

+Kristi-Creativity Station

[Recycle Art Museum](#) - students will reuse recyclable materials to create works of art. Students will be paired together (older with younger) to scaffold this task. Details: Bottle caps



NOTE: Homeroom teachers please send home a request for old papers, bottle caps, plastic bottles, and other recyclable materials.

Materials Needed:

- old newspapers
- Glue sticks
- Cardboard
- Bottle caps
- Plastic bottles

Adela - Innovation

Big Ideas for Better School Days

The 3 problems

1. Lost things

Students lose pencils, bottles, jumpers, books, and lunch boxes.

2. Organised classrooms

Classrooms can become messy, crowded, or hard to use well.

3. Playground

Students can think about what they want to improve, add, or change in the playground.



Juliana - Earth Day: Building a bug hotel



Outline:

1. Introduction and Discussion
 - Facilitate a Group Discussion:
 - Start with questions to engage students:
 - What do you know about insects?
 - Why are insects important to our environment?
 - What do insects need to live and thrive?
 - Introduce the concept of a bug hotel and its purpose in providing shelter for beneficial insects.
 - Key Points to Cover:
 - Different types of insects (e.g., bees, ladybugs, butterflies).
 - The importance of biodiversity and the role insects play in pollination and soil health.
2. Exploration and Material Gathering
 - Nature Walk:
 - Guide students around the school garden or designated outdoor area.
 - Encourage them to observe and collect natural materials (e.g., sticks, leaves, pine cones, stones) that will be used for building the bug hotel.
 - Discussion During Exploration:
 - Prompt students to think about how each material can help insects. For example:
 - Sticks for structure and shelter.

- Leaves for insulation.
3. Building the Bug Hotel
- Group Activity:
 - Divide students into small groups.
 - Provide a designated space for each group to construct their bug hotel using the materials gathered.
 - Encourage creativity and collaboration, allowing students to discuss and plan their designs.
 - Facilitation:
 - Move around to provide support and ask guiding questions:
 - How does this design help insects?
 - What other materials can we add?
4. Reflection and Sharing
- Group Sharing:
 - Gather students in a circle to share their bug hotels with the class.
 - Ask each group to explain their design and the materials used.
 - Discussion Questions:
 - How do you think these bug hotels will help insects?
 - What was your favorite part of this activity?
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Materials Needed:

- Natural materials (sticks, leaves, pine cones, stones) - to be collected by students
- Optional: string, twine, or recycled materials for added structure (if available)

Tina-Earth day:

Sketching and building eco town/community:



Phase 1: The Provocation:

- **The Set-up:** Place a large piece of recycled paper on the floor or a light table. Surround it with "treasures" from nature (leaves, stones, twigs) and photos of real eco-cities (vertical gardens, solar panels, wind turbines).
 - **The Question:** "If the trees and animals invited us to build a town with them, what would it look like?"
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Phase 2: Sketching the Vision:

- **The Setup:** Provide high-quality charcoal, fine-liners, and watercolors.
 - **The Task:** Ask students to draw one part of the town. Is it a "bicycle bridge"? A "house made of glass and vines"?
 - **Reggio Tip:** Encourage them to look at their sketches from different perspectives. Flip the paper! What does the town look like from a bird's eye view?
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Phase 3: Building the Model:

To stay true to the eco-theme, students will use **natural and materials that can be recycled:**

- **Foundations:** Cardboard scraps, wooden planks, or cork sheets.
- **Structures:** Paper towel rolls, egg cartons and dried seed pods.
- **Energy Sources:** Use yellow yarn for "solar rays" or small paper fans for "wind power."
- **Nature Elements:** Leaves, rocks, sand, and branches.
- **Connectors:** Paper tape, clay, or twine (try to avoid plastic tape or hot glue if possible to keep it "green").

Lucas and Anja: World English Day

A: The Word-Art Studio (Creative/Visual) - LUCAS

In this zone, students discover that English is a "global mashup."

- **The Task:** Students choose a "Borrowed Word" card (words English took from other languages). They must create a **Visual Definition** of that word to contribute to a "Global English Map."
- **Materials:** Large paper, markers, and "Word Cards" with the origin:
 - *Ketchup* (Chinese)
 - *Guitar* (Spanish)
 - *Lemon* (Arabic)
 - *Shampoo* (Hindi)
 - *Ballet* (French)

- **For Grade 1-2:** Focus on drawing the object and tracing the word - Connecting the word to a flag
- **For Grade 3-5:** Write a "Fun Fact" sentence about the word's origin on their drawing.

The "Idiom Secret Code" (Logic/Active) - ANJA

This zone focuses on the quirky side of English—phrases that don't mean what they say.

- **The Task:** A matching scavenger hunt. Tape "**Literal Pictures**" (e.g., a drawing of a person with a giant piece of cake) around the zone. Students have a checklist and must find the matching "**True Meaning**" phrase hidden elsewhere in the room.
- **The Challenge:** Once they find a match, they have to act it out (Charades style) for a partner to "unlock" their next clue.
- **Example Pairs:**
 - *Literal:* Someone "pulling a leg." -> *Meaning:* Just joking.
 - *Literal:* A "couch potato." -> *Meaning:* Someone being lazy.
 - *Literal:* "In the same boat." -> *Meaning:* Having the same problem.
- Addition- Students will draw the literal phrases in frames

Sports

6 grupes

3 stations

Warm up (3-5 min)

- All together - running in place, skipping, jumps, jumping jacks and squats...

Stretching (3-5 min)

Stations

1. Standing long jump- each student has 2 tries, best one counts
2. Target, movement course - movement course using cones and hoops, throwing the ball at the target, depending on the age group they move closer or further away
3. Students lead each other through the course by giving directions, they are paired up. One of them has a blindfold and the other one gives them direction. When one pair finishes, the next pair starts.

Equipment

-caps, one target, 4 big buckets (2 with water), 2 balls, 2 sponges, hoops, 2 blindfolds

Point system (awarded by teachers or MYP students on stations)

- 3 points - teamwork and cooperation
- 3 points - encouragement and caring behaviour
- 2 points - fair play and listening
- 2 points - completing the challenge

Possible awards

- Best Teamwork
- Caring Team
- Great Communication
- Principled Play

One teacher per station and one “lead” teacher

Color Groups

RED	BLUE	GREEN	YELLOW	PURPLE	ORANGE
Grazia (EY)	Anna (EY)	Mila (EY)	Viktoria (EY)	Magdalena (EY)	Mari (EY)
Baxter (EY)	Petra (EY)	Ariana (EY)	Max (EY)	Leo (EY)	Gia (EY)
Dia (EY)	Liv (EY)	Marta (EY)	Andro (EY)	Petr (EY)	Emma (EY)
Alex (PYP 1)	Elin (PYP 1)	Ivano (PYP 1)	Bernardo (EY)	Niko (PYP 1)	Alessandro (PYP 1)
Gabriel (PYP 1)	Isaak (PYP 1)	Emilia (PYP 1)	Gaia (PYP 1)	Eizabeta (PYP 1)	Eva (PYP 1)
Alice (PYP 2)	Jlo (PYP 1)	Borna E (PYP 2)	Aiden (PYP 2)	Borna P (PYP 2)	Sasha (PYP 2)
Melissa (PYP 2)	Marika (PYP 2)	Platon (PYP 2)	Maro (PYP 2)	Artem (PYP 2)	Nikolaj (PYP 2)
Tara (PYP 3)	Vivaan (PYP 2)	Julian (PYP 3)	Vicky (PYP 3)	Emma (PYP 3)	Victoria (PYP 3)
Luka (PYP 3)	Maks (PYP 3)	Max (PYP 3)	Elon (PYP 3)	Daniela (PYP 4)	Stefan (PYP 3)
Luka (PYP 4)	Viktor (PYP 4)	Felix (PYP 5)	Sasha (PYP 4)	Ella (PYP 4)	Jojo (PYP 4)
					Jake (PYP 5)

Rotations:

	EY Room Tina Sketching and building eco town/community	PYP 1 Juliana Building a bug hotel	PYP 2 Rebeka Recycle Art Museum	PYP 3 Lucas The Word- Art Studio (Creative/Visual)	PYP 4 Anja The "Idiom Secret Code" (Logic/Active)	PYP 5 Adela Big Ideas for Better School Days
8:30-9:15	Red	Blue	Green	Yellow	Purple	Orange
9:15-10:00	Yellow	Orange	Blue	Green	Red	Purple
10:30- 11:15	Green	Purple	Red	Orange	Blue	Yellow
11:15- 12:00	Purple	Green	Yellow	Red	Orange	Blue

Supervisors: Jakov, Sara, Marie, Jessie, Laura, Shelley, Oksana (when not interfering with MYP schedule)

Recess duty 10:00-10:30 Marie, Sara EY Jessie, Shelley, Laura PYP

Lunch EY Marie, Sara

Lunch 12:00-12:30 PYP 1-2 Jakov

Recess 12:00-12:30 PYP 3-5 Laura, Jessie

Lunch 12:30-13:00 PYP 3-5 Laura

Recess 12:30-13:00 PYP 1-2 Jessie, Jakov

Afternoon Recess Shelley, Jakov