

COSMO NEWS

The Berlin Cosmopolitan School Primary Newsletter | School Year 2016-2017 | Issue No. 1



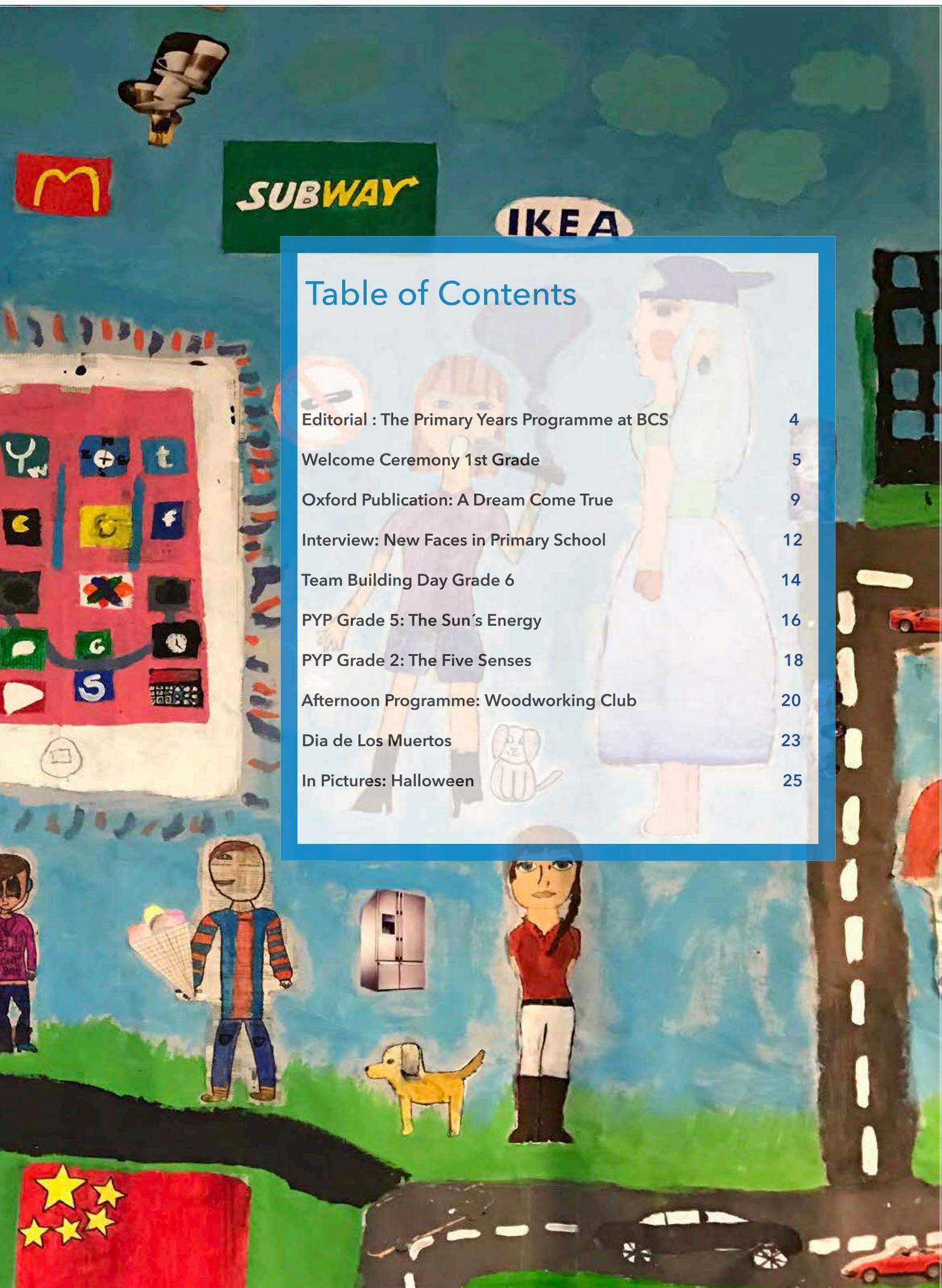


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EDITORIAL

THE PRIMARY YEARS PROGRAMME AT BCS

Mark Johnson

Head of Primary / PYP Coordinator



In June of 2013, I started working with BCS as the Primary Years Programme (PYP) coordinator and over the last three and a half years one of the most common questions I am asked from applicant families and visitors is, "What is the PYP and how is it different from traditional education?"

If one were to look for this answer on the International Baccalaureate's home page, www.ibo.org, the answer is "Primary Years Programme is a curriculum framework designed for students aged 3 to 12. It prepares students for the intellectual challenges of further education and their future careers, focusing on the development of the whole child as an inquirer, both in the classroom and in the world outside." This may leave us wondering what is a curriculum framework, and, it gives us the feeling that we need to know more about this, to better understand the first answer we found.

The best way to think of this is to consider curriculum and curriculum framework as two different things. The curriculum is "what" is required to be taught. In Berlin, we are required to help children master the benchmarks established in the Rahmenlehrplan für Berlin und Brandenburg. The curriculum framework is the structure through which the children are taught the curriculum or more simply stated, "how" the curriculum is delivered. Most adults have been taught through a didactic approach. Which is the teacher at the front of the class, teaching points or concepts that were memorized and later repeated in a test. The PYP challenges the idea of frameworks of education that are centered on the teacher who focuses on teaching one prescribed level of performance.

The aim of the PYP framework is to "focus on the development of the whole child as an inquirer, both in

the classroom and in the world outside." There are five essential elements that the PYP looks to develop in students through a transdisciplinary curriculum. The goal in the end is to develop internationally minded students who reflect all of the learner profile traits and can meet a wide range of challenges in and out of the classroom. These five elements are Concepts, Skills, Knowledge, Attitudes and Action.

Concepts and Knowledge are aimed at providing focus to the transdisciplinary themes. They are intended to answer the question, what do we want students to understand? Skills, like thinking skills, research skills, social skills, communication skills and self-management skills, are used to answer the question, what do we want students to be able to do? Attitudes help students explore and understand themselves as social beings, answering the question, what do we want students to feel, value and demonstrate? The last of the five elements, is where the other four elements are demonstrated and that is through Action. Answering, how do we want students to act?

When these elements are encouraged to be pursued by the student, at their level, based on their wonderings, supported and encouraged by the teachers, you are stepping into the framework of the PYP. For these students do not see subjects, facts, formulas and books, they see areas to explore, opportunities to act, and challenges to overcome. This is the difference between the PYP and a traditional education.

GRADE 1

WELCOME CEREMONY



First graders remember their Ceremony Day

TEXT & PHOTOS Sonja Müller & Adrian Jankowski



During their "Buddy Time" with the first graders, Grade 4b got the task to interview their buddies in 1b about their First Grade Ceremony Day.

Three months have already passed since they started their new chapter at the Berlin Cosmopolitan School. What would they remember about that day? How do they like school so far? Thanks to Grade 4b being such good interviewers, we have got a great collection of answers and pictures.

What was your favorite thing or moment about the ceremony?

- Hedi: „When they did ring the bell.“
- Linhan: „My favorite moment was with the flowers.“
- Timi: „When they started to sing.“
- Guy: „When they did the show.“
- Kimia: „When we were allowed to open our *schooltüte*.“
- Penny: „My favorite thing was the schoolbag.“
- Noah: „I liked the candy bag because there were sweets inside.“
- Paula: „The part where Ben played Bass.“

How was your day after the ceremony? Do you remember what you did that day?

Helene Annea: „I walked home and played games with my aunt.“

Anais: „Good. We talked about the *Einschulungstag*.“

Zoe: „I went to Mia’s house and we went all together to the Kids Museum.“

Martina: „I got my goodie bag.“

Federico: „I made some friends. Then we all went to the park.“

Ava: „I visited a friend and we played together.“

What do you enjoy the most in first grade so far?

Hanami: „When I had signs and symbols“

Eli: „My favorite moment is doing handwriting.“

Alma: „I like the clubs the most.“

Nader: „To learn new things.“

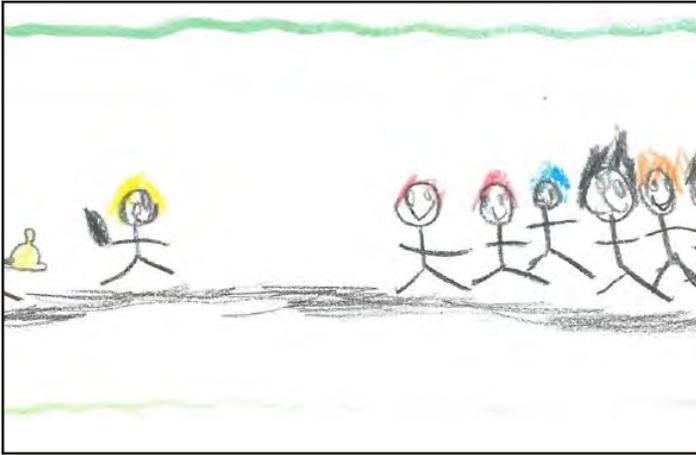
Richard: „My favorite time is with you.“

Vittoria: „I love reading so much that I would read my whole life long. I like friends in all grades.“

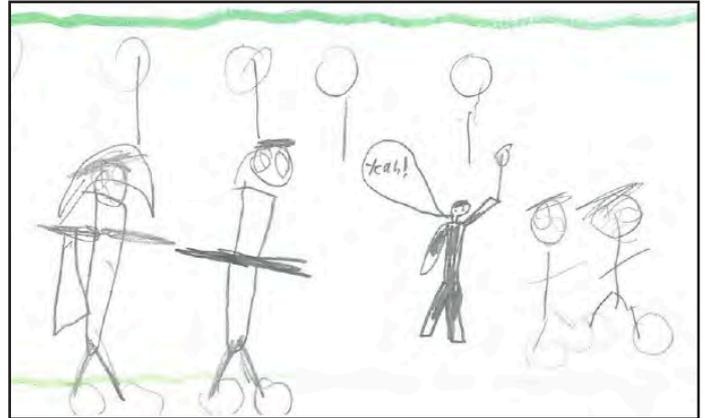
Leopold: „I enjoy I.C.T. Club. Basketball is very cool too.“

Elias: „That I have a locker with a secret code that nobody knows.“

A big thank you to our teachers, Ms DeKort and Ms Stolsmark and Grades 4b and 1b for the interview and the drawings!



Leopold, 1b



Federico, 1b



Martina, 1b



Hanami, 1b

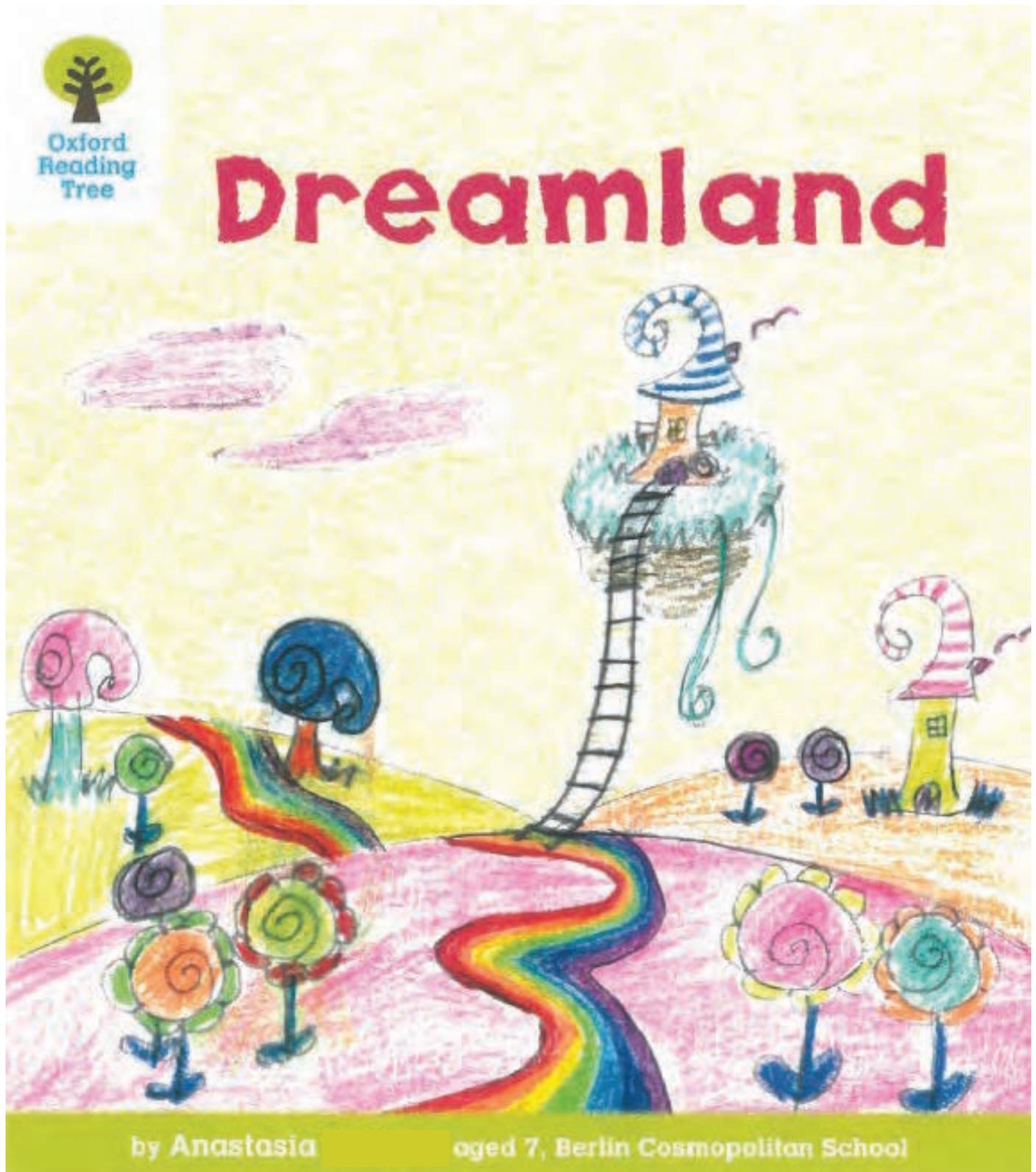


OXFORD PUBLICATION

A DREAM COME TRUE

Primary student Anastasia gets published by Oxford Reading Tree

TEXT Jordan Van den Dool



Last year at BCS we ran a short-story competition with the primary students in parallel to an Oxford Reading Tree competition which celebrated the Oxford Reading Tree's 30th birthday.

Our in-house competition saw an enormous response from primary students from all grades, with two winners from each class being awarded for their detailed and imaginative efforts. Additionally, our teachers chose a stand-out story to be highlighted at our awards assembly where Anastasia, who authored a short-story entitled *Dreamland*, was presented as our teachers pick for a story that emphasized both creativity and dedication to the craft of fiction writing.

The stories that were submitted by our BCS students were also then sent away to the Oxford Reading Tree for their official competition series in which students from around the world were given the opportunity to be picked to have their stories published by the Oxford University Press.

It is our distinct pleasure to announce that Anastasia, who is currently in the 3rd Grade, was chosen as one of the Oxford University Press' official winners and has now had her story published as a personal keepsake.

We sat down with Anastasia this past October, after the Oxford University Press had officially announced the winners, to ask about her personal writing style and the inspiration behind her winning story.

Interviewer:

Where did the idea for your story come from?

Anastasia:

Well, I've always been interested in dreams and where they come from. I talked to my mom about it, and how I can't seem to remember any of my own dreams, she suggested I should keep a diary and so the idea for this story kind of came from that.

What advice might you have for other students who are interested in writing their own stories?

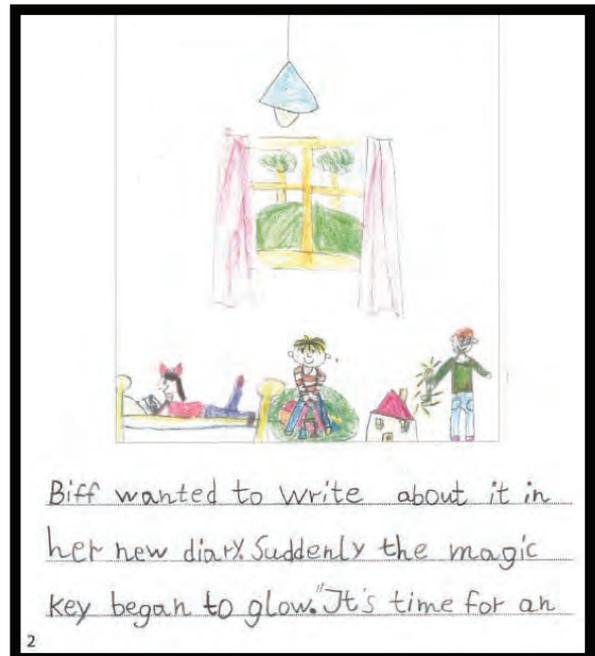
I think the best thing to do is to think up your idea, and maybe draw the pictures, and then write the words that

would go with those pictures. Of course you should also think about what grammar should go with what is happening, like question marks and speech marks.

Do you have any ideas for other stories at the moment that you'd be willing to share with us?
No, not really anything at the moment.

How does it feel to be picked to have your story published?

It feels really good.





„This is a dream factory," said Dreameline.
But it doesn't work. I am a Dreammaker,
and i cannot make a dreams anymore.

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interview

NEW FACES

INTERVIEWER Sonja Müller

Where were you born and raised?

Midland, Michigan USA

What do you like to do in your spare time?

Travel, meet friends, cooking

What are some of your favourite foods?

I like spicy food from other cultures, my favourites are Thai, Indian, and Mexican dishes.

Right now, what music are you listening to?

Nothing right now!

How long have you been living in Berlin?

I moved to Berlin in August 2016, so only a few months.

Where else have you lived during your lifetime?

Midland and East Lansing, Michigan – Seoul, South Korea – Melbourne, Hamilton Island, and Brisbane, Australia – Hannover, Germany

What was your favourite subject in school and why?

My favourite subject was Humanities in 10th grade. We learned about American History through Music, Art, and Literature and it was very interesting to see how the different art forms influenced each other.

What was your least favourite subject in school and why?

I wasn't a big fan of Math in school. I didn't know that there were many ways to solve the same problem. Now, I really love it!

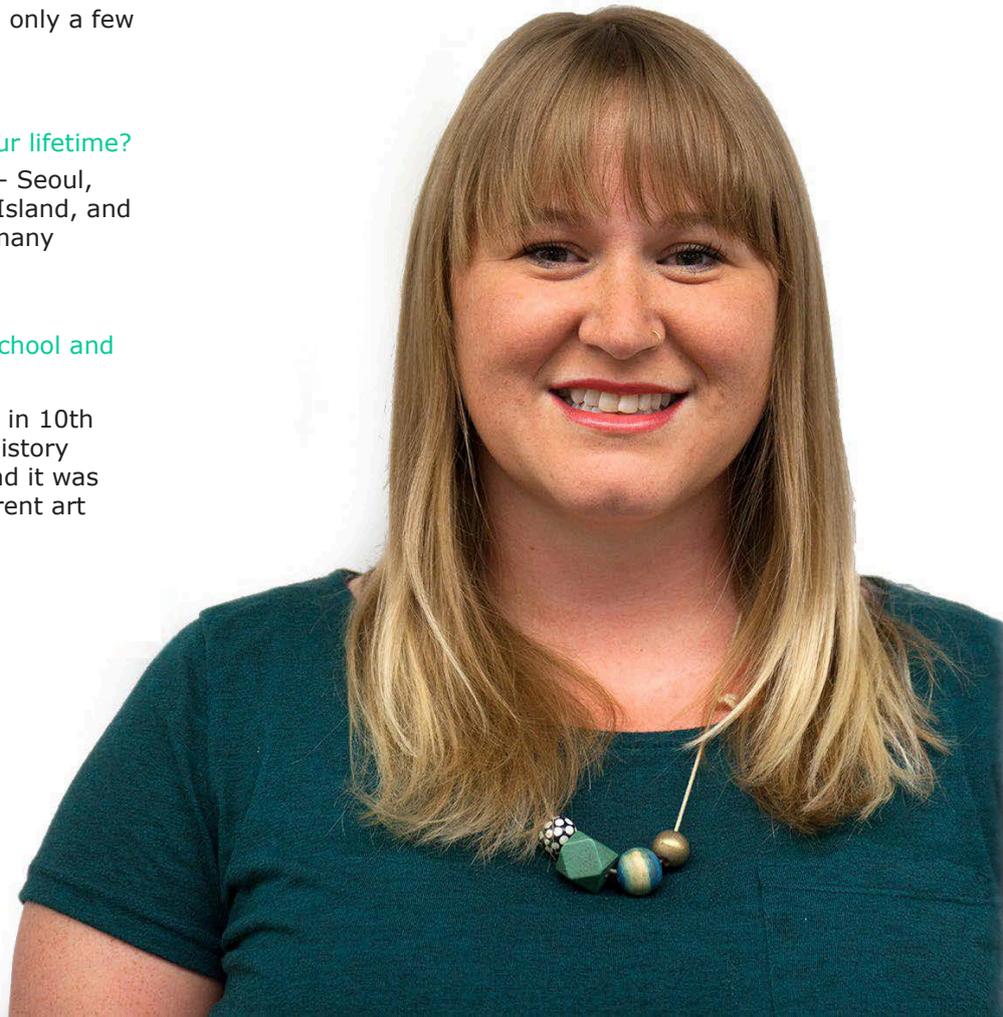
What would you like to tell a student who comes to Berlin Cosmopolitan School?

Be curious and don't be afraid to ask a lot of questions! And, read a lot of books!

Is there anything you would like to learn about in the future?

I would like to learn how to speak German. I would also like to learn new dishes to cook!

ALICIA STOLSMARK
Class Teacher, 1b





Where were you born and raised?

Edinburgh, Scotland

What do you like to do in your spare time?

Play tennis, walk in forests and around lakes

What are some of your favourite foods?

Baked potato with cheese and beans and colesla

Right now, what music are you listening to?

Fairport Convention

How long have you been living in Berlin?

9 years

KIERAN LILWALL
Class Teacher, 3a

Where else have you lived during your lifetime?

Fresno (California), Sermatang (Nepal), Leeds (Yorkshire)

What was your favourite subject in school and why?

History, because I had a fantastic teacher who explained things so well. He made it really interesting!

What was your least favourite subject in school and why?

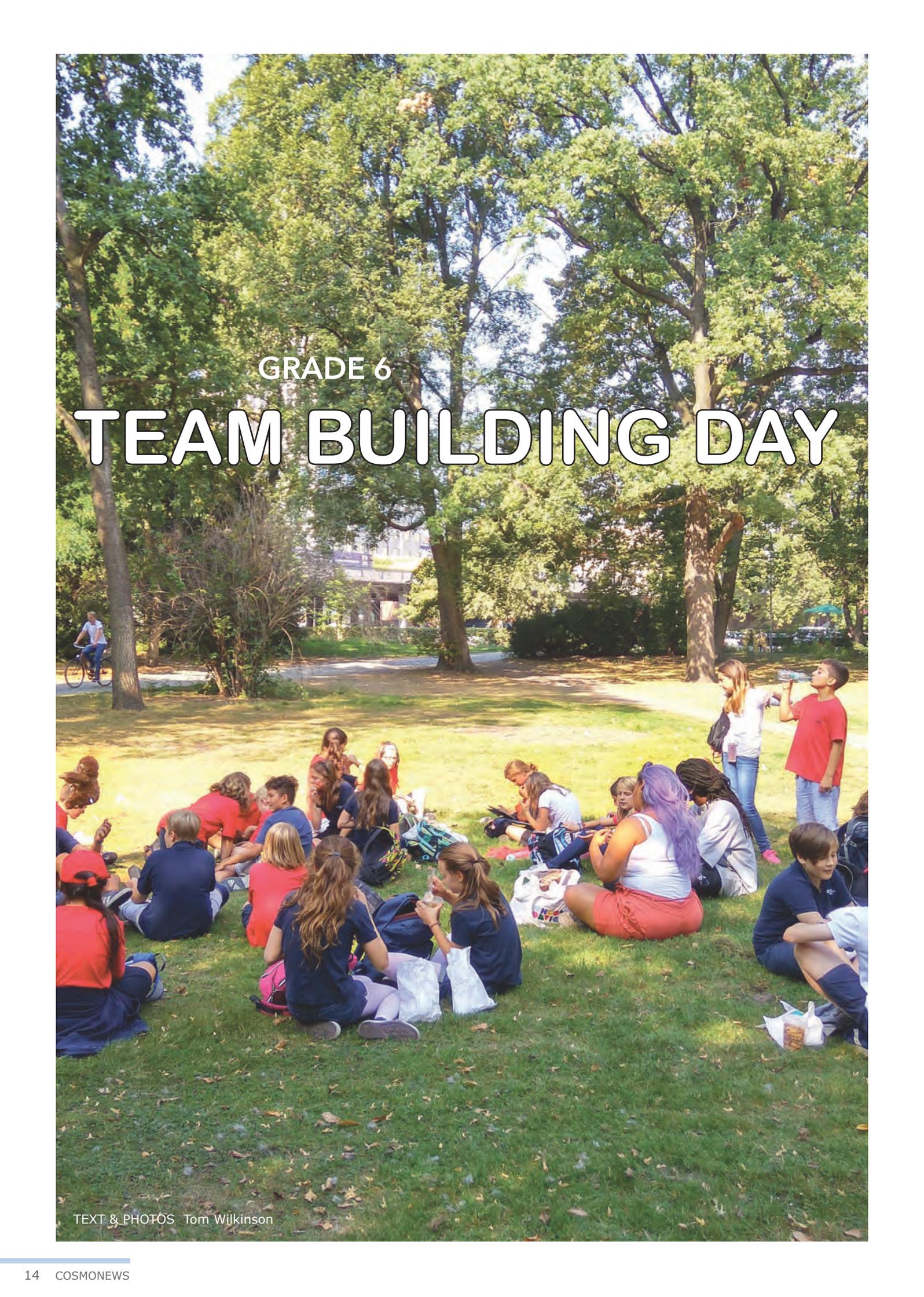
French, because I never felt confident enough to use the language and I just couldn't understand the grammar.

What would you like to tell a student who comes to Berlin Cosmopolitan School?

Get involved in as many of the amazing afternoon clubs as possible! You have such fantastic opportunities to have fun and to learn and practice a huge range of skills. Don't worry if your friends are in the club, the afternoon teachers are wonderful.

Is there anything you would like to learn about in the future?

I would LOVE to learn to play a musical instrument well!

A group of approximately 20-30 students are sitting on a grassy lawn under large, leafy trees. They are dressed in red and blue shirts, suggesting school colors. Some are talking, some are eating, and some are looking towards the camera. In the background, a person is riding a bicycle on a path, and a building is visible through the trees. The scene is bright and sunny.

GRADE 6

TEAM BUILDING DAY

TEXT & PHOTOS Tom Wilkinson

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eam building day is the chance to get to know each other a little better outside of our normal school environment. This year Grade 6 decided to go to the zoo to work together in small groups to make a variety of movies. The idea was that the students would work together with others that they might not normally work with to develop something creative and unique. There were five possible genres that the students had to randomly

choose from: Documentary, Love Story, Action and Adventure, Comedy, and Horror!

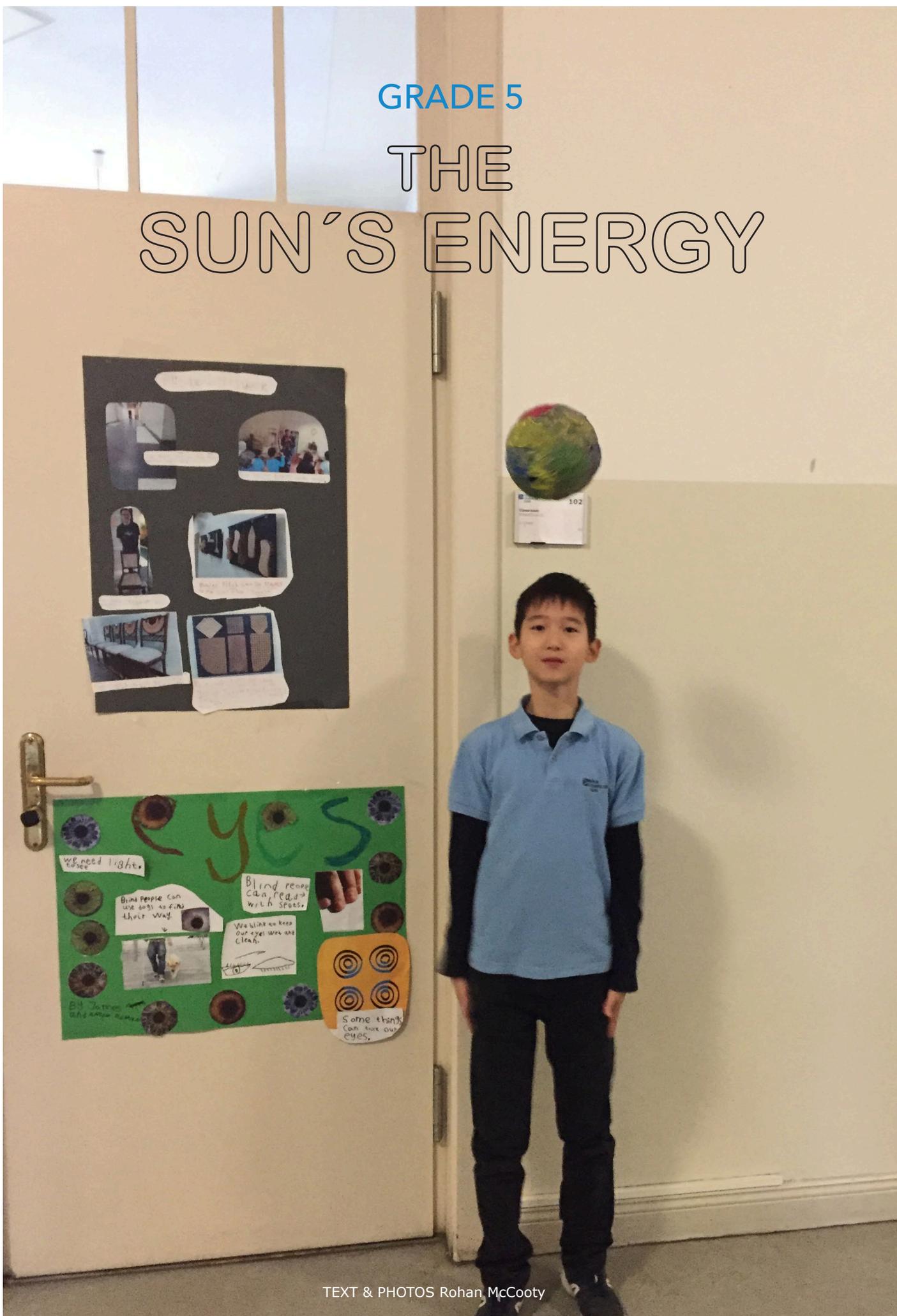
The students had an amazing time producing the videos which were funny and inspiring in equal measure - and sometimes scary too! When we returned from the zoo we held a private screening of the movies within our class groups and were able to see the fruits of our labour.

All the students had a fun time and many commented on how they were skeptical of the challenge at first but thought it was a great day. We all got to know each other a little better too!



GRADE 5

THE SUN'S ENERGY



TEXT & PHOTOS Rohan McCooty

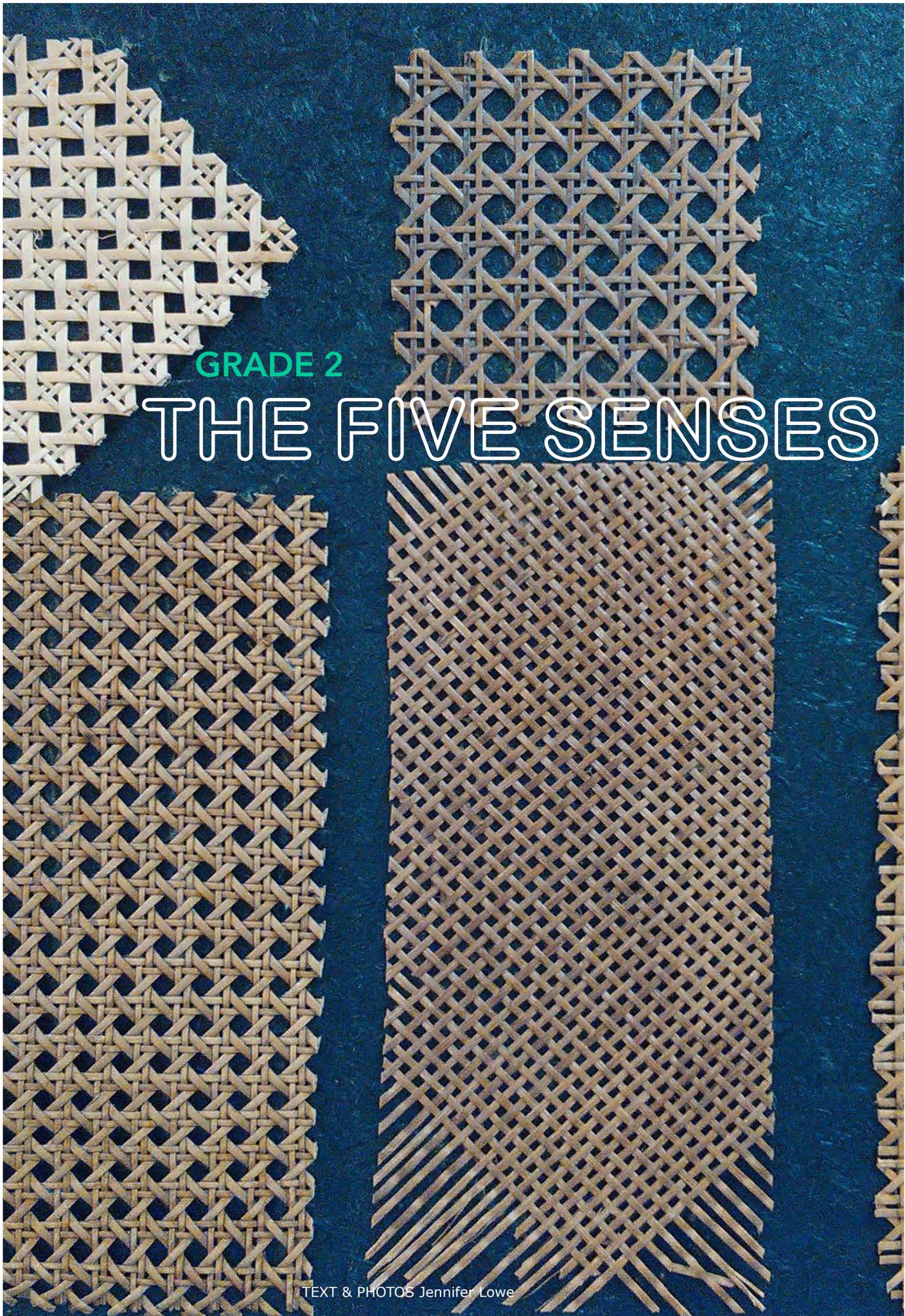
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or our first unit, our Transdisciplinary Theme was 'How The World Works' and Grade 5 were learning about the importance of the sun and its impact on life on earth.

Grade 5b created mind maps that showed our learning about the solar system; we created our own planets in our art lessons; we completed an experiment on photosynthesis using empty egg shells and we also had a field trip to the planetarium.

What a busy unit!





GRADE 2

THE FIVE SENSES

TEXT & PHOTOS Jennifer Lowe

As part of their unit inquiring into the 'Five Senses', Grade 2 went to visit the *Blindenhilfswerk* in Steglitz. This is a place where blind people work and where they can gain independence and job satisfaction through making handcrafted products.

The students really learned a lot from this trip, helping them to understand how we all interact differently with the world around us. Here are some of the things the students in 2b said:

"Blind people use their sense of touch to read."

"You can't explain what the colour yellow is to someone who has been blind since they were born. If you tell them it is the colour of the sun that will not help them to understand, because they have never seen the sun".

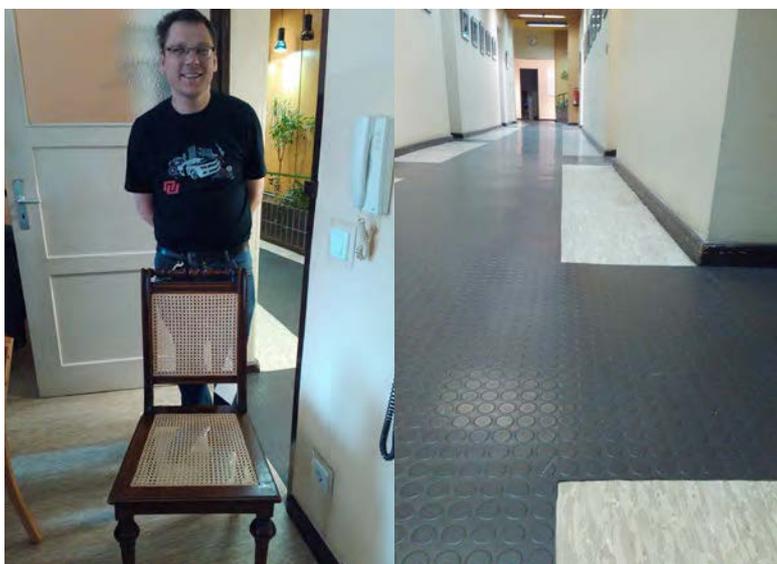
"The blind man was proud of his chair"
(that he made).

"You should always put the blind person's tools back in the same place so they can find them".

"Blind people use their sense of touch to do amazing things".

"Blind people can make brushes out of goat hair".

"Bumps on the ground help blind people to find their way".



AFTERNOON PROGRAMME

WOODWORKING

Going with the Grain



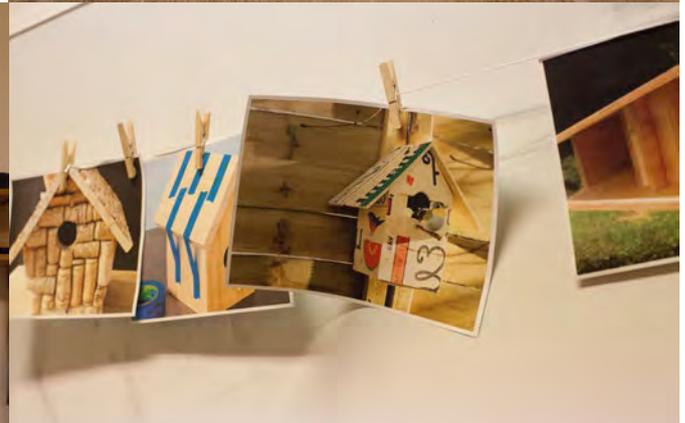
TEXT & PHOTOS: Djuneid Dullo

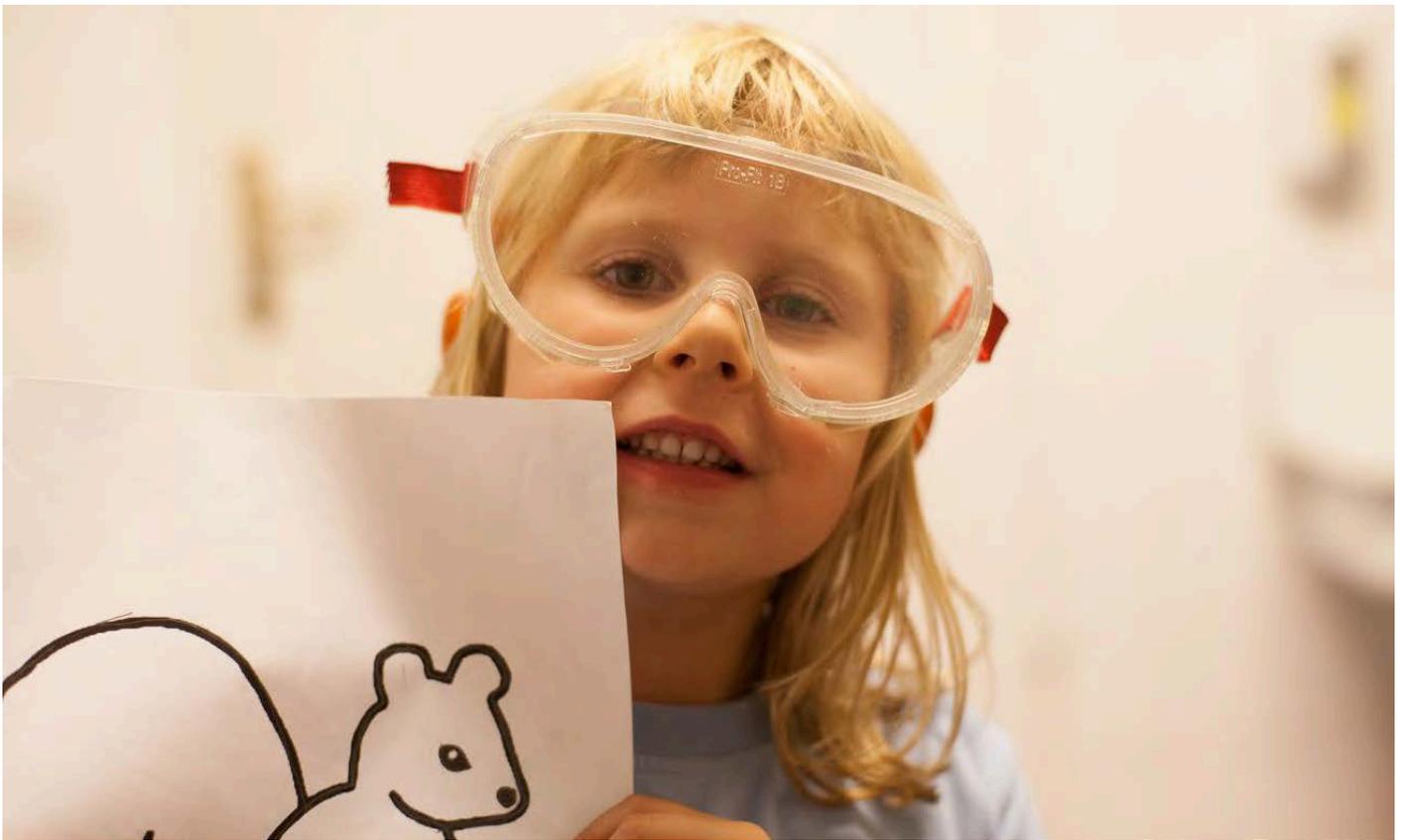
In a time where technology plays a more and more important role in education, it is thoughtful and refreshing that disciplines which engage with materials and our bodies are not forgotten but preserved and developed.

The Woodworking Club, taught by Ms. Wlodarczak, explores the world of crafting and creating objects through woods of different types. With a focus on safety, children learn to manipulate tools that are more often seen in the hands of grown-ups.

While they sometimes engage in predetermined projects such as making Bird Houses while working in groups, the sense of experimentation and adventure is encouraged by Ms. Wlodarczak 'they make something that they have seen and explore by themselves'. The teacher then supports and guides them in realising their vision.

Ms. Wlodarczak comments on the fact that many young boys want to make weapons during the club, but she says no to it as 'we don't need it, we have enough violence outside'. As a consolation, they are allowed to make Aircraft Carriers. And what do you do when a participant says they do not know what to do, I ask. 'I tell them to share, talk to each other'. The kids seem to really enjoy it, and of course, they all help cleaning up before leaving.





CULTURE

DIA DE LOS MUERTOS



TEXT & PHOTOS Ana Lucia Adame

On the 2nd of November we celebrated the traditional Mexican *Day of the Dead* at BCS. Nothing really to be afraid: it was a special day to remember the beloved ones who have left and also to think about how precious life is!

We saw a strange lady wandering around school: *La Catrina* and skeletons, colourful paper, food.

Students sang songs with guitars and maracas. The 7th Graders baked traditional Mexican bread, the 6th Graders decorated sugar skulls while the 9th Graders wrote beautiful poems. All this "solamente en español": the students showed to our special guest how good their Spanish is!



SPECIAL EVENTS

HALLOWEEN



PHOTOS Djuneid Dulloo











BERLIN
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