



## DISTANCE LEARNING PROGRAMME

# INTERNATIONAL BACCALAUREATE PYP - MYP - DP

“Education is the most powerful weapon which you can use to change the world.”- **Nelson Mandela**

### PRIMARY YEARS PROGRAMME AT LEARNING ALLIANCE INTERNATIONAL!

If there was ever a time in which the phrase **taking the learning beyond the classroom** was more relatable, this is it. And if there was ever a time, where teachers went over and beyond to assist the children in learning, this has been it. While the world has come to a standstill following the COVID 19, the school closure has given our learning community an opportunity to organise and express themselves in ways that are non traditional, challenging but certainly rewarding. **IB Distance Learning Programme** was put into place because of hard work and dedication of the teachers and administration. The teacher training took place over the course of the days during which every aspect of regular teaching in the classroom was discussed and simulated.

As you would witness through these pages, DLP @ Learning Alliance International was put into active practice and regular classes using online platforms were organised. The students and teachers on a virtual platform thoroughly enjoyed each other's company and worked together to develop a seamless fluent communication through Google Classrooms and Google Meet. Along with the regular curriculum, aspects like **Life Skills, Visual Arts, Gymnastics, Public Speaking, Storytelling** and **PSPE** have added more vibrancy to the Google Meet sessions and for the last five weeks brought a semblance of normalcy in these unusual times.

We take this opportunity to thank our parent community, who have supported us through these testing times and as always have given us their vote of confidence. As the weeks are progressing, we as a school community are joining hands together with our students and parents to become lifelong learners, more powerful and better equipped with new skills set in a new, more resilient world, hopeful in the power of the human spirit.

## PYP I STEPS UP FOR COMMUNITY!

Creates messages to raise awareness and thank community helpers



**PYP I Community Service Message**  
"Let's work together to help keep our community safe"



**PYP I Community Service Message**  
"We pledge to become responsible members of our community"



**PYP I Community Outreach**



**PYP I Community Outreach**

## Ramzan @ LAI PYP



## STUDENT PLEDGES!

In this time and environment, the students of PYP I decided to help their community by coming together to make public service messages. This project was a product of the their theme **How We Organize Ourselves** in which they learnt how “*Members of a community work together to meet a common goal*”. Students and teachers engaged in work that instilled camaraderie and built a connection with their community. Students also learned some amazing things during the DLP related to community, organization, and sharing data in Literacy and Numeracy.

The Literacy DLP assignments and online lessons objectives were mainly focused on reading skills, comprehension skills, reading for purpose, creative writing skills and handwriting skills. Students looked forward to their online lessons. They would love sharing their interesting stories and new hobbies. In Numeracy, reinforcement of Time was linked to their daily activity plans and it emanated to be thorough learning to connect with the concept of ‘organization’. Students accomplished their objectives through mind-maps and linked topics with theme. Introduction of Graphs was a very interesting topic for students! Graphs were also integrated with science lessons and students differentiated between tables and lists. The connection between data organization and sharing was emphasized. Real- life examples were shared by students! ■

# MAD ABOUT MATTER!

PYP II learns about liquids, solids and gases

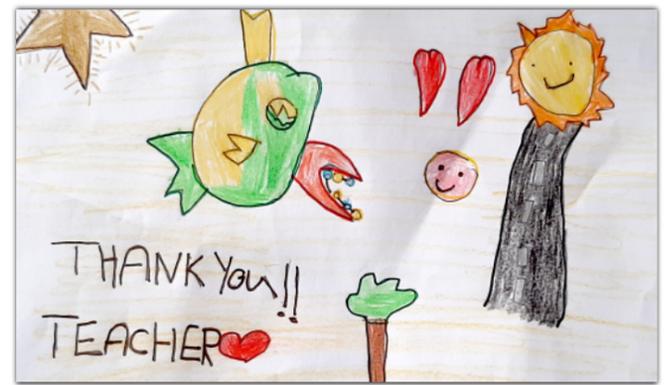


by Serena Sikander Minhas - PYP II



by Amanee Emran - PYP II

Students creatively worked on their posters showing "States of Matter" and displayed the arrangement of particles in a solid, liquid and gas. Connecting it to their theme's key word, they understood the arrangement and quantities of the particles. Motion and molecules were discussed and students reflected on their learning through these posters. Matter was the primary focus of their learning so far in the Distance Learning Programme and these posters were created at home by the students. They thoroughly enjoyed the process. Students were taught a diverse application of the concept through integration with other subjects like Numeracy. Students solved word problems based on Matter using mathematical operations. They made division and multiplication sentences. Students identified the shaded fraction shown in the pictures for their Numeracy assignment. Also, they further delved into a real-life application where students made models of the "Water Cycle" in a transparent bag and observed the evaporation and condensation of water that helps form clouds. ■



by Syed Ameer Ali Hussain - PYP I

## ARTISTIC IMPRESSIONS

At Learning Alliance International we aim to deliver an engaging and exciting Visual Arts Distance Learning Program. The art lessons assimilate the elements of PYP that drive all teaching and learning at the school. The students in these past 5 weeks dabbled in activities involving creativity, imagination, mindfulness and skill development. The program included techniques of drawing, colouring, painting, collage. The following are some of the recent classwork:

### The 'Dot'

PYP II was shown and read aloud to, the inspiring book 'The Dot' by Peter Reynolds. The story holds an important message of self-confidence and positive reinforcement. They were then invited to start by making a black dot and convert it into any shape or object. Later they added an environment to the object. The students enjoyed the freedom to create anything and the results were so creative! ■

## THE LANGUAGE TRAIN

PYP III ventured into the world of Literacy with all its wonders. The assignments throughout this time have been a true reflection of their understanding and active participation in the Google Meet sessions. In their Literacy session, students were introduced with Instructional Text, Poems, Story prompts and Idioms, which they thoroughly enjoyed! Here is a glimpse of some of their assignments.

### ICE CREAM by Sophia Ali Khan PYP III

Ice cream is sweet  
Creamy and delicious  
Everyone wants ice cream!

Cool and even cold  
Refrigerate when you bring it home!  
Even dogs like ice cream!  
All ice cream can served in a cup or a cone  
Marvelous flavours of delicious ice cream!



### PAKISTAN

by Fatemah Saad PYP III

P eaceful country  
A bright place  
K ind hearted people live here  
I enjoy living in my country  
S treets are busy here  
T rees are very green  
A nd stars shine at night  
N o other country is better than mine



by Rayan Umer Khan - PYP II

### Story Prompt:

by Syed Muhammad Abbas PYP III

Deep in the forest lives a very old bear with magical powers that allowed the bear to turn invisible. One day a group of friends went into the forest and had no idea about the bear. They went in and heard a roar. They got scared so they ran into a cave but the bad news was that the voice was closer. They had ran in the place the roar was coming from and the cave was unstable so it fell ad luckily one of the friends had a poison dart so he was in front and they saw something. They screamed and the friend with the dart shot and that was their only dart. And then all that was left of them was the poison dart sitting on the floor and they were never seen again.



## PYP III



### Story Prompt! by Neeyah Jawad Ahmed PYP III

Deep in the forest lives a very old bear with magical powers that allowed the bear to lift things in air. The bear loved to dance. He had also met the Prime Minister who liked dancing.

One day, he went for a short meeting with the jungle animals. When he was coming back he saw some friends who came to the jungle for a walk. One boy was mean and he was making fun of another boy. All the friends were watching and laughing. The mean boy was a bully.

The bear hid behind a tree and did magic. All the boys who were bullying started going up in the air. They screamed and shouted. They were very scared. The bear then threw them on the ground but not too hard so they were not really hurt.

The mean boys were very sorry and they were never mean again.

### Poetry corner...

## MILO AND MAT

One day I bought two cats.  
The cats loved to eat the rats.

They liked to chase the bats.  
And the dog likes to chase the cats.

The cats were fluffy and fat.  
Their names were Milo and Mat.

They liked to play with me and my dad.  
They made my mom very mad.

Making them go will make me sad.  
They are cute and very fab.

by Abdullah Ishraq - PYP III

# MINDFULNESS

## PYP IV AND V EXPERIENCE CALMNESS AND POSITIVITY THROUGH ART!

Students of PYP IV and V were introduced to the idea of mindfulness and positive thinking. In these rapidly changing times the students were invited to shut everything out and make a list of the things they feel most grateful for. They then illustrated those things inside their outlined hands. There was sense of calm and happiness all round! ■



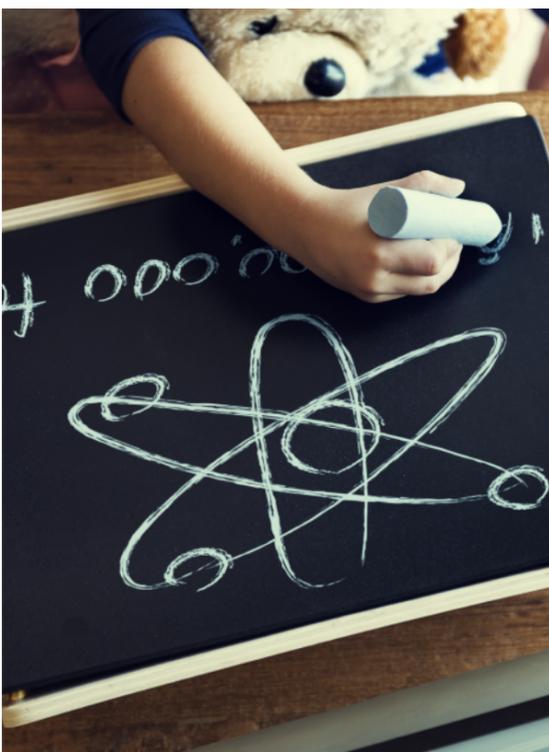
by Jehan Saif Rehman PYP IV

# SCIENTIFIC? TERRIFIC!

## PYP IV EXPLORES THE ATOM AND ELECTRON

PYP IV displayed great enthusiasm during the Distance Learning Programme. All the assignments and projects were completed with dedication and a new-found enthusiasm. During the theme “How we organize ourselves” students of PYP IV studied the structure and organization of the universe. In science they studied about those tiny particles known as ATOMS. Keeping in mind that Atoms are the building blocks of matter they learned about molecules and compounds. To further enhance their concept the students were asked to make a model of a molecule and a compound using household items. Again, at this point I was doubting the success of this project but my students blew me away with their understanding and creativity.

Next, we discussed the periodic table and the 118 elements that form the universe. So, our next learning objective was to study the structure of an atom. This was a new concept for my students but as a team (my students and I) we worked hard and grasped the concepts. Besides learning the general structure of an atom, the students also learned how to distribute the electrons in their electron shells. ■



# NUMBER GAME

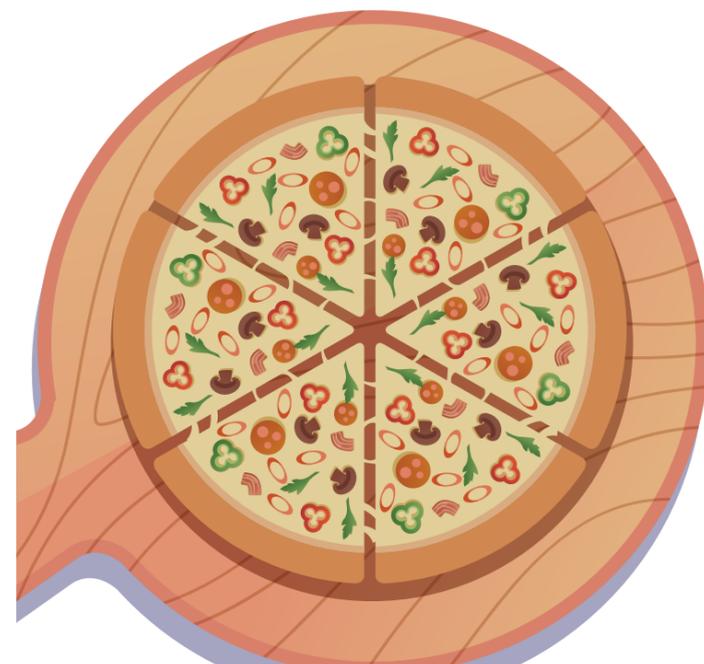
## PYP IV takes on Numeracy!

by Nadia Majeed - PYP Mathematics Department Head

As the classes went online, it was important to keep the quality of numeracy in PYP IV high and keep the learners engaged during the DLP sessions. I designed a simple plan of working around the BIG IDEA. DLP sessions were all designed to achieve simple, direct and STRONG LEARNING OBJECTIVES.

It was very important to connect the knowledge with real life. PYP IV was assigned a project on **Fractions** in which the learners filled out calculation tables showing how to halve the recipe and how to increase the recipe. They measured the ingredients in fraction cups, scales and spoons. In the end they baked chocolate cake, pizza and cookies. After receiving the calculations, pictures and completed projects, the data was presented in the form of the Numeracy Bulletin Board which was a great success among the learners.

DLP session ended with a bang when Learner Agency was applied during the Google Meet sessions. The students came up with their own learning objectives and decided on the strongest one. They connected the objectives with the outcome of that session and decided to give themselves a big SMILEY. ■



**I Care about My Planet**

Write down three things that you can do every day to show that you care about Earth in the spaces given below:

1. recycle things
2. light switches off so to give energy
3. save water

**WHICH EARTH DO YOU WANT TO LIVE IN?**

by Mohammad Saifullah Tahir Khan PYP II

# EARTH DAY!

PYP at Learning Alliance International strives to highlight important days that students can learn from and start to implement their learning. Earth Day activities were planned to bring attention to a day that reminds all about our duty to our planet. Everything from videos and discussions to reminders were shared and students engaged in activities targeted to inculcate a strong sense of care and responsibility.



# BIOLOGY

## MYP IV

nitrogen to grow pea plants. The students' hypothesis was:

If fertilizer containing nitrogen is added to the soil, then the pea plants will grow taller because there is more nitrogen which is an essential nutrient.

The students collected the following data after the plants had been growing for two weeks:

Trial	Height of plant after two weeks / mm	
	Fertilizer added to soil	No fertilizer added to soil
1	310	198
2	347	228
3	332	222

The students also used the following image to compare the leaves of the plants.

Heterotrophs obtain organic molecules from other organisms via different feeding mechanisms and different food sources

- Consequently, heterotrophs can be differentially classified according to their feeding pattern

**Consumers**

Consumers are heterotrophs that feed on living organisms by ingestion

- Herbivores are consumers that feed principally on plant matter (e.g. cows, sheep, rabbits)
- Carnivores are consumers that feed principally on animal matter (e.g. crocodiles, wolves, tigers)
- Omnivores are consumers that have a principle diet composed of both plant and animal matter (e.g. pandas, humans)

**Consumer:** An animal that feeds on living or recently killed organisms via ingestion

**Ecosystem:** A community and its abiotic environment

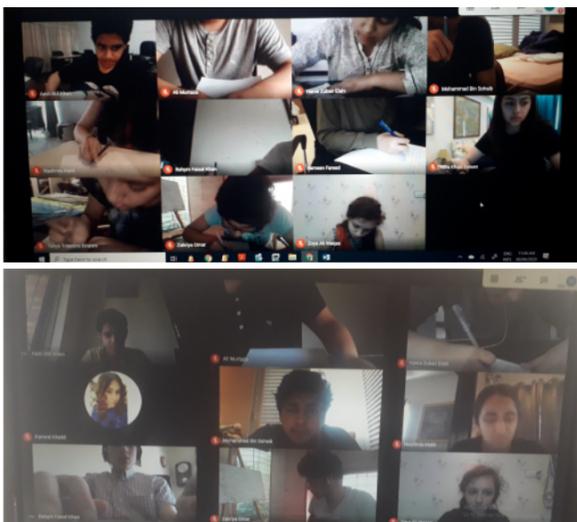
Distance Learning Programme started off amidst the uncertainties of the current scenario with the school management, the teachers and students coming together to maximise the learning in each subject area.

In the first two weeks of online biology classes students learned to identify variables. For some students it was challenging, but practice makes perfect and soon enough the students started enjoying working on designing investigations. In the 3rd week of DLP, ecology was introduced, where the students learned about the environment we live in and how human activity impacts our planet.

The final week was concluded with an assessment in which the students were tested on the knowledge they acquired during online classes. Over all MYP IV enjoyed a fruitful experience.

# MATHEMATICS

## MYP I - III



Being one of the most conceptually dense disciplines of all, Mathematics initially posed as a daunting task in terms of its online execution. Surprisingly once the DLP lessons commenced, the endless opportunities in creatively engaging the students quickly overshadowed any lack of minor untranslatable elements from the conventional classroom. With Microsoft Whiteboard being the prime online medium of the Math lessons, a diverse range of tools including multicolored pens, highlighter, ruler, post-its, and insertion of slides, images and documents became instantly available. Apart from being thoroughly engaged through this platform, students were also able to hone their organization and time management skills owing to the new rules and demands of the digital classroom. Due to the lack of in-person interaction, a physical whiteboard and notebook, students re-defined what it meant to be effective communicators by discussing mathematical concepts and highlighting their problem areas without any of the aforementioned elements of a conventional classroom. By attempting all their math assignments in soft copy form, students practised their skill of inputting all their mathematical workings digitally which will effectively gear them towards the expectations of their final mathematics e-assessment in MYP V.

# UNDERTAKING THE DLP



The DLP was designed for a dynamic learning experience that proved to be successful. Some sessions started each day with an informative morning session where students shared their ideas about the importance of hygiene, eating a healthy diet, essential measures which can be taken to stop pollution, making this earth a better place to live and so on.

The English language lessons aimed at improving students' creative writing and analytical skills. Grammar and vocabulary were also emphasized by involving students in various grammar activities and vocabulary games. The students worked hard to complete their assignments and tasks on time and follow the given deadlines. This resulted in a considerable improvement in their writing style which was reflected in their work.

Conducting DLP assessment was a challenge but the students took them quite seriously and conscientiously abided by the rules.

MYP II presented their research work in the form of powerpoint presentations which helped them build their confidence, improve their vocabulary and communication skills. They took pride in sharing the information collected by them about novels belonging to different genres and written by different writers, and successfully highlighted the similarities and differences between them.

On the last day of DLP, students were given suggestions on how to spend their summer holidays and Ramzan productively. Students shared their ideas on the importance of fasting, generosity and empathy. They also shared their personal experiences of giving alms, clothing and money to those who are less privileged.

# WHY NATURAL ENVIRONMENTS ARE IMPORTANT TO INDIVIDUALS & SOCIETIES? - MYP II

**INS SUMMATIVE TASK**

**CANADA'S DECIDUOUS FORESTS**

People often think that Canada only has one biome - the Arctic region. But, in reality, there are in fact many different biomes in Canada. From grasslands to tundra, and forest biomes to wetlands, there are an array more than just the Arctic!

What biome(s) do you think is/are most important to the business in the country? Why? Canada is in North America, where it gets very very cold, because why people across (and) outside the Arctic forest. Canada's forest associated with water and ice, but it gets really warm during the summer in Central Canada, but it's a little colder in the north.

**New Zealand**

By: Rishika Dhar

Class: MYP II

There's a lot of lakes in New Zealand, and it's one of the most beautiful places to visit. This is a small island in the South Pacific Ocean. The key island is New Zealand, in the Southern Ocean. This is New Zealand's natural environment, and it's one of the most beautiful.

Using the graph, answer the following: Why is New Zealand a beautiful place to visit? In terms of its climate, New Zealand has a lot of lakes, rivers, and mountains. It's a beautiful place to visit in any season.

**Namibia**

**A Distant Wonder to Explore**

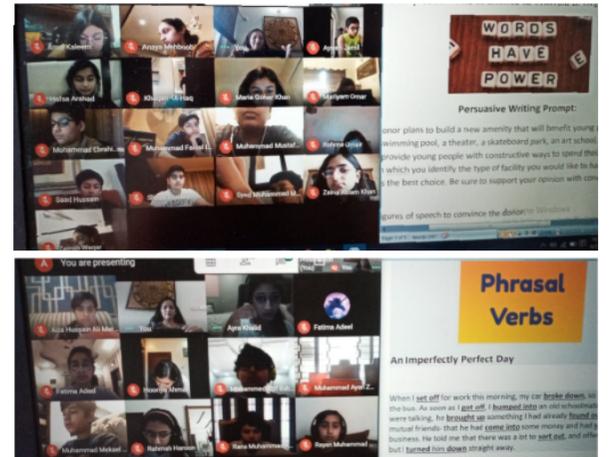
Namibia is a beautiful country located in southern Africa. It's a beautiful country with a lot of natural beauty. It's a beautiful country with a lot of natural beauty. It's a beautiful country with a lot of natural beauty.

**Geographical Features of Namibia**

Namibia is known as a desert landscape that stretches from the sea level of the Atlantic Ocean to the interior of the country. It's a beautiful country with a lot of natural beauty. It's a beautiful country with a lot of natural beauty. It's a beautiful country with a lot of natural beauty.

Students of MYP II learnt about 'Why natural environments are important to individuals and societies?' in their Individuals and Societies DLP. At the end of the session, to gauge the students' learning outcome, an assessment was taken in which the students had to create a magazine article on the natural environment of a country or region of their choice. Within the article students had to write: Where the country or region in the world was and what biome (s) was there. What was the climate like including data charts and graphs. What the natural environment looked like including the features of the ecosystem in the area. Two examples of the human impact on the area (For example: mining, farming, tourism, climate change). A reflection on some of the opportunities and threats being faced by the natural environment in the area.

# ENGLISH LANGUAGE & LITERATURE



The English Language and Literature lessons were planned on Conflict, how to deal with the present situation and which IB Learner profiles attribute were important to be practised during this time. The students enjoyed impromptu public speaking activities online, as each individual was given a separate topic to speak on. The story writing sessions were as effective as they had been in classrooms in school.

Initiating like a roller coaster ride the students took less than a week to familiarise with the idea of the 'Distance Learning Program' and adapted to it quite successfully.

Online videos and prezis were shown to the students to make their lessons interesting and keeping them engaged. The students enjoyed using tools like the Jamboard for mind mapping and planning their creative writings. The DLP assessment grades proved that it had been a successful program giving the students a congenial learning environment.

# INDIVIDUALS & SOCIETIES



Individuals and societies, as one of the most relevant subject in times like these, has opened so many opportunities to discuss the prevalent conditions and possible consequences that the world might face. In an attempt to prepare students for the DLP during the lockdown, we discussed natural disasters especially pandemics and similar outbreaks of disease in history and how the world copes with them.

During the DLP, students identified the importance of technological age, its implications and how it has played a major role while we sit at home and continue with our socially distant lives. These unprecedented times have changed many things, and at the same time helped us all realize the importance of our only home EARTH. We discussed in detail the aspects which should be in place for a more secure future for all and measures to control adverse situations and educate people about pandemics.

MYP IV was particularly interested in comparing the pre COVID 19 conditions and how the world will change in near future and things which will be considered as normal in the post pandemic world. MYP IV also studied in detail the history of two world wars and what arrangements brought the world to peace again.

Overall, this DLP has made our students more knowledgeable and balanced and has proven that they are a bunch of well-disciplined and courageous students.

# ISOLATION DIARIES

## MYP I

The study of English Literature in IB-MYP begins with learning how to analyze and comment upon the world around us in an insightful way. In this unit 'Is seeing always believing?' students were introduced to key words such as 'programme -makers', 'audience', 'media message' and 'media effect'. To sum up their DLP on media literacy' students of MYP I created a media message for their peers and teachers. The topic was 'isolation diaries'. From creating songs and skits to self-help videos, MYP I showcased imagination, resilience and good humour in these testing times. Three cheers for our young super stars!

# THE SCIENCE OF YOGURT MAKING

Have you ever wondered why most yogurt containers advertise that the yogurt contains "live cultures?" This means that there are living bacteria in the yogurt! These amazing bacteria can turn plain old milk into a yummy yogurt treat. IB MYP I students explored the topic of live cultures of micro-organisms in food. They fully explored the topic by performing the task of converting milk into yogurt at different temperatures using live bacterial cultures.

Students not only used their knowledge about the cultures of bacteria 'Lactobacillus bulgaricus' and 'Streptococcus thermophilus', but also used the knowledge of some scientific terms like 'incubation', 'inoculation', 'fermentation'. They also learned the importance of critically using the correct scientific measurements in any scientific investigation.

ATL Skills targeted:

The ATL skills targeted for this activity were Affective skills. The specific targeted strands of affective skills were:

- o Self-motivation (Practice analyzing and attributing causes for failure)
- o Resilience
- o Practice 'bouncing back' after adversity, mistakes and failures
- o Practice 'failing well'
- o Practice dealing with disappointment and unmet expectations
- o Practice dealing with change



## MYP V



End of the year for the outgoing class in every school marks an occasion of mixed emotions. There is jubilation but at the same time, there is a sense of nostalgia brought about reminiscences of an era - of shared experiences and wonders. As the MYP students move on to **Diploma Programme at Learning Alliance International**, it is also a period for reflection and an excitement about what the future beholds.

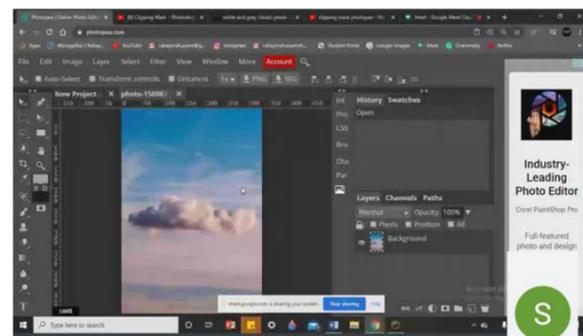
This was quite evident in the case of our star batch of MYP V which went through an experience that can only be described as one of a kind. The traditional "End Of the Year" party was replaced with the daunting reality of a school building closure and the lockdown. However, as usually happens, the time of **constraint** is often a time of **limitless creativity**. MYP V turned to art, poetry and expressive performances to display their emotions at what can only be called a turning point of their lives. A very mixed range of emotions, taught us that 'It's a lesson in strength, endurance, survival and care for others'.

Students took their Mock eAssessments through the Distance Learning Programme - where teachers conducted rigorous online sessions for predicted grades and ePortfolio submissions. The MYP Personal Project - a student-centred practical exploration in which students consolidate their learning was a challenging goal to achieve in these equally challenging times. Online lessons and management of the Personal Projects were supervised by their respective mentors. These projects formally assess students' ATL (Approaches to Learning) skills for self-management, research, communication, critical and creative thinking, and collaboration.

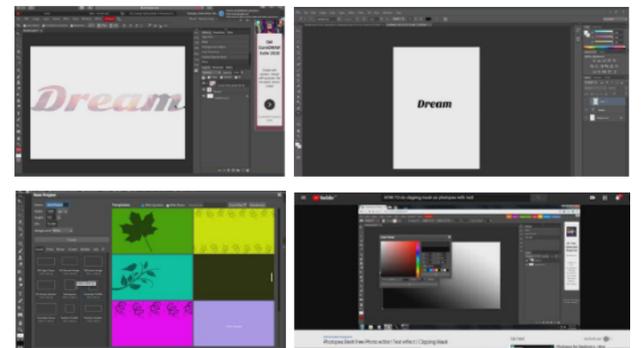
The successful completion of Design, Art and Language Acquisition (French) ePortfolios also took during the Distance Learning Programme- an intensive journey with its particular set of highs and lows resulting in a remarkable learning experience for our MYP V students.

## DESIGN

DLP Design, and the resultant development of new technologies, have given rise to profound changes in society; transforming how we access and process information, adapt to our environment, communicate with others, solve problems, work and live. MYP design course enabled students to apply practical and creative-thinking skills to solve design problems; encouraged students to explore the role of design in historical and contemporary contexts; and was able to raise students' awareness of their responsibilities when making design decisions and taking action for a better future.

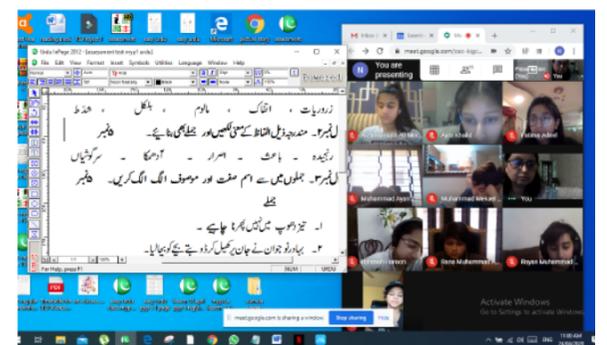


The students learned about typography, and how text and letters can be used to create a powerful image.



## URDU

Under the prevailing circumstances, initiation of an online learning platform was need of the hour. Urdu became a fun subject to teach with the use of latest technology offered through Google Classroom. Students were introduced to Inpage. The teacher shared the screen during classes, having students read and view video stories on the importance of book reading. Students were taught to spell using visual aids and language extensions for the Urdu dialect. Students took Urdu assessments successfully at the end of the DLP. In the end, it was a unique experience for teachers and students alike.



## VISUAL ARTS

It is evident from past history that art thrives in challenging times. The human mind works, cultivates and extends artistic expression best when put in adversity. Visual Art presented itself as an appropriate medium of expression for all students. Under lockdown and the world going through a pandemic the students were experiencing a multitude of emotions that were best taken out on a sketch book. The Visual arts DLP witnessed the making of some dynamic and brilliant artworks. Art activities, art talks, thorough analysis of various paintings were conducted. Some great online virtual museum visits were also experienced.

Syed Sadequain Ahmed's painting, name unknown

Contrast is shown because of the lightness and darkness of the building which is dependent where the sun is faced

Pattern is shown by a repeated straight lines on the man's clothes

Space is shown by the buildings at the back further away from the people in the front

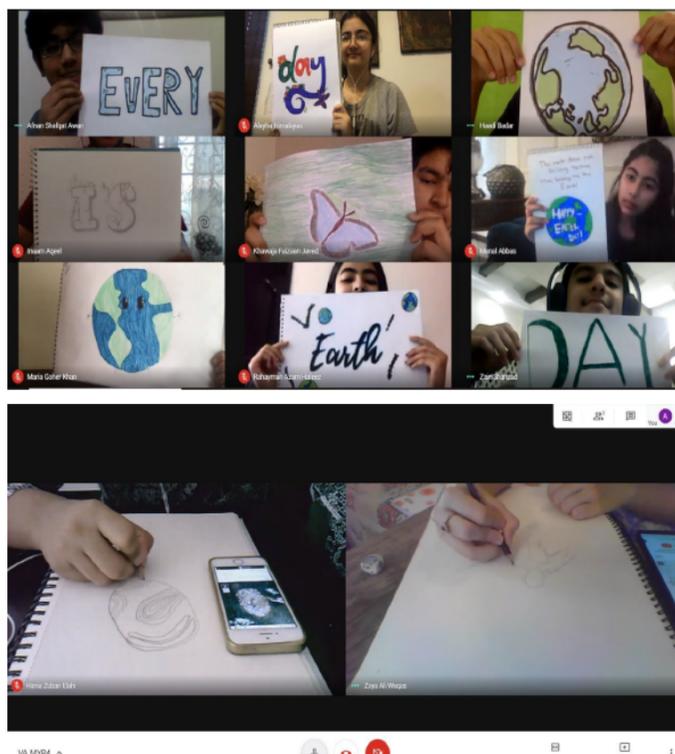
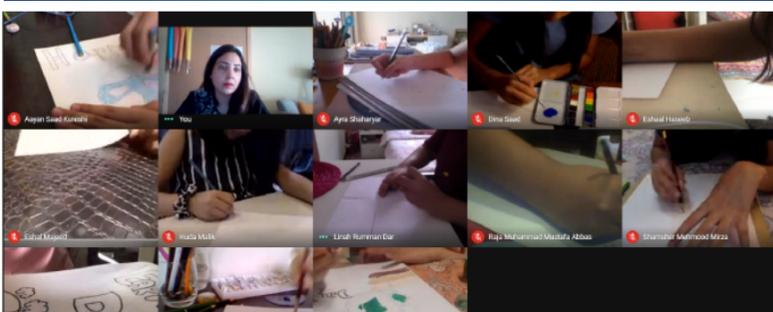
Shape is shown in this painting by the shape of the sun

Value is shown by the 3D shape of the building

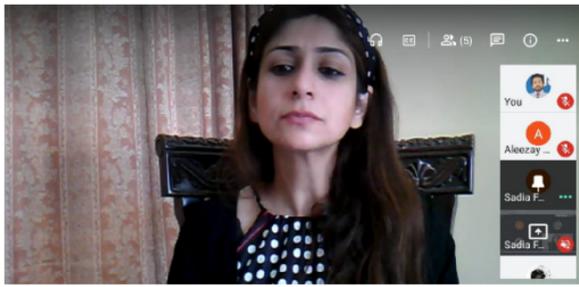
Color is shown by the different colors in the man's clothes

Form is shown by the 3D shape and the lightness where the sun is faced plus the darkness where its away from the sun

Line plays a major role in this painting, right now on the person's clothes there are a lot of lines to show texture



## ENVIRONMENTAL SYSTEMS & SOCIETIES



Environmental systems and societies lessons covered some of the major issues faced at the global and regional level such as smog, acid rain and ozone depletion. The origin and formation of these secondary pollutants, their impact on environmental ecosystems, economies and humans. Students learnt about different adaptive and mitigation strategies, and Global treaties for the management of these problems. Presentations, documentaries and class discussion were the main teaching strategies.

During the DLP, ESS students prepared for two global collaborative events as well. The first focused on the socioeconomic and environmental impacts of the lockdown, where students from 18 different schools around the world presented the research and data on their respective countries. LAI was the only School representing Pakistan.

The following week, the second session was conducted to mark the 50th Anniversary of Earth Day 2020. It included students being randomly allocated one of the major five Biome under threats, and they were further given stances to discuss the causes of the threats and propose solutions to these problems.



### Disadvantages the lockdown has on the environment

There are some disadvantages that the environment faces due to the lockdown

- The consumption of water has increased as people are washing their hands more and for more time to disinfect themselves of any virus particles.
- Surgical masks, and gloves are being used more and discarded into landfills which is polluting the environment. Since the material used to make the gloves is non-biodegradable, it doesn't break down leading to increased pollution.

### Impacts of the lockdown on environment and society

### Advantages the lockdown has on the environment

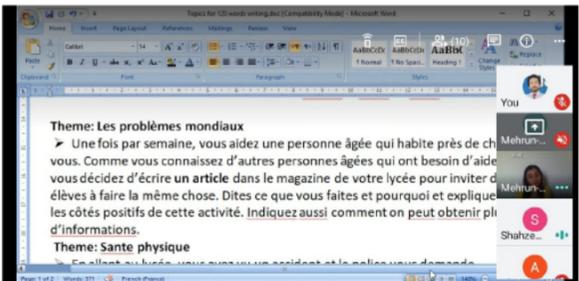
There are some certain advantages we get from the lock down such as:

- The air pollution according to the air index has dropped a lot in Lahore since their people are using transportation and the industries have closed down the air quality is 50 AQI this is due to the drop in the levels of pollution and greenhouse gas emissions.
- The dusts and smog has become visible in the industries in KPK, due to less visitors starting their off and less pollution in the river.
- Stars are more visible in the sky to see due to less air pollution.

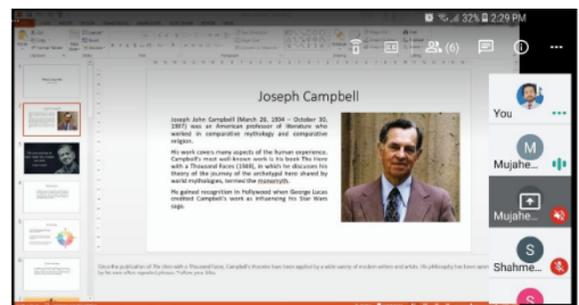
### Introduction of the pandemic

- For the last 7 weeks, Pakistan has been under lockdown due to Coronavirus pandemic, called also known as Covid-19. This was started in the City Wuhan, China in the 2019.
- All Nations consider that the deadly Virus has been 2019.
- This disease has impacted people from all age brackets. Looking the global population now what is known as self-isolation.
- Coronavirus has 40% confirmed cases, 10 deaths and 100 recoveries.
- We can see how nature has reached its tipping point and is slowly waking up.

## FRENCH



Learning a new language is always challenging and exciting at the same time. While the French DLP language acquisition subject was demanding, it also provided a platform to unfold new techniques and utilize new tools. During this period learners covered 2 new topics along with several writing tasks and formats. Their IA oral brought out surprising results of their linguistic skills. The students were recommended French movies to view and literature to read.



Film, inherently being a collaborative art form in nature, posed an interesting challenge when the shift to Distance Learning Program was announced. By capitalizing on International Baccalaureate's dynamic curriculum and considering our students' specific needs, a DLP Planner was designed that took the challenges of online learning head on. Film's DLP Course focused on the core component of Exploring Film Production Roles in which students learnt and exercised the role of a Writer in a film. They studied the film-structuring technique of "The Hero's Journey" and "Basics of Drama-Conflict" and wrote original short scripts that will be produced into short films for their portfolio for final assessments. Over all, Online Learning was a challenging experience that inspired us to be creative in order to achieve our goals and be adaptable in these times of global uncertainty.

## BUSINESS MANAGEMENT

DLP although challenging, opened up a new opportunity for the Business Management class to explore how the current situation forced companies to change their marketing strategies. From studying the marketing mix elements to understanding the significance of primary and secondary market research; learners were able to incorporate relevant knowledge and skills to Internal Assessment as well. Covid-19 pandemic has made businesses change their slogans, some businesses have expanded to unrelated diversification while others are engaged in CSR, worldwide- this was an integral part of DLP sessions. Overall the learners were enthusiastic to share their experiences!

### UNDERSTANDING MARKET SEGMENTATION KEY TO REPLY VISITORS' SOURCES

According to a study by Cathy Ho of the School of Business at Hong Kong University, the key to boosting the number of tourists visiting the region is for companies to understand market segmentation. In a survey of 1000 tourists coming through Hong Kong International Airport, Professor Ho identified six distinct groups of tourists who she claimed, needed to be treated differently by marketing activities.

1. Single travelers 55 years or younger
2. Frequent mature travelers 55 years +
3. Repeat mature travelers
4. Business travelers with incomes over \$50,000 per year
5. Business travelers with incomes under \$50,000 per year
6. Repeaters visiting friends or family in Hong Kong

These groups needed a different marketing focus to encourage repeat visits. Young, single mature travelers might be attracted by being a friend generation. High-income business travelers could be more influenced by promotion about the wide range of hotels and shopping facilities in the region. Mature repeat travelers need to be part of 5% of the total sample, suggesting that this was a market segment that needed to be more highly targeted. The program that needed little additional marketing focus was repeat visits of those visiting family and friends - they would be likely to see long-term repeat visits.

### Answer the following questions:

1. What are the ways in which market can be segmented? [6 marks]
2. Explain two ways in which market research has allowed the total tourist market of Hong Kong to be segmented. [6 marks]
3. Suggest a better primary research method that the company can use; justify your answer. [8 marks]
4. Evaluate the possible benefits and limitations to a Hong Kong travel company of targeting different segments of the tourist market with different marketing activities. [10 marks]

Quiz: Chapter 4.2, & 4.4

1. There are four C's in marketing planning. What are they?
2. What are the four P's in marketing planning? What are they?

## BIOLOGY

DP students continued learning about Genetics in the online classes. They learned to make Punnett squares and pedigree charts. Selective breeding and cloning were some of the topics that caught their interest and they managed to hold a debate on human cloning keeping ethical factors in mind. This discussion and research was followed by an online assessment. The students next are scheduled to study "Human Physiology".

### Overview of a Polymerase Chain Reaction Cycle

PCR occurs in a thermal cycler and uses variations in temperature to control the replication process via three steps:

1. Denaturation - DNA sample is heated to separate into two single strands (95°C for 1 min)
2. Annealing - DNA primers attach to the 3' ends of the target sequence (55°C for 1 min)
3. Extension - A heat-stable DNA polymerase (Taq binds to the primer and copies the strand) (72°C for 2 min)

Once large quantities of DNA have been created, other laboratory techniques are used to isolate and interpret the sequences.

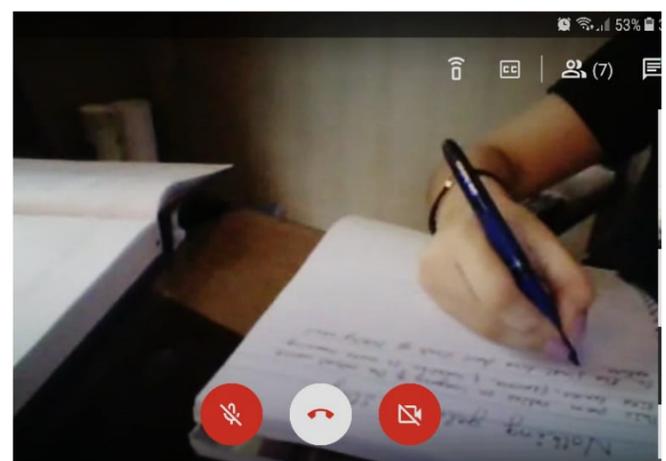
### Features of Intestinal Villi

### Genetics

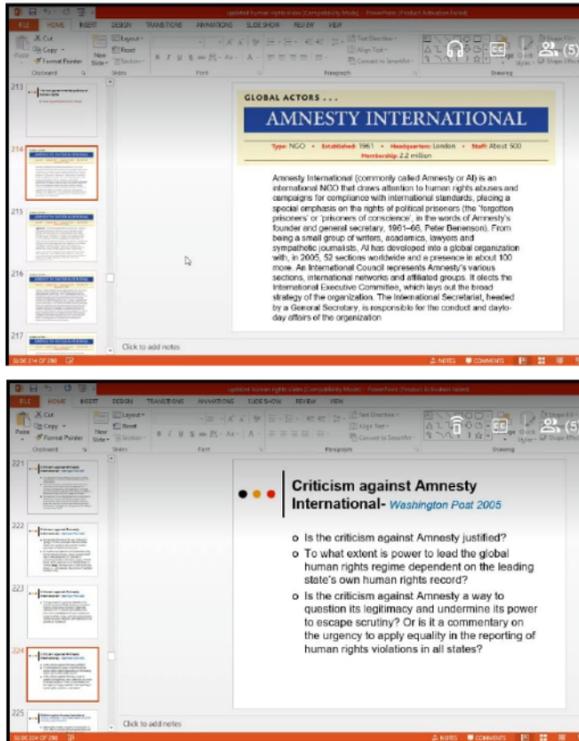
AUTOSOMAL DOMINANT	AUTOSOMAL RECESSIVE
<p>Cannot be passed on by two unaffected parents Parents MUST be heterozygous</p>	<p>Cannot be passed on by two unaffected parents must not have an affected offspring Parents MUST be heterozygous</p>
X-LINKED DOMINANT	X-LINKED RECESSIVE
<p>See linkage (affected) be confirmed</p>	<p>See linkage (affected) be confirmed</p>

## ENGLISH

Are we in the future of 'Back to the Future' film series? Is this the first step toward trans humanism? Well, switching to DLP has certainly made us all feel like cyborgs. But if this is what the future holds for us, what can we do about it? In English Language & Literature we addressed such pressing and unforeseen concerns whom no one has answers to (as yet). We turned to the poetry of Robert Frost, philosophy of Nietzsche and Sartre, and popular TV shows like Rick and Morty and BoJack Horseman to make sense of the Coronavirus-induced global existential crisis when everything has been turned topsy-turvy. Although it did not provide us any concrete answers, our classes did help us pose some meaningful questions, which will help us, navigate in such apocalyptic times.

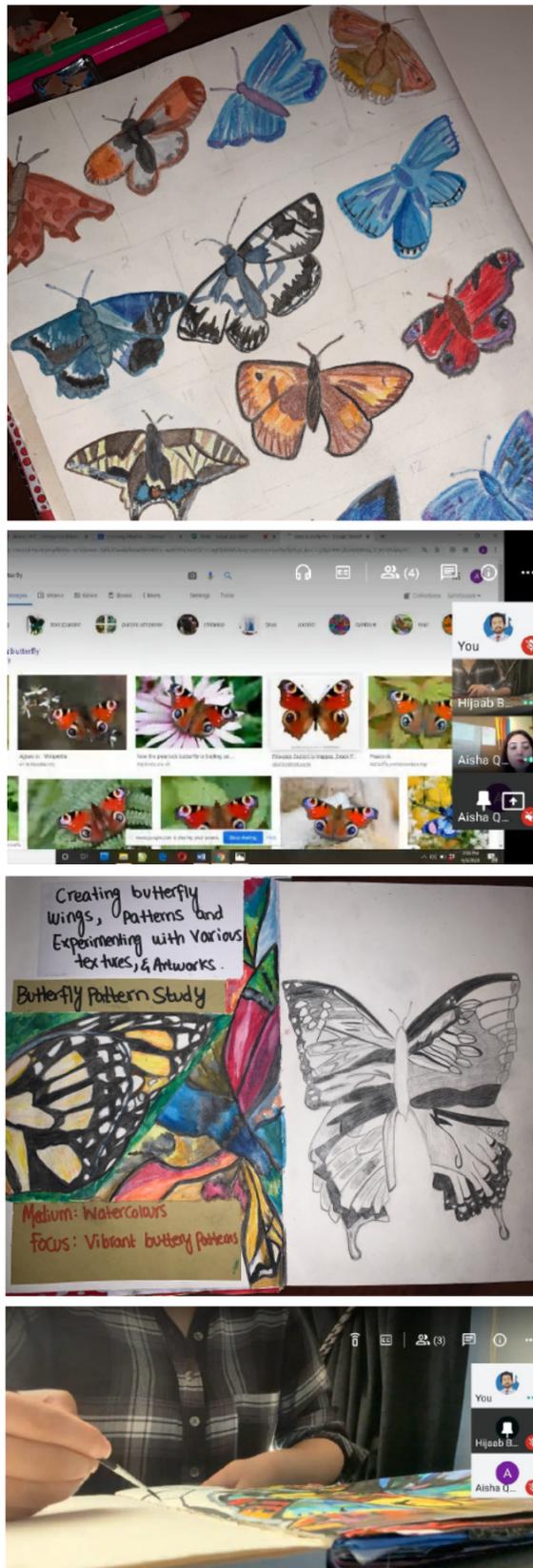


# GLOBAL POLITICS

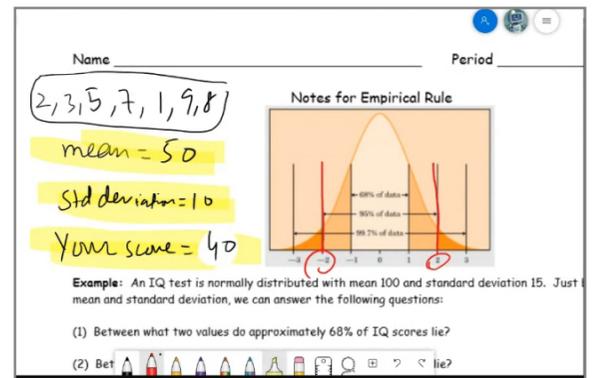


The DLP sessions for Global Politics did not prove to be a significant shift from the elements of a conventional classroom. Discussions pivoted on critical thinking were easily transferred to the Google Meet platform, where both the incorporation of visual aids and monitoring of assignments were facilitated with ease. In an effort to enhance relevance and a holistic understanding of the various dimensions of politics, the course allows the freedom of choosing relevant examples and case studies, as long as they are aligned to the conceptual framework. This feature of the course stood out vividly during the DLP programme as the students' unit on Human Rights intersected with the current crisis surrounding the covid-19 pandemic. Students connected the pandemic context to topics such as the violation of freedom of speech, the legitimacy of states in limiting human rights in emergency situations and the relationship between first and second-generation rights. Later on, students also participated in an online debate on the topic: Is the International Criminal Court an effective means of upholding order and justice? One of the main components of the DP Global Politics course is the compulsory engagement activity where the students acquire learning through actively participating in a political issue. However, with the current unprecedented lockdown situation, students had to maneuver through the best possible way to conduct this engagement. The DLP sessions provided the students with yet another opportunity- this time to face uncertainty with determination. Students tweaked their initial plans for the activity to finally arrive at their updated course of action for the engagement, which they will execute over the summer break.

# VISUAL ARTS



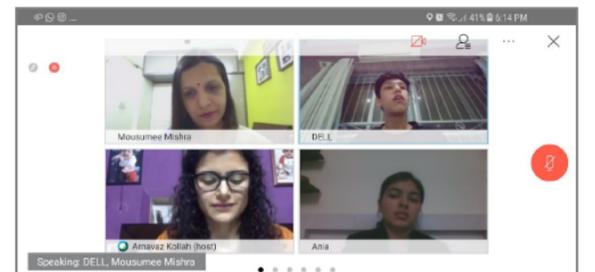
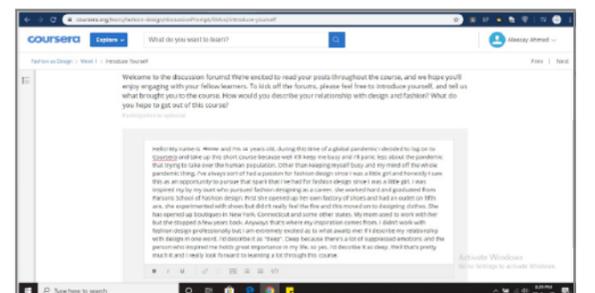
# MATH



In order to move forward in math education, after an unprecedented closure of schools, the Distance learning program (DLP) was put into immediate effect. The major challenge in this particular situation was to engage students in meaningful and constructive tasks. Fortunately, the relentless efforts put into making these online sessions a success by all the stakeholders, were fruitful to a greater extent. In mathematics we were able to cover two of the very important topics that the students would possibly need to write a good Math exploration (IA). In addition the students were able to take the IA's forward by not only finalizing the area of research each student was interested in, but also, the students started working towards relevant data collection and understanding the mathematical concepts involved in data evaluation and analysis.

# CAS

The world-wide lockdown and closure of schools brought the students to new opportunities for CAS. Students planned on making Public service messages and creating awareness campaigns for COVID-19. They made the best use of the time at home and took part in online courses, attended conferences on global issues and took part in virtual gaming competitions around the world. The most integral part of the DLP for CAS was to make sure that our students serve the community proactively and make the best use of this time to learn and grow. They planned and executed a Ramzan charity drive by purchasing goods, making rations and distributing it to the needy.

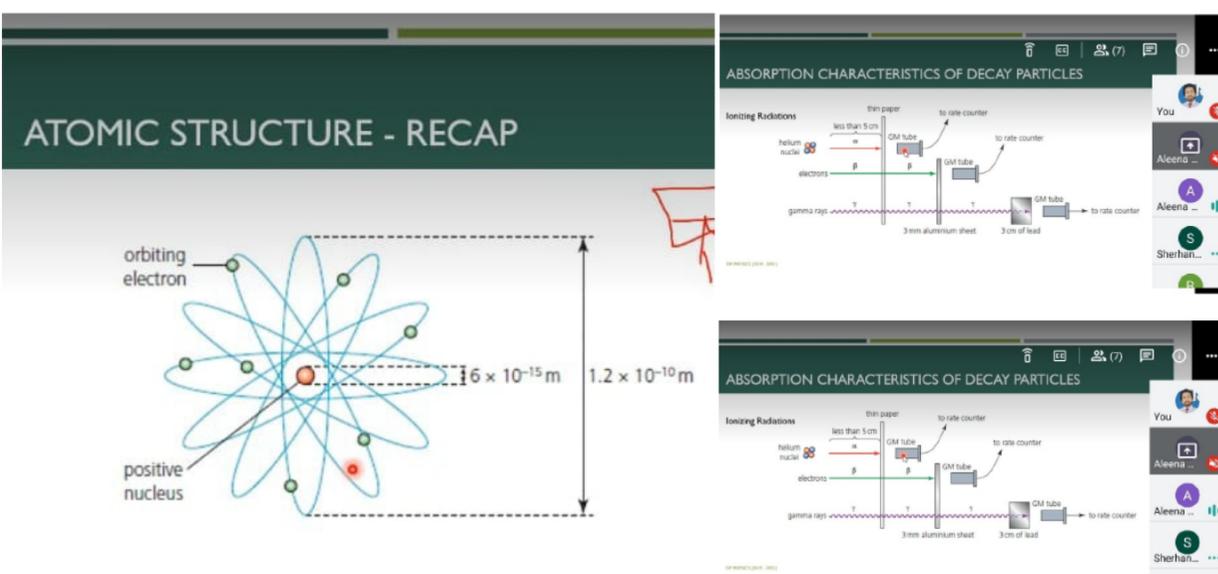


# PHYSICS

The students experienced a different learning environment and took up the challenging task of maneuvering the online platforms while they discussed and explored a new branch of the subject – Atomic and Nuclear Physics.

The students delved into Rutherford's minds, designing thought experiments for abstract concepts and used their prior knowledge about atomic structures to discover electron energy levels, as described by Bohr. They discovered the "fingerprints" of elements, and learned how they can use these to identify constituents of the surface of the Sun, distant planets and galaxies. From microscopic to the macroscopic and back to the nucleus, the students discussed and debated on the use of nuclear radiations for various purposes and how a "photon" transfers energy.

New platforms such as Google Jamboard, PlayPosit and online Quiz platforms were used to improve their learning.



#STAYHOME #STAYSAFE #STAYSTRONG  
#LEARNINGALLIANCEINTERNATIONAL