

Voice

WINTER
2021

Page 2

BACK TO SCHOOL –
GRADUALLY

Page 4

ISA YOUTH LEADERSHIP
ENCOUNTER / MODEL
UNITED NATIONS

Page 8

NEW TEAM MEMBERS

Page 14

OUR COMMITMENT TO A
MORE ECO FRIENDLY
SCHOOL ENVIRONMENT



BACK TO SCHOOL – GRADUALLY

Over the last few months the education sector at all levels has had to reinvent itself to be able to cope with the continuing uncertainty resulting from the Coronavirus pandemic.



John Lees

Director -Teaching and learning

On a practical level, apart from signage and more frequent cleaning, we have also had to introduce desk separators for classrooms, introduced staggered eating sessions, and more generally have more organised crowd management.



Delivering the academic programme has been a challenge, some classes periodically being face-to-face, others completely online. Having all teaching staff at school instead of working at home was for some time a great boost to the morale of our teaching team and made co-ordination much easier. But then we decided to keep everyone apart to minimize the risk of community infection. To support online work we have strengthened our digital infrastructure, allowing us access to high speed internet through Türk Telekom's Metro fibre network. Investing also in the Canvas Learning Management System and integrating it with our Alma management System, has beefed up our ability to deliver online more efficiently.

In the continuing uncertainty our reasonably small school has been able to manage well but the situation around the world in general has been much more dramatic and damaging.

The UN among others has attempted to analyse the situation and its implications for education. Have a look at this summary. To read the whole document you can locate it as - UN Policy Brief – Education during Covid-19 and beyond.

Executive Summary

"The COVID-19 pandemic has created the largest disruption of education systems in history,



affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries.

The crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults – those living in poor or rural areas, girls, refugees, persons with disabilities and forcibly displaced persons – to continue their learning. Learning losses also threaten to extend beyond this generation and erase decades of progress, not least in support of girls and young women's educational access and retention. Some 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or not have access to school next year due to the pandemic's economic impact alone.

Similarly, the education disruption has had, and will continue to have, substantial effects beyond education. Closures of educational institutions hamper the provision of essential services to children and communities, including access to nutritious food, affect the ability of many parents to work, and increase risks of violence against women and girls.

As fiscal pressures increase, and development assistance comes under strain, the financing of education could also face major challenges,

exacerbating massive pre-COVID-19 education funding gaps. For low income countries and lower-middle-income countries, for instance, that gap had reached a staggering \$148 billion annually and it could now increase by up to one-third.

On the other hand, this crisis has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity: from radio and television to take-home packages. Distance learning solutions were developed thanks to quick responses by governments and partners all over the world supporting education continuity, including the Global Education Coalition convened by UNESCO. We have also been reminded of the essential role of teachers and that governments and other key partners have an ongoing duty of care to education personnel.

But these changes have also highlighted that the promising future of learning, and the accelerated changes in modes of delivering quality education, cannot be separated from the imperative of leaving no one behind. This is true for children and youth affected by a lack of resources or enabling environment to access learning. It is true for the teaching profession and their need for better training in new methods of education delivery, as well as support. Last but not least, this is true for the education community....."

ISA YOUTH LEADERSHIP ENCOUNTER MODEL UNITED NATIONS



Mücahit Sekin
Head of School

At this time of the year our High School students would be preparing to attend either the International Schools Association Youth Encounter somewhere around the world or the Model United Nations programme in Geneva.

This year ISA decided to team up with the **WFUNA** (The World Fellowship of United Nations Associations) to attend the Virtual Model United Nations, to be held over two weekends in October-November with a number of side events in the intervening week.



INTERNATIONAL
SCHOOLS
ASSOCIATION

ISA NEWSLETTER

"We are happy to report on the recent joint ISA - WIMUN Youth Event. ISA registered 64 students from schools in Colombia, Argentina, Mexico, Senegal, Spain, Malaysia and Turkey. The opening ceremony was very motivational and encouraging, presented by the Secretary General of the UN and the Director of the World Health Organization. They had a week of learning and exchanging experiences with more than 150 students from all over the world.

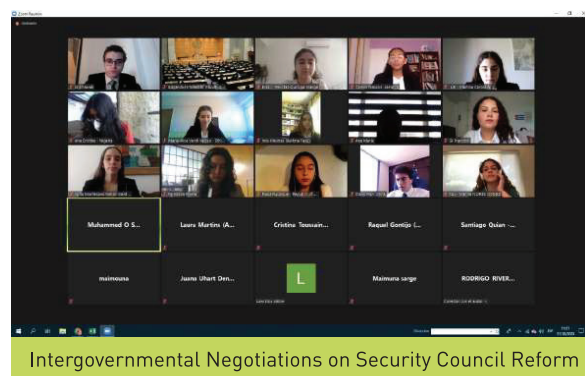
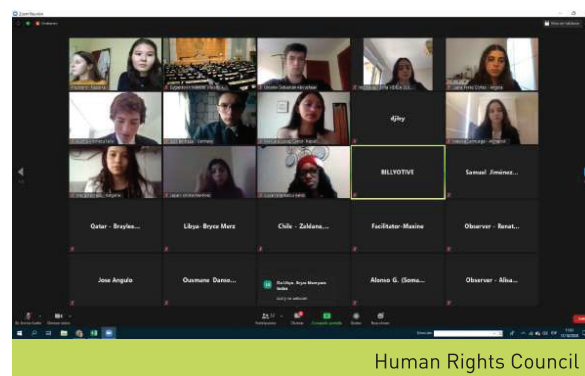


The students worked in two different time zones with training and simulation sessions. They debated and negotiated in the four committees. During the week they had side events where they met important UN officials that gave them inspirational talks about careers at the UN, it's history and how to implement the sustainable developments goals.



On the closing ceremony six students from the ISA delegation recieved awards for their diplomacy skills and best position papers: Carlos Wu Cuan Ochoa and Juan Sebastián Bossa Aguiar from Colegio El Roble (Mexico) and Isabel Cancian, Felicitas Quiroga Mange, Marcos Louzao and Malena Carmuega from St. Catherine's Moorlands School (Argentina). Congratulations to all of them and thank you students and faculty advisors for participating!!!"

Looking forward to our Youth Leadership Encounter 2021!!!



Our school sponsored two students to participate:

This year in the beginning of November, Ethem and I attended an online MUN. It was the same one as we attended last year around the same time in Geneva. This was my first online MUN and it was very different to the one I went to in person. We were in the ECOSOC Commission on Crime Prevention and Criminal Justice as China, I was in working group A which focused on Organized crime and the production of falsified medical products.

Even though this was my second time in ECOSOC, the procedure this time around was very different. We first proposed subtopics in our regional groups then as a working group we narrowed them down to four. Afterwards we wrote amendments from scratch in our regional groups, we were expected to write four operating paragraphs under each subtopic as well as a couple preambular ones. Then we had to create a resolution by narrowing down these paragraphs to a total of 30. Our commission also came together into a committee of the whole after both of the draft resolutions were finished to debate and finalize them.

Even though this procedure was lengthy and challenging, it was very rewarding to see it all come together at the end. It definitely taught me to be patient and trust the process. The best thing was that I didn't even have to leave the comfort of my own room in order to have a lively debate and discuss relevant issues with people on the other side of the globe. If you get the chance to participate in an online MUN I would definitely recommend you to and I too will for sure be attending more.



Rukshona Razzoq
Grade 11

At the beginning of November Roxy and I were able to take part in the New York MUN, however, due to Covid-19, we were restricted to merely doing it online however due to the exchange rate this was not the worst thing that could have happened. Like last year's Geneva MUN this MUN was filled with a much broader group of participants that came from all around the globe and it was more formal compared to a regular MUN even including professionals within the world of politics and debating such as the actual delegate of Sweden himself making a speech at the opening ceremony. Roxy and I both participated in the ECOSOC Commission on Crime Prevention and Criminal Justice, both of us representing China on this accord however we were split up into groups A and B. I was in group B where we focused on the impact of wildlife crime on global health (and the spread of zoonotic diseases).

Once we split into our different groups we began working immediately first given the task of suggesting subtopics and after reaching a total of 67 subtopics and over the length of two weekends we worked together to shorten the amount to 30 subtopics either through removing a subtopic or merging it with another one.

After shortening it to 30 subtopics both committee A and B came together so that we could each contribute to the other group's draft resolutions so that both groups had a chance to work on both resolutions. After finalizing them both the events were done and the time of the MUN was coming to an end, during the MUN many friends were made and I myself even

keep in contact with one of the people from my committee.

Even with the restrictions and current state of the world caused by Covid-19 the speakers, staff, and committee heads worked hard to make sure that we still had a fantastic experience at this event and definitely succeeded, and because of this I am grateful to the

dedication and hard work of the WIMUN staff and if given the opportunity again I would accept another invitation to join whether its online or not.



Ethem Evecek
Grade 11

Our MUN delegation in Geneva, 2019



NEW TEAM MEMBERS



Jethro Clarke

Early Childhood
Education



Natalia Tserki

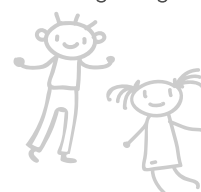
Early Childhood
Education



My name is Jethro. I grew up in Hong Kong, where I completed my B.Ed in Early Childhood Education. I have experience in teaching in international schools of varying curricula in Hong Kong, and received teacher training from schools in Australia and South Korea. These experiences helped cement me as a globally minded teacher. I have strived to create a high quality environment that is reflective of individual differences and encourages children to become independent and inquisitive learners. My teaching method empowers children in their own learning through a child-centered, inquiry-based approach that is challenging yet exciting.



My name is Natalia Tserki, and I am the EY4 Homeroom teacher. I was raised in Thessaloniki, a city in northern Greece where I completed my university studies- Early Childhood Education and Teaching (B.Ed) and Education Management (MA) at the Aristotle University of Thessaloniki. I chose to study Education Sciences because of my interest in the way children develop and learn. Also, working with kids brightens your day and gives you energy. In 2018, I moved to Turkey to do an internship at Istanbul Bilgi University. This is my third year in Turkey and my second year at school. In my free time, I enjoy cooking, exploring the city, and learning languages.





**Vasiliki Evgenia
Katsarou**

Social Studies

I was born in Athens, in Greece, but I have lived most of my life in Britain. I studied History and at one time worked at the British Museum and also the Science Museum, in London. In particular, in the British Museum I had an amazing time learning and taking care of artifacts which came to the museum warehouse directly from excavation sites. My experience in Science Museum was amazing, too, as I got to work with the collections, which were stored in its warehouse and I was involved in registering the artifacts in the Museum's online system.

I love anything related to the past: photos, clothes, books, furniture. Sometimes, I rummage through old attics, second hand bookshops in hope of finding very rare old books, letters and maps. Istanbul is my favourite city, because it provides the opportunity to discover so many historical places - some of them are quite well hidden among modern buildings.

I also love animals, I have three cats and I try to take care of the ones in my garden and sometimes the spare room of my flat is converted to an Emergency Room for rescued stray cats. It can become quite intense, but when a stray animal has recovered back to its health, the moral satisfaction is immense!



Sezai Pekdemir

Biology

My name is Sezai Pekdemir and I am a Biology teacher. I was born in Eskişehir, a city in Turkey. I love to narrate my experiences to people, so that's why I choose to be a "teacher". I studied Biology at Eskişehir Osmangazi University and have been involved in all kinds of Biochemistry and Ecology projects.

I love Science because Science is everywhere and plays such an important part in our lives. As a child, I aimed to build my career on a scientific branch and I chose to study Biology.

Because I think that the universe is not just an unknown secret, on the contrary, everything that happens in the universe is based on logic and for a reason.

Now I have devoted my life to conveying what I know about Biology to the new generation in the best possible way. And I hope I can achieve this in this new setting at Istanbul International School.





Emre Taşkıran

Turkish as a Foreign
Language



Zakiyyah Seedat

Primary Class
Teacher

Hi ! My name is Emre Taşkıran. Before Istanbul International School, I studied both at the undergraduate and graduate levels Teaching Turkish as a Foreign Language. After my studies, I began teaching Turkish to foreigners at Ankara University TÖMER Centre and then I was appointed as a visiting lecturer to Hankuk University of Foreign Studies in South Korea, where I enjoyed the privilege of teaching Turkish to a variety of people including university students, corporate executives, and local dignitaries. Throughout this period of time, in both South Korea and Turkey, I was able to conduct research and collect data that will make a valuable contribution to future research regarding the application of methods for teaching Turkish as a Foreign Language. I am also happy to contribute to Second Language Studies, Foreign Language Teaching, and Altaic Studies with my Master's thesis "Teaching Turkish in the Far East: An Evaluative Study"

I am very grateful that Istanbul International School has given me this opportunity to share all of the practical knowledge, skills, and experiences that I have acquired throughout the course of my foreign language teaching career, with more than 10 years of L2 Turkish language instruction education and training in both domestic and overseas environments.

Hi! I am Zakiyyah Seedat, I am 32 years old and I am a mom to a 10 year old boy named Sulaymaan.

I am from South Africa which is a beautiful country with large diversity.

I can speak two languages but intend to extend my repertoire.

I love animals, traveling, exploring, desserts and rainy days. In my free time I like to read and my favourite authors are Roald Dahl and Khaled Hosseini. I also love listening to Hans Zimmer's compositions.

I would describe myself as a conscientious person with a bubbly and nurturing personality.

My qualifications include a Bachelor of Education Honours, and a qualification in Special Needs Education. I have taught in various educational settings and have also been involved in research which I believe has helped shaped my philosophy on education.

I believe in providing children with an education that creates and fosters qualities and skills that will help them become critical thinkers who will one day contribute towards a better society.

I endeavor to provide my learners at Istanbul International School with meaningful learning experiences in a welcoming, comfortable and safe environment.



Teo Koumpos

English Language
and Literature



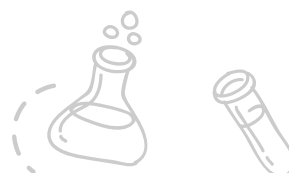
My name is Teo Koumpos, I am from Greece and I have been living in Istanbul for the last 6 years. I am a graduate from the University of Huddersfield, UK, and currently doing my Master in Applied Linguistics and Teaching English as a Second Language at the University of Portsmouth. This is my first year at Istanbul International School and I am excited to be part of this family.

My aim as a teacher is to equip my students with all the required competencies that academic life (and life in general) requires. I believe that teaching is not about what the teacher says, but what the student does. Knowledge and skills are better acquired through doing, rather than telling, and this is what I am trying to reflect in my lessons to the extent that this is possible.

Teaching
IS A WORK OF THE
Heart
welcome
TO OUR
New team
Members



Hello



A HIDDEN GEM!

Looking forward to the spring, the ancient site of Ephesus on the outskirts of the small Aegean town of Selçuk is a must - especially if you can visit it in the cool morning.

Not far from the town of Selçuk, is the stunning village of Şirince. To reach the village you climb a few kilometres and then come across a delightful cluster of buildings, sometimes difficult to appreciate from the overcrowding of tourists and stalls set up to sell local products – olives, homemade jams, honey and their celebrated fruit wines.





Şirince

An overview of Şirince.

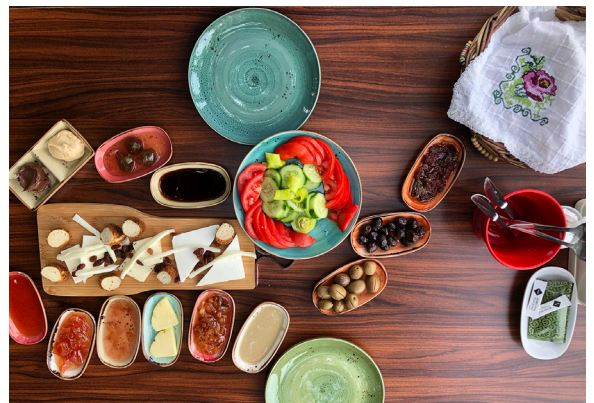
"Şirince (pronounced shirinje) is a village of 600 inhabitants in İzmir Province, Turkey, located about 8 kilometres (5.0 mi) east of the town Selçuk and about 8 kilometres from Ephesus. The area around the village has history dating back to Hellenistic period (323-31 BC). Pottery finds made around the village between 2001 and 2002 by Ersoy and Gurler indicate the presence of seven villages and nine farmsteads in the area dating back to ancient and medieval times. On the road up you will see the remains of several Roman aqueducts as the village was an important water source for ancient Ephesus.



Today the village prospers through agriculture (olive oil, peaches, wine) and tourism. It is well protected and a rare and attractive example of Ottoman Christian architecture." Wikipedia



To enjoy the village panoramically take an upward climb to the top of the village. Call in at the family owned Shiraz Hotel- Cafe-Restaurant, located in the upper part of the village. Even better decide to stay the night in the hotel which has a few rooms in rustic fashion. The home made food is delicious and the breakfast with local products is a delight! Practical tip: There is parking in the village but to get to the hotel on foot, be sure to have a small light bag.



Shiraz Hotel: www.shiraz.com
Tel: 0555 075 78 84

Our Commitment to a more Eco Friendly School Environment



Mücahit Sekin
Head of School



Lesley Gillon
Deputy Head
Eco Project Coordinator
Primary School



Betül Karakuş
Visual Arts Teacher
Eco Project Coordinator
Secondary School

Our school recently joined the Eco Schools Movement and has now embarked on a journey to better understand our carbon footprint in general and how to be more responsible stewards of the environment.

We begin this by assessing our school setting and are happy to publish our plan for the current school year. The School Management and Board has already begun to assess how to influence better environmental management at school.

Responsible use of utilities: Use of heating, assessment of insulation, and use of light.

The collection and re-use of rain water and solar energy will also be considered.

Catering: We will explore our sourcing of food and the use of 'İyi Tarım' products.

Purchasing: Choices will be made to buy from eco – friendly producers of stationery materials and toys.

Waste: We will explore how we collect and dispose of our waste responsibly.



2020-21 ACADEMIC YEAR
Eco – Schools Programme on Waste Managment



MONTHS	CAMPAIGN AND ACTION PLANS	RESPONSIBLE FOR EXECUTION
D E C E M B E R	<ul style="list-style-type: none"> • Early Years Project Understanding our World – Humans-Environment-Technology and our Waste 	Early Years Department
	<ul style="list-style-type: none"> • Lower Secondary School Project Understanding our waste – Plastic: Its benefits and harm. 	Grades 6-7
	<ul style="list-style-type: none"> • Upper Secondary School Project Our school use of electric, heating, and water as study and report. The report should also suggest recommendations for submission to the Head of School who in turn will present it to the School Board. 	Grades 9-10 and Physics Department
	<ul style="list-style-type: none"> • Lower Secondary School Project A Poetry Competition on the subject of Respecting – Harming the Environment 	Grades 6-7-8 and English Department

Harm in The Environment



The photo above shows what plastic can do to an animal. It shows a dead bird and how much plastic the bird has swallowed.

Plastic is a really harmful material. It can kill millions of animals. There is more plastic in the ocean than animals. How plastic reaches the ocean? Well when someone litters the street

or parking lot, rainwater can move the trash into storm drains that empty into streams, rivers, and other bodies of water. Or, the wind can blow it there. Those rivers and streams can eventually carry the trash to the ocean. Improper or careless waste disposal is another big cause.

Things We Can Do to Reduce the Amount of Plastic We Use

- Instead of using a plastic toothbrush you can use a bamboo toothbrush.
- Instead of using toothpaste stored in a plastic container you can make homemade toothpaste using: 1 tsp salt, 2 tsp baking soda, 1 tbsp powdered orange peel, 2 tsp dried sage and several drops of peppermint oil.

- Instead of using a plastic bottle you can use a re-usable bottle.
- Instead of using a plastic bag you can use a tote bag.



Plastic can do way more than just kill animals. It can also cause global warming because they emit the greenhouse gases methane and ethylene when they are exposed to sunlight and degrade. It can also cause land pollution because it is composed of major toxic pollutants. That means littering or using plastic can be harmful in the form of air, water and land pollution. Of the 8.3 billion tons that has been produced, 6.3 billion tons has become plastic waste. Of that, only nine percent has been recycled. The vast majority (79 percent) is accumulating in landfills or sloughing off in the natural environment as litter. 8 million tons of plastic end up in our ocean every year and make up 80% of all marine debris from surface waters to deep sea sediments. Marine species ingest or are entangled by plastic debris, which causes severe injuries and deaths.

This is what Mohammed Ahmad who works at the United Nations had to say about this.

“Usage of plastic is really harmful for the environment and what I hear on the news breaks my heart every time I see it because it shows how many people don’t care about saving the earth. We can all put an end to this by either not using plastic at all or if you have to use plastic than recycle it.”

Plastic is really harmful for the environment and we have to put an end to this because to many animals are dying every year. We can put an end to this by re- cycling plastic or we can just cut our usage of plastic completely.



Sources:
Britannica

Mohamed Almufti, Grade 6

The great cause that harm environment.



Oceans are polluted because of a lot of plastic materials.

We use a lot of plastic in our daily life. Over 380million tonnes of plastic is littered every year. But using too much plastic harms our environment. It affects animals because they think that plastic is a food and eat them, and also pollutes the seas and oceans. Some researchers believe that there will be more plastic than the fishes in the ocean in 2050, if we will not reduce the use and production of plastic. And some sort of plastics take up to 1000 years to decompose! So the plastics will be all over our environment and it will affect animals, fishes as well as people.

We need to reduce the use of plastic. Here is some way to reduce plastic:

- Try to not use single-use plastic such as plastic cups, bottles and plastic straws.
- Use reusable bags such as cloth bags when you go to market.

- Take your own reusable steel or ceramic bottle with you.

- And also throwing our waste in a right recycling bin helps to recycle plastics.

If we start to do the small things which help to reduce plastic wastes, we are contributing to save our environment.

"You cannot get through a single day without having an impact on the world around you. What you do makes a difference and you have to decide what kind of a difference you want to make." Dr. Jane Goodall said.

Gabeen Kim, Grade 6

Many People are Respecting the Environment in Many Different Ways.



Materials are sorted by their types.

Many people are respecting the environment by cleaning up trash in many places, using non-plastic materials, eco products, and reusable materials, and recycling products either in big groups or just one person bringing many changes to the environment.

People in general have started to respect the environment. Some of them in groups to clean up some trash in many places such as forests,

beach, and ocean. They plant trees. They also volunteer to help each other.

Many people also started to use non-plastic materials and eco products in order to reduce plastic waste. They use reusable materials instead of single use materials. For example, they use reusable shopping bags instead of single use plastic bags. They also put waste in a recycle bin by sorting them, so that more materials are recycled and help the environment.

“It is not hard to respect our environment. We can respect our environment in many ways”

Many people have started to respect the environment for a better future. And their acts are bringing many changes to the environment.

Danyeol Jee, Grade 6

The pollution of the environment



This is a picture of plastic in the ocean.

Many things harm our environment, I will begin to list all of the things that harm it and I will list what we could do to stop doing this. But first of all, the main reason the sea is so polluted is because of plastic. The use of plastic everyday continues to harm our environment, A really sad fact is more than half a billion plastic straws are used everyday. You can also search on internet on how you could stop this or at least help. Plastic straws are not very good for animals, They think it is food and try to swallow it. After a while they choke on it and die.

We have harmed our environment for many years, Many people do not want to help. But even a few people will help a lot.

You could start recycling so you don't have to waste anything. Also I suggest you should start using other materials unless you 100% cannot do that. We are producing over 300 million tons of plastic every year, 50% of which is for single-use purposes – utilized for just a few moments, but on the planet for at least several hundred years. More than 8 million tons of plastic

is dumped into our oceans every year. This really harms our environment, animals and the sea.

This is a picture of a sea bird that has died because of plastic.

A really sad fact is that the number of seabirds dying as a result of plastic is currently estimated at 1 million a year. This shocking statistic becomes even more worrying when we consider just how quickly this problem has grown. Please reduce your use of plastic and start recycling. It will help the environment a lot and it will also help your life style once you really get used to it.

Other Materials.

You can use many things, like bamboos for your tooth brush, You can find those on online websites and such. Also for your tooth paste you can actually make your own tooth paste which helps the environment a lot also. Remember to recycle and reuse.

Laith Ben Ayad, Grade 6

A man plants a tree every day for 40 days



“Nature is my god. It gives me inspiration, it gives me power... as long as it survives, I survive” said Jadav.

This man is standing next to one of the trees he planted.

His name is Jadav Payeng. He has planted a tree everyday for 40 years. Now, this man-made forest is bigger than Central Park, in New York.

This forest is located in India. Jadav has been planting this forest since 1979 and still continues to plant a tree. His aim was to save his river island Majuli. He turned an unproductive wasteland into a rich oasis.

Today in this man – made forest all kinds of animals live, like:

- Birds
- Elephants
- Tigers
- Reptiles
- Rhinos

Jadav says

“I want to plant a tree till my last breath”.

Jadav is aware that if he can help nature with his own effort, then there is no excuse for others not to do the same.

Jadav has a lot of ideas how to protect nature, to protect the soil for boosting the economy of Majuli island and how to fight climate change.

Former president of India A.P.J Abdul Kalam gave him the title “Forest Man of India”.

Dunja Cajetinac, Grade 6

Save the Earth, save ourselves



A typical example of the many issues causing damage to the environment is pollution. It is one of the main causes for environmental issues, including climate change. Pollution poisons the air, water, and soil. It basically affects our environment. Pollution is a result of industries discharging their untreated waste into the water bodies, on soil, and in the air. These harmful discharges also cause climate change, which causes the air to change rapidly, causing smog and acid rains, which are commonly experienced around the world.

In the recent decade many movements around the world especially in Europe and North America, started to focus more on pollution and its harm on nature and consequently on our lives. The main goal of these movements is to raise awareness among people regarding the seriousness of the effect of pollution on our daily lives. These movements are stronger in some countries than others. Recently many television shows and newspaper reports have covered the story of Greta Thunberg.

Greta Thunberg is a Swedish teenager who skipped school and inspired an international movement to fight climate change. She has become a leading voice, inspiring millions to join protests around the world. Greta Thunberg led a worldwide climate strike that included 4 million people across 161 countries. Adults joined the ranks of young protesters in most major

cities around the world. It was the biggest climate-change protest in history. Millions of people around the world took part in a climate strike, underlining the scale of her influence. Addressing the conference, she blasted politicians for relying on young people for answers to climate change. "How dare you? I shouldn't be up here. I should be back in school on the other side of the ocean, yet you all come to us young people for hope. How dare you?" she said.

We cannot ignore the effect of COVID-19 on pollution and consequently on the environment. For example, China, which is notoriously known for pollution and for being less responsive to environmental issues, resulting from the pollution coming from its millions of factories. When COVID-19 hit China the Chinese government had no choice but to close a huge number of factories around the country. This action reduced the pollution and caused China's air quality to improve massively; although it was only for a few months. The variations in the nationwide air quality during COVID-19 should be referenceable in determining the goals of future emission reduction policies.

In conclusion, in the era of advanced living standard of the human being, our environment is getting affected to a great extent by the means of air pollution, noise pollution, deforestation, water pollution, soil pollution, acid rain and other dangerous disasters created by the human beings through technological advancement. We should not challenge our natural resources and we should stop putting so much pollution or waste into the environment. We should value our natural resources and use them by staying under the natural discipline.

Jana Sufyan, Grade 6

Respect your surrounding and other users



Time spent among trees is never wasted

The care of the environment has been decreasing from the year 1970 and continued until today. An extremely large number of people haven't been taking care about their environment, especially in the 21st century. Our community relies on the environment. If we do not take care of it there will be less oxygen in the air.

To prevent it we should

- Use Reusable Bags. Because most plastic grocery bags gets thrown out and end up in landfills
- Recycle.
- Use Reusable Containers.
- Save Electricity!
- Avoid taking cars when possible.

Taking care of the environment helps the world to be a better place. However, there are some factors that affect our world from having a better place. For example, Climate change, which is caused by burning fossil fuels, and this affects the communities. The success of human attempts to follow the rule of respecting the environment have not been well documented.

Pollution in the air, water being dirty and that threatens human health. as well as the health of the greater environment that sustains us. Millions of people around the world live with poor air quality. To protect the health of communities and reduce the pollution, the ecosystem in which we live provides natural services for humans and all other things. For example, our forests remove carbon dioxide and other pollutants from the air. We breathe the good air and also cool our air temperatures, pollution can cause heart and lung problems and this affects our health. In addition, this is why people should start to repeat and take care of the environment.

A young girl said, “we won’t have a society if we destroy the environment”. - Margaret Mead, world renowned scientist

In conclusion, we know that we should stop harming the environment and start respecting it more.

Ahmad Alsaid, Grade 6

Respect the environment



Plastics are a threat to most living organisms around the world. We put chemicals in the soil and ruin water sources. It also takes a really long time to wear away.



You can replace plastics by using several materials like bamboo, recycled wood, titanium, glass and cloth. About one hundred and sixty thousand plastic bags are used a second.

Forty percent of plastic is for packaging. About 1 million marine animals are killed by plastic each year so scientists think that the ocean will be dead by 2048.

In conclusion, we should try to avoid plastic all the time and use materials that might be more expensive but it is better for the environment.

Ediz Leon Paganini, Grade 6

WELCOME TO A TEACHER TRAINEE - Pieter de Jong, Holland



My name is Pieter and I am a student teacher at 'Istanbul International School'. I am joining this lively and diverse school from the north of the Netherlands where I study at NHL Stenden University. I am looking forward to implementing everything I have learned so far about the theory and practice of teaching. My teacher education programme, ITESS, is specifically aimed at international schools and I have had teaching experiences at international schools in the Netherlands as well as Slovenia.

With my passion for travelling, and for many different cultures and places and their historical backgrounds, I am hoping to be a valuable and enthusiastic addition to the school. Not only has my enthusiasm given me great appreciation for a wide range of countries but it has also significantly affected my teaching style. I am always looking for new ways to implement different historical and cultural perspectives into my lessons and want

the students to help me with that by giving me their own insights and experiences. I think that with such a diverse school we as teachers have a great tool at our disposal and it is our duty to use it, especially in History. The inclusion of all of the different students will be a challenge but I am sure that the end result will be a motivated classroom that is eager to share what their experiences are and to include those of others.





INTERNATIONAL SCHOOLS
ASSOCIATION

E- mail: info@isaschools.org

3 Rue Schaub
CH 1202 Geneve, Switzerland

1951
Founded in Geneva, Switzerland




* UNESCO CONSULTATIVE STATUS



INTERNATIONAL SCHOOLS
ASSOCIATION



Youth Leadership Encounter On Global Issues

A circular collage of various world landmarks including the Statue of Liberty, the Taj Mahal, Big Ben, the Eiffel Tower, and the Leaning Tower of Pisa, arranged around a central white circle.

NEXT
YOUTH LEADERSHIP WILL
TAKE PLACE IN,
in, 2021

Follow this space for details
about the next Youth
Leadership Encounter
On Global Issues.

Details
to be
announced
soon.

Wherever
you come from,
there is a place for you!

Students come from more than
60 countries and teachers from
over 20 different countries



**Cambridge Assessment
International Education**
Cambridge International School

Campus A / Early Years - Primary School

Turistik Çamlıca Cad. No: 20
Büyük Çamlıca Üsküdar 34692 İstanbul
+90 (216) 335.0055

www.istanbulint.com info@istanbulint.com

Campus B / Secondary School

Küplüce mah. Harman Sok. No 1
Üsküdar 34676 İstanbul
+90 (216) 335.0055