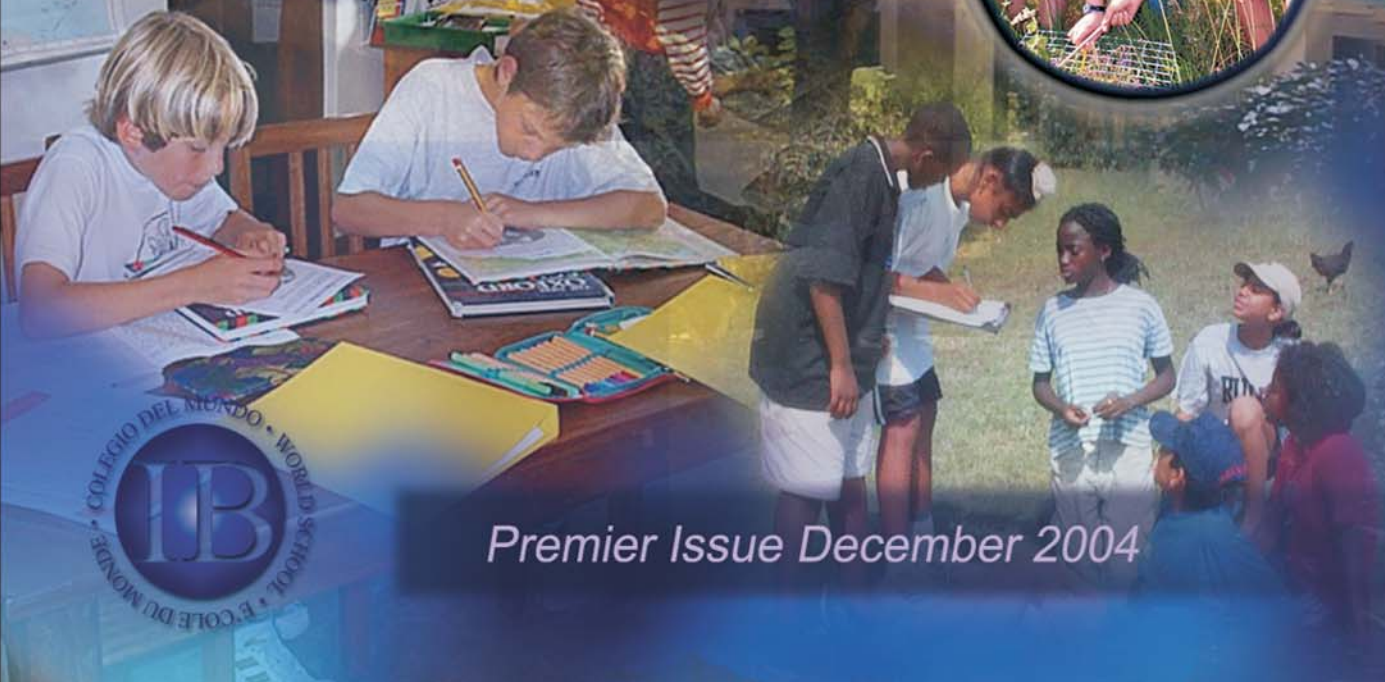




The Summit

International School Moshi

Kilimanjaro & Arusha
Tanzania



Premier Issue December 2004

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STUDY IN AUSTRALIA

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Dear ISM Family:

Welcome to the Premier edition of The Summit magazine. International School Moshi will produce The Summit once per term to let parents, students, alumni and the rest of the world know what is going on at ISM.

This has been a very active term at ISM with the 35th anniversary celebrations taking centre stage. In mid-October we hosted alumni who returned to ISM from all over the world. There were many trips down memory lane and the most forward looking act was the formalization of the ISM Alumni Association. The Alumni Association has already begun organizing mini-reunions around the world and will be actively involved in the future development of ISM.

I come to ISM after administrative posts in Singapore and Thailand. In Thailand, I served as Headmaster of a day and boarding school including a satellite feeder school which we opened in the city of Chiangmai. I am excited to join the ISM team and I am looking forward to a very productive year. The following areas will need to be a focus for us in the year going forward:

1. Improve student learning
2. Efficiently manage our resources (finances)
3. Increase enrolment
4. Seek partnerships between ISM and organizations both inside and outside of Tanzania (with a view to promoting community service in Tanzania)

Of course there are many more issues to be discussed during this year, including the accreditation cycle of the school, capital development initiatives, and programme development on both campuses. However, I always feel it is best to have a clearly defined vision of how to grow and develop an international school and I see the above areas as my priorities.

This term we are in our third year of the IB PYP and will have our authorization visit from the IBO in the spring of 2006. We are also piloting the IB MYP programme. ISM will host an MYP training conference in December. As all ISMers know, ISM was the first school in Africa to introduce the IB Diploma programme and it is still going strong. Along with developing the programmes, we are also developing the facilities. With help from our friends at TPC in Moshi we are redesigning the Moshi Primary playground. We are also starting to renovate the boarding houses, starting with Kijana. In Arusha we have purchased a lot of IT equipment with a view to integrating IT throughout the curriculum at all grade levels. In addition, we have built new Music practice rooms with a performance area on the Arusha campus. All of these initiatives are aimed at improving student learning.

Fortunately, ISM already has a very switched on group of certified teaching professionals and a worldwide reputation for academic excellence. Both the IGCSE and IB results from June 2004 were excellent and this year's group is working very hard on a repeat performance. This term has seen one Hard Labour trip to the Majengo Megadini to help construct a school for Maasai children there; several OP trips on Mt. Kilimanjaro and Mt. Meru; Halloween discos; the Hands Across Africa festival; an excellent variety of CAS activities; violin concerts, drama, swim galas, Sports Day and many other things you will read about in The Summit. This is ISM.

Best Regards,



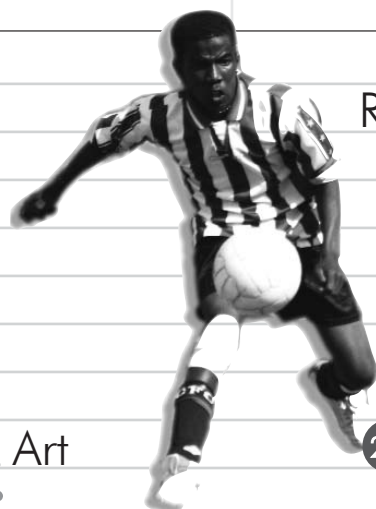
Barry Sutherland
Chief Executive Officer

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2 Class Trip

S5 Tarangire Trip October 28th to 30th 2004

As has seemed to become traditional while writing these kind of stories at ISM, I'll start with a mention of the long, hot and dusty road which started our S5 Tarangire trip. As anyone at ISM will know, the school lorry is the best form of transport ever invented, and it seemed to be in its highest spirits for us, as did Materu, the driver. We all came off safe, though the number of bruises we have collected on our bodies since birth, increased considerably.

When we successfully managed to make our camp in the dry empty savannah lands look slightly habitable, we were sorted into our

four groups. Each group would have to prepare one of the four meals and Sandra lost no time at all making sure the breakfast groups knew how she liked her tea - in bed!

The next morning we were woken up at what felt like the crack of dawn, to eat some rather overcooked sausages, and undercooked omelettes, not mentioning any names, Ludo and Maskat (not me for sure)! After all the washing up had been taken care of, we all trooped back into the lorry for a short game drive, only to return to go through several gruelling tasks, apparently to practice our group work skills, but we all know it was just Sandra seeing who was suitable for her Hard Labour trips next year.

We arrived at the Lodge for our meals and swim, and ended up staying there all afternoon - though none of

us complained! That night, we all had to admit how tiring an S5 trip can be, so we all fell onto our beds like good little children at curfew. However it was mentioned the next morning that the sounds of very loud snoring did not mix in well to the sounds of elephants and hyenas investigating our camp.

It took us a little longer to pack up camp than it took to set it up, because we were all sad to be going back to school again so soon.

Camilla van Klinken, S5N



In mid-September, twenty-three IB2 students representing ten nationalities travelled to Majengo Megadini, a Maasai village, to help build a school. These trips are an ISM tradition called Hard Labour and students can earn service hours for their CAS (Creative, Action, Service) requirement for the International Baccalaureate Diploma. "Hard Labour is one of the more difficult ways to earn CAS service hours at ISM, but students love these trips," explains Ms. Sandra Riches, Head of Secondary, Pastoral, on the ISM Moshi campus. Ms. Riches has been organizing hard labour trips for the past 6 years. CAS is a fundamental part of the

IB Programme. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to the academic self-absorption some may feel within a demanding school environment. The IB goal of educating the whole person and fostering a more compassionate and active citizenry comes alive in an immediate way when students reach beyond themselves and their books - and, in the hard labour example, reach for a pick and shovel.

After arriving at the village, the students set up camp in the semi-desert amid acacia trees and scrub brush. ISM has been assisting this



village for past three years with nine visits to build a school for the village children. Over the years, students have dug out the foundations by hand, collected stone from the nearby river to mix with cement, laid the foundation

CAS Hard Labour



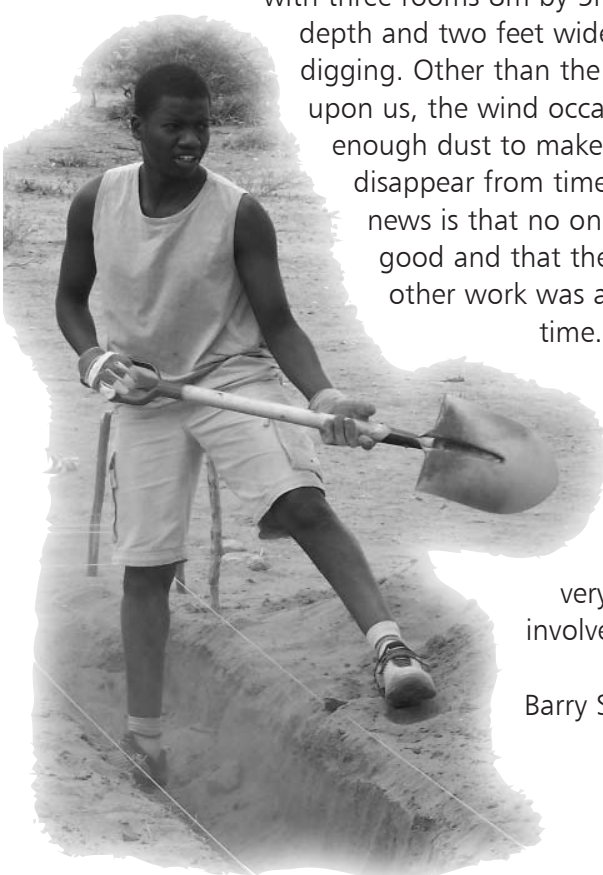
and floors, made bricks and constructed walls. This weekend, the interior walls of the standing school block were plastered and painted by the students. In addition, they acted as carpenters building desks and benches out of wood.

The hardest of the hard labour, however was out in the full sun digging the foundations of a new school block, with three rooms 8m by 5m, two feet in depth and two feet wide. That is a lot of digging. Other than the sun beating down upon us, the wind occasionally kicked up enough dust to make the diggers disappear from time to time. The good news is that no one disappeared for good and that the foundation and other work was all completed in time. To celebrate, the

Maasai Chief of the Village showed his appreciation by having a goat slaughtered. Our students later cooked this delicacy on an open fire before collapsing with sore backs and full stomachs into their tents.

I was very proud of our IB2 students on this trip. They worked very hard, never complained and all were very pleased to be involved with helping others.

Barry Sutherland





Hands Across Africa

Well the dust has finally settled on another Hands Across Africa Week. In reviewing this event it is important to remember all the help that was given, so a big thank you to everyone who contributed and ensured the week was a wonderful success.

The week started with a Kindergarten to Secondary 3 assembly. Events and activities were introduced and the excitement began to build.

Many activities were planned for the primary school with students being introduced to Tinga Tinga painting, batik, tie dying, shoe making, and the gems of Tanzania among many others. Introductions were given and then it was time to hand over to the students. They threw themselves into the activities with

enthusiasm and their enjoyment was a pleasure to see.

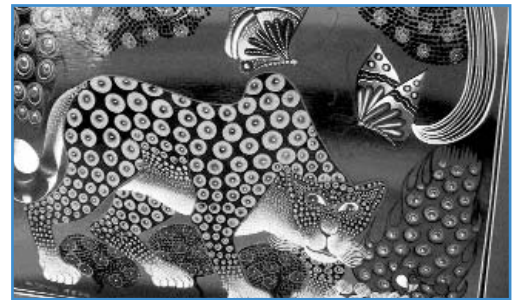
Each day the S1 to S3 students joined the primary students and were put into mixed groups. Each group was made up of students from Kindergarten1 to S3. The secondary students responded well to this and one of the highlights of the week was seeing the secondary students interacting with the younger students, although who was looking after who I am not sure.

Each day the groups experienced different activities and for many the highlight was the traditional story time where the students were enchanted by the fantastic skills of our very own resident storyteller. The week culminated in a final assembly and the students, teachers and parents alike were treated to a display of traditional dancing, song

making and drama put on by our very talented support staff. They were wonderful and their efforts and enthusiasm made a great week, a fantastic one. The applause was magnificent and was a true reflection of the audience's enjoyment and respect.

I believe that as residents in a wonderful country we have a responsibility to build bridges between the local community and the school. It is vital that we put Tanzania at the heart of our school and certainly Hands Across Africa paved the way for even greater success in the future.

*Lee Chalkly
Head of Primary
Arusha Campus*





Hands Across Africa





1 2



3



4



5

Photo 1: Christmas concert 1970, **Photo 2:** First buildings in 1970. **Photo 3:** Former student and head of new Alumni Association Shoshi Kamm, honoring Elly Nkya, Head of Science department. She has been teaching at ISM for 28 years. A special award was given to her and to Paulo Ndesamburo (pictured in cake cutting) who was also honored for service with ISM since 1971. To the right is Shafiq Kanji who was the MC of the reunion and alumni dinner. **Photo 4:** Board Chair Linda Jacobson cutting the cake with Elly Nkya, Paulo Ndesamburo on left, at right Barry Sutherland, CEO. **Photo 5:** Primary 2 Class 1970-71

6 ISM 35th Anniversary

Brief History of ISM

Over 37 years ago when KCMC was being built, its Management, the Good Samaritan Foundation realised that a school would be required to house the children of the doctors who would eventually work at the new hospital. Thus The International School Moshi was established on the 12th of October 1969 with classes from Grades 1- 6. 60 students were the first to be enrolled at the new school that was housed in the nursing halls of KCMC as the construction of the school buildings were not yet complete. Most of these students were transferred from the closure of Kibo Primary School. The present Moshi Campus opened in 1970 and ISM started offering boarding facilities too.

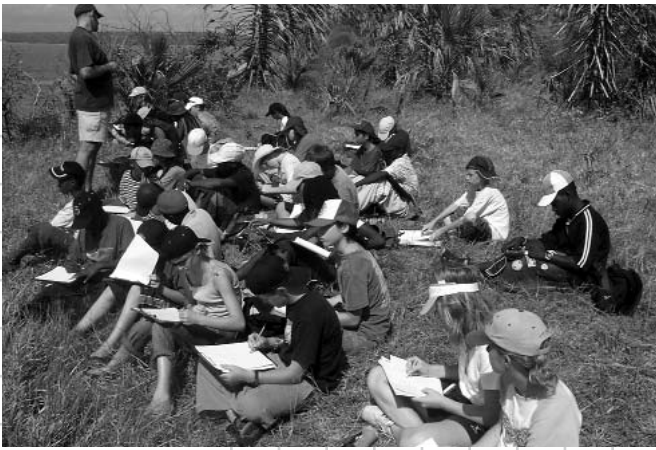
Every year, ISM added one extra class and by the mid-seventies, ISM was offering the International Baccalaureate Diploma Programme, the first in Africa. As the years went by and enrollment grew at a rapid pace, the Arusha Campus was established in 1987 housed in a rented residential house. It was in 1996 that the school moved to its present permanent location 12km out of Arusha.



ISM turns 35!

Last Oct 12, ISM turned 35 years old. On Oct. 14-16th they commemorated this with a reunion of former students and teachers, and other activities. Featured in the three days of activities was a reunion dinner held at Moshi where ISM launched an Alumni Association. The purpose of the Association is to connect former students to each other and the School, and to contribute to the future development of ISM. Affectionately referred to as Ex-ISM'ers, some of the alumni returning to the school for the anniversary event came from Japan, Switzerland, Finland, Sweden, the Netherlands, the UK, as well as Dar, Moshi and Arusha. During the dinner, two long time teachers from Tanzania were honored for their years of service. Elly Nkya, teaching since 1976, and Paulo Ndesamburo, teaching and working at ISM since 1971.





Pangani Trip 7

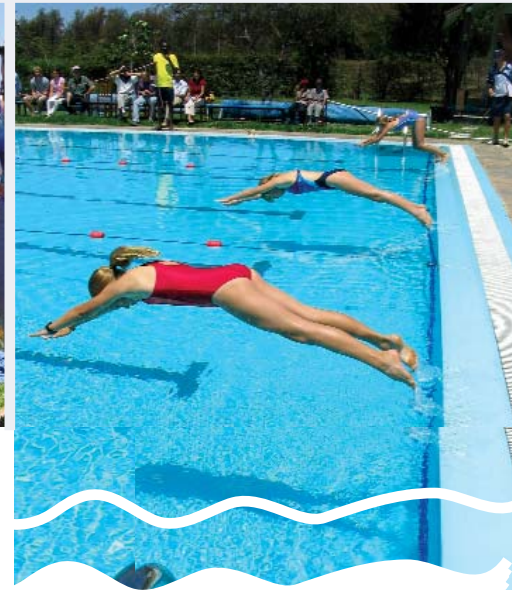


Field study for both Campuses

On October 4-8, 52 students from both campuses went to Pangani field house to for three days of field study. Each study occupied a day. There was studying of slave trade history; marine biology, and measurements of cliffs, waves and so on. With the measurements they were able to make calculations such as the timing or length of waves.



Kevin Schmid



8 Inter-House Swimming Gala

ISM Arusha Campus

The annual inter house swim gala is part of the inter-house competition which is run throughout the year and involves a variety of activities. The swim gala includes students from P4 all the way through to S5 and is designed so that every single student in the secondary school has the opportunity to swim.

The past few years have seen incredibly close galas with only a matter of points separating the top two houses. This year was to prove no different. Each house had a share of the lead and after the first round of events it looked inevitable that the Blue house were going to win their third gala in a row. The Green house appeared dispir-

ited as they languished in third spot, many points adrift of the leaders. Some wise selections by the House Captains ensured that the Greens rallied towards the end and the headed into the lead with only the final three relay races to go. The tension was mounting, the anxiety could clearly been seen on the faces of all competitors as they lined up in their respective lanes. Intense rivalry was evident amongst the staff as Mr Acres kept taunting Mr Druce about the fortunes of their respective houses. Who was going to have the last laugh...? The races started, the students swam, the races finished but who had won this epic battle? The final results were announced with only 6 points separating all three houses, or to put it into perspective, one single race, Green House 212 points, Blue House 216 points and finally the Yellow House, who overcame their tormentors who

pipped them at the post in last years gala by 2 points, on 218 points. The poolside erupted in frenzy of jubilant emotion and celebration as competitors congratulated one another on such a magnificent display of fine swimming. At the end of the day fun was had by all!

Daniel Nicolson with additional photos by Annette Wood



Rashvir and Joel



IB Raft Race 9

The task - build a raft that floats and will hold four IB1 students and two P5/6 students. The raft must have a flag hanging from a free-standing flagpole and an attractive flower arrangement. The raft is then to be raced down the swimming pool.

Photos by Ben Wiggins



The Teacher's Perspective...

A group of students and teachers from both campuses recently went on an OP trip to the Pares Mountains. The day started out sunny and we were hopeful it would continue.

We started our ascent around noon, and after an hour of huffing and puffing up the first leg of our journey, we stopped to enjoy lunch and a much-needed rest. After lunch, we climbed an additional three hours to reach our destination. Once we arrived, the clouds opened up and it started to rain. We quickly tried to put up our tents but Mother Nature was not kind, and the rain soon turned to downpour. The rain did not let up, so there was no way of lighting a fire to cook dinner. Bread, cake, nuts and other food was shared among the hikers, and then it was off to bed by 5:00 PM.

The next morning, we had taken down our camp and we were heading back down the mountain by 8:00 AM. The return trip was a different route, which was more difficult than we expected. However, after a few slips and falls, we all made it back to the lorry safe and sound.

Kathy Mills - IT Teacher, Moshi Campus



The Students' Perspective...

The trip was about four hours long. We had some rests and a lunch break during the trip; some people took some slam-dunks.

Safal Mukhia - S1

10 Outdoor Pursuits S1-S3

Pare Mountains



We quickly put the tent together. When we looked inside there was a big puddle in the tent! I acted quickly, I got my cup and scooped up the water, it took five cups to get all the water out of the tent.

Shirley Hall - S1



...we saw the sunrise. It was spectacular because we were on top of the mountain and we were above the clouds; so we saw an orange sea of clouds.

Ali Sutherland - S1



It was raining and we had to put our tent up in the rain. After that, the tent was full of water and we had trouble keeping warm.

*Junior
Macodemba - S1*

We climbed down again but another way. This time it was fun! It was slippery and we kept falling over. I thought that rainy night never would be over. But today I laugh when I think about it.

Sara Holmberg- S1



...at the end of the mountain we had to walk all the way to the lorry, which was far away. We had to walk through a village. The village was polluted and I was thinking why didn't the people do something about it.

Sebastian Mueller - S1

One Teacher Reflects

"Characterised by lush vegetation, some stunning viewpoints, and a refreshingly breezy high-altitude climate, the mountains... offer a great opportunity to limber up your limbs after a few days spent confined in a safari vehicle or sweating it out in the paralysing humidity of the coast."

Tanzania - The Bradt Travel Guide

Hmm, I thought - so all the staff fresh from the Pangani trip will love this...

... Some time later, I'm stumbling up a fairly steep section of path, snarled and knotted with tree roots and wondering why on earth I'd put my water supplies in a plastic carrier bag, when an ex-Pangani voice muttered something darkly about 'staying at home' and 'why? Why?' ...!

On a more serious note, I had a refreshing and demanding climb up the mountainside that Saturday, encouraged and supported by a great OP team from Moshi, and entertained by the musically-inclined IB students, who somehow managed to sing in harmony and maintain their footholds at the same time (I chose the undignified scramble, by contrast). After yet more singing - this



S5-IB Pare Mountains Trip 11

time round the sizeable campfire we built on the mountain ridge - we settled down for the night.

The following morning, the group made it down the mountainside in a worthy two hours, fifty minutes. Having been rather nervous at the prospect of dizzying drops and steep descent, I was pleasantly surprised by the ease with which we went down.

The views both ascending and descending were indeed, stunning. On the way up we were rewarded with the sight of Tsavo National Park, stretching across the border into Kenya. On the way down, shimmering fields of sugar cane and green tropical vegetation contrasted vividly with the characteristic red earth of the region.

Beautiful views aside, however, I did spend a fair amount of time concentrating on keeping my balance and not sliding down the more scree-covered sections (not to mention keeping a firm grip on the trusty plastic bag...) and greeted the sight of level ground gratefully.

On reflection, I had a superb time - as did the participating staff and students. I look forward to future OP trips - of course, with the firm knowledge that I'll not be taking that plastic bag.

Madeleine Cox, Arusha Campus





Ali Sutherland (S1)



Charles Ishengoma S3



Carita Rehn S1

12  Art

Moshi Campus

Moshi art teacher:
Duncan Perrin



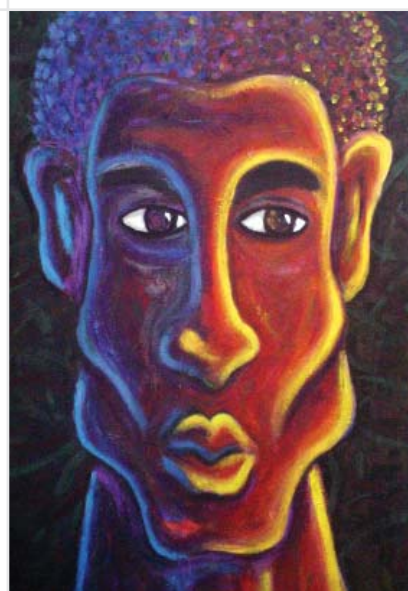
Nicholas Wiehe-Largesse S1



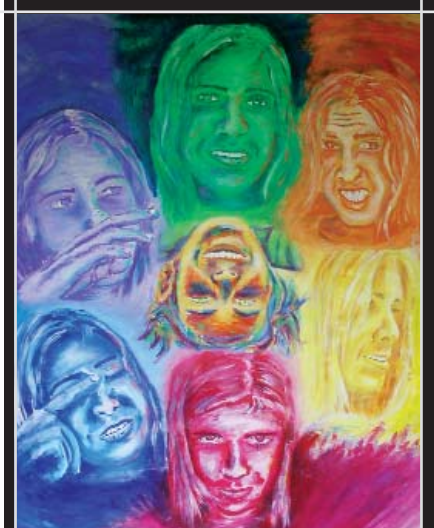
Juliet Holm IB1



Naheed Jadavji S1



Evans Temi IB2



Steffi Strebel IB1



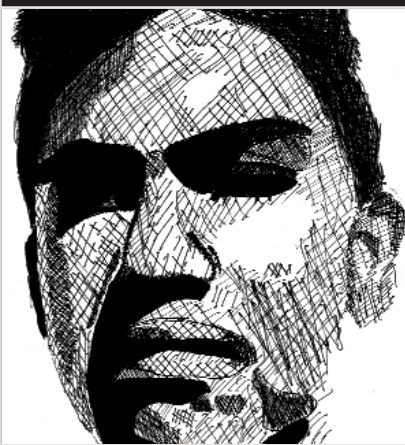
Liv Hector



Florence Madenga



Julia Kleinewiese



Taher Nurbhai



Sarah Kenyi



Ishaq Hamed



Lane Simonson



Aisling Brehony

Art  13

Arusha Campus

Arusha Art Teacher:
Leebeth Armon
Self Portraits by S3

P 1/2 Build Moshi Campus



Campus Model MC

Campus Model: P1/2 students worked cooperatively to build this model of the I.S.M.-Moshi campus. They chose appropriate sized boxes to represent the various buildings, used tissue paper to create hedges and painted to mark the footpaths, roadways and gardens. The students also created models of the people who work at I.S.M. and positioned them in their place of work.

Sarah Hammond P 1/2 Teacher Moshi Campus



Library Corner: Thomas Koenig (P1), Alana Du Pisani (P2), Johanna Mueller (P1) and Debora Ahnert (P1) reading in the P1/2 library corner.



Shape Walk: Mohammed Madan (P1), Ankur Aggarwal (P1), Fern Williams (P1) and Jolina Lofquist (P2) hunting for shapes around the school. What shapes do you see?

14

Reading Buddies

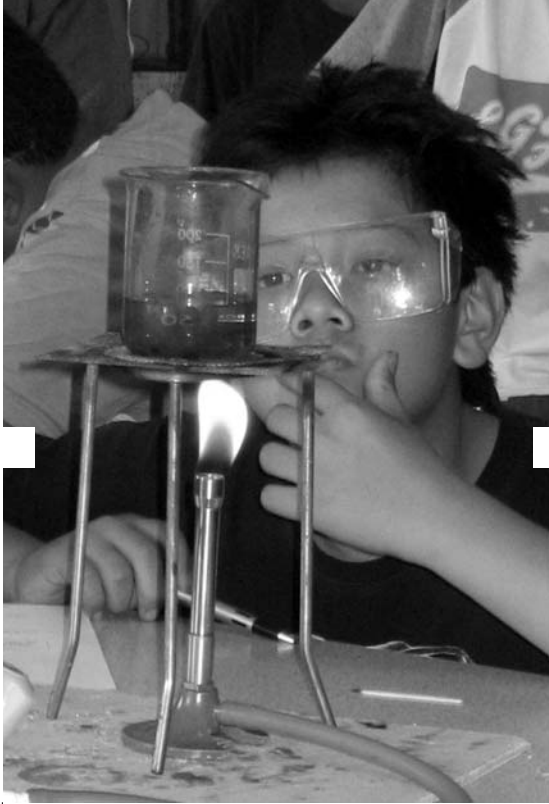
Shilpa Shah EIL Teacher from Moshi Campus had her S2 students write about their experiences as reading buddies for the P1/2s.



Reading Buddies 1: Marco Gerstenkorn (P2), Eric (S2), Alana Du Pisani (P2), Jolina Lofquist (P2)



Reading Buddies 2: Zayn Mussa (P2), Floris van der Veen (P1), Dimple Varsani (S2), Didier Blacquiere (P2)



S1 students use the Bunsen burners for the first time. Who was more nervous, the teacher or the students?



S2 students learn about static electricity 'Hands On'.



As part of a unit on forces, S3 built and tested bridges made from drinking straws and pins.

Arusha Campus Science



15

Write Now

Arusha P4/5 students are busy completing booklets outlining the writing process. In October they enjoyed visits from three authors. The children interviewed Natasha Illumberg, whose book Tea on a Blue Sofa, was recently published, Tom Lithgow Sr., here for a book signing for The Ngorongoro Story and David Read, author of Barefoot Across the Serengeti, Beating About the Bush and Waters of the Sanjun. The children enjoyed the authors' anecdotes of the lives they have lead as writers, gleaning practical and valuable information about the writing process at the same time.

Linda Willms, P4/5 Teacher Arusha Campus

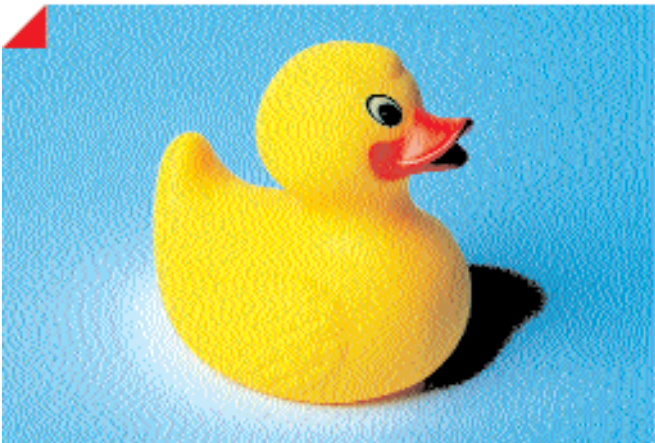


...this is



ISM

next issue?



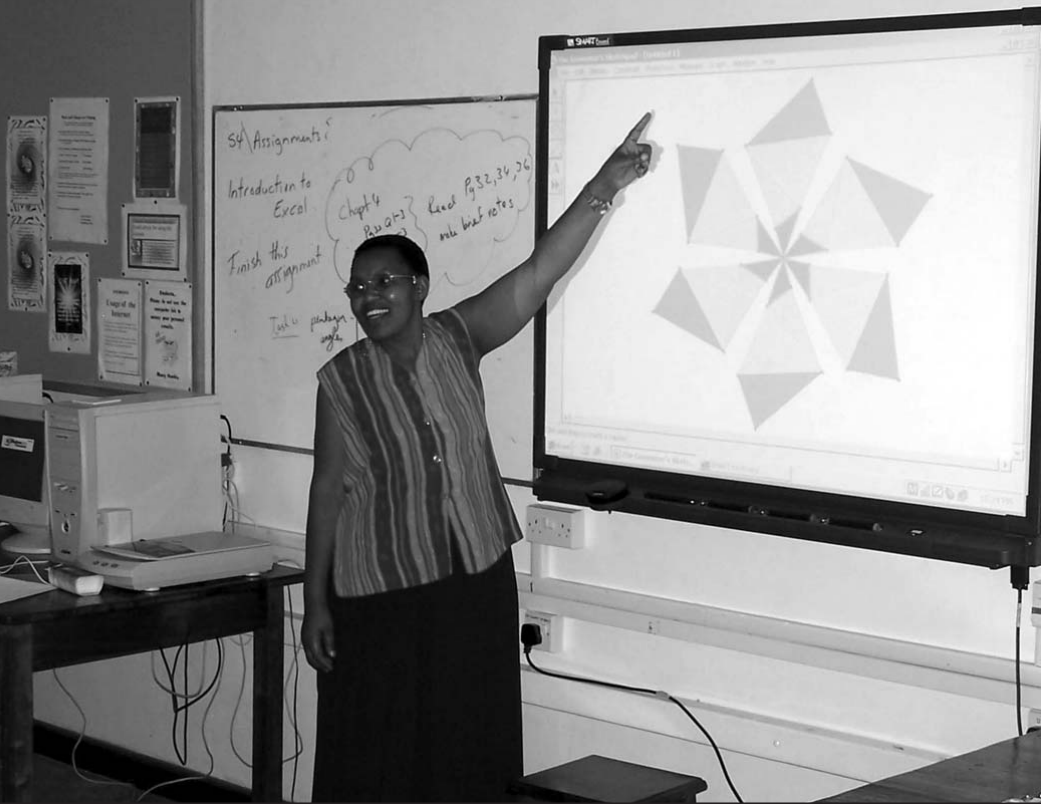
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connected to an internal network and the Internet.

Equally important to providing the physical resources are teachers and support staff who are trained to have the skills and know-how to effectively include technology in their teaching. For this we have an ongoing programme of in-service training to assist teachers and support staff. The support staff recently attended a 5-day computer workshop arranged by our IT department during the mid term vacation. Bi-weekly staff training sessions are held for all teachers and support staff. Our staff is therefore also equipped to assist others and so we are planning to run courses for teachers who work in the Tanzanian school system in order to help them develop their technological skills.

18 Technology

Arusha Campus

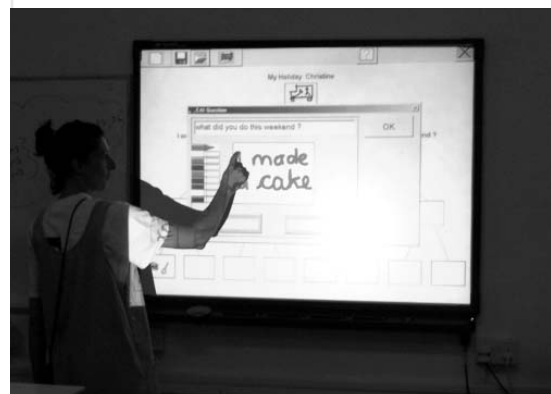
Our vision for technology on the Arusha Campus is for every teaching area to be suitably equipped to enable teachers to integrate technology into the curriculum and to promote student learning. We now have nearly 100 computers on the campus that are available for student use.

In our computer teaching room there are 26-networked computers, and each class has formal IT lessons given by either Kyle Acres or Christine Matemu, our two IT teachers. In this room we also have an interactive electronic whiteboard - or 'SmartBoard.' The Smart Board is excellent for teaching and demonstrating new software because it allows lessons to be more interactive. This feature is particularly important when working with 3 dimensional objects that are difficult for

students to visualise, like molecular models in science or in shapes in geometry.

In the secondary school, we have this year provided laptops for students to use in their classes, which has greatly increased the opportunity to integrate technology into the curriculum. Projectors are available for teachers to show PowerPoint presentations, internet sites, DVDs and other software to their classes. This year our art and design teacher, Leebeth Armon has expanded the use of IT in her art classes with amazing results. To assist her in this she now has an A3 colour printer and A3 scanner in the art room. We also have bought digital video and still cameras and have a high-powered computer set up to handle digital video. A number of students are going to be using IT in their final IGCSE Art examinations.

In the primary school we have sets of computers in each class for students to use as part of their day-to-day learning. There are also computers in the library for student research. All computers on the campus are



These developments are ongoing in their nature and we are planning further expansion, which will include introducing more technology into the teaching of science and the possible introduction of design technology into the curriculum. An ongoing financial input has been built into the capital development plan of the school to ensure that the resources are available for this critical aspect of the school's development. As a school we are committed to providing our students with an education that is relevant in a society where technology is increasingly impacting every aspect of modern living.

Derek Druce, Mathematics Teacher, Arusha Campus

During the PYP unit of inquiry, *Blame It On the Weather*, P2 wrote pattern poems about the weather. These poems were inspired by John Foster's *When the Wind Blows*.

Weather

By Christina Ahnert

When the rainbow comes
Children play, people look.
When the rainbow comes
Sun comes, rains going.

When the sun shines
Jackets off, goggles on.
When the sun shines
People drink, children play.

When the snow drifts
Children play, Christmas comes.
When the snow drifts
Boot on, t-shirts off.

When the wind blows
Trees break, animals run.
When the wind blows
Branches fall, papers fly.

When the rain falls
Boots on, t-shirts off.
When the rain falls
Umbrellas open, plants grow.

When the fog settles
Cars crash, people bump.
When the fog settles
Sky's dark, people shiver.

When the thunder roars
Animals hide, people shiver.
When the thunder roars
Rain comes, sky roars.

My Poem

By Didier Blacquiere

When the sun shines
People swim, hats shade.
When the sun shines
Jackets off, swimmers on.

When the rain falls
Stay inside, mud comes.
When the rain falls
Wet t-shirts, wet pants.

When the Weather Comes

By Timothy Yona

When the wind blows
Branches groan, leaves mutter.
When the wind blows
Stay inside, jumpers on.

When the rain falls
Jackets on, t-shirts off.
When the rain falls
Boots on, umbrellas open.

When the sun shines
People swim, sand burns.
When the sun shines
Jackets off, t-shirts on.

When the snow drifts
Jackets on, children play.
When the snow drifts
Wind blows, children slide.

What Happens in Weather

By Alana Du Pisani

When the rain falls
Mud comes, children splat.
When the rain falls
Boots on, children splash.

When the sun shines
Children play, sunglasses on.
When the sun shines
People swim, it is hot.

When the snow drifts
T-shirts off, scarves on.
When the snow drifts
People slide, children play.

When the wind blows
Coats flap, scarves flutter.
When the wind blows
Trees break, branches groan.

P2 Weather Poems 19



The Weather

By Ferdinand Schimana

When the thunder roars
Trees shiver, bushes creak.
When the thunder roars
People hide, people shiver.

When the sun shines
Jumpers off, t-shirts on.
When the sun shines
People swim, sand is hot.

When the wind blows
Clouds come, papers go.
When the wind blows
Outside battle, inside safe.

When the rain falls
Animals run, people run.
When the rain falls
Animals hide, people hide.





20 Sports

In late October on Moshi Campus, we had an enjoyable sports day with visitors from Makomu Secondary School in Marangu. In netball our girls won 20-16 having been down 7-3 early in the game. The boys won the football after a hat-trick from Salum and both the boys and girls volleyball teams won their matches in two sets.





S2 Chess gurus- Parmenas (left) and Nathan (right)



P1/2 playing games and singing songs with the Moshi Day Care Students.

Read to Read 21

The ISMAC chess contest began on Monday. There are 39 contestants of which 29 are boys and 10 are girls. All games are being played in the World Studies room at lunchtime. The winner progresses to the next round. Each time a student plays a game a point is awarded to their House. The House with the most points will win. The Chess CAS will be running the competition.

Good luck to all the participants.

Did you know?

Did you know that Chess began in the 7th Century in India? It is the ultimate battle game, and it is all skill. In this battle you have no weapons against the adversary except your own mind, your knowledge, your fighting spirit and the swiftness of your calculation.

The aim of the game is to capture the enemy king. This is called CHECKMATE. It happens once the king is attacked and cannot escape. On the way to victory you may destroy the enemy army, but you have not actually won until you have checkmated. Enemy pieces can be captured (your piece moves into the square occupied by an enemy piece, and that piece is taken off the board). But when you checkmate the king, you don't actually remove the monarch from the board. The fact that the king is about to be captured ends the game. Of course a game can also be drawn- when neither side cannot give checkmate, or when the players and armies are so evenly matched that neither side can win.

S4 Student *Roland Ndjock, Arusha Campus*

Read to Read

During the PYP Unit of Inquiry, All Systems Go...At School, the P1/2 class investigated our own school as well as a couple of others. In September, we visited the Day Care Centre operating at the north end of the I.S.M. campus. While there, the students were keen observers and inquirers. They asked questions to see how I.S.M. was the same and different from the Day Care Centre.

We learned that the students there didn't have any books to read. As a class, we decided that it would be caring if we could help them to get some. We brainstormed a variety of ways to obtain books. We had suggestions such as donating books from home, although we decided that this might not be the best option since the students at the Day Care Centre learn in Kiswahili. Finally, we decided on two options: making books, and raising money in order to purchase appropriate books.

P1/2 inspired a sponsored reading programme for all the primary students. Students were encouraged to ask family and friends to sponsor their reading. The primary students raised over 370,000 TSh. This money will now be used to purchase books for the Day Care Centre. Thank you to all the readers who helped to make this event a success.

Sarah Hammond P1/2 Teacher, Moshi Campus



Kilele

22 BOARDING AT ISM

Welcome to Boarding

Welcome to boarding here on the Moshi campus. On this campus about a quarter of the students are boarders so the campus runs 24 / 7 and has a very 'lived in' feel about it.

The day starts at 6.15 am when the students awaken for breakfast and ends at various times when the students retire for a well earned rest. A full activities programme throughout the week and exits into the weekend.

Here are the boarding houses and the staff team who make boarding a lot of fun!

THE IB DORMS

1. KIPEPEO (butterfly) and KILELE (peak)

These neighbouring dorms accommodate IB students (17 in each) in split level rooms with shared common room facilities such as a pool table, TV and video and a table tennis table.

The Kipepeo girls are under the watchful eye of Mama Somiaya and the Kilele boys are marshalled by Mr. Folland.

2. KIOTA (nest), KIMBILIO (hiding place) and KIVULI (shade)



These three dorms house more IB boys and Mr. Williams pays close attention to their 'comings and goings'. Each dorm has a kitchen and common room for relaxation and Kimbilio has additional facilities such as a pool table and TV and video player.

THE YOUNGER STUDENTS

3. KIONGOZI (leader)

Mr. Eaton nurtures and guides our younger boys in this very central dorm. Being in the middle of the school gives them easy access to the duka, swimming pool, weights room and social centre. In the dorm there is a fitted kitchen and two common rooms with air hockey, table tennis and a 'kick bag'

4. KIJANA (youth)
Houses the under 16 year old girls and the junior boarders under the care of Mrs. Chibber. This dorm is about to come under the builder's hammer for major renovations, after which its central location will make it "prime real estate"

Gil Williams, Head of Boarding



What happens on the Moshi Campus after day students and most of the teaching staff go home? You might think you know, but do you really?

After teaching for two years on the Arusha Campus, I had a burning desire to find answers to one of Tanzania's great quandaries: what is it like to board at ISM? There was only one way to get the kind of answers I wanted-enlist! Much to the chagrin of my Arusha based colleagues, that's exactly what I did, signing on to serve two more years with ISM as a boarding parent in Moshi.

My sanity was questioned by my friends and colleagues in Arusha and Moshi alike, as well as by my family. Being a boarding parent is "no box of chocolates" I was repeatedly told, but this only intrigued me further.

It's a Boarder's Life!, *The Inside Dish*

Like a unicorn, I could picture the beast, but had never laid eyes on her. Would the experience be a voyage to Middle Earth, or bring me down to Earth?

Even the adventurers who had been there before-boarding parents Norm McDonald & Ben Moyale-could offer no adequate words to describe the experience. Moyale did have this to say as the 2003-4 school year wound down: "I'm tired."

This is what I knew about boarding prior to August 2004.

Now, I'm on the other side. Don't you wish you knew what really happened after Mr. Sutherland adjourns to his palatial domicile. I know and I'm all about it: brotherhood,

sisterhood, community, energy, studies, sport, snack, respect, creativity, duka action, billiards & MTV too. Boarders and boarding parents rule the night-truth.

My goal in these pages over the next two years is simple. I want to bring you over to the other side, presenting an insiders look at boarding life on the Moshi Campus. If I do my job well, maybe you'll choose to join us.

There is another world here in Moshi that I'm going to help you discover. Stay tuned and in the words of Jim Morrison: "Break on through!"

Oh, by the way, did I mention I'm tired?

*By Richard Eaton
World Studies & History Teacher
Moshi Campus*

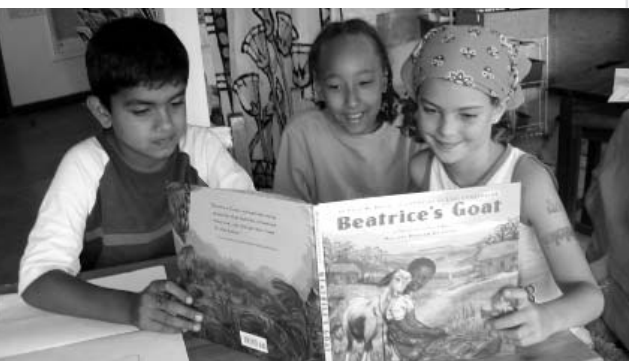




Read to Feed

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In October, Arusha Campus students participated in Read to Feed, a fund raising programme for Heifer Tanzania. Children from primary and secondary raised over 2.5 million T Shillings through sponsored reading. With the money they will purchase goats, donkeys, chickens, bees, fish and seedlings, for needy Tanzanian farm families. Since 1974 Heifer Tanzania has been providing gifts of livestock and training in animal care, thereby enabling families to move toward greater self-reliance. Farmers are taught to use sustainable agricultural methods that help conserve the environment by planting animal fodder and tree crops and building contours. Profits from animal products (milk, fish, honey, transport or sale of offspring) are often used for children's education, building a more durable home, and improving the farm.



Tanzanian Teacher Training

On September 18th ISM teaching assistants and a group of ISM teachers presented their third workshop in a series of 5 workshops. These workshops have been designed to help local Tanzanian primary teachers with their students in the classrooms. The teachers who attend the workshops have been discovering new ways of learning and teaching. They have learned how to work creatively with students and different ways of controlling their classes and motivating students. A range of 37 to 45 teachers have been attending these workshops and it seems to work well, all the teachers say they learn lots and have fun too. At the last workshop, held on October 9th, there were 50 teachers from The Karatu School District sponsored by the Kamitei Foundation, an organization working with ISM to support education in the community.



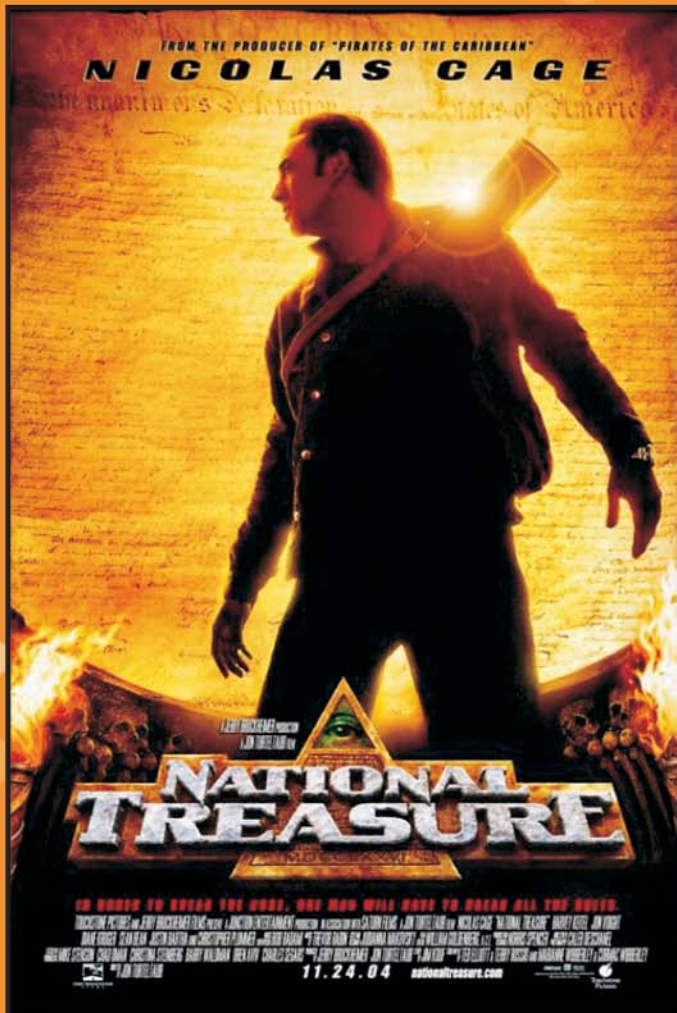
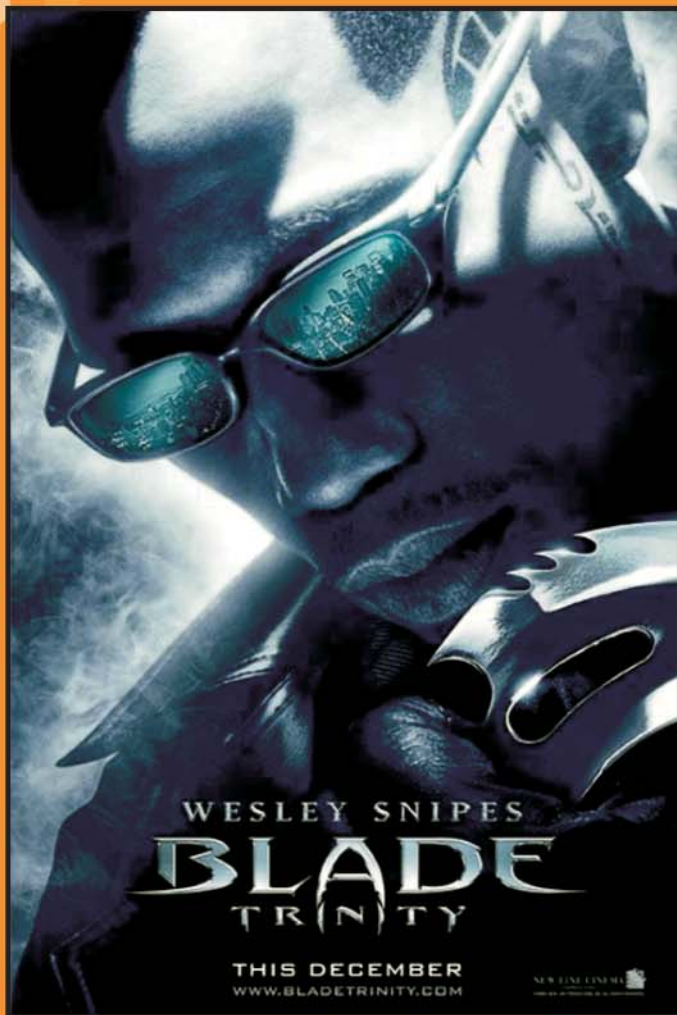
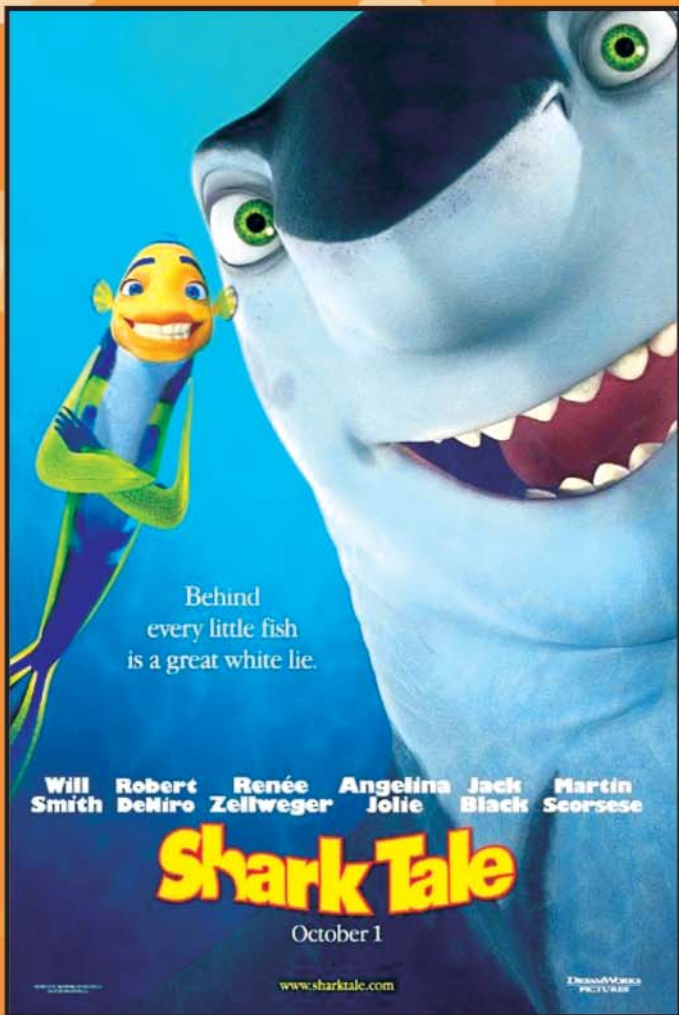
As a result of these workshops teachers have gone back to their schools and shared what they have learned. At time of press, we are expecting to have a fourth workshop on 27th November. Our

teachers are our children's future so by supporting teacher through professional development we are reaching out to a lot of children who deserve the best education to enable them reach their full potential.

Jo Hindle a primary teacher at ISM Arusha, made a presentation about this initiative at the Association of International Schools in



Africa (AISA) Annual Conference in Nairobi on November 7th. She explained how ISM facilitates training for local Tanzanian teachers. We hope that other International schools in Africa may get ideas on how to do something similar in their own school for their own local communities.





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