrated their ability to empathise with other people this term as part of their HRCF sessions. To test their new understanding they undertook the 30 Day Challenge.

The 30 Day Challenge involves students completing and recording one good deed every day for 30 days. Signatures from friends, family or staff were required to show that a good deed had been completed. However, it was made clear that helping people was more important than collecting signatures. They then reflected on their good deeds during HRCF sessions.

Some of their good deeds included: being positive for a day, making breakfast for someone in their household and holding the door open for someone. There was further room for the students to write down four good deeds that only they can complete giving them the opportunity to personalise the project.

Every student was encouraged to take part as much as possible but the onus for completing the deeds was placed on the students. If they were going to change the way they see their social responsibilities, the change had to be driven by the students themselves. Ensuring that the students take responsibility for their own development is a great was of making MES Cairo students into life-long learners. The overwhelming majority of students completed a range of tasks and proved themselves to be the very best of citizens.



The aim of the project was to demonstrate that a small group of good citizens can have a big impact.

For now Year Seven are taking a break from TOTAL but the students and staff alike are looking forward to the challenges and opportunities that will be presented when exploring 'The Environment' in Term Three. Expect to see great things from these students!

Mr. J. Wise – English Department,  
British Section



# International Award at MES Cairo



'The Award equips young people for life and work'. ([www.intaward.org](http://www.intaward.org))

Taking part in the International Award offers our MES Cairo students formal recognition for their achievements and is seen by many educational institutions and employers as a valuable development programme that equips young people with practical and social skills. This year, twenty-four students have been working towards their Bronze Award and twenty-one towards their Silver.

It has been an exceptionally special year as three of our Pioneers were old enough to take part in the Bronze IA. It was evident that the Pioneer programme in Year Seven and Eight prepared them well for the challenges ahead.

There are four units to complete for the IA:

	Bronze	Silver	Gold
Community Service	3 months	6 months	9 months
Skill	3 months	6 months	9 months
Physical Activity	3 months	6 months	9 months
Adventurous Journey	Hike and Camp	Hike and Camp (Cyprus)	Hike and Camp
Residential Project			Residential Visit

The Bronze Award students completed their 'Adventurous Journey' in the Wadi Degla. They trained in camp craft, navigational skills and survival skills after school, carried out one practise weekend and then did their final assessed expedition.

"The biggest challenge during the Bronze Adventurous Journey was the responsibility of handling the equipment, taking care of it and walking long distances with it because it was heavy. We realised how important it was to work on our cooperation skills – we needed to assist each other and work as a team to get over the obstacles of the Adventurous Journey." Ezzeldeen Magarby (Y9R)

"The IA was a thrilling experience – the toughest challenge was the 28km walk over the two days as it tested our personality and strength. At the end of the day you feel a sense of accomplishment and we were very proud to have achieved something as hard and challenging, (both physically and mentally), as the IA Adventurous Journey." Yasser Dabees (Y9B)

"We can say that ambition is one of the important things in life. Before I went to Cyprus for the Silver Adventurous Journey, being ambitious was not a priority of mine. The expedition in Cyprus, however, opened my eyes. Sometimes during the expedition, we would get irritated by each other. We were walking from eight in the morning until five or even seven at night. We would arrive at the campsite exhausted and wouldn't be in the mood to do anything but sleep. I am glad that I went on this trip as I now appreciate how it has helped to develop my teamwork skills. We helped each other through the tough times. We had to be patient and tolerant and try to figure out how each was feeling so that we could get through it as a team. I had to be ambitious in order to pass the award – fitness alone was not enough! Like everything else in life, the expedition posed both advantages and disadvantages but the advantages were much greater than the disadvantages. I had a great time with amazing students and staff. I am looking forward to working towards the Gold Award." Kareem Sandouby (G11B)

Well done to all involved!

Ms. C. Downey – Assistant Headteacher Key Stage Three British Section





# American Section News

## STUDENTS OF THE MONTH NOVEMBER 2014

### Malak Dessouki (G7G)

Malak is positive, organised and serious about her studies. She is always willing to help her teachers and classmates.

### Youssef Motawea (G8Y)

Youssef continually improves upon his grades and class participation and demonstrates what it means to be responsible student through positive leadership

### Abd-Elwahab Sharkawy (G9Y)

Abd-Elwahab is an enthusiastic participant in class discussions, asking questions when he doesn't understand something. He is persistent in his academic endeavours.

### Ayah El Shabrawy (G10R)

For leadership/peer coaching and a good work ethic in PE.

### Doss Bishay (G11Y)

Doss started his Photography class late and caught up very quickly without any intervention from his teacher. Ever since his arrival he has submitted superior work and is always very attentive in class. Most importantly, however, Doss is exceptionally kind and helpful to those around and is therefore, a great addition to any classroom he is in.

### Meriam George (G12Y)

Meriam works hard. She is always on task and sets a great example. She always participates in class discussions willingly and perceptively.



Youssef Motawea (G8Y)



Abd-Elwahab Sharkawy (G9Y)



Meriam George (G12Y)



Malak Dessouki (G7G)



Ayah El Shabrawy (G10R)



Doss Bishay (G11Y)

# STUDENTS OF THE MONTH JANUARY 2015

## Adam Fleifel (G7G)

Adam lives the life of the mind. He has many interests. He shows great excitement for learning, thereby pushing his teachers to be stronger educators with his unspoken, yet palpable, quest for knowledge and wisdom.

## Maya El-Labadini (G8Y)

Maya is a reliable, driven student who constantly strives for mastery. 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.

## Fatimah Alharbi (G9R)

Fatimah has beautiful drawing work in Art class. She brings together her own photos and the work of her chosen artist. She also has fantastic dedication to lessons.

## Karim Morsi (G10G)

Karim acts as a mature leader, both by example and vocally in Core PE and Advanced PE. He has worked for improvements in both fitness and skill, which are both at the high end for his age. Karim submits quality, timely, well thought out written work in Advanced PE and he is able to reflect on performance and habits and discover ways to improve them.

## Menatallah El-Ghamarawy (G11R)

Menatallah has worked hard to achieve a fitness goal her PE teacher set in September and has seen incredible results. She takes theory and practical instruction from class and uses it outside of school. Menatallah eagerly seeks new and better ways of making positive lifestyle changes. She has perfect participation (kit/punctuality/effort). Menatallah is also consistently well behaved, hard-working, and high achieving in her English class; an all-around pleasure to have in class.

## Omar Khalil (G12R)

Omar is a positive young man who brings a sense of enthusiasm and cooperation to his English classroom daily.

He has a keen mind and does incredibly well in his studies, but what his teacher appreciates the most is the leadership Omar demonstrates in class to encourage the other students to work hard on any task set by the teacher. He is a treasure.



Menatallah El-Ghamarawy (G11R)



Omar Khalil (G12R)



Karim Morsi (G10G)



Maya El-Labadini (G8Y)



Adam Fleifel (G7G)



Fatima Alharbi (G9R)



Adam Fleifel (G7G) with Mr Kirby, Principal

# WHAT'S BEEN HAPPENING IN THE AMERICAN SECTION MIDDLE SCHOOL THIS YEAR!

**Parents,** I appreciate your support in helping your children have a productive school year. Please continue to expect the best from your child. Continue to ask about their homework, peer relationships, and relationships between them and their teachers.

Students most likely to be successful at school are those who participate in enrichment activities and have parents who are involved in their education. At MES Cairo, we are working hard to help our students make the best decisions about studies and also focussing on the positive character attributes that are reflected in our Graduate Profile.

I recently read an article about inspiring teenagers to practise work habits that will lead them toward being respectful adults. The author mentioned that the key to helping teens develop healthy habits involves getting them interested in being and doing their best. How does that work? The author explained that teens need examples of respectful habits modelled for them. She talked about allowing teens to see positive relationships between parents and between brothers and sisters, both at home and school.



Successful students practise common habits. They ask good questions, consider other perspectives, collaborate with others, persist, seek new challenges and frequently examine themselves and their own thinking. In the Middle School classroom, we are working hard to provide rich and varied learning experiences where students are able to practise these skills.

Grade Seven Science students have been working in small groups to construct 3D models of living cells, from its organelles, to its mitochondrion, right down to the nucleus. This was a very engaging activity, especially since some students chose to make an edible 3D model.

In Music, students listened to superhero themes to get some ideas about writing their own music for the next big superhero film to hit the box office! Students matched their favourite superhero's personality and actions to melodies, textures, timbres and rhythms. Then, they used Garage Band to compose their own music. Who knows? Maybe one of our budding composers will be the next Amr Mostafa!

In Social Studies, Grade Eight students conducted a formal debate about Ancient Greece. In teams, they learned formal debate strategies and worked together to develop the strongest argument in favour of or against the resolution, "Be it resolved that Sparta was the best city-state in which to live 2500 years ago." Students had to collect and evaluate evidence and present it in an organised, formal and persuasive manner.

In English, Grade Eight students are reading and analysing novels in relation to theme and character, and then connecting them to key historical

moments in American history. Students are also writing a variety of non-fiction analyses of current events. This involves the higher order thinking that is needed to draw conclusions from beyond the obvious story line. Students question the bias, the accuracy of facts and details, and identify the purpose(s) of the piece in order to create an analytical and coherent response.

Thanks to all parents for supporting the important work your child is doing in class. I encourage you to continue participating as we work together to shape his or her future.

Ms. K. Battioni - Middle School Dean of Students, American Section

# MIDDLE SCHOOL MOVERS AND SHAKERS

**Very** early in the new school year we met and talked about how the HRCF programme should move forward for Middle School this year.

Those of you in Grades Seven and Eight will have noticed something new about your HRCF lessons; you actually lead assemblies on various topics which you find relevant – all thanks to Mrs. Battioni.

Our monthly assemblies are now hosted by Middle School Homerooms. Each Homeroom decides on a theme or a topic. They then conduct research, interviews and other tasks in preparation for their presentation during the next assembly.

When students are given choices and opportunities to explore topics using technology and other sources, they are more likely to internalise these very important life lessons. The decision was made that it was over to you, our wonderful students, and that you would be selecting the topics for the assemblies and leading them. Preparation was to be done in HRCF and set dates were put into the diary for full assemblies. I was fortunate enough to visit when Ms. Pellam's Homeroom presented their assembly on Upstanders and Bystanders, and I was impressed.

In December, Mr. O'Connor's G8Y Homeroom hosted our assembly by giving us a presentation on cyber-bullying. For our January assembly, Ms. Pellam's G7R Homeroom gave small group performances and showed a short Power Point about Upstanders and Bystanders, another theme focusing on an aspect of bullying. It is evident what our students feel strongly about.

During our monthly assemblies, students are also given the chance to "show-off" their talents to an audience, whether it be performing, singing, reciting poetry or even performing magic acts. Additionally, each homeroom teacher recognises students who, throughout the month, exemplify features of our Graduate Profile, such as "intelligently expressing their views" and "exhibits a commitment to lifelong learning", to name just two. The students receiving those awards are genuinely happy for the recognition.

By giving young people the chance to organise and run an assembly, they practise important skills like collaboration, communication and compromise. Here are some thoughts from G8Y and G7R.

## How did they come up with the theme?

"We had some bullying issues so we decided to do something to stop it. We came up with a really strong idea to send an anti-bullying message." Kirmina Sadek (G7R)

"We watched various YouTube videos, which sparked discussions and ideas." (G8Y)



## What it was like to prepare the assembly and then deliver it?

"It was a fun project because we were able to cooperate to write and perform for the assembly." Ameen Mettawa (G7R)

"It was difficult because we had to memorise lines for our skits and perform; on the other hand, it was easy because we had fun together." Malak Morshedy & Jana Hassan (G7R)



"We felt scared, nervous and excited" (G8Y)

## How did they feel delivering their assembly?

"I felt like everyone got the message that bullying has to stop and that we are all friends and we need to stick together. Instead of making fun of us, the students in the assembly listened to us, respected us, and realised the point we were trying to make – to be upstanders instead of bystanders when bullying is happening." Kenzi Sadek & Amr Katta (G7R)



"We were very pleased with how it went and felt our confidence increased as a result." (G8Y)

## What did they get out of it?

"Teamwork. We became one family. We helped each other and as a result, we are more organised when we work together." – Michel Samy, Amr Katta & Habiba Helmy (G7R)

"Everyone took part in the planning, even if we didn't all present, everyone at some point had helped with the planning." (G8Y)

"Increased my knowledge, after researching the topic thoroughly." (G8Y)

## What benefits were there for their peers?

"Even though our skits did not represent real life, we still learned it is not right to bully, especially because we are one family. We felt what it was like to be bullied." – Nourin Talaat (G7R)

## What did they learn from presenting their assembly?

"We learned that when bullying happens, people need to stand up for each other and we learned how to stand up for people even if they are not our friends and people we do not know." Khaled Zaki, Ameen Mettawa & Amr Katta (G7R)

We are looking forward to the remaining assemblies this year, remember to have your say when it's planning time and don't be afraid to raise an issue – you may be the only one brave enough to say it out loud, but everyone else could be thinking exactly the same thing! If in doubt speak to your Homeroom Teacher or Mrs. Battioni.

Ms. M. Ingham – Secondary HRCF Co-ordinator and Mrs. K. Battioni - Middle School Dean of Students, American Section

# Grade nine students visit Islamic Cairo

As the culmination of their studies of medieval Islamic societies, the students of Grade Nine visited Islamic Cairo in December. The trip allowed them to see some of the sites they had studied in both Global Studies I and their Arabic Social Studies classes but, more importantly, it allowed them to put their studies to the test. Students identified different styles of minarets and other types of architecture. They saw the neighborhood of the philosopher, Ibn Khaldun, whose ideas they used to assess various Islamic societies. They determined ways in which “the Mother of the World” was connected by trade to other parts of the world. In addition, they stopped for lunch at the area’s most popular koshary restaurant. There were many highlights, which some of the students themselves can best describe:

The Islamic Cairo trip was an amazing trip. One of my favourite sites was Sultan Hassan’s mosque because it had an interesting story behind it. The story was that for the Sultan to take his brother’s place in ruling he had to kill him. After doing that, Hassan was scared that someone else would do that to him. I also found the trip enjoyable because of the long walks while seeing wonderful sites. I would do it again if I had a chance. Lana Mahmoud (G9B)

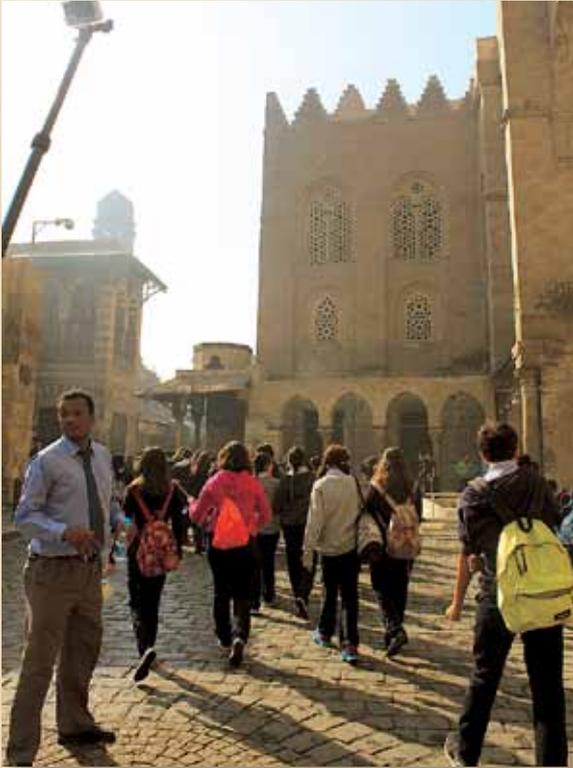
While we were on the trip we did many different things; however, all were very interesting. We walked to a lot of places and through very narrow streets. We also went to a variety of mosques and my favorite part was when we got to eat koshary. I liked the fact that while the trip was full of fun, I still learned a



lot of things. The most important, in my opinion, is that Cairo during the Fatimid era was not much different from modern Cairo. Abd-elwahab Sharkawy (G9Y)

We went to Islamic Cairo; we visited and explored various mosques such as; Mosque-madrassa of Sultan Al-Ghuri, Mosque of Qalawun, Mosque Nasir Mohamed and many other interesting mosques. We walked through narrow alleys; they were not very different from long ago. Around us were markets and people buying and selling stuff. Seeing the different mosques allowed us to expand and broaden our knowledge about Islamic Cairo. To add, it gave us background information and a clear image of what Cairo used to be like. We walked for around three hours, and stopped at a place to eat koshary. I really enjoyed seeing the different mosques, and the different designs the patron used inside each mosque. Nuur Mourey (G9B)

On our trip to Old Cairo, we were intrigued by the way the city and architectural designs have changed over time. The area there differs greatly from the suburbs of Maadi and Katameya in architectural designs and the way the places are laid out. As we walked through the streets of Old Cairo, we had stopped at many mosques and we entered them to see how the design of the mosques has changed over time. Because Cairo was invaded by many people, each one of these groups had their own style of mosques. In Old Cairo, you can see the many types and designs of mosques. Many sultans built mosques and were buried there. The mosques were decorated



beautifully from the inside and most of the mosques had incorporated the use of gold in their designs. Also these mosques had schools in them and some of these schools are still operational to this day. Usually people look at the mosques in Old Cairo through their screens, however it is a truly different experience when people go and see it as it makes the people remember it more clearly and vividly. The trip was really enjoyable as we got to see new places of the city that we have never seen before. Aside from seeing the mosques, we also got to see the way people lived in that part of the city. Also we got to eat koshary and it was one of the best koshary dishes that I have ever eaten! **Mohamed Taymour (G9R)**



The field trip to Islamic Cairo was very successful. It was like a time machine had taken us back to the Mamluk era. We saw how people used to live during this time. There were several market places and many mosques. The mosques were from different eras as well. The most interesting part was when Mr. Roodvoets explained the big wooden boxes attached to the windows. It turns out, they were air conditioners. People used to put ice in them. When the wind blows inside, it is cool and refreshing. I also liked the little model of the Qalawun mosque. I thought it was very creative and specific. I was amazed to see such beautiful art. I learned so much while I was on the trip. It was great. **Ahmed Ibrahim (G9B)**



Visiting Islamic Cairo was an amazing experience. We had a lot of fun walking in the streets, visiting old mosques, and seeing new things. We first went into the Qalawun mosque. It was very decorative and had a lot of pretty stained glass windows. We visited many other mosques but my favourite mosque was Al Ghouri's, because I liked its architecture and the patterns on the wall. The height of the dome was unbelievable. At the end of the trip we ate some of the best koshary I've ever had. **Yara Swellam (G9R)**

**Mr. T. Roodvoets – Head of Global Studies/AP History, American Section and Mr. D. Erbach – Global Studies/Social Studies Teacher, American Section**

# A NOVEL EXPERIENCE FOR GRADE NINE ENGLISH STUDENTS

## American Section – An Update on Novels by G9H

### A Meaningful Experience

During the course of the Grade Nine, I was asked whether I would prefer to write fictional or non-fictional text. I simply answered by saying fictional. With fictional writing, the author can make up their characters and the plot. When I found out we would actually be writing a novel, it made me extremely nervous, but excited.

The news of actually writing a novel came as a complete shock, not only to me, but to all my classmates. At first, we all thought it was a joke. Ms. Vallarino later told us that the novel would be a minimum of 35,000 words. That increased my anxiety greatly!

When our first word count was due, it was 400 words. It seemed like a really easy assignment for my classmates. However, I had struggled with it because I realised I had chosen to write about a subject that didn't interest me. Before the night the words were due, I wrote a little bit over 400 words. These 400 words were about a plot that had first come to my mind... but I hadn't really put much thought to it.

I had always planned to change my story line but I was very hesitant. As time passed on, I had written such a large amount that it was too late to make any alterations to the plot. When I had thought the first word count was a challenge, I had no idea what was coming. As time progressed, we were assigned to write about 3,000 words every two weeks.

This writing will help us in the future, in terms of our English language and standards. Some of my class-mates kid about publishing it one day, and if they eventually do, or if I do, it would impress many, knowing that we had composed it at about the age of thirteen. At first, my goal was to simply send in my novel every due date, but now my objective has become one which is of higher quality; I am aiming to reach the highest word count on one of the due dates. Overall, this experience will be one I will always remember, not only throughout school, but for the rest of my life. And I can't wait to eventually achieve 35,000 words and to actually complete writing my novel, in the near future.

Sara Canelli - Grade Nine English Literature/Honors



### PLANTING A SEED OF KNOWLEDGE AND EXPERIENCE

Writing a novel is like growing a big and beautiful tree in your back yard. The decision to start, and plant the seed, is majorly difficult. You're too concerned with whether it will consume too much of your time, or take up too much space in your yard, or in our case, our hectic lives.

At first, you're impatient.

You know you've still got a long way to go. You wait and wait for progress, but deep down you know this isn't going anywhere, unless you water it with effort. After the struggle and the wait, you start to see a glimpse of a developing project. This is when you start to get the hang of things. When you take control, you start to exert more effort and put more thought on how you want your tree to grow.

We've been working on our novel for five months now. No one ever thought that we would get to here. Writing has, without a doubt, expanded my personality in many ways. I have grown to become so much more determined and dedicated to everything in life. I've also gained so much experience! How many other ninth graders can get to say that they've written an entire Young Adult novel? I'm looking forward to reaching that major checkpoint, and finally being able to say that I have. Writing has been a roller coaster, with both high and low points.

We've been climbing the same mountain for several months, and we're elevating just one step at a time, waiting for that day we finally reach the top.

Sandra Massoud – Grade Nine English Literature/Honors

## DOING THE IMPOSSIBLE

The hardest obstacle in writing the novel is the process of writing it, the due dates that we had to follow. About every two weeks we were assigned to hand in a certain word count. After handing in the word count I would feel that I had achieved a big accomplishment. I would look at the word count and be proud because it was something that I never imagined I would have done.

Writing a novel is very hard, especially when it's not the only thing you're working on. I have a lot of school work, extra-curricular activities, family and friends to balance. However, the feeling and accomplishment I know I'll feel at the end is totally worth it for me. Even though I sometimes feel like I just want to give up, I am glad that this opportunity was handed to me because it was something that I would have never thought of doing.

Salma Khalil – Grade Nine English Literature/Honors

## WRITING A NOVEL AT AGE THIRTEEN

Most of the time the ideas just come rushing through one after the other, I have to admit though that there are some days where my mind is completely blocked and I sit on my laptop just staring at the screen waiting for at least one word to type. It really depends on my mood. Whatever I feel, I make sure my characters feel too.

I think that a lot of us write based on our experiences. The things we've been through and the way we see things have a huge impact on our writing and the internal and external conflicts we make our protagonists face. After a couple of thousand words I began to think of my characters as real people. Writing this novel is also the place where bottled up feelings are sheltered.

The moment I'm most excited about is the raging feeling of self-accomplishment when I can finally say that I have finished writing and creating a whole different world for someone who doesn't exist. This is something that I'll always be proud of for the rest of my life; writing a novel at the age of thirteen.

Rana Bahaa – Grade Nine English Literature/Honors



## WRITING A NOVEL IS LIKE OWNING A PUPPY



You might be asking yourself why I described writing a novel to like owning a puppy. You might be thinking that I've got it all wrong but you would be surprised to find out how similar they are. Here's why I so boldly state writing a novel is like owning a puppy.

At first, you might be thinking buying a puppy is going to be fun, it's going to be a joyride, a pleasure. Same with a novel. You'd think that words will fall on to the paper like water tumbles from waterfalls and they would for the first thousand or so words. When you pick up the puppy for the first time and it seems so cute and lovely is exactly like when you write the first hundred words. Ideas flying through your brain and words magically

placing themselves in order as you type away. You innocently believe that it's going to be like that for the whole journey but you would be in for a huge surprise proving you completely wrong.

Suddenly you find yourself sitting on the soft grass of the garden, sun shining, bone in hand, playing fetch. This is when it strikes you. It strikes you so hard that you fall and lay on the smooth grass. This is why I have endured all these hours writing a novel, searching for a word, looking for a phrase. This glorious moment when everything is in sync, when everything is working so perfectly, when you feel that this is the best moment you've ever lived. This is when you know you are successful. This is when you reach ultimate glory. This is the rainbow.

I recommend it. I recommend it to everyone. Try it. You never know how ultimate success feels until you try it.

Abdel Wahab Kouta – Grade Nine English Literature/Honors

# CAIRO INTER SCHOOL SPELLING BEE 2015 – MES CAIRO MAINTAINS ITS WINNING STREAK!

**A** Spelling Bee sounds so harmless and innocent, as though it were simply an easy and pleasurable event, but consider this. There are many occasions when we work in teams or groups and this is good, as it develops our ability to work with others. However, when a team succeeds or fails, we accept success or failure with others – we are not in it alone.



There are other occasions when we are alone - when we have to stand up as individuals and know that success or failure is entirely down to us and does not involve others and 'Spelling Bee' is one such occasion!

It takes courage to stand on a stage in front of strangers, in a strange environment, with unknown people all around, to take the microphone and spell the words: you have to have your brain turned up to maximum; you have to speak clearly; you have to have the letters in your mind as you speak; you cannot make a mistake or it is over!

There were twenty four competitors chosen from eight Cairo schools – twenty four excellent spellers in each section!

In the elementary competition, Maya Salam (Y5Y), Dina El Nahas (Y5Y) and Youssef Hany (Y5Y), represented our school with enthusiasm and resilience. They had been learning the words on their lists for many weeks and I was impressed with the fact that, on the bus, they were helping one another to learn homophones and trickier words. Amid the excitement and laughter there was also an underlying nervousness about the event to come. None of them had been to anything like this outside school before.



As we arrived and were greeted cheerily by students from CAC, they immediately noticed that they were the only children wearing a school uniform. Indeed, the smartness of our students was impressive. This led to an interesting debate over the pros and cons of wearing a uniform which distracted them from their nerves for a while. However, the nerves did show on stage, and although they all got through the initial rounds, the later rounds proved too daunting and they fell one by one even though Dina had said earlier that she didn't mind being knocked out as long as an MES Cairo student won! I was extremely proud of their politeness and cheerfulness throughout the day. I am sure they will do their best to represent MES Cairo again in the future.



Our MES Cairo competitors for the middle school competition were Zeina Fawzy (Y6G), Shahd Atef (Y7R) and Farah Kabesh (Y8R). All three performed exceptionally well and all three almost made it through the entire fourteen rounds to the finals. Each round was a gruelling performance, a test of memory and nerve.



Finally there was a winner, leaving four entrants competing for second place. This was Shahd's situation and what followed was half an hour of heart stopping and extremely intense competition, with no word list. Pretty quickly there were only two competitors left – Shahd and a stalwart opponent. These two then endured a further eleven rounds competing for second place. Finally the judge decided that they were equal second. What a feat of endurance! Congratulations to Shahd – our youngest Spelling Bee competitor to gain a place!

All our competitors demonstrated that they were confident, articulate and flexible and have therefore already achieved some of the qualities of our Graduate Profile. Shahd, in particular, showed a great deal of resilience in being able to keep calm in very difficult circumstances.



Well done to all represented MES Cairo.

Ms. T. Sliney – Secondary English Teacher British Section and  
Ms. M. Glancy – Primary Assistant Headteacher

### Year Seven TOTAL Learning - Citizenship

This half term Year and Grade Seven have been looking at all things ancient Egyptian. With Aida and the 25<sup>th</sup> Anniversary celebrations our youngest artists used the amazing visual heritage of this fascinating civilisation to supply inspiration for their own work. They began by looking at wall paintings and relief carvings along with a quiz on famous Egyptian landmarks. For Aida, they were given a holiday homework to either design a costume or create an ancient relic, with some amazing art being produced independently. Back in class they moved on to the 'Funky Tutankhamun' where they gave the world famous death mask a contemporary makeover. From these explorations students are now going to work on their final larger outcomes for the whole school exhibition in May. We look forward to sharing that work in the next edition.

Mr. L. Simpson – HOD

Shahd Atef (Y7R)



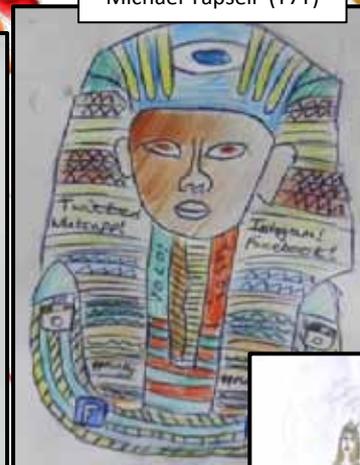
Kareem Abbas (Y7B)

Shahd Atef (Y7R)



Michael Tapsell (Y7Y)

Sondos Hathartha (G7Y)



Youssef Shabrawy (Y7B)



Farah Rady (Y7B)



Nadia E Gohary (Y7B)

Selim Saber (G7R)

Kenzi Shaltout (Y7B)



Shahd Atef (Y7R)



Mohamed Abdelwahab (Y7B)



Yahia Khafagi (Y7R)

### Grade Seven

Grade Seven has made a fantastic start to the year. During Term One we experimented with mark making and colour theory. We looked at buildings from Islamic Cairo and drew them applying the different skills we had learnt. During Term Two we have been learning 3 dimensional skills, using recycled materials to create Egyptian mythological bird sculptures and making links with the work of Niki De Saint Phalle.

Ms. L. Hedges – Art Teacher

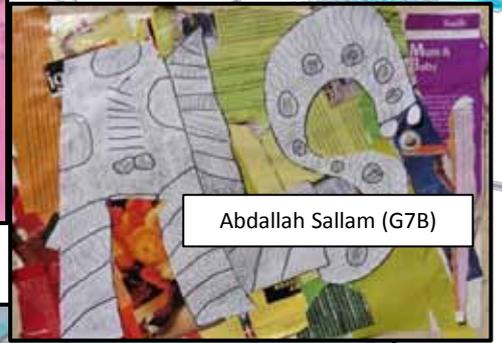
Habiba Wahab (G7G)



Leina Abdelwahab (G7G)



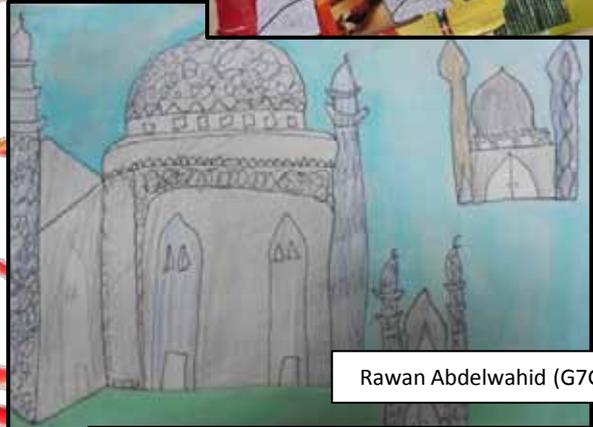
Abdallah Sallam (G7B)



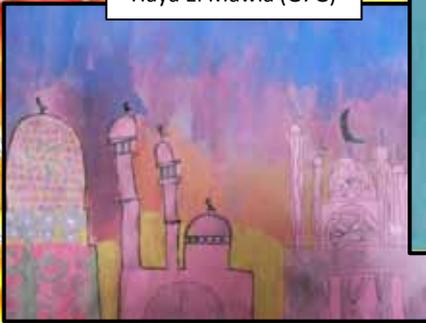
Hussein El Ghannam (G7G)



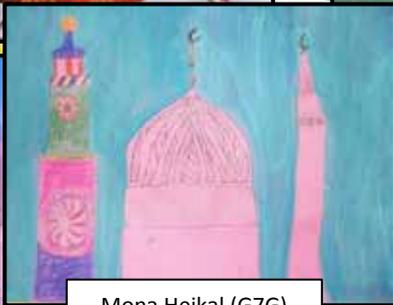
Rawan Abdelwahid (G7G)



Haya El Mawla (G7G)



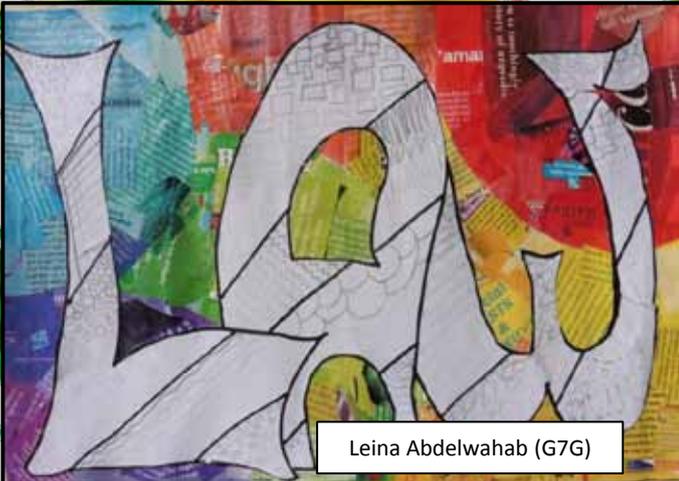
Mona Heikal (G7G)



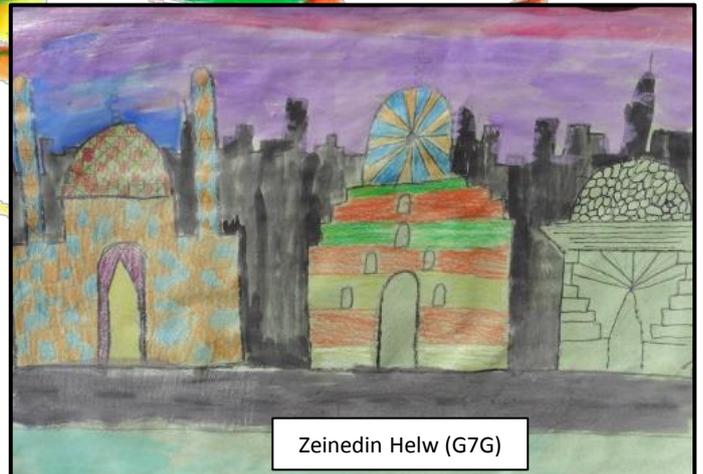
Adam Fleifel (G7G)



Leina Abdelwahab (G7G)



Zeinedin Helw (G7G)



## Grade Eight

Grade Eight ended Term One with paintings in the style of Michael Craig Martin. They chose objects that they couldn't live without to include in their own painting designs.

Ms. L. Hedges – Art Teacher



Marvel Atta (G8B)



Natalie Aziz (G8G)



Grade Eight Display



Nadine Hazem (G8Y)

Mirroring their British session counterparts with the theme 'things I could not live without' Grade Eight have also practised their observational drawing skills focusing on still-life set-ups containing water bottles and other liquid containers. To extend their knowledge of drawing in perspective they experimented with chalk pastels which is a hard medium to control. They were asked to use smudging and blending effects to create tone and shadows, which can be difficult not to over smudge. Using large format paper allowed them the space to work in teams of up to five students and this enhanced their communication skills.

Ms. K. Tapsell – Art & Photography Teacher



Sherief Saad, Khaled Sadek, Ismail Abaza (G8G)



Rawan Khatib, Sarah Kamel, Miriam Aziz, Nouran Megahed, Amr Amin (G8G)

Youssef Saba, Omar Aboubakr, Hussein Kansoh (G8G)



Zeina Badaway, Abdallah Gabr, Ibrahim El-Nemr, Tia Ghalban (G8G)



Maian Torky, Kenzy Wadood, Mario William, Ismail Rageh (G8G)

### AS and A2 Mid-Year Examination

For the mid-year examinations AS and A2 Art students spent ten hours under exam conditions producing a final A1 size outcome for their coursework portfolios. This was not a daunting task for the 5 elite artists of the British section, all veterans of the IGCSE course. Preparatory studies, media and materials were laid out in their work spaces, and then they were off in focused concentration, visualizing the themes, ideas and concepts that they had explored in their portfolios thus far. The AS students, Malak Dahroug (Y10B) and Nour El Tahhan (Y10B) have been exploring Cairo culture and life in the big city. Each student has been developing their skills in portraiture, using photographs they have taken as source images for their outcomes. While Malak settled on using acrylic, Nour chose to use the more traditional medium of oil paint to execute her piece, both with fantastic results. Artist references from Caravaggio, Rembrandt, Giacometti to Abela were incorporated into the style, composition and content of their work. At A2 level, Nour Jaouda (Y12B) has consistently addressed themes of social awareness in the urban environment and has been an inspirational point of reference for the younger artists. For her outcome she produced a stunning depiction of an Egyptian man in traditional dress in her favoured mix media and abstract realist style, which you can view on her own page in this edition of the MESSenger. Youssef Sabry (Y12G), continued to explore his chosen theme of candid portraiture, capturing people in moments of ease or repose. His triptych of one of his friends lounging in a louche position, addressed his use of models of those closest to him. Zeina Salem (Y12R) opted to use her in depth understanding of the nuances of Pop Art to tackle the genre of still life. With a bold palette of acrylics she drew from the style of Caulfield and Warhol to explore the visual elements of colour, line and space. We hope you enjoy their work, there will be more to come from their portfolios in the next edition of MESSenger.

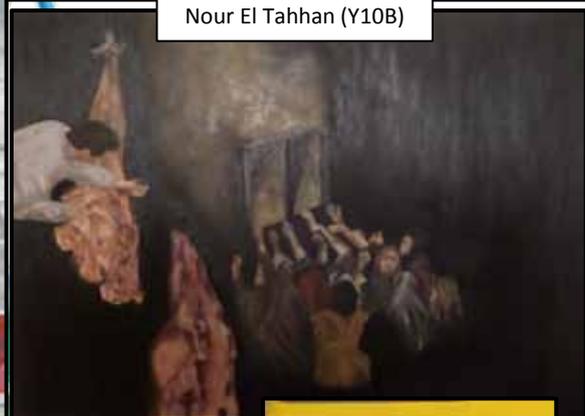
**Mr L. Simpson – Head of Art**



Zeina Salem (Y12R)



Nour El Tahhan (Y10B)



Youssef Sabry (Y12G)

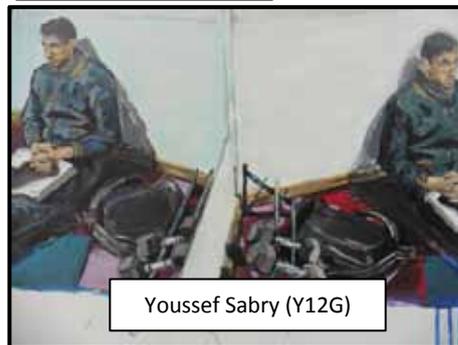


Malak Dahroug (Y10B)



Zeina Salem (Y12R)

Zeina Salem (Y12R)

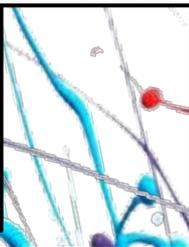
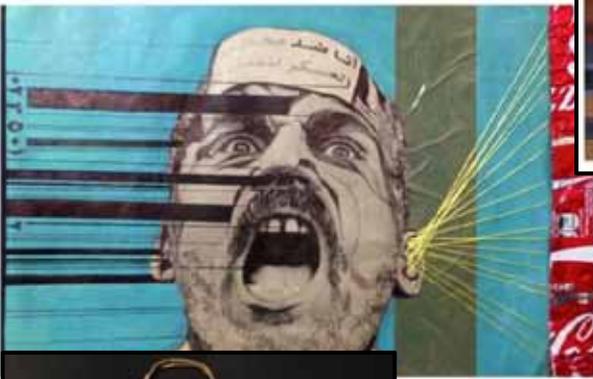


Youssef Sabry (Y12G)

## Congratulations to Nour Jaouda

The Art Department is very proud of Year Twelve student Nour Jaouda (Y12B) who has been offered a place at Oxford University studying for a BA in Fine Arts. Her commitment to social issues, her artistic skills and her enormous self drive, discipline and determination made her an ideal candidate.

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



# Art Beat

## British Key Stage Four

### Year Nine IGCSE Photography

Year Nine IGCSE Photography students are currently working on their creativity and compositional skills, experimenting with how to visually represent key art words combining basic photographic rules, such as the rule of thirds, rule of odds, rule of space and POV (point of views or angles). Using their photographs they are exploring Photoshop and how to design posters that successfully balance use of colour, space and subject matter, created using layering, cropping and tonal adjustments.

Ms. K. Tapsell – Art and Photography Teacher

Sherif Toma (Y9G)



### BLACK AND WHITE

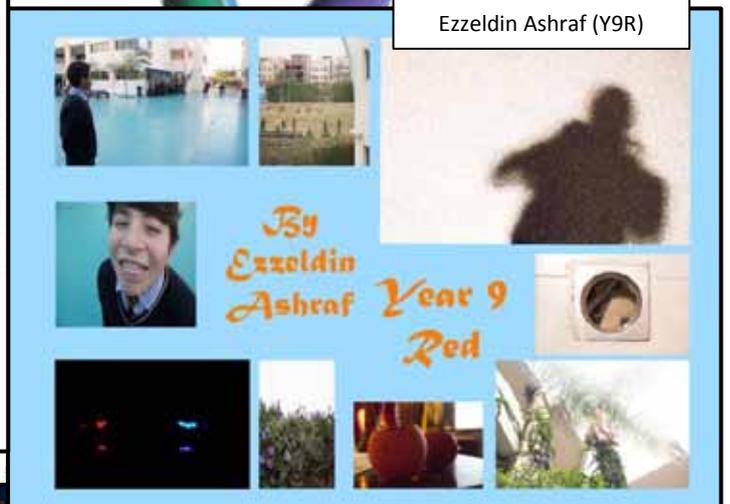


Aly Samy (Y9R)



Shahd El Sonni (Y9B)

Ezzeldin Ashraf (Y9R)



Youssef Erian (Y9G)



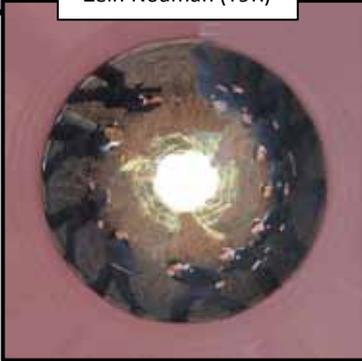
Aly Samy (Y9R)

### Year Nine IGCSE Photography

Year Nine continue developing their Photoshop skills by exploring how to use polar coordinates to create mini worlds that are not instantly recognisable, causing the viewer to have to take a longer and deeper look at their images. Planning on how to create their source photographs so they would work successfully with realigned coordinates proved very interesting for the students who took their ideas out of the classroom and into their half term holiday. Can you guess what some of these images are made up of?

Ms. K. Tapsell – Art and Photography Teacher

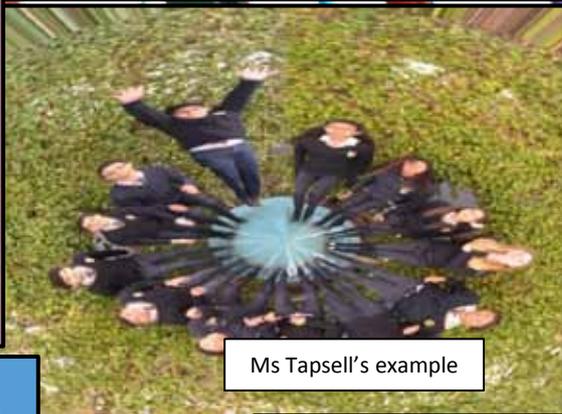
Zein Noaman (Y9R)



Shahd El Sonni (Y9B)



Ms Tapsell's example



Aly Samy (Y9R)



Ms Tapsell's example

Abdelaziz Said (Y9R)



Abdelaziz Said (Y9R)



Shahd El Sonni (Y9B)



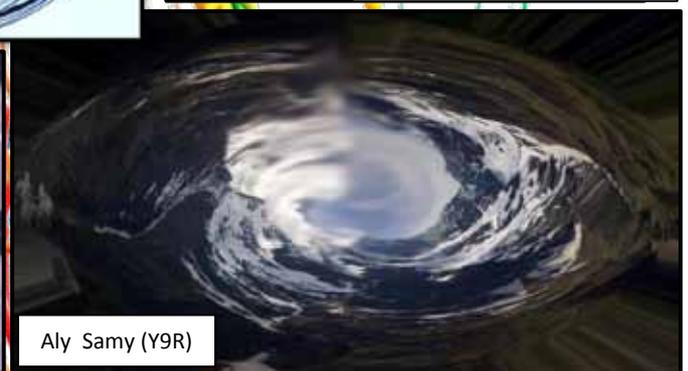
Ezzeldeen Elmaghraby (9R)



Aly Samy (Y9R)



Aly Samy (Y9R)



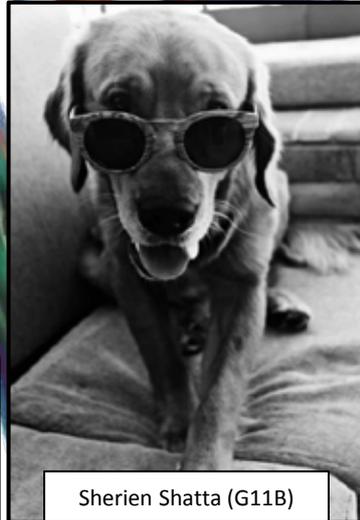
### Photography

Few animals will pose politely, and in terms of their behaviour there's a fine line between a portrait full of character and a mundane "snapshot". The assignment was to take a charming portrait of an animal while attempting to convey not only its features, but something of its character as well. We shot in Aperture Priority Mode and gave special attention to lighting, composition, and background.

**Mr. B. Myers – Art and Photography Teacher**



Zeina Abdella (G12YG)

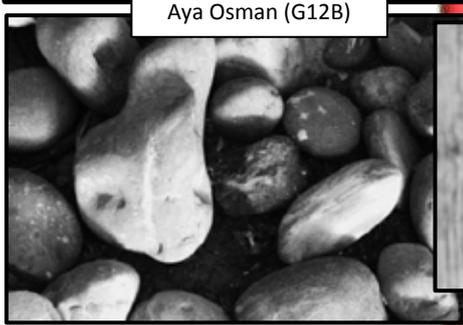


Sherien Shatta (G11B)



Aya Osman (G12B)

Students were challenged to slow down the shutter speed on their camera so that they could take photos in the dark. The light you see is caused by them waving around a lit object and the camera's long exposure time recording it's path.



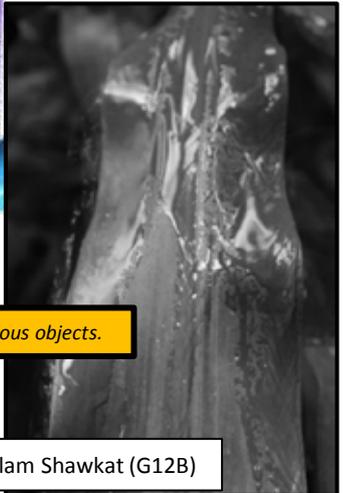
Aya Osman (G12B)



Mariam Swellam (G12G)



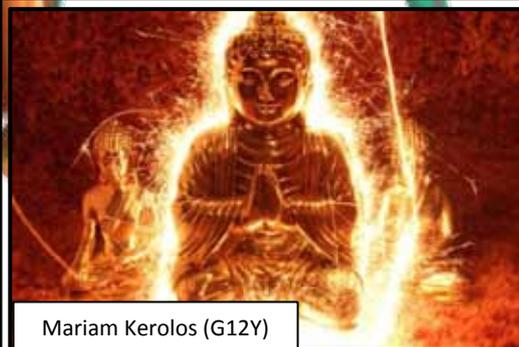
Aya Osman (G12B)



Walking around campus, Photography students zoomed in really close and took shots that highlighted the texture of various objects.



Sherien Shatta (G11B)



Mariam Kerolos (G12Y)

Ahlam Shawkat (G12B)

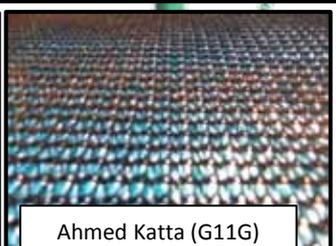
In a fifteen-minute class competition, Photography students ran around the school taking pictures of various objects in such a way as to create an abstract composition.



Abdelrahman El Ogail (G12Y)



Nada Omera (G12R)



Ahmed Katta (G11G)



Mariam Kerolos (G12Y)



Rowies Hanna (G12Y)

### Pre AP Studio Art

The Pre AP class kicked off the year by studying various methods of printmaking. These are collographs, prints made by an inked collage of paper.

Mr. B. Myers – Art and Photography Teacher

Careen Babli (G11R)



Careen Babli (G11R)



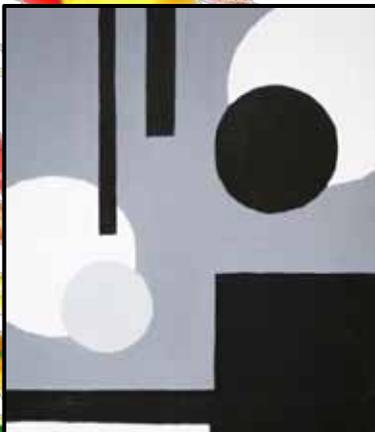
Pre AP Studio Art worked on their observation skills by painting and drawing drapery folds in class.

Randa Khalil (G11R)

Laila Kouta (G11B)



Pre AP students learned about principles of composition like balance, repetition, unity, and how to control negative and positive space. They did this by arranging simple geometric shapes to create an interesting monochromatic design.



Catherine Shahid (G11Y)



Mahinar Galal (G11B)



Laila Koiuta (G11B)



Mahinar Galal (G11B)

Students in AP Studio worked with foregrounds and backgrounds to create art that expresses a relationship between the two.

Abdelrahman El Ogail (G12Y)



Amina Kerdani (G12R)



Nouran Jaouda (G12B)



Careen Babli (G11R)

## Preparing for Aida

Yet again the Art Department team is amazed and thankful for all the help and support MES Cairo students have been giving to help with the stage props and sets for Aida. Students from Primary and Secondary have worked enthusiastically in their after school clubs, and a whole array of Secondary students have contributed in their own time and during Homeroom. The coming together of students and teachers for the Aida production has made the Art Department a bustling hive of activity from first thing in the morning, through breaks, until late after school. Its been a wonderfully industrious, busy and happy space for us all to be in. Thank you everyone!

Ms. K. Tapsell – Art and Photography Teacher





# SEASONAL CONCERT - 2014



**Once** again the children in Foundation Stage, Key Stage One and Key Stage Two excelled themselves with the wonderful rendition of 'It's a Baby!' The nativity play was a Christmas musical told from the perspective of a weary innkeeper, who found out that she was in for a sleepless night, Brianna amazed us all by learning her lines overnight. The rest of the cast knew exactly what to do and when they should do it and the narrators spoke very clearly indeed. The play was filled with beautiful singing, graceful dancing from our sheep and cows and some great acting from some very believable characters. Overall, Foundation Stage and Key Stage One gave us an outstanding performance that brought tears to many an eye.

To top this off, who could forget the sheer looks of joy on the faces of our children when Santa - looking very festive in red, made his annual visit! (Even though he had sent a letter to say that he could not make it this year – we think that he was just being mischievous!) When we heard his sleigh bells ring and he suddenly appeared



there were screams of "It's Santa, It's Santa", followed by squeals of excitement all round. Of course he had assistance from his Elves, who helped him to give out presents to all of the children. We all had so much fun putting the nativity play on that we are already looking forward to next year!

The Key Stage Two Seasonal Concert choir had the tough job of following the wonderful Foundation Stage and Key Stage One production in the seasonal concert. Key Stage Two had been rehearsing in school and practising at home since early October to prepare what was a very challenging programme. Despite the difficult nature of some of the songs and the large amount of words to be learned, they rose to the occasion wonderfully well. Particularly impressive was the control and precision with which they performed their songs, whether they were slow or upbeat or even in two parts.



Probably the most impressive aspect of the whole rehearsal and performance process was the ability of all the children from Year Three to Year Six, to successfully mix their natural exuberance in singing the songs whilst simultaneously displaying some great maturity throughout the time they had together. This really showed in what was a terrific performance by all involved.



Finally, a big thank you to Mr. Peter Godfrey, Clement and his team for the wonderful set design, to Ehab and Michael in the sound and lighting box, to Mrs. Carol Boswell for the beautifully presented programme and Mr. Adam Briggs and his team for all of the hard work and effort that went into teaching the children the songs along with our super singing leaders, Kirmina Sadek (G7R) and Hannah Breitinger (Y7Y).



A final thank you goes to the Arabic department for their wonderful rendition of Jingle Bells.

In the Second part of the concert, We were thrilled by the brilliant voices of the Secondary and Staff Choirs.

**Well done everybody!**

Ms. M. Glancy, Mr. J. Tomlinson and Ms. B. Meason



# PRIMARY CONCERT BAND

**On** Monday 17th November 2014, the Primary Concert Band were involved in the first ever joint concert between MES Cairo and Maadi British International School (MBIS).

The students from MBIS Brass Band arrived early and rehearsals started as soon as the theatre was ready. Both the MES Cairo Primary Concert Band and MBIS Brass Band had been practising the songs in their own rehearsals but this was the first time that the two bands had met together to rehearse. It was also the first time that Mr. Briggs and his MBIS counterpart, Mr Williams, got to hear if their arrangement of the songs was correct!

The performers spent the day in a number of rehearsals, some whole-band and some sectional rehearsals before the first of the two performances. The first performance was to an enthusiastic Year Three audience. They greeted each of the six songs with a huge round of applause.

The second concert was for a smaller audience of parents, who also fully appreciated the high level of musicianship that was being displayed by the students of MES Cairo and MBIS.

The band performed six songs: Movie Buster, Woking Turtle, Disco Biscuit, Beethoven's Ninth, 5 Jive! and Mbale Magic. A special mention should go to Sarah Toma (Y4B), Sarah Sharkawy (Y4G), Nour el Fendy (Y4V), Salma Assal (Y4V), Leila Lotfy (Y4G) and Mostafa Saqr (Y4O). They only started learning their instrument in September but have already performed in their first concert with the MES Cairo Concert Band. Hopefully, this will be the first of many concerts for them.

A big 'thank you' goes out to Mr. Tomlinson and Ms. Moataza for all of their help and support in running the Primary Concert Band.

The whole day was a huge success and everybody who had the opportunity to hear the concert was impressed by the quality of the sound and the professionalism displayed by all of the performers.

Work has already begun on preparations for the next concert...

Mr. A. Briggs - Head of Primary Music



## KEY STAGE TWO SAMBA BAND TAKES OVER THE YARD!

**The** Carnival spirit arrived early at MES Cairo this year! On 14<sup>th</sup> December, Key Stage Two students were treated to the sounds of Brazilian samba music during their morning break. The concert was performed by the Year Five and Six students in the Samba Ensemble after-school activity led by Ms. Dawn Lovig.

The performance started with the musicians standing in a circle in the middle of the yard. One by one, the musicians began to play exciting rhythms until they were all playing together. Samba music is meant for dancing, so the musicians began to march in a line during the second piece. Students in Year Five Yellow joined in the parade behind the musicians and showed off their excellent dance moves. Soon, students from many other classes joined in the parade as well and the yard was filled with music and dancing.

Thank you so much to the following musicians for all of their hard work: Ahmed Roshdy (Y6Y), Dina Elnahas (Y5Y), Khadiga El Azghal (Y6V), Lara Gamaleldin (Y5Y), Leila Aglan (Y5V), Leila Hamad (Y6B), Malak Soliman (Y5V), Merna Tarek (Y5Y), and Zeina Ahmed (Y5Y). Listening to, and dancing along with, the Samba Ensemble performance was a fun and exciting way to spend morning break!

The Samba group has now expanded to become a complete Percussion Ensemble that features both pitched and non-pitched percussion instruments and the ensemble will perform at the Primary Music Concert on 9<sup>th</sup> June.

Ms. D. Lovig – Primary Music Teacher



# FS1 learn all about PEOPLE WHO HELP US!

As part of our topic 'People Who Help Us' all of the children in Foundation Stage One were given the opportunity to meet lots of different people who help us in our community.



To introduce the topic to the children we started by finding out who helps us at school. The Pod Helpers, Mr. Mohamed, Ms. Christine and some of the Bus Matrons visited the children and we asked the children to think about how these people help them at school. The children were very good at explaining what these helpers do and they were able to talk about the other helpers in school; the gardeners, the caretakers and the security people who help keep the school clean, tidy and safe.

Then the children met Doctor Asmaa Allam and Dental Practitioner Sally Naquib. They explained to the children what happens when you need to visit the doctor or the dentist. Doctor Asmaa showed the children some of her instruments and asked the children questions about visiting the school clinic,

going to the doctor's surgery or to the hospital. Sally explained to the children how important it is that the children brush their teeth twice every day and always try to eat healthy food. Ms. Rizan was very brave; she let Sally take a look inside her mouth and demonstrated to the children how she checks the teeth. The children sat and listened very well and asked some very interesting questions and several children shared their own experiences of visiting the doctors or the dentist.

Our next visitor was Mr. Hany Fawzy, who is the head of Foreign Relations and Media Authority. He arranged for the Ambulance Department to send an ambulance to MES Cairo. All of the children were so excited to see a real ambulance parked outside MES Cairo! Each class took turns to get inside the ambulance to sit and listen to the ambulance doctor explain how he uses some of the equipment. All the children were taught how to call for an ambulance. Safiya Hisham Hellyer (FS1R) told Ms Vicki about the ambulance, she said; "They will drive me to the hospital when I'm sick. We call the ambulance on 1,2,3."

The next visit to MES Cairo was from the Fire Brigade. This was kindly arranged by Brigadier Kamal Gouda from the General Administration of Civil protection, Ministry of Interior. The children could hardly contain their excitement when they saw a huge fire engine parked outside school for them to see! The children were even allowed to try on the fire fighters helmets! The fire officer explained to the children what happened when they were called to an emergency. The fire fighters demonstrated what they did by jumping into the fire engine, switching on the lights and the siren and then jumping out and pulling out the hose and switching on the water! Thankfully Foundation Stage One didn't get wet! Lamar Tawfik Abdeldaim (FS1O) told Ms. Jo



why the fire engine needed a ladder. She said; "So they can climb on them, so they can reach the fire to the house, they can spray the water out of the hose."

Next, Brigadier Mohamed Moustafa from the K9 Unit in the Training Police Dogs for Safe and Guard Centre, under Supervision of Cairo Security Directorate, arranged for some very special visitors to come to MES Cairo. These visitors had four legs! Selim Elkhatib (FS1B) predicted the policemen with the dogs would be wearing, "Pink and yellow uniforms." The children watched as the dogs performed their skills searching for hidden objects under chairs and inside suitcases. Rokaya El Ghannam (FS1Y) told Ms. Kearney; "He sat beside the chair when he found it!" The dogs then chased a pretend 'bad person', and caught him! One very special dog showed the children how he can follow instructions, he sat, he rolled over and he barked when his trainer asked him to! At the end all of the children had the chance to pet some of the dogs. The dogs were very brave and really enjoyed getting cuddles from the Foundation Stage One children!



Our final visitor was Captain Ahmed Zaki from the Public Administration for the Passage of Cairo; he kindly came into school with several other Police Officers, two of which arrived on Police motorcycles! Captain Ahmed talked to the children about his work; he told the children which number to call if they needed the Police to help them. He explained to the children how they can help the Police by putting their rubbish in the bin, by being kind and helpful and by always wearing their seat belts when they are travelling in a car or on a bus. Before the Police Officers left, they kindly let some of the children sit on their motorcycles!



To round off our topic Foundation Stage One had a dress up day. All of the children came to school dressed up as a 'Person Who Helps Us!' The children were dressed as doctors, police officers, nurses, carpenters, engineers, fire fighters, chefs, vets, bus drivers and cleaners. All of the children brought to school lots of food and each class shared some of the food with the people who help Foundation Stage One. The children then had class picnics to celebrate the end of a fantastic topic! All the teachers would like to say a huge thanks to the mums and dads for organising the wonderful outfits and providing the food.

As you can see, the FS1 children had a very exciting few weeks in Term One. Through our topic work they have experienced special events together. They can remember and talk about significant events in their own lives and have been able to express their interest in different occupations. Their language and communication skills have been enriched by the opportunities to learn new words, make comments and ask questions. The children



took their learning back to the classroom where they created art work, sang topic related songs and listened to stories related to the topic. Their imaginations have been inspired and we have noticed lots of role play in the classrooms, around the Pod and during Outdoor Learning.

All of the Foundation Stage One teachers would like to say a big thank you to all of the 'people who helped us' bring this topic to life!

Ms. J. Khalil – Foundation Stage One Orange Class Teacher

# FOUNDATION STAGE OPEN DAY



Each year we hold an Open Day for prospective parents to visit the school and decide on whether they would like to send their children to us for the start of their learning journey. Most of the parents who attended had children to enrol in Foundation Stage One, but we also had parents of older children who were thinking of moving their children across to MES Cairo.

This year's Open Day took place on Wednesday 26th November. We decided that the best people to represent our school are those who we are most proud of – the students. Seven students were selected from Foundation Stage all the way through to IB. They all sat on the stage and spoke to two very large audiences of their experiences and time at MES Cairo.

All of the students were extremely articulate and confident in their delivery, presenting some very interesting and honest replies to questions. We were enormously proud of them and feel that they were a wonderful representation of all of our students at MES Cairo. They were the Graduate Profile, brought to life!

This was followed by a tour of the school and time to ask any questions about the school and our academic provision.

Every year we are surprised by the healthy turnout of parents who attend Open Day and this year was no exception. There were so many parents here that we had to run two presentations to fit them all into our theatre!

Our enrolment is complete for Foundation Stage One next year and we are now preparing to run entry assessments for the other year groups in school.

The enrolment season is almost always open at MES Cairo, and we are always happy to welcome new children to the family.

Please join us in our Open Day for 2016 – 2017, which will take place in November.

Mrs. C. Jodrell – Primary Headteacher Key Stage One



## Around the World in Foundation Stage Two

Our Foundation Stage Two 'Around the World Dress Up Day' to celebrate the end of topic was a great success. Children really used their imaginations and came in dressed in wonderful outfits really from around the world. Zorro from Mexico, a cowboy from America and gorgeous Chinese and Indian costumes all made an appearance in Foundation Stage Two. We had T-shirts from Paris, London, New Zealand and Qatar, football players from Barcelona, Flamenco dancers from Spain and some fabulous Pharaonic characters from here in Egypt. We said hello using words from around the world that we have learned – "hola, nee how, bonjour, sabah el kheir, Namaste".



Children brought snacks from around the world to share, really showing their knowledge of the foods that we shared in Foundation Stage Two throughout the topic. To name but a few of the global treats we feasted on, we had sambousek, crepes, tortillas and croissants. Each class chose to do their class foods in a different way; from an 'international buffet' to a 'world foods picnic'.



Given that the day before was the Foundation Stage Two production, we were amazed that children still had enough energy to celebrate the topic with such oomph!!

Ms. M. Shooter – Foundation Stage Two Year Leader

# FOUNDATION STAGE TWO PARENT WORKSHOP

**On** Monday 17<sup>th</sup> November and Wednesday 19<sup>th</sup> November, Foundation Stage Two Parents participated in a two hour workshop led by myself and Dr. Amira.

The educational workshop focused on practical educational activities for Reading, Writing and Maths that could be completed at home. Ideas included making geometric shapes with elastic bands and pins; making 3D shapes using tomatoes and toothpicks, making number sentences with dice; sorting buttons with tweezers; writing a scroll or magic letter with invisible lemon writing and mark-making in paint and mud.

The workshop included a presentation on the Foundation Stage curriculum from counting to calculation and from mark-making to emergent writing.

Dr. Amira's session was an open-question forum themed around parenting and supporting behaviour at home. The session included advice on setting boundaries, sleep routines, diet, praise, expectations and the role of the parent in guiding children's emotional development.



Ms. V. Esplin - Assistant Headteacher Key Stage One

## Year One Enjoy a Special Story Time with Year Six Readers

**Over** the past few weeks Year Six have had an exciting and stimulating homework topic. They have been writing their own book with the intention of reading it to Year One. They had a lot to consider - the layout, repetition of language for the Year One to join in with, good illustrations, a blurb as well as thinking of a good story. They tried hard to make their books as attractive and appealing as possible. Some children even used visual effects such as pop-ups and glittery illustrations to encourage the children to read along with them.

When the day finally came there was great anticipation in Year One and Year Six. Together they shared their fabulous stories and gave out stickers to the wonderful Year One students for being such a wonderful audience.

Some of the best books included 'The Ninja Monkeys' by Kareem Shendidy (Y6O). He says he was inspired by his brother to create a martial arts tale. Mariam Khalil (Y6O) produced a beautifully made book called 'Boo the Dancer'. Glittery pages and lovely illustrations made this story really stand out.

The students in Year Six enjoyed creating writing for a real audience. It gave their work real meaning and value.

Thanks to Year Six Orange for giving Year One Orange a fantastic and really great reading session!

Ms. N Bancroft - Year One Orange and

Ms. C. McKay - Year Six Orange



# GONG HEY FAT CHOY!

## Year One Celebrates Chinese New Year

**I**t has been party time in Year One as the staff and children have enjoyed festivals and celebrations from all over the world. We started by learning about India's Diwali Festival of Light. We made beautiful candle holders and learnt about rangoli patterns.

Next we journeyed to the UK for Bonfire Night. 'Wow words' were easy to think of when looking at fantastic fire work displays and discovering the history behind this well-loved tradition.

Our third stop took us to China for Chinese New Year. We learnt the traditional tale of the naming of the years and the highlight of our studies came with a New Year's Day feast at the Dragon House in Maadi.

For many of the children it was a chance to experience new tastes and



flavours. We all had a go at using chopsticks which was great fun. The teachers were delighted with the children's good behaviour, super manners and politeness. We were also pleased that the children were willing to try new types of food and were happy to share their learning amongst their peers.

Year One Orange took their class pal 'Bob' with them. You might spot him in some of the photographs but we are not sure that he enjoyed noodles and spring rolls as much as we did.

Chinese New Year will not be the last celebration we will look at. We can't wait to find out where in the world we will be celebrating next!

Ms. N. Bancroft -  
Year One Orange Teacher

# Year Two's AMAZING ASIA Impact Day!

The Year Two classes kicked-off Term Two with their cross-curricular topic all about "Amazing Asia"! This Term, Year Two classes are studying a variety of cultures from India, Japan, Sri Lanka, South Korea, China, and Malaysia. Along with their Asian Pagoda, hanging Chinese lanterns, Asian role play area, and other Asian activities, students got the chance to rotate through all of the Year Two classes, learning about interesting cultural facts and activities specific to each of the Asian Countries.



As Year Two Blue are studying Japan, the students were introduced to the Japanese art of paper folding, called Origami. After looking at the origins of this ancient art they all enjoyed making their own simple models of a talking dog and a boat.



The students had a go at the ancient art of Chinese paper cutting in Two Yellow. They used their scissor skills to try to make a pattern called, 'Double Happiness in the Loving Heart.'



The Year Two Violet classroom was set up so that students looked at the work of the artist Yap Kim Boon. Boon is a Malaysian artist who specialises in painting the beautiful landscape of Malaysia. The Year Two students recreated some of the artist's paintings using oil pastels.



Year Two Red explored the Pimawalla Elephant Sanctuary in Sri Lanka and sketched Asian Elephants.

Students had the opportunity to learn all about South Korean Tae Kwando sparring, during their visit to the Year Two Orange class. Students learned how to greet each other in the South Korean language, and thoroughly enjoyed their experience, learning five different sparring techniques.



Year Two Green students started off by learning five different popular Bollywood style dance moves from India, which they were then able to use to choreograph their own short performance to a live Bollywood track.

It was a thoroughly enjoyable morning, as Year Two students learned a variety of fun facts and gained some brand new skills to start their new topic about Amazing Asia!

Ms. G. Dean - Year Two Orange Teacher



## Year Two Ugly Bug Ball

# A BUG'S LIFE!

**On** Monday 15<sup>th</sup> December, 158 incredibly enthusiastic Year Two students could not wait to show off their fantastic bug inspired costumes for the end of topic 'Ugly Bug Ball'.

It is a very exciting topic that allows children to delve into the lives of arachnids, insects and bugs. It also gives them an opportunity to set up and follow through with their own scientific investigations involving plants and insects, encouraging them to ask questions make informed predictions about what might happen.

To celebrate 'A Bug's Life', as a team, Year Two decided to hold an 'Ugly Bug Ball'. It was an all-day event which began with the children arriving dressed in an array of creepy crawly costumes. The Year Two pod was filled with spindly spiders, green grasshoppers and buzzing bees along with many other bugs. Even the teachers and TLAs were dressed as their own favourite bug, much to the amusement of the children!



In the morning, the classrooms were hives of exciting activities which included bug themed games, singing and dancing! The children loved taking part in all of these activities, but were all looking forward to their class parties as they had all brought in some amazing bug-inspired food. Everywhere you looked, there were spaghetti worms, grape caterpillars and butterfly cakes amongst many other incredibly creative bug-like dishes. The effort and thought that had been put into this was extremely impressive; it almost looked too good (or too realistic!) to eat. All of the classes thoroughly enjoyed their parties.



The day culminated in a whole Year Group 'Ugly Bug Quiz'. Children were chosen to represent their class, along with their teacher, to face bug and plant themed questions delivered by the formidable quiz master, Mr. Bruce. This enabled the children to really think about and use the knowledge they had gained from their learning throughout the topic. All of the Year Two students were very supportive and encouraging of their own team as well as everyone else's.

As we left to go home, there was a chorus of, "That was a great day" and "I had so much fun".

It was a great end to a great day and an even greater topic.

Ms. E. Flanagan – Year Two Team Leader



## Key Stage Two News

# YEAR THREE WADI TRIP



**After** a long bus journey, Year Three found themselves in a strange, desolate environment. Had we landed on the moon? No! We had arrived at the Wadi Degla Protectorate Area in Maadi and after meeting the helpful people from the Wadi Environmental Science Centre, we soon learned that the environment wasn't as barren as it seemed...

We learned that there were lots of animals in the desert with us – insects, lizards, even foxes and bats! Mr. Youssef taught us that there are different soils which have different levels of porosity. We learned how some plants have adapted to life in the desert environment with little water, and we broke rocks (literally!) to find out which type of rock was the most durable. We even learned how the Wadi used to be an ocean many millions of years ago, and made prints of the fossils we found there. Most importantly, we learned that the Wadi is a protected area, which means we all have to do our bit to make sure it stays as beautiful and interesting as we found it.

We all had a wonderful day and learned so much about fossils, rocks and soils, as well as a little more about the environment we live in. Sadly, we didn't see any dinosaurs, unless Mr. Brian counts!

Mr. B. McLaughlin – Year Three Violet Teacher



## Year Three Concert - When Dinosaurs Walked the Earth!



**Since** the beginning of term, Year Three have been extremely busy; researching dinosaurs, rehearsing songs, practising their poems and actions, and putting together their Year Three concert. On Wednesday 4<sup>th</sup> of February all this hard work paid off, when they performed the Concert, 'When Dinosaurs Walked the Earth'; a showcase of all the effort they have been putting into their dinosaur topic.

The children showed us some of the facts they have been learning when they sang songs about palaeontology and dinosaurs. They even charmed us with a love song dedicated to extinct lizards! Thanks to the Music Department the concert had a wide range of catchy upbeat songs. The acrostic poems which the children had written were very informative, and the audience learned new facts about our favourite dinosaurs. Then the speakers told the story of a night when dinosaurs broke into the pod, and explained how we solved the mystery. Ultimately, the concert had a deeper message, as the speakers explained how the dinosaurs have now died out, and warned us that if we don't take care of our planet we are in danger of becoming an extinct species ourselves.

The Year Three pupils were very professional, as the behaviour on and behind the stage was really impressive. Everybody was always in the right place at the right time. The actors were happy with their performance!

"I thought I would be nervous, but when I started talking I wasn't afraid at all, I really enjoyed it" Aya Eldigair (Y3G).

When asked for tips on acting, Dana El-Sharkawy (Y3O) said "I just really meant the words when I was saying them".

The hard work, energy and enthusiasm ensured the concert was a huge success, well done Year Three!

Ms. J. Hamilton – Year Three Green Teacher



Promoting International Mindedness in the MES Cairo Primary Curriculum

# YEAR THREE CELEBRATE END OF 'BELADI BRITAIN' TOPIC

**On** Tuesday 16th December, Year Three spent a day celebrating the end of their theme 'Beladi Britain'. The children arrived looking fabulous in their British-themed costumes. The day started with an assembly all about British music through history.

The students then moved to the theatre where they were surprised and delighted to see their teachers arriving on the stage dressed as different characters from the pantomime 'Cinderella'. They then thoroughly enjoyed seeing a traditional British pantomime and not to be outdone, the teachers brought in two very special models to be the 'Ugly Sisters'. After laughing non-stop for nearly 45 minutes, Year Three students then took part in a range of activities organised for them by their teachers.

They really enjoyed learning about British music, playing cricket and also playing traditional playground games.

Everybody had a fantastic time and enjoyed the wide selection of food and drinks brought in by the students. This fun celebration was a great way to cap off a wonderful and successful Term One in Year Three.

Mr. A. Hinchliffe – Year Three Orange Teacher



## YEAR THREE IMPACT DAY



**Early** in January, the start of what appeared to be a normal day was disrupted when dinosaurs invaded! They ate Ms. Judith's lunch and trashed Year Three's pod area. Tables had been overturned and dinosaur teeth and footprints were found in the area. There were even clues found on the walls!

The children loved making modroc dinosaurs. Some children became archaeologists, digging for bones, and other children became hunters on a hunter's trail. What a great start to learning all about dinosaurs!

Enter the 'Jurassic Pod' ...if you dare!

Mr. A. Hinchliffe - Year Three Orange Teacher



# THERE'S NO PLACE LIKE ROME

## Decoding the past in Year Four!

**Ancient** Rome may be long gone, but its legacy lives on in the modern world in just about every area of life: law, engineering, architecture, coins, town planning and the English language to name but a few. The list goes on!

As part of the introduction to our new topic, 'There's no place like Rome,' the Year Four students were excited to come to school dressed as archaeologists in order to bring the past to life. Many of the costumes resembled those of famous archaeologists such as Indiana Jones and the must-have accessory for an archaeologist in Year Four seemed to be a leather fedora hat!

Archaeology is learning about ancient people, how they lived, what they looked like, what tools they used and also learning about their culture. The word archaeology comes from the Greek word *arkhaiologia* – meaning the study of what is ancient. As the Year Four students discovered, it's fascinating stuff!

Ms. Pearl and Ms. Liza entertained everyone as they described how they had recently discovered some ancient artefacts here in Egypt. There were gasps of surprise as they showed these mysterious objects to the students, who took turns to describe and interpret what each of the artefacts may have been used for. After much discussion and advice from Ms. Liza's father, who has worked on archaeological digs in England, it was agreed that these objects came from the Roman era. Filled with wonder, the children debated about why these objects were found in Egypt. Did the Romans live in Egypt many years ago? This question set the challenge for our topic, which was to find out about the Romans and their influence on Egypt.

Back in the classroom the students were divided into teams as they recreated a dig of their own using large trays of sand. Like archaeologists, the Year Four students carried out the dig using a scientific method with neat, organised, square holes on a grid system. They also created a journal chronicling the dig as if they were an archaeologist in the field. Each team was creative in their interpretation and they accurately described and recorded the objects they found in their trays.

The fun and imaginative introduction to this topic created many more opportunities for teaching and learning. In literacy, the Year Four children wrote and dramatised their own playscripts based on a Roman theme. They carried out extensive research in order to find out what life was like in Roman times. The students have also created marvellous Roman-style mosaics and built models of a Roman bath house, complete with pillars, courtyard and swimming pool!

Overall, 'There's no place like Rome' has been an inspiring and challenging topic. The Year Four students thoroughly enjoyed taking on the role of being an archaeologist and trying to piece together all of the information they gathered.

**Mrs. J. Boukottaya -  
Year Four Team Leader**



# MES CAIRO Year Five - Nile Cruise Residential Trip

Year Five students had the opportunity to go on a Nile Cruise residential for three nights and four days. The trip was split into two groups with fifty children, five staff, lots of security and the school doctor on each. The first group met at Cairo Airport early Monday morning on 26th January and the second group on Monday 9th February.



*Ancient* monuments and the latest pop music. Serious historical presentations and comedic entertainment. Early morning starts and late evening dancing, sailing on rivers and dipping in pools. A superb local chef and afternoon tea, demanding market business and relaxing sunbathing. Lost keys and new found friends, exposed tombs and hidden talents.

What do these all have in common? The Year Five Nile Cruise residential trip of course!

The first early morning start was at Cairo airport well before sunrise, when parents did a great job to drag all the children (well, almost all!) out of bed in time for the flight from Cairo to Luxor. Teachers and

children were positively chirpy even though it was very early in the morning! Here, we met the wonderful Nasreen and Amr, who were to guide us through the next few days (and what a great job they did). After a few tearful goodbyes (parents, not children) we boarded Egyptair flight MS 72.

Arriving at the Nile Sanctuary Cruise Ship - our home for the next few days - was more than a pleasant surprise. Luxury doesn't even begin to cut it! We marvelled at the sparkling interior of the lobby, sumptuous sofas in the lounge and crisp white sheets on the beds. Still, no time to rest as after a delicious breakfast, it was off to Luxor temple - the first of many sites!

We began with a tour of this strikingly graceful monument in the heart of the now modern town, built largely by Amenhotep III and Ramses II between 1390 and 1213 BC. After marvelling at monuments of Ramses II and pink granite obelisks, we strolled down the impressive avenue of sphinxes, before hopping back on our coaches for a business trip.

"Business trip?" I hear you ask. Yes indeed. The children were escorted to Luxor market to try out the bartering skills they had been taught. Within a section of the market, secured at either end by our guides and trip leader - the efficient, ever friendly Mr Mohamed Yehia of 'Go to Know' tours - the children could safely try out their bargaining abilities. Pyramids, pens, pendants, purses were all purchased - just a few of the many souvenirs traded with the children. "Is that your best price?" "Mmm, can't you reduce it?" "I'll give you 30 LE and that's my final offer." Several of our students were experts! After some bargaining and price reduction over a football shirt, one student began walking away, shaking his head. "Ok, ok come back," called the vendor, "You can have it for 60LE." The student wore his purchase with pride the next day on the boat.





After a short trip back to the boat for lunch, we took in the Temples of Karnak, with the extraordinary chapels, pillars, lakes and obelisks on a gigantic site dedicated to the Theban gods. Back at the boat we started unpacking our cases, drinking hot chocolate and eating our third delicious meal. The children and teachers literally collapsed into bed. This was all on day one, remember!

The following day saw another early start for the journey to Luxor's West Bank. First stop - the majestic 18 metre high colossi of Memnon - the only remains of what was once the largest temple in Egypt (Amenhtep III's memorial). Their lonely vigil was constantly interrupted by many photo opportunities. We saw the amazing Valley of the Kings and Hatshepsut's temple. The children were very excited on the "chuf chuf" train ride up there, but decidedly more nervous wandering down into the dark tombs, though the magnificent setting for the great queen's monument certainly lifted spirits again. Back at the boat, it was time to set sail and for the children to prepare for the talent contest. This provided an evening of smiles and laughter. Most of the children performed dances, songs and comedy sketches, overcoming their nerves in the process.

After passing through Esna lock (missed by most as it was well after midnight), the next day was a lovely day of sailing. A lazy few hours, relaxing on the sun deck, dips in the pool, playing games and completing observational drawings and writing, prepared us for an evening of frenetic dancing at the disco - and that was just the teachers and guides! Following a final night's sleep on the boat, we woke to see the boat nearing Aswan for our final visits.

Everyone decked themselves in life jackets for the motor-boat journeys to the Philae Temple and a trip to the Nubian village. This last visit gave us the opportunity to hold a real live crocodile - yikes! Last minute shopping, a view of the great Aswan High Dam and - most exciting of all - a McDonald's lunch rounded off a perfect trip.

Highlights? Stunning scenery; a thousand 'selfie' opportunities, being steeped in local history; the wonderful camaraderie developed amongst our children and meeting locals wherever we went. Most of all it was seeing the children grow in maturity, independence, making new friends and collecting memories to keep for a lifetime.

Some of the things our students have said about the trip...

"I really enjoyed seeing the mummified crocodiles. I will remember them forever!" Yassin el Morshedy (Y5B)

"It was so much fun. We learnt a lot about temples, rivers and the history of Egypt. The boat we stayed on was amazing and the guides really gave us lots to think about." Laila Oates (Y5G)

"I loved to see all the Temples that have beautiful colours on them. They have been looked after and people have respected the statues. I really enjoyed the activities on the boat because we all came up with ideas together and helped each other." Habiba Sharkawy (Y5O)

"The cruise was amazing! We got to see lots of temples and historic sites. The boat was lovely and the waiters looked after us so well with lots yummy food!" Yassin Omera (Y5V)

"The food was fantastic! The Temples at Luxor had huge amazing statues!" Zeyad Morshedy (Y5R)

"The River Nile trip was amazing. The food was stupendous especially at breakfast. The tour guide was helpful because she gave lots of interesting information. My favourite part of the trip was negotiating with sellers at Luxor market." Rodayna Hossam (Y5Y)

A big 'thank you' goes out to all the teachers who gave up their time to accompany the children' the administration staff for making sure things ran smoothly, the link parents for organising their groups, Go-to-Know Tours for their friendly efficiency, the Cruise Boat staff for catering to our every need and the children for making this the most unique of school opportunities.

Ms. C. Jama - Key Stage Two Deputy Headteacher and Group One Team Leader



# CREATIVE EDUCATION IN YEAR SIX



*Who is Hywel Roberts? Expert Drama Teacher, vision-builder, teacher trainer, curriculum innovator, bassist, author of 'Oops! Helping Children Learn Accidentally' and Independent Thinking Associate is how he is described!*

Year Six Yellow were lucky to experience a visit from the highly-respected Creative Educational Consultant from Barnsley, UK, Hywel Roberts during his week-long visit to MES Cairo this January. Mr. Roberts led a session linking to Year Six's 'Jungle Fever' Rainforest topic.



As class teacher, it was interesting to see how the students all responded to Mr. Roberts' methods of teaching. Armed only with a message from somebody who lived in the rainforest wanting help to save his forest; Mr. Roberts guided the lesson to where

the children's curiosity took it! Students created scripts persuading people to support their imaginary 'Save Our Rainforests' organisation that was the brainchild of Adel Hany (Y6Y). Hywel then stepped into role as a rainforest explorer and answered questions from the students who enquired about what had happened. Students responded enthusiastically to this and engaged fully in the role play as it unfolded before them with the classroom as their stage. The ideas all stemmed originally from the Year Six Yellow students themselves and Mr. Roberts expertly and spontaneously reacted in character.



As their teacher, I was impressed by the students who practised their questioning skills. With Mr. Roberts in role, students also started to act and respond in role too as he turned the tables and asked them questions about their imaginary organisation and how they could help him give advice to people who wanted to save the rainforests themselves. Hywel Roberts' believes in sparking the imagination of students in the learning process. He begins with what he calls a 'lure' which is a fictional idea or 'hook' to engage the children's attention. Once the children are on board, he gives them decisions to make or dilemmas to solve using higher order questions which are questions that need students to think more deeply about. Furthermore, the learning is often related to real world or local events brought alive in the classroom so that it is relevant and meaningful to the children.

When I asked the children what they enjoyed about the lesson, some of their comments included: "it was like going on an adventure; it felt like a new way of learning; he was very inventive; it felt like we'd travelled to the rainforest; we felt like grown-ups in a meeting, we enjoyed the drama aspect."

When I asked the children what they thought about Mr. Roberts' teaching, some said:

- he was letting us be independent thinkers
- he was encouraging us to speak a lot in English
- he was taking our ideas and engaging us; we were learning real-life skills
- he made us ask and answer many questions
- he was inspiring us to make a difference to the world

Feeling inspired by Mr. Roberts and his visit to Year Six Yellow, I decided to try out some of his teaching ideas myself. I surprised Year Six Yellow in a Literacy lesson by dressing up and acting in role as an MES Cairo student who was on a school rainforest expedition. Complete with walking boots, backpack, rain jacket and camouflage mud on my face, I looked very different from the usually smart Mr. Cole. I hoped that this would help to excite and engage the students and to get them to treat me as the character. I told them a story that I created about how I got lost in the jungle as my 'lure' and the learning objective was linked to creating flashbacks in stories. I wanted the students to understand why an author might use a flashback in a narrative. I explained to them that I had come face to face with a dangerous jaguar, and my mind had flashed back to when the teacher had warned me not to run ahead of the group. Students then used a drama technique called 'hot seating', where they asked me questions which led to their understanding of the purpose of flashbacks so they could then use them in their own creative writing.

As a teacher, I learnt that it is both interesting and exciting for the students to use role play to spark imagination but it can also be scary too as you never know which questions the students may ask! You have to remain alert and think on the spot. The students discovered that learning can be a lot of fun when ideas are presented in such a creative way. Hala Tarek (Y6Y) used many narrative and flashback devices in her flashback story making for a very exciting story.

Ahmed Roshdy (Y6Y), reflected that: *"I enjoyed using our imagination to go to other places."*

Year Six Yellow now know how to use questioning to build imaginative tension, they understand when to use flashbacks in a story and, most importantly, they know that they should always listen to teachers on school trips - otherwise one might find oneself face to face with a jaguar!

Mr. S. Cole - Year Six Yellow Class Teacher



# PRiMARY inter HOUSE QUIZ



**D**o you know what a 'gaucho' is? Or 'myopia'? Can you name three cities in India? Or Australia? Do you know how much of the body is made up of oxygen? Or how many make four dozen? Or even what size shoe Mr. Mulligan wears? If you answered 'no' to any of these questions, it is quite likely that you would not have made it as a representative in the Key Stage Two General Knowledge Quiz!

Luckily, MES Cairo has many bright sparks. 32 of them - chosen after gruelling question papers were answered by all the students - represented their Houses in one of two quizzes held on the last day of Term One.

The Year Three and Four quiz took place in the morning and the Year Five and Six equivalent was in the afternoon. Both were hosted by Primary Key Stage Two Headteacher, Mrs. Godfrey. The day was a resounding success, and not just for the four winners in each quiz.

The first round required fast brains and fast fingers as it was general knowledge the first to buzz got to answer first. The second round allowed a little more time to think as each group was given a range of topic-based questions. Obviously those children who listen well in class did well here!



The third round was a picture round with a difference. Mr. Mulligan had photographed parts of the school in close-up for children to identify. While the boards in the library pod were easy to identify, children had a little more difficulty locating the mural on the outside of the Primary building.

Further abilities were put to the test in the next two rounds. In the French round, Miss Theodora was pleased with the responses to her questions. *Tres bien mes enfants!* Following that, the Mathematics round certainly displayed the numerical talents within the school. My favourite round, though, was the music round. Prepared by Mr. Briggs, a clever combination of sounds, pictures and words gave the children the clues to types of music, instruments or composers they had to recognise.



An unusual but hilarious round followed - the blindfold round. The contestants' eyes were covered as they were asked to identify various foods, everyday objects and teacher's voices by smell, touch or sound only. Mint leaves were easily recognised, but when one of the children identified the garlic as cappuccino, you had to ask which cafe his family had been visiting!

Of course the audience participated too. Anagrams prepared at the side of the stage had to be unravelled and deciphered for a range of bonus points. The audience also worked together in their Houses to name as many different foods as they could, beginning with a given letter.

Where would the Inter-House Quiz be without the teachers' round? They nervously took their places, representing their chosen houses, preparing to answer questions. Would they be on History? Egyptian culture? Sport? None of the above! The teachers had to answer questions on...each other! Many of the staff had shared an interesting or unusual fact about themselves with me earlier in the week. The teacher representatives had to match their fellow teachers to the facts I had collected.

The outcome of the Inter-House Quiz? Many interesting facts learnt, skills displayed, fun enjoyed and two teams of winners.

Year Three and Year Four Quiz Winners HORUS	Ali Badr (Y3V), Maryam Saleh (Y3G), Adam Abuellaid (Y4B) and Malak Ramadan (Y4Y)
Year Five and Six Quiz Winners THOTH	Yassine Antably (Y5O), Sara Ramadan (Y5B), Omar Ahmed (Y6R) and Tia Botros (Y6V)

I'd better start building a question bank for next year!

Ms. C. Jama – Key Stage Two Deputy Headteacher

## KEY STAGE TWO LIBRARY NEWS

# WHAT HAVE WE BEEN UP TO IN THE LIBRARY?

The Librarians have been working hard to encourage and inspire a love of reading in KEY Stage Two students. We try to help students discover the books they want to read. As well as encouraging the students to choose books from a range and repertoire of reading styles we allow the children freedom to choose whatever they want to read for fun – from non-fiction to graphic novel to picture book. First and foremost we want to foster a love of reading and a love of the library!

Here are some of the things we have been doing:

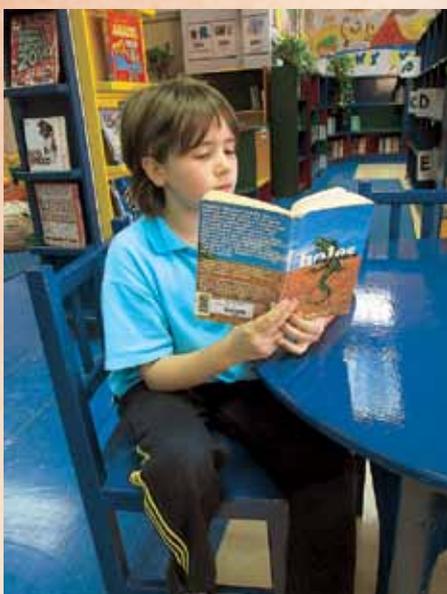
Year Three have been learning all about how to search for books using the Library Catalogue.

Miss Celine has been working with groups teaching the students the different ways of searching the online catalogue. They have been searching by Keyword, Title and Author and can now discover many more books available to them using the catalogue. Miss Celine has been very impressed with how enthusiastic the Year Three students have been with learning this new skill. By the end of Term Two all the Year Three students will be able to use the online catalogue to help them choose their books.

Ask them to show you at home... <https://library.mescairo.com/>

We have enjoyed special guest readers to the library. Mr. Kirby shared his river stories and knowledge and read a story about rivers to Year Five classes tying into their topic in Term Two. Ms. Jama brought props along to her reading of 'Anansi' which needless to say went down very well with Years Three and Four.

Years Four – Six have been learning all about book genres. We have discussed the possible characters, setting and plot in each genre. Ask your child about their favourite genre...Mystery? Fantasy? Realistic fiction? Year Six Book Club



Mariam Khalil in Year Six Orange loves reading and wanted to meet other students who shared her love of reading. She suggested to Miss Celine that we start a Book Club. With Mariam's help we now have a Year Six Book Club as an ASA. Book club provides a way for students to engage in critical thinking and reflection as they read, discussing and responding to books. We are reading a variety of critically acclaimed books of different writing styles.

Mariam and other Book Club members have reviewed two of the books we have read for Book Club:



**The One and Only Ivan** by Katherine Applegate is a heartwarming book told from a gorilla's perspective and his view on life.



It's about an easygoing gorilla called Ivan. He lived almost all his life at the Exit a Big Top Mall and Video Arcade, where he grew to be a mighty silverback. He is accustomed to humans watching him through the glass walls of his 'domain', he does not like to call his home a cage. He never really misses his life in the jungle, he rarely even thinks about it.

"I loved this book. I found it really hard to put down. That definitely says a lot about how good the book is. I don't normally choose animal stories as most I have read I have found boring but 'The One and Only Ivan' was so unique and different to any other animal stories I have read. The book gave me a lot of different emotions. As I turned the pages I felt happy and then a little teary-eyed and then all of a sudden I started crying!

Katherine Applegate's writing style is so simple yet absolutely fantastic. She blends humour and poignancy to create Ivan's unforgettable first-person narration in a story of friendship, art and hope. I will definitely be picking up some of Katherine Applegate's other books very soon.

I recommend this book to both boys and girls. No matter how old you are you will find this book sweet and moving. Make sure you check out this book from the Key Stage Library!" Mariam Khalil - Year Six Orange

**Holes** by Louis Sachar is set in Texas, America, in the middle of a dried up lake. There is a camp for boys who have done bad things but are too young to go to prison. The boys must dig holes in the dried up lake bed which are five feet deep and five feet in every direction. It is said to build character and teach the boys discipline. Stanley Yelnats is sent to Camp Green Lake however he claims he is innocent. He tries to fit in with the boys in his group – Group D.

My favourite character is Kate Barlow who was a highway woman who robbed travelers. She turned to crime after her true love Sam was killed.

This book is cleverly written and mesmerised me by the wonderful story telling. I highly recommend this for children aged eight and above.

Connie Bancroft – Year Six Yellow



As well as all the teaching and learning happening in the library we also manage to have some fun with Library skills quizzes and end of term scavenger hunts for prizes! We also open the library at break times for the children to come and do research, change their books or just to lie back on one of our comfy bean bags to enjoy a good read.

We are currently working on a Library page on Teacherweb. You will be able to find out what we have been doing in the library on this page. We will include book reviews, recommended reading lists and library news.

Ms. C. Star – Key Stage Two Librarian

# PRIMARY SPORTSDESK!

## SPORTS DAYS



### Early Years

Foundation Stage One and Foundation Stage Two enjoyed two fantastic afternoons of Sports Day fun. All boys and girls (and mums and dads) were dressed according to their class colours and were raring to go. The children demonstrated all the different games and activities that they have been learning in their PE lessons. These included parachute games, tagging games, relay races, obstacle courses, and target games. All children worked especially hard for the whole hour and thoroughly deserved their sports day stickers! Check out the photos with this article!

### Key Stage One

In Year One and Two the children were grouped into four animal teams. These included the Lions, Tigers, Elephants and Giraffes. Students competed at seven different stations for an hour and a half! Each station provided children with a different physical challenge and if they were successful they scored a point for their animal team. All children competed with great enthusiasm and despite the heat they worked very hard for their respective teams.

The winning teams were: Year 1 – Tigers Year 2 - Lions

### Key Stage Two

The Key Stage Two Sports Days were organised differently from previous years and the PE teachers in particular were anxious to see the new format in action! They proved to be an overwhelming success. Students had the opportunity to sign up for a maximum of two individual events and also compete for their House in the team events. This provided an action-packed





sports day with sporting drama taking place all over the field!

Students earned medals for their efforts in the individual events and contributed to the overall total points in the team events. The sportsmanship and desire to win was infectious and all the children should be proud of their efforts.

A huge thank you must go to the Secondary Student Athletic Mentors and the class teachers who helped ensure these busy Sports Days ran so smoothly.

Results: Year 3 – Horus Year 4 – Ra Year 5 – Horus Year 6 - Ra

Mr. J. Currie – Head of Primary PE



# BSME GAMES 2015



This year a well-trained Year Five and Six team travelled to Doha, Qatar to compete in the 12<sup>th</sup> Under-11 BSME Games. In what has become the pinnacle of Primary sports at MES Cairo, the 33 BSME students were keen to test themselves against students from eleven other schools from around the Gulf. MES Cairo was the only school from Egypt invited to the competition.

The children were faced with an incredibly busy schedule which included breakfast before daylight and bed times long after their normal school routine. The BSME games were a true test of stamina and our squad of 33 performed admirably!

In Basketball, MES Cairo demonstrated huge courage in some very close group games. Against King's School, MES Cairo were 10-4 down at half

time. In the second half MES Cairo moved the ball much quicker to the extent that King's found the fast-paced ball too hot to handle. MES Cairo triumphed with a 12-10 victory which delighted the noisy MES Cairo supporters! In the end MES Cairo succumbed to a very strong DESS Doha team and had to settle for 4th place in the competition.

In both Football and Netball MES Cairo were initially overwhelmed by the standard of the competition and the calibre of the opponents. Both the Netball and Football teams demonstrated great resilience and enthusiasm but unfortunately they never made it through the group stages. Despite the obvious disappointment within the team, they should be very proud of their dedication and team spirit!

In Swimming and Athletics, MES Cairo demonstrated their skills and abilities in a variety of disciplines. In Swimming, MES Cairo received podium finishes in two races and top half finishes in a number of races. In addition to this, the girls in particular swam their very best and all managed personal best times. In athletics, Layla Sadek (Y6R) finished 2nd place and anchored the girls relay team to finish 4th place in a hugely competitive race. In the field events, pupils scored personal bests in both the long jump and the high jump.

At the gala dinner on Saturday the MES Cairo students eagerly anticipated the prize-giving ceremony at the end of the event.

Despite not winning any silverware this year the MES Cairo team should be very proud of their efforts with the team finishing in a very respectable 8th position overall.

Many thanks to the whole team and particularly to all the staff who prepared the children for the competition.

Mr. J. Currie – Head of Primary PE



# PRIMARY PIONEERS



**Primary** Pioneers have been very busy this term. I have been very impressed with the dedication of the Pioneers who are very excited to continue the programme. The commitment, attendance, hard work and good ethics have impressed all the staff that work alongside them to support their learning to meet the Modern English School Graduate Profile.

## Year Five - Group One and Group Two

The Pioneers have been brushing up their survival skills with Mr. Pete and Ms. Wendy. They have demonstrated great sewing skills, have purified water and have been looking at what they need to survive. They discussed the importance of clean drinking water and different ways to purify the water to ensure their survival. The Pioneers have really impressed everyone with their enthusiasm for the badge and all the skills they have learnt.

As well as survival skills, the Pioneers have also been learning how to relax. Living in a busy city like Cairo, and being a successful pupil with the high expectations that we have here at MES Cairo can be tiring and it is important to make sure you allow yourself much needed time to unwind and relax. The Pioneers have been mastering relaxation exercises and techniques such as the downward dog and the cat. By working closely with their instructor, the Pioneers are more aware and better equipped to unwind after a long, hard day of studying. These exercises have also taught the Pioneers the importance of patience, reflection and control.

## Year Six

The Year Six Pioneers have worked really hard talking about potential opportunities for making money to support Pioneers going forward. They discussed options like holding a quiz, selling sweets and making loom bands to raise money. All were good ideas but finally the team settled on a cinema day event. They developed a questionnaire about film choices and genres to give to the Key Stage Two children. Their entrepreneurial skills improved by organising and preparing for the cinema day at MES Cairo. The date for this spectacular event is yet to be set due to a busy school timetable. However the rest of Key Stage Two eagerly awaits the event!

The Pioneers are now currently completing their Active badge and have been developing their orienteering and compass skills by navigating around the school. By using different compass points and excellent team working skills they have been successfully completing time challenges. The Pioneers ran separate courses several times. Each team developed their leadership skills by taking turns to lead the group and record their scores for each route taken. As a result this has improved their recorded time dramatically. Well done to all the Year Six Pioneers!

So far, it has been a fantastic start to the year! We are all looking forward to seeing them develop their Graduate Profile skills over the rest of the year. I am really impressed with their hard work, determination and dedication to the Pioneer Programme.

Well done to all the fabulous Pioneers and keep up the good work!

Miss J. Godber – Primary Pioneers Coordinator



# SECONDARY PIONEER PROGRAMME

## Secondary Pioneer Executive Council

The newly formed Secondary Pioneer Executive Council provides leadership for younger members of the Programme, voices student feedback, and is involved in the direction and the future of the Secondary Pioneer Programme. The Council is made up of six members: Ali Abou El Ela (G8Y), Arwa Kheir (Y8B), Grant Goddard (Y8G), Nafisa Jibrilu (Y8G), Sarah Kamel (G8G) and Ziad Ayoub (Y8Y).

All six Year and Grade Eight members of the Executive Council have participated in the Pioneer Programme throughout Key Stage Three and Middle School. Out of all of the Secondary Pioneers, these students have earned the highest number of badges from all four areas: Physical Recreation, Skill, Service, and Adventurous Journey. They continuously show leadership and are an inspiration to younger members of the Programme, as well as to their peers and teachers. The students meet monthly and collaborate in discussion and brainstorming sessions with the Secondary Pioneer Coordinator.

## Secondary Pioneers and IBPD 11 Students Working Together

On 29<sup>th</sup> January, members of the Secondary Pioneer Programme had the opportunity to earn a Service Badge. Pioneers in Year and Grade Eight helped to assist, organise and set up an evening event for the Middle School Boys and Girls Football team under the direction of three IBPD11 students. The event hosted students coming from schools in and around Egypt, the United Arab Emirates and Lebanon.

Pioneers, Arwa Kheir (Y8B), Sarah Kamel (G8G), Zeina Badawy (G8G) and Ziad Ayoub (Y8Y) worked tirelessly under the guidance of IBPD11 students, Zubayda Jibrilu, Nour Bahaa and Mahum Sheikh. Students from all sections collaborated and worked together in order to lead activities throughout the evening.

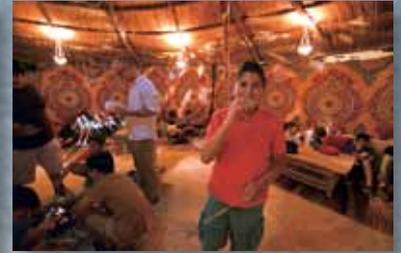
The evening was organised with various activity stations set up throughout the Sports Hall and the outdoor basketball courts. Stations such as "charades," "selfie station," "musical chairs" and "free throw completion," were included in the exciting evening's events. At the end of the night, students celebrated with an outdoor pizza party.

Great job!

Ms. E. Vallarino – Secondary Pioneers Coordinator



Ziad Ayoub (Y8Y) always has a positive attitude. He smiled throughout the Pioneer desert hike!



Ali Abou El Ela (G8Y) snacking on a delicious s'more after a full day of windsurfing at Ras Sudr.



Sarah Kamel (G8G) eagerly participating in a caricature painting during the Fayoum Pottery trip.



Arwa Kheir (Y8B) manning a station and earning a Service Badge at the Middle School Football social event.



Nafisa Jibrilu (G8G) getting ready for an intense football training session.



Here's Grant Goddard (Y8G) gaining a new skill and getting ready to fly down a sand dune on the Pioneer Sandboarding trip.



## Secondary Pioneers

# Secondary Pioneers visit Fayoum - the land of palm trees, desert, Lake Qarun and pottery making!

**During** our two and a half hour bus journey we viewed the pyramids, passed by palm trees and drove through a sandy desert... until finally we saw a shimmering lake in the distance. It wasn't a mirage, it was Lake Qarun! We knew we were almost at our destination of Tunis Village, Fayoum.

We got off the bus and split into two groups. Each group started with a different activity. One group went off towards the pottery area and another group started with caricature painting.

My group's first stop was the pottery area. We discovered what 'wheel throwing' is and how the wheels are used to shape balls of clay into pots. We enjoyed examining the process of what it takes for a clay ball to become an actual pot.

We then learned some wheel throwing techniques. We all had the opportunity to try out the wheel. We put on aprons and spun the wheel, all the while shaping the spinning clay with our hands.

Finally, we all got to decorate and carve pre-made bowls that we were then able to colour. We also learned how to adorn the pots and bowls with local designs.

On completion we visited the potters' gallery which had many beautiful glazed pieces of art on display and for sale. Many of these pieces had intricate designs.

Afterwards, we had the chance to switch with the other group and visit the painting area. Our group got into pairs and faced each other. A long sheet of plastic was then pulled in between us. One partner had a plate filled with various colours of paint and began to outline the face of the other partner who stood behind the plastic sheet. I can assure you that they were quite different from any other piece of art I have ever created!

When we finished painting, we all gathered for a buffet lunch of delicious sandwiches, chips and salad. Whilst enjoying our lunch, we were joined by three unusual but friendly visitors that clearly wanted their lunch too. They were three cute dogs who I named Barky, Wolfy and Sparkette.

Sadly, it was soon time to leave the beautiful oasis and clean desert air. We got back on the bus with many happy memories and new friends and headed back to Cairo. Ziad Ayoub (Y8Y)

"The clay was so fun! We learnt how to make clay bowls and we coloured our own clay. It was such a great experience, I hope we can do it again!"  
Mariam Zaki (Y8Y)

"Painting someone on plastic was a creative way to draw someone. It was like creating abstract art! It's very funny to see your partner's reaction when they see what you've created."  
Grant Goddard (Y8G)



# PRIMARY PIONEERS

## SANDBOARDING!



**On** Saturday 7<sup>th</sup> March, the Primary and Secondary Pioneers joined together on a fantastic trip to Cataneya dunes.

After an early start, the Pioneers arrived at School where they met their teachers and jumped into 4 X 4 jeeps to drive 120km west to Cataneya dunes in a 16 car convoy. The Pioneers were respectful and polite to the drivers and even offered them some of their tasty, healthy treats!

On arrival at the dunes, the Pioneers sat quietly to listen to the instructor as he demonstrated sand boarding techniques. After the demonstration the Primary Pioneers formed a queue to collect their sand boards.

Finally they began to climb the sand dune! Getting to the top was a mammoth task, especially as the heat from the sun was blisteringly hot! However, the Pioneers showed determination and perseverance as they reached the peak.

Those who had participated in previous years were confident and began standing up straight away as they went downhill. However, some of the Year Five students were slightly apprehensive. They began by starting at a lower point and sitting down, then as their confidence increased they began to go higher up the dune and practised standing as they went. By the end of the day all children were flying the 'superman', racing, and sand boarding like professionals! I was certainly impressed by the standards of sand boarders and the team work as each Pioneer supported another.

At 1pm, a delicious barbeque lunch was served, having been prepared on sight by the fabulous 'Go To Know' staff. Each of the Pioneers was very polite and always remembered their manners. The Pioneers took this resting time as an opportunity to relax in the shade and enjoy each other's company, primary and secondary together.

Following lunch, there was just time for one more trip down the dune and a quick whole group picture at the top of the dunes!

Each and every single one of the Pioneers has shown maturity, independence and has proved that they are good representatives of the Pioneer Programme at the Modern English School Cairo. It was a super day and I am really proud of all the Pioneers! Well done to all!

Ms. J. Godber – Primary Pioneers Coordinator

## A MEMORABLE ADVENTURE - SECONDARY PERSPECTIVE

**On** the 7<sup>th</sup> March, eighty-one Primary and Secondary students from the Pioneer Programme and International Award Programme arrived at school to participate in the 2<sup>nd</sup> annual Sandboarding Adventure.

It was exactly 7:28am when we first arrived. Palpable excitement was felt throughout the students lined up in the yard. We couldn't wait until we could board the 4x4s and head off into the desert. Once the numbers to the vehicles were called, everyone couldn't wait to get in. Even though it was a two hour journey to the dunes, we had excellent company and the time flew by.

About an hour past the 6<sup>th</sup> of October, the 4x4 convoy turned off of the main road, and we headed into the sandy desert. As we raced through the sand, we laughed and cheered. As soon as we reached the dunes, we couldn't take our eyes off of the beautiful view. It was stunningly gorgeous. We got out of the cars, and were instructed on how to sand board.

We learned that there were three positions for riding: standing up, sitting down, and superman style—which was riding on your stomach. Superman was my favourite because you could speed down the hill, feeling the wind brushing through our hair, sand flying up around us, and feeling total joy and pleasure. We raced down confidently and happily.

When lunch time rolled around, we were all very hungry. We gathered around the buffet and couldn't wait to eat a delicious barbeque lunch of kofta and chicken. Full of nutrients and energy, we rested for a bit before climbing back up the steep and sandy dune with our sand boards.

After lunch, all of the 81 students participated in a competition. We all climbed up the dune, and stood next to each other for a final picture. As we all completed our final sand board down the dune, we looked at each other with happiness and joy.

The fear of looking down from the top will always be my biggest memory. However, being told that we were leaving was our saddest. This trip was definitely a worthwhile and unforgettable experience. We can't wait to go back next year!

Sara Zaki and Natalie Bishay - Grade Nine

Special thanks to: Mr. A. Hinchcliffe, Mr. B. Meyers, Ms. C. Jama, Mr. C. Norman, Mr. C. Lacey, Mr. D. Erbach, Ms. E. Vallarino Ms. J. Godber, Mr. K. El Metaal, Ms. L. Hedges, and Mr. S. Gibson for chaperoning the greatest trip ever!



## SECONDARY SPORTSDESK

# BASKETBALL - MIDDLE SCHOOL, JUNIOR VARSITY AND VARSITY



**This** was my first season with the Cougars and I was excited to get the season started! Early in October we started with the JV trials. The selection was very tough and we had a large number of very talented boys and girls training hard each week to make it into the team for the games. It is important to have the same warm up to give players a great chance to warm up every part of their game but also to psychologically prepare the players ready for the match. The warm up is a good first impression for the opposing team, making them feel scared from the start!

The JV teams were from Year and Grade Eight-Eleven. The age range enabled the younger players to play a year up and improve their game. We had a number of games with some very strong wins and only a couple of losses. A lot of the younger players stepped up and became a real part of the team. Tarek Salhab (Y11Y) and Hanna Mattar (G10Y) stepped up to their roles as Captain with great confidence, giving out help and advice to the team when needed and also helping with the day-to-day organisation of running a team.

Over 60 players trialed for a chance to play in the team. Only 30 players were chosen, 15 boys and 15 girls. The season got off to a superb start with the boys winning comfortably against many teams.

They had a huge success over CAC, competing exceptionally well against their team which trains nearly five times a week. The girls showed huge potential, playing well in their initial games and improving every day after that. CAC then hosted the CISSA tournament for the girls and MES Cairo hosted the boys. Both boys and girls played extremely well and the competition was extremely high. The girls finished 5<sup>th</sup> and the boys finished 3<sup>rd</sup>. Well done to the Varsity Captains Karim Ramy (G12Y) and Mahira Ahmed (G12Y) for leading their teams so competently.

The style of play that I am encouraging for all the Cougars teams players is fast-paced and relentless aiming to capitalise on any errors made by opponents and always looking to fast break, along with playing simple, fundamental basketball. The fitness demands of this system are considerable and our boys rose to the challenge. From the very beginning of the season, many young people emerged as team leaders, contributing positively to the programme through teaching peers and inspiring improvements. This will continue into next year when I am hoping for numbers and successes to increase even more.

Coaches: J. O'Connor, O. Walker,  
L. Quarin, S. Gibson, D. Erbach  
Mr. J. O'Connor – Secondary PE Teacher



# 'Eat My Goal!' Middle School Girls Football Fantastic Season in Review!

**Tia** Saied (G8R) stood over the ball. MES Cairo were one up against their arch rivals NCBIS. A fresh winter sun sparkled down upon the emerald green of the turf. The dynamic forward had already put her side ahead with quick thinking and a blistering shot from the kick off to the second half, which unfortunately Coach Simpson missed as he was looking at his shoe laces. But still, the best was yet to come. Tia eyed the goal, and stepped back two paces, Ronaldo style, and then....Boom! She guided her shot home to the top corner, gently kissing the underside of the cross bar as the ball snugly nestled in the onion bag. A spectacular piece of skill, which inspired a freak out on the touchline that rivalled the reaction to Bobby Zamora's last minute winning goal at Wembley in 2014. Tia polished off her hat-trick with a finely taken strike to beat NCBIS 3-0 and capture the ISSAC crown, completing a quite astonishing season for the MES Cairo Middle School girls' football team.

Starting back in September with a fantastic group of players, the girls showed strength and depth for the upcoming campaign. Fresh blood from Year and Grade Seven looked towards more experienced veterans from last season for guidance. Club Captain Alia El Shabrawy (Y8R) led the drills in training and drove her team forward on the pitch. With former Coach Perry taking on more duties at board room level, it was left to debutant gaffa, Coach Simpson to step up. His first move was to assemble a crack backroom staff. Miss Lucy Young, a former semi pro player for Brentford and Lincoln City was head hunted from primary. Completing the coaching team were ace Varsity players and Sports mentors, Nardeen Massoud and Mahira Ahmed, who provided encouragement and advice for their young charges.



The progressive training methods encouraged by Director of Football Fearn had an immediate impact. In their first tournament for the NCL title at NCBIS, the Cougars romped to victory, winning each game by a consistent 2-1 margin with goals from Nafisa Jibrilu (Y8G), Tia Saied (G8R) and Alia El Shabrawy (Y8R). The first piece of silverware was in the trophy cabinet. The girls now looked to the CISSA tournament at AIS to continue their winning streak. They started strongly, dispatching Hayah with a 2-1 victory with goals courtesy of Alia and Tia. However, in the next game against the unfancied AIS they went down to a shock 2-1 loss. It was the girls' first taste of defeat. Coach Simpson tried to rouse the troops, explaining that football was about highs and lows, more lows obviously when supporting QPR, but that as in life you need to bounce back. MES Cairo were pitched against the favourites, CAC in the semifinal. They played a high pressing game, and justly went into the lead with Nafisa Jibrilu (Y8G) bursting through from the half way line and calmly slotting the ball home under pressure from 2 defenders... sublime. However, a combination of quite frankly dodgy refereeing decisions and clinical finishing from the opposition meant the game finished with a 5-1 loss, a flattering score line to CAC it must be said. Undeterred, the team regrouped for the play-off game and duly took revenge for their first loss, beating AIS 1-0 with a goal from Tia Saied (G8R), securing the third place flag.

Across the winter period, in conditions that were often like a Tuesday night in December in Barnsley, the girls continued to develop their skills on the training ground.

Their preparation was meticulous as they got ready for the international ISAC tournament. With teams from Beirut, Abu-Dhabi and Alexandria along with NCBIS, and the boys playing their games as well, this made for a true carnival of football.



The event was supremely organised by the Cougars very own Head Coach Quarin, a model of calm and quiet efficiency. However, the team was dealt an early blow when their Captain, Alia El Shabrawy (Y8R) was called up for international duty. Coach Simpson decided on the radical move of replacing her with not one, but three new captains. Nouran El-Masry (Y8B), (captain of morale), Amina El-Hamawy (Y8R), (captain of discipline) and the midfield general, Nafisa Jibrilu (Y8G) (captain fantastic) - the 'three amigos' were born. The bold strategy had an immediate effect as MES Cairo cruised to victory in their first game. With star striker Tia having problems with her alarm clock/maid, it was left to youth academy graduate Nour Saki to step up, and step up she did, a finely executed volley from the edge of the box being the pick of her brace. 2 more fine goals from Nafisa and a first competitive goal for Amina completed the rout. Up next Schutz from Alexandria, a physical game which MES Cairo won comfortably 2-1 setting up a showdown with NCBIS to finish top of the group. On day 2, in a pulsating encounter for the last group stage match, NCBIS took the lead. 5 minutes before the final whistle Tia popped up to stroke home the equalizer, but there was heartbreak to follow as NCBIS snatched a late winner sending the opposition's Coach Cookie into raptures.

The setback meant that MES Cairo had to face Schutz again in the semifinal. The first half can only be described in one word, very cagey. At one point Coach Simpson could be heard to nervously sing the theme tune to 'Frozen', encouraging his defence to usher a ball out of play. The musical instructions worked wonders as the maverick defenders Farida Sherif (Y8R) and Shahd El-Sonni (Y9B) did subsequently, 'Let it Go'. The opposition brought along a drum to encourage their team. MES Cairo upped the ante by bringing Mr. Kirby, Miss Downey and Head Coach Quarin. A cacophony of Canadian and Scouse encouragement spurred the girls on, and in the second half there were wave after wave of attacks, with the Matta twins taking

after their Spanish namesake providing a creative edge in the midfield. There was finally a breakthrough as MES were awarded a penalty for handball. In form striker Tia stepped up and calmly belted the ball into the back of the net to send MES Cairo through to the showpiece finale against the old foe, NCBIS.

The girls' overall performance in the final encapsulated their season. There were leaders all across the pitch, playing their heart out for each other, showing resilience, commitment and no shortage of skill. The 3 amigos drove their team on with determination and encouragement, always supporting their team mates whilst being gracious to the opposition. This was recognised by the other teams, with the girls being awarded the fair play award when they were presented with their trophy. The first half of the final was an evenly matched contest between two top, top teams. But when Tia stepped up for the second half victory, the rest is history. With the perfect hat-trick complete, the Cougars stood firm in defence to finish the tournament and the season as champions.

**Squad:** Tia Saied (G8R), Mariam Nabham (Y9R) , Farida Sherif (Y8R) , Amina El-Hamawy (Y8R), Alia El Shabrawy (Y8R), Nafisa Jibrilu (Y8Y), Shahd Maksoud (G7B) , Nour Waleed Saki (G7Y), Shahd El-Sonni (G7B) ,Nouran El-Masry (Y8B), Sama Genena (Y8B), Sandra Matta (Y8G), Natalie Matta (Y8Y), Nadine Elnomrosy (Y8Y), Kensi Sherif (G7Y), Habiba Shaarawy (G9R)

**Mr. L. Simpson – Head of Secondary Art (British) and Team Coach**



## MIDDLE SCHOOL BOYS' FOOTBALL – 100% RECORD

**The** Middle School Boys' football squad has had an exceptional season. Before the winter break, the boys had three tournaments across their season. The trials were extremely well-attended with over sixty students taking part.

The first NCL tournament was as predicted, extremely close, with a round-robin format being played. This was a high level of football and MES Cairo edged out Hayah on goal difference to take the title. The defensive discipline set the boys apart and, coupled with some superb attacking football, the victory was well-deserved. Stand out performances from Captain Shehab Abou El Fadl (Y9R) and dominant midfield work from Mazen Fouda (Y9R) and Noor Mafouz (G9Y) were instrumental in the success.

Next up was the CISSA tournament where competition is always at its highest and discipline is crucial for any team hoping to be successful. Having topped their group, the boys then took on the International School of Choueifat (6th October) in the semi-final. They dominated from the start, with a high pressing game and fluent possession football. Noor Mafouz (G9Y) stepped up with what must have been one of the best goals scored at this level. Running out easy winners, MES Cairo were then up against the hosts NCBIS in what promised to be a highly competitive final. Once again, MES Cairo were quick out of the blocks and took control of the game. Difficult to break down and 'strong in possession' became the trademarks of this team and a 3-1 victory in the final ensured the second tournament win of the season!

With a longer break in the lead up to the final ISAC tournament of the season, the excitement was high and a real desire to complete the hat-trick of tournament wins was flowing through the squad. The team was once again fantastic from the first to the last game. The class of the squad shone through at the final whistle of the final when, having beaten NCBIS again, the first response of the squad was to go to the NCBIS players and shake their hands.

The whole squad has worked extremely hard all season and fully deserves their unbeaten record. A huge thanks has to go to Mr. El Hoss for all his help and support with training and at tournaments. Congratulations to the squad!!

**Squad names:** Shehab Abou El- Fadl (Y9R) (Captain), Youssef Shukri (Y9Y), Bahy Phillipe (Y9R), Adham Mira (Y9Y), Youssef Abbas (Y9G), Marwan Seoudi (Y9G), Adham Azab (Y9G), Ali Eissa (G9Y), Omar Abouelnour (G9R), Mazen Fouda (G9R), Noor Mafouz (G9Y), Ismail Heiza (G9R), Omar Soliman (G9R), Ismail Shafie (G9G), Ibrahim Etman (Y8R), Ismail Rizkana (Y8B), Mohamed Babli (Y8Y), Ismail Rageh (G8G), Youssef Ashmawy (Y7R), Mahmoud Shahin (G7G), Mohamed Shaarawy (G7Y).

**Coaches:** L. Fearn and D. El Hoss

**Mr. L. Fearn – Football Coach**



# Varsity Football – Portugal

In what has become an annual MES Cairo football tradition, our boys' and girls' Varsity Football teams attended the Brown's U18 Football tournament in Villamoura, Portugal last November.

In an effort to increase the training opportunities for both the last teams this season, the structure of the football programme was changed slightly in the lead up to this final tournament. This year, both teams trained on the same pitch for two, two hour training sessions per week. Both teams trained under the direction of head coach Mr. Fearn with Mr. Shooter and Ms. Quarin acting as the assistant coaches. This training system allowed Mr. Fearn to impart what is steadily becoming known as the MES Cairo style of football to both squads. Besides working on skill development, a great deal of training time was spent on pushing the ball wide, working the ball up the pitch and crossing it into the area to provide attacking opportunities. Good passing was steadily became the cornerstone of the MES Cairo style.

Another positive addition to the MES Cairo Football programme, was the significant component of sport fitness, embedded into training by Mr. Lacey. Both squads worked twice weekly on increasing their cardiovascular fitness, (both aerobic and anaerobic), and their muscular power. The initial groans of protest from the players were slowly replaced with vocal acknowledgments of just how significant an impact their fitness increases were having on their football abilities.

With increasing successes at both friendly matches and tournaments in Cairo, it was looking like both squads were doing everything they needed to, to peak just in time for Portugal.



Accompanied by Mr. Fearn, Ms. Quarin and Mrs. Ballard, 25 students boarded the plane for Villamoura. The tournament was played at the beautiful Browns facility, in a 7 a-side format. Teams representing different areas of Europe, North Africa and the Middle East competed. Competition was tough on both sides and MES Cairo squads rose to the occasion, refusing to be outclassed by any team. We were ok with being outsized but we were never going to be outworked!

At the close of the competition, the girls finished respectably in fifth place. The boys had an absolutely epic last game; playing for the plate in an evenly matched final. The regular time was intense, physical and fast. Our boys emptied the tank after what had been a very physically demanding tournament. At the final whistle the score was tied. An overtime period yielded the same result. The match was to be decided in the heartbreaking format of penalties. With excited vocal support from the girls' team on the sideline, our boys kept their composure when it mattered most and pulled out a victory!

For the Seniors on both teams, this was to be their last time in an MES Cairo football kit. Over the course of the tournament, all players represented MES Cairo in an exemplary fashion both on the pitch and off. The chaperones were delighted with the mature and respectful conduct demonstrated in airports, restaurants and at the tournament facility. Browns 2015 was truly a positive experience.

Good luck to our graduating Seniors. It is now up to our returning players to carry on the tradition of excellence!

**Boys Squad:** Abdelrahman Hamdoun (Y12Y), Adham Salem (Y11Y), Ali Sabbour (Y12G), Amr Emara (G12Y), Fady El Ehwany (Y12Y), Khaled Ahmed (Y12G), Mohy Aboualam (DP12R) (Captain), Omar Khalil (G12R), Omar Aref (Y12R), Youssef Habib (Y11G), Youssef El Tawil (Y12B).

**Girls Squad:** Mahira Ahmed (G12Y), Mariam Habib (G12R), Mariam El Shebly (G12B), Mariam El Wahsh (G12G), Mirna Nassef (DP12R), Nardeen Massoud (G12G), Norhan Madkour (Y11R), Nour Mashhour (Y12B), Nour Jauda (Y12B), Nuran Jauda (G12B), Randa Khalil (G11R), Salma Farouk (Y11G).

**Coaches:** L. Fearn, J. Shooter, L. Quarin, C. Lacey  
Ms. L. Quarin - Head of PE Department



# Varsity Volleyball

The Varsity Boys' and Girls' Volleyball teams got out to an early start in October of this school year in preparation for both the ISAC and CISSA tournaments on the schedule. In order to maximize training opportunities, the teams trialed a new schedule of training. The teams would train together for their skill development sessions twice per week. Each team would then have an additional hour of tactical training each week, without the other team present.

## GIRLS

Our girls' team was a fairly unusual make up of students. Unlike try-out numbers for many Varsity girls' teams historically, students came out in droves to be part of this squad! The final squad list was cut at fifteen players; twelve on the game roster and three red-shirts. The interesting thing about this group, however, was that very few girls had played much volleyball before. This may initially sound disheartening, but that couldn't be farther from the truth. As the players on this team got to know each other and become aware of their strengths and weaknesses as a group, some great things started happening. Firstly, team leaders like Nour Mashhour (Y12B), Sara Labib (DP11Y) and Mahira Ahmed (G12G) had an opportunity to further their own development as volleyball players, athletes and leaders. The girls set the tone, both motivationally and instructionally in practices and friendly matches. As we had a lot of volleyball to learn in a relatively short amount of time the coaches relied heavily on the natural leaders of the group to step up and help each other out. The other great thing that happened with this team, was the humble recognition of our beginner status and the work ethic and fitness push that came as a result. Very infrequently did the push to work harder come from coaches. In fact, there were incidents where the girls were so motivated to train and improve that they were scheduling additional practices into any available gym space they could find!

The girl's first tournament was the ISAC tournament held at Schutz American School in Alexandria. The girls pulled all they had developed through practice and friendly matches and played well against schools from Alexandria and Abu Dhabi. Captain Nour Mashhour (Y12B) gave an admirable performance both on the court, playing in both the setter and middle hitter position depending on what was needed, as well as off the court as a strong leader whose priorities were clearly always in line with what was best for the team. Malak Maurice (Y12R) made things exciting with an early wrist injury that resulted in an excursion to the Alexandria hospital in order to unfortunately cast up her arm for the duration of the weekend. She handled her injury and subsequent role change on the team, maturely and with class. At the end of some tough on-court lessons and some significant growth as individuals and as a team, the girls finished fourth. Upon our return to Cairo, we participated in the CISSA tournament at ISC 6<sup>th</sup> of October. Our captain Nour was sitting an exam that day, which put the pressure on Sara and Mahira to step further into on and off court leadership roles. At the close of the tournament the girls brought home another fourth place finish as well as the well-earned Fair Play Award. Though many players graduate this year, the Grade/Year 10's and 11's have fostered a positive foundation for next years' team!

### Girls Varsity Volleyball Squad

Anna Nicolas (G12Y), Farah Abdel Razeq (Y11R), Farida Karawia (DP12R), Iman Salah (DP11), Mahira Ahmed (G12Y), Malak Maurice (Y12R), Mariam Gabalawy (Y10G), Mariam Kirolos (G12Y), Nardeen Massoud (G12G), Nour Mashhour (Y12B), Nour Tahhan (Y11B), Sara Labib (DP11), Yasmin Refai (Y12G), Zeina Salem (Y12R), Zubaydah Jibrilu (DP11R).



# Varsity Volleyball



## BOYS

Many of the boys who eagerly turned up to try-outs this academic year did so as a response to the excitement of being on the ISAC winning Junior Varsity team from last academic year. Unlike the girls' team, this group of boys had a reasonable amount of volleyball experience to bring to the table. With a few new faces however, the opportunities for some of our more experienced boys to step up as leaders were many. The team was led by captain Ramy Rafaat (Y12Y) whose maturity and work ethic on their own were inspirational, as well as our effervescent setter Sherif Zikry (G11R) whose on-court intensity was exactly what we needed to pick up our game on tough points. The boys played a simple 4-2 rotation, taking advantage of setting strengths and developing a strong system of cover and movement to

make up for our limited number of big hitters. Through training and friendly matches, players started meshing and skills and systems developed. Along with the girls, the boys made the trip down to Alexandria to play in the ISAC tournament against schools from Alexandria, Abu Dhabi and Cairo. Following some intense volleyball, the boys ended up conceding a hard fought battle to the home school to walk away with the second place banner. Back in Cairo, we had a chance for redemption. With our big hitter Akram El Sakka (Y11) back in the lineup, we took to the CISSA tournament at ISC-Cairo. The boys looked confident and comfortable all day, and kept their composure through to the end of a close final game with rival AIS to be named 2014 CISSA champs! With so many returning players,



it seems that boys' volleyball is starting to develop very positively. Next year promises to be yet another exciting season!

### Boys Varsity Volleyball Squad

Abdul Rahman Abdul Khalik (Y10B), Akram el Sakka (Y11G), Asser Taher (Y10R), Bassil Ayman (G10R), Fahed Negmeldin (Y11G), Mohie Khalil (G10G), Mostafa Amer (Y12Y), Mostafa Mohsen (Y12B), Osama El Boushy (Y12B), Ramy Raafat (Y12Y), Sam El Metaal (Y11B), Samy Shelbaya (G10B), Sherif Zikry (G11R).

Coaches: L. Quarin, C. Downey and S. Melanson

Ms. L. Quarin – Head of PE Department



# MES CAIRO ACHIEVERS!

## CELEBRATING SUCCESS!

### Maya Elghazaly (Y2V) - Marvellous Musician

Congratulations to Maya Elghazaly (Y2V) for being the youngest student to pass Grade One Theory of Music, with Merit, from Trinity College London.

Maya was also given an award from Egypt's Society for Culture & Development in recognition of her outstanding achievement.

Well done Maya!



Maya Elghazaly (Y2V) attending a celebration at Egypt's Society for Culture & Development and being presented with her certificates



Karma Elshafei (Y1V) with her medal

### Karma Elshafei (Y1V) - Gymnastics Genie!

Karma has been awarded a silver medal in her first formal Gymnastics competition! She won this medal when she recently represented Heliopolis Sporting Club in the Cairo Under 7's Gymnastics Competition.

Karma has been training hard since the tender age of 3! Now she is aiming for the Gold medal in the upcoming National Egypt competition which is scheduled for April 2015.

Good Luck, Karma! *You can get the gold!*

MES Cairo will be watching with pride as your Gymnastics career continues to impress.

## THE MES CAIRO FAMILY CELEBRATES NEW BIRTHS!



Mr. Adam Briggs and Mrs. Lorna Mallory are very happy to announce the birth of their son, Benjamin James Briggs. He was born on 16<sup>th</sup> January 2015 at El Nada hospital at a very healthy weight of 4.6kg! Alya, who is now three years old and was also born in Cairo, is learning how to be a helpful big sister!



Benjamin is doing well and has already adopted the Egyptian way of life of staying up late!

Elijah Thomas Rex Rainford was born on the 18th September 2014 at 10.32 pm weighing 7.5 pounds. He was always known by the name Rex prior to Jen giving birth so the Rainfords felt it was important that Rex be a part of his official name! His dad is also a fan of dinosaurs and Elijah has the infamous T-Rex forming part of his name. Eli is now 5 months old and is really showing off his personality. He loves music (particularly Ed Sheeran), playing aeroplanes with his dad and going out for walks. His best friends include Mr Macaulay's little girl Maeve as well as Miss Johnson's (primary teacher) twins Adam and Lara. He's looking forward to starting nursery with his friends in September when his mum returns to work as Head of Humanities British Section at MES Cairo.



**Congratulations to our MES Cairo parent teachers!**

# Greetings from the Secondary Learning Development Department (LDD)!

*"Education is not the learning of facts, but the training of the mind to think." Albert Einstein*



**A**s a team, we have been extremely busy this year working in collaboration with teaching staff towards supporting the learning of our students. We help them to achieve and succeed in their personal goals, showing them the tools of how to learn successfully and mentoring students to organize themselves and make the most of the opportunities on offer at MES Cairo.

Our team is jointly coordinated by Ms. Mona Hanno (American Section) and Ms. Jennifer Cole (British Section). Existing and experienced members of our team, providing support in core subjects such as English, Humanities/Social Studies, Maths and Science are Dr. Tatiana Kolesnikova, Mr. Maged Makram, Ms. Mona Farag, Ms. Hanan Mansour and Ms. Claire Williams. Joining us this year are three new team members, Mr. Chris Norman, Dr. Rania El Geoshy, Ms. May Abdel Rahman. Mr. Norman joins us from Chicago, America and specialises in Maths, Special Education and

Sciences. This is his second international teaching post, previously teaching in Guatemala. Dr. El Geoshy has been teaching for fifteen years and specializes in Biology and Science. She is an animal lover with ten pets at home, is a qualified Dentist and has a daughter in Year Four. Ms. Abdelrahman joins from London, UK and is a specialist in Economics and Business Studies. This is her fourth year teaching and she comes to MES Cairo with her husband and sister in law who are also teachers in secondary. She is expecting her first child in April.

We work daily in close partnership with class teachers to provide differentiation, scaffolding and organization support, maximising the success of students with identified special educational needs including the Gifted and Talented. We also support the implementation of exam accommodations.

Continually developing our pedagogy and practice, this year our department has advanced our understanding and knowledge of utilizing the Promethean Board in the classroom as well as learning more about independent learning, and embedding differentiation and Assessment for Learning in lessons. Several team members have learnt about conducting the Reading Lab which provides individualized skills instruction and helps students to develop their reading at their own rate, according to their ability. With members of our department on both the school WIRED technology committee and the whole school objective committees, we also represent the needs of our students as part of the wider school. As a department, we have been increasingly using and understanding MAP/CAT data available to us to help pinpoint the strengths and needs of students in a timely manner so that we can give swift interventions to help keep them on track for success.

One of our interventions includes helping students by running a weekly homework club every Sunday in Learning Media Centre (LMC). This club helps middle/high school students from Grades/Years 7 to 10 to catch up, keep up, and get ahead in school. It allows students additional time to complete homework assignments in English, Humanities/ Social Studies, Maths and Science. Our support teachers help the students to choose the best methods and techniques for test-taking, time management and organization and is also time for learners to receive extra assistance from teachers as needed on topics they are finding difficult.

Another strand of support that we offer is through Moodle, the school online learning platform. We have a 'Learning Hub' Moodle page available to students full of useful strategies and tips for learning at home and at school, core subject specific support, games and puzzles. We have an additional 'Aspire' Moodle page dedicated to the needs of our Gifted and Talented students.

The Gifted and Talented Programme for both the British and American Section is promoted by our department and each year we select students from Years and Grades 7-9 to participate. Students are chosen via teacher recommendation and close analysis of data to then undertake a test within school. Once part of the programme, teachers are encouraged to provide extension and enrichment activities alongside the curriculum to develop our brightest thinkers as well as our students being expected to attend a minimum of one after school activity a week. The MES Cairo After School Activities programme (ASA's) provides ample opportunity for students to broaden their horizons as well as develop confidence and leadership potential in the areas that interest them most. Departments often provide special opportunities for the Gifted and Talented for example the Maths department runs a successful and popular 'Little Einsteins' club.

Often parents ask us for our ideas on how to help their child at home. Here are our top tips for success!

- Establish a routine where they pack their school bag and lay out their uniform before going to bed each evening
- Offer a healthy breakfast every morning to set them up for the rest of the day
- Allow plenty of time for your child to get to school on time
- Check every evening for letters home and check and sign the homework planner weekly. Encourage your child to regularly check and use Moodle
- Look for opportunities to talk to your child about their school work. Your interest will support them. If your child has a large task to complete, discuss the organization of the work and if they have several assignments due in on the same day, suggest they tackle the tasks one at a time rather than leaving it all until the night before.
- Find news stories that connect to lesson topics to help your child understand the links with what they are studying with the real world.



Ms. J. Cole, Secondary Learning Development Department Coordinator, British Section

## Term Two ASAs



**ASAs** are back with a BOOM! Term Two has seen a slight change to the structure of the ASA Programme with the activities being grouped into Academic, Creative, Physical or Service ASAs. This also ties in with a brand new reward system that requires students to engage with ASAs from more than one group, in order to progress to the higher levels.



The range of ASAs on offer is once again fantastic with staff excelling themselves by ensuring that the variety of activities provides students with the opportunity to build on skills they already have or to experience new activities. Ranging from Beginner Yoga to e-commerce Website Design, there truly is something for everyone.



Student response so far has been extremely positive, especially in the Service ASAs with many showing their caring side and supporting with the new Outreach ASA which gives our students the opportunity to teach English, Maths, Sport and Art at a local orphanage. These types of activities are really helping students develop their leadership and also subject specific skills.



Another new addition to the ASA Programme is the opportunity for Primary and Secondary students to work together in the Board Games ASA, the Puppet Making ASA and also with the Set Design ASA for the whole school production of Aida.

In what is a very busy term for our students, it's brilliant to see that the ASA Programme continues to thrive and evolve.

Mr. L. Fearn – Secondary ASA Coordinator



# MES CAIRO STUDENTS PARTICIPATE IN TWO MODEL UNITED NATIONS (MUN) CONFERENCES



Model United Nations conferences are an excellent opportunity for MES Cairo students to gain life-changing experiences. MUN conferences provide students with a unique hands-on experience of not only learning about international issues and concerns but also an opportunity to create and debate possible solutions. Students learn the arts of negotiation and compromise while participating in student-led committees that are based on the United Nations example. Interaction with other international students allows an appreciation and understanding of different cultures and perspectives to develop for participants.

So far this year, 38 secondary students have participated in two different MUN conferences: IMUN in Ivanovo, Russia and PRAMUN in Prague, Czech Republic.

Students were able to participate in a variety of ways including opening speeches, creation and sponsorship of resolutions, and the delivery of persuasive speeches to their fellow delegates. Students also experienced cultural activities- including painting lessons for the traditional Russian matryoshka dolls and learning Czech folk dances- as well as historical tours outside of the official conference times which helped to foster an understanding of the host country and its history.

Ms. Christine Flake - MUN Coordinator

IMUN Conference, November 2014

Going on the MUN conference to Ivanono/Moscow was one of the most amazing experiences of my life. This trip allowed me to visit remarkable places, such as the Red Square and Saint Basil's Cathedral in Moscow, and learn about Russian history. I was enthralled by the beauty and detail of all the buildings we saw, but most of all I was fascinated by the rich history of every single site we visited. The conference gave me the opportunity to meet new people from all over the world and discuss problems that are present in the world nowadays. Listening to other people's solutions helped me gain knowledge and view matters differently. The aspects of this trip that I enjoyed most were the conference itself and the relaxing walks we all used to go on with Mr. Roodvoets and he would tell us interesting facts about everything we saw. Overall, this trip was a life-changing experience and I am very grateful for every minute of it.

Sara Ibrahim (G11G)

PRAMUN Conference, January 2015

Deciding to take part in the PRAMUN Conference was a decision that required courage on my part. It turned out to be one of the most amazing things I've ever done. I enjoyed learning about the world, meeting



new people from different countries and being able to experience a completely new culture. At first the MUN conference intimidated me because this was my first time ever doing a major MUN conference out of the country. Once I got into the room I was worried because I really wasn't confident about how everything worked or when I should speak or even if I should speak at all. I then saw all these very intelligent people from around the world that seemed to know a lot about everything and how to take control and work on their speeches which scared me more, and they made it look so easy. I was struggling at first but with the help of others I ended up getting the hang of it and became confident enough to speak out and share my opinion with the rest of my council. I've learnt so much about other countries and about politics.



The city of Prague is absolutely wonderful. The moment I stepped out of the airport all I could think was 'wow', and I really fell in love with the place. It's not only clean and quiet but it is a very pleasant city to be in. It made everyone feel safe. The transportation was easy and available at all times and everything in the country just seemed to go smoothly. I'm not usually the type of person to be interested in sightseeing or the history of an area, but the history of Prague and the sights really caught my attention and left me amazed and wanting to know more. The amount the city has endured, you would think that it would be in ruins or possibly very dysfunctional, but it is the complete opposite of that. I was able to see many beautiful places but overall my favourites were 'Old Town Square' and 'Charles Bridge' which was right next to a beautiful castle. The scenery in those two places was of a very medieval style. I felt like I was walking back in time.



The trip was the best and most informative of trips I've been on. Not only were we granted the opportunity to meet others, debate in a conference and witness the beautiful city of Prague, but we were also able to get to know each other as a group a lot better. We became very close, creating memories that will last a lifetime. As this is my last year at school, maybe even in Egypt, I can proudly and confidently say that the Prague MUN trip has boosted my confidence, banished my ignorance and has given me pictures and memories that I will never ever forget and am able to speak about to others. If anyone should ask me what is the one trip you wish you could go back and re-do it would definitely be this one.



Sarah Shelbaya (G12Y)



# FROM MES CAIRO STUDENT TO MESconian and MES CAIRO PARENT!

## Meet our 2<sup>nd</sup> Generation MES Cairo students...

### Rasha Ayad – Class of 1993 and Parent of Youssef Ahmed (G8Y) and Ahmed Ahmed (Y5Y)

One can say that MES Cairo is a true family! I can still remember those good old days where I experienced both fun and firmness. I would love to send my best regards to all my peers and teachers. As for Mr. & Mrs. Godfrey, Mr. & Mrs. Fowler, Mrs. Dajani and Ms. Ghada Dajani, thank you for all your mighty efforts throughout the past 25 years. I trust MES Cairo and I am proud to be a MESconian and an MES Cairo parent.



Rasha Ayad with Youssef and Ahmed



Rasha Ayad as a student

I like MES Cairo. It truly do. It is very hard to choose where to start. Let me tell you the truth; I feel addicted to MES Cairo. I have spent ten years of my life at this school; my second home. So it is about everything that I like; teachers and friends and every moment that has built up my personality.

### Youssef Ahmed (G8Y)

Well, let me start by saying; me too, I am addicted to MES Cairo. It seems that Youssef, my brother, inspired me. Although I have only been here at MES Cairo for a few years, I have learned a lot. **Ahmed Ahmed (Y5Y)**



Youssef Ahmed

Ahmed Ahmed

### Rim Geneidy – Class of 1994 and parent of Ahmed Sultan (G9G), Lili Sultan (Y6V) and Youssef Sultan (Y20)



Rim with Ahmed, Lili and Youssef

Well, I say Class of 1994 but actually that was when I left MES to complete my High School Diploma at an American School because at this time, MES did not have an American Section. Leaving MES Cairo more than twenty years ago brings back many great memories so it is hard to choose only a few. So many special events, one being the Halloween Party in October 1990 where all of the teachers decided to dress up as students. I have never forgotten how happy I was to achieve my 'Science Speeches Award' in May 1991.

MES Cairo is a community where each and every one works positively and productively to create lasting memories. Of course, I couldn't find a better place for my children other than MES Cairo simply because they care so deeply about their students. MES Cairo has wonderful staff and outstanding teachers who together provide a high quality education. I truly appreciate all the love and commitment MES Cairo gives. Both myself and my children are really proud to be a part of the MES Cairo family.



Rim at the school Halloween Party as a student in October 1990

MES Cairo is all I wish for in a school. The teachers are friendly and helpful and the school has lots of great facilities. I have achieved many awards, medals and the 'Ahmed Zewail' certificate. I was part of the Pioneer Programme last year which I really enjoyed. MES Cairo truly creates a rewarding atmosphere through quality learning experiences. MES Cairo is awesome! **Ahmed Sultan (G9G)**



Rim Geneidy - certificates and medals from MES Cairo



Rim Geneidy - centre front

MES Cairo has a big place in my heart. It is like a second home to me. I am learning marvellous skills in problem-solving, decision making and many others. I was awarded a special certificate for playing my piano solo. I also really enjoyed going on the great Nile Cruise Trip and I am very proud to be a Pioneer. I love MES Cairo. **Lili Sultan (Y6V)**

I like MES Cairo because it is a wonderful school. It has helped me to learn the '5Rs' and follow the 'Golden Rules'. Ms. Mella gave me a MES Cairo Superstar Award twice this year. I have a lot of fun at school and I love my teachers and friends. MES Cairo is cool! **Youssef Sultan (Y20)**



Salma's First Day at MES Cairo



Deena with Salma and Omar

**Deena Abu Hassan – Class of 1998 and parent of Salma Assal (Y4V) and Omar Assal (Y2V)**

MES Cairo has been a huge part of my life since the first day I walked in through its gates in Heliopolis in 1994. It became my home away from home in the craziness of Cairo. I made wonderful friends and had incredibly special relationships with my teachers who not only taught us all the curriculum subjects we needed to know, but who made us feel like we belonged and were special. Our teachers had a unique way of balancing the relationship between teacher and friend. I have so many fantastic memories of conversations, jokes, stories and experiences I shared with my friends and teachers in those years at MES Cairo. Playing rugby on the beach, diving off a yacht into the red sea and telling ghost stories by the camp fire with our teachers at Ras Sidr in the first ever overnight



Omar in peri drum lesson

trip for MES Cairo students are some of my favourite memories. The sense of community, belonging and loyalty to the school are all things that kept me connected to MES Cairo after I graduated. I always knew that if I ended up living in Egypt my children would follow my footsteps and join the MES Cairo family. I wanted them to have that feeling of family and belonging. I want them to have the opportunity to experience all that MES Cairo has to offer, which has multiplied since I was a student! I want my children to do more than just learn how to read and write and all what goes with formal and traditional education. I want my children to learn how to think, how to apply their knowledge, to understand that the world is full of choice and opportunity, and to develop the tools they need to take advantage of those opportunities that may arise. I want my children to decide for themselves what they want to do with their lives and make their own path towards their goals and ambitions. I believe that MES Cairo will allow them to do all that, and they will eventually leave with the same sense of achievement, belonging and fulfilment that I did.



Salma Assal

"I love MES Cairo because it is so much fun. We do lots of activities and I love pod time." Omar Assal (Y2V)



Omar's first day at MES Cairo

"I love MES Cairo because we have so many opportunities, like learning how to play instruments and being able to take part in the school bands. We learn about so many things around the world, which is really important. I enjoy learning about the history of the world, like ancient Rome." Salma Assal (Y4V)

**Rania El Goeshy – Class of 1995 and parent of Maya Ayoub (Y4Y)**



Rania El Goeshy in her school uniform

Growing up in Kuwait was an amazing experience primarily because I was extremely lucky to start in such an amazing school. Back when MES Cairo was still the Gulf English School, some of my fondest memories were created. I still have report cards signed by Mr. Godfrey, my headteacher back then! The teachers were amazing and have definitely played a great part in creating the person I am now. I will always be grateful to my family for making sure that a good education was our main priority in life.



Rania El Goeshy - Gulf School 1982-1983

I believe that once you experience the learning environment of MES Cairo you are very lucky if you get a

chance to return to it. I have not only returned as a parent but as a teacher too. My involvement is now threefold: MESconian, a parent, and a member of staff. I feel extremely blessed that I was given the opportunity to join the MES Cairo family and my daughter, Maya is really enjoying learning here.

"I love MES Cairo. This is the best school ever!" Maya Ayoub (Y4Y)



Rania El Goeshy with her sister as MES students



Rania with Maya



Maya's First Day at MES Cairo

# Ski Trip – 2015



An early start to this year's trip led to forty sleepy-eyed students arriving at MES Cairo at 5.45 am on a Saturday morning. A day of travel delayed by snow meant a late arrival to Crans-Montana, our home for a week of snow-filled fun!

The ski trip is a notoriously challenging week with six days full of intense activity. The students, many of whom have never seen snow before, began their lessons and instantly demonstrated a strong skill level. After the first day most students were comfortable on the snow, and able to control some simple skills. As the week progressed, so did the students skills with all students developing their snow plough stops and turns. The culmination of the skiing week was the slalom race on the final day where students were required to navigate a preset course that required turns in both directions and speed to cross the finish line in the fastest time. All of the students participated and a superb demonstration of skill was on show across all of the ski groups.

The ski trip is not just about the skiing, there is a whole evening entertainment package that includes a wide range of activities from table football competitions, shopping and cinema to sledging and snow tubing. Once again, the participation from the students was brilliant with all students eager to take part in new activities and improve on their skills. The snow tubing proved especially popular with all students, the sun setting behind the mountains contributed to a fantastic atmosphere.

As the week drew to a close, it was with heavy hearts that the suitcases were packed and the journey home began, the decreasing gap to Cairo brought an eagerness to be reunited with families and for a much needed rest before back to school the following day.

Massive congratulations to all the students involved for representing the school in such a positive light and working so hard. Thanks must also go to the other chaperones, Mr. Shooter, Ms. Walker and Mr. Jordan.

Mr. L. Fearn – Secondary PE Teacher and CAS Coordinator



# MESMERISED



**MESsenger 49 Team**  
 Ms. S. Sheehan, Ms. C. Boswell,  
 Mr. P.T. Godfrey, Ms. G. Dajani,  
 Gina Osman (Y12R), Farida El  
 Shabrawy (Y7B), Kazy Aboualam  
 (G8R), Malak El Dessouki (G7G),  
 Shahd Atef (Y7R), Ms. R. Sharkawi,  
 Ms. O. Mawla  
 With special thanks to Elham  
 Tadros at Glow Printing.

## MESsenger Magazine travels The Globe!

These MES Cairo teachers couldn't bear to be parted from the MESsenger during their recent winter holiday! The MESsenger has been travelling all over the world!



Ms. Therese Sliney - Sitting outside Pizza Express in London on Coptic Street

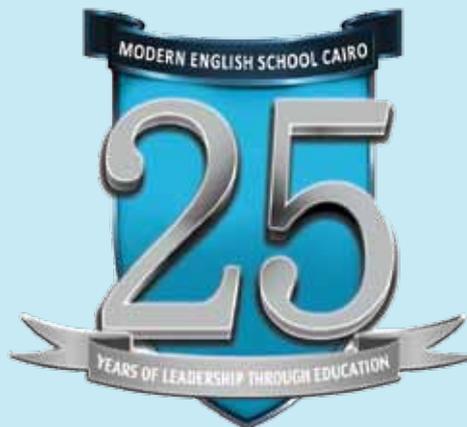


Mrs. Maureen Glancy - MES goes to the Scottish Lochs



Ms. Fran Klein - New Year's Eve 2014 at the Gold Hill Inn, in the mountains above Boulder, Colorado, USA

# 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.

*IB World School*  
\*  
*CIE Fellowship Centre Status*  
\*  
*DfE - Department for Education (UK)*  
*Number 7036316*  
\*  
*Member of British Schools in the Middle East (BSME)*  
\*  
*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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