



**news**  
news from the trunk  
Thursday, March 12, 2020

**PLEASE NOTE:** School will be closed on **Thursday, March 12** for **Spring Break** and will reopen on **Sunday, March 22**.



**Project-Based Learning in Grade 7 & Grade 8 English Language Arts Classes**

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# Superintendent's Message

Dear KAS Community,

I wanted to write and share some information about COVID-19 and how you can discuss this topic with your children in an age appropriate way. At KAS we are very aware that this could be a scary situation for students and I want you to know the school nurse, counsellors and class teachers are educating and reassuring students.

Firstly, please find below information from UNICEF and WHO with facts about Coronavirus. Below this are some ideas from Save The Children about how to discuss the situation with your children.

For those of you traveling this break I wish you safe journeys and I look forward to welcoming you back to school on Sunday March 22nd.

Kind regards,

**Bridget Davies**  
KAS Superintendent  
[bdavies@krtams.org](mailto:bdavies@krtams.org)

## FACTS ABOUT COVID-19

### What is COVID-19?

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.'

The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold.

### What are the symptoms of COVID-19?

Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.

### How does COVID-19 spread?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from and touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours, but simple disinfectants can kill it.

### Who is most at risk?

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, we are still learning about how it affects children. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. This is a new virus and we need to learn more about how it affects children. The virus can be fatal in rare cases, so far mainly among older people with pre-existing medical

conditions.

### What is the treatment for COVID-19?

There is no currently available vaccine for COVID-19. However, many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. There are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

### How can the spread of COVID-19 be slowed down or prevented?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- staying home when sick;
- covering mouth and nose with flexed elbow or tissue when coughing or sneezing. Dispose of used tissue immediately;
- washing hands often with soap and water; and
- cleaning frequently touched surfaces and objects.

As we learn more about COVID-19 public health officials may recommend additional actions.

### Extract from - Key Messages and Actions for COVID-19 Prevention and Control in Schools, March 2020, UNICEF, WHO & IFRC

### 7 Simple Tips on How to Talk to Kids About the Coronavirus

As communities and schools work towards preventing the spread of coronavirus with precautionary measures, including closures or the cancellation of events, it's likely that children's awareness of the outbreak is growing. Here are 7 simple tips for how to guide the conversation with children about the coronavirus outbreak.

1. Be calm, honest, and informed.
2. Tailor your approach based on your child—think about whether more information makes them more or less anxious.
3. Share facts simply and calmly—kids take their cue from you.
4. Ask your child what they know, answer their questions and address any misinformation.
5. Validate their feelings, while reassuring them- "I understand this can be scary. The risk is still low, and we're well prepared."
6. Remind them of what's in their power—washing hands thoroughly and often, coughing and sneezing into their elbow, getting plenty of sleep, etc.
7. Model good hygiene, and try to make it fun! Think of or create a favorite song to sing while scrubbing hands for at least 20 seconds.

<https://www.savethechildren.org/us/what-we-do/emergency-response/coronavirus-outbreak-how-to-explain-children>  
<https://www.unicef.org/press-releases/covid-19-ifrc-unicef-and-who-issue-guidance-protect-children-and-support-safe-school>



# Letter from the Middle & High School Principal

Dear Parents,

The habits your child is developing in school will prepare him or her for future challenges and responsibilities. One of the most important habits that we would like to help your child with is punctuality. We would like to see your child arrive to school on time everyday.

Students who continually arrive late to school miss important announcements and part of the academics of their class. These students also require special attention and take time that could be used otherwise. Students' tardiness also disrupts the learning of other students in their classes and can also negatively affect the overall classroom environment.

Research also indicates that:

- Tardiness problems correlate directly to achievement problems.
- Arriving late to school can also mean that students miss out on activities designed to build connections with their peers, potentially impacting their social interactions.
- Tardiness problems are associated with lack of preparation for higher-grade levels, college and entering the work force.

At Khartoum American School we take tardiness very seriously. Our student's record shows no distinction between arriving one minute late, fifteen, or one hour. If your child arrives late for school and misses a morning class, he or she will be marked absent for that class. Arriving late is very disruptive to your child as well as to others.

Parents, the school administration, teachers and your child's classmates appreciate your efforts to help your child get to school on time. Thank you for giving them a great opportunity for success by ensuring that they come to school and are in the classroom on time.

Have a great Spring Break!

**Susan Boutros**  
Middle & High School Principal

## NEWS FROM THE ATHLETIC DEPARTMENT



**Last Saturday, KAS boys soccer team was on the field for the final match of the season at KICS. Our KAS team was dominating the game but they had to wait until the last 10 minutes before finally scoring their first goal with Kareem. Only a few minutes later, KICS scored a goal. Finally, with 2 minutes left, Dyvia scored the victory goal. All the players should be congratulated for their exemplary behavior on and off the field and for their involvement during the soccer season.**

**Gilles Peyron**  
P.E. Teacher



### KAS UPCOMING EVENTS

- March 11:** Science Fair
- March 13-21:** Spring Break
- March 22:** Beginning of ASAP Session 4
- March 25:** Board Meeting
- March 26:** Battle of the Books
- April 1 - 16:** MAP Testing
- April 2:** Elementary Musical Production

# Project-Based Learning

When most people think of Project-Based Learning, it is generally associated with Science, History, and Social Studies. Project-Based Learning is defined as “learning that is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and personally meaningful projects (<https://www.pblworks.org/>).”



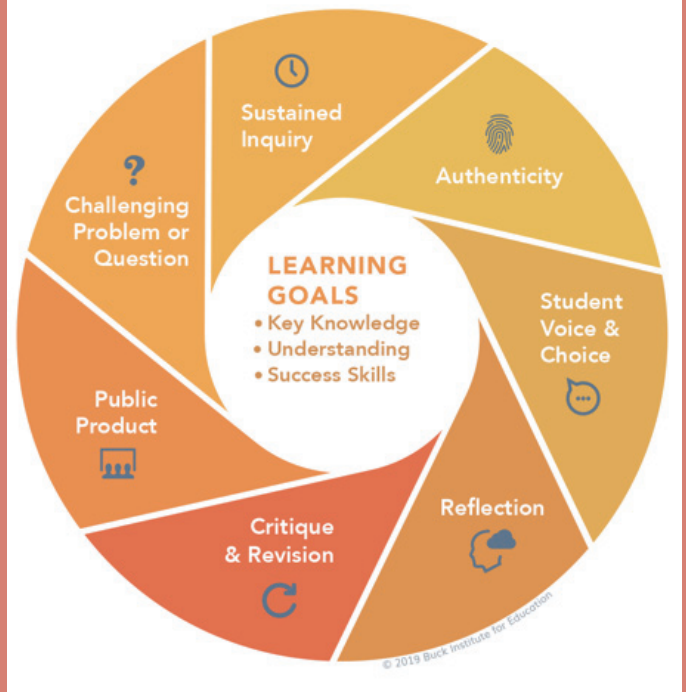
This approach to teaching can also be applied to many subjects including English Language Arts. Students in my seventh and eighth grade classes have been reading some exciting books! In seventh grade students read the book entitled *The Breadwinner* by Deborah Ellis and eighth graders read *The House of Scorpion* by Nancy Farmer. Through Project-Based Learning, students demonstrated their critical understanding and analysis of the text by creating activities that were centered in Project-Based Learning. Students worked on their projects over an extended period of time and they demonstrated their knowledge, skills, and creativity by presenting projects that consisted of word games, newspaper articles, magazine articles, comparative analysis charts, knowledge charts, facts about Afghanistan, graphic strips/illustrations about the text and interviews to name a few. As a result, students developed deep content knowledge about the books they had read as well as critical thinking, collaboration, creativity, and communication skills.

Project Based Learning unleashes a contagious, creative energy among students and teachers!



## Gold Standard PBL

### Seven Essential Project Design Elements



Dr. Khafilah Malik

English Language Arts 7&8 Grade

## Saying of the Week

Once **The Balloon Has Gone Up** you know there is trouble ahead. During the First World War, observation balloons would be sent into the sky at the first suspicion of an enemy attack, in order to monitor distant enemy troop movements. To most this was a sign of impending action. During the Second World War, strong barrage balloons connected to the ground with thick steel cables were raised around English cities. The idea of these was to impede enemy aircraft, which might crash into them in the darkness or clip their wings on the steel cable. Often they also protected cities from enemy missiles, which would hit a balloon and explode before reaching its target. Their success was immeasurable but to city folk the sign of 'the balloon going up' meant an impending air raid. Trouble was indeed ahead.

Minette van der Bijl

High School English Department