

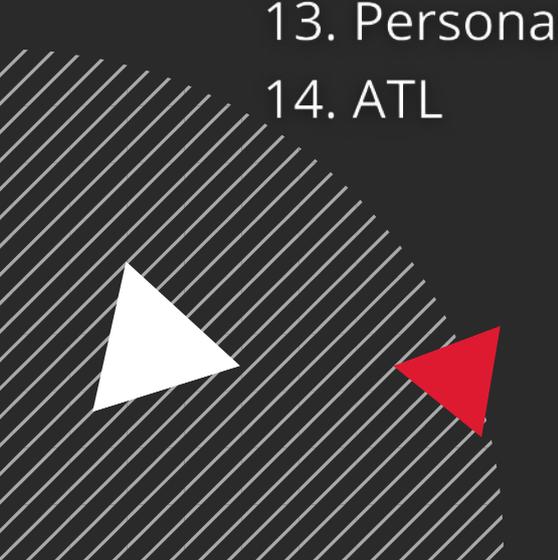
COLLÈGE DE LA SALLE FRÈRES

**MYP** NEWSLETTER  
2020/2021

 **YEAR 4**



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# ARABIC LANGUAGE

## فنّ القصة - عبرّ ومواعظ

- الإبداع
- الغرض - البنية - الموضوع
- الابتكار العلمي والتقني (الفرص)

- المفهوم الرئيس :
- المفاهيم ذات الصلة :
- السياقات العالمية
- والاستكشافات :

تُسهّم بنية العمل الأدبي والموضوع في توضيح الغرض من الابتكار العلمي والتقني وإبراز جوانب الإبداع فيه.

- جملة البحث والاستقصاء :

- المهارات الاجتماعية: المهارات التعاونية: العمل بفاعلية مع الآخرين. الاستماع استماعاً فعالاً إلى وجهات نظر الآخرين وأفكارهم.
- مهارات إدارة الذات: المهارات العاطفية: المرورية. ممارسة التعامل مع خيبة الأمل والتوقعات التي لم تتحقّق.

- مهارات أساليب التعلّم :

نظرة عامة على الوحدة :

الانتهاء من الوحدة الرابعة: التعريف بفنّ القصة والأساليب الأدبية المستخدمة فيها و تحديداً الوصف العام لقصص "كان ما كان" للكاتب والمفكر اللبناني ميخائيل نعيمة، وتلخيص القصص الست: ساعة الكوكو، سنتها الجديدة، العاقر، الذخيرة، سعادة البيك، شورتي. تمّ معالجة القصص من العنوان إلى النهاية من حيث رسالة الكاتب والقضية الرئيسية التي طرحها، تحليل الشخصيات الرئيسية والثانوية والمشهدية والغائبة، مع تحديد نوع الشخصية ثابتة أو نامية، وأبعاد الشخصية (الخارجي والداخلي والاجتماعي) والدلالة الرمزية للشخصية أو الفئة التي تمثلها. بالإضافة إلى الحكمة أو المفككة من البداية إلى الحوادث الصاعدة وصولاً للذروة فالحدث النازل، فالحلّ والنهاية. تمّ دراسة الوصف والحوار الداخلي والخارجي وتحديد نوع الراوي: الداخلي والخارجي وتحليل السرد بأنواعه السرد المستقيم، والسرد باستخدام الاسترجاع الزمني، والسرد باستخدام الاستباق، والسرد باستخدام الوثائق، والصراع الخارجي بين الشخصيات والداخلي بين الشخصية ونفسها. و تمّ التركيز على دراسة القواعد النحوية الخاصة بالفاعل والمفعول به والضمائر وحروف الجرّ والمضاف والمضاف إليه، ظروف الزمان والمكان والأسماء الخمسة والتوابع.

## نظرة عامة على الأنشطة والمهام:

شارك الطلبة بعدة أنشطة بعد مشاهدة الروابط المحددة الخاصة بفن القصة، ومقارنتهم بين قدرة الصورة وقدرة الكلمة على إيصال الفكرة لاستذكار كل ما يدرّس عن فنّ القصة من العناصر والأساليب المستخدمة، مع الرّبط بينها وبين السياق العالميّ وجملة البحث. بالإضافة إلى الاستعانة بالخبرات السابقة في التّمييز بين الشّخصية النامية والشّخصية الثابتة وكتابة تعليق على أسلوبيّ الحوار والوصف في القصص المدروسة ومناقشة القضايا التي تطرحها مع تدعيم الإجابات بالأمثلة وربطها بالواقع المعاصر.

## نظرة عامة على التقييم - التقييمات التكوينية والختامية:

قام الطلبة بتشكيل عرض لاستجابة أدبية بالرجوع لخطوات كتابة الاستجابة مع ذكر الأدلة على العناصر المطروحة. وتمّ إعطاء تقييم تكويني خاص (بالمقالة الإقناعية)، حيث قام الطلبة بكتابة مقالة إقناعية مستخدمين المخطط التنظيمي، بحدود 250-300 كلمة. بالإضافة إلى التقييم النهائي الخاصّ بمعيار (أ) التّحليل ومعيار (ب) التّنظيم و معيار (ج) إنتاج النّص، و معيار (د) استخدام اللّغة

# VISUAL ART

## Printmaking

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Innovation and Style
- Scientific and Technical Innovation (Adaptation)

- Statement of Inquiry :

Innovative printing styles communicates the adaptation of scientific and technical innovations

- ATL Skills :

- Communication Skills → Give and receive meaningful feedback./ Use a variety of media to communicate with a range of audiences. Negotiate ideas and knowledge with peers and teachers.
- Research Skills (Information literacy) → Evaluate and select information sources and digital tools based on their appropriateness to specific tasks.
- Thinking Skills (Creative thinking) → Use brainstorming and visual diagrams to generate new ideas and inquiries. Make unexpected or unusual connections between objects and/or ideas. Apply existing knowledge to generate new ideas, products or processes

### **Month Overview :**

**In this unit, students were introduced to the history of printmaking and new ways to integrate printmaking in art. They covered a variety of skills, such as linoleum and collagraph. They also learned how to plan for a cohesive process studying negative and positive sketches, carving the linoleum plates, preparing foam printing plates and inking and printing.**

### **Activities and Tasks Overview:**

**During formative sessions upon learning and researching about printmaking styles, the students worked on different sketching ideas, focusing on the negative and positive space of the composition. Several attempts and experimentations were done before the formative sketch was transformed onto the plates and printed. Students then judged the positive and negative outcomes developing a good sense of evaluation and worked on enhancing them during the final process journal. Mind Maps and mood boards were done in preparation of the final product of the unit.**

### **Assessment Overview:**

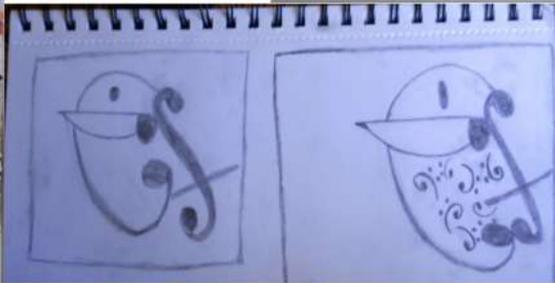
**All four criteria were covered during this unit. All Formative assessments with the final idea was developed during the final phase of this unit. Research and sketching and carving techniques were all indicated in the summative process journal.**



### Sketches for the Final Piece:

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I chose the music noted bird for my final idea since birds sing and my print is music related.



### Final Print:

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# DESIGN

## Let There Be Light!

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communities
- Innovation, Markets and trends
- Orientation in space and time (Turning points and “big history”)

- Statement of Inquiry :

Turning Points and big history can lead to Innovations in Markets and Trends to serve the Communities

- ATL Skills :

- Research (Information Literacy): Understand and use technology systems
- Research (Media Literacy): Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Thinking Skills (Creative): Design new machines, media and technologies
- Thinking Skills (Transfer): Transfer current knowledge to learning of new technologies

### Month Overview:

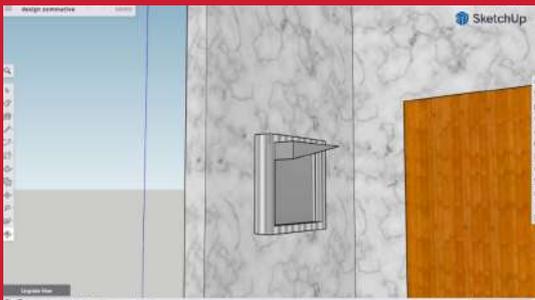
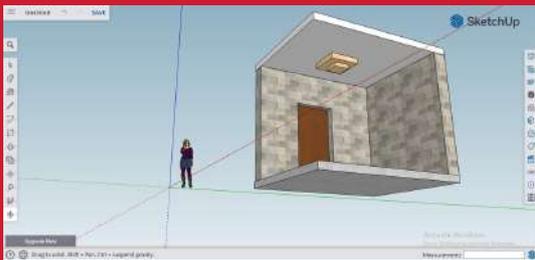
During this month, we worked on the second product design unit to design a lighting unit for the house the students worked on in the unit before. The dilemma we introduced was related to the current pandemic which dictated turning the light on without touching any switches and employing sensors.

### Activities and Tasks Overview:

The activities for this month were mainly on how to master certain skills including drawing diagrams, researching to get information, writing action plans, and creating tests to evaluate success. Students also learned how to use Sketchup to model their light unit and mount it on the required surface. Research involved both an aesthetic and scientific part, one relevant to the design of the unit, and the other to the required method of function, in order to achieve the specifications.

### Assessment Overview:

Formative assessments included both authentic and traditional tasks to understand terms and skills such as creating action plans, creating test methods, and understanding command terms, in addition to research. Summative task for this unit was done for all objectives, with the aim to design and create a digital model for a light unit using sketchup, and to set it up in the external entrance.



# DRAMA

## The Art Of Monologues (Mono Drama)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Identity
- Representation and Composition
- Identities and Relationships (Motivation)

- Statement of Inquiry :

Monologues could present characters' identity and source of motivation if composed creatively.

- ATL Skills :

- Self-management Skills (Reflection) → Consider content

- What did I learn about today?
- What don't I yet understand?
- What questions do I have now?

- Research Skills (Media literacy) → Make informed choices about personal viewing experiences/ Seek a range of perspectives from multiple and varied sources

### Month Overview :

Our second unit of the second term talks about the art of duo-Drama and the one man show performance also on how to create an influential monologue as we stay connected with the previous unit (production elements).

### **Activities and Tasks Overview:**

**Students started to research Duo-drama and develop their own monologues to perform and how to create a one man show using acting skills, writing monologue techniques and production elements they will also take the ethics of individual auditions and how to be fully prepared for an audition.**

### **Assessment Overview :**

**Students had their formative assessments where they worked in small groups and individually on research and auditioning. They also took their final summative assessment about one man show and director's journal on how to make a plan for a performed script.**

# ENGLISH AND LITERATURE

## The Power of Innovation

Interdisciplinary Unit between (English Language and Literature + Individuals and Societies)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Time, place & Space and Connections
- Significance, Identity and Theme
- Identities and Relationships (Competition and cooperation)

- Statement of Inquiry :

to the development of the world through their innovations and creations. This led to writers competing and cooperating to create literary works, themes and connections between different identities that reflected the significance of these innovations. Throughout time, various individuals contributed significantly

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction & Negotiate ideas and knowledge with peers and teachers.
- Social Skills (Collaboration) → Working effectively with others & Practise empathy.
- Thinking Skills (Transfer) → Utilizing skills and knowledge in multiple contexts & Inquire in different contexts to gain a different perspective.
- Thinking Skills (Critical Thinking) → Analysing and evaluating issues and ideas & Gather and organize relevant information to formulate an argument.

### **Month Overview :**

We continued with our Interdisciplinary Unit (IDU) about innovation. This unit was taught collaboratively by the I&S and English teachers. In I&S sessions, students focused on identifying the difference between pioneers, innovators and developers as well as exploring some of the major figures in the 19th century. In English sessions, students focused on reading and analysing science fiction short stories in order to write an expository essay at the end of the unit.

### **Activities and Tasks Overview:**

Students analysed and identified story elements. After identifying elements of science fiction and the concept of innovation in their chosen stories, they compared and contrasted between them. Finally, they learned how to write a well-structured expository essay.

### **Assessment Overview:**

At the end of the unit, students were formatively and summatively assessed in Criteria A (Grounding), B (Synthesizing), C (Communicating) and D (Reflecting). They wrote an expository essay explaining the content they learned in English and I&S sessions.

# FRENCH LANGUAGE

## What are my rights and my duties?

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Communication
- Point of View, Empathy and Context
- Fairness and Development (Rights)

- Statement of Inquiry :

Being a citizen of a country gives rights but too often we forget the rights that it also gives. This concept varies from country to country.

- ATL Skills :

- Critical Thinking Skills : Draw reasonable conclusions and generalizations. Interpret data. Gather and organize relevant information to formulate an argument.
- Creative Thinking Skills: Use brainstorming and visual diagrams to generate new ideas and inquiries .
- Communication skills : Write for different purposes. Read critically and for comprehension. . Make inferences and draw conclusions. Give and receive meaningful feedback. Use a variety of speaking techniques to communicate with a variety of audiences.
- Collaboration Skills: Give and receive meaningful feedback.

### Month Overview :

Students explored human rights and duties.

### **Activities and Tasks Overview (Phase 3) :**

Students had many videos, texts, pictures and links that we watched, read together, took notes and reflected on them about human rights. They got to know the 30 articles that were established by the human rights organisation. They explored students' rights and duties. They searched for information about "Nelson Mandela". They defined "racisme" and discovered famous people who fought racism. They discovered some countries where it's preferable to live. They discovered the sustainable development goals of the United Nations and made posters about these objectives. They did their reflection on "Padlet". All the resources are uploaded on both Managebac and Google Classroom.

### **Assessment Overview (Phase 3) :**

Summative assessment was done on the 3rd of June in Criteria A "Listening" and B "Reading" .

### **Activities and Tasks Overview (Phase 2) :**

Learners shared what they know about their rights and duties in their communities. Then, they watched a video about how it all started and how most of the countries signed the Human Rights Treaty. After that, learners discovered their rights and duties as students and read the 30 articles that were established by the human rights organisation.

### **Assessment Overview (Phase 2) :**

Summative assessment was done on the 3rd of June in Criteria A "Listening" and B "Reading" .

### **Activities and Tasks Overview (Phase 1) :**

Learners continued with the same subject about schools. They learned all the school supplies that they would use in class. They talked about their school bag and what they have in it. They expressed talking about it orally in class and in written form as well.

### **Assessment Overview (Phase 1) :**

Summative assessment was done on the 3rd of June in Criteria A "Listening" and C "Speaking" .

# INDIVIDUALS AND SOCIETIES

## The Power of Innovation

Interdisciplinary Unit between (Individuals and Societies and English Language and Literature)

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Time, place & Space and Connections
- Significance, Identity and Theme
- Identities and Relationships (Competition and cooperation)

- Statement of Inquiry :

Throughout time, various individuals contributed significantly to the development of the world through their innovations and creations. This led to writers competing and cooperating to create literary works, themes and connections between different identities that reflected the significance of these innovations.

- ATL Skills :

- Communication Skills → Exchanging thoughts, messages and information effectively through interaction/ Negotiate ideas and knowledge with peers and teachers
- Research Skills (Information literacy) → Collect, record and verify data/ Collect and analyse data to identify solutions and make informed decisions/ Create references and citations, use footnotes/endnotes and construct a bibliography according to recognised conventions/ Identify primary and secondary sources

- **Research Skills (Media literacy) → Locate, organize, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)**
- 1. **Thinking Skills (Critical thinking) → Analysing and evaluating issues and ideas/ Gather and organize relevant information to formulate an argument/ Interpret data/ Evaluate evidence and arguments/ Revise understanding based on new information and evidence/ Use models and simulations to explore complex systems and issues**
- **Thinking Skills (Transfer) → Utilizing skills and knowledge in multiple contexts/ Inquire in different contexts to gain a different perspective**

#### **Month Overview:**

We continued with our Interdisciplinary Unit (IDU) about innovation. This unit was taught collaboratively by the I&S and English teachers. In I&S sessions, students focused on identifying the difference between pioneers, innovators and developers as well as exploring some of the major figures in the 19th century. In English sessions, students focused on reading and analysing science fiction short stories in order to write an expository essay at the end of the unit.

### **Activities and Tasks Overview:**

Students began this unit by exploring briefly the key elements in an IDU unit. Then, they had an activity where they were expected to differentiate between the three main terms in this unit, pioneer, innovator and developer. They were able to identify the difference as well as give examples. After that, they watched a video on the first pioneers in America focusing on Lewis and Clark, the first explorers to venture into the NorthWest Passage. Finally, they explored the factors that help increase innovations and applying this knowledge on Thomas Edison.

### **Assessment Overview :**

At the end of the unit, students were formatively and summatively assessed in Criteria A (Grounding), B (Synthesizing), C (Communicating) and D (Reflecting). They wrote an expository essay explaining the content they learned in English and I&S sessions.

# MATHEMATICS

## Measuring and Reasoning Quantitatively

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Quantity, System and Approximation
- Globalization and Sustainability (Diversity and Interconnection)

- Statement of Inquiry :

Diversity and interconnecting systems can be seen in the relationships of approximated quantities

- ATL Skills :

- -Research Skills (Information literacy) → access information to be informed and inform others
- Thinking Skills (Critical-thinking) → Draw reasonable conclusion and generalisations
- Communication Skills → Use intercultural understanding to interpret communications

### Month Overview :

This unit, focused on the relationships between quantities, including different world systems, and the approximation that might happen according to percentage errors. Students were introduced to several global systems of currencies or units of measurements to solve some problems for the global contexts of diversity and interconnection.

### **Activities and Tasks Overview:**

**We started this unit with the concept of converting between currencies and how to find the commission taken by banks. Students learned different currencies and how to convert between them using a given exchange rate, they were able to choose between sell or buy exchange rates. During solving problems, they accessed some information to make reasonable solutions. Then, we started the second part of the unit which covers the meaning of the absolute value and the rules related to it. Students explored the rules through some investigations done during the lessons where they practiced their thinking skills. They also learned about relative error and percentage error to manage some of the word problems. At the end, students had a revision on different global systems of measurement. They could convert between several units that are related to length, area, volume and time and also convert combined units as the unit for speed from km/h to m/s.**

### **Assessment Overview**

**Students practiced different forms of formative assessments in Criteria A (Knowing and Understanding) and B (Investigating Patterns) during classes. They had a Criterion A (Knowing and Understanding) summative assessment.**

# PHE

## Stay Healthy

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Refinement and Choice
- Identities and Relationships (Lifestyle Choices)

- Statement of Inquiry :

The choices of relationships we take may lead to the refinement of our healthy bodies.

- ATL Skills :

- Thinking Skills (Critical Thinking) → analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding.

### Month Overview :

This month we continued our unit about fitness and a healthy lifestyle. Students learned what the food components are and the fitness elements. They learned that the choices of relationships we make may lead to the refinement of our healthy bodies.

### Activities and Tasks Overview :

We focused on the fitness elements and students learned about food components. Students watched a video on food components and what the benefits of vitamins and water are. Then, they started working on powerpoint slides talking about food components.

### Assessment Overview :

**Summative Assessment Criterion A:** Students were asked to make a PowerPoint presentation about Food components and fitness elements by designing a fitness program for their clients.

# BIOLOGY

## Reproduction

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Patterns, Interaction and Consequences
- Identities and Relationships (Moral Reasoning and Ethical Judgment )

- Statement of Inquiry :

Because scientists understand the relationships between genes and inherited characteristics, using reason may result in using genetic patterns to shape identities.

- ATL Skills :

- Research Skills (Information Literacy) → researching information for formal essay writing calls for correct use of citation, footnotes, and referencing
- Social Skills (Collaboration) → science is a collaborative endeavour. Scientists usually work in teams that support each other, as do students of science in schools
- Thinking Skills (Critical Thinking) → Reflective analysis and evaluation of evidence

### **Month Overview:**

During the previous month we were learning about the difference between sexual and asexual reproduction. We discovered how gametes from each sex are adapted to the job they have to do, and so are very different from each other. We learned about reproduction in plants and the life cycle of different organisms including humans. Students were introduced to different STDs and learned how to avoid getting any sexually transmitted diseases. We discussed different birth control methods and went through some infertility problems and some suggestions to overcome them.

### **Activities and Tasks Overview:**

Students discussed and evaluated the implications of using science and its applications to select specific genes in fertilized eggs in order to produce 'designer babies'. Students consistently applied the scientific language they have learnt in this chapter to communicate understanding clearly and precisely, students reflected on the implications of science. Students practiced through interactive worksheets and online games.

### **Assessment Overview:**

Students were assessed in Criterion A (Knowing and Understanding)

### **Service as Action:**

'Brain Disorders Awareness Event' Awareness campaign where students shared their ideas with other grade levels to spread awareness around their community on brain disorders.

- [https://sites.google.com/d/1zuloB1\\_sBqnjOfDjhlrEjvQAFthMpa\\_/p/1gdKzqf7W078\\_0BotzwCq\\_XfL-4ToxXWT/edit](https://sites.google.com/d/1zuloB1_sBqnjOfDjhlrEjvQAFthMpa_/p/1gdKzqf7W078_0BotzwCq_XfL-4ToxXWT/edit)
- [https://sites.google.com/d/1J78e3NHuPvdB45sNyVgbQJaABdjZAroS/p/13yCBTvWUqhTel8Kg8OoAmMwsVa1N-VT\\_/edit](https://sites.google.com/d/1J78e3NHuPvdB45sNyVgbQJaABdjZAroS/p/13yCBTvWUqhTel8Kg8OoAmMwsVa1N-VT_/edit)
- <https://sites.google.com/lasallejordan.net/alzheimers>
- <https://sites.google.com/view/yara-haddad/home>

# PHYSICS

## The Cost of Switching On

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Relationships
- Consequences, Environment and Patterns
- Globalization and Sustainability (Exploration)

- Statement of Inquiry :

Our present reliance on fossil fuels for electricity production is unsustainable on a global scale and has environmental consequences. Therefore, we might need to depend creatively on sustainable sources of energy.

- ATL Skills :

- Thinking Skills (Critical thinking) → Analyzing and evaluating issues and ideas, revise understanding based on new information and evidence.
- Thinking Skills (Transfer) → combine knowledge, understanding and skills to create products or solutions
- Research Skills (Information Literacy) → Finding, interpreting judging and creating information, use memory techniques to develop long-term memory

### Month Overview :

This unit highlights how modern and developed economies have become dependent on electricity. Students will learn that most of the world's energy is produced by burning fossil fuels. Students will also learn two consequences for burning fossil fuels; fossil fuels are a non-renewable energy which can be exhausted, fossil fuels emit greenhouse gasses which scientists agree causes climate change.

### **Activities and Tasks Overview :**

Students discussed Earth's energy budget and the meaning of the terms fossil fuel, and their contribution to increased greenhouse gases and effect. Moreover, students explored the concept of energy and power and their units joule and watts. They also learned how the energy from primary energy sources is converted to electrical energy and discussed advantages and disadvantages of each. Students also discussed in detail the principle of electromagnetic induction and how it is applied to produce electrical energy in the form of alternating current (AC) using turbines and generators. In addition, they have applied their knowledge to calculate efficiency of machines and understand the principle behind electromagnetic and electric motors.

### **Assessment Overview :**

Students practiced summative assessment (Criterion A), where they applied their knowledge and understanding to solve this unit's problems.

### **Service as Action :**

Students used their creativity to encourage the use of renewable energy.

# CHEMISTRY

## Important Redox Reactions

- Key Concept :
- Related Concepts :
- Global Context and Exploration :

- Change
- Energy, Interactions and Consequences
- Orientation in Space and Time (Displacement and Exchange)

- Statement of Inquiry :

Developments of our understanding of the energy changes in redox reactions could have considerable consequences on our societies around the world.

- ATL Skills :

- Thinking Skills (Transfer) → Inquire in different contexts to gain a different perspective
- Thinking Skills (Critical-thinking) → Practice observing carefully in order to recognize problems

### Month overview :

In this unit, we are learning how batteries are made as well as the importance of different redox reactions around us. As the availability of fossil fuels decreases, we imagine a future where transport is based on electric cars. Research is being carried out to produce batteries that will provide sufficient power while allowing significant distances to be travelled between recharging. We are investigating how metals are extracted from their ores.

### **Activities and Tasks Overview :**

Students explored different redox reactions in our lives and their importance. Furthermore, we investigated how to write half redox reactions; oxidation and reduction. We used different videos, simulation and virtual labs to demonstrate the process of oxidation and reduction and the whole process of redox reactions.

### **Assessment Overview :**

Criterion A (Knowing and Understanding) is being practiced formatively and summatively during classes. Criterion B (Inquiring and Designing) and Criterion C (Processing and Evaluating) are practiced throughout outlining the process of extracting some metals from their ores. Criterion D (Reflecting on the Impacts of Science) is being assessed during the unit in order to describe the ways in which science is applied and used to address the ethics behind using fertilizers as an issue to be discussed.

# PERSONAL PROJECT

- **ATL Skills :**

## Critical-thinking

- Consider ideas from multiple perspectives

## Communication

- Organize and depict information logically

## Self-management (Organization)

- Managing time and tasks effectively. Keep an organized and logical system of information files/notebooks

## Transfer

- Combine knowledge, understanding and skills to create products or solutions

## Collaboration skills

- Delegate and share responsibility for decision-making

## Personal Project Overview :

During the month we went through different models and ways on how to introduce the product and how to create a successful criteria and checklists. We also went through different samples of other students' work to help students more. One-on-one meetings were held to discuss the progress of students where tips and recommendations were given. Separate meetings will be held for the new students to help them understand the planning and the assessment process of the personal project. A workshop for both supervisors and students will be held during the month to introduce the students to their supervisors and to ensure that both the supervisors and students are aware of their roles and responsibilities. The final time table and deadlines will be shared with students and supervisors.

# ATL

- **ATL Skills :**

**Communication skills**

- Give and receive meaningful feedback.

**Collaboration skills**

- Encourage others to contribute.
- Give and receive meaningful feedback.

**ATL/ Counselling :**

During this month students reflected on the topic of body language through focusing on communication and collaboration skills. The activities conducted during classes, provided students the opportunity to guess the feelings of others using their body language. They also discussed the benefit of having facial interactions while talking to others. This area allowed students to explore giving and receiving meaningful feedback, and encouraging contribution.