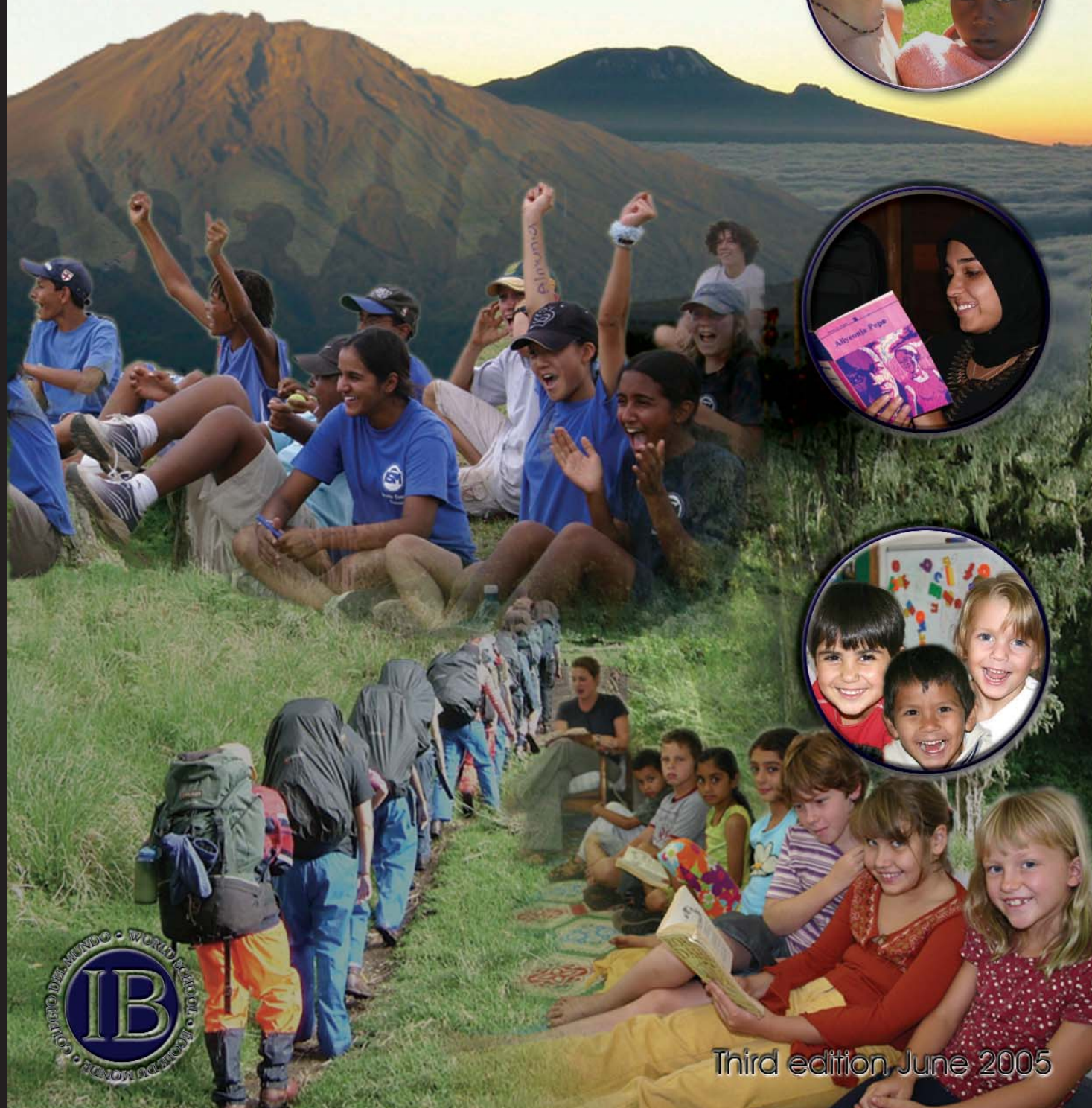




The Summit

International School Moshi

Kilimanajaro & Arusha



Third edition June 2005



Dear Parents

Welcome to the third edition of The Summit. My first year at ISM has come and gone so fast my ears are still whistling. It is different from when I stumbled over the finish line at the Kilimanjaro ½ marathon in that we have done more than just survive this year. I want to thank our teaching, support and ancillary staff for making this a very productive year for ISM. As a school, we experienced a great deal of change this year, but I feel that all our decisions will ultimately lead to improved student learning.

I am very proud of our graduating IB2 class in Moshi as well as our S5 groups in both Moshi and Arusha. You put in a year of very hard work with your teachers and it has paid off. I hope that all of our new alumni will stay in touch with us and know that you are always welcome back at ISM, especially if you want to take part in the staff-student football matches (New rule: alumni play on the staff side).

As proud as we are of the graduates, their achievements would not be possible without an excellent teaching staff. This year 70% of ISM teachers engaged in some type of formal professional development. Several teachers participated in the Outdoor Pursuits programme, coached sports, directed plays, and were involved in other extra curricular activities. Thank you for your time and commitment to the students.

As far as capital development goes, I think we had a very productive year. The new music rooms and performance area were completed in Arusha and I am looking forward to a revived Music programme in August to fully make use of this beautiful facility. The Kindergarten and Primary playgrounds in Moshi have been completely renovated and we will take

delivery of new playground equipment on both campuses this summer. In Arusha we have created a new Early Childhood programme.

In Moshi we began the long overdue process of boarding house renovations. The Kijana boarding house has been completely made over with rooms that have en suite bathrooms. Next up will be the replacement of the roof on the Kiongozi boarding house this summer, followed by internal renovations there and the construction of a new social centre. Both campuses will also be receiving a Public Address System connected to every room. The system will give ISM an integrated fire alarm and lockdown system and was courtesy of a grant from the US State Department.

We have added Drama into the formal ISM curriculum for next year with a view to adding IB Theatre Arts in 06/07. Other enhancements to the curriculum have been aimed at improving student learning for all students at ISM. The written Philosophy and Objectives of ISM are also being reviewed and this will tie in nicely with our CIS/MSA accreditation self-study work we will be continuing this year.

As you know, we decided to maintain fee levels for 05/06. I believe we can continue to improve student learning and develop the campuses, but we will need parents to attend to any outstanding fees owing. If we all work together, there are no limits to what this school can become. This is ISM.

Best Regards,

Barry Sutherland
Chief Executive Officer

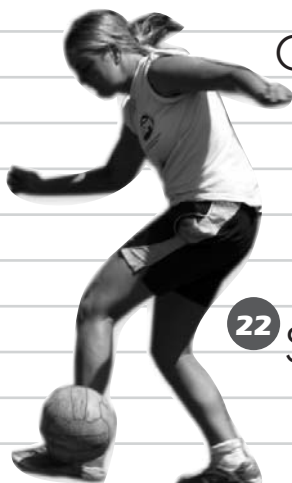


Excerpt from ISM Beliefs and Values:

We are a school in Moshi and Arusha, in Tanzania, in Africa. We have a clear commitment to advancing the welfare of this community, this nation, and this continent.



12 Art



22 Sports

Outdoor Pursuits 8/9



"Submarine"

It's a Boarder's Life

Willie's Big Adventure: Submarine Building

This year boarding at ISM has been more than watching the Simpsons on Cartoon network. We've been rolling deep!

At the end of term two, boarders gathered for an afternoon at the swimming pool. Boarders were asked to build submarines that could dive and rise under their own power—a task that would require much engineering prowess. Moreover they had to build a cabin for an action figure (Groundskeeper Willie from the Simpsons provided by CEO Mr. Sutherland) that would keep him dry.

Superhero I, the Submarine designed by the boarding parents, met most of the targets set for performance, but Willie got slightly moist on his first cruise.

The students set out to trump the accomplishments of their elders. Surprisingly most of the student-designed crafts were fully functional and Willie seemed no worse for wear by nightfall. Prizes were awarded for missions well accomplished. Just another adventure in a 'boarders life.'

Richard Eaton



Test Driving



Amani and Groundskeeper Willie



Boarding Parents
Preparing the plan



I think this can work



In the planning stages



Let me show you



Remy Perrin, Frisbee Golf White Shirt Champ



Hole in one

"ISM Masters Frisbee Golf"

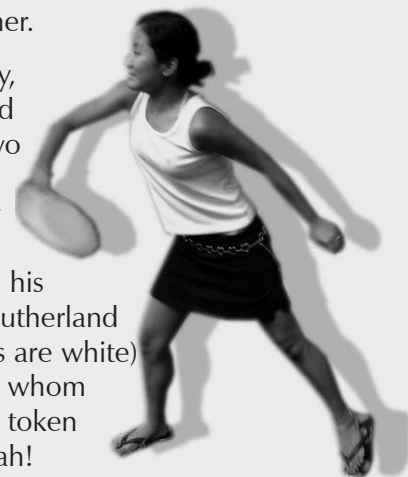
ISMasters-

Frisbee Golf Championships:

Remy Takes Home the 'White Shirt!'

In Term III boarders participated in The ISMasters Frisbee Golf Championships 2005. Boarding parents designed a 9-hole frisbee golf course that was played by fifteen competitors, all hoping to take home the 'White Shirt' that would be awarded to the winner.

At the end of the day, Remy Perrin emerged victorious, firing a two under par round of 33. Perrin honorably accepted the 'White Shirt,' and dedicated his victory to both Mr. Sutherland (whose favorite shirts are white) and Mr. White, after whom the symbolic victor's token takes its name. Harrah!



This is for a par

*Construction under way**Felophia Village**Life before the disaster*

Inquiry - P3/4 Forces of Nature

A village, unfortunately situated on a tectonic fault line, is in danger. It has a history of natural disasters, but a catastrophe is occurring at the present. The volcano (a towering mass above the village) dormant for many years has started rumbling and the seismic activity suggests that it may erupt again soon. The consequences forecast for the village are disastrous. Experts need to be called in.

Here is what the P3/4 class did to attempt to divert impending disaster for the poor farmers of Felophia.

"We built a bullet train to get us from the village away to a safe distance quickly."
(Ravdeep (P3), Rhiannon (P3), Fenja (P4), Milou (P4))

"I was in charge of communication. To help people evacuate in time I made speakers, and a flag for the deaf people." (Tian, P4)

"We created channels on the side of the volcano to try to funnel the lava flow if it erupted." (Rhiannon, Harry, Milou (P3), Fenja (P4))

What we learned:

"Sometimes people don't have a choice about where they live. Especially when the land is good underneath a volcano." (Tian, P4)

"I learnt about making information books and that you need to use technical language." (Judith, P4)

"I learnt how much damage can be caused from forces of nature." (Milou, P3)

"I found out that sometimes from a tornado it rains fish!" (Benjamin, P3)

"You can listen to other people and find things out that you didn't already know when you work with others." (Emily, P3).

Greek Theatre - Damon and Pythias

The S3 EIL group put on a Greek play about friendship. The narrator (Charles) tells the wonderful story of Pythias, a brave young citizen, who speaks out against the tyrannical king. The king's soldier (Roger) arrests him and he is brutally sentenced to death. Pythias wants to pay a last visit to his mother and so his best friend offers to take his place in prison. Damon trusts that Pythias will return and is even willing to die for Pythias should he not return in time for the execution. In the end the king is so touched by the true friendship that Damon and Pythias show for each other that he sets them both free.

Miss Shilpa Shah

*The cast.**Ismail as the tyrannical king ...**Charles as story teller**Pythias sentenced to death**The guard played by Roger.*



The International Baccalaureate Programme at ISM



The programmes ISM offers to prepare students for high school graduation and entrance into higher education are largely centred on the International Baccalaureate, which offers a broad and demanding international curriculum for the last two years of school. The full

Diploma, or certificates for individual subjects, have a world-wide reputation and are accepted as entry qualifications to colleges and universities throughout the world.

The IB diploma is academically very demanding and rigorous. In addition, students must participate in Creative, Action and Service (CAS) activities; they must follow a course called Theory of Knowledge, as well as produce a 4000-word Extended Essay based on independent primary research in one of the subject areas.

ISM was one of the earliest schools in the world to take up the IB programme, and has been following it longer than any school in Africa. We have built up considerable expertise in its delivery. Our CAS programme has been recommended to schools in the Asia/Pacific region as an example of what can be achieved.



Creativity - Action - Service

Hard Labour



Teaching computer skills to local students



Teaching swimming to local students



Hard Labour



Chess



Sports



Yoga



Upendo Orphanage



After 2 years of hard work, forty three graduates received their Leaving Certificates. We wish them all the best for the future.



Davis Kambi



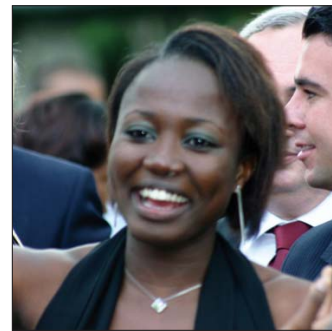
Krupa Vithlani



Dip Vithlani



Alexander Rapp



Alexandra Bembatoum



Arpna and Patricia



Marcelina diploma



Peter, Davis, Dennis, David, & Allen

Krupa Vithlani is the recipient of the Award for International Understanding. This award is given to a student who is a good representative of his/her own country, with a positive attitude toward the life and culture of others, able to converse in at least two languages, a contributing force in the life of the school, with the ability to bring differing people together in a sense of community, thus furthering the cause of international understanding.

Dip Vithlani received the Chibber Award. This goes to the student who best reflects the values for which we remember Mr. Chibber - Loyalty to the School; promotion of the School's best interests; and above all, demonstration of an active concern for others both within and outside the school.

Davis Kambi received the ISM award for Outstanding Academic Progress. This is given for the student who has shown the most outstanding progress in academic achievement.



Hard to say Goodbye



Judge Khan, keynote speaker



Hard to say goodbye

A Clean Sweep for Arusha Campus

A total of 56 students from both Primary and Secondary represented ISMAC at the Arusha Inter-School's Swim Gala. The 'A' team won over 70% of the races. It was a clean sweep by the ISMAC teams as they managed to finish first and second overall, with 180 and 124 points respectively. Well done to all the students involved and to coaches Dan Nicolson and Annette Wood.



ISM

Touch Rugby Fun Day



The New Kits

Rugby is big on Arusha Campus. On a lazy afternoon last term, everybody who was anybody got together for a fun afternoon of touch rugby. Young and old, boys and girls all turned out to play. A tasty barbeque afterwards raised money towards new sports kits. Frank and Annette Pierre-Nina of Tanzania Outfitters and Safaris kindly donated a full kit too. Many thanks to them, and Dan Nicolson and the Social Committee for organising the event.





Arusha Campus



Brown Family



Michelle Spears



Kristine Zydel



Curley Family



Mairi-Louise Flavin



Joyce Miller

For further information about the new staff's interests, hobbies, and families, please refer to the ISM website:
Moshi Campus: <http://ismoshi.com/newtm.htm>
Arusha Campus: <http://ismoshi.com/newta.htm>

Moshi Campus



Holcomb Family Picture



Beveridge Family



Susan Davis.



Steve Bereza and Marion Lott



Stephanie McPhee



Andrew Bowness



This term the Outdoor Pursuits Programme made trips to Mandara, Horombo, Mawenzi, and Socialist Peak (Mt. Meru).

Level 3 - Base of Mawenzi

On the 23rd of April, 2005, a group of 14 students and 5 teachers started their climb to the base of Mawenzi. Even from the beginning it was obvious what a tough and determined group we had. The strong helped the weak, holding hands, giving each other pep talks, etc.

After reaching Mawenzi on our final day, we had

our first bit of meat throughout the whole trip - salami and I can tell you it was DELICIOUS!

We were the first group led by Mr. Eaton in which everyone successfully climbed to Mawenzi and back. I was proud to be part of this group.

Mariyam Saviour, S3



Horombo





Mandara



A Parent's Perspective



In the beginning, when I first attended a parent workshop, the new language was intimidating. But it's only that, it's only language, only words. Words, and a different approach to teaching children. I quickly realised it wasn't about teaching kids different 'stuff', it was about teaching them (mostly the same) 'stuff' in a different and much more empathetic, meaningful, way, one which not only makes learning more fun, but also urges them, quite subtly, to reach out for more learning; it manipulates perfectly their childish innate curiosity. I learned that a different curriculum isn't about different knowledge, it's only about different context. My kids still learn to read and write, they still learn to add up and take away!

Understanding that made understanding the principles behind the MYP easier. (Most of the time!). I have to familiarise myself with both since I have children who will, hopefully, continue to be taught in these - primary and middle year - fore-runners to the IB. The International Baccalaureate is - increasingly - the exam of the future. Universities, for example, love kids that sit IB because they are generally better, broader-minded students. It seems sensible, more than sensible: beneficial, therefore, that the whole IB ethos should be introduced as early in my children's education as possible. I need to understand why it's a good thing. It helps practically because it means I appreciate, most of the time (!), the direction homework needs to take. I particularly need to understand it since it is very different to the way I was taught. Thank goodness.

This is what I have learned; that the MYP is child centred, that it is learning that is applicable and meaningful to my children. I have learned that it makes kids think and explore and I have learned that it teaches them to make connections between not just subjects at school, but life (if I do this, this will happen; if this happens in Science, I can record it thus in Maths). I have learned that many of the principles of the MYP are those that I believe in as a parent and which I reinforce, which we all, as parents, reinforce at home (unwittingly). I don't see the point in education being separate from life; I only see a point in an education that is relevant to life. I think that's the most important thing I have understood about the MYP. I don't want my kids to be boffins who can quote verbatim and rote learn, I want their learning in school to be applicable to their lives outside it. Their world is so different today to the one I grew up in 30 years ago. I'm delighted their education is going to reflect that.

Anthea Rowan

From Land to Hand



Anthea with a 1litre water bottle



Sophie-Dorothe and Tara



Taylor and Sofia making paper

P3 has been learning about how primary resources are changed into consumable products in one of this term's units of inquiry.

Throughout this unit we inquired into:

- identifying primary resources.
- the ways in which primary resources are gathered.
- linear procedures used to change a primary resource into a product

Our class visited a factory to learn how mosquito nets are made. We also watched the exciting process of producing plastic drinking bottles through the use of hot air blown into a tiny prefabricated bottle with a loud POP!

Finally, we learned about the process of making recycled paper. It was lots of fun, ripping, soaking, blending, and mucking about making our paper.

By Kara Kirby

Amateur Archaeologists



Amrin

The P4 Unit of Inquiry entitled Prove It! investigates the use of artefacts as a tool to uncover and interpret our past. After identifying what an artefact is and researching how they are found, collected and preserved, the students attempted their own "dig." The anticipation was high as they took hold of their tools and proceeded to excavate the site. All but one of the items were found, recorded, and removed for safe keeping. The missing artefact was later excavated during regular recess fun in the sand pit.

By Marcy Gliener



Bethany and Eliisa



Ruben and Connor



Rebekka, Ruben and Letty



IB2 Art Exhibition

The IB Art Final Exhibition was held at the end of last term with the artists proudly showing off their work. Below are some of the results.

Duncan Perrin - Art teacher



Dianka Diaby



Michaela Herack



Nikul Patel



Nikul Patel



Yannick Lenferna



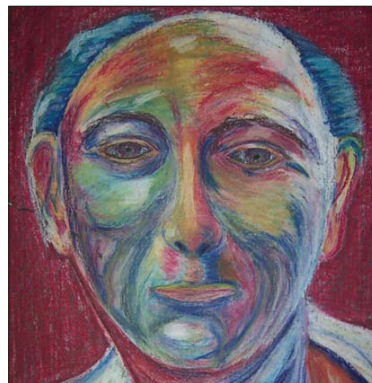
Sacha Martin



Yannick Lenferna



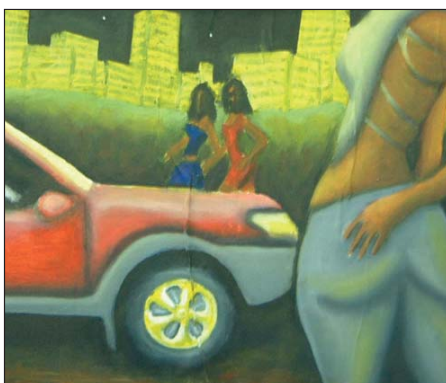
Patricia Marealle



Sacha Martin



Dipesh Gurung



Evans Temi



Michaela Herack



Patricia Marealle

IGCSE Art

This year the IGCSE art went smoothly with many students opting for the observational drawing and painting papers. Some of their results are shown here. I think you'll agree they are very successful and we await some good results again.

Arusha Campus



Daniel Skarp



Flore Andersen



Joshua Peterson



Mika Peterson



Kevin Schmid

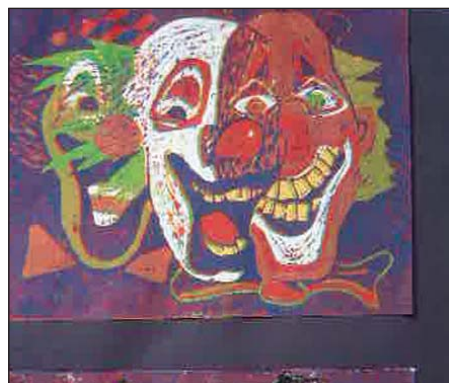


Reema Aggarwal

Moshi Campus



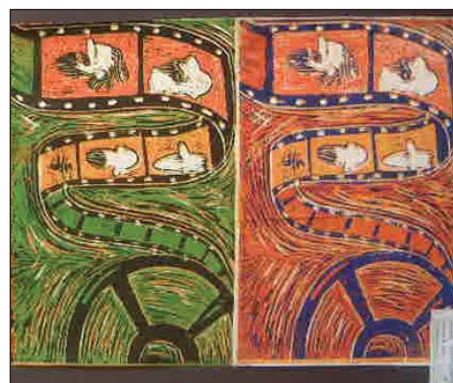
Amy Garbett



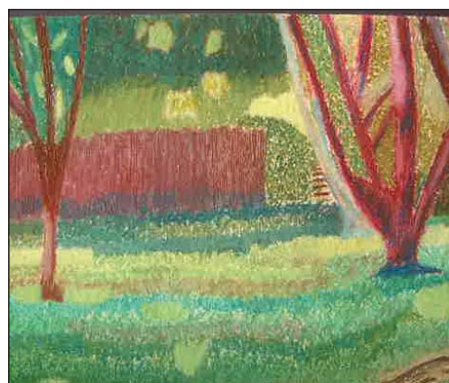
Ludovic Lenferna



Maximilian Schimana



Otto Hoffmann



Sanila Gurung



Tanveer Dhani

S5 Ceremonies

Our S5 students celebrated finishing their IGCSE examinations in style with ceremonies on both campuses. We wish them every success for the next stage of their education.

S5 Ceremony Moshi



From left to right

Back row: Ossian Rehn, Florian Berg, Maximilian Schimana, Tanveer Dhani, Amy Garbett, Marcel Biedermann, Ludovic Lenferna, Otto Max Hoffmann,

Front Row: Deepsharan Dhani, Anna Ansell, Maskat deHaan, Alasdair Brown, Sanila Gurung, Elisa Bloemberg, Camilla van Klinken

S5 Ceremony Arusha



From left to right

Back row: Kristine Møse, Peadar Brehony, Giulia Binon, Stephanie Rapp, Daniel Skarp, Mika Peterson, Pratik Gurung, Madafa Tarimo, Flore Anderson, Kevin Schmid, Reema Aggarwal

Front Row: Mirella Ramoni, Yasmin Stigwood, Kiran Modhwadia, Joshua Peterson, Lucy Hills, Trishala Lodhia, Carlos Ortega, Radhika Modhwadia, Maram Ceesay.

Kiswahili

Karibu ISM

Through Kiswahili, the ISM community has been able to learn about the Tanzanian culture and, thus, has embraced the Tanzanian society.

Kwa kupitia lugha hii, jamii ya ISM imejifunza tamaduni mbalimbali za Kitanzania. Hii imewezesha watu wa jamii hii kuwa karibu zaidi na jamii za Kitanzania.

Baada ya yote haya, ni sahihi na kweli tupu kusema kuwa ISM ilikikaribisha Kiswahili ndani ya wigo wake. Kiswahili pia kiliikaribisha ISM kwa jamii zilizo nje ya wigo wake kwa hapa Tanzania. Leo hii ISM inasema KARIBU. Inasema karibu kupitia watu wake na mazingira yake. La muhimu na kubwa zaidi inasema KARIBU kwa lugha ya Kitanzania - Karibu ISM.

By Mrs. N. Mvungi



Opening of the Music Complex



Music Complex

There are 4 practice rooms and 2 larger band rooms as well as a lot of storage space.

There was an official cutting of the ribbon by Linda Jacobson, Chair of the Board, followed by a small programme of performances.

In February, the official opening of the music complex on Arusha Campus took place. The new complex consists of a small concert room/classroom looking out onto an expansive view of Mount Meru.



Katherine, Stephanie and Bethany



Cutting the ribbon

P6 Class trip

The P6 class travelled to the southern tip of Lake Manyara where they camped at the foot of the Rift Valley escarpment.

They looked at the significance of work and play in the lives of three different groups of people.



Dancing with the Wambugwe !



Fishing boat on dry lake bed



P6 Kids on rocks



Signature Cubes P4/5

The Multiple Me

P4/5's first unit of inquiry this term was called: 'The Multiple Me.' This unit falls under the organising theme Who We Are. One of the first activities was making signature tubes. Students began by decorating a cube net with their signature and expressive line before constructing the cubes.



Marangu

In February, P3/4 went camping in Marangu at the beautiful Marangu hotel. They had a lot of fun in the waterfalls, finding crabs (and other things) and swimming in icy waters. They also went on a nature walk; climbed down an old cave left over from tribal wars between the Chagga and Massai; saw some traditional tools being made at the iron works and learnt a bit about the history of the hotel and the surrounding area. We all agreed that it was an excellent trip!

Ms. Pippa Sadgrove



Primary April Swim Meet in Dar es Salaam



On the first weekend of this term a group of twenty-one, 9-11 year olds travelled to Dar es Salaam for the 2005 Swim Meet at IST. Despite the heavy and consistent rainfall everyone had an extremely exciting and rewarding weekend. The students participated in the Grade 4 and Grade 5 (P5 and P6) individual and team events. In the Grade 4 events, ISM had both the boys and girls individual medal winners, and in the Grade 5 event ISM had the boys individual medal winner.

To finish off the day the students participated in 7-a-side football tournaments. In the girls tournaments the ISM team played well together and were 'Runners-up'. The player of the day, Stefan Kammleiter, saved the boys squad from almost total destruction and provided us all with a fantastic display of goalkeeping.

The weekend was a thoroughly enjoyable experience for all involved!

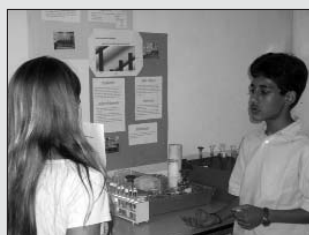
Kathy Slocombe
Head of Primary



The S3 Science Fairs



In term three the annual Science Fairs took place in Moshi and Arusha. The standard was high and there was a wide variety of interesting projects which included investigating the effect of music on memory, fruit ripening, using renewable by-products from local industries as fuels and as building materials, designing and constructing wind generators, and looking at the effects of mangroves as defence against tsunamis.



Science by the Sea



Refraction experiment



Investigating craters made by falling objects



Sampling sea life

How does a Chinese meal in a Mombasa restaurant affect the pristine ecosystem of Pangani Bay? For that matter what exactly is meant by a plagioclimax community. These questions amongst others were investigated by the Moshi Campus IB1 science students on their 3-day trip to the school research centre at Pangani Beach. Uniquely, the school house provides an opportunity to stimulate our students and do experiments that are impossible to achieve in the lab. Students baked in the sun, waded into the sea and wrestled with sea cucumbers all in the name of science. The experiments performed will play an important role in the students' final grade. So what conclusions were reached after the trip? We discovered that the number of sea cucumbers had declined rapidly over the years. The cause? Local harvesting of the sea cucumbers to be exported to guess where? That's right; Chinese restaurants in Mombasa. Puts you off sweet and sour doesn't it?



Juggling work and play



Surveyors



Data collection



The IB1 Biology class



Geography Fieldwork in Arusha National Park

In February, S4 students from both campuses went to Arusha National Park to do IGCSE Geography fieldwork. On arrival, we pitched tents and then carried out some 'icebreakers.' One activity involved jumping off a Landrover into the arms of our friends below!

The aim of the fieldwork was to compare the different landforms and processes that occur along the course of a river. This involved sketching, finding out the sediment size, measuring the width, depth, wetted perimeter and velocity, at two different sites of the Ngare Nanyuki River. Once back at school we had to write up the work to fulfil the coursework requirements of the IGCSE.



Some other regular occurrences that could have been extra tests were:

- Falling into the river.
- Splashing that could be done without the teacher seeing.
- Eating peanuts.
- Swimming in the river.
- Taking photos completely unrelated to the work.
- Getting attacked by leeches.



We had a fun, long, hot couple of days, and by the end, everybody was VERY ready for an early night.

By S4 Arusha students



Tinga Tinga Painting



Painting

To brighten up the front gate the CAS group decided to paint a welcome sign. We created a design based on the Swahili word for welcome, 'Karibu' using the Tinga Tinga style. Tinga Tinga painting was started by a man called Saidi Tinga Tinga in Dar es Salaam in 1968. The style simplifies shape and pattern and uses vibrant colours. We have used birds, fish, Tanzanian animals and humans as our inspiration.

By Maram Ceesay, S5



Positioning



Fixing



Hey Presto

Student Profiles

The following is a list of the PYP student profiles in both English and Kiswahili.

Caring -they show sensitivity towards the needs and feelings of others.

Kujali -Kumjali kila mtu katika nafsi.(furaha, machukizo,)

Thinkers - they apply thinking skills to solve problems.

Uwezo wa kufikiri - Kufikiria mwenyewe na kufanya uamuzi.

Communicators - They express ideas and information confidently.

Wapeleka habari - Mwasilishaji wa taarifa na habari kwa Kujiamini.

Principled - They understand moral reasoning and have a sense of justice, honesty and

fairness.

Nidhamu nzuri - Kutambua mambo mazuri na mabaya.

Open-minded - They respect the views, values and traditions of others.

Muwazi/Aliye wazi - Mwenye kuheshimu na kujali tamaduni.

Reflective - They think about their own learning and analyse their strengths and weaknesses.

Makini - Kuwa na fikira kuhusu jambo Fulani Unalojifunza .

Knowledgeable - They have acquired a body of relevant and significant knowledge.

Mwenye ujuzi - mwenye ujuzi wa kujifunza maarifa mbalimbali ambayo ni muhimu.

Inquirers - They are curious

about their world and have acquired the skills to conduct research.

Wadadisi / Watafiti - Wana dhana za kuchunguza/kutafuta. Pia wanafurahia kujufunza huko.

Well-balanced - They understand the importance of mental and physical balance and personal well-being.

Uwezo wa kulinganisha - kuwa na maarifa ya kuelewa umuhimu wa kila kitu kimwili, kiakili, na kibinafsi.

Risk Takers - They approach unfamiliar situations without anxiety and are courageous in defending those things in which they believe.

Jasiri - wawe wanapenda kunjaribu mambo mapya na kujiamini katika yale yot wanayoyamini.



Jerry and Amani - open minded



Jussi and Joel - caring communicators



Rohan - inquirer

Moshi's Garden Crew

"A thing of beauty is a joy forever"

John Keats, Endymion

The Gardening Crew in Moshi, led by Head Gardener, Mr. Juma, have begun to transform Moshi Campus into an inviting garden filled with plants and trees indigenous to Tanzania. Two parents who deserve special recognition for their support of the gardening efforts are Mrs. Pauline Martin and Mrs. Christine Baissac. They have designed, purchased and planted the gardens at the entrance of the school and the improvements are advancing towards the west side of the campus. ISM recognises that environment has an effect upon learning and we appreciate the effort of the gardeners and parents who are trying to make the campus beautiful.



Before



Team work



The Crew



After



"At the annual ISM sports banquet many prizes were awarded. Among them were the athletes of the year."



*Alexandra Bembatoum,
Senior Female Athlete of
the Year*



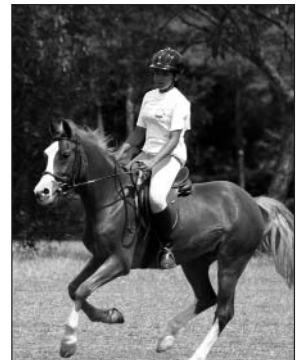
*Eric Kinsey, Senior Male
Athlete of the Year*



*Otto Max Hoffmann,
Peer chosen Athlete of
the Year*



*Ismail Sherally, Junior
Male Athlete of the Year*



*Myriam Hollevoet, Junior
Female Athlete of the
Year*

Other photos....



Stefan saves the day



Rebekka Hollevoet



*Jockeying for some
shade*



Mhula and Heri



Maskat deHann



P1 and 2 swimmers



Where'd it go?



Sibling rivalry



Mine!



Would You Trust Them?



The Winning Team



Its serious Ruben!



The Crowd Goes Wild



Mirella Wins Long Jump



Rahim



Blue Jubilation



Spirits Run High



Go Green!



Pull Jovan



Run!



We're Sacked



Jump Peter!



Come on Dad



*Deo Chuwa Family***Deogratius Chuwa**

Deo attended Moshi Campus as a boarding student from S1-IB2. Having completed his IB Diploma in 1995, he went to Dar es Salaam to study Accountancy. Now Deo is working in Dar es Salaam as the Country Office Accountant for Plan International. In 2003, Deo married Linda and now they are very proud of their one-year-old son Eric.

At ISM, Deo was famous for his sporting talents, particularly football, and for his input to the school band playing bass, drums and singing. He continues to enjoy football now.

He recently said: 'I will cherish the memories of ISM for the rest of my life. I know there can't have been a better environment for me than the one that I experienced then. The moment that I never will forget was the 15th of May 1995. I have never been so hurt or cried so much. I really hated leaving ISM and its people, but it had to happen. I always thought I would return, but never did, I hope to though, in the near future.'

Frank Pierre-Nina

Frank attended Moshi as a boarding student from 1976-78. After completing his IB Diploma he went to university in the States to study Hotel/Restaurant and Travel Management. Now, Frank lives in Arusha and runs Tanzania Outfitters and Safaris Ltd with his wife Annette. He has two children, Julia, 14, and Tara, 7, both of whom attend ISM Arusha Campus. He enjoys polo, sailing, fishing and spinning.

A couple of Frank's memories from school include climbing Mawenzi, and working backstage for the school production of Peer Gynt. His best friend, Louis Roussos, fell through the ceiling of the theatre while they were exploring the attic, and narrowly escaped death by getting caught in the rafters!

Farzanah Kamal

Farzanah was a day student in Moshi from 1987 until she graduated from IB2 in May 2000. She gained a BSc(hons) in Pharmaceutical and Chemical Sciences from Liverpool University in the UK, and has been living and working in the UK ever since. In July 2005, Farzanah will be getting married in Moshi. Then she will be moving to Montreal where she hopes either to work for a

*Amardeep, Simran, Farzanah*

pharmaceutical company, or go into teaching.

Farzanah's fondest memories of school are trips to the mountain and Pangani, and the International Fair.

She says of her time in ISM: 'I think ISM prepared us all for the step into the big wide world. A lot of people can find it scary and also a bit of a culture shock, but since we grew up in a multicultural setting we already had the advantage of mixing with and making friends with people from different backgrounds. That made it easier to get along with and approach people in a new environment.'

**Graeme Riddell**

Graeme was born in Moshi and did all his schooling at ISM as a day student from 1980 -1993.

'Despite the fact I had some great and inspiring teachers, my fondest memories all come from time spent outside the classroom- hard labour trips, MUN, Pangani, ES trips up Kilimanjaro and to the Serengeti, the launch of the Kilicats rugby team, sports weekends

at IST and ISK, school plays - the only thing I never learnt to do was meet extended essay deadlines (but at least it makes me more tolerant of my own disorganised students now).

After leaving ISM in 1993 I studied geography at St. Andrews University in Scotland and then completed my PGCE (teacher training) at Oxford University. Since then I have been teaching at the Henry Box School near Oxford where I am currently working as Head of the Sixth Form. Over the past few years I have been involved with projects developing links between groups of young people in Rwanda and the UK. In 2002, I met Jenny in Rwanda. Jenny is a lawyer and she worked briefly in Arusha at the ICTR in 2003 which was the last time I was in Tanzania. We got married in July 2004. In July 2005 we will be moving to North London not far from Heathrow Airport so if any of you ismers are passing through on your way to your new universities and need a bed for the night, Karibuni.'



<http://www.ismoshi.org>

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