

AIS International Newsletter

Striving for International Mindedness

14th Edition

Wednesday, 31st May 2017

EDITION FOCUS: SELF-CONTROL

The world seems to be out of control, doesn't it? So much hatred, violence and not enough love for each other. When I think of my personal self-control, I think of my commitment to obey the 10 commandments. This is something I have to think about every day, every hour or in each moment as it is so easy to make decisions based on our selfish needs, wants or misguided feelings. I have to constantly remind myself to step back before I think further or do something which I know will compromise my commitment as a Christian. I maintain my sense of self-control through reading the Bible and prayer. Of course, things still go wrong and that is why grace and forgiveness is such a blessed gift.

The Newsletter Crew will answer three questions connected to our focus for this issue.

- ❖ How do you define self control?
- ❖ How do you show self control?
- ❖ How do you maintain self control?

--Deborah Nyberg (Editor in Chief)

OUR FOCUS

This edition's focus connects to all of the Learner Profile Attributes in some way, as we need self-control in everything that we do.

Can you think of other traits that are ideal for people to have?

Here are some more: love, joy, resilience, goodness, gentleness, faith and humility.

GRADE 10 INTERVIEW

We will be following our 10th grade student, Sophia, throughout the rest of the school year, up to her graduation. We look forward to several interviews with Sophia to record her personal interests and insights about life in the 10th grade.



SELF-CONTROL IN OUR SCHOOL

At AIS we teach social skills and self-management skills as a part of every subject. More specifically we teach for example to collaborate, how to stay organized in terms of handing things in on time, how to complete longer projects as well as how to be persistent and manage anger and impulses. We teach self-control and time management by for example teaching the use of plans of long-term projects and give formative feedback on the way as well as sticking to expectations of deadlines. Anger management is taught through empathy of a range of different perspectives as well as giving students strategies of how to cope with anger and frustrations by considering their personal strengths, communicating their challenges to others and managing their body language. These are essential skills to be able to succeed with open-ended inquiry projects as well as life itself. --Mr. Marius (Assistant Head of AIS)

TIME

Does time seem to be going faster? The everyday bombardment our community gets from social media, TV, radio, magazines, activities, etc. can make us reflect on how we are spending the "shorter" time we seem to have each day, month and year. As our time is limited, meaning, we have a lifespan on this earth, time is considered precious. How we spend our time, relates to our focus on self-control, in a world that can demand we use our time on things that have no meaning or use to our sense of purpose in our lives.

Reflective questions:

Do you have a sense of purpose?
Meaning - why do you think you exist?
Do you use your time on your purpose in life? If so, how much time?
Does your sense of purpose make you feel happy all the time?
Is your sense of purpose only about you or is it connected to other things?
Are there things that interfere with your purpose? If so, what?
What do you do when things interfere with your purpose?

THE NEWSLETTER CREW

Our Newsletter Crew is made up of talented, dedicated students who volunteer their time and make valuable contributions. They are dedicated, enthusiastic students who really like the work involved in the newsletter.

The Aim for the Newsletter Crew

Aim: Give students the chance to interact with their local, national and global community through realistic work experience. Jobs can be done by any student who is interested, regardless of which grade they are in, as the jobs are given based on motivation, dedication and skill. The assigned work does is great work experience for the students! Thank you to Charlotte and Pragya, in grade 6, for choosing this edition's focus: Self-control. A **BIG THANKS** to all our Newsletter Crew members that work hard on each edition.

The Definition of Self-control

SELF-CONTROL, *noun*

Control of one's emotions, desires, or actions by one's own will.

<http://www.thefreedictionary.com/self-control>

How would you define self-control?
Here are some words that are associated with self-control

- Self-discipline
- Restraint
- Dignity
- Stability
- Self-government
- Repression

What is self-control?

Self-control is when you are able to control your emotions - Charlotte, gr 7

Self-control is when you have control over yourself and your emotions.

Pragya, grade 6

Self-control is when you feel some kind of thing in heart and makes you want to do something over it like kick someone/something but if you control it that is self control - Nithya, grade 4

Self-control: When you rule over your own body and feelings - Yvonne, grade 9
Sofia, grade 4



<https://www.google.no/url?sa=i&rc=1&q=&esrc=s&source=images&cd=&ved=0ahUK EwibpanM7oFTAhxGKcWkHWD5C14QJRwBw&url=https%3A%2F%2Fwww.pinterest.com%2Fkaylicole02%2Fkeep-calm%2F&bv=15125232.dbGg&psig=AFQjCNgM-japxffNpxUpmOr5aBlfkIZVmw&ust=1491294348975663>

Self control is when you like for an example, you see a bag of chocolate which you really love and you only say you're going to eat only chocolate but end up eating the whole bag so it's like doing more than you say you're going to do - Suprita, grade 4

Ultimately, the only power to which man should aspire is that which he exercises over himself. -Elie Wiesel

How do you show self-control?

You show self control by being aware of your emotions and actions.

Yvonne, grade 9

You can show self control by not screaming or being angry you can take 3 or 5 deep breaths.

Suprita, grade 4

Sometimes we can't control our self like if there is a bag of chips and you say I'm going to eat three chips but you lose control and eat the whole bag. You do not even realize that.

Prerna, grade 4

I show self control when I know when to stop. When I can focus on a task or when I control my emotions.

Charlotte, grade 6

I show self-control when I have control over my body, my mind and my emotions.

Pragya, grade 6

I show my self control when I am able to not be as distracted and feel confident about my decisions. I show my self control when i'm able to take control of a situation gone wrong and make it solvable.

Amaris Beate, grade 7

I'm not so good at self control but sometimes I don't even notice that i'm losing self control. How I know that i have self control is when I am doing something I'm supposed to do. - Sara, grade 4

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.

<http://www.ibo.org/about-the-ib/mission/>

When the fight begins within himself, a man's worth something. -Robert Browning

How do you maintain self-control?

You can maintain self-control by making a plan and make sure that you follow your plan - Nithya, grade 4

You can maintain self-control by, e.g. you say you are going to eat a certain amount of chips instead of taking the whole packet you can just take some in a bowl, so you don't eat the whole thing - Pragya, grade 6

Well you maintain self-control by not exactly saying "i am gonna eat one chip" because you might end up eating up a lot so you can just don't look at the thing that gives you out of self control - Suprita, grade 4

If you feel addicted to something like chocolate just drink water.



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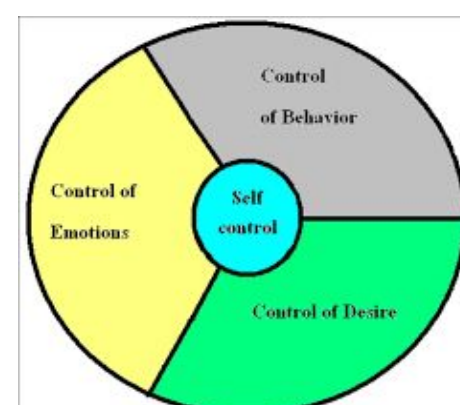
Julia, grade 4

I maintain self control when I know what I am doing and keep calm. When I am stressed or worried I stay calm and try to relax. - Charlotte, grade 6

I maintain self control over myself with music and drawing. Too be more specific, calm ocean music of some sort or dubstep of some sort (having no lyrics) so I can find my self stability. It makes me feel like i'm in control of myself with clearing my head etc.

Drawing makes me feel one with myself, it makes me feel more calm and concentrated (with music), it makes everything easier.

Amaris Beate, grade 7



<http://chucklarsen.com/wp-content/uploads/2011/10/self-control.jpg>

The Definition of Self-control (continued)

Self-control is the quality that allows you to stop yourself from doing things you want to do but that might not be in your best interest. For example, without self-control, you might burp and curse non-stop.

Have you ever had a potato chip or two and pretty soon you've eaten the whole bag? Eating a whole bag of chips shows little self-control. Not charging an expensive thing you want on a credit card takes self-control. Getting up early for work takes self-control. Without self-control, it's hard to get far in life. Self-control is similar to self-discipline

- Julia, grade 4



<http://www.arapahoroad.org/9-series-self-control/>

Self control is when you are able to find a place in yourself where you able to balance between your actions, emotions etc. Being able to be aware and understand your emotions and the behaviour you have. Finding a source of control over your body, not feeling someone else is controlling you and your way of thinking, being able to handle the differences in yourself

- Amaris Beate, grade 7

Reflective Questions for You

Do you have self control?
 When do you have the least self control?
 What can you do to maintain control?
 What do you do when you lose control?
 What do you do to gain back control?
 Do you help others maintain their self control? If so, how?
 What feelings do you connect to self control?

Grade 7's Color Study

The seventh graders have been working on how light affects your emotions and how color affects you.

Scott was working on colours that make you scared.

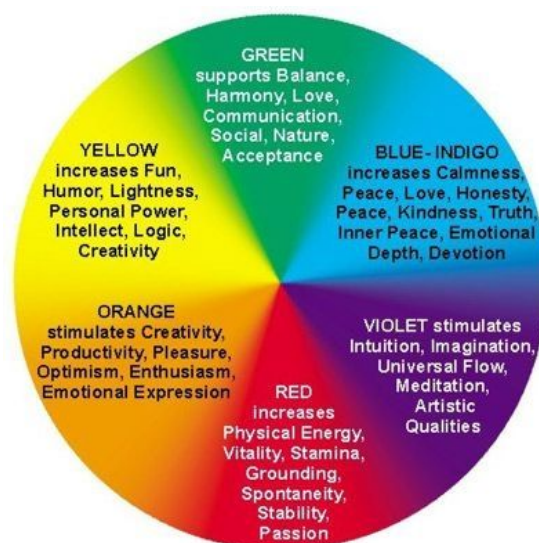
Light experiment: He had a box with rainbow colored lights with the label *How do you feel* and another box which was dark with the label *How do feel now?*

Why were they doing this? It was a science experiment to see how color affects your feelings.

We had an IDU project (Interdisciplinary Unit - cover a topic in two or more single subject lessons) where we had Art and Science together covering a project about colours. We focused mostly on science and arts, researching how colours can make you react, perspective of a colour, etc. In the science part, we did experiments which confirmed the reaction people were hoping for (written in their hypothesis) or just observed to see the reactions type based on the feeling when doing a worksheet, for example.

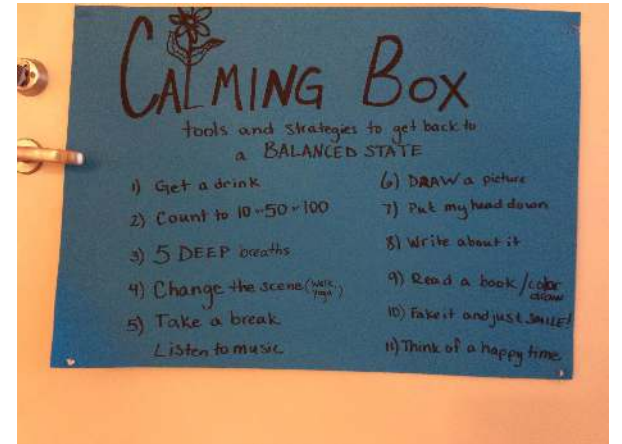
A few people, including myself, focused on which colours made someone concentrate more or which colour made somebody perform a task faster. Our experiments concluded that green is the colour that makes you concentrate more. It can also make you feel relaxed, in comparison to other colours. In Arts we would make these type of pic collage or mood boards to try to give people a specific feeling or theme, though it had to be in some type of colour scheme. For example, if I chose comfort, then I would take things that look comfortable and choose a colour scheme so I know what to look for like monochromatic : only one colour and using shades to either make the colour darker or lighter.

Amaris Beate, grade 7



<https://no.pinterest.com/pin/395824254722519594/>

4th Grade's calming strategies



Grade 4 has been looking into calming techniques,

The calming box is a tool to help you remember not to be angry with your classmates and to be polite. Our teacher, Ms.Megan, made us a calming box and now we are getting along together. Now my class is using the calming box to get along with people and we are now a happy class.

By Suprita, grade 4

The calming box is a piece of paper, attached to our classroom door with lots of ideas about what we can do when we feel angry. We have the calming box because when we feel angry at someone we can just think of the ideas and use one, so the sadness or anger does not get worse and everybody can be happy. The calming box isn't just full of good ideas, it also lists things that are not good to do. Maybe your class should have one too!

By Sara, grade 4

The calming box is a helpful tool to calm you down.

Whenever you get angry you look at the calming box tools.

Our teacher made this calming box because we were fighting and getting angry at one another. Now we are much calmer!

By Nithya, grade 4

More Ways Kids Can Calm Down

- 1 Get help from your faith
- 2 Read out loud/sing/dance
- 3 Blow into your hands
- 4 Place hands in pockets
- 5 Acknowledge what happens to your bodies when you are angry
- 6 Make a fist. Then relax the hand
- 7 Relax the body starting from the head right down to the toe
- 8 Ask for a hug
- 9 Count to 5
- 10 Talk about your feelings
- 11 Take slow deep breaths

Linking the IB Profile Attributes to Our Daily Lives

Which of the IB profile attributes appeal to you the most?

The attribute "open-minded" appeals to me the most because I think that it is important to be open to different perspective and ideas in order to learn, make decisions, and grow as a person.

Are there any attributes that should be added? Which ones?

In my opinion, the attributes are a bit limited however when mixed with ATL skills, I feel they are pretty well-rounded.

Are there any attributes that should be taken away? Which ones? No, I don't think so as they all compliment each other and help you as an individual to become a better learner and person?

Which attributes do you have as your goal?

I think that I would like to improve in risk-taker and pushing/putting myself in new and uncomfortable situations.

How has the IB program helped you?

Out of all the IB schools I have been to, the IB school I am currently going to has made me feel the most accepted.

Do you admire any people or groups from the past if so who?

I admire Voltaire because he didn't accept things for the way they were, but rather challenged the system and stood for what he believed in. He was a major figure during the age of enlightenment.

What or how do you believe in?

I don't really believe in any religion exclusively, rather I believe in learning from my past and experiences I've had. I prefer to follow my own morals than following what it says in a book.

What do you think life is all about?

I think life is about being happy and bettering yourself. I feel that it is very important to enjoy life, yet at the same time grow as a person.

If you could say one sentence to the world what would you say?

I have two quotes that I would like to share:

1. In the end it is not the years in your life that count. It's the life in your year.
- Abraham Lincoln
2. Life isn't about finding yourself. Life is about creating yourself.
- George Bernard Shaw

Linking the IB Profile Attributes to My Daily Life (Cont.)

Sophia, Grade 10

Inquirer

Caring

Knowledgeable

BALANCED

RISK-TAKER

Communicator

PRINCIPLED

Reflective

OPEN-MINDED

Thinker

MYP Teachers Review

Inquirer
Sophia has an inquiring mind and exhibits this across all of her subjects

Caring
Sophia is a caring person and makes it her personal responsibility to welcome new students in her class.

Knowledgeable
Sophia has shown her ability to absorb and utilize knowledge in all her subjects.

Balanced
Sophia is a high achiever and yet she is still able to balance her daily life.

Risk-taker
Sophia bravely skipped a year, showing her confidence and ability in at a higher grade level.

Communicator
Sophia is well known for her excellent communication skills. She excels at creative writing, but shows her higher level of capability in all aspects of communication.

Principled
Sophia is well known for her principled manner. Her teachers have mentioned that she always does what she is supposed to do, to the best of her ability.

Reflective
Sophia is a wonderful reflector and her excellent communication skills enable her to effectively express her reflections.

Open-minded
Sophia has an open-mind when she is faced with challenges. Her persistence and willingness to learn, enable her to face challenges with enthusiasm.

Thinker
Sophia is deemed a role model for the IB program. Her ability to adapt, challenge and apply herself..

A Change in Leadership

As my work as the Norwegian Support Teacher at AIS comes to a close, I will also be handing over the Editor position of the AIS Newsletter to our capable Newsletter Crew members, Charlotte and Pragma, grade 6 and Yvonne, grade 9. They are really looking forward to producing the Newsletter! I have thoroughly enjoyed working with the AIS Newsletter and know that the Editor position will be left in very capable and enthusiastic hands! I look forward to reading the future issues!



The Newsletter Crew typically learn valuable skills a different skills, that include: time management, IT, communication, teamwork, inquiry, reflection and open-mindedness.



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'We look forward to our next edition!

Source Information

Peace and love heart:

<http://www.boutique-jourdefete.com/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/c/o/confettis-autocollants-hippie-peace-and-love-turquoise.jpg>