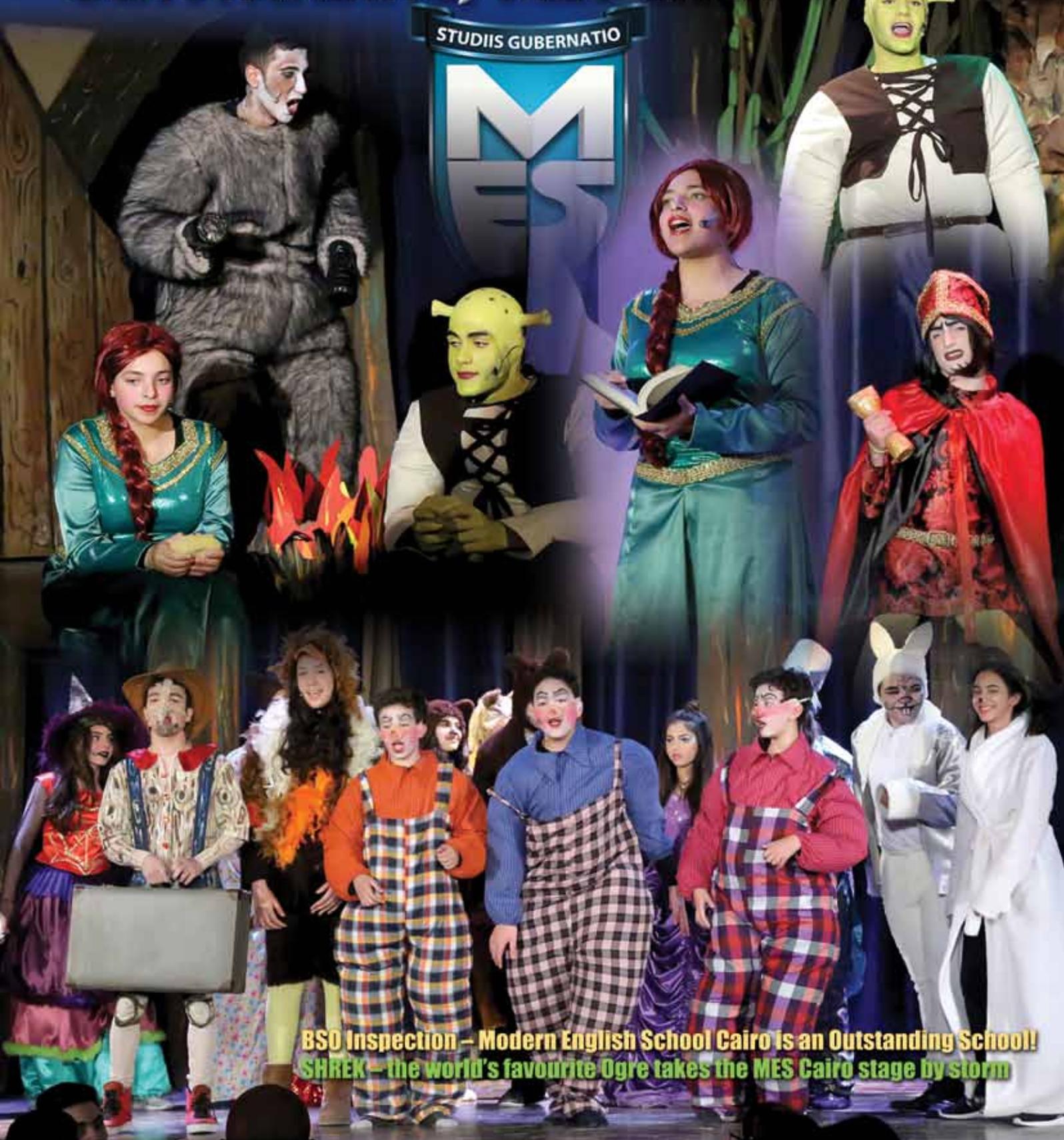


# MESSENGER

OUTSTANDING, MES CAIRO!



**BSO Inspection – Modern English School Cairo is an Outstanding School!**  
**SHREK – the world's favourite Ogre takes the MES Cairo stage by storm**

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# MES CAIRO IS AN OUTSTANDING SCHOOL

The British Government Department for Education (DfE) operates an inspection scheme which is designed to measure British Schools Overseas (BSO) against the standards that apply to independent schools in Britain. This inspection scheme is designed to inform and reassure parents about the quality of education offered by the school.

In March 2016 MES Cairo went through its second BSO Inspection. Five important visitors scrutinised every aspect of our Primary School and British and IBDP Sections of the Secondary School. They visited more than seventy lessons during their three days on campus and read every pertinent school policy. They interviewed groups representing all stakeholders, including parents, students, teachers and other employees, as well as senior staff and the Board of Governors. They examined our tracking and monitoring of assessment data, scrutinised our curriculum and lesson planning, and measured the success of our students in UK examinations. We provided evidence for their consideration of our extensive links with the UK and with universities in particular. Their purpose was to reflect objectively on how well MES Cairo measures up to its own Mission Statement, as well as the standards expected of top quality schools offering a British curriculum overseas.

On a four-tier rating scale of; Unsatisfactory, Satisfactory, Good and Outstanding, MES Cairo was recognised as Outstanding. This continued on from the success of our first BSO accreditation in November 2011. You can read the full 2016 report on our website. Meantime, enjoy reading the highlights below and join us in feeling deservedly proud of the quality of education we have on offer to students who are following a British curriculum.





### Quoted directly from the BSO Report March 2016:

“MES Cairo meets all the standards for British Schools Overseas”

“The quality of education provided by Modern English School Cairo is outstanding.”

“The spiritual, moral, social and cultural development of the pupils at MES Cairo is outstanding and a strength of the school”

“The premises and accommodation are outstanding.”

“Leadership and management are excellent. The governance role fulfilled by the board is outstanding.”

“They (the SLT and the Board) are uncompromising in their drive to improve attainment, and maintain the highest levels of achievement for all pupils irrespective of their ability, over a sustained period of time”

### What the school does well

There are many strengths. They include...

- The highly effective and pro-active involvement of the Board of Governors in the strategic direction of the school
- The senior leadership team who are highly effective in providing clear direction and moving the school forward



- High teaching standards across the school
- The quality of the curriculum planning and implementation enabling all students to achieve well, exceeding English National and International Baccalaureate averages
- The school is highly effective in enabling all students to develop their personal skills and qualities. Students are thoughtful, well behaved, treat others with respect and have well developed social skills



- Safeguarding of all students is a priority. It is under-pinned by excellent pastoral care and robust welfare, health and safety policy and procedures
- The whole school community, teaching, non-teaching, administration and ancillary staff work as a team to promote high quality learning and care for all students'
- The school is held in high regard by the wider community and parents. Students are proud to be members of the school and value the opportunities it provides"

This recognition means a great deal for our school, our staff and our students. Not only does it serve to reassure us that we are doing well, but it also means that we are providing the very best of British education compared with other schools in Egypt and elsewhere. There are only 147 schools in the world who have achieved BSO accreditation and only 10-15% reach the criteria that defines them as outstanding.

This status helps us to attract the very best teachers, and is of significant interest to universities around the world when they receive applications from MES Cairo students. We are world class!

**Mrs N Singleton – Principal, Secondary British and IB Sections**



# REUNION OF MINDS

## The Outstanding Cambridge Learner Awards Ceremony - March 2016

**Jeremy** stared blankly at Nader in his usual gaunt and expressionless manner. Nader had grown accustomed to his lack of input with his pre-clinical course problems, but he was hopeful for a more positive contribution on the forthcoming applied physiology module. In the meantime, Jeremy made for a very functional hat and scarf stand. The chimes from the Christ Church tower signalled the end of study for now. In haste, Nader grabbed his outer garments and rushed for the door, nearly knocking the medical skeleton flying. He had a few errands to complete before nightfall and the weather was foul. He would be leaving Oxford first thing in the morning. For 'The Call' had come.

Only a stone's throw away in Broad Street, Nour was busy avoiding rain drops. With her newly purchased art materials in hand she was negotiating puddles in her wholly inappropriate footwear and began darting in between doorways for any hint of shelter. Her fitness was going to be beneficial in this climate. Her toes had turned icy cold and wet. Despite the discomfort, she was determined to press-on and stock up on some more essentials before the journey tomorrow. The Fine Art course at St. Catherine's College is intense and she had deadlines stacking up, including her next subject matter - Street Life. Inspiration was everywhere in Oxford, even as it poured down. Regrettably she would miss watching her first ever University Boat Race too, but she simply had to go. For 'The Call' had come.

Flanked by jet black Hackney Carriages and red double-decked Routemaster buses, Malak's pace quickened as she walked south. She was moving faster than the traffic, not an uncommon occurrence when she crossed Waterloo Bridge most evenings, after a day at the world famous London School of Economics and Political Science. Her International Relations degree programme was renowned globally and this cosmopolitan metropolis was the ideal accompaniment to her first module on Concepts of International Society. As she left the historical city skyline behind her, she was pleased the southern view was clearing of clouds. That was her intended direction the next day, back to Egypt. For 'The Call' had come.

The departure lounge of Heathrow Terminal 5 contained a throng of passengers and in their midst were three extra-ordinary young people. They were alumni of Modern English School Cairo. Three MESConians - Nader Raafat (Class of 2015), of Christ Church College, Oxford, Nour Jaouda (Class of 2015), of St. Catherine's College, Oxford and Malak Maurice (Class of 2015), of London School of Economics. Three talented individuals with fantastic abilities. But their quest was not an individualistic



Abdelrahman Abdfelkhalak



Amina Elghazali



Farah Razeq



Haya Elzayat



Malak Dahroug



Malak Fouad



Nader Raafat



Nader Soliman



Nour El-Tahhan



Nour Jaouda



Salma Farouk



Salma Wafa



one, rather a demonstration of unity. 'The Call' from their school had come announcing their brilliance, but also their part in the incredible team achievement of MES Cairo students who comprised a third of the June 2015 Outstanding Cambridge Learner Awards for Egypt and the region.

Awaiting in the grounds of the British Embassy Cairo on 23<sup>rd</sup> March were four ecstatic teachers eager for the heroic homecoming. Current students Abdulrahman Abdelkhalik (Y11B), Ahmed Leithy (Y12R), Amina Elghazali (Y11G), Farah Razek (Y12R), Hayah Elzayat (Y11Y), Malak Dahroug (Y12B), Nader Soliman (Y11B), Nour El-Tahhan (Y12B), Salma Farouk (Y12G) and Salma Wafa (Y11G) sat equally proud of their accomplishments but also delighted to be in the company of the MESConians. Just as ambitious they wanted to draw on their incredible experiences so they too could accomplish their own dreams and aspirations.

As the ceremony proceeded Mr Waseem Al Hanbali, Regional Director for CIE, acknowledged the high standards of education offered by schools, reflected through the exceptional results of the assembled winners. The dedication and commitment of teachers and support provided by families was identified. He concluded that the outstanding results will be recognised by employers and universities around the world as proof of academic excellence. Nader, Nour and Malak's presence was indeed evidence of that. The event had a distinctive British feel as befitted the surroundings and was supplemented with a serving of delicious beef with horseradish sauce in mini-Yorkshire puddings. The British Council staff brought their own distinct local flavour too as the award winners were called to the stage. Understandably Nader Raafat's awards, including First place in Cairo across three A-levels, attracted much attention. When asked by the host which university he was attending, his reply of 'Oxford' was muffled out and altered to 'No Cambridge'. Perhaps this was reference to a Boat Race rivalry right on the River Nile! It wasn't clear, but what had utmost clarity was the position of MES Cairo dominating the awards yet again, as each of our current students joined the MESConians on stage in jubilation. The annual event has become a triumphant reunion of our alumni, current students and teachers. A reunion of minds as the baton of success is passed down from one year to the next.



Shortly afterwards, as the three MESConians departed for the United Kingdom, they had left something important behind. When Nader returned to his study desk and medical skeleton at Christ Church College, when Nour opened her freshly purchased canvas in St. Katz and when Malak re-navigated the ancient cobbled streets leading to LSE, each knew their journey had been more than just a celebration. For each had left behind the inspiration for others to follow in their footsteps. Inspiration to not only the other award winners but also to all the students at their school and indeed in their home country. An inspiration born out of this reunion of minds.

**Ms S Perry – Deputy Headteacher, British Section**



# American Section University Acceptances 2015-2016

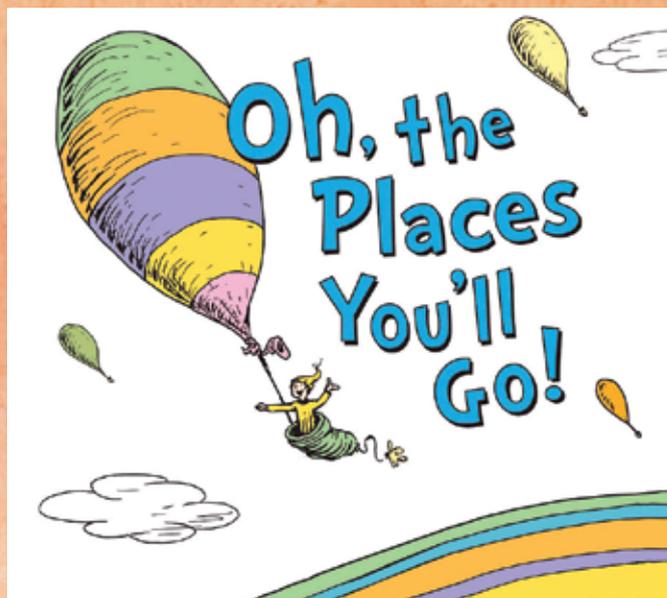
## How We Got There

The American Section has a huge amount of bragging to do on our Senior students! The Class of 2016 not only took the initiative to apply to some of the top universities in the US and the UK, but received acceptances to some of the most competitive schools. It is important to note that our students are competing with hundreds of thousands of students from the US for admittance into these top US schools. We are very proud and honoured to have such exceptional students graduating from the American Section.

The application process begins with student research, a conversation about location and climate, and the students' intended major. These conversations help to narrow down schools that fit the needs and criteria for each student. Many times more research is done to help students understand that out of over 3700 universities in the US, top-ranking and named schools might not be the best fit for them.

Unlike the UK universities, students applying to American and Canadian universities can apply to as many schools as they want. Many do so on the Common Application. This is a one-time application that can be sent to over 200 universities in the US. Some universities require supplemental materials on the Common Application as well.

We stress almost daily the importance of a good GPA for college admissions. From G9 the students are told how important this number is. When applying to US universities, the GPA is a very important gauge on your future success in the university. However, it is not the only criteria by which applicants are judged. Colleges



and universities in the US look at different aspects of a student's application. Of course, schools look at the academic, the GPA and SAT score. But, they don't stop there. They also look at the student's extra-curricular record. Universities in the US want to know that students were involved in their school life, not just academically. It is important to universities to have these types of students because students that are involved in high school, will be involved in college. The universities also highly regard teacher/administrative recommendations. This is a chance for universities to hear about the student personally. "What kind of struggles has this student overcome?" "What is the benefit for this student attending a university overseas?" Recommendations are expected to provide an insight into the person not necessarily the numbers.



## Where We Are Going

### Most Competitive US Universities\*

In the US these schools generally accept fewer than one-third of the students that apply. They require high

academic standards and most students rank in the top 10% of their high school class. Our students were accepted into the following universities in this category:

New York University

Cornell University

Columbia University

University of California – Los Angeles

Carnegie-Mellon University

University of Chicago

Tulane University

### **Very Competitive US Universities\***

These schools generally accept one-third to one half of their applicants. Students mostly rank in the top 25% of their high school class.

University of California – San Diego

University of Tennessee – Knoxville



### **Competitive US Universities\***

These schools generally accept one half of their applicants. Students mostly rank in the top 45-50% of their high school class.

Mississippi State University

University of Arizona

University of California – Riverside

\*Information on university categories from Barron's *Profile of American Colleges*

### **British Universities**

Our American Section students have also been accepted to some of the top schools in the UK including:

University of Warwick

London School of Economics

University of Surrey

Kings College

University of Reading

University of Birmingham

Queen Mary University

City University of London

University of Kent

Manchester Metropolitan University



**Congratulations to all of our graduating Seniors.  
Your accomplishments are incredible!**

**Mr D Tomlin – Dean of Students, Grades Eleven and Twelve**





# INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME NEWS

## CONGRATULATIONS TO THE IBDP CLASS OF 2016 ON THEIR WORLD CLASS UNIVERSITY OFFERS!



Our Senior Class recently completed all of their external IB examinations. Their May 2016 session involved three weeks of examinations in all subject areas apart from Visual Art, which is examined in a series of practical methods throughout the course, including the Final Exhibition that was held on 5<sup>th</sup> April. The DP12 students are now enjoying a well-deserved break before they sit their Arabic examinations, and then they will be patiently waiting for their IBDP final results, which they will receive early in July.



Ten of our DP12 students have applied for university places in the UK. An impressive 36 university places have been offered to those UK university applicants. Eleven of these offers have been made by TOP TEN universities! Twenty of these offers have been made by TOP TWENTY universities! Three DP12 students applying to study in Canada or the USA have also received nine offers to top universities!

We wish our Senior Class of 2016 success in their examinations and look forward to hearing about their achievements at university.



### English Department Theatre trip – *Waiting for Godot* at the AUC Falaki Theatre

On 22<sup>nd</sup> May, our DP11 students joined a group of their teachers at the Falaki theatre to watch the AUC production of 'Waiting for Godot' by Samuel Beckett. The students thoroughly enjoyed the production and commented on the high quality of the performance and the professionalism of the actors. As this is one of their IB English texts, the students really appreciated the opportunity to be introduced to it by attending this excellent production. We also enjoyed bumping into MES Alumni friends. A great evening was had by all!



'A fantastic performance and splendid acting! I especially enjoyed the little nuances that were loved by the whole audience. One of the best Falaki productions I've seen in a while, this is going to make studying the play at school even more exciting now!' **Mahmoud El Shabba (DP11R)**

'It was possibly one of the best productions I have ever seen, the cast was truly remarkable and there was a smile on my face for a long time after the show. Thank you for the unforgettable performance!' **Seif Houta (DP11Y)**

'An incredible production, with a truly remarkable cast. The actors were very generous with the passion they displayed on stage,

and the chemistry between them allowed them to complement one other's performances. Thank you!' **Hana Mattar (DP11R)**

'A truly remarkable production and stupendous performances by all! I loved the enthusiasm and the passion of the actors. Thank you so much!' **Yola Elwy (DP11Y)**



## Extended Essay Research Day 2 at the AUC – 24<sup>th</sup> May 2016

Our DP students have the privilege of visiting the AUC library to access the university database for research on three Research Days before the final completion deadline, which will be in December 2016. Their second research day took place on 24<sup>th</sup> May 2016, where they researched the university database intensely for 4 ½ hours and then enjoyed lunch in at the student canteen before returning to school. The DP11 students are working on some fascinating topics, including a criminology-based topic in a Psychology EE, Primary Education in developing countries in a World Studies EE, the impact of drinking water on certain disease rates in a Chemistry EE and the monopoly by large companies over specific industries in an Economics EE. The students have chosen topics that show global-mindedness and are of great interest to them personally. As their research develops and their EEs begin to take shape, they are beginning to really understand how this work will be of great benefit to them at university level and beyond.



Ms Patty Matthews, LMC Coordinator with the DP11 class at AUC

## Training for IBDP teachers

Six of our IB teachers are currently undertaking IBDP training courses in preparation to teach courses or to lead and advise others on Core areas of the DP next year. Teachers who are already trained and experienced IB teachers are being trained in recent subject course changes or in a Level 2 area of focus. For example, one experienced IB teacher is being trained to specialise in the World Studies Extended Essay.

All of the teachers on MES Cairo's IB teaching team are 'IB trained'. This means that they have all completed training and are licensed to teach in their country of origin for the courses they teach on the IBDP Programme. Teachers at MES Cairo who are recruited to teach the IB are all placed on IBO training courses to receive training in the specific IB subjects they will teach. To supplement this training and because the IBDP promotes lifelong learning, IB teachers often take further enhancement courses which are either subject-specific, or they can focus on wider areas.

DP teachers have continued to meet for webinar training sessions this term. Topics have been wide-ranging and have included Technology in the IBDP classroom, Theory of Knowledge across the curriculum, helping students formulate Extended Essay questions and Leading others effectively.

## CAS CORNER



A new friend

Whilst DP12 students have been sitting their final examinations, it's been a very busy Term for our DP11 students. A full schedule has not stopped our intrepid DP11 class from working hard to fulfil the requirements of their Creativity, Activity and Service (CAS) Programme. Students have been building up their CAS profiles in a variety of ways, including individual challenges set for themselves outside of school in activities such as show-jumping, personal fitness, football and even boxing! The students will be telling you more about their individual projects in the next issue of the MESSenger.

The MES Cairo IB Choir continues to meet and practise as often as time allows and in May the DP11 Choir made a special guest appearance at the American



DP11 students bring Ramadan gifts from Mrs Dajani to the children

High School Choir Spring Concert, singing Roger Emerson's version of the traditional folk song, Scarborough Fair and joining the main choir for the concert finale. They have also been practising in preparation for a performance of the same piece at the British and IBDP Award Ceremony. Many of the students now have a real passion for choral performance singing. Students have been developing their Service experience in a variety of other ways, some in projects connected to the National Honor Society, some as athletic or student mentors and others coaching in our Primary.

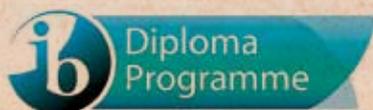
Along with DP11 HR teacher Mr Bullough, a number of students have been key leaders in the Outreach visits to Dar Al Faeza, where they have played games, worked with children on their English and French skills and have built up solid friendships and positive relationships with the organisation throughout the year. In addition, our athletically minded DP11 students have been putting the Faeza students through their paces, along with DP11 HR teacher Ms Creak, on Sundays during visits to MES Cairo. What is striking is how every single member of DP11 has been extremely proactive with their CAS work and has really impressed in their efforts to update their CAS profiles and reflect in depth on their Creativity, Activity and Service work.



DP11 rehearsing 'Scarborough Fair'

## STUDENTS OF THE MONTH

Mr Bullough and Ms Creak would like to announce the IBDP Students of the Month for May 2016.



Ali Bahaa Eddin (DP11R) and Kirilous Gindie (DP11R)

Ali and Kirilous have been selected by their teachers for sustained effort across their subjects throughout Term Three. Congratulations!

**Ms S Sheehan – IBDP Coordinator, Assistant Headteacher**

# UK University Prep Day and beyond...



**Choosing** a University is hard. Choosing a country is harder. Choosing a subject to be immersed in for at least three years is scary! Don't panic! Help is at hand.

At MES Cairo we take our students' futures very seriously and make sure that we support students and parents through the complex process of getting into top universities. This begins with Plan 4 Grad in Year Eight, with the bulk of preparation done in IBDP/Year/Grade Eleven.

Students wishing to go to a UK university have access to extensive support. We are deservedly proud of the quality and quantity of UK university placements achieved over recent years. An increasing number of MES Cairo students are setting their sights on top UK universities; here is an outline of how they realise their ambition.

## Guide to UK applications in Ten easy stages:

### Stage 1

Students from IBDP/Year/Grade Eleven were all invited to attend a UK University Prep Day. The number of applicants has more than doubled, so this year, there were three sessions, 5<sup>th</sup> June for the American Section, 12<sup>th</sup> June for IBDP and 13<sup>th</sup> June for A Level students.

### Stage 2

The day began with an overview of what can be expected from a UK University and why it can be a positive springboard to the future, whether in Egypt or beyond. Students were taught how to research universities and courses and what rankings actually mean. The need for additional tests for Medicine (BMAT/UKCAT) and additional tests for Oxford and Cambridge were discussed, with the registration process fully explained.

### Stage 3

UCAS (the online application required by all UK universities for Undergraduate), accounts were created and students were led through the requirements. This year, UCAS opened for students on 24<sup>th</sup> May, so this workshop was highly practical and began the real process. Applications can't actually be sent until September, but as deadlines for some Universities and courses are so early, the work can be done over the summer and then all that remains is to press 'send'!

### Stage 4

Personal statements are critical in UK applications and can make the difference in getting offers or otherwise. The final workshop of the day was called "How to become exceptional", which allowed students to explore projects, internships or research that can be completed over the summer and added to the personal statement.

### Stage 5

Applications for Oxford, Cambridge, Medicine, Dentistry and Veterinary must be sent to UCAS and paid for by the student by 9<sup>th</sup> October, at the latest, to allow us to add a reference and meet the final deadline of 15<sup>th</sup> October.

### Stage 6

Other applicants for top universities meet 9<sup>th</sup> January deadline for reference to be added and submission to meet 15<sup>th</sup> January deadline. UK/EU passport holders must meet this deadline.

### Stage 7

International applicants can apply until 30<sup>th</sup> June, but top universities don't need to look at (late) applications.



### Stage 8

**Offers roll in!**

### Stage 9

Students and parents choose a Firm and Insurance Choice, with supportive discussion as needed. Places become unconditional when final results are available in the summer.

### Stage 10

First Year, Undergraduate at the University of your Dreams!

**Ms S Clingan – Assistant Headteacher, Years Ten-Twelve, British Section**

# UK UNIVERSITY MESCONIANS IN ACTION!

**MES Cairo** has proven that after fourteen years of “Leadership through Education” our graduates excel at UK Universities and want to come back to give advice to Year/Grade Eleven and Twelve, who may well follow in their footsteps.



It was a real treat to welcome nine graduates from 2015 back into our classrooms, with one important difference, this time they were the teachers! In HRCF, Year/Grade Eleven and Twelve joined together to glean useful information from an equally cross-sectional team of Undergraduates. The very best universities were discussed as Nour Jaouda (Class of 2015) explained why Oxford is an amazing place to study, but only if your passion for the subject beats your need for sleep and everything else! It doesn't stop her loving it and we always knew she was exceptional in her talent and focus. She suggested that candidates applying to Oxford need to be very sure they want it, pointed to herself as evidence that dreams can come true!

In another room, Nardeen Massoud (Class of 2015) discussed just how easy it is to make the transition from the MES Cairo American Section to a UK university. Her experience as a Psychology, Development and Development Disorders Undergraduate, at Royal Holloway, seems to have been really enjoyable as well as hard work. The emphasis on independent learning is a major benefit, which proves that the MES Cairo “My Graduate Profile” is genuinely what is needed once students arrive in the UK. This was independently confirmed by Shams Arafa (Class of 2015), reading for Nutrition and Food Science with Professional Training, at Reading, in a separate presentation when she encouraged everyone to appreciate just how much the American Section does to promote the qualities that are crucial for success for example: independence, self-reliance and resilience, to name but a few.

Students were spell bound as Youssef Sabry (Class of 2015), UAL studying Art, explained in detail the value of the process that students go through at MES Cairo to prepare for a UK university. He suggested that the support he received in making university choices allows exactly the right choice to be made for the individual student. There is no doubt in Youssef's mind that London is the right choice. Rami Raafat (Class of 2015) reading for a degree in Mechanical Engineering, at Loughborough University, isn't finding the experience quite so clear and he is proving that resilience is a significant quality as he strives to accommodate cultural differences, which he feels are more diverse than he thought they would be when he was at school.

Marwan Moussa (Class of 2015), reading for Aeronautical Engineering at Imperial College London, is one of the few students I have met who is not struggling to cope with the demanding workload and challenging work that makes Imperial produce students that rival MIT in the USA. He said that the preparation to cope starts at school and that genuine engagement with learning is the way forward. He also expressed his gratitude for the UK University programme that is available to all students in all sections and ensures that personal statements and UCAS applications show the candidates in the best possible way.

Khalid Ahmed (Class of 2015) brought a different flavour to the proceedings as he told students about the pleasures of life in Newcastle, the home of ‘The Angel of the North’, where he is reading for a degree in International Relations and Politics. He is enjoying his course and feels that there are many benefits to not being in London, not least, the reduced cost of living! Mariam Habib (Class of 2015) studying Architectural Environment Engineering at Nottingham was equally upbeat about her experience and reiterated how well MES Cairo had prepared her for the independence that is required at university. MES Cairo's insistence on students taking responsibility for their own learning really is the first step to success at university.

I particularly enjoyed listening to Malak Maurice (Class of 2015) as she spoke honestly to the students, taking them through the challenges they may be faced with, especially at a ‘top 5’ university. There is no doubt that competition is fierce and the calibre of peers is initially surprising. However, it comes as no surprise that Malak, awarded ‘Top of the World in A2 Psychology’ by Edexcel, is now coping really well and proving that Egyptian students are a force to be reckoned with!

Michelle Ingham, Secondary HRCF Coordinator, said, “It was absolutely wonderful to see so many of our MESConians back to share their experience of the first year away from home. They seem to have adapted very well to the challenges that the UK weather can bring, but no-one appeared with a coat of rust! On speaking to some of our alumni about their new life they were delighted with their choice of course and university and about what the future holds for them.”

Overall, it was wonderful to be able to have such a useful and informative HRCF session that answered many of the questions that students had about how to begin the process. We are very much hoping that this will be the beginning of an annual tradition!

**Ms S Clingan – Assistant Headteacher, British Section**



# SHREK the Musical takes the MES Cairo Stage by Storm

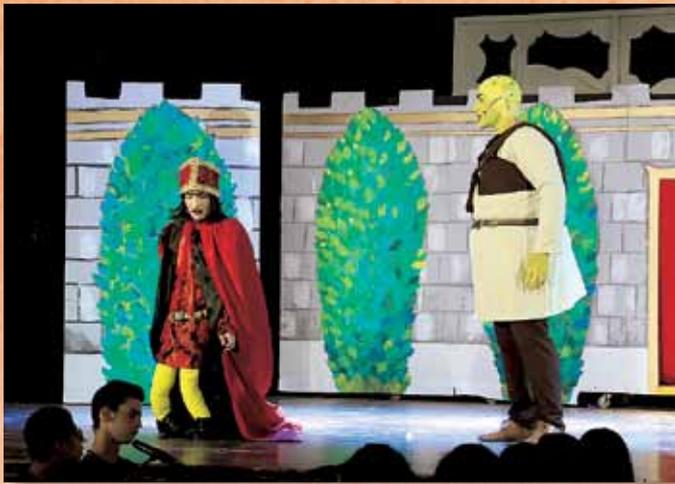
**Katameya's** Fifth District was recently turned into London's West End again when the delightfully colourful characters of *Shrek the Musical* thundered, tap-danced, skipped, swirled, sashayed and strutted to life on the MES Cairo stage. The world's favourite ogre, along with the rest of the show's fabulous characters, entertained our huge audiences at four sell-out, roof-raising performances last April.

MES Cairo shows are widely anticipated by the school community and much further afield and Director **Jonathan Todd** succeeded in producing yet another show of mammoth, Broadway proportions. Having designed the costumes, props and the set, and orchestrated the lighting and sound effects, he then spent two months directing the cast in what was a brilliant display of professional acting, singing and dancing. Musical Director **Daniel Tomlin** coached the cast and choir to produce a beautiful sound throughout, with not one note out of tune and a brilliant atmosphere that had everyone in the audience humming, tapping, and singing along; with some even shedding a quiet tear during moments of high emotion. Choreographers **Rowena Hanlon** and **Shelby Fowler** trained the performers to perfection and we enjoyed a thrilling range of dance scenes from the slick tap routine of the rats, to the swinging moves of the Duloc Dancers; we were highly impressed by the overall performance talent, timing and confidence of the dancers throughout.

Shrek was an excellent choice of production due to its universal appeal and popularity. It is an endearing story about inner beauty and about staying true to who you really are. Based on the movie *Shrek*, which was developed from the story of Shrek, by William Steig, its well-known storyline and characters made it even more of a challenge for our talented cast and crew to recreate successfully and convincingly for our audience. Yet those who came to the show said it was one of the best productions they had ever seen, and could not believe that this was produced in a school context.

The show was superbly produced and commendations must go to all the other talented and dedicated people involved in bringing this marvellous production to the MES Cairo stage. **Kim Tapsell**, Art Director, along with her team of staff and student





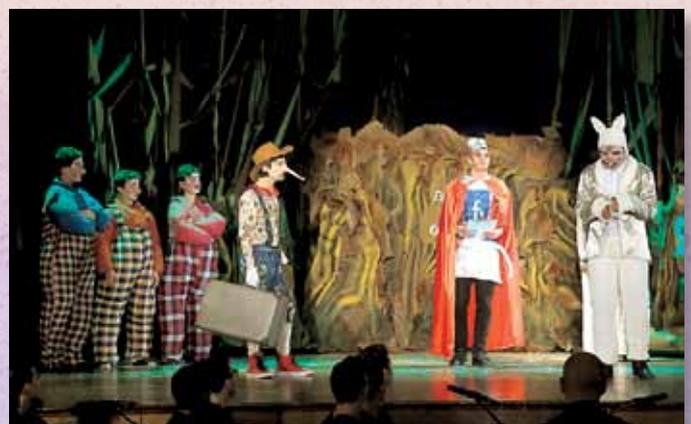
magicians in the Art and the Design and Technology Departments, worked tirelessly to bring Jonathan Todd's vision and set designs to life. **James Colley**, Assistant Director, worked hard with the students and **James Carter** displayed expert control over the ever-changing, atmospheric lighting. Our sound technician, **Michael Beskalis** was supported by Alumni **Nader Raafat** (Class of 2015), who was home on his Spring break from Oxford University but could not resist coming to his second home at MES Cairo to share his expertise with us once more. Nader also took the time to train a group of current students in sound technician skills; a great example of the MES Cairo family working together for the benefit of the community as a whole. **Sara Mattar** who worked hard to organise the stunning costumes, will be missed when she graduates this summer and we are sure she will be a great asset to the drama society at her university next year. **Dodie Ballard** and **Michelle Ingham**, along with their perfectionist team of creative and artistic students, dedicated hours of their time throughout each performance on the spectacular make-up, and could be seen backstage covered in green makeup throughout production week, waiting patiently to skillfully alter

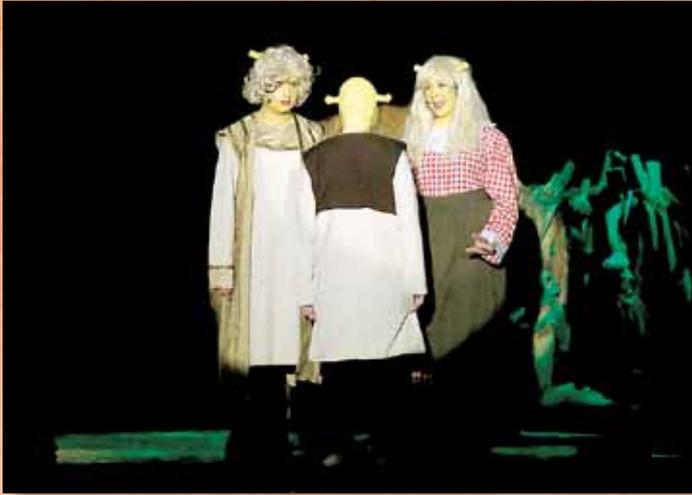
make-up for the many actors who played several parts throughout the show. A special thank you must go out to our gifted Stage Manager, **Mostafa El Masry**, (Class of 2014), another example of a MESConian who remains a significant part of MES Cairo life. He gave up much of his time to bring the complicated production to our stage, managing the show with slick confidence and showing impressive leadership skills throughout.

Every single member of the Shrek cast and crew deserves a mention, for without the talent and passion of every one of these young people, our Broadway-standard production would not have received such acclaim from all who were lucky enough to see them in action. Congratulations to every single student who took part, for their incredible efforts and brilliant execution, from the main characters, to the supporting ensemble, to the magnificent choir, to those who worked so hard back stage to enable others to take the spotlight.

Congratulations, MES Cairo!

Ms S Sheehan - IBDP Coordinator, Assistant Headteacher





## Oh, the magnificence of Shrek!

### AUDIENCE REVIEWS

I love shows, musicals are my favourite form of theatre and one of life's great joys, so I go to see them whenever I am in London. So, of course, I came to see Shrek with my children, who are 11 and 14. The tickets and programme were of an excellent quality...so the show started out as very promising! Then it started and from that moment to the very final song and roar of applause, I was mesmerised and completely lost in the fairy-tale land of Duloc and the brilliance of the acting, props, set, music and costume. The show was a wonderful delight!

Shrek – well, I've known **Abdulaziz Sarg** for a very long time. Who knew he could act like that and sing so powerfully! Fiona (**Nada Madi**), where have you been? You have such talent and charm, how is this the first time we have had the pleasure of experiencing your talent and magic on stage? Donkey (Hassan Saad) is now a celebrity throughout Primary. We knew our younger students would love the humour and fun of the naughty donkey, but really, what an amazing talent we were exposed to. We loved watching him whip around the stage, leap on to Shrek, and present some of the funniest lines with such clarity and flair. The supporting cast, all seemed to enjoy every minute of being on the stage and working together to bring to life one of our favourite modern fairytales.



To everyone involved in Modern English School Cairo's production of Shrek, from a place of great joy and delight, I would like to thank you for bringing such magic to the MES Cairo stage. **Ms Carmella Jodrell – Primary Headteacher, Key Stage One**

The MES Cairo team is always ambitious when they create their shows and 'Shrek the Musical' did not disappoint. From great music, choreography and acting to the visual feast of the set design, stage make up and costumes; it was a spectacular and entertaining production. Not only did the lead roles shine on stage; they were extremely well supported by a talented cast. From an enthusiastic elf, to the hilarious pigs, the high pitched Pinocchio and the jazzy blind mice...all the supporting actors brought the stage alive with colour and humour. In my opinion, Donkey was played to perfection as he dropped his well-timed wise cracks and used gestures for great comic effect. A 'wow' moment on stage was when the enormous red dragon appeared. Such puppetry and design surpassed my expectations of a school show. Well done to all involved! **Ms J Cole, British Section Learning Development Department Coordinator**



Abel and I were able to see the show on Tuesday evening and I'm so glad we did. We took our children and we all had a fabulous time. It was wonderful to see all the hard work that the students, teachers and leadership team had invested in the production and it was FABULOUS! What an incredible calibre of talent we have. My favourite part was seeing my AP Chemistry students dance and sing on stage - a very different side than what I get to see in a laboratory science course! **Ms K Fergus – American Section Science Teacher**

I loved Shrek! I genuinely smiled and laughed and was most impressed by our students. Fantastic props! I felt that I was seeing a professional Broadway play. Kudos to all involved... **Mr A Ayele – American Section Global Studies Teacher**

'I'm a Believer!' sang the cast at the end of Tuesday night's performance of Shrek, The Musical at MES Cairo, by which time the whole of the audience were believers too! We were treated to more than two hours of music, drama, humour, costumes and set of a standard to rival a musical from London's West End. Highlights included Donkey's (**Hassan Saad**) comic timing and **Hadi Birajkli's** strutting Lord Farquaad. Congratulations to the entire cast and crew for presenting a wonderful evening of entertainment! **Mr M Link – Primary Year Three Teacher**

The cast of Shrek displayed a formidable array of talent - backed up with an excellent technical crew, a full choir and a wonderful set. My own town doesn't have such good facilities! Undoubtedly the three leads were wonderful - so I shall let others speak about them. My favourite scenes were the ones which featured the characters from fairy tales and nursery rhymes. They had a brilliant stage presence together and acted superbly, mixing together as a crowd and also individually. All in all a



wonderful performance. I am sure it took an awful lot of hard work; your efforts were certainly appreciated. **Mr A Hainsworth – Primary Year Six Teacher**

To return once more to MES Cairo and watch another five star show not only reminded me of how top notch our school still is but it also gave me goose bumps due to the fantastic performance of the whole cast in producing such a MESmerising display of this difficult show. A huge round of applause to the talented young men and women who entertained us with a wonderful show.

**Mina Fouad - MESConian Class of 2011**

# MES CAIRO ECO-GARDEN: HERE WE GROW AGAIN!



As a part of our effort to show our students and set an example about how everyday trash can be redefined and re-envisioned as something else and can benefit society is the goal of our Eco-Garden. Last year we had many American Section Biology classes work on the cross-pollination of a variety of succulents and using composted materials in order to make the soil more fertile. In addition, the off-shoots of all the plants were shared with members of staff to plant these unique plants in their own gardens. This year the American Section Grade Seven Science students began to think about the possibilities of recycling all the plastic water bottles from their homes and on campus. Not only did they use them as planters and created mini-greenhouses, they created composting bottles. Students learned that in order

to create composting bottles, a bacteria has to be present (which is found in soil) and some type of composting layer. Students brought in fruit and vegetable scraps and learned about the chemical composition of those food scraps that make it valuable as a part of that compost.

Ms Lori Castleberry, Head of American Section Sciences, stated that, "...this all began during the Week Without Walls programme. The Seventh Grade students took a trip to Al Sorat Farms. Here they experienced what it is like living on a self-sustaining farm. There were several activities that the students had a chance to take part in. These ranged from learning how to prepare good fertile soil and planting crops, to taking care of animals, and even horse riding lessons. The main focus of the students was to use recycled two litre bottles and make planters and decomposition bottles which could be used to help fill our eco-garden. I was very proud of how our students applied what they learned and were able to experience an authentic application of the sciences to everyday life."

Grade Eight students and the students from the Pioneers programme almost exclusively worked with hydroponic gardening, which means the art of growing plants without soil, but using nutrient rich liquid. Why is hydroponics a green way of growing food? It is quite easily viewed when planting in the soil versus using hydroponics. Using hydroponics, the plant will grow and mature much faster causing greater overall yields. Secondly, it lends itself quite easily to small rooftop spaces where vertically hanging plants or plants suspended without the need of soil would come in quite handy. This type of gardening demonstrates to students that no matter how small the space, you are still able to utilize a nutrient rich liquid in order to yield enough food to sustain multiple families. Students learned about the Chemistry behind hydroponic gardening and the value of three major nutrients: nitrogen, phosphorous, and potassium.

The extension for our students is how this can be applicable to families in Egypt right now and turn those rooftop spaces into green spaces. Another extension is to consider





the benefits of green walls (think of the Hanging Gardens of Babylon) on rooftops and its overall effect on the environment in which we live.

In addition to all of these valuable lessons learned from the Eco-Garden, other classes have taken on the use of the garden as a means of raising awareness about an issue. Ms Cole's Grade Twelve Media Studies did just that. Ms Cole states, "In Media Studies, our Grade Twelve students completed a unit on social responsibility and effective use of media. Two groups were tasked with researching an issue relevant to their community and developing an awareness campaign using the MES Cairo Eco-Garden as their platform. Whereas one group chose to bring awareness to the children's cancer hospital, 57357, the second group focused on a "Campaign for Peace" in nearby war-torn countries. Both groups not only painted and planted their platforms, but they developed a short Public Service Announcement commercial and speech about their issue."

What does the future hold for this space? There are plans to expand and plant a sensory garden for the use of Primary students, create an herb garden, and an edible garden using the technique of vertical planting with compost we made here at school. This will demonstrate to all students that while you may have a small outdoor space, much of what you need [and can reuse] for a healthy lifestyle can be grown all on your own. Ms Castleberry's and Ms Luna's Grade Eleven and Twelve Environmental Science classes are researching invasive and indigenous plant species. This will lend itself to making a community garden to grow some herbs and vegetables for the purpose of natural preservation and helping the local area.

Ms Rowena Hanlon, Performing Arts Teacher, recently went to Bali and completed the Green Educators course. She states, "I have returned to school with lots of energy and fresh new ideas. The design of the MES Eco-garden has already been created and I am really excited that the provision to include aquaponics and a sensory section are already in place; the latter opens a really exciting opportunity for my Year Nine IGCSE group. They need to develop their awareness in preparation for improvised performances which depends on actors being absolutely in the moment and know what they are feeling, through all stimuli: sight, smell, taste, touch and sounds, at all times. I would like to work with colleagues to create new inter-disciplinary learning experiences for students because, why should we separate science from humanities and the arts? They are all related at some level and the deeper understanding students can gain through applying their knowledge in varied ways will help them with future academic challenges. One of the many highlights of my trip to Green School, was to collaboratively plant a banana circle which when done properly, not only provides food, but also creates a new mini bio-system. Plants work together, so can we!"

**Ms D Ballard, American Section Principal**

*Photos by Mahinar Galal G12B and Laila Koutta G12R*



# ENGLISH DEPARTMENT UPDATE

## Grade Seven

English students in Ms Scott's classes have been reading the thrilling young adult novel, *The Hunger Games*. They have been avidly reading both in the classroom and at home! Some of the literary terms we have learned this term include *foreshadowing*, *archetype*, and *conflict* and we have used 'Storyboard That' to illustrate those challenging ideas. Several eager students have presented their projects early and they have been enormously entertaining and thought-provoking. Projects include a huge 3-d model of the Hunger Games arena including lakes, rivers, dead tributes and the cornucopia, a 60-minute long soundtrack set to chapters from the novel, and a short film explaining the theatrical make-up involved in some of the movie scenes. Incoming projects include short videos of scenes from the novel, cupcakes decorated like the twelve districts, sketches of Katniss's costumes, and *The Hunger Games* reimagined as *The Vampire Diaries*.



## Grade Eight

Ms Elsaadany's English classes started off the year by delving deep into fantastical and fictional world of dystopian fiction with *The Giver*. With so many current novels and movies reflecting this dystopian world, students worked on a Parallel Project in the LMC comparing the class novel to chosen texts, such as *Maze Runner*, *Divergent Series*, *The Hunger Games*, and *City of Ember* to name but a few. In Term Two students jumped back to reality with the Great Depression setting the scene for the hardships and troubles faced, specifically for African Americans, during the 1930's in southern America with *Roll of Thunder, Hear My Cry*. Class debates about injustice got quite heated and heavily opinionated, with students taking strong stances on both sides, defending certain characters from the novel with impressive evidence inferred and collected from the text. Alongside this, students had been preparing themselves toward the end of March for "International Poetry Month" in April, writing some creative expressions of feelings and playing with alliteration, similes, and metaphors in and outside of class! The Middle School really bonded when Grade Eight teamed up with Grade Seven to launch National Poetry Month and held an assembly to articulately express their new found love of poetry in a Poetry Slam and to introduce Poem In Your Pocket Day, which spread around the whole school on 21<sup>st</sup> April. As Term Three winds down, Grade Eight has been taken in a completely new direction, marking the 400<sup>th</sup> Anniversary of Shakespeare by studying *A Midsummer Night's Dream*. They have enjoyed the play's magical and wonderful world of fairies, pixies, and confused lovers and have interpreted the misadventures and calamity of the play, expressively, reading the Shakespearian script with vigour and passion to bring the play to life within the walls of MES Cairo.

## Grade Nine



Students in Ms Bull's, Ms Hawthorne's and Ms Scott's English 1 class kicked off the year by diving into a Personal Literacy Narrative to discover individual identity and background. They then explored the Great Depression and the 1930s by becoming familiar with John Steinbeck and the American classic, *Of Mice and Men*. They ventured on a journey through George and Lennie's perspective to understand the trials and tribulations of friendship and loyalty. They learned about the Great Depression and the Dust Bowl era of the 1930's. The students also learned about the life of many Americans traveling to the west of the country to find work and better opportunities. They completed their novel study with a character

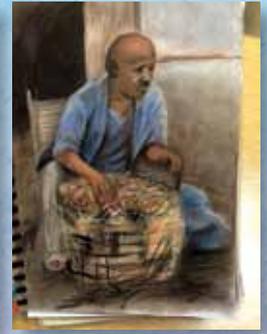
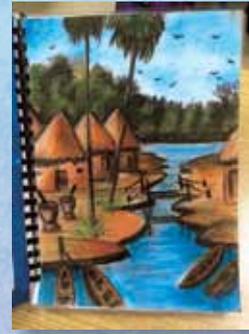
analysis essay where they dug deeper into the various relationships that shaped the two main characters. The students then continued their literary exploration with a short story unit where they discussed and analysed the idea of physical and emotional survival and the significance of cultural context. They then varied their pace to evaluate the idea of allegory in *Animal Farm* by George Orwell by creating their own propaganda posters and conducting their own presidential campaign. By scrutinising the components of a successful leader, the students successfully conducted a mini-research study on the issues important to them and their individual campaign. By working in partners and collaborating as both a presidential campaign manager and a presidential candidate, students created slogans, speeches, and advertisements to creatively and effectively promote themselves. They truly brought the ideas of *Animal Farm* to life in a brilliant, practical way! Now, it is on to traverse the world of tragic love and the beauty of language in Shakespeare's "Romeo and Juliet". The year has flown by as we have trekked through time periods, genres, and cultures!



## Grade Ten



Ms Bull's English II classes have explored the depth, value, and beauty of many cultures and backgrounds. From the ideas of women's rights to the downfall of prideful leaders to the humanity of people across our vast, beautiful world, the students have come so far in their reading comprehension, analytical writing, and thematic understanding. One project that explicitly exemplifies the way in



which students surpassed expectations was the completion of a Project Based Learning Task which led into an experiential learning opportunity complete with notable guest speakers. They created an Alphabet Book about *Things Fall Apart* that explored the literary devices, themes, and cultural understanding presented by Chinua Achebe throughout the novel. The top books were selected, critiqued and students were encouraged by an *actual* New York Times Journalist, Patrick Scott, and the Assistant to the Provost of AUC, Menna Arafa! The English II students' work was further validated, and they were literally glowing as they explained their alphabet books with their profound understanding of the novel *Things Fall Apart* that they had developed as they fabricated their book. They continue to explore and become literary critics as we dive into 'Julius Caesar' and analyse the rhetorical devices and the artistic brilliance of Shakespeare. It has been a whirlwind of learning, discovering, and growing as learners and people.



## Grade Eleven



Grade Eleven Honors students in Ms Bull's English III class have experienced a literary journey through many lenses this academic year. They explored dystopia in *Fahrenheit 451*, discovered the impact of hysteria in "*The Twilight Zone*" and "*The Crucible*", in which they questioned the motives of characters and the structure of international courtrooms in a debate with two guest lawyers present, and later moved into analysing the idea of The American Dream as "The People's Dream" in *The Great Gatsby*. They have truly become students of the world and literary critics as they presented and analysed the American Dream and the idea within *The Great Gatsby* paired with John Steinbeck's essay '*Paradox and Dream*'. As a discussion with a panel of experts, they looked at the American Dream and analysed it through the lens of the "human dream", posing the question "Is this 'dream' unique to one country, or can it be applied to humanity?" They analysed and studied this idea by conducting interviews

with individuals who came of age during an array of time periods and locations. These interviews then functioned as a comparative study. Through their research, discussion, and questions presented by our guest, a New York Times journalist, they thought about the American Dream in a different, novel way than they had previously considered. Also, because of the presence and inquiries presented by our second guest, an assistant to the provost at AUC, they further thought of the American Dream as an Egyptian or Universal Dream. As they wrote their thank you letters to both honorary guests, Patrick and Menna, they reflected on what they learned and even remembered specific ideas that they had discussed that have broadened their perspective not only about the American Dream within the literature, but the idea of a universal dream internationally. The English III students are truly becoming students of the world and continue to fulfil the standards of the MES Graduate Profile. These experiential learning opportunities could not have happened without the support of administration and MES Cairo at large!

## Grade Twelve

Grade Twelve students in Ms Statz's English IV and English IV Honors classes have ended their school year with a bang! Students submitted the final sections of their research papers, and they have all written at least 20-30 pages total (including the outline, works cited, literature review, findings section, and reflection) on a topic of their choice. While the process was frustrating at times, students overcame all obstacles and should feel incredibly proud of their work during this unit. We couldn't be prouder of them!

In addition to their research projects, students have worked on a year-long project of their choice, the Independent Endeavour. Working several hours a week since October, students chose to create 50+-page memoirs, short story collections, novellas or non-fiction compilations in the forms of text or fully-edited documentaries. Their work is extraordinary, and we hope they continue this artistic journey at university. Good luck, Grade Twelve!.

**Ms K Bull, Ms S Cole, Ms S Elsadany, Ms A Hawthorne, Ms S Scott, Ms H Statz and Ms C Webb**  
English Department, American Section

# MES CAIRO STUDENTS CELEBRATE 'POEM IN YOUR POCKET' DAY!



Every April, on Poem in Your Pocket Day, people celebrate by selecting a poem, carrying it with them, and sharing it with others throughout the day at schools, bookstores, libraries, parks, workplaces and on Twitter using the hashtag #pocketpoem.

At MES Cairo, on 21 April 2016, Year/Grade Seven students celebrated in the same way, albeit without the Twitter component. On this day, students chose a poem themselves, or chose from a selection teachers shared with them, and carried that poem in their pocket for the day. The only stipulation was that one was required to read the poem to whomever asked whether fellow student, teacher, or even Principal. In Grade Seven Yellow, students swiftly snatched poems from their shirt pockets to share with Mr McKoski when he visited. "Me, me,

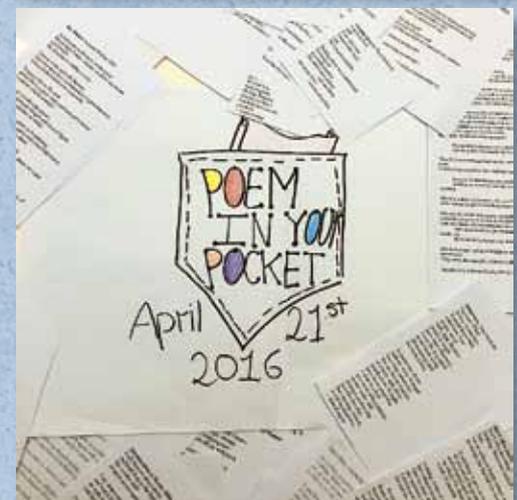
it's my turn!" they all cried, eager to share their poems by Shel Silverstein, Sara Holbrook, and Kenn Nesbitt. Staff and teacher favourites included Robert Frost, Billy Collins, and Tom Wayman.

That morning, there was excited chatter in the teacher workroom as teachers shared poems and were reminded of classic poems they remembered from their own school days. Ms Statz, Head of the American Section English Department brought in five poems, explaining that she loved them all and couldn't possibly choose just one to share. Mr Lawrence, the Head of the British Section English Department and another teacher vied to see who could remember the words to the famous poem by Robert Frost, *Stopping by Woods on a Snowy Day* followed by the perennial favourite *Two Roads Diverged*.

One of the reasons students were so excited to participate in this year's Poem in Your Pocket Day is because of the fun and informative skit written and performed by some very talented Seventh Grade students: Mariam Khalil (G7G), Leila Hamad (G7G) and Maya Emam (G7G). These students performed for the American Section Middle School assembly, following the Eighth Grade students' poetry slam and the special treat of listening to several students reading their original poetry.

April is National Poetry Month in the United States, and MES Cairo students will be ready for next year's culminating event, Poem in Your Pocket Day! Which poem would you like to share?

**Ms S Scott – Secondary English, American Section**



# AP ART HISTORY EXPLORE THE SPLENDOURS OF CAIRO!



**The** Advanced Placement Art History class has enjoyed looking at art from around the world and across time. Cairo is the perfect place to explore Egyptian history. The class has had the pleasure of trips exploring Egyptian history from various times; Pharaonic, Roman, Byzantine, Islamic, Ottoman and more.

I have enjoyed all of our class' trips this year but, as the last ones, these were special. I was impressed at how the students connected the artefacts in the Egyptian Museum to our class studies from way back in October. Abdeen Palace was dazzling, from the architecture and gardens to the array of guns and other objects on display. Its archive of documents contained handwritten laws from the 1800s with the signature of Mohamed Ali himself. At the Ibn Tulun mosque, we walked the interior and then climbed the minaret to look out on the city. My favourite part, though, came at the end. Hot, tired, and hungry after our tour, we ended with a surprise picnic. A stomachful of koshary, tamr hindi and sobia with my wonderful students was the perfect ending to our school year together. In the end, they learned an important lesson: that adventures among museums

and historic places will almost always be hot and tiring, but great fun.

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

After exams, we decided to finish the year with a few last tours before summer and graduation. On two consecutive weekends, we explored the Egyptian Museum, the Abdeen Palace Museum and the Ibn Tulun Mosque.

The trip to the Egyptian Museum acted as a bridge between the theoretical and the practical. There, we saw first-hand the wide range of media and techniques employed in making these monumental artefacts. A fascinating observation was the wide range of media used, from hard diorite, to smooth alabaster, to gold-plated cedar wood (which has managed to survive all these millennia remarkably well). In addition, witnessed how contemporary politics and previous history and events influence newer works, such as how the mixing of Greek and Egyptian cultures influenced the statues of Ptolemaic Pharaohs, which display Greek body features within classic Egyptian sculptural pose and royal attire. **Mohamed El Refaei (G12Y)**



It's not unusual for Mr Roodvoets to take us to touristic and historic places in Cairo, which has given us a better understanding of our past. Over the course of two years, and after numerous trips, our last trip was to Abdeen Palace. I was truly surprised upon setting foot inside the palace. The Palace was built around the 1860s - so not very long ago and it truly gave me a sense of Egyptian royal life 150 years ago. Its glorious architecture and décor showed us how majestic Egypt was at the time. Moreover, perusing the hundreds of gifts given to the royal family by various presidents and kings from all around the world; it became very clear just how high the status of Egypt was in the world. Visiting the Abdeen Palace felt like an escape from the bustling streets of Cairo. I definitely recommend visiting Abdeen Palace to get an idea about Egypt's royal past. **Mohamed Assem (G12G)**

Throughout this year we have been given amazing opportunities to go on field trips with Mr Roodvoets and to explore Egypt's rich culture. These trips helped a lot in not only understanding Egypt's Art History but also knowing the influence it had on other cultures and societies. Visiting the Egyptian museum was an informative and exciting experience. I got to see and learn about a few works in our curriculum up close. My classmates and I are all unanimous on something: that we wish the museum's conditions was much better. But it is our duty to make such alterations in museums as well as the people's perception towards historical monuments. The following week we went to Abdeen Palace. The conditions of this museum was far better than the previous one we visited even though the things displayed were newer. Overall, I can say that this year has been filled with knowledge and fun and the field trips definitely were a spectacular experience. **Sara Ibrahim (G12B)**



The AP Art History trips that I have been attending have been of so much meaning partly because they are essential to the curriculum but mostly because seeing the outworks that I have been learning about for so long is such a fulfilling feeling. You start to realise how beautiful Egypt really is, for example: experiencing the Abdeen Palace takes you back to the most historically significant times of Egypt, and the realisation of how essential the components within the Abdeen Palace are to all of us Egyptians is extremely satisfying. On the other hand, the trip to the Egyptian Museum told the story of the cultures that came before us, such as Rome and Greece; they shaped the architecture we work with today. I cannot thank Mr Roodvoets enough for showing us how truly significant our ancestors are to the world we live in today. **Lobna Mahgoub (G12Y)**

# Grade Ten Global Studies Students Visit Khedive Cairo: Monuments to the Birth of Modern Egypt

On 18<sup>th</sup> April, Grade Ten Global Studies students set out to discover the monuments to Modern Egypt. Except for the Alabaster Mosque, Khedive Cairo is often overshadowed by structures like the Pyramids and the many examples of medieval Mamluke mosques.

Scholars often cite Mohamad Ali Pasha and his dynasty as the founders of Modern Egypt. As an Ottoman general, Mohammad Ali came to Egypt to rid Egypt of the French army left by Napoleon. Seeing Egypt's untapped potential, he ended up staying. His ambitions often clashed with his Ottoman employers, however, his impact on Egypt left it as one of the most valuable provinces in the Ottoman Empire.



Our trip was an exciting new experience that we all will remember. We went to several historical places such as El Refaie Mosque and Hosh Al Basha, but my favourite of the places we visited was Abdeen Palace. I loved seeing all the different things that the royal family used such as dining plates and the Kings' arms. Many of us got the opportunity to pray in El Refaie Mosque and interact with the people around us. The idea of creating a Snapchat story created a newfound excitement in all of us. Overall, the trip was an amazing experience that we cannot wait to share with many future Grade Ten students.

**Marihan Ashraf (G10G)**

Our first visit was to Abdeen Palace, which was built by Khedive Ismail in 1863. The building itself serves to establish Egypt's European influence. Leon Rosseau, one of the preeminent French architects of the day, drafted the building's design.

The second stop was to El Refaie Mosque, also started by Khedive Ismail. Instead of bridging Europe and Egypt in design, El Refaie Mosque's architecture connects the ruling family (European in origin) to Egypt's Mamluke past. In many ways the trip brings the student experience in Global Studies full circle. El Refaie Mosque serves as the resting place of King Farouk, the last of Mohammad Ali's dynasty.

The third stop was to the mausoleum of Mohammad Ali's family. Although he is not interred in this structure, his sons and immediate family members are present. The stunning headstones display a transitional ruling Egyptian culture. On the one hand, they are typical in geometric design; on the other hand, they are adorned with wreath decorations typical of European ornamentation. Blonde pigtails are painted on the backside of any female family members' headstones.

While at each of the sites, students participated in a Snapchat Treasure Hunt. Here are some snaps from the winners, Malak El Ahwal (G10R), Sandra Massoud (G10B), and Salma Khalil (G10G).

**Mr S DeJohn and Mr Ayele - Global Studies II Teachers, American Section**

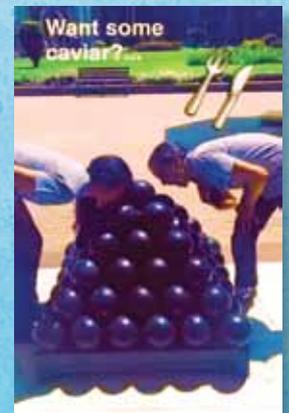
\*\*Below are pictures from the winning Snapchat with the scavenger hunt clue associated with it.



Snap the best Citadel 'selfie'



Snap the man who the Free Officers freed from responsibility



Snap a 'selfie' with a huge heap of sturgeon caviar... tastes metallic you will need more than a knife and fork to bite these.



# AMERICAN SECTION

## MARCH 2016

### STUDENTS OF THE MONTH

Name	Reason
<b>Youssef Badawi (G7G)</b>	Youssef comes to school with a positive attitude that keeps his Global Studies and Drama classrooms in high spirits. His positive energy has helped him conquer difficult tasks and cause classmates to seek out his help. Youssef is a responsible student and consistently comes to school prepared with all of the necessary materials. Overall, he has shown growth in his organisational skills and continues to brighten up the classroom and show perseverance regardless of the task set before him.
<b>Kirish Rupani (G8B)</b>	Kirish is always very responsible, well-behaved, organised and disciplined. He goes above and beyond with all of his assignments and is consistently on time with attendance and homework in all of his classes. Kirish is kind, courteous, helpful and respectful and always puts forth his very best effort. He is truly a great role model!
<b>Amr Amin (G9Y)</b>	Amr is reflective, hardworking and determined to do his best. He is inquisitive and always wants to know how he can achieve his greatest potential. Whether the task involves research or creativity, he always gives his full effort.
<b>Mariam Ismail (G10B)</b>	Mariam continues to show perseverance and dedication to her academics in Chemistry class. Her Chemistry teacher is continually proud of what she has accomplished as a Grade Ten student in a new school.
<b>Karim Morsi (G11B)</b>	Karim consistently helps other students with challenging concepts in Physics class and collaborates well with others in laboratory work. He is incredibly responsible and finds time during his busy day to ask critical questions. Karim is one of the top academic performers in the class and brings a passion for learning to every lesson.
<b>Ali Hegazy (G12R)</b>	Ali has consistently maintained his work ethic throughout this academic year in Math. His work is completed with academic integrity and honesty. He asks great questions during lessons and does all his homework and wants to understand the material as opposed to just getting an 'A' grade. He has the utmost respect for his teachers and peers, and is eager to help others who are struggling. He is an absolute pleasure to have in class. He is ready for university with his academic maturity, integrity and work ethic.



Youssef Badawi G7G



Kirish Rupani G8B



Amr Amin G9Y



Mariam Ismail G10B



Ali Hegazy G12R



Karim Morsi G11B

# WIRED TEACHERS EXPLORE MINECRAFT



In 2011 Minecraft was released to the world. Minecraft is a game in which players must gather resources in a three dimensional, virtual world, in order to build shelters, farm crops and, ultimately, survive. As more and more people played the game, educators recognised the enormous educational potential of it. One particular group formed a company called Teacher Gaming and added some extra features to the game to create MinecraftEdu, a version designed specifically for teachers to use with students in their classrooms.

Throughout this year at MES Cairo, we have been investigating the possibilities offered by this game. At our most recent WIRED meeting, sessions during which we explore various aspects of “technology in the classroom” we dedicated our time to exploring MinecraftEdu. At the start of the day, most members of the group had only witnessed Minecraft over the shoulders of their children, nieces and nephews. By the end of the day, excitement was intense as ideas for learning opportunities were being shared with great enthusiasm.

The journey began in a Tutorial World, designed to familiarise the group with the in-game controls. Once a certain level of competence in moving around, gathering resources and building structures, we moved on to look at some of the subject-specific worlds already being used at MES Cairo.

The group visited an Ancient Greek Theatre that has been used for an American Section Theatre class to experience first-hand what it would have felt like to witness or perform in one of these incredible structures. Just across the valley we had a look at the same students’ own construction of Shakespeare’s Globe Theatre. Feedback from one student was shared about his experience of building this iconic theatre.

“Building The Globe ourselves means that we know every corner of it really well.”

The group then visited another world and found themselves in a small French village. They tried archery and fishing. As the



Construction of The Globe Theatre begins



The Chorus gather to hear Antigone speak



Welcome to Dieulefit



Buying bread at the Boulangerie



Laying the foundations in Year Two



Sharing tips in Year Two

sun set in this virtual space, the visitors to Dieulefit were treated to a fireworks display, demonstrating the power of Minecraft's "electronic" system, known in the game as Redstone.

The WIRED teachers were finally let loose on their own construction projects, creating Hobbit houses, cottages and temples. At this point the teachers began experimenting and designing their own lessons, realising as they did that Minecraft-based lessons genuinely meet every requirement of the Schlechty Centre's "10 Design Qualities" that create the most engaging and rewarding learning experiences for students.

As the project continues to grow more and more teachers are seeing the possibilities. The only limit to what can be achieved with MinecraftEdu is the teacher's imagination. There are many different approaches to how the game can be used. Year Two classes are currently exploring the story of Hansel and Gretel by building their very own Gingerbread Houses in the woods, while Grade Seven Social Studies classes are rebuilding the great ancient civilisations of Mesopotamia, India and Egypt, from scratch, using only the natural resources around them. There are more worlds to explore and build and an amazing amount of profound learning to be done along the way.



Building Mesopotamia

**Mr J Todd – Secondary American Section Member of WIRED**



Grade Seven gets crafting



Deciding where to start construction in Grade Seven

# Year Seven Environmental Trip to Makadi Bay, Hurghada



In April, sixty excited Year Seven students embarked on the Year Seven ToTAL Environment Trip to Makadi Bay, Hurghada, accompanied by Mrs Downey, Mrs Cole, Mrs Barakat, Mrs Mackenzie, Mr Carroll, Mr Colley and Mr MacAuley.

At school, the students had been learning about many different aspects of the environment; from reading the novel 'Trash' by Andy Mulligan in English lessons to learning about environmental art in Art lessons and environmental threats in Geography.

Before we went to Hurghada, all of Year Seven were treated to an entertaining and highly informative talk by Dr Mohamed Ismail, founder of the Egyptian NGO Environmental Protection and Education Association (EPEA). We learnt that Egypt has 155 endemic species of marine life, which means they can only be found in the Red Sea. He taught us about climate change, natural resources and interesting facts about marine reproduction. For example, it is a male seahorse who holds the babies and that fish attract their mate using colour, size, smell, nests, strength and even the ability to dance! He posed to us that instead of leaving a better planet for our children, we should leave better children for our planet; ones that are educated on how to look after it and preserve our natural resources. He explained the importance of the Red Sea to Egypt. Currently it attracts 3.5 million times more revenue for Egypt than visitors to the Pyramids! It was invaluable for our students to be armed with this information before they undertook their own Red Sea adventure.

In Makadi Bay, we were able to extend this learning using the natural setting as our outdoor classrooms. Mrs Barakat used a shady pagoda on a sandy beach to teach about coral reefs and the marine life food chain. Students were able to explore and

see for themselves the food chain in action. From finding algae in the sea to watching a seagull scouting for food along the shore. A camel walking across their 'classroom' made the experience even more memorable! Mr MacAuley was able to use another part of the beach to explain the differences between human and physical geography. Students were able to find their own answers to the question. Is tourism good for the natural environment of the coast? Meanwhile, in the large Amphitheatre at the hotel, Mr Colley held two days of Drama workshops where small groups of students explored the theme of the environment through dramatic techniques; culminating in a performance of sketches in front of everyone on the stage one evening. PE teachers Mrs Mackenzie and Mr Carroll used the pool side as their classroom to teach basic life saving techniques and pool safety.

The learning, however, was not confined to these lessons. On arrival at the hotel, students explored the grounds and took photos of examples of symmetrical patterns and asymmetrical shapes that they could find to use in Maths lessons. Whilst having fun in the Aqua Park, students contemplated physics without even realising as they compared the speed, shapes and angles of the water chutes and flumes.

There were lots of fun activities planned to inspire and challenge our students. On our day of arrival, we ventured into 4x4 Land Cruisers for a thrilling drive into the sandy Eastern Desert, a stark contrast from the turquoise waters of the Red Sea that we left behind us. We then attempted a rocky hill climb and were rewarded by incredible vistas of the desert and mountains. This was followed by a short trek through the hot desert; a perfect way to teach students about the importance of drinking water, staying hydrated and protecting themselves from the sun, as well as leaving them with a vivid image of what life is like in the desert. When we reached the Bedouin village, students received an interesting lecture about Bedouin life and origins; teaching our students about the cultural heritage of Egypt. Students had an opportunity to explore the village; learning how goats and camels are incredibly important, as well as being shown how to bake bread on a fire and eat it afterwards. Laughter was had whilst everyone had a chance to ride a camel which is harder than it sounds! We were treated to a BBQ dinner whilst observing the sunset over the desert; it was an extremely memorable experience for us all.





All students also had the opportunity to go out into the Red Sea for a day on board a private yacht and a chance to learn how to snorkel. For many students it was their first time to snorkel, and despite some initial nervousness, every student embraced the challenge and overcame their fears. As teachers, we were proud of them all and it was rewarding to see how the students loved seeing the marine life and coral reefs. They were able to see the marine food chain in action as they explored the coral which had been discussed as part of their Science lessons. Back on board, we discussed the main areas of damage to the reefs, from coral bleaching to destructive fishing practices and overfishing to pollution. Students were able to see first-hand how important it is to protect our environment and be responsible. We visited an idyllic looking protected island called Magawish and we were all shocked to see how rubbish has accumulated along its shoreline. Large and small plastic bottles, bags and lots of other items could be found scattered amongst the sand. We joined up with the local environmental NGO the Hurghada Environmental Protection and Conservation Association (HEPCA), whose mission is to care for the Red Sea, to don our protective gloves and complete a beach clean-up. Not only did this opportunity teach the students about being responsible citizens, it also taught them that we need to be more resourceful with our waste; reduce, reuse and recycle when we can and dispose responsibly, so that it does not end up on the beach. A memorable part of the snorkelling for one group of students was entering the water which was filled with hundreds of harmless jellyfish. At first they were scared but after a few minutes they started to enjoy the chance to see them close up. For another group it was the chance to see a magnificent ray that swam past as they encountered the coral.

There were many other learning opportunities for our students. Looking after the own belongings and being in charge of their own room cards and towel cards taught them responsibility. They had to be on time to activities and meals and learnt the importance of punctuality. They got to know other better too, creating great memories whilst sowing the seeds of new friendships. For us teachers, it was a chance to see learning in action at its very best. It was incredibly rewarding to watch students overcome every hurdle and have a great time, whilst learning about something so important. We were stopped all the time by other tourists and people working in the hotel to comment on how well-behaved our students were and how responsible they appeared. The Captain of the plane flying to Hurghada even agreed to have his crew pose for a group photo outside the plane once we landed as they were so well-behaved on board. It made us very proud to be part of the MES Cairo community at the Red Sea! Well done, Year Seven!

**Ms J Cole - British Section Learning Development Department Coordinator**



# YEAR SEVEN TOTAL VISIT TO SEKEM FARM

In March 2016, Year Seven students had the opportunity to visit SEKEM Farm as the launch of their Year Seven ToTAL Environment Unit. The trips were led by the Science Department and supported by the Learning Development Department with the first trip led by Mrs Downey, Mr Mackenzie, Mr Bullough, Mrs Cole and Ms Hanan and the second excursion led by Ms Barakat, Ms El Rify, Ms Williams and Mr Maged.

SEKEM Farm was established in 1977 by Dr Ibrahim Abouleish and is about an hour from Cairo in the desert. It is a Biodynamic farm with a strong focus on sustainability and giving back to the community. They aim to grow healthy and nutritious food whilst promoting values such as legal compliance, environmental responsibility, human labour rights, ethical business and anti-corruption practices. The farm uses organic fertilisers which is both good for our environment and the products that are grown.

Students had the opportunity to learn about composting, visited the pigeon houses and were able to see how water was supplied from a large well dug deep into the ground. Afterwards, they were able to feed the cows and even had the experience to milk them, which for many was the highlight of the trip! We learnt that the farm recycles by feeding the cows from the leftover husks of rice. On our tour, many students also got to stroke and see the baby goats.

After walking around the fragrant fields of chamomile, which is grown to be made into tea, and learning that palm trees can be either male or female, they completed activities such as learning about importing and exporting food and creating windmills. Students learn that it is better for both the environment and the Egyptian economy to eat fresh and locally produced food where possible. Seeing a desert farm in practice was both inspirational and a welcome breadth of fresh air from every day Cairo life.

Before heading back to school, we were given a delicious meal created from local produce. Fresh salads, a warm meal and fruit salad for dessert! Students literally got to taste for themselves how good the environment can be!

It was a great start to learning about the environment!

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



# TACTICAL TEAMWORK IN HRCF!

The idea all started with Ms Downey, who wanted to give students a taste of what the International Award was all about. The Grade and Year Nine students thoroughly enjoyed these exciting taster sessions that took place during HRCF.



A variety of skills were offered during lessons, including those essential for camping out and being self-sufficient. Students have been putting up tents, cooking on camp stoves and orienteering their way around the MES Cairo campus. They worked in small teams to erect a number of tents on the far side of the playing field and despite some equipment-based challenges (tent pegs missing – an ever present camping hazard!) they succeeded well in their various groups. I have to say, some of the tents looked more likely to survive a night in the open than others, but they were all standing and were filled with students feeling flushed with success.

The staff that were involved in the cooking weren't smiling quite so much as students offered them the first taste of their attempts at cooking! Students worked together in small teams to complete the task on a small one-burner camp stove. Having been camping myself when I was

younger (even though we had a proper camping cooker with 2 rings and a grill!) I remembered how difficult it is to prepare food. Different dishes were cooked up and I saw completed pasta and scrambled eggs being offered up for staff delectation – some of the students were brave enough to try someone else's cooking and they all sampled their own. During Term Three the Grade Nine students were lucky enough to move into the Primary kitchen for their camp cooking lessons.



My favourite activity that we did in HRCF was cooking. It was very interesting because we learned how to cook small meals in the wild, on a portable cooker. It was intriguing when the fire lit without any matches whatsoever. **Habiba El Shamy (Y9G)**

The International Award activities were one of a kind. I enjoyed the fact that they taught us vital life skills. **Farah Kabesh (Y9G)**

The International Award activities helped me to understand the real meaning of teamwork. **Amina El Hamawy (Y9R)**

I liked the team building activity because we all had to work as a team to accomplish something by putting all of our ideas together. **Maya Elrazek (G9R)**

I enjoyed the tarp activity because we were working as a team and helped each other. We took risks to accomplish a common goal. **Ghazal El Sayed (G9R)**

The International Award programme helped me to learn new skills and challenge myself in ways I might not have before. **Sara Kamel (G9G)**

The orienteering seemed to be the most challenging aspect given that our students haven't had much experience of using a compass for navigating. Some groups got to grips with it and were making their way around campus with alacrity and confidence whereas others looked, well, a little lost but they persevered and worked as a team to find their way to the places they needed to go. It took me back to my first experience of orienteering when I was about their age – and yes, it was a challenge!

Meanwhile, our intrepid Year Eight students were busy with their own challenges based around the theme of communication through teamwork. This is a crucial component of their Enterprise unit of work within the ToTAL curriculum. They faced a variety of different tasks which encouraged them to solve the problem by working as a team – these were all physical in nature and as can be seen in the photographs they had some pretty tough challenges to meet yet certainly had fun on the field. Perseverance led to success and an increased awareness of the importance of effective communication and the healthy competition between teams added to the students' enjoyment. My congratulations to all involved in the planning and execution of this lesson.

The students were enjoying the different challenges; some teams were more successful at one activity than others and some worked together so well that all the challenges were defeated in record time. The range of activities offered demonstrated beautifully the benefits of working in a team – not everyone in the team has to be good at everything and you work as a cohesive whole to ensure that different strengths and abilities are

used where you need them and in order to complete the task on time, every time.

In the increasingly competitive world of business, transferrable skills such as communication and teamwork are something that employers and universities are actively looking for. Remember Year Eight, this is just a starting point and you should continue to build on these foundations as you progress through school and beyond.

**Ms M Ingham – HRCF Coordinator**



# PHYSICAL EDUCATION IN TOTAL



**The** Physical Education Department delivered an extremely successful Enterprise unit in Year Eight this term.

The girls were competing in teams through the swimming unit and the boys worked separately through the football unit. Students got themselves into teams of 8-10 and were given money (PE credits). Each team had to designate roles to each member of their team; Financial Manager, Captain, Coach and so on.

Each team bought and rented PE equipment with their money to create exciting games to play and to train with. Teams then presented their games/ training drills and earned money depending on how many students chose to participate in their game/ how successful their drill was. The teams also made money by being punctual before and after PE, demonstrating initiative, leadership, and resilience and competing in mini competitions. Teams also had to pay fines for being late to PE, forgetting kit and for showing poor teamwork and behaviour.

The Girls' Enterprise Unit finished with a competitive Swim Gala with the five teams. Teams participated in a variety of individual and team races in our 25M pool. Congratulations to Hana Badri (Y8B), Nour Soliman (Y8B), Rawan Abu El Fadel (Y8B), Hana Mahgoub (Y8B), Diana Mbama (Y8G), Souad El Hout (Y8R), Nadia Gohary (Y8B) and Farah Rady (Y8B) who finished in 1st place overall!

The Boys' Enterprise Unit finished with a football tournament, which was organised and officiated by the boys themselves. Teams earned money not only for winning their games, but also for how well they officiated other games. The tournament also had various classes of secondary and primary students spectating to add to the occasion! Congratulations to Adel Serry (Y8Y), Hassan Sadek (Y8G), Ziad Saleh (Y8G), Mohamed Abdlewahab (Y8B), Yousseff Awad (Y8G), Yasseen El Adl (Y8G), Nour El Adly (Y8G) and Abdelrahman Riad (Y8G) who finished 1st place overall!

**Ms O Walker – Secondary Physical Education Teacher**



# KING OF THE CASTLES

# HUMANITIES DEPARTMENT

**Our** Year Seven students took part in a castle making assessment competition as part of our Medieval Realms study. This was a key assessment where students used new historical concepts, such as causation and change over time, and delivered some excellent castle projects! The key to success was understanding how King William I kept control of England after the Battle of Hastings. Students assessed his long and short term strategies in class (castle building, the Domesday Book and the Feudal System) and later presented their work in a variety of ways – we had amazing models, graphic drawings, Minecraft castles and even some castle cakes! The results have been our best yet! Well done Year Seven!

**Ms Kate McTigue – Secondary Humanities, British Section**



Zeina Fawzy (Y7O)



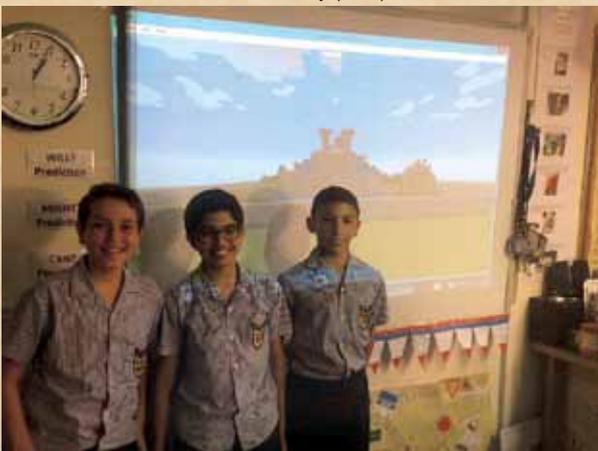
Adam Oates (Y7B)



Mohamed Motawei (Y7G), Ali Badawy (Y7G), Adham El Gindy (Y7G)



Immanuel Ghaly (Y7B)



Youssef Soliman (Y7Y), Yassin Zein (Y7Y), Mostafa El Shamy (Y7Y)



Claudia Verdi (Y7B)



Mostafa Abdel Samad (Y7Y), Ahmed Badawy (Y7Y)



Layla Dajani (Y7R), Maram Hussein (Y7R)



Tia Botros (Y7Y), Jana Nabil (Y7Y), Hager Walid (Y7Y), Mariam Osama (Y7Y)



Mariam Geassa (Y7Y), Jana Lotfy (Y7Y)

# YEAR EIGHT SCIENCE FAIR: YOUNG INVENTORS



**A**s the Enterprise Day activities buzzed on the ground floor of the Multi-Purpose Hall, upstairs visitors toured a world of inventions at the Year Eight Science Fair. Over the course of six weeks, students worked in small groups in class and at home to design and develop unique inventions. Each group was tasked with thinking of any daily life issue that they could improve or solve by making a new invention. Inventions included a mobile home security system, a filtration straw, a cooling pillow, a cooling shoe insert, a solar powered umbrella fan and many other fabulous ideas! Students proudly showcased their final products to judges, teachers and Primary students throughout the day.

*Well done Year Eight and congratulations to all the Science Fair winners below:*

<p><b>Year Eight Red and Overall Science Fair Winners</b>  <b>Invention: Mini Solar Powered Water Heater</b>                  Youssef Ashmawy, Sarah Sabek, Ali Kamel, Nour El-Ezabi</p>	
<p><b>Year Eight Yellow Winners</b>  <b>and recipient of Most Ambitious Award:</b>  <b>Invention: Remote Control Mobile Security Camera</b>                  Lobna Kebir, Yamine Abulfadl,                  Michael Tapsell, Fady Sharaby</p>	<p><b>Year Eight Blue Winners:</b>  <b>Invention: Solar Umbrella Fan</b>                  Omar Rashed, Ahmed Rady,                  Mohamed Abdelwahab,                  Yasseen Tamara</p>
<p><b>Most Original:</b>  <b>Invention: Hand and Back Stabiliser</b>                  Ali Shakankiri, Ahmed Yakout, Yassin Awadalla,                  Yassin Tolba</p>	<p><b>Year 8 Green Winners:</b>  <b>Invention: Twistable Butter Stick</b>                  Maya Raafat, Hana Abouhusein,                  Diana Mbama, Karim Gendi,                  Omar Zaki</p>

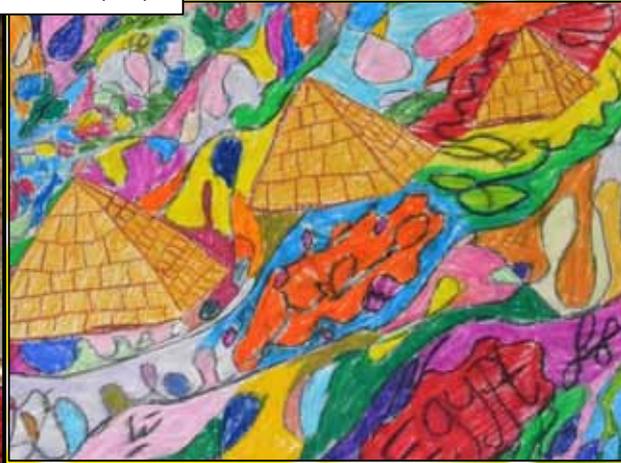
Ms S Barakat – Secondary Science Teacher, British Section

## Rug Winners 2016

Congratulations to our winners of the Oriental Weavers and MES Cairo rug competition 2016. Again, it was a very hard task to judge, thank you to Mr McKoski for picking our finalists, who impressed us all with their unique representations of this year's theme 'Creative Journeys'.

Ms K Tapsell – HOD Visual Art Teacher

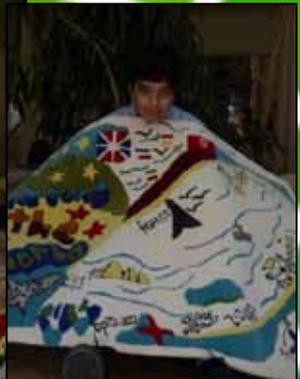
Tia Botros (Y7Y)



Nour Rizk (G10Y)



Nour McKay (Y6O)



Youssef Ibrahim (Y5O)



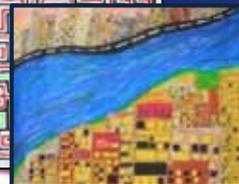
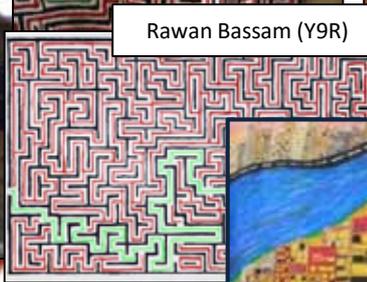
Rawan Bassam (Y9R)



Feras Hammouda (Y3R)



Diana Mbama (Y8G)



Jessica Masarany (Y7B)

## Year Nine IGCSE Photography

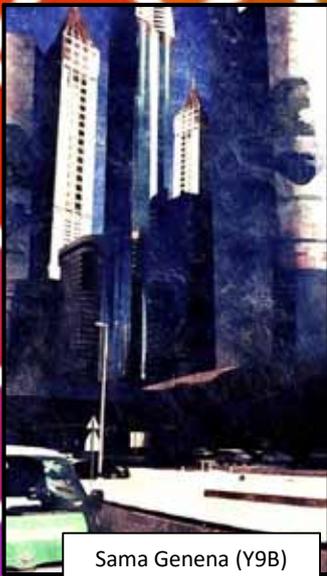
It has been a great pleasure watching the Year Nine IGCSE Photography class experiment with practical techniques as well as concepts and ideas of communication. Students have been looking at the formal elements of art within photography and grown in strength compositionally and with the key photographic techniques such as depth of field and perspective.

Ms K Tapsell – HOD Visual Art

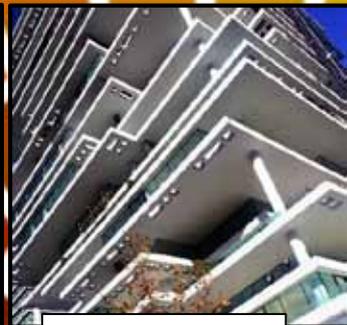
Mariam Ramadan (Y10Y)



Mariam Ramadan (Y10Y)



Sama Genena (Y9B)



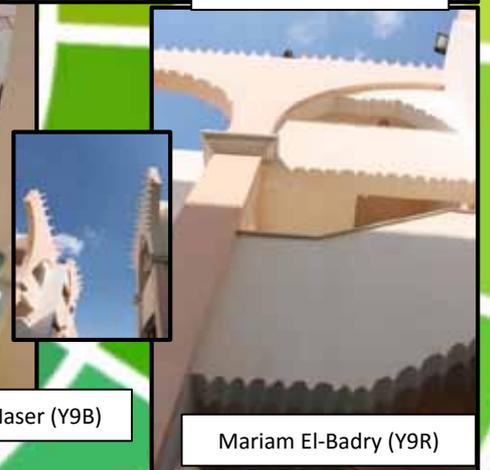
Farida Naser (Y9B)



Sama Genena (Y9B)



Farida Naser (Y9B)



Mariam El-Badry (Y9R)



Mariam El-Badry (Y9R)



Nada Osman (Y9G)



Nada Osman (Y9G)

## Year Ten IGCSE Photography

Year Ten completed their IGCSE Photography exams in style this term. Submitting a diverse range of imagery showing considerable technical skills and some very interesting visual responses to their chosen themes, 'Worn Out', 'Dismantled' and 'Running Water'. Students worked extremely hard to make their work unique and the coursework, their critical and historical essays, were highly experimental and presented using impressive design skills.

Ms K Tapsell – HOD Visual Art



Sherif Soliman (Y10Y)



Sherif Toma (Y10G)



Youssef Erian (Y10G)



Zein El Zarki Y10R)



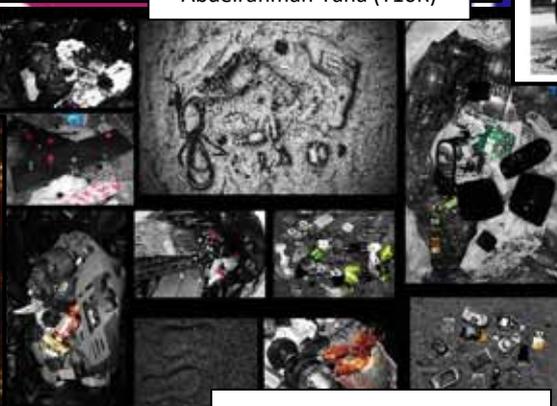
Abdelrahman Taha (Y10R)



Mia Jodrell (Y10Y)



Abdelaziz Said (Y10R)



Ezzeldin El Maghraby (Y10R)



# Art Beat British Section

Sherif Soliman (Y10Y)

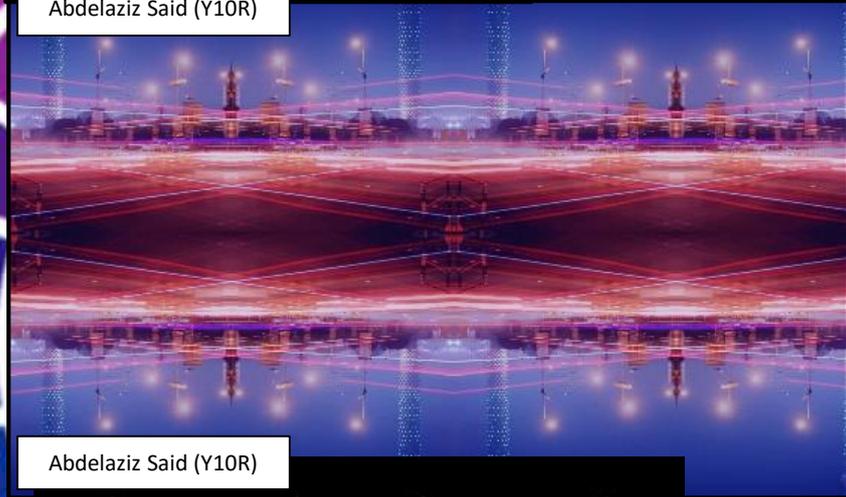


Sherif Toma (Y10G)



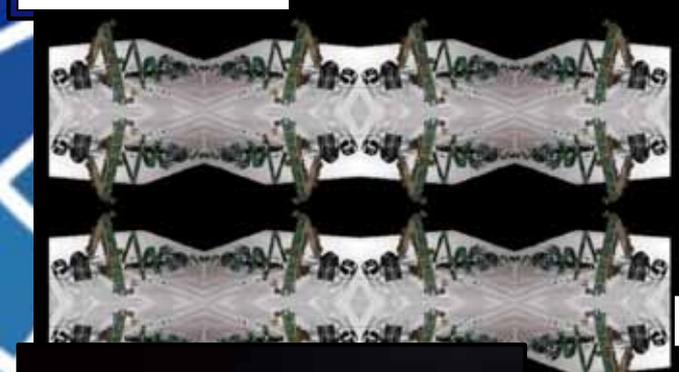
Abdelrahman Taha (Y10R)

Abdelaziz Said (Y10R)



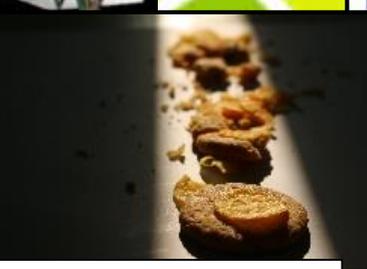
Laila Diab (Y10Y)

Abdelaziz Said (Y10R)

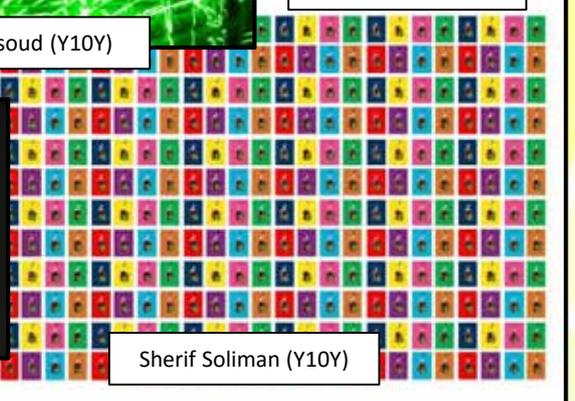


Fatima Abdel-Maksoud (Y10Y)

Zein El Zarki (Y10R)



Fatima Abdel-Maksoud (Y10Y)



Sherif Soliman (Y10Y)

## Art III

Art III students have been exploring the ancient art of printmaking. Recently, they carved away from soft linoleum pads to create a series of multi-layered polychromatic images. This particular approach is known as reduction printing.

Mr B Myers – Art and Photography Teacher



Carol Botros (G12B)



Mahinar Galal (G12B)



Karim Sandouby (G12B)



Lobna Mahgoub (G12Y)



## Advanced Placement (AP) Art

AP Art Students have been working hard to finish their artworks for external marking. After one year of class, they now each have a portfolio of twenty four high-quality pieces.

Mr B Myers – Art and Photography Teacher



Catherine Abdelshahid (G12G)



Mahinar Galal (G12B)



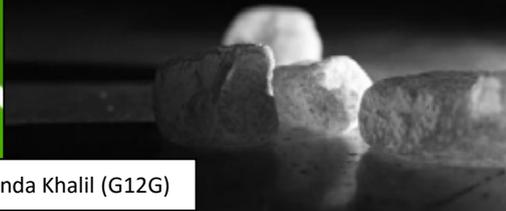
Laila Kouta (G12R)



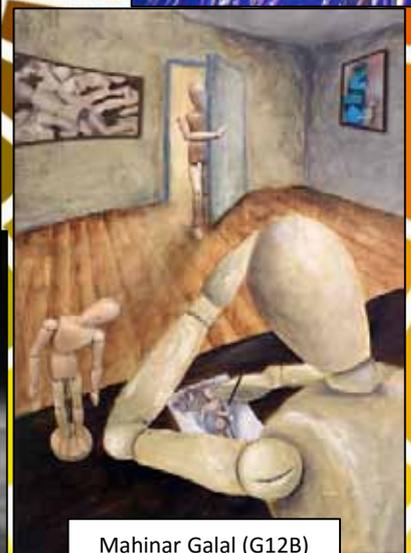
Farida Badie (G11Y)



Sherien Shatta (G12G)



Randa Khalil (G12G)



Mahinar Galal (G12B)

## Year Eleven – AS Art

Year Eleven students have been busy with their AS coursework this term, looking at symbols and motifs that exist throughout the city and how best to represent their built environment. Students have featured time, arabesques, media, fashion, cinema and architecture to create their beautifully presented submissions.

Ms L Lacey – Art Teacher

Amira Madbouly (Y11Y)



Hanin El Shorbagy (Y11B)



Lara Shahin (Y11Y)



## American Photography

The young men and women in photography class continue to astound us with their excellent knowledge of composition. Their studies of shooting techniques and camera controls continue in Term Two as they produce three, sometimes four high-quality photos per week.

Mr B Myers – Art and Photography Teacher



Careen Babli (G12Y)



Khaled Hussein (G11R)



Seif Saleh (G12R)



Jumana El Safty (G12Y)



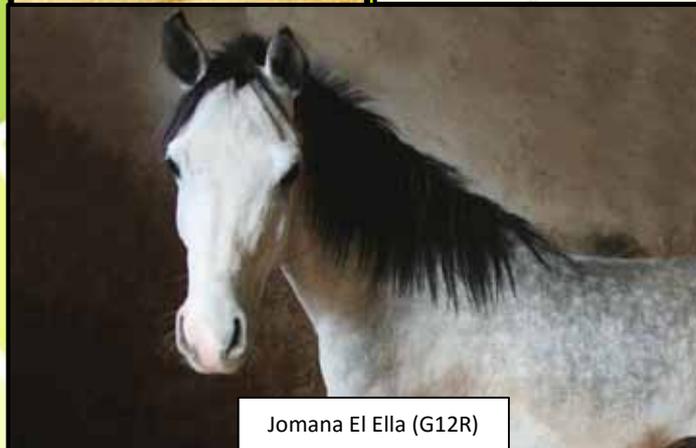
Laila Kouta (G12R)



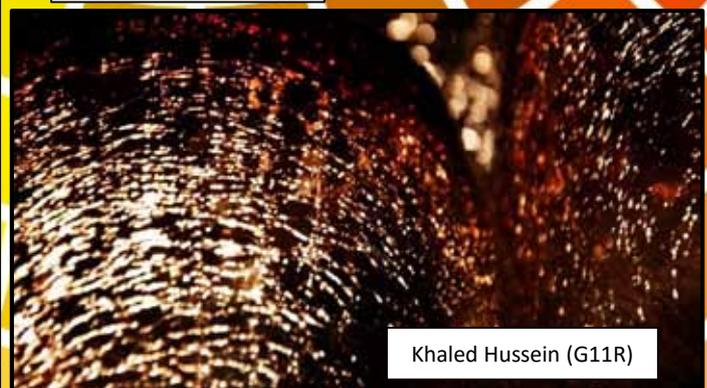
Khaled Hussein (G11R)



Mahinar Galal (G12B)



Jomana El Ella (G12R)



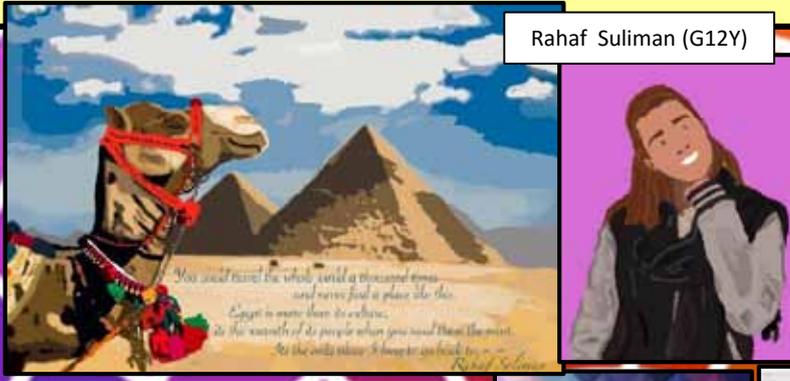
Khaled Hussein (G11R)



### Grade Eleven and Twelve – Digital Video Media

Grade Eleven and Twelve have been developing their digital manipulation and design skills this term, creating images that capture their feelings on Egypt and illustrating song lyrics they feel strongly about. They have worked on using digital photography as a base only for their images, combining effects to create painterly and flattened styles.

Ms K Tapsell – HOD Visual Art



Rahaf Suliman (G12Y)



Marwan Aboella (G12Y)



Jumana El Safty (G12Y)



Omar Abdelfattah (G12G)



Daniel Benyamin (G12R)



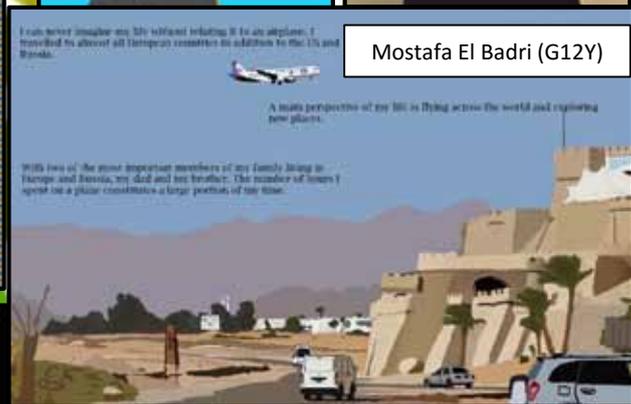
Sara Gamaleldin (G12Y)



Jomana Abouella (G12R)



Ali Hegazy (G12R)



Mostafa El Badri (G12Y)



Jomana Abouella (G12R)



Hassan Azazy (G11R)



## International Baccalaureate (IBDP) Visual Art – Zubaydah Jibrilu

IBDP Twelve student Zubaydah Jibrilu (DP12R) used a mixture of light and transparent surfaces to curate her final Visual Arts exhibition. Drawing on her rich cultural experiences in Nigeria and Egypt she created a vision that connects her exploration of recycled art and traditional symbols. Well done to both Zubaydah and Sara for such a superb exhibition.

Ms K Tapsell – HOD Visual Arts



## A Level Art – Nour El-Tahhan (Y12B)

Nour El-Tahhan (Y12B) based her final coursework on portraiture focusing on photorealist painting techniques, which meant introducing a new way of constructing her paint layers. She studied in-depth the use of the portrait within political propaganda and dissected individual artists' use of mediums to create some truly impressive visual responses.

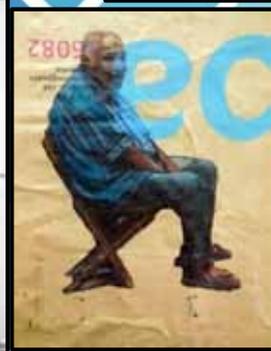
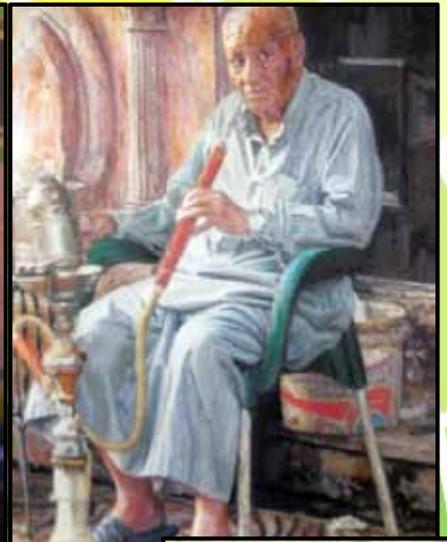
Ms K Tapsell – HOD Visual Arts



## A Level Art – Malak Dahroug (Y12B)

Malak Dahroug (Y12B) has focused her coursework on first hand observations of Cairenes for her over-riding exploration into portraiture. Building on her skill set she has considered composition, colour palette and detail such as texture for skin. Working in a mixture of mediums – acrylic paint and oil pastels mixed with linseed oil - she has finessed a truly stunning technique entirely unique to herself.

Ms K Tapsell - HOD Visual Arts



## The Creative Arts Show

MES Cairo held a wonderful evening celebrating Art, Design, Technology and Music this term. Our annual show was held on the field for the first time and the work was displayed in a series of tents, creating a visual journey from Primary to Senior students' creations. The event was a great success and the atmosphere was wonderful. The show started with a beautiful choral concert given by the High School Choirs. The students were very proud to exhibit their work to the wider MES community and were instrumental in actually putting up the show. We had the great pleasure of welcoming guest of honour Mr Mohamed Abla, the renowned contemporary artist who provided quite a few star-struck moments amongst our budding artists!

Ms K Tapsell – HOD Visual Art



# Art Beat Whole School



## Continuing Their Creative Education At University

Youssef Sabry and Nour Jaouda (Class of 2015)



The transition from school to university is one like no other. The huge steps taken from Year Eight to IGCSE and from IGCSE to A Levels are incomparable to the drastic changes that unfold when embarking upon an undergraduate degree overseas. As a Fine Art student at the Ruskin school in Oxford, I have experienced an incredible and insightful journey of making, creating and understanding art in the world of today. Being independent both academically and socially, well-rounded and globally aware is something MES Cairo has taught me to be, and this has proven to be absolutely fundamental to my success abroad. Although my creative processes, mediums and approaches have greatly changed, developing from painting and mixed media to installation, I have still remained attached to the all-embracing topic of Egypt in my work. Thinking I would move on, I continued to move forward, persisting on the theme of Egypt's vibrant cultural life and socio-political issues, but in a more conceptual and rather philosophical manner. I've developed my artistic perspective and individual style through experimentation, idea development and critical thinking. As well as engaging within my own creative bubble, art the significant role within my analytical perception of art, helping me establish my own opinionated judgment. Also human anatomy has undoubtedly been an incredibly influential adventure! It has changed the way I see the human body. Its overwhelming complexity, meticulously convoluted structure and interlacing systems are not just a magnificent creation, but a piece of art in itself! It goes without saying that what really made this challenging and hectic yet momentarily enjoyable experience possible was the invaluable support and endless opportunities offered here at MES. If I could go back in time, I would not change a thing!



**Nour Jaouda**

Before explaining where my first year outside MES has led me to, I would just like to explain how my final years at MES Cairo led me to where I am now. In Year 9 I was choosing my IGCSEs and a choice was made that echoes until now and I think forever more throughout my career. I chose to drop Drama for Art, because at the time I had intended to do architecture. Doing so refreshed a very old hobby of mine - drawing. Next stop, Year 10, where I was introduced to Art as if it were a sport at the firm hand of MsTapsell. This year also involved some travel and so much learning that I learnt there is nothing worth doing if not done right and with discipline. Next came Year 11, where I gained a friendly male competitor in the Art class, who just so happens to be the person I'll be living with next year and my best friend! This unspoken yet friendly rivalry built us both, and we bounced our skills off each other. Then the Senior year, which came after I had honed down on some basics but with yet much to learn and no competition but myself. The struggle of where to go to an Arts university was real. Where would be the best place to go and why? Which school does best at what? So many questions and so much little time to answer it. After finishing A levels I chose to do a foundation course at Central Saint Martins. Now I write this at the very end of the course, and it has gone by so fast. This year I did everything I wanted, and learned what it is to be in a free environment and to be your own person and all those things that we tend to look forward to during our A level stage of education. Following my passion here completely freely, to be able to make 2ft statues or mini temple variations and about any topic! Being in an uncensored environment can be describes as uncomfortably pleasing. It's not easy to come from an oriental environment and to be thrown into the free western world without some discomfort, no matter how 'Western' we think we are in our bubble at MES. There's not much to say about Art college, other than the fact that you can do anything you want to as long as you can argue your way through it, and there's absolutely no point in doing anything in your life if you don't love it. Yet me knowing this, me doing what I love for the next three years could eat away my passion, and that is why I am no longer doing Fine art. I've decided to continue my BA at Goldsmiths to do Design. Almost everyone can spend three years finding themselves in a studio and being inspired by sources and friends to create beautiful art, but not everyone needs a degree in Art to make beautiful art. I've made a decision which I know is much more work-loaded, but I know it's the right decision for my future. It is difficult to spell out and there is an ambiguous map in my head with some perhaps idealistic destinations. All I know is that I could not have gone down this complicated an endless road without MES and Ms. Tapsell's guidance. I will forever thank you for setting me on this journey that is art.

*Ars Longa, Vita Brevis (Art is Long, Life Is Short)- Hippocrates*

**Youssef Sabry**



# MODEL UNITED NATIONS



**This** year's MUN Programme concluded in March with the Saint Petersburg MUN conference, my personal favourite! Both the city and the conference were as beautiful and inspiring as always. Fifteen fearless MES Cairo students travelled to Russia for this conference to debate solutions to multiple international problems and hone their skills of public speaking, persuasion, and compromise. MES Cairo students excelled during the conference as being extremely well-prepared and not intimidated to make a stand and present their arguments to hundreds of their peers. By the end of the conference, not only had they passed resolutions to many of the world's problems, but they also created new friendships and experienced the warm welcome of our Russian hosts. We hope this conference experience was memorable and influential to all students involved!

Applications for the 2016- 2017 MUN Programme will start in September so keep a look out if you are interested in participating next year.

**Ms C Flake - MUN Coordinator**



## Saint Petersburg, Russia MUN - March 2016

With climate change threatening to drown entire countries and an ongoing refugee crisis which has displaced countless people, being young in this generation can often feel hopeless. Or at least that's what it felt like before Nevsky MUN, before the conference brought together people from different background with the common goal of working to make the world a better place. As the conference progressed, debates became increasingly heated and everyone was forced to challenge their assumptions and pre-conceived ideas, leading to immeasurable intellectual and personal growth. The setting of the conference also helped enhance the experience since Russia is a beautiful country with a rich and fascinating culture and history. Watching an actual Russian ballet and visiting the Hermitage Museum are memories none of us will forget any time soon and neither will we forget the Nevsky MUN conference.

**Laila Gamaleldin (G10R)**



Taking part in the Nevsky MUN conference was definitely an exciting experience. I not only got to meet new people but I also stepped out of my comfort zone. It was my first time to ever participate in a MUN conference. Therefore, debating and public speaking were definitely challenging at first but as the conference continued, my confidence developed. Sightseeing was one of my favorite parts of the trip. I was astonished by Saint Petersburg's rich culture and history and I fell in love with their museums and architecture.

**Habiba El Dessouky (DP11Y)**



# Garder le calme et continuer

## Année/Grade Sept et Huit Séjour en France



**Within** minutes of starting this educational trip, some students had already learnt two fundamentals. Egyptian passports float and when security say remove your shoes, they mean place them on the x-ray belt with hand luggage, not carry them through in your hands! There were going to be some steep learning curves and that was before we had even left Cairo and started to speak French. On arrival in Paris the first French conversation with our coach driver turned out to be challenging, for her, as she was in fact, en Anglais. Our first taste of French food was also a little subdued “dans la station service sur l’autoroute de Normandie”. However, finally after crossing the whole of Normandie we were welcomed by our hosts, Monsieur Sam and his team, real French people at La Grand

Ferme. It was clear from their insistence on communication only in their own language and that we were going to be saturated in linguistic enhancement. Bravo Monsieur Sam! This was a French Trip after all.

Freshly baked baguettes and croissants helped us prepare for a long march barefoot across the bay surrounding the ancient city of Mont St. Michel le lundi. This included an exciting introduction to the properties of quick sand by an expert guide. L’après-midi we had split into two groups for either cycling or an orientation in the scenic town of Avranches. The remaining parts of the week also incorporated tir à l’arc, escalade, accrobranches in the tree tops and team games with all instructions en Français. We experienced the French market and bought some food for le pique-nique in the goat farm les chèvres de la Saffrie. Les élèves did an amazing job, on the whole, to understand, translate and ask questions, whilst remaining calm in spite of all the challenges. If we include fitting in some revision for forthcoming examinations, the week was extremely

busy but incredibly rewarding. Dining is a national obsession in France and our students embraced this passion wholeheartedly, including devouring delicious escargots à l’ail.



With enough time to purchase some classic gifts of parfum et chocolat before departure Vendredi, the use of French continued until we returned safely en Egypte with everyone remaining calm until touchdown. The benefit of developing their language skills alongside native speakers to MES Cairo students taking French has been enormous, as was the cultural experience of being in the historic region of Normandie.

Well done to all our French Trip participants and a huge thank you to our chaperones, Madame Fowler, Monsieur Van der Marel and visit organiser Madame Abdel Basset who all continued to educate and care for their charges well beyond normal school hours with the usual high standards and professionalism of our school. Vive la France! Vive MES Caire!

**Monsieur S Perry – Deputy Headteacher and Senior Trip Chaperone**



## Whole School Literacy

# MES Cairo Brings Home a Win at the 2016 Cairo Citywide Spelling Bee!



**On 8<sup>th</sup> March** 2016, MES Cairo students attended the Cairo Citywide Spelling Bee at Cairo American College and to top the day off, one of the team members won first place!

To determine who would represent MES Cairo at this prestigious event, we held our own school-wide Spelling Bee for the Years Five and Six and Year/Grade Six-Eight students on 27th January 2016. In the Secondary Department, class winners had been decided the previous week through class spelling bees in which all students participated. In the Primary Department, the winners had been chosen after all those interested had been tested.

Congratulations to the following winners that participated so well in our school Spelling Bee:



### Year Five

Ziad Zaki Y5Y  
Ahmed Zaytoon Y5V  
Omar Fahmy Y5Y  
Mark Naeem Y5O

### Year Six

Nader Sherif Y6B  
Ibrahim Desouky Y6R  
Youssef Hany Y6Y  
Omar Leithy Y6B  
Youssef Abdel-Rahman Y6Y

### Year Seven

Nadine Helmy Y7O  
Nour Barsi Y7R  
Sarah Sharara Y7G  
Ahmed Badawy Y7Y  
Amina Rashidy Y7B

### Grade Seven

Yassin Dabb G7Y  
Farida Refaat G7B  
Lelila Hamad G7G

### Year Eight

Noor Zaki Y8Y  
Hana Taha Y8G  
Farah Ahmed Rady Y8B  
Shahd Atef Y8R

### Grade Eight

Kirish Rupani G8B  
Salma Aboutaleb G8R  
Farida Effat G8G  
Shahd Ayman G8Y

After many intense rounds of precise spelling, three finalists remained in the Primary Bee: Ziad Zaki (Y5Y), Ahmed Zaytoon (Y5V) and Omar Fahmy (Y5Y). Mark Naeem (Y5O) graciously accepted the role of alternate in the event of an absence on the day of the City-Wide competition.

In Secondary, the three finalists from Year Six to Year/Grade Eight were: Hana Taha (Y8G), Shahd Atef (Y8R) and Youssef Abdel-Rahman (Y6Y). Sarah Sharara (Y7G) was the fourth place winner and chosen to be the alternate. All of the students were given lengthy lists of tricky, difficult words to learn to prepare for the March event.

### On to the City-Wide Competition

On 8<sup>th</sup> March 2016, the MES Cairo spellers, Ziad Zaki (Y5Y), Ahmed Zaytoon (Y5V), Omar Fahmy (Y5Y), Shahd Atef (Y8R), Sarah Sharara (Y7G) and Youssef Abdel-Rahman (Y6Y), arrived at Cairo American College in Maadi ready to compete against the other eight schools there. MES Cairo had three entries into the Year Three-Five event and three entries into the Grade and Year Six-Eight event.

All of the Year Three-Five participants gave an impressive performance, not only in their behaviour and obvious hard work, but also in their mature reaction when they were finally knocked out. The competition was fierce, and they represented MES Cairo well!

In the Grade and Year Six-Eight event, Youssef Abdel Rahman, a newcomer to this division, made a wonderful showing with his poise and unflappable cool demeanor. Sarah Sharara (Y7G) was an impressive competitor, making it through seven rounds and Shahd Atef (Y8R), no stranger to spelling bees as she was the 2<sup>nd</sup> runner up at last year's event, seemed to sail through the first eleven rounds as her fellow spellers were stymied by a myriad of words.

**At the end of all the exciting and captivating rounds, Shahd Sharara (Y7G) was the 1<sup>st</sup> place winner of the Cairo Schools City-Wide Spelling Bee! Congratulations, Shahd!**

It was certainly a day to remember for MES Cairo and thanks go out to all the participants and the staff who helped in the organisation and preparation of this event.

**Ms Maureen Glancy – Primary Assistant Headteacher and Ms Patty Mathews – Secondary Librarian**

# Bestselling Poet, Nick Toczek, visits the Primary Department



**A**t MES Cairo, we always encourage the students to use their imagination to write a variety of fiction and non-fiction texts. Poetry, and in particular performance poetry, has become very important in the new National Curriculum. We were therefore very lucky to have had the opportunity for a published poet to visit our school. On 14-15<sup>th</sup> March 2016, writer and performer, Nick Toczek, paid us a visit. As well as being a best-selling poet, Nick is also a magician, storyteller, puppeteer and comedian.

At the beginning of both days, Nick performed his 'Million-Miles-An-Hour' show in which he chatted and told jokes, recited his snappy poems, performed baffling magic tricks and introduced the students to some very badly-behaved puppets! Years One through Six were enthralled by the show and joined in with his poems when asked to do so. It was a great start to both days of workshops in which the students were shown how to use rhyme to great effect in poetry. The younger students also wrote and performed 'Hooray!' 'Boo!' poems such as:

"We're all going on holiday." Hooray!

"But you're staying at home to study." Boo!

"I bought you an ice cream." Hooray!

"But it started melting so I ate it." Boo!

Each child was asked to write the alphabet down one side of the page and then write rhyming words that began with these letters. An example of this is as follows:

Athlete

Beat

Cheat...

Poems were then created using these words: The **athlete** wanted to **beat** the others so he began to **cheat** while training in the **heat**, running down the **street** in his bare **feet**. He needed to **eat** and had some **meat** for a **treat** etc...

The students were very inventive indeed and went back to class with some good advice and ideas for writing poetry.

On the second day, the Primary Department also had a 'Poem in Your Pocket' day. The students came to school with prepared poems



and performed them to teachers and friends alike. I was very impressed with the students who performed their poems to me. Some Year Groups held Poetry Idol competitions and most students managed to bring a book to swap with a friend. A great day was had by all.

We hope that the students who ordered a signed copy of Nick's books are enjoying reading these and sharing them with friends as well. We look forward to having other authors in school in the coming years.

**Ms M Glancy - Primary Assistant Headteacher**

# PUPIL CONFERENCES IN PRIMARY

**This** term we have run our very popular Pupil Conferences from Foundation Stage Two to Year Six and again they were a great success.

Parents were invited into classes to be 'taught' by their own children for one hour. During this time, parents and their children worked at five different activities together, allowing children to demonstrate excellent 5Rs skills with great confidence and delight.

The aim of the day is for parents to have an insight into the curriculum and styles of teaching and learning at Modern English School Cairo. As teachers we see how this kind of an activity can impact on the confidence and self-esteem of children and we have been delighted by the responses from parents in their feedback about the event.

Here are some of the responses from Year Two Parents:

*"I just loved the event!"*

*"It is a very good step forward for us parents to get more involved with our children's learning."*

*"Thank you for all your efforts. I noticed that my child has improved in his achievements because of your dedication. Thank you for nurturing my child's future."*

*"I think this is a very helpful assessment and makes her (daughter) more courageous about showing me each and every single activity."*

*"I'm really impressed with the use of technology in the class this year. I hope it continues. We're living in a world where paperless classrooms are the trend and it really helps students to transition this technology based world. Good luck with your great efforts and thank you."*

We would like to say a huge 'thank you' to all parents who attend this special day with their child and look forward to seeing you again next year.

**Ms C Jodrell – Primary Headteacher,  
Key Stage One**



# WHAT'S BEEN HAPPENING IN PRIMARY ART?



**Primary** students have been reviewing the development of Art in the Prehistoric, Primitive and Ancient Art Movements. They explored realistic drawing, printing and collage as we delved into the Renaissance, Impressionist and Modern Art Movements.

As we learned the fundamentals of Classic Realism, (a new technique that developed during the Renaissance Movement), the students in Years Two, Three and Four took drawing a step beyond by sketching with dots, circles, straight lines, curves and angles and by adding the skills of shading and casting shadows. A variety of art pencils were used to achieve the depths of value (shade or tone) in Year Two's Pumpkin Still Life, Year Three's Dog Portrait and Year Four's Winter Landscape.



Progressing onward through the Art Timeline, students explored the colours and textures of Impressionism. Printing techniques and composition were introduced as Year Two created 'Van Gogh Sunflowers' by printing with fresh fruit and Year Three explored the various colours of poinsettias with sponge prints. Year Four used their drawing skills in rendering wild animals peeking through a Rousseau Jungle printed with their own styrofoam leaves.

Moving onto Modern Art, Year Two, Three and Four studied Picasso, the 'Father of Modern Art' and Kandinsky, the 'Father of Abstract, as they created vibrant and imaginative architectural collages. A variety of media was used, ranging from paint to glitter-foam paper.

This school year ended with the students painting exciting images based on the Principles of Art and Elements of Design. We explored the Contemporary Art Movement and Andy Warhol. The students had the chance to experiment with various media and techniques that included the use of rolling pins, painting 'wet into wet', bubbles and imagination!

Have a look at the new Atrium Peace Mural created by the Mural ASA students.

**Ms K Odekirk - Primary Art Teacher**



# FOUNDATION STAGE ONE ARE 'ALL ABOARD...'

**Egypt** is an amazing country with so many interesting places to visit and things to discover. The Foundation Stage One Teachers, under the Artistic Direction of Hayley Emmerton and the Music Direction of Maria Bajkowski, led this year's Foundation Stage One Production. It was an incredible journey around Egypt on six different modes of transport! The main speaking characters were a family on holiday. Father was played by Brian Riyad (FS1G) and Mother was played by Alya Eid (FS1B). Their children were played by Hussein Zakaria (FS1Y), Salma Rashed (FS1O), Alia El Sayad (FS1B) and Youssef Assassa (FS1R).



The journey began in Sharm El Sheikh where Diving Guide: Marc El-Nikhaily (FS1G) welcomed the family into the water to look at the fish, octopuses and turtles. However, the gentle swim was quickly ended when a shark approached the family and frightened them out the water. Pilot, played by Nour Youssef (FS1G) saved the day with a flight departing to Aswan, so the family quickly hopped onboard and ZOOMED off! Green class sang the song: 'Zoom'!



The family's next adventure was afternoon tea at the Cataract Hotel in Aswan. The Hotel Porter, Selim Marawan (FS1Y) welcomed the family and offered cakes and hot tea. After a well-earned rest in the hotel, the family accepted the offer to sail on a Felucca with Sailor as played by Zeina El Mallah (FS1Y). They bobbed along the Nile all the way to Luxor. Yellow Class sang the song: Feluccas.



Tutankhamun's tomb caused quite a fright in Luxor as the Tomb Guide, played by Amina Elmissiri (FS1B) showed them an ancient Mummy! The Train Driver, played by Jemma Nazim (FS1B) offered a quick escape and all the family boarded the night train to Cairo. Blue Class sang the song, 'Train is a comin'.



At Ramses Train station, Cairo Guide played by Talia Ghandar (FS1R) suggested the Citadel as the next tourist sight. Yehia Marwan (FS1R), playing the Taxi Driver, was available to drive them quickly in time for prayer. Red Class sang: 'Beep! Beep'!



Citadel Guide, played by Seif Salem (FS1O), showed them where to pray, and then it was time to bustle through the noisy traffic to reach the sunset in Giza. A Tuk Tuk Driver, played by Salma Abdelrazak, (FS1O) offered a fun alternative to weave in and out of the narrow Cairo streets. Orange class sang, 'Driving Along'.

As the three mighty Giza pyramids stood tall in the dusty desert, the Pyramid Guide, played by Hazem El Rafei (FS1V) told them how to avoid climbing to the top of the pyramid. The noisy camel plodded the family across the desert led by Selim El Husseiny (FS1V) and the Egyptian adventure was over. What an exhausting but fun journey! Violet class sang, 'Camels'.



Well done to the Foundation Stage One Production team for putting together 'All Aboard' and to all the children in Foundation Stage One for a fabulous performance. Thank you to our wonderful audience, the Grandparents, on Tuesday 17<sup>th</sup> May and the parents on Thursday 19<sup>th</sup> May. Following the performance on Grandparents Day, all of the Grandparents enjoyed tea and coffee in the Primary Atrium followed by a chance to play with their grandchildren in the Primary Yard.

**Ms V Esplin – Primary Assistant Headteacher**

# CELEBRATING EGYPT IN FOUNDATION STAGE ONE!

**Throughout** Term Two, Foundation Stage One have enjoyed learning about and the privilege to learn about Egypt and its many wonders including the Red Sea, the Ancient Pyramids, the Pharaohs, and the Tombs of Tutankhamen. They explored being archaeologists, made mummies and neck collars, wrote hieroglyphics and constructed tall pyramids from sugar cubes. They also enjoyed a range of Egyptian activities in the classroom, including playing with small world toys, painting desert scenes and navigating beebots around different Egyptian sites.

To celebrate Egyptian Mother's Day we invited our Mothers in for a singing performance in the classroom and then to the MES Cairo field for a special treat: four Egyptian Tanoura dancers! The word 'tanoura' refers to the colourful skirt worn by the whirler, with a colour representing each sufi order. It is associated with Sufism and traditionally performed by a Sufi man. For the Sufi dancers, it is a physically active meditation where the dancers spin in a repetitive circle, whilst listening to music. Mums and children and Mothers were completely

mesmerised by the array of colour swirling around the field. The whirler performance was magnificent, involving the children as they spun their skirts over the crowds and shared this wonderful tradition with the youngest members of our MES Cairo family

**Ms V Esplin – Primary Assistant Headteacher**



## EARLY YEARS TEACHER TRAINING



**MES** Cairo is committed to staff training and professional development. For the past two years, the Foundation Stage teachers have benefitted from training provided by Pam Munday, a UK Consultant for the Early Years. One of her training sessions focuses on the 'Characteristics of Effective Learning' (CoEL), which advocates that in planning and guiding children's activities. Three characteristics of effective teaching and learning identified are 'playing and exploring', 'active learning' and 'creating and thinking critically'.



Foundation Stage staff also received training from Ms Esplin, Assistant Head of EYFS on engaging children in exploratory learning involving sensory experiences such as messy play. This type of play includes activities such as body painting, use of slime, shaving foam, gloop, play dough, and water. These activities help children to relax and develop hand-eye coordination. It is important to encourage experimentation, investigation and the ability to take risks and try new activities.



Another focus for our EYFS this year has been to develop the children's imaginative play. Imaginative play involves imagination through role-play and small world. Foundation Stage One teacher, Ms MacDonald trained all the EYFS staff on using sensory experiences to develop the children's imagination and language.

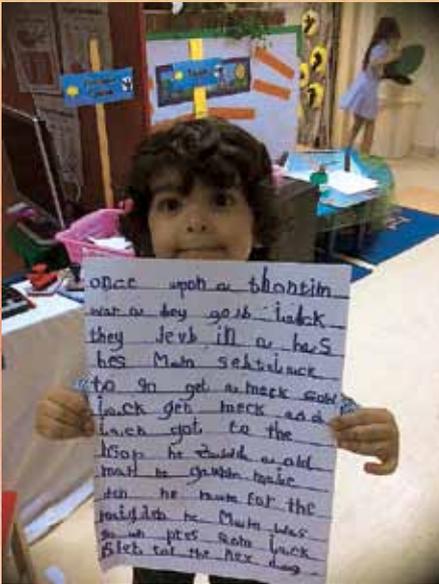
Problem solving and critical thinking are so important. Ms MacDonald also trained EYFS staff on setting up investigations in the classroom for children to discover and explore. Some of the investigations have involved friction, buoyancy, balance, weighing, colour mixing and viscosity.

All in all, a very busy term in Key Stag One.

**Ms V Esplin – Primary Assistant Headteacher**



# Once Upon a Time in Foundation Stage Two...



**"Run, run,** as fast as you can, you can't catch me I'm climbing up the beanstalk of success!" As the title of our latest topic, "Once upon a time" suggests, 'Fairy Tales' has been the latest captivating theme which has taken over everyone in Foundation Stage Two. Inspired by the Gingerbread Man and Jack and the Beanstalk, the children have certainly been reaching for gold with their story writing. So, unlike the words of the famous song suggests, 'fast with my legs, no one catches me, (but) when it comes to the brain, I'm a bit dippy', this certainly does not apply to MES Cairo children.

Much like the old couple from The Elves and the Shoemaker, the teachers have watched in wonder as these little Foundation Stage Two fairies have crafted, stitched and sewn together the most glorious and fabulous stories that have ever been told. Their exquisitely formed letters, perfectly spelt high frequency words, and faultless inclusion of capital letters, finger spaces and full stops are simply wondrous. The use of newly acquired phonetic skills, which have been taught throughout the year group, have further demonstrated the endurance and magnificence of these curious little authors.



Apart from Jack's magic beans, one would be hard pressed to find such an incredible transformation taking place in such a short space of time over this year spent in Foundation Stage Two. May these word-segmenting, sentence writing, and simple story telling novices continue in their quest and live happily ever after.

**Ms M Perry – Foundation Stage Two Blue Teacher**



# YEAR ONE ENJOYS MAGIC ON THE MOON!

**What** a spectacular show the Year One students gave us! Magic on the Moon was exactly that! Magic!

Term Two was an extremely busy term, but the students took it all in their stride and impressed us with how focused and determined they were to do their best. They learned their lines within days, worked with their music teachers, class teachers and the lovely singing leaders from Years Five and Six to learn their songs, which had been written specifically for their show. All About that Space, I'm an Alien and Rocket Man are just a few from the fabulous selection.

The students were equally excited to learn their dances, and even took part in choreographing parts. They loved going up to the dance studio to practise, watching themselves in the wall-to-wall mirrors!

The theatre was very busy in April which meant that rehearsal time was limited but the students did not let this interfere and using their 5Rs, worked wonderfully as a whole team, to make the best use of the time we had in the theatre. They quickly learned their positions for all the different parts of their performance, along with their lines, songs and dances. They worked hard on the transitions and were extremely patient, each class waiting its turn and respecting the other classes as they practised each segment.

The day of the dress rehearsal arrived and the Year One Pod was buzzing with excitement. The students eagerly got ready, many of them dressing themselves and showed us how independent they have become.

They performed for Foundation Stage Two and well, what a show it was! It couldn't have gone better, or so we thought, but on performance day the students stunned us again, giving an even better performance for all the parents!

The six classes told the story of Nour, the moon manager, who woke up every day, got ready for work on the moon, and set off in his rocket. The show kicked off with the song "Blast Off" followed by Year One Blue, the NASA workers whose job it was to prepare Nour and his rocket for launch. Year One Green were the astronauts and they went up to the moon with Nour to carry out their moon jobs, including studying the planets in the solar system. Year One Red were our solar system and through a beautiful dance taught us about the order of the planets.

Year One Orange played the curious scientists who carry out research trying to find sustainable ways to live in space, and they shared with us interesting facts about science in space. Part of Nour's job was to show the Year One Violet moon explorers around and try to convince them that aliens don't exist! However, Year One Yellow, the aliens, showed us that maybe that's not quite true and maybe aliens are out there, hiding from us humans!

All the classes impressed us with the delivery of their lines, the clarity of their singing and the passion they shared with us when dancing.

The students and their parents enjoyed the performances and tears were shed by the Year One teachers who could not have hoped for a better show. We were so incredibly proud of all of our students.

**Ms D Abu Hassan – Year One Team Leader**



# YEAR TWO UPDATE

## Parent Days



We recently had two exciting events in Year Two! Firstly, we were lucky enough to bring our parents to school with us and teach them all about the exciting things we have been doing. Our parents turned into students for the day and the children got the chance to be teachers. We taught them lots of new computing skills and wowed them with our ability to write algorithms and programme a robot. The technology didn't stop there because we also taught our parents how to edit and add audio and written notes to videos using EdPuzzle. We also used the BlendSpace app to investigate the relationship between multiplication and division. Our parents were so impressed with how we use technology to enhance our learning and they learned lots of new skills along the way. It was great to work with our parents, following instructions and using the Japanese art of Origami to make and decorate monster bookmarks. We like to read a lot in Year Two so it was great showing our parents how we work independently



to read and develop our comprehension skills using the Stile Tiles. It was an amazing, fun and exciting day and we are so proud of our parents who listened perfectly and were real risk-takers when trying all the activities!

## Writing to the World

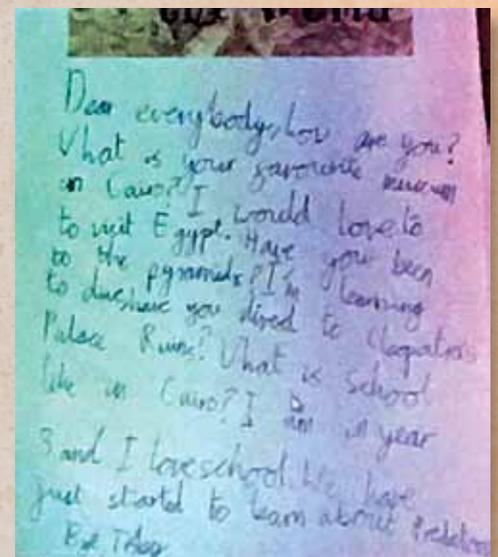


The second exciting event was when we received a letter all the way from England. Miss Hanna has been following the story of a very curious little boy called Toby who lives in England. When Toby was five years old he decided to try and write to every country in the world. He is eight years old now and has written hundreds of letters to different countries all over the world and has even published his own book. So you can imagine her surprise when she received a letter from

Toby which he had sent to school! He asked us lots of questions about life in Egypt so as a year group we decided to write back to him and suggested telling him about all of the exciting things we do in Egypt. We are going to send him letters, some recipes for our some delicious Egyptian delicacies and even a CD of our favourite Egyptian music.

You can find out more by going to <http://www.writingtotheworld.com/>

Ms H O'Neill – Year Two Team Leader



Toby's letter to Year Two!

# Year Three Update!



Getting to Know the Animals

**What** a busy time we have had in Year Three this term! Amongst our many highlights was our trip to Fagnoon, where we contrasted rural Egypt with urban Egypt. We had the opportunity to bake bread, plant plants, draw water from a well and even ride a donkey and cart! We had a wonderful time in a very different setting to what we are used to!

Time-traveller and scientist, Doctor Who, and his assistant Sarah Jane helped us explore how to write adventure stories.

We learnt all about protagonists and antagonists and we were able to role-play our stories inside his time machine, the 'Tardis'.

Also this term we made use of the newly upgraded swimming pool, which was very exciting.

When our 'Cairo Back to the Future' topic ended we enjoyed a packed celebration day. We welcomed Miss Boukottaya to the Year Three Pod to open our enormous city, crammed full of streets, houses, mosques, churches, hospitals, schools and everything else people need in a city. We also enjoyed three special activities. Miss Ruddy and Miss Mitchell helped us to create some beautiful artwork. Mr Hinchliffe and Mrs Nissan ran a fantastic team-building activity on the playground where we had to work together to transport blocks. Finally, Mr Link and Miss Harris tested our knowledge of grid references in a game of life-size Battleships!

**Mr M Link – Year Three Violet Teacher**



Lifesize Battleships



Our city filled the whole pod!



Team Building on Celebration Day



Drawing Water at Fagnoon



Miniature City

# Broadway comes to MES Cairo with the Year Four Production: An Evening on Broadway



**Back** in December 2015, a group of Year Four teachers spent time pondering the next Year Four production which was scheduled for March 2016. Posing the question was simple: How would we improve the standard set by Year Four last year? Answering this question, however, was problematic. We had to think carefully about what kind of production we wanted and what the theme and plot would be. We simply couldn't decide, so it was time to seek advice.



We decided to ask Mrs Dajani, Ms Ghada Dajani, Ms Jama, Mr Robertson, Mr Tomlinson and Mr Clement to decide for us! The idea grew from there and these chosen advisors quickly became the main characters of our home-grown production script for 'An Evening on Broadway'!



Played to perfection by a selection of talented students from our Year Four classes, these six respected MES Cairo personnel set off from Cairo to New York to spend 'An Evening on Broadway'. The plot revolved around the characters from MES Cairo going to watch and review six Broadway Musical productions. Then, on their return to Cairo, they would be able to advise Year Four on what to present! This formed the exciting, unique and original plot that developed so successfully into this year's Year Four production.

First on their list of Broadway show venues was 'Mary Poppins', extracts of which were wonderfully presented by Year Four Violet. With a mix of dance, song and dialogue, not forgetting those moments of outright humour, the girls and boys gave us a performance which truly set the scene for what was to follow.

Our intrepid staff members then took a trip to see 'Chitty Chitty Bang Bang', performed by Year Four Green. What a great performance those children gave when they provided the audience with a synopsis of the entire musical in less than ten minutes!

The theatre reviews were now building up, and next on the list was 'The Sound of Music' presented by Year Four Yellow. Set in scenic Austria, the girls and boys put their heart and soul into their performance, creating an atmosphere on stage that the audience warmly appreciated.



From Austria to the savannah of Africa, where the students of Year Four Red performed extracts from 'The Lion King'. Always a popular musical, the story of Simba and his friends was portrayed with energy and polish, with several dramatic and amusing moments, that had the audience spell-bound.

Sticking to their quest, it was time to cross town to see 'Oliver!' Recreating the life and times of Victorian London was no easy task, but the talented and enthusiastic children of Year Four Blue gave the performance of their lives with great dialogue, singing and dancing.



With one to go, the final theatre on the list of 'must-see' musicals was 'Cats'. With the theatre lights dimmed, the 'cats' of Year Orange put on a most creative presentation of poetry and mime, culminating in an atmospheric and melodic performance of that well-known song, 'Memory'.

So while our six travellers mulled over what they had seen, the audience was immediately treated to the powerful and energetic sound of more than 150 Year Four voices raising the roof with a never-to-be-forgotten finale performance of 'We're all in this together'.

It was a brilliant show! A truly unforgettable performance and one that will undoubtedly, go down as a great Year Four Production.

First and foremost we would like to congratulate all of the Year Four students for their brilliant performances. A heartfelt thank you goes out from the Year Four Team to all those supporting us behind the scenes to make the show such a great success. Everything about the show was wonderful; from the fantastic costumes, to the make-up, the set, the programme and the photographs.

**Mr B McCormick – Year Four Yellow Teacher**



# YEAR FOUR AIN SOKHNA TRIP

**Over** three separate weeks in late April and early May, Year Four had their fantastic residential trips to Ain Sokhna. The first trip was for students from Orange and Violet classes, the second trip involved students from Green and Yellow classes and the third and final trip comprised of students from Blue and Red classes. All of the children were exhilarated about spending a night in a grandiose hotel and participating in lots of activities with their friends on the beach. Focussing on the theme of 'Terrific Teams' and the development of team building skills, the Year Four teachers planned a variety of activities that would stretch the students' abilities in several areas and encompass elements of the 5Rs.

Upon arriving at the hotel, we were allocated our rooms, given the opportunity to familiarise ourselves with our new surroundings and then the chance to unpack our belongings. After that, we ventured into the restaurant to sample the delicious delights of the buffet lunch. With such a variety of food on offer, the children's eyes looked like they were about to pop out of their heads! Following on from our overindulgent lunch, the children were split into five groups and engaged in an assortment of activities such as sand art, orienteering, PE games, shelter building and drama. It was truly great to see the children from different classes working and socialising together in perfect harmony.



On completion of the first two activities, the children had time to go for a quick swim and enjoy splashing around, a game of water polo or even savour a mouth-watering ice cream by the side of the pool. After relaxing by the pool, the children all returned to their hotel rooms to prepare for the excitement of the evening activities. Again, the evening buffet meal had an abundance and variety of delights and treats and all the children behaved wonderfully, helping themselves to sensible amounts of food, waiting their turn and being very polite to the hotel staff and other hotel guests.

Afterwards, it was time for the MES Cairo talent show with three acts from each of the paired classes taking to the stage to perform a range of dancing, singing and comedy acts. It was an entertainment extravaganza which was thoroughly enjoyed by both the children and the teachers alike. All of the acts were so wonderful and the judges struggled to choose its winners. Next came the mini disco which gave the children the chance to let off some steam and show off their moves on the dance floor.



At last, after a very busy day, it was time for bed. Everyone was exhausted from the day, including the teachers, but we were all buzzing and looking forward to our second day.

Having had a refreshing night's sleep, wake-up call was at 7:30 am followed by a hearty breakfast at 8:00am. Chocolate covered pancakes and a cooked breakfast were everyone's favourites and soon we were all revitalised and ready for the day ahead. It was then back to the beach to complete the three remaining activities.

On completion of the activities, the children packed their bags and then managed to cram in a spot of lunch before having some free time to play near the beach. The journey home was much quieter as many children were catching up on some much needed sleep. At 4pm the bus arrived at school to reunite the children with their parents. What an enjoyable and rewarding trip!

**Mr S Boswell – Year Four Team Leader**

### **What the students have to say about the trip...**

After my Mum dropped me off at school I felt very happy and I was really excited but also nervous as I had never travelled anywhere without her before. I felt so courageous to be travelling without my parents. **Farouk Salam (Y4V)**

I really enjoyed taking part in the activities. In my opinion I could not choose which one was best because they were all so amazing. **Emily Sigalas (Y4V)**

I was overwhelmed when I set foot in the hotel, I couldn't believe my eyes when I saw the pool. I was sort of sad that my parents were not there but I know they're happy when I'm happy. **Laila Al-Refai (Y4V)**

The hotel's service was excellent. The rooms were very clean and the beds were extremely comfortable and the buffet had a lot of wonderful choices. **Alia Saba (Y4V)**



My favourite activity by far was the drama because I was pretending to be one of the most famous pirates, Black Beard! **Selim Younes (Y4V)**

I loved the trip. The disco was the best part for me and my friends. We had so much fun together. We enjoyed ice cream around the pool and playing football. **Lina El-Hilaly (Y4Y)**

Ain Sokhna was fantastic! The activities were outstanding but my favourite two activities were the sand art and beach games. The food was very good too, however the disco was the very best part of the whole trip. I would like to thank the teachers for making this happen. **Lily Abdul-Hamid (Y4Y)**

I was really excited when we arrived at Ain Sokhna. I couldn't wait for the activities, the disco and the pool. I loved the orienteering and the drama activities. This was the best trip because I was with my friends. **Marcel Hebeish (Y4Y)**

Going to Ain Sokhna was an amazing experience. I learned how to be more independent and that I don't always need to 'win' to be happy and have fun. My favourite part of the trip was the shelter building. We built it as if we were stranded on a desert island. I loved the whole trip and can't wait to go on more residential. **Aly Raafat (Y4Y)**

# YEAR FIVE CONDUCT A RIVER STUDY

As part of teacher training in Primary, Jane Boukottaya (Primary Assistant Headteacher for Topic) presented ideas for differentiation to support and challenge students in Topic lessons. One form of differentiation is to take account of students' various learning styles. Learners can be divided into eight learning styles:

- Visual/spatial
- Kinaesthetic
- Interpersonal
- Intrapersonal
- Logical/mathematical
- Linguistic/verbal
- Musical
- Naturalistic

In Year Five Violet, as part of our Rivers topic: 'Go with the Flow', students were asked to conduct a river study to demonstrate their understanding of the features and processes of rivers around the world and also to answer questions that they still had about rivers. Students were asked to choose which style of presentation they would prefer to show their finished project. Choosing from the following activities, they selected an activity according to the learning style they preferred:

- Explain how rivers work through drama. Can you imagine how a river would feel at each stage in its course?
- Present three graphs about rivers.
- Demonstrate the features and processes of rivers through the medium of art or by constructing a model.
- Write an information text (non-chronological report) about rivers.
- Present your study as a song

During the project, it was clearly evident how engaged the students were and how well they worked together in a style that suited them. Students looked forward to every lesson, asking, 'Do we have our projects next lesson?' Each group worked together over a week, working towards a deadline for presenting their work. Students organised who would bring in which materials.



Furthermore, one student in each group acted as group leader. Although they had to listen to everybody's ideas, they had the power to make the final decisions as well as keeping their group on track.

Providing the children with a list of success criteria helps them to realise what they are aiming for.

Three elements were required for this study; using technical, geographical vocabulary, good presentation (verbally or in writing) and showing evidence of learning. Students had to be resilient, reflective and continuously up-level their work after teacher feedback. They then presented their work to other students, peer-marking each other's work in line with

the success criteria. Students were permitted to provide comments about what they liked about a project and also what they thought could be improved – as long as it was written in a positive and constructive manner.

On the final day of the topic, the students presented their river studies and the results were fantastic! One group imagined they were different parts of the river, explaining their role in the life of a river through speech and movement. Three boys decided they would like to write a report, answering questions they still had such as: What is an oxbow lake? What is a meander? Why do rivers begin high up in hills and mountains? Many elected to represent rivers through the medium of art or by building a model. One group even built a waterproof model from thick card and tape, recreating the flow of water in a river from higher ground at the source to its mouth.

Mr S Cole – Year Five Violet Teacher

## YEAR FIVE CHANGE STATE AND ANIMATE!

You may think that cartoons are just for young children, but here in Year Five we are bucking that trend and are producing some fantastic work based on several well-known animated features.



Each Year Five class has been studying a popular animated feature from the past 20 years.

From *Big Hero 6* to *Wall-E*, *Toy Story 3* to *The Iron Giant* and *Inside Out* to *Up*, students have been producing excellent pieces of writing. Teachers were particularly impressed with students' film reviews of their class films. Students are producing pieces of writing based on the feelings and emotions of different characters.

We have also been using these animated films as inspirations in our artwork.

Students are taking the themes and ideas from these films and creating their very own animated films. Having seen some excellent examples from Secondary students. Year Five students are working away at story-boarding and shooting a short stop motion animation.

It is not as easy as it looks though as students needed to painstakingly move every little toy, car or piece of plasticine, just millimetres for every shot they took. Some of these animations already have in the region of 100 photos and they are not even half way through!

Students still have a lot of work to do, but already it looks like we have some future Pixar animators in the making!

Mr G Lavelle – Year Five Team Leader



# YEAR SIX CYPRUS TRIP

**Year** Six students have had a wonderful time in Cyprus, a four-night residential trip that featured many opportunities for study, independence and a chance to experience another culture and language.

There were three trips in all beginning at Cairo Airport and each trip followed the same itinerary. Some parents were a little nervous about sending their children away from Egypt alone for the very first time, others were quite happy to drop their child off and enjoy a little peace and quiet!

Before long we were in Cyprus, after a thousand cries of 'Don't lose your passport!' from the teachers. As usual our friendly bus driver Christos, (who looks just like Zeus from ancient Greek mythology), picked us up. An hour later, we arrived at the magnificent hotel in Paphos. A quick check-in and then it was straight to dinner, which is always a sumptuous feast. Although the mix of excited MES Cairo students and elderly British tourists does not seem a perfect mix, our students were a credit to themselves and proved themselves fantastic ambassadors for their school and their country. Quite often the teachers were approached and told just how polite and well-behaved our students were.



Monday started with a beautiful walk in the Avakas Gorge with Mr Lyndon. Although he does this walk almost every week, Mr Lyndon is a fantastic guide and teacher, pointing out carob plants, Flea bane, Cypress trees as well as rare bats and wild goats. He also explained how the Gorge has been shaped over thousands of years. It was a tiring day and we headed straight to the pool when we returned. There is only so much we can expect of our students and the peace and tranquility was broken by forty tired boys and girls splashing around. The evening's entertainment was provided by a Cyprus folk dance group. They showed us some traditional dances and then invited one of the party to balance glasses on their head. It was a spectacle that had to be seen to be believed!

The next day we returned to the Kritou Tera Nature Centre for some fascinating river study work. Although it was fun simply being in such a beautiful setting, it was a valuable learning opportunity to see how the animals adapted to their environment – even though there were a few complaints



about the long walk back up a steep slope. However, most complaints were soon forgotten when we reached Paphos for some retail therapy and the chance to buy some souvenirs.



Tired and exhausted, we dragged our weary, aching limbs to breakfast once more before heading off to the picturesque Avakas National Park. Here we tried rock climbing – for many of us it was the first time. The climbing instructors, Miss Lucy and Mr Lee, were really exceptional. Amazingly, the standard of climbing was extremely high. Some of our students discovered skills they never knew they had and showed no fear as they nimbly raced up the rock. Nervous climbers were coaxed gently up until they became confident. The views were breathtaking, the weather was perfect and the students were able to find courage and reserves of strength and mental fortitude they didn't know they had. A perfect day. Oh, and not forgetting the disco to finish off the trip.



There was a little sadness when we left the next morning. However, there was one final highlight in our visit to Curium and the Ancient Greek Amphitheatre. There was a spot marked at the front of the stage which projects your voice perfectly. Naturally, our talented students took this



opportunity to perform and before long a small but appreciative crowd had gathered to listen to our impromptu concert. It was amazing to think that our students were standing and performing on the exact same spot as actors from Ancient Greek times. They were walking in the footsteps of history!



Zeus dropped us off and then we were soon in the air.

'I can see Egypt,' Ahmed shouted and the excitement grew. It may only be a short trip in some ways, but it feels like a long time. It was undoubtedly a lot of fun. In amongst all the discos, dancing, ice-creams and the beautiful island scenery there was a serious purpose. Away from MES Cairo we appreciated how mature, well-rounded, friendly, organised, polite and independent our students have become.



This, however, was the last thing on the teachers' minds on Sunday morning.

'Where is your Maths homework?' an exasperated Miss Annie inquired, wishing she were still in Cyprus.

**Mr A Hainsworth – Year Six Blue Teacher**



# PRIMARY PERIPATETIC SHOWCASE

**This** year's Primary Peripatetic Showcase was a truly entertaining event. Students from Year One to Year Six had the opportunity to perform live in front of a packed theatre audience of delighted parents, siblings, peers and teachers.

The concert showcased recitals on piano, guitar, violin, voice and drums and some of our dedicated peripatetic teachers got up on stage to accompany their talented students. It is no small feat to have three Year Two students playing violin together so tunefully!

The audience participated enthusiastically, clapping along rhythmically with our electric guitar and drums students playing their Rock and Pop tunes. The finale showcased two fantastic student-only bands, coached by our Assistant Coordinator, Ms Maha. These students gave up many break times to practise their parts together and ensure a polished performance.

All students involved showed a great level of discipline and commitment to learn and perform their pieces by heart at this prestigious event. I am sure that this experience will stay with them for a lifetime. I would like to thank all the parents, music teachers and staff who worked so hard to make this wonderful event happen.

**Ms Claire Williams - Peripatetic Coordinator**



# Sports Days!



Every Primary student participated in the Sports Days which started on 6<sup>th</sup> March 2016.

Each Sports Day was a huge success with all students displaying sportsmanship, a desire to win and fantastic cooperative skills.

In Key Stage One the students all competed in teams which referred to elements of their current class topics. Students in these year groups competed in events including races, invasion games, parachute games and target games. The images on this page show examples of some of the activities the students excelled at.

In Key Stage Two Sports Day worked a little differently. During PE lessons, students volunteered themselves to compete in individual athletic events. In addition to this, when the students weren't competing in these individual events they participated in team activities in an attempt to accumulate points for their House.

Students earned individual medals for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Place and it was very refreshing to see the medals being shared out amongst so many students.





However, the true essence of Sports Day remained in that students were desperate to be part of the 'winning house'! The results were extremely close across all year groups and those students who pushed themselves to the limit may have been the difference between

1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Place.

The Key Stage Two winners are as follows:

Year 3 – Thoth

Year 4 – Anubis

Year 5 – Horus

Year 6 – Horus

Mr J Currie – Head of Primary PE



## Team Cougar Dominate in Swimming!

**This** year we have had a competitive swimming squad for Key Stage Two students. Students have been training week after week since the opening of our brand new indoor pool and everyone has increased their swimming fitness with the majority of the team swimming faster than ever before.

This term we have participated in three swimming galas, (two of which were held at NCBIS), and earn huge successes in each of them! All individual events earned us medals and you can see from the photos that MES Cairo were victorious in several!

The big event of the year was the first 'Junior Indoor Short Course Swimming Championships' at British School of Egypt.

We were very successful and were declared the winning team at the end of the competition. Students accumulated points for being successful in races and we were fortunate enough to be the highest points scoring team.

Go, Cougars!

Mr J Currie – Head of Primary PE



# SECONDARY ASAS TERM THREE



From Ultimate Frisbee to Trampolining and Lego Combat Conditioning to Computer Science, it has been a busy term of ASAs at MES Cairo. Mr Erbach's Pioneers have been busy collecting a range of badges from the variety of ASAs on offer whilst Ms Flakes' NJHS and NHS students have been filling their log books with fantastic experiences.

Mr Rainford's *Global Perspectives* students are tackling questions of a transnational nature, whilst discussing and debating issues of global concern that affect us all. Ms Dixon is mastering maps with a dedicated group of Year Eleven students. Sticking with head-scratching activities, Mrs Rainford has been exploring the science of the mind in her *Psychology Club* ASA. Students have been engaging with a range of Psychological theories and perspectives as well as tackling real-life issues. Our Creative Construction ASAs are again proving to be extremely popular. The Science Department has 'launched'

the *MES Space Programme*. Mr Carter, Ms Fergus and Mr Gerakakis have been training a bunch of young pyro-enthusiasts in the wonderful ways of rocket building. Look a window near you and you might find an MES Cairo creation heading for orbit.

Whilst the Cougars are training hard, many students are also getting active in our range of alternative physical challenges offered by the ASA programme. Our new student led *Cross Fit* ASA has developed and now the girls are putting Mr Rosser, as well as Mr Philips, through his paces every Sunday. In addition, Mr Ayle and Mr Barajas are mesmerising students with their display of speed and strength during drills for their *Combat Conditioning* ASA. Students have been getting to grips with grappling and many more wrestling and martial arts techniques.

Having mentioned the *MES Space Programme* reaching for the stars, *MES Cairo Trampoliners* have been doing the same every Wednesday with Ms Mackenzie and MS Walker. The students have been training hard to reach huge peaks and pikes. If you have a steel nerve and a head for heights this could be just the ASA you've been waiting for. Further capitalising on the ASA endorphin rush during Term Three are those enjoying our new activity *Walk and Talk: Books*. Ms Scott and Ms Elsadaany have been leading their merry bunch round the track discussing and debating whilst scaling literary and physical peaks.

Our *Outreach in Egypt* ASA has proved very popular again this term and is going from strength to strength. Building on the two programmes being delivered to the orphans at the Dar El Youseff, we have added a further two programmes for our new partnership with orphans at the Dar El Faez orphanage. With the visits underway, our team of student teachers travel to the orphanage and deliver lessons on a variety of subjects every Sunday. On Tuesdays, the orphans visit MES Cairo and participate in sport and art activities. To help support this drive Ms Barakat and Ms C Ingham have joined the team to lend their expertise and experience. The students are doing a great job to grow the service education programme here at MES Cairo.

If you're reading this and thinking you are missing out – then get involved yourself! After a well-earned summer break, make sure you sign up for Term 1 ASAs in 2016/17.

**Mr E Macaulay - ASA and CAS Coordinator**



# PRIMARY ASA UPDATE - TERM THREE



Everyone in Primary has worked very hard in both Terms One and Two, but this term we have pulled out all of the stops with a mind-boggling array of clubs. We offered less options for Sports clubs but made up for that with the following clubs, to name but a few; Mind-Blowing Art, Yoga, Greek language, Lego Mindstorms and Kids Aerobics.

We were lucky to have the help of some of our Year Five students, Mohamed Desouki (Y50), Mohamed Osman (Y5Y), Kareem Ali (Y5Y), Ziad Saad (Y5Y) and Adham Al-Rakeeb (Y5Y), leading the Doodle Club, along with Ms Esplin. There has been great interest in the clubs this term with most being completely full. It is a short term, with only four weeks of activities, but after the summer we will be back! Bigger and Better!

I would like to thank all the teachers and staff involved for their support and hard work.

All the students that signed up to participate have thoroughly enjoyed themselves!

**Mr A Tromp – Primary ASA Coordinator**



# SHOOTING BOOTS

## Junior Varsity Girls Football CISSA Conference Final 11 March 2016

**“You’re the best team I have ever coached!”** The words came so easily but hearing them out loud for the first time made me feel slightly uneasy. Should I have said that, minutes before kicking off the biggest game of the year? What if it went to their heads? Was it really true? We knew very little of our opponents, BISC, other than they had overcome similar obstacles as we had on the way to the final.

Yet there was something remarkable about this group of Junior Varsity players that could not be explained by their individual talents alone. They were a group of highly skilled and motivated players, but to be honest I had seen better individuals over the years. It was when they came together that something clicked. A record of 100 per cent Junior Varsity victories spoke for itself as did two unbeaten encounters with the MES Cairo Varsity team.

Fatima Abdel-Maksoud (Y10Y) had been a recent recruit to the sport in November, but she had overcome all doubts about being the goalkeeper with her sheer bravery, once we had explained that her dramatic skills were not necessary to be an effective player. Rolling around on the floor screaming after every collision should remain in men’s football.

In defence, we were blessed with exceptional intelligence and fortitude. Leila El Taweel (G9Y) was new to the school and followed her Varsity level sister, Sarah, into competitive school sports. I have never seen a defender so focused on winning the ball. The expression on her face resembles more a mathematician solving a calculus equation than a footballer, and she always calculates the trajectory with perfection. Her partner at the back would be Alia Sabbour (G10G) who, unlike Laila, had been with us for the last four years. Less calculating, but equally successful, Alia brought flair to an area of the field in which it was least expected. She could neutralize an attacker and in one instant launch a deadly pass for her own team to reciprocate the move at the opposite end. Alia is the alchemist of the game, transforming a solid leaden defence into glittering golden attacking opportunities.

On the right side of midfield we would miss Nafisa Jibrulu (Y9Y) and the terror she unleashed on full-backs. She had already provided the goal and an assist in the regional final for us to be where we were. Her power was unanswerable and she would be absent for this game due to illness. Deputising for her, Salma Khalil G10G was ready for the challenge. She had been utilized mostly as a substitute in the East Cairo tournament. In the last practice match against an 8 aside Varsity team she had managed to beat the best player in the school, Randa Khalil, at her own dribbling master class. Now she was yearning to prove her worth as a starter. On the opposite wing, Natalie Bishay (G10G) had cemented her place in the team through her footballing brain and treasured left-foot, which converted Nafisa’s pass in the last competitive fixture to win the qualifying tournament.

The attacking midfield spot was rightfully occupied by Captain Fatimah El Harbi (G10R). The metronome in our concert of passes. Everything was controlled by her composure and accuracy. There had been moments of doubt in earlier games about her commitment in challenges, but inevitably she had led her team to this supreme position in this grand finale. In front of her



was positioned our enigma, Tia Saied G9Y. Tia is a footballing genius but like many so blessed, she brings her own with flaws and frustrations too. Inclined to entertain as well as produce results, sometimes the magic box of tricks needs to be kept closed until we have a comfortable lead. In addition, we were also enriched with effective substitutes Sandra Massoud (G10B), Alia El Abassiry (G10G) and Hana Omera (G10G) who were patient and supportive from the bench. The course of the game would determine whether they would also get their chance.



Finally, after days of agonizing over her availability, Alia El-Shabrawy (Y9Y) would be playing. There is no other description necessary for Alia than 'Superwoman'. Is she a defender? Is she a midfielder? No she's Alia and she's everywhere - a running, tackling, heading and passing marvel. Alia only does winning, she can't even spell 'loser' because she's never had to! When her name is on the start sheet you know your team will own the ball and dictate the game.

Given our full ensemble, as the whistle for kick-off blew we were confident, but measured, in our anticipation of the task ahead. We were respectful of the opposition, but feared no one. The first half was tense, but not overly disappointing. Our team had the lion's share of possession but the score of 0-0 at half-term betrayed this domination. It was time for the frank team talk.

"Almost everything you're doing, you're doing well. We've had a solid performance in goal. The defence is marking well and responding effectively to danger. In midfield, you are commanding in possession and creating ample opportunities. However, we haven't scored because we haven't been shooting enough. We are taking too many touches before taking a shot. Their goalkeeper might as well bring out a deckchair and relax in the sun for all the work she has had to do! Every one of you has scored goals before. It's time to put those shooting boots back on once more. Now let's get out there, shoot on sight and score some goals!"

Within two minutes of the second phase commencing Tia was threaded a neat pass which found her in possession right on the edge of the goal area. There were no feints or ploys this time, just pure determination as she pushed past the defender and unleashed her powerful strike into the top left hand corner to break the deadlock. There was little time to celebrate as BISC responded with some hopeful, but potentially dangerous long-range shooting. 1-0 is a nerve-wracking score line. Any mistake could result in the eventual lottery of a penalty shoot-out. We deserved better, and better was in the hands of our creative performers.

Whilst Alia El-Shabrawy (Y9Y) ensured the ball spent most of its little life at the feet of MES Cairo players, the game clinching move was initiated after Salma had switched to the left-side. Exhibiting the same bravado with which she had humiliated Randa in training, she dummied a BISC defender with a cool step-over bringing gasps of delight from the small crowd. Encouraged from the support, after having beaten her marker, she split the entire BISC defence with a killer pass to her Captain in central attack. Fatimah let the ball roll pass her body onto her left-foot as she twisted shrewdly to shield her prize. Gaining an extra stride from this manoeuvre she was past the last player and bearing down on goal. Her right foot shooting boot completed its task with perfection and finished the most beautiful exhibition of football of the entire season. That was worth celebrating! It also justified the answers to any niggling doubts. Could Salma replace one of our best players effectively? Yes! Could Fatimah lead this team by her own example? Yes! Was this really the best team I have ever coached? Yes, yes, yes! Once the shooting boots are on there's no stopping them – The Champions of Cairo.

Final score – MES Cairo 2 BISC 0.

Thank you to my co-coach, Mr Rosser and Secondary Football Coach, Mr Carroll for all their help and support this season.

**Mr S Perry – Deputy Headteacher and Junior Varsity Girls' Football Coach**

# MES Cougar Netball Team



The MES Cougar Netball Team was the most consistently attended female activity within the MES Cougar programme this year. Around thirty girls from Year/Grade Seven, Eight and Nine attended training every week. The girls were very committed and worked hard throughout the year. This hard work and commitment payed off during a game against Cairo English School (CES) in February where both Middle School teams were triumphant. The Year/Grade Seven team secured a 6-3 victory and the Year/Grade Eight and Nine team dominated throughout to win 6-1.

The girls also attended a tournament in March at BISC on 6<sup>th</sup> October. Three teams took to the court and represented MES Cairo with many girls playing their first competitive Netball game. Great determination and confidence was displayed throughout the games with the Year/Grade Seven team coming out on top with a 9-5 victory.

The girls finished the year by celebrating the end of an excellent season with a surprise tournament against the MES Cairo Teachers team! After the tournament there was an awards presentation and lots of party food. Well done to all of our Netballers in Y/G Seven, Eight and Nine for displaying excellent commitment and determination throughout the season

If you are interested in joining the Netball team next year please see Mrs Mackenzie or Miss Walker in the PE Department.



Ms C Mackenzie – Secondary PE Department

# Middle School Girls Volleyball



Throughout the season the girls were extremely committed to becoming better Volleyball players. They came to practice with the mentality that they wanted to improve. As it was a short season, it was a surprise how much our girls were able to accomplish. Their willingness to learn new skills each practice helped them to become a successful team in the tournament. The Middle School

girls came together during the final tournament to play as a team and were one of the only teams that were passing and attacking within the games.

Next year we look forward to continuing to develop our Middle School Girls' Volleyball Team.

Mr A Koene – Head of Department, Secondary PE



# Secondary Pioneer Programme Update

## Term

Three has been a busy one for the Secondary Pioneer Programme. In the last two months, our Pioneers swam, climbed, fished, raced, orienteered, zipped, dodged, baited, tagged, danced, and learned. With three major events in this final term, there has been no rest for our enthusiastic students.

As we near the end of term, we look forward to the pride we will feel as our Year/Grade Eight Pioneers, some of whom have been engaged in the Pioneer Programme since Year Five, receive their completion certificates for the final time. It is a bittersweet sight to see these students walk across the stage. Bitter because we are losing some amazing Pioneers, but sweet because we are so proud of how they have grown as young people.

## The Secondary Pioneers Camp Out



On Thursday 7<sup>th</sup> April most students returned home as normal after the end of their school day. For the Secondary Pioneers, however, the final bell marked the beginning of a new adventure. On this day the Pioneer Programme held its Second Annual Pioneer Camp Out. This fun event sees students spend an evening on the Modern English School Cairo working together to learn skills and values essential to the Pioneer Programme.

Students were split into four teams and led through a variety of tasks that taught skills such as compass orienteering, camp craft, and first aid. They then used these skills to compete in 'The Amazing Race'. Competition was fierce as each team competed to win the illustrious 'Golden Compass'. In the end, the accolade went to the team led by Mr Eng.

After a night full of campfires, roasted marshmallows, and "sleeping" under the stars, exhausted students returned home on Friday morning. A good time was had by all, and we are already looking forward to the Third Annual Pioneer Camp Out next year.

We did lots of activities during the camp-out such as 'The Amazing Race',

which was a scavenger hunt between the four teams. Another activity that was very challenging was putting up the tents blindfolded. Later, we all huddled around a fire and we were in our pyjamas and we had marshmallows from home. Someone brought lots of sausages to share. The best part was meeting new people and learning new adventure skills like building a tent and CPR. It was really fun! **Farida Haitham (Y7R)**

The only way to win the golden compass was by staying with your team and following the clues that the teachers had set up. Not only that, but with teamwork your team can beat any obstacle that you meet on the way. My team had to form a human pyramid by using team work. It felt amazing wearing the golden compass for the night. We felt proud in front of the other teams.

**Aly Maher (G7G)**



## A Weekend with Wellspring Egypt



The morning of Thursday 5<sup>th</sup> May saw Secondary Pioneer Students traveling to Beit el Wadi, just south of Alexandria. There, 33 Pioneers and 4 staff members engaged in a weekend program designed by Wellspring Egypt with the aim of developing teamwork skills, leadership qualities, and community involvement.



What an amazing weekend it was! Students and staff alike were awed by the quality of Wellspring's facilities, the capabilities of their counsellors, and the creativity of their activities. The Wellspring programme was no walk in the park. Students climbed through ropes courses, zoomed down zip lines, avoided dodge balls and, above all, danced until they dropped. Amongst all of this fun, counsellors engaged students in formative discussion that helped to instil a sense of community and leadership within our group.

Our bus ride home on Saturday was amazingly quiet as the tired pioneers rested. We were very happy with what was achieved in our time with Wellspring, and look forward to working with them in the future.

A year from now, I will remember the great experience that I had with my friends and the games we played for the first time, like "Warball" and "Target". I will also remember the Wellspring counsellors that we met because they were great friends despite the age gap. The thing I will remember the most, however, is the campfire and the huge amount of dancing that we did.

**Michel Samy (G8B)**

I enjoyed Wellspring because we played new, different games. The best thing was that every game had to do with our personality. I also liked how I made new friends. I will remember the dances and campfire because they were really fun. I learned that we have to work together to accomplish whatever we couldn't do alone. **Michael Aziz (G7B)**



We did so many activities and stayed in a very pleasant and safe environment. Our cabins were spacious and exceptionally clean. The instructors there were extremely kind and funny and taught us new dance moves for different songs. We were split into two groups – Aqua and Vida. I was in Vida. These groups had to compete against one another in different activities, which were delightful. My favourites were the glow stick handball game and the ropes course. During the ropes course we were separated into our cabin groups then told that we could go to any of the seven stations that were part of the ropes obstacle course. The scariest one all was the trust fall where one person stands on a platform and falls on his back while trusting that we would catch him/her. The pool was very refreshing plus I really enjoyed the food. I was very grateful to be accompanied by a great group of people. **Lara Karim (Y7R)**

## Fishing Trip

Finally, we come to our last trip of the year. On Saturday 21 May students from the Secondary Pioneer Programme spent the day in the sun, cruising the Red Sea. Organized by Go-To-Know, this ultimate adventure was a huge success.



Many students (and staff) began the day with a new definition of early. It was only 6.15 in the morning when 43 students pulled away from the MES Cairo Campus in two huge charter busses. About an hour and a half later, we were all aboard and braving the choppy waters of the Red Sea in Ain Sokhna. Our first activity of the day was fishing. Armed with lines, hooks, and small shrimps, students learned angling skills from our instructors. The most successful fisherman of the day must have been Karim Khedr from G8G, who caught several good sized, colourful fishes. Next, we plunged into the water to spend some time snorkelling. It was lovely to look around at all of the creatures that we did not catch.

As the sun began its slow decline, our boats returned to harbour and we moved on to our journey homeward. Smiles and 'selfies' seemed to be the theme of the day. It was truly a great outdoor adventure for the Pioneers.

I was excited to come on this trip because I was sure that it would be fun like every other Pioneer trip. I also wanted to come because I have always wanted to try fishing and know how it feels. I really did enjoy the day and I have learnt something new. **Rokaya Mahran (Y8R)**

We got there and we went straight onto the boat; ours was called the Van Gogh. When we reached the fishing spot we got a brief instruction and then got straight at it. The snorkelling was amazing. The sea was a bit choppy but there was some visibility and we saw some fish. Finally, we had a relaxing trip back to Cairo on an air conditioned bus.

**Grant Goddard (Y9Y)**

I think that the best part of the day was fishing. We used fishing wire and shrimps as bait. I had no experience

and no patience in waiting for the fish to fall for the trap so every five minutes I would get it out and then put it back. I would always miss the fish and was left with bait-less wire. Nevertheless, I didn't give up and I did it four times! **Jana Amr (Y8R)**

**Mr D Erbach - Secondary Pioneer Programme Coordinator**



# SECONDARY HOUSE NEWS

The final weeks of Term Two were a whirlwind of House events and activities! Students competed in events such as Jenga games, Swim Galas in PE lessons, Sports Day and Talent Shows. The Student Council has played an integral role in the planning and running of these events. Term Three planned to be just as busy and exciting with the finals of the House Junior Football and Basketball competition, House Maths Challenge, the House Science Day and the final assembly! Well done to all staff and students who have been involved in the House Programme this year.

## Student Council

Student Council members have displayed excellent team work and leadership, organising and scoring events, creating posters, promoting competitions and putting views forward. We have been discussing many interesting ideas about how to improve school life here at MES Cairo and the Council is currently putting proposals together. We will soon be planning ahead for the House programme next year. Speak to your Student Council representative if you have any ideas and suggestions!

## Sports Day



Early April saw all Secondary students from Year/Grade Seven to Seniors come out to the field to compete for their House on Sports Day. Students took part in Track and Field events such as the 100m sprint, 4 x 75m Relay, Long Jump, Shot Putt and Javelin throw. Many Year/Grade Level records were broken as well as many Whole School Records! The final results were announced on the Yard and many certificates and medals were presented to our students from the Heads of House. Overall results: Kheper 1<sup>st</sup> place, Edjo 2<sup>nd</sup>, Selket 3<sup>rd</sup> and Amun 4<sup>th</sup>!



## Jenga



Our Jenga competition proved to be so popular with the staff and students that we played it over many break times on the Yard, with teams competing to prove who had the steadiest hand and the best concentration levels as the pressure mounted! Mr DeJohn (Edjo) beat Ms Lacey and Ms Rijnaarts (Selket) in the opening game. Mr O'Connor (Kheper) closed the competition after many intense student games by beating Ms El Rify (Amun). Congratulations to Mr DeJohn and his Edjo team for winning all of their games and finishing in 1<sup>st</sup> place! There was a tie for 2<sup>nd</sup> place, with Kheper and Selket finishing in joint position, followed by Amun. We think another Jenga competition is required to try to knock Mr DeJohn off of the top spot!



## Oriental Weavers Rug Competition

As part of the Art Department competition where students design a rug and have the opportunity to have their rug created by the Oriental Weavers, students who entered also had the chance to collect points for their House. The designs were submitted by students and were judged by the Heads of House. Points were awarded for the top 3 entries from each House, and these entries were displayed in the Art Department. Students then had the chance to vote for their favourite design. Well done to Michael Tapsell Y8Y (Selket) who won the most votes! Nadine Hazem G9B (Amun) came 2<sup>nd</sup>, Abdelrahman Riad Y8G (Kheper) was 3<sup>rd</sup> and Malak El Feki G9G (Selket) was 4<sup>th</sup>.



Keep up to date with the House events and competitions by checking the student bulletin, House boards in the S building and the school Facebook page!

**Ms O Walker – Secondary House Coordinator**

## MESTars Talent Competition

“The cosmos is within us. We are made of star-stuff. We are a way for the universe to know itself.” Carl Sagan

In April, the Student Council produced an amazing spectacle that joins with the pantheon of great social media driven talent searches like X-Factor and American Idol! MESTars was conceived by Student Council as a way to bring in our students’ myriad of talents into the House Competition. Students submitted videos showcasing their talents to YouTube. The



top two videos that garnered the largest amounts of ‘likes’ ended up giving one final competition during 2nd break on 20<sup>th</sup> April. As usual, MES Cairo students wowed the crowd with acapella renditions of Queen’s We Will Rock You and then Karma Chameleon with full instrumental accompaniment. The competition was fierce and the crowd was noise-deafening but in the end, Kheper students Salma El Shamy (Y11G) and Miand Abd-El-Halim (Y11G) became the first ever to don the title “MESTars”.

**Mr DeJohn (Edjo Head of House)**



## Junior Basketball and Football

One of the biggest events in the Junior House Competition calendar has started! Each House has organised two teams, one to compete in the Junior Football competition and another to compete in the Basketball competition. After much anticipation, week one of the fixtures started with a bang! Many staff and students were out to support and cheer on their teams. Kheper began the tournament with two strong wins in both basketball and football. There was an exceptionally close game vs Selket in the basketball. Edjo played with extreme prowess to gain a win over Amun in the football. The final two rounds of the Junior competition will take place in the coming weeks. This will be a very close competition between the determined Houses and Heads of House, so best of luck to all!



**Mr O'Connor (Kheper Head of House)**

# MES CAIRO ACHIEVERS

## SPORTS SUPERSTARS!

The MES Cairo family has some of Egypt's most talented sportsmen and sportswomen and it is time to celebrate their success.



Karma Elshafei Y2V

### Gymnastics

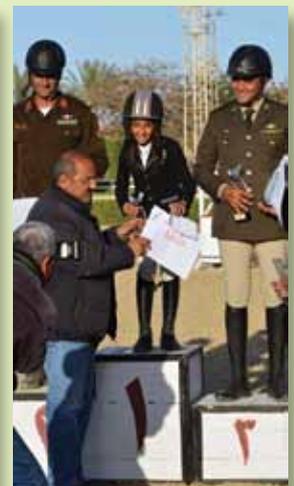
We are very proud of **Karma Elshafei (Y2V)** who has been taking part in gymnastics since she was four years old. She has been competing at a national level for the past two years and most recently won a Gold medal in the National Gymnastics Competition which took place in April 2016. Karma's next competition will be in late 2016 where she hopes to be selected to be a member of the Egyptian National Team.

Well done Karma on such an outstanding achievement!

### Horseriding

**Lama Amr Elalfy (Y6R)** is a shining star when it comes to horse-riding. She has only been riding a year and a half and started competing in competitions this academic year. Lama won first place in the Egypt Cup riding her horse, 'Flash'. She also took part in the Republic Championship for Show Jumping and came fourth place out of more than thirty-five riders. She has also competed in the international competition held in Sharm El-Sheikh earlier this year organised by the International Federation for Equestrian Sports (FEI). Representing Egypt, Lama was placed second and fourth in the children's competition.

We look forward to hearing more about Lama's achievements in future MESsengers. Well done Lama!



Lama Amr Elalfy Y6R



Omar Mazloun Y8B

### Judo

**Omar Mazloun (Y8B)** and **Mohamed Mazloun (Y7G)** are both very competitive when it comes to Judo and have been taking part in the sport since 2008. Recently both Omar and Mohamed competed in two major championships, one for Cairo and Giza and the other was the Egyptian Judo Tournament. They were very successful, winning Gold medals in both tournaments.

They are members of the Heliopolis Club and the club is very proud of them.

It looks like they have a very bright future ahead of them. Well done Omar and Mohamed!



Mohamed Mazloun Y7G

Omar Mazloun Y8B and Mohamed Mazloun Y7G

# Secondary Learning Development Department News

**Another** successful and eventful term has passed in the Secondary Learning Development Department with lots going on both in and out of school, in addition to our regular in-class support, mentoring of students and managing our detailed termly Individual Education Plans (IEPs) for students.

As usual, we have been assisting students throughout the exam process in both sections; providing extra time to eligible students, organising technical support, revision advice and invigilation. We have also been involved in leading and supporting Year Six into Year/Grade Seven ESL, MAP and CAT testing.

Each week we have been helping to offer an enriching After School Activities programme, with several of our team leading after school clubs. Ms Geoshy has continued to deliver a useful Homework Club in the Learning Media Centre which supports revision for exams as well as weekly homework tasks. Mr Norman has been promoting healthy lifestyles with the Insanity Fitness Club which offers students a safe, challenging but results driven experience. Mrs Williams and Ms Sliney have led a primary and secondary literacy club called Storytime. Mrs Cole and Ms Kolesnikova have offered a Gifted and Talented option with the continuation of Challenge Club into Term Three.

## Supporting trips around Egypt

In March, our team collaborated with the British Section Science Department to support the Year Seven ToTAL trip to SEKEM Farm with Mrs Cole, Ms Hanan,

Mrs Williams and Mr Maged all attending and having the chance to milk a cow and learn about sustainability. We were proud of how the students behaved and enjoyed seeing them engage in the activities and make the most of the experience.



In April, Mrs Cole attended the four day British Section Year Seven ToTAL Environment trip to Hurghada. Students had a fantastic experience and were given lessons from a variety of subjects in natural surroundings as well as learnt about the importance of protecting the environment; in particular beaches, marine life and coral reefs. A range of students that



we support attended the trip and it was great to see them all overcoming obstacles, facing their fears and learning new skills such as snorkelling as well as being responsible citizens during the beach clean-up task.

In May, Mrs Cole supported the Y/G Seven and Eight Pioneer trip to WellSprings Camp at their facility at Beit El Wadi. Again, many of the students that we support attended the trip, including our Gifted and Talented students. They were given challenges such as zip-lining and high ropes that developed their leadership skills, character and independence. We are very proud of what they achieved in their three day adventure.



## Networking and collaboration with colleagues



In January, Ms Hanno, Ms Sliney, Mrs Cole and Mrs El Metaal attended a networking event held at Cairo American College with other Learning Development and English as a Second Language Teachers from across Cairo where we gave a presentation about how we support our students here at MES Cairo. This was then followed in April by a further networking event at Maadi British International School where we were able to exchange ideas in a relaxed setting.



In April, Ms Farag was able to utilise her superb cooking skills by collaborating with Year Five Violet

teacher Mr Cole in teaching both Mr Cole and his class how to cook a genuine Egyptian feast! Students prepared fuul, tahina, white cheese with tomato, an egg dish, baladi bread and white beans. They enjoyed their meal with freshly brewed Karkade.



Since March, Ms Hanno, Mrs Williams, Ms Sliney and Mrs Cole have been involved in several useful transition meetings with the Primary Learning Development Department and Year Six teachers ensuring that our new Year/Grade Seven students who will join us in September 2016 will have a smooth and continued support service. We are excited to work with our new students when they arrive.

Throughout the term, Mrs Cole has continued to chair the OPC1 Whole School Committee; working closely with colleagues from across the school community. This has led to initial staff training during the Staff Development Day on 23<sup>rd</sup> May on the theme of improving student independence and skills across the school.

## Moodle, WIRED and Technology



We have continued to develop our ICT skills as a department. Mr Norman and Mrs Cole have attended a whole day WIRED training session about Minecraft. Led by Mr Todd, we learnt how to navigate the game, use its building features and learnt of the enormous possibilities of how to use it in the classroom to inspire our students.

On the 22<sup>nd</sup> March, Ms Hanno and Mrs Cole collaborated together to create an informative workshop for teachers as part

of the Continuing Professional Development day on the topic of "Differentiation Using Instructional Technologies", and afterwards all the Secondary LDD team tweeted on Twitter about what they had learnt using the hashtag #mescpdchat. Tips for teachers ranged from being mindful of different fonts being used in class handouts to understanding and utilising the accessibility features of the iPad.

Our entire team undertook training on using an augmented reality app called Quiver and an interactive Word Cloud Generator called



Tagul which has links to online dictionaries; helping students to learn new vocabulary. Following the training, Ms Kolesnikova created a Tagul using words connected to the environment to be able generate a word cloud that could be used by Year 7 students. She also created a Tagul for Grade Eight American Section students studying *The Giver* by Lois Lowry, using vocabulary from the text.

Mrs Cole and Ms Sliney have been exploring the free app SnapType which allows teachers and students to turn any worksheet into an editable document via an iPad. Mrs Cole has been Beta testing a new puzzle creator called Bonza which will soon be launched to the public. It is a cross between a jigsaw and a crossword and promises to be fun for our students to play.

Mr Norman and Ms Hanno have also been experimenting with the free game ClassCraft in some American Section Grade Seven classes as a student engagement and behaviour tool. Mr Norman is playing it with his homeroom and Ms Hanno is trialling the game with a Maths class that she supports. Whilst playing, students can gain experience points and level up their avatar based upon positive behaviour that they demonstrate in their real life classes. Within the game, their characters can lose health points or face random consequences for negative behaviour. So far, the students love looking at the daily reward each day in homeroom and are motivated by the gaming element. There are also teams within the game, which teaches collaboration, team spirit and cooperation. Mr Norman has been sharing his experience and progress with staff via WIRED training sessions, the WIRED Wordpress blog and staff briefings.

As a department, we have also shared with staff about our Aiming High Moodle Page for Gifted and Talented students, and Ms Kolesnikova has been continually developing our Learning Hub Moodle page to provide supportive resources, games, advice and apps that help our students to learn. We also developed some online study guide Moodle pages for our students in both sections to support their revision in the End of Year exams. For the British Section there is 'Study Skills Revision' and for American Section, there is 'Study Smart' on Moodle. There are many superb resources that can help our students achieve their potential.

## Gifted and Talented

Many of our Gifted and Talented students in both the British and American Sections have been extending their talents by making the most of the wonderful opportunities available to them here at MES Cairo. Many of our students are involved in the Athletics Programme, the charitable after school activities as well as taking the stage to perform during the phenomenal production of Shrek the Musical.

We have a variety of clubs that are on offer to our students every term; with a few specifically for our Gifted and Talented students who are expected to attend a minimum of our ASA a term, including Global Perspectives for G/Y Nine-Ten students. Another example is the Gifted and Talented Challenge Club which is run weekly by Ms Kolesnikova and Mrs Cole. Each week we set a different challenge that encourages our participants to think creatively and problem solve, either in pairs, groups or as individuals. This term our students learnt a great deal from the following challenges: Fun foil, matchstick house building, straw tower challenge, designing a quiz, Origami and Kirigami. Students reflect after each activity as to what went well and what they could improve. They realised that team work requires patience, creativity and cooperatively problem solving. They learnt that they need to plan their ideas carefully and use time wisely. We also had a wonderful experience of visiting the IB Art Exhibition together as a club. We enjoyed seeing the students interpret the art together and experience the show in such a mature way. Students also designed their own trivia quizzes to test each other on their general knowledge, demonstrating their competitive side! Outside of the club, students are expected to complete a Mastery Challenge which develops their knowledge and understanding of Social studies, Science and Health, Language Arts and Literacy, Maths and General Knowledge, with merits given as rewards for challenges completed.



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

## Farewell Class of 2016

# MEMORIES ARE MADE OF THIS...

### Year/DP Twelve Camp-Out and Last Day

The last days of school see a whole gamut of emotions from sad to happy, excited to scared, but perhaps the overriding one is nostalgic.

Fourteen years is a long time to spend in any one place and few students outside of MES Cairo know the security of being at one single school for virtually all of their lives. IBDP/Year Twelve joined together for one last time to walk down memory lane and revisit their school days, from Foundation Stage One to the Senior Class of 2016. The treasure hunt began in Primary and led through Secondary to culminate in their IB/A2 classes. On route, students reminded each other of the events and experiences they had shared, some sad, some funny, but all part of growing up in the MES Cairo family.

Next, came the physical fun as two bouncy castles appeared and students about to launch into adulthood, became five again! There was much jumping, shouting and then resting, as the lack of sleep that is part of exam preparation, began to catch up with them. Students who were there will remember one member of staff's back flip for some time. Dodge ball was entertaining as some of the mildest mannered students made very sure they were winning, with exceptional enthusiasm!



Dinner was a more salubrious affair, with gorgeous food by Armando, served on white table cloths with gracious waiters. The huge quantity of food did nothing to deter the most vocal from singing with verve in the Karaoke session that followed. Many of the songs had a tinge of sadness as the nostalgia again seeped in. The rousing chorus of "Stand by me" was particularly poignant as after so many years of standing, learning and playing together; more than one tear was shed!

Many became so involved in the stories of the past, the lessons that had helped to make their shining future possible, that dawn had crept up too quickly. The last night was done and the last day began. It was hard not to giggle as bleary eyed boys and girls tried to rouse themselves for





breakfast at Feteera, an absolute feast of sweet and savoury pies. The sun shone, the sky was blue and the stage was set for a perfect last day of photographs and celebrations.

Students studied in normal lessons for most of the day, as it had to be remembered that the last day at school, was also the last normal school day before exams loomed. However, everyone relaxed when IBDP/Year Twelve students entertained the rest of the British and IBDP Sections, in a final assembly designed to set the seal on their school days. The films created by Mohamed Abdel-Gelil (Y12B) from the A Level Section and Moustafa El Refai (DP12Y) from the IBDP Section were absolutely outstanding in their professionalism and both boys gained a heartfelt round of applause from the audience led by their peers. Those of us camping on the



field were witness to the work that went into the final editing all through the night!

Song and harmony was the final theme of the assembly as all students joined together in a final rousing chorus before heading off to begin the future that they have been educated to embrace. Good luck all!

**Ms S Clingan – Assistant Headteacher, Years Ten to Twelve, British Section**



# Grade Twelve Seniors Enjoy their Last Day and Camp-Out!



On 16 May 2016, the American Section Seniors arrived for their final day at MES Cairo. In their “GO B16 or Go Home” Senior shirts, they embarked on an activity-filled final day. After a brief meeting with Mr Tomlin in the theatre, the Seniors went to Primary to assist teachers in Key Stage One. Ms Jodrell was instrumental in making this happen. The student assisted the Primary teachers by reading to small groups, assisting students with technology, even coming up with movements for the Year Two music lesson. It was an excellent way for these students to give back to the school and revisit the start of their MES Cairo careers.

The Seniors had made a decision, led by Carol Botros (G12B) American Section Scholar, to make lunch for all of the teachers. So, tacos it was. Groups of students gathered in the Primary kitchen, assisted by Ms Flake, Ms Ingham and Mr Todd, to cook the taco meat, chop vegetables and prepare everything for the lunch. During break, the teachers arrived in the Multi-Purpose Hall to a buffet-style taco stand. So many teachers were appreciative of the work the Seniors did and how great the food was. Of course, as soon as the teachers left, the Seniors got their chance to sample the fruits of their labour.

Then it was off to the theatre for the Seniors’ final assembly. During the assembly the students showed videos that they had created over the past several weeks. One of the videos showed teachers giving advice to the students that would be graduating soon. Another showed past and present pictures. The students took a break from videos to award their “Senior Superlatives” awards that are voted on by the Senior class. These awards are fun and insightful, such as: Most Likely to Succeed and Prettiest Smile. Most of their candidates were remarkably accurate. The final video of the assembly





was an emotional ride. Depicting a point-of-view arrival to MES Cairo, messages from the Senior class to their teachers and other students, to a point-of-view departure which left many with tears in their eyes. However, this was definitely not the end of their day.

The Seniors were treated to a few songs from “One For The Road” featuring Mr Todd, Ms Gilmore and Mr Gilmore. After that, in an interesting and unexpected way, Mr Todd, Mr Tomlin and Ms Ballard performed the song “For Good” from the musical Wicked. It was appropriate as the line states, “because I knew you, I have been changed for good.”



The students then gathered on the field and some played Dodgeball while others battled the heat and participated in a football match. Then it was onto the event of the night: a trip to Air Zone, an indoor trampoline facility. The energy with which the Seniors entered the “Zone” was impressive. By the time their forty-five minutes were up, they were certainly ready for dinner at Tutti Matti. After dinner then evening consisted of dancing, talking, more dancing and late night talking. When the sun rose, the students were taken to Pepper’s at the Patio for a buffet breakfast. Breakfast was a nice relaxed atmosphere for the tired campers. The bittersweet farewells at the car-gate when the Seniors left, were heartfelt and touching. Thanks to all those who made the seniors final day and campout a success: Ms Flake, Mr Todd, Ms Ballard, Mr Ayele, Mr Ali, Mr DeJohn, Ms Cole, Ms Bull, Ms Ingham, Ms Caswell and Mr Roodvoets.



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



# SENIOR PROM 2016



The Senior Prom was a marvellous opportunity for the Seniors to gather under one roof – perhaps for the final time before they meet later this term at their Graduation ceremony. With the theme of ‘1920s Film Noir’, the ballroom at the Fairmont Towers Hotel whisked us back in time to the Roaring Twenties. The students enjoyed a fabulous dinner and danced the night away with great enthusiasm in an atmosphere of nostalgia and solid camaraderie. They had a fantastic time socialising with their teachers, who could also be spotted enjoying themselves on the dance floor on quite a few occasions.

Adding to the excitement of the evening was the tradition of announcing the winners of ‘Prom Royalty’ with the following results:

Hadi Birajakli (Y12G) and Rana Zaki (G12B) voted as Prom Prince and Princess

Youssef Hegab (Y12B) and Sara Gamaleldin (G12Y) voted as Prom King and Queen

Staff and students had a wonderful evening together celebrating yet another milestone for the Senior Class of 2016!

## Ms C Flake – Senior Prom Coordinator

In the time I have been at MES Cairo, this is was the best Prom I have attended! Students had a great time, in a perfect venue, with really lovely food. The girls looked so beautiful in their glamorous dresses, with shoes to die for. Suddenly, it was easy to see the boys as the young men they have become, almost without me noticing. A perfect event, fantastically planned by Ms Flake! **Ms S Clingan – Assistant Headteacher, Years Ten to Twelve**

We couldn’t really pay attention to the details of the Prom because we wanted to really enjoy the evening. All I can proudly say is that we spent

the entire night dancing and taking pictures. I don’t remember the moments where we sat down because they were probably too little for my mind to even consider. My friends and I shared a limousine and it was fascinating because most of us hadn’t been in one before and the fact that our first time in a limo was on our way to prom just made it a whole lot better. I still remember how fancy all the girls looked in their dresses and how handsome the boys looked in their suits. It was the first time ever that we had gathered as a year group at a formal event; a Senior year group that got along better than we all thought it would. This event has brought lots of people closer; at least it did for me. Prom is and will probably remain one of the most memorable nights of my life because it was spent altogether on the dance floor and I don’t think any social event at school has gathered us all together like this one has. **Sherien Shatta (G12G)**

As it is every year, the students come to the prom looking like the young adults that they are and their behaviour is as impeccable as their dress! What a joy to be able to spend this special evening with them!

## Mr D Tomlin – Dean of Students, Grades Eleven and Twelve

I am always left speechless at how grown-up our students present themselves at Prom; this year was no exception. To see our young men and women embrace the formality of the event by dressing and conducting themselves accordingly convinced me that they are absolutely ready for the adult world that awaits them once they have graduated.

## Ms Nicola Singleton – Principal, British and IB Sections

These ladies and gentlemen were so classy and elegant-- I loved seeing the students looking so fabulous that evening!

## Ms K Fergus – Secondary Science Department



This was the best Prom that I have been to, everything was perfect; the venue, the food and the leavers were absolutely brilliant. It was a superb evening!

**Mr M Howe – Secondary IT Department**

I thoroughly enjoyed spending time with the Class of 2016 at the Senior Prom. It was a great opportunity for teachers to socialise with these wonderful young people who we usually only see in a classroom setting. It is always heart-warming to see the students looking so smart and so grown up. A highlight of the evening for me was the beautiful traditional dancing to the Lebanese and Egyptian pop songs.

**Ms S Sheehan – Assistant Headteacher, IBDP Coordinator**

My favourite part was seeing the students and teachers socialise together, celebrating this milestone in the Seniors' time at MES Cairo. I also enjoyed seeing who could dance (and who couldn't!).

**Mr S Perry – Deputy Headteacher**

Prom was one of the most memorable days of my Senior year. Getting the opportunity to dance alongside people I may not come across again filled my heart with sheer joy. Thank you to MES Cairo and all the organisers for making it a once in a lifetime kind of prom!

**Jomana Abou El Ela (G12R)**

Prom will be one of the days that I will remember most after I graduate. I got the opportunity to know more people and got to see people who I would not see again.

Thank you MES Cairo for this lovely day and for the people who helped make it happen.

**Sara Mattar (G12G)**



The venue was spectacular and our Senior class members made the most of it by looking amazing and having a wonderful time. Prom is such a wonderful tradition where we can bond together as a Senior class.

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

Having accompanied this wonderful group of students on their Senior Trip in February, it was my pleasure to attend their Prom. To quote an old song 'what a difference a day makes' - the boys were groomed to perfection and the girls so glamorous and all looking so grown up. It was delightful to see them all together celebrating the end of their MES Cairo journey.

**Ms M Ingham – HRCF Coordinator**

This year's Prom at the Fairmont was a magical evening. The young men and women in my class all looked as though they had stepped out of Vogue; resplendent in their evening attire. They danced with exuberance on the dancefloor and I am sure all will look back fondly on the event in the years to come.

**Ms L Talbot – English Department**

The most interesting aspect of Prom for me was seeing the degree to which everyone "changed" their usual appearance, whether in terms

of extravagance of dress, or makeup. It gives one the idea of how certain events can prompt people to change so much about themselves, especially with their association with such significant matters such as coming of age or graduation.

**Mohamed El Refaei (G12Y)**

Prom was a magical night for the Class of 2016 and we made it memorable!

**Mohaned El-Sharabasy (G12G)**

It was a night that I won't forget; everyone was dressed up and looked wonderful, which is a big change from school! It was a night that will be embedded in our lives as the Class of 2016.

**Mena Shaarawy (G12G)**

There are no words to describe Prom night. It was a night that will never be forgotten, and it was probably the first time I had ever seen my friends dressed up and looking so nice!

**Mostafa El Badri (G12Y)**



# New Additions to the MES Cairo Family!

MES Cairo is pleased to announce the following new baby to our ever-growing family.

## Xavier Samer Gamal Riad

Baby Xavier was born on 29th March 2015 to Mrs Vivian Mounir and her husband, Samer Riad at Queen's Hospital, Heliopolis.

He weighed 3.8 kg at birth and is now a 15-month-old bundle of absolute joy. Mum has been so busy at work as part of the MES Cairo Admissions team and so enamoured by her smiling little boy whenever she is not working, that it has taken her a whole year to finally send his picture to the MESSenger editors!

Did you know that Xavier means "Bright new home"? Nicknamed Xavi by his mum, whenever we see his lovely smile we all smile along with him! It was well worth the wait for mum to finally enable us to celebrate this bright new addition to the MES Cairo Family. Congratulations Vivian and Samer!



## Jude Oliver 'Tigris' Rainford



Baby Rainford was born on 19th May 2016 weighing 3.8 kg or 8 pounds 9 ounces to Mrs Jen Rainford and Mr Brendan Rainford. Unfortunately Brendan didn't make it in time for the birth as Jude was so keen to make his entrance into the world.

Eli loves being a big brother and is being very gentle and attentive with him. Jude is named after Judiceratops Tigris which is a type of dinosaur and Mr Rainford is a dinosaur fan! We had to include a 'dino' name as his big brother is named after T-Rex!

**Congratulations to our new parents!**

Ms C Boswell - Publications Officer

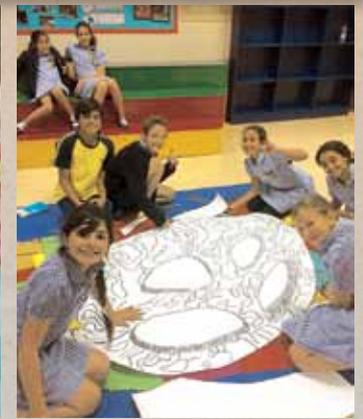
# MESMERISED



# MESMERISED



It has been another outstanding year at MES Cairo! The Board of Directors, Senior Leadership Team and all of our teachers and administrative staff would like to wish you a peaceful and restful summer holiday.



# MESMERISED



## MESsenger 53 Team

Ms C Boswell, Ms S Sheehan, Mr P T Godfrey, Ms G Dajani,  
Mr T Dajani, Mr J Todd, Ms R Sharkawy, Ms O Mawla

With special thanks to Elham Tadros at Glow Printing.

# Modern English School Cairo



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

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



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