



# *The Summit*

International School Moshi  
Kilimanjaro and Arusha



Fourth Edition December '05





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## Dear Parents

Welcome to the fourth edition of **The Summit** magazine. We have added pages to this edition and we are inviting parents with businesses to advertise in the magazine to help us afford to produce it. This is a great way to support your school. Term one of the 2005-06 school year has been another blur of activity on both campuses.



Several OP Trips took place in Term one, including the south circuit on Kilimanjaro, a trip to the base of Mawenzi, a climb on Mount Meru and a camp craft trip to Marangu. Mr. Wiggins and Ms. Spears have

created another excellent menu of activities for our students. The IB Hard Labour trip to build a classroom in the Kilimanjaro village of Materuni was also a great success. With the foundations dug and set, students plan to return to lay the more than 200 bricks they made and see the new classroom slowly spring to life. We are working on our community service efforts at the school and Sandra Riches is leading the way this year as CAS Coordinator in Moshi.

In Moshi, we opened the renovated Kijana boarding house and Richard Eaton, our new Head of Boarding, has redesigned the boarding programme. ISM became the first international school in Africa to join The Association of Boarding Schools (TABS) in the United States and we plan to draw on the collective expertise of TABS to steadily improve boarding at ISM. One very successful event was a sporting gala that saw 52 Arusha students

travel to Moshi to compete in swimming, cricket, volleyball and netball. The competitors stayed overnight and enjoyed a Halloween disco in Moshi. As one school, we are making a big effort this year to promote cross-campus events.

Teachers have been very busy working on the Accreditation Self-Study report for the Council of International Schools (CIS). ISM will receive a visiting team of inspectors from CIS in May who will evaluate our school. I want to thank all parents, teachers and students who have participated on the many committees required for this process during the past year. I especially want to thank everyone who gave us comments on the Philosophy and Objectives of the school as we seek to ensure that they are relevant for ISM today. Our Primary teachers have also been preparing for our PYP pre-authorization visit from the IBO in January. I appreciate all these efforts because they are all aimed at making ISM a better school.

We finally installed our new playground equipment on both campuses and I am pleased that the children have better structures to play on. We also installed a Public Address system on both campuses that allows us to have a fire alarm and lock down system as well as the facility to make announcements through the campuses. We were able to do this through a generous grant from the U.S. State Department.

This space, of course, is not large enough to tell the whole story of the school in Term one. For that you will need to read further. This is ISM.

Barry Sutherland  
Chief Executive Officer

From the CEO

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## Mathematics???? Great fun!

Teams of S1 and S2 students from Moshi and Arusha put their heads together to solve the brain-teasers and mind benders of the annual Math Challenge.



## Tennis Anyone?

A tennis match is a steady stream of decisions: Serve or receive? Crosscourt or down the line? Attack the net or hug the baseline? Bombarded with all these choices participants in the First ISM Over-19 Mixed Doubles Tennis Tournament still managed to serve up entertaining and challenging matches. Teachers, parents, and community members battled it out on the courts at Moshi campus. At the post tennis barbecue many applauded the victors, Terrie and Greg Emmanuel.

*Catriona Sutherland*



*The serve was invented so the net could play.*



*You're gonna luv this shot.*



*Tennis is my racquet.*

## ISM Takes Another Trophy

### The Arusha Inter-Schools Sports Day

A joint ISM Moshi-Arusha team battled against 5 other Arusha schools in this athletics event. The cold, misty drizzle which sometimes turned to light rain did nothing to dampen the enthusiasm of the competitors or crowd. Despite some fierce competition, ISM won the trophy. There was a great team spirit and camaraderie and everyone was very proud to win.



## Events in Arusha

3



*Saskia*



*Enthusiastic crowd*



*Shakir keeping score*



*The world cup wave!*



*Frozen scorers*



*Peter*



## MUN in Arusha

The Model United Nations is a learning experience for everyone. Global citizenship is the nature of the programme. S4 at Arusha spent the first part of their introduction to IGCSE History and Geography researching a range of countries, presenting their findings to their colleagues via PowerPoint and then undertook the toughest assignment of their lives. We set as our agenda an investigation into what international agreements we could make to improve the lives of women. Many a Statesman, and stateswoman, have tried and not quite succeeded. Maybe the future leaders in S4 have something to say!

*Lee Hutchinson, Humanities teacher, ISM Arusha Campus.*

ISM



## Extreme Sport "Paint the halls with..."

Paintball is an extreme sport that is growing in popularity. However, in Europe and North America, the sport is played using special guns. However, in an African setting there's only one-way to play: with the 'Manati' (Swahili for slingshot!).

This term students learned how to shoot and repair traditional African slingshots. They were then invited to advance their skills by playing numerous paintball scenarios. "Pictures," as the age-old-adage goes, "are worth a thousand words." We hope you enjoy ours of this special boarding activity...

*Richard Eaton*

*I've got my eye on you!*



*Armed and dangerous.*



*Revenge at last!*



*He got me!*

## Five Pillars of Boarding



### > Respect

Rules. They are necessary. They are everywhere. Boarding is no exception. Rules are part of life. It's 10.15 pm and music is blasting out of a boarding house; it's 12.30pm and a student is shopping at a local market wearing clothes that are inappropriate. Both students will be held accountable.

Why shouldn't music be played loudly after 10.15?

### > Communication

Why shouldn't one be able to wear the clothes they think define them as an individual? Of course, such issues are not unique to boarding schools. In one form or another they are encountered wherever societies have been formed. International School Moshi is a boarding school, but for the purpose of explaining how we enforce and uphold rules, it might make more sense to refer

### > Environment

to our establishment as a 'residential education facility.' We overcome the aforementioned problems by relating all rules and regulations to what we call "The Five Pillars of Boarding." They are what we as a school believe to be the essence of human decency.

The Five Pillars are: Respect, Communication, Environment,

### > Community

Community, and Responsibility. All of our rules and regulations ultimately refer back to these ideas. These pillars apply to staff and students alike. We have regular House and Boarding Council meetings as forums in which we as a staff and student body can discuss how far we are actualising our pillars. We believe that our Five Pillars are universal; they underlie all

### > Responsibility

cultures, religions, and peoples. They are the baseline of decency that sets us aside as human beings. It is a baseline that we are determined to maintain.

"Boarding" at ISM is now more than boarding. It's education for a lifetime.

*Chris Folland  
(Residential Boarding Parent) &  
Richard Dean Eaton  
(Head of Boarding)*

## The Truth About Boarding

By Richard Eaton-Head of Boarding



What is the truth about boarding schools?

International School Moshi (ISM) has been at the forefront of boarding education in Tanzania since 1969. We were the first school in Africa to offer the prestigious International Baccalaureate Diploma course, and now I am proud to announce that we are the first institution in Africa to be granted membership in TABS!

TABS stands for 'The Association of Boarding Schools.' It is a well-known organization that unites boarding schools around the world. It seeks to promote an awareness of the advantages that boarding schools offer, while annually hosting conferences that facilitate best practices in residential (boarding) education. To be admitted into the TABS family a school must demonstrate that they are committed to excellence in every respect. ISM has earned the right to be part of this family and I am very proud to be leading the boarding team at this exciting crossroad.

What are the advantages of boarding schools? More boarding school graduates achieve top management positions by mid-career than their public and private day school peers. 87% of Boarding school graduates report they feel academically prepared for college, compared to 71% of private day school grads, and 39% of those who receive a public school education. Boarding school students report spending more time academically engaged outside of school and they also cite their schools as more academically challenging. All of this in addition to statistical evidence suggesting boarding school students have more opportunities to gain meaningful leadership experiences while in school suggests that the residential educational experience is second to none (for further statistical insight into the advantages of a boarding school education see the TABS website: [www.schools.com](http://www.schools.com)).

What is exciting for Tanzania and Africa is that we have the opportunity to offer such an education to students in the Moshi/Arusha region and beyond. International School Moshi has been a leader in the awarding of scholarships to Tanzanian children and we have an excellent track record when it comes to placing Tanzanian students in major colleges and universities in the United States and Europe (some on full academic scholarships). As we continue to grow we will draw attention to the youth of this country and to the local community.

## Card Making



*See what I made!*



*I'm sending one to you*



*It's lots of work.*



*This is fun!*

## Manati Walk



*Aim high, shoot low.*



*I hit the target!*



## ISM Scholarship Programme

The scholarship programme at International School Moshi confirms ISM's commitment to the wider community. It supports the school's beliefs and values that state, "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."

The scholarship programme is aimed at students in selected Government Secondary Schools in the Kilimanjaro and Arusha regions. Outside funding has been extended by the valued support of **Kahama Mining Corporation Limited (KMCL)**. KMCL is a large mining company based in Kahama District in Shinyanga Region. As part of their commitment to the wider community they have agreed to sponsor four students from two government schools in Kahama District.

Daniel Mundeve and Mhula Ngassa both joined ISM in January 2004 as students in our S3 class with the aim of taking IGCSE examinations in 2006 and completing their International Baccalaureate Diplomas in 2008. They are currently enrolled in S5.

Both students settled into ISM extremely quickly and are achieving strong academic success competing easily with the best students in the class. They have also participated very fully in the life of the school. Both have been part of an African Cultural Studies group and both have joined the Model United Nations group. Mhula has been working on web design and playing indoor hockey, volleyball, and table tennis. Daniel is more of a football expert and an able drummer. Both have fully participated in the school's Outdoor Pursuits programme and recently reached Socialist Peak on Mount Meru.

Catherine Kayila and Leonard John both joined ISM more recently after completing their Form IV examinations in Kahama District. They are now studying in their second year of the school's International Baccalaureate Diploma programme and hope to attain their full diplomas in May 2006.

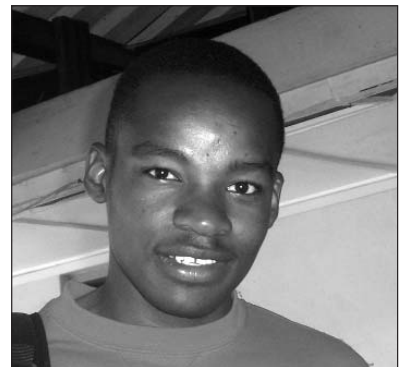
Both have also participated fully in our CAS (Creativity, Action, Service) programme. Leonard is a practiced musician, and has joined the school choir and undertaken piano lessons. He has also played cricket and volleyball, has learnt Tae Kwan Do, and has undertaken community service by teaching English to our ancillary staff and visiting children at a nearby orphanage. Catherine has played both netball and tennis, is learning how to make batik, and has undertaken many community service activities including teaching IT skills to students of a nearby school, and visiting children both in the local hospital and at an orphanage.



Catherine Kayila



Daniel Mundeve



Leonard John



Mhula Ngassa



## MYP: What's it all about?

Presently the staff and board of ISM are considering the addition of the International Baccalaureate Middle Years Programme (MYP) to our school. The International Baccalaureate programme is now taught in nearly 2,000 schools worldwide and it is recognized as the most globally accepted curriculum for students moving between countries. As educators we consider the three IB programmes (PYP, MYP, IB) to have well-articulated philosophies and fundamental principles. All three are broad-based, balanced and holistic. They encourage students to be independent learners, to develop international perspectives, to engage in critical thinking and to get involved in service to the community.

As teachers we are currently addressing the challenge of translating rigorous academic expectations into manageable classroom assignments that are well-defined by objectives, reflections, and assessments. At the same time S1 and S2 students are being introduced to a new way of learning and assessment, discovering that there are natural links between their subjects.

### What are the fundamental characteristics of the MYP?



*MYP fun!*

In the MYP, students follow a balanced programme, studying eight traditional subjects as well as engaging in Independent Study. Throughout these subject areas, there is an emphasis on such fundamental characteristics as Critical Thinking,

Intercultural Awareness, Holistic Education and Communication.

Theory of Knowledge. Both are central and integral elements of the respective programmes.

### What is the Personal Project?

In order to receive the Certificate, S5 students must complete a major independent project. The Personal Project may take the form of an essay, a multimedia presentation or an artistic production, and should demonstrate what has been accomplished in Approaches to Learning and at least one other Area of Interaction. Students take great pride and enjoyment in doing these projects; with freedom to explore topics of their choice in great depth and detail, they become experts in their fields.

### What is the structure of the Middle Years Programme?

Because the development of the student is the focus of the MYP, the student appears at the centre of the curriculum model. Surrounding the student are five Areas of Interaction: common themes used within the academic subjects. The Areas of Interaction include:

- > Approaches to Learning: Learning how to learn and to excel at the learning process.
- > Community and Service: Learning to help others.
- > Health and Social Education: Learning about human health and society.
- > Environment: Learning to protect the natural world.
- > Homo Faber: Learning to design and create.

It is important to note that there are significant and intentional links between the MYP Areas of Interaction and the IB diploma



*Why move?*

### What is the path to the IB Certificate?

Students work towards the MYP Certificate which includes external moderation by the IBO of the school's internal assessment. S5 work is judged by an international

committee who, if they deem the students up to standard, award the certificate. To receive certification, students must achieve acceptable scores, have participated in the programme for at least the final two years and have met the school's expectations of community and service.

*Steve Brown*  
MYP Coordinator Arusha Campus



**Batik** *In batik we learn how to create a picture, using wax and inks. Anything can be used as a motif. Batik is a form of art that can be complex or simple depending on what you like. (Philip Schramm)*



Chess

Cookery



Drama



MUN



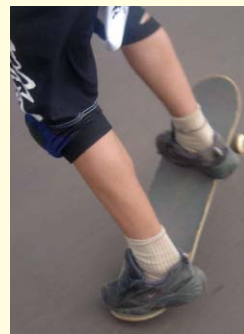
Papier Mache



Sign Writing



Woodworking







## Amani Street Children



The centre provides a home for children aged 3 to 17. Some are orphans, some are abandoned, some have been sold by their parents for prostitution and so on. The students from ISM try to interact with them, play games, football, draw, talk, listen and teach a bit of English.

(Elisa Bloomberg)

## Mkombozi Rugby



## Upendo Orphanage



## Day Care Centre Swimming



On a Wednesday afternoon, at 3 o'clock, ten to twenty children from the Daycare Centre come to swim. The role of the ISM students is to help the children overcome their fear of water and hopefully learn to swim. Each of the ISM students is responsible for two of the children and they play various games with them including jumping into the pool and swimming races across the pool. (Lucy Hills)

## Hard Labour

"As part of the ISM CAS programme our IB students are encouraged to join in Hard Labour weekends, which usually involve going into the local community and working with the villagers to help build bridges, lay floors, mend troughs, dig foundations, and make blocks for classrooms, etc.

As the name suggests, this activity is not for the faint hearted or wimpish by nature! Nineteen students went to the village of Materuni, a very small settlement on the slopes of Kilimanjaro to help repair a collapsed classroom. They set up camp outside the church and after having a nice Friday afternoon playing with the children they thought that the trip wasn't going to be so hard after all. As you can see, they were greatly mistaken.

by Amandine DeRosnay- student, and Sandra Riches - (CAS Coordinator)





## A Week at the Beach

Our school house sits on the cliff-top, lulled by the lapping of the Indian Ocean and the wind in the palm fronds. It is a far cry from our high altitude bases in Moshi and Arusha. Its hot, humid and surrounded by the Swahili culture.

The S2 students had a busy week studying the coastline, the diverse communities of the rockpools and mangroves, the slave trade and the colonial history of the town.

There were plenty of opportunities for good plain fun too!





## Down on the Farm



We are lucky to have a wealth of 'outdoor classrooms' on our doorstep. Africa's highest mountain provides us with some exciting hands-on educational opportunities. Our students spent a few days camping at West Kilimanjaro in the beautiful gardens of Simba Farm which is located on the slopes of the mountain. They take a look at different land uses in the area and investigate the possibilities for tourism and other economic development. Students have the opportunity to get out and about on the farm and to experience different farming strategies for themselves.

Thanks to the Bruinsmas for their hospitality.



*Artemesia, a plant whose active ingredient is important in the control of malaria.*



*Relaxing...*



*Jatropha, a local plant that can be used amongst other things as an alternative to fossil fuels.*



*Cows bred to thrive in our particular environment*



*Beans are natural nitrogen fixers*

S3 Class trip: West Kilimanjaro

ISM

## PYP Parent Workshop - Thursday 22nd September, 2005

It was refreshing and exciting to see parents turn up in large numbers for our first PYP Workshop of the year. Thirty-two parents attended the workshop and they represented approximately 45 students from our school, both Primary and Secondary. This was encouraging for our school and teachers, as it provides us with a perfect opportunity to talk to parents about what we believe about education and to explain why we approach teaching and learning with in the ways we do! This then assists parents in further supporting their children as they continue to learn and develop in our school environment.



During the workshop, the parents were asked to record and discuss what they knew about the PYP: This was an opportunity for us to gauge their existing knowledge and to determine what, if any, misinformation may be "out there". During this activity the parents wrote the following things:

### What we Know About The PYP:

- inquiry way of learning
- gives children confidence
- a way of learning in a practical way which relates to your daily life
- not so much stress on children
- children become open-minded
- playing and learning
- independence-oriented
- develops leadership qualities
- investigative education
- learning at your own pace
- holistic education
- makes international people
- not just learning to pass standard exams
- equalizes children
- encourages the child to learn from where he/she is
- listening to the child learn how to learn
- pleasure in and from learning
- more free thinkers
- integration of subjects
- more active in class
- about building global citizens
- transferable programme
- child-based, interactive learning
- about competencies rather than subjects
- respecting diversity
- collaborative and participative learning
- builds questioning skills
- getting children ready for life...not exams
- fostering independence and responsibility in learning
- relevance to children's lives



SO...they knew a great deal already!  
 Thanks you for you continuing support!  
 Natalie Croome  
 (PYP Co-ordinator)



## Life On The Streets

So far this term, the P4 students have structured their learning around the central idea that children are a unique part of our society and that they have specific rights. Students have discussed the nature of, and difference between rights and responsibilities and demonstrated that they understand this concept by sharing ideas to create a list of rights and responsibilities that they have at ISM: the right to learn, to feel safe, to ask questions if they don't understand, to have fun and be happy. They also have the responsibility to take care of themselves and their belongings, to take care of each other, and to ask questions to find out more about the world.

In addition to their own rights and responsibilities, P4 students are learning about the international rights of a child and how these are applied in different parts of the world. Specifically, P4 has been preparing for a first-hand investigation of the rights and responsibilities of street children in Arusha.

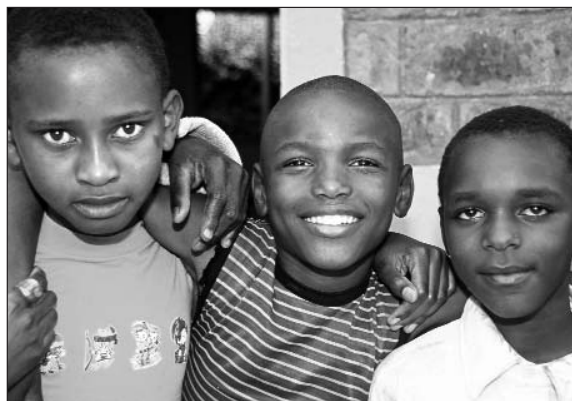
On Wednesday, 28th September, the P4 visited Mkombozi Centre for Street Children to conduct their investigation. In preparation for the visit, each student wrote questions s/he would like to ask a street child. After sharing these questions with the whole class, students participated in a democratic election to vote for the Top Ten most useful questions to be asked on the visit. Some of the questions elected were as follows:

1. What kind of home would you like to have?
2. What do you eat? Is your food healthy food?
3. How do you feel about your life?

After visiting with the street children, students had time to reflect on their experiences privately in their journals, and corporately as a class. Reflection is an important part of learning at ISM as it encourages students to think about their learning and to apply it in a personal way. Upon return, students shared and compared responses to questions asked, but one question will remain: How will P4 students exercise the responsibility to protect the rights of street children in Arusha?

Sabrina Kassam wrote:

P4 went on a field trip to Mkombozi to see the street children. We were interested to see the places where the children eat, sleep and spend their time. One place was under a bridge and another place was a bus stand full of taxis and cars. Another was where a lady was selling bread. The child I interviewed was called Yusufu. He was funny because he did a cartwheel, walked on his hands and then fell to the ground. He did a back flip and then put his hand out like an actor to the girls.



Imran Niskala wrote:

There was a boy called Hussein. He was a street child. He wants a big home that has a TV and a gate. He eats ugali and beans and he has to sleep at the bus stand. He covers himself with plastic bags. Everyday he finds food, plays football and prays to God. He doesn't have a home.

Some answers to the questions:

Would you like to go to school?

Yes, your school because you are only 8 and you are in grade 4.

What kind of home would you like to live in?  
An Mkombozi residence.

Why do you live on the streets?

My mother died and my father married another woman who didn't like me. She hit me and told me I did bad things so I left home. I caught a bus from Tanga, when the conductor asked for money I pretended one of the passengers was my mother.

Have you been out of Arusha?

Yes, I walked from Babati and slept on the roadside.

## Kili The Hard Way - Machame Route



*Victorious.*



*So far, it's a piece of cake.*

The Outdoor Pursuits Programme is a very popular option for both students and staff, with most aiming to reach the summit of Mount Kilimanjaro. In fact, the large majority of those who head off on the Uhuru Peak trip manage to reach the top. One of the reasons we feel that this happens is that our students are prepared for the challenges of the trip by working their way through our comprehensive programme. It starts off with a campcraft trip, where the students are taught the basics of walking while carrying gear and camping. They then head on to the mountains through a series of levels. Level one is a weekend walk to the first hut, while level three sees students walking up to Horombo Hut at approximately 3800m, before heading out on day three to the base of Mawenzi at a height of 4600m. Level four is usually a camping trip on Kili, such as South Circuit, or Socialist Peak on Meru. When a student has shown that they can meet the demands on these trips, they then can try for the summit at Uhuru Peak. Not content with reaching the summit? Many students then sign up for "Uhuru Peak the Hard Way", where they camp all the way up.



*What's so hard about this ?*



*You can lean on me.*

*Nobody said it would be this hard.*



## Camp Craft Trip



*Here's how you set up a tent.*



*The campers.*



*Teamwork.*



*You're going to be tested on this.*



## Outdoor Pursuits Programme

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## Pare Mountains, Level 1



*Everybody does their part.*



*Hup 2, 3, 4*



*Campfire kids.*



*Get to sleep!*



From its first full year of operation in 1970, the International Baccalaureate Diploma Programme was originally designed to cater for the educational needs of globally mobile students in international schools. It was developed as a deliberate compromise between the specialization required in some national systems and the breadth preferred in others, without bias towards any particular national system.

The general objectives of the IBO are to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience.

From its inception, the development of the Diploma Programme was based on three fundamental principles:

- > The need for a broad general education, establishing the basic knowledge and critical thinking skills necessary for further study;
- > The importance of developing international understanding and citizenship for a more peaceful, productive future;
- > The need for flexibility of choice among the subjects to be studied, within a balanced framework, so that the students' options could correspond as far as possible to their particular interests and capacities.

Attempting to encapsulate the aims of the Diploma Programme in a single sentence, Alec Peterson, the first director general of the International Baccalaureate Organization, suggested that they were "to develop to their fullest potential the powers of each individual to understand, to modify and to enjoy his or her environment, both inner and outer, in its physical, social, moral, aesthetic, and spiritual aspects".

### Where are they now?

International School Moshi has a long, proud and successful history of teaching the IB Diploma. In 1975 ISM was the first school in Africa to start teaching the IB Diploma, and one of the first in the world, hence our IB School Number 0032.

From small beginnings, the Diploma Programme at ISM has grown to be an integral part of ISM's educational focus. The graduating class of 2005 comprised 43 candidates. ISM's first Diploma class graduated in May 1976 and comprised of twelve people: Shenaaz Bandali, Bea Calo, Edward Heyse, Rosalie Keane, Jan Schovsbo, Sigmund Stromme, Robin Rajpal, Krishan Amritpal, Shiela Brown, Kavshik Pandya and Knud Rasmussen. We would love to hear from or about anyone on this list!





## The IBI Raft Race

In today's complex world it is often difficult to accomplish things as an individual working alone. An understanding of group processes and group dynamics can be crucial to success. Whether it's a study group, a stage performance, or a team sport, people of different backgrounds, personalities, temperaments, and expertise are brought together. Groups are complicated, but they are indispensable. It makes sense to figure out how to work together. The IB1 classes investigated the ways people interact and communicate. They observed verbal and non-verbal styles of communication to analyze how they affect the dynamics of the group. They looked at different leadership styles to form opinions on the pitfalls in group dynamics, and common elements of a successful group. As a culminating activity the IB1s worked in groups to design and construct rafts that could carry Primary and IB passengers in a race across the swimming pool.

*Catriona Sutherland*



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Raft Race/S5 Class Trip: Tarangire



## S5 Tarangire Trip

(an excerpt from story by S5 EIL student)

We left the school on a lovely Thursday morning to go to Tarangire with the students from both Arusha and Moshi campus. It was an opportunity to socialize and get to know one another.

Together we unloaded the lorry and the cars and set up camp. Then the boys started some games and the girls began to talk. People started to socialize a bit.

We were then divided into groups and were instructed in games to play to help get to know one another better. Over the duration of the weekend we collectively prepared dinners, did the washing up, and laughed and joked with each other.

Some of the activities we had to do were amazing. One activity had us put something over our eyes and find a rope and make shapes with it. In another game we had to go in a circle, going through the circle as fast as we can, but had to hold hands. The

third game was very cool. First, everyone had to lie down on their back and put their hands up. The lightest person lay on their backs and had to pass across everyone just using our feet. Then we had to pass a bucket of water with our feet. I can tell you that I got very wet! And the last game was very funny. There was a rope tied to a tree and there were mines all over the place. We had to try and get to the other side using the rope. I survived!

The activities were followed by an afternoon at the Tarangire Safari Lodge. We had the best meal of our trip there - big burgers! We also listened to a talk about the elephants. It was very interesting.

On Saturday morning everyone was tired and didn't want to go back. It was really sad saying goodbye to all the new students I met from Arusha. The whole trip I was with them laughing and having fun.

*Eloise Martin S5*



# THE ORCHARD

The **ORCHARD** is a newly opened restaurant and catering establishment on the ground floor of **SERENGETI WING** at the **ARUSHA INTERNATIONAL CONFERENCE CENTER (AICC)**.

We are experts in International, Continental, Oriental and Local cuisine. **The ORCHARD** is away from the ordinary due to its technical advancements in food preparation. Offering a five course international lunch buffet prepared by specialized and dedicated chefs.

The Orchard provides **sumptuous snacks** which are available daily from 7am to 5pm .

The Restaurant offers an **outside catering** unit which has competently handled many functions leaving our ever growing list of clients completely satisfied.

We have recently catered for numerous high profile meetings for clients including **UNDP, ICTR, The East African Community and The Ministries of Tourism, Education and Natural Resources** among others.



**We are constantly striving at the provision of excellence through courteous and friendly services.**

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Bedroom Y7



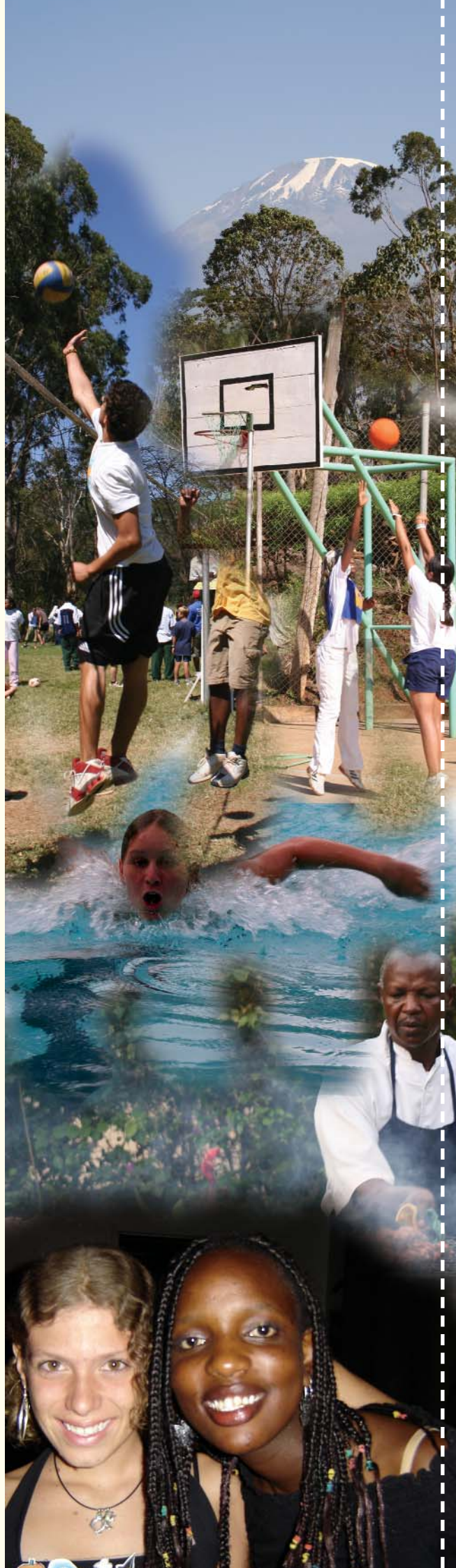
Sitting Room Z2



Bathroom Z3







## Sports weekend in Moshi

As a prelude to the sports weekend in Dar es Salaam, fifty two Arusha students travelled to Moshi for a weekend of fun. Events kicked off with a swim gala followed by a poolside barbeque and a Halloween disco. Kilimanjaro provided a spectacular backdrop for the volleyball, netball and cricket competitions. The buses were very quiet on the way back to Arusha!

A big thanks to Ben Wiggins and Mick Spears for organising the weekend.

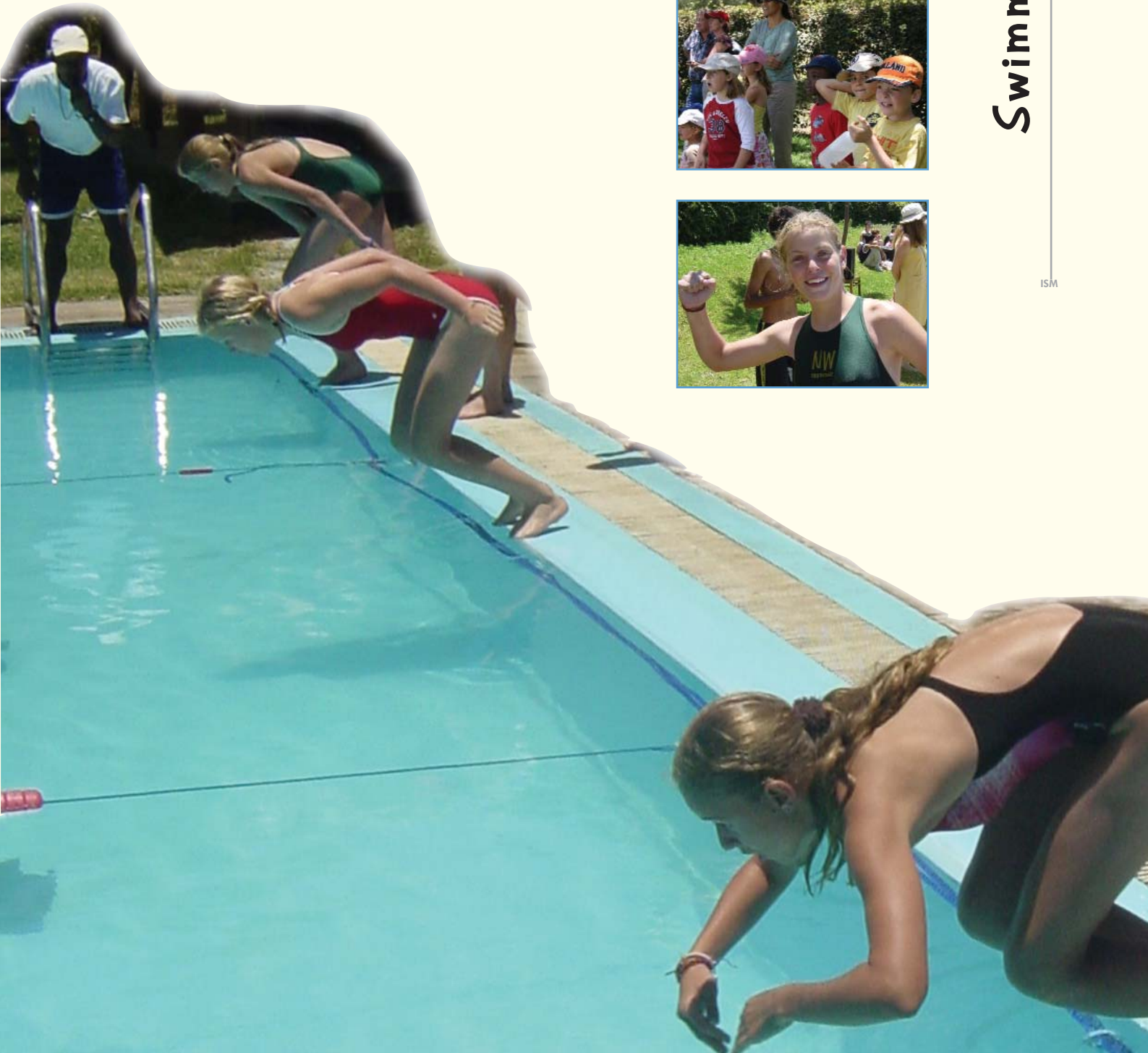




## Inter-House Swim Gala

ISM Arusha Campus Inter House Swim Gala.

The atmosphere was electric during this year's swim gala. Students from P5-S5 competed enthusiastically responding to the encouragement of the crowd, Ms Spears, and a variety of music over the PA system! Everyone enjoyed an entertaining slide show before the winners, Yellow House, were announced. A great day was had by all. Thanks to Mick Spears for her faultless organisation.





## Moouore Milk Please!



The Children in Upendo Orphanage need many litres of milk every day. Instead of giving them milk powder, we decided to supply them with fresh milk. Through fund raising and donations, we gathered enough money to buy a milk producing cow. Her name is Mchana. She was officially handed over to the orphanage by the Upendo group and the CEO of ISM, Mr. Sutherland. Mchana provides several litres of milk. Our investment is already having good returns as we have discovered that the cow is now pregnant.

*By Liisa Heino*



## The London Academy of Music and Dramatic Arts

In June, thirty students took the annual LAMDA exam. This involves the speaking of verse and prose, and is wonderful for the development and appreciation of a love of poetry and literature. The exams are accredited and recognised worldwide. Of the 30 entrants, 15 received Distinctions, 11 Merits, and 4 Passes. Congratulations to all involved.

LAMDA is run as an afternoon activity in the Primary school. The focus is on Drama exercises, mime, structured and unstructured drama. Education through drama is an exciting concept, and also helps the children gain confidence in public speaking and interpersonal relations. Soon it will be offered to Secondary students too, and even some parents have shown an interest!

*Cathie Stubbs*







*Gabrielle in the mosque*



*P5 and P5/6 at the Hindu Temple*

"Live in harmony for we are all related." Native American  
 "Hurt not others with that which pains yourself" Buddhism  
 "Do unto all men as you would wish to have done unto you" Islam  
 "Do as you will, as long as you harm no one" Sacred Earth  
 "Do unto others as you would have them do unto you" Christianity  
 "What you yourself hate do unto no man" Judaism  
 "Treat others as you would yourself be treated" Hinduism

From Sacred Myths - Stories of World Religions retold  
 by Marilyn McFarlane

Our first Unit of Inquiry in Term One was about Belief Systems from contemporary and ancient times. Through the process of finding out about an unfamiliar belief system, similarities and differences among various religions were clarified and students came to understand their own cultures and beliefs and those of others better. At the end of the unit parents were invited in to view student work and to participate in a discussion about their beliefs and values.

*Linda Willms and  
 Lloyd Curley.*



*Inside the Hindu Temple*

## What Makes a Community?

Our Unit of Inquiry is 'Everything Has Its Place'. We are finding out what makes a community, starting by finding out what we have in our community. We went to town on a field trip to find out what really goes on, right before our very eyes.

*P1/2 and Miranda Charlton*



*Watching an oil change at the garage*



*In the Ethiopian Airlines Office*

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## Track and Field

The first term units of study in Physical Education focus on athletics. Younger students are taught the basic techniques in track and field events, and they record and monitor their progress. The older students work more independently, training for specific events of their choice, preparing suitable warm-ups, and developing appropriate training programs. The efforts of all culminate in a Track and Field event on Moshi Sports Day. Students compete in javelin, discus, shot put, long jump, high jump, and a wide range of track events. It is a full day of fun and friendly competition.

*by Catriona Sutherland*



ISM Arusha Campus students ran their hearts out on a chilly Saturday in June. The depth of the team, and the determination and commitment of the runners was impressive. Team spirit and parental support were strong. The competition was intense and everything hung on the last race. For the first time in the history of the event, ISM Arusha Campus took the trophy home. Congratulations to everyone who took part, especially to Mr Erasto Sayuni who won the staff race again, after running nearly every race with our students, and offering words of encouragement along the way.

## Arusha Schools Cross Country Competition



*The Victorious Team*



*Thanks Erasto*



*Go Lane!*



*We finally made it*

## Getting to know you.....

Its always an issue to get to one another's names at the beginning of the year, particularly when everyone is new, as they are for the new teachers at ISM. However helping me to get to know the students and being welcoming is something that the Secondary school at ISM do very well. Thank you.

*Lee Hutchinson*  
*Humanities Teacher*



*teamwork*





**Laurence was very popular  
with his classmates, here  
are some of their  
thoughts:**

Days go by and birds fly by but  
everything feels everlasting. Luke

You really encouraged us to push  
ourselves to get to the top of the Rift  
Valley Wall. He was a very determined  
boy. Benedetta

Laurence was a really cool friend and he  
was kind to everyone. Amaar

When I first came to the school I didn't  
know anyone in the class and I didn't  
know how to speak English. I sat with  
Laurence and he always made me laugh  
when he was counting in French. Nelly

Laurence was a really close friend to me.  
He was always kind and generous and he  
would never tease or insult people.  
Imran

I remember when he was dressed up to  
look like Malfoy in Harry Potter and  
when everyone was laughing with him.  
Joel

Laurence achieved a very good thing.  
He didn't know how to read before, he  
had trouble, but then he started reading  
a lot, even Paul Jennings books. Shazia

He used to call himself Einstein!  
Rukaiya

## Our Friend

It is with great sadness that we announce the passing away of Laurence Mason, a student in P6 in Arusha Campus, who was killed in a car accident on Wednesday, 6th July. Our thoughts and deepest sympathies go out to his parents Charlie and Serena and to his brother Hugo (P4).

Laurence Mason joined the Primary School at ISM - Arusha Campus during the 2003/4 school year. It was immediately apparent to all of us that Laurence was a very special person. He viewed the world from his own distinctive and original perspective. His love of people and acceptance of all differences was always expressed with warmth and charm, which quickly endeared him to children and adults alike. He was intuitive and sensitive to the needs of others and naturally assumed the role of protector when he saw the need.

It was always impressive to watch Laurence, with strength and determination, persevere with a positive attitude and a sense of humour in dealing with the challenges and difficulties that a strong case of dyslexia presented him with on a daily basis. Laurence was amazingly open about this and truly recognized it as an important part of who he was. This attitude of acceptance of himself allowed him to accept others and he demonstrated an ability to support and encourage, never saying a hurtful word to others.

Laurence was a true individual who surprised us regularly and made us laugh with him while still maintaining a sense of dependability and reliability which made him a good friend, a dependable student and a caring person. He filled a room with his huge smile and his genuine love of life. He leaves a space in our school community which will remain, as it should, to remind us of how fortunate we all were to have met him and worked with him; a privilege indeed!

Laurence Mason - we will remember you with love and laughter.

*Natalie Croome - Laurence's class teacher*





## Marjolyn Duller-Pronk



I was at ISM from September 1985 until October 1993. I was one of the first students at the Arusha Campus and was in P3 in 1985. I later joined Moshi as a boarder. I left at the beginning of term during IB1 and moved to the Netherlands. Finished IB here in Holland.

My fondest memories of ISM are the many sports facilities, the local support projects and the fun that we made/ had as boarders.

In 1999 I graduated in Facility Management in Deventer, the Netherlands. After that I enjoyed the world for half a year and then started working.

Tanzania has always been a special place for me personally. I decided to start my own tour operating company. I now successfully sell safaris to Tanzania & Zanzibar under the name Explore Tanzania ([www.exploretanzania.com](http://www.exploretanzania.com)).

I run the company from home in Apeldoorn, in the centre of Holland, where I'm happily living together with Chris, my husband since June last year!

## Marloes Pronk

Marloes started at ISM on the Arusha Campus as a P1 student in 1985. She joined Moshi as a boarder in 1991 and left in October 1993 to finish her schooling in Holland. Marloes graduated from the University of Zwolle in The Netherlands with a diploma in cultural and social work. Now she lives happily in Apeldoorn where she is working for a theatre/congress centre. However, she still has a strong urge to travel as she; 'can't be in The Netherlands for too long at a time!'

The fondest memories for Marloes were being a boarder and spending time with other 'inmates' enjoying after school activities and sports.

## Miriam Booy

Miriam attended Arusha Campus from 1989-1998, and then Moshi campus until 2002 when she completed her IB Diploma. Now, she has just finished her third year of an honours degree in International Studies at Trinity Western University in BC, Canada. At Arusha, she is remembered for starring in numerous musicals.



Miriam says: 'I have so many great memories of ISM...one of my favourite is dressing up as Santa Clause and recruiting some of the Kilele boys to be my reindeer and drive me to the cafeteria for the Christmas banquet! Also dressing up in saris with friends for occasions like Diwali.'

## Heikki Niskala

Heikki attended Moshi between 1976 and 1981. He moved back to Sweden after taking his 'O' levels. Then he spent time in the Middle East and Sweden before gaining a scholarship to study in the US.

He gained a BSc in General Agriculture from Kentucky.



It was the international experience and the deep bonds of friendship that stuck most firmly in Heikki's mind. So much so that he returned to Tanzania in 1990. Now he lives with his wife and 4 children, all of whom attend ISMAC! Heikki works as the grower/manager for Mount Meru flowers in Arusha.





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