

ZENA ADMAS

A PUBLICATION OF THE INTERNATIONAL COMMUNITY SCHOOL



JUNE 2011



ICS ADDIS HOSTS THE 2ND ANNUAL INTERNATIONAL INVITATIONAL TENNIS TOURNAMENT

*BRENDA LYONS
MS / HS / IB SPANISH*

From Thursday to Saturday, 3-5 February, the ICS tennis courts were busy again with the International Invitational Tennis Tournament (IITT) matches. This is the second year in a row that ICS has hosted the IITT, with venues at both ICS and the International Tennis Club.

ICS Addis fielded two teams and were joined by the International School of Kenya (ISK), the International School of Tanganyika (IST), and the local Addis Pilots' Club team. Four boys and four girls played for each team in both singles and doubles competition.

Thursday and Friday were devoted to round robin play with participants playing against all the players at their level. Players were then ranked in both singles and doubles based on the results of these games.

Saturday was the date of the actual tournament with both a knockout round and a consolation round. Participants played both singles and doubles matches throughout the day to determine both the team winners and the individual winners in each category.

The ICS team placed an extremely close second to ISK: 342-339. The ICS girls won 1st place, while the boys team took 2nd place against ISK. The ICS doubles teams also fared well with the girls team of Asha Petermichl and Bethel Wondwossen taking 1st place and the boys team of Bo Jung Kim and Sirak Berile taking 3rd place.

ICS Addis is planning to host the IITT in December next year. At present ICS is the only school in Africa that is hosting an international school tennis tournament. We are looking forward to some more great play next year!



WINNERS IN THE SINGLES DIVISION:

Girls A Division:

1st Place: Asha Petermichl

3rd Place: Ghida Ghanim

Girls B Division:

3rd Place: Jasmyn Roecks

Boys A Division:

2nd Place: Bo Jung Kim

Boys B Division:

2nd Place: Ben Cullis-Watson

3rd Place: Sirak Berile



GRADE 4 VISIT TO MELKA KUNTURE & TIYA

YODIT HIZIKIEL / GRADE 4

Hypotheses, inference, archaeology...long words for 4th graders, but on 4 March all 45 of our 4th graders were having serious discussions and using all these words accurately. It was during the 4th grade field trip to Melka Kunture and to Tiya.

At Tiya, students made observations of the approximately 47 stele that were excavated in the area. As they made their observations of the various symbols that are found on the stele, they made inferences as to the possible meanings of the markings. Some discussions were quite passionate as they tried to convince each other! My favorite theory was that the people used symbols instead of written language because they wanted to keep the information a secret. Well...it could be! Later when they got to listen to the curator who spoke about what professional archaeologists thought the symbols stood for, there were many shouts of "I was right!", or "I knew it!" followed by high fives.

The next part of our trip was to Melka Kunture where the students visited exhibits showing prehistory. Students saw the progression of archeological discoveries in Africa and specifically at Melka Kunture, the very place they stood. The highlight was when they were able to look at a genuine dig site that had intentionally been left unexcavated for educational purposes, but showed artifacts that were partially underground. Students were intrigued by the animal bones and primitive tools that were exposed in the dig. Most would have given up their lunch and snacks to get into the dirt and dig and get them out!

At the end of that very enlightening day, students took some time

to reflect on the knowledge they had gained. They wrote out practical applications to their discoveries, more inquiries they wanted to make, and even did a little creative writing based on the sites they visited. One was titled "How I discovered Tiya" and another was "What is Tiya?".

Don't be surprised if many years down the road, when our 4th graders are much older, you hear of a real archaeological discovery report, and you happen to glance at the name, and recognize it from the ICS 4th grade. It just might happen—we have aspiring archaeologists among us.

S T U D



EVENT TRIPS

ICS STUDENTS ATTEND GLOBAL ISSUES SERVICE SUMMIT IN MAPUTO

ELIZABETH FRACCHIA / MS SCIENCE AND MATH

This April, eight ICS Addis students attended the AISA Global Issues Service Summit (GISS) Africa 2011 in Maputo, Mozambique. As hosts of the conference, the American International School of Mozambique welcomed students and service leaders from over seventeen African schools and forty-one nations to work toward GISS's focus: to create partnerships for sustainable solutions.

The conference was born out of the Global Issues Network and Service Summit Africa and exposes participants to a growing collaborative movement toward sustainable change. One ever-present theme addressed throughout the conference was how educating impoverished women positively impacts every aspect of a community.



Participants had the opportunity to hear influential keynote speakers such as Graça Machel, president of the Foundation for Community Development and former first lady of South Africa and Mozambique; Natascha Yogachandra, 2010 IB Diploma graduate, illiteracy advocate and founder of Hope is Life Foundation; and Matthew Booth, South Africa soccer defender and member of the Brothers for Life campaign, supporting the role men play in the eradication of HIV/AIDS.

Smaller presentations in the form of expert panel discussions covered topics such as the digital

divide, water and sanitation, ecosystem loss, international labor, diseases and education. One day of the summit was devoted to service day projects in the city of Maputo. Activities included painting, digging foundations, building chicken and rabbit coops, preparing materials for hand-made bags and assembling dog beds at a kennel.

Another component of the summit involved students presenting research and service projects happening within their communities. ICS high school students Sophia Graybill, Ipshita Moitra, Kuki Noordam and Christine Landherr

spoke to a crowded room of students about living in poverty and included an interactive game and videos from their work with the Children's Burn Care Foundation of Ethiopia. ICS high school students Abena Dwumfour and Sara Jokinen and ICS middle school students Adi Cass and Sheya Ihalainen presented the education-focused service work they have participated in this year. Projects include the school supplies drive implemented by ICS's Global Issues, Local Action class, Sara Jokinen's book project at the Kechene orphanage and the middle school Friday visits to A Children's Home to read to orphans with HIV/AIDS.

The students and two chaperones, ICS teachers Allison Pagan and Elizabeth Fracchia, left the Global Issues Service Summit more educated, more connected and more motivated. It is now the involved students' responsibility to use their experiences to involve more ICS students in service learning.

More student trips (next page)...

Links about GISS and service learning at ICS Addis:

Global Issues Service Summit (GISS) Africa 2011:

gissa.co-mz.net/mozambique/

Global Issues Network (GIN):

www.global-issues-network.org/

Hope is Life Foundation:

www.hopeislife.org

A Children's Home:

www.ahopeforchildren.org

Children's Burn Care Foundation

www.childrensburncare.com/

STUDENT TRIPS

ICS STUDENTS IN SWITZERLAND

LARISA SHARIFI / LITERACY COACH

During the spring break, a lucky group of skiers and snowboarders traveled to Switzerland for a week in the Alps. Forty students from grades 4-11 participated in a ski program organized by the Swiss company, Viamonde. Days were spent on the slopes where students had small group instruction and practiced their skills. Evenings were spent in the Chalet Chamosaire, affectionately known as the Cham. By the end of the week, all students were proficient in asking for a hot chocolate ("un chocolat chaud, s'il vous plaît") and making increasingly advanced turns on the mountain. Some of ICS' elementary students weighed in on the experience:

On the counselors and a typical day in Anzere . . .

On a typical day on the mountain, the snowboard group would practice our turns and learn new tricks. It was really hard to see in the fog sometimes! Our snowboard counselor, Tim, was hysterical.
Dario Seastedt, Grade 4

Our counselor, Morven, was really nice. She kept on telling us not to worry about mistakes. On the last day, we had an awards ceremony and a disco night! I was really surprised to get a medal.
Sina Ammann, Grade 5

One of the most memorable things was the button lift. The button lift is how you get up the mountain. It's a long pole with a button shape at the end. You stick that between your legs and then it drags you up the mountain. If you fall off, you have to move out of the way as fast as possible, otherwise the next person getting dragged will hit you.
Shakaa Chaiban, Grade 5

Every night at dinner, the counselors would give out Golden Bells and Dingalings. You get a Golden Bell if you made really good progress; you get a Dingaling if you did something funny or crazy.
Enrico Pearson, Grade 5

Skiing was the most fun thing for me. Our counselor, Susie, was from Australia. She always had us work as a team.
Jessica Mendonca-Gray, Grade 5

On the best thing about Switzerland . . .

Seeing snow!
Ben Sanderson, Grade 5

The hot chocolate and shopping at the Coop.
Liyaan Khoso, Grade 5

Skiing (or snowboarding)!
Pretty Much Everybody



SHALOM! BONJOUR! SALAM NO! CIAO! HELLO!

KERRY GIROD / OPTIMAL MATCH / EAL

Students in the elementary EAL classes recently extended the festivities of International Day to include storytelling from around the world. Parents of EAL students came in to share books and stories in their home language as a way to celebrate the diversity, uniqueness and home language of the children in our school.

Home language, or mother tongue, is the language we speak with our hearts. It is (usually) our first language and that with which we are most “at home.”

When asked how he felt about the day his mother read a picture book in Hebrew to his EAL class, first grader Yuval responded, “Good. I felt even good because I was thinking that people don’t know it, but they listened to my country’s language.” Yuval also enjoyed the fact that he was able to help his mother translate the story into English to help the students understand the Hebrew tale about the baby dinosaur.

Luigi’s mother shared a story that she and fourth-grader Luigi had written in Italian. He stated that he was happy because the other students “can learn some Italian and know my language.” His insight following this activity was that “I have to read also in Italian to keep the language good.”

Through this activity students also enjoyed the opportunity to share an important part of themselves through the celebration of their home language and culture. They were able to “shine” in the language in which they are most comfortable and to teach fellow students the importance of language to who we are as individuals.

Hubert Gordon, along with Susan Cizek and Kerry Girod, attended the *ECIS English as a Second Language–Mother Tongue* conference in Dusseldorf, Germany, in March. The emphasis of the conference was not only on helping students become proficient in English as another language, but on helping students maintain their mother tongue while doing so. Additive bilingualism supports the learning of a new language along with the development of one’s first language, without the loss of one’s mother tongue.

Maintaining pride in one’s home culture and country are also essential in building students’ identity and self-esteem.

At the Dusseldorf conference, Jim Cummins, an expert in the field of second language learning, spoke about the advantages of maintaining a strong mother tongue and how it helps with overall school achievement. Building a common underlying proficiency of skills and knowledge in one language helps overall linguistic development, which can transfer between

languages. Maintaining a strong mother tongue also provides an avenue for attaching new concepts and a forum for making new input understandable.



How can you help your child? What can we do in the international school setting? Parents, continue speaking in your mother tongue(s) at home with your children. Read, read, and keep on reading in your home language. Encourage your children to express academic concepts in their mother tongue. Take pride in your culture and enjoy the identification with your country that your language represents!



INTERNATIONAL DAY

ALICE BROWN / HS MATH / TOK

International Day began with all of the students at ICS Addis walking under 73 different flags. The bright colors of these waving banners and the variety of national dress made it immediately apparent that “Collage” was a natural theme for this year’s event. Similarly, the diversity of dance and music against a backdrop of elementary student paintings accented the beautiful way in which an assemblage of multicultural parts makes a cohesive whole. Even the food-tasting potluck, with regional tents and a diverse spread of food, looked like a work of art.

There were also collages that were less apparent. In age-appropriate ways, each student learned about a range of global issues and cultures. After investigating labor practices and the principles of fair trade, the fifth graders started an awareness campaign centered on a petition to Hershey’s Chocolate, which does not currently have any fair trade products. Other elementary students looked at deforestation and desertification. Asking students at lunch about what they’d learned elicited surprisingly insightful responses about finding solutions and protecting people and the planet in the future.

Secondary students attended presentations that also dealt with global issues and cultural awareness. One of the most popular middle school sessions was about cooking in the Philippines. Students said that they hadn’t realized that there was so much diversity in Asian food and how integral food was in learning about a particular culture. Other students were fascinated to learn about how winning the World Cup solidified Spain and improved its economy. Awareness about marine pollution was eye-opening for students living in a landlocked country, who were given action steps for making a difference.

High school students attended a different combination of presentations, many of which became dialogues about preconceptions. One student said she learned “how art can show cultural problems through drawn pictures,” while another student in the same session said, “I saw my own culture in a different way.” A session on technology prompted students



to evaluate ways that they can change the world. Stereotypes were discussed in several sessions and there were rich conversations about labeling that is done both intentionally and unconsciously. This opened cultural dialogue about how students have struggled to fit in or have compromised their beliefs.

While International Day is a great opportunity to see the collage of cultures and ideas at ICS, it is important to remember that every day can be International Day at ICS. A group of staff and faculty is actively promoting multi-lingualism and preservation of home language. A canvas bag that says “This is not a plastic bag” in many of the ICS languages was presented at International Day and is available this spring. With the same philosophy, parents have been invited into classrooms to read stories in languages other than English. In any language, members of the ICS community have the opportunity every day to have rich and meaningful conversations with people from around the world.



EARLY CHILDHOOD

EARLY CHILDHOOD LANGUAGE AND LITERACY EVENT

AAFKE ZOUTEWELLE / EC4A

After a successful first Math Event in the fall, the early childhood education (ECE) teachers decided to organize a Language and Literacy Event as well.

The teachers started the event with a brief explanation of the language and literacy structures we use in the Early Childhood years. In our curriculum, we work on the following components: compre-

hension, phonological awareness, alphabetical principles and concepts about print. In EC4 we build on the skills that the EC3 group has developed. During EC4 we offer new experiences that prepare the children for the exciting world of reading books and writing stories.

During the event all three ECE classes performed a small drama,

poem or song. Afterwards the EC3 parents with their children found a cozy spot and read a book together. In EC4 the parents and children did activities around the four components. The refreshments at the end were a welcome conclusion to a great and interactive event.



KG TRIP TO ILRI

LILLY BEKELE PIPER / KINDERGARTEN

In March, the kindergarten students enjoyed a field trip to the International Livestock Research Institute (ILRI) as a part of our Wood and Paper science unit. The students had fun exploring the different kinds of trees, listening to the various birds and taking some bark rubbings as well as visiting the beautiful greenhouse where both sick and healthy plants were being nurtured. We went to their Gene Bank and each class received a sample of the seeds that the scientists are studying and preserving. We concluded our visit with a leisurely lunch on the lawn and some classes were lucky enough to spot some deer in the nearby woods. One student commented, "It was fun and learning time."



CHARACTER DAYS

DEREK FERREIRA / ES COUNSELOR

The month of March could be called Character Day Month in our elementary school as students, teachers and teaching assistants focused on acknowledging our moral traits both inside and outside of the classroom. Specific days were set aside for EC/kinder-garden, grades 1 and 2, and grades 3 to 5 students to actively engage in team building activities.

After the completion of their character day, all of the students talked, drew and/or wrote about how their behavior followed either the ICS Way or values of the IB Learner Profile. With reflection on their own actions either as an individual or in small or large group settings, the elementary students answered questions such as:

“How did I display a caring attitude?”, “How was I brave about

trying new things and situations?”, “In which activities was I willing to listen to other people’s thoughts and ideas?” and “How did I show an open-minded attitude toward other team members?”

Mr. Derek, Elementary Counselor, would like to thank all of the teachers, teaching assistants and most notably the volunteer parents for their support on our three 3rd annual elementary character days.



FAIR TRADE

BRIANA OLNEY / LARA DEMARCO
GRADE 5 STUDENTS

In the month of February the fifth graders learned about fair trade for the sake of International Day’s theme: global issues. One of the projects all of the fifth graders focused on was writing letters to the CEO, David West, of the Hershey Company.

We participated in this project because it was related to fair trade. We learned that Hershey doesn’t have fair trade cocoa beans. They buy cocoa beans from farmers who use human trafficking. This is weird because we read a book about Milton Hershey, the founder of The Hershey Company, and he was a very generous person. Milton Hershey built a whole town for his workers and made a school for orphans in Pennsylvania. We wrote letters to the CEO of Her-

they saying that we wanted them to stop buying cocoa beans from farmers who force children to pick the cocoa beans for them. All the fifth graders wrote a letter and decorated them on heart cutout shapes. Then we scanned

them and sent them to the CEO of Hershey on Valentine’s Day as a Valentine card. After that, the fifth grade teachers put them on a big poster according to the class and displayed them in the administration building.



THE HISTORY OF ISTA AT ICS ADDIS / BUILDING HISTORY ONE FESTIVAL AT A TIME

JOANNE KING / MS ENGLISH AND SOCIAL STUDIES / DRAMA COORDINATOR

It all began with one small seed sown at an ISTA festival in Tanzania in 2004. The chairperson of ISTA, David Lightbody, casually asked, "Would ICS be interested in hosting an ISTA festival in Addis Ababa?" Eighteen months later we were hosting our first ever performing arts festival for

the International Schools Theatre Association, and every year since then, ISTA trips have been an integral part of our performing arts program here at ICS. Past trips with both middle and high school students were to Egypt, Tanzania, Dubai, Turkey and London; this year students headed to Russia

and collaborated with students from all over the world in creating a piece of drama.

Exploring themes such as water, bridges across cultures, Arabian nights, child labor, the audience, and this year Stanislavski, the great acting master, students create a piece of ensemble drama that draws on the talents, skills, and abilities of a diverse range of performers and technicians. Incorporating the host country they are in, they also understand how site-specific theatre has a powerful effect on both the actor and the audience, and participate in a range of cultural activities as well as specialized master classes and workshops.

With Coach Kirby chaperoning the ISTA trip this year to Russia, will we soon be seeing another ISTA festival hosted at ICS...?



SOCIAL ISSUES IN 8TH GRADE

JOANNE KING / MS ENGLISH AND SOCIAL STUDIES / DRAMA COORDINATOR

What makes people care about other people? Especially ones they don't know?

These are two of the questions 8th graders have been asking as they guide themselves through a social issues unit in both Language Arts and World Cultures this quarter. Already known for their leading role in the anti-bullying campaign in middle school, *One Love*, they have also taken part in reading to orphans at the AHOPE orphanage on a weekly basis with Ms. Liz Fracchia, and spearheaded a fundraising MS BBQ and Movie Night in support of victims of the recent tsunami and earthquakes in Japan. Adi Cass and Sheya Ihalainen recently attended the global issues conference in Mozambique, and brought back even more ideas for how little actions can make a big difference.

By exploring the social issues which affect their immediate communities, as well as looking at wider global issues, students feel more empowered to take small steps which can make a big difference in their own lives and the lives of others. Look for their position papers on social issues on their Moodle site, as well as keeping your eyes and ears open for their campaign activities which will take on an increasingly creative format as they utilize the full range of multimedia and IT at their fingertips! Never underestimate the power of a committed group of individuals to bring about change – indeed – it is usually the only thing that ever does!



SENIOR ACCEPTANCES

DON TINGLEY / HS COLLEGE COUNSELOR

Congratulations to the ICS class of 2011 for their accomplishments! This has not been an easy year for seniors looking for a university acceptance in the United States. Just read the headlines: Northwestern Jumps With a 10.5% Increase in Applications Over Last Year, NYU Surges - Up 11%, Penn Posts Record Numbers, U of Chicago Soars – up 12%, Harvard Up 16%. The numbers are up in UK and Canadian universities as well. Despite the challenges, our ICS students have done very well thus far:

Canada: Carleton University, York University

China: University of Nottingham

Germany: University of Bremen

Thailand: Webster University

UAE: American University of Sharjah

UK: Bellerby’s College, Birmingham University, East Anglia

University, Kingston University, Queen Mary University, School of Oriental and African Studies, Sussex University

USA: American University, Amherst College, Art Institute of Washington, Bard College, Boston College, California Baptist University, Colby College, College of Southern Maryland, Colorado College, Columbia University, Cornell University, Drexel University, Florida Institute of Technology, George Mason University, George Washington University, Georgetown University, Hanover College, Hobart and William Smith College, Ithaca College, John Hopkins University, Lafayette College, Michigan State University, Millsaps College, Northeastern University, Northern Illinois University, Portland State University, Randolph-Macon College, Reed College, Rochester Institute of Technology, Sarah Lawrence, Sweet Briar

College, The University of Tampa, Union College, University of Chicago, University of Maryland at College Park, University of San Diego, University of Southern Mississippi, Wentworth Institute of Technology, Wellesley College, West Virginia University

A final message to seniors from my end is to finish strong; if for no other reason than you will feel good by knowing you put everything you had into it. Take that next step with your head held high and a feeling of accomplishment that you can use in your next endeavor.

Congratulations, Class of 2011!



ELEMENTARY ART NEWS

BRIANNA BALBONI / ES ART & PE

Elementary art students create a lot of great work that deserves to be seen around the ICS campus. A limited amount of wall space caused art teachers to look for alternative places to display work this year and resulted in a new “Art Tukul.” The tukul found between the gym and the library has been used since October as small gallery that houses rotating displays of elementary student artwork. So far this year, displays have included photo self-portraits, mixed media pieces, collage prints, paintings and global issues posters. Each new exhibit is announced through the *Yezare Samint* and is usually open for viewing for a one week period. The ICS community is encouraged to visit the tukul during a show and check out the creative work our students are producing.



EMPLOYEE CREDIT UNION

JIM LANEY / DIRECTOR

Our Ethiopian support staff members have recently created a credit association to encourage employee savings and investments. The *ICS Employees' Credit and Saving Private Limited Cooperative Association* is incorporated in Ethiopia and has its own by-laws and officers. Through this initiative, many of our support staff members—guards, TAs, maintenance and others—are hoping to plan and save for buying a home or new city-built condominium. In the past, such dreams were only possible for some of our highest-paid and longest-serving staff members. In the future, we hope that all of our loyal employees will be able to become homeowners and improve their quality of life.

In order to kick-start those dreams, the Board of Governors recently approved a capital loan at no in-

terest to the Credit Association. This will allow the association to begin making home or other loans to our staff members in the 2011–2012 school year, without waiting for several years to build up their capital. Congratulations to our staff on this significant initiative!





ULTIMATE FRISBEE IS GROWING AT ICS ADDIS

BRIAN GREENOUGH / HS / IB HISTORY

Ultimate Frisbee, a sport created in the United States in the 1960's and growing rapidly worldwide, has come to ICS in full force. With millions playing worldwide at all levels of organization— from informal games like those at ICS to formalized leagues with uniform requirements, TV coverage and championship series, ultimate can be found in most major cities in the world. Come check it out on Sundays at 4:00 pm!

What exactly is Ultimate Frisbee?

It is a team sport played on a soccer-pitch with end zones like rugby or American football. Depending on numbers of participants and field size, the game can be played with between three to seven players on each side. The disc is moved down the field through throwing and catching. Once a disc is caught the player cannot run with it and must establish a pivot foot, like in basketball. The sport is noncontact and demands frequent sprinting on both offense and defense in order keep the disc moving down the field. Warning for those new to the game—it takes some practice to master the difficult skills of throwing and catching a flat plastic disc as op-

posed to a ball. A unique aspect of the sport is something called spirit of the game. Spirit of the game is a broad concept that can easily be understood through the idea of mutual respect between players and summed up in the rule where players call their own fouls. In a game without referees, the responsibility falls on the players to keep a level head and never succumb to the desire to “win at all costs.” At ICS we constantly stress the importance of pursuing high levels of game play but not at the expense of the mutual fun and safety of others.

What is going with Ultimate Frisbee at ICS?

Here at ICS, teachers have supported Ultimate Frisbee as an after school activity since 2006 and increasingly it is being offered as part of the regular PE curriculum. Presently, it is offered on Sunday afternoons from 4:00-6:00 pm and all ages and skill levels are welcome. Each Sunday meeting begins with players warming up by throwing the disc back and forth. We then gather to divide up teams and go over the basic rules for any newcomers. Some Sundays we teach lessons on basic plays or

to reinforce skills that need work. We play a series of games until everyone is too tired or it gets to be 6:00 pm.

On 12 February, ICS hosted the first ever Ultimate Frisbee tournament, with forty-four attendees from ICS, Bingham and the Addis community. The tournament was set up as a “hat tournament”, which means each player enters as an individual and the tournament organizers distribute players to different teams based on skill level, to ensure even teams and good competition. The four teams then played a round robin; each team had three games and the winning team was determined based on the game scores. The money raised from the entry fees, almost 2000 birr, went to the Burn Care Foundation. Karl Heinlein, grade 11, was the tournament organizer and plans to initiate a league as well as other tournaments in the future.

For more information, please visit the USA Ultimate website: www.usultimate.org/about/ultimate/default.aspx



VISITING AUTHOR

DOUGLAS GLENN / LIBRARIAN

During the week of February 21-25, ICS Addis hosted John Kilaka, an author, storyteller, and renowned artist from Dar Es Salaam, Tanzania. Mr. Kilaka has won several awards in Europe for his books, including Switzerland's Children's Book Prize, Sweden's Silver Bear Award, and Italy's New Horizon Award. In addition, his colorful tinga tinga art has been exhibited in galleries across Europe. Although he regularly presents to students at European schools, this was Mr. Kilaka's first visit to an African school outside of his home country.

At ICS, Mr. Kilaka met with all of our grade 1-8 students and not only told them one of his stories along with accompanying illustrations but also gave them a lesson in how to draw animals easily. The multimedia combination of live storytelling with plenty of humorous animation, vibrant illustrations with explanations of his technique, his stories with profound messages about friendship and sharing, and his warm and winning smile made a great impression. We send him our warmest thanks.



The International Community School of Addis Ababa, accredited in the United States, develops the talents and intellects of a multicultural student body using learner-centered, holistic instructional methods, empowering each student to contribute in an evolving world.

PO Box 70282, Addis Ababa, Ethiopia
Tel: (251-11) 371-1544 Fax: (251 11) 371-0722
Web: <http://www.icsaddis.edu.et>
Email: info@icsaddis.edu.et

Jim Laney, Director
Joyce Halsey, HS Principal and IB Coordinator
Deron Marvin, Middle School Principal
Hubert Gordon, Elementary Principal
Yael Cass, Assistant Principal-Facilities
Kirby Boychuk, Assistant Principal for Athletics/Activities
Wondossen G/Egziabher, Business Manager
Jessica Fortin, Registrar and Admissions Coordinator

ICS is a private, not-for-profit coeducational day school with a strong international character. The school was founded in 1964. Today its fifteen acre campus serves 650 students from 60+ nations. Students are enrolled from EC3 (age 3) to grade 12. The IB Diploma Program is offered for grades 11 and 12. The faculty includes over 80 certified professionals from 13 countries; 85% have advanced degrees. ICS graduates attend competitive colleges and universities around the world. The school is fully accredited with the Middle States Association of Colleges and Schools.

Design and editing by Alexandra Mirkowski
Editing assistance by Jessica Fortin, Jim Laney, Larisa Sharifi and Leulseged Assefa.