

**2015**  
SPRING-SUMMER NEWS  
İLKBAHAR-YAZ HABERLERİ







## Pre School – Reception Class



**Reception** is that final stage in the Pre School Programme which helps provide an excellent early learning of basic skills needed for Year 1. **Reception** education plays a valuable role in helping children develop their physical, mental, and emotional skills. It also provides children with opportunities for them to begin developing the very important basic Mathematical and Literacy skills that are crucial for the beginning of Primary School.

### The School Day

The school day starts at 9:00 and ends at 16:00. In the morning the teacher stands at the door to greet the student and parent, shake hands and help the student find their personal locker so that they can take off and put away their shoes and coat. Once the majority of students has arrived, we begin with Circle Time. Almost all Pre School Programmes have at least one Circle Time in their daily schedule. We sing the Good Morning song, a few finger plays, review the calendar... The day for **Reception** is play based with carefully chosen areas of play set up around the room. A typical **Reception** day will also include a separate Numeracy and Literacy hour. During a typical day, teachers and co teachers will work with smaller groups of students to scaffold their individual learning. One hour of the school day is dedicated to Free Play Hour. The classroom has designated areas for different kinds of play, such as dressing

up, inquiry or creative activities and the children choose themselves in which areas they want to play. The students move freely from area to area during this hour. It is important to remember that children learn through play. Through play children develop the confidence needed for learning, basic verbal skills that help develop language and communication in English, social skills, problem solving skills and the basic foundation for later learning. The children also have access to an outside space that is just for them, so they are able to get some fresh air and play around. We usually have a good 30 minutes to play outside in the morning and afternoon. The outdoor environment is incredible... the perfect space for running, jumping, playing in the sand, blowing bubbles, pulling one another in a wagon, drawing with chalk and having fun on the slide. The 30 minutes always slips by so quickly! To end the day, everyone sits on



the story time mat. Story time is such a nice way to end the day and makes dismissal time calm and relaxing.



## Project Based Learning

At Istanbul International School we work a lot with projects, thematic and creative programmes for children. It is focused on case subjects such as geography, history and nature. Music and movement and art also have their place. We know that children learn best when they want to learn. That's why our projects use more: child-friendly and modern subjects which are exciting and that children can engage in. Examples of themes are: 'Investigators in time', 'Airports', 'The Rainforest', 'I am Alive', 'Mission to Mars' and 'The Olympic Games'.

## Portfolio Folders

Learning is documented with photos and a portfolio folder. Periodically portfolio meetings are held. During the portfolio meeting the child will tell the parents what he or she has learned. Teachers will explain to parents the child's developmental level and how to improve.

## How to Help Your Child Succeed at School?

Parents have got big hopes for their children when they start school. You want them to be happy and you want them to do well. The trick is to remember that the two are linked. Children won't flourish if they are not settled. Getting off to a good start in **Reception** will help to ensure they are able to make the most of their school years.

Parents themselves should get into good habits when their children start school. Their children won't do well if they are tired, so plenty of sleep is important. Get them

up in good time to avoid being late. A good breakfast will help children concentrate. If they are picky eaters, tempt them with something they like and help introduce them to a wider choice of food.

As children start to read and write and have new experiences in general, encourage them to share their new experiences and praise them. The practice of a regular bed time story is a great way to naturally dialogue and asking questions that need more than a 'yes' or 'no' answer. If you both like singing, then sing.

Your child will also be learning more about numbers, so you can help by making up number games. Perhaps when you're out together you can look at all the numbers around you. Shops are good places for this. If you're at home, you can count toys, play with the kitchen scales, or splash about with water and measuring jugs.

Remember that your child still needs to learn through play. Starting school shouldn't mean they are under pressure to achieve. They need to enjoy themselves and to be praised for their efforts. Anxiety is best handled through discussion, sometimes with a teacher.

Discuss what has happened at school and what they have learned. Make a fuss when the child has been complimented or rewarded. Meet your child's teachers whenever you can. Do not hesitate to contact the school to discuss issues. We are here to help in any way we can. Enjoy learning and developing with your child: Have Fun!

## Okul Öncesi - Hazırlık Sınıfı

- Okul öncesi eğitimin en önemli amaçlarından biri çocukların öğrenim hayatları boyunca gereksinim duyacakları yetenek ve davranışları geliştirmelerine yardımcı olmaktır.
- Çocuklar, gelişimlerinin farklı unsurları arasında yapay sınırlar yaratmayan, holistik bir eğitim deneyimine ihtiyaç duyarlar.
- Oyun, çocukların öğrenme ve genel gelişim süreçlerinin vazgeçilmez bir parçasıdır.

**Neda Jami**

**Nationality:** Dutch

**Education:** Professional Diploma in Education

**Post:** Reception Class Teacher







## Festivals Around The World

Everyone likes to celebrate! All countries and cultures have their own unique festivals and this year the Grade 1 and Grade 2 classes had the opportunity to learn about a few festivals around the world. Class 1a and Class 1b studied many different festivals, including Chinese New Year, while Grade 2 embarked on an exciting and colorful study of the Hindu Holi Festival.

### 新年快乐 - Happy Chinese New Year from Class 1a and Class 1b!

During the whole school year, the first graders have enjoyed acquainting themselves with different festivals from different cultures. We have taken a look at the Muslim Feast of Sacrifice (Kurban Bayramı), Halloween, Christmas, Valentine's Day and most recently, Chinese New Year.

Chinese New Year was celebrated this year in mid-February. In the classroom, we continued studying the theme a little longer, as this interesting theme had a lot to offer. We have also been privileged to have some first hand experiences from our Chinese students in both classes.

As with all of the festivals we studied, we got to know Chinese New Year in various ways. We read stories about the origin of zodiacs. We found out about different traditions and decorations. With the use of drama and the preparation of a play we celebrated Chinese New Year.



### Children's Comments

'In Chinese Year we follow the Chinese zodiac' - Melis

'The name of the year changes every year. Now it is a year of goat.' - Deniz

'I wonder how they make the lion for the lion dance. I liked that dance' - Andrej

'The lucky money was nice to get. I liked the dragon dance.' - Yi







## Holi Festival

Grade 2 embarked on an exciting and fun study of the Hindu Festival of Holi. Also known as The Festival of Colors, it is an ancient Hindu religious festival that takes place in the Spring time. It is meant to welcome Spring as well as celebrate the triumph of good over evil. Holi is based on the story of Holika and describes how the god, Vishnu, helped Prahlada triumph over his evil sister Holika.

Holi is a free-for-all carnival of colors. Celebrations begin the night before Holi with singing and dancing around a large bonfire. On the day of the festival, participants play, chase, and color each other with handfuls of colored powder and colored water. This makes Holi the perfect festival to celebrate with 2nd graders! The students in Grade 2 learned about the traditions of Holi through readings and worksheets. They created a beautiful informational poster with their own colored bonfires. We ended our study with a crazy, colorful Holi festival of our own where all students threw handfuls of home-made colored powder at each other while chasing each other around the playground. It was a playful culmination of our studies and the children had a lot to say about it:

“I liked to learn about festivals in another country because I never saw anything like this in Ireland” - *Padraig*

“It was fun to throw up colors and it was fun to get all messy!” - *Maya*

Another student, who is originally from India said,

“We ran and threw the colors on our friends and it was really fun-it reminded me of Holi in India.” - *Aishi*

The students are now aware of the different ways that people celebrate around the world and are excited to continue to learn about the festivals of the various cultures represented at our diverse school.

“It was different and it was fun. I never did this before and I would like to do it again!”

## İlkokul – Proje Çalışmaları

- Her bir çocuğun daha fazla öğrenmek istemesini sağlar
- Birbirine geçişli öğretim programı yaklaşımı, her projede birbirinden farklı dersler bir arada yerleştirilmesini gerektirir.
- Proje bir tema etrafında çocukların da sürece dahil olmasıyla inşa edilir.

Grades 1 - 2 Teachers

**Christina Connolly**

(B.A. Post Graduate Certificate in Elementary Education)

**Kirsi Piittala** (M.Ed)

**Elisa Laukkarinen** (M.Ed)





## Project – Land, Sea and Sky (Grade 4)

When a teacher is given a new topic to work with, it means exciting times are ahead! Our title for our first IPC\* topic, 'Land, Sea and Sky' was met with much enthusiasm from the children!



I decided to begin from the top and so in Grade 4 we started with the sky! I asked the children 'Why is the sky blue?' This opened a Pandora's box of ideas and the brainstorming began with many interesting hypotheses offered.

In the classroom we found that the sun shines an array of colours. With this fascinating knowledge in mind we went outside to look at the sky, to marvel at the array of colours and shades in the sky. We also talked about how colors are effected by rain and made our own rainbows on paper with drops of water and managed to place them in the right position to see rainbows appear!



We then went on to focus on Life in the Sky. We started with birds and how they fly. Learning about the physics of flight led us to the revelation that aeroplanes with all their weight and noisy engines are copy cats of birds! We looked at the anatomy of birds and compared it with that of a plane and noted despite the difference in size the similarity between the two. We watched an interesting documentary about aeroplanes and birds taking off and landing, this time



noting some similarities and some differences! One being that airplanes are so much louder!

We watched some exciting moments of flight formation including the Red Arrows and marveled at man's talents but we decided that birds were the best because they could do it naturally!! We watched formations of flights of Canada geese and migratory birds. We learnt how some birds fly thousands of miles to summer in one part of the world and winter in another. We read more about bird life. We went to the library to look for books about birds and we each chose a bird to focus on. Information was shared, pictures were drawn, posters were created, and the classroom became more colourful.

We learnt how to recognize common garden birds such as the robin redbreast, the family of tits, great tit, coal tit, long tailed tit, blue tit, sparrows, starlings, crows, collared doves, family of finches, green finch, chaffinch, and we learnt what they eat, where they build nests, how they attract each other, and how they sound. We listened to recordings of bird songs and also listened to some poems and classical music that has been inspired by birds such as Vaughan William's famous 'The Lark Ascending.'

The children had really embraced this topic and didn't want to stop learning about birds and I hoped to find an organised place for bird watching but could not find any such place in or near Istanbul. However I did find a butterfly farm we could visit so we took a trip and enjoyed seeing lots of beautiful butterflies, learning about their life pattern, how they fly, their lifespan, habitats and colourful patterns.

The children did not want to stop learning about sky life but we had to move on and 'down to land' and when animals are on the agenda who is complaining! We made another trip to the library to look for animals and we combined the Land and Sea part of the topic title to



choose animals to research and write up about. We also watched documentaries about polar bears, pandas and elephants each of which was very informative and very enjoyable. To research their chosen animals this time the children worked in pairs and chose an animal to study in depth. Again information was researched, presented and shared to the class, and posters were created. We put up information on our door and walls and noticed how much interest was taken with many children from other classes pausing to look at our pictures and read information.



We drew our topic to a close but happy in the knowledge that there is still so much more to learn and embrace! We learned a lot from our reading, sharing our knowledge, listening and investigating. We also learned that we only touched the tip of the topic and that we want to find out more.

## Project – Land, Sea and Sky (Grade 3)

It has been an exciting project for Grade 3 delving into the IPC\* topic of 'Land, Sea and Sky'. They had a project in which each student had to do research on an animal whose habitat was either Land, Sea or Sky. This helped to strengthen their knowledge of the subject matter. The students then had to find various pictures or drawings as well do a class report on the animal and then attach it on a poster board. They had a class presentation discussing the characteristics of their animal, what they ate and where they lived. Many students found many strange facts about their animal and shared them with the class. This tied in nicely with our science class because students were able to distinguish which animals were cold or hot blooded, which animals were viviparous and oviparous. They also compared



which animals were best suited for different environments. It was definitely an enjoyable and worthwhile project. During the weeks we saw videos and read several books depicting various animals and their environment. In the spring of 2015, a trip to the zoo will be planned.

The students from Grade 3 and Grade 4 had a wonderful field trip to the Butterfly Farm. We were able to see different butterflies at various stages of life. They showed a film that depicted the life cycle and the different regions where butterflies mainly live. The staff there were so helpful and provided many answers to the questions the students had.

## Primary School – Project Work

- It makes every child want to learn more
- Its cross curricular approach means that subjects are embedded with each project
- It's about building on a theme and, as a result, the children become completely engaged

### Nicky Dellow

B.A. Post Graduate Certificate in Primary Education

Post: Grade 4 Teacher

### Gina Gulley

BA, Certificate in Education

Post: Grade 3 Teacher





## Art, Sport, Literature, International Mindedness



• Our programme in the Middle and Senior School is intended to be rigorous and exciting, to support learning, student engagement and international mindedness and also personal development

• We help students express themselves in writing, in art and in sport

• Ortaokul programımız, öğrenmeyi, öğrencinin sürece dahil olmasını, uluslararası düşünce yapısını ve kişisel gelişimi desteklemek amacıyla, zorlayıcı olduğu kadar ilgi çekici de olacak şekilde planlanmıştır.

• Öğrencilerimizin kendilerini yazarak, sanatla ve sporla ifade etmelerine destek oluruz.





# Literature

## THE WRECKERS



Lightning boomed across the sky, spinning its numerous webs on its journey down to earth. I was standing on the cliff above the jagged rocks that made my living; looking out into the rain I knew it was going to be a rough night. Storm clouds, laden with their infernal burden, were gathering, blocking out the night sky. They called me Jim, and I was only 12 and yet the whole death trap depended on me. I had the job of lighting the beacon that lured poor unsuspecting merchant vessels away from the safety of the harbor and onto the jagged, knife-sharp rocks below the cliff I was standing on. I lowered the cap of my sou'wester and turned round to face the hill.

By day I beg, steal and do small jobs at neighboring farms. But by night, it is a totally different story; on calm nights I take my boat out and go fishing in the bay, but when a storm arises, I live a second life, a life of waves, foam and jagged knife-like rocks. I have known no other way of life, even as a toddler I would go out onto the rocks and collect all the leftovers that other more ambitious men may have cast aside in frustration at its contents.

Suddenly I had spotted our quarry, a schooner, battling the torrential downpour and the heavy swell and wind combined. I saw the light in the lighthouse flicker and then die altogether. With fingers trembling with excitement I slid the catch on the little window of the immense

wrecking lantern which stood a little further along the cliff from where I was standing. I was hit with the familiar astringent smell of whale oil and steel that filled the air inside the lantern. There came the hiss and splutter of the wick and then the roar of the air rushing into the lantern as it started to fulfill its deadly purpose. I watched the schooner with its cargo of North Atlantic whale oil fighting its way towards me in the roaring sea that raged and foamed at my feet. I looked upon the heaving mass of sea and spray and fully admired its power; its mighty jaws gnashed and bellowed in a rage that seemed to be unquenchable. The schooner was slowly nearing the cliff. I could see the glowing lights in the portholes heaving up onto a mountain and then down into a seemingly bottomless valley every time it met a wave. Then suddenly the helmsman saw the rocks, like the jaws of hell before him, he tried to yell but his breath was knocked out of him by a terrible lurch, a rendering creak and the sound of shattering wood. And then for one split second the ship lay at rest, but alas an enormous wave towering over them like a cleaver crashed down and crushed the ship and all its inhabitants against the jagged knife-like rocks that lay at the foot of the cliff, at my feet.

**NIKITA MATTHEWS / Grade 7**



## BROTHER GARRET

As I was crawling to my brother's body, I was listening to the intense fight that was happening. Rockets were flying across the sky, leaving a trail of pitch grey smoke. Gunshots from both sides, preventing you to escape from that horrible noise. And everywhere you look, you see what you wish was just red paint. At that point, I didn't even know which side I was fighting for; everyone except my brother looked the same to me.

Life used to be so simple. I'd just got my university degree, I was going to live in a nice house with my future wife, who I was just going to marry, everything was just fine. Then one day, I opened my door to see a tall, serious looking man with some soldiers around. He told me that the terrorist attacks have been increasing lately and he needed to sort things out with war; but the army weakened from the past attacks and there were not enough troops. So, he told me to join the army. I didn't like war and I had no experience at all, but he needed me anyways, just like every man in my age group, which included my brother as well.

Garret was a bit more aggressive than me, but he never liked war as well. He was about one and half years younger than me and was aiming to be an engineer like my father. Well, that dream was cut short when he learned that he would join the army; he almost experienced a heart attack. We had been a part of the terrorist attack four months ago when they attacked our city; we barely survived. It was a shocking experience which we don't like to talk about.

A few weeks later my normal life was changed into that of a soldier. We were training every day, just to raise our chance of survival. I was getting more worried every day, thinking about my future of becoming a successful scientist who would push the limits and find amazing discoveries; but now, that just all seemed like a fantasy and I felt like I was slowly losing my sanity. I was an emotionally weak person. I got panicked and terrified whenever something was wrong and have a mental breakdown. I sometimes question my sanity as a whole, go mad over small things and sometimes, I would see things that only I can see.

So that brings me to this situation. I was lucky to even survive to this point, though I'm not sure if I'd be more happy being dead. I was feeling the most amount of stress a person could ever feel. Crawling to my own brother's body who also might turn out to be a corpse. Maybe at the end, we would loose the war and the terrorists would kill us anyway.

At last I crawled my way to his body, covered in brown with mud and red with blood. I put my hand on top of his heart to feel if it was still doing it's job. I felt the heart beating and suddenly became the happiest man in the world. It was his heart that was pumping blood to me. I

don't even know what would I feel like if he had died. I lightly hit him a few times to wake him up.

He opened his eyes and looked around. He then looked at me, but not a single sound came out of his mouth, as he went back to sleep again. "Garret, GARRET!" as I cried out, "Come on, we must go back to our side before we get shot!" He didn't respond. I knew he was alive, but why wouldn't he go back to their side, yet even talk. Was he brain damaged, it didn't look so; were there any injuries on his legs, It didn't look so; was I dreaming, it didn't look so.

I would never leave Garret. If he were to die, I would probably lose my mind. I truly loved my brother and if he was in the same position as I am now, he would wait by me. I decided to sleep. Maybe I wouldn't wake up, maybe I would. Either way, I would be near my brother. So, I closed my eyes and laid down to sleep.

When I opened my eyes, I was in a large helicopter full of soldiers. Some looking just fine with a few injuries; some, who had to cut some of their limbs to survive; some, whose green war uniforms were now nothing but red; and some, whose bodies were here, but their souls, high above the sky. Out of all those people, Garret was nowhere to be seen, at least from my point of view I didn't know if we had won or lost but by the look on their faces, it looked like nobody had won. It was silent. I guess after all the noise from the gunshots, screaming and explosions, people were tired.

Then suddenly, someone broke the silence and asked me how I was. He was average sized, strong looking; wearing a different suit from everybody else - I assumed he was a general or anyone with a superior status than a soldier. "You seem exhausted, soldier", he asked. I checked my legs, torso and arms, then I turned to him and shook my head to left and right." Do you have any questions, soldier; he said. "Is there anyone in this helicopter in the name of Garret?" No one said a thing. "When you found me, there was someone right beside lying on the ground, was he dead?" I asked the man who had the appearance of a general. "I don't know what are you talking about soldier; when we found your body, you were in the middle of the battle field, alone" he says and goes in the cockpit, only to come back with a stack of papers. "These papers have names of all the people who joined the war; and not a single Garret is here, and it seems that Mr. Adam Manson, you're the only one from your family to join, and this Garret you say died about four months ago, in the past terrorist attacks."

This whole time, there was no Garret; there was no Garret for four months. This was just fantasy. My mind was a fantasy.



## THE AIRPORT



Being stuck in a bustling, crowded place has always been one of my worst nightmares. Just the idea of being stranded in a loud, cold place with people who resemble robots puts my teeth on edge. The airport, for example, is one of those places. It is a place full of heartbreak and excitement, along with anticipation and gut-wrenching anxiety. It was merely a few minutes past noon, yet this metallic box full of false promises of luxurious travelling and stone-cold walls was as hectic as ever; family and friends hugging each other goodbye, sharing half-hearted jokes to cover up watery smiles; over-worked employees with unfriendly attitudes. This place was full of them. The stressful atmosphere in the air was tangible as so many flights were delayed due to harsh weather conditions. The storm was raging on outside and it was blatantly obvious that I would not be hopping on my dreaded flight anytime soon.

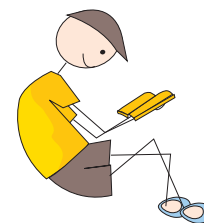
The sound of miniscule wheels rolling against the flat, marble ground and crying children with weary adults consumed my senses as soon as I drew nearer to the main part of the god-forsaken airport. I found it hard to walk in a straight line as there were so many people there that I had to dodge. Overbearing mothers gave me disapproving looks as I dragged my over-weight suitcase, which I would most definitely have to pay a fine for as I could barely lift it up. Herds and herds of people were sprinting around frantically, trying to squeeze an ounce of useful information out of the people at the counters. Almost every flight for the day was either cancelled or delayed and suddenly, mundane, average humans turned into uncivilised, wild creatures. Spiteful words were being thrown around over a stolen cup of coffee and tension was rising by the second. People who simply did not know what to do were forcing themselves to sleep on the hard, uncomfortable chairs. Children were getting restless and their parents

were paralysed with stress and frustration.

Many things caught my eye at the same time and my brain was having a hard time deciding on which one to focus on. A young pale woman dressed smartly all in black was hissing in distaste down the phone. It was not clear who she could have been on the phone with, but it was obvious that it was someone she detested. Every time she was cut off, her long fingers would crawl up to her perfectly straightened hair and claw at the surface and her sharp features turned stony. She was hopeless and full of fury for a reason I would never know. Merely a few feet away from her was a middle-aged man dressed in casual attire, speaking gently on his phone as well. From the tender look on his face and his soft-spoken speech, you could tell he was talking to a loved one. As he ended his conversation, he looked regretful and wistful, much like how I felt.

I hid my panic and annoyance well compared with the other people who were present. Although I was dying to get to my destination, I knew that there was very little I could do in this helpless situation. So, I sat down in the corner of the spacious, yet somehow claustrophobic, waiting room and I told myself relentlessly to relax. At this point my phone had run out of battery, but I was perfectly content in watching other people deal with the same situation I was in. Some were handling it just like me; they had come to realise that there was nothing they could do so they too were slumped in their seats. Others, however, were not so placid. They were pacing up and down the length of the airport looking lost and anxious. The smell of fresh bread and newly brewed coffee invaded my senses. Large snowflakes were falling gracefully down from the sky and my fingertips were freezing from touching the large windows for too long.

At last my plane has arrived; my hands tingle with excitement and audible, synchronised sighs of relief flood the whole place. I quickly retrieve my small suitcase which I was planning on taking with me on the plane and head towards my gate. I realised that not much has changed from this afternoon as I still see people with grimaces on their faces and annoyance in their eyes. The sound of my luggage is embarrassingly loud against the cold, granite floor; yet my giddiness cannot be contained. It feels as if I am gliding to my gate due to my speed and my wistful smile speaks volumes. I am going home for the first time in which feels like an eternity. The airport is still busy and unbearably noisy, but I do not notice any of it. I get on my flight without a backwards glance.



## Global Perspectives / Grade 5 – 6

The programme truly has global perspectives in mind. Children are ever more immersed into the world of technology which, through the internet, connects them to more and more information at an early age and with which they do not know what to do. The course sorts through all this information and results in creating awareness in our children in terms of subject matter that is truly of a universal nature: that which will make them Global Citizens.

### INFORMATION



We discuss the very nature of information, how we get it, and just how well – or not – we can rely on the multitude of sources from which we may access it: everything from our own parents and libraries to websites and television news. We hope that this will better provide an understanding of how to use such information properly, how to think about it more critically, and how to apply it in our daily lives.

We attempt to understand institutions unique to the world of adults- law, policing and adjudication, and how these things protect us from the elements of criminality in a world in which freedom rests in a precarious balance with responsibility. We also attempt to understand how a simple thing such as Trust among individuals, provides the basis of the theoretical construct of all these institutions. This also includes a study of the United Nations Organisation.

### CAREERS

To further develop our understanding of where we belong in society, we try to understand how to evaluate ourselves in terms of our abilities so

that we may choose our career and life paths in a more informed manner. We had the privilege of having parents of our students come in and describe to us all the benefits and challenges that lay before us on the road to a number of different careers: from pilot to landscape architect, from CEO to traveled physician.



### UNDERSTANDING

In Global Perspectives, we also try to develop a heightened sensitivity for the citizens of this world who suffer from discrimination due to disability, and who are too often neglected, excluded, or simply overlooked in a society. We examine the lives of children or adults who are hearing or vision impaired, physically or mentally

challenged, or who suffer from severe allergies; we consider how children with autism - and even non-diagnosable conditions - live out their daily lives.

### GLOBAL CITIZENS

We do all these things and more in Global Perspectives because the future demands it of our children. The future demands a citizen who at an early age can sympathize with her or his fellow citizen; who has the knowledge of basic human rights, respects, and freedoms, and can articulate this knowledge well enough to ensure that all is being done to preserve the safety and security of all people, and all living things on our planet; all that we hold dear.



**Yasin Öztürk**

**Nationality:** Canadian - Turkish

**Education:** BA Certificate in Teaching

**Post:** English and Social Studies Teacher





# Global Perspectives / Grade 7 – 8

Our programme for Grades 7-8 offers four different sections that include Cinema, Theatre, Music & Art.

## CINEMA



We began our first semester with the Cinema section of our course. We started off by giving the students an introduction of Cinema, starting from silent movies up until present day, showed them the highly acclaimed silent movie 'The Artist', which the students seemed to truly enjoy. We took them on a trip to visit the Istanbul Modern Museum to see the exhibition, 100 Years of Film. We also broke them up into groups to teach them about working together as a team and to teach them what goes into making a movie, the process. They learned about camera angles, script writing, story boards, special effects, green screen techniques, sound effects and editing. The students were then given a specific genre of film and had to create their own story boards, script and actual movies. We were very pleased with the outcome of their films, and a few were even chosen to be shown at the New Year's concert this past December.

## THEATRE



Towards the end of the first semester we began the Theatre model of the programme. The children were given a brief history of theatre, Broadway in particular - and we even showed them the longest running Broadway show in history, 'Cats'. They learned about lighting techniques, prop effects, how to project their voices on stage for the audience to hear them, how to improvise and again how to work together as a team. The students then auditioned for four different plays,

'The Doctor', 'Hotel Splendido', 'The Bus Stop' and 'The Restaurant'. They put in a lot of energy and practice and the plays came out brilliant. The students seemed to truly enjoy this section of the class. We then went on to have the class perform for the school. Other students had a chance to vote for four different plays to perform at the New Year's Concert. Everyone put in great effort & participation and we were very pleased with the end results.

## MUSIC



We are presently in the Music portion of Global Perspectives class and we have already taught them some music history, shown them the film 'Amadeus', about the life of the famous composer Wolfgang Amadeus Mozart. We have also begun to teach the students about rhythm and using our bodies as percussion instruments. We have watched some clips to help them better understand the moves to stomp and make sounds and music using only our bodies, and we have also learned a cup song technique which was used in the movie 'Pitch Perfect'. We also got to enjoy watching the movie 'Pitch Perfect'

which also taught the students about Acapella singing. Acapella is singing without any music in the background - using only our voices. So far the students seem to be enjoying this section of class and we are looking forward to the next section which is Art and feel there are so many more exciting lessons to be learned and experiences to be shared.

## Küresel Bakış

- "Milliyet" kavramı hayati önem taşır
- Farklı kültürlerle çalışabilmek ve iyi ilişkiler kurabilmek, modern iş dünyasının, kişisel hayatımızın ve dünya başkanının sürdürülebilirliğinin "olmazsa olmaz"larındandır.
- 5 ve 6. Sınıf öğrencileri için hazırlanan Küresel Bakış programı, öğrencilerin uluslararası bir bakış açısı geliştirmelerine yardımcı olduğu kadar kendi kültürel değerlerini de sağlamlaştırmaktadır.
- 7 ve 8. Sınıfın takip ettiği program-mimarî, fotoğrafçılık, müzik, sinema ve tiyatro gibi-sanatlar üzerinden farklı kültürleri anlamının önemini vurgular.
- IGCSE grubunda odak küresel meseleler üzerinde yoğunlaşır.



**Laura Kolanci**  
Nationality: American  
Education: B.A, MEd

**Birkan Yavuz**  
Nationality: Turkish  
Education: BEd

Post: Expressive Arts Teacher





## ISA – The International Schools Association

- We are proud to be affiliated to the International Schools Association (ISA), an association of schools which foster international mindedness in their schools
- Our director Mr. John Lees, is a member of the Board of Directors

## ISA – Uluslararası Okullar Birliği

- Okullarda uluslararası düşünce yapısını desteklemekte olan (ISA) Uluslararası Okullar Birliği'nin üyesi olmaktan gurur duymaktayız.
- Direktörümüz John Lees ISA Yönetim Kurulu üyesidir.

INTERNATIONAL SCHOOLS ASSOCIATION

ISA NEWSLETTER

## ISA NEWSLETTER

| MARCH 2015 | ISSUE N°1/2015

### Instilling Global Citizenship within the International School Network

By Adam Carter

One of the hot trends in education today is "promoting global citizenship," but this somewhat amorphous cause can often be as difficult to achieve as it is to define. Being a global citizen goes well beyond simply traveling on the international stage or living an expatriate lifestyle; it refers to a more holistic view of the world, understanding the commonalities we share and recognizing our responsibility to help our fellow man and safeguard our planet's future. The multi-cultural setting of international education lends itself to a more natural development of global citizenship. From this starting point, there exist different approaches to developing this global awareness, such as: 1) curriculum design which embraces themes of awareness, empathy and a more holistic educational approach; Read more at: <http://www.globaleducationmagazine.com/instilling-global->



### ANNUAL BOARD MEETING 2014

During the last Annual Board Meeting, which took place on November 2014, we were able to discuss a range of issues related to the development of the Association, including the urgency and necessity of promoting ISA to new prospective members and furthering our role as a representative to UNESCO with special consultative status, permitting us to contribute to the development of International Education at a global level.

We will be working on increasing the Association's outreach and further its goals in general. We know you share our desire to see the Association flourish and expect that this coming year will be rich in opportunities for sharing and furthering our common aims.



[www.isaschools.org](http://www.isaschools.org)



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Dr. Mustafa Karadeniz and Mr. John Lees visiting a school in Tehran, applying for membership of the International Schools Association.

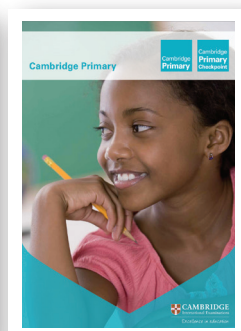
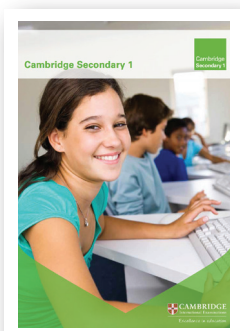


Istanbul International School became an accredited school in 2014 following an inspection of the school, the staff and the programme. The school is now licensed to teach and examine the Cambridge programme in the Primary, Middle and High School.

## Cambridge International Exams\*

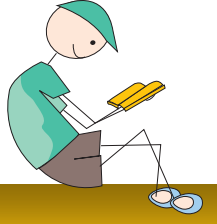
- Our accreditation as a Cambridge International School allows us to provide assessments at various stages of education
- In the Junior School we have a checkpoint assessment to measure progress in the core subjects of English, Mathematics and Science; this also applies at the end of Middle School
- For ages 14-16 we prepare students for IGCSE examinations (International General Certificate in Secondary Education) in English Language, English Literature, History, Geography, Spanish, Mathematics, Physics, Chemistry and Biology
- In the 17-18 age range we offer Cambridge Advanced level exams

\*applied in the International programme





# ISTANBUL INTERNATIONAL School®



\* Our Campus C will be ready and opened for the 2015-2016 School Year.



**Campus A / Pre-School**  
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Büyük Çamlıca İSTANBUL  
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**Campus B / Primary School**  
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**\*Campus C / Middle-High School**  
Harman Sk. No: 1  
Üsküdar İSTANBUL  
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