

A MESSAGE FROM THE DIRECTOR

Dear PYP Community,

Welcome to a brand-new school year! It is with great joy and gratitude that I begin this journey with you as the new IB Director. Together, we step into another year of inquiry, discovery, and growth.

In this edition of the newsletter, I share with you a story about a children's race. The whistle blew, and all the children ran with excitement, each determined to finish first. But midway, one child stumbled and fell. What happened next was remarkable—rather than continuing to the finish line, the other children stopped, helped their friend up, and crossed the line together, hand in hand.

The race wasn't about speed or winning; it was about character—kindness, empathy, and integrity. These are the true markers of success, and they are the heart of the IB learner profile.

As we begin this school year, may we remember that our greatest achievement is not just in what we know, but in who we are and how we care for others. I look forward to working with our teachers, students, and families as we nurture these values and shape lifelong learners who make a difference in the world.

Luzviminda S. Sim, MAEd

IB Director

Vice President



CKS COLLEGE SOUTHMONT

is an IB candidate
school implementing
the Primary Years
Programme.

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UPCOMING EVENTS

- **Sept 29**– Teacher's Day Celebration
(No Classes)
- **Oct 6**– Mid-Autumn Festival and Family
Day Celebration
- **Oct 10**– Parent Coffee: Language Policy
9:00 AM

READING SUGGESTIONS

- ✓ A Piece of Home by Jeri Watts
- ✓ Habitats Day and Night
- ✓ The Country Mouse and the
Town Mouse by Barbara Hill

LEARNER PROFILE OF THE UNIT

In the IB, being **Balanced** means understanding the importance of caring for our intellectual, physical, and emotional well-being. We strive to achieve this balance not only for ourselves but also for others, recognizing how connected we are with people and the world around us. In our "Who We Are" unit, Grade 1 students practiced balance by exploring health and wellness, learning how to care for their bodies to stay strong. Grade 2 students applied balance by reflecting on decision-making, discovering how thoughtful choices support both their well-being and their relationships with others.

THE IB PYP MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

INQUIRERS



MAUSISA
積極探究

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE



MAALAM
知識淵博

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS



PALAISIP
勤於思考

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS



MAPAGPAHAYAG
善於交流

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED



MAPRINSIPYO
堅持原則

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED



BUKAS ANG PAG-IISIP
胸襟開闊

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING



MAPAGMALASAKIT
懂得關愛

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS



MALAKAS ANG LOOB
勇於嘗試

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED



BALANCE
全面發展

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE



MAPAGNILAY
及時反思

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Unit 1 – Who We Are

Grade 1 – *Health and Well-being*

Central Idea: The choices people make affect their health and well-being.

LINES OF INQUIRY

- Dimensions of well-being
- Effects of choices we make on our health and well-being
- Responsibilities of people in maintaining a healthy lifestyle

SPECIFIED CONCEPTS

Connection
Causation
Responsibility

TRANSDISCIPLINARY SKILLS

Thinking
Communication
Self-management Skills

Our Unit of Inquiry on Health and Well-Being featured creative, meaningful activities inspired by the central idea that “The choices people make affect their health and well-being.” Through the Lines of Inquiry—exploring the dimensions of well-being, understanding how choices impact health, and embracing responsibility for a healthy lifestyle—students examined the connections between behaviors and outcomes, exploring causation, responsibility, lifestyle, and habits.

Students illustrated and shared physical-health actions like running, stretching, and eating fruit, discussing how these choices energize them. For emotional well-being, they considered scenarios that spark feelings such as happiness, frustration, or sadness, and discussed strategies like deep breathing or talking things through. Socially, they practiced giving genuine compliments and created a “Kind Things to Do Every Day” list—highlighting how small acts of kindness build a warm, caring classroom.

We also wove in a hands-on oral health experiment, where students observed what happens to hard-boiled eggs—which mimic tooth enamel—soaked in liquids like soda, juice, or vinegar, and compared them to an egg in water. They witnessed how acidic or sugary substances stain or soften the eggshell. This tangible experiment powerfully reinforced the importance of choosing healthy habits—like regular brushing—to preserve our teeth, aligning with our theme of simple everyday choices affecting well-being.



We also nurtured Intellectual health, focusing on fostering a love of learning and reading. Intellectual health means nurturing curiosity, creative thinking, and a growth mindset—a vital part of overall wellness. We encouraged this through storytelling, sharing favorite books, and sparking curiosity across topics, helping learners discover the joy of exploring ideas.



In Language Arts, students explored when to use “a” versus “an”, activating their understanding of vowel and consonant sounds to reinforce foundational grammar. They learned subject pronouns like I, you, he, she, we, through stories; identified characters and accurately described them, and then introduced their own family members using correct pronouns—e.g., “This is my sister. She is funny.”

In Music, we spent most of the unit exploring tuned instruments to familiarize the learners with the pitch names. One of the activities that most of the students enjoyed is playing the xylophone. In this unit, they are also taught how sound can be associated with different emotions. A combination of listening and hands-on activities allowed them to fully understand how these concepts come together.





Visual Arts ★ =

In Visual Arts, students enjoyed a vibrant introduction to color exploration, experimenting with various art materials to learn about colors. A particularly memorable activity was color mixing, where learners combined primary paints—red, blue, and yellow—to create secondary hues like green, orange, and purple. Through these hands-on sessions, students not only practiced mixing and applying paint, but also observed and reflected on how different colors can express or evoke various emotions.

In PSPE, our Grade 1 learners explored how making healthy choices keeps our bodies strong, our minds focused, and our friendships positive. Through dynamic movement activities like running, hopping, balancing, and stretching, students build coordination and stamina while reflecting on how exercise, rest, and hydration affect energy and well-being. Cooperative games and sport encouraged kindness, turn-taking, and cheering for others, showing how emotional and social health are connected to physical activity.



In our Filipino class, we learned about the different parts of our body. We sang songs to help us remember their names, and we practiced reading and spelling words about keeping our bodies clean and healthy. We also learned new words that start with m, s, and a, and practiced blending their sounds.



Student Reflections:

"I drew myself eating an apple because I know it makes me strong and keeps me healthy!"

"When I feel sad, I count to ten and breathe deeply to calm down."

"I told my friend, 'I like your shirt today!' and she smiled big."

"I love books about animals—I ask 'why?' and learn new things all the time!"

"I built the number 15 with blocks, and then I wrote 'fifteen' and said '10 + 5 equals fifteen.'"

"I used these colors to show my emotions because I'm feeling different emotions today."

"That tune made me feel excited! I also want to create my own tune."

Why This Matters:

By integrating well-being, language, math, and intellectual health, we're shaping students who are physically vibrant, emotionally aware, socially compassionate, and intellectually curious. They're learning that choices affect their bodies, feelings, friendships—and their minds.

Family Tip:

- **Health & Kindness:** Create a "Daily Kindness Jar" at home—note each act of kindness and watch habits grow.
- **Reading & Curiosity:** During reading time, ask your child, "Why do you think the character did that?" to foster deeper thinking.
- **Math & Place Value:** Use everyday objects to build numbers like 17 ($10 + 7$)—say it aloud in word and expanded form to reinforce number sense.
- **Colors & Expression:** Consider providing opportunities for recreational art time to encourage expression through arts.
- **Music & Mood:** When watching movies or listening to music, let your child reflect on how different sounds or tunes make them feel.

Grade 2 – Decision-Making



Central Idea:

People's informed decisions lead to different outcomes that affect themselves and others.

Lines of Inquiry:

- Factors that affect decision-making
- Process of decision making
- Impact of decision making on self and others

Specified Concepts: Causation, Perspective, Connection

Transdisciplinary Skills: Social, Research, Thinking Skills

Our opening unit of inquiry for the year focused on the essential theme of decision-making. Students learned that decisions are more than just “yes or no” choices—they are shaped by factors such as feelings, needs, rules, and the influence of others. Through stories, role-plays, picture prompts, and real-life classroom scenarios, they examined how the process of decision-making involves weighing options, considering perspectives, and predicting possible outcomes.



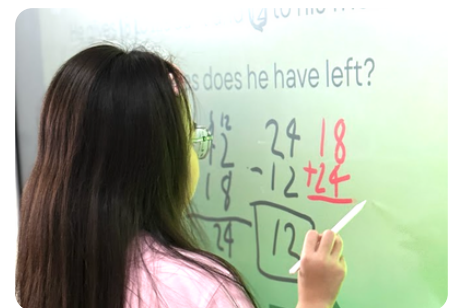
Students participated in activities like the Decision Exit Ticket Game, where they moved to different corners of the room to show their choices (“Yes,” “No,” or “Maybe”) and explained their reasoning. This helped them practice expressing perspectives, listening respectfully to others, and understanding that there can be more than one valid response.

Another highlight was our where students worked in making decisions and the example, they explored snack, helping a rules. These discussions causation (decisions have (different people may connection (our choices others around us).



Classroom Decision Tree Project, groups to map out the steps of possible consequences. For scenarios such as sharing a classmate, or following safety emphasized the concept of causes and effects), perspective choose differently), and affect not only ourselves but also

In Mathematics, students strengthened their understanding of addition and subtraction, including their inverse relationship. They solved number stories, built fact families, and played games that showed how different operations connect to each other. Using manipulatives like counters and Manila paper, they worked collaboratively to solve problems, linking math decision-making to problem-solving strategies (“Which strategy should I use? Why?”).



In LA English, the focus was on question words (who, what, when, where, why, how) and modal verbs (can, could, must, have to, shall). Students practiced asking and answering questions during class discussions and applied modal verbs to decision-making contexts. For example, they created sentences like “We must follow the rules,” “You can choose to help,” or “We have to think first before acting.” Reading stories about characters faced with choices gave students a chance to reflect on language and connect it to the unit’s big idea.





In Music, students participated in a variety of movement and body percussion activities—using actions like clapping, stamping, and snapping—to deepen their understanding of rhythm and how it differs from time signatures. These activities required learners to respond to rhythmical patterns and performance cues, helping them sharpen decision-making skills such as when to start, stop, speed up, or play more confidently. By physically embodying rhythm and making real-time choices, students strengthened their rhythmic awareness, coordination, and self-confidence in a lively, collaborative learning environment.

In Visual Arts, students engaged in both art observation and the creation of abstract artwork, using lines and shapes as their primary tools. They explored how, for example, jagged lines can suggest tension, while soft curves may convey calm—reflecting on how different visual elements express emotion. In developing their compositions, students made purposeful decisions about which lines, shapes, and arrangements to use in order to convey their intended feeling. This thoughtful process of observation, reflection, and artistic choice helps strengthen their decision-making abilities, nurturing both creative judgment and expressive intent.

In Filipino, the students learned how to use question words in both written and oral conversations. They used this skill to explore more about the Philippines and the Filipino people. We went on a virtual tour of different places in the Philippines—both historical sites and tourist spots. The students also discovered different celebrations and their meanings, and even did interviews to get to know notable Filipinos.



In PSPE, our young learners discovered that the decisions they make during play and movement activities affect not only themselves but also their classmates. Through energetic games, obstacle courses, and relays, students practiced making quick, thoughtful choices—like how to work as a team, follow safety rules, and include everyone. They learned that fair play, kindness, and perseverance lead to more fun and success for all. Activities such as Games and Sports (Badminton) showed them how decisions in sports have real consequences, mirroring everyday life: every choice impacts how we feel, how others feel, and how well we work together. By the end of the unit, students recognized that making responsible decisions keeps our bodies healthy, builds friendships, and creates a positive, caring community.

By the end of the unit, students came to understand that informed decisions require thought, reflection, and responsibility. Their reflections showed a growing awareness of how their own daily choices—whether in academics, friendships, or play—impact both themselves and their community.

Throughout this unit, students reflected regularly on their choices and learning. Here are some of their thoughtful comments:

"I learned that my choice can change what happens next."

"We must think first before we decide."

"Different people can choose differently, and that is okay."

"When I shared, my friend was happy and I was happy too."

"Eighth note is like quarter note but faster, so I have to stomp fast."

"I can create the Philippine flag using different shapes."

Why This Matters:

By connecting decision-making with language, math, arts, and personal well-being, we are helping students understand that choices shape every part of their lives. They're learning that decisions are not just about right or wrong—they affect relationships, problem-solving, creativity, and how we care for ourselves and others. These lessons nurture responsible, reflective learners who recognize that even small choices can have meaningful outcomes.

Family Tip:

Supporting Decision-Making: When your child faces a choice, guide them through the process by asking:

- What were your options?
- What made you choose this?
- How might this affect you or others?

Language & Reflection: During story time, ask, "Why do you think the character made that decision? What else could they have done?"

Math & Strategy: While solving problems, prompt, "What strategy did you decide to use? Why was that the best choice?"

Art & Expression: Encourage your child to share, "What did you decide to include in your artwork and why?"

Games & Fair Play: Highlight choices during play – waiting turns, sharing, following rules – and talk about how those decisions made the game more fun and fair for everyone.

Spotlight on School Clubs



Last August 15, our Grade 1 and 2 students eagerly selected their school clubs for the year. Each club accommodates a maximum of 12 members, ensuring every child receives focused guidance and opportunities to participate fully.

This year, students are exploring their interests through four exciting choices: Book Club, Art Club, Badminton Club, and Chorale. Each club is thoughtfully designed to nurture different skills and talents while also providing a sense of community and belonging.

In the Book Club, students dive into stories, share their ideas, and discover the joy of reading together. The Art Club provides a space for young creators to express themselves through colors, shapes, and imagination. Meanwhile, the Badminton Club helps children stay active, build coordination, and learn the value of sportsmanship and perseverance. The Chorale offers students the chance to develop their voices, build confidence, and experience the joy of making music as a group.

In a Primary Years Programme school, clubs are more than just fun activities. They are an important extension of learning that supports the development of the whole child—socially, emotionally, and academically.



By making their own choices, students practice agency and develop attributes of the IB Learner Profile, such as being communicators, risk-takers, and balanced individuals.

Our school clubs highlight the value of learning beyond the classroom. They remind us that growth happens not only in lessons, but also in stories shared, art created, games played, and songs sung together.

Filipino Language and Culture Celebration

Our school recently held its Filipino Language and Culture Day, a time for students to enjoy and learn more about our language, traditions, and heritage. The celebration allowed everyone to experience the beauty of being Filipino through stories, songs, games, and meaningful reflections.

On this special day, students proudly came to school in traditional Filipino attire. Beyond wearing these clothes, they reflected on their origins, helping them appreciate the history and meaning behind our traditions. This simple yet powerful activity deepened their cultural understanding while nurturing pride in their identity.

The celebration also highlighted the richness of the Filipino language. Students sang songs, listened to stories, and played traditional games that allowed them to use and enjoy the language in fun and interactive ways. These activities reminded us how language connects us to our roots and strengthens our sense of community.

A highlight of the day was the kite-making activity. Kite-flying, or *pagsalimbayan ng saranggola*, is a well-loved pastime among Filipino children. Though the rainy weather kept the students from flying their kites outdoors, the hallways came alive with color and excitement. To complete the experience, the children also enjoyed tasting sorbetes in cones served by our very own sorbetero, a sweet treat that brought smiles all around.

This celebration reminded us all to take pride in who we are and to honor the traditions that shape our Filipino identity.

