



CKS COLLEGE SOUTHMONT

is an IB candidate
school implementing
the Primary Years
Programme.

LEARNER PROFILE SPOTLIGHT

In the IB Primary Years Programme, being a **Communicator** means helping children express their ideas clearly and creatively. Students learn to share their thoughts using words, drawings, actions, and even more than one language. Just as importantly, they learn how to listen carefully and respect the ideas and feelings of others while working together.

This connects closely to our learning theme “How We Express Ourselves.” Through stories, art, role play, and discussions, students explore the many ways people share ideas, emotions, and experiences. They learn that everyone has a voice and that communication can look different across cultures and situations. By developing as communicators, students gain confidence, creativity, and understanding—skills that support learning in school and meaningful connections in everyday life.

UPCOMING EVENTS

Jan 22–23

Term 2 Chinese Exam

Fri, February 13

PTC Term 2

Sat, February 14

*Chinese New Year
Celebration*

WHAT'S INSIDE

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*“The most important thing a
child can learn is that their
ideas matter.”*

— *Alfie Kohn, educator and
author*

MESSAGE FROM THE DIRECTOR

Happy New Year to our PYP students and families!

As we begin the new year, we are pleased to share our learning journey for Unit 3: How We Express Ourselves. This unit invited students to explore the many ways ideas, feelings, and cultures that are communicated through storytelling, symbols, and other creative forms of expression.

“Expression is not just about being seen or heard, but about making meaning and sharing understanding.”

Through the celebration of holidays as a cultural expression, students gain a deeper appreciation of traditions, values, and symbols that connect communities. Meaningful field trips further enrich this unit by allowing students to explore authentic contexts where expression and creativity come to life.

As always, our focus remains on nurturing internationally minded learners who are reflective, expressive, and respectful of diverse perspectives. We look forward to a year filled with curiosity, creativity, and purposeful learning.

All the best,
Luzviminda S. Sim, MAEd

Unit 3

How We Express Ourselves

Grade 1 – Stories

In Unit 3, our young storytellers explored the wonderful world of stories—how they are created, shared, and understood. Through the lens of How We Express Ourselves, the students discovered that stories are more than just words on a page; they are powerful tools for expressing imagination, emotions, and personal experiences.

What We Learned in UOI

We began the unit by tuning into fiction stories from different authors and cultures. As students listened, they identified the elements of a story—characters, setting, problem, events, and solution. Using their growing understanding, they “broke apart” stories and discussed each part in their own words.

One highlight was when students crafted their own stories, applying the elements they learned. This activity allowed them to use their imagination freely and take ownership of their creative ideas. They also had the chance to listen to a real author, which helped them see how writers use inspiration and creativity to share ideas with the world.

Students reflected that stories can “make people feel something,” “show what happens in our mind,” and “help others understand us.” Many realized that everyone has a story worth sharing.

CENTRAL IDEA

Stories convey imaginations, feelings and experiences.

LINES OF INQUIRY

- Elements that make up a story
- Stories communicating imagination, feelings and experiences
- Ways stories are shared and understood

SPECIFIED CONCEPTS

- Form
- Function
- Perspective

TRANSDISCIPLINARY SKILLS

- Research skills
- Communication skills
- Social skills



The students had a chance to speak with Miss Mayumi Cruz, a children's book author.

Unit 3

How We Express Ourselves

Grade 1 – Stories

Language Connections

Across English, Filipino, and Chinese classes, students made meaningful connections in their language learning. In English, they explored a variety of stories, identifying different sentence types—statements, questions, commands, and exclamations—and examining how verb tenses help authors show when events happen. These skills strengthened students’ comprehension and supported clearer, more confident writing.

In Filipino, students learned how to sequence events using pictures and key words, applying this understanding as they wrote stories and created invitations. In Chinese, students expanded their vocabulary to express ideas and emotions, which helped them internalize their learning and confidently perform in their class play.



Math Connections

In Math, we focused on units of measurement, specifically time. Students practiced reading a clock, understanding the calendar, and identifying months, seasons, and important events. A favorite activity was creating our class birthday calendar, which helped students visualize months in a fun and personal way. They connected this learning to stories by discussing how time affects events in a story—what happens first, next, and last.

STUDENT REFLECTIONS

- We liked acting out stories, using props, and working with our friends.
- We wish we had more time to practice and try different roles.
- We learned how to tell stories in order, understand feelings, speak bravely, and work as a team.
- Some of us found it hard to remember lines or perform in front of others.
- Practicing and helping each other made us better and more confident.

Unit 3

How We Express Ourselves

Why This Learning Matters

Storytelling supports the development of communication, creativity, and empathy. By understanding how stories work, students learn to organize their thoughts, express their ideas clearly, and appreciate perspectives different from their own. These are skills they will carry across subjects and into real-life situations—whether explaining their feelings, writing a narrative, or listening to others.

Through this unit, they discovered that stories connect people, teach lessons, and preserve experiences. Most importantly, they learned that their voices matter.

Family Tip: Support Storytelling at Home

You can nurture your child's growing storytelling skills by:

- Reading together and talking about the characters, setting, and events.
- Asking open-ended questions like “Why do you think the character felt that way?”
- Encouraging them to share stories from their day—big or small.
- Letting them create comic strips, short stories, or audio recordings of their own tales.
- Pointing out time words (yesterday, today, tomorrow) and verb tenses during conversations.

Unit 3

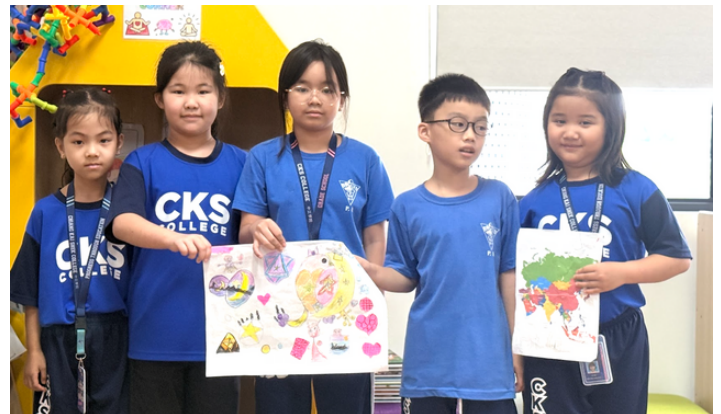
How We Express Ourselves

Grade 2– Symbols

CENTRAL IDEA	LINES OF INQUIRY	SPECIFIED CONCEPTS	TRANSDISCIPLINARY SKILLS
People use symbols to express and represent ideas.	• Symbols around us and their meanings • Reasons why people use symbols • How symbols are used to express ideas	• Function • Perspective • Connection	• Thinking skills • Research skills • Social skills

In this unit, students explored how symbols help people express meaning without using many words. We began by examining familiar symbols, flags, logos, classroom icons, traditional signs, and discussed how they guide, communicate, and represent ideas across cultures. Students discovered early on that symbols tell stories, carry emotions, and can be interpreted differently depending on one's background or perspective. Through class discussions, gallery walks, and mini inquiries, students realized that symbols are not just images, they are forms of communication, built with intention and meaning.

Students analyzed a wide range of symbols from around the world. They compared meanings, explored why people create symbols, and reflected on how symbols express identity, belief, and shared experiences. They also designed personal and classroom symbols to represent ideas that matter to them.



Unit 3

How We Express Ourselves

Grade 2– Symbols



Across languages, students deepened their understanding of how words, structure, and cultural expressions can carry symbolic meaning. In Language Arts (English), students explored prepositions of place and time and the use of indirect objects, while also discovering haiku as a poetic form in which simple, carefully chosen words represent moments, feelings, and elements of nature.



In Language Arts (Filipino), students learned to use descriptive words to talk about different cultures, traditions, and their symbols, helping them express meaning beyond literal descriptions. In Language Arts (Chinese), students examined how colors can symbolize moods, feelings, and emotions, drawing connections between cultural meanings and their own personal experiences.



In Math, students explored slides, flips, and turns, learning how symmetry helps create patterns and designs. These mathematical ideas supported their work in Art and Dance, where symmetrical shapes and formations became essential in expressing balance and meaning.



STUDENT REFLECTIONS

“Symbols help us understand ideas even if we don’t say words.”

“Our dance showed feelings using shapes with our bodies.”

“Drumming can be a symbol too because the beat can tell a story.”

“Colors and shapes can show meaning, like calm or brave.”

WHY THIS MATTERS

This unit helped students recognize that expression takes many forms – visual, verbal, musical, and physical. By exploring symbols across subjects, they learned that people communicate ideas in powerful and creative ways. They also gained appreciation for how meaning is interpreted differently depending on perspective, strengthening empathy and cultural understanding.

FAMILY TIP**Supporting Symbolic Thinking and Creative Expression at Home**

- **Spot Symbols Everywhere:** Notice logos, signs, labels, and icons during daily routines. Ask, “What do you think this symbol means? How do you know?”
- **Create Together:** Invite your child to design a simple family symbol or logo using shapes, colors, or initials. Discuss why you chose those elements.
- **Explore Cultural Symbols:** Look at flags, traditional patterns, or artworks from different cultures. Talk about what they represent and how people express identity.

Unit 3

How We Express Ourselves

PSPE

During Unit 3, students explored the transdisciplinary theme, How We Express Ourselves, discovering how ideas, feelings, and stories can be communicated in many creative ways. In PSPE, our focus was on expressing meaning through movement and dance. Students learned that our bodies can communicate messages just like words such as through gestures, patterns, rhythm, and symbolic actions.

Our Grade 1 learners explored how stories come alive through the body. Throughout the unit, they learned how movements can show characters, emotions, settings, and actions. Students danced through different story scenes, created actions that matched parts of a story, and discovered how body language can communicate imagination and feelings. They enjoyed acting out short stories, expressing ideas through simple dance patterns, and working with classmates to show beginning, middle, and end through movement.



Grade 2 students focused on how people use symbols to represent ideas. They explored how movements can act as symbols, expressing messages without words. Throughout the unit, they practiced identifying symbols around them, acted out symbolic actions, and created short dance patterns that represented values, feelings, and cultural meanings. Students experimented with gestures, shapes, and poses to communicate an idea clearly and creatively.

Unit 3

How We Express Ourselves

Music

During Unit 3, students explored the transdisciplinary theme How We Express Ourselves, developing an understanding of how ideas, feelings, and stories can be communicated through a variety of creative forms. In Music, students discovered how sound serves as a powerful medium for communication—conveying meaning, emotions, and symbols. They learned the language of music and applied their knowledge through meaningful and authentic performances.



Grade 1 students focused on the concept of dynamics, recognizing how changes in volume can express different emotions and bring characters in a story to life. Through guided activities, they successfully associated soft and loud sounds with specific moods and character traits. This understanding enabled them to portray contrasting characters using varied vocal dynamics and textures, which was clearly demonstrated in their summative assessment performances.

Grade 2 students deepened their understanding of note symbols and rhythmic values. Throughout the unit, they practiced reading rhythms and creating original rhythmic patterns, which they performed using body percussion. For their summative assessment, students showcased their learning through a collaborative drumline performance, creatively using recycled industrial pails as instruments.



Overall, the unit provided students with meaningful opportunities to express themselves musically while developing creativity, collaboration, and confidence. Through performance-based tasks, students demonstrated not only their musical skills but also their ability to communicate ideas and emotions effectively, reinforcing music as a powerful form of expression.



Unit 3

How We Express Ourselves

Visual Arts

During Unit 3, under the transdisciplinary theme *How We Express Ourselves*, students explored how visual elements can be used to communicate ideas, stories, and emotions. In Visual Arts, students examined how lines and shapes serve as powerful tools for expression, allowing artists to convey meaning, movement, and symbolism in creative ways.

Grade 1 students learned about the connection between lines and storytelling, discovering how lines alone can create and communicate a story. They explored how different types of lines can make stories more expressive and meaningful. Students also applied this understanding through movement, using their bodies to represent a variety of lines. This allowed them to experiment with expressing emotions and character traits through line qualities such as curved, straight, zigzag, and flowing.

Grade 2 students explored shapes in relation to logos and symbols, developing an understanding of how shapes are intentionally used to represent ideas and convey messages. As they deepened their learning, students were introduced to Cubist artworks, which they analyzed and recreated. This experience expanded their awareness of how shapes and forms can be manipulated creatively and how artists design compositions to evoke different meanings.

The unit enabled students to recognize visual arts as a meaningful form of communication. Through hands-on exploration, analysis, and creative application, students strengthened their ability to express ideas visually while developing critical thinking and appreciation for how artistic elements are used in the world around them.



Educational Fieldtrip



Our recent educational field trip to MindSpark, an interactive science and innovation hub, was a meaningful extension of classroom learning and a memorable experience for our students. Educational field trips provide valuable opportunities to connect concepts learned in school to real-world contexts, and this visit allowed students to explore the concept of science through discovery-based learning stations.

This visit served as a thought-provoking experience as students began their new Unit of Inquiry under the transdisciplinary theme “How the World Works.” It sparked curiosity and set the stage for exploring how humans use their understanding of energy, patterns, and cycles in daily life, allowing students to enter the unit with excitement, wonder, and meaningful questions.

The field trip also strengthened key Approaches to Learning (ATL) skills, particularly thinking, research, and social skills. Students analyzed what they observed, asked questions and looked for answers, supporting the development of critical and creative thinking. They practiced research skills by gathering information from exhibits and making connections to prior learning, while social skills were enhanced as they collaborated with peers, shared discoveries, and communicated their ideas during and after the trip.

We were grateful to have parents accompany their children alongside teachers, making the trip a true community experience. This shared learning journey reflected the IB philosophy of collaboration, inquiry, and meaningful connections beyond the classroom.



Dental Health Awareness Talk

On December 12, 2025, students participated in a meaningful Dental Health Awareness Talk held at the MP Building – Assembly Hall. The session was led by Dra. Kristia T. Marasigan, DMD, who engaged students in an informative and child-friendly discussion about caring for their teeth.

During the talk, Dra. Marasigan explained why brushing teeth properly is important and demonstrated the correct way to do it. She also discussed everyday habits and food choices that can damage teeth, helping students understand how to protect their smiles. A highlight of the session was the use of a manipulative model of a set of teeth, which made learning hands-on and easy to understand for young learners.

Students were highly engaged and curious, eagerly asking questions such as “Why do teeth fall out and grow again?”, “How many teeth do we have?”, and “When do dentists take our teeth out?” Dra. Marasigan answered each question patiently and clearly, encouraging students to take responsibility for their dental health. The session promoted healthy habits and empowered students with knowledge to care for their teeth with confidence and responsibility.



Holidays School Club Presentations



On December 18, 2025, the last day of school for the year, the PYP community gathered for a joyful School Club Presentations, celebrating students' talents, creativity, and collaboration. The event featured performances and displays from four clubs—Arts, Chorale, Badminton, and Book Club—each prepared to share their learning with the entire PYP department.



The Badminton Club opened with an energetic and creative dance performance set to "Jingle Bell Rock." Students cleverly incorporated badminton footwork into their choreography, using rackets as props and moving gracefully to the rhythm of the music.

The Arts Club followed by showcasing the holiday decorations they created for the school celebration. Each student proudly shared their artwork and explained why it was meaningful to them.





Next, the Book Club presented their mini-books, which they wrote and illustrated in pairs under the theme of Christmas. Students shared a brief summary of their stories, highlighting their creativity and teamwork.



To conclude the celebration, the Chorale filled the hall with music as they sang "The Little Drummer Boy," bringing a warm and festive atmosphere to the gathering.

After the presentations, students returned to their classrooms to celebrate together through games and gift exchanges. It was truly a memorable and joyful day for everyone.

