

NEWS FROM THE TRUNK  
WEDNESDAY, FEBRUARY 5 2015



KAS

Accreditation Visit February 8 - 11, 2015





## Letter from the Superintendent, Dr. Robert Beck

Dear Parents,

Sudan Days were fun and educationally meaningful. I hope you had a chance to stop by this past week to enjoy the events. Thank you Susan Boutros, Sudan Days Coordinator, the staff, and vendors who helped make Sudan Days a success.

When I was greeting students in the morning this past week, and as I visited the Sudan Days activities, I was impressed by how actively involved the children were in the activities. I watched as they were decorated with henna, as they took donkey rides, as they 'shopped' for authentic arts and crafts objects made by local artisans, as they visited and observed the art display, as they watched and listened to Sudanese music, and as they sampled local foods. Many of the children wore Sudanese clothing.

Having the good fortune of working as an international educator for many years, I sometimes receive messages from students who have graduated from excellent schools such as KAS. And occasionally I speak with graduates in person. As they reflect about their experience as an international school student, they comment on how important and memorable events such as Sudan Days were in their education and development. I recall one high school graduate (now also graduated from a university) telling me of her vivid and fond memories of host country 'fairs' when she was in secondary school. She explained that such events made her more open-minded and respectful of other cultures. As I mentioned in my message last week, such host country cultural events are an important part of a student's education as they become responsible global citizens.

There will be other events throughout the school year such as sports competitions, after school activities, and service oriented activities (i.e., student government and student performances) that the children enjoy and that will complement the curriculum that is taught in the regular classroom. That is part of our KAS Signature: 'To be a top quality international school that provides a comprehensive educational experience both inside and outside of the regular classroom.' Providing that kind of comprehensive education is why our students love being part of the KAS experience!

I wish you a pleasant weekend.

## Letter from the Middle/High School Principal, Susan Boutros

Dear Parents and Friends,

It was wonderful to see so many of you during our Sudan Days Celebrations. I think that you would all agree with me that these three days were a very rewarding and enjoyable experience for all of our students.

Sudan Days have always been an outstanding way of celebrating our host country and this year proved to be no exception. Students had the opportunity to experience the rich traditions, culture and practices of Sudan.

On February 3rd and 4th students and teachers enjoyed Sudanese food, henna tattoos, donkey rides, tie dye and a photo booth where we all had the opportunity to dress up in Sudanese national dress and have our picture taken. The souk was also a major attraction for both students and parents. There were posters with information about the different activities all around the school.

The Sudan Days Performance that consisted of a performance by our students and teachers and was followed by a performance by a Sudanese band called "Beat the Drums" was a great success. The fashion show was definitely one of the highlights of the program. Then we all enjoyed the Sudanese band that introduced us to traditional Sudanese beats and dance in Sudanese national dress from the four regions of Sudan.

Have a great weekend!





# Teaching Through Reality

## Letter from the Early Childhood Center & Elementary School Principal, Phil Centers

Dear Parents, Students, and Community Members,

We're exploring the important question: how do we teach our students. Last week the idea of the three learning modalities was touched on, i.e., auditory learners, or those children and adults who learn simply by hearing something; visual learners, or those who need to see something, perhaps in addition to hearing about it, in order to learn it; and kinesthetic learners, or those who need to touch or move an idea in order to learn it. Kinesthetic learners do not make up a large proportion of the population, but still significant enough to demand that we address this component in how we teach our students.

How can we touch or move an idea? Let's take teaching phonics to kindergarten or first grade students. After introducing a sound of the language auditorily (let's say the sound "b") in poetry and/or song, then introducing the visual symbols for the sound ("B" and "b" in English), we can have the students pair up and take turns tracing with two of their fingers the shape of the letter on each other's back. When a number of sounds and symbols (letters) have been learned, the students can play a game and take turns tracing various letters on each other's back, while the one whose back has become a board guesses what letters are being traced there. This is a "touch" activity.

We can move the idea of the letters "B" and "b" by taking the class out to the quad and having them walk or run the letter shape that's been chalked onto the pavement. Once this is mastered, we can take the students out to the big field and have them run a huge letter shape "B" and "b" on the grass.

One might wonder what the point of these kinds of activities is. Is it wasted time? Won't the children learn the letters, and most other things we teach them, just by our telling them about the ideas, and showing them visuals of the ideas? The answer is emphatically no for kinesthetic learners. And even for auditory and visual learners, having children touch and move ideas will place that information into a much deeper part of themselves than just their surface understanding. Research shows that this deeper placement of information makes for much more profound learning than would otherwise take place if the information is merely addressed to the intellect. More on this next time!



Real Life Experiences how do they impact students learning?

One of the very effective tools for enriching student learning is exposing and connecting them to real-life experiences. Field trips have been one of the most successful methods of connecting students to reality. It gives them a chance to study and expand their knowledge about different concepts or topics they have been learning.

In our high school economics class, we have been studying the behaviors of consumers and how this affects different types of market structures. On Sunday February 1st, 2015 we had the opportunity to visit Elnefeidi Group Corporation, which is one of the biggest businesses in Khartoum. We met with Mr. Isam Elobeid the group business development director. During the visit, Mr. Elobeid presented to us the history of Elnefeidi group and how the business has been developing. The students had many questions related to topics we have studied in class. When we came back, students were required to write a reflection about the trip to Elnefeidi Group. I would like to share with you a few their reflections:

***"The trip to the Elnefeidi group was quite beneficial because it helped us gain first-hand experience of the business world. We learned that the value of the business product determines the price. We learned the implementation of economies of scale and how that plays a major role in the producer's choices."***

***The trip helped me understand that what we study in class is completely different from what is done in the field of business."***

***"This trip helped me realize that Economics in books is different than what it is in the real life world. A business is different than an economic perspective."***

***"The field trip helped me to understand the Sudanese market better. I understood how the Sudanese market works through government regulations and sanctions from the outside world. I like how most of the things we studied came in the discussion we had with Mr. Isam. One of these things that came in the discussion was the five characteristics of a perfect market, he also mentioned economies of scale and how its plays a big role in their business."***

***"The trip to the Group really opened my mind to the world of business in Sudan. We got to hear real world examples and problem-solving that the Elnefeidi Group had to come up with to survive in the market."***

***"The trip was the real life experience part of what we have studied, in the trip we gained a lot of knowledge of how business functions in Sudan, and how Sudan is rich in raw resources specially on the agriculture side"***



Egbal Mohamed

## CAREER FAIR

Wednesday, Feb 11<sup>th</sup> 2015

TIME CHANGED TO:

6-8pm

FIND YOUR PATH





ELEMENTARY SCHOOL MATH PROBLEMS:

KG

CIRCLE THE PICTURE OF THE HEAVIEST THING BELOW.  
PUT AN X THROUGH THE PICTURE OF THE LIGHTEST THING BELOW.



GRADE<sub>1</sub>

ARE THE FOLLOWING NUMBERS ODD OR EVEN?  
2, 9, 11, 14, 18, 103, 100, 0

GRADE<sub>2</sub>

HOW MANY CUPS ARE IN 3 GALLONS?



Khartoum, Sudan – Double Hat trick for Max!

A hat trick in sports is the achievement of a positive feat three times or more during a game, or other achievements based on threes. The term was first used in 1858 in cricket to describe HH Stephenson's feat of taking three wickets with three consecutive deliveries. A collection was held for Stephenson, and he was presented with a hat bought with the proceeds.



Lightning Myth: Lightning never strikes the same place twice. Well Max proved that it could happen...

The boys played first against NVS and through excellent team play and constant pressure especially by Max Brugma they proved too strong for the team in blue. Max was scoring his first hat trick, with KAS winning 4 -1. The next fixture against UHS saw the boys playing even better against stronger opponents and Max scoring a second hat trick. The final score 3-2 to KAS.

Yuga Simizu on attack and Max Brugma in full flight received MVP awards for the afternoons' games. The Gr.6 /7 team tried valiantly but the opposition was too strong for them. Hamadelnil scored a last minute goal against KICS. The final score was 3 -1 to KICS.



Hanro van der Merwe  
Athletic Director



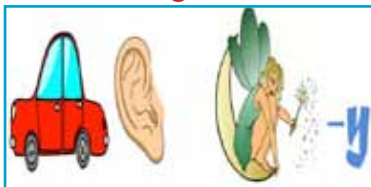
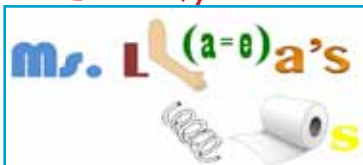
WINNERS!

- KG: Jade
- G1: Shatakshi
- G2: Daniel



Elementary Rebus

Middle & High Rebus



Faculty Rebus

Last week's WINNERS are!  
Faculty: Fatima A - Office mgr

Last week's Answers are!  
Elementary: Football Season  
MSHS: Sudan Days  
Faculty: Tobe & Jalabia



English saying

**Getting down to Brass Tacks** means that early discussions are complete and we now need to get to the heart of the matter, the details. Some suggestions point to the origin of this phrase being the American drapery stores, where brass-headed tacks were nailed into the counter and used for measuring out fabric. The idea being that, once the customer had taken time to choose her material, putting it to the 'brass tacks' meant actually getting down to the sale. Another explanation is that the phrase stems from the brass tacks found in furniture, which can only be seen when the item is taken apart for restoration. For the real origin we need to look no further than our good old cockney rhyming slang, in which 'facts' are dubbed 'brass tacks'.

Minette van der Bijl