

İDV ÖZEL BİLKENT LİSESİ



HAFTALIK BÜLTEN

8-12 Aralık 2025

İÇİNDEKİLER

- ✓ MYP'DE BU HAFTA – YABANCI DİLLER
- ✓ FELSEFE OLİMPİYATLARI
- ✓ HAFTANIN SANATÇISI



MYP'DE BU HAFTA – YABANCI DİLLER

MYP 4 PHASE 3

This week, our students officially began their new interdisciplinary unit with Physical and Health Education (PHE) titled “Are Rules Meant to Be Broken?” Together, we explored how rules shape justice, fairness, and relationships both in sports and in daily life. Students engaged in discussions and activities that helped them consider multiple perspectives and understand how rules can support or challenge progress in different contexts.

To deepen their learning, we also launched our weekly reflection journals. In these journals, students write about what they learn in both PHE and English lessons, think critically about their experiences, and question the purpose and impact of rules in various situations. This routine helps them strengthen their communication skills, build connections across subjects, and take ownership of their learning journey.

We are excited to see how their reflections grow throughout the unit and how their understanding of rules, fairness, and relationships develops in meaningful ways.

Since we started reading Robin Hood and started discussing the theme rules, we also discussed and created an outline of feudalism in medieval England, where the story takes place. This activity gave us an opportunity to think deeply about equality, justice and fairness in the society.

Are rules meant to be broken?

INTERDISCIPLINARY UNIT / Physical Education

Statement of Inquiry

Rules affect justice, peace and conflict management in sports and in society in general. Through an analysis of our own world, literature, propaganda and sports, we can see how rules can both help and hinder progress and shape how communities grow.

Global Context: Fairness and Development

Justice, peace and conflict management

What are the consequences of our common humanity?

Exploring rights and responsibilities; access to equal opportunities; peace and conflict resolution.

Key Concept: Relationships

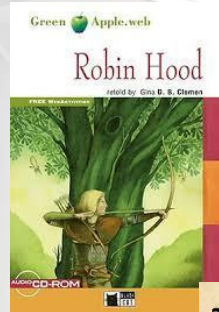
Relationships are the connections and associations between properties, objects, people and ideas – including the human community's connections with the world in which we live. Any change in relationship brings consequences – some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies.

Related Concept: Context

The meaning and impact of rules depend on the context in which they exist. Students consider social, cultural, and historical contexts to understand why rules are made, followed, or challenged.

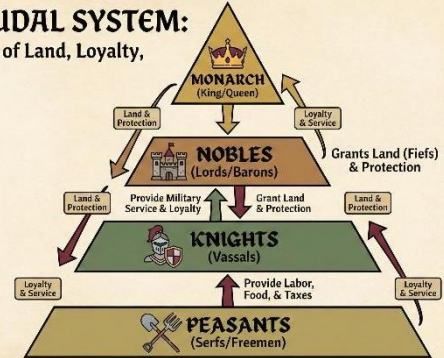


- Approaches to Learning (ATL) Skills**
- Thinking Skills:** Analysing cause and effect, considering multiple perspectives, evaluating fairness and justice.
 - Communication Skills:** Expressing ideas and opinions clearly through discussions, debates, and writing.
 - Research Skills:** Investigating historical and contemporary examples of rules, conflicts, and resolutions.
 - Social Skills:** Collaborating respectfully to explore different viewpoints and resolve conflicts.



THE FEUDAL SYSTEM:

A Structure of Land, Loyalty, and Labor



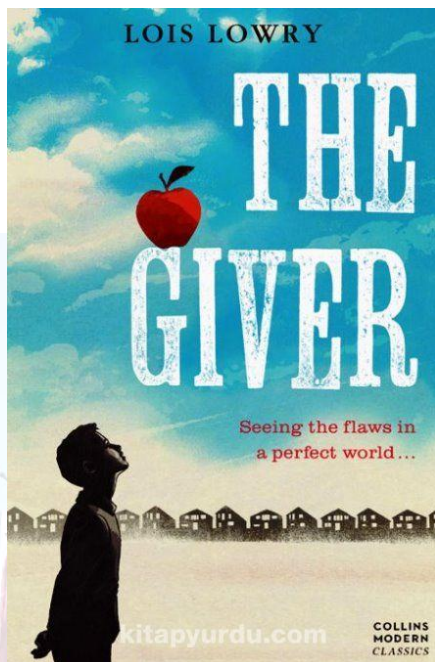
Grade 9 IDU Reflection Journal

Name-Surname:

Fill in this reflection journal at the end of each week.

Week	Beden Eğitimi ve Sağlık Eğitimi (Bilin, Hakkında daha fazla bilgi edinmek isteyin, Öğrenin)	English (K, W, L)	Evidence of Interdisciplinary Learning
	<p>Her hafta Spor dersinde “Kurallar” hakkında öğrendiklerinizi düşünün. Aşağıdaki gibi fikirlerinizi yorum yapmak isteyebilirsiniz:</p> <ul style="list-style-type: none">• Kuralları kim koyuyor?• Kuralları çiğnemenin bazı sonuçları nelerdir?• Sporda kurallar adaleti, barışı ve yarışma yönetimini nasıl etkiler?• Kurallar ilerlemeye nasıl yardımcı olabilir, engelleyebilir ve bir topluluğu nasıl şekillendirebilir? <p>Ya da yaptığını belirli bir aktivite, yapılan bir tartışma ya da aklınıza takılan sorular üzerinde düşünmek isteyebilirsiniz.</p>	<p>Reflect on what you learned about “Rules” in English class each week. You may want to comment on ideas like,</p> <ul style="list-style-type: none">• What are the rules focused on in my book / unit?• Who makes rules? Who should get to make rules?• How do rules affect justice, peace and conflict management in sports?• How can rules both help and hinder progress and shape a community? <p>Or you may want to reflect on a certain activity you did, discussion that was held, or on any questions that you have.</p>	<p>Reflect on how what you have learned about this week in PHE and English make you think/feel. You may want to use sentence starters like:</p> <ul style="list-style-type: none">• something I learned better because I learned it in two subjects• unexpected connections you made between the two subjects• something I can explore using what I learned this week both subjects <p>Disiplinlerarası Öğrenmenin Karımı Bu hafta PHE ve İngilizcede öğrendiklerinizin sizi nasıl düşündürdüğünü/hissettiğini düşünün. Aşağıdaki gibi cümle başlatıcıları kullanmak isteyebilirsiniz:</p> <ul style="list-style-type: none">• daha iyi öğrendiğim bir şey çünkü buna iki derste öğrendim• iki konu arasında kurduğunuz beklenmedik bağlantılar• Bu hafta her iki konuda da öğrendiklerimi kullanarak açıklayabileceğim bir şey

MYP 4 - PHASE 4 - LANGUAGE ACQUISITION – UNIT 2 - ARE RULES MADE TO BE BROKEN? / IDU



Grade 9 students are currently engaged in an interdisciplinary unit that explores how rules shape communities—and what happens when individuals choose to challenge them. In English Language Acquisition, the Phase 4 students are reading *The Giver*, examining how the main character questions and ultimately breaks the rules of his tightly controlled dystopian society. In Physical Education, students are learning the rules of rugby and analyzing how rules influence fairness, safety, and teamwork.

To connect learning across both subjects, students are maintaining an IDU Reflection Journal, where they compare how rules function in literature and in sport. This learning experience encourages students to see rules not just as restrictions, but as structures that can either protect or limit individuals—whether on the sports field or within a fictional world.

MYP 4 LANGUAGE AND LITERATURE



Our MYP 9th Language and Literature class explored George Orwell's *Animal Farm* through a collaborative station activity, building a strong foundation for the novel. Students worked in groups to analyze book covers and predict the plot using color symbolism. We examined the role of animal symbolism in allegory by connecting human qualities to farm animals. We researched the historical context of the Russian Revolution to understand the novel's real-world parallels, and analyzed the difference between a political allegory and a utopia. Students demonstrated Inquirer skills by seeking context and analyzing complex ideas. They were Thinkers by predicting plot and inferring deeper meaning from symbols and allegory. Finally, they embraced Knowledgeable and Communicator roles while brainstorming and presenting their own model utopia. This pre-reading exploration has prepared us to critically analyze *Animal Farm*'s themes of power and corruption.



MYP 5 PHASE 4

Our class launched a new unit titled “Why Does Film Matter?”, where students are beginning to explore how film serves as a powerful form of personal and cultural expression. According to the unit overview, film allows people to share ideas, beliefs, and identities, while creative choices—such as camera angles, sound, and editing—shape how meaning and emotion are conveyed to the audience. We also discussed how different audiences interpret films through their own cultural backgrounds and experiences, helping students see the connection between filmmaking and global perspectives.

Alongside this new unit, students in group created character cards of the main characters in American Born Chinese. We also continued working through American Born Chinese with ongoing group presentations for each chapter. These chapter presentations give students the opportunity to practice essential presentation skills, collaborate effectively, and think critically about the themes and issues that emerge throughout the graphic novel. As we progress, students are learning to make connections between visual storytelling in film and visual storytelling in graphic novels, strengthening both their analytical and communication skills.

We look forward to seeing how students apply their growing understanding of creativity, audience, and cultural expression as the unit develops.

Why does film matter?

Statement of Inquiry

Film is a creative way of sharing personal and cultural expression and it gives an opportunity to reflect a society to its audience.

Global Context: Personal and cultural expression

This unit explores how people express ideas, beliefs, and identities through film. We examine how cultural backgrounds, traditions, and perspectives influence the way stories are told and understood across different societies.

Key Concept: Creativity

Creativity is at the heart of filmmaking. It allows us to combine imagination, technique, and emotion to produce unique visual stories. In this unit, we explore how creative choices—from camera angles to sound and editing—help convey meaning and mood.

Related Concept: Audience

Every film is created with an audience in mind. We investigate how filmmakers engage, persuade, and move viewers through their creative decisions. We also consider how different audiences interpret films based on their own experiences and cultures.

Approaches to Learning (ATL) Skills

- Thinking Skills:** Analysing film techniques and themes to interpret meaning.
- Communication Skills:** Expressing ideas clearly through written reflections and film reviews.
- Research Skills:** Investigating film genres, directors, and cultural influences.
- Self-Management Skills:** Organising ideas and planning writing tasks effectively.

Summative Assessments

- Criterion B – Reading:**
 - You will explore the history of cinema, tracing how film has evolved as an art form and a cultural expression. They will analyse how changes in technology, society, and creativity have shaped the film industry over time.
- Criterion D – Writing:**
 - You will produce your own written film analysis or review, showing understanding of how films communicate messages and influence audiences.

CONSIDER THESE QUESTIONS:

Factual: What are the different types of film genres? Who were the first film-makers? When was the first film in colour made?

Conceptual: What makes a good film? How real is the reality in a documentary film? What genres do film-makers explore in film? When is film art? What is the broadest definition of film?

Debatable: Should a film be exactly like the book? How do films influence people's behaviour?

ANALYSIS

- Identity – Jin wants to be someone else.
- Friendship – Jin and Wei-Chen's friendship falls apart.
- Racism – Suzy is insulted.
- Belonging – Jin wants to fit in and be Danny.
- Change – Jin becomes Danny.

GROUP COMMENT

- Alaz: These events occur because Jin is unhappy with who he is.
- Mustafa: Jin's transformation into Danny demonstrates just how far he's willing to go to fit in.

Character Card		
Character: Jin Wei-Chen	How they look: He is 17 years old, has short black hair, and is wearing a red jacket.	How they talk: He is quiet and reserved, but when he talks, he is very confident and assertive.
How they think: He is a very smart and creative person, but he is also very insecure and self-doubting.	How others see him: He is seen as a quiet, reserved, and somewhat mysterious person.	How others feel about him: He is seen as a quiet, reserved, and somewhat mysterious person.

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Group's Ideas:

And was him stuck stone we see the inscription "Own Owner" on the rock where the MONKEY KING is trapped. Here we understand that the true supreme god is TZE-YO-TZUHU.

To the last page we see Tsao says Monkey King 'on this journey we have no need for shoes. Since there are no Monkey King shoes in the first chapter, get bullying he take shoes after that because like be human but Tsao says on this journey you must be self.



GROUP IDEAS

Interpretation:

Jin's crush on Amelia represents more than young love. It shows his desire to be accepted in American society. By changing his appearance to look like Greg, he hopes he can fit in better. However, Wei-Chen's honest talk shows that real acceptance comes from true friendship, not from changing yourself.

Symbols:

The perm: This symbolizes Jin's attempt to change his identity and appear more "American."

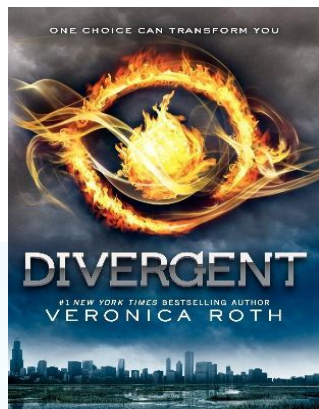
The supply closet: A small, closed space where honest feelings are shared. It becomes a place for truth.

Reactions:

Jin finally asking Amelia out feels like a big moment for him, but also sad because

MYP 5- LANGUAGE ACQUISITION

UNIT 2- “DIVERGING INTO POETRY”



Our Grade 10 Phase 5 students explored how poets use language, structure, and style to express powerful ideas. We began by learning about different types of poems—such as free verse, narrative poetry, haiku, sonnets, and spoken word—and examining how each form creates meaning through rhythm, imagery, and voice.

Throughout the unit, students practised analyzing poems by identifying literary devices such as metaphor, symbolism, alliteration, tone, and theme. They read a variety of poems from different cultures and time periods, discussing how poets communicate emotions, challenge ideas, or reflect personal and social experiences. Students also experimented with writing their own poems, using the techniques they learned to shape their creative expression.



Alongside our poetry work, we completed the novel *Divergent*. Students made connections between the themes of identity, choice, fear, and societal expectations in the novel and the themes they discovered in the poems we studied. We explored how both poetry and fiction use language to reveal deeper truths about human experience.

By the end of the unit, students strengthened their ability to interpret poetic texts, appreciate different poetic forms, and express themselves creatively. Unit 2 encouraged them to see poetry not just as a school subject, but as a way of understanding the world—and themselves—more deeply.

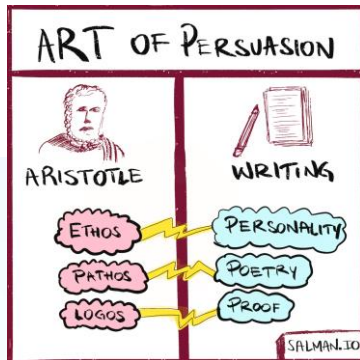
MYP 5 LANGUAGE & LITERATURE



In Grade 10 Language and Literature, students are working on our second unit called *Perspectives*, where they explore how the belief systems we grow up with can shape—and sometimes limit—how we see the world. By comparing Chinua Achebe’s *Things Fall Apart* with an excerpt from Joseph Conrad’s *Heart of Darkness*, they’re looking closely at how two very different authors present Africa during the time of colonization. This unit encourages students to question whose voices are heard in literature and how stories can reflect or challenge cultural assumptions.

Throughout the unit, students are building important ATL skills like critical thinking—by spotting bias and unpacking historical context—and communication, as they explain their ideas clearly in discussions and writing. One highlight is our upcoming class debate, where students will take on different cultural perspectives from *Things Fall Apart* and defend their views using evidence from the text. It’s all about learning to see things from different angles, ask good questions, and speak up with insight and respect.

MYP 4 PHASE 5 - THE ART OF PERSUASION AND IDU ARE RULES MEANT TO BE BROKEN



In this unit, The Art of Persuasion, students explored how language can be used to influence thoughts, opinions, and actions. We learned that persuasion is not only part of advertisements and political speeches—it appears in everyday messages, from social media posts to school announcements. Throughout the unit, we examined how writers and creators use emotional appeal, logical arguments, credibility, and propaganda techniques to shape the way audiences think.

In class, students practised identifying common persuasive and propaganda techniques such as bandwagon, testimonial, loaded language, repetition, and emotional appeal. They analyzed real-world examples, discussed why certain messages are convincing, and evaluated how media can influence public opinion. Students then applied these skills by creating their own persuasive texts and propaganda-style posters, experimenting with visuals, slogans, and word choice to make their messages powerful and memorable.

By the end of the unit, students developed a stronger understanding of how persuasion works and how they can respond to messages more thoughtfully and critically. This unit helped them become not just better communicators, but more aware and informed audience members.

For the IDU Unit, students investigated how advertisements are created, what persuasive techniques they use, and why rules are needed to keep them fair and honest. First, they examined real advertisements and identified examples of misleading claims, exaggerated messages, stereotypes, or emotional manipulation. Then, using knowledge from both subjects, students learned about existing advertising guidelines—such as truthfulness, safety, appropriate targeting, and respect for consumers.

FELSEFE OLİMPİYATLARI



7 Aralık 2025 tarihinde gerçekleştirilen 30. Felsefe Olimpiyatında okulumuzu temsil eden Derin Umay Erkmen'i tebrik ediyoruz. Zorlu hazırlık sürecini başarıyla tamamlayan Derin Umay, okulumuzu büyük bir özveri ve akademik disiplinle temsil etti ve *"Cehennem artık dini bir inanç ya da fantezi değil: evler, taşlar ve ağaçlar kadar gerçek bir şey. Belli ki kimse içinde yaşadığımız zamanın yeni bir insan türü yaratmış olduğunu bilmek istemiyor: Düşmanları tarafından toplama kamplarına ve arkadaşları tarafından temerküz kamplarına konulanlar."* Hannah Arendt, We Refugees alıntısı üzerine **"Aşırı Düzenle Gelen bir Cehennem mi, Düzensiz bir Cennet mi? İnsanlık, Devlet, Düzen İlişkisi Üzerine Bir Deneme"** başlıklı yazısını kaleme aldı.

Bu önemli organizasyonda Umay'ın gösterdiği güçlü performansa dair sonuçları heyecanla bekliyor, başarılarının devamını diliyoruz.



HAFTANIN SANATÇISI

Maya Suyolcu 9D

Title : Lines in Graphic Design

Medium : Pencil Drawing

Size : 30x42cm

