



AIS-R

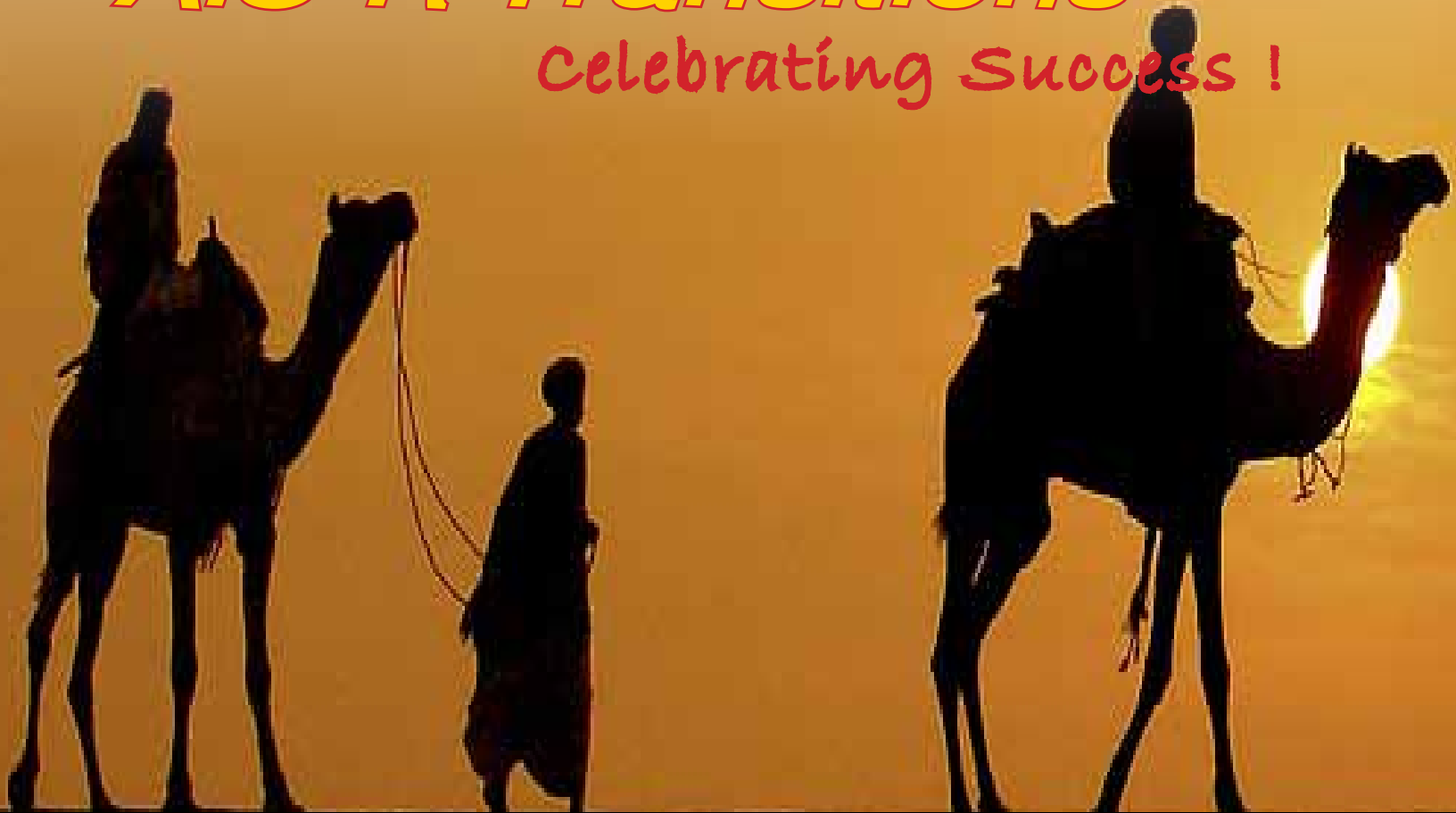
Mawade'ah

Topics

June 2011, Volume 11 Issue 3

AIS-R Transitions

Celebrating Success!



learning
 collaborative
 inspiring
 caring
 compassionate
 creative
 mission-driven
 values-based
 progressive
 challenging
 innovative
 collegial
 EXCELLENCE
 committed
 passionate
 ethical

AIS-R's Mission

As a school committed to excellence,
we will educate and inspire our students to be responsible,
productive and ethical world citizens with the skills and passion to
think creatively, reason critically, communicate effectively and learn
continuously. We will accomplish this in an American educational
environment characterized by high measurable standards
and a clearly defined, appropriately interrelated college
preparatory curriculum, implemented by
a superior staff in partnership with students,
parents, and the community.

Mawade'ah means "topics" in Arabic. In this case, the name conveys the idea of topics that form an ongoing conversation on what's going on in our school.

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In this Issue..

Dear Friends of AIS-R,

For our final 2010-11 edition of *Mawade'ah*, we have chosen the theme of "AIS-R Transitions: Celebrating Success," in order to recognize the stellar students, parents and colleagues who are journeying onwards in the near future. For some, the "ed-venture" will be a forthright transition from one grade to the next. For others, the move will be between school divisions within AIS-R. While others will experience significant shifts—including our illustrious Class of 2011—as they disperse from Saudi Arabia toward new explorations in learning. To reveal these new horizons, we have dedicated this entire edition of *Mawade'ah* to those AIS-R EAGLES who are moving on—we recognize and celebrate their many successes and achievements.



As you "turn, turn, turn" to the next page, you will experience an "aloha" song like no other—a wise melody from our beloved ES principal, Jan Young. As you are well aware, "Miss Jan" will journey back to her home in Hawaii after seven tremendous years at AIS-R. Miss Jan's article encapsulates her entire tenure at AIS-R because it prioritizes and celebrates children, and reminds adults that the power, influence and unconditional love of children "make us better people." While most of us think of "aloha" as a hello or goodbye greeting, it actually means *love, peace, affection, compassion and mercy* in the Hawaiian language, and these are the elements that Miss Jan has bestowed upon us for so many years. *Aloha* Miss Jan, we thank you for all you have accomplished and wish you the very best for the journey ahead.

Moving forward, I know you will appreciate reading some memorable reflections from a range of AIS-R community members—students, faculty and parents. Marissa Mendes, an AIS-R staff member, poetically shares the playful transitions of childhood. Next, you will marvel in the memories of fifth graders as they shift to grade six. Jerri Myers, MS Principal, salutes "beginnings and endings" of students who are moving from grade eight to grade nine. And, eighth graders, Alia, Faris and Yasmeen, share their thoughts about the "pressure" of moving into high school (or, as Faris writes: "wandering into unknown territory is dangerous"). AIS-R teacher, Crystal Van Cleef, and her students reflect on introducing MUN in the Middle School this year, and Matt Sipple, Director of Educational Advancement, outlines some powerful ideas to make the best of the summer months ahead.

As we move toward the summit of AIS-R transitions, Danny Gordon, HS Principal, treks beyond the timberline to the "beauty" of an unknown terrain, which is about to be experienced by our seniors. This thoughtful article is followed by an impressive listing of college and university acceptances of our Class of 2011, written by HS Counselors, Rosemary Hurley and Tiffany Goulet. Senior students too have a voice of "retrospective" as Michelle, Sama, Lamis, Alex, Aya and Meghna reveal some highlights of their time at AIS-R. SENIORS...I mean...GRADUATES, you make us proud!

Finally, Dr. Ingrid Galal, a wonderful AIS-R parent, reflects on her almost twenty-year association with our school in light of her third child, Karim, graduating from high school this year. This article is distinct for me as I have had the pleasure of knowing the Galal family since I first arrived at AIS-R (and found the smiling face of "Junior" or "Karim the Dream" in my grade one class)! Since, we have all come to know Ingrid as the "Dhub Lady," and we sincerely thank her for the many, many contributions—including this beautiful article—over the last two decades.

For me, this time of year is poignant as it is bursting with the promise of change, growth, and celebration: It is a time to reflect upon the successes of our year together; it is a time to celebrate people; it is a time to look forward and wonder what the future holds for our students, colleagues and friends. Through the myriad of anecdotes, reflections and snapshots within, we collectively thank the many individuals and groups who have made a difference in our community. Without a doubt, this is a special edition of *Mawade'ah* and one that I know you will enjoy.

Thank you for taking the AIS-R journey...with us!

Dr. Brian Matthews
AIS-R Superintendent



Turn, Turn, Turn

Jan Young
Elementary Principal



For the past seven years, it has been my privilege to enjoy a continuous flow of adventure, learning and joy with your children. I am grateful to your little ones, who bring injured birds to the office to “save”, who marvel at the work of bees, and who measure the changing weather and growth of their well-nurtured bean seeds. They come with their problems to solve and walk away hand-in-hand in complete forgiveness. Your children create science projects and poems, stories and works of colorful art, and they share their brave stage presence in amazing dramatic, musical assemblies. They want to be fair and kind and are eager leaders and helpers. Your little ones can’t wait to give a hug, their unconditional love, to adults who care for them.

with the preciousness of childhood and considering our graduates and the world they will inherit, we cannot afford to live unconsciously.

It seems to me we have to take note, as mindful adults, that both nature and children continue to give us signals that we are out of tune. As a voracious world economy, we seem to trample and exploit nature’s gifts. As busy, highly connected families rushing through life somewhat disengaged, we tend to disregard the gifts of childhood. My hope for your children is that we begin to cherish and protect nature’s many gifts, as well as cherish and protect the gifts of innocence, hope and wonder—the gifts of childhood. To that end, the excellent AIS-R staff and teachers intend to educate your children towards a clean, safe world, while creating a community of well-loved, skilled and inspired children. Our hope is that succeeding generations find an adulthood that is prosperous and inhabit a world that spins in health and harmony. I share these parting thoughts because as I hum the song, turn, turn, turn—I note that time with our children is both fleeting and invaluable. So shall we slow down and live with care, fully and consciously? Let’s take care of mother earth; she takes care of and sustains us. And let’s nurture, educate and cherish each child, unconditionally, so they awaken to their individual gifts and become contributors who take care of our world. And the cycle goes on, turn, turn, turn.



There is a song I remember from summer camp. It goes something like, “Where are you going my little one?” “Turn around and you’re tiny, turn around and you’re grown, turn around and you are a young lad with babes of your own.” As I prepare to turn towards a new view, a new path, I remember some of the students I first met as fifth graders who are about to graduate. When I see them on campus, I look hard and try to find in their mature faces and deepened voices or lovely poise, the children they were. And I reflect how important experiences are because every experience becomes part of who we are; wherever we go—we are the child, the growing teen, who turns, turns into an adult. It is a dear life, isn’t it, that continues to turn each day. Faced



There is terrific payback when we invest generously with full mind and spirit in our children. Children make us better people! Children have turned my eyes and my heart to what is truly important and valuable. On a daily basis, I have been blessed because your children have called my focus to goodness, innocence, joy and wonder. I love them. They will always be a part of me, packed carefully in my heart, cherished memories. Thank you!



Marissa Mendes
ES Educational Assistant

A Mother’s Doubt of What Play is All About

“Play is what we want to do.
Work is what we have to do” –W. H. Auden

Standing every morning at the classroom door
Watching my little one leave my hand and go.
I wonder what she is going to learn today
Or if all she’ll do is play, play, play?

I see that smile on her face every day,
As she skips from the manipulatives, to the blocks, then the clay.
She cuts away, glues and pastes
Isn’t all that paper going to waste?
She draws and paints, splishes and splashes
To me it seems just blotches and blotches.
To her it is Mommy or a butterfly that plays
Is it just her imagination, or is a butterfly or mommy there, as she says?

Once her day is done
Into my arms she’ll run.
Out from my mouth pops, “What did you learn at school today?”
And to that she says, “All I did is play, play, play.
In my play, I built a tower with wood and blocks
I learned to fix puzzles, thread beads and draw pictures with colored chalks.
I sang new songs and learned to play games fair
Take turns at everything and always share.
I learned to use kind words instead of tears
And browse through books with all my peers.”

She could go on and on about what she did that day
She had learned so much in a few hours of play.
Things that will prepare her for tomorrow and the years to come
For her it was fun, yet a lot of learning was done.
I realized that, she was a child and her work was play
I never had doubts of what she was learning from that day.





Transition from



My most favorite part of elementary was to party. I can tell you three of a thousand reasons why. First of all, you can talk with friends. Second you can relax, but the best is that you have all rights to get wild!

Alex Apilado

Out of all my years in elementary, out of all the great things we have done, the amazing places we have gone, and the smashing assemblies, I think I like the Talent Show the best! I also love that in the talent show, you can express yourself by surprising everyone by doing something impressive, and you do what you want to do.

Rewa Snih

Have you ever wondered what the best game in elementary at recess is? Well, I have the answer, 4-Square. Well, 4-Square is fun because you can always have fun like in this story: One day I came to school all drowsy and tired. But then I got to play

4-Square and I felt pumped up. I hit the ball well and got people out. Wow that was fun!

Kian Schendel

Mrs. Nicole is one of the weirdest teachers ever. I mean she names her furniture in class. Her wooden stool is Chuck and her stand is Wobley Bobley and her bell is named Bella.

Jerika Smelser

Our class helps everybody start themselves up. This means they let you feel better, like getting out of a small mouse hole from shyness and embarrassment. Well this is what I noticed. I came in our classroom on the first day of school. I had a lot of shyness about coming in a new class with a new fifth grade teacher. But our class made a joke and so I laughed and got used to our class which helped me stand up to my shyness.

Ji-Soo Lee

My favorite experience in elementary school was making new friends. They were always there for me. They made my life awesome. When I cried, they cried. When I laughed, they laughed. There is nothing better than a best friend.

Sara Wali

My favorite part of elementary school is art class. Art is relaxing for me. It allows me to show my feelings in a different way. I can talk through it, and I can make a song out of it.

Leen El Dukair

My favorite experience in elementary school was the science fair. My topic was interesting, fun to create, and educational. I'll never forget about the science fair project and everything it taught me: how to choose a topic, create a display, and make an outstanding presentation. Now, when I go to middle school, I'll be ready for big projects.

Sumaiyah Munshi



My favorite part of elementary school is PE. Once, I was behind for the 600 meter race. But I kept running faster and faster. I passed many people until I realized I was in the lead. I was feeling proud until I tripped and fell. There was blood pouring out like water dripping from a tap. I knew I had to get up and so - I did. I limped my way to the finish line with five seconds between me and second place winner. I was so proud.

Jude Haddad

Grade 5 to Grade 6



Never stop believing in yourself especially when things get difficult. Oh! And make it a year to remember for you and your friends.

Alia Hudeib

Fifth Grade is not just another year. It is a year that marks you growing up. You may as well make it the best year of your life.

Aya Garana

Elementary is full of excitement and it is the only place where you can still act like a kid and not be teased by your classmates.

Kenan Kherallah

It's the last year of elementary school and how fun it has been - the screaming, the pretend fighting, the elementary cafeteria. Fifth grade is the highest grade in elementary and I really liked that little kids were looking up to me. It is hard to believe it is coming to the end. Oh! What fun it has been.

Jakob Fredrikson

In the years that I have been in elementary school, I have enjoyed every part of it – especially 5th grade. It has been the most important year. It is the one grade that has taught me so much responsibility by my teacher who thought he wasn't giving so much homework when he really was.

Mea Kokash

KG2 was my most memorable and favorite moments. It was when we had a Teddy Bear Picnic/Hunt. It was really fun because we got to bring teddy bears while wearing our pajamas.

Abeer Qureshi

For me, Thriller will always be something I will remember and now that I had really accomplished a good dance I now have the courage to do the talent show and other assemblies through my life.

Kyle Zard

My favorite memory about elementary was the Dance Off. Every recess we used to go and practice in a secret place at school that only some people knew about so that people couldn't bother us.

Fayez Kanj



One of my most favorite moments in my elementary years was learning how to write in English ... I am ready to paint a picture using words and filling minds with fantasies coming entirely from me.

Sonia Grace Sanford

Every year we do Battle of the Books and I always want to do it again. It's great when all of a sudden everyone has an interest in reading books. Looking back at my old school, there was no Battle of the Books and everyone disliked reading including me, but now in Riyadh I love it!

Sean Finamore

My favorite part about elementary was Thriller ... We worked together. We decided on the moves and didn't argue. We listened to each other's ideas and suggestions. We didn't yell if someone messed up. Once I forgot the moves and I thought people were going to yell at me but instead they told me to do better next time.

Ayesha Khan



Endings and Beginnings

Jeri Myers
Middle School Principal



As I was sitting at my computer thinking of what I would say in this article, I reflected back to the first time I saw many of the grade 8 students that will be leaving the middle school this year. It was 2005, and they were making another big transition; they were climbing up the stairs and joining the elite group of Upper Elementary students. On that first day of school, you could easily pick them out of the crowd. They were the littlest angels who had that slightly dazed look on their faces and just the tiniest flicker of fear in their eyes.

Today, six years later, I watch them with, yes, a lump in my throat and tears in my eyes, as I gaze with wonder at my first third grade class getting ready to make another big transition. I am amazed at the delightful, enthusiastic, caring people they are becoming. It reminds me of the lyrics to a song I once heard: "When did she get to be a beauty? When did he grow to be so tall? Wasn't it yesterday when they were small?" And I'm sure that many of you parents feel exactly the same way. How could this transformation have happened in the blink of an eye? (They look entirely different, but I haven't changed a bit.)

However, now they are ready to take the next big step—that transition to high school. They're moving into young adulthood. They are moving on to more responsibility, new challenges, new adventures and new opportunities.

Our hope is that they make that transition with joy and a sense of accomplishment. We want them to

welcome the challenges ahead and embrace this transition with confidence. We hope they form new friendships but cherish their old friends, we hope they work toward reaching their goals but always remember that the journey is just as important, and we hope that they have fun along the way.

So now, we turn them over to the high school, and I can't help but wonder if Mr. Gordon will be able to pick them out of the crowd because, once again, they will be the littlest angels with a slightly dazed look on their faces and just the tiniest flicker of fear in their eyes.

Congratulations, eighth graders, we'll miss you!



Grade 8 transitions

People keep saying "I can't wait for summer! Summer is going to be amazing!" As much as I am excited for summer, I'm not excited about what comes after it: high school. Transitioning from middle school to high school is a scary thought for me. Time has gone by so fast, and I feel like it was only last year I was a little kid not having a care in the world or any responsibilities.



High school seems so much bigger now that it's approaching. Change is something I'm expecting, and I know things aren't going to be the same anymore. Teachers won't keep reminding us about tests, homework, or assignments or take any excuses. We're not going to be "spoon fed" anymore. I guess I'm just going to adapt to the changes. Responsibilities are going to be a big thing from now on. Parents and teachers will expect more from us, and that's a lot of pressure to be put under. However, it's not all bad. Now our parents will also trust us more and treat us like young adults. Later curfews are something I'm wishing for.

I'm already starting to feel the pressure of being a high school student because some teachers are already treating us like one. This is all part of growing up, and I'm actually quite excited to take on high school. Transitioning is really important and difficult to do, but it's also exciting to have new experiences and be treated differently, so get ready high school, because here I come!

Alia Al-Sheikh



Wandering into unknown territory is dangerous. I wonder if that is true about high school? However, after a long awaited time, I'm finally moving on to high school. Thinking about high school is scary. Remembering the move from grade 5 to grade 6, some horrifying feelings return to me. Struggling in classes was just one of the issues I had. In the first quarter my grades were terrifying. After I understood the rules of middle school, my grades started to improve steadily. Currently, I'm afraid that the same scenario will happen to me in high school. Will I still be able to handle it?

Thinking about 6th grade also reminded me that I took my classes for granted, and I was very relaxed about the whole process. That was before the report card came out! My dad always tells me that trying isn't enough; it is what you get from trying that counts. So I will try my best in high school, and hopefully, I'll get something out of it.

Many things I've learned in middle school will help me survive in high school. For instance, do projects as soon as they are given and don't leave your homework until the last second. Maybe, with a little hard work and a lot of luck, I can take these lessons I've learned and I will have a successful experience in high school.

Faris Usamani

Big lockers waiting to eat you up, piles of homework sitting there, laughing at you, and, of course, the "big kids" trampling over you. This is my biggest nightmare about high school.



Going to high school can be a scary thing. When you go to high school, you leave everything behind except for memories. I remember seventh grade was my first year at AIS-R. Even though I came from America, the curriculum was still very different. New kids were running around, not knowing where they are going or what they were doing. There were new faces, finding new friends, and returning students finding their old friends.

Next year, going to high school will be a lot like my first day at AIS-R, only all of the 9th graders will feel the same way. Whether you are new or returning, the first day of school is the most important. That is when you meet your friends that you will remember forever, meet your teachers who will each teach you something that will stay with you forever, see the school that you will never forget, the school that houses all of your memories. The first day is somehow a funny day. It's the day when kids are frustrated because they can't open their lockers, only to find out that it was the combination from last year. All of us will be running around, looking for classes, trying to find a friendly face to help out, but at the end of the day we all need to remember that this will be the most memorable time of our lives.

Yasmeen Youssef



Class of 2011



Front row. 1 to r

Sameer Belgaumi, Younus Qureishy, Mohammed Moiz (Moiz) Qureshi, Zane Soofi, Ahmad Shaqdan, Khalid Sharara, Tobias Stephenson, Lameese Damiri, Omar Lawand, Taya Abdul Majid.

Second row. 1 to r

Mohammed Ali Akhter, Ahmed Zaidi, Raed Alsemari, Alex Cruz, Somer Galal, Fatima Malik, Mayar Soliman, Lisa Haddadin, Meghna Mukherjee, Yasmine Aghabi, Jowaher Al-Saud, Michelle Billigie, Anggrieta Sukanto, Dana Najjar, Hina Amir, SeungYoon Lee.

Third row. 1 to r

Youssef Amer, Tamara Biary, Shahenda Ramadan, Salma Hafez, Joharah Al-Saud, Elias Atme, Sadia Kamran, Hala Khoursheed, Lamis Jawhari, Farah Abdullah, Oussama Tabbara, Liyana Fitzgerald, Sama Ilyas, Asli Nur Ozyoruk, Zenusha Edathodu, Hiba Ahmad, Andrea Dubuc

Fourth row. 1 to r

Saber Dokmak, Omar Salih, Seyma Kokash, Natalie Wyburn, Aya Osseiran, Taj Darra, Youseph Saeed, Sami Saleh, Amer Shaar, Menna Bekheit, Omar Habbal, Omar Darweish, Mohammed AlHomaidhi, Yazan Krayem, Khalid Kaissi, Anas Yousuf, Connor Riches, Naif Abu Daff.

Fifth (back) row. 1 to r

Hyoung Mook Pak, Janek Mueller, Mohammed Adil Khan, Taylor Mills, Bander Saleh, SuhHyun (Aileen) Kim, Jean-Pierre O'Neil, Brandon Flores, Yonca Cabir, Bassil Jebreen, Karim Galal, Omar Karam, Ousama Siddiqui, Hassan Malik, Mo Mounir, Kareem Ali, Michael Wiltfong.



Summitting

Daniel Gordon
High School Principal



If the journey to a college degree is analogous to a path up a mountain, then the high school diploma is the timberline. The terrain that lies behind is vastly different than the terrain that lies ahead. Successfully travelling through each places different demands on the traveler.

I am neither a mountaineer, nor a botanist, nor a geologist, but in my experience among some of the mountains along the United States' continental divide, the timberline, sometimes called the tree line, is the point at which significant vegetation, trees most notably, stop growing on a mountain because growing conditions are no longer favorable. The higher altitude brings a harsher climate. Temperatures are more extreme. Winds are fiercer. Minimal topsoil prevents deep roots from taking hold. What soil there is doesn't contain the necessary nutrients to sustain growth. At the timberline, vegetation is limited to periodic ground-hugging plants that somehow anchor themselves in among the rocks.

The landscape above the timberline is more rugged and less scenic in the absence of the colors provided by trees, bushes, and flowers that flourish below. The trails easily identified by plant growth on either side and worn walkways in-between that are easily followed below the tree line become less visible when those familiar landmarks are left behind. Though the peak may still be in view, the route one must take to successfully reach it is not as clear. Typically, there are multiple routes by which the top can be reached, and because there are multiple options it is easier to second-guess decisions and doubt one's own instincts. Temporarily losing one's way is not uncommon.

Even after a route to the top has been decided upon, in addition to being harder to discern, traversing it successfully may require completely different tactics. Solid footing may be scarce. Walking may no longer suffice. The final ascent to the peak may be an all-out scramble. Crossing expanses of scree may require using both hands in addition to feet. What worked below, along the path amidst the vegetation, probably won't work above, and reaching the peak requires the traveler to adjust. Making one's way to the tree line requires minimal navigation, compared to what comes after, provided the trip starts from the correct trailhead.

A trailhead is the starting point of a path and it marks the beginning of a journey. It means leaving behind the comfort and safety of your car. The correct trailhead is one that leads to switchbacks.

Switchbacks are the winding trails of "S" curves that slowly and steadily gain altitude over long expanses. When traveling on switchbacks, the climbing is constant but hardly noticeable. The effort is spread out evenly over distances to moderate the toll they take on the traveler. Though there can be dangerous switchbacks above tree line, they are generally quite safe below because vegetation grows on either side of them. They tend to be comfortably wide, sometimes so two can walk abreast, and either maintained by a forest service or worn frequently enough to prevent foliage from reclaiming the path. Switchbacks have blind corners where it's unknown what's around the bend, but the turn itself is usually seen well in advance and comes as no surprise when it's reached.

Decisions rarely need to be made about which direction to take when traveling along switchbacks. They don't demand much attention and one can lose oneself in thought or daydreams. If there are people ahead, a switchback can be mindlessly followed. They are also protected from the elements should a stop along the way be desired. There are flowers to identify and birds to hear. There are plants to note and trees to appreciate. Opportunities to enjoy the surrounding natural beauty are much easier to identify and less risky in the safety and protection offered below the timberline.

Nonetheless, there is beauty to enjoy above the timberline and no climber should ever falter because the timberline is approaching. Though protection from extreme weather gradually recedes, though the path is sometimes more difficult to discern, though it is sometimes more difficult to know if the route chosen is the best one, though the final ascent may require means previously unimagined, the views from the top and feelings of accomplishment are earned by travelers who summon the courage to take the risk, accept the grace to tolerate the uncertainty, and trust their hearts to provide the resources required by the journey.



Class of 2011 Transitions

Rosemary Hurley
& Tiffany Coulet
HS Counselors

"The human spirit needs to accomplish, to achieve, to triumph to be happy," says American actor, lawyer, and writer Ben Stein. That explains why our seniors have been grinning since the first acceptances were announced- they have accomplished, achieved AND triumphed with not only an impressive list of acceptances, but also scholarships and specialized degrees! AIS-R graduates will attend university in Bahrain, Canada, Egypt, Indonesia, Korea, Switzerland, the UAE, the United Kingdom, and the United States. They have been invited into honors programs and selected for prestigious programs. Some will be in small towns; others in big cities. Many will go far from home and live independently for the first time. A few know exactly what they want to study; many will need to explore to find the right program. They are terrified, excited, worried, optimistic, saddened, overjoyed, pleased, curious, and a hundred other emotions all at the same time. But we know they are ready; they have already accomplished so much! As they start the next chapter of their lives, we wish them the best of luck. We are proud of their acceptances to the following institutions:

- USA:**
 Amherst College, Massachusetts
 Binghamton University, New York
 Boston University, Massachusetts
 California College of the Arts
 Case Western Reserve University, Ohio
 City University of New York
 Clarkson University, New York
 Columbia University, New York
 Columbus College of Art & Design, Ohio
 Cornell University, New York
 DePaul University Illinois
 Drew University, New Jersey
 Drexel University, Pennsylvania
 Duke University, North Carolina
 Florida international University
 George Mason University, Virginia
 Hanover College, Indiana
 Harvard University, Massachusetts
 Indiana State University
 Iowa State University
 Johns Hopkins University, Maryland
 Lehigh University, Pennsylvania
 Loyola University, Illinois
 Maryland Institute College of Art
 Massachusetts College of Art & Design
 Middle Tennessee State University

- Northeastern University, Massachusetts
 Northwestern University, Illinois
 New York Institute of Technology
 Oklahoma State University
 Ohio State University
 Ottis College of Art & Design, California
 Pace University, New York
 Parsons, the New School for Design, New York
 Penn State University
 Pepperdine University, California
 Princeton University, New Jersey
 Pratt Institute, New York
 Purdue University, Indiana
 Rhode Island School of Design
 Rochester University, New York
 Rutgers University, New Jersey
 School of the Art Institute of Chicago
 School of Visual Arts, New York
 Smith College, Massachusetts
 Stevens Institute of Technology, New Jersey
 Stony Brook University, New York
 Syracuse University, New York
 TISCH School of the Arts, New York
 Tufts University, Massachusetts
 University at Albany, New York
 University of Akron, Ohio
 University of California, Berkeley
 University of California, Davis
 University of California, Irvine
 University of California, Los Angeles
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of California, San Diego
 University of Central Florida
 University of Connecticut
 University of Florida
 University of Massachusetts, Amherst
 University of Massachusetts, Boston
 University of Miami, Florida
 University of Michigan, Ann Arbor
 University of Missouri, Kansas City
 University of Pennsylvania
 University of Pittsburgh
 University of San Francisco
 University of South Florida
 University of Southern California
 University of Tampa, Florida
 University of Texas, Austin
 University of Texas, A & M
 University of Virginia
 University of Washington
 Villanova University, Pennsylvania
 Virginia Commonwealth University
 Virginia Polytechnic Institute

- Wellesley College, Massachusetts
 Youngstown University, Ohio

- UK:**
 College of the Arts, London
 Henley University
 Kent University
 King's College
 Leeds University
 Liverpool University
 London College of Fashion
 Metropolitan University
 Nottingham University
 Oxford Brookes University
 Queen Mary's University
 Sheffield University
 University of Bath
 University of Bristol
 University College London
 University of Westminster
 Warwick University

- CANADA:**
 Carleton University, Ontario
 Concordia University, Ontario
 Guelph University, Ontario
 McGill University, Quebec
 McMaster University, Ontario
 Mount Allison University, New Brunswick
 Ottawa University, Ontario
 Queen's University, Ontario
 Ryerson University, Ontario
 University of Alberta
 University of British Columbia
 University of Toronto, Ontario
 University of Waterloo, Ontario
 University of Western Ontario
 Wilfrid Laurier University, Ontario
 York University, Ontario

- Other:**
 Jacobs University Bremen, Germany
 American University of Beirut, Lebanon
 American University of Dubai, UAE
 German University Cairo, Egypt
 Paris Sorbonne University, Abu Dhabi
 Royal College of Surgeons Ireland, Bahrain
 Les Roches Hospitality School, Switzerland
 Glion Institute of High Education, Switzerland

Continue to make us proud, Class of 2011! It has been a pleasure working with you.



Senior Retrospective

Michelle Bullough Class of 2011

Snap, I take another picture on the school's Canon camera. Even if you don't know me personally, you've probably seen me somewhere on campus with a camera. To my friends and classmates, I'm a paparazza. To the high school, I'm a yearbook photographer. To everyone else, I'm "the girl with the camera."

Since freshman year, I have tended to be a documentarian of my high school life through photographs. My closest friends used to complain I took pictures too often, and together gave me tons of grief. But I always won the battles and lots of pictures were amassed. I have taken hundreds of pictures in the locker area, on sports trips, and at spirit events. It wasn't until half way through junior year that they realized how important those photos were. Now when I ask to take a picture, they oblige. They see my happiness in capturing those memories, and I later see their cheery smiles.

While photography is a means with which to share our lives, many people just view a photo on Facebook once and never see it again. But my friends and I have taken photos of things of importance so that we can preserve moments, snaps of what passed by in the blink of an eye. For me, old photos bring back treasured memories.

A few months ago, I came across my copy of my KG1 yearbook from 1998. I remember sitting with my friend the day the yearbook came out and her raving about her sister's drawing being on the cover. I open it up only to find my 5-year-old self sitting with my class dressed up like Native Americans. Looking back on early elementary school, I can't help but miss the carefree days filled with dress-up, tetherball, and the wet sandpit.

In 5th grade, we progressed to knock hockey, Chinese jump rope, and hopscotch. But what I will never forget about my last year in elementary school was 5th grade bullying problems. There was one boy who was highly susceptible to bullying. He was very vulnerable. Each time something happened to him, my best friend and I used to act like detectives trying to figure out who perpetrated the crime. After a while, our teacher brought in Martin the Monkey Man, a Sri Lankan coconut monkey figure, to leave our written bullying concerns with him. Seeing Martin reminds me of how cruel childhood can be.

Zoom forward.

One month into senior year, the class of 2011 gathered on the front steps on the MS/HS building. It was the only time before graduation that the class would come together to capture a moment. Standing in the front row, I could hear my class giggling behind me, all excited for senior year. It's a photo packed with incredible people, some who I just met and others I had known for 13 years. Although a few people were Photoshopped in, I can feel the togetherness that we used to jumpstart our last year at AIS-R.

Exactly 113 days before graduation, two of my best friends and I got together in the Student Center to take our group senior portrait. Portraits are links to loved ones that ensure you don't forget them. You can't place a value on a portrait, just like you can't place a value on the friendship it depicts. The three of us had been practically inseparable all four years of high school. The moment the photographer pressed the shutter button, my four years in high school flashed before my eyes— school dances, late night phone calls, inside jokes, tears, laughter, and smiles.

As I graduate now, I realize the importance of all the pictures I have taken. Whether I like it or not, my memory will fade and details will become fuzzy. But when my memories of those moments are blurred, those crisp images will have locked in the emotions from that fraction of a second I will have stashed away reminders of my childhood innocence, extraordinary senior class, and unbreakable friendships at AIS-R.

Everything exactly how it was. Everything for me to remember.



Senior Retrospective

Samia Ilyas, Lamis Jawhari & Alex Cruz
Class of 2011



Senior year. As we grew up, many of us thought that graduation would be "the end." We looked forward to wearing a cap and gown and walking up on the stage for a final time. However, as we get closer to graduation, we now realize that graduation isn't the end, but the beginning. After June 1st, we will each be heading in very different directions, as far as Canada and even Australia. Some of us are lucky enough to attend the same university as our friends, while others venture alone to become

an AIS-R delegate at their university. Big name universities include: Harvard, Columbia, King's College London, and McGill. Popular destinations include Ontario and the east coast of the US.

Class of 2011 has had a number of academic successes. The universities that have accepted us will tell you a lot about who we are – hardworking, diligent, and intelligent individuals. Our class has had the highest averaged SAT scores of previous classes, and we continue to work towards excelling in our IB classes as well. The 78 of us at our international school will be going to many well-known universities with interesting degree programs.

As the "most senior seniors" will tell you, AIS-R has been a home for many. We have grown up on this campus, and have many memories associated with it: knock hockey, Chinese jump rope, cat's cradle, four square, Wacky Wednesdays, Twin Tuesdays, and many other things. The awkward transitional phase: middle school. New found independence, struggle, and growth. High school: the torturous but rewarding IB program, being swamped in deadlines, conversing with peers. By the end of senior year, we are still sporting our senior hoodies and battling senioritis for the upcoming IB exams.



We have countless people to thank for our successes, including our parents, teachers, administrators and peers. We have grown together and grown because of each other. We would also like to thank our wonderful senior class advisor, Mrs. Braden, for her hard work, dedication and love for the senior class.

Although it still seems a surreal, distant dream, and it seems we will forever sit in IB Biology learning about the respiratory system, in a few months we will all be off to college, ready to disperse into the world with our acquired skills and personalities.

Senior Retrospective

Aya Osseiran, Class of 2011

When I was a young girl, I was considered a shy and languid person who had few friends at school. I had low self-esteem, but I didn't give up hope. I concentrated on basketball, the sport I loved. I attended my training sessions and tried my hardest. I was a novice, but I believed deep in my heart that I would be better if I honed my shooting skills.

As I practiced my shooting skills, I realized I was mediocre, but basketball taught me I should try my best. If you're weak at something, don't give up. This lesson applies to subjects you're having difficulties with and to relationships as well as sports.

In grade 10, I had to take geometry. I hated it because it involved numbers, triangles, circles, radius and angles. When I had an assignment, I always got my answers wrong. This drove me crazy and I wanted to give up. But, this would lead nowhere. I soon fathomed that I needed help. I tried again and again until I got it right.

When I fail, I say to myself: "It's not the end of the world. There is another time that you can do better." Whenever I think about that idea I push myself to the maximum. I take challenging courses and make new friends. Grades are not important. It's how much effort and thought you put into studying. If a person mocks you because you're weak at a specific area, ignore that person because each of us is equal. I can't do a cartwheel or a handstand, but I'm trilingual in French, Spanish and English.

I was a shy person who couldn't compete. But, as I transformed, I developed high self-esteem. I finally learned my self-worth was far greater than the score on a geometry test. I finally realized that Henry Ward Beecher was talking about me when he wrote, "Perseverance can do anything that genius can do and very many things that genius cannot." No, I'm not a genius, but I do know who I am, and I know what I can do.





SAMI, HANA, KARIM

Dr. Ingrid Galat
Mother of Sami & Hana (Alumni),
& Karim (Class of 2011)



Senior Retrospective

Meghna Mukherjee, Class of 2011



A retrospective. The first piece of writing where I cannot follow a meticulous, bulleted outline. The first time in four years where I'm actually struggling to find my words. It's strange to think that I'm looking back, when I'm far from being ready to move forward- stuck in the present, hoping for these last months to be everlasting. The awkward first day of high school seems so vivid in my mind that it's almost numbing to grapple with the idea that our last days of this carefree routine are nearing. The past four years have undoubtedly been the longest, the shortest, the most exasperating, the most blissful, and above all the most exhilarating, each moment living for itself. The memories blur into an experience, an experience that has instilled every part of itself in me. I guess it all comes down to June 1st, 2011— graduation. For me this remains a distant, intangible phenomenon; a simple date with unnamed, yet bold expectations.

Following my family to Saudi Arabia wasn't exactly what I considered when I thought of my ideal teenage years. However, the charm of this country has never ceased to amaze me, and I wish I had appreciated my time spent here more wholeheartedly. The friends I have made here are some of the most genuine and considerate people I've met, each one with a distinct place in my heart. I know that it's time for us to diverge into this overwhelming transition period of adulthood, but it's hard to accept that we won't be spending our classes, trivial inside jokes, and every Wednesday evening right next to each other. This school has been more than just four-walled classes and grades. Since my first day at AIS-R it's become a community for me. Every teacher, staff member, and student has given this school its vibrant personality and its warm atmosphere. As seniors we all know of the unsettling university rumors. The classes of over a thousand students, the lecture halls filled with hundreds of eager peers, and a professor who's less than interested to know your name. It's unsettling: from a class of a mere 78, to one totaling thousands. But I guess that just reaffirms that idea of impending independence, a concept we're yet to embody but assume we're more than capable of handling. Through these past four years we've all changed and evolved — I'm certain I have. My aspirations have transformed dynamically, but I think I've finally found a path that I want to follow. For that I give complete credit to my family. My loud, overly involved, constantly concerned family. My parents who have never failed to give me their relentless support, love, and direction. My angelic baby sister, who has given me her nine years worth of affection, laughs, and blissful wisdom. I'm grateful to be surrounded by people like you. I'm grateful to have been inculcated with your values that will last me a lifetime. I'm grateful for every incessant moment you spent arguing with me to tell me I was wrong. I'm grateful for your unceasing support, regardless of how far I wanted to spread my wings. I love you, and I will miss life in our perfectly chaotic household.

Bringing me back to that daunting transition period, which we as seniors are only months away from embarking on. It's a time of self-discovery, learning, realization, anxiety, profound joy, and most of all comprehending the reality that we are part of a greater society and we're responsible for the changes of tomorrow. University is a platform before we step into the spotlight on stage. It is our chance to prove to ourselves and those believing in us that we're worth the twelve exhausting years, from learning the alphabet to understanding the processes involved in protein synthesis. To the class of 2011, congratulations and may you pursue entirely that which completes you as an individual. AIS-R and everyone that makes you, thank you for an outstanding high school experience.

Good luck and goodbye.

Last year after my older children Sami and Hana had both written an article for *Mawade'ah*, Dr. Matthews had the idea that I should write something this year as my third and youngest child Karim is graduating from AIS-R in 2011.

I have known AIS-R since my eldest son, Sami, began attending in first grade in 1992. Hana started first grade two years later and Karim joined KG I in 1997. Our family left AIS-R when we moved to Jeddah from 2001 to 2007, where Sami and Hana finished the full IB diploma. Since moving back to Riyadh in 2007, Karim has returned to AIS-R and is now in the process of completing his last year of high school before graduation. It is strange to think that nineteen years have passed since we first got to know the American school, but now as Karim's graduation faces us, it is a reality that shows me how fast time has passed.

Our time with this international American school was a tremendous learning experience; not only for my children, but for me too. During their schooling I was mainly occupied with being a mother and housewife and spent a lot of time learning with, through and from my children. I learned to see the world through their eyes in a way I had never seen it before. To keep up with their growing knowledge of the world, I enjoyed doing something for my brain cells again. I picked up the newest in science and world literature as well as gained teaching experience when I started to volunteer teaching anatomy and physiology of the human body in all grades. In today's world learning never stops, and there is more information available than ever before. Education and learning opens frontiers of thought which define a person and bring out their unique characteristics. Seeing these new limits of thinking open up in each of my children has been the highlight of the last two decades.

I always appreciated AIS-R encouraging parents to participate in the education of their children. Let me tell you, I have experienced that not all schools like to have parents be involved.

Our three children have always had very different characters and interests, and I still like to see today how they each follow their different dreams. Even though they live so far away, I think of them often and am so proud of their achievements.

My husband and I are both dedicated physicians who have

never had a doubt about our professional ambitions and passions. It has been very interesting for us to see how none of our children had ever considered studying medicine. Sami and Hana have had a continuous interest in biology, but it never seemed to be part of their larger career goals.



It has always been important for me not to push them in any direction, rather I prefer to discuss their options and let them decide for themselves. This holds true in terms of their choice of sports or musical instrument, the subjects to take in school, and the educational program they followed and still follow.

Sami was always the calm, quiet and reflective child, weighing all

opportunities that life offers, even when he was little. Sami found his interest in computer programming very early and from his discovery of it was sure that he would continue to work with the various fascinating programming languages. He was and still is a quiet and observing person, always thinking before speaking. A reader from 4 years on, you would never see Sami without a printed text in his hand, whether it was a cereal box or a novel. I can honestly say that I would be shocked to find him without his nose in some form of print. After finishing his IB with four higher-level subjects, he decided on studying Computer Science and Electrical Engineering for his bachelor's at Jacobs University in Bremen, Germany. After graduating he was employed for a few months as an intern at the head office of IATA in Geneva, and received as the first student a prize for developing a new application for them. When he finished his internship he was accepted for his master's studies at ETH Zürich in Computer Engineering with a specialization in information security. Shortly, after graduating with his master's he started working at a Swiss bank as a software developer. Now he enjoys a life of travel whenever he has a break from work. The learning process with him has also continued. He takes advantage of free time to learn about history (especially of small principalities and countries), obscure languages and, as I wrote before, reads. Zurich has one of the world's biggest public libraries.

Hana always was a social person, needing interaction with others. While Sami read, Hana wrote. She was and is an amazingly creative person who wrote drama pieces, short stories and poetry as soon as she was able to write properly. She was always a very determined person who demanded support, cooperation and obedience from her two brothers who were quieter, while she rarely stopped talking. She always loved school and was interested in everything, so she never knew what she wanted to study. She was sure, though, that she didn't want to do medicine. After completing her IB Diploma, she also went to Jacobs University to study Integrated Social Sciences. After her first semester she realized that was not enough to encompass all her interests, and so she decided to double major with Biological Neuroscience. During a summer break after graduating she worked in Costa Rica on a turtle conservation program. That assured her of her ideas for her master's studies: She wanted to work towards a career in developmental work, and she would approach that through a study of environmental sciences. After her bachelor's, Jacobs University offered her a job as a junior admissions counselor. It was a dream job for such a young graduate. She could travel the world and represent

her university on different college campuses, university fairs, and at many international schools. After a year of work experience she has moved on to do her master's in resource management and environmental sciences with a full scholarship in Vancouver at UBC. Her focus and dedication is water management and she is studying Vancouver's water policies as well as their technological developments. After graduating she plans to do international internships for a year to travel and explore the world. I don't think she has plans yet of what she wants to do after that. I suppose she will find out as the years progress and she will make use of interesting opportunities that come her way. She is such a committed person who will succeed at whatever she puts her mind to.

Our third child, Karim, will graduate from high school this year. Karim was one of Dr. Matthews' first grade students a long time ago. Karim started reading at the age of three, could locate major countries and name all important dinosaurs at 4, and started reading the news regularly from first grade on. I was very happy for him when he spend his primary schooling in AIS-R as he was always given the opportunity to learn according to his pace and abilities. In Jeddah, Karim spent 1 year in the British school system and 5 years in the American International school. After returning to Riyadh he decided against the full IB though he was an A student in 10th grade. We didn't even try to convince him otherwise because he was mature enough to decide, and it was the right thing for him to do. He is graduating now with 4 IB certificates. Like his siblings he applied to different colleges and got a full scholarship to Jacobs University. He also got accepted to Berkeley, UCLA, UCSB and McGill. His aim for the very near future is economics and political science and management. Like his older siblings he will find his way and he will be successful. I was sure with Hana and Sami, and I am sure with Karim too.

We are glad to have these great children who manage their lives so well. We always told them to choose a field that they might like for years, that will pay their daily food and put a roof over their heads. Let them have enough money to travel and learn



about the world, and enough income to be able to choose another field of interest... just in case. Since they were little we have always said how important it is to be open-minded but also critical towards themselves and towards others, to get information from everywhere you can and with some rational thought and some gut drive to then decide for themselves. And they did! All three had their ups and downs with their decisions, but in the end were glad to always be treated as responsible individuals. At the end of the day they achieved what they decided for and that makes me feel so very proud of them.





Making the Most of Summer Vacations

Matthew Sipple
Director of Educational Advancement



In his 2008 book, *Outliers: The Story of Success*, Malcolm Gladwell describes a study conducted by sociologist Dr. Karl Alexander from John Hopkins University. It was a simple study that examined the differences in standardized reading test scores taken in September and June between lower-income, middle class and upper-income children in Baltimore, Maryland. As one might guess, the study showed that the upper-income students improved their overall reading scores to a much greater extent than the lower-income students between the 1st and 5th grades. What is interesting about the findings, however, is that it also showed that the lower-income students in the study improved their reading scores just as much as, and in some years more than, the upper-income students during each school year between the 1st and 5th grades. How can these both be true?

The answer lies in the gains and losses the different groups of students made during their long summer vacations. Instead of simply looking at the difference in total average scores at the end of each year, Dr. Alexander also compared the change in scores from June (at the end of the school year) to the following September (at the beginning of the next school year) while the students were on summer vacation. What he found is that the upper-income students' average reading scores in the study increased a combined 52.49 points during the 4 summers between 1st and 5th grade, while the average reading scores of the lower income-students increased by only 0.26 points during the same 4 summers, and actually decreased over the two summers between 1st and 3rd grade. Why do you think this would be the case?

As you may have guessed, it is clearly because the upper-income students were reading more than the lower-income students during the summers. The difference between the two group's reading scores was not a result of wealth, but presumably a difference in how much the parents in each group modeled, encouraged and demanded reading of their children during the summers.

The lesson is both simple and profound when you consider the compound effects of multiple summers of either continuing to read versus not reading at all (or very little). Furthermore, it turns out the same holds true for other important academic skills, such as writing, mathematics and problem-solving. Not only do students make less progress over time without additional practice in all these areas during the summers, but many actually fall far behind by the time they reach High School.

With this in mind, AIS-R encourages parents and students to make summer learning a priority each and every year. Here are some recommendations that will help you in this process:

- Set realistic short-term learning goals and stick to them (e.g. read at least one book a week, practice Math problems for 15 minutes a day, etc.).
- If necessary, connect privileges (such as video game, internet and T.V. access) to the achievement of these goals (“Math practice and reading before internet and T.V.”).
- Read the same books at the same time and discuss them. Answer questions that require thinking, such as:
 - o Which characters do you like the best and least? Why?
 - o What do you think is going to happen next?
 - o If you were writing the book, how would you finish it?
 - o What can we learn from this book? Why do you think the author wrote it?
 - o Do you think the book is well-written? Why/why not?
 - o How does the book make you feel?
- Make use of free online resources that make independent learning more fun. There are many that can easily be found with a Google search, but here are a few:
 - o for Math see <http://www.sheppardsoftware.com/math.htm>
 - o for English see http://www.englishjet.com/english_courses_files/games_online.asp
 - o for Problem Solving see <http://www.theproblemsite.com/games.asp>
 - o for Reading see:
 - <http://www.brighthub.com/education/k-12/articles/73743.aspx>
 - <http://www.hedgehogbooks.com/>
 - http://childrensbooks.about.com/od/forparents/tp/summer_reading.htm
 - <http://www.best-childrens-books.com/childrens-literature.html>
- For High School students, spend some time each summer practicing for the SAT at:
 - o <http://www.4tests.com/exams/examdetail.asp?eid=6>
 - o <http://www.number2.com/exams/sat/companion/index.cfm?s=0>
 - o http://www.testprepreview.com/sat_practice.htm

Whatever you do this summer, do not waste it! It will certainly be difficult at times, like training for a marathon or staying on a diet, but considering the potential costs and benefits, it is well-worth every effort. Good luck, and feel free to contact your teachers and librarians for additional suggestions. Have a great summer!



A Journey Ends and Another Begins in MUN



Crystal Van Cleef
MS Humanities

A couple of years ago my husband, Jaison Norris, and I were sitting around the dinner table discussing the Model United Nations Club in the high school, of which Jaison was the club advisor. One of the things we talked about was that it was difficult for the MUN members to learn everything they needed to know within the constraints of the time given during lunch meetings once a week. At the time I was the NJHS advisor, and our club had volunteered help during the MUN conference as note-passers during the previous two years. Jaison brought up the idea of having MUN begin in grade 6 rather than grade 9, as we both witnessed the interest the NJHS members had in MUN after volunteering at the conference. In fact, I believe almost every 8th grade NJHS member who worked as a note-passer joined MUN the following year.

That one conversation started many more, and before we knew it, the following fall I was sitting in the cafeteria hoping that enough middle school students would be interested in MUN to begin a club. Oh, boy was there interest! Over 100 middle school students signed up for the initial informational meeting! Once the students realized that there would be work involved and that no, not everyone was going to get to travel, the numbers went down to a manageable size of around 30 members. Now as we come to the end of our 2nd year of existence in the middle school, I thought it would be a good time to reflect on the purpose of having MUN in the middle school.

Model United Nations Clubs in the middle school are starting to become more popular around the world, especially in the United States. When most people think of MUN, they just think of the conferences that delegates attend to discuss, debate, and attempt to solve current world issues. However, that's just the culmination of months of hard work and preparation. Each student must learn as much as they can about their assigned country, including its geography and resources, population statistics, allies, adversaries, and domestic and foreign policies. This is no small task! In the middle school, we focus on how to go about starting the research process and what to do with the information once it is found. Next, we focus on how to write position papers centered on the topics to be discussed at the conference, which in some cases is two to three topics, ranging from child labor to environmental policies. Finally, students have to take what they've learned about their country and the topic, and come up with realistic solutions in a formal written resolution to be presented during the conference. Once all of this is done strategies for debate and formal conference procedures and conduct is taught.

For ninth grade students, learning all of this in a few months before the first international trip to a conference is extremely difficult and intimidating. Fortunately, now that we have MUN beginning in sixth grade, students can have up to three years experience before reaching high school, where the MUN conferences are more intense. In just the short two years that MUN has been in the middle school, Mr. Braden, the Junior Varsity advisor, and Mr. Norris, the Varsity advisor, have seen an enormous increase in the knowledge, experience, and quality of discussion and debate that the ninth graders are coming in with. They no longer have to spend so much time on the basics of MUN, and are now able to get into more sophisticated and advanced preparation

for conferences. By the time the current sixth grade MUN members graduate from high school, they will have had seven years of experience, including at least 14 local conferences and increased opportunity to travel to international conferences.

To illustrate how we've achieved our purpose so far, I asked some of the eighth and ninth grade students share their experiences, and the transition they will be going through, or have gone through, as they move from middle school MUN to JV MUN.

“This was the middle school's second year in MUN and without doubt was it a beneficial experience for eighth graders, giving us a head start for high school MUN. Not only did we learn many political facts, but we also gained many life skills, some of which include public speaking, persuasion, and most importantly, working together in a group. A pat on the back for who ever thought of making a Middle School's Model United Nations Club; it really gives us a head start for a long journey ahead.”
Mazen AlMasri

“At this point of the year, my middle school experience is coming to an end. One thing I surely don't regret doing is joining the Model United Nations. I learned how to research, use my information wisely, debate, and most importantly, socialize. Surely these are crucial skills needed for the high school MUN, and that is why I am very glad to have achieved these skills.”
Hana ElBassyouni

“Model United Nations was one club that definitely changed my experience at Middle School for the better. Many of my most cherished memories of Middle School have taken place in MUN. Since my first conference to my most recent one in Dubai, I feel more comfortable when addressing a large audience. However, all good things come to an end. The time has finally come for me to wave goodbye to Middle School MUN and to say hello to High School MUN.”
Ananya Sreekanth

“As a freshman in high school, I'm not the most experienced delegate of MUN, but I do have a lot of prior experiences that have helped me grow tremendously not only as a delegate but also as a student. When joining MS MUN, my goal was to have fun and learn something new. I learned how to write a position paper, how to lobby and merge, and most importantly how to act diplomatically.”
Aysha Hudeib

“Although it is true MUN involves a lot of hard work to it, I think it's definitely worth it. I believe MUN has helped me gain more confidence and improve my public speaking skills. Compared to the beginning of the year, when my tongue turned to lead and my stomach's massive butterflies took flight every time I spoke in front people, I can now manage it with less stutters and flutters.”
Mary Shi

Thanks for all of your help, and a great year Mr. Norris, Mr. Braden, and Mrs. Furth!

