

Z E N A A D M A S



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The International
Community School
of Addis Ababa

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The Power of One: ICS 1:1 Laptop Program

John Iglar / Technology Coordinator

Backpack – check.

Textbooks – check.

Pencil – check. Lunch – check.

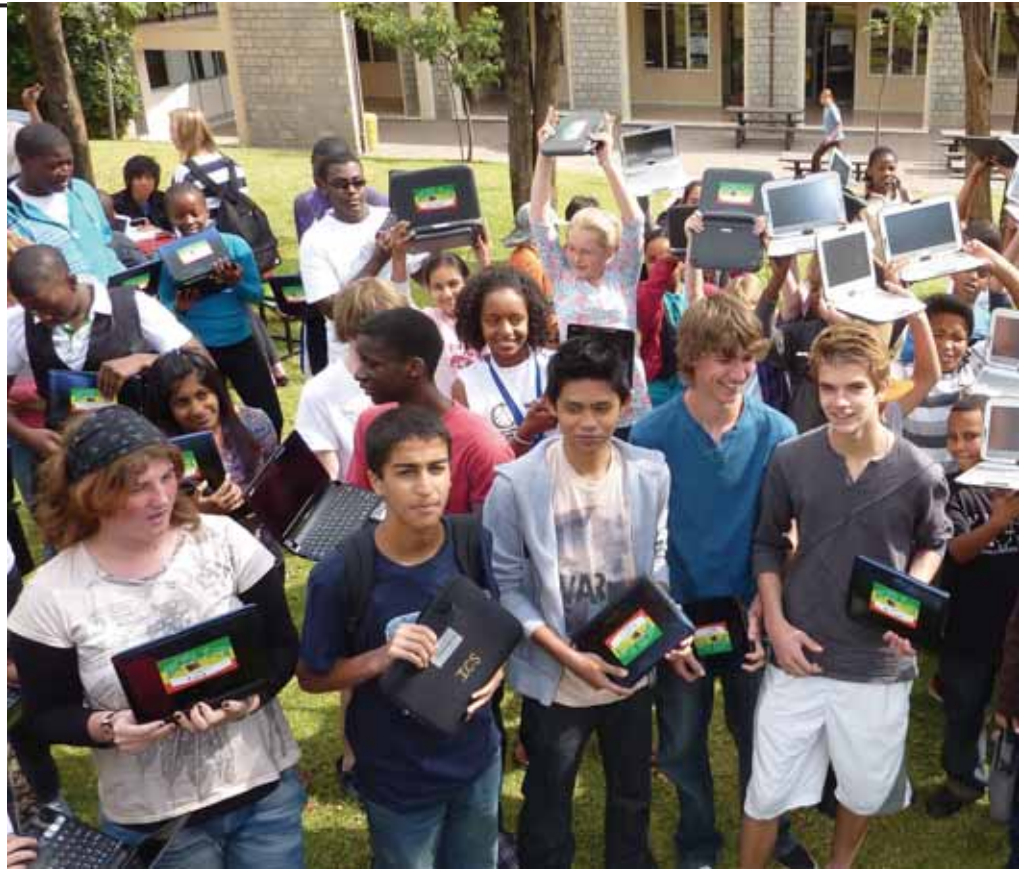
Laptop computer – check.

Battery charged – check.

The morning routine for ICS students is changing. So is their learning experience. So are the expectations and practices of their teachers. In October 2010, ICS began the implementation of a 1:1 laptop program with all secondary students. It's an exciting and challenging time for students, teachers, parents, administrators and the whole school. With the adoption of this program, ICS joins a worldwide group of schools who are committed to using modern tools and technologies to educate students for life in the 21st century.

A 1:1 laptop program starts with the simple premise that using a portable personal computer should be a regular part of our students' lives and learning. Just as adults now use personal computers in their daily work and personal lives, and just as people of all ages use a personal computer to communicate, create, do research and find entertainment, so too should students use such devices in their education. Schools that adopt a 1:1 program ensure that each and every student has a portable computer to use in each class, and at home for assignments and homework.

ICS has talked about implementing such a program for a few years, and last year the school board and the school administration approved the funding for our project. Research was done on how such a program could benefit the education our



students receive at ICS, teachers received professional development both in school and overseas, and students tested out laptop models and evaluated different computers against their needs as students.

In October 2010, the program began. Teachers had been given their own laptop computers to develop their course content electronically and get used to daily use of computers. Online course sites were created on the ICS Moodle server, more training and discussion went on, and then the student program got underway. During this first year of a three year phase-in, students in grades 6 and 10 were to receive laptop computers.

First, the students were given a chance to practice caring for and carrying fragile equipment by being assigned hollowed-out eggshells to carry for a week. The Student Council helped this "egg-cellent" project by blowing out eggs, and the eggshells were given serial numbers and assigned to each student. Break-

ages and losses happened, and students had to report incidents to the IT Department. Students reflected on the process and evaluated themselves on their ability to care for and protect their "eggputer."

Parent and student information sessions then followed, in which families had opportunities to learn details about the program and have their questions answered. Handbooks were handed out, and students and parents signed agreements on how they would look after the computers.

During a week-long testing and breaking-in period, students picked up their laptops from the IT Office each morning and carried them to some or all classes. Wireless connectivity was tested and troubles found and fixed. Software issues were resolved, and students learned how to use some of the software applications on the laptops.

Finally, on Saturday, October 30, the 10th grade students received their



laptops and took them home. The 6th grade students followed suit the following Saturday. ICS' 1:1 Laptop Program had begun!

With this new program, education at ICS will evolve and progress to take advantage of the students' ability to research, create and collaborate using the software on the computers and the information on the Internet. Teachers will increasingly have students use the wealth of tools now available to them to expand the horizons of the classroom and capitalize on the creative and collaborative power of the world-wide web.

It's an exciting time for ICS and a bold new move. While there are many schools around the world who have adopted 1:1 laptop programs and have been running them for many years, there are few on the African continent. ICS is therefore able to not only build on others' successes and learn from others' missteps, but is also blazing a trail as a leader in educational innovation on the continent.



Eagles Do It Again

Kirby Boychuk / Athletics Director

On November 3, 2010, ICS Addis sent two Varsity teams off to the ISSEA XXI Volleyball and Soccer Championship tournaments. For the first time in ISSEA's ten year history, the Soccer/Volleyball tournament was split into two separate locations. Soccer was hosted by the ISU in Kampala and volleyball was hosted at IST in Dar es Salaam. We had a new school join the league this fall and we welcomed the American International School of Lusaka into ISSEA along with 70 more athletes that would now be able to enjoy the ISSEA experience.

Our soccer teams played well in Uganda, representing ICS with pride and honor. Our girls team finished

the tournament with a 1-5 record and took home 6th place overall. Our boys finished the round robin with a 2-1-2 record and advanced to the semi-finals. The boys lost the 3rd place match to HIS 2-3.

The International School of Tanganyika (IST) hosted the volleyball tournament in hot and humid Dar es Salaam. The ICS boys volleyball team stayed together and learned from every game culminating in a win on Saturday, even with an injury to a key setter. The ICS girls looked strong most of the tournament and were the "team to beat", despite wilting in the heat during their last round robin match. The boys' key win on Saturday earned them a 6th

place finish. The boys played strong making each opposing team fight for every point. The ICS girls held their nerve in a tight match against ISU in the finals of the tournament to win game 3 (25-21) and become the 2010 ISSEA Girls Volleyball Champions for the 3rd time in five years.

Congratulations to all the athletes who passionately competed every game to represent ICS Addis and put their heart and soul on the line to do so! We are proud of all our teams! Well done!



ISSEA XX Results

Boys Soccer: ISU defeated IST 3-2;
Most Sportsmanlike Team – AISJ

Girls Soccer: AISL defeated IST 3-0;
Most Sportsmanlike Team – HIS

Boys Volleyball: ISU defeated ISK 2-0;
Most Sportsmanlike Team– HIS

Girls Volleyball: ICS defeated ISU
2-1; Most Sportsmanlike Team —
AISJ





What is IB Art?

Mariamawit Tesfaye / Grade 12

IB Art is a class for people who take art very seriously and understand the difficulty of sometimes having to work alone. It's different from other IB courses in that it demands a greater breadth of individuality and innovation.

During the first year students are asked to experiment. They are told to choose a general area of interest to base their work on for the next two years. Regardless of what the student decides to focus on, he/she is supposed to work with different media and use different techniques,

such as photography, acrylic or oil paint on canvas, pastels, etc., to enhance already possessed skills or acquire new knowledge.

In the first year, students, with the help of the teacher, work in their investigation workbook, planning out studio work and exploring art that connects to their chosen theme. Students are also supposed to tie in culture at some point in their work.

It evolves into a more self-led class during the second year. The abil-

ity to be original, motivated, hard-working and work independently, are key elements to student success in this rigorous course.

There are IB requirements that the student has to fulfill depending on the level they have chosen for themselves, in both their studio works and investigation workbooks.

Finally, at the end of the two years the student displays their studio work, shows their investigation workbook, and explains the two-year journey to an external examiner.





Meskel

Jessica Fortin/ Registrar

ICS celebrated Meskel on Friday, September 24. It was a beautiful day and the ICS community fully participated in the event by wearing Ethiopian national dress. Grade 2 students welcomed parents, students, teachers and visitors into the amphitheatre while Grade 3 students performed the story of Meskel, accompanied by music and narration. Once again, ICS had the privilege of listening to the St. Gabriel choir perform traditional church songs related to the Meskel celebration. After the performance, all students and visitors watched the demera being lit and enjoyed the dancing and singing of the ICS community. Meskel was a huge success. Thank you Ms. Lisa Black and Ms. Martha Tilahun for organizing this event!





Halloween at ICS 2010

Traci Chanyalew / Communications Associate

The PTA Halloween Carnival was held at ICS on Saturday, October 30, and fun was had by all ages. The evening started just before dark so children and parents could enjoy all the scary decorations, haunted houses and crazy costumes. Many Halloween characters were on hand including witches, ghosts, ghouls, goblins and black cats. Many cartoon and movie characters also made an appearance; Batman, Spiderman, Buzz Lightyear, mermaids and princesses were all at ICS! The 5th graders put on a great show by creating their own 'Thriller' dance. Everyone participated in the events including the costume parades, games, jumping castles and haunted houses. The best part for the kids, of course, was the 'Trick or Treating' which boasted almost 10,000 pieces of candy for all the kids. Thank you PTA and all volunteers for a fun and scary Halloween 2010!



European Middle School Honor Band Festival

Betty Chang / MS/HS Band, Choir

Congratulations to Grade 7 student, Ahadu Anteneh, who will be representing ICS at the European Middle School Honor Band Festival sponsored by the Association for Music in International Schools (AMIS) and hosted by the International School of Dusseldorf in Germany! The festival will be held on 23-27 March 2011.

135 students from almost twenty schools auditioned, with over eighty students selected to form the 2011 European Middle School Honor Band. Eight pieces have been se-

lected by the guest conductor, Kent Walter, who teaches at International School of Aberdeen in Scotland. Tars, Lassies and Grog, written by Michael C. Snelgrave, is the commissioned piece for the European Middle School Honor Band 2011.

We welcome ICS friends and families to attend the concert should you be interested in watching top middle school students form a unique symphonic band and performing excellent music literature.



Photo Self-Portraits

Brianna Balboni / Elementary Art 4 & 5

In early October, art students in Grades 4 and 5 studied portraiture and worked with a visiting artist who helped the students take photographic self-portraits. After viewing and discussing a variety of famous portraits, students had the chance to put themselves in front of the camera, working with Sasha Sicurella of the I:AM International Foundation. Each student took several shots using a remote control and

they produced some very expressive portraits. Reviewing the photos together, the students were surprised how many of the portraits revealed the personality of their classmates. Prints of the self-portraits will be displayed on campus in November. In addition, students explored portraiture in various forms, including “thought bubble” self-portraits and “alter-ego” self-portraits.



The ICS Way in ECE

Aafke Zoutewelle / EC4 & Sonja Hedley / EC3

ECE has been studying the ICS Way: taking care of ourselves, taking care of others, and taking care of this place. This topic was introduced in many different ways. Students explored the ICS Way by discussing it and making books about each one of the guidelines. EC4 students also invited EC3 students to play during Center Time and further explore. Through this area of study we reinforced the ideas behind the ICS Way, as well as encouraged our 4-year-olds to take a leadership role within our ECE community.

Reactions to the ICS Way Celebration from the EC3s:

Ashille: I made a house (drawing) and Meera gave me her drawing.

Mwisiwa: I made letters with Play dough.

Jaden: I played with a tractor.

Julian: Playing with cars.

Toluwani: Made cup cakes.

EC4 Reactions:

Gabriel: I showed a child how to be a doctor.

Trey: I loved to eat popcorn and we shared the popcorn.

Esther: I made a beautiful book and started writing a story.

Vera: I helped them put on clothes in dress-up.

Lucas: I liked that we had popcorn all over the tables.

Eve: I taught them to do rainbows.

Ako: I showed them not to mix play dough

It was a fantastic ICS Way Celebration!



Kung-Fu Kinder!

By Brett McLeod / Kindergarten

Students in KGC have been learning the days of the week, and the sequence thereof, through a choreographed martial arts routine. The children have also been learning the months of the year by way of dance, in this instance the Macarena. This coupling of academic learning with kinesthetic activities has proven a great way for the little ones to memorize this type of information. Known as motor learning, such activities increase the supply of oxygen and nutrients to the brain and thereby amplify both attentiveness and memory. Moreover, when a movement is repeated over time, an enduring muscle memory is created for that task, and the exercise of that same movement has been

shown to promote mental recall of things associated with it...in KGC's case, the calendar. Interesting stuff, but most of all motor learning is fun, and that's something that learning should always be in Kindergarten.



Research shows that intense aerobic activity grows new brain cells in the hippocampus, which is a part of the brain responsible for memory.

Grade 3 Tree Planting

Loretta Dick / Grade 3

Angel Nursery workers have been busy planting trees to replace many of the ones that were removed when the fence was reconstructed. The science curriculum in Grade 3 has one major unit on plant growth and development. The social studies curriculum is about Ethiopia, including geography and vegetation. To briefly address both of these areas of learning, Grade 3C helped with planting trees.

The process took over two weeks because the rain kept interfering. We did not want students to get soaked and sick, so they came indoors. Finally we finished one sunny afternoon.

The children attached a small wooden stick with their own name and the name of the tree. Some wanted to give their tree a name much like one names a pet. We have been to see how our trees are doing a few times.

One boy lost his shoe in the mud and ended up with a very dirty sock. Another boy had the spade slip out from under him, and he ended flat-out in the mud. He managed to keep his face clean, but the rest of him ...

All in all, the students enjoyed the activity, and each have ownership of one of the new trees on our campus.



5B Publishing Party

Helen Iglar / Grade 5

This term the students in Grade 5 have been writing personal essays. In 5B we each wrote three different essays, then chose our best one or two to revise and publish using the writing process.

During this unit we learned to choose a thesis statement that we have opinions about. We had to find reasons to support our thesis and organize these in paragraphs. We learned to use transition sentences and phrases to promote our opinions. We also tried to include examples and stories to bring a personal voice into our essays.

Many of us chose the thesis statement: Moving Around the World is Not Easy, as we are all able to relate well to that idea and have strong opinions about it.

We celebrated the publishing of our work by reading our essays to parents and teachers at the picnic tables in the gardens. The parents brought snacks and drinks for us to enjoy afterwards.

Grade 6 Trip to Bahir Dar

Dawn Ashby / MS Math & Science

For three days and two nights at the end of October, both the town of Bahir Dar and the ICS campus had a different atmosphere. The 6th graders were the last of the middle school to depart on their class trip, leaving the ICS campus quite deserted and decidedly peaceful. Bahir Dar welcomed the 6th graders Wednesday evening with a beautiful sunset as they landed in the highlands of the Amhara region. The days were packed with expeditions to the Tis Abay (Blue Nile) water falls and the Zegi Peninsula monastery. Our students hiked together through hills and streams to feel the cool mist of the waterfall as well as taking ecological surveys around its base. The Zegi Peninsula, a 35 minute boat excursion across Lake Tana, provided perspective of the grandness of the source of the Blue Nile. Hiking through the shaded

coffee plantations on the peninsula, our students were able to visit an old and celebrated church known for its vivid biblical paintings. Students gathered information from guides to compare stories of creation from Ancient Egypt to the Orthodox Christian stories.

Evenings were spent coming together as a 6th grade, doing many team building and community building activities. The 6th graders not only got to know each other better but also went out into Bahir Dar town to gather information about the people of Bahir Dar. This proved to be an information exchange as the people being interviewed had just as many questions for our students. Much was learned during our brief stay. All students said they had a better understanding of this northern region of Ethiopia but also a better understanding of their 6th grade class. It is certain that the local vendors of scarves, hats, necklaces and sugarcane appreciated our visit. A

resounding sentiment among most of the class was that they understood economics much better. They now had the precious knowledge that the first price wasn't the only price and that the age-old skill of bartering is still a skill worth having!



Grade 8 Trip to Axum

Larisa Sharifi / Literacy Coach

Grade 8 students recently visited Axum—one of Ethiopia's most intriguing archaeological destinations. Though this is only the second year that ICS students have visited Axum, the trip organizers made sure that learning experiences were plentiful and that students had opportunities for collaborative learning.

Students worked on firsthand research as they explored Axum's historic sites. In order to prepare for their multimedia presentations, students divided up their tasks. Some did artful comparative sketches of stela embellishments and relief carving at the temple of Yeha. Some worked on videography projects. Others elected to conduct interviews.



At the end of each evening, students reflected on their experiences. When addressing the group, Adjeley Mensah offered, "I know it sounds cheesy, but I like how on this trip everyone is getting along and helping each other out." Proof that the ICS Way is moving beyond campus walls!



IB Students Visit the SOS Children's Village

*Aida Buzuayehu / Jessica Soares / Roos Geut
Grade 11 Students*

This is the first year IB students went on a CAS trip to the SOS Children's village in Awassa. The objective was to combine creativity, action and service into a fun, rewarding trip, while also getting to know each other better. Students undertook new challenges, developed new skills and increased their awareness of their own strengths and areas for growth. All the activities were planned and initiated by the students, and they all required a collaborative team effort.

The creativity aspect of our class trip lay in our meal planning and activity planning. Through our planning and initiation of activities, we activated the creative parts of our brains and developed new organizational skills. During our round-table discussion we were forced to use our creativity to respond to questions and keep flowing conversation with the SOS kids, which aided in the development of our inter-personal skills and learning to work collaboratively with each other. Furthermore we helped the SOS children work on their English skills for their IGCSE exams.



Several of our activities overlapped into the action area. Our main action activity was the sports and games afternoon. This was a great time for working on our physical strengths and learning to work in teams. We also used action while cooking in the minimal facilities available. Without a doubt, making seedling beds at the World Food Program took a lot of energy on our part. We hoed, dug, and watered. Despite the sweat and hard work, it felt good knowing that what we did was an issue of global importance.

For the service portion of the CAS trip, 11th grade students planned and initiated a series of activities. Primarily we visited the World Food Program and helped make seed beds. Book inventory was another project we undertook as a class. Waking up at 5 AM to shovel cow manure was a fun and new experience for most students. We also cooked for our grade, which is a great example of service for our fellow students, as we learned how to make a collaborative effort as well as develop new skills. As a result, the 11th grade students have shown perseverance and commitment in all the activities they planned and learned more about themselves and others.

The Grade 11 CAS trip was the first of its kind at ICS and was largely successful. There were some downfalls, and we didn't manage to do as much as we could have, but despite this we pulled together as a class and make it work. Individually the changes may have been minimal, but collectively we bonded, learned and grew together in an astonishing way.



'One Love' Campaign

Susan Cizek / MS/HS EAL

On Friday, November 19, the eighth grade kicked off their new anti-bullying campaign titled 'One Love'. Inspired last year during a discussion about the reality of bullying at ICS, the class has been discussing, learning and creating the campaign since the beginning of the year. The purpose of the campaign is twofold:

1. To raise awareness about the different forms bullying takes in middle school at ICS – namely teasing, taunting, name-calling, harmful joking and social exclusion
2. To equip students with the skills to stand up to any incidents they witness of such behavior

They started their campaign with a slideshow of pictures of middle school students following the ICS way. This set a positive tone to the campaign and will serve as a reminder as other components—videos, role plays, and posters—presented during future Middle School assemblies.

The inspiration for the campaign came at the end of last year. The class was discussing ways to stop bullying as a bystander during the Second Steps advisory sessions, when students expressed that they were tired of talking about ways to stop or prevent bullying, for it did little to actually stop bullying at school. This was a wake-up call for me as an advisor and teacher. I wondered then what could we do to support students to take a stand against bullying, so that no student felt uncomfortable coming to school on a daily basis. I found my answer this year.

The Middle School is approaching bullying prevention in two ways this year. First, the 8th grade has accepted the challenge of creating a campaign to help reinforce the ICS way and provide a unified response to bullying. Rather than relearning bullying prevention techniques, the students are focusing on creating an atmosphere of acceptance and tolerance, where verbal, physical and/or emotional harassment is not accepted or even considered. Also, Mrs. Laney has conducted an anonymous survey throughout the Middle School to gather data and get a better idea of when, where and what type of bullying does happen at school. This information has helped to provide a more focused purpose for the campaign. By approaching it from two fronts, the middle school will be able to have a greater impact on bullying prevention.

ICS Way
Take care of myself.
Take care of others.
Take care of this place.

Steps to stop bullying
Say "Please stop it," and walk away.
Say it again louder.
Walk away again and tell an adult.



College Fair

Michele Tingley /

Communications Associate

If you happened to be on the ICS campus on Wednesday, November 10, you might have noticed that the secondary lawn was abuzz with action as the Council of International Schools (CIS) College Fair got underway and many ICS students began their search for the right college. The College Fair is an annual event at ICS which sees many prominent universities from the United States and Canada arrive in Addis Ababa to meet, inform and advise prospective university students. Last year, 21 (of a total 30) ICS graduates chose to begin undergraduate studies at North American universities.



ICS College Counselor Don Tingley says that the benefits to students attending a college fair are vast. “It is one of the only times a student has the opportunity to have a face to face conversation with the person who will actually make the decision as to whether they will be accepted into university or not,” said Tingley. “They may also find that diamond in the rough school that they had never even heard of before.”

This year’s College Fair began in the ICS gym where formal introductions and presentations were made to students in Grades 9-12. Topics included information on how college students are selected, financial aid for international students and transitioning into college/campus life. Students were also advised how to make the best use of the representatives and resources available at the fair. Following the presentations in the gym, students were invited outside to the secondary lawn area where individual colleges and universities had set up booths to display materials and brochures as well as meet one on one with individual students.

“It was nice to be able to talk to a real person, and hopefully impress them a little bit...give them a face

to go with my name,” said Grade 12 ICS student Sebiha Abdullahi after speaking with a representative from a university to which she has applied.

As in past years, ICS not only made it possible for university representatives to travel to other schools in Addis Ababa to visit with potential students but also offered a number of local schools the opportunity to attend the fair at the ICS campus.

Tingley said that feedback from students was positive. “They loved it and thought it was a very useful exercise. Even though it created some anxiety and fear, it also answered a lot of important questions that they had.”



NHS Coffee House

Brian Greenough / HS/IB History

The National Honor Society Coffee House, held on October 1, 2010, saw 105 students from Grades 6 through 12 packed into the MPR with 100 samosas eaten, 130 cups of coffee and tea served, 3 mesobs of popcorn shared, 7 kilos of Lime Tree chocolate cake devoured and 30 students performing. Organized by the president of the NHS, Hewan Marye, with Sonwabile Pepani as the emcee and Mariamawit Tesfaye coordinating the acts, the show progressed smoothly throughout the night. Students and teachers sang songs, danced, read poetry, rapped, and performed original works on their instruments. The NHS put this event on as chance to showcase the many talents within the ICS community that do not have a regular

outlet within the ordinary school day. Sonwabile's refrain throughout the night was that the school community had come together to support each other and feel the creative energy—and what creativity there was!

Teacher acts included Erik Hathaway performing, first solo with his guitar and then later with Keith Liebetreu and his guitar. Both Betty Chang and Allison Pagan lent their musical talents to the show as well. Bryan Renzi performed a very erudite remake of a Soulja Boy song, with plenty of literary references as would be expected from an English teacher.

Favorite student performances included the Kim brothers, Bo Jong and Bo Sung, performing with Ji-

brail Sadava; Tiang Maphosa's always spectacular dance moves; and a variety of original poems and spoken word from Olivia Fagan, Har- dus Mostert, Ahmed Dirar and Sonwabile Pepani.

A big thanks to the NHS for putting on a fantastic evening — the first MS/HS event of the year!



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.

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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.

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