

news

news from the trunk

Thursday, April 13, 2017



HAPPY 60TH ANNIVERSARY KAS!



Superintendent's Message

Dear Parents and Guardians,

I would like to share with you the letter I wrote to the faculty and the 60th Anniversary Committee. The 60th Anniversary Gala was a wonderful event. I hope you and your family enjoyed the evening as much as the faculty did.

"Dear Mona, Shireen, Dina, Egbal, Maab, Mai, Nahla, Hussein and all others who participated on the 60th Anniversary Committee,

Congratulations and Thank You!

The 60th Anniversary Birthday Party was so very special. The evening was fun and meaningful.

There was something for everyone of the hundreds of adults and children to enjoy as the evening unfolded. It was an elegant party...The setting, arrangements, tributes, and entertainment were just right...Having Leila Aboulela as the guest presenter made the evening even more memorable and special.

You worked so hard to make the evening memorable for all of us...You certainly succeeded in accomplishing that in a grand way.

You have marked the 60th year of KAS with an event that will last in our memories for a very very long time...

Thank you Mona and the 60th Anniversary Committee...On behalf of the KAS Family, Congratulations."

Sincerely,

Dr. Rob Beck
Superintendent

Grad 5-Teacher Reflections

Spring break is over and the sun has begun its slow descent as we delve into the 4th and final quarter of this 60th anniversary year at Khartoum American School. What an extraordinary year this has been for me, filled with surprises from the moment I stepped off the plane last August with my new colleagues. Yes, many of our bags failed to step off the plane with us!

This is the time of year when a teacher begins to reflect about her class. I will never forget the frightened faces who arrived on that first day last August, wondering who their teacher would be, and more importantly, what she would be like? The students shared their experiences with me that first morning and then worked together to decide on class rules that would benefit all. They all signed those rules and have referred back to them often. Slowly we built a classroom of trust where respect for each other was paramount for learning to take place. My students arrived with little self-confidence and no true understanding of how to push themselves to excel, but soon they learned they had a voice, and that their opinions and beliefs mattered. This was all about them. They learned how to ask questions, and how to push themselves to dive deeper into the material for greater understanding. As we slowly peeled back layers of doubt, my students began to realize they were growing as individuals as they expressed their ideas and opinions, and that they were succeeding as engaged learners. They started to arrive before the first bell each morning to begin their math routines. Their infectious smiles, when they realized they could do the work, have been pure motivation for me, even on those few days when a longing for home manages to creep into my thoughts.

Watching these students grow from readers of easy leveled stories to readers of quality literature has been all I can possibly hope for. They have learned to reflect deeply about the books they are reading, from understanding character development to paying attention to plot twists and the reasons behind those twists. My students have gained a new appreciation for an author's writing style (many of them choosing to read entire series) and learned to make predictions and inferences using the text evidence to support their thinking. As the year has progressed I know I have hooked many of my students onto reading, and they have embraced new reading genres they never thought they would like.

For most of my students, English is a second language. I cannot imagine the difficulty of not only speaking and reading in another language, but being required to master writing in it as well. Yet, so many of my students have explored their own writing with great energy, experimenting with ideas and writing styles they have encountered in their reading. They have written stories about themselves, essays about people, activities and books, research papers, and their own historical fiction stories where they were required to research the era in which their story would take place.

Yes, the sun has begun to set on this extraordinary year, and my time with these amazing students will soon end. I can smile knowing these students have fallen in love with learning and their futures will indeed be bright

Jananne Healey
Grade 5 Teacher

KAS 60th Anniversary



It's Getting Hot Out There!

As I'm sure we've all noticed, temperatures are on the rise and we have been regularly hitting the 40 C (110 F) mark during school hours. Whether you are in PE class, playing football during break or even simply going about your regular routine around campus I would like to share the following information with you:

1. Proper sun protection in childhood can drastically reduce the risk of developing skin cancer as an adult. Suffering just one blistering sunburn in childhood or adolescence more than doubles a person's risk of developing melanoma, the deadliest form of skin cancer, later in life.
2. Regardless of age and skin color, every child should be taught to adopt a complete sun protection regimen.
3. Children's skins needs protection from the sun's harmful ultraviolet (UV) rays whenever they are outdoors.
4. Children should cover up whenever they are in the sun. When possible, long-sleeved shirts and long pants and skirts can provide protection from UV rays. Clothes made from tightly woven fabric offer the best protection. A wet T-shirt offers much less UV protection than a dry one, and darker colors may offer more protection than lighter colors. Some clothing certified under international standards comes with information on its ultraviolet protection factor.
5. Get a hat. Hats that shade the face, scalp, ears, and neck are easy to use and give great protection. Baseball caps are popular among kids, but they do not protect the ears and neck. If a child chooses a cap, be sure to protect exposed areas with sunscreen.
6. Wear sunglasses. They protect the child's eyes from UV rays, which can lead to cataracts later in life. Look for sunglasses that wrap around and block as close to 100% of both UVA and UVB rays as possible.
7. Apply sunscreen. Use sunscreen with at least SPF 15 and UVA and UVB protection every time before a child goes outside. For the best protection, apply sunscreen generously 20 to 30 minutes before the child goes outdoors. Do not forget to protect ears, noses, lips, and the tops of feet.
8. Drink plenty of water! Along with soaring mercury levels, not drinking enough water can lead to dehydration. Symptoms can range from mild to severe and may include fatigue, dizziness, headaches, dry skin and difficulty concentrating. In order to stay hydrated, healthy and alert elementary students should be drinking a minimum of 1.5-2 liters of water per day. Middle and high school students should drink at least 2-3 liters per day.

I encourage everyone to keep these points in mind as we continue to enjoy our beautiful campus, sports fields and aquatics center in the weeks leading up to summer vacation. Have fun, stay safe and beat the heat!

Jonathan Williams
MS\HS PE Teacher

The Evolution of the KAS Science Fair



In 2015 at the AISA March conference in Capetown, ZA, Ms. Egbal and Ms. Juliane created a new format for the Science Fair in their Project – Based Learning workshop. They decided on three focus topics and outlined the project. Ms. Juliane also incorporated what she had learned in a workshop on teachers and students working together to create the future. The driving question for the science fair was the result. Each project was to answer the question "What can I do now that will make a difference by 2030?" This began what has become an ongoing evolution of the traditional science fair format.

The first year, the focus was purely natural science- issues related to water, energy and climate change. Last year the problem -solving focus was expanded to include all 17 of the UN's Sustainable Development Goals (SDGs), many of which are social or economic. The students' enthusiasm for addressing social and economic as well as scientific issues inspired us to reframe and rename the fair. It is no longer just a science fair but a "Fair of the Sciences."

To prepare for the fair, every student in the middle school and 9th grade individually researched the issues of three topics they were interested in, chose a main focus, created their own driving question, brainstormed solutions, researched three of their solutions, and created a plan for completing their project. We discussed the importance of and how to do each step. Once each student completed this process, he or she had the opportunity to work alone, in pairs or groups of three to complete a project for extra credit. Students were also encouraged to consider how to recognize core subject matter into their project. Students could apply for extra credit from their math, social studies and Language Arts teachers for subject –related work they did in their science fair project.

The last three fairs have helped us to get more and more focused about what we want the fair to be and how we want the students to grow as a result of doing the fair. We want to not only encourage a problem- solving mindset and action in our students we want to promote a transdisciplinary, multifaceted understanding of world problems. We also want our students to do solid and thorough research and be articulate and polished presenters. What is needed to help our students accomplish these goals has become clearer. To this end, we are already planning big changes for next year's Fair of the Sciences.

Here's to a successful Fair of the Sciences this year and to many more to come!

Juliane R. Centers
MS/HS Science Teacher

Elementary Assembly Masters This Week's Winner



Omer Efe Saylan Kindergarten	Pukhrabam Tenison Singh Kindergarten	Geneina Benton Grade 2	Dania Abd El Gafor Grade 2	Mariam Seketa Grade 4	Abeer Abdalmanem Grade 4
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SAYING OF THE WEEK

A **Square Meal** is used to describe a good, solid dinner. It is a nautical phrase dating back centuries. Old battleships had notoriously poor living conditions and the sailors' diet was equally bad. Breakfast and lunch would rarely be better than bread and water but the last meal of each day would at least include meat and have some substance. Any significant meal eaten on board a ship would be served on large square wooden trays which sailors carried back to their posts. The trays were square in design to enable them to be stored away both easily and securely, hence the phrase 'a square meal' .

Minette van der Bijl
High School English Department