

# NEWS LETTER



## WHAT NOT TO MISS

- Monday, 23 February:  
Ramadan Boxes Drive

### Professional Development

A whole-staff Professional Development workshops for AIA teachers showed collaboration and commitment.



# EEP Innov8 Competition Thursday, 12 February

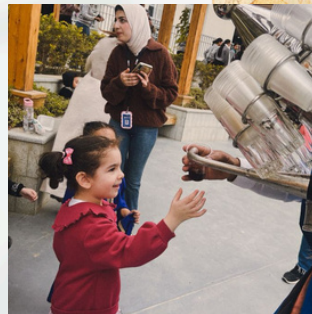
What an enriching and memorable experience at the EEP Innov8 Competition 2026! AIA students were provided with an exceptional opportunity for innovation and collaboration, as they showcased their creativity, critical thinking and problem-solving skills while tackling real-world challenges through innovative projects. We are incredibly proud of our students for receiving the **“Best Everyday Tech”** Award!



# Ramadan Celebrations at AIA Wednesday, 11 February

AIA students joyfully celebrated the Ramadan Festival. Our wonderful learners embraced the festive spirit through fun activities and creative Ramadan-inspired crafts. It was a beautiful celebration filled with excitement, creativity, and cheerful moments!

Photo Credits: Sema Atta, Grade 11



More joyful moments highlighting the traditions and cultrual spirit of this blessed month!



## PYP Bake Sale

Grade 3 - Grade 5 students organized a bake sale for PYP students, to collect donations for Ramadan boxes. Through this meaningful initiative, they demonstrated that they are caring, responsible and principled learners. By working together and sharing their creativity and efforts, they experienced the true spirit of giving and community support, making a positive impact on those in need.



## MY Bake Sale

The Student Council organized a Ramadan bazaar to collect donations for Ramadan boxes, reflecting our students' commitment to being caring, principled and open-minded learners. MY students worked together to organize tournaments and creative workshops, showing strong collaboration, leadership and responsibility. Through their efforts, they not only brought joy, but also helped provide essential items for families in need.



# AROUND THE CLASSROOMS

## PRE-K

**Play. Explore. Learn**

PRE-K A students reviewing letter sounds the fun way!



PRE-K B students learned about number 8! They practiced counting, recognizing, and writing the number 8 through fun hands-on activities.



# K1

K1 A and K1 B learners had an engaging Unit of Inquiry lesson exploring animals and the environments they belong to. After watching “Rumble in the Jungle”, they reflected through drawing, created animals with playdough, and classified them by habitat, food, and plants. They used cutting, sticking, role-play with 3D models, and puzzles to deepen their understanding, demonstrating strong creativity, motor skills, and teamwork throughout.



During their Arabic session, K1 A students enjoyed a delightful Ramadan story, then expressed their creativity by designing their own unique Ramadan lanterns.



# K2

K2 A and K2 B students explored "What do living things need to live?" They learned about basic needs such as water, food, air, sunlight, and shelter through differentiated activities based on different habitats (ocean, desert, and forest). Students made great connections about how living things survive in different environments.



In Math, K2 A and K2 B learners practiced subtraction as taking away within 10, especially subtracting from 10 using counters and real objects. Students are becoming more confident explaining their thinking.



# Grade 1

Grade 1 A students revised 2D shapes, focusing on their attributes especially the number of sides and corners. They also practiced drawing different 2D shapes using rulers and used tongue depressors to create them on their desks which helped them improve their accuracy and develop their fine motor skills.



Grade 1 B students identified and sorted natural and man-made features of a city while being Inquirers as they asked questions and explored how these features help people live in the city.



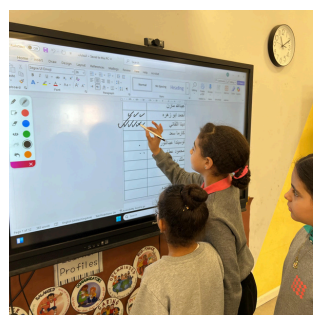
# Grade 2

Grade 2 students showcased their collaboration and communication skills as they created an engaging story map for “How to Catch a Snowman”.



# Grade 4

As part of their N.S. lesson “Make Your Decision,” Grade 4 students participated in selecting their class representative, engaging in thoughtful discussions about responsibility, leadership, and accountability. Through this process, they reflected on the qualities of an effective leader and practiced making informed choices. The activity promoted student voice, collaboration, and principled decision-making — reinforcing their role as active members of a caring learning community.



# Grade 5/Primaire 5

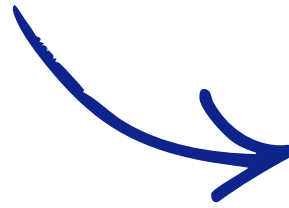
Grade 5/P5 students measured the length of their shadow at different times of the day to explain that the Earth revolves around the sun.

G5/P5 mesurent longueur de leur ombre a differents moments de la journee pour expliquer que la Terre tourne autour du soleil dans le cadre de l'unité Où nous nous situons dans l'espace et le temps : position de la Terre dans notre système solaire.



P5 students prepared two different dioramas on the movements of the Earth and its position in the solar system.

P5 preparent 2 differents dioramas sur les mouvements de la Terre et sa position dans le systeme solaire.



# Grade 8

Grade 8 students visited Grade 5 to deliver a student-led talk about the holy month of Ramadan. They shared the significance of the month, explained the purpose of fasting, and discussed the values it teaches — such as patience, gratitude, self-discipline, and compassion. The session encouraged dialogue and thoughtful questions from younger learners, creating a warm and meaningful exchange.



## Grade 9 and Grade 11

During the past month, students from Grade 9 and DPI planned and delivered lessons to younger classes, showing commitment as Inquirers and Thinkers. They worked closely with teachers to prepare their lessons and demonstrated strong Communication and Caring skills while teaching. By completing their responsibilities and break duties, they acted as Principled learners and reflected on their progress throughout the project.



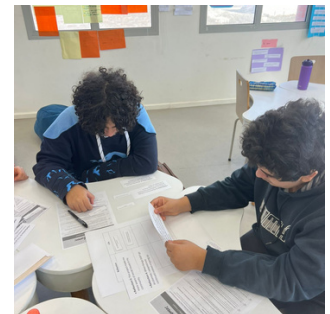
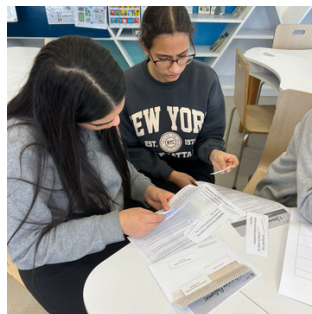
## Grade 11

### DPI Business students in action!

Their lesson put thinking before theory as students sorted real business scenarios, debated risk levels, and constructed the Ansoff Matrix themselves through collaboration and inquiry. Through this activity, students strengthened ATL skills in critical thinking, collaboration, and communication, justifying decisions, identifying patterns, and defending strategic choices. They truly embodied the IB Learner Profile as thinkers, communicators, and risk-takers, confidently exploring business growth strategies and learning that in business, every decision carries a level of risk. From confusion to clarity, learning by doing at its best.



During their CAS session, DPI students learned how to write effective reflections and connect them to the Learning Outcomes (LOs). First, they rephrased the LOs in simple words to better understand them. Then, they linked each LO to sample reflections. Finally, each student chose one LO and connected it to one of their own reflections.



# BEYOND THE CLASSROOMS

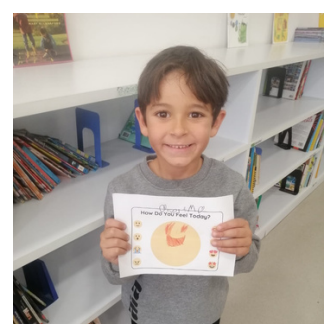
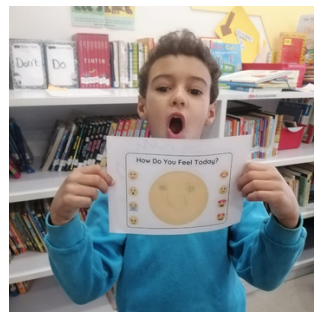
## LIBRARY

### PRE-K, K1 and K2

Celebrating Egyptian author and illustrator Walid Taher for his nomination for the Hans Christian Andersen Award. With our KG students, our Librarian read one of his stories "ميزو اصبح سعيدا", then they chose the emoji that best expressed their feelings, developing their communication and self-awareness skills and becoming more reflective learners.



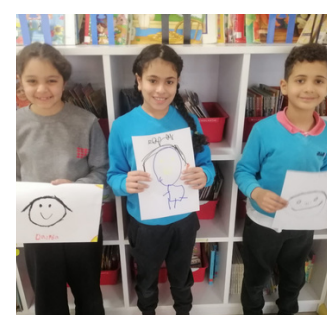
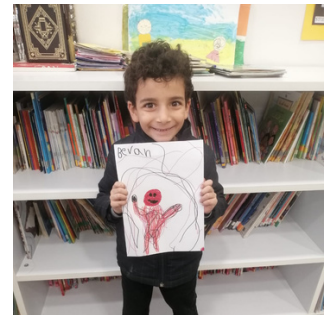
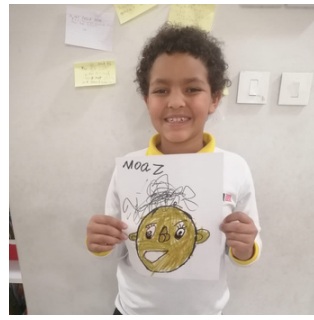
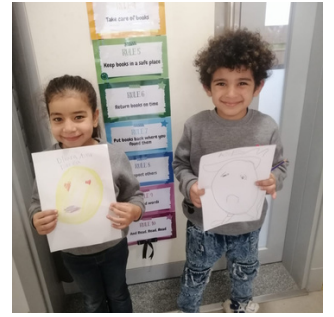
# BEYOND THE CLASSROOMS



# BEYOND THE CLASSROOMS

## Grade 1 and Grade 2

As a part of the celebration of the Egyptian author and illustrator Walid Taher, who has been nominated for the Hans Christian Andersen Award for children’s literature, Grade 1 and Grade 2 students listened to the story “فيديو أصبح سعيدًا”. Afterwards, students engaged an activity where they each drew a face to reflect their own feelings. Through this activity, they learned to express emotions, appreciate creativity, and understand the importance of sharing how they feel with others. They practiced being caring by showing empathy, reflective by recognizing their own feelings, and communicators by expressing their ideas through art.



# BEYOND THE CLASSROOMS

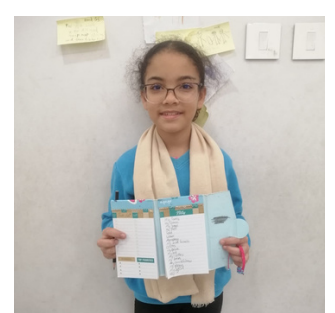
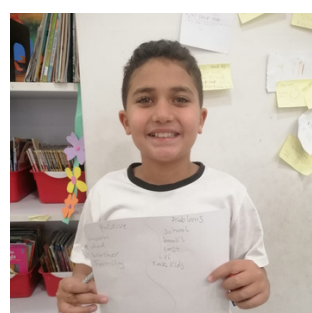
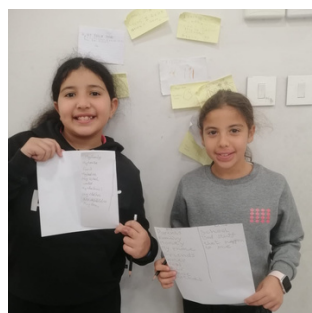
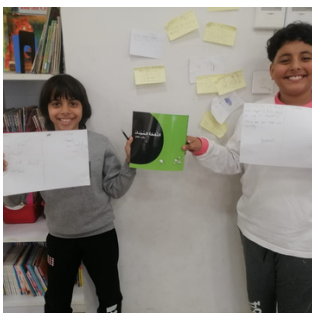
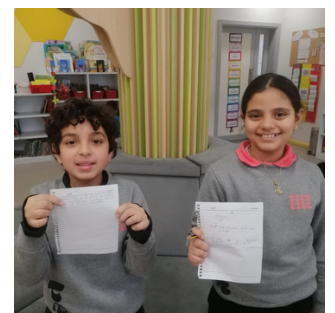
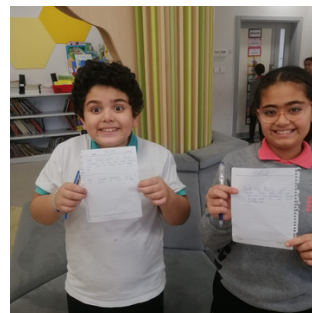
## Grade 3

Celebrating Egyptian author and illustrator Walid Taher for his nomination for the Hans Christian Andersen Award. Grade 3 students read his story "النقطة السوداء". Through a drawing activity, they creatively transformed a small black dot into something positive, developing their creative and critical thinking skills while becoming more reflective and open-minded learners.



## Grade 4 and Grade 5

As a part of the celebration of the Egyptian author and illustrator Walid Taher, who has been nominated for the Hans Christian Andersen Award for children's literature, Grade 4 and Grade 5 students read the story "النقطة السوداء" together. Then, students joined the Gratitude Circle activity, where each student wrote and shared one positive thing in their life, even if there is a "black dot" — a small problem. Through this activity, they learned to focus on gratitude and positivity, and to see the good even when challenges exist. They practiced being caring by showing empathy, reflective by recognizing their own strengths, and communicators by expressing kind words to others.



# BEYOND THE CLASSROOMS

## TRIPS

### A day of exploration at Rahaya Farm!

K2 A and K2 B students connected their learning in Sharing the Planet to real life—observing plants, understanding growth, and learning how we can care for our environment.



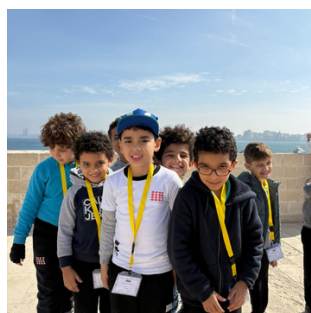
# BEYOND THE CLASSROOMS

## TRIPS

Grade 1 A students had a wonderful visit to the Graeco-Roman Museum as part of our unit “Where We Are in Place and Time.” They enjoyed exploring the museum and learning about the history of Alexandria during the Greek and Roman periods. It was an exciting opportunity to connect our learning to real historical artifacts and discover how the past shapes our present.



Grade 1 B students visited Qaitbay Citadel as part of our Unit of Inquiry “Where We Are in Place and Time” to explore the history of Alexandria and learn about the famous landmarks and features that make cities unique, while being Inquirers as they asked questions and showed curiosity about the past.



# BEYOND THE CLASSROOMS

## TRIPS

Grade 3 students had a fantastic trip to Gravity Code, where they discovered how forces work through hands-on learning. From pushes and pulls to the power of gravity, students explored big scientific ideas in a fun, practical way. Learning truly comes to life when curiosity meets experience!



### Stepping back in time to explore the wonders of the past!

Grade 10 I&S students had the incredible opportunity to visit the Pyramids of Giza and the Grand Egyptian Museum, engaging directly with historical artifacts and sites. Through analyzing primary sources and observing history firsthand, students enhanced their understanding of how evidence shapes our knowledge of the past and developed critical thinking skills that bring history to life.



# BEYOND THE CLASSROOMS

## ART

PRE-K B students learned about living and non-living things in the Sharing the Planet unit by stamping and forming flowers, discovering different materials, patterns, and textures, while also developing fine motor skills through creative play.



PRE-K A students creating their own Ramadan lanterns with love, colors, and creativity. Little hands exploring art, culture, and tradition while celebrating the spirit of Ramadan A joyful activity full of learning, imagination, and beautiful smiles



Grade 9 students wrapped up the unit with a Judge & Evaluate Artwork session where students practiced using the language of art to reflect and critique.

They began with self-assessment through rubrics to predict and understand their grades, then wrote short reflections using guided question stems.

They continued with peer feedback using PQP (Praise – Question – Polish), rotating between artworks to give compliments, answer artist questions, and suggest improvements.

The session encouraged thoughtful dialogue, confidence in art vocabulary, and seeing feedback as a tool for growth and future creativity.

