

İDV ÖZEL BİLKENT LİSESİ



HAFTALIK BÜLTEN

30 Mart - 3 Nisan 2026

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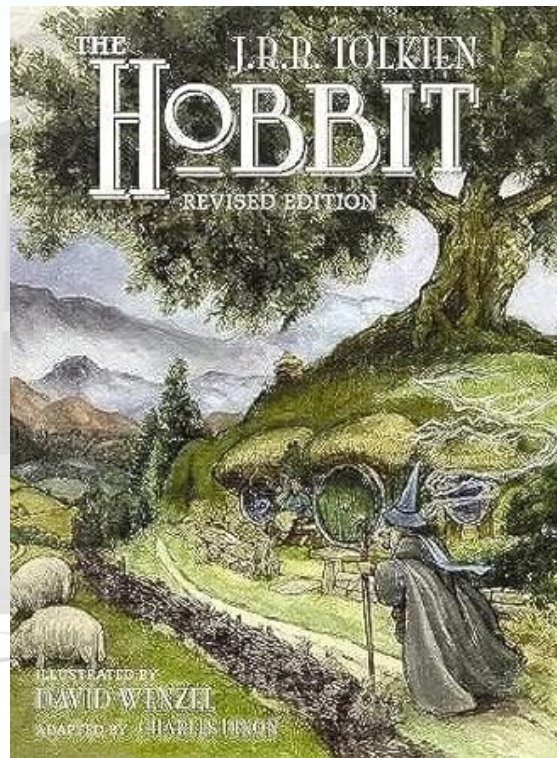
MYP'DE BU HAFTA – THIS WEEK ON MYP – İNGİLİZCE

MYP 4 - GRADE 9 ENGLISH LANGUAGE ACQUISITION PHASE 4

This semester, our Grade 9 Phase 4 students have explored *The Hobbit* through its graphic novel adaptation, developing their understanding of how visual and textual elements work together to create meaning. Through the study of graphic novel features such as panels, gutters, speech bubbles, and captions, students strengthened their ability to interpret multimodal texts and analyze how stories are structured and presented.

In addition, students focused on cause and effect as a key organizational and analytical skill. They applied this understanding in a formal essay, examining how events in the story influence one another and contribute to character development and plot progression. This work supported the development of students' writing skills, including organizing ideas clearly, using appropriate linking language, and supporting arguments with relevant evidence.

Overall, students have made strong progress in both reading and writing, building confidence in their ability to engage with literature and express their ideas effectively in English.



MYP 4 / GRADE 9 LANGUAGE ACQUISITION PHASE 3

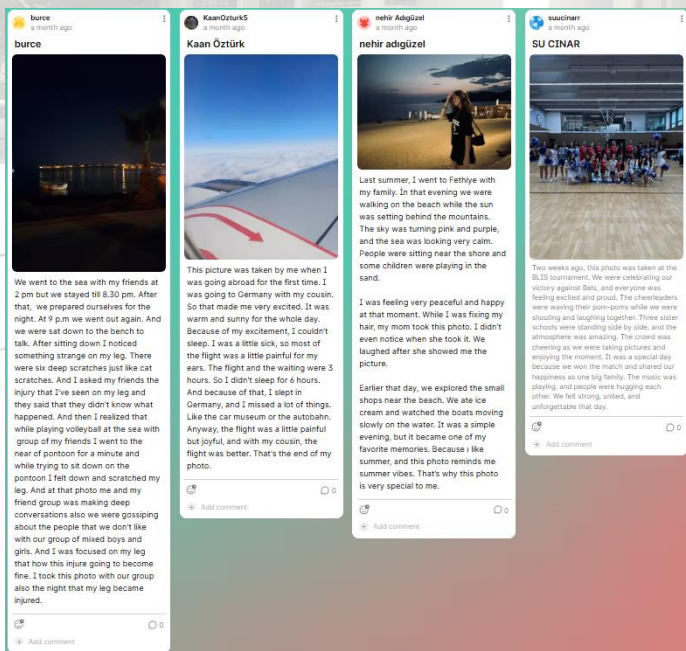
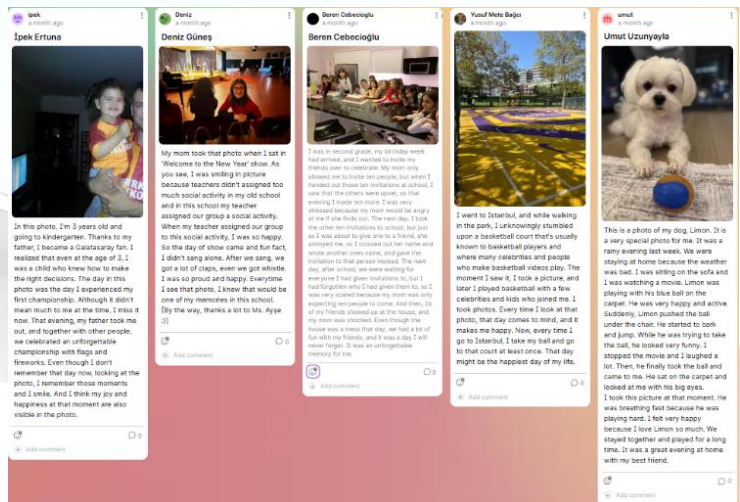
“PHOTO STORIES”

In the MYP unit titled “*Stories*,” students explored how personal experiences can be expressed through language and storytelling. The unit focused on the use of past simple and past continuous, helping students describe events, memories, and important moments in their lives.

Students engaged in discussions about memories and life experiences and read a variety of texts including life stories and short biographies. These activities helped them understand how narratives are structured and how different tenses are used to describe past events.

As a creative task, students selected meaningful photos and wrote the stories behind each image, describing what happened, where they were, and how they felt. They then shared their work with their classmates, creating a personal and engaging storytelling environment.

Overall, the unit successfully developed students’ writing, speaking, and narrative skills, while encouraging self-expression and connection through personal stories.



MYP 4 - GRADE 9 LANG & LIT & PHASE 5

Our Grade 9 Language and Literature students have completed their study of *The Five People You Meet in Heaven* by Mitch Albom through an engaging “menu” booklet of activities. Students explored literary devices such as irony and paradox, reflected on themes like life’s purpose, and completed a variety of research, analytical, and creative tasks. This approach allowed them to think critically while also making personal connections to Eddie’s journey.

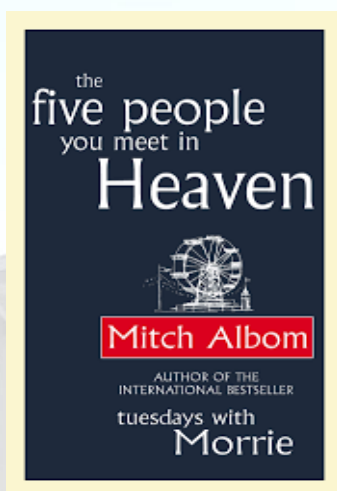
We are proud of their thoughtful work and the meaningful insights they have developed. Be sure to check out their work on display!



The Five People You Meet in Heaven Menu #6
The fifth Person & Lesson - Epilogue
(Red 172-end/Blue 191-end)

Instructions: There are 6 Sections on this worksheet. You must choose at least 1 activity from section A and B. Everyone is responsible for completing the C, D and E tasks. Follow instructions about uploading your task to Moodle. Please complete the tasks in your English notebooks/ in the Literary Analysis Booklet, as required.

Literary Devices: Irony	A1 Research a news story which discusses something ironic and post it on the Moodle Forum named "Irony" along with your own explanation of what is ironic about the story. A2 Read Roald Dahl's "The Landlady" and the upload an explanation of what is ironic in the story, and what type of irony it is. A3 Go online and find 7-10 signs that are ironic and share them with the class on the Moodle Forum named "Irony". Write a description of how each sign is ironic.
Literary Devices: Paradox	In our book, the paradox is that by killing one child, Eddie is able to save another (or many others). Read "10 Famous Paradoxes" on Moodle. After you read them, choose 1 paradox and create an A4 poster explaining it to the class. Upload your poster to the Moodle Forum named "Paradoxes".
Theme extension: Life's Purpose	Tala teaches Eddie his final lesson that life has a purpose, even if we don't know what it is. Write your answer on the Moodle Forum explaining what Tala is referring to. What was Eddie's purpose?
Going beyond the text	Tala tells Eddie "Not her hands...My hands. I bring you to heaven. Keep you safe." (192/205). What is Tala keeping Eddie safe from? Explore what is left unsaid in the story. Add your thoughts to the Task D: Going Beyond the Text Moodle Forum.
Quiz	Answer the Quiz (multiple choice questions) on pages 179-end.
Literary Analysis Booklet	<ul style="list-style-type: none"> Revise and finalize Eddie Complete Tala's page Summarize The 5th Person & The Final Lesson & the Epilogue AND Make sure ALL of the summaries are complete.



The Five People You Meet in Heaven Menu #5
The fourth person & lesson (Red 146-171/Blue 154-190)

Instructions: There are 4 Sections on this worksheet. You must choose at least 1 activity from sections A and B. Everyone is responsible for completing the C and D tasks. Please complete the tasks in your English notebooks/ in the Literary Analysis Booklet, as required.

Handling a poem: "Love's Philosophy" by Shelley (go to page 4 of this document)	A1 Go to page 25 and learn about rhyme schemes. Then read the poem on page 24 and determine its rhyme scheme and the effect it has on the reader. Write the scheme down on the poem. Justify your chosen rhyme scheme by writing down the rhyming words. The explain the effect rhyme can have on a reader. A2 Go to page 24 and read the poem and then complete the chart on page 26 with a minimum of 5 examples of figurative language (literary devices). A3 Go to page 27 and look at some examples of "concrete poetry". Then, create a piece of "concrete poetry" using Shelley's poem in a shape that you think best represents the poem. Don't just fill a shape with the poem - create the shape with the poem so that it helps to tell the story.
Personal Response to a quote about "Love" (1 A4 page)	Read the quotes below to choose one and write a personal response. Your personal response should be at least half a page. B1 "People say they 'find' love as if it were an object hidden by a rock. But love takes many forms, and it is never the same for any man and woman." (page 155/164) B2 "Love, like rain, can nourish from above, drenching couples with a soaking joy. But sometimes, under the angry heat of life, love dries on the surface and must nourish from below, tending to its roots, keeping itself alive." (page 164/174) B3 "Lost love is still love...Life has to end. Love doesn't." (page 179/189)
Quiz	Answer the Quiz (multiple choice questions) about pages Pages 146-178/154-190 .
Literary Analysis Booklet	<ul style="list-style-type: none"> Do the character analysis of Marguerite. Make notes on the themes section for "Power of Love". Pick important quotes from the chapter and record in the quotations part. Summarize The 4th Person & The 4th Lesson.

MYP 5 - GRADE 10 PHASE 5

Grade 10 Phase 5 students recently took on the role of journalists in an engaging classroom activity focused on summarizing and effective communication. Students were given short historical news articles, including major world events such as the first Moon landing (1969), the fall of the Berlin Wall (1989), and the Titanic disaster (1912). Their task was to carefully read each text and create a clear and engaging headline that captured the main idea. This activity highlighted how language can shape meaning and demonstrated that even a short headline can carry powerful impact.

Instructions:

Read each short news article carefully. Then, write a clear and engaging headline that summarizes the main event.

Article 1

In 1969, millions of people around the world watched as a spacecraft landed on the surface of the Moon. An astronaut stepped out and became the first human to walk on the Moon. This moment marked a major victory in the space race and a huge achievement in science and technology.

Your Headline:

First Step On the Moon!

Article 2

In 1989, crowds of people gathered in Berlin as a large wall dividing the city was finally opened. For years, the wall had separated families and symbolized political conflict. Its fall marked the beginning of the end of a long period of division in Europe.

Your Headline:

The Wall of Berlin is Down!

Article 3

In 1912, a large passenger ship on its first journey across the Atlantic Ocean struck an iceberg late at night. The ship quickly began to sink, leading to the loss of many lives. The disaster shocked the world and led to major changes in maritime safety rules.

Your Headline:

The Ship of Death

Instructions:

Read each short news article carefully. Then, write a clear and engaging headline that summarizes the main event.

Article 1

In 1969, millions of people around the world watched as a spacecraft landed on the surface of the Moon. An astronaut stepped out and became the first human to walk on the Moon. This moment marked a major victory in the space race and a huge achievement in science and technology.

Your Headline:

First step on the moon

Article 2

In 1989, crowds of people gathered in Berlin as a large wall dividing the city was finally opened. For years, the wall had separated families and symbolized political conflict. Its fall marked the beginning of the end of a long period of division in Europe.

Your Headline:

Wall of Berlin

Article 3

In 1912, a large passenger ship on its first journey across the Atlantic Ocean struck an iceberg late at night. The ship quickly began to sink, leading to the loss of many lives. The disaster shocked the world and led to major changes in maritime safety rules.

Your Headline:

Chaos of an Iceberg

Article 4

In the late 18th century, people in France began protesting against unfair treatment by the monarchy. Over time, these protests turned into a revolution. The king was eventually removed from power, and the country began moving toward a republic.

Your Headline:

France is now free

Article 5

In 1945, after years of global conflict, a powerful new weapon was used in war for the first time. A city in Japan was almost completely destroyed. Shortly after, the war came to an end, changing international relations forever.

Your Headline:

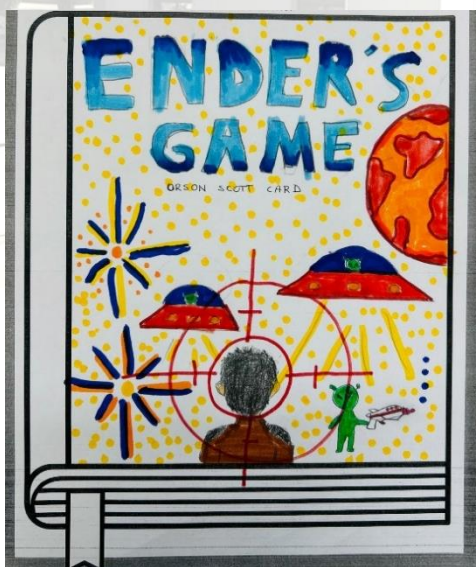
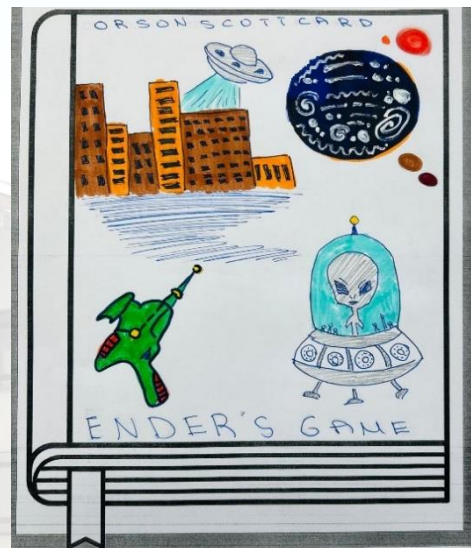
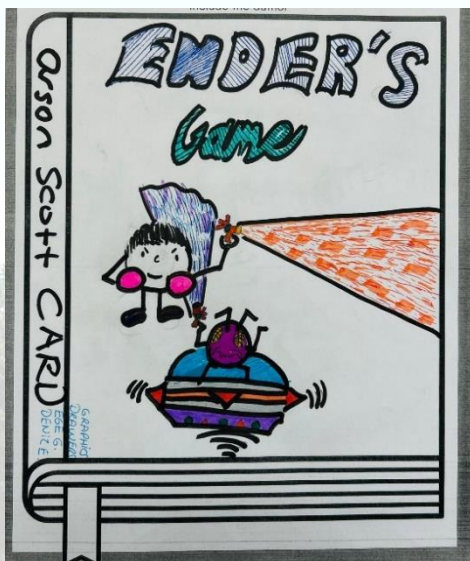
Japan is hurped into dust.

GRADE 10 MYP 5 LANGUAGE & LITERATURE

UNIT 3: SCIENCE AND TECHNOLOGY

In this unit, students are exploring how scientific and technological developments shape the way we imagine alternate realities and endings. Through the key concept of Scientific and Technical Innovation, they are considering the impact of advances in science and technology on communities, while also examining style and structure in literary texts.

As part of their learning, students have completed a creative prediction task by designing a book cover for *Ender's Game* by Orson Scott Card, using their ideas about the novel's themes and possible direction. They have also completed a creative writing task in which they produced an alternate ending to a text studied in class, incorporating a scientific or technological twist. In addition, students engaged with TED Talk-based activities that encouraged them to think critically about the unintended consequences of technological advancement and its broader effects on individuals and communities. Together, these learning experiences have helped students strengthen their skills in organization and written expression as they developed ideas, analyzed perspectives, and applied narrative techniques such as plot, tone, and characterization.



MYP 5 / GRADE 10 LANGUAGE ACQUISITION PHASE 4

“21st CENTURY SOCIAL PROBLEMS: SMALL-SCALE ACTION PLAN PROJECT”

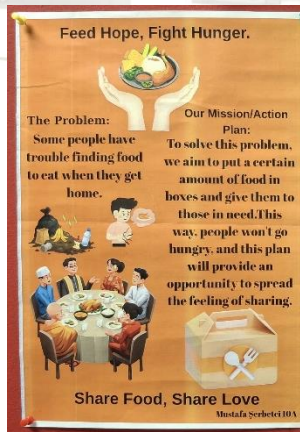
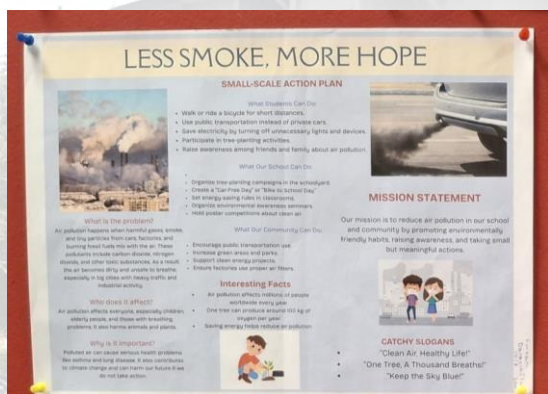
In the MYP unit titled “21st Century Skills,” students participated in an engaging project focusing on global and local social issues such as crime, pollution, poverty, homelessness, and cyberattacks. The lesson began with a class discussion, encouraging students to reflect on how these problems impact everyday life.

Students then selected one issue and developed a small-scale action plan, aiming to create realistic solutions that could be implemented within their school or local community. They briefly researched their topic, wrote a clear mission statement, and designed practical action steps.

As a final product, students created an A3 poster combining written information with visuals, supporting both creativity and clear communication.

In addition, students delivered a 3–5 minute presentation, explaining their chosen problem, mission, and action plan, while justifying why their ideas were realistic and important. This helped develop their public speaking and reasoning skills.

Overall, the activity was highly engaging and successfully promoted critical thinking, problem-solving, communication, and presentation skills, empowering students to become active solution-makers.



62. KÜTÜPHANE HAFTASI

1964 yılından itibaren, mart ayının son pazartesi günü başlayan hafta “**Kütüphane Haftası**” olarak kutlanır. Kütüphane Haftası etkinlikleri kapsamında insanların kitaba, okumaya, kütüphaneye karşı farkındalıklarını artırmak için on beş yıldır 81 ilde aynı gün ve saatte okulda, sokakta, metroda her yerde kitap okuyoruz. Bilkent Üniversite Kütüphanesi iş birliği ile 1 Nisan 2026 Çarşamba günü saat 12.30-13.00 arasında Doğu Kampüs çim alanda gönüllü öğrencilerimiz, Bilkent İlköğretim Okulu, BLIS öğrencileri ve öğretmenleri ile kitap okuduk. Kitap okuma etkinliğimizde Bilkent Üniversitesi kütüphanesi maskotu Kutup-ayısı da öğrencilerimize eşlik etti ve eğlenceli görüntüler ortaya çıktı.

Okuyun! Okuyan insan değişir.

Okuyun! Okuyan toplum gelişir.

Okuyun! Okuyan bir dünya güzelleşir.

62. Kütüphane Haftamız kutlu olsun.



HAFTANIN SANATÇILARI

Bu yıl on altıncısını düzenlediğimiz okulumuz IBDP Visual Arts öğrencilerinin sergi açılışı, Bilkent Üniversitesi Merkez Kampüs FADA Sergi Salonu'nda (Faculty of Art, Design and Architecture) gerçekleşmiştir. Çalışmalarını belirledikleri temalar doğrultusunda izleyiciyle başarıyla buluşturan öğrencilerimizi gönülden kutluyoruz.

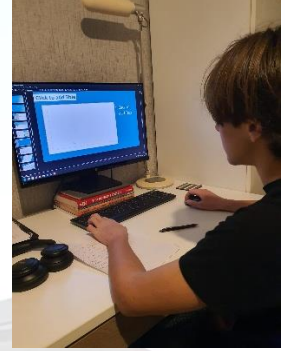


ROBOT TAKIMI: NEXT CORNER – “İMECE” PROJELERİ

Bilkent Next Robotik Takımı olarak bu sezon için sosyal sorumluluk kapsamında “İmece” projeleri yaparak topluma faydalı eylemlerde bulunmaya devam ettik. İmece adı altında birlikte çalışarak projeler düzenliyoruz. İmece projelerimizi bu yıl FRC Rebuilt teması ile tamamladık. Tüm takım üyelerimizin görev aldığı projeleri her hafta düzenli olarak sizlere Bilkent Next Corner bölümünde paylaştık. PR ekibi olarak her bir projenin paylaşımını ve takibini sağlamak bize birlik ve beraberlik anlayışını benimsetti ve mutluluğunu yaşattı.

PROJE: ANAOKULUNA YEMEK MENÜSÜ HAZIRLAMA

Takım üyemiz Utku Doğan, Ayşe Filiz Göğüş Anaokulunun ihtiyaçlarına destek olmak ve çocukların sağlıklı beslenmesini destekleyecek yemek menülerinin planlanmasına katkıda bulundu. Eksiklikleri saptadı, eklenmesi gerekenlerin listelerini çıkarıp bir anaokul menüsünde neler olması gerektiğini belirleyerek çocukların ihtiyacı olan besinlere uygun bir menü hazırladı. Dijitalden çalışmalarını yaparak ve anaokulundaki yetkililerle iletişimi kesmeden ilerledi. Öğrencimiz, projesine devam etmekte olup besin araştırmalarını fiyat değerlendirmeleriyle birlikte sürdürmektedir.



PROJE: ÇOCUK BAKIMI



PR ekip üyelerinden Doğa Hazer, çocuk bakımı projemizi gerçekleştirdi. Arkadaşımız, Uraz ismindeki çocuğa göz kulak oldu, günlük ihtiyaçlara yanıt verip aynı zamanda çevresinin güvende olması için önlem aldı. Zaman çizelgelerini uygun şekilde ayarlayarak düzenli bir yaşam alanı sağladı. Bu tür paylaşımlı çabalar, tek başına çalışan bir ebeveyne yardımcı olmanın ötesine geçti. Ailenin kendi içinde işleyiş kalıpları değişti. Bireyler arası bağıntılarda derinleşme görüldü. Küçük ölçekli katkılardan büyük yapılaraya kadar yayılan etki, fark yaratma potansiyeline sahip çıktı.

PROJE: ACIL SAĞLIK ÇALIŞANLARINA DESTEK



Tasarım ekibimizin üyesi olan Kaan Öztürk, sosyal sorumluluk vizyonumuz doğrultusunda “Acil Sağlık Hizmetlerine Destek” teması ile anlamlı bir projeyi hayata geçirmiştir.

Kaan, projenin uygulama aşamasında, yoğun çalışma ve stres altında bulunan hastane çalışanlarının moral desteği sunmak ve acil ihtiyaçlarını karşılamak adına özverili bir çalışma yürütmüştür. Bu proje, yalnızca bir

yardım faaliyeti olmanın ötesinde, sağlık sistemindeki yardımlaşma kültürünü güçlendirmek ile bir fark yaratmıştır.

PROJE: ÖĞRETMEN ASİSTANLIĞI

Öğretmen asistanlığı projemiz, takım kaptanımız Demir Çınar Birgili, kaptan yardımcımız Ceylin Koşok ve PR ekip üyemiz Ayşe Irmak Ayık tarafından yapılmıştır. Bu projede arkadaşımız Ayşe, Bilkent ortaokuluna her çarşamba gidip Ortaokul öğretmenimize Görsel Sanatlar dersi asistanlığı, Çınar ve Ceylin arkadaşlarımız da bilişim dersinde asistanlık yaparak küçük çocukların robot yapmasında yardım edip sorularını cevapladılar ve deneyimlerini paylaşarak takım olmanın nasıl bir his olduğunu paylaştılar.



PROJE: LÖSEV KÖYÜ ZİYARETİ

Bir diğer projemiz ise LÖSEV (Lösemili Çocuklar Vakfı) ziyareti oldu. Pr ekip üyemiz Arda Şen tarafından yürütülen bu proje bizim için duygusal olarak da çok anlamlıydı. Ziyaret öncesinde LÖSEV'in çalışmaları hakkında araştırma yaptık ve nasıl katkı sağlayabileceğimizi öğrendik. Ziyaret sırasında vakfın yürüttüğü projeler hakkında bilgi aldık ve lösemili çocukların yaşadığı süreçleri daha yakından tanıma fırsatı bulduk. Bu deneyim bize, küçük desteklerin bile başkalarının hayatında ne kadar büyük bir fark yaratabileceğini gösterdi.

Sonuç olarak, robotik takımımız olarak gerçekleştirdiğimiz bu üç proje sayesinde hem toplumsal duyarlılığımız arttı hem de ekip olarak birlikte hareket etmenin önemini daha iyi kavradık. Teknolojiyle ilgilenirken insanlara, hayvanlara ve topluma karşı sorumluluklarımızı unutmamamız gerektiğini bir kez daha anladık.



1. ALAN KURULUM GÖNÜLLÜLERİ

Etkinlik öncesinde, esnasında ve sonrasında alanın kurulumu, hazırlanması ve toparlanmasından sorumlu gönüllülerdir. Özellikle fiziksel olarak bir saniye olmayan gönüllülerin bu alanda çalışması daha verimli olacaktır. Zaman zaman olmayan alan kurulum gönüllülerinin 1 günde önceden alan kurulumuna da destek olmaları beklenti:

Alan kurulum gönüllülerinin sorumlulukları:

1. Start kurulum alanı doğrultusunda start masaları, sandalyeleri, çocuk alanı, malzemelerin taşınması ve yerleştirilmesi
2. Depo alanı malzemelerin gerekli noktalara taşınmasını sağlamak
3. Etkinlik sonrasında alanın toparlanması için destek verilmesi



LÖSEV

PROJE: AYNI EKRANDA, AYNI HEDEFTE

Robotik dünyasında “rekabet” kelimesi sık duyulur. Ama bazen en büyük kazanım, paylaşımın kendisidir. Robotik takımını olarak diğer takımlarla gerçekleştirdiğimiz Zoom görüşmeleri, teknik bir toplantının çok ötesindeydi. Sadece bir görüşme değil, bu her iki takım içinde yeni bir arkadaşlık kapısı açılmıştı. Her takım kendi fikirlerini ve düşüncelerini ortaya koydu. Her anlatım, başka bir bakış açısını görünür kıldı. Çünkü robotik yalnızca üretim değildir; öğrenme kültürüdür ve öğrenme, en hızlı paylaşım ile büyür. Bu görüşmeler bize şunu gösterdi: Aynı yarışmaya hazırlanan ekipler rakip olabilir ama aynı hedefe inanan ekipler birbirini güçlendirir. Bir ekranın iki ucunda farklı şehirler, farklı atölyeler, farklı planlar vardı. Ama ortak bir dil vardı: Emek.

