



IN THE LOOP

10th May 2024

UPDATES FOR BMIS Secondary Parents

Dear Parents/Guardians,

We have a hectic, but exciting run-up to the end of the year with some key dates coming up. From Thursday 30th June-Wednesday 5th, students from Grades 6-10 will be actively engaged in IDU's. These are interdisciplinary units held across more than one subject area, thereby building and reinforcing skills through subjects. You can read more about this on page 7. In addition, a number of grade-level trips have been planned during the final two weeks and these are directly connected to the curriculum. Grades 6-10 reports are available on ManagBac on the 12th of June. School closes at 11. am on Friday 14th of June. Since teaching and learning continue until the last day of school students should be present in classes until the final day.

Just a quick update on where we are in preparing for the CIS/NEASC/IB joint evaluation visit from the 28th of September-4th October 2024. We are nearly there with our reports! The necessary documentation has now been completed and the evidence to support the reports collected. Whereas this will be submitted to CIS/NEASC in June the PYP/MYP/DP reports have just been submitted to the IB with the Self-Study soon to follow. This has involved an enormous amount of work from a large number of stakeholders and your efforts have been hugely appreciated.

OVERVIEW:

- The Triathlon
- Music Concerts
- CAS Project Earth Day
- Duke of Edinburgh
- AI Guidelines
- Melodramatic Grade 9!
- IDU Week
- House Competitions
- Maths Olympiad
- Up and Coming Events

A Great Community Event

The 2024 Lilongwe Triathlon took place on Sunday, 5th May, and saw the largest number of participants to date. 133 participants took to the pool, road, and BMIS field to battle it out to complete the challenging course. The atmosphere was vibrant throughout with live music from the BMIS band and delicious food and drink from a variety of vendors.

A special well done to Oskar D, who was the youngest (14) competitor in the Olympic category, and to Willow P, Noah P, Nleli M, Sophie B, Tobi M, Amani R, and Alex A for completing the Sprint course as an individual.

The 'Mini' saw the biggest turnout ever, with 53 students under 12's taking part. It was fantastic to see so many talented young athletes being supported by the BMIS community. A special mention to Gonzalo M and Cecilia C, who achieved the quickest times of the day, and to Jyrek S and Francisca S who were the two youngest competitors, aged just six!

Congratulations to everyone who took part! Planning for next year has already begun with the introduction of two new courses to allow more inclusion of different ages and abilities.

Neil Black BMIS Sports Coordinator

Lesley Peacock, Secondary Principal





TRIATHLON '24



Baroque Music Concert Last Friday

Last Friday afternoon, The Grade 9 music class performed a classical music recital at “Land and Lake” to an appreciative audience. They impressed all with their mastery of piano pieces written by the one and only Johann Sebastian Bach. This was very difficult music to prepare - and the students did an amazing job.



Many thanks to Amelia and “Land and Lake”. I hope to collaborate with “Land and Lake” on more afternoon concerts with different bands and styles of music in the near future! Dave Montreuil



Grade 10 Reggae Concerts (and Music Business Unit)

The Grade 10 music class created their own unit of study, deciding that they wanted to learn more about the music industry and many of the organisations that make the music business tick. As part of their assessments, students had to take on the roles of concert organizer, promoter, band manager, graphics designer... Everything!

David Nakumwa organized a fantastic reggae concert for the Grade 10's at the Urban Cafe, arranging everything. There were some minor issues with electricity cutting out, but the musicians were resilient and didn't let that stop them from thoroughly entertaining a large crowd of 80+ people. We hope Bob Marley would have approved. Dave Montreuil



Creating a Language App for Beginners by Japheth Hirpa (Grade 9)

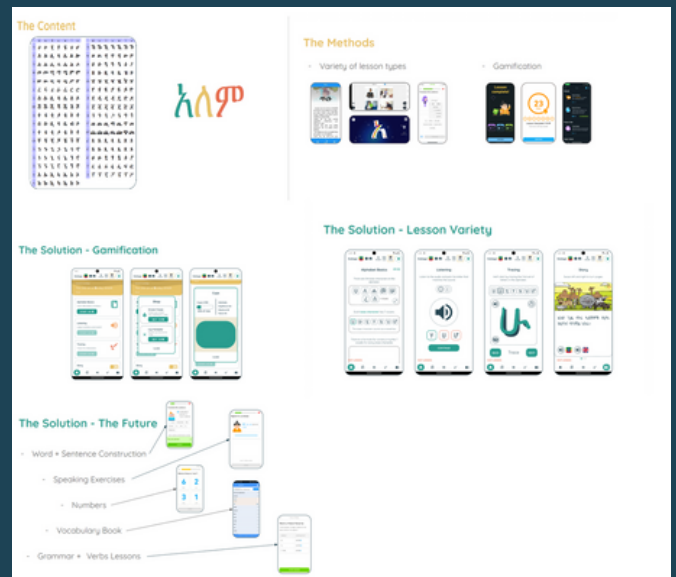
For my unit in Design, called “Design Influence”, I decided to create an app called “Kubaya” and chose to focus on teaching beginner Amharic (my mother tongue).

Before creating my app, I conducted research on the existing Amharic language-learning app market and found that the apps didn't cover a variety of lesson types (they covered writing or speaking, listening or stories, but not all of them). They were visually unappealing and didn't have any form of long-term motivational value. Hence, for my final product, I decided to incorporate a variety of lessons and add a form of gamification.

In the end, I incorporated gamification by creating a streak system. I then added a system where you earn cups every time you complete a lesson, cups that can build up and create a large ocean. The catch is, that if you don't practice every day, your cups will slowly drain out, draining your ocean. There are also fish in your ocean, so the larger the ocean, the better the ocean life, and the more cups you lose, the more fish you lose.

As for the actual coursework, I created four different types of lessons: basics, listening, tracing, and story lessons. Basic lessons teach you the fundamentals of Amharic. Listening lessons work on your ability to match sounds to letters. Tracing lessons works on your writing ability and builds muscle memory. Story lessons contain fun, beginner stories that are read out to you in either Amharic or English.

For the future, possible features I would include are: word + sentence construction, speaking exercises, number exercises, vocab books, and grammar + verb lessons.



CAS Project: Earth Day

On Monday 22nd April, the primary engaged in multiple sustainability projects led by secondary student groups. This event focused on identifying real-world issues, relating to the UN sustainable development goals. This allowed sessions to be more relatable and meaningful as they tackled challenges faced in our community. Activities planned and allocated with the help of Mr. Derrick and the Primary STUCO, allowed the students to expand their knowledge in topics covered in their curriculum, so they can apply their new understandings in the classroom. This holistic view of sustainability allowed a range of sessions to be run including gardening, waste management, water filtration, composting, and permaculture. We had a great group of secondary leaders to run these sessions including Student Garden Service, Eco Warrior Service, G10 Water Filtration Project, and more! We also had the opportunity to engage with the permaculture manager of Never Ending Foods, Peter Kaniye, who discussed the importance of sustainable agriculture to meet the prominent issue of food insecurity, here in Malawi. Students were able to reflect on their community engagement and plan projects in our community to take action against global issues. A big thanks to: Elihab and Hisham for taking time during their exams to make this happen, Amina and Gedeon for the student garden, Sophie B, Moksh and Adnaan for eco-warriors, Lu-Ran, Hikari, Tiya, Aliyah and Muskaan for water filtration team and G10 Biology class for supporting the planting with pre-K.

Samantha Richards



Adventures in Luwawa Forest: A Duke of Edinburgh Bronze & Silver Qualifier Trip



Adventures in Luwawa Forest: A Duke of Edinburgh Bronze & Silver Qualifier Trip

From April 25th to April 27th, 2024, students participating in the Duke of Edinburgh's Award program embarked on an exhilarating journey to Luwawa Forest 5-hour drive from Lilongwe for their Bronze and Silver qualifier expedition. Nestled in the scenic landscapes of Malawi, Luwawa Forest provided the ideal setting for this challenging yet rewarding adventure. Throughout the trip, students had the opportunity to collaborate in groups, honing essential outdoor skills such as cooking, camping, and hiking to conquer the forest's tower and Heights Peak.

The trip was a testament to the spirit of teamwork and perseverance as students tackled various tasks together. Setting up campsites amidst the tranquil surroundings of Luwawa Forest allowed participants to immerse themselves in nature while learning valuable practical skills. Cooking meals using tragias and small gas cookers fostered a sense of independence and resourcefulness among the students. Each group member played a crucial role, contributing to the success of the expedition and reinforcing the importance of cooperation in challenging environments.

One of the most memorable aspects of the journey was the ascent to the tower and heights peak of Luwawa Forest. The challenging hike tested the students' physical endurance and teamwork abilities. However, reaching the summit offered breathtaking panoramic views that served as a rewarding culmination of their efforts. Standing atop the heights peak, students felt a profound sense of accomplishment and unity, reflecting on the personal growth and resilience cultivated throughout the expedition. The experience left an indelible mark on each participant, instilling confidence and determination to overcome obstacles both in the wilderness and in life. Maya Zainga

Generative AI Guidelines



Academic integrity

Actively make sure the work you are presenting as your own is yours and it has not been copied, paraphrased, or created without acknowledging the original source eg. through citations/references.

Plagiarism

The representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

If generative AI is used for summative assessment tasks without transparency and acknowledgment, then this is plagiarism. Cases of plagiarism will be dealt with according to our academic code of conduct.

If you are uncertain, please speak to your teacher for guidance.

ACCEPTABLE USE:

- Writing a first draft of an assessment, and then asking AI to give bullet point feedback (against specific criteria) that is then used to improve your work.
- Producing a summary of longer texts
- Using AI to generate different ideas; brainstorming
- Asking AI to suggest further reading around a topic
- Talking to AI in a foreign language for extra practice
- Text-to-speech; speech-to-text
- Creating checklists, to-do lists, study timetables or programs
- Clarifying tasks, instructions, and feedback
- Breaking down concepts that you are struggling with
- Using AI-generated text as evidence, and citing it as you would for any other evidence used in PEEL paragraphs
- Using AI tools following the teachers' instructions
- Using AI to create test questions on a topic or concept
- Answering simple questions

UNACCEPTABLE USE:

- Creating part or whole assessment tasks using generative AI
- Submitting AI-generated content as your own, without acknowledging the use of the tool using the citation expectations (see Citing Generative AI to your right).
- Posing a question to generative AI and then submitting this work as your own.
- Posing a question to AI and making edits before submitting the work as your own.
- Providing AI with some bullet points and asking it to create your work.

Citing Generative AI

When using generative AI for research, or including generative AI text in a summative assessment, students will need to record and submit the following information:

- The prompt text that they put into the AI tool
- The name of the AI tool used
- The publisher of the AI tool
- The date they used the AI tool (day, month, year)
- The URL of the AI tool

Further information about how to cite AI using MLA can be found on the [MLA Centre's website](#).

AI Writing Assistance Tools

There are an increasing number of AI writing assistance tools available, both free and paid versions. While we aren't able to provide an exhaustive list, they fall into two primary functions:

1. Correcting spelling, grammar, and punctuation.

AI writing assistance tools, such as Grammarly, are designed to improve spelling, punctuation, and grammar. They provide suggested corrections, without transforming your original sentence, style, or thought. In summative assessments where language use is not assessed (spelling, punctuation, grammar, register, style), then writing assistance tools such as Grammarly are acceptable. For example you **can not** use these tools for:

- MYP/DP English Language and Literature: Criterion D Language Use
- MYP Language Acquisition and DP Language B

2. Replacing language to create a new register or style of writing.

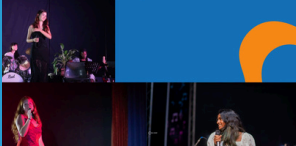
AI writing assistance tools such as Chat GPT and Goblin Tools, provide an opportunity for students to formalise casual language, transforming it to sound more academic and professional. The tool replaces the student's original language and grammar choices to create a new sentence, which is plagiarism. This type of AI writing assistance **is not acceptable for summative assessments**.

Melodramatic Grade 9!



Ms. Gene's 9th Grade MYP Theatre class is getting ready for their performance next week of two Melodrama One Acts. "The Shopkeepers Revenge" and "Polly Pureheart Prevails." Students have been exploring and practicing exaggerated postures, gestures, and facial expressions as is the style of the Melodrama genre. These shows are student directed and lots of fun! The performance will be Thursday May 16th at 6:00 in the Studio Theatre. The performances are free, so please come enjoy!

Art in the park concert
 Join us for a groovy music experience at Art in the Park featuring the senior band and the grade 9 Scottish band!
DATE: 11th May 2024 10 AM, Four Seasons



BISHOP MACKENZIE INTERNATIONAL SCHOOL

LEGACY TILE FUNDRAISER

BE A PART OF BMIS HISTORY AND CONTRIBUTE A PERSONALIZED TILE AS A FOREVER MEMORY FOR YOUR FAMILY.

LEGACY TILE: MWK 50,000 PER TILE.
 PAYMENT TO BMIS BY 10TH MAY.
 FUNDS RAISED WILL GO TOWARDS THE SCHOOL MUSEUM.
 STUDENTS, PARENTS AND ALUMNI ARE WELCOME TO DECORATE THEIR TILE ON:
TUESDAY 21 MAY: 07:00 - 08:00 AM
 WHERE: LOWER HALL

LILONGWE WORLD CUP

BY: BMIS SERVICE INTERACT

FOOD AND DRINKS SOLD

7 A SIDE GAMES!!!

TO SIGN UP YOUR COUNTRY TEAM NAME

contact: n.black@bmis.mw

MAX: 10 PLAYERS PER TEAM
 ALL PROCEEDS GO TO CHARITY

SUNDAY MAY, 26TH 2024

ONLY 50,000MWK PER TEAM!!!!

CAR WASH!!!

DANCE

Mitzi is back with several dance master classes! Don't miss out!

Friday 31st May (10,000kw per student)
 Grade 1-2 12:20-1:10
 Grade 3-5 1:15-2:15

Grade 6-13 2:15-3:45 - a chance to work on some Matilda choreography for next years musical.

Times subject to change if groups are too small
 A Google form will go out for sign up soon

Dear Families,

We are excited that our MYP students will be engaging in IDU Week from Thursday 30 May - Wednesday 5 June.

IDU stands for Interdisciplinary Unit. This is a unit of inquiry that allows students to "integrate bodies of knowledge and modes of thinking from two or more established areas of knowledge to create a new understanding that would have been unlikely through a single disciplinary means."

During IDU week, students will not attend their regular classes, but will rather be working with teachers from two different subject areas, engaging in a range of collaborative subject-specific and interdisciplinary learning experiences and reflecting on the process.

This is the first time that we have formally taught and assessed IDUs since COVID-19, and we are excited to bring back these valuable learning experiences! Check out the learning opportunities below!

Grade 6: Promises and Polls: Unravelling political campaigns

During this IDU, students will combine their learning from Language and Literature and Individuals and Societies to consider the way that these subjects intersect in the exploration of modern political campaigning. They will consider how communication is used in politics to exercise power over communities. They have an opportunity to collaboratively create their own political campaign recognising how language is a powerful tool to shape public opinion and influence votes.

Grade 7: Agency, Action, and Engagement

Our Grade 7 students completed their IDU during Semester 1, in Science and Individuals and Societies. So we have prepared another fantastic opportunity for them during IDU week, and that is exploring student agency, action, and engagement. Throughout the week, guided by Kathryn Leaper and Atu Mdeza, students will explore the meaning of agency, action, and engagement and develop an understanding of how they can become active participants in bringing about what they hope for! Students will have an opportunity to reflect on how they already engage as global citizens, and possibilities for further engagement in our local and global communities.

Grade 8: Circus Olay!

Our Grade 8 students have already started their interdisciplinary learning journey, and will continue through IDU week. This interdisciplinary unit connects Physical and Health Education, Theatre, Visual Arts and Music with the main aim of creating a performance that expresses a narrative of a real world issue. Each subject will bring forward specific disciplinary skills and knowledge to help express a story and the students will work to combine these to express a story.

Grade 9: Beauty and the Beat

Our Grade 9 students will be exploring the modern issue of whether Artificial Intelligence is capable of manufacturing creativity. This will involve students trying to think like an AI, and exploring whether the beauty of a poem or song can be quantified, and then whether the data gathered can be used to manufacture or replicate a poem. From the data sets they pull, and using their patterns and conclusions, students will create poetry which explores these patterns and presents them in unique ways!

Grade 10: Power All Day Every Day?

Our Grade 10 students will be investigating how to potentially improve Malawi's Energy Problems and Present their proposals. During the interdisciplinary learning process, students will be collaborating to synthesize their understanding in Physics, Chemistry, and Design of energy changes, electromagnetic induction and the idea of electrical systems to understand the complexity of power generation systems. They will be out on a field trip to JCM solar in Salima District, and will have an opportunity to collaboratively present their proposals "Dragon Den" style!

House 'Math Relay' and 'Build a Bridge' challenges

This week, the houses in Secondary were engaged in two house competitions: Math Relay and Build A Bridge.

Build a Bridge—During the competition, students were tasked with constructing the strongest version of a bridge over a 50cm gap using only a pack of spaghetti and a roll of tape. The bridges were then tested by putting a 100g weight on them incrementally. House Leopard emerged as the winner with their strong triangular design, while House Rhino came last. Elephants secured second place after a second-round play-off with Lions, as both initially drew in round one.

Math Relay - During the math relay, students were presented with three questions at a time to solve. After finding their answer, they had to quickly run to a scorer to check if they had solved the problem correctly. If they got it right, their house was given a more difficult question that was worth more points. It was impressive to see how dedicated the students were in applying their conceptual knowledge of mathematical problem-solving to complete this challenge. The competition was held in a fun and joyful environment to encourage the students to do their best. House Leopard were named as champions with Lions following close behind. House Elephant just managed to pip Rhinos to third place meaning the overall standings look like this: mElephant 365, Leopard 325, Lion 390, Rhino 220



Maths Relay

Tuesday saw the exhilarating Mathematics House Competition unfold, featuring two teams from each house comprising students ranging from grades 6 to 11. The competition adopted a relay format, demanding participants to dash back and forth, tackling a variety of challenging problem-solving questions. The students exhibited remarkable dedication and enthusiasm in tackling these tasks, resulting in a thrilling event enjoyed by all involved.

Second round of the South African Mathematics Olympiad

The second round of the South African Mathematics Olympiad took place on Thursday 9th May. Twelve dedicated students from Grade 8 to Grade 11 worked hard on the challenging questions, testing their problem-solving and critical thinking skills. Congratulations to the students!

Up and Coming Events

Monday 13th May-Friday 17th May DP examinations continue
Tuesday 14th May Kamuzu Day holiday
Thursday 16th May Coffee and Connect "Be part of the Action"! CIS Visit from 7.30-8.30 am in the library
Monday 20th May-Friday 24th May transition week for Grade 5 into Grade 6
Tuesday 21st May Graduation rehearsal from 7.10 am-1.00 pm for all Grade 12 students
Wednesday 22nd May Graduation from 6.30 pm in the U. Hall
Thursday 23rd Coffee and Connect, Manageing Transitions Successfully 7.30-9.00 in the Library
Saturday 25th May Secondary athletics at KA
Saturday 25th May Grade 12 PROM
Monday 27th May Grade 11 reports issued on ManageBac
Friday 31st May service afternoon lead by Grade 11 from 11.20 am-2.00 pm on the upper field.
Saturday 1st June Staff end-of-year party
Monday 3rd June-Friday 7th June MYP IDU Week

**YOUR OPPORTUNITY TO BE
PART OF THE ACTION!**

As we are preparing for our evaluation visit, we would like to get your input regarding different aspects of school life. Please join Coffee and Connect to be part of this interesting discussion.



Thursday 16th May in the Library
from 7.30-8.30 am