



# Newsletter

Issue #7  
19, November 2015

This Week's Newsletter:

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## From the Principal's Desk

This week I spent time observing lessons in our KG classes and thoroughly enjoyed being part of these happy, laughter-filled lessons. I was inspired by the children's love of and capacity to learn. Much more goes into the planning and delivery of these lessons than meets the eye. Each class that I observed was divided into groups, each of whom was doing a carefully planned activity. These were differentiated so that each child was able to work at their level. In one writing class one group were listing all the objects they could think of that started with the letter 'l', whilst another was engaged with imaginative story-writing. They were able to tell me about the setting, character, problem and solution in their story. A third group was making shapes of words that started with 'l'. The teacher and her assistant moved from group to group explaining, guiding and monitoring the progress of the lesson. They have a clear picture of the skills that children should master at each age and stage and they provide well planned activities to stretch them academically and personally.

These are fundamental years, ones in which children learn how to read and write and master the basics of numeracy. In addition, they are taught some vital personal and social skills: how to work in a group, fine motor coordination, organising and filing their work, being responsible and reliable, public speaking, resolving playground conflicts, swimming and ball skills, to name but a few.

Early Years teachers have extraordinary organisational skills and patience, all tempered with love and laughter. As a Secondary teacher I have immense respect for the work they do. Following my visit, I have been doing some additional reading and can recommend the website 'earlyyearsmatters.co.uk' - the 'Early Years Outcomes' provides some fascinating information on the developmental milestones of children aged 0 – 60 months.

### Innovation Week

Innovation is one of the key foci for the KHDA (the local educational authority for private schools) this year. They want to encourage and look for evidence of innovation in schools: not only in lessons, but in every aspect of the life of the school. Next week is 'Innovation Week' We have a number of activities planned such as our Primary Students' Council's idea of 'Putting the green back into Greenfield', anti-bullying week and a range of creative activities in classes. These are in addition to a range of longer-term innovations, such as the expansion of our Mother Tongue language



## Secondary School News

### Astronaut Alan Scott's Visit



programme and strengthening the student voice and leadership programme in our school. *"More than any other time, we need to boost innovation among young people, build nurturing environments in our society, and encourage our schools and universities to equip our youth with skills in research and discovery methodologies."* - Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE and Ruler of Dubai (2014)

#### Attendance

Our attendance statistics at our school overall are very good and are evidence of the support that our parents show to our children's' education. Thank you. There are some junior grades where our attendance is not as good as it should be and, whilst we understand that your children do become ill from time to time, please think carefully before deciding to keep them at home or to take an extended holiday.

#### Best wishes

Andrew Wood  
Greenfield Community School Principal



### Flag Day

### Secondary School Head of Secondary: Mr. Neil Bunting

#### Why Arabic is important?

As a head of school I recognise the importance of the Arabic language in education working within the Arabic world. This is the third school I have led in the Middle East.



In Oman and Saudi Arabia, Arabic was the mother tongue for the vast majority of the students. In Dubai in our school it is different but the importance of Arabic remains both in language and culture.

With United Arab Emirates National Day approaching soon, GCS will most certainly be part of the celebrations. I think it is important that all students in an International Baccalaureate school, which emphasizes intercultural understanding, international awareness and open-mindedness, need to have an awareness of the culture, traditions and language, of the host country in which they study.

For our students to develop as well rounded global citizens, we promote tolerance and understanding and look at ways to avoid ignorance or misunderstanding which is the cause of so many problems around the world.

I work closely with the Arabic department and it is sometimes challenging for them to work with students who want to speak English. Perhaps as parents you can sometimes understand the frustration with your own children

## Secondary School News

### Flag Day



being reluctant to speak their mother tongue. My children also speak Indonesian and some Arabic but they are reluctant to speak Indonesian except when they are in Indonesia. Although English is the overall school language of instruction, research says it is extremely important to promote the continued daily use of mother tongue, be it Arabic, or another language.

We are working at GCS to make learning Arabic fun but also challenging for students. The Arabic department are continually looking at innovative ways to promote Arabic learning and to integrate learning Arabic with ICT. These innovative strategies respects the learning style of this new generation.

### ما أهمية اللغة العربية؟

أنا كمدير للمدرسة بالمرحلة العليا ، أدرك أهمية اللغة العربية في العملية التعليمية كوني عملت في العالم العربي وبالتحديد في عُمان والمملكة العربية السعودية حيث اللغة العربية هي اللغة الأم للغالبية العظمى من الطلاب. لكن في دبي وفي مدرستنا الوضع مختلف حيث أن الغالبية العظمى من الطلاب غير ناطقين باللغة العربية و لكن تظل اللغة العربية هي لغة التواصل و الثقافة .

مع اقتراب موعد اليوم الوطني للإمارات العربية المتحدة، ستحتفل المدرسة بالتأكيد بهذه المناسبة العظيمة. أعتقد أن من الأهمية بمكان أن يؤكد جميع الطلاب في برنامج البكالوريا الدولية على التفاهم بين الثقافات والوعي العالمي وضرورة الانفتاح الفكري و أن يتكون لديهم الوعي حول البلاد والثقافات والتقاليد، بما في ذلك اللغة، وبالتحديد ثقافة البلد الذي يعيشون فيه.

ولكي يتطور طلابنا كأفراد عالميين، نحن نعزز مفهومي التسامح والتفاهم ونبحث عن سبل لتجنب الجهل أو سوء الفهم الذي هو سبب الكثير من المشاكل في جميع أنحاء العالم.

فلذا أعمل بشكل وثيق مع قسم اللغة العربية ومن الصعب في بعض الأحيان بالنسبة لهم العمل مع الطلاب الذين يرغبون في التحدث باللغة الإنجليزية. يمكنكم كإباء أن تفهموا هذا الإحباط عندما يتردد أطفالكم في التحدث بلغتهم الأم، إن لم تكن اللغة الإنجليزية. فمثلاً أطفالنا يتكلمون اللغة الإندونيسية، وقليلاً من اللغة العربية ، لكنهم يترددون في التحدث باللغة الإندونيسية إلا عندما يكونون في إندونيسيا.

على الرغم من أن اللغة الإنجليزية هي لغة التعليم في المدرسة ، تقول الأبحاث أنه من المهم الاستمرار باستخدام اليومي للغة الأم، سواء كانت العربية أو أي لغة أخرى.

نعمل في مدرسة جرينفيلد كمبونتني لجعل تعلم اللغة العربية ممتعاً بالرغم من وجود أنواع مختلفة من التحدي، فلذا يبحث قسم اللغة العربية باستمرار عن طرق مبتكرة لتعزيز تعلم اللغة العربية ودمج تعلم اللغة العربية مع تكنولوجيا المعلومات والاتصالات، لتطوير طرق جديدة للتعلم آخذين بعين الاعتبار أساليب جديدة للتعلم تناسب هذا الجيل.

### Green Day 22 November

Primary will be celebrating Green Day and students dressing in green as parents have been informed. Secondary students will attend school in their normal uniform on this day.

### Teacher Appreciation Corner

Every fortnight we do a raffle for teachers that have contributed extra to our environment. These include covering for other teachers, taking students out on school trips or anything else that we want to acknowledge.

Last week's winner was Zuhdija Dolovac (Humanities and ITGS).

If you would like to donate something as a prize to our Teacher Appreciate Raffle, please get in touch with [community@gcschool.ae](mailto:community@gcschool.ae).

All donations are appreciated.

Kind regards,

## Secondary School News

### Attendance and Punctuality for November Week 1 and 2

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Attendance	96.2%	96.4%	97.3%	97%	95.7%	94.6%	95.1%
Tardiness	.8%	1.1%	2.5%	2.3%	3.7%	3.2%	7% !
KHDA Rating	Very good	Very good	Very good	Very good	Good	Good	Good
Improvement since last report?	No ☹	Yes ☺ Thank you parents!	Yes ☺ Thank you parents!	Yes ☺ Thank you parents!	Not for attendance ☹ ☺ for punctuality.	☹ Big relapse! Parents, please help improve!	Punctuality a concern but improved attendance. Thank you!

### Students Impressions on the need of World Peace in the French Class



### LANGUAGE ACQUISITION DEPARTMENT

The new academic session opened with new zeal and enthusiasm for both students and teachers in Language Acquisition classes with the common objective of creating valuable and joyful language learning and teaching experiences through application of prior knowledge to inquiry into exploring concepts, understanding, analysis, reflection and innovation in presentations made while establishing connections to the real world around us in the MYP years. This was also a time to celebrate and appreciate some parents' initiative and participation into collaborative work with teachers in the MYP language classes in order to develop a congenial learning atmosphere for all students with different abilities. We would like to thank them for the same.

On the other hand in the DP years, students and teachers made rigorous efforts to engage into setting the tone for a meaningful and constructive dialogue with the world around them through extending themselves to reach a wider audience on profound global issues and concerns, striving to make themselves heard in their new found voice of the target language through debates, class room discussions and role plays, innovative critical expression through application of linguistic concepts and language precision in all verbal and written communication.

Students' imagination and critical thinking skills acquired new wings of expression in German and French as they finished a gamut of wide ranging concepts of "Urban life" to "Traveling" and "Trends" in the MYP years to expressing their awareness about global issues concerning impact of "Genetically Modified Seeds on our life", "Cloning" to "Immigration" in the DP years.

We would like to share with you some of the outstanding work produced by students in French and German language classes. At the same time, we would also like to state that a variety of out of the class language acquisition activities and projects are in pipeline and in fact,



## Secondary School News

### Students Impressions on the need of World Peace in the French Class



have already been initiated by organization of the “German Story telling Session” by Ms. Anna Eckert for German language students on the 22<sup>nd</sup> of October 2015.

Congratulations to all the students for producing exceptional work in language acquisition! We are proud of you and hope to continue celebrating more successes in future!

Ritu Dubey  
HOD, Language Acquisition Department,  
Secondary School

### FROM THE FRENCH DESK

#### LE CACHE- CACHE DES MOTS ET DES MOTS CROISES

Some budding creative minds designed word search, crosswords and riddles on the concepts covered in classroom on « My school life », « Travelling “ and “Trends”

#### a. MA VIE SCOLAIRE

La vie scolaire et les habitudes alimentaires

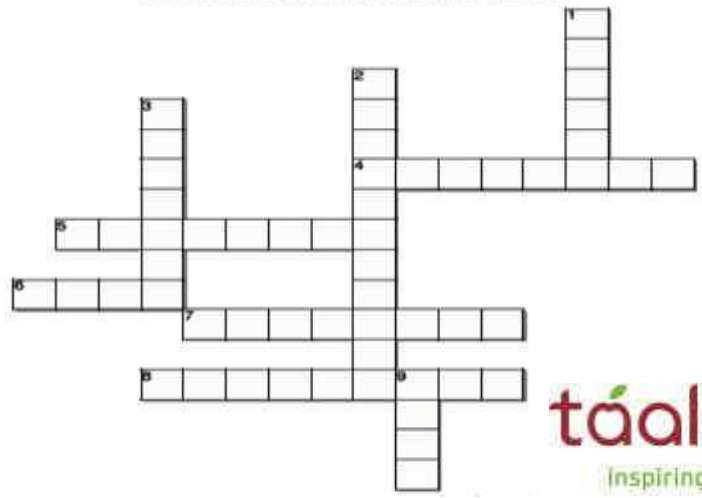
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(Joelle Talla, Grade 6)

#### b. VOYAGER ET TENDANCES

### Francais

Amusez-vous de remplir des mots croises!



## Secondary School News

### MYP Principled Assembly



#### A l'horizontal

4. Je m'ennuie \_\_\_\_\_
5. Je voyage a Paris pour faire du \_\_\_\_\_.
6. Tendance aux vetements \_\_\_\_\_!
7. C'est quelque chose de nouveau qui attire l'attention des gens et que tout le monde suit!
8. Je pars a l'ecole pour mon \_\_\_\_\_

#### Au vertical

1. Je pars en \_\_\_\_\_ a paris!
2. Ca m'interesse- c'est \_\_\_\_\_!
3. L'ensemble des croyances et les habitudes\_!
9. Une tablette qui garde le mode soi-meme!

(Jad Belkhaty 7 C)

*(Fautes d'espace, pour connaitre les réponses, contactez Joelle et Jad 😊/Madame Dubey)*

#### Charades

1. Mon premier est plus gros qu'une souris.  
Mon deuxième est un déterminant possessif.  
Mon troisième n'est pas une partie.  
Mon quatrième exprime une douleur....  
  
Mon tout est un film d'animation qui a un lien avec la gastronomie française.
2. Mon premier est un animal de quatre pattes qui fait Miaou.  
Mon deuxième est un produit laitier.  
Mon tout est à la montagne.  
  
Qui suis-je ?
3. Mon premier sert à dormir.  
Mon deuxième est le pluriel de mal.  
Mon troisième est un cri d'enfant.  
Mon quatrième est le tiers de 6.  
Mon tout est une boisson rafraîchissante et jaune.
4. Mon premier est un adverbe de négation.  
Mon deuxième est une céréale blanche très répandue qu'on mange avec le ragoût.  
Mon tout est une ville en Europe.

**Réponses:** 1. Ratatouille, 2. Chalet, 3. Limonade, 4. Paris

Christian El Azar Grade 6

## Secondary School News

### From the German Desk

#### Erzählstunde mit Katharina Ritter

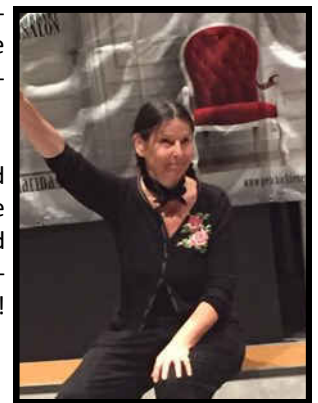
Am Donnerstag, dem 22. Oktober 2015 veranstaltete das Goethe-Institut an unserer Schule, der Greenfield Community School Dubai, eine Erzählstunde mit der Geschichten-erzählerin Katharina Ritter aus Deutschland. Mehr als 100 deutschsprachigen Schüler von der Grundschule bis zur 8. Klasse und deren Deutschlehrer versammelten sich im Auditorium, um zu hören und zu sehen, wie Frau Ritter drei ihrer Lieblingsmärchen in ihrer eigenen Art und Weise erzählte und interpretierte. Diese Erzählstunde kam bei den Schülern sehr gut an und brachte besonders die Jüngeren zum Lachen. (Anna-Philine Klein, Grade 6)



„Ich finde das der Besuch von Katharina Ritter sowohl für die deutschsprachigen Kinder, als auch für die Kinder die Deutsch lernen gut war. Man hat auch gesehen, dass es allen Spaß gemacht hat und alle mitgemacht haben. In Dubai oder generell in den UAE werden nicht so oft deutsche Veranstaltungen organisiert, obwohl ein großer Anteil hierzulande aus Deutschland kommt. Ich finde, dass es sehr schön war, Katharina Ritter zuzuhören und mitzulachen und am Ende auch mitzusingen. Diese Art von Veranstaltungen, finde ich, könnte öfter vorkommen.“ (Fabienne Rusch, Grade 6)

Foto: Merie Kettler, Grade 7

„Ich fand die Vorstellung von Frau Ritter interessant und toll, weil ich ein großer Fan von Erzählungen bin. Solche Veranstaltungen erweitern unsere Vorstellungskraft und bereichern unsere Muttersprache. So lernen wir etwas anderes als unsere Umgangssprache, wie zum Beispiel: "Hey! Alter! Was geht ab?"“ (Jan Springer, Grade 6)



### Secondary School News

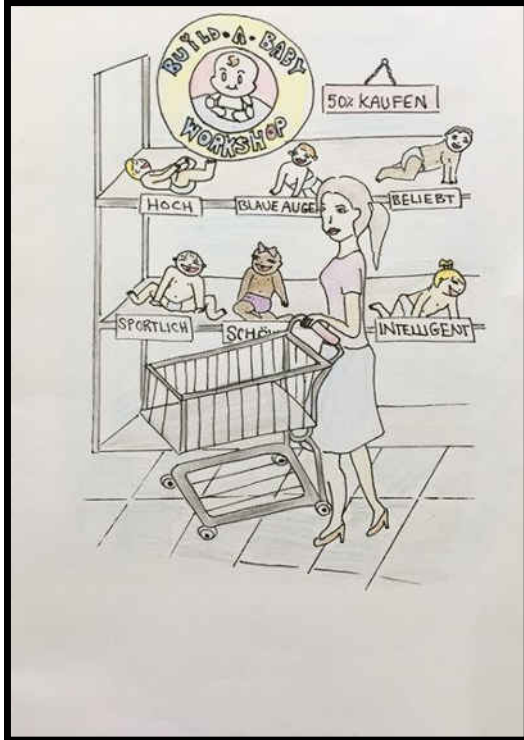
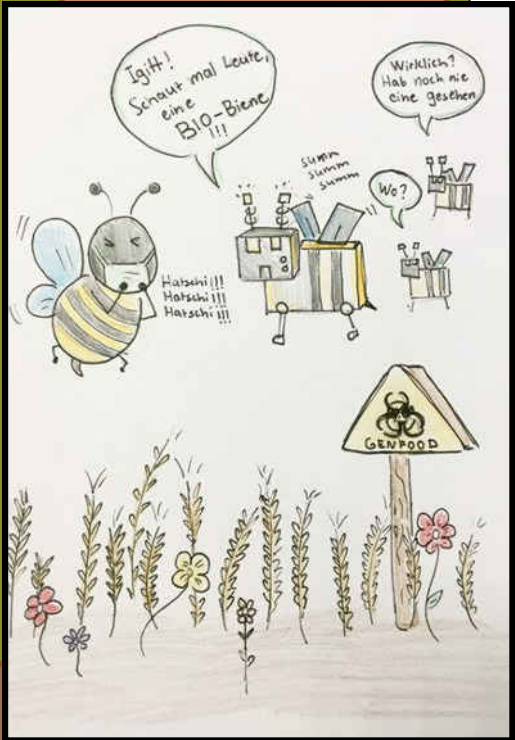
„Mir hat die Veranstaltung gut gefallen, weil sie mich an den Kindergarten und die Schule in Deutschland erinnert hat. Damals sind nämlich auch ab und zu Leute hergekommen und haben für uns etwas vorgelesen und als ich in der zweiten Klasse war, sind wir auch einmal in meinen alten Kindergarten gegangen und haben etwas von einer Hexe vorgelesen. Es hat mich auch an das Sonntagsmärchen im KiKa erinnert. Ich finde es ist wichtig, dass öfters solche Besuche für die deutschsprachigen Kinder in den Schulen der UAE und auch in anderen Ländern, wo es deutschsprachige Schüler gibt, gemacht werden, damit sie etwas über die Kultur Deutschlands lernen und auch über die literarischen Gattungen wie Märchen und Volksgeschichten.“ (Anna-Philine Klein, Grade 6)

Foto: Marie Ketler, Grade 7



„Ich denke, diese Veranstaltung war gut, weil wir eine schöne Zeit hatten! Da in Dubai nicht viel Deutsch gesprochen wird, ist das eine gute Erfahrung gewesen, außerdem lernten wir dabei viel von der deutschen Kultur.“ (Hurasp Golbabaei, Grade 6)

**Student of German B-DP are currently covering the topic on Science and Technology and its aspects like GMOs and cloning. They designed critical cartoons with texts to these themes in German language and presented them in class. (Desiree, Philip, Maha, Shereen, Melissa, Lena)**





## Secondary School News

### Individuals and Societies Group Humanities Department for AY 2015-2016



(Ms. Amun Qureshi, Ms. Rosalynn Bovaird, Mr. Zuhdija Dolovac, Ms. Sinead Kehoe,  
Mr. Andrew Ritter, Ms. Gemelyn R. Palo and Mr. Andrew Wood)

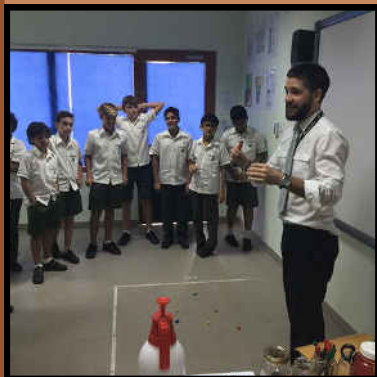
The first three months of the Humanities Department have become an activity hive with everyone buzzing around. Students have been engaged in non-stop learning and re-learning about concepts, statements of inquiry and inquiry questions. Grade 6 students have had an exciting start of the new academic year with their very first unit on Mapping through Time, in which they have learned how to develop their chronology skills, mapping skills using coordinates and understanding different types of maps. Grade 7 students have just recently finished their unit on Age of Exploration in which they were able to write their Captain's Logs and recorded daily experiences and struggles of a ship captain as historically accurate as possible; Grade 8 students further developed their historical context and understanding in their unit on American Civil Rights. Grade 9 students wrote their newspaper articles on the causes of World War with a thorough analysis on different perspectives on why the war broke out and last but not the least. The Grade 10 students have undertaken a very rigorous analysis on the causes of the Cold War and critical events from the Berlin Crisis to the role of Gorbachev in the late 1980s Europe. These meaningful and relevant learning activities were made possible through the excellent and dynamic MYP Humanities teachers:

Ms. Rosalynn Bovaird, Mr. Zuhdija Dolovac, Mr. Andrew Ritter, and Mr. Andy Wood.

Gemelyn Rodriguez-Palo

## Secondary School News

### Floor Grid Activity



### GRASPS Activity



### MYP Humanities Vantage Point

#### Grade 6 students and Maps

One of the highlights of Grade 6 Unit 1 – Mapping through Time was their lesson on Grid References. Students were able to strengthen their mapping skills through 4-Grid and 6-Grid References. One of our vibrant teachers, Mr. Andrew Ritter used multiple ways of teaching this specific lesson from individual task, pair work, class discussion and the most exciting part of the lesson was the Floor Grid activity through which students demonstrated their spatial and kinesthetic intelligence to reinforce their understanding of the Grid References using lego pieces, paper clips, masking tape and a generous space in the classroom.

#### Grade 7s and GRASPS Activity (pictures will be inserted)

Grades 7s have had the chance to perform their first GRASPS Activity. GRASPS stands for GOAL, ROLE, AUDIENCE, SITUATION, PERFORMANCE, STANDARDS FOR SUCCESS. It is an example of one authentic assessment that we designed for our Humanities students. Ms. Rosalynn Bovaird created a specific GRASPS Activity for students to experience a performance based assessment task. Students were given a specific scenario, situation and expected outcome. By doing so, they were able to apply their knowledge about the Age of Exploration in a clear academic context. Indeed, an authentic learning experience for our Grade 7 students.





## Secondary School News

**Goal** – To create a CV for job application

**Role** – They must BE the explorer (one can look for years of experience, one can look for skills (technology), one can look for achievements in relation to establishing a colony).

**Audience** – KING of Portugal

**Situation** - Job advertisement.

**Product** – Curriculum Vitae

**Standard** - Rubric (Criterion C)

### Grade 8s and their Human Rights Speeches

Interdisciplinary activities provide meaningful and relevant way in which students can use subject specific knowledge in one context and apply in other contexts in and outside the class or school (“What is Interdisciplinary?”). Grade 8 students have undertaken a relevant integrated unit in which they applied specific knowledge both in Humanities and English. Ms. Rosalynn Bovaird introduced this interdisciplinary unit in 2013 and has been continuously strengthening students’ skills in terms of the use of key terms and the demonstration of clear understanding of the topic with correct descriptions, explanations and examples.

Below are sample speeches written and delivered by Emile (8A) and Gabrielle (8C)  
**In the name of equality .....**

Segregation, inequality, injustice and discrimination, not freedom, equality and fairness are the words that would be used to describe this sovereign country, where white supremacist ideologies and racism run rampant without hold, where black children die every day, falling under police ranks, where abuse holds the headlines of newspapers, where blacks are denied the right to vote, and where we are frowned upon and regarded as animals and dogs.

We the children, we the fathers, we the mothers, we the people are all entitled to rights, rights that are so unfairly kept away from us, solely because of the fact that we are different, that we are coloured and that we are black.

Let it be known, we shall not rest, shall not sleep ‘till this matter is revolved and both our people and the people of the government are satisfied, for our parents bled, died, wept, worked and lived on this blessed land, this land of opportunities and “justice”, and wouldn’t they be disappointed to find that all this has been squandered because of a rent erected primarily around our difference?

It is not a dream but a vision, a vision that is completely realistic, and can be achieved. Citizens, turn your heads left and right, and watch the other countries, as they proceed with their daily lives, as their people merge and co - operate unhindered by petty differences such as skin colour, ethnicity or social backgrounds.





## Secondary School News

The United States of America is a blessed land, squandered completely on this nuisance of an issue, one that resembles a tsunami against a mouse in its injustice against justice, and let it be known, that we shall never stop, 'till the applause and the music of equality rings down from the heaven itself.

In the name of equality, let this unfairness be eradicated, in the name of equality let the thunder of equality obliterate all notices of unfairness, and all supremacist and fascist ideologies.

In the name of equality, let the white and black brothers play together, run together on the sun - lit path of justice, a world away from the black and dark path of solicitude and segregation on which all children of this nation tread today, let rivers of kindness and solidarity flow from the barren streams of discrimination and unbalance.

In the name of equality, let the sun shine its first beams of true light, which will land on a different revolutionised land of unity, of freedom and of equality, one of which our ancestors would be proud of.

Let the United States of America be truly a golden country with all the states and people resembling a metal chain, however this one, a chain with no weak links, one that can sustain any attack and hit, since this chain is one of unity, co - operation which spreads love and hope amongst every citizen of the United States of America.

God bless the USA and god bless us all.

### **Martin Luther King – I Have A Dream Poem/Speech**

I have a dream that one day war will be a nightmare of the past. That people will realize that there is no use in arguing over who has more or who is better when we could be busy giving and taking care of those less fortunate than us.

I have a dream that education will be a basic necessity and all children and adults have the chance to learn and share their ideas and be listened to no matter what their past was. And that children will have time to actually be children and have to worry about anything else.

I have a dream that families won't need to worry about feeding their young and the only way of passing away will be old age. And medicine will not be given out to only the richest or the most special people.

I have a dream that one day people will be able to walk outside without having to lock their front door, afraid of what they'll come home to. And be able to walk along the streets of their city without glancing behind their shoulders.

I have a dream that no matter what colour skin you have, you will be called a brother or sister and be treated as one too.

I have a dream that men and women will be allowed to love whoever they want without being judged or treated unfairly just because of that.

I have a dream that one day we will all live in peace together as one world and not be divided into what religion you are, your colour of skin, where you're from or what you look like.



## Secondary School News

### Trench Warfare Simulation



### Academic Honesty Day



### Grade 9 and the Trench Warfare Simulation

“The trench experience was one of the most sustained and systematic shattering of the human senses: it stripped man of the protective layers of civilisation and thrust his naked, fragile body between the ravages of industrial modernity, on the one hand, and the chaos of formless matter on the other.” - *Tim Kendall*

Grades 9s have tackled one of the significant events in the early 20<sup>th</sup> Century Modern History– World War 1. This unit taught students how to consider multiple and alternative views on topics from causes of WW 1 to the signing of the Treaty of Versailles. Not only did students analyze historical sources, they were also given the chance to engage in simulation. Simulations are used to create a productive and appropriate learning environment for students. Trench Warfare simulation allowed the students to immerse themselves in the trenches during World War 1 and to examine the conditions and daily life of the soldiers.

### Grade 10 and their OPVL Technique

Senior students of MYP have had a very rigorous start of term when they welcomed the new academic year with a unit on the Cold War. They have learned the differences between cold war, warm war and hot war. They further increased their knowledge in diplomacy, global interactions and perspectives by examining the reasons for the frosty atmosphere between the USSR and USA. Grade 10 students deepened their understanding and application of OPVL technique in analyzing historical sources as well as the power of “denotation” and “connotation” in examining political cartoons. Their undertakings for this year will prepare them for the rigours of their Group 3 subjects in the DP.

### ACADEMIC HONESTY DAY

The Humanities Department is bound by its commitment to develop competent learners who will make a difference in the 21<sup>st</sup> Century, all within a positive learning environment. This commitment is encompassed in subject-specific requirements and expectations as well skills needed outside the four corners of their classrooms. In line with this, the week of 1-5 November 2015 was the period when all Humanities classes showed synergy and cohesiveness in understanding the importance of Academic Honesty personally and professionally. This was the very first Academic Honesty Day which involved students from Grade 6 all the way to Grade 12. Each grade/level was given specific activities in which they comprehensively discussed and examined why academic honesty matters. Students’ knowledge about referencing and following the conventional method known as MLA (Modern Language Association) was likewise reinforced. At the end of the each lesson, students produced specific outcomes;

Grade 6 – Anti-Plagiarism Checklist

Grade 7 - “Top 10” list why academic honesty matters

Grade 8 – Situational analysis on Plagiarism and Academic Honesty

Grade 9 – Difference between Accidental and Deliberate Plagiarism

Grade 10 – Plagiarism: How NOT to do it



## Secondary School News

### Academic Honesty Day

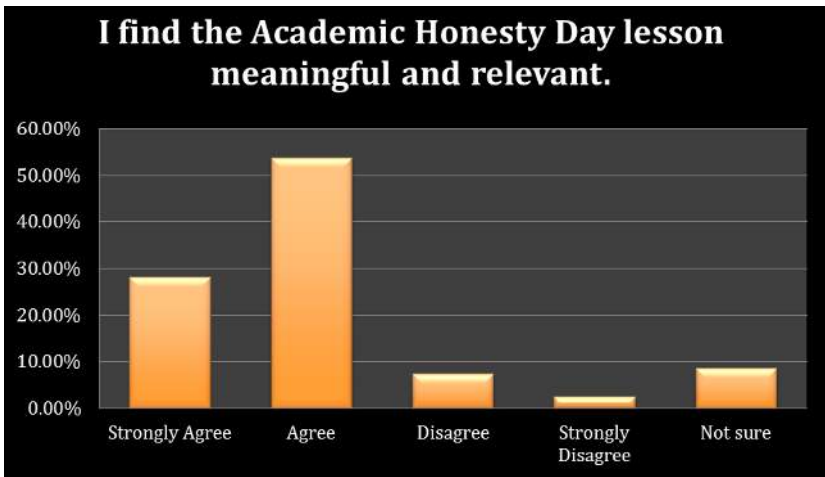
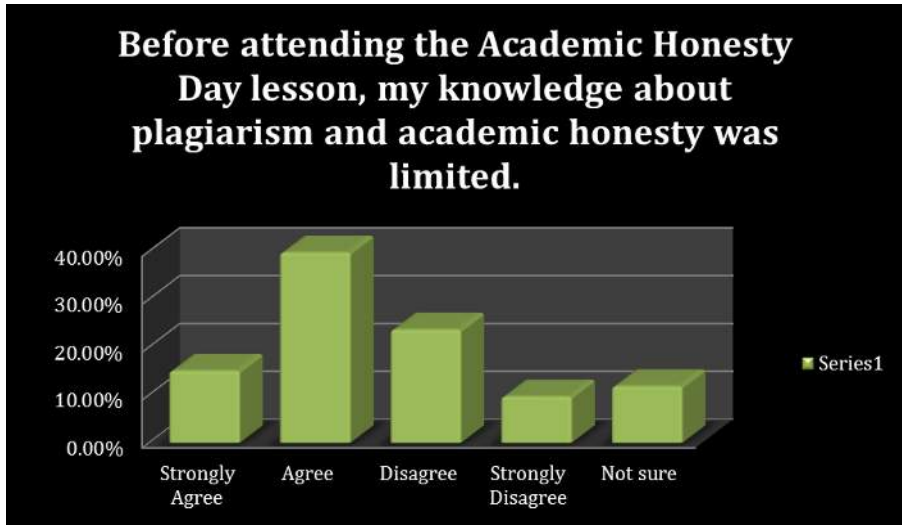


The Academic Honesty Day underscored the importance of proper attribution to the sources of information. All the lessons were culminated by the symbolic signing of the poster that says “We, students of Greenfield Community School are committed to observe Academic Honesty at all times in words, in thoughts and in actions.”

To evaluate the success of this activity, more than 100 students answered the survey on Academic Honesty Day. Some highlights of the survey are;

**What do you like the most in the Academic Honesty Day lesson:** Majority of the students said that the symbolic signing was the most interesting part of the AH Day lesson, followed by the Class Plagiarism Policy, Types of Plagiarism and Turnitin Report.

**Below are responses to two of the 9-QUESTION survey that students answered.**



## Secondary School News

### DP Matters



### DP Matters

#### DP History

Both Grades 11 and 12 History students welcomed the new academic year with a very positive attitude towards learning History in Post 16. Grade 11s started the year with an analysis on Russia in the second half of the 19<sup>th</sup> Century. They are currently studying Authoritarian States in the 20<sup>th</sup> Century. Grade 12s are almost done with the Scheme of Work and have started preparing for the Trial Exams in January 2016. While most of the students believe that History is one of the most challenging subjects in the Diploma Programme, it does not stop them from having “fun” while learning history. In order to fully understand the rise of one authoritarian ruler to power, students played “A Sweet Role Play Exercise”. It was an interactive activity adopted from Active History.

Gemelyn Rodriguez-Palo

#### Grade11 DP ITGS

In this term, students are introduced to the ITGS triangle and the skills of selecting news articles and analyzing ITGS topics; the social issues, impacts, and ethical issues that they will encounter throughout the ITGS course. Students will study Business and Employment, one of the largest ITGS topics that deals with Information Technology in an incredibly wide range of settings. This will allow students to understand the importance of a web presence to modern businesses, and practical activities to apply the techniques they learn about.

Zuhdija Dolovac

#### Grade12 DP ITGS

Mr Plunkett’s Grade 12 ITGS class is currently coming to the end of their 30-Hour Internal Assessment which will count for up to 30% of their final Grade. Students have completed products for clients including websites, spreadsheets, videos and interactive magazines. Higher Level students have been preparing for their case study exam by finding out how smart technology (e.g. sensors) can promote the independence of people with disabilities. Students performed a role play in class in which they were blindfolded and were asked to locate certain spots/items in the classroom using sounds coming from a smart phone (see pictures attached). By doing so, students were able to examine the impact of technology on aiding those with visual impairments.

Jamie Plunkett

## Secondary School News

### DP Matters

#### DP Business (will insert pictures)



DP Business Management students presented a STEEPLE analysis on a given scenario using local and global businesses. The students were asked to collaborate using Google Slides in which the teacher monitored students' level of engagement in real time. Integrating technology in class allowed the teacher opportunities to offer immediate feedback and for students to respond through the comment and chat functions within the "App". The teacher was able to use this IT integration as on-going assessment and to monitor students' progress in lesson.

Amun Qureshi

#### DP Geography

Students in Geography have been looking at Human Geography with a focus on population, wealth and development. A recent unit on Migration was incorporated into our UN day activities in which Grade 11 students delivered lessons on the current migrant crisis in Syria. This lesson was delivered to Grade 9 Homerooms and included a debate which highlighted multiple perspectives on the said issue.



#### Works Cited:

"Education World: Interdisciplinary." *Education World: Interdisciplinary*. Education World Inc, n.d. Web. 16 Nov. 2015. <[http://www.educationworld.com/a\\_lesson/archives/inter.shtml](http://www.educationworld.com/a_lesson/archives/inter.shtml)>.





## Primary School News

### Primary School

#### Head of Primary: Mr. Gary Mallon



#### The Power of Questioning

It is essential that each student is made to think hard whatever level they are operating at and that they leave our lessons feeling tired from having thought too much!

There are many ways in which we as educators can stretch and challenge our students: from the initial planning; lesson structure and pace; through to maintaining high expectations but I would particularly like to share with you the *power of questioning* and ask that you as parents take on board some of the ideas below which have been shared with both our Primary and Secondary staff. As you speak to your children about their day at school and the learning that is taking place or as you review their Home Learning with them, try to ascertain their profound understanding of a concept by asking types of questions that really make them think.

#### **Socratic questioning**

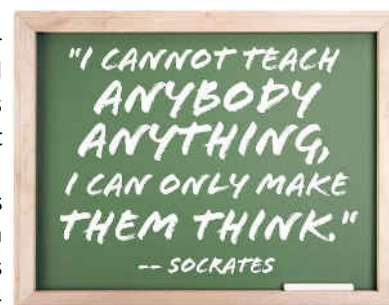
Socrates, an Athenian philosopher born in 469BC, appears in the dialogues of -Plato interrogating his fellow citizens to draw out the assumptions, errors and misconceptions in their thinking. There are four roles that Socrates takes on when asking questions: the gadfly, the stingray, the midwife and the ignoramus. Teachers can flit between these in order to question the views, opinions and judgements held by more able students.

**The gadfly:** Mimic the practice of the gadfly, which nips away at larger animals. This involves asking lots of little questions intended to push thinking and avoid sloppiness: "What do you mean by that?"; "But, what if...?"; "What evidence do you have?"; "Does that always apply?"; "How can you be certain that is true?"

**The stingray:** Administer a shock to -students' traditional way of thinking in the same way a stingray unleashes its sting: "Imagine if X was not the case, what then?"; "What if everything you've said was turned on its head?"; "What if a great change happened?"

**The midwife:** Ask questions that help give birth to ideas: "That's an interesting idea; could you explain it a bit more?"; "How might that affect things?"; "What made you think of that idea?"

**The ignoramus:** Emulate a character who has never encountered the topic you are discussing and play dumb to encourage explanation: "What does that mean?"; "I don't understand – can you start from the beginning?"; "So, do you mean that...?" Listen to what the students say and look for ways to respond in one of the above guises. Fix on to a student's assertions and question them. This might help you to identify inaccurate use of a concept or over-reliance on a weak piece of analysis.



Gary Mallon  
Head of Primary

**taaleem**  
Inspiring young minds

## Primary School News

### PYP upcycling



### PYP upcycling

Dear parents,

In today's society we have become used to updated apps, new versions of phones, computers and cars, and a much quicker rotation of using objects than replacing them. With that in mind, the Primary school would like to make use of some of the items which you might be thinking of replacing or getting rid of. We would like to upcycle (re-use an object for another purpose) some of your unwanted kitchen utensils and books. These are the two areas that will be focusing on first and hopefully there will be others to follow.

The focus on books is very straightforward. The school has spent a large amount of money buying new books to begin to develop classroom libraries. These are a selection of books which stay in the classroom and the students can choose at any time. We would really like to extend and add to the new books that we have already bought with books that you have decided that your children no longer want or read. These can be aimed at any age, and in any language, fiction or non-fiction and could even include titles such as cookery books. If possible, we would like to try and avoid popular 'character-themed' books such as Spongebob or Barbie etc.

The interest in your old kitchen utensils is to create some interactive, musical areas outside in the KG playground area. We would like spoons, saucepans, lids, ladles, spatulas, colanders, sieves, trays, buckets etc. and these could be metal, wooden or plastic (no knives please?). The idea is that we will hang them from frames and attach them to the fence to create an area of interest and creativity for the children. We are also happy to accept watering cans, drying racks and old clothes frames if anyone has any to spare.

We would like to focus this first round of collections on the run up to the winter holiday, so we will be collecting for the next month from mid Nov - mid Dec. Please could you send any items; books, spoons etc. to school with your child. Books for any age group, not just the age your child is, will be gratefully received as we will then distribute these to the appropriate classes. We are also open to suggestions so if you have an object and an idea for how it can be upcycled, please let us know and we'd be happy to listen.

Many thanks in advance for your contributions, we look forward to quiet reading sessions and some not-so-quiet music sessions ahead!

Jill Shadbolt  
PYP coordinator  
JShadbolt@gcschool.ae

"Education is not the filling of the pail, but the lighting of the fire"  
William Butler Yeats: Poet and Nobel prize winner

## Primary School News

### Grade 2 Kindness Assembly



### Grade 2 Kindness Challenge

During the first Unit of Inquiry under the Transdisciplinary theme “Who We Are”, Grade 2 students have been looking at their actions and words and how they affect everyone around them. Our summative assessment task was a kindness challenge. We had to come up with random acts of kindness to teach everyone at GCS all about respect, empathy and integrity. It was indeed a challenge but the end result was impressive! We came up with different action plans (that you will read about below) to prove that kindness can have a domino effect: the smallest kind word or action can have a BIG impact! Finally, we celebrated our learning in an assembly to Grades 1-5 and all Grade 2 parents. The assembly was a culminating event that showcased our communication skills and tied in well with the second unit of inquiry “How We Express Ourselves”.



In the assembly, we wanted everyone to learn that being kind can make a positive difference. We took a moment to reflect on the world today. There is hatred and war! But there is still love because we live in it. We, IB learners, live in it and IB learners are peace-makers and bridge-builders. Mr. Andy Wood said in his weekly letter to our teachers: “We cannot change the world but we can change ourselves and, in so doing, set an example. IB learners are idealists.” We took a minute of silence and sent peace to the world; we took a minute of silence to reflect on

how we can model empathy and tolerance with the smallest acts of kindness; to reflect on how we can replace hatred and selfishness with love and kindness with one simple word!



## Primary School News

### Grade Kindness Assembly



### Grade 2's Action Plans

#### **In 2CEK, we:**

- Gave free hugs and kind notes
- Left positive messages for staff and students,
- Gave a thank you note and a cupcake to school support staff
- Wrote a kindness song and sang it to KG's
- Acted out as kindness police and caught kids being principled and caring
- Created a friendship zone: It is located outside the auditorium , under the Cserba Family Gazebo for the students to visit it if they need friends to talk to or play with.

#### **In 2HB, we:**

- Made cupcake cards with kind notes on the back
- Created a puppet show to teach KG about the importance of kindness
- Made "pay it forward" cards and organised a toy station to trade old toys and gave Free Hugs in the playground

#### **In 2RG, we:**

- Made posters with action ideas for being a bucket filler
- Gave free hugs and expected others to give them for others like a boomerang
- Organized a kindness club that gives certificates to people being extra kind
- Organized a kindness company that has meetings on school kindness action plans
- Created a kindness poster board for each grade level for people to write kind notes
- Made a kindness tree that is blossoming with kind notes
- We created another kindness tree with " how to be kind" rules

#### **In 2MTJ, we:**

- Gave free hugs
- Made an appreciation board where people could write a thank you note or any other message to anyone in school
- Sang a kindness song to the MYP during their assembly
- Gave out paper to make a kindness chain
- Made posters with messages to promote kindness
- Gave out drinks with a message that the person receiving it should do the same
- And we wrote and hid acts of kindness messages around the school for people to find

#### **In 2VD, we:**

- Acted as a kindness Patrol, catching people being good and displaying those good actions on our Kindness Tree
- Created a Kindness Post Office, delivering kind messages throughout the school.
- Built a Kindness Chain, collecting messages and adding them to a growing Grade 2 kindness chain
- Acted out different acts of kindness

## Primary School News

### Grade 2 Kindness Assembly



#### In 2EI, we:

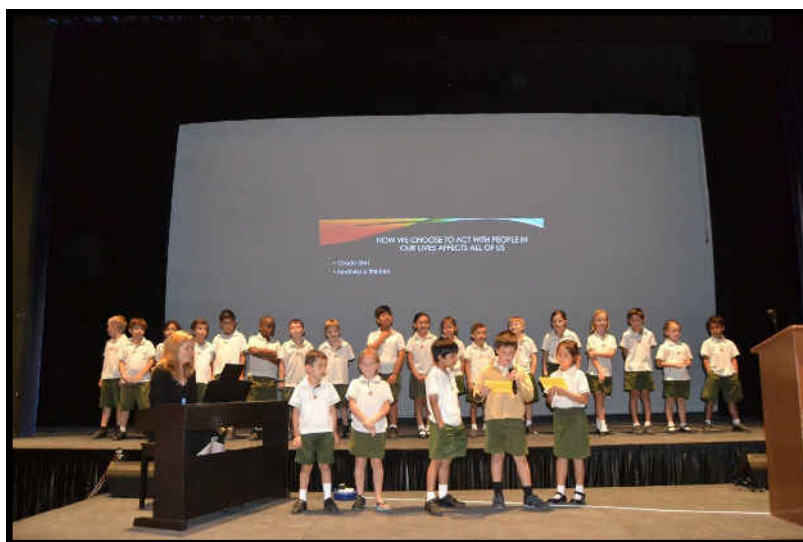
- Made thank you cards to give to the cleaners, the caterers and security. We all signed the cards with our thank you messages and presented the cards to them.
- Joined 2CEK in making posters for the kindness zone and we made 'free hug' posters.
- Worked together as a class to create 'kindness adverts'.

Grade 2 Team

### Grade 2 MTJ Acts of Kindness

In grade 2 we have been learning about choices. Through our central idea 'The way we act with people in our lives has an effect on all of us', the classes decided to do a kindness challenge and spread as much kindness as possible throughout the school in various ways.

One of the groups decided to organise a song about kindness and choices. The students discussed their plan with their teachers and with Ms. Doyle's help were allowed to sing it to the MYP students during their assembly this week.



## Primary School News

### Dubai Airshow



This is me at the Airshow

### Dubai Airshow

My name is Josef Messhen and I am in Grade 5LWK. I am the winner of the 'Airplane of the Future Competition'.

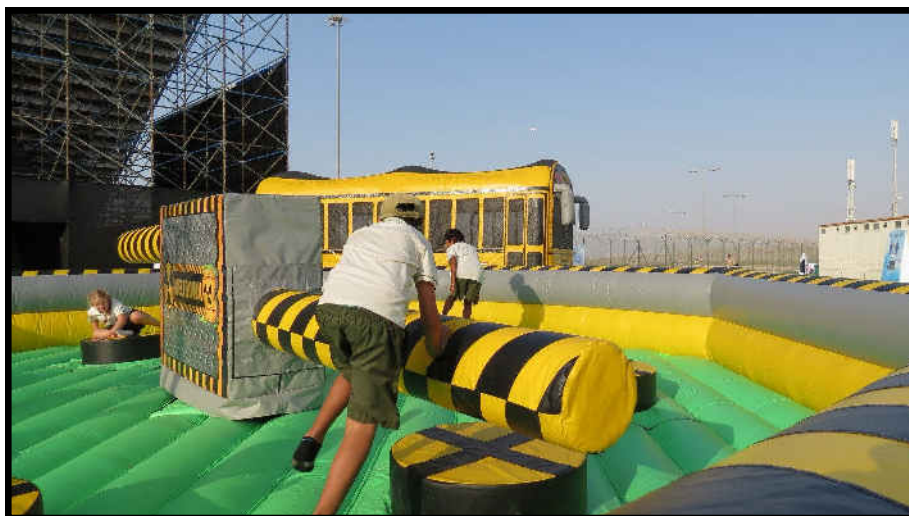
I got to know about the competition when the first grade 5 homework was sent to us. The competition was an optional challenge. I participated in the competition since I am interested in planes.

I did a design drawing of the futuristic airplane; I included a tennis court, a football court, a swimming pool, a royal suite with 2 floors and a private swimming pool.



My classmates at the Airshow

When I received an email from Darren Haynes, the Project & Marketing Manager and the organiser of the Dubai Airshow 2015, stating that I had won, I felt great and I was proud of myself. I had done my best and my entire class was invited to enjoy the on-ground entertainment and the flying display.



## Primary School News

### Sports Results



### Girls' football on the rise at GCS

Students from Grades 3, 4, 5 and 6, who were selected early in September to represent the school on the U11 and/or the U12 girls football squads, have been very busy this term training on Sundays and playing matches several times a week. The girls have been playing against other schools throughout the week in the DASSA league, as well as against other clubs every other Saturday in the E-Sports girls football league. Furthermore, a number of them have had the opportunity to participate in a tournament at Repton and in some extra sessions/events ran by E-Sports Football Club.



Above: Friendly match at the Dubai Ladies Cup event held by E-Sports Football Club

Below are some testimonials from 4 of our busiest girls who have been playing for both the U11 and the U12 squads.

**Timian (G5LWK):** I love football. I enjoy it because I am very active. I play in 3 leagues; U11, U12 and an E-Sports league. I love playing on the U12 team because it gives me a chance to play with older kids. I like to play on the U11 team because I love to teach younger kids. I also enjoy playing with E-Sports because I get to play with different kids.

**Elsa (G4SDL):** I play U11 and U12 squads at school. I also train and play sometimes with E-Sports in Motor City. I like to play U12 because then I play against older players. I also like to play U11 because we are improving a lot.

**Teagan (G5JR):** I play football because it's fun and I have a great teacher and team. I want to play with U11s because I want to teach/show the next year of football players all the skills and techniques. I want to play for the U12s because I want to learn from them and be used to playing with and against older girls so I will get better at playing football and become more fit. If you like doing something you must carry on doing it like in my case it's football.

**Sarah (G4SDL):** I'm playing football on U11 and U12. I really love to play football and it is just something special for me. Actually, I am also playing in an E-Sports league with other schools/clubs, so sometimes I got matches 4 times a week and I am pretty tired. The things I like with football and that is special is that you're just playing with a ball, but it's also fun.

## Whole School News

### Sports Results



### MYP Swimming Gala



### U10 boys against EIS

The GCS Under 10 boys played against EIS Meadows in their final group match for 2015. It was an important match as the team have played three matches so far; won 1, lost 1 and drawn 1. To guarantee the 2<sup>nd</sup> spot in the groups, they really needed to win.

The game started positively but their midfield and strikers were possibly taking the ball in too far in the box before having a shot. But it was pretty clear that GCS had the majority of the possession but still no goals. Nabeel managed to slot the first goal in after some great inter play from Owen and Will in defence. With this goal came more confidence from all the boys with Nicholas pushing up field as well as Matej holding onto possession and causing problems with their midfield. Bryce in goal wasn't really tested till late into the first half but he did pull off a great save to ensure the game stayed 1-0.

As the game moved on, there was some great passing and control from players like Eric, Antonios and Marc in midfield and up front and by the time Matej scored a very good team goal, the game was beyond EIS Meadows with the result finishing 3-0 to GCS.

A very good game to watch and well played by the boys!

Callum Stevens  
Head of Physical Education

### U10 boys against DESC

The Under 10 boys played at DESC for the DESS annual football tournament on Thursday 5<sup>th</sup> November 2015.

The team went with 8 players as Nabeel and Bryce were on a camp. This didn't dampen the boys spirits.

We had 3 teams to play but Repton dropped out at the last minute which meant we only played DESS and RDS in our group.

The first game was a frustrating game for GCS as they had the vast majority of the possession with some great interplay from Eric and Nicholas. Owen playing well in defense and Gianluca creating problems for the DESS defense throughout. Antonios, Marc and Will played well. Had the game ended in a draw, it may have seemed an unfair result for GCS but to lose by one goal near the end of the game was disappointing for the boys. The second match was against a strong RDS team and similarly GCS had large amounts of possession but a late goal at the end meant RDS sneaked the win. The boys had one more chance in the plate semi-final against a Horizon team that GCS felt they could beat. With an early goal from Horizon, GCS played with great resolve and a goal from Gianluca had the boys looking at penalties to decide the result. A late goal from Horizon killed the match and unfortunately that sealed the tournament for GCS.

A good tournament with the boys showing great spirit and they played very well throughout.

Callum Stevens  
Head of Physical Education



## Whole School News

### Sports Results

When	Team	Against	Result
25-10-15	U12G Football	GEMS International	W 2-0
25-10-15	U8B Football	Wellington International School	L 1-6
25-10-15	U9B Football	Wellington International School	L 0-4
27-10-15	U14B Football	GEMS International Al Khail	W 4-0
28-10-15	U19 Football	Bradenton	L 1-4
28-10-15	PYP Swimsquad	Victory Heights Warm-Up	3rd
29-10-15	U11G Football	Dubai International Academy	L 1-5
29-10-15	U12B Football	GEMS First Point	D 1-1
01-11-15	U8B Football	Dubai British School	L 2-4
01-11-15	U9B Football	Dubai British School	W 5-0
01-11-15	U16G Basketball	GEMS International Al Khail	L 23-26
02-11-15	U16B Football	DESC B	D 2-2
02-11-15	U16G Football	JBS	L 0-4
03-11-15	U14B Football	Sheffield	L 0-3
04-11-15	U16B Basketball	Raffles International	L 23-46
04-11-15	U11G Football	Jebel Ali Primary	L 0-8
05-11-15	U10B Football	DESC 7s	W 0 L 3
05-11-15	U10G Netball	DESC 7s	W 0 L 3
08-11-15	U11G Football	Regent	L 0-3
08-11-15	MYP Swimsquad	Gala 2	2nd Place
09-11-15	U8B Football	Nord Anglia	L 4-1
09-11-15	U9B Football	Nord Anglia	L 5-0
09-11-15	U16B Football	Jumeirah College B	W 3-2
09-11-15	U12G Football	Wellington Al Khail	W 3-0
10-11-15	U14B Football	Bradenton @ GEMS Metropole	L 1-2
10-11-15	U14G Football	Wellington Al Khail	L 1-3
10-11-15	U16G Basketball	Horizon	L 15-52
10-11-15	U16B Basketball	Regent	W 33-31
11-11-15	U11B Football	EIS Meadows	D 1-1
11-11-15	U10B Football	EIS Meadows	D 1-1
11-11-15	U11G Football	Dubai British School	L 0-2
15-11-15	U12B Football	Safa Community	D 2-2
15-11-15	U12G Football	Safa Community	L 1-4
15-11-15	U16G Basketball	School of Research Science	L 25-19
15-11-15	U8B Football	Foremarke	L 0-6
15-11-15	U14G Football	Dubai College	L 1-3
16-11-15	U16B Football	Sharjah English School	W 3-0
18-11-15	U16G Basketball	AAM	W 37-17



Greenfield  
Community  
School

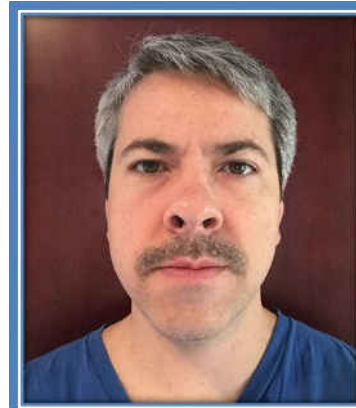


### WholeSchool News

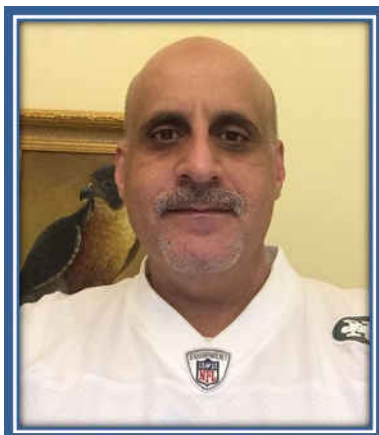
November



*Callum Stevens  
P.E Head*



*Pedro Dale  
Father of Joao &  
Antonia Dale*



*Issat Bibi  
Father of Issam &  
Noor Bibi*



*Gary Mallon  
Head of Primary*





Greenfield  
Community  
School



## Whole School News

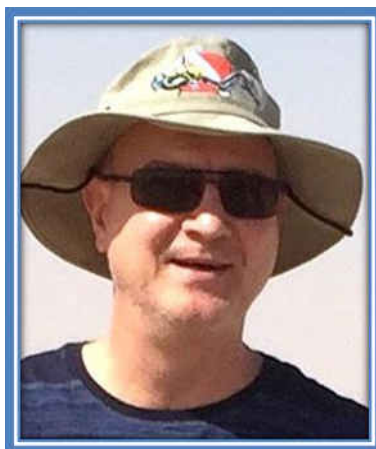
November



*Jamie Plunkett  
Deputy Head of  
Primary*



*Claus Nielsen  
Father of Emma &  
Sarah Therkikdsen*



*Daniel Steyn  
Father of CJ Steyn*



*Zoltan Gemardics  
Father of Zorka  
Gemardics*





Greenfield  
Community  
School



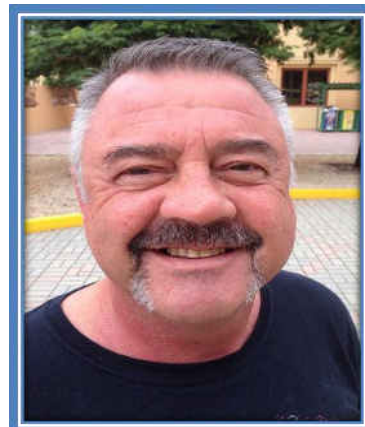
IB CONTINUUM

## Whole School News

November



*Riaan Botha  
Father of Lara  
& Lian Botha*



*Gary Williams  
Father Gabriel  
Williams*

**CIS**  
COUNCIL OF  
INTERNATIONAL  
SCHOOLS

**taaleem**  
Inspiring young minds

# GCP Updates

Brought to you by the Greenfield Community Parents Committee



## GCS National Day 26<sup>th</sup> of November

The Arabic Department and our UAE moms are collaborating to help GCS celebrate UAE's National Day in true Emirati style!

Try your hand at Face Painting the UAE Flag, Henna Art, or decorating the school in UAE décor (the day before). Email the GCP, and volunteer your time to make this day a true celebration! Be a part of this event and learn more about the country you live in!

This month, the GCP would love to thank both **Choitrams** supermarket and **Oregano** restaurant for sponsoring fresh and delicious food at our MYP Swim Gala which took place on the 8<sup>th</sup> of November 2015. **Choitrams**, located in The Market, provided us with nutritious yummy fruits, a perfect snack for our competitive swimmers! **Oregano** restaurant, now with a new location on the lakeside view of the Market, was gracious to sponsor 20 hot and delicious pizzas for not only the MYP Swim Gala but also for the Grade 6 Barbeque, which took place on the 17<sup>th</sup> of November! We would also like to add a big thank you to **Solgar** supplements, which provided GCS with a wonderful outdoor shade that we used during our barbeque. Thank you to all these sponsors for helping our events here at GCS be a great success!

International Day is fast approaching on the **4<sup>th</sup> of February 2016!** Our first meeting was held on the 17<sup>th</sup> of November 2015. You can now sign up for your country's table on our sign-up board located near the front of the school. The GCP will also have an exciting raffle during this event! If you would like to donate any fabulous raffle prizes, contact the GCP committee via our email address. Also, don't forget to book a spot during the event to show off your country's song, dance, or any other colorful talent. There's still a chance to learn more at our next meeting on the 7<sup>th</sup> of December 2015.



## GCP needs volunteers for the Lost and Found!

The GCP would like to thank our committee members Helen and Donna for making such a wonderful Lost and Found team! Together, they managed the sales and helped raise thousands of dirhams for our school! Sadly however, they will not be part of the Lost and Found division any more. **So, if you would like to be part of this rewarding experience, please feel free to email the GCP!**

## Upcoming Events

**7<sup>th</sup> of December**  
**GCP International Day Meeting**  
**8am – 9am**  
Located in the Collaboration room behind the PYP Library

Visit us on Facebook by adding yourself to  
The Greenfield Community Parents Group.

<https://www.facebook.com/profile.php?id=100009997454845&fref=fb>

Email us at [GCP4GCS@gmail.com](mailto:GCP4GCS@gmail.com) with any questions or suggestions.  
We're looking forward to hearing from you!

