Letter from the Editor

Some students and parents of students are not aware of the meaning of a non-profit-seeking organization which in fact is attributed to the status of SNC. There are some who showed to have never investigated on the status of this organization and who disregarded the term “non-profit-making” and presumed that it is like any organization seeking profit and that this profit is thereby transformed to wealth to its founders. In one way or another, the school must have clarified to this huge mass of people the true meaning of this attribute.

On the other hand, there are many who consider the school as a charity organization that attempts to give a right hand support to its students. In fact, the school tends to support these parents by extending the time of the due payments for its students’ tuition fees and is less strict compared to other schools when the parent is truly in need of money.

As a matter of fact our school is neither this nor that. It is a non-profit-seeking organization in the sense that all its profit generated in one year is re-injected in the saving or reserves of the following year in order to maintain continuous development in the school (adding departments, automation and development of departments, maintenance and infrastructure, hiring in a continuous way more qualified instructors etc..). This is in fact was the intention of Sheikh Said Himadeh, the school founder, whose aim was to develop an a well-needed organization in our Shouf region and an organization he will be proud of and that will be in continuous development throughout the following years.

Malek Himadeh
Chief Editor
Interview

Interview of Dr. Marwan SEIFEDDINE, supervisor of the French section of SNC

Dr. Marwan Seifeddine, started his career as a mathematics lecturer in the Lebanese University. He subsequently worked for 8 years as an economic consultant for Dar Al Handasah consultants (Shair & Partners). He joined, in 1987, the Islamic Development Bank headquartered in Jeddah, where he held several senior positions including, director of operations, director of investment, and adviser to the President. He retired in March 2011 and joined SNC as supervisor of the French section in September 2014.

1. Dr. SEIFEDDINE, after your retirement in 2011, what did motivate you to work for the French section of the SNC?

I spent 24 years of working for a multilateral development institution. The nature of my work and the activities I was involved in, led me to realize that education is the main factor for development. Besides, I had always a personal liking for education and a high respect for educators. In fact, the first three years of my professional career were in the academic field. Thus, when the Chairman of the Board of Trustees proposed to me in September 2014 to help him in supervising the French section of the SNC, I accepted his proposal with enthusiasm. I thought that education is the main factor for development and I thought that it is a very gratifying task to participate in the development of the SNC, which is also a contribution to the development of the Shouf Region.

2. The Shouf Region is not a region where French as a second language is used as frequently as in other regions of Lebanon, do you think that this a constraint to the development of the French section of the SNC?

It is a constraint in the sense that for the majority of the students French is not a language that is spoken frequently at home contrary to some schools located in other regions of Lebanon. However, parents who send their children to the French section of the SNC do it as a deliberate choice and not by default, because they believe that the French educational system offers certain advantages which they value and appreciate.

3. What are in your opinion the advantages of the French educational system and more specifically the program of the French baccalaureate?

Previously, people believed that the French educational system put too much emphasis on imparting knowledge in an intensive way with too much reliance on memorizing information without leaving some breathing space for students to get involved in extra-curricular activities that would enable them to develop not only their knowledge but also their personality. May be there was a germ of truth behind this belief when comparing the French system to other educational systems. However, this is no more the case as the French system underwent drastic changes during the last two decades. At present, teaching methods from the kindergarten level to the baccalaureate are interactive, and focus on the active participation of all students. Formal lecturing has been drastically reduced and is almost non-existent. Emphasis is laid on developing the ability of students to analyze a problematic situation or issue, structuring their reasoning, and sharpening their arguments. This is all ingredients that will help them to be good citizens, successful in their future careers, and our students have successfully competed in several contests organized around extra-curricular activities. Also, inspectors, advisers, and supervisors from the Agency of Teaching French Abroad (AEFE) that oversees the network of the schools following the French system in Lebanon, have praised what the French section of the SNC has accomplished so far. All these aspects represent a source of encouragement to us and a proof that we can aim very high.

4. We know that in accordance with its Vision statement the French section of the SNC is to become within few years among the best three schools in the network of the Agency for teaching French abroad (AEFE), don’t you think that this goal is too ambitious?

Any institution that sets itself on a path of progress has to have a vision, and any vision encompasses an element of dream. Our vision is very ambitious, it is a vision of excellence, but it is not a vision impossible to fulfill. We have been able to get the accreditation from France for the primary, intermediate, and secondary levels. We have a very good record of success in the official exams, and our students have successfully competed in several contests organized around extra-curricular activities. Also, inspectors, advisers, and supervisors from the Agency of Teaching French Abroad (AEFE) that oversees the network of the schools following the French system in Lebanon, have praised what the French section of the SNC has accomplished so far. All these aspects represent a source of encouragement to us and a proof that we can aim very high.

5. What are the main elements that you as a headmaster, will focus upon to bring the school up to the desired level of excellence that you envision?

We have explained in our strategy, that we need to work simultaneously at three levels. The first level is adding value in terms of the quality of the education we offer in all fields, and work hard not only for success of our students in the official exams which is a must, but also in equipping them with all the ingredients that will help them to be good citizens, with high ethical values and successful in their future careers. The second level is to enhance our internal capacity with a continuous improvement of our teachers, teaching methods, and modern teaching devices and equipment. The third level is to enlarge the area of support to our school including students’ parents, leading personalities in Lebanon and the Shouf Region, philanthropists, school alumni, etc. Personally, I will continue to emphasize team work, motivation, and dedication of all members of the teaching staff as important conditions for a successful implementation of this strategy.

6. The French and English section of the SNC are rather separated, do you think that this should continue or that a better coordination is required?

Of course a better coordination and interaction is beneficial to both sections, we are part of the same school and despite the difference in programs we should not work in silo. There are many activities that the two sections can do together. The fact that SNC has two sections following two different educational systems should be perceived as an element of diversity and educational wealth.
Rabih Abou Dargham, a grade 8 student, won the second place in the Abacus Concept of Mental Arithmetic System (ACMAS) World Wide competition that was held in San Francisco, USA among 500 students from 26 countries on December 29, 2015.

Rabih has outstanding mental, intellectual, audio and visual abilities that helps him shine in several domains. Rabih is able to perform mathematical calculations in a short period of time. For instance, he can answer 20 mathematical formulas in 20 seconds. Moreover, he has the ability to perform any mathematical calculation of 12 digits in less than 25 seconds.

We, at SNC, are very proud of our genius student Rabih and we hope he continues to shine for perfection.

Best of Luck!!
Counseling Intervention

As a Counseling and Guidance Unit, one of our main objectives is intervention, which is one of the counseling assets. It takes place when individuals or students are referred by head of divisions or when students refer themselves for assistance and to whom we respond reactively to help resolve their presenting issues. Moreover, and with much appreciation and gratitude, I would declare that this year we are receiving an immense number of parents’ requests via phone calls and meetings where they request us to help them guide their kids at school as well as at home and to provide various recommendations to foster their children’s emotional wellbeing.

I would like to outline the following school-counseling procedures. Head of divisions ask their teachers to fill out an observational form for those students who are portraying numerous symptoms that include anxiety, aggression, demotivation, regression in grades, etc. Before we launch counseling sessions, we observe our students in a variety of settings to gather consistent data. Sometimes, we set teachers’ meeting to collect further precise info about our student’s endeavors. If after counseling, it would be noticed that the student is facing anxiety or frustration due to his inability to meet academic objectives that his peers accomplish successfully, teachers would be handed educational observational checklists that would help me to screen students and detect if they are facing learning difficulties or exhibiting shades of any possible disorder. If the latter will be noticed, an informal screening assessment would be carried out either by a counselor or a special educator for a more in depth screening. However, if students’ afflictions or academic regression is due to their faced emotional or agonized familial setting, immediate counseling intervention proceeds.

In brief, our functions include designing a program that will fit our students’ developmental age to cope with various afflictions they are facing at school and at home. For instance, we intensively work and teach our students a variety of coping skills to help them resist peer pressure, neutralize or obliterate aggression as a communication problem-solution mean. We introduce to our students to face anxiety, accommodate to parents’ divorce, adapt to grief and loss of family members. Depression, demotivation, impulsivity and low self-esteem are those emotional/behavioral turbulences our students are trying to cope with and face. As counselors, we embrace our kids with acceptance, emotional guidance, counseling leads, and intervention facilities in order to grant our students’ academic and social integration. In addition, it is important to mention that our school welcomes many students who follow the American Educational system, and sometimes these students fail to adapt to our oriental traditions that they depict as aloof, which hinders their social integration as well as their academic output. As counselors and psycho-educational facilitators, we intervene to set short-term goals, which are collaboratively followed-up by teachers and counselors.

Our counseling therapeutic strategies, planned treatment or what I call remediation are based on Cognitive Behavioral Therapy. We intervene at the students’ cognitive level trying to detect their negative automatic thoughts that are causing their emotional distress and anxiety. We teach them how to exchange these negative automatic thoughts with more balanced thoughts that exalt their feelings and improve their emotional wellbeing that will foster their social and academic integration. Cognitive worksheets, individual counseling, group counseling, and role-play are utilized for a pragmatic and fruitful outcome that is monitored and followed up with progress reports to ensure our beloved students’ social, interpersonal and academic integration.

Eventually, I would like to say that many students would encounter circumstances that will challenge their values and attitudes. Students will try to either adapt or revolt against these challenges. We would always be there to offer individually catered programs to help students explore and become more aware of their feelings and capabilities. Through counseling intervention, we will teach and reinforce greater confidence in our students’ abilities for them to understand themselves and thus others.

Vera AbouShakra
School Counselor
A word of Gratitude

Love, compassion... These are what drove us to meet Jennifer Shedid despite all of our differences. Joy, Faith, Hope... These are what shined from Jennifer Shedid’s eyes the moment she realized the secret surprise we planned for her.

But our secret isn’t a secret anymore. Our secret is out in the open. Yes, we heard the voice of a little injured angel named Jenny and we rushed to tell her:

Dear Jenny,

You are beautiful just the way you are. Your strength gave us strength and made you amazing. Always keep in mind be proud of the scars you have, they are a symbol of your true strength.

Wednesday 2-12-2015 is a day I will not forget. I met a little angel had a blast with my students, made some new friends and everyone returned home safely.

Thank you all for your contribution. All the teachers that donated and supported our project. Our lovely bright French and English students that always succeed in giving a great respectful image of Shouf National College.

My gratitude also goes to Madame Nibal Mallak Zoueiny, Mrs. Rola and Mrs. Marise you have been great. Thank you.

Thank you.
Lilian Hassanieh Kebaj
Revealed

Internet Safety

As a prelude for a fruitful academic year, and as a school counselor, I found it pivotal to highlight the mischievous side of the internet. The internet became our teenagers’ gateway, which they consider a psychosocial privilege not only to socialize, but also to gain their anticipated self-acceptance and feeling of self-worth. As teenagers socialize online via multitude of social medias such as Facebook, Snapchat, WhatsApp and Instagram, they fail to recognize that they are becoming not only the prisoners, but also the victims of a virtual world that has become their reality, which is veiled with possible existence of predators who might endanger our students’ emotional and physical well-being.

Collaboratively working with Ms. Linzy Bou Diab, a former counselor and educator, we have prepared and carried out a presentation where we have educated and explained to our secondary division students what cyber-bullying entails, how to detect and face dangers online that might include harassment, exploitation and threat. To utilize and aid our students’ comprehensive understanding of what is being explained, we screened credible videos, which framed all of our explanations into pragmatic real life experience that teenagers, just like our students, have faced.

We have accentuated and dedicated a vehement segment of our presentation for the awareness of existing but disguised Online Predators whom our students might encounter. We taught our students preventive strategies that they might utilize to detect online predators who might manipulate them into doing things they do not want to do, or know that they should not be doing. We have shed light on ways and skills online predators use while conversing with their potential victims convincing them to do numerous unwanted behaviors. In addition, we have warned our students of possible rewards and gifts they might be promised within exchange for fulfilling the predator’s ill-behaved needs.

Just as parents anticipate to warn, educate and instill gracious values and virtues in their offsprings to nurture respectful citizens, it is as vital for parents to guide and monitor their kids’ online activities by talking and discussing issues related to internet safety. One of the most important ways to minimize risk is through knowledge. Accentuate to your kid the most important rule never to be broken, which is never to share personal information with any web converser. Encourage your kid to tell you if something frustrates them online. Guide them to think wisely and critically online. Reinforce them to question the validity of everything they are exposed to in the world wide web. Remind them to remember that people online may not be who they seem or pretend to be. Set up rules for going online: time of day, length of time, appropriate websites. In addition, you can use parent controls to filter out websites and content.

Social networking aims for people to communicate and stay connected with friends, family and other acquaintances; however, it might turn into a hazard if these mediae are misused. It is true that teenagers strive to gain their independency, and it is beneficial to give our teens freedom of choice that will doubtlessly help them to become effective adults, but remember that our teens still need us to rely on for guidance, direction and approval. The only key to harbor our kids’ emotional and physical well-being is to stay connected with them on daily basis through sincere and transparent carried out conversations that should become part of our daily routine.

Together we will offer your kids and our dear students’ turbulent teenage years into a smooth transitional stage that will foster their entry into adulthood.

Vera Abou Shakra
School Counselor
Projets éducatifs au Collège-Lycée
1er trimestre de l’année scolaire 2015-2016

1 Concert de l’Indépendance:
Le 22 novembre 1943, en pleine guerre mondiale, les représentants de la France libre du général de Gaulle concèdent l’indépendance au Liban.
En souvenir de ce jour de 1943, le 22 novembre est devenu fête National au Liban.
Mais l’indépendance du pays n’est devenu effective que le 1er janvier 1944 et c’est en 1946 que les troupes françaises et britanniques ont quitté pour de bon le pays.

Pour célébrer ce jour National, la section française du SNC a organisé un concert intitulé « LE CONCERT DE L’INDEPENDANCE ».
Ce concert qui a été présenté par la chorale du COLLEGE-LYCEE de la section française et dirigé par Mlle. Marise Abboud, a connu un grand succès.
Les élèves du COLLEGE-LYCEE y étaient tous présents avec les directeurs, les enseignants et les surveillants.

Les jeunes du SNC vêtus aux couleurs du cèdre ont défilé avec leurs drapeaux qui volaient comme si c’était la vie qui défilait à toute vitesse. Tout au long de ce concert, les élèves ont montré tout leur talent de choristes et ont ravi aussi le public par leurs chansons patrimoniales.
C’est dans cet esprit solennel et convivial que s’est déroulée cette journée de célébration du drapeau dans notre établissement.

2 Visite du Salon du Livre Francophone:
Le salon du livre francophone, véritable espace d’échange et porte ouverte sur le Moyen-Orient, met en valeur la francophonie dans cette région du monde.
Ce salon littéraire permet aux écrivains de s’exprimer hors des sentiers balisés et de rencontrer un nouveau public.

C’est un événement littéraire et culturel qui se déroule chaque année dans la capitale libanaise.
Il dure une dizaine de jours durant lesquels il rassemble lecteurs et auteurs francophones autour de manifestations diverses : signatures, rencontres, conférences…
Cette année aussi, nos élèves ont visité le Salon du Livre Francophone où ils ont pu rencontrer les éditeurs, les libraires, les importateurs de livres, les diffuseurs et les bibliothécaires.

3 Concert de Noël:
La traditionnelle fête de Noël est connue dans le monde.
Ce qu’il faut savoir, c’est que les origines du mot Noël sont gauloises.
Le mot Noël vient de deux mots gaulois : « noos » ou nouveau et « helis soleil ».

Noël est la célébration de la naissance du Christ pour l’ensemble du monde chrétien.
Le sapin de Noël est l’un des symboles de la fête de Noël le plus répandu.
Le 24 décembre au soir, il se trouve dans tous les foyers et sur toutes les places.
Comme chaque année, la direction du Collège-Lycée au SNC, a organisé un concert pour fêter et chanter Noël le 19/12/2015.

La Chorale de la Section Française a pu éblouir le public par un chant magnifique, mélodieux, apaisant et plein de joie.

Le message de paix était omniprésent au cours de ce concert assuré par les choristes et les solistes d’une tenue exemplaire.

**Concours «Castor Informatique»:**

Le concours castor vise à faire découvrir aux jeunes l’informatique et les sciences numériques.

Le concours est organisé tous les ans, vers le début du mois de novembre, il se déroule sous la supervision d’un enseignant, en salle informatique.

Le concours couvre divers aspects de l’informatique: information et représentation, pensée algorithmique, utilisation des applications, structures de données, jeux de logique, informatique et société.

Le concours dure 45 minutes et comporte 18 questions interactives.

Il est gratuit et ne requiert aucune connaissance préalable en informatique.

Il est ouvert du CM1 à la Terminale, s’adapte au niveau des élèves et des diplômes sont offerts aux participants selon leur score.

Les élèves du Collège-Lycée de la Section Française ont participé à ce concours et ont été distingués et classés 17ème sur 1400 participants.

Joyeux Noël et Bonne Année 2016 !

**Dessin réalisé par Sara Kiwan – élève de Terminale S :**

Sarah Kiwan

Joyeux Noël et Bonne Année 2016 !
خطوة الدمج

، مفهوم دخل مؤخّرًا على المعجم التربوي

»

صعوبات التعلم.

»

»

، وجاء نتيجة وعي البيئة التعلّمية والتربويّة تجاه الصّعوبات التي تواجّه بعض التامّذ.

من هم التامّذ ذوو صعوبات التعلم؟ كيف يتمّ التعامل معهم؟ وكيف تقوم مدرسة شوف البايولد بدعمهم؟

لا نعرف.. غالبًا ما نجد في محترفينا وآبائنا من يقول

، يحصل على عامات متدنية وينال من المامات

، كمّا ينعّت بالكسول والغبي. في الحقيقة، كل شخص قادر، وتامّذ الصعوبات التعليميّة لا يقل مستوي ذكائه عن مسّط ذكاء رفاقه، لكن بعض الصعوبات تقف حاجزًا أمام إثبات قدراته الأكاديميّة. هذه هي حالة التامّذ في وسع عمل كبير إذا استطاعوا إيجاد استراتيجيات فعّة ودّهمنهم من التشنجين يرونهم طريقًا ي何もهم عن إيجاد الطرق في الواقع التي تتّبعهم عن غيرهم، وجعل منهم أشخاصًا فاعلين في المستقبل.

من هذا المنطلق، حققت مدرستنا منذ أربع سنوات لم يحققها الآخرون، أسس قسم التربية الخاصّ المعروف، دعمت التامّذ ذو صعوبات التعلم، وقدّمت لهم خدمات إضافيّة داخل المدرسة، عوضًا عن التلقّي هذه الخدمات خارج الدوام المدرسي وتحمل الأهل أعباء مادّية أكبر.

من التامّذ المستفيدين من خدمات التربة الخاصّ قدرتهاتهم تم تقييّمهم بشكل مفصل من أجل تشخيص معهم. تم إنزال درجه التقييم إلى مستوى منخفض من نشاط التربة العامّة، أو حتى الشخص الذي يعيش حالة تقلّد تقييمهم بشكل جراحي. وعليه، تشجّع المدرسة التامّذ ذو صعوبات التعليميّة على التّمكين عن طريق تقسيم الدوام إلى جلسات عدد محدود تتألف من أشخاص يحملون نفس الصعوبات، حيث يتّخذون التدرّس بطرق تتفق معهم، وتساعدهم على تطوير قدراتهم في النواحي التي يتفوقون فيها عن غيرهم.

شوف البايولد "تعليم رسالة، والإختفاء حق، من هنا كان إيمان مدرسة شوف البايولد، وتحديداً في التعليم الخاصّ، الذي يهدف إلى أن يتعلم التامّذ الذين يستقرو على هذه المدرسة، يجدون من خلالها فرصة للمشاركة في جهود التعلم، وتحقيق مكانتهم في المجتمع، وتعزيز قدراتهم على التأقلم والتعايش مع الفروق.

شوف ناشيونال كوليدج

THE NEW DASHBOARD

SNC is considered one of the top schools that applied theoretical learning which makes it easier for students to understand the subject taught. This would be accomplished by installing an active board i.e. an electronic board connected to the Internet that allows the students to write on it such as on a dashboard. This would help teachers to explain their lessons directly from educational documentaries such as You Tube or Active Inspire.

Presently, most teachers know how to work with this board and all software were being installed on their laptop, thus making learning easier.

A prime advantage of theoretical teaching is the ability to reach faster learning results by allowing the entire senses to be involved in the learning process. Teaching becomes more serious and realistic in raising the educational level at SNC. This new tool gives a fair chance for everyone to learn, allows weak students to improve, and increases student contribution in class.

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Shouf National College

From STUDENTS to MUNERS

And the MUN story began ...

The Model United Nations is an internationally known simulation of the UN and its agencies. The Global Classrooms version of it in the Middle East is officially and exclusively held in Lebanon by the Lebanese American University.

The purpose of the program is to bring the UN culture of global awareness and the implementation of peaceful means for conflict resolution to the Lebanese schools and community at large. This is achieved by organizing training sessions that culminate in a conference, by bringing specialized speakers, and through other sponsored events. The training sessions increase students’ cognition about United Nations, rules of procedure in a United Nations conference, research and interpretation skills, writing a position paper, public speaking and role playing, conflict resolution and negotiations, caucusing and resolution writing, among others.

By the end of these sessions, the students will become delegates (diplomats) of countries who take part in United Nations sessions simulations. The simulations occur over a two-day Conference where students play the role of Ambassadors in United Nations Committees and discuss respective current topics:

This is what MUN resembles. But after being part of the program, you’d experience a lot more!!!!

As Mr. Mark Assad, the program Secretary .. General of this year, said in his speech in the Final Conference, ‘Ten years ago, our dream started by building bridges rather than barriers, and investing in the power of argument rather than the argument of power. We dared you to dialogue and questioned who are we if we couldn’t imagine peace? We believed that our youth would change the world by acknowledging that peace starts in the mind. We celebrated diversity by dreaming more, doing more, and being more. We have then known the way, gone the way, and shown the way. In ten years, GCCLAUMUN created a legacy!!’

On the 7th of November, five students from Mrs. Lilliane’s drama class put on a unique theatrical performance in front of a sold-out crowd in the Fakhreddine Theater.

Adapted from an early work of the renowned Syrian playwright, Saadallah Wannous, the play was unlike many others, as it combined a dystopian tragedy with a satiric dramedy and fused existentialistic notions with gripping suspense.

The play alternates between two locations: the café, where a story is being told, and the deserted island, where it is acted out. In the café, a wise, elderly storyteller speaks before an audience which allusively embodies all the flaws of some Lebanese social norms the norms our narrowmindedness has shackled us to. Among that audience are the pompous, bossy wife (Nadia Abou Diab), the misogynistic, abusive husband (Jad Nasr), and the submissive appeaser (Jad Khodor) who is latterly driven to the brink of insanity by the magnitude of the story’s implications.

Around six months of arduous preparation had gone into the play, but the results exceeded all our expectations. Not only did we manage to sell over 650 tickets, netting around 7000$, but the play generated a local buzz the like of which Baakleen had not seen since its last largescale play over a decade ago.

Khaled Rajeh, Grade 12 SE

Best of Luck and enjoy your journey!!!!!!!
**KERMESSE AQUATIQUE**

L’année scolaire 2014-2015 était clôturée par une kermesse aquatique préparée par les élèves du primaire SNC et destinée aux élèves !

Des jeux, des défis, des moments inoubliables et des cadeaux ont été offerts à tous les participants.

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**Voyager et apprendre 2015-2016.**

Des jeux, des défis, des moments inoubliables et des cadeaux ont été offerts à tous les participants.

Dans le cadre de notre projet d’établissement “3 pas vers l’excellence” Les élèves de l’école primaire comptent voyager dans le temps et dans l’espace :

Plutôt projet de classe seront mis en place au cours de cette année, par exemple :

- Découvrir le Liban avec les CE2 "Tourner un film ".
- Voyager en France avec les CM2 et leurs correspondants.
- Accueillir des élèves du Lycée Français de Tripoli sous les branches des cèdres à la réserve naturelle de Barouk " Classe transplantée".
- Théâtre trilingue (Fr, Ar, Anglais).
- Écrire une histoire à quatre mains.
- Aler vers l’autre et découvrir sa culture et sa civilisation “Liban, France, Angleterre” en miniature.
- Voyager dans le temps afin de comparer “Autrefois” et “Aujourd’hui” et d’imaginer le futur.
November is the month we thank everything we have: Friends, family, home education, health, laughter, memories, nature and togetherness. It is the time to remember all the blessings we have and to be thankful and grateful for these blessings.

“Feeling gratitude without expressing it is like wrapping a present and not giving it!” This year, Shouf National College students were given the opportunity to express their thankfulness to God by extending their gratitude to others. On November 20th 2015, SNC students gathered and performed a “Thanksgiving” parade and wrote their thankful messages on decorated banners.

They realized that there must always be things to be thankful for. Furthermore, Grade 5 students have organized a bake sale for a good cause, which is to help and support children to continue receiving a good education. Students have spent a memorable day of fun, excitement, cooperation and giving. We are thankful for the wonderful gift of being able to serve humanity, our community and our beautiful country: Lebanon. Let us be thankful for the precious treasures God has bestowed on us.

May God keep all SNC families happy, healthy and peaceful. May God grant recovery to the sick, shelter to the poor, and blessings to everyone. Let us make everyday a Thanksgiving day. Thank you SNC families and students for your support.

Together we can make a difference for a better Lebanon.
On the 22nd of December 2015, Shouf National College was humming with jubilant laughs of its lovely children. The school held a Christmas party to share its joy of Christmas with its family that included students of grade 5 and 6 with their instructors that are always a boost of motivation.

Mr. May’s hall turned into a flowering image that was drowning with the colors of Mrs. Nada Al Najaar, the Art Director at SNC.

Each student demonstrated his own talent in a magnificent mean, and some presented their unperceived skills that they secretly mastered. Some students carved a glorious picture in our minds. Some students were a blast! Some had presented a sketch that reflected the theme of Christmas, and others performed breathless dances.

These youngsters wouldn’t have accomplished their presentation without the aid of Mrs. Patrice Hajal Antoun, just to draw a smile on their faces and ours too. Thanks to Mrs. Christine Sarieddine, these students have proved to be bilingual when they sang a French carol fluently. This lively party had awakened the feeling of joy because of three souls that are working for the sake of the children, and they are Mrs. Hanan Salman, Mrs. Laila Obaayan, and Mr. Monah Hani. This everlasting memory had been achieved because of these people who are working for the interest of their second home, Shouf National College.
SNC Joins the Beirut Marathon

Like all previous years, this year the SNC with its two sections has participated to the Beirut Marathon – an annual sport manifestation that has taken place on the 8th of November in the streets of Beirut.