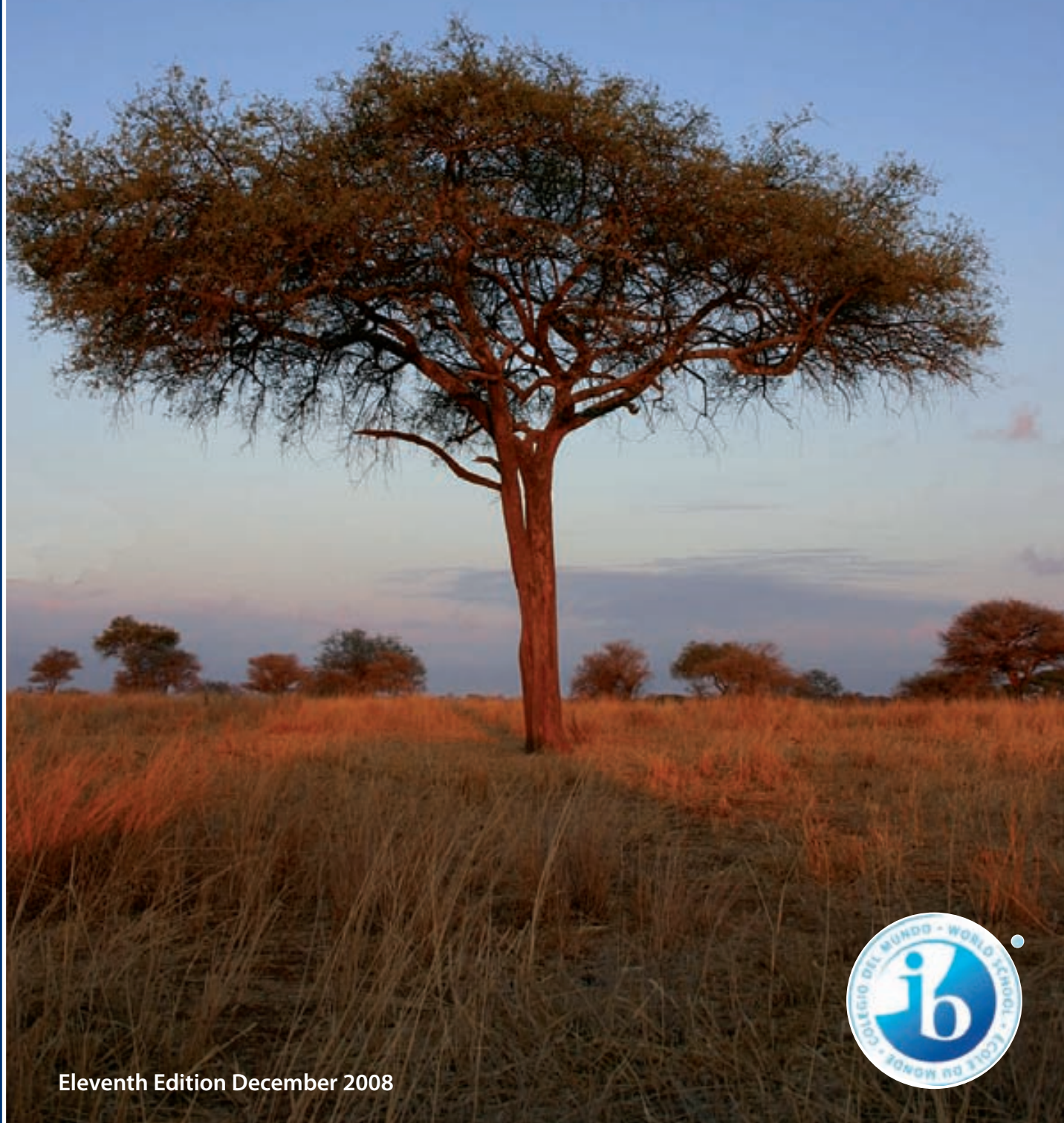




The Summit

International School Moshi
Kilimanjaro and Arusha



Eleventh Edition December 2008

THE NEW **PATROL**,

The tough off-road vehicle,
now with a little extra luxury



PATROL

The eye-catching Patrol has just benefited from a wide range of improvements. With an extensive list of exterior modifications, as well as an upgraded interior, the Patrol continues to set the standard in the authentic 4x4 segment. There's a bold new 'face', a new-look, rear end and a new integrated side step. But the biggest changes can be found inside the vehicle. Although the Patrol remains a tough off-road vehicle at heart, Nissan believes there is no reason why you should not enjoy a little extra luxury while you work. As a result, the new Patrol has an all-new interior featuring better quality materials, greater comfort and more equipment. For more information or a test drive, call Arusha Art Limited (DT Dobie Tanzania) authorised dealer for Arusha region.



SHIFT_expectations



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DT DOBIE TANZANIA

Dear Parents

Welcome to the 11th edition of The Summit magazine. This is our fifth year of producing the magazine for our ISM community and I want to thank Annette, Catriona, Kate and Eva for once again recording the memories of ISM for all of us to share.

Our D2 Graduation was a great success in May and I am pleased that our ISM graduates have gained entry into some fine colleges and universities around the world. Daniel Mundeva ('08), one of our ISM scholarship students, received a fully funded four-year leadership scholarship to attend the University of British Columbia where he will join Leonard John who is in the second year of his programme there. Mhula Ngassa ('08) is still with us in Moshi and working at KCCO while taking SAT prep classes on Moshi Campus. I am confident that Mhula will find the right school this coming year. This school year we will see three ISM scholarship students graduate: Desmond Mushi ('09), Ines Muganyizi ('09) and Susan Efata ('09). I appreciate all the parents and alumni who have supported the ISM Scholarship Fund for Tanzanian students. Your commitment helps us achieve the part of our school philosophy about "taking action to make a positive impact in our local community." Another way ISM has helped our local community is through the Visiting Schools Programme which, in the past three years, has built more than 50 classrooms for local schools in the Kilimanjaro region in collaboration with visiting schools from around the world.

Our 2008-09 school year started with a very pleasant surprise – a 23% increase in enrolment on the Moshi Campus and double the number of boarding students. This very positive development has allowed us to contemplate expanding our capacity in boarding. In the classrooms, the learning environment has improved with the influx of students, as it simply makes teaching easier if you have more student groupings to work with. Our boarding team in Moshi is commended for the excellent job they have done managing and programming double the number of boarders. I am also very pleased to see more and more East African families making ISM their school of choice. This development also helps ISM to deliver on its philosophy of



integrating the rich traditional culture and history of our host country (and many other African countries) into the tapestry of cultures that is ISM.

In this 11th issue of The Summit you will see lots of photos of Outdoor Pursuits Trips, sporting events and many activities that take place outside of the classroom. At ISM we believe that the learning that takes place after classes and on weekends is just as important as what takes place in class. Our approach is to try to educate the whole child and that is a tall order. And it does not happen by accident – many of our teachers participate in sports, drama, OP Trips, CAS, and art and music activities outside of class time to make the ISM learning environment special and unique. I am very proud of their efforts and the way in which ISM students embrace every opportunity to learn.

This is ISM.

Barry Sutherland
Chief Executive Officer

International School Moshi inspires individuals to be lifelong learners in a global community.

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front and back cover photos: Ben Wiggins

layout: Eva Swantz • at ISM 1973-75, now in Finland • eva@markprint.fi • printed by: Jamana Printers • kasa@jamanaprinters.com • tel: 022 286 1400

A Boarder's Life



Our boarding houses have nearly reached capacity and are filled with a diverse cross-section of nationalities. To accommodate the new numbers, two more houses have been opened – one for senior boys, and one for primary boarders. I would like to welcome Mrs. Teresa Magheri to the boarding team.

The theme for this 2008/9 year is "Shaping Leaders" and is directly driven by the five pillars of our residential programme – Respect, Responsibilities, Environment, Community, and Communication.

The boarders continue to enjoy a variety of weekend and after-study-hall activities including some of the old favourites such as swimming, biking, indoor soccer, basketball, pizza nights, water fights, and of course, talent shows.

The enthusiastic commitment of Boarding Council, Food Council and Activity Council are encouraging boarders to bring forward their ideas and work together to create a well-balanced residential life.

✂ *Senior Boarding Parent*
Sunita Somaiya



Meet the ISM scholarship students class of 2010

3



Vivian Ngowi with friend Irene Mutiganzi

Vivian Ngowi

Education has always been a priority for Vivian. The daughter of a University professor and school head mistress, she has been at the top of her class her entire academic life. Yet when she heard about the ISM scholarship, she was hesitant to apply.

"I was afraid of change," she recalls of the decision to send in her application. Even though she was going to school in Moshi and she knew about ISM, "I was already used to the catholic school. ISM was a new world, a different culture."

But once she took a deep breath and thought about all the possibilities that came with an ISM education, she was sold.

"I saw a whole new world in front of me," she says of the day she secured the IB scholarship. "Lots of opportunity. I think I can achieve more here than anywhere else. I know I can use my talents to the full and make the best out of myself."

To round out her bookish ways, Vivian has taken to the stage joining the Drama club, her favourite after school activity, which is a good place for a 17 year old girl with dreams of becoming a lawyer and a politician.

"If I focus on my studies I can get into the best university in the world. That is what is expected of me and what I will try to do."

Vivian is also taking music lessons, piano and vocal, swimming lessons and works with kids at a nearby daycare. She got her first taste of CAS hard labour planting banana trees at Light in Africa orphanage which is under construction in Boma Ng'ombe.

Abraham Ng'hwani

"From the day I went out of the interview I checked my email," recalls Abraham of the intense and competitive two-day application process for the IB scholarship and the agonizing wait for the result.

"Then, the day after Easter, I checked my email at noon. It was from Mr. White. I read the first line.... I didn't finish it."

Abraham, the last of 8 children born to cotton and maize farmers in the Shinyanga district in the Lake Victoria region, got the news he was hoping for. Now that he's secured the scholarship to ISM, he plans to take every opportunity presented and run with it.

And he has jumped in feet first, as a football coach at a local school, hiking in the Pare Mountains and planting banana trees and leveling ground during the first hard labour outing of the year.

"I've never been at a school that considers community service as important in addition to studies," said Abraham who attended the Ilboru Secondary School in Arusha, considered one of the top government schools, before coming to ISM.

He is also exercising his brain after school participating in Model United Nations and taking guitar lessons with Mr. Easy, where the focus is on soft rock and African music. He adds this to his love of biology and desire to study medicine with the ultimate goal of eventually specializing in neurology.

To get a taste of working in the field, he spent the summer as an intern with Global Service Corps, a group of 20 college students from the United States who were in Arusha working in public health and medical fields.

Abraham says his biggest challenge at ISM will be adjusting to an atmosphere where students are encouraged to and have the freedom to express themselves.

"People here feel very free to tell you anything. They are not fearful of saying the wrong thing. I think it is good, however, it will take some getting used to."

Abraham Ng'hwani



The Dirt on Soil Power



Stephen draws a crowd.

Stephen Lwendo (far left), Aviva Presser with local family participating in project, and Alexander Fabry (far right).

When Stephen Lwendo (ISM class of 2006) returned home to Arusha this summer after completing his second year at Harvard University, it wasn't just to get his fill of what he missed most -- family, friends and Fanta orange. The 23-year-old engineering student was on a mission to get the dirt on soil power. Specifically, he was back to head up a pilot project that would test an off-the-grid lighting system powered by dirt.

With the help of TaTEDO (www.tatedo.org) a non-governmental organization, Lwendo and the group of Harvard researchers known as Lebone Solutions, set out to test its lighting device in Leguruki village, a farming community with about 300 households in the hillsides around Mt. Meru, about 50 kilometres from Moshi.

The Lebone solution is a microbial fuel cell, which is essentially an organic battery. The device generates a current from the energy produced in locally available organic material in this case soil, cow manure and coffee bean casings.

"Our goal is to meet the most basic electrical needs of the poorest people," says Lwendo. Their time line is about a year.

This lighting Africa project began as a class assignment to light the city of London for the 2012 Olympics using LEDs. Four of the six students in one class group had deep connections to Africa and saw the greater potential on a continent where the World Bank estimates 75 per cent of homes

don't have access to electricity. So the project morphed from an artistic lighting installation into an inexpensive lighting solution for rural homes off the power grid.

Lebone Solutions won \$200,000 funding from the World Bank's Lighting Africa Competition in May. That grant is being matched by private industry.

Six Leguruki households participated in the two-week pilot project. The goal was to identify the best and most cost effective energy producer. Trials are continuing in Namibia where the plan is to refine the product so it is made with locally available material.

The ultimate goal is to develop a product that will provide enough energy to charge cell phones and power lights and radios at a cost of no more than \$15.

By the end of the two-week trial, it is evident that of the three organic materials soil is the best conductor.

Lwendo is pleased to be using his education to benefit his country.

"We went from lighting London to lighting Africa," says Lwendo of the transition from university course to real-world application.

"It's fun, exciting and rewarding. It reminds me of all the CAS (Creative Action Service) stuff I did at ISM," he says. "I still get the same fun feeling and sense of purpose of doing something good and doing it yourself."

Kate Robertson, Development Officer



Stephen Lwendo types notes about the lighting trials with help from Doreen mdogo. Mama Doreen watches.



Alexander Fabry checks the circuit board that powers the LED light to the right. The light is placed in the home's rafters.



Front row: Floreine Ninahaza, Theresa Schimana, Sophia Peterson, Eloïse Martin, Nidhi Joshi, Mr. Brandon, Belinda Tindyebwa, Sophie Simonson, Gisèle Ndoungo, Melissa Lebrun, Emanga Alobwede, Karina Bruinsma

Second Row: Roland Nga Ndjock, Remy Perrin, Daniel Mundeve, Zahra Nagji, Lubaina Chomoko, Daatih Willms, Lauren Morris, Jessica Peterson, Bo Kyogonza, Rinaben Varsani, Samprada Mukhia, Nancy Lema, Byamungu Hellmold,

Third Row: Kishan Varsani, Niral Vithlani, Dean Peterson, James Courtright, Olivier Baissac, Jesse Murnyak, Abbas Mohammed, Vishal Patel, Laurence Blair, Nabeel Jadavji, Mhula Ngassa, Aditya Aggarwal, Matias Berg



Daniel Mundeve

Award Winners

Daniel Mundeve – *Tony Lanza Award* for Community Service – given to a student who has demonstrated commitment and desire to serve, has direct involvement in community service, demonstrates appreciation of the host country, and exudes behaviour which reflects a compassionate attitude.

Theresa Schimana – *ISM Award for Academic Excellence* – given to the student who has demonstrated the highest standard of achievement in all subjects throughout the two years in the Diploma Programme.

Dean Peterson – *Award for Most Outstanding Academic Progress* – given to the student who has demonstrated the most progress in academic subjects during the Diploma Programme.

Mhula Ngassa – *AISA Award for Excellence* – given to the student who promotes school environment through hospitality and friendliness, demonstrates by example the concept of service, appreciates and promotes the culture of the host country, and embraces a world view which celebrates human unity and diversity.

Rinaben Varsani – recipient of this year's *Chibber Award* – given to a student who best reflects the values of loyalty to the school, promotion of the school's best interests, and above all, demonstration of an active concern for others both within and outside the school.

Mr. Keiron White – awarded a gift and trophy to celebrate *20 Years of Service to ISM*.



Theresa Schimana



Dean Peterson



Mhula Ngassa



Rinaben Varsani



Mr. Keiron White

All Work and No School

"I stand outside the gate, my hands are sweating. This is it. Work Experience is finally here, my first day of official work." Vanessa

"The day began with high anticipation and eagerness." Safal



Each year as part of the M4 Life Skills course on both Moshi and Arusha Campuses, students participate in a week of Work Experience. The aim of the Work Experience programme is to enable each student;

- to operate independently in a new environment, outside family and school
- to interact with adults
- to experience the working environment
- to participate in the work of an organisation
- to observe the wider scope of the work of the company

Each student spends a five day working week in a local organisation under the supervision of a designated person at the work place. We appreciate the effort that these supervisors make to ensure that the week is such an interesting and enjoyable time for the students.



↑ Brenden Simonson patrolling with rangers at Tarangire National Park

← Jamie Strand. Physical therapy at Sibusiso Foundation.

Thank you to the following organizations that hosted our students:

Imran Motors, Emslies, KIA Lodge, KCCO, ISMAC, Kilimanjaro Flair, Dar Horse Club, TADCOT, TPC Garage and Field Department, Marangu Hotel, Mwereni Blind School, Arumeru River Lodge, Arusha Coffee Lodge, Arusha Hotel, Air Excel, India Street Animal Care, Exim Bank, Standard Chartered Bank, Media Works, Family Studios, The Blue Heron, Elewana Afrika, Parastatal Pension Fund (PPF), Olerai Nursery, Sibusiso Foundation, Tarangire National Park.

Ben Wiggins and Charles Schofield, Life Skills Teachers



↑ Shirley Hall at Kia Lodge

← Ali Sutherland at Kia Lodge

"I would go as far as saying that this week was one of the most inspiring and fun weeks I have had for a long time" Amelia

I learnt about how to engage in the adult environment. It was a very fun week." Chris

"During this week I did not only learn about flowers and agriculture in general, but I also learnt to be responsible and mature in uncomfortable situations and towards other people." Vanessa

"I have learnt things that I never would have had the chance to learn during school such as valuable life skills that will help me in the future like how to talk to clients even when they are being difficult." Darsh

"As I progressed through the week I became more confident and I got to know the people working around me better." Damon

"I liked the fact that we were given so much independence. It was a good simulation of what we will really have to do when we enter the workforce." Janita

"I learnt that people can't always be happy and energetic, you have off days, even teachers, and we can't blame them for that. I also learnt that I can't wear heels without being in excruciating pain for the next hour or two." Amelia

Leaders of the Future



What do you get when thirty seven M5 students meet in a large house for two days to learn about leadership? A whole lot of fun, good times and great team work! This year the first M5 Leadership Symposium was held at Kishari House just off Moshi campus, for two days in September. The M5 students from both campuses piled into the house and a number of professional staff and guests shared their insights and tips about becoming, or being, a good leader and team builder. Dr. Paul Courtright was our keynote speaker and staff from both Arusha and Moshi campuses offered their



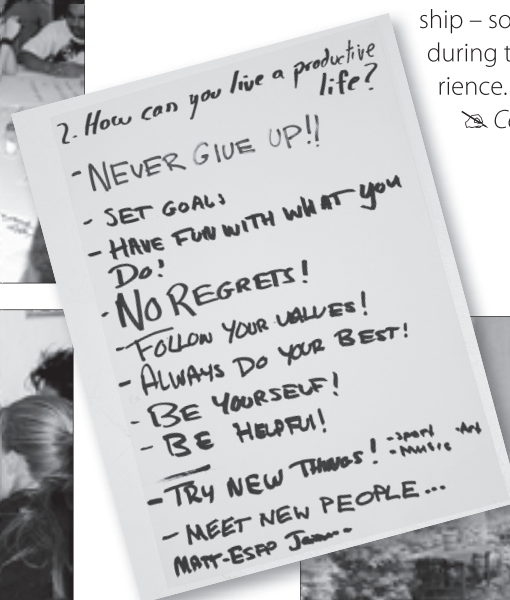
leadership knowledge and skills. It was a great beginning to what we hope will continue as an annual event!

Mr. Wiggins got things cracking with a mixed team building exercise – drop an egg from the top of the stairs without it breaking! All kinds of things were invented based on the simplest of supplies.

The Maths department had the students build the tallest free standing structure possible within a certain time period – but only with a plan and limited materials.

As M5s mixed it up with each other to solve problems as teams, they also heard about individual leadership – some M5 leaders stepped up to the plate during the various events of the two day experience. Well done M5s!

Colin Beveridge, Head of Secondary, Moshi



"Be The Change" Makes a Difference



On May 29th, 2008 the Community and Service group *Be the Change* visited Orkeeswa Secondary School in Lashaine Village. The ISMAC students were the first group of students to visit the newly opened school. OSS, which is sponsored by the Indigenous Education Foundation of Tanzania, offers subsidized secondary education for the poorest students in the Monduli region.

After partaking in ice breaker games the students from OSS gave a one hour presentation on the Maasai culture ... very impressive considering

they had only begun learning English 12 weeks prior to our visit. We shared in a traditional meal of makande (rice and corn) and chai (tea). After lunch ISMAC students, who had



fundraised to purchase basic school supplies and book bags for each of the students, presented their gifts. Everyone was very moved by this as for most students it was their first book bag.

When Jenny Walker and Jeff Britton, volunteer teachers at Orkeeswa, asked their students to write a short story entitled "The Best Day of My Life" ten of the 41 students wrote about the day ISMAC visited the school. What an honour for us! ISMAC that day received even more than we gave!

✍ Michele Curley

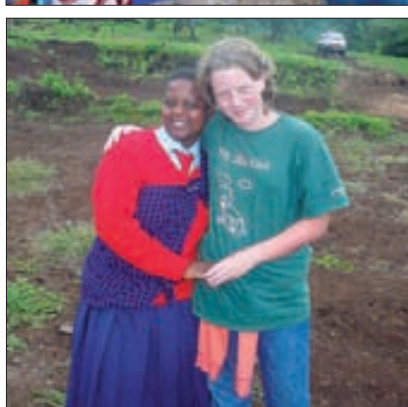


← **Lepilal Aloyace** (with Nelly) – I enjoyed meeting students from so many different countries! I really loved dancing for the students and teaching them how to kill a lion. Now if they meet with a lion, they will know what to do.

→ **Sang'orie Sangau** (with Rebekka) – The students were very kind to us. I think they even liked the makande (beans and corn) we ate for lunch!

← **Anna Denis** (with Bethany) – I met a new friend from Canada today! I hope I can see her again someday. I really hope they can come back to Orkeeswa Secondary.

→ **Mary Milia** (pictured with Chicho, holding spears): I really enjoyed singing and dancing for the students from ISM. They gave us bags with school supplies; it's my first book bag ever. I was so happy today!



'The Multiple Me'



Patrick - These things are from Australia. They show my love for my country.

I am Unique!

Understanding the central idea, "each of us is a unique combination of our nature, environment and experience" encouraged the P3/4s to develop deep metacognition thinking skills.

Thinking about the way we look, how we feel, our attitudes, roles and responsibilities, through the lines of inquiry allowed these students to become more aware of who they are and how they are growing in body, mind and spirit.

Questions students worked towards answering invited reflection and opened a sense of seeing ourselves from others' perspective.

How do I see myself?

How do others perceive me?

✍ P3/4 Teachers, Helen Iglar, Kara Kirby, Marcello Mongardi



Arthur - I am responsible for looking after these masai beads.



Bella - It is my responsibility to feed our cat.



Meghan.



Jack - I feel brave, like a Viking.

People Helping People



As part of our unit of inquiry on *People helping People*, the P3 /P4 class of 2007/2008 decided to do a sponsored run. We managed to raise 540 000 Tsh, an amazing achievement indeed! With the money raised we bought mosquito nets for Light in Africa, an orphanage near Moshi.

On Thursday, 4th September we all set off to Boma Ng'ombe to deliver the nets. We were welcomed by the children at Light in Africa. Our students had the opportunity to play some games with the kids and to hand out the mosquito nets.

It was a great day and we all feel really happy that we could help others in need.

✍ Ray Sasman, P3/4 Teacher

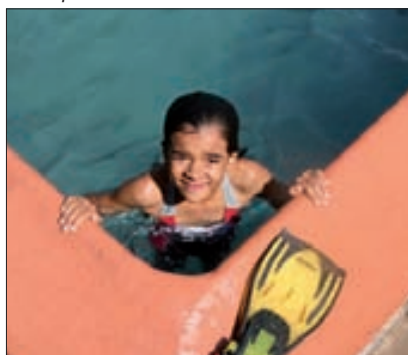
Lunch in the Great Outdoors



Moshi picnic



Arusha picnic



The ISM Parent Association hosted their annual Picnic in both Arusha and Moshi.

Food, drinks, swimming, and games were all part of the attraction. It was a perfect day and fun was had by all. Thank you to the ISM Parent Association for putting such a lovely day together for parents and staff alike.



Roger Mengi and Ines Muganyizi

Colour My World

The D2 Chemistry class got off to a fast pace start in the lab by studying how colourful chemical reactions can be, and the changes in colour – it's called reaction balance or equilibrium. Students are busy looking at the equilibrium of colour from iron; not as fast and exciting as kinetics but chemistry is all about colour! Others are looking at colour and its changes with a little different perspective.



Lab work with Jay Lodhia and Nasir Kanji



Shirley Hall, Filtration Method

Down the Drain

The M5s got into some nasty, stinky stuff with a study of sewage water and how to treat it. It was all part of this quarter's study of the unit called Healthy Planet with a focus on water quality. The trick was you couldn't use heat! Winners of this competition had to produce the clearest and most neutral water sample.



M5 Lab work Winners - Vanny Ledermann, Tara Russell and Grace Bosco

The Top Ten

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The top 10 reasons for going on OP Trips are:

10. A few days without school work
9. Getting to know your teachers better, usually their better side
8. The toilets.
7. Feeling a new high
6. Meeting new people
5. Shooting down the scree
4. Snowball fights on top of Kili
3. The jokes!
2. Beautiful scenery and views
1. A sense of achievement

But before you sign up remember;

- The cold
- The food and altitude does strange things to some people's stomachs
- The heavy rucksack
- Some teachers (and students) snore
- It's a loooooong way to the top!

✂ Compiled with the help of the D2 geography class. Ben Wiggins



S5 Ceremonies

In June, students celebrated the completion of S5 with ceremonies on both campuses.



Moshi: Front Row: Peter Kibisu, Joshua Ness, Thomas Courtright, Mari Skarp, Farah Kanani, Frances Brandon, Dimple Varsani

Back row: Anton Berg, Ben Rowan, Stephan Hoffmann, Parmenas Pallangyo, Shantal Meulenberg, Harjot Mudher, Leonie Mutharia, Grace Mpembeni, Kaku Lema



Arusha: From left to right: Shaista Janmohamed, Anita Kalaitzakis, Sachin Aggarwal, Habib Jallow, AJ Brown, Rahim Nagji, Joseph Saviour, Tumaini Bahati, Carel Shima, Daniel Simonson, Mali Mrema, Lulu Mrema, Harveen Hans, Coura Diop, Haddy John

Learning as a Community

I want my child to have a great education so choosing a school for my child is one of the most important and life influencing decisions I can make. Over the years in national and international schools I have had many conversations with parents about education and I know how important their child's education is and I know that parents can spend a long time looking for a good school for their children. There is so much written today about education and what makes a difference in the classroom that even a brief look at the number of books and journals available indicates that the state of knowledge in the discipline of education today is healthy. But what makes a school good?



Art

There are a lot of factors that go into making up a school. I believe a good school is one where its students achieve success. The research in this area suggests that there are several qualities of a good school that set it apart.

Outdoor learning



Planting for the future

A good school has:

- Strong and professional administrators and teachers
- A broad curriculum available to all students.
- A philosophy that says all children can learn if taught, coupled with high expectations for all students.
- A school climate that is conducive to learning. It is safe, clean, caring, and well organized.
- An ongoing assessment system that supports good instruction.
- A high level of parent and community involvement and support. (CRESST, UCLA)

A good school focuses on the students, is dedicated to quality in teaching and learning programmes, and is dedicated to continuous improvement in policies and procedures and systems which empower and enable people. A widespread and consistent finding is that positive parent involvement has a significant impact on student achievement, student school attendance, and the central role of the school in students' lives. That is why it is so important for parents to talk to their children about what has happened at school each day and be involved in their children's learning. Children spend only part of the day at school and more of their time is spent at home and so much can be done at home to increase their child's learning. Education is a collaborative effort that involves the school, teachers, parents and the community.

How do you recognize a good school? It begins when you come into a school and you see the children are happy. The school is busy and you see a lot of activity in the classrooms and out in the playground, where there is a lot of involvement of the community in classroom events and in sports and activities. The learning is dynamic, exciting and expectations are high. The school celebrates its students. Above all you see children excited, confident, involved and wanting to learn. That is our school.



Literature circles

A Great Place to Live

Igloos, Tee Pees and Humpies were eagerly constructed and played in as P1/2 explored their first unit, "A Great Place To Live." It initiated many lively discussions on different types of dwellings around the world and a consensus was very quickly reached that homes are the places where you eat, sleep and spend time with family and friends.

A few weeks later and after a long, bumpy, dusty drive, the children found themselves being warmly welcomed by the Masai people of Magadini village. Here we were quickly ushered into the relative coolness of their homes and as our eyes adjusted to the darkness we found ourselves adorned with beaded necklaces and sitting on the beds of some of these ladies. Here we discovered that the ladies had made these houses themselves out of mud and cow dung and shared them with their many children, even sometimes keeping baby animals inside the house too.

Our research and field trips to various homes in our community helped us to appreciate the homes we live in and to understand that houses may look different to one another around the world because of the different materials and climates, but even so many features of houses remain the same no matter where you are.

✂ P1/2 Teacher, Narelle Norman



↑ ↓ Masai village field trip..



Building shelters ↓ →



Appreciation and Creativity

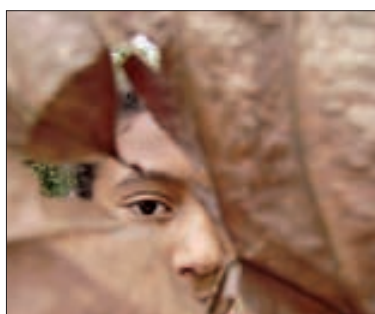
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The first unit for P5/6 this year was titled 'Authors and Artists' and focused on how people express themselves through such media, and how they endeavour to generate a response from their audience. We studied great children's authors such as Dr Suess and Roald Dahl to see what makes them great, and also the portrait works of Van Gogh and Frida Kahlo to consider what can be shown through a portrait before trying some ourselves.

During this unit, our 'Focus Attitudes' were Appreciation and Creativity. One popular activity was to try our hands at artistic photography. Children went out into the school armed with cameras and charged with the task of looking at the world from a different perspective. You can see some of the results that flowed. Children then wrote about their favourite photographs and what it was about them that they responded to. We have some very thoughtful and creative young minds amongst us.

✍ P5/6 Teacher, David Holt



Literature Circles

The inquiry: 'Authors and Artists' looked into the tools and techniques that artists and authors use to elicit powerful emotions. To enhance the experience of reading, several classic novels were chosen and divided amongst students' reading abilities and interests. Eight groups were formed and a parent or teacher was assigned to lead one of the groups throughout the reading of a novel. During the six

week period, each student was given a weekly reading response to perform. The responses included illustrator, word wizard, summarizer, discussion leader and connector. Reading skills such as self correcting methods, identifying story elements, understanding figurative language, and analysing character traits were also emphasized.

Some feedback:

"I think it was fun because of the books we got to read."
Mahek

"I thought the activities we had to do each week were a good way to analyze the story."
Abdoulaye

"Having an adult in my group helped me to understand the story better." Daniel



"Motivation was not an issue when reading. Students were motivated by others in their group. This was a good activity for non-readers." Mrs. Graham

We would like to thank those who volunteered their time and made reading such a powerful, rewarding experience for the students.

✍ P5/6 teachers: Natalie Croome and Lloyd Curley

From the sports correspondent....

On a pleasantly cloudy day in September, ISM Moshi, ISM Arusha, Braeburn and St Constantine's schools met for the annual Interschools Athletics Day. There was hot competition in the track and field events, helped along by the enthusiastic Master of Ceremonies, Steve Brown. ISM Arusha campus took the trophy after some exciting relays as a finale. Thanks to Charles Schofield for organising the event.



Authors and Artists

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The P 5/6 Unit of Inquiry this term was "Authors and Artists" which focused on the appreciation and creativity of various works of literary and visual arts. During French class, students first made connections by watching videos and PowerPoint presentations related to the unit. Students were asked to closely observe the various artists' techniques in order to create their own works of art.

The children always looked forward to Mondays' classes where they could let their creativity loose in the Secondary Art Room to discover more about famous French Impressionist artists. First we explored le pointillism, invented by Georges Seurat. The children used cotton swabs and acrylic paint to create tiny dots of colour which, from far away, blend together to make solid colours. Secondly, we used various shades of green chalk pastels with red and white paint to recreate fields of poppies in the style of Claude Monet. Lastly, students enjoyed the freedom of paper cut-

outs, a style used by Henri Matisse when he became bed-ridden late in life.

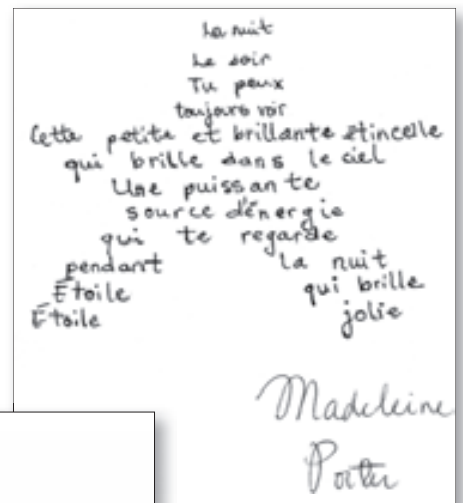
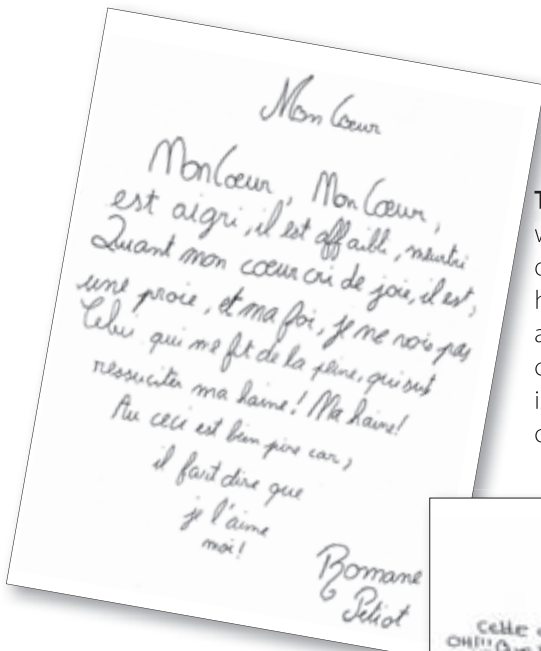
This unit was a fantastic opportunity for students to think about their responses to art and to consider others' points of view.

Michele Curley, French Teacher, Arusha Campus.



La poésie

The French A class started the year working on poetry. After studying different genres and authors, they had to write their own poems as a final activity. Members of the M3 class wrote 'un calligramme,' which is a poem written using the shape of the main subject.



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The Art of the Surreal

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MYP Art

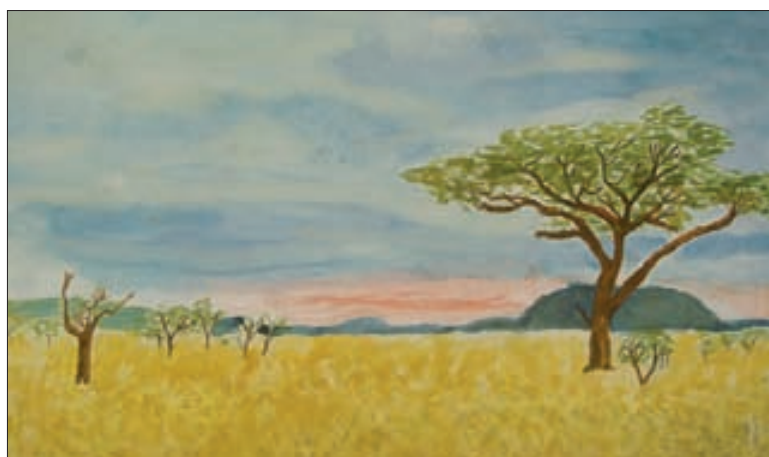


Recently M2 students on Arusha campus completed painted bottles inspired by the work of René Magritte. Important skills that were developed through this assignment were mixing colour to develop value in the background, using light and shadow to show forms in the clouds, and including surrealism in their work. This meant students developed their bottle designs in a realistic style that included irrational subject matter.

Linda Willms Art Teacher,
Arusha Campus



MYP Art: Moshi Campus



Hubert Baissac

Cate Sutherland

Remy Pitot

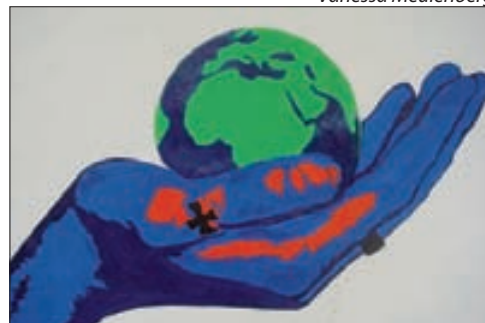


Madeleine Porter



Rebekka Hollevoet

Vanessa Meulenberg



Hard Labour



The words "hard labour" say it all! On a Friday afternoon we set off to "Tudor village" where 'Light in Africa' is building an orphanage complex. As we set off for work we were all starting to question why had we had given up a nice weekend of relaxing and sleeping, especially as the weather was so good for swimming.

We cleared piles of rubble to level the car park, which was incredibly hard work. We moved planks of wood and suffered several splinters, but the biggest surprise was the discovery of a snake living in the wood pile. For me, it was time to move onto the planting of banana trees, which I did with some caution now. The tedious job of planting the trees in the blazing sun took its toll and we worked up quite an appetite. Fortunately, we were regularly rewarded for our efforts with good dinners, plentiful breakfasts, and well-timed lunches – which were accompanied with welcome songs and games from the children.

For most of us this was an unforgettable experience, and no doubt a work-out much better than you can get from any gym. At the end of the day it's really all about doing a deed knowing that you have helped more than one person.

✍ Myriam Hollevoet and Katie Brice-Bennett - D2 Students



EC starts the year with unit “Look at Me”

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Early Childhood: ‘Look at Me!’



The early childhood classes on both campuses began the year with our unit titled “Look at Me”. This unit provided the children with a springboard for getting to know each other as they explored the central idea that “As individuals we bring our personalities, preferences and experiences to school.” From looking at baby photos and reflecting on how we have changed to graphing our personal favourites and noticing similarities and differences, children discovered things about themselves and others. Through discussion and role play, students showed how the choices they make as individuals affect their relationships with others. We used the observations students made to draft our class essential agreements for the year, which have already helped to establish positive and caring classroom environments on both campuses! Children are using these agreements to practice communication skills daily.



Throughout this unit, children developed an early awareness of what it means to be well-balanced and reflective about themselves and open-minded about others. They also gained an understanding of the key concepts of change and responsibility. Nadia Iglar thought about change and said, “When I was a baby, I didn’t know how to put on my shoes.” Rida Dakik thought about responsibility and said, “When my mom drops me off at school, I let her go home and I don’t cry.”



More quotes on Reflection and Change:

When I was a baby...

“I couldn’t get my toys down from the shelf.” –Jessie Ryan

“I didn’t know how to read a book.” – Lian Batchelor

“I couldn’t go on the swing or slide.” –Neel Aggarwal

“I didn’t go to school!” – Celina Patel

Look at us now!



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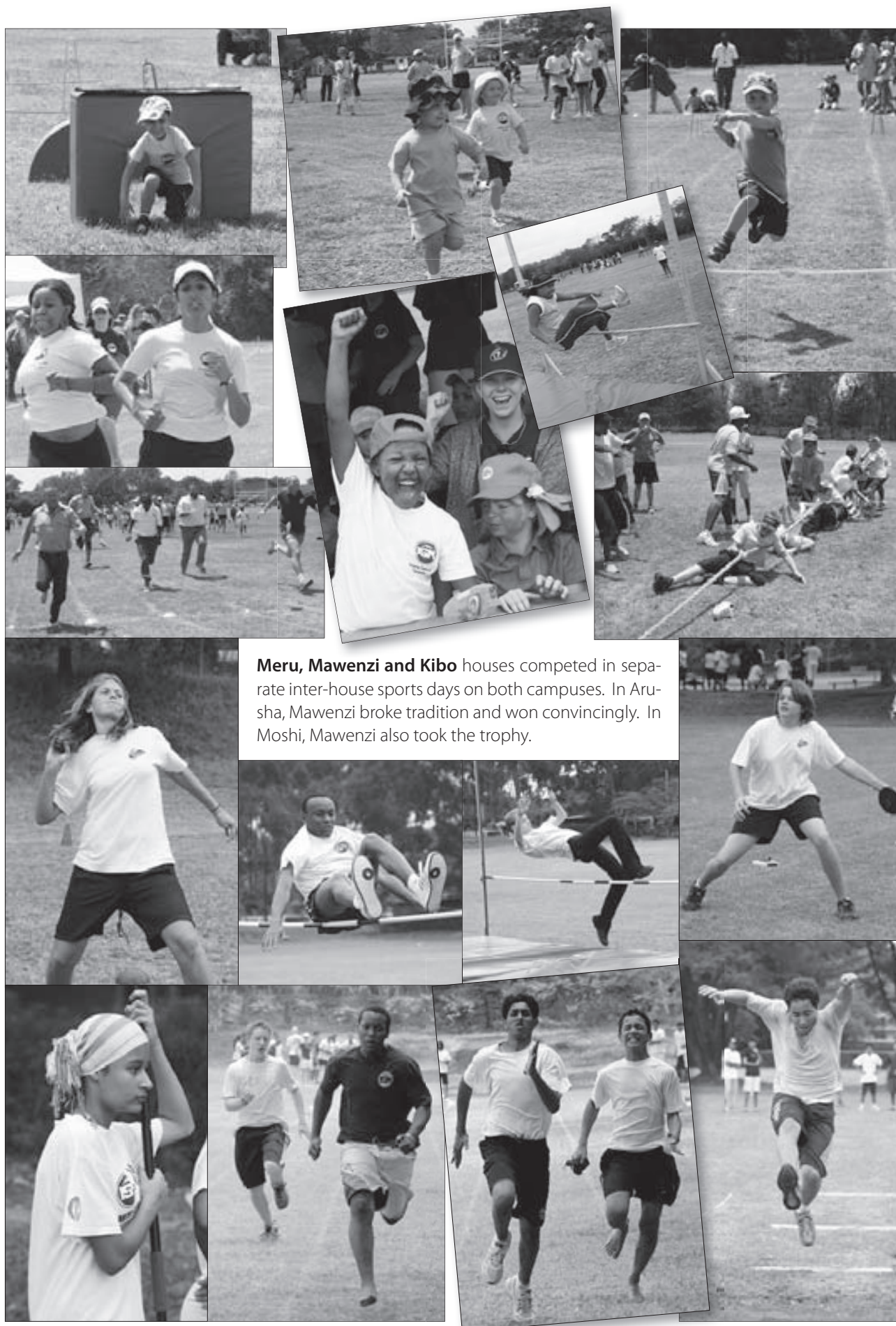
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'Take your marks...'

25

Inter-house sports



Meru, Mawenzi and Kibo houses competed in separate inter-house sports days on both campuses. In Arusha, Mawenzi broke tradition and won convincingly. In Moshi, Mawenzi also took the trophy.

Whither ISM?

During the 2007/08 school year, ISM's Strategic Planning Committee, comprising parents, teachers, Board members, alumni and administration did a great deal of work to look at what ISM was aiming to achieve and how we could get there. What has changed since then and how are we now defining our future? Enrolment patterns have changed significantly even in the last six months; why has this happened and how should this inform our planning?

International School Moshi is a school in northern Tanzania with some defining characteristics and objectives. ISM aims to be a school

- teaching the best international curriculum available
- offering a high quality of teaching, learning and care
- providing students with a global perspective in their education
- operating at a cost appropriate to our families' and prospective families' means

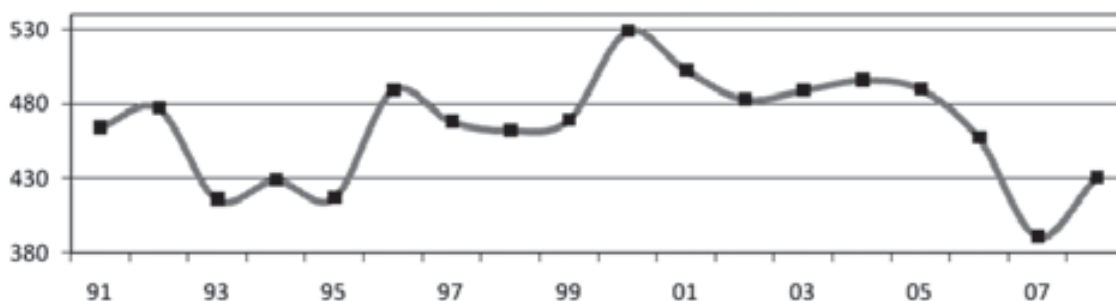
Very few in our community would argue with the first three of these, but the fourth generates controversy and may sometimes appear to work against the first three. During the 1990s ISM saw a general increase in enrolment largely due to the expansion in Arusha Campus which more than offset any declines in Moshi enrolment. But from 2000-2007 we experienced a steady decline which accelerated in 06/07 and, by 2007, set us with a total enrolment not seen previously since 1980.

There may have been many factors causing this, but it is interesting to compare our enrolment graph with a fees graph over the same period. The graph below shows an example of an index of M2 boarder's fees (with figures adjusted for US\$ inflation and with a base of 1991 set at 100).

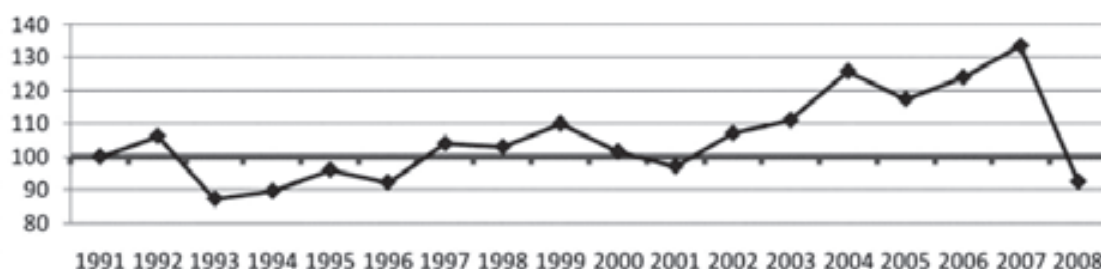
The negative correlation between these two statistics since 2000 is very clear - as the real cost of our fees rose, our enrolment dropped. When our boarding fee was cut (from \$10,700 in August 2007, to zero for P3-M5 in September 2007, to \$4000 in P3-M5 currently), our boarding enrolment rose from 55 to 105. What does this tell us for the future?

With the impending withdrawal of the UN-ICTR personnel in Arusha and the effect that may have on our Arusha enrolment and on the economy of the town, with the continuing stagnation of the economy in Moshi town, and with a rising professional class in Tanzania coupled with an increased demand for high quality boarding education at home in Tanzania, there is a clear need to ensure increasing enrolment through an appropriate and attractive level of fees. ISM families, the School, our teachers and other employees are all affected by increasing inflation rates worldwide and hence fees cannot be immune from this, but it is important to ensure that we do not fall into the trap which led to our fees increasing faster than the rate of inflation (in US\$ terms) for every year except one between 2001 and 2007.

ISM Enrolment 1991-2008



Fee Index (M2 Boarder) 1991-2008



We must also consider the demographic changes in ISM, exemplified by the percentage of Tanzanian students:

% of TZ citizens	1991	2002	2007	2008
ISM (All)	33%	21%	22%	27%
Moshi Campus	34%	26%	27%	36%

Our future appears clear and, if we take the right steps, extremely exciting. We must expand our boarding provision to meet increasing needs from outside the Moshi/Arusha area; we must maintain our high quality education and care, our strong international curriculum, and our global perspective; we must continue to market our excellent

school to permanent Tanzanian residents and not just to short-stay expatriates; and we must also ensure that fees are kept well within the means of our current and prospective families. It will not be an easy balancing act, but if handled carefully and wisely will ensure a strong future for ISM.

Keiron White, Head of Campus, Moshi

Art World



At ISM Moshi campus there is much to inspire the budding young artist, particularly in the natural phenomenon department. Experiencing a wide range of the work of other contemporary artists from the region, however, presents a far greater challenge, but one to which we rise. It is an essential component of the IB Diploma course that students are aware of what is going on in the art world around them, so that they may be able to consider and develop their own artwork within some kind of a context.

At the beginning of September, diploma art students ventured north to Nairobi in search of a range of artistic opportunities. We were not disappointed and were certainly kept busy. Venues visited included the National Museum and Archives, the wonderful recently opened contemporary

RaMoMa Gallery, small galleries, studios and workshops around the city and in Karen, as well as the exciting GoDown Arts Centre. At GoDown, our students were able to discuss the art with the young artists in their studio spaces, as well as viewing it in the main exhibition space – a really valuable experience.

My special thanks go to parent Jackie Brice-Bennett for accompanying us and ensuring we didn't get lost around Nairobi, and to driver Materu for his nerves of steel in the city traffic. And thanks to my students for, firstly, making me laugh to the point of tears and secondly, for not having to nag them once to take out their sketchbooks or make some notes – you really took the initiative and made me proud. Thank-you all.

Jane Barnett, Art Teacher

From Tanzania to the tour



Savio Nazareth's dream of going from Tanzania to the tour is in full swing.

The ISM alumnus (1984-95) and North Carolina-based golf pro is actively on the hunt for a PGA player's card.

His journey captured the attention of the folks at Fox news in August this year.

"It was an unbelievable experience," he says of his first PGA event. "I got to hang out with some of the top players in the world."

Savio, 29, the youngest of three sons of Romeo and Sabina Nazareth, (his brothers are ISM alumni Cyril and Andrew), has gone a long way since he picked up his first golf club.

It was his uncle Ben Mendez, himself a gifted athlete and member of Tanzania's 1980 Olympic field hockey team, who got Savio started at the 9-hole Moshi Golf Club.

"It was a nuisance at the time having a small kid walking around us," recalls Mendez who was in his 30s back then, of his 7-year-old nephew. "So I decided to get clubs for him."

Savio began practising on his own and playing with the caddies. Soon he was playing with the big boys and winning their tournaments, including the Tanzanian Open when he was just 15. A trophy case showcasing his success still occupies a corner of his parents' living room.

During a family holiday to visit Andrew in Florida, Savio, still 15, made his first move closer to the PGA. "If you want to play golf, it's your time," his brother said to convince him to stay.

He won a golf scholarship to Guilford College in North Carolina, and helped the school team win the NCAA Division III title twice.

Now he is the golf pro at Starmount Forest Country Club in N.C.

"He is so happy there. He's very popular there," says Romeo.

In fact, Starmount members sponsored his entry into his first PGA qualifying tournament at Sedgefield Country Club in Greensboro, N.C.

"The crowds kept me pumped up for the two days because every time I did something good they would scream with joy and it really made me want to keep hitting good shots and making putts," says Savio of his hometown status. "I missed the cut to play on the weekend but I tied some pretty good players like the Number 5 player in the world Vijay Singh."

Looking out over the garden behind their Moshi home where trees heavy with fruit attract a variety of birds, Sabina recalls that the small plot was once a 9-hole golf course.

"Savio spent a lot of time back here. Teachers from ISM (including Robin Durant) would come and play here with him," she recalls with the satisfaction of knowing her youngest son is happily chipping away at his dream.

Kate Robertson Alumni and Development Office Volunteer

In 1974, when I was 10 years old, football became my favourite sport, Leenie Faull and Karin Nykvist were my best friends and Kiongozi was my home away from home. It was my first year at ISM -- I was in Mr. Meads' P.5 class.

Back then we had swimming lessons at the YMCA, went for milkshakes and samosas at a place called Hollywood and I spent my most memorable Saturday nights holding hands with a boy in the balcony of a Moshi cinema.

I left ISM in P6 but returned in 1979, when the Commodores and Bob Marley ruled the campus and the Kibo Coffee House served the best ice coffee.

Now, nearly 30 years since I was a student here, I'm back. No, not as a teacher (I'm afraid I'd feel like a traitor if I was). I've taken a year off as an editor at The Toronto Star newspaper in Canada to volunteer in the ISM development office.

My girls, Madeleine, 13, and Isabelle, 10, are the students now. And while they are hard at work studying, I plan to be working hard building up the ISM scholarship fund.

The campus has changed -- bigger trees and more buildings -- but the atmosphere remains the same: open,



Isabelle, Kate and Madeleine

positive, inviting. Sometimes, I feel like I'm in a new place. Other times, nostalgia sweeps over me and I feel like I'm living in a dream -- wrapped in a cloud, like Kilimanjaro.

I'm enjoying present day ISM life and plan to make the most of my year here, but I can't deny I'm looking forward to some nostalgic flashbacks, too.

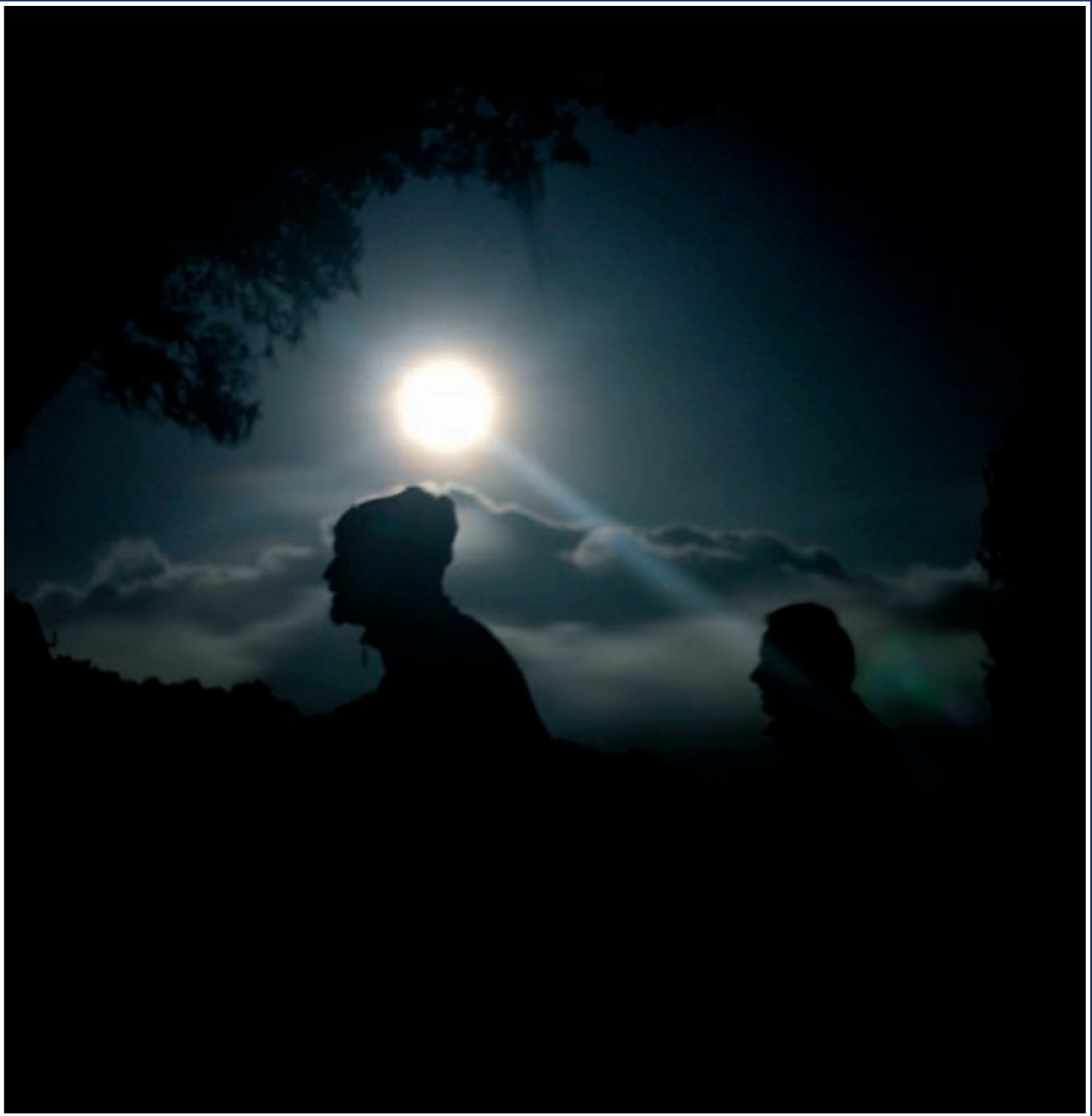
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