

SUMMIT

african roots, global reach

Free Issue16

MYP

Scholarships
& Bursaries on
Arusha Campus

PRIMARY EXHIBITION!

up close & personal

THE IB EXTENDED ESSAY

A LOOK INSIDE
A DORM ROOM
BEFORE & AFTER!

THE SPIRIT OF ISM



International
School Moshi

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International
School Moshi

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those who do not travel
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Bob Horton

It is hard to believe that I am nearing the end of my first year as Director of the International School Moshi, as the months have passed so quickly. This issue spotlights our diverse and energetic student and faculty community who embody the ISM spirit and vibe.

ISM is a school with spirit. It's a place where it's cool to be smart, where everyday conversations are dynamic and, where ordinary people do unexpected and exciting things.

When I travel the world to recruit quality teachers I have been constantly amazed by the number of times someone has come up to me and said how much they enjoyed working at ISM because it is a flagship for international education. We embrace people of all nationalities, cultures and religions and strive to ensure the highest standards in all that we do. Our students benefit from an outstanding environment, excellent facilities and an educational programme that focuses on developing 21st century learning skills such as critical and creative thinking, communication, collaboration and information technology. These are the skills that both the leading universities as well as the finest global corporations are seeking in terms of their employees. Our students have shown that they can gain major academic scholarships to universities such as Harvard, Duke, Amherst and McGill. However, it is certainly my personal opinion that knowledge needs to be supported and strengthened through the development of attitudes and skills that lead students to be independent thinkers and learners who will both thrive and be confident in any organization anywhere in the world.

ISM has a wonderful record of academic achievement but we are also renowned for both our boarding and out-

door pursuits programmes. I live on the Moshi Campus and have regular contact with both our boarding students and staff each and every day. Before moving to ISM, I spent nearly 20 years in UK boarding schools and feel that boarding is in my blood. It is certainly my opinion that we provide an exceptional programme here on our beautiful Moshi Campus. Our students learn to live alongside others from other cultures and religions, to learn to support each other through the everyday struggles of life as well as have an opportunity to engage in a wide range of activities. They achieve all of this within a framework of support, care and trust which allows them to feel safe and secure in their 'second home'.

Our Outdoor Pursuits programme must be one of the best in the world. The location of both campuses is enviable and this allows our students to benefit from treks and expeditions that challenge them both personally and educationally. These are led by some of the most experienced and well-qualified teachers and guides in East Africa and to see our young people returning from five days on Mt. Kilimanjaro, with a smile on their face and enthusing joy at their success, is enormously rewarding.

As you can see, I am justifiably proud of all that we do here at ISM. Choosing a school for your child is a very personal task and I hope as you peruse each page of the Summit you will be captivated by the breadth of education that is provided here; by the immense talent of both the students and staff and above all by the quality of teaching and learning that is so strongly supported within this truly amazing school community.

Robert K. W. Horton

School Director

SUMMIT

African roots global reach

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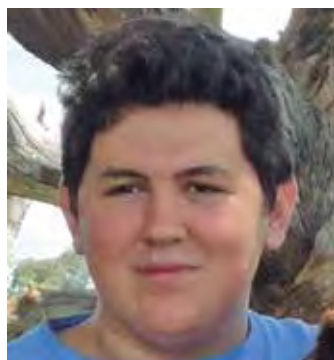
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summiteditor@ismoshi.org



Meet the Student Contributing Group

This student team helped co-ordinate this issue.



PETER KRAFT

FROM: Arusha
POSSIBLE MAJOR: Journalism, Political Science or Education
ADVICE FOR INCOMING STUDENTS: Enjoy the school and system. They're more unique than you can imagine.



NAYAH MSENGI MULLINGS

FROM: Washington DC
POSSIBLE MAJOR: Psychology, Sociology & Possibly a double major.
LOOKING FORWARD TO: Everything! New setting, new friends, new beginning.



LUCKY YONA

FROM: Arusha
POSSIBLE MAJOR: Neuroscience, Biochemistry
SECRET HOBBY: Piano & Technology and of course talking to plants (see page 44 for an in-depth interview with Lucky)



SAMWEL EMMANUEL

FROM: Arusha
POSSIBLE MAJOR: Mechanical Engineering, Economics
HOW DID YOU GET YOUR FULL SCHOLARSHIP: The guidance provided by the staff at ISM was very helpful and the learning environment they create is very supportive. Ultimately, the opportunities provided here prepare you.

00



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The combined number of years that the school's eight longest tenured members.

Mama Nkya Science, Moshi

Mama Malya Swahili, Moshi

Mama Mvungi Swahili, Moshi

Nurse Neema Mgaya, Moshi

Keiron White Head of Moshi Campus

Annette Wood Science, Arusha

Ishbel Brydon EC, Arusha

Linda Willms Art, Arusha

Bibi Christine IT, Arusha



Fun Food Facts



Number of meals cooked on each campus per year (approx.)

ARUSHA 6,300

MOSHI 140,000

3000 kilos

of potatoes peeled and cooked by Rosie's team in Arusha

MOST
unusual dish

ARUSHA: Zucchini cake

MOSHI: Garlic giant prawns
(yum both delicious!)

TRADITIONALISM

ISM has a long tradition of weekend activities, including paintball, capture the flag and ultimate Frisbee.

Did you know.....

There are currently many families that have sent two generations of children to ISM, including the Chauhans, Mowos, Shahs, Bhamras, Aggarwals, Khakis, Emmanuels, Mohameds, Dhanis, Matharus, Shariffs, Mudhers, Gracias, Gathercoles, Rupias, Niskalas, Dhariwals, Mittals, and the Pierre-Ninas.



One of the senior boys' boarding houses is called **KIPEPEO** (butterfly) because it was originally a girls' dorm (!)

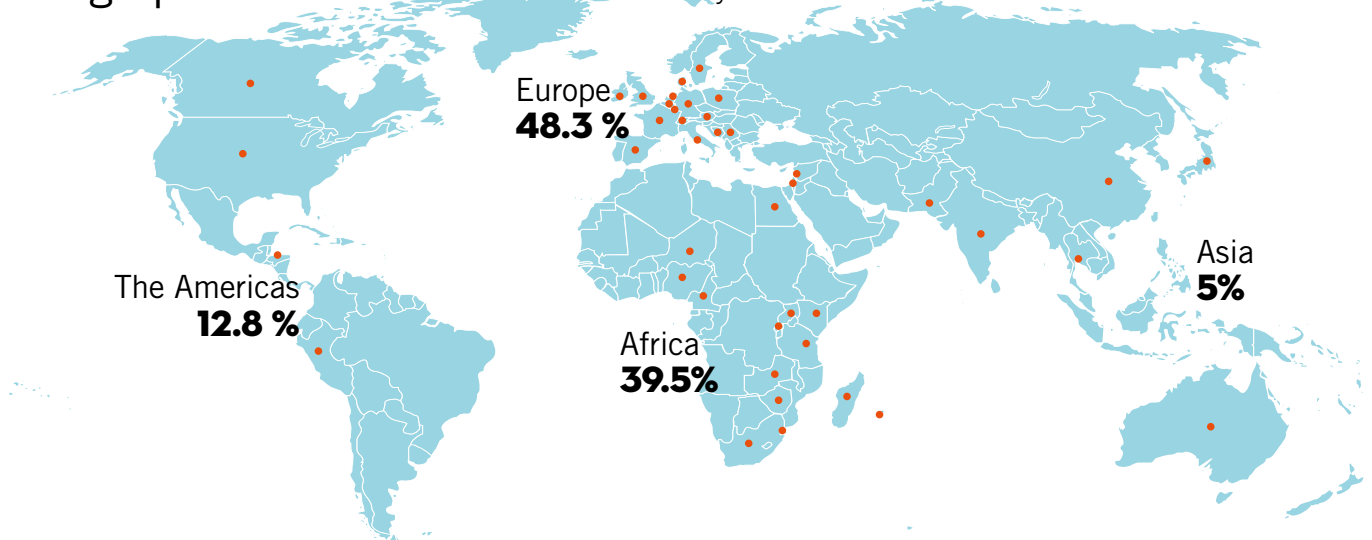


ISM Vibe

Adjectives used by staff & students

Cool **Relevant**
SAFE **Rigour** **Serene** **FUZZY**
Cliffhanging **WARM**
Happy **Outdoors**
Chilled **Beautiful**
Different **Welcoming**

Geographic distribution of the student body







THE SPIRIT OF ISM

Through the teaching and learning that happens in our curriculum the school's philosophy is brought to life and students and teachers embody this. However, the curriculum is not the only way that holistic learning transpires in a school. It is the ethos of the school that encourages our students to take on new perspectives, live the IB Learner profile and take action.

When students look back on their time at school it is not the curriculum that they will remember but the school atmosphere, some call it school spirit. At Moshi Campus the school year is highlighted by spirit days that are there to inspire and get our students thinking beyond themselves, one way of doing this is through our whole-school assembly programme. We started with Peace day and a wonderful Peace day assembly, which focused on the conflict in the world as well as our own conflicts. This was followed by UN day, a chance to dress up in national costume and be proud of our roots. As an international school it is important to recognize other countries as well as the one we live in, but we also like to celebrate Tanzania by singing the national anthem at events and promoting Swahili culture. World Aids Day was recognized through wearing red ribbons and hearing from a guest-speaker, Dr Dorothy who reminded us of the issues around HIV. Recently we celebrated Mother Language day and discovered that our community has a wealth of languages representing the diversity of cultures at ISM. Book week was another huge success as many, many students decorated their doors as books and dressed up as book characters.

School spirit is not something you can force but it does have to be initiated through good-will and pro-active students and teachers. Whether supporting the House system at inter-house sport events or running in the Kilimanjaro marathon 5km with a smile, it all contributes to the vibes of anticipation that lead to an event that people then remember as part of their time at ISM. Those are the events that seep into the alumni memory 'remember the Wizard of Moz', 'remember when we went to MUN'. As a school we try to create as many opportunities for holistic learning as possible and we hope students will take their school memories with them into their new lives when they leave us.

Totty Aris





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8

Whether she's teaching through play, music or stories, **ISHBEL BRYDON** brings a wealth of experience to her role in EC Arusha.

Forty years ago...

In August 1973 my teaching career began in a small village primary school in the east of Scotland. I'll never forget my first day nerves when I faced that P4/5 class. I'll never know if they sensed my apprehension.

Two years later, I moved to a large city primary school in the centre of Edinburgh, to teach a P6 class. In that school we stayed with a class for two years so I remained with them in P7. In Scotland children stay in primary for seven years from 5 to 12. The children in that school came from very varied backgrounds and during my 15 years there, I taught from P3 to P7.

In 1987 I gave myself a challenge. I went on a one year Commonwealth Teaching Exchange Programme to Kenya. A Kenyan teacher came to my school in Edinburgh while I went to a huge city primary with 1200 students in Nairobi. Without a doubt, that was one of the best years in my life, despite the fact that I was teaching three different classes with 48 children in each. Luckily my memory was better then and I was able to remember all their names, even the unusual ones. That was how I dipped my toe in Africa for the first time. Never has a year in my life been crammed with so many different and new experiences, seeing my first jacaranda and poinsettia trees in bloom, going on safari, bathing in the warm Indian Ocean, attending the All African Games of 1987, battling hundreds of flying ants with a newspaper as they streamed in under the front door, to mention a few. My accommodation in the centre of the city was simple but I was on an adventure and only thirty something years old.

The Commonwealth Exchange Programme had one condition that I write and submit a paper on my return to UK. I chose to write about 'Teaching Art and Craft with Limited Resources to Large Classes'. I must have impressed them as I won a prize of 150 pounds. It's amazing how resourceful you can be with only basic materials. I was lucky enough to get time off to visit other cities and up country schools. One of the most memorable experiences I had was when I visited a children's centre and saw the artwork created by physically handicapped children. This centre was lucky to have its own permanent physiotherapist. I met a Standard 6 boy, 11 years old, busy at his English work while lying on his stomach in bed. He was regularly in and out of hospital for treatment to his spine. His teacher showed me his sketch book which was full of very sophisticated pencil drawings of animals. He was a gifted artist and it was a privilege to talk to him about his artwork.

It was during that year that I also visited friends teaching in ISM, Moshi campus, who were from Edinburgh. I immediately liked the school and to cut a long story short that was how I came to be at ISM, Arusha Campus, in 1990 in a P1 class. Jan Hughes, a Tasmanian was the head teacher. Many readers will not know that ISM, Arusha, started in the house in town which is now the very popular restaurant and shop, 'The Blue Heron'.

My first classroom was the 'shop' with the verandah and the garden in front. What a delightful, happy school that was, in a beautiful setting!

In 1996 we moved to our purpose-built campus close to the Arusha Airport with our own extensive sports grounds at last. It was an extremely exciting move and made us all feel that now we were in a 'proper' school. So the rest is history as they say and Tanzania and ISM continue to attract families from all over the globe. I came with the intention of staying for ten years but time flies and ten has stretched to twenty-three. As for my own personal educational journey I ventured into a new world three years ago and became an Early Childhood teacher. I'm an advocate for the importance of learning through play, music, stories, art, the environment, technology, inquiry and much more for all ages. And the truth is, I'm still learning how to teach!



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Shanga Glass medals

All winning participants this year were able to take away a beautiful glass medal courtesy of Shanga who very kindly provided these for all events. A big thank you to them, and don't forget it's the perfect place to buy gifts or have lunch when in Arusha. Plus now they have shops in Dar es Salaam and Shoprite complex Arusha.



UNIVERSITY FULL SCHOLARSHIPS

Samwel Emmanuel,
Harvard University,
Engineering.

Nayah Mullings,
Amhurst College.

Diana Matabwa,
McGill University,
Mastercard
Foundation.



Cartoon Expert

While other M5 students in History class have worked on a traditional focused examination of WWII – M5 student **Noah Felten** decided to submit a series of political cartoons. As he presented the last political cartoon to the class his peers asked how long it took complete the work? “30 minutes” he replied.



SAMMOTA CHUNGU
(St Francis Girls, Mbeya)

Welcome...

to ISM next year to the following students who were selected to be awarded full scholarships to study for their IB Diploma at our Moshi Campus.



JASPER KAJIRU
(Feza Boys, Dar es Salaam)

Service Learning...

Upendo Orphanage is one of the CAS opportunities available on Moshi campus. A group of Diploma students go to Upendo every Wednesday to interact with the kids. The youngest children are newborn babies and the oldest ones are around 7 years old.

“We get to know them better and try to understand and empathize with less fortunate children by showing love to them, as well as taking games and materials for them to learn skills with”.

Following some training with EC teacher, **Ms Annalee**, students learnt more about how to run the various activities including storytelling, maths (with the older kids), playing with play dough, colouring and tracing paper.

4 MYP Scholarship

Arusha campus will be offering 4 scholarships to talented Tanzanian students for the middle years from January 2014. If you know anyone you think deserves a scholarship go to www.ismoshiarusha.org for more information.

DON'T FORGET...

We have Academic Awards of 25% reduction of tuition fees on both campuses from age 8 up. Check out our website to find out more info. www.ismoshiarusha.org/bursaries



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JAPAN





PRE-ELECTION NAIROBI.

The EAMUN as ‘a life changing experience’, – for students and staff alike, this year’s MUN in Kenya, Nairobi, opened all our eyes to the ‘complexity of life’ – a phrase repeated by the inspirational Kenyan Ambassador of the UN, **Mr Kamau Macharia**, who spoke at the conference.

On the cusp of the presidential elections, the air in Nairobi was buzzing with tentative excitement and tension. The real political world overlapped our time in this mock political world of the MUN debates, bringing the real issues we were debating to life. Thankfully, we remained safe during the trip and were able to enjoy the experience without violent eruption as a result of the elections. In the words of **Mr Kamau Macharia**, Ambassador to the United Nations, this experience taught all of us that..... →



*“Life is complex.
The challenge is to get
a grip of who you are.”*





WHEN I ASKED KOMAL (M5), WHAT DID YOU VALUE MOST ABOUT THE EAMUN EXPERIENCE? SHE REPLIED:

“Honestly, it’s made me realise that those small things that we focus on as problems in our lives just aren’t important. It’s the big issues that count. It’s not about what someone did to you, it’s about what you can do in the world to make a difference!”

What an experience

I think I speak for all our students when I say that this experience helped all of us to take a really good look at who we are and who we want to become – active citizens who fight for a fair, peaceful future between our world nations.

As an Advisory trip leader, it was an amazing experience to observe the changes in our ISM students’ attitudes and skills. I think they would all admit that MUN was simply another CAS when they joined at the beginning of this academic year: by learning to discuss and negotiate real life political issues from around the globe, with over 900 students from some 64 other countries, they have left ‘more confident’ in who they are and ‘how they relate to people from all over the world’ (in the words of one of our youngest members of our group, Kemi, M4). Our students have developed into opinionated, politically aware and excited students who now appreciate MUN skills in negotiation, public speaking and networking.

MISS REILLY



Students Speaking

All of our students did us proud at the conference, but there are a few honourable mentions... with our M4s leading the way: Kemi delivered an opening resolution to some 200 plus students, whilst Abella tirelessly worked on speeches for a resolution on the trade of shark meat. Meanwhile, Lisa and Stine confidently delivered resolutions and arguments as delegates for the Economic committee. In the most exciting chamber at the UN, Peter and Moses enjoyed debating issues such as America’s veto power in the Special Summit committee, developing leadership roles in negotiating these global political issues! Having watched our students, we certainly think ISM has amongst its students some of the world’s potential future leaders!





Congratulations!

As a school when we think about our hopes for our students, we hope they will be open minded, internationally aware students who care about their responsibilities as international citizens and we really believe our ISM students demonstrated this at the EAMUN conference. We are incredibly proud of our students and they should be congratulated for their maturity and enthusiasm...what a life changing experience!

The Challenge of life.

Perhaps the most powerful experience at the EAMUN was hearing the UN Ambassador Mr Macharia speaking. He reminded all of us that that the real challenge in life, regardless of your nationality, is to be able to really look at yourself in the mirror ... to be able to look into your own eyes and to ask yourself...who do I want to be? How can I be that successful person? And to find the answer. We all need to be encouraged to do this more often!



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GOOD SPORTS



Sports weekend

Our annual sport weekend gives our older students the chance to meet, socialize and play serious sport with other international school students in Tanzania. This year Arusha were lucky enough to win the girls' football and junior boys' basketball.

ENJOYING



WINNING!



Swimming

Swimming has always been a strong sport at ISM and this year was no exception. Through our philosophy of "personal best" rather than winning, students concentrated on their own personal efforts. Everyone's performance was celebrated and the school was rewarded with 1st and 2nd place at the St Constantine's swim gala in March.

Parents were on board too by supporting their children with a well-qualified external coach who created a swim programme for those brave enough to jump in the pool at 6.30 am twice a week!



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RUNNING JUMPING



Athletics Carnival

There was a huge turn out this year for the Athletics carnival held on Arusha Campus with seven schools competing in five age groups. Three Tanzanian schools joined as well: Orkeeswa, Arusha Day and St Judes. What was particularly special was that the event was a community event supported by PETAAD (PE Teachers Association Arusha District). St Constantine's and Braeburn ran the field events and ISM the track events. There was an equally impressive turn out of parents and spectator support with the biggest crowd ever seen at a joint schools sports event.



PARTNERSHIP

TPC Partnership

A very big thanks to TPC for once again sponsoring the T-shirts for all the big sports events this year. Our brightly coloured T shirts are travelling all over the country!



SO IT'S YOUR FINAL YEAR IN PRIMARY. WHAT'S BEEN THE BEST THING ABOUT BEING IN P6?

Being the oldest kids in primary.

We get to be Student Council representatives and House Captains and we like having the chance to take responsibility.

The retreat to help us do the Exhibition
Longer lunches. Lots of football!

AND THE MOST CHALLENGING?

Exhibition has definitely been the most challenging thing we've done so far – we have had to do so much hard work and also to reflect on how we're doing all the way through the project. The research we did was a lot. We've called it our huge iceberg and we created one in the class so we could map how we were doing. Another challenge has been that in the final year of Primary the other primary children look up to us as we are the oldest. We have to make sure we help the younger kids – children look up to us and we have to behave appropriately. Sometimes that's difficult.

HAS YOUR EXPERIENCE IN PRIMARY PREPARED YOU WELL FOR YOUR FINAL BIG PROJECT EXHIBITION?

Yes it has. We all feel quite confident about going into the Middle Years Programme, though we're also a teeny bit nervous too. Everything we have learnt in primary has prepared us for the next step at school and our Exhibition is the result of this learning. It's exciting because we get to show the school community what we have learnt.

EXHIBITION IS THE BIGGEST PROJECT YOU DO IN PRIMARY. HOW DID YOU GO ABOUT CHOOSING WHAT SUBJECT YOU WOULD DO?

Some of us chose the one that interested us the most, whilst Ghaidaa was inspired by the speaker Mr Patel who is working on anti poaching. He came and presented to us. Jay was inspired by Damien Bell of the Honeyguide Foundation. Overall we had the IB theme "sharing the planet" and this helped give us boundaries and narrow our choices down.

HOW DO YOU AS A CLASS MANAGE TO BALANCE WORK AND PLAY?

As a class we try to get as much out of school as we can, school wouldn't be school without time to be with your friends as well as working hard, now would it?

ARE YOU LOOKING FORWARD TO GOING INTO SECONDARY?

Yes unanimously - we're going to love going to secondary.

WHAT WILL YOUR FINAL WEEKS INCLUDE?

Seeing how accomplished we feel. Celebrating. Plus we get to spend a transition day in secondary so it doesn't feel totally different when we come back in August. Then we will have our celebration dinner at the end of term where we will all go out for a special evening together.



Whether they're interviewing an expert or researching for a project, there's never a dull moment for students in the final year of primary. We catch up with **P6 in the middle of their Exhibition,** and the last leg of their years in Primary.



WHERE DO YOU SEE YOURSELVES IN 5 YEARS TIME?

We're going to be in M4 working hard and we have the goal to finish school and do really well.



In Moshi our central idea was “Seven billion people requires us to confront the threats to our health, environment and society”

On Moshi the class decided to break up their central idea into 3 topics from which students were able to choose an area. These were:

THREATS TO OUR HEALTH

MELVIN HALLER AND ROHAN AGGARWAL:

The use of illegal drugs can disrupt a society.

RAYYAN MOHAMMED AND JANETH LUCAS:

Communities can help fatalities caused by tropical diseases.

JIFIKE MANDELA AND RAJAN AGGARWAL:

Alcohol abuse impacts on peoples' lives.

MOHAMMED PALIWALA AND NIKOLI EMMANUEL:

The growing resistance of bacteria to antibiotics threatens to introduce new global epidemics.

THREATS TO OUR ENVIRONMENT

BATIAN ASHBY AND AUGUSTINO HENRIOT:

The poaching of wild animals imbalances or destroys ecosystems.

JERRY BRICE-BENNETT AND SAREEN BHAMRA:

The effects of deforestation can be reduced by positive human action.

THREATS TO OUR SOCIETY

TRACEY LUKAZA AND VANESSA PHOCAS:

The use of child labour denies children their basic rights.

IDA VAN ZWETSELAAR AND NAEEM SANGA:

In the 21st century people have a responsibility to stop slavery.

KARTHIK GANESH AND LAMIYAH BHARMAL:

The confrontation of racism by society can eradicate various social problems.



JAN TALEK WILSON:

Humans' actions and decisions may affect the survival of animals

SHOLTO BOUWKNECHT:

Water is essential to life and is a limited resource for many people.

SALLY DUINMAIJER:

All children face risks, challenges and opportunities.

OTIS NYITI:

Poaching has the potential to effect communities in a variety of ways.

JAY JONES BEARGROFT:

Conflict exists between people and wildlife for a variety of reasons.

ELEANOR FOORT:

In times of conflict, it is a community's responsibility to protect the rights of children to be safe.

TARA SOUTHEY:

The survival of marine mammals depends on human behaviour.

GHAIDAA DAKIK:

Poaching can affect many aspects of life in Tanzania.

ALFIE BOUWKNECHT:

Racial discrimination affects different aspects of people's lives.

ELIAS KURSE:

Poaching has the potential to lead to the extinction of species

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What's boarding like? Why board even?

WELL FIRSTLY THERE'S SO MUCH TO DO AND SO MUCH TO EXPLORE, YOU CAN'T ALWAYS FIT IT INTO A NORMAL DAY. THE SUMMIT TEAM WENT ROUND THE CAMPUS INVESTIGATING WHAT IT'S REALLY LIKE TO EXPERIENCE DORM LIVING. PLUS WE'VE GOT A COUPLE OF BEFORE AND AFTER SHOTS JUST TO SHOW HOW EASY IT IS TO MAKE YOUR DORM ROOM FEEL LIKE HOME!

WHAT SOUNDS DO YOU HEAR AT 6 AM IN THE MORNING?

"On a week day all sorts of bird chirps and songs and monkeys too."

Lucky Yona D1

"On a Saturday nothing as we don't usually get up until 11 am!"

Peter Kraft D1



BEST VIEW ON THE CAMPUS?

"From the top pitch on a clear day, mount Kilimanjaro is visible in its full glory." Everybody



ROOM RULES FOR LUCKY AND PETER?

"I cannot insult Lucky's love of Steve Jobs, he cannot insult my love of Batman" Peter Kraft D1

BEST THING ABOUT ISM BOARDING?

"Sense of community and the sense of belonging. We are all close and everyone knows everyone. Rooms are also quite spacious and funky."





"ISM is great because it really teaches you how to live with other people, and that's important"

Rafikiel Seyvunde D1

"The fun part is different cultures mixed up together and getting on!"

Emma Hoffmann





Lodge Activities

BUSH WALK

Walk duration: 1 > 2 hours
Group size: 6 people maximum
Age restriction: 16+
Activity fee per person: \$80
2 people: \$50 per person
3 or more: \$40 per person
Plus Ranger fees

GUIDED NIGHT DRIVE IN OPEN VEHICLE

Drive duration: 1.5 > 2 hours
Group size: 9 people maximum
Age restriction: 12+
Activity fee per person: \$125
2 people: \$88 per person
3 people: \$75 per person
4 people: \$70 per person
5 or more: \$65 per person

GUIDED GAME DRIVE IN OPEN VEHICLE

Guide fee per drive:
1 – 5 people: \$50 total
6 – 10 people: \$10 each

Car rental fee for game drives:
\$50 half day - \$100 full day
Silale Swamp Safari: \$100 half or full day



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Bush walks and Night Drives are subject to
Ranger fees and weather conditions

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NEW HEAD OF PE ON MOSHI, **MARIKA FARRELL,** IS PASSIONATE ABOUT SPORT.

ISM DATES BACK TO THE LATE 60S. WHAT'S YOUR VISION FOR SPORT AT ISM MOSHI CAMPUS?

Being involved in sport is a chance to challenge yourself, engage in your community and develop skills that go far beyond the field, pitch or pool. ISM is a unique community and I look forward to continuing to develop a diverse and active community through sport. I like to think of sports and activities as "the other half of education".

WHEN OUR STUDENTS GO OUT ONTO THE SPORTS FIELD, WHO DO YOU WANT THEM TO BE?

Each student will participate in sports for different reasons - a passion for the game, competition, a desire to be fitter and healthier, or even a chance to be with friends. I want these students to realize these personal goals and at the same time, to find new ones to aspire to. Most of all I want them to be enthusiastic and proud of what they do.

WHAT'S THE MOST IMPORTANT THING ABOUT SPORTS EDUCATION?

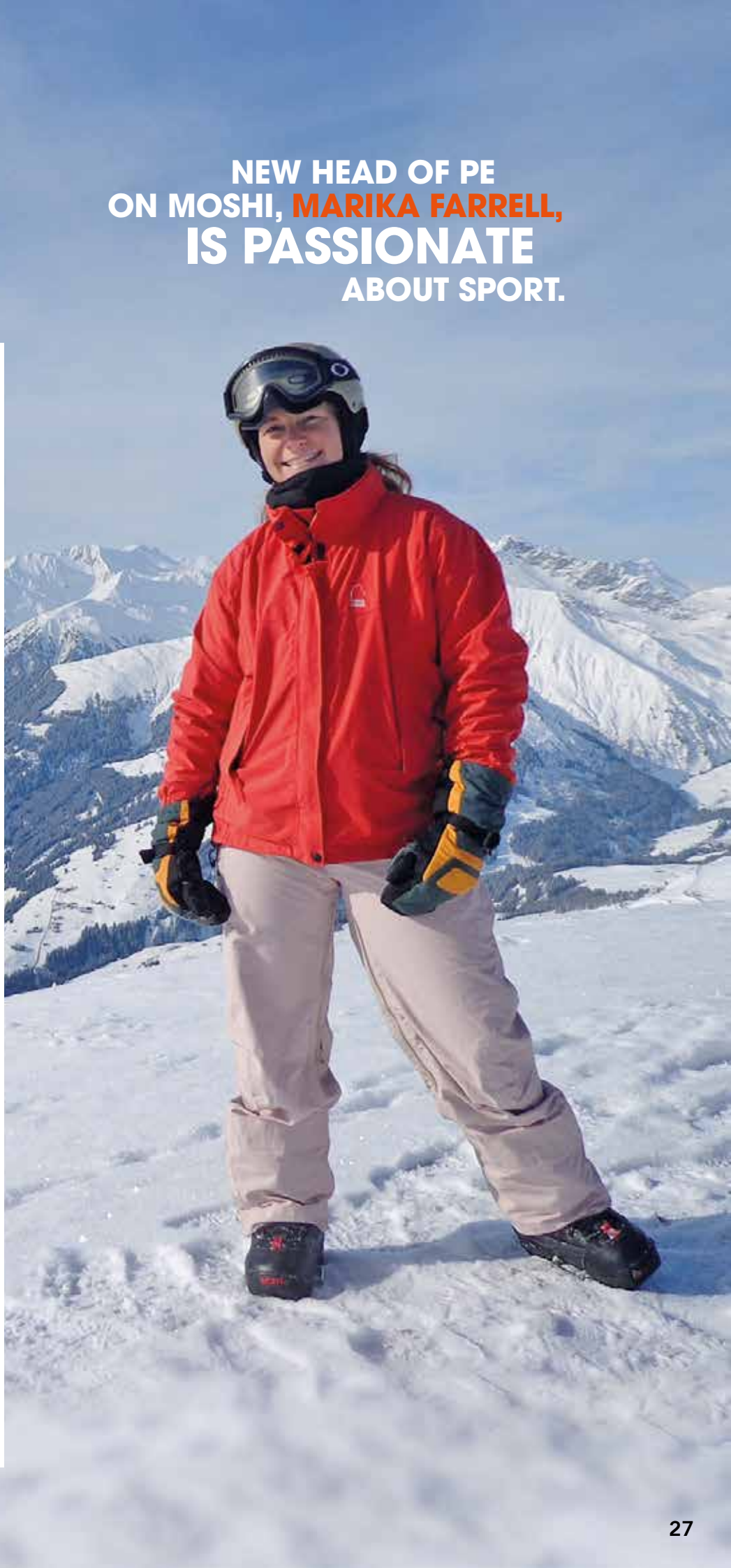
In one word: Sportsmanship. Working to develop skills is an important aspect of sports education but overall, it is working toward being a part of a team, having a positive attitude and believing in yourself and others that is the most important goal that we as teachers are trying to teach.

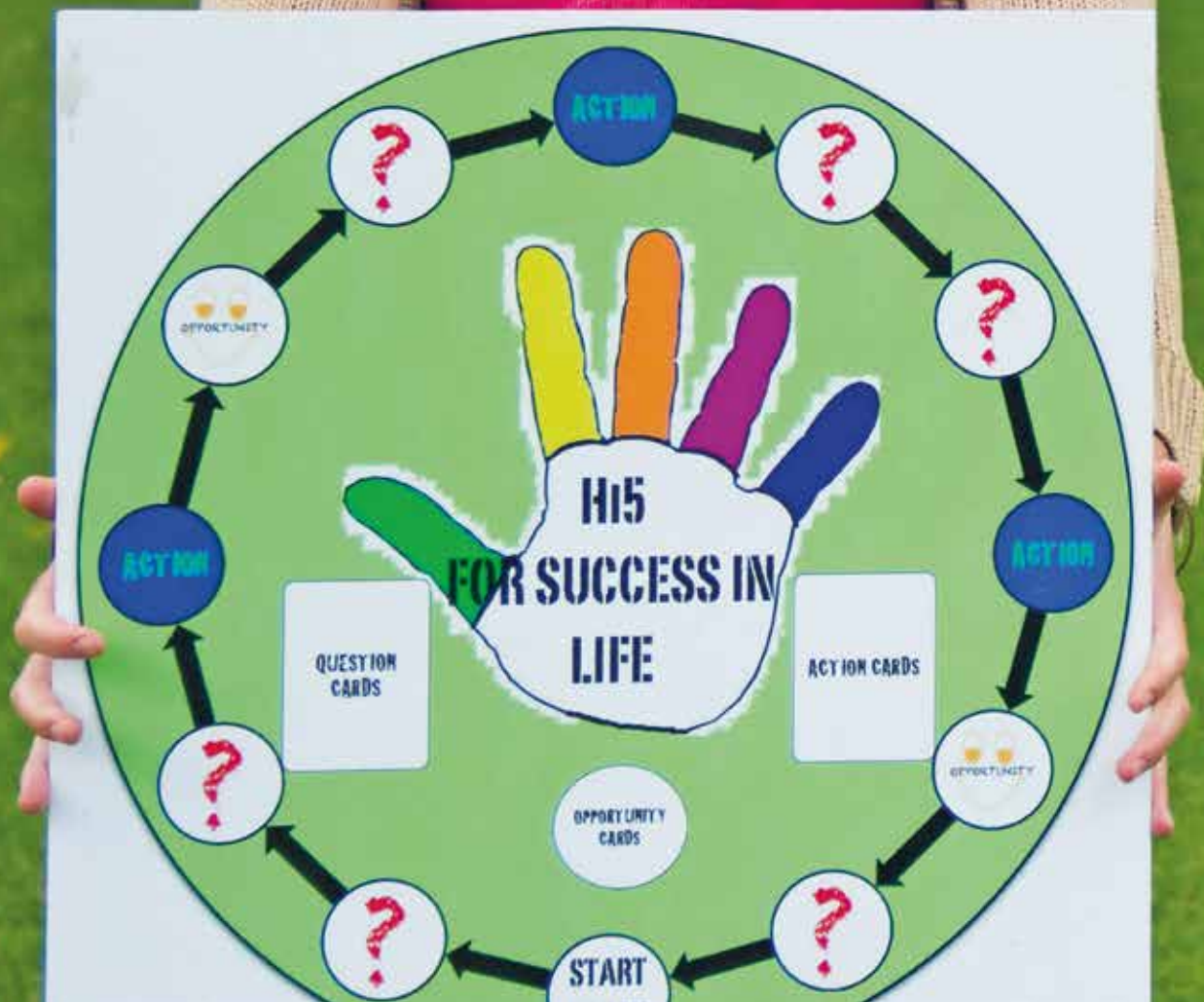
WHAT PIECE OF ADVICE WOULD YOU GIVE ISM STUDENTS?

I hope that all students will realize that sport, like many things in life is a journey. Challenge is an important part of that journey. Don't be put off by something that seems difficult at first. Give yourself the chance to improve and have fun whilst doing so!

WHAT GETS YOU OUT OF BED IN THE MORNING?

Life is an adventure - there is a chance each day for something exciting or unexpected to happen. Living and working in an International School means that you are surrounded by a community of people who are willing to be adventurous and face these adventures with you. I can't help but be excited about that...a little bit of warm sunshine streaming in the window in the morning doesn't hurt either!







The Personal Project marks the end of the Middle Years Programme in the IB. For her Personal Project, M5 student **Frieke de Raadt** created a game to champion teenagers to go onto success.

WHERE ARE YOU FROM?

I'm from Holland but came to live in Tanzania when I was 2 years old.

HOW LONG HAVE YOU BEEN AT ISM AND HOW IS IT IN GENERAL?

I've been at ISM since P1 – so nearly 11 years. I don't even know how to explain it in one sentence. There have been so many things I've done since I've been at ISM. So many trips, afternoon activities and classes. Plus I've become close to friends, projects I have done, groups I've worked with. So I guess in general it's probably an understatement to say it's been great. More like it's been fantastic!

THE CONCEPT OF 'HI 5' IS THE PREMIS OF YOUR PERSONAL PROJECT. HOW DID YOU DECIDE ON THIS?

Basically at the beginning I had a lot of product ideas but I didn't have a theme I could focus on so then I was trying to see what issues or programmes are here in Arusha. When I was exploring ideas I came across JOBORTUNITY who use the concept of Hi 5 to motivate young people. The Hi 5 concept is a method of providing people with the theory, skills and tools for an effective and positive work and life attitude..

WHAT IS IT EXACTLY YOU'VE CREATED?

I've created a board game about the 'Hi 5' programme and then I went to 3 different schools and played it with different groups of local students – this was a goal at first. When I talked to the JOBORTUNITY students I found that it had really benefited them and they hadn't been aware of it when they were in secondary.

WHAT'S THE POINT OF THE PERSONAL PROJECT?

Throughout studying at an IB school we learn a variety of skills and attitudes as well as academic knowledge.

The whole personal project is a culmination of all this learning and is a vehicle that enables us to demonstrate the many things we've learned.

THE MOST DIFFICULT PART?

There were many things I struggled with whilst going through the process of creating my project. Time management is one of my BIG issues as I'm sure it is with many of my peers. But I guess thinking about it now the first challenge was narrowing down the list of topics I was interested in. A big thing for the project is that whatever topic you choose it should be something you're interested in as well as a subject that will enable you to demonstrate your learning. Also the whole communication that has to take place whilst you're researching information was also a big challenge and required me to have to think strategically about how I approached everything.

BEST THING?

Through all the research I had to carry out I ended up meeting lots and lots of different people which was really good fun and a whole learning process in itself. Because the project stretches over 12 months it enabled me to go into a lot more depth than I would be able to for a normal project and this was also fun and interesting as I was able to give the project more depth and take the learning further

WHAT'S NEXT?

I'm going to study IBDP on the Moshi campus and I'm hoping by doing that I'll get a better idea of what I want to focus on and what I want to do with the rest of my life. And after that I definitely want to go to university but I'm not sure yet what I want to study as I have a lot of interests. It's exciting. I'm looking forward to the next stage of my education.

The Personal Project subjects for the rest of the M5 class in Arusha covered a wide range of subjects

TAYLOR MAVROUDIS:

'Umoja taking music further.'

An assessment of the success and growth of Umoja music school showing how it started with 20 students and grew to almost 80.

SARAH RAMADAN:

'Freestyle Motorcross.'

Through the creation of artwork an attempt to raise awareness of extreme motorcross

IMRAN NISKALA:

'The Ngao Sero Ecosystem.'

A focus on the plant Coontail in the Ngao Sero ecosystem with research on the different ways it might be put to good use by the local community.

YAKUTA KHANBAI:

'Stories of life and labour in Tanzania.'

Through the creation of a blog, a look at the lives and times of the ordinary labourer in Tanzania.

SOPHIE DOROTHEE LIEKE:

'A student cook book.'

The creation of a student cookbook to help new students find ways to eat and cook well.



AMARI CHENAULT:

'The causes, consequences and solutions to Arumeru's water problems.'

An analysis of the social and economic growth in Arumeru and the effect this has on water resources portrayed through a film.

LUI WOLSTENCROFT:

'12.12.12 A CD.'

The creation, production and composing of a CD.

YASMIN KHANBHAI:

'Cuddly comfort.'

Design and distribution of stuffed toys for underprivileged children and research on whether such a product improves imagination and creative play.

SOFIA KALITZAKIS:

'The Plaster House Orphanage.'

The organization of a recital in order to promote awareness of this organization.

TWAN DUINMAIJER:

'A Student's Perspective'

The evaluation of the well being of students at the ISM Arusha campus with recommendations on how their well being can be improved.

Personal Project subjects for the M5 class in Moshi and the products that were created for each project.

KOMAL MUDHER:

"Help provide resources to improve teaching in local primary school".

The design and creation of educational posters.

LUSAJO MWAKIJUNGU:

"Fight malaria in the dorms on campus".

The creation and production of a mosquito repellent.

FARHAN KANANI:

"Improving football skills."

The creation and production of a video.

MANITA MATHARU:

"Using art to reflect the effect of bullying".

Through the creation of paintings.

SHINENI DE HAAN:

"Help stop malaria."

The organization of a fundraising activity.

ZISHAN DAWOOD:

"Make learning fun".

The creation of educational games.

MILOU NIJENHUIS:

"Raising awareness of animal welfare".

The creation of a video and power point presentation.

ROMAN ESEKO:

"How can I use my skills to portray Greek mythology?"

The creation of artworks.



TITUS RWANTARE:

"Create awareness amongst peers about major historical events".

A painting showing the timeline of events.

JESSICA GATHERCOLE:

"Making folklore tales".

The creation of a picture book.

KAVAN BAMRA:

"Creating awareness about the 2 wonders of Africa: Kilimanjaro & Serengeti".

The design and creation of a website.

ALI JIWA:

"Environmental friendly airplane".

The creation of a power point presentation.

DAVID KAPAYA:

"How can I use past samples to create a new model of a snowboard".

The making of a snowboard.

SAMEER MORGAN:

"Mental perception of visual stimuli".

The design of a piece of artwork.

DANIEL MSANGI:

"The best environments for our brains".

The production of a video.



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Lake Natron Tented Camp
Tindiga Tented Camp - Lake Eyasi
Crater Forest Tented Camp - Ngorongoro
Marera Tented Camp - Karatu
Ikoma Tented Camp - Serengeti
Robanda Tented Camp - Serengeti
Selous Wilderness Camp - Selous Game Reserve

ZANZIBAR

Fumba Beach Lodge - Fumba
Unguja Lodge - Kizimkazi
Che Che Vule - Matemwe
The Swahili House - Stone Town
Tatu Restaurant & Bar - Stone Town

KENYA

Osoita Lodge - Nairobi

MOROCCO

Maison Africa - Marrakech
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This year's **D1 class** collaborated on a reflection following their orientation day in Moshi.

SUCCESS, this was the word of the day. After two days of doubt and uncertainty, with a lot of us from different educational backgrounds, on this day we were united by one common point — **the IB Diploma**. The two days of orientation were thrilling. **Day one** was mostly about knowing the subjects and making the right choices. Every teacher addressed his/her own subject, with much information to give us a sense of having enough knowledge to consider our decisions.

Day two, nobody knew where we were going today, it was a surprise! Everyone was definitely excited and had high expectations. The road trip was a short bumpy ride. The green fields of **VASSO AGROVENTURES** appeared before us. We met our host, **Mr Nijenhuis**, who runs the company of 650 workers. He volunteered to show us around the area. It is a company which deals with horticulture. It exports its products to Holland, where they are then distributed all over Europe to countries like Germany, Italy and Portugal. Having no background in agricultural business, initiating a big establishment like this was a huge risk. Massive focus was needed to make certain that everything was running accordingly. No mistakes were allowed here. Accuracy was a work elixir. Everything from planting the seeds to packing the plants was done to perfection. Mr.Nijenhuis made sure he conveyed exactly what he wanted to the workers.

The road to victory is never smooth. Acquiring more knowledge and making sound decisions was essential. Trying various options of planting to find the most favourable way increased the yield by 25%. Splitting the stems doubled the export. Changing the instruments used in making soil-bread from wood to iron to stainless steel improved the quality. Considering a range of perspectives was a key factor. Mr.Nijenhuis transformed the leadership hierarchy over the years to include more people's ideas and suggestions in making the best out of the farm. Challenges emerged here and there but persistence was a key factor. The company was the only one in the world to export rooted cuttings. These innovations enabled them to stick to their permanent customers and serve them well. A well balanced environment was being maintained. Women were more encouraged and they made up the bigger part of the labour force. The workers were encouraged to learn English by a small school built within the area, and having bank accounts for safety was required. The workers felt good and what they earned was more than the lowest Tanzanian income. The place developed with time and the community at large.

Was VASSO AGROVENTURES successful? That is a question we all asked ourselves. With a number of IB learner profiles and elements of the road to greatness coming to light, we all had different views on how the success was achieved. Risk taking, critical thinking, knowledge, open-mindedness, principled behaviour, and passion were all the fundamental characteristics of this success.

Everyone felt at home at the end of the day, filled with mixed emotions. Though the orientation was strenuous, the inspiration, motivation, enthusiasm, the pizza, ice-cream and all the good moments were thoroughly enjoyed. The IB diploma courses were ahead of us. With the IB learner profiles to guide us, we all knew that together we were all striving for the same goal, **SUCCESS!**

1972

The tradition of Outdoor Pursuits at ISM

dates back to 1972 when the school first opened. Since then the school has built an outstanding programme that supports the curriculum and has earned us a strong reputation worldwide. So much so that every year international schools from all over the world visit us on our Moshi campus to take up the challenge of either climbing a mountain or trekking in the bush.



The programme

forms part of the personal development of young people by bringing together students from different nationalities, cultural backgrounds and attitudes to trek together and work together as a team. All our O.P. trips combine the Arusha and Moshi campuses, so it is also an ideal opportunity for the students to make new friends. As they work their way up through the graded levels of treks the students have to challenge themselves and on many occasions overcome adversity such as cold, heat, staying hydrated and battling against fatigue.





The BASICS

They learn how to put up a tent, cook their own food, light a fire and survive in exceptional circumstances. We always ensure that everyone is safe and the trip leaders keep the weakest member at the front to keep the pace, so that the group members can support each other on the climb.



Our O.P. CHALLENGE

sets the students up to face all the different elements when one is on an OP trip. As the levels get harder so does the altitude and some students do not always make it to the next level but have to repeat it to prove their endurance. Thus when the students get their O.P. certificates they are truly proud to say they have successfully passed. Standing on top of Kili is a memory they never forget!







MEET Éanna O'Boyle

TEACHER, AND HEAD OF ARUSHA CAMPUS.

STARTING WITH THE OBVIOUS, WHAT INSPIRED YOU TO BE A TEACHER?

This inspiration came rather unexpectedly. After finishing a science degree, I thought it might be useful to have a teaching qualification as back up to a more scientific career I intended pursuing. So, I enrolled in a postgraduate course which combined 3 days of lectures with 2 days of student-teaching. I enjoyed the teaching and couldn't face giving it up after the year. One significant moment early on was walking into this room in the university where 30 students sat waiting for me to teach them a lesson. There was a video camera peeping out of the wall. Worse was the tinted window on one side where my classmates could see everything that was going on but we in the room couldn't see them. I was in the zoo. I survived the ordeal, enjoyed the adrenaline rush, learned the hard way what did and didn't go well, and found myself totally immersed in figuring out what is this thing that people called teaching. So, I continued along this path and found myself applying for jobs in Ireland and surprised myself by being offered a teaching position next to the university town of Maynooth that I had been studying in.

AND YOU OBVIOUSLY LEFT THAT SCHOOL?

I taught biology, chemistry and mathematics for five years and then, out of sheer boredom, I emigrated. I was comfortable in the school, a very dynamic and diverse one in terms of socio-economic backgrounds and the activities offered to students. There was an overall atmosphere that learning happened not just in history and science classes but on the football field, stage and chess board as well. In fact we became quite well known at a national level for sports in particular. Yet, although the school shaped me as a teacher in several ways, I had an over-whelming desire to work abroad and see what was out there. Nothing deeper. This was 1992, a time that young people emigrated because there was no work in Ireland. I was happy to go for other reasons and I felt privileged to do so.

DID YOU CHANGE AS A TEACHER?

Of course. In my first few years in Ireland, I viewed teaching as some kind of performance on the classroom stage. I slowly began to realize that this view of a teacher being centre stage was ego-driven, arrogant and very exhausting. I increasingly saw myself challenging students' views of considering me as the fountain of knowledge and the non-negotiable controller of the classroom. I questioned why they would have to do something the exact same way as I preferred to. I wanted them to learn how to get a grip of their own lives, individually and collectively, and to be less dependent on what I said and did. This made it far more dynamic and challenging for both the students and I. It meant that students had to show initiative and creativity if they were to learn at deep levels. It became a lot more personable and meaningful for all. It liberated me to teach a lot more.

HOW FAST ARE THINGS CHANGING IN EDUCATION?

I'm not sure about this. At the level of brain research, we know a lot more about what learning involves. We know that it is very naïve to think that you can replace the thoughts of a child or adult by simply talking to them or giving a colourful presentation. We really have to give students time to play with and disentangle their thoughts before changes can occur in their learning. We know that intelligence is something you develop rather than be born with. We also know that intelligence is a rather vague term because it is multi-faceted and cannot be measured by a few numbers. We know that learning is mainly social. We know that emotions cannot be separated from learning. So, at the level of teaching, it is becoming common knowledge in good schools that students' social and emotional well-being, and their active engagement, are essential components of quality learning and improved intelligence. As a result, some schools have changed dramatically in the last 20 years because they have listened carefully to what educational research reveals. Unfortunately, other schools have not, and continue to see education, even with all the technology in the world, as something you do to young people instead of with them.



This was one of Éanna's final music performances!

DOES THIS SHIFT MEAN THAT STUDENTS HAVE IT TOO EASY AT SCHOOL?

Let me step back a bit and talk about academic challenge which is what I think you refer to. At its most extreme, there is a view that in order for young people to learn at school, they must be forcibly coerced to learn facts and content by listening to and copying notes written by a teacher. Students are not happy and the teacher is usually not either. It's a depressing scene (and I have been there!). But, their supporters say, it is all worth it because later in life they will automatically be able to apply the facts they have learned and subsequently live happy lives. People usually have less extreme views but still maintain that academic challenge entails listening a lot to a teacher, learning from a good textbook and doing many written exams. If the teacher is good, he or she might even distribute specially designed notes. The students might be expected to do research on topics like 'how does a volcano erupt' and 'facts about my favourite animal' and 'the origins of World War II'. But is this view of education really challenging? I think painful and boring are more appropriate words.

I believe this version of academic challenge is outdated. If there is one thing we know about what is worth teaching for, it's that young people have to go far beyond learning facts and figures, they have to go beyond analyzing these, and they have to go beyond just writing about it. In addition, they must see the point of it all. If what they are studying has no relevance then we can safely say that little will be learned. Without relevance, young people forget. If they do not have time to reflect about their learning then they will never learn that skill of evaluating their own performances accurately. Without reflection, young people grow up unable to evaluate how well they are doing, whether at work, with a loved one, or in their social interactions. A curriculum which respects relevance and reflection also needs rigour, and this is where academic challenge lies.

A challenging curriculum has rigour when students do their very best, when they get regular and constructive feedback on how they are doing, and they are pushed to get out of their comfort zone. Without rigour, students are not held accountable. Without challenge, schools do a disservice by limiting the development of intelligence.

“ I think it will become increasingly taken for granted that we all need to see the global in the local, and the local in the global. ”

WHAT IS SPECIAL ABOUT WORKING AT ISM?

There are quite a number of aspects about ISM that make it special. Maybe it is the international pulse of the place that stands out. I enjoy that the curriculum at ISM is not based on any one nation although it always comes as a surprise when people assume our curriculum is American which it clearly isn't. The IB is a non-profit organization with its headquarters in Geneva, Switzerland. That's about as neutral a location as you can find and summarizes how the IB sees education. It believes that young people need to understand facts and ideas from multiple perspectives. An American, an Irishman, a Tanzanian and a Bolivian may view topics such as conservation, politics and music in a rich diversity of ways. However, I also know from experience that if you put two neighbouring Irishmen together, their values and beliefs may also be poles apart because they also can come from two very different backgrounds, whether it is religious, socioeconomic or family. Embedding this cultural richness in learning lies at the heart of an international education, and I think there is remarkable commitment to it at ISM. I think it also helps that we have staff coming from such nations as Australia, Canada, Germany, Holland, Ireland, Luxembourg, South Africa, Tanzania, UK, USA and Zimbabwe, and students coming from nearly 40 nations. You can imagine the rich conversations that are part of a normal day at ISM, and how the imagination gets sparked to produce new and amazing ideas.

WHEN DID YOU LEARN TO READ AND WRITE?

I have no idea. What I do remember is enjoying reading from an early age. My earliest memory of reading (for want of a better word) was a book about airplanes. Later, I devoured the books of Enid Blyton and to this day titles such as 'The River of Adventure' or 'The Castle of Adventure' give me an immediate nostalgic and magical feeling. Something happened in Secondary when my interest in reading plummeted vertically but I recovered in my late teens. I'm not answering the question but it reminds me of that consistent finding that love of reading is a far more accurate predictor of academic success than the age you start reading or writing.

TEN YEARS FROM NOW?

YOUR PREDICTIONS ON THE WORLD OF TEACHING AND EDUCATION?

One prediction, which is relevant to ISM, is I think education in schools will become increasingly international. By this I mean two things. Initially, the number of international schools will continue to increase significantly to meet increasing demand from nationals (and not so much ex-pats). Secondly, an international education will become more and more the focus in state schools, whether they call themselves international in their name or not. I think it will become increasingly taken for granted that we all need to see the global in the local, and the local in the global.

At the same time, I fear that this movement towards an international education will occur for the wrong reason. I hope economics and free-markets are not the dominant driving forces for the spread of international education. Instead,

it would be gratifying if international education was seen as the way forward for students seeking success in their professional careers in an increasingly competitive global market place, while also been seen as impressing upon young people that character development and service to communities will help them lead fulfilling personal and professional lives. Now, there's a worthwhile aim for schools.

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International
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EC Moshi

FIRST YEAR....

Annalee's first year and the class has doubled in size.

As I write this article at the end of a busy term I have been reflecting on the highlights of my first year at ISM. The class started off as a small group of 10 children in August of last year. Our first unit under the trans-disciplinary theme of 'Who we are' was a great unit to start off the year and allowed the students to get to know each other. They set up their own museum space within our classroom museum where they shared all the artifacts and photographs that helped to describe them; their interests, special people in their lives and their culture and languages. This unit provided the students with an insight into their similarities and differences and developed the important attitude of tolerance for others' preferences.

In the second quarter we had a very successful field trip to Mount Meru Game Lodge and a vet's animal sanctuary at Makoa Farm. The students found out what responsibilities people have when caring for animals that are sick, injured or orphaned. After the trip they were able to think about responsibilities that pet owners have and many children shared their own experiences. We had a visit from Sahil's dog, Aiden's hen, The Dombkins' family kittens and Tavari's tortoise.

Another highlight for me this year was Book Week. This could not have come at a more suitable time for EC and because our central idea was 'We can tell stories in many different ways' we were asked to lead the Book Week assembly. We gave a brief description of all the different ways that stories can be shared and all of them had been tried out within our inquiries! Many children became very creative storytellers during this unit and the classroom stage was in use on a daily basis! We also had puppet shows, retells of favourite stories using small world figures and story boards, shadow puppet shows and even the playground was used for a staging of 'The Three Billy Goats Gruff.'

As you can see it has been a very exciting year so far and one that I have enjoyed tremendously. The class has doubled in size and there is never a quiet moment! I wonder what next year will have in store for us?

Stories Galore!

In Arusha we love stories, singing, dancing, playing, building, painting- the list goes on! Every day is action packed! We also got seven new students during quarter three. This year EC have been following a special swimming programme to boost water confidence and teach specific skills. We love receiving certificates too!

In our 'Tell Me a Story' unit we've sung and danced with two visiting musicians and story-tellers, participated in Book Week activities, and visited another school to watch a performance. We've had fun with puppets and practised dramatizing stories and our emotions with percussion instruments.

This year's favourite book is Stick Man by Julia Donaldson, partly because of its rhyming text which helps us to remember the story. Old favourites, The Three Little Pigs, Goldilocks and The Three Bears and Cinderella are close runners-up.

Other highlights this year have been our trip to the Snake Park to learn about wild animals and our visit to the nearby riding stables to study tame animals.



EC Arusha



Every year our primary students are discovering, investigating and learning everything from attitudes to maths problems, scientific experiments as well as singing, dancing and enjoying the wonderful environment on both campuses. Here are some of the highlights.



How we organize ourselves

On **Arusha campus, P1** explored the importance of people sharing responsibilities in a workplace. We looked at our class, engaging in cooperative games and painting, and cooking "group soup" to gain a better understanding of how individual roles contribute to effective teamwork. Students interviewed workers at ISM, curious about the interconnectedness amongst people in our school as a workplace. We investigated other workplaces through role-plays, literature and class trips. Our visit to Arusha Coffee Lodge provided the experience of observing a workplace in action. Whatever the common goal, teamwork is terrific!



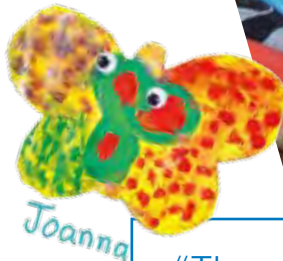
It's all about structures

In **Moshi, P1 and 2** started a new unit called 'Materials and Structures'. It proved to be a very successful and popular unit because "we made lots of things!" says Jonah de Vries. Our central idea was 'Structures are built with specific materials and according to a process'.

As part of the pre-assessment, we walked around the school campus and identified the different materials things were made of. We talked about different materials and described their properties. "Our chairs are made of plastic and metal because they are strong materials". Bhavya Ghantasala

We continued to learn about the design cycle and made some fun sunglasses and a fridge magnet.

Great job P1 and 2!



"The playground is mostly made of wood" said Michael Hjelmager.



INVENTORS

In our unit on technology, the **Arusha P2/3 students** were inquiring into 'The impact of technology in the world of work and leisure'. The students discussed what design and technology represents and through guessing games described different inventions. Trying to picture a world without technology was engaging as they are well used to the convenience of the devices around them. They found it difficult to picture their world without an oven in the kitchen or a couch in the living room.

Their creativity was challenged when they were asked to reinvent items.

Students were enthusiastic about the idea of changing a shoe into something different. With the assistance of the M1 students and their design and technology teacher the students were manipulating new tools and materials to realize their project. They managed to turn their shoes into purses, boats and toy cars. The results were colourful and artistic.

The new generation of inventors might be born!!





Primary

States of Matter

The P3/4 class in Arusha spent the third unit of the year exploring **States of Matter**, with the guiding central idea: The behaviours and uses of materials is determined by their properties. With math links to capacity, language connections to procedural writing and a number of exciting demonstrations and experiments, students were quickly curious about science! Student learning came alive at our Science Exhibition when parents, teachers and other classes looked on with awe as P3/4 students explained their chosen experiments and how the materials and properties were at work!

Tierney Brown learned “a reversible change can change things to how they looked before but an irreversible change is something that once you change it you can’t change it back” while Asa Mittal explained that “a physical change is when something changes what it looks like. A chemical change changes what something is.”



Systems of exchange

The P5 students in Arusha headed off into the market, blending into the vibrant scene, splitting off in search of the best deals. The challenge had been set, their bargaining skills sharpened, and now it was time to see if they could apply their knowledge in the real world.

Studying systems of exchange and looking at the connections between supply and demand was fascinating. But trading with fake currency, for imaginary goods, with your own classmates could only get them so far. The Soko Kuu Market would be a whole different ballgame.

Ten minutes past, then twenty without a sign. Had the pressure of real life deal making got the better of them? One by one the groups emerged triumphant! They had used their skills, made offers and counter offers, and struck deals. Goods in hand, they worked their way through the crowds and back onto the bus. Real life? No problem.



Students are likely to understand and retain so much more when their learning is hands-on. **The P3/4 students on the Moshi Campus** have had plenty of opportunity for this during the year, through Education Outside the Classroom (EOTC). To extend and enhance our Unit on Production and Consumption, the class visited TPC (Tanganyika Production Company) to learn about the production of sugar, from the field to the table. Our annual class camp was held at Kahawa Shamba and here too, the students were able to learn about the process of coffee production, from the bean to the cup. They even got to pulp, roast and grind the coffee beans themselves and taste the finished product. While studying Ethnic Groups, the class had the opportunity to visit a Masai Village and find out more about how this cultural group express themselves through their dress, music, dance, art and drama. The boys in particular, really got into the spirit when given the opportunity to participate in the traditional jump dancing. Trying on some of the Masai bead jewellery and joining the ladies as they danced appealed more to the girls.



Our friendly group of **P5s on Moshi** have been inquiring into Healthy Choices and Recycling/Reusing with Miss Cindy. They went with P6 for the field trip to Lake Chala in March where they participated in several healthy group activities. During the trip all the children displayed the camaraderie and unity that has typified their attitude throughout this year. **Well done P5!**

D1 STUDENT and soon to be author of a paper asking “Does playing music and mono frequency notes affect the leaf surface area of leaves on plant species”, LUCKY YONA tells us how things are for him.

GIVE ME SOME BACKGROUND DETAILS ON YOURSELF.

My name is **Lucky Yona Jr** and I was born in Mwanza, Tanzania. I am 16 years old. I've lived in Moshi for 9 years but my family relocated to Arusha. My father works as Lecturer and management consultant and my mother is a businesswoman in Moshi and Arusha.

WHEN DID YOU ARRIVE AT ISM?

I started kindergarten at ISM and was here for 5 years before I left. Before I came back to ISM I was at St.Constantine's International School and did the IGCSE program. I passed that with flying colors ending up with 7A*s and 1A. I also got an award for the highest Swahili examination score in the World. I am very grateful for that and I'm sure that the early years at ISM had something to do with it. I came back to ISM in the August of 2012 to start D1. ISM life is enjoyable. It's like family. You even get to know the senior members of staff really well. It's a nice place to live, socialize, work and play. With just about three hundred students it is an intimate atmosphere we all get the attention we need from teachers, boarding parents and likewise.

HOW ARE YOU FINDING THE IB DIPLOMA?

At the beginning, the IB Diploma didn't feel difficult at all but I guess it was patiently waiting to get its hands on me. Now it's much more intense. I have to juggle between my rugby training, choir, musical composition, community service, four higher level subjects, the extended essay and a plethora of internal assessment work, homework and whatnot. It is quite stressful and many say it's harder than college. You need the will to make it above anything else. I'm getting used to it and bracing for the infamous D2 year.

THE EXTENDED ESSAY IS QUITE A BIG PART OF THE DIPLOMA.

The extended essay is an important piece of the IB Diploma along with TOK (Theory of Knowledge and CAS (Creativity, Action and Service). It's a 4000 word paper written by all diploma students and is meant to train these individuals for research work in higher education. Students choose from any subject area and design a research question. After doing so, we are required to do primary research whether that is reading through books, interviewing people or performing experiments. Each one of us is assigned to a supervisor depending on the subject area. With the wisdom from your supervisor you go out and start working on it.

HOW LONG DO YOU GET TO RESEARCH AND WRITE IT?

We officially started working on it in the 3rd quarter of D1. We need to be done with it by the beginning of D2. That's about 8 months or so.

I'VE BEEN REALLY TAKEN WITH THE SUBJECT OF YOUR EXTENDED ESSAY.

WHAT LED YOU TO THIS?

I was listening to music after a long day. I felt refreshed, calm. It was almost euphoric. Later that day, I started studying for a biology test and with the soothing music in my head, I saw something about fertilizers on the textbook. Some neurons fired in my head and the two experiences intertwined. I also remembered something I saw on the news about ultrasonic waves that enhanced plant growth. After a few conversations with my biology teacher and DP coordinator, I started research.

YOU'RE A MUSICIAN AS WELL. WHAT DO YOU PLAY AND WHAT DO YOU GET OUT OF THAT?

I enjoy listening to music but I love creating it even more. I started learning to play instruments from a really young age and spent hours in my room trying to get it just right. I play the drums and piano the best and have a decent command of the guitar and a little bit of bass. Music calms me down and puts a smile on my face. It's how I wind up the day. It's a positive distraction I say to myself. Performing and seeing other people enjoy themselves gives me great joy, knowing how much at ease and peace I am when a beautiful melody is in the air.

PLANS FOR THE FUTURE?

Well my ultimate goal is to become a surgeon. It's quite ambitious people say and a long and difficult way ahead but it is perhaps one of only a handful of jobs that will make me happy.

AND YOUR GOAL FOR NEXT YEAR?

My goal for next year is to do well in final exams and get into a university that will allow me to pursue my career.

ANY IDEAS ABOUT WHERE YOU WANT TO STUDY AND WHAT?

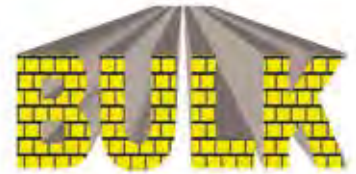
If all goes well, I would like to be admitted to an Ivy League school to study neuroscience or neurobiology.

ANY OTHER INTERESTING PIECE OF INFO ABOUT YOURSELF?

I have great interest in technology, mother boards, processors, CPUs, gadgets and the like spin my head around. Oh and I love rugby too!

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