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LANGUAGE:	Arabic	DURATION:	00:12:47
JOURNALIST:	Joe Lahoud	EMAIL:	joe.lahhoud@gmail.com
SLUGLINE:	Rachel Edde Public School		
HEADLINE:	Rachel Edde Public School is a model school that shows a friendly environment. It is characterized by an educational system based on modernity and a specialized educational staff. It contributes to create balanced opportunities between cities and rural areas and to build a positive, ambitious and nationalist citizen.		
DATELINE:	Sebeal, Zgharta, Lebanon – 28/01/2020		
SCRIPT:	<p>1:20 – 2:14: INTERVIEW WITH THE DIRECTOR</p> <p>My experience was important and rich because I have met several types of students and as school we have developed over the generations, and I gained experience from the students and their parents, through the educational method that we adopted in order to bring out their skills.</p> <p>Students hide a profession and a skill within them and nobody knows how to get it out. I thank my Lord that I directed students when they were young and supported them until they finally reached the highest ranks.</p> <p>2:28 – 3:20: INTERVIEW WITH THE DIRECTOR</p> <p>The school needed everything: construction, playgrounds, and all the educational supplies. We knew that and we were made an effort because the school lacked a lot of things. The curators of the town, Salt of the earth and the Municipality, noted that the school needed a lot to develop. They had built a new building project that is typical. In the old building, some students learned and became doctors and engineers,</p>		

but their number was only 2-3%. But this building is modern so students cannot say we need anything.

3:39 – 4:14 INTERVIEW WITH THE DIRECTOR

We give them all the confidence and comfort to talk about their problems. Maybe someone will come to tell me that he is sick or not able to study. We listen to them all. We should release students to enter their classes comfortably, and if they smile they can accommodate their lessons. We change the atmosphere of the area around children. We change the education from homes, some students enter without greeting us or does not know to say thanks or some are accustomed to say big words or they hits anyone.

4:56 – 4:31 INTERVIEW WITH THE DIRECTOR

One of the projects that we have established 3 years ago is the Tamam Project, which focuses on how to solve school problems through the school.

In parallel, the Ministry of Education had inaugurated a project for comprehensive schools, and we were one of the few schools that enrolled in this project last year.

VOX POP

5:45 – 5:53 Student 1

I love this school because we learn how to be smart and polite, and don't let us be hyperactive

5:53 - 5:59 Student 2

In this school we learn how to behave and how to be polite

5:59 - 6:10 Student 3

My favorite thing about this school is that we do activities and excursions. It is a new school and we do advanced activities

6:11 - 6:19 Student 4

My favorite things about school are the activities we do. You don't feel like they are only focusing on the lessons. They do activities to change our mood.

6:20 - 6:28 Student 5

We do activities and go out to the cinema

6:55 - 7:23 Student 6

I was in a school located in Koura and I came to this school because they told me that it is a very beautiful school. In the last school, they are using computers but most of them are vandalized and without screens while here we use laptops and if something is damaged it is repaired immediately.

7:53 - 8:34 INTERVIEW WITH THE SOCIAL WORKER

One year ago, Rachel Edde Public School started to be a comprehensive school. Before, I was a kindergarten teacher, I used to see these cases but we were not able to officially solve them. Without a specialist, the disorder remains and becomes even more advanced.

	<p>We detect a large number of children with disorders, we discover them in schools, and the percentage of them is more than 15%: some children do not read correctly or have a certain slowdown.</p> <p>9:06 - 9:13 INTERVIEW WITH THE SOCIAL WORKER</p> <p>Our job is to highlight the strengths of the students and to know that I must know very well the student.</p> <p>9:27 - 9:55 INTERVIEW WITH JACK (a student with special needs)</p> <ul style="list-style-type: none"> - What is your name? - I'm Jack Mouawad - Who are your teachers? - Mrs. Rita and Janet - What does Rita teach you? - she teaches Arabic - What about Mrs. Janet? - French <p>9:56 - 10:14 INTERVIEW WITH THE SOCIAL WORKER</p> <p>Having an social worker specialist in every public school is a big necessity in order to uncover these cases at an early age and follow up with the children who have a disorder, to help them reach a higher quality of education.</p> <p>10:37 - 10:43 INTERVIEW WITH JACK</p> <p>I love her a lot and I like the school</p> <p>11:31 - 12:14 INTERVIEW WITH THE ART TEACHER</p> <p>Two years ago I was teaching art, in the past they called it a drawing class but it not contains only drawings, students learn a lot of things like art history and they get to know some artists and they work techniques like painting - bricolage – structure. These things reduce their pressure. It is not necessary that the child be an artist to work in this field. The child needs to imagine, to express him and create something new and learn a new thing.</p> <p>12:28 - 12:43 INTERVIEW WITH THE DIRECTOR</p> <p>When I finish my tasks (I still have 4 years in this school), I hope to look back and say, “thank God, the children have good skills and the teachers are following the correct educational principles”. I see them all at the highest ranks in Lebanon.</p>
<p>SHOTLIST:</p>	<p>Shot 1: Banner indicates Sebeal town</p> <p>Shot 2: Panoramic view of the town of Sebaal</p> <p>Shot 3: Sign “Rachel Edde Public School”</p> <p>Shot 4: Students sing the Lebanese National Anthem</p>

Shot 5: Students enters their classrooms

Shot 6: Interview with the director of school

Shot 7: Teacher gives a Arabic grammar class

Shot 8: Pictures of the ancient school building

Shot 9: Interview

Shot 10: Picture of the new building

Shot 11: Excerpt from the Geography class

Shot 12: Interview

Shot 13: Students have an Arabic class

Shot 14: Interview

Shot 15: The class end and students pack their books

Shot 16: Interview

Shot 17: Students watch a Film

Shot 18: Focus on child makes moves with the song

Shot 19: The bell rings and students go out to the playground

Shot 20: Vox pop with students

Shot 21: Party from school

Shot 22: interviews

Shot 23: Mother's Day Party

Shot 24: Scene of a play and the actress talk by the microphone

Shot 25: Girls in the playground

Shot 26: Children surround a lame boy in a wheelchair driven by his teacher

Shot 27: The bell rings and students re-enter their classes

Shot 28: Interview with social worker

Shot 29: The social worker specialist helps a child walk

Shot 30: Interview with the social worker

Shot 31: The child opens a box with the help of the social worker

Shot 32: Interview with "Jack"

Shot 33: The child leaves school on his wheelchair

Shot 34: students walk and run on the field

Shot 35: students gather as they sing a French song

Shot 36: students on the playground and the bell rings

Shot 37: Children walk regularly behind their teacher

Shot 38: Handicraft done by children in their classrooms

	<p>Shot 39: Interview</p> <p>Shot 40: students Drawings</p> <p>Shot 41: The bell rings</p> <p>Shot 42: Children leaves the school</p> <p>Shot 43: The director looks at the students playing on the field</p> <p>Shot 44: School's building</p> <p>Shot 45: The bell rings</p>
<p>SCRIPT: (Original language)</p>	<p>المديرة ريتا السوقي 1:29– 2:14</p> <p>تجربتي كانت مهمة وغنية لأنه مر على عدة انواع من التلاميذ ولقد تطورا عبر الاجيال وذلك اكسبني خبرة منهم ومن اهلهم وذلك من خلال الطريقة التعليمية التي اعتمدها لكي نخرج منهم ما يجب اخراجه. كل ولد لديه مهنة مخبأة ولا أحد يعلم كيف يخرجها. اشكر ربي أني كنت اوجه التلاميذ وهم صغاراً ونعطيهم الدفع وكانوا يصلون الى اعلى المراتب ولدي اسماء كثيرة من الطلاب وصلوا الى ما يرغبون به</p> <p>مدام ريتا 2:28 - 3:20</p> <p>المدرسة كانت تحتاج الى كل شيء، بناء، ملاعب، كل المستلزمات التربوية وكنا نعلم بها وكنا نقوم بجهد لأنه ينقصها الكثير من الاشياء. القيمون بالبلدة، جمعية ملح الارض والبلدية التي راعت، انتبهوا الى ان المدرسة بحاجة للكثير للتطور. وقاموا بمشروع المبنى الجديد الذي يعتبر نموذجي. في المبنى القديم، تعلم بعض التلاميذ وأصبحوا دكاترة ومهندسين ولكن عددهم كان قليلاً 2 – 3%. ولكن هذا المبنى حديث بحيث لا يمكن للولد ان يقول انا ينقصني شيئاً</p> <p>3:39 – 4:14</p> <p>نعطيهم كل كل الثقة والراحة ليتحدثوا عن مشاكلهم ربما يأتي احد يقول لي انا مريض او لم استطع ان ادرس. اسمع للكل يجب ان تريح الولد ليدخل مرتاحاً، يدخل وهو يضحك، ان دخل ضاحكاً يمكن ان يستوعب. نحن نغير جو المنطقة حولك. تربية البيوت نغيرها حين يدخل طفل لا يسلم او لا يقول شكراً او معتاد على كلمات بذيئة او يستخدم يده كل ما أحد مد يده عليه</p> <p>4:31 – 4:56</p> <p>من المشاريع التي دخلنا فيها من 3 سنوات وهذه هي السنة الرابعة هي مشروع تمام وفيها كيف نحل مشاكل المدرسة عبر المدرسة. وحين بدأنا بهذا المشروع مع تمام كانت بالموازاة وزارة التربية دخلت بمشروع دمج المدرسة ونحن من المدارس القليلة التي بدأت بهذا المشروع السنة الماضية</p> <p>طفل</p> <p>5:45 - 5:53</p> <p>"حجب هالمدرسة لإنو بتعلمنا الذكا والتهذيب وما بتخلينا نتشيطن</p> <p>طفل ثاني</p> <p>5:53 – 5:59</p> <p>تعلمنا كيف نتصرف بالحياة ونكون مهزين ونضاف</p> <p>طفلة 5:59 – 6:10</p> <p>اكثر شي بحبو بهالمدرسة بتعلمنا نشاطات ورحلات وهي مدرسة جديدة وتقوم لنا بنشاطات متطورة</p> <p>طفلة ثانية 6:11 – 6:19</p>

أكثر شيء احبه بالمدرسة هي النشاطات التي تقوم بها ودائماً لا يشعروننا اننا نركز على الدرس يقومون بنشاطات
لما لنغير جو.

طفل جديد

6:20 – 6:28

نقوم بنشاطات ونذهب برحلات والى السينما

طفل آخر

6:55 – 7:23

انا كنت بمدرسة في الكورة وجئت الى هذه المدرسة لأنهم يخبروني انها مدرسة جميلة جداً وأكثر ما احببته انه
كنا نذهب الى صالة خاصة تتضمن كمبيوترات نصفهم مخرب وتلفزيونات من informatique بساعة ال
وإذا خرب شيئاً يتم اصلاحه فوراً laptops دون شاشات في حين اننا هنا نستخدم

ستيفاني قبشي: معلمة – اختصاصية تربية تقويمية

7:53 – 8:34

مدرسة راشيل ادة منذ سنة هي مدرسة دامجية. قبل كنت معلمة بالروضات، وكنا نرى هذه الحالات ولا
نستطيع ان ننحلها رسمياً. نحن بدأنا المشروع سابقاً وان لم يتواجد الاختصاصي لا يستطيع كشفه وسيستمر
الاضطراب الى وقت لاحق ويكبر ويصبح مشكلة لدى التلميذ. هناك نسبة كبيرة من الاولاد لديها اضطرابات
نكشفتها تريبياً في المدرسة المشكلة تفوق 15% واولاد لا تقرأ بشكل صحيح او عندها بطة معين

9:06 - 9:13

عملنا ان نسلط الضوء على نقاط قوة للتلاميذ ولكي اعرف ذلك يجب ان اعرف التلميذ جيداً

9:27 – 9:55

- شو اسمك؟

- انا جاك معوض

- من معلماتك؟

- السيدة ريتا وجانيت

- شو بتعلمك السيدة ريتا؟

- تعلمنا عربي

- ومدام جانيت

- فرنسي

اختصاصية التربية التقويمية

9:56 – 10:14

وجود اختصاصية تربية تقويمية بكل مدرسة رسمية هو ضرورة كبيرة من اجل ان نكشف الحالات بطريقة مبكرة
ونتابع الاولاد الذين يحتاجون لمتابعة من اجل الوصول الى جودة تعليم اعلى وكمية اولاد تتابع علمها بطريقة
اكبر

جاك

10:37 – 10:43

بحبا كثير وبحب كل المدرسة

	<p>ريتا طراد: معلمة الفنون 11:31 – 12:14</p> <p>منذ سنتين اعطي فنون، في السابق كانوا يسمونه رسماً ولكن هو ليس رسماً فقط فيتعلمون الكثير من الاشياء peinture – bricolage - مثل تاريخ الفن ويتعرفون على بعض الفنانين وهم يعملون تقنيات مثل ال structure ليس يحبونها. هذا الامر يجعلهم يتنفسون عن الدرس والضغط ويقومون بالأمر نفسه بأشياء يحبونها. ليس ضروري ان يكون الطفل فناً ليعمل في هذا المجال. الطفل بحاجة ليتخيل، ليعبر عن نفسه ويخلق شيئاً جيداً ويتعلم امراً جديداً لم يفكر به سابقاً.</p> <p>المديرة ريتا السوقي 12:28 – 12:43</p> <p>اتمنى حين انتهي، لا زال لدي 4 سنوات في هذه المدرسة ان ادير ظهري واقول الحمد لله، الاولاد لديهم والاساتذة يسرون على الاوصول التربوية الصحيحة وأراها بأعلى المراتب في لبنان انشال لله BAGGAGE</p>
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