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FOOD ART: ACTION FOR HEALTHY KIDS

By: Miss Esperanza Galvan

As a kid, did anyone ever tell you to stop playing with your food? Many of us may have heard this before, but "playing with your food" by creating food art is a great way to introduce healthy foods in a fun and interactive way. What is food art? Think fruit trays in the shape of a rainbow or balloons made from grapes. It's fun, creative and delicious!

Grade 2 Food Art Competition

The Grade 2 Food Art Competition is a fruit carving affair that was held in International Jubilee Private School on December 6, 2017. For this fun competition, parents and students are asked to bring materials, fruits

and vegetables to be used for the said affair and to be arranged on site. Any fruit, vegetable or beans and spices can be used to dress up the carving presentation.

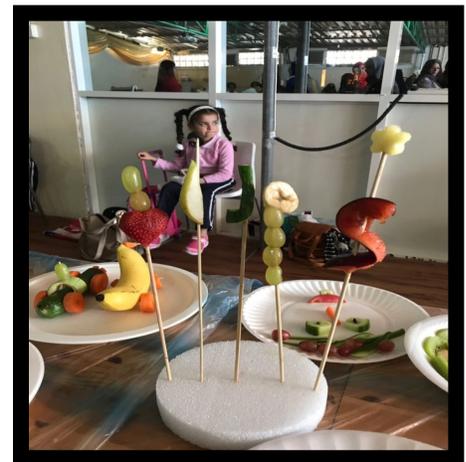
In addition, competitors will have one hour to complete a carving demonstration. The entire display will be judged by the selected school administrators.

The Grade 2 Food Art Competition was hosted by Ms. Deanne. It is a first-year venue and members hope that it will evolve into a larger competition in years to come.

It was a successful event of the school. Grade 2-A win over the

Grade 2-B and Grade 2-C with an average score of 92.2%. Students and parents enjoyed eating after the event.

Food carving competitions are a great way to showcase the beautiful art of vegetable and fruit carving, and are an opportunity for likeminded culinary enthusiast's parents and students to share and learn from each other.



PROJECT BASED LEARNING @ IJPS

AFRICAN SAFARI ADVENTURE

By: Saddiqa Salman

Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Project based learning is implemented in International Jubilee Private for more than five years. PBL encourages learning from experience, allowing students to use and organize what has been learnt to under-

stand problems. ... PBL nurtures the ability to analyse problems and to identify and acquire knowledge and skills needed to deal with real-life situations. PBL develops teamwork and communication skills.

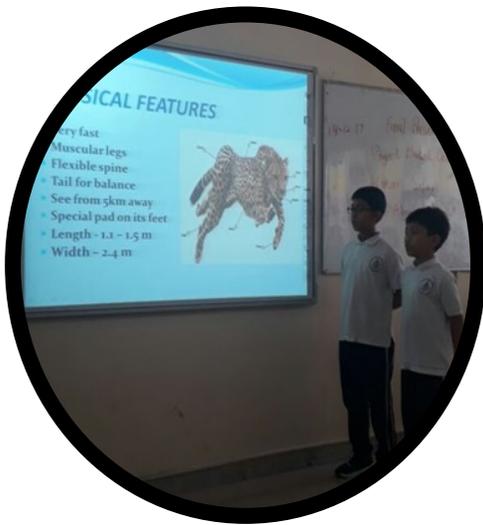
Grade 4 students were given the topic of "African Safari" they selected an animal of their own choice and they done their research paper in English, charts and graphs in Maths and in Science they done the project of Safari animals.

It was a great experience for the students they searched about the selected animal's life "is my animal worth saving".

The students search about the importance of their animals and how can we protect them. They search about the speed and habitat of animals. For two weeks they have been working on their gadgets by dividing the group work searching the information then sharing

paraphrasing. This makes a lot of sense to me and all the research supports my students' experiences with project-based learning. I'm glad my students enjoyed their experience about learning more. As a teacher, I can't ask for more with project-based learning. I'm glad they actually learned and are excited n that.

Project-based learning has proven to be a catalyst for creating life-long learners and it feels great to be achieving some of my teacher goals.



OUT OF THE EDGE

By: Crystalline Soriano

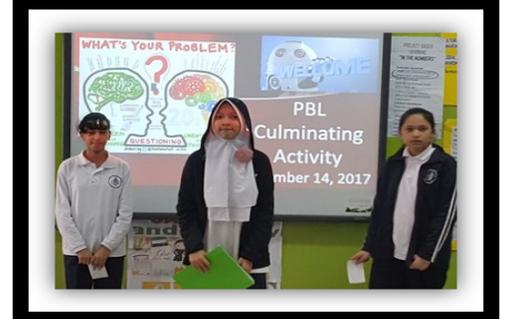
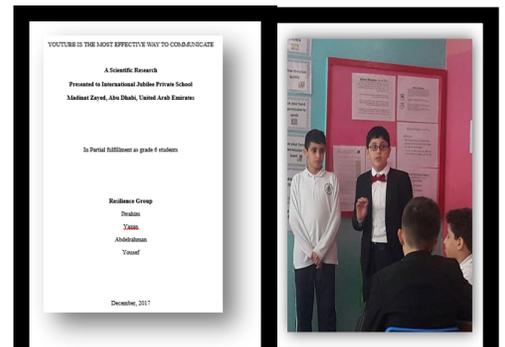
Did you know that PBL students view themselves as better prepared in problem solving and perform better in tasks that emphasize understanding and application knowledge?

Over the past years, IJPS students are patiently and excitedly waiting for this moment to come. During this time, students are inspired to dig on their own and showcase them all in the culminating day not just to give them spotlight but to measure the learning impact to them as a whole. Thus, PBL is a combination of standards and the success skills.

Grade 6 students are a bit shocked to have a scientific research paper as their English PBL Project as they have the mentality that it's for college students only. Sooner, they realized that it's a privilege that they should be thankful and proud to have as early as now. They acted like researchers to find out the

most effective way to communicate using the technology tools. They successfully comply in the research process, able to work collaboratively and presented confidently.

Moreover, I agree with Jon Dewey who ones said that "If we teach today's students as we taught yesterday's, we rob them of tomorrow."



MORE PROJECT BASED LEARNING...

Famine

By: Alaa Labadi

In this activity, Students strive to understand famine's causes and recommend changes for the future by engaging in a project-based learning activity. They work with the International Famine Centre to identify ways to address current relief needs and to propose recommendations for reducing famine in the world. Students begin in their role-specific groups and identify what their role can contribute to an understanding of famine.

They do this by writing a research paper of their role and possible contributions to understanding and solving the problem of famine.

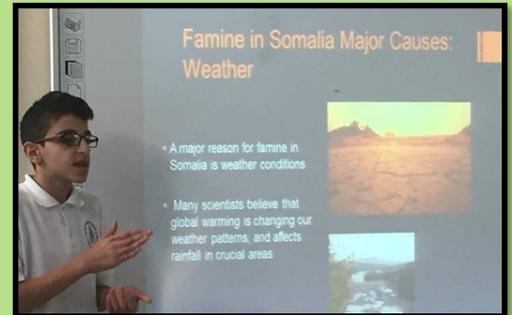
Each team presentation includes a list of ways to address current relief needs and recommendations for reducing famine in the world. The recommendations are compiled by the teacher, and the information in the research paper and presentations are combined into a class Web page as a culminating experience.

The students chose their group members and divided the roles according to their area of preference.

Through intensive research and reading they tried to find solutions and recommendations to tackle the problem of famine. Each group chose a different country which is currently going through famine. They analyzed the causes and effects of the problem. According to that, they suggested possible solutions.

After that, the students conducted their research through thinking, collaboration, and research skills to produce high-quality products. Some students needed templates and other resources to support them as they complete the project.

As a final activity, the students presented from their own presentations through answering the Essential Question, *Am I my brother's keeper, and who is my brother?*



STUDENTS EXPERIENCE STAR QUEST

By: Rabia Khalid

This paper reports outcomes of a study focused on discovering qualitatively different ways students experience project-based learning. A well-accepted and documented qualitative research method was adopted for this study. Qualitatively different conceptions are described, each revealing characteristics of increasingly complex student experiences. Establishing characteristics of these more complex experiences assists teachers in facilitating students' engagement and encouraging deeper learning. One of the imperatives of the 21st century is the implementation of a

paradigm focused on a students learning process of active understanding and building up of meanings and skills. This is the main focus of IJPS in providing and letting students experience the first-hand knowledge of PBL. Focus group discussion was used as a method, which may embrace a bigger number of informants' responses and reflect as broad as possible range of attitudes to of PBL.

Grade 7 students selected a very competitive topic "STARQUEST" which not only helped them to integrate science but also math's subject. They came across the new and unconventional ways of astronomy, cutting-edge advancements in UAE satellites and historically reliable

ways of harvesting food through star movement.

Students not only submitted their hypothesis on constellation leads to modern astronomy and ancient Myths but also presented their project on constellation. In which students work in groups and learning is driven by the project, provides an opportunity to concurrently develop technical and nontechnical skills. Students were excited throughout the learning processes. Students learn in context and were consistent about student-centered approach, they were encouraged to take ownership of and manage the learning process.

GALLERY OF EVENTS



**PBL PRESENTATIONS
(G4 & GIRLS)**



Girls from Grades 4– 9 Proudly present their Projects in front of Parents



Sample of student products were displayed and showcased during presentations.

PBL PRODUCTS

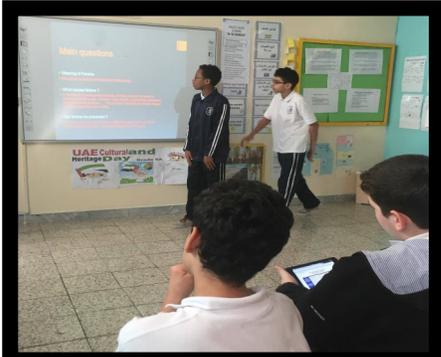
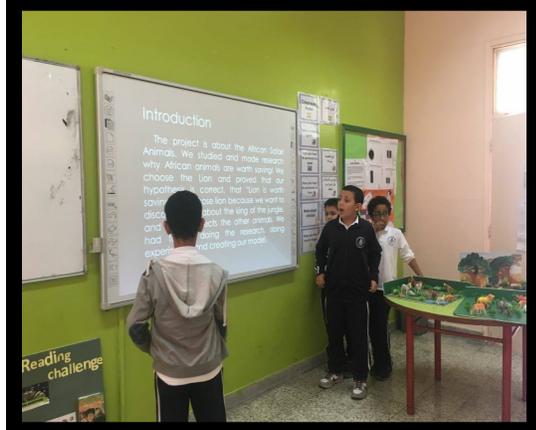




G2 Food Art Competition



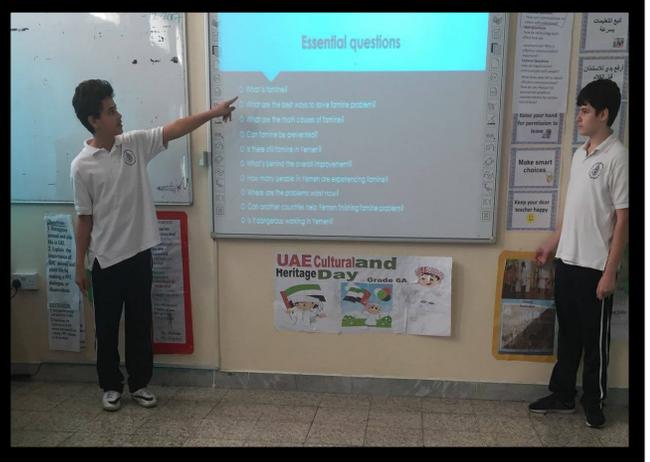
Grade 2 Students conduct a Mother/Child event by holding a FOOD ART Competition as PBL Culminating Activity.



PBL Presentations (G4 & BOYS)



IJPS Boys confidently present their PBL results in front of family and school Administration.



SPLENDID SCIENCE PBLs

By: **Monica Solis**

STAR QUEST in SCIENCE PHABULOUS PHYSICS– Grade 7

Students choose a celestial body or constellation and study how it has been explained and interpreted across cultures and time. Students present their learning using technology-enhanced displays.

This Term's PBL was a collaboration of English, Math and Science subjects which gave more avenues to the students to achieve more meaningful project outcomes with the teachers' full support and guidance.

Student's involvement was the key to this project. Each one's contribution was valued. They were working as one unit with one mission... to achieve their goals and to reach their potentials.

All students deserve PBL, a project that emphasizes real world application of knowledge and skills that will help them solve problems and apply what they know and can do to real life situations.

FAMINE IN A SCIENTIFIC PERSPECTIVE– Grade 8

Students strive to understand famine's causes and recommend changes for the future. Students begin in their role-specific groups and identify what their role can contribute to an understanding of famine. They do this by creating a brochure of their role and possible contributions to understanding and solving the problem of famine. Each team presentation includes a list of ways to address current relief needs and recommendations for reducing famine in

the world. The recommendations are compiled by the teacher, and

The information in the brochures and presentations are combined into a class Web page as a culminating experience.

Students fully investigate linear motion. After reviewing essential mathematics concepts, students are introduced to laws of motion, velocity and acceleration, vectors, and Newton's Laws using a series of online simulations. Students illustrate the problem, show how to solve the problem using physics principles, and use spreadsheets to enter data and graphically show some aspect of the solution. With a firm understanding of these principles, student groups create a survey designed to gather information from the community about a given road

“In PBL, students are active and engaged as they work collaboratively with their group mates and teachers.”

December Contributors:

**Miss Esperanza Galvan–
Grade 2 Classroom Teacher**

**Miss Saddiqa Salman–
Grade 4 English Teacher**

**Miss Crystalline Soriano–
Grade 6 English Teacher**

**Miss Rabia Khalid–
Grade 7 English Teacher**

**Miss Alaa Labadi–
Grade 8 English Teacher**

**Miss Evangeline Francisco–
Grade 9 English Teacher**

**Miss Monica Solis–
Grade 7-9 Science Teacher**

