



Elsa High School Newsletter

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Weekly Daf

Term 1 Edition 18

19 December 2018 - 11 Tevet 5779



Dvar Torah: Vayechi

In this week's parsha, we learn about the sad passing of Yaakov. After the happy reunification of the family in Egypt, Yaakov blesses his 12 sons and shortly after, dies. As the father of the Viceroy - Pharaoh in Egypt, the Torah describes that Yaakov had what can be observed as an "Egyptian Funeral". The passuk states after the death of Yaakov "And Yossef commanded his servants, the physicians, to embalm his father, and the physicians embalmed Israel". Another way in which the funeral could be considered as Egyptian is the fact that the entire nation of Egypt mourned for Yaakov and that a great delegation accompanied his coffin to the Land of Israel.

This funeral was an enormous affair and Egyptian to such an extent that the people of Canaan called the camping place of the delegation "Avel Mitzrayim" - The Egyptian Mourning place. At the same time Yossef makes a request to Pharaoh asking if his father can be buried in the Land of Israel, the same field that Avraham purchased back at the beginning of Bereishit. This was the burial place for Avraham, Sarah, Yitzchak and Rivka. The Torah says that when the funeral entered the Land of Israel, it was only the sons of Yaakov that continued to carry the coffin until they got to Hebron to the Cave of Machpela.

We can see that the funeral of Yaakov represents the two diverse cultures, of the Egyptians and the Jews. The family of Yaakov kept the same Jewish traditions and values which they received from their ancestors, while adopting some of the external traditions of the Egyptians. They strictly adhered to their traditions and faith, yet understood that when living in a foreign country one should adopt some of its rituals which don't infringe on their main traditions.

This whole story relates to our previous week at School, in which we had the privilege of experiencing Week Without Walls. The theme of week without walls was Glocalism, which is made up by two elements, local and global. It discussed the way we should merge between different cultures while keeping our strong Jewish tradition. This is the message of the sons of Yaakov during the funeral of their father; they still kept the traditions of the Jews, while adapting to the globalistic elements within the Egyptian traditions.

Shabbat Shalom.

Enjoy the break!

Mordechai Oser Grade 10



Students receive certificates for their hard work and achievements

Elsa High School Award Ceremony 2018-19

The Elsa High School Awards Ceremony was held on Tuesday 18 December. The Awards Ceremony honoured the students who best exemplified the IB Learner Profiles, as well as those who achieved in Sports, Arts, and those who were contributors to the community.

And the winners are...



Knowledgeable	Ella Gefen
Inquirer	Sarah Cohen
Thinker	Diya Gangaramani
Communicator	Milly Golovsky
Principled	Juhi Gangaramani
Open-Minded	Eden Shem Tov
Caring	Reut Shachar Charnuha
Risk-Taker	Trevor Liu
Balanced	Afik Himmelman
Reflective	Benjamin Greenstein
Highest Achievement	Tahlia Goldberg
Most Improved	Orly Berman
Creativity, Activity and Service (CAS)	Elina Pang
Service and Action	Dan Hasofer
Sports Director's Award	Reut Shachar Charnuha
Sports Director's Award	Marco Caviglia
Co-Curricular Activities Award	Mordechai Oser
Creative Arts	Jerry Tsang

Sir Michael Kadoorie
addresses Elsa High
School students and
faculty



Design Challenge Special guests talk aviation

This year's theme for Elsa High School's annual Design Challenge is all things aviation. Many Elsa students were taking their first steps in their engineering careers by designing their very own gliders and remote controlled aerofoils.

We were very lucky to welcome a panel of experienced aviators to our Design Challenge to hear about their aeronautical endeavors and their passion for the field. The panel comprised of five aviators – pilots, captains and engineers, and as our guest of honor Sir Michael Kadoorie, a very important figurehead in the Jewish and greater Hong Kong community and a keen aviator.

Sir Michael Kadoorie told the eager young Elsa engineers about Hong Kong's complicated and interesting aviation history due to significant changes such as the '97 handover and the transition from the infamous Kai Tak airport to the current Chep Lap Kok. In the 70's, Sir Michael learnt how to fly fixed wing aircrafts and then went on to learn how to fly helicopters. He is also a very influential representative of the Hong Kong aviation industry, which can be seen through his extensive expertise and experience of the city's airports and surrounding air routes.

First on the panel was Mr. Kunz Chow, a recent Oxford graduate in Engineering. Mr. Chow works with Formula-1 as a race car engineer and is also a pilot. He demystified the physics of flight by explaining the forces at work and he described optimal wing design which was very helpful for students participating in the design challenge. He provided us with an introduction to basic aerodynamics.

Next up was Captain David Tong, a distinguished aviator with a 40 year career in flying. He heads up the Hong Kong cadet program for young aspiring pilots. The program accepts anyone over the age of 11 with a keen interest in the industry. The cadet's programme consists of aeronautical training, mentorship and interning, providing the cadets a unique perspective of the Hong Kong aircraft industry. The panel then took students' questions which focused on future career prospects, artificial intelligence and the recent airport runway expansion.

This panel no doubt enhanced Elsa's Design Challenge. Not only were students getting hands on experience by designing and building their very own miniature aircrafts, but heard first hand from Hong Kong's finest in aviation. We were educated in the physics of flight, the opportunities for aspiring young pilots in this city and new developments in the industry and their effects on our community.

As a young aviator myself, I found the seminar incredibly interesting and pertinent. We would like to thank all of those involved, particularly Sir Kadoorie, for addressing the budding Elsa engineers.

Hanna Hipwell-Serfaty Grade 12



Week Without Walls Experience Reflections

Last week, Grades 6-10 participated in a Week Without Walls, themed "Glocalism" - an amalgam of 'global' and 'local'. Students reflect on the experiences, which took place all over Hong Kong.

Grade 6

Throughout the week we have been learning about 'glocalism' the combination of both global and local elements in Hong Kong life. On Tuesday, we got to further understand what glocalism is, learned about Dr. Sun Yat Sen, and then completed the Sun Yat Sen trail. When we were briefed, we had to make a presentation about "Glocalism in Food." Next, we learned about Dr. Sun Yat Sen and how he was an outlaw of Hong Kong and how he was the first president of China. After we learned about him, we walked the trail from Central and ended at the Dr. Sun Yat Sen Museum. On Thursday we took part in the Maths AR Challenge and had two sessions of the Theatre Program.

Overall this Week Without Walls was very educational and enjoyable. Thank you to all the teachers for making this possible.

Jack Diestel and Tali Meoded Grade 6

The Theatre Program was great fun. We learned how to really dive into a character and we gave our own versions of fairytales set in contemporary Hong Kong.

Grade 7

Whilst we had great fun and interesting week, the activity that stood out to me the most was the beach clean-up that Grade 7 took part in on Wednesday. We did the beach clean-up for a charity called Mylsrael, an organization that helps smaller charities raise money through crowd-funding. There was so much rubbish on the beach and although it was disgusting, it felt good to do something that helps the environment. When we got back to school, we made sculptures out of the rubbish that we had collected. We made objects such as boats and towers.

I was surprised by how polluted the beach was - we found items like fishing nets, styrofoam and plastic bottles, showing how irresponsibly and carelessly people treat the environment.

Although it was very cold, we all really enjoyed the beach clean-up and we learned a lot from it. I hope that we can have Week Without Walls again next year and that we will continue to help the environment.

Ella Gefen Grade 7

Grade 8

During Week Without Walls, we did activities connected to Glocalism in some way, shape or form. For example, in the Math activity we took a 'glocal' problem - overpopulation - and improved our mathematical skills. Overpopulation is not only prominent all over the world but specifically in Hong Kong where there are 7 million people in the small city and not enough homes for everybody to live in.

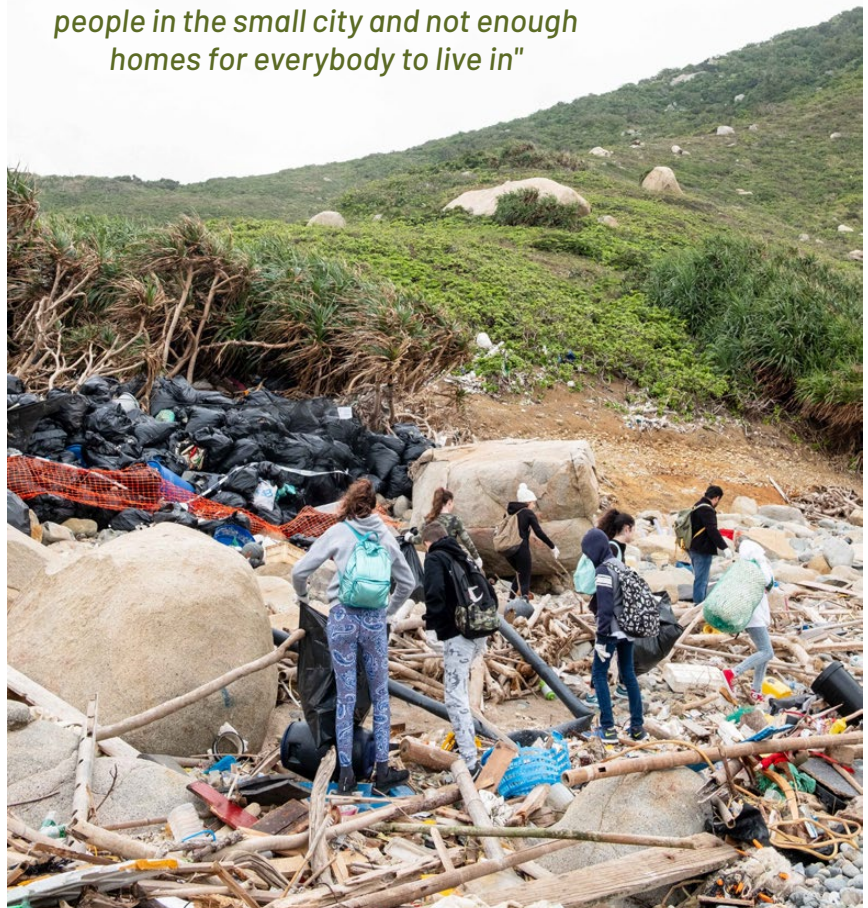
Hiking on Friday was a great experience because we got to connect with our classmates and learn things about them that we didn't know before. It was also a time where we could relax and work as a team while seeing Hong Kong at its finest.

Thank you to Mr. Ford and Mr. Webber for organising this week and to all the other teachers that helped.

Hannah Davidson and Natalie Kleinberg Grade 8



"Overpopulation is not only prominent all over the world, but specifically in Hong Kong where there are 7 million people in the small city and not enough homes for everybody to live in"



The Week Without Walls, a renewed initiative for Elsa High School this year, focuses on bringing students experiential learning opportunities outside of the classroom. The theme of the week was "Glocalism" - a fusion of the words global and local. It focuses on teaching students about global and local issues, and how the two subjects compare and contrast.

I feel like this experience has allowed students to experience not only different "subjects", as well as possible future career opportunities. My favourite activity was the beach cleanup. I learned a lot from it and I was shocked by just how dirty and disgusting the beach was. It was covered in trash and illegal waste that had been dumped there. We got to learn about the types of trash, and why they are being dumped, as well as what is being done to stop the dumping. We then analysed the trash and made some discoveries about what is being dumped and why, learning how this is both a global and local problem.

I would like to give a special thanks to Mr Webber, Mr Ford, and all the teachers, for their hard work and dedication in devising the programme as well as leading us into activities and making it all run smoothly.

"Week Without Walls has been a way for students to do some learning outside of the classroom, and to develop skills that can assist them with their in-class learning"

Dan Hasofer Grade 9





Grade 10

Last week, Grades 6-10 participated in Elsa High School's Week Without Walls. Students took part in several activities that explored different areas of learning. The theme of this year's week was glocalism, a mix of local and global. Moreover, the theme further explored Hong Kong's complex identity and our place in it. From visiting the Tai Kwun, the renovated Central Police Station, to playing Kabbadi, I feel that this week was excellent. Not only did I have the opportunity to attempt new things, such as photojournalism and Kabbadi, I was able to explore the city in a way I haven't done before, starting with walking around Shau Kei Wan and eventually visiting its colonial history and religious identity. In our last activity, we were able to analyse and reflect over our journey using physical theatre. I found this part especially enjoyable as I am fond of partaking in theatre and look forward to these opportunities. Overall, I believe that Week Without Walls was a success and a great conclusion to our term.



Students sort and classify rubbish found on the beach

Elsa High School Debate Team Victorious in Final

Last Thursday Elsa High School's Debate team travelled to Pok Fu Lam to debate against Sacred Heart Canossian College at the HK Secondary Schools Debate Competition Term 1 Final. Elsa High School's team has won its last two debates, and confidence going into the final was high.

The motion of this debate was 'This House believes that museums in Western countries should return artifacts to the countries they were taken from'. Although morally we had lost this debate before we started, we gave great counterpoints as to why the artifacts should stay in Western museums if they were already there. Our three speakers went, myself first, then Elianna and Tahlia to conclude. Our arguments were short and concise, and when the adjudicator announced that we had won, we were flabbergasted.



Well done to all those who were part of this term's Debate Team, and many thanks to Mr Bartholomew, who accompanied us through this journey.

Mordechai Oser Grade 10

Masterchef Competition

Last Monday was the last CCA of the term, so all the Masterchef students participated in their annual competition. We were tasked to make a dish that would be judged on our creativity, taste and aesthetics. There were seven judges and we all presented our dishes as they came out, fresh from the oven. I made a pasta dish and caramelised banana. This challenged my skills as well as made me able to make delicious food. In the end, Eden, Jenny and I tied with a score of 10 and all three of us won. I think that with this competition you can learn how to perform well under pressure and use time management and perseverance to get things done.

Thank you to Mrs. Greenbaum and Ms. Lau for organising!

Hannah Davidson Grade 8



Happy Birthday to
Liana Tang, Zoe Sernovitz, Rachamim Zamek, Hiram Idan-Cummins, Nicholas Fung, Ori Razon and Tami Davidson



We hope you've enjoyed reading The Weekly Daf!

From **The Weekly Daf Team**

Tyra Dahlberg, Louis Effron, Hanna Hipwell-Serfaty, Ian Lyons, Issy Lyons, Luis Yap and Mr. Dan Bartholomew

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#powerofparticipation

**Every student counts.
Every moment counts.
Every donation counts.**

CARMEL ANNUAL FUND

Thank you to all who have pledged so far

Please visit www.carmelschoolassociation.wufoo.com/forms/srkpwrj0azvoo to find out how you can contribute

Books of the Week

In our winter edition of book recommendations, we're running with the themes of humanity, empathy and compassion. This winter holiday is an ideal time for children and adults alike to spend time away from our devices. It is time to unwind with a good book and let our minds blossom with creativity and our hearts be moved with empathy.

Support at home is key to how young people approach reading for pleasure. Every week we will be promoting books new and old, fiction and non-fiction for readers of all ages and levels.

Our libraries are open to students and parents alike and books can be borrowed through student's accounts.

These books, and more, can be found directly here: libraryceo.com/carmel/opac/index.php or through our school library site here: carmel.edu.hk/learning/library

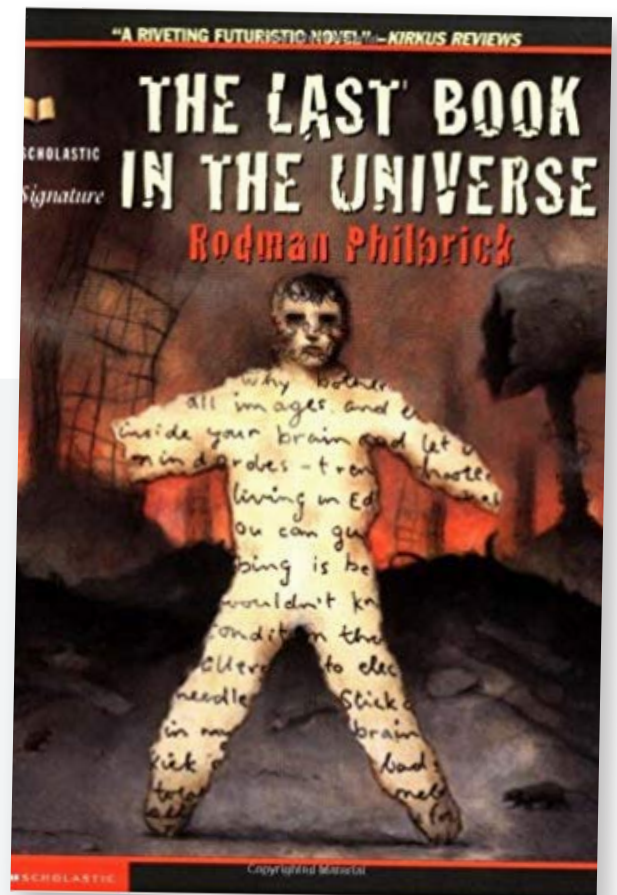
The Last Book in the Universe by Rodman Philbrick

They cruelly call him Spaz, because his epilepsy prevents him from using mind probes that are rotting everyone else's minds. Which is why he still has a memory – something rare in the frightening world he lives in.

Civilization has been destroyed, except for the forbidden place called Eden, where a small group of people have discovered genetic improvement. Yet one old man, the one they call Ryter, has a lot of crazy and wonderful ideas. Nobody remembers books, but Ryter is writing one – even though he knows he may be punished by death. Both chilling and inspiring, the story is ultimately about those who have the courage to become conscious in a world that invites us to choose illusion and denial.

Here is a powerful tale of love, loss, and the challenges we all face to make thoughtful, moral choices.

"Philbrick's misfit protagonist embarks on an adventure in a fantastic and often frightening alternative world." Publishers Weekly



Fiction

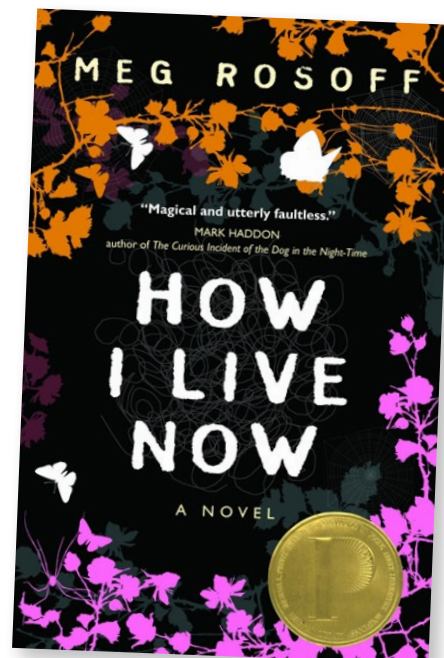
How I Live Now by Meg Rosoff

"Every war has turning points and every person too."

Fifteen-year-old Daisy is sent from Manhattan to England to visit her aunt and cousins she's never met: three boys near her age, and their little sister. Her aunt goes away on business soon after Daisy arrives. The next day bombs go off as London is attacked and occupied by an unnamed enemy.

As power fails, and systems fail, the farm becomes more isolated. Despite the war, it's a kind of Eden, with no adults in charge and no rules, a place where Daisy's uncanny bond with her cousins grows into something rare and extraordinary. But the war is everywhere, and Daisy and her cousins must lead each other into a world that is unknown in the scariest, most elemental way.

"A daring, wise, and sensitive look at the complexities of being young in a world teetering on chaos, Rosoff's poignant exploration of perseverance in the face of the unknown is a timely lesson for us all." People Magazine



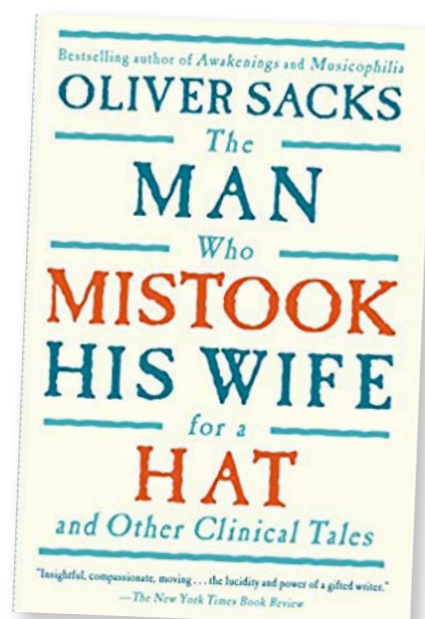
Fiction

The Man Who Mistook His Wife for a Hat by Oliver Sacks

Oliver Sacks's *The Man Who Mistook His Wife for a Hat* tells the stories of individuals afflicted with fantastic perceptual and intellectual aberrations: patients who have lost their memories and with them the greater part of their pasts; who are no longer able to recognize people and common objects; who are stricken with violent tics and grimaces or who shout involuntary obscenities; whose limbs have become alien; who have been dismissed yet are gifted with uncanny artistic or mathematical talents.

If inconceivably strange, these brilliant tales remain, in Dr. Sacks's splendid and sympathetic telling, deeply human. They are studies of life struggling against incredible adversity, and they enable us to enter the world of the neurologically impaired, to imagine with our hearts what it must be to live and feel as they do. A great healer, Sacks never loses sight of medicine's ultimate responsibility: "the suffering, afflicted, fighting human subject."

"Oliver Sacks has become the world's best-known neurologist. His case studies offer brilliant insight into the mysteries of consciousness." The Guardian



Non Fiction

פינת הספרייה העברית

סמסטר ראשון: מהדורה מספר 16
י"א בטבת ה'תשע"ט



מרטין לותר קינג



"יש לי חלום"

"זה לא פייר שלהם יש סרט ואנחנו לומדים", "האוכל הזה ממש לא טעים צריך להחליף את הקייטרינג!!" מחאה!!!!
מרטין הקטן חי בעולם שבו היתה הפרדה בין אנשים כהי עור לאנשים בהירי עור. היה מותר לכהי עור לעלות לאוטובוס ולשבת רק מאחור ואם עלה משהו בהיר עור כהה העור היה צריך לקום ולתת לו את מקומו, בפארק כהי העור לא יכלו לשבת איפה שהם רוצים אלא רק על ספסלים מסומנים, היו חנויות שהיה אסור לכהי עור להכנס ועוד. כאשר מרטין גדל הוא מחליט להוביל מחאה לשינוי המצב של כהי העור בארצו. הוא עושה זאת בדרך מיוחדת מאוד ומצליח!!!!
רוצים לדעת יותר על התקופה? או כיצד מרטין הצליח לעשות שינוי כל כך גדול??? מוזמנים לקרוא בספר המרתק של תמר ורטה זהבי!

המורה נעמה



מתוך הספר "מרטין" כתבה: תמר ורטה-זהבי

מרטין ידע שבמדינה שלו, ג'ורג'יה, אחת ממדינות הדרום של ארצות הברית, אסור לאדם שחור להיות שוטר אבל מותר לשחק בליהיות שוטר. לכן ביקש מאמו שתקנה לו מכונית משטרה. אמו הסכימה לנסוע איתו למרכז העיר, לחנות הכולבו הגדולה. החא נהנתה לראות את בנה משחק בליהיות שוטר, בליהיות גנרל בצבא, ואפילו בליהיות נשיא ארצות הברית של אמריקה.
מרטין התרגש מאוד לקראת הנסיעה למרכז העיר. זאת היתה הפעם הראשונה שנסע באוטובוס ולא במכוניתו של אביו. למזלם של מרטין ואמו, כבר עמד האוטובוס בתחנה והם לא היו צריכים לחכות לו בחום הכבד. "נעלה מהדלת הקידמית, נשלם לנהג, נרד מהאוטובוס ונעלה אליו שוב מהדלת האחורית", הנחתה אותו אמו במהירות.
"למה אנחנו צריכים לעלות ולרדת ושוב לעלות?" התפלא מרטין. "כי אנחנו שחורים", זירזה אותו אמו לעלות לאוטובוס. היא שילמה לנהג בנימוס, והוא זרק לכף-ידה הפתוחה את מטבעות העודף ונהם עליה, "תרדי כבר, כושית". מרטין פער את פיו בתדהמה, כיצד העז הנהג לדבר לאמו בגסות רוח שכזאת? אמו גררה אותו במדרגות האוטובוס והזהירה אותו שאם לא יזדרזו ימשיך האוטובוס הלאה וישאיר אותם מאחור.
"אבל שילמנו לו", התמרמר מרטין ומיהר לעלות לאוטובוס מהדלת האחורית.
"ככה זה", נאנחה אמו. "לפעמים הנהגים הלבנים נהנים לברוח לנו,

השחורים". מרטין ואמו נדחקו לחלק האחורי של האוטובוס ונאחזו בעמוד הברזל הדביק יחד עם המון כפות ידיים נוספות, מוקפים שמלות של נשים, חליפות כהות של גברים וריח כבד של זיעה. "כל כך צפוף כאן שאי אפשר ליפול", מלמל לעצמו מרטין, תחב את שתי ידיו לכיס המכנסיים שלו ומישש את גולות הזכוכית הצוננות שלקח איתו. רגלו כאבה לאחר שבאותו בוקר נפל כשהגן על השער מבעיטה ישירה של ג'רמי, שחקן הכדורגל הטוב ביותר שלמד איתו בכיתה א'.

"עוד מעט נגיע לחנות הגדולה, בן. בינתיים תחשוב על מכונית המשטרה שאקנה לך", ליטפה אמו את ראשו הלוהט מחום. אבל העוד מעט נמשך זמן רב. טיפות זיעה זחלו על גבו של מרטין ודגדגו אותו. אילו היה יכול לזוז היה פושט את החלק העליון של החליפה, שאמו הקפידה שילבש כשיצאו לקניות במרכז העיר. הוא היה צמא, רגלו הכואבת רעדה כשעמד עליה, ותחושת בחילה טיפסה בגרונו. "אמא, בואי נתקדם קצת. אולי נוכל לעמוד ליד חלון פתוח", משך מרטין בחצאיתו של אמו אחרי שאיתר אותה בין הבדים הפרחוניים, המשובצים והחלקים שנצמדו אליו והקשו עליו לנשום. אמו הביטה בחמלה בפניו הנוצצות מזיעה. היא ידעה שגם כשירדו מהאוטובוס ויעברו על יד ברזיית מים צוננים לא יוכלו לעצור ולשתות - כי מעל לברזיחה יהיה תלוי שלא "ללבנים בלבד".

