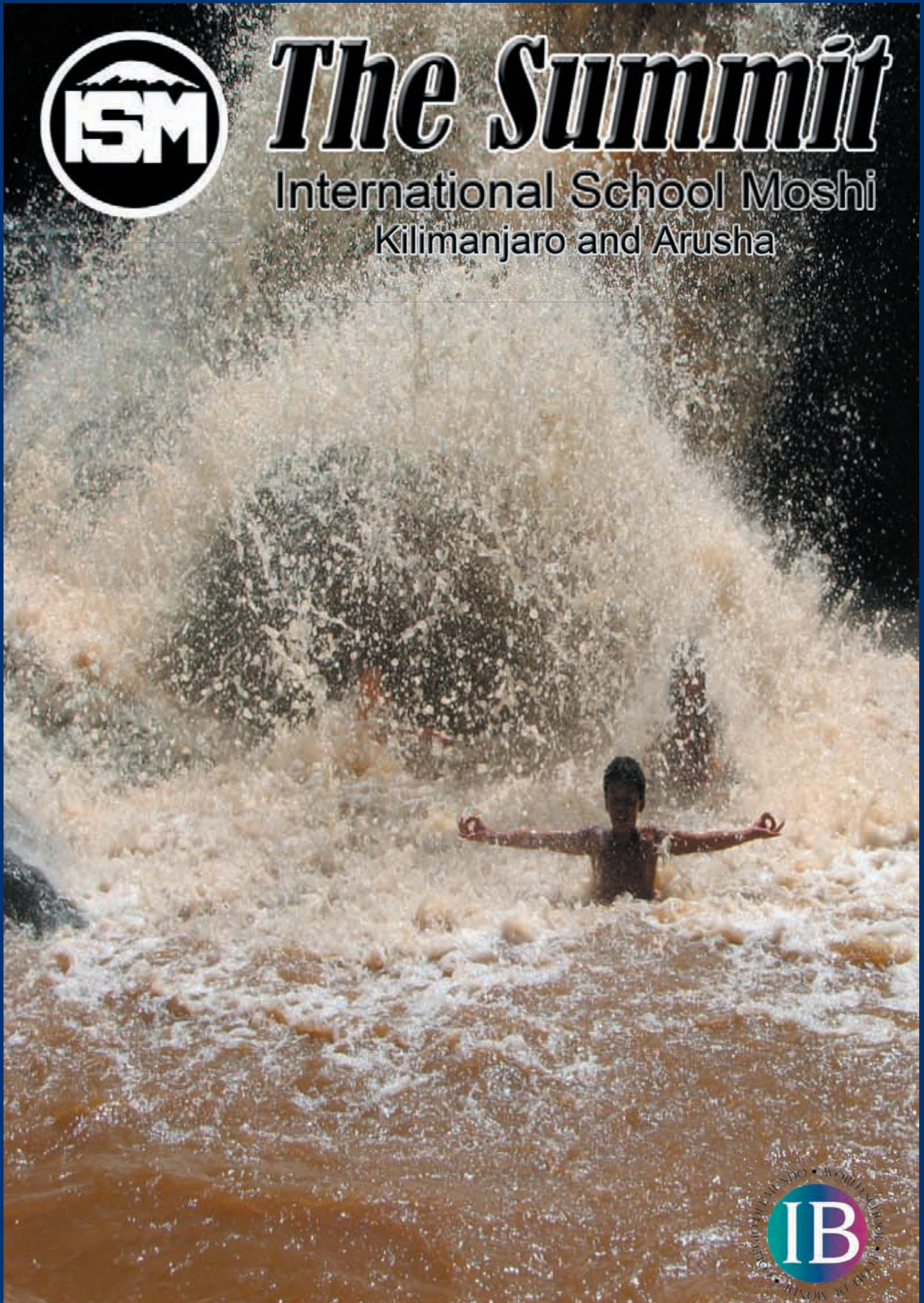




# ***The Summit***

International School Moshi  
Kilimanjaro and Arusha



Eight Edition June, 2007





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**QATAR AIRWAYS** القطرية

Dear Parents:

Terms two and three are now a memory at International School Moshi and they were each packed with activities and events that kept us all working very hard. Both students and staff have earned a long vacation this summer. The photos from the IB graduation will be found in the next issue of the Summit magazine. I want to thank Annette Wood and Catriona Sutherland for again putting together an excellent issue of the magazine.

We started off Term 2 with the wonderful news that ISM had been fully authorized by the International Baccalaureate Organization to provide the Primary Years curriculum. This achievement was the culmination of five years of effort from many teachers at ISM. Also in February, we hosted IBO visitors for our MYP authorization visit and we are awaiting their report at the time of writing. ISM has a clear vision to offer all three IBO programmes. You will remember that ISM was the first school in Africa to offer the prestigious IB Diploma.

February was quite a big month because we also received our International Standard Assessment results from ACER. P5, S1 and S3 students were the first ISM students to take these proficiency tests and their results are posted on the ISM website along with comparisons to results from students in more than 90 international schools worldwide. Although standardized tests can inform us about our curriculum delivery in certain areas, we must keep in mind that they are only one form of assessment.

In December, we held a Board Retreat to discuss three important topics: Responses to the Governance section of the 2006 CIS/MSA report; a proposal for Board restructuring; and a proposal for a strategic planning process for ISM. The retreat was fully attended by Board members who participated in open and honest discussions regarding all the topics. The result was an agreed response on the governance issues, a directive to the Senior Management Team to propose board restructuring options for the Board's consideration, and the formation of a Strategic Planning Committee. These initiatives should align and solidify the direction of ISM well into the future.

Another exciting development has been our ongoing cultivation of a relationship with the United World College organization. Mr. White, Mr. Moody and I travelled to Waterford UWC in Swaziland on a fact finding mission to determine whether there might be a net benefit to ISM joining this organization. We learned a lot about the UWC approach to scholarships that will inform our own direction. In April we selected two scholarship students for IB places: Desmond Mushi and Erika Kafwimi. You will be hearing more about them in the next two years. The other piece of excellent news we received in April was that Leonard John ('06) received a full scholarship to the University of British Columbia in Vancouver, Canada. Leonard is ISM's 5th scholarship student to receive full funding for his tertiary education.

At the end of term one, the school hosted a very successful Sports Festival with teams participating from IST and Sandford in Ethiopia. In addition, there have been numerous netball and basketball tournaments, swim galas, soccer sevens, and the stables fun day. The Outdoor Pursuits programme geared up again in term three with successful climbs on both Meru and Kilimanjaro. If sports were not enough, students on Arusha Campus thrilled audiences with three nights of an excellent production of Grease and on Moshi Campus the annual Variety Show saw performances by students, parents and teachers alike. The IB2 art exhibition was another standout evening.

With all of the above, it has been another progressive year at ISM. I am very proud of all the teachers who coped positively with the visits from the IBO and with the changes required to continue to improve as a world class international school. I also want to express my thanks for the support of the ISM Board of Directors and our parents.

Best Regards,

Barry Sutherland

Chief Executive Officer

ISM: One school, two campuses.



*'ISM inspires individuals to be lifelong learners in a global community'*



PYP Authorization - P3



Memories of Zanzibar - P20



ISM Welcomes the world  
to Tanzania - P23



ISM in Paris - P26





## FAMILY NIGHT

This term boarders have spent more time bonding with family – their boarding house family. Sunday nights are “Family Nights” in Secondary Boarding Houses. Each week staff and students organise a special event for the evening, usually something that will bring students together: e.g. food, sport, dialog, and fun! Family night has helped us all “Live Together Better” and the tradition has only begun!

In Primary, Family Night is Monday and involves a pre-planned meal at home, followed by games, and togetherness.



## QUIZ NIGHT 111

The Boarding Team hosted the Third Annual Community Quiz Night in February, and for the second year in a row Mr. Folland's proudly assembled team finished second, a few points behind a team captained by resilient parent Claudette Hall.



## THE MYSTERY TRIP

Find out where you're going when you get there – this is the spirit of the Annual Boarding 'Mystery Trip!' This year Boarders and Day Students found themselves at TPC playing a golf 'scramble.' This was followed by a relaxing dip in a local pool and a bumpy ride back to Moshi – all for the love of the game!



## WILLIE'S BIG ADVENTURE: PART III

Willie took to the sea (in submarines) in 2005. In 2006 he took to the air (in gliders). In 2007 Willie was heaved through the sky by siege catapults designed by Boarders and Day Students. Catapults had to propel him over the swimming pool and as close as possible to the bulls-eye target! Willie hit the mark, as he always does – and Mr. Bevrige has promised something even more spectacular for 2008: “Rocket Propelled Willie!” Stay tuned!



## 'THE IMPORTANT THING ABOUT PYP AUTHORIZATION

For ISM, the PYP journey began in 2003 with an application for candidacy being submitted to head office in Cardiff. Fueled by the enthusiasm and commitment of all staff, administration, board and community members, the programme was embraced, implemented and nurtured through to final authorization in March 2007. The authorization journey has required many hours of discussion, planning, reflecting and fine-tuning in order to be in a position to offer the quality programme we have for students today. Congratulations and accolades are extended to the many teachers, students, parents and community members who have been and continue to be involved in this IBO Authorization success.

The following two pieces have been adapted and written by the ISMAC Primary Team from the book titled: The Important Book by: Margaret Wise-Brown. We feel this encapsulates both the PYP and Authorization Success.

### **The important thing about the PYP is inquiry**

It is all of us, asking questions and learning new things  
ALL THE TIME.

It means that we have to think in new and different ways.  
It requires us to work in many groups & also to work  
on our own.

It shows that we are all important and valued.

BUT....

**The important thing about the PYP is inquiry.**



### **The important thing about Authorization is that it recognizes how good our Primary School is.**

It is true that it provides international recognition, a curriculum framework, common vocabulary and regular evaluation.

It is true that it is the result of ongoing, collaborative and cooperative planning and implementation.

It is true that it supports a balance between the teaching and learning approaches to trans-disciplinary and traditional disciplines.

It is true that it acknowledges celebrations and challenges.

BUT...

**The important thing about Authorization is that it recognizes how good our Primary School is.**  
**Primary Team.**

## STUDENT LED CONFERENCES



In Terms One and Two of each academic year, ISM Primary on the Moshé campus schedules a Student Led Conference day. For these conferences students are prepared in advance to be accountable for their work and are coached by their class teacher in how to report their learning to their parents. The conference, which lasts for one hour, allows the student to take on an active role in demonstrating his/her learning.



Through these conferences the students' self-respect and self-esteem are promoted as they focus on their curriculum strengths and give their own comments on areas that they recognize need improvement. They do this by sharing their personal goals as an integral part of the conference.



The teacher has a key role in the structuring of the whole event and offers on-going, positive and practical support during the days/weeks leading to the conference day. The teacher also provides support throughout the one-hour session if it is needed and this empowers the student to take on the leadership role on the actual conference day.

Kathy Slocombe





## WORK AND PLAY



P5/6 students enjoyed a thrilling, action-packed camping trip to Magara region. The camp-site was idyllic, next to a waterfall at the foot of the Rift Valley Escarpment, south of Lake Manyara National Park.

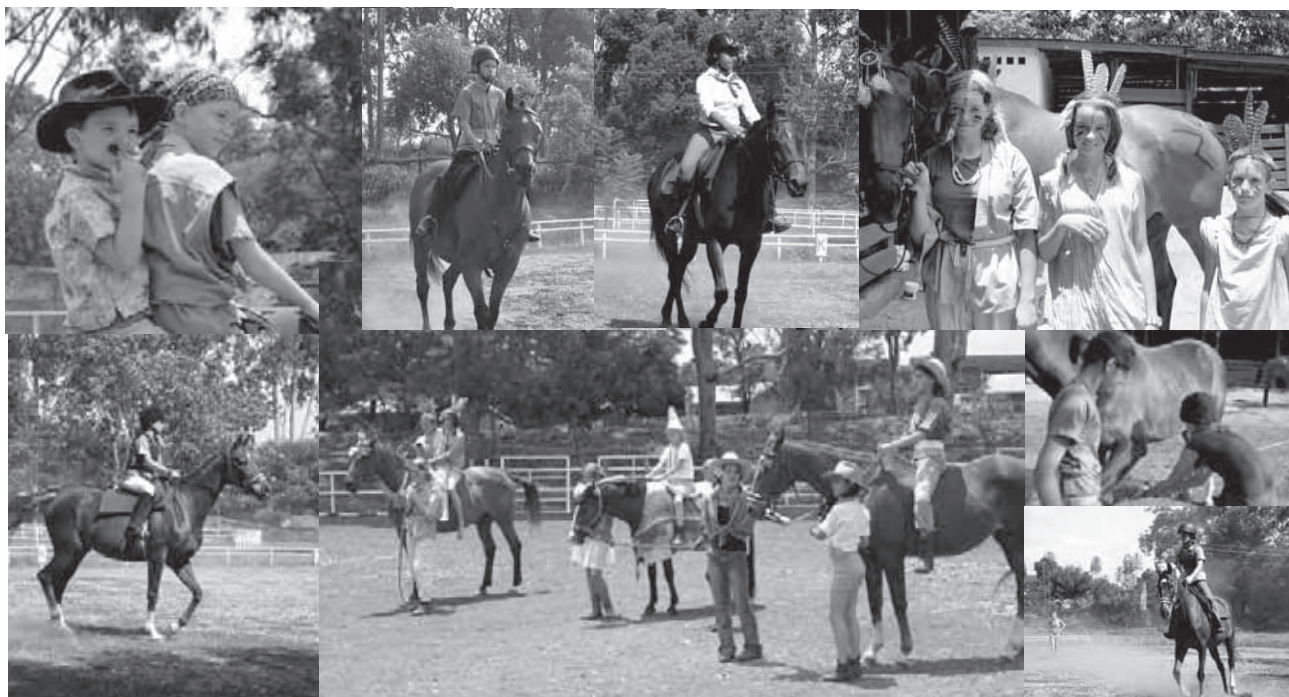
Interviews were conducted with the Barabaig (Datog), Wambugwe and Wairaqu tribes to gain their perspectives on 'work and play'. Back at school, the students were required to write an essay responding to the statement 'The people who live in more traditional, rural communities of Northern Tanzania work harder and play less than people living in the more developed, urban areas of this region'. They certainly had a lot to think about!



## STABLES FUN DAY

On Saturday 17th of March it was the annual Horse Riding Fun-Day. It was a great success, everyone had fun – and no one fell off!! The horses were scrubbed, polished and looking beautiful. At the end all of the rosettes were nice and shiny, and nearly every team went away with smiles on their faces, sweets in their tummies, and stylish shirts to go with it! Congratulations to Carlotta, the overall champion, and thanks to Terrie, the judge and the grooms for all their hard work...

Fran Brandon, S4 Student





## FROM 'FIRST STEPS' TO THE PEAK

Students who are resting and warming up at Uhuru Peak as the sun comes up, tend to privately, and sometimes publicly, reflect back on the challenges that they have overcome: the freezing cold; the altitude sickness; the sore feet; the heavy rucksack; and that long, long slog in the middle of the night up to the crater rim. How many of these students, I sometimes wonder, remember the similar struggles they faced on their first OP Trip in S1? Having been fortunate to have been involved in the OP Programme for many years, I remember the tribulations the present IB2 students faced when they were on the S1 campcraft trip in Usangi, such as putting the tents up, the struggles walking with a rucksack for the first time, the extra breaks needed, and occasional tears, as soon as the path started going up hill.

The OP programme is based upon the philosophy of placing the students in a variety of challenging situations. Overcoming these physical, social and cognitive obstacles leads to the sense of achievement, be it on the S1 campcraft trip or going for the peak.

**Ben Wiggins**  
OP Co-ordinator







## 'THE POWER TO MOVE IT'

Manfred and Maria Lieke welcomed all three P1-2 classes to their workshop in Olasiti. Our unit of inquiry was "The Power to Move It", and we arrived full of excitement about what we were going to see. Rumours ran rampant that we were going to be riding horses and chasing sheep, but it was better than that! Manfred greeted us warmly, and took us to see an incredible array of machinery in his workshop. The children listened wonderfully as he took us through demonstrations, showing us an engine block, demonstrating how hydraulics work (blowing through a tube until he was red in the face), and heaving every child onto the tractor so that they all had a chance to drive around the yard.

The children all asked a huge number of questions, picked up stray nuts and bolts that they returned to the mechanics, and made stunning sketches of the machinery that they saw. The power of some of the machines (the combine harvester in particular) left us all in awe. Diana, Jo, and Marcello would all like to thank Manfred and Maria for providing our children with a truly remarkable first hand learning experience. These classes will not forget this trip anytime soon.



## WATER, WATER, EVERYWHERE

All three P3/4 classes on Arusha campus went on a joint overnight camping trip as part of our unit Water, Water Everywhere. We camped on the grounds of Ngare Sero in Usa River, to look at the water sources there and how they are used. Students went on hikes and explored the area, sketching, observing, and learning about their surroundings. Highlights were seeing natural springs, wildlife, and the Ngare Sero trout farm. The trip offered an opportunity for students to appreciate water as a valuable natural resource.





In January 2001, the United States passed the No Child Left Behind (NCLB) legislation to reform the public education system with "solutions based on accountability, choice and flexibility in Federal programs" (NCLB Executive Summary, 2001). This law did not affect self-governed international schools. So why should international school educators care about standardized testing? Accountability.

NCLB requires each state to have an accountability system for schools. It requires challenging standards in reading and in mathematics, annual testing for all students in Grades 3-8, and "annual state-wide progress objectives ensuring that all groups of students (broken out by poverty, race, ethnicity, disability and limited English proficiency) reach proficiency within 12 years and to ensure that no group is "left behind." Schools that fail to meet annual benchmarks are subject to corrective action aimed at getting them back on track. In other words, schools are being held accountable for their performance (NCLB Executive Summary, 2001).

International School Moshi offers the IB Diploma Programme, which has terminal examinations for each of its subjects. Students are graded independently from the school and those grades are reported against the world average scores. This is an indicator of performance, but we need to keep in mind the variables that can affect test scores. Despite a student's aptitude and preparation, she may just not write a particularly good test on that important day. As such, the score may not reflect what she has "learned."

The NCLB act is the result of 15 years of test-driven reform in the United States. A multi-year review and analysis of the effects of NCLB, showed ten major effects of the legislation. The main optimistic outcome is that test scores have risen on student achievement tests in reading and mathematics. Schools are now spending more time on reading and mathematics, but at the expense of some subjects not tested, mainly social studies (Jennings and Rentner, 2006). At ISM, we are committed to a balanced curriculum and we must be thoughtful of changes that can affect that balance.

In October 2006, for the first time in ISM's 38-year history, we had the P5, S1 and S3 classes sit for the Australian Council for Educational Research (ACER) International Schools Assessment (ISA) reading, writing and mathematics standardized tests. The ISA is a high-quality test that international schools use to monitor student performance over time and to confirm that their internal assessments are aligned with international expectations of performance (ACER ISA website).

As a parent, as soon as I received the test scores for my daughters (they both took the ISA tests in October), I immediately compared them to the average student scores of "like schools" in the test sample. And the same things run through my mind as every parent. I try to relate the number on a reading test to who my daughters are as people. As soon as I do that, the waters get muddy because I am linking a test score of a child on a particular day with a young developing learner to whom I am very emotionally attached. These first standardized test results at ISM will generate far more questions than answers, but it will initiate some very important introspective conversations that can lead to school improvement.

Although the No Child Left Behind act is in no way perfect, there have been some positive effects in American public schools. International schools must be vigilant to not let performance test scores become the goal of education. However, we do need to hold ourselves accountable for measuring student performance in a variety of ways. Standardized testing is one way to inform this measurement. We should not be afraid to test our students against an external standard from time to time if we are serious about improving our curriculum, our instruction and our overall learning environment.

Barry Sutherland, CEO, International School Moshi

A summary of ISM's 2006 International Schools Assessment (ISA) results is available at [www.ismoshi.org/isaa-cer.htm](http://www.ismoshi.org/isaa-cer.htm)

### References

Australian Council for Educational Research (ACER) International Schools Assessment (ISA) (n.d.) [WWW page]. <http://www.acer.edu.au/tests/school/isa/intro.html>

Jennings J. and Stark Rentner D. (2006) Ten big effects of the No Child Left Behind Act on public schools. Phi Delta Kappa International, vol. 88.

US Federal Government Education website, (2004). Executive summary of the No Child Left Behind Act of 2001 [text file]. <http://www.ed.gov/print/nclb/overview/intro/execsumm.html>



## WHAT DO WE NEED TO SURVIVE?

This was the guiding question that the S3 class used to frame their work in the different subjects in term 1. As a culminating activity they took part in 'Survivor Arusha!' The class was divided into 3 groups and given tents, minimal camping equipment, food and a rudimentary map to the camp site. They carried their own gear and made their own way to the site, following a map.



When they arrived, they participated in various activities incorporating the areas of interaction.

All the time they had to keep in mind their resources (water, food, firewood, matches etc. were limited, and must be used carefully.....ENVIRONMENT.

They had to work together as a group and collaborate to achieve tasks....including feeding the teachers .....COMMUNITY and SERVICE.



They had to keep the campsite clean, wash up after meals and keep everything neat and tidy .....HEALTH AND SOCIAL EDUCATION.

Some of the tasks they were given involved creating a product... a flag and a chant, putting up the tents (blindfolded), making a flagpole that worked, dinner and breakfast, water cranes.....HOMO FABER.

Back at school, the tired students carried out a reflection based on the learner profile. They concluded that in their groups they had been: open minded, committed, inquirers, reflective, risk takers, good communicators, caring, knowledgeable, thinkers, principled and well balanced....AND ALL IN A COUPLE OF DAYS!!!!



**The Thinkers**



**Team Work**



**Nature's Kitchen**



**Water crane**



**Flagraising**



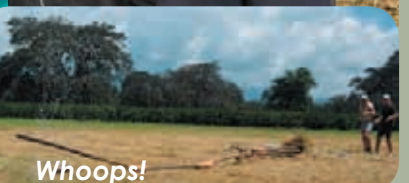
**Caring**



**Entertaining**



**Communicators**



**Whoops!**



## GREASE IS THE WORD!

In September 2006 Grease was in the making, as interested members of staff met to decide upon a musical for the Arusha Campus. October and November involved weekly auditions, then by December students received their scripts.

### The Rehearsals

The first rehearsal didn't exactly go as planned, as unfortunately the student cast as main part, Danny, didn't return to school. After appealing (literally on my knees) to a huddled collection of defensive males in the cast, one made a face then bravely thrust a hand in the air. Hooray for Daniel Simonson! This student invested a tremendous amount of work into his role: line learning, songs and even lunchtime choreography were all gamely taken on.

### The Performances

On the first night, with the performance area rapidly filling up with students and staff from the Moshi Campus in addition to parents, friends and the Arusha public, the cast gaped out at the crowd. Yet despite inevitable first night nerves, both actors and musicians gave terrific performances, delighting the audience and courageously battling a noisy thunderstorm, which threatened the sound at one point. Lauren Fretias, acting main part Sandy, wowed audiences in particular with her powerful singing voice.

Credit is also due to a superb backstage crew, who had the greatest number of scene changes / scenery to shift I've ever witnessed in a production and did a splendid job on the night. The costumes, many the work of needle and thread magician Susan Simonson, were much admired.

### Comments

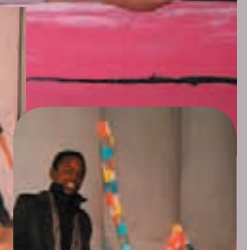
"This has got to be my favourite scene!" - exclaimed one Moshi IB student, after watching the performance of Beauty School Dropout by Marcello Mongardi and his 'angels' (Annette Wood and Annie Barley).

"I want to be a cheerleader!"

"Stunning choreography."

"I was singing along the whole time..."

Madeleine Cox.





# 1B2 ART EXHIBITION

10

1B2 Art, Moshi



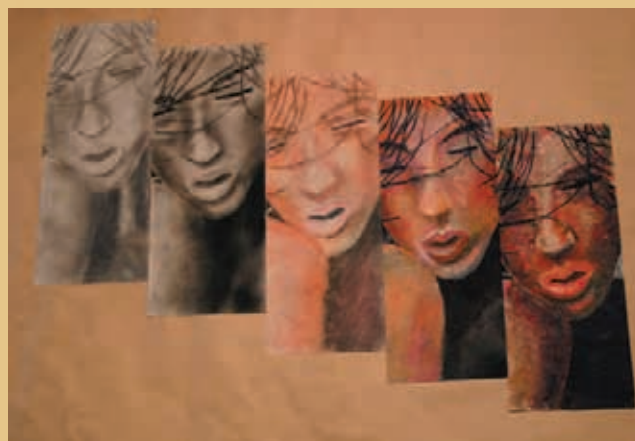
Stephanie Rapp



Daniel Skarp



Re-al Meyers



Ludovic Lenferna



Otto Hoffman



Amy Garbett



Mika Peterson



**Manjovan Dhariwal****Dylan Duinmayer****Zoher Anjari****Yona Kato****Chinsinsi Kalumo****Julia Pierre****P3/4S ART**

Students in Samantha's class worked with paint on canvas for the first time. Skills emphasized were using a background, mixing original colours, and exploring different brush strokes. Some students chose subjects inspired by their unit People Who Changed the World, like Modou's "Rocket for Neil Armstrong" and Leif-Saruni's piece in the style of Jackson Pollock. Others were inspired by our unit Water, Water Everywhere, like Nicolette's painting of Mt. Kilimanjaro.

**Leif Saruni Wilson****Modou Mbowe****Nicolette Oosterhuis****P5/6L ART**

At the end of January P5/6L drove out a few kilometres from campus to make charcoal sketches of the hills around the school. Back in the classroom they added watercolour washes to some of their sketches from the field.

**Graham Mrema****Hugo Mason****Lue Wolstencroft****Letty Holdsworth**



## SPORTS FESTIVAL 2006

12



The sporting finale to term one was the annual Sports Festival. Over 170 visiting students made the journey from ISM Arusha, Dar (IST) and Sandford in Ethiopia to join the Moshi students for a full weekend programme of sport. Action started on Friday evening with basketball. On Saturday there were fixtures in football, swimming, badminton, cricket, tennis and more basketball. After a BBQ on Saturday evening with live music provided by S4 students the action moved onto the disco floor.

Several students needed to be pulled out of bed for an early start on Sunday morning on the netball court, before the focus went to volleyball. Finally the remaining football fixtures were

played and the floor hockey was completed to bring the weekend, where over 75 matches had been played, to a close.

Plans for Sports Festival 2007 are already being made, with hopefully International School of Uganda coming as well.

Ben Wiggins  
PE Teacher





## SEVEN A-SIDE SOCCER



17 teams compete at International School Moshi's Soccer 7's. Seventeen teams entered the Soccer 7's boys' and girls' tournament organized by ISM in Moshi. ISM Moshi campus maintained their dominance in the girls' tournament, managing to go the whole tournament without conceding a goal, while scoring 15 goals in their 5

matches. Moshi's Bo Kyogonza finished as the tournament's top scorer. Her winning goal in the final took her total for the day to seven. The competition to play ISM in the final was tight with ISM Arusha, ISM 'B' and Braeburn all finishing level on points at the end of the pool matches and having to be separated by goal difference. In the boys' tournament a young ISM Arusha team convincingly beat Mkombozi 'A' in the bowl final 2-0. ISM Moshi played a close game against Mkombozi 'B' in the semi-finals. They lost in injury time, following an equalizer by Salum Faraji in the last few minutes of the second half. Mkombozi 'B' went on to win the main cup.

At the end of the tournament participating teams were presented with footballs and pumps, which had been donated by the Soccer Teams from International American School of Warsaw, Poland.

Ben Wiggins  
PE Teacher

## GIRLS' SOCCER 7S

ISM Arusha Campus' girls' teams were victorious in both the U14 and the U17 age-groups of this lively tournament. Everyone showed a great deal of commitment but Anne Peterson and Sarah Kenyi were recognised as players of the tournament in their respective age-groups for their outstanding performances. Congratulations all round.

Annette Wood  
Teacher





## OUR KAHAMA ADVENTURE

14

"You know, we could have just sent Mhula and Daniel home with a video camera!" Catriona said to me as we sat on a log under a tree, waiting for our car to be rescued from the thick, wet mud. As the hours ticked by and the clouds grew darker and darker with an approaching thunderstorm, this increasingly seemed like it would have been a good idea.

We took a three day trip to Kahama to visit the homes of our current scholarship students, Mhula Ngassa and Daniel Mundeve. Both students are now in IB1 having been studying at ISM for the last three years.



As Scholarship Students, ISM has received generous funding from Barrick Gold Corporation Tanzania (Bulyanhulu Gold Mine) to cover all costs associated with their education. We wanted to visit Daniel and Mhula and interview their families and friends, in preparation for a DVD we are making about the ISM Scholarship Programme.

After flying into Bulyanhulu (courtesy of Barrick Gold's private plane), we met the Community Liaison Manager at the mine, Mrs Frida Kyesi, and our driver Limu, who were to act as our guides for the next three days. From the airstrip, it was a four-hour drive on a bumpy road to Mhula's village, picking up Daniel in Kahama town on the way. Mhula met us at Isaka, the town closest to his village, firstly so that he could help us find his house and secondly, so that he could try and help us avoid the thick mud slicks that had developed after several days of rain.

As we drove on narrow tracks across the green fields and rice paddies, we cheered with enthusiasm every time Limu successfully negotiated a wet and sticky patch of mud. "That's the last one!" said Mhula as we passed through a particularly muddy slick. Unfortunately, he had spoken too soon – as Limu negotiated another wet patch, the car swerved slightly off the road, onto sodden grass and into sinking mud. Before we knew we were stuck, the wheels on one side of the car were already buried.



Daniel and Mhula have probably always been critical thinkers. Both were quickly out of the car, trying to find a way to get us out of the mud. Digging us out only made us sink in deeper. Pushing made the wheels whirr but not much else moved. Even oxen from Mhula's, brought to help, couldn't pull us out. Trees were chopped down and branches stripped to put under the car wheels. Stones were sent for. Thirty or more people tried to help push and rock our car out of the mud. The thunderstorm came, poured, and went, and the ground only got wetter. Nothing seemed to work.



Nearly five hot and sticky hours passed and the sun was beginning to set. Mhula said we should go to his village and wait there, so we set off on the back of bicycles to cover the 4km through the paddy fields in the darkening dusk. Daniel stayed behind to continue to try and rescue the car. On arrival, we were immediately welcomed, a fire was lit and we relaxed into low, wooden African chairs. Mhula's village consists of almost a dozen mud houses with thatched roofs, inhabited by members of his extended family. In the dark it was difficult to see them very clearly – but what was immediately apparent was the warm generosity of his parents and siblings. Hot, sweet tea was brought, together with huge plates of steaming white rice (grown on Mhula's family farm) and chicken soup.



In the grey first light of morning, we fully appreciated the warmth and friendliness of Mhula's family and the beauty of his village, looking out over stretching plains of green paddies. We met his grandmother, whose age can only be guessed at – as she remembers the railway tracks being laid close to their village as a young woman, Mhula estimates that she must be almost 100 years old.

We met Mhula's favourite cow, who works in the fields all day without tiring. We saw the family's bags of rice and maize, stacked up to last through the coming dry season. We learnt that the last person from Mhula's community to go to secondary school attended in 1992 and is now the former local MP. We took pictures of his brothers and sisters, his aunts and uncles, cousins and family friends. We filmed his parents talking about their son and describing how they hope for a job for him when he finishes his schooling, so that he can escape the hard grind of life as a farmer.



There is no television, no electricity, no running water, no mosquito nets and no cars in Mhula's village. Some people have never ventured as far as Kahama town, have never sat inside a bus or car. There are years when the rice runs out and a cow has to be sold to allow the family to eat. And there are people, with exploding smiles on their faces, bellies that frequently shake with laughter and hearts full of pride for their youngest brother, Mhula. We marvel that Mhula has been able to make such a successful transition from life at home to life at school, and that, despite his Michigan T-shirt and smart jeans, he seems to fit right in again back in his village. But when we think about it some more, it is probably not so surprising. At home, he is surrounded by hard working people who love



and support him enough to let him travel far away to a school they never had the chance to visit, in the hope of a better life. As we pulled out of the village in our rescued car and waved goodbye to Mhula's family, we agreed that, in spite of everything, we were rather glad that we'd brought the video camera ourselves.

Anne Wilshin, Development Officer  
& Catriona Sutherland, Teacher.

#### Footnote:

*We want to equip other excellent students like Mhula and Daniel with the knowledge and skills they need to become the future leaders of Tanzania. We welcome all donations, small or large, and support any individual fundraising initiatives – for more information visit <http://www.ismoshi.org/scholar.htm> or email Anne at [development@ismoshi.net](mailto:development@ismoshi.net).*



## IB DIPLOMA GEOGRAPHY NAIS 20/20 CHALLENGE

Students from IB Diploma studying Standard Level Geography this year took part in the National Association of Independent Schools (NAIS) 20/20 Challenge. The programme partners NAIS member schools in the USA with schools worldwide. ISM was partnered with University School Milwaukee.



Using the book 'High Noon: 20 Global Problems, 20 Years to Solve Them' as a starting point, partner schools choose a problem to study and then try to come up with possible solutions at a range of scales. We chose to look at 'The Fight Against Poverty', which linked into the development component of the IBDP geography syllabus. Between the two schools a range of possible solutions were suggested and discussed in class and via the internet, with education being seen as the priority.



In evaluating the project students felt that:

"Collaborating with other schools helped us understand that poverty is not only found in LEDC."

"There are multiple interlinked possible solutions."

"It was more interesting, as we were actively trying to find out solutions and answers."

Ben Wiggins  
IB Diploma Geography Teacher

## S3 PHYSICAL EDUCATION AND LIFESKILLS INTEGRATED PROJECT



"How can I respond to a situation where someone else's survival is threatened, without putting myself or others in danger?"

This was the question posed to the S3 PE and Lifeskills class in Moshi. Students then went about learning and practicing different methods, so that if they find themselves in a situation that asks them this question they know what to do. Activities included a range of throw, reach and tow rescues in the swimming pool and basic emergency first aid activities on the land.

Ben Wiggins  
PE and Lifeskills Teacher





Everyone enjoyed participating in the Arusha Primary Swim Carnival. Students from Early Years to P2 demonstrated their water skills in a series of fun activities. P3 to P6 had an inter-house competition, which Blue House won convincingly. Thanks to Natalie, Betty, Rashid, Samwel and the Primary team for a great afternoon.



## The Rwandan Genocide

This ballad was written by Peter Kraft as an extension to his assessment for a unit of inquiry about prejudice that he undertook one year ago when he was in P5. The unit was called I Am You, You Are Me and fell under the organising theme, Who We Are. The ballad contains information Peter gleaned about the Genocide in Rwanda through interviews with people at the ICTR, texts and discussions with his dad.

In the year of 1994  
Genocide happened so gruesome and sore  
The Hutus killed Tutsis without care at all  
And it all happened in Rwanda so small  
The Hutus told reports of fake Hutu killings  
They would be millionaires if lies were shillings  
That was after the president's plane was shot down with a gun  
Then the Hutus came out making Tutsi's run  
Some found refuge in holy places  
But it wasn't long before they were on their faces  
The roads were laid with Tutsi blood  
But the Hutus act as if it was nothing but mud  
The RPF heard what was going on  
And came from Uganda making Hutus run  
To the country of Zaire the Hutus fled  
For the next 2 years a refugee's life they led  
In that event 1 million found their grave  
Next time lets hope we can be quicker to save.

By Peter Kraft





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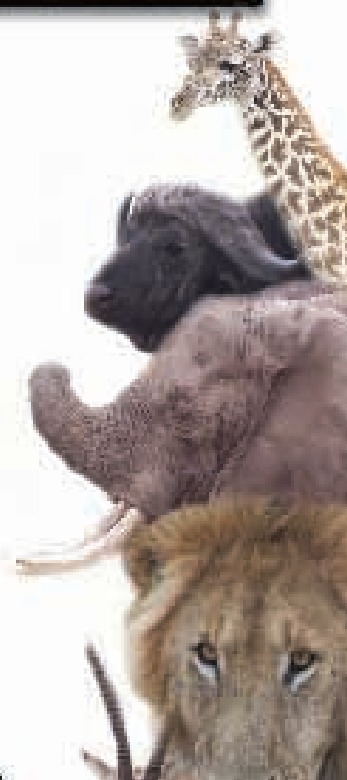
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*"Sukari safi yenye nguvu"*



## GOING WITH THE FLOW!

The S4 classes from both campuses combined to undertake Geography fieldwork on the rivers in Arusha National Park. Everyone had a great time and got a lot of work done.

21



Some quotes from the students:

*'The S4 Geography coursework on rivers was a new experience for all. A new sense of independence was felt by all participating. It was the first time we (the groups) had to really be self-motivated and take initiative to complete all tasks. In the past the path was laid for you, but now we were exploring the unexplored..'*

*'The teachers on the trip were awesome... The work was engaging because we got to work in the river the whole time, which was fun, and our groups all pulled together and used teamwork to get everything done...'*

*'....apart from all the work we did (which was great as all the work was done in the river) we had a great time socializing... even with the baboons and the warthogs!'*

*'Our trip to Arusha National Park was surprisingly active! We were always up and about and constantly having fun (even at 6 in the morning.)'*

*'We had some funny, yet scary experiences with the baboons chasing after us, or looking at us while brushing our teeth. That was part of going into the wild. It was an awesome trip!'*



*'We had a nice time and it was especially fun when Ms. Armon got chased into the kitchen by a baboon.'*

*'The current on the second river was so strong I would sit down and it would take me away with it. I did it so many times that I nearly drowned.'*

By Ben Wiggins

## SI EXPLORATION

Every year our S1 students from both campuses visit Lake Manyara National Park, Ngorongoro Conservation Area and Olduvai Gorge, once called the birthplace of humankind. The students study the flora and fauna of Lake Manyara, the formation and geology of the Rift Valley and the unique environment of the world's largest unflooded volcanic crater.



*Gus Leinback – "At Olduvai Gorge, we learned more about evolution. And at the Ngorongoro Conservation Area we learned about the parks and their effects on the local people. I learned a lot more about the different ecosystems and animals, the Rift Valley, and evolution. I certainly enjoyed the trip".*



*Rosa Brandon – "On this trip to Ngorongoro Crater I learned about different animals and their habitats. I learned that some animals have more than one habitat and that these animals are better off than others. For example, the giraffes and impalas can live in both the woodland and the plains".*

By Ben Wiggins





## S1 - S3 COMMUNITY AND SERVICE

The theme this term has been "The Environment" and we have researched trees indigenous to Tanzania. We looked up their names in Latin and in Kiswahili and painted these (together with the English name) onto metal labels. There is no excuse now for not knowing what our trees on campus are called!



### SAFARI YA DUKANI (Trip to the Duka)

The P3/4 class went shopping to practice speaking Kiswahili.

1. Mimi nilipenda safari ya dukani kwa sababu 'We could have real soda and chocolate'
2. Mimi nilikwenda dukani na Mama Mvungi, Oscar, Neena, Ella na Ritha. Ni nzuri sana. (We could do it in real life). (Floris).



### TARANGIRE HERE WE COME!

The P5/6 students, as part of their unit of inquiry into landforms and landscapes, went on an overnight camp to Tarangire National Park February 14th to 16th. We recorded all the animals we saw on a tally sheet system. Later we tried our hand at landscape drawing. The subject—the panoramic view of the Tarangire River, as seen from the Safari Lodge. Some priceless works of art were created that day.







In 2005, ISM began renovating a property in Moshi known as Kishari. Kishari had been used as a boys' dormitory back in the 1970s and 1980s. For several years, it also served as a community home for boys operated by the Upendo Orphanage in Moshi. Unfortunately, regular maintenance was neglected and the home and property fell into disrepair. After an extensive renovation, Kishari was reborn as the home of ISM's Kilimanjaro Visiting Schools Programme (VSP).

The idea behind the VSP was to expand the times when other schools could visit ISM from only in the summer holidays to all year round. ISM has been hosting other international schools for the past twenty years and a strong tradition of community service has been well-established. ISM has organized CAS Camps for international schools who wish to fulfil their Community, Action, Service requirement for the IB Diploma by helping the local community in Tanzania. The ISM VSP has been responsible for the construction of many new classrooms at local primary schools in the region.

Schools who have been visiting us for more than ten years hail from Germany, Switzerland, Jordan, Australia and the UK. Since the expansion of the VSP, we have welcomed schools from Dubai, Kuwait, China, The Netherlands, Lebanon, Canada and the United States. We have posted journals from visiting students on the ISM website and it is clear that these young men and women have truly been touched by their experiences working shoulder to shoulder with Tanzanian children their own age. Spreading the word to students around the world that Tanzania is a safe place, but one which is desperately poor, is vital to change the first world mindset about Africa. Students fundraise for building materials, which ISM purchases, and then use the materials acquired before they leave. Feedback from visiting schools indicates that this method is more meaningful to the students than just sending a cheque. The VSP has allowed many students to make a personal example of their commitment to helping others who are less fortunate.





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In November 2006, students on the Moshi campus presented the play Zanzibar. It was a huge amount of fun, and audiences really enjoyed the comedy, which was full of singing, dancing and crazy animals!

Our theme for the play was Home Is Where Your Friends Are, and it took a great effort of many people pulling together in unison to help make Zanzibar a success. In the process of this group effort, we became good friends—even closer than we were before.

Now that Zanzibar is completed, I have had some time to think about the entire process, from the very first cast meeting up to the end of the final performance (when young children were rolling around on the stage and playing with bits of confetti). I have to say that I am very pleased with how everything turned out. I am honoured that so many people were willing to join me on this little imaginary journey that I had envisioned, and I am glad that it all turned out so well. I want to thank everyone for being a part of Zanzibar. It has been an excellent experience that I will always cherish.

My friends, thank you all for making me feel so at home!

Steven Bereza

Director of Zanzibar and Drama/English Teacher







# PARLEZ-VOUS FRANÇAIS ISM IN PARIS - LE 24 MARS AU 1 AVRIL, 2007



After many months of anticipation twenty-one ISM secondary students accompanied by teachers, Michele and Lloyd Curley, left Kilimanjaro International Airport, bound for Paris, France.



The level of excitement was pretty hard to contain as we packed our valises and headed towards l'aéroport. For most students (and Mr. Curley!), it would be their first time visiting Paris. And what a trip it was! Fantastique!

For four mornings our fantastic group attended classes at École PERL in downtown Paris. These classes, which were tailored to our group's diverse needs, helped us to develop our speaking, listening, reading and writing skills in the language of Molière.



But it wasn't all work and no play. Mais non! We definitely enjoyed la joie de vivre that France has to offer.

Afternoons were spent exploring the City of Lights and its famous sights: the Eiffel Tower, Sacré-Coeur, the Louvre Museum, Montmartre, the Champs-Élysées and the Château of Versailles. Fortunately for us there was time to squeeze in some shopping as well... a must in one of Europe's largest fashion centres!

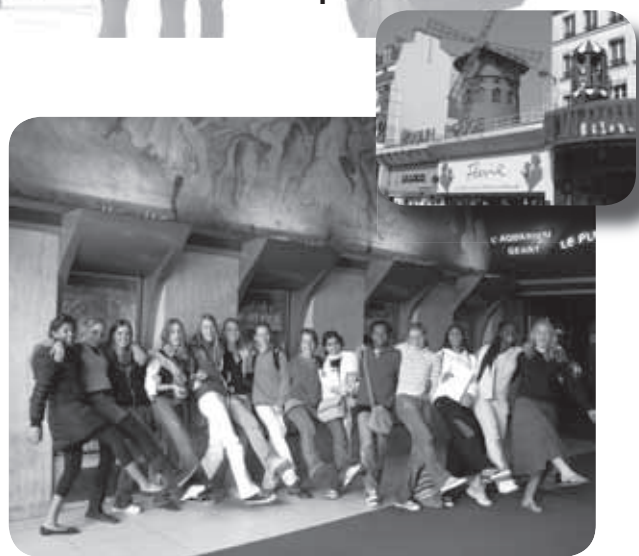


The real test, of course, was using their French in authentic situations while living with host families. Whether it was purchasing un billet de métro or asking où sont les toilettes? everyone displayed great communication skills, while being able to laugh at their own linguistic faux-pas. (N'est-ce pas, M. Curley?)



Is there another ISM Paris trip in the future? Bien sûr!

Michele Curley, professeur de français  
Arusha Campus











"Nine formative years at ISM (P4, 1986 – IB2, 1995) had a huge impact on my life. Moving on to the UK for University I realized what a rounded, and grounded education I had been blessed with compared to my new friends. How many places in the world can you access mountains, game-parks and the Indian Ocean whilst meeting people from all corners of the world, and call it school? It truly was a special time, but not one that came without its difficulties. Settling back into 'home' countries proved to be a difficult time for many of us, knowing where we belong in this world being much more complex than we'd expected. But no matter which way we scattered, you'll find that ex-ISMs almost always choose the more colourful path through life."

Pulled to come back to Tanzania after university, I now work for an education rights charity in Dar es Salaam. And although I don't keep in regular touch with many old schoolmates, whenever we do meet up, intentionally or not, you always come away feeling somehow rejuvenated."

**AMIN BAKRI**



My first stop at ISM was in 1976 in P5 - when the border closed between Tanzania and Kenya I did not come back until 1978, when I joined my classmates in S2. After completing S4 twice I left in 1982. I went to Zambia to my parents and did a one year training in electronics, then two years in the automotive field. After that I worked for a Mercedes dealership for about 2 years.

In 1988 I came to Ankeny in Iowa USA to attend the community college (DMACC) and did two more years in the automotive field. After working here and there I have been working for the City of Ankeny for almost 9 years as one of their 3 auto technicians.

I have lived in the States for about 19 years in the same little town that I first came to. These 19 years are by far the longest that I have been at any place, Ethiopia coming in second (10 years), that's where I come from.

My most memorable moments in ISM are the friends that I had there. The experience that I had at ISM of making friends and living with different people every semester made my move to the USA, without knowing anyone, that much easier for me.

**LEONARD JOHN: 'NEVER GIVE UP'**



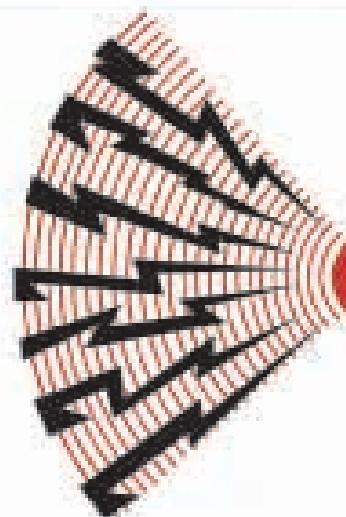
Leonard John (class of 2006) was been offered a prestigious award by The University of British Colombia, in Vancouver, Canada in April of this year. He was awarded the University's International Leader of Tomorrow award in recognition of his academic achievement, extracurricular activities and community leadership at ISM. This award has a value of \$34,800 (Canadian dollars) annually for up to four years and will cover all tuition and living costs so that Leonard can study for an undergraduate degree within the University's Faculty of Science.

When Leonard graduated in 2006, he was unable to get a 100% scholarship for tertiary education. Although disappointed, Leonard never gave up and stayed in Moshi to keep on applying to schools with the help of ISM's college counsellor, Beth Beveridge.

Leonard, who is from the Kahama region, received a two-year scholarship to study at International School Moshi in 2004, through the generous financial support of Barrick Gold Corporation Tanzania (Bulyanhulu Gold Mine).

ISM continues to search for other companies and individuals interested in investing in future Tanzanian leadership. Although still in the early stages, five of the seven ISM scholarship students who have graduated from International School Moshi are now studying at UBC, Harvard, Amherst, Duke and Washington universities. All have received full scholarships to do so.





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