



KUWAIT NATIONAL ENGLISH SCHOOL

مدرسة الكويت الوطنية الإنجليزية

A British International School

# THE KNES GAZETTE

December 2025

“THE POWER OF STORYTELLING”



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As we reach the end of term one and look ahead to the exam season, it's tempting to think of school only in terms of subjects, deadlines, and revision schedules. But behind every lesson we learn and every assessment we prepare for, there is something far older, far deeper, and far more powerful shaping us: the story.

Human beings have always been storytellers. Long before classrooms, textbooks, or even written language, people gathered around fires and shared tales to make sense of the world. Stories helped children learn right from wrong, communities understand who they were, and individuals find their place in something larger than themselves. Thousands of years later, not much has changed. We may have traded the firelight for LED screens, but the human need for stories remains the same.

Reading and storytelling are more than hobbies. They train the mind the way exercise trains the body. When a child reads, they don't just learn words; they learn how to imagine possibilities, how to empathise with people who are different from them, how to think beyond the limits of their own experience. Neuroscientists often say that reading is the only activity where the brain experiences reality and imagination at the same time. It strengthens memory, focus, emotion, and understanding. It allows us to live a thousand lives without leaving our chair.

There's always room for a story that can transport people to another place.

J.K. Rowling

And this doesn't stop in childhood. Adults need stories just as much. Whether we realise it or not, the stories we read, hear, and tell shape the choices we make, the resilience we build, and the beliefs we hold about what is possible. A powerful novel can shift a perspective. A simple bedtime tale can become a lifelong memory. Even the story you tell yourself during exams - whether you believe you're capable or overwhelmed - affects the outcome more than you might think.

Take a moment to reconnect with the power of reading and storytelling. Pick up a book that inspires you. Share an experience with someone. Listen to a story that challenges the way you think. Let stories remind you that you are constantly growing, constantly learning, and constantly rewriting who you can become.

Stories shape us. They guide us. And if we let them, they give us the courage to write our own.





# Early Years

Every day in Pre-School, the children listen to stories read by their teachers, experiencing the power of storytelling in action.

As they enjoy these daily tales, they are introduced to rich new vocabulary that helps grow their language skills. These new words become part of their voices, giving them the tools, they will use to tell their own stories as they grow up. Through daily storytelling, we are helping to build confident future storytellers.



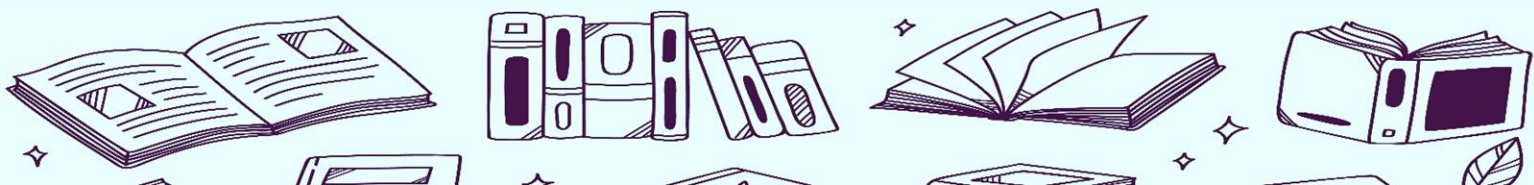
*The children love story time! They enjoy exploring the books and creating their own stories from the pictures.*



*Through puppets, students discover the power of storytelling and unlock their imagination.*



*We Strengthen our fine motor skills through activities like creating art.*





# KG



In KG, the power of storytelling is part of our everyday learning. Each week, the children are introduced to a new story, and their teacher reads to them daily during story time. Through these rich and engaging tales, the children begin to understand how stories are built, helping them develop their own storytelling skills. Listening to stories also introduces them to new vocabulary, expanding their language and imagination one story at a time.



Look at us  
getting cozy  
and reading  
our favourite  
books!



Our little  
readers are  
happy reading  
the books  
they love!





# Reception

In Reception, our youngest learners are taking their first steps toward becoming confident storytellers. Through playful phonics, shared reading, and early writing activities, they are discovering that letters and words hold the magic to bring their ideas to life. Every sound they learn and every sentence they write is a building block for the stories they will one day create and share. By nurturing these skills now, we are empowering them to express their imagination and shape their own narratives in the future.

I like practicing my handwriting..

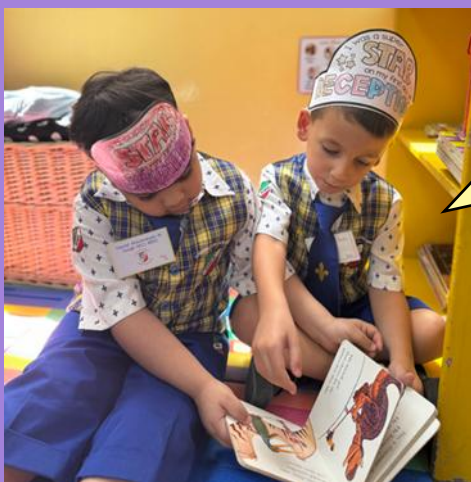
- Eleanor



In Monster Phonics – we learn sounds!



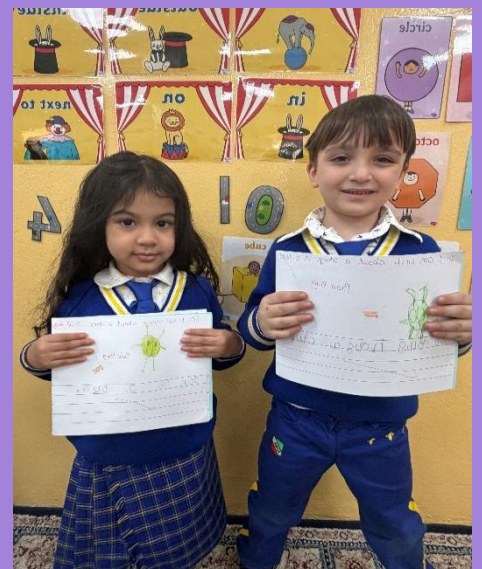
Learning sounds helps us to read.



We love story time!

- Yousef & Daniel

We like to write about a story -Rayan and Sara





# Time for Tales Reading Club

This year, we have invited parents to join us at the end of every month for our Parent Reading Club in the theatre - a special time where families share the power of storytelling together. When parents read to their children, they model fluent reading, introduce rich vocabulary, and help build strong language skills in a natural, enjoyable way.



These sessions not only support children's learning, but also create precious bonding moments that help strengthen the connection between home and school. By hearing stories from the people they love most, children discover that stories can inspire, comfort, and bring families closer - one book at a time.





# Animal Day



This year, we celebrated Animal Day with a special visit from live animals provided by MiniZoo. Animals are at the heart of so many stories we read and meeting them in real life brings those tales to life in a whole new way.



By seeing, touching, and learning about animals first-hand, children deepen their understanding of the characters and events in their favourite stories.



Experiencing animals up close sparks curiosity, inspires imagination, and strengthens the connection between real-life experiences and storytelling—showing children just how powerful stories can be.





# Monster Phonics Day

On 25th September, KS1 and EYFS will celebrate Monster Phonics Day, a fun-filled event that shows the power of storytelling in helping children learn to read and write. Through the colourful Monster Phonics characters, children bring sounds to life, turning each phoneme into a story they can see, hear, and remember. By stepping into this playful world of monsters and imagination, our young learners build confidence, develop their early literacy skills, and discover that every sound has a story waiting to be told.



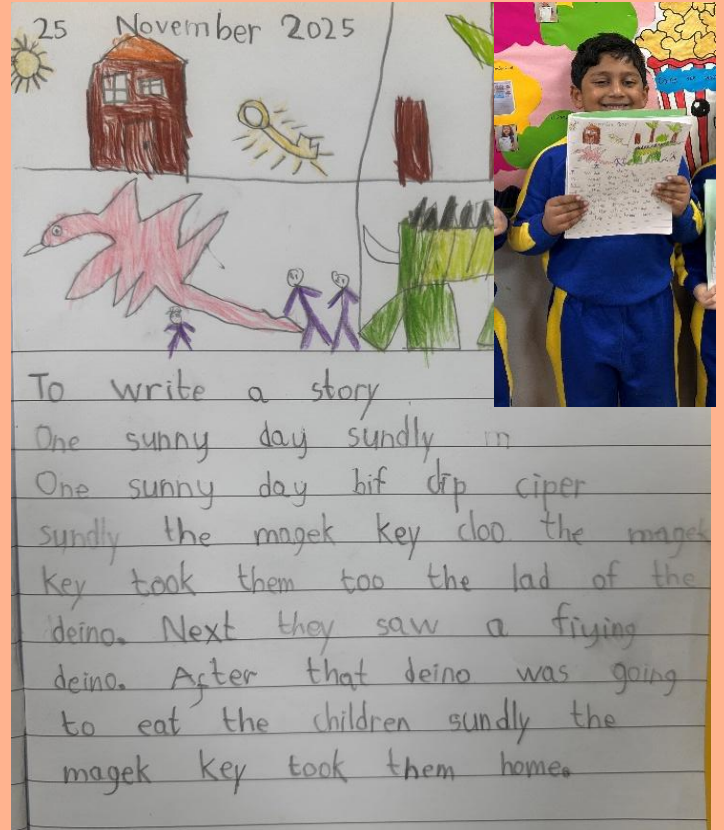
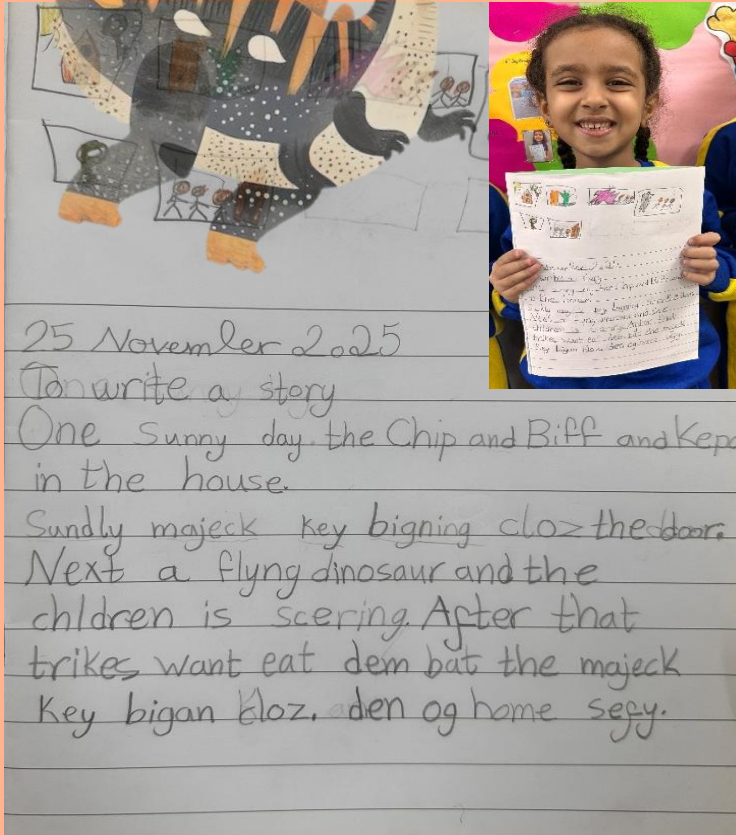
# Teddy Bear Picnic

On 26th October, we celebrated the magic of stories with a wonderful Teddy Bear Picnic. Children brought their favourite teddies and gathered to listen to teddy bear tales, create their own stories, and share them with friends.

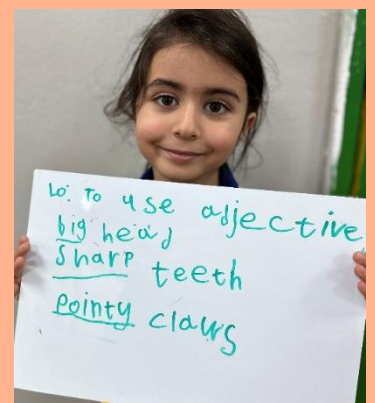
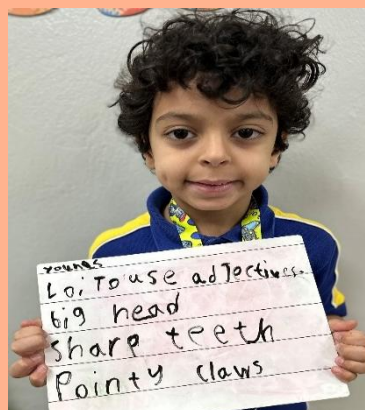




# PRIMARY: Year 1



The Year One students have been learning about story sequencing. They read the 'Land of Dinosaurs'. We began with retelling a story. Once they had mastered story-telling skills, they used their skills and imagination to rewrite the ending of the story. This strengthens their comprehension skills, creativity and literacy. The Year One students have developed a love for stories.



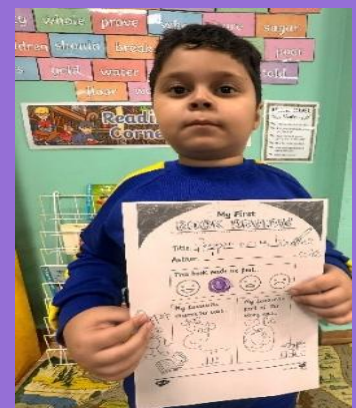
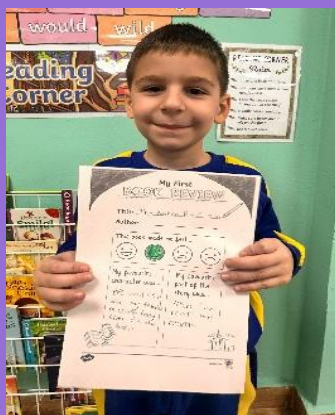
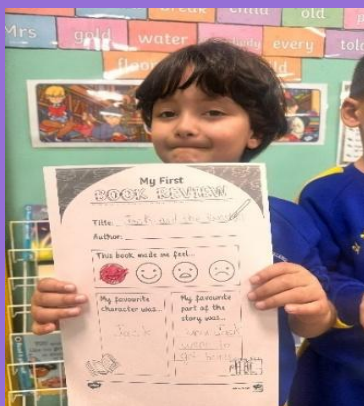
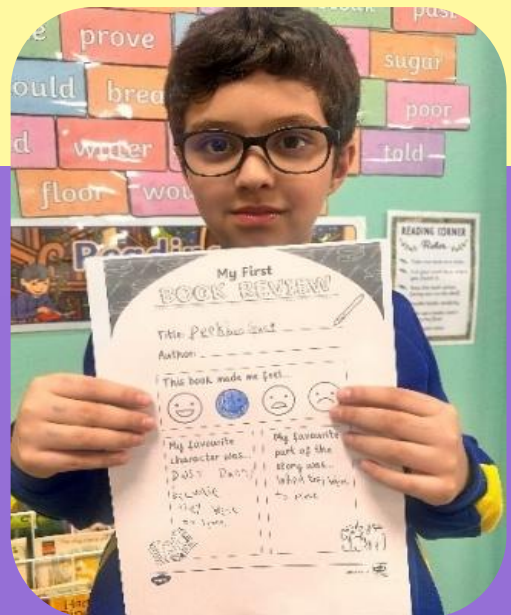
We can use adjectives to describe nouns. We used adjectives to describe dinosaurs.





# Year 2

This term, Year 2 students wrote book reports on their favourite stories, celebrating the joy of reading and the power of storytelling. By reflecting on the characters, plots, and lessons in their chosen books, the children learned to think critically about stories and understand how narratives are built. Writing about the stories also helps them develop their own voice as storytellers, showing them how ideas can be shared with others through words.





This practice not only strengthens literacy skills, but also deepens their appreciation for the magic and meaning that stories can bring.




16-11-25 Zein


### My Favourite Story Book Review

Book Title: The Disney princess cookbook

Author: Disney





Draw a picture from your favourite story.



I Love Pancake.

This is my favourite story because...

it makes me hungry and  
hungry → hungry





16-11-25 Adele


### My Favourite Story Book Review

Book Title: The Disney princess cookbook

Author: Disney



Draw a picture from your favourite story.

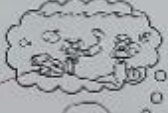



The Disney Princess cookbook

This is my favourite story because...

I like the recipes  
and also the pictures.

recipes → recipes  
pictures → pictures





16.11.25 Maya


### My Favourite Story Book Review

Book Title: The Disney Princess cookbook

Author: Disney

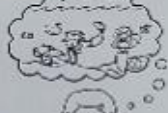



Draw a picture from your favourite story.



This is my favourite story because...

It makes me happy  
and I love to cook and  
also it entertains me.  
entertains → entertains





16-11-25 Lisa Ann


### My Favourite Story Book Review

Book Title: I am a Leader.

Author: Kelly Greenwalt

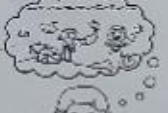



Draw a picture from your favourite story.



This is my favourite story because...

it makes me smile.  
The book is so funny.



Our Year 2 students stepped into the shoes of real reporters! Inspired by our story of the week, *The Tiger Who Came to Tea*, the children learned how to write newspaper reports, turning a beloved tale into breaking news. They discovered the key features of reporting—headlines, facts, and quotes—while retelling the events of the story in an exciting, journalistic style. Through this activity, the children not only strengthened their literacy skills but also experienced how stories can be shared in different ways to inform and engage others. By transforming a classic narrative into news, they celebrated the power of storytelling and its ability to connect, entertain, and inspire.

Date: Week commencing 16<sup>th</sup> November  
LO: To write a newspaper report.


Did I include?	Newspaper Name?	Heading?
Caption?	Picture?	Who?
Where?	Why?	What?
		Fact?
		Opinion?

# KNES TIMES

By Taim Basel Ghazzoul

## A TIGER BREAK IN!

The tiger drinking tea



On Saturday night a big orange tiger sneaked on the brown door and when Sophie checked the door and opened it she saw a and the tiger said "Hi can I have some of your hot brown tea" Sophie said "Sure try some" and the

tiger ate everything on the white and shiny plate and the water in the sink. After the tiger went away, dad came home from work and saw that all the food in the house was gone and there was no dinner made for him. Sophie had a idea to go to the cafe for dinner. After they finished eating they went home happily. I think that mom will never let the tiger in again.



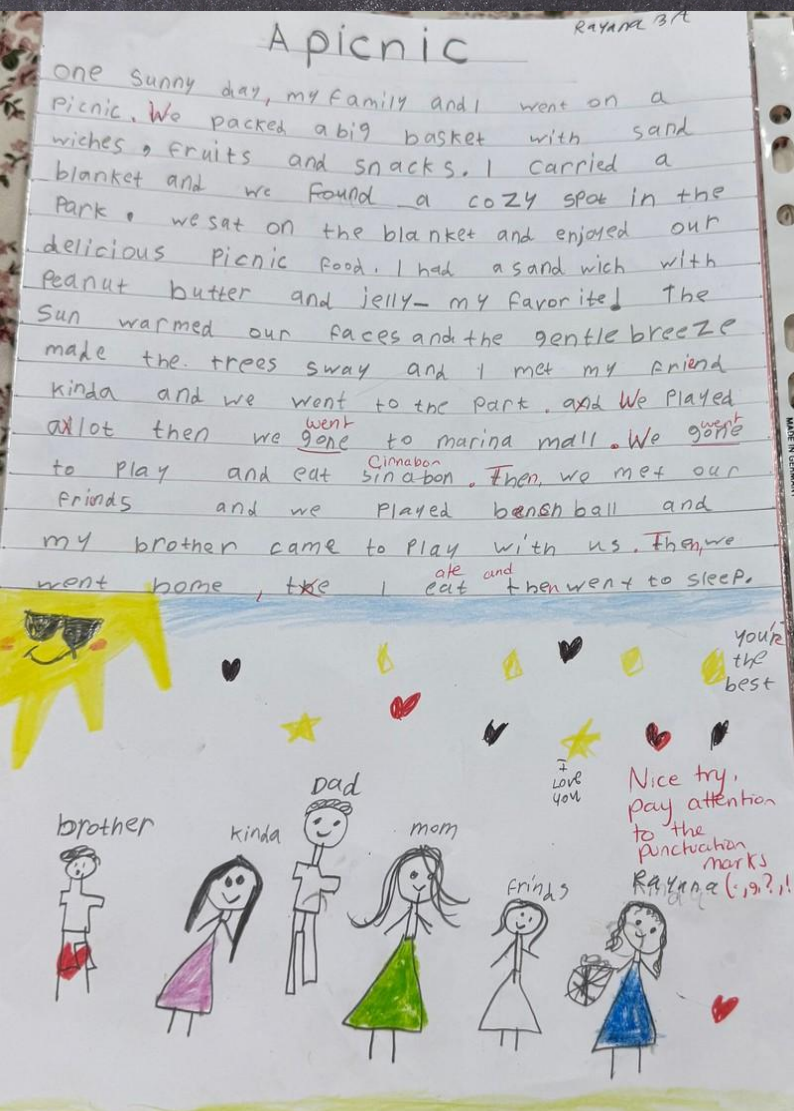




## Year 3

Story telling in action.

From comic strips filled with humor to imaginative adventures across galaxies, and heartfelt stories of kindness, 3A writers brought their ideas to life through words and pictures. Each piece showcases creativity, voice and thoughtful storytelling proving that great stories can make us laugh, imagine and care for other all at once. I am proud of the confidence, imagination and effort the students show as emerging authors.



The girl and the dog

A little girl and a dog one day were playing until the little girl fell down and hurt herself and she cried a lot. Then, her mom came and helped her up after she got better her dog wanted to play with her outside so the little girl said, "OKAY!" and they started playing tag happily



Well done Farida!

Farida and Rayana wrote beautiful stories!



## Kinda, Khalid, Adam and Aline share their stories too!

Weekend Picnic

Kinda SA

Agil named Kinda had best friend called Raxana, in the weekend Kinda with Raxana<sup>go</sup> to the park and then they are in a picnic and they had so much fun and they played tag and hide and seek. then Kinda and Raxana heard a stranger sound behind the tree. They ~~go~~<sup>went</sup> to see what is it, they found a cat with broken leg. They called the vet and they took good care of her.



The day I saved a Kitten

One sunny morning, I was walking to school feeling happy because the weather was nice. Suddenly, I heard a soft mew coming from behind a tree. I went closer and found a kitten stuck inside a box! I couldn't leave it there, so I decided to help. I opened the box and took the kitten out. It looked scared and hungry. I gave it a piece of my sandwich. After school, I took the cat home with me. I cleaned it and gave it water. When my dad came, he smiled and said well done! Being kind to animals is a good thing. I learned that helping small creatures makes your heart happy.



Nice one Khalid! Well done choosing kindness as your topic. Keep it up!!

Aline Laher SA

The magic kitten  
Very engaging! I loved your beginning. Keep it up!

One spooky night, I heard a strange sound under my bed, oh! It is a small black box! When I opened it, I found a cute kitten! The kitten had white and blue fur and bright blue eyes. "I'll name it Snowy!" Snowy licked my hand, oh-my hand! It's disappearing. I felt scared, Snowy tilted her head and meowed again. My hand reappeared, now it glowed faint blue, just like her eyes. Then, with one last purr, she jumped back into the box, and the box vanished! The next morning, I woke up it was



One sunny day, I was just minding my own business until I saw a witch holding a wand pulling a spell on me.

But then... I got teleported into another galaxy.



There are heroes and enemies. Everything looked weird.

I heard a noise that said "here is your new home so I went inside and it looks weird too."

I went in my room and saw a katana.



So, I rushed to the road and realized that I have super powers, so I teleported myself into the desert but it was like world war 2. I used my karate methods on the enemies.



I went back home officially a ninja.

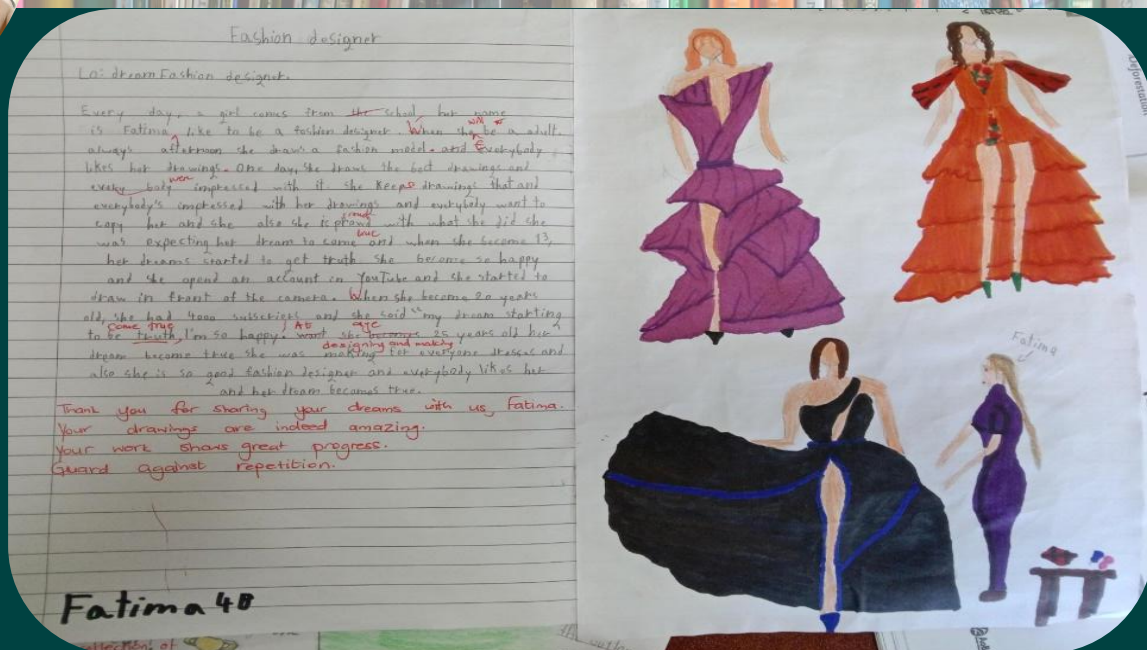
Beautiful work Adam!! Loved story



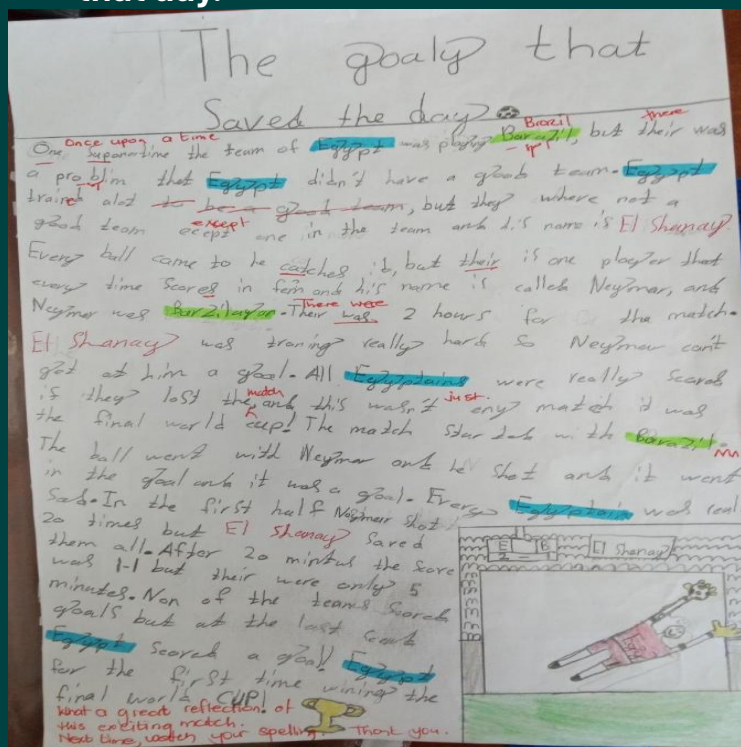
# Year 4



Fatima Abbas decided to tell the story of her life by depicting every step of the way till she achieves her dream of being a famous fashion designer. Here she shares some of her designs, giving us a glimpse of her creative abilities.

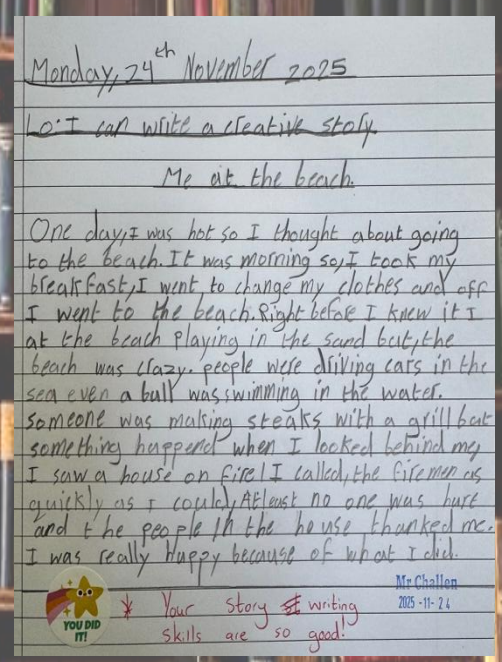
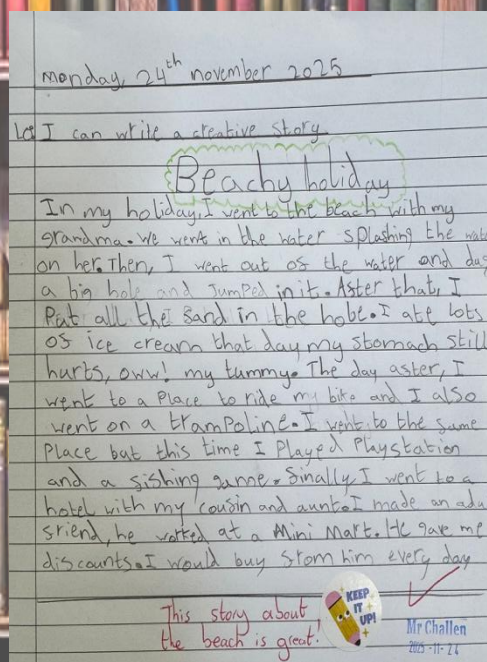
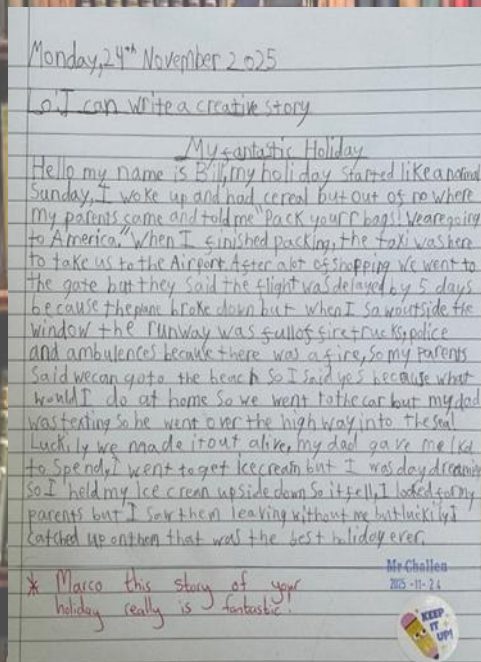


Alvin Zaky shares his experience when Egypt won the world cup for the first time. He records the events during this historic event passionately. It appears that the goalkeeper saved the day by saving 20 goals on that day.





During the second half of the First term we have been working on our creative writing skills and explored how 1 picture setting can have so many different story lines and ideas.



We always enjoy our time in the school library!



We also learned a lot at the Robotics Fair.







## Year 5

Year 5 is having an exciting few weeks. Learners are enjoying creative tasks like book reviews, showing great interest during the robotics displays and spending valuable time in the library. With concert rehearsals in full swing, they continue to show wonderful enthusiasm and teamwork.



Students were challenged to imagine their classroom suddenly transforming into a rocket ship: the floor rumbling, lights flickering, tables turning into control panels and pencils floating as gravity vanished. They had to decide where their classroom-rocket was heading, who would captain the mission, what unusual planets or creatures they might encounter — and whether they'd make it back in time for break:



Layan Gafaar

Solaf Abdel Khader

If my classroom turned into a Rocketship...

Our rocketship was heading to mars as I looked through the windows we were in space my friend was the captain and I was the one who controls the boosters. When we arrived we saw a red creature crawling on the ground as if it were hurt I tried to comfort it but it was too scared so I gave it a mackie and while it was eating I gave it a special bandage it healed in time but we still had to go back to school so we don't miss break my friend turned the rocket-ship on and I started the boosters we rushed back hopefully we made it in time.

**Awesome** Fantastic Story!  
I hope the creature is okay!!

If my classroom turned into a Rocketship...

It was a warm Thursday, I was sitting in my desk. Suddenly, the ground started to vibrate, desks would start to flip, pencils flying around like tiny airplanes. My teacher started to panic, then I shouted "Don't worry! I'll be the captain." My friend Laura decided to take over the boosters, then Boom! we blasted off in space. Everything was going well until we hit a meteorite. The rocketship turned and we hit a weird glittery planet. We saw a eyed creatures, we thought they were gonna hurt us, but surprisingly, they were friendly. We started to party, I have felt like I'm alive! But then A space storm hit! We ran to the rocketship. As we arrived to school we thought it was break! We were very happy, then suddenly, the bell rang. No break was done!

**Awesome**

Lovely Story!  
Captain Solaf!

Abdullah Al Rasheed

Manessa Salman

If my classroom turned into a Rocketship...

I'll feel very excited because I've never been on a Rocket Ship before in my life. I'll be the captain, I trust my self more than anyone in my class. My first stop will be the moon, there I will plant the Kuwaiti flag. I'll also be fighting an alien with two heads before I bring my classmates. Safely + a class.

**Awesome** Haha! Who wins the fight, you or the alien? Well dare!  
Abdullah Al Rasheed SB

If my classroom turned into a Rocketship...

One beautiful morning, my classmates and I were studying in our school classroom when suddenly the floor began to vibrate. Everyone started to panic. I looked out the big window and saw bright stars and round planets. Mr. Donald quickly grabbed the steering wheel and began to steer the rocket ship. I held the engine gear, and I pushed the gas pedal. We flew out of the school and into space. All of a sudden there was a group of green creatures following us and attacking them but we couldn't see we brought. The rocket ship for a short the mysterious creatures came closer and we all started to scream but they just wanted to help us by giving us extra fuel so we could make it back in time for lunch. We put in the fuel and launched straight back to earth just in time for break! ♥

**Awesome** Wonderful story!  
Such nice creatures you met. 😊



## Year 6

The students of 6A had a great time being creative with writing their suspense stories:

Emily, Aria and Luna are very happy to go on the school trip. They went to Grimwood hotel, It looked old and a little spooky. They got room b09, at the end of a quiet hallway. The room was cold and the floor made creaky sounds. While they were unpacking, they laughed about it, thinking it was nothing. But then they heard whispering. Suddenly the light switched by itself.

At 3AM, Aria disappeared. Her phone and shoes was still here in the room, It's as if she just vanished. The door was wide open even though they knew that they locked it. Emily and Luna went quickly, quietly and strangely, they couldn't find the sign saying room b09, Luna was terrified because she was wondering "Where is Aria?" "Are we going to find her or no?" Emily was confused because she didn't know where is Aria and she said "How will we find her?"

Suddenly the door slammed shut behind them! Emily and Luna tried to open it, but the handle was freezing cold like ice. They heard someone calling their names quietly, "Luna... Emily..." when they kept trying to open the door their names were called louder and louder Emily

Luna! They kept banging on the door hoping someone will help them, and hear them, and their hearts were racing.

Emily and Luna heard heavy slow breathing behind them. They froze! The hallway was still empty, but the sound was getting closer and closer. They looked around quickly and they saw someone at the end of the hall. Their eyes went wide, It looked, just Luna, it was actually Luna so they take her.

Emily, Aria and Luna didn't know what to do. They looked around again. They found a door so they opened it. The air was cold and still. Then they heard someone calling their names "Emily... Aria... Luna..." It was strange because when they came to Grimwood hotel for the first time they didn't see any doors like this before.

The next morning Emily, Aria and Luna packed their bag as fast as they could. They didn't want to stay a second longer in Grimwood hotel. After they finished packing the bags. They went to checkout from room b09, The receptionist was confused room b09? we don't give this key anymore.



## Alien Invasion

Hello, my name is Olivia and life is very weird. I don't know if that is because of my parents who adopted me. I say that because their skin is dark green, everyone stares at them weirdly, and I always ask them why but they never answer. I don't know why I was adopted, I don't know anything. Also we moved to another house. Not just any house, but it was taller, black and ancient. It was like a haunted house. I was petrified when I saw the inside.

I entered, my heart dropped, I was shocked. I am going to live here! I picked a room and we moved all of my furniture here. I painted the wall light blue (my favourite colour). I added colourful paintings and a special rug which I got for my birthday from my best friend Katie. We have been best friends since preschool and now we are in year 6. We have known each other for 9 years. I was happy about how my room turned out but depressed. I felt unsafe as if being watched. There were no cameras, but something felt wrong. The next day I had school. I know school is sometimes boring, but at least it is safe. I just wish we could stay longer. Our teacher Mrs Lydia is a really good teacher. Her favourite subject is Maths.

While we were doing Maths suddenly, there was a bang outside in the playground and a big hole with smoke on top, we went outside. We found a huge, colourful spaceship and it had dead bodies (of whom we did not know), but I think it is Aliens. I was petrified and told Mom and Dad and they did not care at all, which made me even





During their Science transition lesson, year 6 discovered the chemical properties of burning some powders over a Bunsen burner.



At KidZania 6A students learned about many different types of occupation including dentistry, finance, retail work and firefighting.



Here are some more pictures of our year 6B class during their various activities:





## Year 6 wrote beautiful poems.

### Acrostic Poem

#### Learning

Learning is fun, it's true,  
Everybody learns all the year through,  
As we begin to start a fresh, new year,  
Reading is the key to knowledge, not fear,  
Nothing can stop us from learning,  
It helps us develop in knowledge earning,  
Now stop playing and start your studying,  
Go now before the new term gets going.

### Quatrain Poem

'Year 7' Here we come!

New shoes tied, our bags packed,  
With dreams ahead and nerves intact,  
The bells will ring, the halls will hum,  
Adventure calls - 'Year 7' Here we come!

We'll meet new friends and learn new things  
From hazardous labs to river-long violin strings  
With books is hard and minds so bright,  
Like a cheetah, we'll chase our goals with all our might.

Though change is big, we're standing tall,  
With courage strong, we'll face it all,  
A brand new start the journey's begun,  
We're ready now, let's make it fun!

### Quatrain:

Year 7 will be fun  
Sure it may be tough or tough  
Also really rough  
But learn and you will run and jump

Focusing on the hard you should really look  
It's as fun as the story book.  
Trust me it's really good  
Because school rules

Enjoy with your friends  
There's no dread

But now it's at its end  
Bye year 6 hello year 7

### Acrostic:

Let's go it will be fun  
Embrace your passion  
And get ready for fun  
Running around at recess  
Now it's time to learn  
It's hard I know  
Now let's learn  
Go do your work let's go



## They also wrote diary entries!

Sama Ibrahim Year 6B

15 October 2025

Dear Diary,

I just got back home from my trip to KidZania. I had so much fun. Firstly we went on the bus. It was so funny, we added song and even song. We were super loud. The boys were excited.

He started dancing and even started to sing with us. It was hilarious. We had a T.A and he was so kind to us.

He let us pick all the song after few minutes we were finally close.

We kept dancing singing and having so much fun. And then we finally arrived.

WWW: You have made good use of the past tense.

EBL: You check your work for punctuation and Capital letters

As soon as we went out of the bus we went to line up, we were outside of KidZania. I was jumping up and down I was super excited. We were finally going



in. I smelled the best smell ever we were walking and then

I saw the biggest elevator ever. When we finally arrived

we waited in a line. And they gave the teachers a weird watch

We finally went in we took a photo and then me and

my friend Sabella and Yishuon

We went to eat, and then after we went and played in

a maze. Next me and all my friends went to sing and we kept



20/10



15 October 2025

Dear Diary, ♥

I just got home from my sixth grade Kidzania trip. It was so fun and I was genuinely excited. As soon as I arrived at school, I went to sit with my best friends, Sabella and Sama. They were playing some card games. So I happily joined them. We waited impatiently, occasionally checking the time. At around 7:45, Our T.A (Teacher assistant) came in. We welcomed him happily, and got back to playing. Finally, the bus arrived! We all happily stripped to the bus. It took forever, but eventually we were moving. It was so exciting! My best friends and I sat at the back chatting happily, and singing songs!

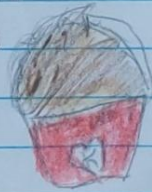
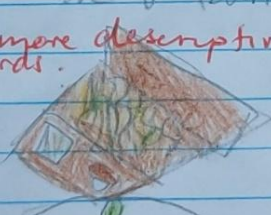
WWW. You're using your past tense very well.

After 20 minutes or so, we arrived! We all practically jumped out the bus. The workers welcomed us kindly, until we were finally in! I found my other best friend, Abir, whose in another class and I walked with her! We finally found a muffin baking shop! It was delightful! The woman there was funny, and friendly, and we even got to eat the muffin at the end! Me and Abir got food, until we parted. I went to my sister, Solaf, and took her cobring! Although eventually, time ended and we had to head home. Gosh, I love Kidzania!

EBI: Try to use more descriptive words.

KidZania

20/10





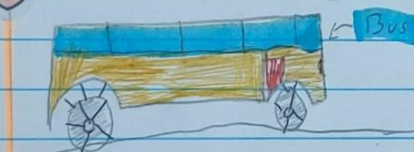
Dear Dairy

15 October

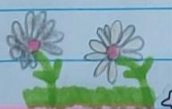
Today we went to Kidzania. First ~~was~~ so excited, because it was the first time with a new class for me. The entire class was crazy ~~was~~ I. We were waiting for almost an hour. Some of my classmates were playing cards, others with were waiting with happiness. Untill we heard the words we wanted to hear 'Line up'. when we all lined up, we thought we were going to the bus, but we had to wait. After a while of waiting we went to the bus. **WNW**. You are making a good attempt at using Past Tense.

**EBI**: Be careful not to leave words out from your sentence

While we all were in the bus the driver was finally driving. We all started to sing and had fun untill we finally arrived. We got off the busment in with joy then we went in Kidzania it was big, and there was alot of games first I went to DHL which was the same as talabat. My favourite game was DHL but I also liked other games such as making newspapers, marina and the circus which is second best but i still had fun



Kidzania



When we were going back we had another bus that had speakers. The first song I think we played was 'Katy Perry'. But none was singing so we changed it to 'it is raining tacos' and everyone started singing. This was my favourite trip for primary ever!! Last thing my favourite food was cotton candy.

Dana Burabba

20/10



15 October 2025

Dear Diary,

Today, we went on a school trip to KidZania. I was so excited in the bus. And, I was sitting next to my best friends Sama and Celeen. And we started to sing all of our favourite English and Arabic songs in the bus and everyone was so hyped. As soon as we arrived, my friends and I jumped - happily out of the bus. We quickly lined up to go inside Avenues Mall. My friends and I kept saying this place is so cool. We finally arrived at where KidZania <sup>was</sup> is. And my friends and I were jumping up and down because of excitement.

We finally went into KidZania.

As soon as we went in, my friends and I ate because we were so hungry. After that we went to a place to paint a photo of a character in KidZania. After that we went to make cupcakes and pizzas. Then we went through a maze to get free cotton candy. Last but not least we went to a bouncy house and stayed for 15-20 minutes. And finally our teacher Mr Cyril called all of us to line up to leave. We were walking out of Avenues Mall and went into the bus and left.

WWN: You are writing neatly.  
EBI: Check your punctuation, capital letters as well as your time words.

KIDZANIA

Sabella  
Agarby



# SEN DEPARTMENT

Students in the SEN Department have been very busy reading, writing, and telling stories!



Haya AL Enezi, infant C.



Saoud Al Hoti, Junior F



Majed Al Deweesh, Junior C



Omar Ibrahim, Junior B



# Secondary Department

## Art ...

Art competitions play an important role in a student's artistic and personal development. They encourage learners to move beyond their comfort zone, think creatively, and translate

ideas into meaningful visual expressions. By participating, students gain exposure to different styles and themes, learn to manage time and plan their artwork, and develop discipline and resilience. Competitions also help build confidence as students present their work to a wider audience and receive recognition for their efforts. Most importantly, these experiences teach them that growth comes from trying, exploring, and expressing themselves—regardless of the outcome.



This term, our students of Year 7-10 demonstrated remarkable enthusiasm and dedication as they took part in several prestigious competitions, including the Al-Mulla Exchange 2026 Calendar Painting Contest, the COBIS Art Competition, and the “Design Your Paris” art and design competition. Their participation reflects not only their talent but also their willingness to embrace new challenges and engage deeply in the creative process.





# Geography ...

## Exploring the United Kingdom- Year 7's Journey Through Maps.

This term, our Year 7 geography students embarked on an engaging learning journey—exploring the United Kingdom through the power of maps. From the rolling hills of Scotland to the bustling streets of London, students have been enquiring into the nations that make up the UK, discovering their unique landscapes, cultures, and histories.



Equipped with atlases, the classroom resonated with curiosity and energy. Students worked in pairs and small groups, tracing borders,

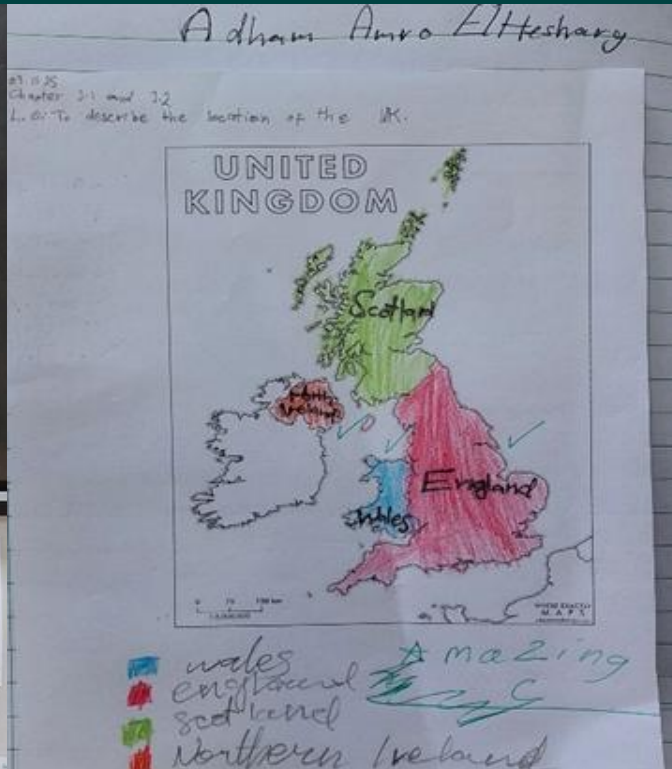
identifying major cities, and even learning fun facts about each region. The enthusiasm was contagious, where every new discovery sparked lively discussions and thoughtful questions. Students were especially keen to



share their experiences of travel to the UK.

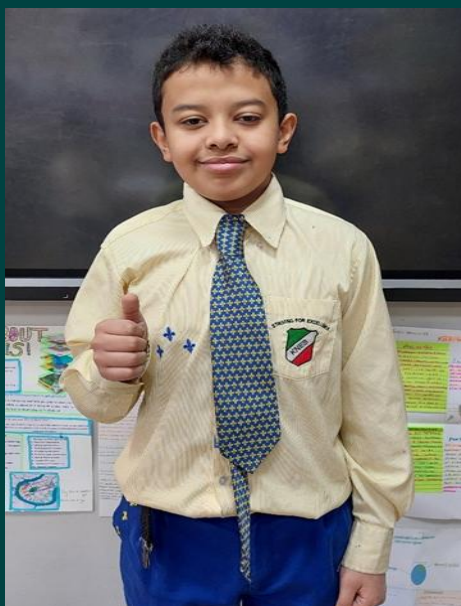
One highlight of the lesson was the creative map activity. Each student designed their own annotated map of the UK, showcasing key features such as rivers, mountains, and national landmarks.





The attention to detail was impressive, and the pride in their work was evident. These maps will be displayed alongside photos of the students in action, capturing their focus and excitement as they learned.

Geography is more than memorizing places; it's about understanding how people and environments connect. Our Year 7 learners demonstrated this beautifully, linking physical geography to cultural identity and appreciating the diversity within the UK. Their hard work reflects not only academic growth but also a growing sense of global awareness.

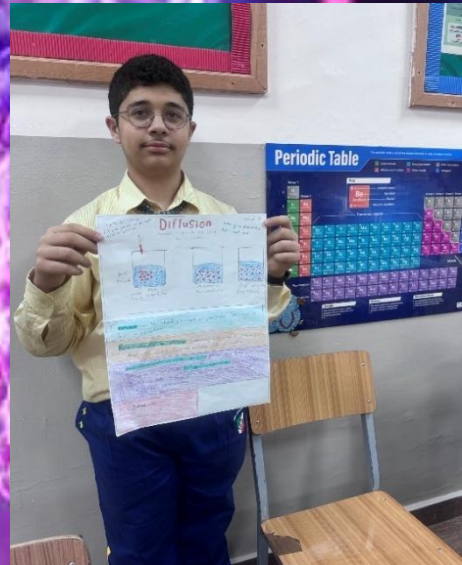




# Biology and Marine Science

This term, our Year 9 and 10 students transformed biology and Marine Science into an engaging narrative through The Art of Storytelling project. Each group crafted imaginative stories around their scientific models, bringing complex concepts to life in a creative way.

**Plant Cell Adventures:** Students narrated the journey of organelles working together like a bustling city.



**Neuron Tales:** Another group explored the world of neurons, depicting them as high-speed messengers racing along highways to deliver vital information, emphasizing the importance of coordination in the human body.



**Life Cycle of the Leatherback Turtle:** This story unfolded as an epic voyage, from fragile eggs on sandy shores to majestic ocean wanderers, highlighting conservation challenges and the resilience of marine life.

**Lobster Features:** Students showcased lobsters as armored warriors of the sea, explaining adaptations like strong claws for defense and survival strategies in their underwater kingdom.





Through these creative narratives, science became more than facts—it became an experience. The project encouraged critical thinking, creativity, and collaboration, proving that storytelling is a powerful tool for learning.





# Global Perspective ...

Year 7 students have been very busy giving presentations in Global Perspective:



# Psychology ...

This year marked the exciting introduction of Psychology to our school, beginning a new chapter of curiosity and exploration. To help pupils understand what the subject is all about, we began with one of psychology's most powerful stories, the nature versus nurture debate. Pupils explored how our genetics, experiences and environments shape who we are, and discovered that both sides often work together in fascinating ways. Working collaboratively, they created posters to capture this idea, sharing their own interpretations through colour, creativity and teamwork.





Later in the term, pupils turned their focus to the story of memory and forgetting. They investigated how and why we remember certain things and why we sometimes forget. From learning about procedural and declarative memory to exploring processes such as encoding and retrieval, pupils connected psychology to real life through discussion and examples. To bring their understanding to life, they created colourful posters that illustrated their ideas and helped strengthen key AO1 and AO2 knowledge. These creative projects tell a story not just of memory, but of growing confidence and enthusiasm for this new subject.

memory		
Key terms	Short Explanations	Examples
1) Memory	Memory is the process of encoding, storing and retrieving information.	When you study for a history test, you encode the info, store the info and then retrieve it back during the test.
2) Encoding	Encoding is changing information into a form the brain can use.	When you spell, you encode words into a form that the brain can use to remember it later.
3) Storage	Storage is keeping the information in the memory.	When the name of someone is kept in your brain even when you're not thinking about it.
4) Retrieval	Retrieval is recalling the information later.	When you study for a history test and then during the test you remember all the information.
5) Forgetting	Forgetting is when you are unable to recall information that was previously stored.	When you study for a French test but then during the test you can't remember anything.
6) Input	Input is how information enters memory.	When you read a number, you input it into the brain.
7) Capacity	Capacity is the maximum amount memory can hold.	When you're only able to remember a limited amount of info.
8) Duration	Duration is how long information stays.	When you can only remember a number for a certain amount of time.
9) Access	Access is the ability to retrieve information.	When you are able to remember information after it has been stored.
10) Declarative memory	Declarative memory is facts and events (conscious recall).	Remembering your birthday.
11) Procedural memory	Procedural memory is skills and tasks (automatic unconscious).	Riding a bike.
12) Retrograde Amnesia	Retrograde Amnesia is the loss of memories before trauma/injury.	Forgetting events from before an accident.
13) Anterograde Amnesia	Anterograde Amnesia is the inability to form new memories after trauma/injury.	Inable to remember events after brain surgery.
14) Structural Processing	Structural Processing is when you process information based only on how the word looks.	When the word is in capital letters: DOGS
15) Phonemic Processing	Phonemic Processing is when you process information based only on the word sounds.	When the word rhymes: CAT → HAT
16) Semantic Processing	Semantic Processing is when you process information based on the meaning of the word, a deep understanding of words.	What is the meaning of the word? HAPPY → GLAD
Yara Salman 10A		



## What is Memory?

**Memory** is the process of encoding, storing and retrieving information.

**Encoding:** Changing information into a form your brain can use.

**Storage:** Keeping information in memory.

**Retrieval:** Getting stored information back out later on.

**Analogies:** Like saving, storing and opening files on a computer.

## MEMORY & FORGETTING



### Forgetting and Amnesia

- Retrospective amnesia:** Loss of memories before trauma.
- Anterograde amnesia:** The inability to form new memories after trauma. E.g. remembering childhood but not today's class.
- Case Study - H.M.:** H.M. was able to recall childhood memories, but his ability to form new ones after his surgery was severely impaired. The aim was to study how brain surgery affected memory, which showed that the hippocampus is essential for forming long-term memories.
- The strength of case studies is that they provide in-depth detail about one person's memory problem. However, the findings are hard to generalise.

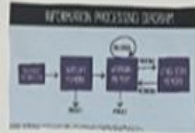
### MSM overview

The multi-store model shows info moving through 3 stores:

- Sensory memory:** Holds sights and sounds for under a second.
- Short-term memory:** Holds a small amount of information for a short time, while **long-term memory** holds a large amount over a long period of time.

#### Key features of a memory store:

- Input:** How information enters memory.
- Capacity:** The maximum amount memory can hold.
- Duration:** How long information stays.
- Access:** The ability to retrieve information.



### Levels of processing (Craik and Lockhart, 1972)

- The aim of the Craik and Lockhart study was to test the levels of processing effects where they found semantic processing is the highest level and depth of processing affects memory retention. These levels of processing are:
- Structural processing:** Focuses on how the word looks. E.g. the word 'cat' (capital C). This processing is shallow.
- Phonemic processing:** Focuses on how the word sounds. E.g. Does the word rhyme with cat? This processing is medium.
- Semantic processing:** Focuses on the meaning. E.g. Does the word mean the same as happy? This processing is deep. L.O.P. have explained real life learning, but they cannot be easily brand on real life.

### Declarative and Procedural memory

- Declarative memory:** Facts and events. E.g. remembering your birthday.
- Procedural memory:** Skills and actions. E.g. riding a bike.
- We separate them to help explain memory loss; it is supported by brain research.
- Strengths:** Helps psychologists explain memory loss and it is useful in real life to separate memory types.
- Weaknesses:** It is not always clear cut and may oversimplify memory.



Salma Abdelkader 10B

### Craik and Tulving study (1975)

- The aim of this study was to see whether deeper processing improves memory recall by asking participants structural, phonemic or semantic questions where they found semantic processing had the highest recall.
- E.g. remembering "dog" better when thinking "A dog is a pet" rather than thinking "I thought with 'dog'".
- Strengths:** It was a controlled experiment with reliable results.
- Weaknesses:** Low ecological validity as it may not reflect real-life memory use.

# MEMORY

Talin Ahmed Al-Zuhairy

### Memory and Forgetting =

**Memory:** The mental process of encoding, storing and retrieving information.  
**Example:** Remembering your friend's birthday.  
**Forgetting:** The inability to recall or access information that was once stored.  
**Example:** Forgetting where you put your keys.

### Forgetting and Amnesia

**Types of Forgetting:** **Retrospective:** Memory fades over time if not used (forgetting a maths formula after the exam). **Anterograde:** When old and new memories clash. **Types of amnesia:** **Anterograde:** inability to form new memories. **Retrospective:** loss of past memory.

### Declarative and Procedural memory

**Declarative memory:** Memory of facts and events, example: knowing the capital of France is Paris.  
**Procedural memory:** Memory of how to perform tasks, example: knowing how to ride a bike or tie shoelaces.

### Levels of processing

**Structural (Shallow - Appearance of words)**  
**Example:** Is the word in capital? -> DOGS  
 Processing is only about how the words look.  
**Phonemic (Sound of words)** example: does it sound like a cat?  
 Processing is based on the sound.  
**Semantic (Meaning of words)** example: we used more than one meaning of the word cat, in memory which is deeper.

### Features of the memory stores

**Capacity:** Amount of info. that can be held.  
**Duration:** How long information lasts.  
**Encoding:** How information is processed.  
**Input:** Is how information enters memory.  
**Access:** The ability to retrieve information.

**Sensory memory:** Stores brief information from the senses for 1-2 seconds. If not noticed, it fades quickly. (What we see and hear).  
**Short-Term memory:** Holds about 7 items for 15-30 seconds. Info can be kept longer with rehearsal (Repeating a name).  
**Long-Term memory:** Holds unlimited information for a long time even a lifetime. (What we learn often based on memory).

# PROCEDURAL VS DECLARATIVE

Madd Ahmed Al-Zuhairy

**What is Memory?**  
 Memory is the process by which we store, retain and recall information and experiences. It helps us learn, make decisions, and live our daily lives.



**Procedural Memory:**  
 Memory for skills and actions done automatically. For example: riding a bike, typing or playing an instrument.

**Declarative Memory:**  
 Memory of facts and events. We can consciously recall them. There is two types: **episodic:** Personal experiences (birth day), **semantic:** General knowledge (Paris is France's capital).

**Positives of Separating Memory into 2 types:**  
 Helps Psychologists understand how different parts of the brain work.

Useful in diagnosing and treating the brain.  
 Makes it easier to study how learning and memory function separately.

**Negatives of Separating memory into 2 types:**  
 In real life, memory types often overlap - they don't always work separately.

Some memories include both types. It may oversimplify how complex the brain really is.



# Sociology ...

In Sociology, pupils have been exploring the stories that shape our world and the societies we live in. They began by learning about the key concepts of values, norms and culture, and how these influence the way people live and interact. Each group chose a culture or community to represent through a collage or poster, showing how values and traditions connect people across the globe. Their work reflected an understanding of what it means to be a global citizen and how culture shapes identity, a key part of their IGCSE journey.



The story continued with pupils learning why sociologists carry out research and how different methods are used to collect and analyse data.

## Research Methods In Sociology

Doerner 10A

Sociologists carry out research because they need to:

- collect more information.
- To have a better understanding of something.
- To add to information already available.
- To prove a theory or to disprove.
- To understand social behaviour.

The benefits of carrying out a research is that you would have a better understanding of society and with the information we have it would be easy to explain to other people because it helps us communicate to difficult social issues in a understandable way.

Ethical research is important because it keeps people or the participants in the research safe and treats them fairly. It helps researchers stay honest and makes others trust their work. When researchers follow the rules the results are more reliable and useful. It also makes sure none is hurt or used unfairly. By being ethical research can help society in a positive and ~~ethical~~ <sup>respectful</sup> way.

Ethical research rules:

- Informed consent - Right to withdraw
- Confidentiality - Debriefing
- Protection from harm

Different research methods including benefits and weaknesses:

• Questionnaires → document with list of questions on the research topics. It is quick and cheap to distribute and can reach a large number of people. But, It may not capture deep or honest questions.

• Surveys → A method of collecting data from a sample of people using structured questions. It can include both questionnaires or interviews. It is good for collecting large-scale data. But the responses may be biased or inaccurate.

• Experiments → It is a controlled study where the variables are manipulated to observe effects. It can show us cause and effect relationships but it can lack realism especially in lab settings.

• Case studies → An in-depth study of one group or event. It can get a very deep and detailed info about the study but can't be used for general situations.

Longitudinal studies → Research conducted over a long period to observe changes over time. It can track developments and trends but it is expensive and time-consuming.

• Participant observations → The researcher joins a group, being studied and observes. It builds trust within participants but it's hard to remain objective.

Non-participant observation → The researcher observes the group without interacting. It puts less influence on the group's behaviour but it may miss deeper meanings or context.

Content analysis → It is studying texts, media, or documents to identify patterns or themes. It can be useful for analysing culture trends and can be done without direct contact with people but the interpretation can be subjective and may miss hidden meanings.



# PSHE ...

In PSHE, Year 7 and Year 8 pupils have been following the British curriculum and building their own stories of growth, reflection and understanding. Year 7 explored the theme of wellbeing, focusing on developing resilience, balance and positive habits to support their personal development. Year 8 extended this learning by focusing on looking after yourself and others, learning the value of empathy, kindness and community.

These topics are an important part of pupils' personal journeys, helping them to build confidence, manage challenges and understand the importance of supporting those around them. With one PSHE lesson

each week, pupils have had the space to reflect, discuss and express their ideas through a range of creative projects. The work they have produced tells a wonderful story of self-discovery and teamwork, and here are just a few examples of their excellent efforts.

## Looking after yourself and others

### 5 practical ways to maintain a good wellbeing

1. Stay physically active
2. Practice Mindfulness or Meditation
3. Connect with others
4. Get enough sleep
5. Eat nutritious food

### Why EACH strategy is helpful

- Staying Physically Active** - Exercise boosts mood, energy, overall health and improves circulation.
- Practice Mindfulness or Meditation** - Helps reduce stress and anxiety by calming the mind and improving focus and emotional balance.
- Connect with others** - Social interaction provides emotional support, reduces loneliness and strengthens your sense of belonging.
- Get enough sleep** - Quality sleep restores the body, sharpens thinking and improves mood and focus.
- Eat nutritious foods** - A balanced diet fuels your body and brain, stabilizes mood and supports long-term health.

It's important to support others who may be struggling because showing care and understanding can make a huge difference in their lives. Offering support helps people feel less alone, builds trust, and can give them strength to keep going through tough times. Even small acts of kindness can improve someone's mental wellbeing and create a more compassionate, connected community.

Made By:  
Amira yadi Kar  
Form: 8A

## Looking after yourself & othersssss

8B Amira Eithalbani

Looking after your wellbeing helps you stay healthy, happy, and ready to deal with life's challenges. Here are 5 ways to take care of yourself, and why they matter.

### 1 - STAY ACTIVE!!

Doing exercise keeps your body fit and your mind happy. Being active releases chemicals in your brain that boost your mood and reduce stress.

### 2 - TALK TO SOMEONE YOU TRUST!!!

Sharing your worries with someone helps you feel supported. Talking makes your problems feel smaller and reminds you you're not alone.

### 3 - TAKE BREAKS AND REST

This gives your brain time to recharge and helps you concentrate better, this helps you not feel overwhelmed.

### 4 - DO THINGS YOU ENJOY

Spending time on hobbies helps you unwind and feel good about yourself.

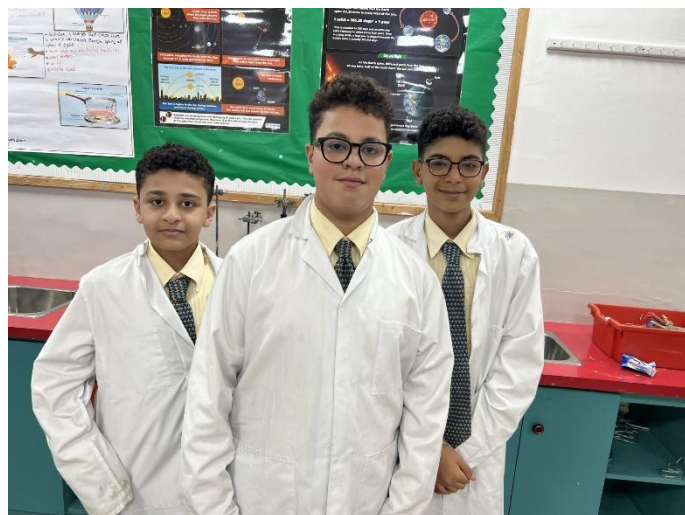
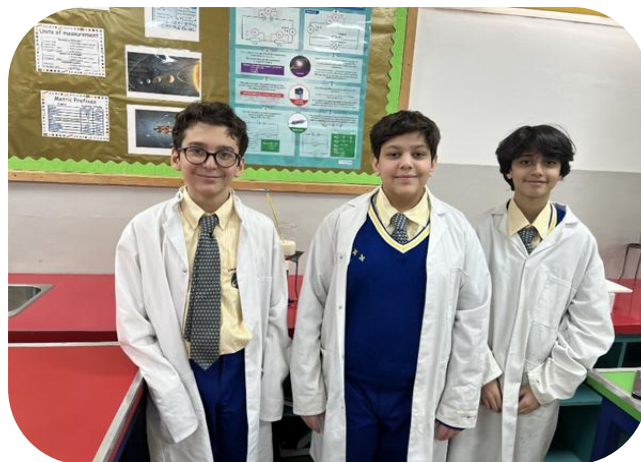
### 5 - EAT WELL AND STAY HYDRATED

Eating balanced meals and drinking water keeps your body strong & mind focused.



# Science ...

Year 8 students explored the world of unicellular organisms by making yoghurt. This practical demonstrated how specific bacteria, when added to warm milk, respire anaerobically. We observed that over several hours, this process produced lactic acid, which caused the milk to sour and thicken into yoghurt. This hands-on experiment perfectly illustrated how a microscopic life form can cause a significant and useful chemical change in its environment.



1	IA	1A
1	H	Hydrogen 1.008
3	Li	Lithium 6.941
11	Na	Sodium 22.990
19	K	Potassium 39.098
37	Rb	Rubidium 84.468
55	Cs	Cesium 132.905
87	Fr	Francium 223.020





In a fun Year 9 science practical, students applied their knowledge of states of matter to make ice cream. By vigorously shaking a mixture of cream, sugar, and flavouring in a bag surrounded by ice and salt, they observed a rapid change of state from liquid to solid. The salt caused the ice to melt at a lower temperature, drawing energy from the mixture as heat and allowing it to freeze. This hands-on experiment deliciously demonstrated how manipulating energy can lead to a physical change.



During a recent Year 10 chemistry lesson, students safely used Bunsen burners to carry out the oxidation of magnesium, observing firsthand how the silvery metal ribbon ignited in the flame with a brilliant white light to form a white ash of magnesium oxide. This dramatic reaction provided a clear and memorable example of a rapid, exothermic chemical change, perfectly illustrating the reaction between a metal and oxygen from the air.

Periodic Table of the Elements

1 H Hydrogen 1.008	2 He Helium 4.003
3 Li Lithium 6.941	4 Be Beryllium 9.012
5 B Boron 10.811	6 C Carbon 12.011
7 N Nitrogen 14.007	8 O Oxygen 15.999
9 F Fluorine 18.998	10 Ne Neon 20.180
11 Na Sodium 22.990	12 Mg Magnesium 24.305
13 Al Aluminum 26.982	14 Si Silicon 28.086
15 P Phosphorus 30.974	16 S Sulfur 32.06
17 Cl Chlorine 35.45	18 Ar Argon 39.948
19 K Potassium 39.098	20 Ca Calcium 40.078
21 Sc Scandium 44.956	22 Ti Titanium 47.88
23 V Vanadium 50.942	24 Cr Chromium 52.00
25 Mn Manganese 54.938	26 Fe Iron 55.845
27 Co Cobalt 58.933	28 Ni Nickel 58.693
29 Cu Copper 63.546	30 Zn Zinc 65.38
31 Ga Gallium 69.723	32 Ge Germanium 72.63
33 As Arsenic 74.922	34 Se Selenium 78.96
35 Br Bromine 79.904	36 Kr Krypton 83.798
37 Rb Rubidium 85.468	38 Sr Strontium 87.62
39 Y Yttrium 88.906	40 Zr Zirconium 91.224
41 Nb Niobium 92.906	42 Mo Molybdenum 95.94
43 Tc Technetium [98]	44 Ru Ruthenium 101.07
45 Rh Rhodium 102.91	46 Pd Palladium 106.42
47 Ag Silver 107.87	48 Cd Cadmium 112.41
49 In Indium 114.82	50 Sn Tin 118.71
51 Sb Antimony 121.76	52 Te Tellurium 127.6
53 I Iodine 126.91	54 Xe Xenon 131.29
55 Cs Cesium 132.91	56 Ba Barium 137.33
57 La Lanthanum 138.91	58 Ce Cerium 140.12
59 Pr Praseodymium 140.91	60 Nd Neodymium 144.24
61 Pm Promethium [145]	62 Sm Samarium 150.36
63 Eu Europium 151.96	64 Gd Gadolinium 157.25
65 Tb Terbium 158.93	66 Dy Dysprosium 162.50
67 Ho Holmium 164.93	68 Er Erbium 167.26
69 Tm Thulium 168.93	70 Yb Ytterbium 173.05
71 Lu Lutetium 174.97	72 Hf Hafnium 178.49
73 Ta Tantalum 180.95	74 W Tungsten 183.84
75 Re Rhenium 186.21	76 Os Osmium 190.23
77 Ir Iridium 192.22	78 Pt Platinum 195.08
79 Au Gold 196.97	80 Hg Mercury 200.59
81 Tl Thallium 204.38	82 Pb Lead 207.2
83 Bi Bismuth 208.98	84 Po Polonium [209]
85 At Astatine [210]	86 Rn Radon [222]
87 Fr Francium [223]	88 Ra Radium [226]
89 Ac Actinium [227]	90 Th Thorium 232.04
91 Pa Protactinium 231.04	92 U Uranium 238.03
93 Np Neptunium 237.05	94 Pu Plutonium 244.06
95 Am Americium 243.06	96 Cm Curium 247.07
97 Bk Berkelium 247.07	98 Cf Californium 251.08
99 Es Einsteinium [254]	100 Fm Fermium 257.09
101 Md Mendelevium 258.1	102 No Nobelium 259.10
103 Lr Lawrencium [262]	



# Business and Enterprise ...

Learning outside of the classroom help students connect ideas, inspire imagination, and helps give meaning to the world around us. At Kuwait National English School, our students turned two remarkable field trips into stories of discovery, innovation, and the future.



For our Year 11 and 12 students, the visit to Zain Telecommunications was not just a tour - it was the story of how technology, people, and purpose intertwine. Students learned how cyber security acts as a modern-day shield, protecting users and businesses in an increasingly digital world. As they explored Zain's vision of creating better lives through lasting connectivity, they discovered how storytelling also powers communication - whether through a phone call, a network connection, or a brand that brings people together. A visit to the Zain Call Centre revealed another layer of this story: the human voice behind every customer interaction and the art of building trust through service.



**BUSINESS  
STUDIES**



Meanwhile, our Year 10 students began their own story of enterprise at Alghanim Automotives. Inside the world of the Ford brand, they witnessed how creativity, precision, and teamwork drive one of the region's most dynamic automotive companies. From the marketing and finance departments to the showrooms and service centre, every corner told a story — of innovation, dedication, and the pursuit of excellence. Students were captivated by how technology and design blend to create vehicles that reflect both engineering mastery and customer passion.





In the IGCSE Cambridge Enterprise course, pupils have been learning what it truly means to be enterprising, to think creatively, take risks and solve problems. They explored the characteristics that make a successful entrepreneur, including resilience, innovation and decision making.

To put these qualities into practice, Year 10 pupils took on a teamwork challenge to build the tallest possible tower using only paper and paperclips. What began as a simple task quickly turned into a story of strategy, leadership and collaboration. Through this challenge, pupils discovered how creativity and perseverance can turn even the smallest resources into something impressive. The laughter and energy in the classroom were a testament to their developing entrepreneurial spirit.





# Languages ...

## Spanish ...

Secondary students have been working on writing pieces about their daily lives, exploring the activities and routines that shape their everyday experiences. Through this exercise, they have discovered how even the simplest moments can become meaningful stories when storytelling techniques are applied. This approach not only enhances their writing skills but also helps them understand the power of sharing personal experiences to connect, inspire, and communicate more effectively.



4<sup>th</sup> November 2023

Home work.

ESSay

Me gusta mucho hablar con mis amigos  
Porque me hace sentir feliz. Yo hablo con ellos  
todas las días en la escuela sobre nuestras cosas  
y nuestros sueños. También te hablas con amigos cuando  
necesitas un consejo, y siempre trato de escucharte  
con atención.  
Mi mejor amiga habla con sus padre cada noche  
durante la cena; ella dice que es una buena forma  
de ~~poder~~ mantener una relación cercana con su familia.  
Nosotros hablamos mucho en grupo cuando hacemos  
proyectos, y así aprendemos a trabajar juntos. En  
España, vosotros habláis con mucha energía y  
entusiasmo; y me encanta escucharos eso cuando tan  
Special. Finalmente, ellos hablan sobre sus planes  
para el futuro y se ayudan unos a otros.  
Y la más bonita de todo es compartir lo que  
aprendemos. Yo comparto mis libros favoritos con mis  
amigos. Tú compartes momentos especiales cuando  
estudiamos juntos. En España, vosotros compartís muchas  
tradiciones culturales, y ellos comparten su tiempo  
ayudando a los demás.

Well done  
Even Better!! (4/5) Better handwriting  
Student Response (4/5)

4<sup>th</sup> November 2023

Deja de hablar con la gente. Yo estoy hablando con la gente.  
Tú estás hablando con la gente. El está hablando con alguien.  
Ella está hablando con alguien. Todos nosotros estamos hablando juntos.  
Tú estás hablando. Ellos están hablando con la gente. Leo  
le está leyendo al bebé. Yo estoy leyendo un libro. ¿Qué  
le estás leyendo? El está leyendo. Todos nosotros estamos leyendo. ¿Qué  
libro estás leyendo? Ellos están leyendo todos juntos. Leo  
está compartiendo la comida. Yo estoy compartiendo mis  
juguetes. Tú estás compartiendo mis juguetes. Ella está  
compartiendo los billetes. Todos nosotros estamos compartiendo  
nuestros DVD. Tú estás compartiendo la chocolate. Ellos  
están compartiendo sus opiniones.

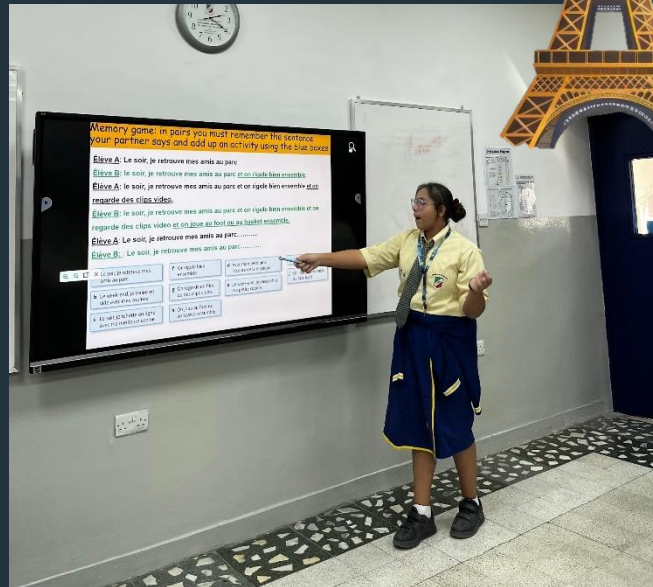
Well done  
Even Better!! (4/5) Better handwriting  
Student Response (4/5)



# French ...

This term in French, we've been exploring how storytelling makes learning a new language more fun and meaningful.

Year 9 students took part in a speaking activity all about what they did with their friends over the weekend. There was lots of laughter in the room as they practiced their dialogues and shared stories about shopping trips, movie nights, and time spent with friends — all in French! It was amazing to see how much confidence they've built when speaking and how their personalities came through in their stories.







Year 10 students focused on verbs and vocabulary, working through activities before ending with a lively card game where they had to guess French words using clues in English and French. The competitive

spirit definitely kicked in, and it was such a fun way to wrap up the lesson while still learning.

Both groups showed that storytelling isn't just about writing — it's about sharing experiences, expressing yourself, and bringing language to life in your own way.





## English ...

The four pillars of the English Department at KNES are Speaking, Reading, Writing and Listening. At Kuwait National English School, the English curriculum is rooted in both critical thinking and story telling. This term, our KS3 and KS4 students spent a lot of time story telling, writing, and speaking. Below are some of the various stories, speeches, opinion-pieces and articles written by some of our secondary students.

### **Procrastination by Loulwa Bohamad**



Procrastination is something we all do. Don't lie and say you haven't done it at least once in your life. There are many views on procrastination - some see it as good and some see it as bad.

We procrastinate by doing anything else like watching a shows or sleeping, but some people actually procrastinate in a good ways like doing some cleaning, excersicng, and finishing writing their homework.

Some people actually do better in their work when they procrastinate because the deadline is near so they have no other choice but to focus hard on their work.

I think personally that procrastination is good IF you do it correctly, cause if you procrastinate by just sitting, watching tv and eating, you will get nowhere, but if you procrastinate by finishing other important tasks and getting them done, that would actually make life so much easier. 😊



## **Schools need to prepare us for the real world – Nora Al Enezi**

Schools teach us maths, science, and grammar, but they often forget one important thing: **real life skills**. Many students leave school knowing how to solve algebra but not how to cook a meal or manage money and this is why schools need to include life skills in their syllabus.



One of the most skills is cooking. Knowing how to make a meal helps students when they head to university or live life alone. It also teaches them how to be independent and encourages better eating habits. Cooking is a skill everyone needs, but most students only learn it at home - and not all families teach it.

Another one is financial skills. Students should learn how to save money, avoid debt, and understand things like taxes or bank accounts. These are things adults deal with every single day and yet teenagers feel confused about them because school seemingly doesn't teach it.

Adding life skills to the school syllabus would help young people feel more confident and prepared for the real world. Instead of leaving school feeling worried or confused about adulthood, students would have the knowledge they actually need.

## **My Fearless Sister – Hussain Al Qallaf**

Let me tell you about my fearless and cool, daredevil of a sister.

She is probably the greatest sister I could ask for, and we're really close. We travel together, go out together, and even go to concerts together! Literally everywhere.



My sister has long brown hair with blonde highlights, she has dark hazel eyes, she's REALLY funny and can always force a laugh out of me whether



it's by tickling me or cracking a joke.

She's gone sky diving FOUR times and bungee jumps off piers and towers! I love spending time with her. Although, SOMETIMES she can be a little annoying...

### **Short Story: *The Portal* by Bader Al-Gharabally.**

One day, I woke up late for school. But I was so tired that I slept further. When I woke up again, I saw a portal. As I approached it, it sucked me in. I was in a new world.



It was beautiful! I saw whales the size of islands and also strange looking fish. They were all flying in the air. I saw two people riding on some dolphins. They came up to me and said, “look - someone new.” I asked them their names and they said their names were Jack and Elly.

They were telling me about this odd place, and told me that we were going to go on an adventure. So, we rode on dolphins, and we flew over the whales. Also, we saw dragons! And I think I saw a cat with wings...

Then Jack and Elly took me to a floating island. The island was beautiful - with waterfalls, lush green forests and lots of wildlife. But a storm was brewing and it started to rain heavily, drenching us.

Jack and Elly said we needed get out of there. We took off but I slipped and fell into a whirlpool...

I was back on my bed. I thought it was a dream ... but I was still wet.

### **Narrative writing by Layan Atieh in year 10.**

Freya wondered why School started so early. She had no energy to sweet-talk measly teachers. Her only





salvation was the library where new books waited for her everyday.

As soon as she entered, She glanced at the huge clock while reaching for her current read. She had ten minutes before she would be late for registration. A sudden sound startled her, the book had fallen to the ground. After picking it up, Freya noticed a small note on the ground — it wasn't there before, did it fall from the book? Freya snatched it and glanced at it. It read: "To gain the Sceptre's knowledge before fading, Find the charged particle."

Freya was most definitely taken aback. Was this a prank? It was very despicable and what's that written about a Sceptre? That was when the first bell rang and Freya remembered that she had to be at registration. Without hesitation, she sprinted as fast as she could down the long hallway. "Hey," barked Mr. Bex, "no running in the corridor!" "Sorry!" yelled Freya in reply as she banged into the opening door.

Having averted this crisis, Freya could peacefully think about the note on her way to chemistry class. From what she gathered, this was a riddle so did she have to solve it.

She remembered something about a recently stolen Sceptre and made up her mind to be the one to Find it. Upon her arrival to chemistry, Freya realized that the best place to figure out charged particles is here. She decided to focus on her lesson and look for the clue afterward.

During the lesson Freya kept glancing around the room. A poster caught her eye because it looked a bit rumpled and had Na written on it. That was when it clicked inside Freya's mind. Na was the symbol for sodium. Sodium is an ion and an ion is a charged particle. She buzzed with excitement. Zoning out of lessons may just have its perks. After the lesson Freya sprinted toward the poster and removed a section. There another note has stuck and it said: "I am small, hard and protect the skin. Where am I?"

Freya's mind went blank. She thought that it was to the riddles were extremely tricky. She decided to think about this some more. The lessons were flying by and it was break. The more time went by the more stressed Freya got. How was She supposed to know what protects human skin.



That's when a realization hit her. The note never said humans, for all she knows it could be talking about Fish! Then she remembered her marine science lesson and found her answer: Scales but where would She find Scales in the School?

A passing comment made her stop. There was a room underneath the staircase near the art room and it seemed like the stairs protected the room.

Freya flew all the way to the stairs and didn't stop until she had the third note in her hand. It read: "I contain Carbon, Hydrogen and

Oxygen. What am I?" Freya instantly knew where she had to go: the biology room but before she could, the bell rang.

Having no time to spare, she continued her lessons and before she knew it, it was the end of the day. Freya wasted no time going to the biology room. There she saw a girl waiting in front of the room and Freya vaguely remembers seeing her in front of the art room.

What's surprising is that School prefect Enyo comes out at that exact time. Silent understanding passed between them and the girl, whose name she remembered is Estelle, went in next. Freya wondered what would await her and when Estelle stepped out, she took a deep breath and walked into the unknown.

## **How it All Went Wrong by Tarek Safaoui in year 7.**

There was a beautiful meteor shower on the way. My close buddies and I made a MASSIVE watch party. The entire neighborhood was in the backyard, with my family friends watching from the balcony on the top of the house for the better view. At approximately 8:20 the beautiful meteors started becoming more visible by the second.



I got the telescope my grandfather got me on my 18th birthday, and my



friends and I took turns looking through it. When it was my turn, a weird shaped meteor caught my eye. I focused on it a bit and a little sparkly light was catching my eye. My eye was not off it for a single second. When it hit the ground we heard a very loud thud. We left to investigate. We saw metals (which were not supposed to be in meteors) and glass spreaded across the floor. I used my spare shovel to dig into the ground and a weird, gooey liquid was slowly filling the hole I had dug. We thought it was from a natural cause but after 40 minutes of searching we found a strange body-shaped...thing.

We called the FBI and tried not to touch anything until they arrived.

What I didn't know was that I should not have called them. When they arrived, they took us and everything to a lab.

They brought a DNA test and found that the gooey liquid was actually alien blood. We later told everyone in the neighborhood but they did not believe us until the next day on the news was an officer talking about a dead alien body. We were confused then realised the truth... They took our credit on finding the body!

They said that while the officer was on patrol he heard a loud thud then went to the scene and he found it. Thankfully, my friend is a famous influencer on social media and told our story to everyone. His fans started protesting and after almost a week, they admitted to lying. Then we got a share of 100,000,000 KD for the four of us. Now we own more than three quarters of Kuwait's businesses.

## **I'll do that Tomorrow – An article by Hamad Abul in Year**

### **9.**

Procrastination: a creativity engine or is it just wasting your time? This article dives deep into the complex world of delaying your assignments, as we explore the future positive benefits, we see





risks applied when things are moved until the last minute.

Now we'll dive into the world of procrastination. Have you ever known you have an assignment but kept it for later? This article will explain it all for you. Have you ever come back from a long day at school, restless and remember you have an assignment due tomorrow, and you just simply say "I'll do it later".

Then in the middle of the night, you remember. But by then it's too late.

For many, procrastinating is a habit that stops us from driving into urgent tasks, and then waste our time on something useless, such as doom-scrolling. Procrastination is a hazardous force; victims perform poorly at work and let go of medical treatment or retirement saving. Study shows that university students that procrastinate end up with higher stress and lower grades.

But for the other side, they believe that procrastination is a positive habit. People think procrastination is a curse, around 20% of adults complain about chronic procrastination, though we can only guess how higher the percentage would be if more filled out the survey.

Procrastination is good, only if it's the right kind. Make procrastination right by doing something helpful and productive. So, think twice before dropping the books and opening Clash Royale or Instagram.

## Narrative Writing by Sheryl Mikhail in Year 10.

*Layan and Sheryl had some clever thinking – and came up with a beautiful example of how stories can have an intertextual connection...*



By some miracle Astris arrived at school extremely early. She went to registration but was later allowed to go to the library. While flipping through a novel, a small paper glided to the floor. Astris picked it up out of curiosity. It read as follows:



To gain the sceptre's knowledge before fading, rehearse it to remember forever.

Questions spiralled in Astris's mind. What is it referring to as the sceptre's knowledge? Why does "rehearse to remember" sound so familiar? Before she could find answers the bell rang signifying the start of period one.

"Hey! Erebus, sorry to bother you but does the phrase 'rehearse to remember' ring a bell for you?" asked Astris during psychology class. Erebus replied a bit confused "Isn't that a process in the multi-store model?"

That's right, rehearsal is how information enters long term memory. The only concern now is what does the riddle reference about rehearsal.

In search for answers, Astris lingered near a board that consisted of multi-store model projects. She checked all of them for flaps or hidden pockets. "What exactly are you doing out of class, Astris," interrupted an irritated teacher.

Astris flinched and accidentally hit the board. "Just admiring the projects, Mr Bex," Astris muttered nervously.

Due to her recent slip up she was given break detention. The punishment was rather useless since it did not change what she normally does. It seemed like Mr Bex came to the same conclusion when he dismissed her midway through break time. As soon as she was out of sight, she read the next message:

I am unfamiliar with the frost of blue yet I am favoured to accompany it.  
Can you find me?

Well that is a lot simpler; it is a complementary colour. Astris headed to the stairs only to collide into a tall student with messy short black hair. They both apologised and continued in separate directions. Astris could not help but laugh at how similar that girl's hair was to a pom-pom.

Unlike the previous message, she found the next one immediately. The paper was stuffed between the orange art supplies that as the label suggests "borrow whichever coloured median". The new message stated:



I contain carbon dioxide, hydrogen and oxygen. Who am I?

Astris was contemplating the message when she spotted movement in the computer room. It did not take long for Erebus's head to peek above the monitor; he was clearly focusing on something as shown by the headphones that isolated him from reality.

After a while she narrowed the message's answer to be either a carbohydrate or a lipid. Everyone was going home except the school prefect- Enyo. He was occupying the biology room. Eventually he left the class "I'm sorry for making you wait."

"It's fine, have a nice day," she replied. "You too," he replied as he walked away.

The search was pure torture. Ms Dana always assigns projects leading to the back of her class being the equivalent of a storage room. Luckily Ms Dana was sort of organised, so Astris had the biomolecule projects laid out to search the carbohydrates and lipids.

In the end Astris left with a neat card that informed her to go to the theatre at 5:43 pm. Oddly specific but she got this far.

When the time came near, she entered the theatre. A small group of people were there already. She recognised Erebus, Enyo and the pom-pom girl - her name turned out to be Freya. The second the clock hit 5:43 pm, the stage floor separated revealing a staircase going down.

## **Does School Prepare us for the Real World? –** **Article by Jelnar Hana**

The world we live in now is evolving and so are we humans. But the education we get in school is far inferior to the basic life skills we need. Schools now are helping us develop academically but not socially. Big numbers on a document mean nothing when you





lack basic social skills and schools are NOT helping. But what can we do to change this? What aspects are our schools missing? How can we fix this?

Schools should be adding subjects such as cooking classes where students are taught how to make foods that are essential. Nowadays children are so used to growing up with everything done for them, by relying on their guardians without a clue on how to do it themselves. These children are growing into adults without the ability to take care of their own needs and so if the environment around them isn't teaching them, then schools should. Three lessons a week would be more than enough for children to learn more about the nutrition they need and how to make it.

Research says over 40% of people who can drive and are licensed don't know how to change a tyre or fill up their engine, isn't that highly concerning? Yes people may argue that they're one phone call away from getting in reach with a mechanic but what if you're lost in the middle of nowhere, not a single person in sight and you don't have signal?

Possibilities can vary but nothing is impossible. Schools should start a foundation to teach children about such mechanisms and more about cars and driving so once the time comes, it is less of a struggle for people to know about changing a tyre.

Schools teach us so much yet so little. Students all over the world struggle with decision making and finding balance. If schools applied lessons that show learners how to manage time, deal with stress and make choices without panic and doubts, it would help a LOT. Learning such skills prepare people for the real world, because life outside school isn't the same. You're not dealing with mathematical equations, but with real life people.

In the end, education should shape us into independent individuals with capability and not just test-takers, little changes make big development. Basic skills such as cooking, driving and decision making are skills we ALL need, and schools should take this into recognition. Because after all, learning really is endless.



## **Why you should use your phone less – A speech by Tolence Tinotenda in year 7.**



Phones are fun, helpful, and a big part of everyday life - but sometimes, they can cause more trouble than we realise.

I personally use my phone to talk with my friends, plan events, and decide where I want to go over weekends. It helps us stay connected, and it makes organising things much easier. But phones aren't just for chatting. There are many other uses, and some of them can lead to problems -especially on social media.

Social media may seem like all fun and games, but it can also be a dangerous place. People can lie, deceive, and even try to manipulate you into doing things you don't want to do. You can get hurt or bullied, even by people you thought you could trust.

I spend about **six or seven hours** a day on my phone, mostly calling friends and playing games. It's enjoyable, but even I know that too much time online can have downsides.

Phones aren't simply "good" or "bad." They can be helpful, harmful, or somewhere in between. There are pros and cons to using them, but in my opinion, phones aren't always balanced. Sometimes it feels like the negatives outweigh the positives.

Still, I continue to use my phone - just more carefully. I try to stay aware, stay smart, and understand what I'm doing, instead of letting my phone control me.



## It's becoming Frosty ...



To end the term with a gracious introduction to the Winter season, our EYFS and KS2 students blessed us with the *Shakespear Rocks* and *Sound of Winter* concerts. See more pictures on our Instagram page!







KUWAIT NATIONAL ENGLISH SCHOOL

مدرسة الكويت الوطنية الإنجليزية

A British International School

## Thank you

As we bring this term to a close, I would like to take a moment to reflect on what has truly made it special. Our theme, "The Power of Storytelling," has run through every corner of the school—from classrooms and assemblies to performances, conversations, and shared moments. It has reminded us that stories are more than words; they are the threads that connect us, teach us, inspire us, and help us understand one another.

To our parents, thank you for your ongoing support, trust, and partnership. Your presence in your children's educational journey is invaluable, and the encouragement you provide at home helps shape the confidence and curiosity we see in them each day. We are grateful to walk this path with you.

To our students, you continue to be the heart of our school. Your creativity, your enthusiasm, and your willingness to learn have filled this term with colour and energy. Whether through writing, speaking, performing, or simply sharing moments with friends, you have embraced the spirit of storytelling in all its forms. Every one of you carries a unique voice, and watching you express it has been a privilege.

As we move into the winter break, I encourage everyone to keep the essence of storytelling alive. And remember: each student's schooling journey with us is a story in itself—unique, evolving, and deeply personal. We are honoured to be part of the chapters they are writing, and we look forward to helping them shape many more.

Wishing all our families a safe, peaceful, and restorative festive season. May the break bring you warmth, rest, and time with the people who matter most. We look forward to welcoming everyone back on January 4th, ready to begin the next chapter and create even more magic together.