

# IN THE LOOP

THE OFFICIAL NEWSLETTER OF CRAWFORD INTERNATIONAL SCHOOL

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# From the Managing Director's Desk

*Jenny Coetzee*

As we fast approach midterm we look back and reflect on our students' progress after being in a second lockdown from March 2021 to May 2021.

Just like adults, children continue to feel the effects of Covid-19 more than a year down the line. They have not enjoyed typical student experiences, or activities which are designed to encourage social bonding and relationship building at home and school holiday events. During the pandemic, students with academic achievements have also suffered disappointment from a lack of in-person opportunities to celebrate them.

As schools resumed for the third term students required the reassurance needed to achieve their best. Some of the challenges they face are less obvious than others. While masks have become a part of the school uniform as a major weapon in the fight against Covid-19 infection, this is not without a cost.

The experience of smiling and seeing the smiles of others is an emotional aspect which changes the way our brains work as it releases hormones of pleasure. Smiling and seeing the smiles of others physically protects children against stress and its effects. Just not seeing the smiles of classmates is a continuing limitation affecting children's school days.

The prospect of getting back to the pre Covid-19 times keeps hopes alive that children might be able to smile at each other again at school without wearing masks. Sharing of birthdays in school, normal play time and activities are some basics held with great value by learners.

The experience of being deprived of some of the essentials of human engagement has already affected their psyches changing what was previously considered as everyday normality for this reason parents need to ensure a healthy balance in the lives of their children and limit unnecessary stress and pressure on their children during this difficult time. Be wary of transferring personal fears onto children.

What role can we play to ameliorate the impact of this pandemic on the learning process and give smiles to all our children? The nature of the impact of this pandemic has put pressure on all education systems. Parents need to listen with care and respect to the teachers who understand the impact of the virus on educational needs and we need to harness and spread goodwill, solutions and new ways of thinking to give children reason to smile. To do this we must not wait for the pandemic to be over, but work within the current conditions.

I have always advocated a simple philosophy – holidays are for refueling energy – and this is done by complete downtime. An axe cannot remain sharp without downtime to sharpen it. Similarly, teachers and students need downtime to regain energy to reach their full potential when returning to school.

Many times, parents ask for additional work for children during the holidays, even though those children may be achieving well. Yes, there may be reason for students to catch up on work if they have just joined the school and have skills which need to be developed. But there needs to be a balance between work and play. Don't let academics become a drudgery. Children need time to play as well. Let's use this short midterm break wisely to re-energise our students before the final examinations.

There has also been an appeal that we return in person when school reopens on the 2 June for in person lessons. Crawford International School has been blessed in that we have not had outbreaks of Covid stemming from the school. I believe that the online lessons in the first week is imperative as a safeguarding measure. Lessons will continue as normal, although online. Let's work co-operatively in protecting both our staff and families during that short online time.

# From the Managing Director's Desk

Continued from page 1

I am very pleased that we have secured an experienced marketer. Mr. Ezekiel Muriithi, joined the staff last week and already we have seen an increase in our digital presence. Mr. Brian Shimenga joined us as Head of IT, and he has settled into the role very quickly after spending much of his career working in various school IT teams. We welcome both staff members to our school..

The swimming team has been training in full force and it is great to hear the splashing water early in the morning as they practice again. We will be planning some swimming clinics on Saturdays next term and will inform parents on details. These will not be compulsory but will supplement the swimming program. There will be a cost involved for these swimming clinics, but transport and a snack will be included in the cost of the clinic. Details will be sent during the holidays.

Our Year 11 and 12 candidates will be writing exams throughout the holiday. They have continued to keep their focus and we look forward to receiving their results. A reminder that the Year 11 students must please return their textbooks as they complete their examinations to the librarian. It would assist greatly if they can do so after each exam. The year 11 students have requested a function to celebrate the ending of their phase. This function can only take place once all school, meal and transport fees are paid by all Year 11's. We therefore appeal to parents to do so as soon as possible.

The year 12 students will return to school on 21 June 2021 to commence with their Year 13 syllabus. The students who have Design and Technology as a subject will continue their syllabus and sit their examination in October. Unfortunately, this examination is only written during that session and not examined in the current session. The year 11 students will only commence their A level studies in the new academic year.

**A reminder that the AGM meeting is set for Tuesday 25 May at 18:00. The agenda and minutes of the last meeting will be sent separately. The link to this meeting is <https://bit.ly/3v46QYP>**

***Wishing each of you a wonderful holiday. A reminder that lessons resume online from 2-4 June 2021 and then in person for Year 4-6 from the 7 June. The Year 7-10 students will commence their exams on 7 June. During exam time school will end at 2:15pm to give students enough time to travel home and allow them to do some studying during reasonable hours.***

Please familiarize yourself with the exam protocols emailed to parents on 15 May 2021. No curricular activities will be offered from 7-18 June except for the Kindergarten classes. After 18 June we will revert to the normal school program.



**"Stay safe and be blessed  
during this short holiday"**

**M.D Jenny Coetzee**



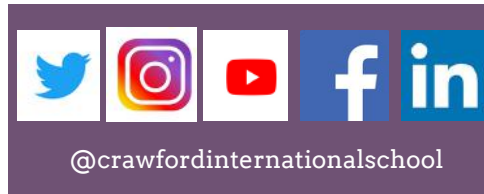
# DIGITAL AND SOCIAL MEDIA

CRAWFORD INTERNATIONAL SCHOOL



Ezekiel Muriithi, Lucy Mungai and Bob Dewar

*By Ezekiel Muriithi  
Digital Marketing & Public Relations  
Manager*



To the Crawford Family,

I take great pleasure to be part of Crawford international School. Digital Marketing will build a vibrant digital space for our Crawford community that will showcase our culture as Crawfordians.

The digital landscape is rapidly changing, with each day presenting new dynamics in the field of digital marketing. CIS School will embark on a digital campaign that will preserve our authority online and increase our digital media footprint.

Over the coming weeks Crawford International School will increase social media presence and engagement.

We urge our students, staff and parents to engage our social media profiles.

I therefore call upon all CIS stakeholders to follow our social media pages, the URL will be provided below.

<https://www.facebook.com/CrawfordInternationalSchool>

<https://twitter.com/CrawfordSchKenya>

<https://www.instagram.com/crawfordschke/>

<https://www.youtube.com/c/CrawfordInternationalSchoolKenya>

To improve our ranking, we request you to leave your reviews on our website page. The review page is found on the right side of CIS website.

Let us embrace and grow our Crawford culture online.

***FOLLOW US TODAY***

# INTERNATIONAL SCHOOL FAIR

## VILLAGE MARKET - RUNDA



### WHAT A FAIR IT WAS!

Crawford International School participated in the International Schools Fair held at the Village Market in Runda.

The fair brought together prominent schools to engage with members of the public and share more information

regarding their school. This time was no different with many parents visiting the CIS stand to acquire more information about the school.

Many visitors commended our vibrant school colors noting the uniqueness of the colour tone.





### ***Microsoft Hack It!***

*We applaud IT teachers Sammy Njehu, Felix Malombe and Yr 11 computer students namely, Shiv Shah, Nissi Faith, Ruan Gudka, Michael Gathege, and Austin Erick for participation and successful completion of Microsoft Hack it.*

## LANGUAGES WEEK

By Elizabeth Asaala

### LANGUAGES WEEK

Language is what makes us human. It is how we communicate. This week we celebrated this uniqueness of mankind at Crawford International School. We are a diverse community, strengthened by our differences in language and culture. Seeing the community come together, displaying these elements of their identity has been wonderful.

Students and staff have enjoyed engaging in various activities. We have had English, Swahili, French and Chinese cuisines served throughout the week, cultural dress down, and teachers connecting with students in various languages offered at Crawford during lessons. Listening to our students put effort in speaking in another language left us with a sense of joy and pride as we are training them to embrace international-mindedness.

### FRENCH DAY AT CRAWFORD INTERNATIONAL SCHOOL

French is one of the Modern Foreign Languages that is being taught at Crawford International School. Psychological studies have found that speaking a second language, such as French, is a great asset to the cognitive process. The brains of bilingual people operate differently than those of single language speakers, and these differences offer several benefits including:

- Learning French helps to improve listening skills since the brain must work harder to distinguish different types of sounds
- Students learning French build their memory to be stronger than those speaking only one language. This helps with mental calculation, reading and other vital skills
- Learning French improves the ability to switch from one task to another more quickly



*"Students and teachers engaging in languages games"*



## LANGUAGES WEEK

Continued...

During the French speaking day, the department carried out the following activities:

1. We created an ambiance of French culture through the French flag colors displayed across the school.
2. We played French songs during Crawford Connect and at the canteen
3. We encouraged greeting in French
4. We have French Quiz and winners awarded with sweets
5. Some teachers dressed in French colors
6. We had a French cuisine at the canteen.

Much appreciation to all who participated and looking forward to having more exciting French Cultural activities.



***STUDENTS POSING  
DURING THE  
LANGUAGES WEEK***





## MANDARIN TONGUE TWISTER

### 1. Tongue twister in Mandarin

Chinese: 四是四，十是十，十四是十四，四十是四十

Pin Yin: sì shì sì, shí shì shí, shí sì shì shí sì, sì shí shì sì shí

Meaning: Four is four, ten is ten, fourteen is fourteen, forty is forty.

### 2. Tongue twister in Mandarin

The Rabbit with A Big Stomach

大兔子，

dà tùzi

(a big rabbit)

大肚子，

dà dùzi

(a big stomach)

大肚子的大兔子，

dà dùzi de dà tùzi

(the big rabbit with a big stomach)

要咬大兔子的大肚子。

yào yǎo dà tùzi de dà dùzi

(is going to bite the big stomach of a big rabbit)

## LANGUAGE IN CHINA - MANDARIN

The common language in China is Mandarin, often known as the 'Han language' which is spoken in the People's Republic of China and Taiwan. It is the language favoured by the government, education, and media.

It is the most spoken language in the world with over 1 billion speakers now.

## CHINA CULTURE & SOCIETY

Mandarin is today taught as a foreign language all over the world.

Mandarin is taught at Crawford International School Kenya as one of the Foreign languages. It is one of the languages United Nations(U.N) uses during the official meetings.

Let us learn a few Mandarin greetings and etiquette.

## ENGLISH PINYIN SIMPLIFIED

Hello. nǐ hǎo 你好

Hello. (formal) nín hǎo 您好

Good morning zǎo shàng hǎo 早上好

Good afternoon. xiàwǔ hǎo 下午好

Good evening. wǎnshàng hǎo 晚上好

Good night. wǎn ān 晚安

Goodbye. zài jiàn 再见 (再見)

Thank you. xiè xie 谢谢 (謝謝)

You're welcome bú kè qì 不客气 (不客氣)

Sorry. duì bu qǐ 对不起 (對不起)

It's alright. méi guān xi 没关系 (沒關係)

## Arts, Humanities & Popular Culture:

China has a rich heritage of culture, art and literature dating back to the earliest civilisations. Traditional beliefs influenced by changing imperial rulers, philosophies and Confucianism have been carried through time and are reflected in the arts.

## Religion & Beliefs:

The major religion in China is Taoism (or Daoism as it is also commonly known). Those who do not follow Taoism primarily subscribe to Buddhism, followed by Christianity and Islam.

## Major Celebrations/Secular Celebrations:

1st January - New Year's Day – National Holiday

January 28th - Chinese New Year (dates can vary – takes place in 12th lunar month of the Chinese calendar) National Holiday

January 29th – Spring festival golden week holiday – National holiday

April 5th (or 15th day of the spring equinox) - Qing Ming Jie holiday – National Holiday

By Mike Njoka  
Mandarin Teacher

## CONTINUED...

April 5th (or 15th day of the spring equinox) - Qing Ming Jie holiday – National Holiday

May 1st – Labour Day – National holiday

May 28th – Dragon boat festival – National holiday

October 1st – National Golden Week holiday – National holiday

October 4th – Mid-Autumn festival – National holiday

There are numerous other holidays which are observed locally but not designated as national holidays.

### The Family:

Family relationships in China are of paramount importance and enormous emphasis is placed upon hierarchy. Many of the values in Chinese culture are based upon Confucianism which stresses duty, sincerity, loyalty, filial piety, and honour.

Children often remain close to family in adulthood and those who are required to work away from the home area tend to make regular visits to family a priority.

### Food:

The Chinese are famed for their eclectic mix of flavours, spices, colour and taste. Their staple foods are rice, tofu and noodles which form a basis to the wide variety of complimentary ingredients such as: Bamboo shoots, string beans, water chestnuts, Chinese mushrooms, ginger root, garlic, chillies and coriander.

Individuals typically eat a wide range of meats, the most popular of which are pork and duck. Fish and shell fish are also a popular source of food. Dinner is the most important meal of the day and will typically include a variety of dishes which may start with soup.

Most popular dishes in China include: Spring Rolls, Peking Duck - thin strips of crispy, roasted duck served with shredded cabbage and a sweet sauce, Bang Bang chicken or duck, so called because the meat is tenderised by hitting it with a hammer, Chow Mein which incorporates stir fried noodles with either meat, fish or vegetables.

## CHINA CULTURE & SOCIETY

### Economy:

Over the past few decades China has emerged as one of the fastest growing economies in the world and is among the globe's group of largest exporters and importers.

### Facts about Chinese people

- Chinese eat using chopsticks
- Panda is the most unique animal only found in China
- Chinese love performing Kungfu or martial Arts.

*Written by  
Mike Njoka*



*"Mr. Mike Njoka, Mandarin teacher,  
educating students about Chinese  
drawings"*



# LEARNING DISABILITIES & DIFFERENCES: WHAT WE NEED TO KNOW

BY LUCY SIMIYU, SCHOOL PSYCHOLOGIST

In recent years, more parents are being confronted with the reality that their children learn and think differently. For parents whose child has had appropriate learning experiences and instruction, yet is unable to keep up with peers, it is important to find out why and how to help.

We need to keep in mind that children who learn and think differently can succeed in school, work, and relationships. Often, they can benefit from help that uses their strengths and targets any areas of need.

## What is a learning disability (LD)?

This is a term used to describe a range of learning and thinking differences that can affect the way the brain takes in, uses, stores, and sends out information. Some children have specific learning disabilities (also known as LDs), such as reading or math disabilities. Others may have conditions that affect learning like attention deficit/hyperactivity disorder (ADHD) or hearing loss. Many children with learning differences and difficulties can have more than one learning disability or condition that affects learning.

## What causes learning difficulties?

There are many reasons why a child may have difficulties learning. These include:

- A family history of learning disorders increases the risk of a child developing a disorder.
- Poor growth in the uterus, exposure to alcohol or drugs before being born, premature birth, and very low birthweight have been linked with learning disorders.
- Psychological trauma or abuse in early childhood may affect brain development and increase the risk of learning disorders.
- Head injuries or nervous system infections might play a role in the development of learning disorders.
- Exposure to high levels of toxins, such as lead, has been linked to an increased risk of learning disorders.
- Childhood illnesses such as meningitis.

## How do I know if my child has learning differences and difficulties?

Although learning and thinking differences may not always be obvious, there are signs that signal the need for help for your child. Talk with your child's teacher and let your child's doctor know if your child shows any of the following signs:

For preschool children:

- There will be delayed language development. Usually, a preschool-age child should be able to talk in phrases or short sentences by 2½ years of age.
- Trouble with speech. Often, a child should speak well enough so that adults can understand most of what they say by age 3.
- They have challenges in learning colors, shapes, letters, and numbers.
- They might struggle with rhyming words.
- By 5 years of age, a child should be able to button clothing, use scissors, and hop. They should be able to copy a circle, square, or triangle. A struggle with these tasks shows the child is having trouble with coordination.
- They will often exhibit short attention spans. Between 3 to 5 years of age, a child should be able to sit still and listen to a short story. As a child gets older, they should be able to pay attention for a longer time.
- Frustration or anger when trying to learn.



## CONTINUED...

For school-aged children and teens, they may find it difficult to do the following:

- Follow directions.
- Get and stay organized at home and school.
- Understand verbal directions.
- Learn facts and remember information.
- Read, spell, or sound out words.
- Write clearly (may have poor handwriting).
- Do math calculations or word problems.
- Focus on and finish schoolwork.
- Explain information clearly with speech or in writing

### Is there a cure for learning disabilities?

There is no "cure" for learning disabilities. Special education programs can help children cope and compensate for these disorders, but the learning disability will last a lifetime.

### Who can help?

Talk with your child's doctor and teachers about any learning struggles you notice. A pediatrician can evaluate developmental delays and other conditions that may be contributing to learning difficulties. They can also refer you to specialists in neurodevelopmental disabilities, developmental and behavioral pediatrics, child neurology, or child psychology. Special needs teachers and other education specialists perform screening or evaluation tests to identify problems and determine if early interventions or school-based support can help.

### How can parents help children who learn and think differently?

1. Focus on the child's strengths. All children have things they do well and things that are difficult for them. Parents should find their child's strengths and help them learn to use them. In addition, regular praise for the child when they do well or succeed at a task will go a long way in building their confidence.

2. Develop social and emotional skills. Learning differences combined with the challenges of growing up can make a child sad, angry, or withdrawn. Provision of parental love and support while acknowledging that learning is hard because their brain learns in a different way sends a positive message to a child. Parents are encouraged to find clubs, teams, and other activities that focus on friendship, fun and confidence building.

3. Support groups. Find and join both local and international support groups. As long as they are genuine groups, parents will benefit by learning more about parenting a child with learning difficulties. It is always comforting to know that you are not alone on this journey, as a parent and/or a guardian.

4. Plan for the future. When a child is different, parents will worry about the future. Parents can prepare their child for adulthood by encouraging them to consider their strengths and interests in education and career choices.

With the right support, children who learn and think differently can thrive, and grow into adults who contribute immensely to society. This can only be realized when both teachers and parents work together, exhibit shared optimism and lean on one another for strength and support.





# MY CULTURE

THE STARS OF CULTURAL OUTFIT DAY







**IN THE PHOTOS**

**CHINESE CULTURE**

**HINDU CULTURE**

**SWAHILI CULTURE**

**FRENCH CULTURE**

**WEST AFRICA CULTURE**



# THE LANGUAGES WEEK CUISINE

**THE LANGUAGES  
WEEK LUNCH WAS A  
WORK OF ART WITH  
EACH DISH  
COMPLEMENTING  
ONE OF THE  
LANGUAGES.**

## MENU FOR THE LANGUAGES WEEK

**FRENCH CUISINE**

**SWAHILI CUISINE**

**CHINESE CUISINE**

**ENGLISH CUISINE**

**WHAT A GREAT  
EXPERIENCE!**



# CHILDREN MODEL OUR BEHAVIOUR



Drivers disregarding traffic rules this week whilst collecting students.







## Swim Team Training

5:30 - 7:30 a.m.

Monday, Wednesday &  
Friday  
Yr 8-10  
in the pool

Tuesday & Thursday  
Yr 4-7  
in the pool

Tuesday & Thursday  
Yr 8-10  
dryland/fitness

Wednesday  
Yr 4-7  
dryland/fitness

1-2 pm  
Tuesday-Wednesday &  
Thursday  
KG  
YR 1, 2, 3  
selected swimmers





Mr. Mwangi Muchiri and Ms. Ann Maina guiding the discussion



**Year 8 Students engage in a heated discussion about leadership qualities before breaking for mid-term break"**

**"The Cactapopo Jungle book is based on animal kingdom setting. It offers students an exciting experience to develop leadership and interpersonal skills"**

**Mwangi Muchiri  
Author**