

SUMMIT

Tanzania

CELEBRATING
OUR 50TH YEAR!

FIRST
24-HOUR
RUN



International
School Moshi

GRAD
2019

SUMMIT

African roots Global reach
issue 22

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International
School Moshi



WE ARE AN
ACCREDITED
SCHOOL



WORKING TOWARDS BECOMING A UWC



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FEATURE

LISTER HANNAH reflects on the early years of ISM **34**

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WELCOME

Thank you to the students, staff, parents and friends of International School Moshi for another wonderful year. As the 2018-19 school year draws to a close, I take the opportunity to reflect on the last twelve months and all that has been achieved.

At International School Moshi, as we enter our 50th year, we are to embark on a new chapter in the story of this small, but tremendously significant, school in Northern Tanzania. I regularly meet and hear from student and staff alumni who are proud of their school and its achievements. Whilst these alumni are scattered across the four corners of our Earth, they all talk of their school as pioneering and a changemaker in education. In this edition of The Summit you will have the opportunity to reflect on the early years of ISM and some of the seminal moments in the school's history. I thank Lister Hannah for writing this first chapter for us. He has spurred us to action and we will now be reaching out to others as we endeavour to finish our history. Please do get in touch with any stories or photographs you feel need to be included. ISM has, and has always had, a strong sense of identity and community, it is therefore only correct that as a community we come together to write her history.

Whilst we can never cover everything, inside these pages you will find details of some of the great learning that takes place at ISM both inside and outside the classroom. There are examples of students as leaders, as enquirers and as risk takers. Whilst the International Baccalaureate Primary Years, Middle Years and Diploma programmes provide the framework of the student experience at ISM, they are far from the total experience. Layered on top, we have a deep commitment to service, to experiential learning and to the arts. The aim of the school, both fifty years ago and today, is to provide a balanced education to all our students which will set them up for success in the future.

We are delighted that, as we open as the second UWC in Africa and the eighteenth in the world on 1st August this year, we have been recognised as a leader in global education. Joining the UWC movement is an endorsement of our strong academic programme, our commitment to service and student leadership and our desire, throughout the school, to educate the young people in our care for peace and a sustainable future. We all have a lot of which to be proud.



Anna Marsden
Director
International School Moshi

MOSHI EC LEARNERS ARE ASKING IMPORTANT QUESTIONS AS THEY LEARN TO MAKE DECISIONS

WHAT DO I WANT TO LEARN? WHY SHOULD I LEARN THAT? WHO CAN I ACCESS IN THE LEARNING COMMUNITY TO HELP ME? WHERE WILL MY LEARNING TAKE PLACE & BE SHARED? WHEN WILL MY LEARNING TAKE PLACE?

As our EC children continue their personal journeys towards becoming effective global citizens, our classroom teaching team has begun to think more and more about the idea of agency. The way in which the children themselves can guide us towards goals may be called 'agency'. The children have a voice, a choice and will take ownership of their learning. Personal responsibility for the direction of learning and working (an essential skill in both today's and tomorrow's world) is developed most effectively with the support of the teacher rather than under complete direction from them.



ARUSHA EC LEARNERS ARE BECOMING MORE EMPATHETIC AND TAKING DIFFERENT ROLES IN CLASS

Throughout the year, we have had many great opportunities for exploration, learning and fun. During our Sharing the Planet unit, we went on many field trips and learned about farm and wild animals. Our *How the World Works* unit led to a lot of inquiry with light sources, playing with shadows and learning



about night and day. During the different units, there were many chances for the students to collaborate and cooperate. As the class and their confidence grew, the whole class enjoyed taking part in whole school activities. We are proud of how the students have grown in many ways this year.



P1 & 2s IN MOSHI ARE LEARNING ABOUT THE WORLD TOGETHER

We began the year learning how to be good friends, interviewing one another, playing with new peers and going through steps to solve friendship problems. We built a strong bond full of reflection and empathy. Through this bond, we walked through biomes, tackled fractions and wrote sentences in the sparkling, midnight sky. Together, we have looked at and made sense of the world around us from different angles.

Seeing the world through a variety of perspectives has been our drive and each one of us has brought in their flavor to our world. Our art show in the third quarter truly drew attention to this. Our view of the world around us changed as we took various field trips within our community. We particularly enjoyed our visit to TPC, Uru Academy as well as other places closer to our school home.



P1s IN ARUSHA ARE TAKING ACTION AND GROWING INTO KNOWLEDGEABLE PYP STUDENTS



This year has been very exciting in P1 class. Some areas of study we have learned about are plants and the life cycles of different plants around us. We have learned about different community members and how each person needs to work together in order to have a strong community. The P1 students have worked very hard in these units of inquiry and also show their knowledge outside of the classroom by making real life connections to the world around them.

MANY ADVENTURES FOR P2 & 3s IN MOSHI

P2/3 students have enjoyed experimenting and using their observational skills to record results from various experiments they have conducted. One of our favourite ones was looking at the impact an acid (vinegar) has on calcium (an egg). We have kept food



diaries, learnt traditional dances, seen chemical and physical reactions, and learnt a bit about the periodic table. Another momentous occasion in our class was looking at the lunar eclipse and talking about why it occurs - a good prelude to an upcoming Unit of Inquiry on the Solar System

P2s IN ARUSHA ARE YOUNG ARTISTS

The P2 class hosted an Art Gallery to showcase their beautiful artwork created during their unit: *People use different forms of expression to express their uniqueness.* Learners particularly looked at how different art forms made them feel. They were inspired by various artists such as Kandinsky, Van Gogh, Monet and even a local artist Anita Kalaitzakis who paints with coffee. Learners tried out all the elements of art including texture, form, value, colour, shape, line and pattern.





ARUSHA P3s ARE YOUNG CREATIVES

This has been a busy year for P3. School began with Mr Marcel in August and in October Ms Marja joined the happy group. We have studied diligently and had lovely celebrations. To mention some highlights: on the 100 th Day students estimated and measured, during Book Week Mama Carice read Charlie and the Chocolate Factory and during Unit 3 P3 visited the Cultural Heritage Museum with Mama Carice and Mama Zoe. P3 received the final touch of their cultural education from Mama Ora who delighted us with exciting stories and presented us with amazing artifacts.

The class is full of talents; students have participated in multiple sports competitions, shown great talent in imagination and visual arts: creating imaginary cultures and islands. With these students, you can't stop the music: they have danced, sang and played instruments in front of the whole school and parents.



MUCH TO BE THANKFUL FOR IN MOSHI FOR THE P4s

It has been a real joy working alongside the P4 students and we have had the luxury of remaining a small class throughout the year. The students have developed very close-knit relationships and it was fun being able to mix business and pleasure as we went on with our inquiries. The highlights of our year were mashing scrap paper to make a recycled blend, creating our "Book cover door" and winning the competition and, all the outdoor activities and competitions were a blast. We appreciate our community and all members who work in the background to make our experiences so valuable. Asanteni sana!





P5s IN MOSHI ARE RENEWABLE ENERGY EXPERTS

In the P5 class, one of our recent units was about energy and how to utilize its power. For group projects, we split into four teams which were: solar, wind, water and earth energies. We made posters that illustrated the different types of energy. We also made models to show how each energy is used. The solar group made nachos with a solar oven, the wind group constructed an assortment of pinwheels, the earth group made a magnetic model, and the water group created a waterwheel reusing plastic bottles. For our personal assessments, we had three choices: we could make a crossword puzzle using new words learned during the unit, design or make a vehicle that is powered by some means of alternative energy, or write a speech about one type of energy and explain why it is good for the earth. The P5 students put a lot of effort into this unit and had a great time with it too.

*Written by Hanaka and Townes for the unit on Media.
Edited by Ms. Sarah*



P4 & 5s ARE MAKING GLOBAL CONNECTIONS IN ARUSHA

Our students in P4/5 have developed relationships this school year with their pen pals at Happy Kids school in Taipei, Taiwan. They have exchanged letters, recorded video messages, and engaged in video chats. They enjoyed a collaborative research project which they were able to use to share their learning during student-led conferences. Students

used Google G-suite to collaborate across the world to compare and contrast different types of markets in Taipei and Tanzania. This was part of the transdisciplinary theme 'How the World Works' and the unit of inquiry into the *Exchange of Goods and Services*.





HAVE YOU EVER SEEN YOUR OWN INSIDES? THE P6 STUDENTS ON MOSHI CAMPUS HAVE!

As part of our inquiry into our body systems Dr. Henke visited our class with an ultrasound machine. We saw our breakfasts moving around our digestive systems and our hearts beating! Dr. Mac, from the secondary science department, led us in dissecting a goat's organs. We saw three stomachs, a heart, a liver, lungs, kidneys, intestines and more! These

practical experiences really helped us to see how our body systems are connected. We each chose a body system to research and made a Google slides presentation. Then we made a model to support our slideshow and presented to our parents and to all of the PYP children. Our audience loved looking at model brains,

nerves, hearts, digestive systems, veins, arteries, immune systems, urinary systems, bones, muscles and skin. This learning experience was a community effort – many thanks to all of the teachers and parents who shared their expertise with us. You may have inspired future doctors and scientists!

P5 & 6s IN ARUSHA ARE BECOMING WELL- ROUNDED INDIVIDUALS

The students in P5/6 have learned all about the ATL skills of communication, research, thinking, self-management and social skills. In each unit of inquiry the students have developed the importance of these to support their learning in all areas. These skills cross all subject areas including art, PE, language, maths and social studies.





WE WELCOME THE MORLEYS

From Singapore to Moshi: Ben Morley, the new Deputy Head of Campus, Moshi, tells us about his family's big move.

After eight happy years at UWC South East Asia, Singapore, where I was Vice Principal in the Primary School, my family and I arrived in Tanzania in July last year. We were seeking a fresh challenge and a new, shared experience somewhere completely different. So far, ISM and Moshi have not disappointed.

One of the many appealing elements of ISM was the prospect of joining such a diverse EC-D2 community of learners. I was excited by the possibility of being able to learn from others in this safe, collaborative and caring environment. I was drawn to a school that so strongly advocates international mindedness and an appreciation and understanding of multiple perspectives. There was a genuine warmth and sense of community that seemed to radiate from everything I heard about ISM and that was highly enticing. Being a part of this community now, I can safely say that everything I heard before my arrival was justified. This is a very special place to live and learn.

I was also greatly attracted by a school that evidently makes full use of the opportunities

offered by such a unique location and environment. Being involved in service learning and outdoor education opportunities in this incredible part of the world was hugely appealing. To date, my involvement in OP trips to Mandara Hut and South Pare Mountains, alongside work with Primary School students at KCMC, has been a real highlight of my time here. As a family, we have already been fortunate to enjoy some incredible experiences in the region during the school holidays and are forever planning our next adventure.

The opportunity to continue my long standing relationship with the UWC movement was another big pull for me and I am so delighted that we will now become the 18th UWC. Hats off to the dedication, enthusiasm and hard work of so many people that made it all possible. The decision is richly deserved and I genuinely believe we will bring so much to the organisation.

For me, being part of UWC means being part of a powerful and significant global movement, a benevolent "force" if you like, of people who are making an impact in the world. Sometimes, this

is on a large scale but, more often than not, it is far smaller and more intimate. I want my own children (all four of them!) to be part of a school that celebrates this idea of collective responsibility and shared humanity, the notion that we can all be agents of positive change in the world.

Over the last 20 years, I have enjoyed the privilege of working both as a leader and teacher in a variety of schools across the globe, from Eastern Europe to Borneo, the Far East and back home in London, England. I remain passionate about student learning and a strong believer in a holistic, values-based education that promotes, celebrates and honours the unlimited potential in everyone. I am extremely proud to be the Deputy Head of Campus at the 2nd UWC in Africa. As I have said before, I feel genuinely fortunate to be part of such a highly-regarded, internationally-minded and learning-focused community.



ONE REASON WORTH RUNNING FOR 24 HOURS

The first ever ISM 24-Hour Run was one of the biggest school events of the year 2018-19! 24-Hour Runs are popular fun runs where people run around a specified location for 24 hours. For us, it was also an opportunity to raise funds for the ISM Scholarship Fund. The Fund gives Tanzanian students from different backgrounds a chance to get a high quality international education. Participants from all over Moshi and Arusha joined teams made up of students, parents, teachers and friends of ISM. The event raised nearly 13,000 US Dollars, Team Alumni raising the most funds. We look forward to more teams, more participants and raising more funds for ISM scholarships in the next school year.

Get your teams ready and see you on the pitch in September!

Sacha Louis Taily



IN PURSUIT OF NORTHERN TANZANIA'S OUTDOORS

Outdoor Pursuits in 2018-19 was filled with many adventures and much growth for our students. From completing the bronze and silver levels of the Duke of Edinburgh (DoE) Award to summiting Mt Meru, students have developed their skills and resilience. Here they tell us about their experiences as we look forward to exciting additions to our OP programme in 2018-2019.

THE THIRD YEAR OF DoE AWARD AT ISM

CAEDMON SWANSON TELLS US A LITTLE ABOUT DOE AND HIS EXPERIENCE:



DoE is a program for students in M4 to D2. In the DoE program, you spend time doing activities and write a short reflection after each one. In addition to this, you get the opportunity to plan and go on a hiking trip with your classmates. Personally, I found mapping the routes and exploring the area with my friends to be a lot of fun. Once you have completed the first level of DoE, there are two more levels that can be completed for additional credit. Completing the program earns you an internationally recognized certificate of achievement.



STUDENTS RECAP THEIR OP EXPERIENCE IN 2018-19

PARE MOUNTAINS (KILIMANJARO)

Hiking the Pare Mountains was my first attempt going mountain climbing and it was like love at first sight. It was all about the view, the weather, the atmosphere, the interactions with friends and last but not least the week-end away from all electronics. It really was a wonderful experience and I would encourage many more students to participate in outdoor pursuits as they would be able to gain more skills, stay fit and add an achievement on their CV.

John Washington



In 2019-20 students will have an opportunity to do canyoning in Weruweru river in the very first water-based OP trip. There is also a number of new locations for high altitude trips including Longido in Arusha at 2,690 meters above sea level and Kilomeni in North Pare at elevation 2,100 meters above sea level. There is also something for those who aren't ready for high altitude, a flat walking trip in Monduli in Arusha.



MOUNT MERU (ARUSHA)

Starting the trip, looking at the peak and the rest of the large mountain from the entrance, it all seemed impossible. Mt Meru is said to be more challenging than summiting Kilimanjaro. Although Kilimanjaro is still on my to-do list, I can assure you that Mt Meru is not an easy trip in the slightest. Nonetheless, walking up the paths, through the different environments, and making our way to the top was a worthwhile struggle. When summiting on the last day I had the pleasure of waking up at around one in the morning (my favourite time to rise!), and making my way behind fellow survivor, Magreth Baraka. That day, Magreth conveniently chose to wear the most neon pink socks; they kept me distracted when we crossed paths with steep slopes on either side. When completing the final ascent, we were practically rock climbing with lungs out of breath, bodies squeezing every last drop of energy, and fingers freezing from the cold, morning wind. Having seen the sun rise and standing at 4,565 meters above sea level made it all worth it. It was an amazing trip of bonding, surviving and laughter with a great group of people.

Sally Duinmaijer



MOUNT HANANG (MANYARA)

OP trips are genuinely great opportunities for students to interact and be more socially connected without technology. A trip to Mount Hanang (3420m ASL) was one amazing experience!

Watching the sunrise and sunset from the top of the mountain was a magnificent thing. People should sign up for these OP trips because they allow you to enjoy, understand nature and make friends.

Salmin Mwinjuma

MR SALIM ISMAIL joined ISM in 2010 after many years of working as a porter, cook and guide on Mount Meru and Kilimanjaro. He has witnessed many changes to the ISM OP programme but the biggest change, according to Salim, is always with the students. "Students change at every level", he says, "the M1s start off not knowing how to pack their bag but they improve with each level".

"I recall a level 1 trip where it took us seven and a half hours to walk from the park gates to Mandara - I couldn't believe it! This is a distance that usually takes three hours at a very average pace. This was the first time I was guiding young children so it was very challenging for me. We arrived really late but everyone was safe. Level 5 trips are actually not very challenging because the students know what they are doing, they are already well-trained and know when to push themselves."

Thank you, Salim, for teaching us key outdoor skills and taking care of us when we are out in the bush.





ISM SPORTS



Exciting times head for ISM Sports

Mr David Raskatika (Arusha) and Mr Robin Marsh (Moshi) fill us in on all things ISM sports.



The sporting calendar this year has been action-packed for ISM as we continue to expand and take on new challenges. Sports participation is growing rapidly with 95% of secondary students on Arusha campus having taken part in two or more sports. Between the two ISM campuses we have hosted over twenty events for the Northern Tanzanian Athletics Association (NTAA). Most noteworthy, being the Athletics Competition and, the Sports Weekend where sixteen schools from across the country came to Moshi and competed in over 300 fixtures. Arusha campus have continued the pursuit of trophies and are the current U19 Ultimate Frisbee champions, while Moshi campus are currently undefeated champions of the secondary swimming, bringing home the trophy at every event. They are champions in U19 Netball and Girls Touch Rugby, U9 Rounders and have had several other competition successes. Moshi campus have also provided the National team with 2 swimmers and 1 Primary Tennis competitor.



Next year we will continue to grow both our participation and our sporting success as we transition into our new era as a United World College (UWC). With this in mind, we will start to develop sporting ties and connections with our UWC friends in Eswatini and test our metal more regularly against schools from bigger cities like Dar es Salaam.





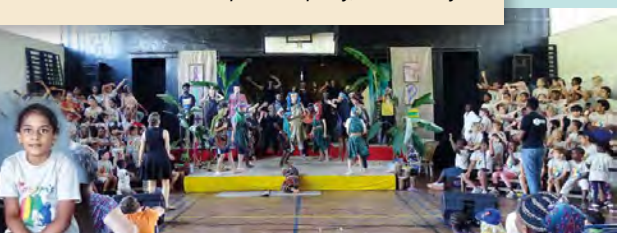


MOSHI'S RENDITION OF JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT

*We Laughed, we cried, we camel pranced.
Found courage to sing, learnt drama and dance.
Who knew that 'Joseph's Coat' could bring
A community together everyone chipping in.
The company achieved unbelievable things.
Fantastic Costumes with African themes.
The most incredible coat that took many to hold,
Stitching colour after colour to its lining of gold.
Egypt with pyramids, and a giant pharaohs head,
Garage band, an 'Elvis', and light silhouettes.
Memories forever, experience sparked, igniting new passions,
Oh the power of the Arts!*

*The energy, resilience, commitment and heart,
Oozing from students whatever their part,
And parents remember the echoing sounds
Of long joyous car journeys all singing the songs.*

Fondest Memories Joseph Company, Miss Mary P





ARUSHA'S TAKE ON LITTLE SHOP OF HORRORS

Alfred Bouwknecht who played Seymour, the protagonist, and Nitzan Schnitzer who played Orin, the dentist, share their reflections on this year's musical production experience

NITZAN: What did you enjoy the most about the experience?

ALFRED: I thoroughly enjoyed meeting new people. There were lots of kids from primary years which I don't see very often and it was nice to interact with them. It was also fun learning about both singing and acting as well.

ALFRED: What has the time you spent on the play taught you?

NITZAN: The time I spent on the play taught me a lot about teamwork, and the importance of listening to your peers, as well as giving constructive feedback towards them.

ALFRED: What was the most difficult aspect of the performance?

Nitzan: The most difficult aspect of the play was learning all the lines. There were a great deal, whether you were a main or supporting role and learning them along with the appropriate choreography was very challenging.

NITZAN: Do you think this experience will help you in future endeavours?

ALFRED: I think that it will help me in future endeavours because I will, in most likelihood, need to use skills such as teamwork in the future, and that is a skill that this project taught me a lot about.

NITZAN: Would you do this again if given the opportunity?

ALFRED: Yes, I think it was overall a very fun experience and I would be very interested in doing it again as I feel I learned a lot about acting, singing and all the work that goes into performing a play.





COMBINING COMPASSION AND SERVICE

Navya Aggarwal tells us about Kili Orphanage

“If you can't feed a hundred people, then feed just one.”

- Mother Teresa.

For the past one year I have been working with the Kili Orphanage located in Moshi. It was an eye-opening experience for me: I met orphans. I can't describe in words the hopelessness, emptiness and gripping desperation I experienced when I first met them. The smiles on their faces were priceless. I feel the tears beginning to surface as I type and think back to that day.

Our first arrival at the orphanage was an unforgettable memory. I tried to hold my tears as each one came up for a hug, every eye told me a different story. Though they are provided with facilities, I thought about how these children managed to live in a world that had no hope or promise. I tried to imagine what kind of life they must have been living but the smiles on their faces showed how strong these children were. I wished I could sweep them away from

this orphanage and show them the world outside the gates, show them how beautiful it is out there. As an M4 class, every Thursday we bring the orphans to our school and have them do various activities such as football, netball, tennis and arts and crafts.

These children. They look out for one another. The older ones take care of the younger one. They laugh and smile. A glimmer of hope still shines.

The visit to the orphanage was a fulfilling experience for me as I came back home with not only memories but with valuable lessons. As an ISM student, I want to help the orphanage become a better place, I would like to build a kitchen at the orphanage.

One way I am raising funds for Kili Orphanage is through the "Equality" t-shirt that I sold. Thanks everyone for the support!

THE BIGGEST COMMUNITY SERVICE

By Yuk Yi Chan



On August 24, 2018, a group of 25 ISM students, in conjunction with the **Sparkling Elephant Project (SEP)**, represented ISM in a service based project at the Enduimet WMA (west of Kilimanjaro), putting in beehive fences. The Beehive project was an effort aimed to support bee farming and provide the local Maasai community with an additional income-generating activity. The beehive fences also act as a deterrent to elephant encroachment in local farmlands; mitigating conflicts between human and animals. This trip proved to be a learning experience for the students involved as it gave them an insight into the culture of the Maasai people.

The group assisted the locals and set up about 47 refurbished bee hives around the Amboseli border. It was a long and grueling task that started from the Local Government's office - where we collected the beehives - and ended at the designated place where the beehives were to be set. But the rewards, later on, were fruitful. We camped at the Enduimet WMA and viewed a breath-taking sunset. An early morning rise saw the whole group cheerfully head onto a Safari adventure where they got to see many elephants at close proximity.

Ultimately, this project would not have been possible without the help and support of the ISM community. Special thanks go to the SEP team led by Ejofo - under Ms. Hazel and Ms. Marlies - who managed to effectively bring this project to life; to Jasmine Bee, for generously donating beehives to this project; and to the Maasai community at Tingatinga for welcoming and assisting the team in this venture.

WHAT'S NEXT FOR SEP?

We are currently working on raising funds to continue with the Beehive project and hopefully cover a larger part of the Amboseli Border. We are also working on our Kweme Project that focuses on promoting heritage foods in Tanzania which is vital for the preservation of the habitats of elephants. We have also refurbished Tumaini, our special life-sized elephant which sits right at the entrance of the school to make the ISM community aware of SEP. Our project still has many tasks yet to be completed and with the help of the ISM community, we can help save our elephants!

#GenerationElephant



ARUSHA ROTARY INTERACT CLUB GOES TO DAR

Students from Arusha campus presented a project to help develop sports facilities at Kisimani Primary School in Arusha at the Global Issues Service Summit of the Association of International Schools in Africa at IST in Dar es Salaam.

BOOK WEEK AT MOSHI AND ARUSHA

Two published authors,
NAHIDA ESMAIL and our
very own **BEN MORLEY**,
shared their stories



#GETCAUGHTREADING PHOTO COMPETITION



THIRD PLACE was a tie between
THE MORLEYS showing us that a
family that reads together sticks together
and **ISABEL RENJU** showing us
how a book can put a smile
on your face



**LUCIUS
TIMMERMANS** was
soaking in knowledge, in
FIRST PLACE!



MOSHI PRIMARY STUDENTS DRESSED AS THEIR FAVORITE BOOK CHARACTERS



ARUSHA CAMPUS HAD JUST AS MUCH FUN!

Extreme Reading board

Teachers dressed as book characters



3 WINNING SHORT STORIES

THE NAMELESS GIRL

Kamili Donnelly

It was a rainy night my parents were asleep, so was Hans and Hannah. For some reason I couldn't sleep, maybe it's because I am afraid. I am afraid of war. Earlier I overheard my dad say "On the radio they said many people fled from Germany because a war broke out in Heidelberg Germany." I was afraid all-night thinking thoughts that will make you shaky and thoughts that will make you shiver and break out in a cold sweat.

In the morning my parents were still in bed so I decided to wake up even though I was tired. I made my self some hot chocolate with some bread and honey. Once I finished I put some warmer clothes on and I turned the radio on. The man said now the war has spread and it is spreading fast so you should leave the country he said we think this is going to be the world war 2 I turned the radio off I didn't know what world war 2 was.

It was cold here in Frankfurt so I put my mittens my coat and my boots on and I slowly walked outside. Because my boots were heavy, I looked like a penguin waddling along. When I opened our gate, I stood right in front of the gate it was a Sunday morning many trucks were driving through and I wondered why.

After a while soldier trucks were passing by I felt scared. Injured soldiers went passed like soldiers with broken arms and legs and wounds. After a while my older sister Hannah woke up and joined me, she explained that the trucks in the beginning were carrying battle equipment food/water supplies and first aid kits. I love my sister I don't know where I would be in this world without her.

We waddled back in and my parents Emilia and Peter were already awake so was Hans my baby brother. We had a proper breakfast on the dining table my mum and dad said "We have made a decision, we will be moving because of The war. We will be moving to a new place."

I was scared because I did not want to move or leave my friends. I felt nameless everything was happening so fast. Every night we all feared the bombs and guns. I cried every night and I would creep into my parents' bed and snuggle up with them.

When I went to my parents' room I notice that my mum's jewelry was missing and my dad's favorite belts were also missing. Suddenly my mum and dad surprised us with 5 tickets to leave Germany. I was shocked even though I didn't know where we are moving.

I sat in my room I was staring at my cupboard, my mum said that I could only bring a few clothes and toys. The toys I packed were: my cardboard rocket ship, 3 books and my small doll called Sophia. We finished

packing we couldn't bring our cat Otto, we had to leave him behind with some good friends of the family. I started crying when we left our cat with our friends, Otto was my third best friend.

We drove to the airport. My Uncle Benny dropped us. The airport was very busy most people were crying, children were screaming, many people were injured and we saw loads and loads of soldiers. We finally boarded our airplane and the pilot said we will be going to Tanzania. I don't know where that is but I will find out later.

The flight there was very scary. From the plane we saw a giant bomb explode I was terrified but happy to be leaving the danger. It turned evening the pilot announced that in 5 minutes we would fly past Kilimanjaro he explained that Kilimanjaro was a mountain it was the tallest free-standing mountain in the world and it was 5,895 meters tall. I was super surprised as the only mountain I have been to was in Austria. I thought there was only 3 mountains on earth. Oh, what a beautiful mountain it was lovely with the sunset the snow and beautiful trees it reminded me of home and it kind of said to me home is where the heart is.

The plane landed and we got out my mum hugged me and said this is your new home I was thrilled beautiful landscapes amazing nature everything I was looking for. A really nice guy picked us up he was wearing a lovely blue and red striped blanket he said he was a Maasai and it was a traditional clothing to wear. He went to school and learned German so he could understand us. We already bought a house and it was a long drive I fell asleep. It's the morning tomorrow I am starting school the holidays are over for this school today I will just rest. In Moshi there are no tall buildings or skyscrapers and no snow and its really hot but it's nice for a change. Today is my first day of school I wore my school uniform it's quite itchy and hot in it. When I got to school my mum kissed me said goodbye and she left. People stared at me and they called me mzungu. I didn't know what that meant, everyone spoke a language called Kiswahili. I don't understand what they are saying even the teacher speaks Kiswahili I feel like I am flowing away to another universe on my own I am the nameless girl. School is over and I got home I decided to create my own language. Hi-res no-opo yes-ery and I spoke this language every day I felt less lonely and less scared.

I started taking Kiswahili lessons. 1 month later I started making friends and I felt really good. I finally got out of my bubble of shyness and my bubble of loneliness and I pushed the bubbles away. I started slowly teaching my class the language that I created and we slowly started talking to each other with it. I really enjoyed school now and I had lots of friends.

Days went by, days turned into weeks and weeks turned into months and months turned into years, so time went by and I had to move countries even though I still felt nameless. My last day of school I said goodbye. Anyways home is where the heart is.

BUT YOU DON'T UNDERSTAND

Cynthia Mchechu

Have you ever had one of those experiences that happen to everyone else until they happen to you? No? Perhaps it's a life-threatening vehicle collision or perhaps it's meeting someone you never expected you'd meet. Or perhaps, like me, it's overhearing a conversation that shakes and rattles you so much. So much so, that once your paths have crossed, you can only pick up pieces of yourself and try to make sense of everything you ever thought you knew of the world. Ever had one? I had one yesterday — the most extraordinary conversation in the most unexpected circumstance.

I was standing, impatient, by the side of the road. The sun, harsh and unyielding on me. My mind preoccupied with my delayed ride. At first, I did not mind their talk. Every few minutes there was the honking of a truck and the whirling of motorcycles. In the distance I could hear music and laughter, and the distinct wail of an ambulance car. Behind me the smell of rotten fruits. And by my feet, floating plastic bags. Everything blended into each other — the joy to the sadness, the sadness with the fatigue, the fatigue and the pollution, the hopelessness. It was the deafening and comforting noises that made it home. They too blended in the madness of it all.

I noticed *them* first. Their sun-kissed skin testifying to hours and hours in the sun. Clothes like leaves in autumn — fading, dying. One, a girl. At most 18, holding a book. I don't know which, they were standing some way away. And the other a middle-aged woman. Worn out. Hands, dirty, in a tray of potatoes. I suspect the argument had started long before I turned my attention to them. They only stood across the narrow road from me. In the marketplace.

"*But you don't understand,*" the woman, whom I later learnt was known as Mama Aisha, was saying, "*I'm not saying that I'm not proud of my language. I was born in it. It is the language of my youth. I am just saying that, unlike the other women around me, I earn more from foreigners because I speak whatever little English I speak.*" She had been doing something with her hands before the argument. Her hands were frozen, as though the argument was an interlude and her life was meant to continue like it was never interrupted. The way you wouldn't expect a single fallen leaf to shake the earth's core.

"*No! This is why as a country we are poor! We do not take pride in our own heritage. In our language. In our traditions. We have been so brain-washed by colonialists and western culture.*" The women around the young girl were shaking their heads at her. She did not seem to notice. Her jeans were torn and gathering dust at the ends. "*How do you think China does it? It does not speak English, but their economy is fast chasing the US's economy. We can be like them.*"

The women turned to each other and there was chattering all around. I sat down on a chair near me. I was fully engaged. Mama Aisha sighed. A typical African woman, she was. She took her hands out of the potatoes, wiped them over her traditional African waist cloth, and swiped the sweat from her forehead. As she packed some potatoes in a bag,

she said, "My daughter, your mother has done you well by sending you to school. And we are all proud of you. But we are not China. How can I be proud of my traditional language, my heritage, if it does not feed me? If I cannot get a job by it? I know my language and I love it. But English...the opportunities I have just by knowing how to say 'welcome' and 'thanks' and the opportunities you have from knowing how to form proper sentences in English... you have to understand my language doesn't give me as many."

An auto rickshaw came to a slow stop by my outstretched feet. The driver turned and smiled at me. Through the motion of his hands he asked if I wanted a lift. I shook my head. Nevertheless, he insisted. "You Kenya?" I shook my head again. "Going where? I may take you home?" I raised a hand, stood up, and crossed the road, moving closer to the arguing pair. I stood, a few aisles away buying tomatoes from another woman. Mama Aisha was speaking again. "You use examples of China and Japan, but you forget that we aren't them. I am proud of my language. Understand that. But I also need to feed my children."

I asked the woman selling me the tomatoes how the argument had begun. Two other women nearby had heard my question. One of them sold okra and, I later learnt, went by Mama Agnes. The other woman sold onions. All three of them begun to recount to me the origins of the discussion. It seems the debate begun when the girl asked for potatoes and Mama Aisha commented on how lucky they both were for knowing English. Their lives were easier. The woman selling me tomatoes said, "This girl assumes that knowing my language will solve all my problems. Mbona nakiongea...lakini nione¹. Mama Aisha with her little English; her children are at school. Whatever little English they learn, they will grow up and find work in offices with fans, wooden tables and fancy chairs. But me, my Mwajuma, my only child, is selling bananas on the main road. She will end up like me. God forbid! But she will."

The second woman with the okra was shaking her head. "No. I understand the girl. We send our children to schools. As soon as they can introduce themselves in English, suddenly they cannot greet you. Suddenly they don't have manners. Suddenly they cannot relate to us low people and our values. Our children need to feel proud of their heritage, of their language. Of who they are."

"But do you think, you and I, in our states, have any part in changing the status quo? Mama Agnes, you know, I have only to hope that my daughter can get an education and be like this lady here," the third woman selling onions spoke up, pointing at me. "This is not our discussion to have. Whether or not they forget where they are from. Hata wakisahau kilugha, hata wakisahau Kiswahili ilihali mwanangu aishi maisha mazuri na anakazi² so be it."

By then the young girl had long left. But the discussion was hot as ever in the marketplace. Now the debate was centered on the four of us. Women from all over were airing their views. Some in support of pride in indigenous languages and others in support of the practicality of English. I stood there, a bag of tomatoes in hand, listening.

Just as someone asked for my input, you turned up. Thirty-seven minutes late. I bid them goodbye and climbed into your car. As we left, you asked me what I had been talking about with the women. I heard the last of the honking, the whirling, the wailing, the rotting. Before your air conditioning system drowned them all.

¹ "See I speak it (her language) ...but look at me." (from Swahili)

² "Even if they forget their indigenous language, even though they forget Swahili, as long as my child has a good life and has employment..." (from Swahili)

LE PARADIS SUR TERRE

Simon Grenouille

Il était une fois, un petit ange nommé Saël : cheveux aux reflets d'orge et de blé, regard malicieux et avec des yeux aux couleurs des plus fraîches des clairières. Au milieu de son dos nu, se trouvait, comme un pissenlit dans un champ vierge, une magnifique paire d'ailes blanches. Oui, Saël était un ange, le plus jeune des anges.

Il passait son temps à se promener dans les nuages, les comptant, leur donnant des noms, leur inventant une vie, des histoires, etc. Il en faisait le tour, en inspectait les moindres recoins et une fois sûr de lui, il s'y laissait tomber avec une grâce et une agilité à couper le souffle. Saël passait des heures à jouer dans les nuages, humant les vapeurs en provenance de la Terre, regardant les magnifiques créatures qui la peuplaient. Elles le fascinaient. Il en rêvait la nuit et parfois même le jour.

Une fois, perdu dans ses pensées, il n'était revenu chez lui qu'à la nuit tombée. Son père Meliodas, s'était fait du souci pour lui et l'attendait sur le pas de la porte.

« Saël, bon sang où étais-tu donc passé ? », s'exclama Meliodas, la voix remplie d'inquiétude et de soulagement.

« Bonsoir papa ! Excuse-moi je me suis aventuré un peu plus loin que d'habitude et j'étais perdu dans mes pensées en contemplant la Terre. », dit Saël paisiblement.

Meliodas soupira, « Mon ange, je t'ai interdit de t'approcher de la Terre, ses créatures sont primitives, elles ne sont pas comme nous, elles pourraient te vouloir du mal. Et puis ce n'est encore qu'un prototype, ne t'y attache pas trop. »

« Je trouve ces créatures fascinantes Papa, elles boivent lorsqu'elles ont soif, mangent lorsqu'elles ont faim, dorment lorsqu'elles sont fatiguées et cela leur suffit. Elles ne connaissent rien d'autres et pourtant elles sont heureuses. »

Saël, sentant que son père semblait quelque peu tendu, tenta de le calmer.

« Tu m'as l'air bien agité papa, dis-moi ce qui pèse sur ton cœur. »

L'archange hésita un instant et dit : « Le conseil angélique se réunira demain pour voter la création d'une nouvelle espèce, j'espère que mon idée sera retenue... »

« Ah, c'est sur ça que tu travaillais ces derniers temps ! L'Homme c'est ça ? »

« L'Homme. »

« Je suis sûr que tout ira comme sur des roulettes. »

Le lendemain, levé à l'aube, Saël enfila sa plus belle toge, la plus brillante de ses auréoles et fila en direction du Colisée. Tous les anges étaient réunis : entre brouhaha et plumes qui volent, l'atmosphère était déjantée. Surplombant l'Assemblée sur son trône de cèdre, se tenait le tout puissant, avec à ses pieds, les archanges. Le Seigneur interrompit toutes les discussions en un geste du bras. Commencèrent alors les débats entre archanges, qui défendaient tous leurs idées et tentaient de les faire accepter. Après des heures de débats, Yahvé se retira avec ses séraphins pour délibérer.

Au bout d'une délibération interminable, tous les anges regardèrent en direction du séraphin qui venait de faire son entrée au milieu d'eux. Celui-ci ouvrit un parchemin et s'écria :

L'HOMME ! Toute l'assemblée, sauta de joie et d'excitation, l'heure était à la fête.

Saël chercha son père du regard, mais celui-ci semblait ailleurs. Son visage, malgré le fait qu'il ait gagné, exprimait la peur et la colère.

Revenu à la maison, le fils s'approcha discrètement de son père toujours dans un état second et vint se blottir contre sa poitrine. Son cœur battait vite, ses joues et ses yeux étaient humides, comme quelqu'un qui a beaucoup pleuré. Ils restèrent longtemps sans parler. L'un, les yeux dans le vide et l'autre blotti contre lui. Sortant de la brume, Meliodas dit :

« C'est Lucifer, il a saboté mes fiches et mon PowerPoint, il a ajouté des caractéristiques à l'Homme qui n'étaient pas dans le modèle de base. Il en a fait une créature immonde, mortelle, vouée au mensonge et à la malhonnêteté qui détruit sans compter, qui ne pense qu'à elle. Un être peureux et craintif. Il les a faits incapable de communiquer entre eux, il les a séparés dans différents continents en fonction de leur ethnie et de leur culture. Si j'implante ça sur la Terre, le monde va à sa perte, l'Homme détruira tout, il anéantira les animaux et leurs écosystèmes, asséchera les ressources de la Terre, ce sera la fin de la planète Terre... »

Saël serra son père encore plus fort dans ses bras. Alors les larmes, ces perles chaudes, lui roulèrent le long du visage et vinrent imbiber la toge blanche de Meliodas.

Ce soir-là, le petit ange eut bien du mal à s'endormir. Lorsqu'enfin ses songes arrêterent de le tourmenter, il sombra dans un sommeil profond.

Un liquide tiède, qui lui caressait le visage, le réveilla. Il était sur Terre. Il se mit debout et avançait difficilement, il ne pouvait plus voler, il frotta ses mains le long de son dos, ses ailes avaient disparu. Ses pieds effleuraient le sol pour la première fois. Saël le trouvait très amusant, il s'enfonçait au contact de sa peau et prenait la forme de son pied. Se retournant, il vit ce qui l'avait réveillé, une immense étendue d'eau à perte de vue. « Ça doit être l'océan que je vois de là-haut » pensa Saël. Après avoir exploré l'environnement qui l'entourait, il en déduisit qu'il devait être sur une île d'environ deux mille kilomètres carrés. Il faisait chaud, le soleil tapait sur son torse nu et réchauffait son visage.

La chaleur augmentait petit à petit, jusqu'à devenir insoutenable. Il porta ses mains à son cou : celui-ci était brûlant. Il baissa les yeux vers ses pieds : ils s'étaient mis à fondre...

Saël se réveilla en sursaut, ce n'était qu'un mauvais rêve.

Le temps reprit son cours et le lancement de l'Homme fut un énorme succès. Cependant, Saël n'oublia pas ce fameux rêve, il le troublait, il semblait si vrai. Et si cet endroit existait bel et bien ? Il le chercha vainement du haut des nuages. S'il cherchait à tout prix cette terre promise, c'est parce qu'il y avait vu un espoir de réparer le travail gâché de son père. Il s'était mis en tête, de rassembler tous les différents Hommes sur cette île, ils y vivraient alors en paix et en harmonie, partageant une même langue et une même culture, malgré leurs histoires et passés différents.

Un soir Saël se faufila hors de la maison, il s'était donné pour but de trouver le pays in-

connu. Ni une, ni deux, il fonça vers l'Europe, passant par la France, la Russie et même le Royaume-Uni. Il fit la connaissance de personnalités extrêmement cultivées, mais, pas de trace de mystérieuse île là-bas. Emporté par un mistral, il atterrit en Asie, il y découvrit des plats aux couleurs et saveurs surprenantes. Au Moyen-Orient, Saël fut fasciné par la culture et les vêtements de ses peuples.

Une tempête de sable fit échouer notre jeune aventurier sur les côtes de l'Afrique de l'Est. Là, il fit la connaissance d'un peuple connecté à la nature. Les Hommes, qui faisait partie de ce peuple étaient toujours souriant et se tuaient à la tâche. Un soir de pleine lune, alors que notre petit ange savourait un plat d'ougali au bord de la mer, il s'endormit, désespérant de trouver sa Terre promise. Les vagues lui chuchotèrent des mélodies anciennes au creux de l'oreille, l'emportant loin, très loin des berges de la Tanzanie.

Il fut réveillé par la houle qui lui chatouillait les orteils. Quelle fut sa joie en découvrant où l'océan l'avait mené. Il était de retour sur la fameuse île perdue !

Le petit Saël, s'assit donc au cœur de l'île absolument vierge. Il utilisa pour la première fois ses pouvoirs d'ange : sa peau s'illumina telle une luciole, une douce chaleur émanait de lui, elle se répandait dans tout son corps. Ses cheveux bouclés se mirent à onduler lentement, comme appelés par le ciel. Il écarquilla les paupières et fixa l'horizon. Ses pupilles avaient disparu, laissant place à deux faisceaux lumineux d'une intensité telle, qu'elle semblait plus forte que la lumière du soleil. Les nuages s'écartèrent et le ciel s'obscurcit.

Saël tendit les mains en direction du ciel et fit pleuvoir des trombes d'eau. C'était une pluie torrentielle, pleine de sentiments et nourricière, une pluie qui annonçait un renouveau prochain.

Saël tomba dans les pommes sous le poids de l'effort continu. Lorsqu'il revint à lui, il était allongé sur un cumulonimbus, les cheveux ébouriffés par la brise. Son père, inquiet, se tenait à son chevet.

« Oh, Saël, Dieu soit loué, je t'ai retrouvé ! J'ai vraiment cru que je ne te reverrais plus jamais. Heureusement qu'un Séraphin passait par l'océan indien et t'as retrouvé inconscient sur cette île. Mais que faisais-tu donc sur Terre, bon sang ?! ? »

« J'y suis arrivé papa. Je voulais te rendre fier. »

« Mais de quoi tu parles ? »

« J'ai rassemblé tous les différents types d'Hommes dans un seul et même pays, je leur ai insufflé l'amour, la paix, le vivre ensemble, ainsi que toutes les valeurs que tu leur avais prédestinées. Ton travail n'a pas été vain. »

Meliodas ne dit rien, il sentait une boule se former dans sa gorge. C'était la fierté. La fierté du travail accompli par son fils. Le père ému, serra son jeune fils dans ses bras et plus jamais ne l'abandonna.

Ce pays merveilleux, existe encore aujourd'hui et il continue d'accueillir des Hommes du monde entier ; eux vivent dans l'harmonie, la paix et le respect.

Ce pays, cette île, c'est la mienne.

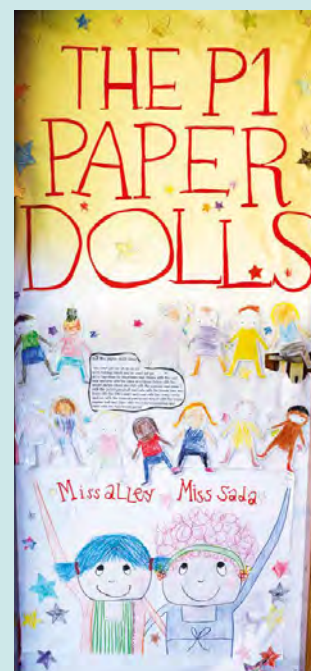
C'est l'île Maurice.

THE MOST CREATIVE AND ECO-FRIENDLY THEMED DOORS

Moshi Winning Book Week Doors



Arusha book week doors





IT TRULY DOES TAKE A VILLAGE

For the second consecutive year, the **Annual ISM Khanga Gala** saw the Moshi community coming together for a good cause. The event raised an amazing \$14,000 for the ISM Scholarship Fund. A huge thank you to all the sponsors who provided items for the silent auction and raffle, everyone that bought a ticket and participated and a very special thank you to **Caroline, Gelske, Geraldine, Heloise, Karen, Maria, Marlise, Mie, Sanae, Tara** and everyone who supported the organising committee.





EAMUN, A TRANSFORMATIONAL EXPERIENCE FOR LEARNERS

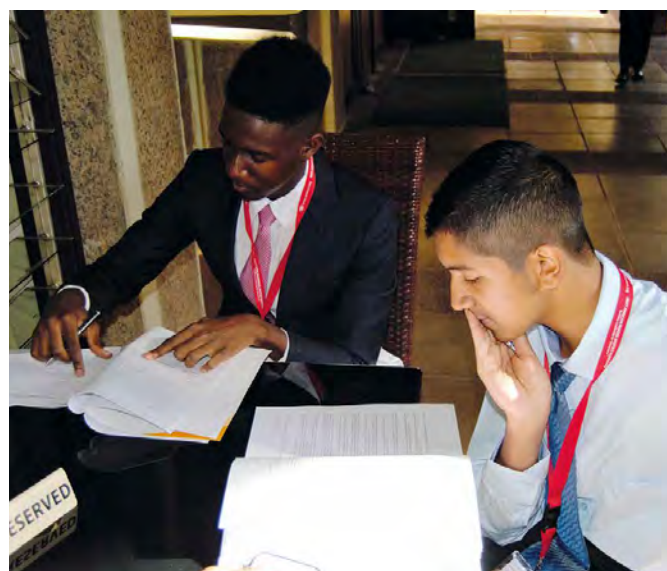
By Ninah-Miriam Dixon



Model United Nations (MUN) is a programme designed for secondary school learners to participate in a simulation of the United Nations (UN). It is a great opportunity for learners to engage in research on different concepts including human rights, ecology, politics, economy and the latest innovations in different fields. Other than equipping learners with research skills, it also strengthens their public speaking, collaboration and social skills. It is an opportunity for students to experience what UN delegates do in one week; challenging participants to think about the issues their world is facing and their solutions.

International School Moshi (ISM) has been participating in East African Model United Nations (EAMUN), held in Nairobi, annually, since the '90s. And in the recent years the school has been successful, by getting the best speaker award, as well as the best written resolution in different committees two years in a row. Participating in EAMUN is a great learning opportunity for students. We see a big transformation as they become more confident and their self-esteem rises.

This year the 37th Annual Conference took place from 18th-22nd February and ISM was represented by fourteen delegates. The theme of 'Tujenge Pamoja', loosely translated as 'Building together', was well suited with the current education practice which emphasizes collaboration and encourages learners to work together for a successful future. Other than having debates in their committees, delegates also get an opportunity to be addressed by experts in different fields ranging from climate change, entrepreneurship, and politics among others. This year's delegation was fortunate to have the first lady of Kenya, Margaret Kenyatta, address them. She emphasized the need for young people to be aware of the challenges of the 21st Century and to work together to find solutions to overcome these issues. Overall the trip was another milestone of success for ISM and we forward to many more to come.



ISM ART

This year's final art exhibition saw 16 students showcasing their brilliant work. Here's a small sample of the 2- and 3-dimensional artwork that was exhibited.



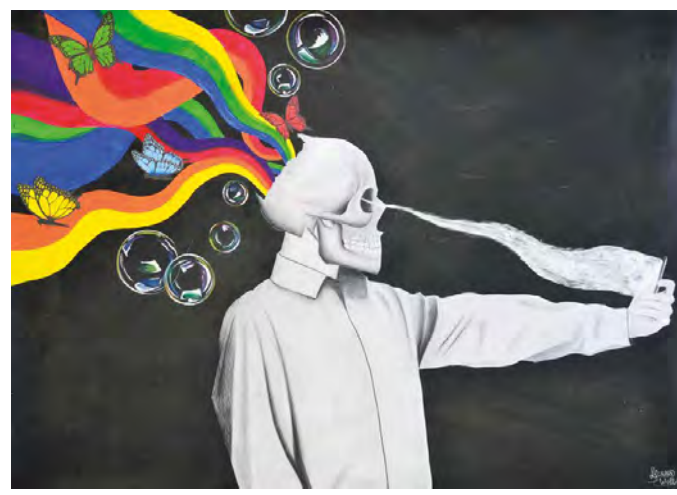
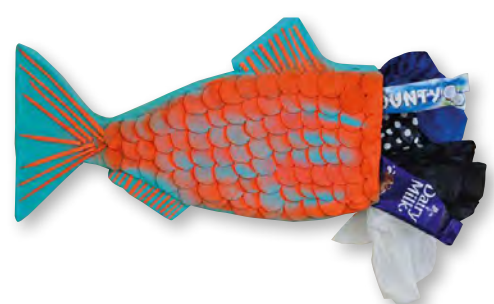
➤ TYLER KUPLEN

← LEONARD WOLLNER

HRITHIK SOLANI ➤

↓ CHRISTOPHER SAHA

TONY RUKONGWA ➤

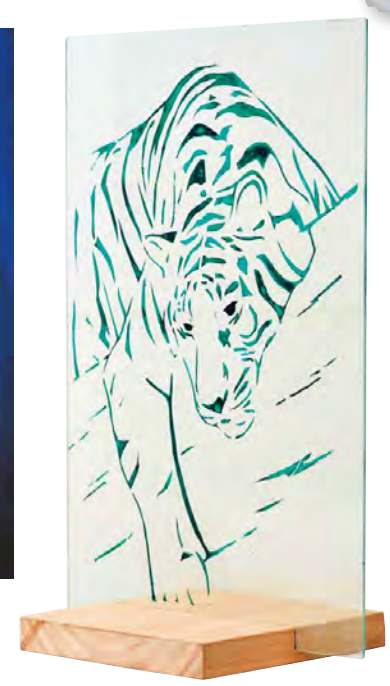


↖ NATHAN CHRISTIAN

← BRIAN MOLLEL

↓ SAFIYAH KHATRI

RASHID JAKAYA ➤



THE MAPLE LEAF EXPERIENCE

For the second year in a row Mr Olivier Emond lead students on a French Immersion trip to Quebec, this time he was joined by Ms Sonja Jolicoeur and Ms Amy Arora. Below are highlights of the trip shared by students.



1. STAYING WITH HOST FAMILIES IN QUEBEC CITY (17 - 26 MARCH)

During our trip we needed a place to stay in Quebec City, so we were all hosted by different families in groups of 2-3. Everyone had a great time staying with their host families. They gave us everything we needed during this period: food, shopping, games and much more. They freed-up a whole Saturday to spend time with us. We are all so grateful for everything that they did for us. Words can't even explain how much we love them and we wish them and their families an amazing and a joyful life.

Lulu and Nange



2. DOG SLEDDING AND WINTER SURVIVAL WORKSHOP (19 MARCH)

On Tuesday, we had a very memorable experience of dog sledding through the forest and participating in a winter survival workshop. We learned how to dog sled and were taught how to "survive" in the winter if by any chance we were to ever get lost. We learnt how to make a fire and build a shelter. Overall we really enjoyed this experience and it was one of our favourite activities.

Ghaidaa and Siem

3. VALCARTIER - TUBING AND BORA WATER PARK (20 MARCH)

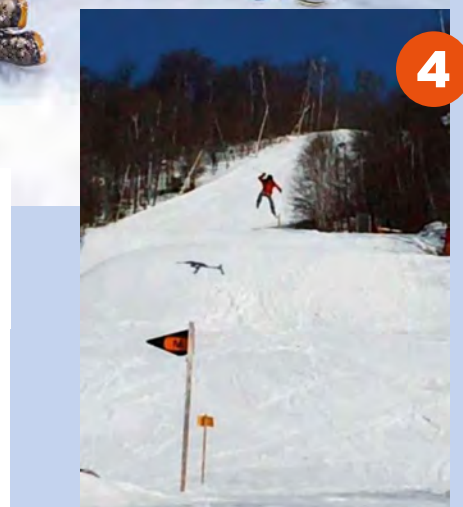
We went tubing which is where you grab a tube and get pulled up a mountain, you then sit on the tube and slide down the mountain. This was really enjoyable because there were so many different types of slides. For example, there was a ride called Everest. This was our favorite because as you drop you feel like your stomach is twisting. The Bora Water Park was a really fun place to go because there were a ton of choices of slides and they all had names. There was also a very tall drop that probably went up about a 100 ft, and a 6 person slide which felt like it would tip over at every turn and if you didn't hold the handles you would probably fall out.

Yannick and Mahen

4. SKIING AND SNOWBOARDING (22 MARCH)

One of the many amazing activities we did on this trip was skiing and snowboarding. Some went skiing and others went snowboarding. Many of us were beginners and it was hilarious to watch each other fall. It was a very exhilarating and exciting experience for everyone and will forever be in our memories.

Arjun and Dhruv



5. MAPLE SUGAR SHACK (24 MARCH)

On Sunday we went to the Maple Sugar Shack. It was the place they made maple syrup. We went there for breakfast. They served us potatoes, eggs, pie, soup, bread, ham, pancakes and beans all with maple syrup. After breakfast, we played in the snow outside with our friends and host families. We really enjoyed going to the Maple Sugar Shack because we ate really good food and we went with our host families.

Gaby and Avalon

6



6. WENDAKE FIRST NATION (25 MARCH)

This was the part of the trip where we learned about the history of a people who were affected by European colonisation. The Wendake were one of the first people in Canada. They had good relations with the French but this brought about problems with their neighbouring tribes and caused wars. Their people were almost erased from history. The side effects are still happening to this day, especially with their political rights. The Wendake way of life is associated with Mother Nature and the Earth, from teaching to medical care.

Meggie and Shaheen

7



7. ICE HOCKEY! (26 MARCH)

Once arrived in Montréal, we were lucky enough to be able to watch a live NHL (National Hockey League) game. The intense game between the Montréal Canadiens (Habs) and The Florida Panthers resulted in two fights and a 6-1 win for the Habs. We were able to witness outstanding plays and amazing tactics which led the Canadians to a home-game victory. The game was extremely intense the entire time because it would determine if the Montréal Canadiens would go to the playoffs (next round in the NHL). Watching an NHL game was a wonderful, new experience that none of us had ever had before. This led to us enjoying ourselves even more and getting deeper into the Ice Hockey spirit.

Magnus and Ornela

8. STAYING AT THE AUBERGE IN MONTREAL (26-30 MARCH)

When we got to the Auberge, we were extremely tired but still excited. It was a big, beautiful house like an inn. As a group, we divided the chores of the house so we could all help out in some way. All groups would either get to cook, set the table, clear the table or do the dishes. Our dinners were the best because we felt like a family, laughing together, eating together, sharing our day. The Auberge felt like home.

Indya and Rahma

8



9



9. COSMODOME (27 MARCH)

The Cosmodome was a new experience for us. The Cosmodome is a space museum with loads of practical space simulators with missions to simulate the feeling of being in space as an astronaut and further increase your knowledge about space in general. In addition to this, the museum itself gives interesting information and facts about the very first Apollo missions to the most recent ones including dismissed and declassified missions. It also had a real shuttle engine on display and you are allowed to touch it! As we were in the Cosmodome, we discovered and did many new things, like practically understanding what it's like when you are in space. This was made possible through the use of simulators within the building which we mentioned earlier. An example is the 5DL. This simulator allows you to have a full zero gravity experience as you literally move in the air (like an astronaut) and can move anyway you want. We also got insight on an astronaut suit and how it works. This was really educational and a ton of fun and we most definitely recommend going to the Cosmodome if you ever go to Montréal.

Harsh and Ben

10. SEUL ENSEMBLE - CIRQUE ELOIZE (28 MARCH)

On the second Thursday of our trip, we went to see a performance called Alone Together (Seul Ensemble). The performance had many different dances such as hip hop, contemporary and ballet. We saw a huge variety of circus stunts including a tightrope, a trapeze, a man on a unicycle and a lady dancing in a large hoop dangling from the ceiling. This was a jaw dropping experience and we would love to see it again.

Trisha and Matilda

10



11



11. MONTREAL MUSEUM OF FINE ARTS (29 MARCH)

While some of us were embracing the snow, a group of us were embracing the culture around us. Everywhere you go has its own distinct history. We were lucky enough to visit the Museum of Fine Arts in Montreal where we were in the presence of exquisite displays. We saw different types of art on eight floors, each having different themes such as contemporary art, sculptures, photography and graffiti. As we visited different levels, we learnt that each area was unique in its own way. Going to a foreign country and seeing different types of art opens your eyes to a new perspective.

Irene and Amira



M5 GRADUATION 2019

Once again, both campuses hosted joyous graduation ceremonies to mark the success of 2019's M5 classes. We are very proud of the final M5 ISM graduates, most of who will join us as the very first IB Diploma class of the 2nd UWC in Africa. Congratulations M5 class of 2019!



CONGRATULATIONS TO THE CLASS OF 2019



On Saturday 25 May 2019, Moshi celebrated the 44th graduating class of ISM. The graduating class of 2019 had 52 students and represented 13 different nationalities. We are extremely proud of the level of creativity, sensitivity and courage demonstrated by the graduates during their time at ISM. A congratulations to the special award recipients: Ejofo Ellis-Odjurhe for the Chibber Award (for dedication to the community) Jigna Chavda received the Top Academic Performance award and Rihaan Premji received the Most Academic Improvement award. Huge thanks to our guest speaker Deo Chami, and to Mr Anthony Hemmens for leading the students through the diploma program with passion.



50 YEARS OF ISM

“ THE LONGEST SERVING TEACHER AT MOSHI CAMPUS.

I taught Biology and Integrated Science from 1975 to 2014 so all my teaching career was at ISM. When I started there the school was only five years old and very different from what it looks like now. There were hardly any trees, most of the ones you see now having been planted by students on detention.

There were only two classroom blocks, the main office building was not there, nor Karibu hall, the Music building, the computer rooms, swimming pool or tennis courts. All these were added on gradually as the school grew. The Parents' Association played a very large part in raising funds to construct some of the structures through walkathons etc. Kiongozi was the only boarding house on campus with boys on one end and girls on the other end. So in terms of physical structures, there have been very big changes.

My fondest memories of ISM are the diversity, friendship, respect and tolerance that existed among the staff and students, this has resulted in having lifelong friendships all over the world. Whenever I travel I am assured of a warm welcome by my former students and fellow teachers.

The Outdoor Pursuits programme and field trips are also memorable. Pangani Biology field trips were always fun though I was known to be mean on students' fun time!

I am thrilled to hear that ISM has finally become a member of the UWC. The process started way back in 1979 and I, along with a few other teachers visited some of the few colleges that existed in those days, in order to familiarize ourselves with the movement. I taught at Lester Pearson College for one semester in 1982.”

● Mama Elly Nkya 1980s

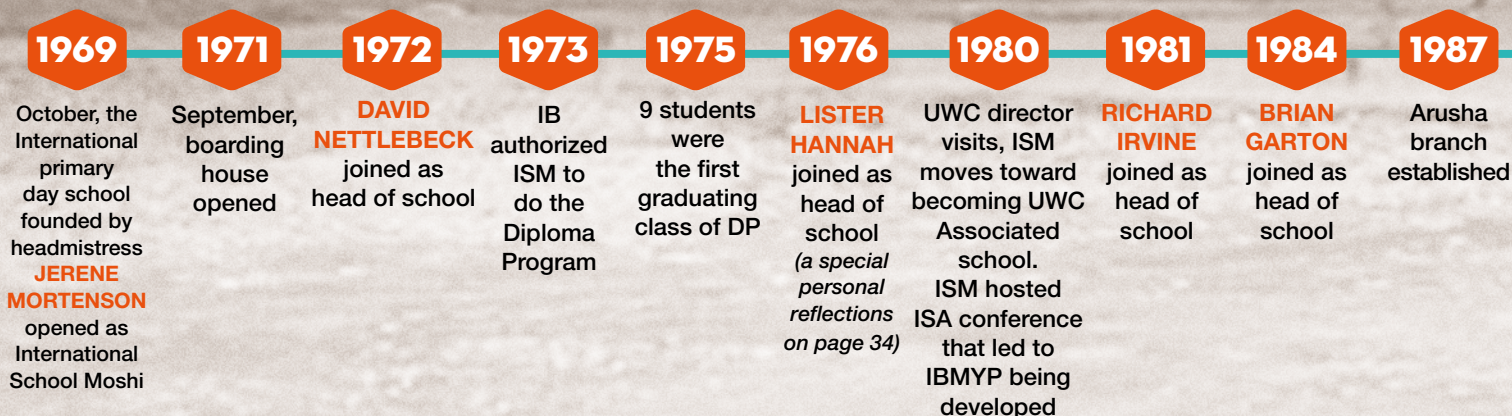
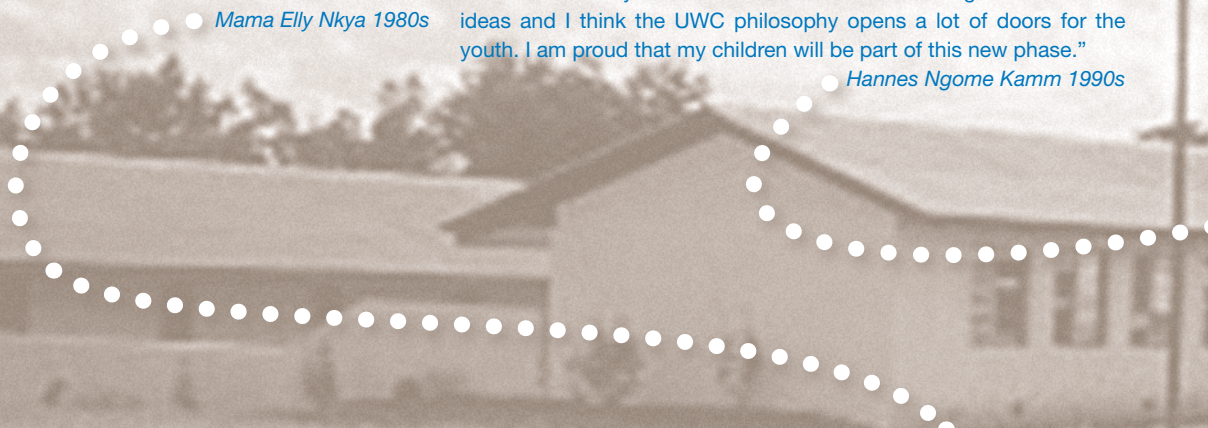


“ It's fortunate that we become wiser with age and when I look back now, I realize that the whole ISM community was working towards my future success. Mr. Jeff Lloyd, in particular, encouraged me to invest in myself and grow to the maximum of my capabilities. He devoted a lot of time to each student and was aware of our progress. I am deeply indebted to him for his help. I am looking forward to meeting him again in July at the ISM reunion.

Some of my fondest memories of my time at ISM are from the OP (Outdoor Pursuits) trips. They gave us an opportunity to enjoy adventures, with friends, outside of the school environment. And, with the abundance of national parks, mountains, rivers and lakes, we were rather spoilt for choice.

ISM has always been at the forefront of nurturing new academic ideas and I think the UWC philosophy opens a lot of doors for the youth. I am proud that my children will be part of this new phase.”

● Hannes Ngome Kamm 1990s





My fondest memories of ISM have to be the OP trips. I will always cherish my experience of summiting Mt Meru and Mt Kilimanjaro.

I can't remember of much if I'm being honest but I think doing Hard Labour in the less developed areas was one of the profound innovations that ISM implemented. The idea of ISM students who are fairly privileged going to build platforms and areas in the less privileged schools is a life lesson and helps you understand the importance of helping others. I think ISM, having advertised this on a regular basis, allowed many of us to join this and do something for people. Of course, seeing the smiles on their faces at the end of the day is something completely worth the effort.

All the teachers during my time at ISM were absolutely brilliant. If I had to put a name, then I would have to say Mrs Beth Beveridge. She wasn't a direct subject teacher but during my time, she worked as the ISM careers counselor. Her enthusiasm and motivation towards everyone was quite unique and her willingness to help would always be apparent. Sadly, she passed away a few years ago but her memories still live on within us.

Even though I only spent 2 years at ISM, I would relive those moments any day. They have been vital in developing me as a person and bringing me to where I am at present. If there was one thing I would change, it would be to experience the life as a boarding student at ISM. I always found it intriguing and it would be something I would have liked to experience.

After having looked into the UWC movement, I think this is absolutely brilliant not only for the school but for Tanzania in general. The world is moving towards providing a sustainable future and to learn that ISM is part of this movement is admirable.

I think love of the Arts and act of volunteering is something that has been instilled in me since my time at ISM. The IB CAS programme gives immense importance to the act of helping and providing support to the less fortunate. It is something I have continued to do and an example to this would be running a half marathon in the UK raising funds for the Rohingya Refugees in 2018."

Muntazir Jivras 2000s



I will definitely remember Mr Wright for pulling out a gift in me that I thought I didn't bear; telling me to be brave and to tap into it - my writing! Following through on his advice, I wrote a play that would not have been possible without Mr Juma's undying support and faith in me. Last but not least Miss Hazel, I hope there are certain characteristics of herself that never die in me. A very strong woman, I'm proud to say I know her and fortunate enough to say she taught me.

The fondest memories of my time at ISM is the year 2017, the year it all began, I felt right at home with the D2's at that time, like I had brothers and sisters who cared for the well being of each others' hearts and souls. Laughter and good times rolled in like it was an innate to do so! I remember Mr. Fitz, who was so helpful, and also my final year in ISM specifically the beginning of the year; it was tough but I had all the right reasons and people beside me to adjust."

Rhona Sinamtwa 2019

1988

MIKE LINDEN
joined as head of school

1994

GEOFF LLOYD
joined as head of school

1996

Arusha campus opens

2000

ANDREW SCOTT
joined as head of school

2002

PYP introduced at ISM

2004

BARRY SUTHERLAND
joined as head of school. MYP implementation starts

2009

ROBERT WOODS
joined as head of school

2012

ROBERT HORTON
joined as Director

2014

First Diploma class in Arusha campus

2017

ANNA MARSDEN
joined as Director

2019

ISM approved to become the 18th UWC in the world and 2nd on the continent



SOME PERSONAL REFLECTIONS

By Lister W Hannah

ISM has always been special for me. An Australian, I was Tanganyika-born and some of my schooling as a boarder was at Arusha School and Kongwa Secondary School. Prior to coming to ISM as Headmaster, I had been a Principal of a large regional high school in Canada. I was already somewhat "international" and I was now coming back to an independent Tanzania. I knew Moshi, had a love of mountain climbing and found myself living and working at the foot of Africa's highest mountain. I spoke Swahili and in so many ways I was coming "home", ready to share Africa with my family.

Three years before I arrived, ISM had become the first IB school in Africa, and remained the only school for the next few years. I visited Atlantic College UWC in the UK on my way to ISM to familiarize myself with the IB and was unexpectedly introduced to the UWC movement. Experiencing the IB in action at ISM, the enthusiasm of the teachers and the engagement of the students, was inspiring and memorable. The IB played a major role in shaping ISM's international ethos and my own educational philosophy.

The IB represented "best practice", so it is not surprising that when ISM hosted the annual global International Schools Association conference, in 1980, ISM proposed developing a pre-IB Diploma to replace the O Levels. This

was accepted and marked the start of the development of what was to become the IB Middle Years Programme. ISM was making its mark.

I took over a young, dynamic ISM in 1976. Many of the present buildings were in place, trees were starting to grow all over what had been a very bare campus, boarding was in place, there was a well-established Board and, very significantly, ISM had just presented its second IB Diploma Graduating class. I had the benefit of the firm foundations laid by my predecessors to build on.

Times were challenging economically in Tanzania. The border with Kenya was closed for all but 6 weeks of my 5 years at ISM. There were shortages of everyday necessities. It was only late in my time that the school got permission to have an overseas bank account to pay for educational supplies which began to ease some stress. The supermarket shelves were bare, but there were plenty of *kung-fu* movies showing in town!

What was remarkable was the resilience and often good humour shown by the whole school community in coping with these challenges. It was this strong community spirit that had also driven the fundraising drives in the early days. In my time, especially memorable were the walkathons at TPC with 200-300 participants raising the money needed to build Karibu Hall.

Meanwhile, ISM continued to grow, particularly in boarding (up to 160 boarders), and in the senior school. ISM was tapping into boarding needs in Arusha, Dar and more widely in eastern Africa. More facilities, and more teachers were needed. This growth encouraged greater structured organization, a strengthened academic emphasis and an extended activities program, particularly in Sports and the Arts.

I had been brought up with a deep interest in outdoor education and northern Tanzania offered unique, outstanding opportunities for engaged, experiential learning. An extensive mountain-focused program was developed, the most notable success being the student conquest of Mawenzi. But there were also trips studying conservation in the game parks and marine biology at Pangani, and an occasional weekend with the Maasai.

Meanwhile, I learnt a lot from the students. As the school matured, student leadership opportunities also grew through active student and boarding councils, lively staff-student seminars, and engaging student-led assemblies which took on a life of their own. When the student-led Community Service Council was formed initiatives were taken to plant trees along nearby roads, build a bridge to help local villagers, support hospital patients.





There was also a lot of fun. Memories stand out of productions like *Peer Gynt*, *Smile*, *Woody Guthrie*, various expeditions, and the annual novelty challenge and mud festival "It's a Knockout". The 10th Anniversary in 1979 and other events throughout each year celebrated the different faiths and the multiculturalism of the over 30 nationalities that now composed the school.

My most profound impression of ISM is the pervasive ethos of respect, openness and acceptance of diversity that was the hallmark of a remarkable international community. It was an ethos that expanded our humanity. It was this ethos that particularly resonated with the UWC.

As the school evolved, I became increasingly familiar with the UWC movement, and ISM appeared to share its ideals and vision. In early 1979 I approached the UWC to explore the possibility of membership. It was agreed that there was much in common. There was the ethos and diversity, a sense of responsibility as part of a world community. There was also the IB, and a balanced well-rounded education, including outdoor pursuits and community service. Then there was the superb location and the potential to have a regional outreach.

A visit from the Director General, Sir Ian Gourlay, in 1980 led to an agreement between the ISM and UWC Boards to move towards becoming an Associated school, a necessary step before consideration for full UWC membership. UWC student visits and a teacher exchange with Lester Pearson College UWC were the outcomes.

Twelve years after its founding, it was pleasing to see that ISM was establishing its place in the world as a highly regarded international school.



Hooray!! ISM ARUSHA IS BECOMING A RESIDENTIAL CAMPUS

Samwel Makyao

The new student residence is nearly complete!

If you visit Arusha campus you will see the Maasai Boma is taking shape.

What does this mean for life on Arusha campus from August?



When you visit Arusha campus at 5 o'clock on a weekday, you would normally find it is quiet and closed. It is pretty but dead, with no people around.

With the development of the residential house in Arusha, a lot is going to change. We will move from an 11-hour campus to a full 24-hour community. We are going to have students from the four corners of the world which means we are going to end up with a vibrant campus full of different languages and different ways of doing things. Hopefully full of laughter, knowledge sharing and games which will develop into a new ISM community. The culture of the school is going to change, in a good way.

The new students will enjoy the hospitality, love and care from our existing students. At the moment, our day students go home at five but now, with the incoming residential students, there is no reason that they can't stay until evening when we will be playing football, working on service projects, working together and doing activities in our computer labs.

Regardless of them being new to Tanzania, we have brilliant Tanzanian students who will be very pleased to take them for their first ride in a daladala, to taste chips mayai and mishkaki and to ensure they feel at home in a new environment and community.





THE ISM ECO CLUB IS ONE WAY STUDENTS ARE FINDING WAYS TO MAKE THE SCHOOL GREEN

Eco Club is a student-led club whose aim is to make ISM into a more sustainable school. We are working to earn an Eco Schools Green Flag.

The Eco schools program is an initiative that encourages and gives students the opportunity to contribute towards building a better environment in their school's and the local community. This project has been recognized by the UNDP.



TO BECOME AN ECO SCHOOL, EACH SCHOOL NEEDS TO SUCCESSFULLY PERFORM THE SEVEN FOLLOWING STEPS:

- Step 1** Establishment of the Eco schools Committee
- Step 2** Environmental review
- Step 3** Action Plan
- Step 4** Monitoring and Evaluation
- Step 5** Curriculum Linking
- Step 6** Informing and involving the wider community
- Step 7** Eco-Code

In semester 1, we had two separate teams which merged in semester 2 in order to improve continuity.

Eco Club has been involved in the following projects:

- Building a vertical garden
- Setting up a plastic collection cage at the car park
- Planting flowers around the water fountains
- Collaborating with P6 Exhibition students to build an eco-bench using cob and eco-bricks (bottle stuffed with soft plastic or earth)
- Found recyclers for both paper and plastic
- Researching designs for onsite composting
- Raising eco-awareness on campus through assemblies and a house quiz

GET INVOLVED!

Follow us @ismecoschoolproject

Contact our Eco Club leaders:

Masuma masumas20@ed.ismoshi.com and
Mohammed mohammedp20@ed.ismoshi.com

WHAT ISMERS ARE LOOKING FORWARD TO ABOUT ISM BECOMING A UWC

A huge thank you to [Mary Baillie](#) (MUWCI '14), [Lauren Herrmann](#) (MUWCI '14) and [Shannon Borrel](#) (UWCWK '18) for sharing their UWC experiences with us.

“ We look forward to having an even more diverse school. It will be very interesting. And we will look forward to meeting new people.
– **Jelte and Hugo**

“ I think that ISM becoming a UWC will develop me as an individual as it will give me more opportunities to meet new people from around the world and hear their stories.
– **Anita**

“ I'm very excited about ISM becoming a UWC school. I believe that this transition will give students international and intercultural understanding because we will be interacting with people from countries that we might not know about and we can exchange accounts of past events that will potentially give us more knowledge than we had before, this will help us all to appreciate and celebrate our differences.
– **Ambe**

“ If there is anything that will help my country to be a better place for the younger generations of Africans, then it's a UWC located next to the roof of Africa.
– **Magreth**

“ I think the school is going to be better, be noticed around the world and it is going to have a lot of more students.
– **Haitham**

“ UWC creates a whole new spectrum in my educational experience as a Diploma student because many changes will be made to the ISM student body. I look forward to sharing my experiences with the new incoming students.
– **Yuk Yi**

“ Youths have their own legacy and branding to create. However, a lot must be done to make sure that they express their true potentials. With ISM becoming a UWC, I'm longing to see youths who are passionate and courageous, who can work to resolve the challenges the world faces with confidence.
– **Samwel**

“ I expect to see more people and therefore more diversity among the ISM community. This will help me to further my knowledge of other cultures and beliefs and, subsequently, the world as a whole.
– **Alfie**

“ Being a UWC can easily advance every student's knowledge about the world. If you are just having a normal conversation, you can easily learn about different countries and their problems.
– **Avalon**



UWC SHORT COURSES: MAKING THE WORLD A BETTER PLACE, IN JUST A MATTER OF WEEKS

UWC SHORT COURSES OFFER YOUNG PEOPLE EVERYTHING THAT MAKES THE UWC MOVEMENT AND SCHOOL EXPERIENCE UNIQUE, BUT WITHOUT THE ACADEMIC PROGRAMME. THE COURSES GIVE YOUNG PEOPLE THE OPPORTUNITY TO:

- Pursue a passion to progress global peace and sustainability
- Work on a campaign or cause
- Develop leadership and changemaker skills
- Immerse themselves in a new community

(from www.uwc.org)



ISM STUDENTS SHARE THEIR UWC SHORT COURSE EXPERIENCE

**ZAINAB KARIMJEE PARTICIPANT
TOGETHER FOR DEVELOPMENT,
ESWATINI, 2018**

“For a long time, I carried a strong sense of responsibility to help develop the community around me but the vast and persistent global challenges left me astray of a role to play. My participation in the UWC short course themed “Together for Development” held in eSwatini undoubtedly metamorphosed my life. Through the course of three weeks topics covered ranged from the development of women’s health to arts and creativity to projects with the local community. These projects were particularly of great significance, I personally stayed in a refugee camp and it taught me beyond the theoretical core of development. The hands on learning experience allowed me to recognize that development faced greater challenges than poor project planning and that the impact of an individual’s global engagement was much greater than perceived. Beyond everything, I returned home with knowledge and immense gratitude for our daily privileges.”

**IDA VAN ZWETSELAR PARTICIPANT
UMOJA UWC SHORT COURSE IN
TANZANIA, 2018**

“I learned to see problems from different perspectives and approach issues from different angles... I got to know many people who were different to me in so many aspects it blew me away... [it] also inspired me to interact with strangers, because you never know their stories until you ask. I learned much more about my surroundings as a Tanzanian resident... this was an interesting experience for me, considering my upbringing, which didn’t stray very far from Moshi life. I built personal character throughout the short course and got to know myself better through others my age.”



UMOJA 2.0 ISM IS AGAIN HOSTING UMOJA UWC SHORT COURSE IN MOSHI.

**Course Name: UMOJA: COMING TOGETHER
TO BUILD COMMUNITY**

The second edition of the Umoja UWC short course in Tanzania will be held on our Moshi campus, near the foothills of Kilimanjaro Mountain. The course will bring together 24 participants from all around the world under the theme “Coming Together to Build Community”. The 10-day program will run from July 10-19 in Moshi, Tanzania with the primary course language being English.

Umoja will allow participants to explore the challenges and opportunities of building peaceful communities in a sustainable manner. The short course will address how to understand potential conflict and how to identify related actors. It also aims to explore and foster an understanding of the multiple, com-

plex identities within a community by focusing on themes such as gender, privilege and inequality. Additionally, the course will place emphasis on the ability of participants to act as change agents within their community by exploring community building techniques and youth activism.

The course will follow the United World Colleges model of experiential learning. It will thus be centred around interactive workshops, community engagement, guest speakers and field trips. The course will equip participants to think critically, engage globally and become leaders in their own community.

(from umoja-shortcourse.uwc.org)

KWAHERI

Whether you have been with us for 39 years or one year, we will miss you.
Here's a snapshot of where everyone is going.



SAIMI MATERU - Materuni



ROSE PREMSINGH - Moshi



JOYCE MSENGI-MULLINGS
- Moshi



INGRID CHAVEZ AND BEN KIEMA
- Democratic Republic of Congo



AMY ARORA - Singapore

LIZ AND DARREN
ACOMB - Indonesia



ROSEMARY BANGO - Kenya



HAPPYNES LYIMO - Moshi



GEORGE JUMA
- India



CHRIS HASKE - USA



RUTH HASKE - USA



**ANTHONY HEMMENS
- Mongolia**



LAURA WEBB - Angola



BRIAN JACKSON - Germany

INTERNATIONALISM
PROFESSIONALISM
ACADEMICISM
MULTICULTURALISM
ATHLETICISM
IDEALISM

**THE FIRST IB SCHOOL AND SECOND
UNITED WORLD COLLEGE (UWC)
IN AFRICA.**

To find out more about International School Moshi campuses in Arusha and Moshi, visit www.ismoshi.org or email director@ed.ismoshi.com
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