

## MYP'DE BU HAFTA / THIS WEEK IN MYP

### **MYP 4 / GRADE 9 (PHASE 3) LANGUAGE ACQUISITION ENGLISH**

#### **UNIT 2: Friendship story writing & Introducing a personal belonging**

Within our current MYP grade 9 phase 3 unit entitled "Friendship", students wrote a story about friendship and which they also presented on a poster. The activity aimed at working collaboratively while supporting the IB learner profiles "Caring" and "Communicator". Our students also brought an object from their homes which represented the idea of friendship and explained the importance of the object to their classmates. Then the students asked each other questions related the object. The purpose of the activity was to encourage students to communicate while thinking critically about the unit as they tried to make connections between the object and the unit. Furthermore, studies have shown that personal belongings in the classroom increase students' sense of belonging to the class (Osterman, 2000).

Reference: Osterman, K. F. (2000). Students' Need for Belonging in the School Community. *Review of Educational Research*, 70(3), 323-367. <https://doi.org/10.3102/00346543070003323>



## **MYP 4 / 9. SINIF BEDEM EĞİTİMİ VE SAĞLIK: OYUN VE SPOR ÜNİTESİ**

MYP Oyun ve Spor ünitesi kapsamında öğrencilerimiz 9B sınıfından Dora ÖZUYSAL, Tan ARAS bu hafta hazırlamış oldukları oyunda; Görme engelli insanların hayata bakış açılarıyla ilgili planlamış oldukları oyunu sundular. Oyun esnasında öğrencilerimiz sözlü olmayan iletişim becerilerini, düşünme becerilerini kullanarak empati duygularını geliştirme fırsatı yakaladılar. Sesli ve sessiz olarak oynanan oyunlarda algı ve tepki reaksiyonlarını ölçme şansını bulurken, gerçek hayat içerisinde yaşamını sürdüren görme engelli insanların yaşam standartlarına transfer (aktarım) gerçekleştirdiler.



## **MYP 4 / GRADE 9 PHYSICAL AND HEALTH EDUCATION: GAMES AND SPORTS**

Within our MYP Unit 1 entitled "Games and Sports", our students Dora ÖZUYSAL and Tan ARAS from 9 - B presented their games which allowed students to experience games from blind people's perspectives. During the game, students used their non-verbal communication abilities and their critical and creative thinking skills to develop their empathy skills. During the games, which were played with sound and without sound, their perceptions and reactions were measured. Furthermore, students used transfer skills to better understand how blind people are able to function in the real world.