

# *The Summit*

International School Moshi  
Kilimanjaro & Arusha Campus



Second edition March 2005



## Dear Parents



Barry Sutherland

fully engaged and the pace has even quickened in Term 2 with mock exams, basketball tournaments, another hard labour trip, and camping trips to Tarangire and the crater.

In December, ISM hosted an IB MYP conference and I want to thank John Hopkins and Jana Eaton for organizing this very successful event. I am hoping that ISM will become a regional training centre for the IBO in the future. ISM will receive its authorization visit from the IBO for the Primary Years Program this year and our trial of the IBO Middle Years Program is continuing on both campuses.

In Arusha, the Music practice rooms and teaching areas have been completed and we took delivery of several classroom computers and laptops at the end of Term One. ISM has invested heavily in technology in Arusha recently and we are excited about the prospect of how it will be integrated throughout the grade levels and across the curriculum this year and next.

Welcome to the second edition of The Summit magazine. Term One was a blur at ISM with many successful events including sports weekend, swim galas, music night, the IB 2 Hard Labour trip, and outdoor pursuits trips up the Pares, to Mawenzi and even to Uhuru peak. Students and staff have been

In Moshi, renovations to the Kijana boarding house are well under way. Alumni will barely recognize these new spacious rooms with en suite bathrooms. We are also renovating the Kishari property which will play host to international schools year round as part of ISM's new Kilimanjaro Visiting Schools Program. Several schools from around the world have shown great interest in the program already.

Finally, we are beginning the 3rd 10-year cycle of accreditation with the Council of International Schools (CIS) and the Middle States Association (MSA). This requires our staff to produce a Self-Study report during the next year. Representatives from CIS/MSA will visit the school in 2006 with a team of ten educators from around the world to verify our report and rate the school against their international accreditation standards. I am chairing the Philosophy and Objectives committee and part of the School's responsibility in this area is to communicate ISM's mission, philosophy and objectives to all ISM stakeholders. To help make that happen, you will find these items in each issue of The Summit. I hope you will take a minute to read them since they are the cornerstone of what ISM is all about. This is ISM.

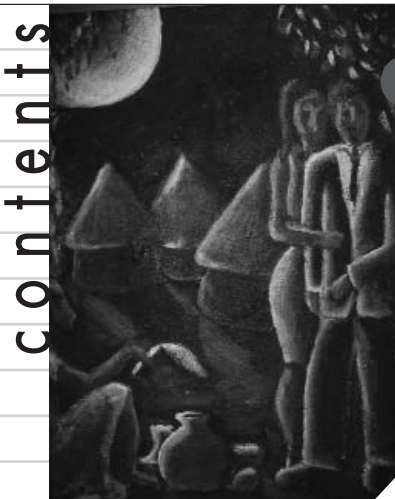
Best Regards,

Barry Sutherland  
Chief Executive Officer



## Our Mission Statement

*ISM seeks to make it possible for each student to develop his or her full potential. We do this within the context of a sound academic structure and a secure and stimulating pastoral environment for all students, whether day students or boarders.*



5 Art



What's cooking in curriculum (PYP)

2 Sports



14



## Going for it on the sports fields

In early December, ISM hosted a festival of sports. ISM Arusha Campus and IST were the celebrated guests in Moshi this year and the games began in the evening with a pulsating match up between the schools in a good, clean basketball tournament. Students participated in a competitive, friendly atmosphere and a fun time was had by all. The events included: basketball, soccer, tennis, netball, badminton, volleyball, swimming, cricket, and rugby. Both boys and girls participated in all sports including a first time event of girls full contact rugby.

*Thanks to Ben Wiggins for organising an excellent event.*







Sports Weekend<sup>w</sup>

ISM



## Minds at work

I firmly believe there is an artist inside everyone and with a bit of coaxing (sometimes pushing), everyone's got something interesting to say. They just have to learn how to say it. For some it is the culmination of many years of practice, while we have also taken on students with little or no previous experience who show drive and determination.

Gradually through the IB art program students are encouraged to develop more and more independence. Projects are set early on and aim to give experience in a variety of scenarios and different media. High levels of technical accomplishment are not the main criteria; my job would be much easier if all I had to do was teach how to paint or sculpt in a certain way. The main idea of the work is more a sense of how they fit in to the whole world of art produced by different cultures at different times and somehow to make work of a personal nature, which says something about what interests and affects them in life. At the age of 17 -18 this is a tall order. Not only must they find a way of working that is technically appropriate, but at the highest level also have important things to communicate through their work.

A most important key to all this is the Research Work Book (RWB) and visitors to the exhibition held each year in late March are encouraged to spend some time looking through students books, where the countless hours of thinking, recording, experimenting and developing ideas, eventually to make sense of a theme and come to some conclusions, are the backbone of all they do. It is through this RWB that you will see the diary-like nature of the individuals mind at work. Evidence of all that the student has investigated and struggled with in order to make that final piece of work hanging on the wall or sitting on the floor. Only by looking through these does the viewer get closer to the originators ideas.



Yannick Lenferna-IB2- studio work Wood strips Exploring natural and man made structures



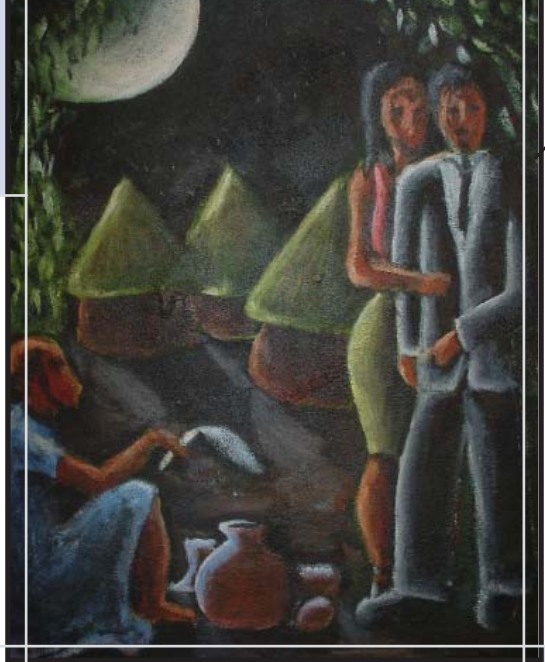
Evans Temi- RWB - exploring culture and identity in Tanzania

In the next edition we will have a selection of each students work from the exhibition but for now here is a taste of a selection of work from this years students work in progress.

*Duncan Perrin  
Art Teacher (Moshi)*



Pendo Lema IB1 - Studio Work - exploring visual puns.



Evans Temi - Studio Work - oil paint



Marielle Pol P4

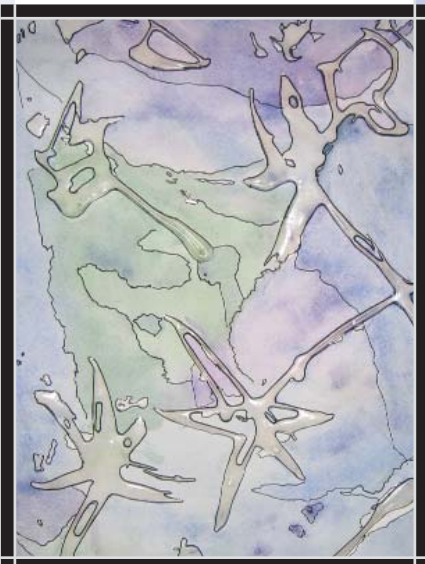


Ana Kasic P5



Muesiri P1

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Amaar Nanabhai (Plant Abstractions)



Viv Mrema P6 (Plant Abstractions)



Shazia Nagji P6 (Plant Abstractions)





## Stables Treasure Hunt and Fun Day

The riding programme attempts to assist students in developing their full potential in a safe and stimulating environment. It is based on teamwork, which culminates in a Team Challenge at the end of each term.

At the end of last term 3 teams participated in the Treasure Hunt. Participants showed their enthusiasm for the event slated so close to Christmas break that they dressed in a variety of Christmas costumes. For the event student's rode against each other to find clues placed around the campus. Each clue yielded one letter of the alphabet. Once the riders completed their search for clues, they worked together to form a word with the letters they found. When the word was completed the team was given a final clue to search for their 'hidden treasure'. Riders at all levels had a great time. The afternoon concluded with cake and ice cream.

The Annual Stables Fun Day was held in January. Teams competed against one another in games, showing, and racing. It is a huge fund raising event where students, families and guests could bid for horses to ride, buy a tree, guess the weight of a cake, and much more. An excellent lunch of burgers, hotdogs, pizzas, and cakes was on offer. One bonus event this year was the well-choreographed "Musical Ride". It was a day of fun and games enjoyed by all.

*Claudette Hall*



## The Tsunami Response

Students and staff on both campuses at ISM have been participating in various events in order to raise money for the victims of the Tsunami. Alongside fundraising, we have been raising awareness in our school communities of the cause of the Tsunami, and the immediate and long-term effects.

Events so far have included bake sales, a car wash, grand prix racing (the cars propelled by students), a Greek play, yoga classes, the International Fair and a Walkathon.



Car wash



Henna Painting

## The International Fair

The International Fair is an annual event held on the Moshi Campus which raises money for charity. This year, stalls included; soak-a-teacher, internet café, massage parlour, henna painting, obstacle race, jumble sale and an international café. An auction was run by the PCM with the incorrigible Anthony Hall as the auctioneer. Mr White was lucky enough to win the infamous mud election.

## Walkathon and Fun Day

The Arusha Campus organised a Walkathon and fun day. Walkers between the ages of 4 and 84 completed one or two laps of a 5km route through the beautiful setting of the Burka Coffee Estate, just behind school. This was followed by fun at the pool with a barbeque, bake sale, bouncy castle, and face painting.



'They'e not both for me!'



'Are we nearly there yet?'



grand prix



'Mmm' Laurence



Mud elections





## Creativity Action Service

ISM Arusha students have been busy participating in a variety of extra curricular activities including touch rugby, girls' soccer, basketball, rock band, jazz band, making a mosaic for the music room, painting a welcome sign for the gate in Tinga Tinga style, writing and performing a soap opera and swimming with disabled children. Jiji won the chess tournament in Term 1.

CAS-Arusha







African Culture Studies Club



The 'African Cultural Studies' club, designed to help us learn more about Africa is focused on 'doing' as opposed to theory. The club has come to be known as the 'Panga Club'.

Last term, after learning basic skills, such as cutting and digging, the Panga Club set to work on building a house. The project has enabled us to appreciate the skills that go into house building and has been a most enriching experience.

Upendo Orphanage

Upendo is not only a childrens' orphanage, but also a shelter where hopes and dreams are reborn.



CREATIVE

Batik



SERVICE



ISM students teach computer skills to local Sokoine Primary School

Students give swimming lesson to local Day Care students

ACTION







## Kindergarten 1 Field Trip

10

Arusha Primary

ISM

*'Buildings all have a purpose and can be made from different materials.'*

The Kindergarten children have been busy building and experimenting with materials as they inquired into and explored the concept that 'buildings all have a purpose and can be made from different materials.' The children went on a field trip and were able to see the workers building a new house using a variety of materials. The students laid bricks and helped to paint the boundary wall. It was Rawan's birthday and they celebrated in style.



Seba the brick layer



"Happy Birthday Rawan"



Keziah testing mortar



Paolo the painter



Rehema! That's too heavy!



Don't get too close to the edge!



Too noisy!

## Splish Splash, I was having a lesson...



Go



Here we go - P4-5



Hussein Khanbhai



I don't like this!



Just chilling



Making stars



Time to breathe



Sophe-Dorothe, Hattie and Tara P3





S3-5 team photo

## Winning With Teamwork: ISM Boys Take Basketball Title!



The day began like many others on the Moshi Campus-with breakfast. It ended with a bizarre twist that saw two ISM teams playing for one title: Kilimanjaro Regional Champs.

Eight teams met for the title in Karibu Hall. By noon there were four survivors. Last year's champs, Baptist, appeared to be the favorite to take the title again, playing an up-tempo game that featured solid inside and outside play.

The biggest upset was Baptist crashing in the second semi, sent down in flames by a hungry group of sharp-shooting youngsters, the ISM S3-5 boys, creating an all ISM final.

The finals saw S3-5 striking first, threatening, then fading. The hard-edge defensive play and balanced offense of the IB team had helped

them pull in front. Still, the young guns stayed in it with back to back three pointers just before the buzzer.



However, the big boys found their groove and kept the lead by forcing turnovers, banging away in the low post, and nailing outside jumpers.

The S3-5 side, received the loudest applause for their acrobatic buckets, but the final seconds ticked away leaving ISM IB A stretching their lead with all-around team play. The ISM IB A Boys would finally take home a basketball trophy.

The S3-5 team's performance seemed to assure those in attendance that the future of ISM basketball would be bright.

*Richard Eaton*

## It's A Boarder's Life: Trip'n Out!



Dip'n In The Hot Springs



Soak'n Up The Hot Springs



As a school year progresses at ISM, boarders and boarding parents alike need to "trip out!" Um, agh, sorry, let me put that in layman's terms: they need to get off campus. When they do "trip out," it's often a dip out! Swimming that is, in unique and exotic locations. No, not Mr. Sutherland's house; natural hot springs, waterfalls, and the Indian Ocean are more to our liking.

In term two, we bathed in a natural hot spring near Hai, just off the main Arusha-Moshi road, fought the currents of the Kilasiya Waterfall near Marangu, and body surfed in the Indian Ocean at Pangani. What else need be said ....refreshing.

*By Richard Eaton*



## S1 Trip to Ngorongoro, Olduvai and Manyara



Ngorongoro crater

S1 students from both campuses enjoyed a 4-day camping trip to Lake Manyara National Park, Ngorongoro Conservation Area and Olduvai Gorge. The spectacular outdoor classrooms provided the opportunity to understand more about human origins, the forces that shaped the Earth and the interactions within ecosystems. The trip was truly cross curricular and a variety of skills were incorporated into the activities. Following the philosophy of the International Baccalaureate Middle Years Programme which ISM is trialling this year, students considered various guiding questions: 'How have the forces of the earth impacted the environment in the Rift Valley?'....'Can any theory of human origins ever be proved?'

### At the Masai boma.



Japhet with mug of blood

It was dark and smoky inside the hut as the Masai woman was cooking on an open fire. The man used a bow and arrow to shoot a cow to let some blood. First, he tied a piece of dry skin around the cow's neck. One person held the tail and another the head. The arrow punctured the vein and blood spurted out. We caught it in a cup and tasted it by dipping our fingers in. The bleeding was stopped by untying the skin and plugging the hole with cow's dung.

Rashvir



S1 Class



Anne 'Creation or evolution?'



Junior: "Not more work..."



Soji at Olduvai

### Whats the Kids said...

"I found the Crater very fascinating and no words can describe it better" - *Hafeez*

"I love to learn about what is around us, what we see and where we really live" - *Vanessa*

"We were lucky to see all members of the big five" - *Nicolas*

"I certainly didn't become thinner on this trip" - *Max*

"My favourite breakfast was sausages and pineapples. It was so tasty I felt the world spinning as I heard everyone say "mmm, this is so yummy!" - *Junior*

"I have lived in Tanzania for five years and saw a rhino and a leopard for the first time!" - *Shirley*

"In front of us, about 30 metres away was a huge shadow with two white tusks. I had never seen such a beautiful elephant before" - *Sara*

"Everyone enjoyed the songs and the story about Mr Foya's lost brother Leonard" - *Millie*

"It wasn't all fun and games. We did a lot of work especially on the forces of the earth and on evolution" - *Ali*





Moshi P5/6 Trip to Tarangire



My Tarangire Journal

When we went to Tarangire we saw hyenas, leopards, cheetahs, lions, and so many more animals. When we slept in the tents, we heard a hyena laugh, and we heard elephants, and a leopard.

It was hard to pitch the tents, but Mr. Foya (Isaac) showed us. We got so much sand in our tent, it was disgusting. It was comfortable in the tents, but some water came in at the bottom.

I liked playing games around the fire. The food was okay, but the showers were so

dark because there were no lights. When we went to the lodge for a swim the water was a bit cold, but the food was nice, and so was the shop.

When we were on the lorry it was very dusty, but at least we could see the animals well. It was also fun on the lorry because people brought games like cards, and cats-cradle, and a lot of other things.

I liked staying at Tarangire because it was like a little get-away from school.

All I can say is that we had a great time!

Cate Sutherland



Arusha P4/5 Trip to Lake Manyara, Oldeani and Karatu

When p4/5 went camping we went to Lake Manyara and Oldeani. On the first night we stayed at Lake Manyara National Park. At night we saw animals in our campsite. We went to the hippo pool and we saw a very stout hippo. An elephant came very close to charging our car. Our class went to swim at the Lake Manyara hotel. It was very deep, there was a rock that we could jump off. We went to Karatu to visit the Iraqw cultural center to see how the Iraqw people live. They showed us which games they played and their traditional dance. My friends and I joined in too. When we got to the farm the ground we were camping on was much, much more comfy than Manyara and some of the girls felt relieved that there were no animals, though I was disappointed. Amazingly the night went quickly and the campout ended. It was a fantastic field trip and I enjoyed it a lot.

Amy



Copy of A traditional Iraqw house painted for a wedding.



Hearing about the Iraqw culture from Gabriel Shangwe



"We slept pretty well"



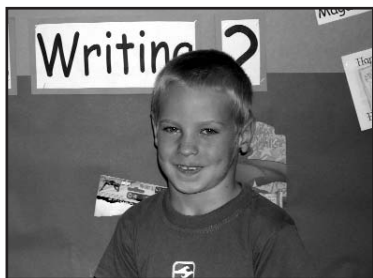
Joining in the ngoma



We woke this hippo up, he was a bit grumpy



## PYP at ISM - The Programme of Inquiry



'Writing is to tell people things'  
Hugo (KG2)

As a primary school with a philosophy grounded in the belief that learners construct their own meaning, we are constantly looking for ways to provide opportunities for children to truly inquire into ideas and concepts. By doing this, children make meaning which is personally relevant and this learning endures in a way which allows it to be applied to new situations and learning experiences, both in and out of the classroom.

Our primary teaching teams are aware of the fact that the starting point for these kinds of quality learning experiences is the school's own curriculum. Here is where the school identifies those ideas, concepts and areas of knowledge, which it considers essential for international children to be exposed to and investigate. Through working with the PYP (Primary Years Programme of the International Baccalaureate Organization) we are provided with a framework within which to identify what will be taught and learned in our classrooms. This takes the form of six approaches to looking at ourselves and the world, which the PYP names and defines:

- Who We Are
- Where We Are In Place and Time
- How We Express Ourselves
- How The World Works
- How We Organize Ourselves
- How We Share The Planet



Each of these windows on the world are described in terms of the big, global ideas and concepts they can be used to uncover. An example of this is:



' People use painting, moving and writing to express different ideas'  
Fern (P1)

### Where We Are In Place and Time:

An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

At each grade level, we are obliged, as a PYP candidate school to design a Unit of Inquiry, which addresses one or more aspects of this Organizing Theme for each grade level. Each Unit of Inquiry is designed to be investigated and opened up by students and teachers in their classrooms over a six-week period. The

arrangement of these six units at each grade level form what we call our Programme of Inquiry, which we recognize as the knowledge component of our written curriculum.



We are currently in the process of reviewing our existing Programme of Inquiry, with a view to making changes we feel are necessary to ensure that we are dealing with issues and ideas in our classrooms, which are significant, relevant, engaging and challenging for our learners. As we do this we are challenged to question ourselves to honestly reflect on what we do as educators and why we do it.





As we re-design our Programme of Inquiry for ISM we have developed some very exciting and motivating Units of Inquiry. Here is one of the units we will be addressing with our P5 students as part of this new curriculum:

**Organizing Theme:** *Who We Are*

**Unit of Inquiry Title:** *Knowing You...Knowing Me*

**Central Idea:** *Racism and prejudice are part of the human condition and affect the way we treat each other*

**An Inquiry Into:**

- possible causes of conflict between people
- the role of beliefs and values in influencing peoples' behaviour
- the causes and effects of racism, prejudice, discrimination and segregation
- our rights and responsibilities as we interact with people

Through inquiring into such concepts and issues through the use of open-ended questions, we provide students and teachers an opportunity to inquire together in order to learn about relevant content, find a variety of possible answers, make informed decisions about their own actions and ask further questions.

*Natalie Croome and Angela Harvey are our PYP Coordinators on the Arusha and Moshi Campuses.*



Arend and Boris, (P2) Exploring a Masai boma



*Leonardo da Vinci was one of the world's greatest "inquiring minds". We think Leonardo would approve of the PYP at ISM.*

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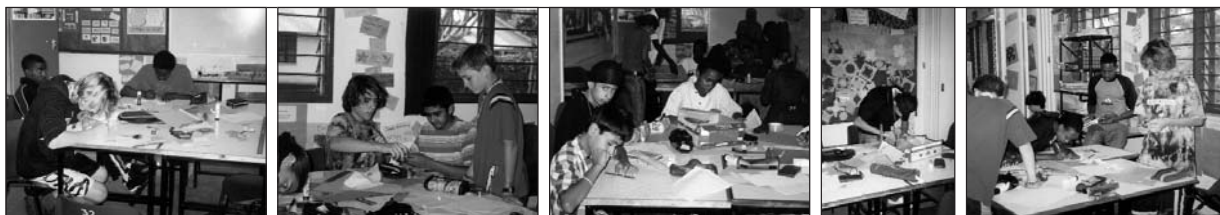
## 2 D Shapes



P3 children learning about 2-dimensional shapes. Here they are working together to create irregular 2-D shapes from regular 2-D shapes. What a challenge to make sure the correct number of sides are generated!



## S3 and 4 Maths Challenge - Moshi Campus



At ISM the S1 and S2 classes have been getting together once a year, every year, to enjoy a Maths Challenge day. The challenge involves students from both campuses using maths to solve a wide variety of maths problems in an enjoyable, motivational and non-threatening environment. The positive reaction to the annual S1 and S2 Math challenge inspired a similar event with the S3 and S4 students.

Challenges included producing a backgammon board and counters with the equipment provided, and participating in a bingo session in which each team needed to correctly answer questions within a time limit to cross off a section.

Some students commented on the experience:

*"It even tests you how much you know and how fast you can answer" - "I would love it if there were many activities added..." Rina S4*

*"I would like to see more improvement in myself. I would like to participate more in group activities, work more on questions with words and try to participate more in these kind of mathematical activities" - Sachi S4*

*"I liked the way we split up the work between us. I got to work with different people from a different class" - anon*

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## Read to Read Update

During the first term, the P1/2 class visited the Day ISM Care Centre as part of their Unit of Inquiry, "All Systems Go at School". They discovered that the Day Care Centre didn't have any books. P1/2 then initiated a sponsored read in the Primary School to raise money to buy books. The primary students raised over 300,000 TSh. This money was recently used to purchase about 275 books as well as additional stationary items such as coloured pencils. The teachers and students at the Day Care Centre were thrilled to receive the new learning materials.

Sarah Hammond  
P1/2 Teacher



## Junk Wars

While all S1 teachers were engaged in an MYP inservice, our S1 to S3 students were involved in "Junk Wars 2004".

During this school year our S1 students have been following a curriculum based upon the principles of the Middle Years Programme of the International Baccalaureate. The 'Areas of Interaction' within the Middle Years Programme present students with opportunities to take a more holistic approach towards their learning. One of these areas of interaction - the one known as homo faber, ("man the maker") - is concerned with encouraging the students to examine and appreciate the products of the creative and inventive genius of humans, and to explore the impact that these creations can have upon society.

To gain a better understanding of the capabilities of the human mind, our students became involved in "Junk Wars, 2004", launched on the Arusha Campus, and now instituted on the Moshi campus. Teams of students, were presented with a challenge, and given a package of 'junk' with which to construct a catapult device - to fire a projectile as far and accurately as possible.

To complete the task successfully, they had to score well on a variety of criteria, including:

Working effectively as a team; drawing clear detailed plans, recording the process, and using only the materials supplied. After a short introduction on catapults, students went into a planning phase. Only after the initial design work could they begin the construction work, and carry out some testing.



Through this activity, it is hoped that the students have come to realize the importance of planning and experimenting, rather than committing oneself to a course of action immediately. The teams who were the most successful tended to be those who took time to share ideas, research other ideas from books, and 'play around' with various possibilities before starting construction, as well as recording the process along the way. Valuable lessons to take away - and apply to numerous real world situations.

*John Hopkins*



"Teachers engaged in MYP inservice."

## MYP Conference

In December, during holiday time, ISM hosted its first IBO MYP conference. Three speakers led 2-day workshops which were well attended by staff from both Moshi and Arusha campuses as well as teachers from several other countries.







Mawenzi Trip





## Mawenzi - Level 3 Trip



Students from ISM participate in a 5-part series of climbs that will eventually lead them to the summit of Kilimanjaro. This was the Level 3 ascent to Mawenzi Hut.

We began our expedition along the Marangu route, which has a moderate slope and takes us from the rain forest onto alpine meadow. Students and staff carry all their own supplies, including food for everyone over the course of 4 days. Despite the moderate incline the weight of the packs is obvious and adds to the burden, but also to the challenge. Throughout the entire trip, I was most impressed with the encouragement students offered each other, from words of support to the holding of hands and gentle coaxing.

On the final climb two students gave in to altitude sickness. We could sense the disappointment and shock they felt at not being able to continue. The group was affected by the loss of 2 of their teammates. It had an emotional as well as a physical impact.

However, the glory of achieving their goals prevailed. They took great pride in their success. There was a real sense of accomplishment. We passed other climbers, and students from another school who had small day packs, porters, walking sticks, and bellies full of deliciously prepared food. This only made our students' feelings of triumph more satisfying.

*Catriona Sutherland*



giant lobelia

## ISM Students Conquer the "Roof of Africa"

It's the highest freestanding mountain in the world, and we came to climb it.

Twenty-five began the trek to Uhuru Peak, Africa's highest point; twenty would reach the summit four days later.

The feelings of anxiousness began well before we reached the mountain. We'd seen it before, rising nearly six kilometres above the savanna floor, the silvery-white glaciers blinding even at a distance. Would we be tough enough, both mentally and physically to stand on the "Roof of Africa"?



The truth was we were nervous. Who wouldn't be? We coped with the risks for the first three days of the climb, but the mountain landscape transformed before our

eyes and began to appear unforgiving. Two students turned back due to illness, a reminder of the dangers involved.

The eve before the summit push featured talk of teamwork and interdependence - elements that would be required to make the summit. Everyone seemed to accept the reality that they might not make it, while still clinging to hopes of victory.

There was a full moon. Headlamps were not required. The march began just after midnight. It would take eight hours of walking.

It wasn't a view from the top. It was a feeling. We'd made it - some cried, others embraced, many simply shook hands. Icy glaciers over ten metres high were even more blinding at this altitude and close proximity. The sun was bright. The sky was blue. There were few clouds. "Uhuru Peak, Tanzania: Africa's Highest Point. Welcome." Or so the marker read. The feeling was endless.

Why climb it? Maybe to build self-confidence, or physical and mental strength. Famous mountaineers of lore who have uttered the timeless words "because it's there" could be quoted. Then again, it might be best to keep it simple, as one of our students put it: "why not?"

*Richard Eaton*







"Full of excitement"

## Starting Out

'Hmm, putting on a school play in my first term at a new school? No problem!'

... Some eleven weeks later, and I recall the enthusiastic (but rather naïve) thoughts I first experienced, stepping into ISMAC's impressive performance area and eying up the stage...

## Rehearsing

The cast and crew were dedicated and rehearsals extended to after school on Fridays and into Saturday mornings. Additionally I worked closely with key actors and smaller scenes on Mondays.

## The Performance

After a less-than-smooth dress rehearsal, I sat in the packed audience, listening to the excited chatter (not to mention some lively whooping from the large Moshi student crowd) and felt extremely nervous at such an atmosphere of expectation.

On the evening, however, the cast really came together and responded to the enthusiasm of the audience with superb energy and pace - so much so, I was left feeling slightly giddy from laughing and staggered by the early finish: the cast had managed to knock off twenty minutes from the original running time!

Friday and Saturday's performances were also a great success. I felt relieved as parents and visiting audience members approached me with congratulations. Many had attended not knowing the play - or realizing it wasn't a musical - and had been pleasantly surprised.

## Post-script

'So, what will you be putting on next year?' One audience member breathlessly asked, eyes shining with anticipation.

I turned pale.

'Er... next year?'



...by Madeleine Cox  
English / Drama Teacher (Arusha)



## The East Africa MUN experience from the ISM perspective



23

# Model United Nations



Evans, Davis, Cory-Marc

For those who don't know, EAMUN stands for East African Model United Nations, which is annually hosted at the UN in Nairobi, and this year fourteen courageous ISM warriors took up the challenge of this awe-inspiring international experience. The Congo delegation comprised of Jorim (Ambassador), Patricia, Navin and Max; the delegation of Romania consisted of Sameer, David, Amy and Tanveer, headed by Dipesh (Ambassador); last but not least, the Thailand delegation included Evans, Davis, Cory-Mark, Elisa and myself, Krupa (Ambassador). Research and preparation worth two terms of CAS hours was put in by all these students alongside Sandra and Ms. Sproston, during which we wrote and performed resolutions and speeches to the point of perfection (or almost!) as well as learning about

some of the finer points of debating at a UN conference.

In the first week of February this year, about a thousand delegates from all over East Africa gathered at this annual simulation activity where we, as the youth of today and the leaders of tomorrow, were continually expected to behave, conduct ourselves, and even dress daily in a corporate, professional manner. This meant a sacrifice of comfortable jeans in exchange for smart-looking but incredibly uncomfortable business wear; a total surrender of chewing gum; even resisting the temptation of passing mildly flirtatious notes to gorgeous delegates during ongoing debates!



Dipesh

We spent roughly five hours from Tuesday through Friday debating and voting for or against numerous resolutions at the UN General Assembly conference rooms. We were split up and seated accordingly into different committees such as Human Rights, Economic, Political, Ecological, Security Council, ECOSOC and International Court of Justice (ICJ).

There were definitely difficult moments where everyone across the conference room seemed to be anxiously glancing at their watches in anticipation of lunchtime. Yet when an impressive resolution was confidently debated and successful, one would smile with satisfaction for choosing the MUN experience. On the whole, it involved lots of motivation, hard work, preparation, courage and confidence; and it left us somewhat awe-struck as individuals moulded into more empathetic global citizens during the course of the week. And, of course, we had our share of daily fun once the respective committee chairs adjourned at 2.30 each afternoon!

*Krupa Vithlani IB2*



Delegates



Delegates in conference

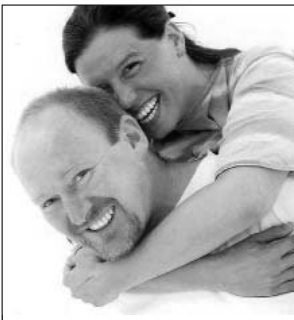


Cory-Marc





## Mirjam Van Der Wel



At age six I came to Tanzania from Holland in 1979. In 1985 I started as an S2 boarder and Sandra Riches was my boarding parent.

I graduated from IB2 in 1990 and spent a year in Tanzania doing various things. In 1991 I started studying veterinary medicine at Utrecht University in the Netherlands, but took a year off to go back to Tanzania. The call of Africa was too strong and I did a research project for a few months in Harare, Zimbabwe. I graduated from vet school in the beginning of 1999 and my first job was in Arusha!

While considering going back to Holland for a job I met David, a South African electrical engineer working in Arusha. I wished to join him in S. Africa, but instead, we moved to the UK where I have been since 2000 and currently live in St.Albans just north west of London. I am working as a veterinary surgeon for Medivet.

I have lots of happy ISM moments, particularly the school trips to Pangani and the frequent mountain trips. I loved the horses and spent a lot of my time at the stables.

## Shafiq Kanji

Shafiq attended ISM from 1969 to 1979. Today he is married to Tahera with two boys, Murtaza and Nasir, who are both at ISM. Shafiq is currently an ISM Board Member. He joined his family business, Emslies Limited, in Moshi after finishing college.

One of Shafiq's most memorable experiences at ISM was being a member of the Mawenzi Climb Team in 1978. He was one of the first seven students ever to scale Mawenzi.



## A Well Deserved Break



Last year, before the Christmas holidays began, the ISM support and ancillary staff went on a trip to Tarangire for two days. The trip was well deserved after a year of hard work. Some of the staff were interviewed about this trip, they gave a lot of information about the most memorable, scary and funny moments. The most memorable part of the trip was the break down of the lorry in the river. This was memorable because they all had to get out and push the truck. The scariest part of the trip for the people we interviewed was when the hyena was in the campsite, and it

was going around the tents. They felt that the tents were not strong enough! The most hilarious incident that occurred was when a monkey suddenly leaped from a tree into the campsite and stole a banana from Faustine's hand. The highlight overall was the trip to the Tarangire Safari Lodge, the Sopa Lodge and the game drive. Many of them had never had the experience of a game drive before and found it fascinating. Most of all they enjoyed being together spending quality time together laughing and socializing outside school. The food was excellent as it was prepared by Erasto (the P.E assistant). They enjoyed the traditional Tanzanian food such as Ugali, and Nyama Choma. Everybody thoroughly enjoyed the trip, and hope to go on more, as this one was a trip never to forget!

*By Kiran, Lucy, Giulia and Trishala*





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