



4Hands

THE INTERNATIONAL SCHOOL OF POZNAŃ



Animal Guests at K1 By K1 Teachers

This month K1 students have hosted a number of unusual visitors. First, Blaze - the fighting fish that lives in Pola's house, spent the whole day with us. The next day, Milky - the cute and fluffy hamster of Nataszka came to present himself and his house. Then, Fufu - the shy rabbit, hopped in to say hello. Another visitors were Mr. Bogdan's colourful bird - Kubus as well as Adam's aunt's cheerful guinea pig - Niutek. We have also hosted Aleksander, Kuba Blicharski and their father Tomasz, who talked about their recent trip to the Maldives and the underwater world they saw there. Our last visitor was Fernando's uncle - Mr. Rybski, who is a dedicated vet. What a wonderful week on animal wonders for K1 students!



The Secret Life of Bees - K2s Meet the Honey-makers By Natalia Lauda, K2a CoTeacher

As a part of K2's Unit - *Plants Sustain the Life on Earth*, we welcomed a guest speaker who introduced us to the secret life of bees. We now know that bees are very needed to keep the life on Earth because they help the plants stay alive. Bees produce many kinds of honey that is healthy and make us feel better when we are sick. We should not mistake the bees and the wasps anymore as we know the difference between them. We should always be calm when the bees are around as they never want to hurt us, they just try to protect themselves. These lovely insects not only fly but dance! Colony members actually communicate through dance! Did you know that??? Remember, the bees are treasure to the planet so we have to care about and respect them.



Four Seasons By K1 Teachers



„There are four seasons ... 1, 2, 3, 4... four seasons” ...that’s how the song goes. K1 students have just finished their inquiry into the weather unit. The students were able to experience all four seasons and their effect on our lives by conducting a number of fascinating experiments as well as by making a deep inquiry into the weather. K1 students reached the sky by making telescopes, discovered the secret of rain and clouds, enjoyed summer picnic, learnt that a night can’t exist without

a day and practiced numbers by making thermometers. It has been a great and engaging journey for K1 little weather watchers.



Crazy Hair

Day

March 21



G1a Corner

By Wiesława Krysa, G1a Teacher

We love different projects and inquiries. Throughout the year we had a chance to participate in many different activities. One of the tasks during the Unit about Food was to make apple mousse. Mmmm, it was delicious!

Another Unit of Inquiry was about Stories. We presented them in many ways, from writing and reading, to painting, acting out, playing. These are the samples of our paintings inspired by *Spring* by Vivaldi. The children didn't know the title, they listened to this beautiful musical story and painted what they felt...

We went to the Animation Theatre to see two plays: *Wielki Problem Małego Węża* and *Calineczka*. They were truly amazing and the children could observe the great actors in action.

We also had a chance to meet Mrs. Agnieszka Pawłowska, author of great books about mindfulness and mom of Ernest, G5a, and Wiktoria, G6b. She answered all our questions concerning creating a story, publishing it in a form of a book, recording the audio drama and much more. Thank you!!!

The last Unit of Inquiry this year is about our responsibility to take care of the environment. We provoked children's reflection by leaving rubbish all around the playground. They were really shocked to see so much waste there and immediately started to clean it up. They also gave many reasons why we should take care of our planet.

G1a students have been learning to conduct their own inquiries, search for information in the books and notes, as well as to present their findings in a nice form. They are really good at it!



Agata Brzezińska, G1b CoTeacher

As part of our Unit of Inquiry *We Have the Responsibility to Take Care of Our Environment*, we went to Ogród Ekologiczny Gładysiakowie (eco garden), which is situated in Wiry, close to Poznań. There our students learned how to reuse waste, how to reduce it and how it is recycled. They also had a chance to see how the bio waste can be used in the garden.



G1's Sport Achievements

By Agata Brzezińska, G1b CoTeacher

We are very proud of our G1b students who succeed in sport. Lila Kulesza loves horse-riding, Gabriela Krencisz-Perła is great in gymnastics, whereas Piotr Łastowski is fantastic in judo. Congratulations!

G1 at Teatr Animacji

By Agata Brzezińska, G1b CoTeacher

During the Unit of Inquiry *Stories Convey Meaning and Engage People's Feelings*, G1 students had a chance to watch two plays in Teatr Animacji. One of them was *Wielki Problem Małego Węża* and the other one was *Calineczka*. Both of the plays were very interesting and our pupils enjoyed them. We hope that the students also understood the important message that the plays conveyed: you are never alone in the world and you can always be yourself, surrounded by people who accept you just the way you are.



G1 Student Agency

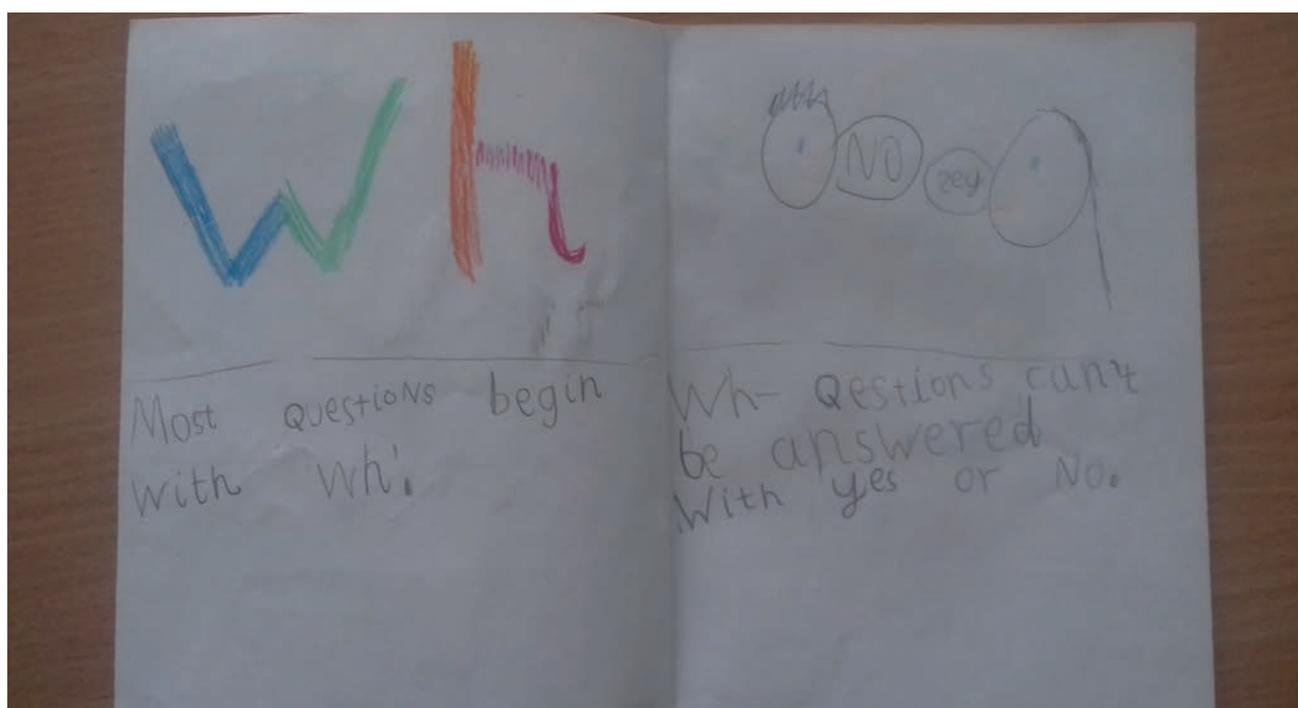
By Agata Brzezinska, G1b CoTeacher

G1b students love taking action. During our Unit of Inquiry *Stories Convey Meaning and Engage People's Feelings* they were so interested in stories that they decided to make their own books. Masza Matuszewska created a book about animals, Janek Kosiak made one about a sinking ship and Lila Kulesza created a book about question words.

Moreover, in the beginning of April we celebrated the Eric Carle's Week at our school. Aarya Patil, Janek Kosiak and Masza Matuszewska made their own caterpillar out of fluffy pompoms. They came up with this idea after listening to the story *The Very Hungry Caterpillar* and they made it during playtime.

Last, but not least – Franek Kowalski reused a tea box, a bottle and a hair conditioner tube and created e.g. a jewellery box for his mum. Collecting rubbish from the playground was a part of provocation for our new Unit - *We Have the Responsibility to Take Care of the Environment*. Franek took some items home and gave them a new life.

Well done!

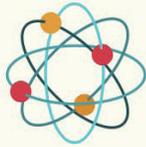


Unit of Inquiry - States of Matter

By Patrycja Straub, Music Teacher

Kings of Matter

by G2A and G2B



Chorus

G2s are kings of matter
We already know that liquid is water
We know that solid is hard
And we know that invisible is gas



Verse 1

All the liquids that you can drink
Juice and water, tea and milk
Are changing shapes as you wish
They look like bottle, glass or dish



Verse 2

All the solids that you can see
Brick and window, wall and tree
Are the hardest matter of all
That you'll ever see and know



Verse 3

All the gasses that you can feel
Oxygen, helium and steam
Fly in the air, all around the place
Next to your hands, legs and face

Recently G2 students inquired into changing states of matter. One could wonder how this Unit of Inquiry is connected to music. You see, G2s found the best way of exploring science aspects through singing – they wrote a song about different states of matter!

It was a very exciting experience for all of us. Students proved their never-ending creativity and as a result, together we composed three verses (each about different state of matter) and a chorus.

You can listen to the song at ISoP's PYP Facebook page.

Good job G2s!

Easter April 17





G2 Students Became Great Actors in a Real Theatre!

By Paulina Tarachowicz and Natalia Marczak, G2 CoTeachers

G2 students spent early spring weeks exploring the Unit of Inquiry: *Ideas and Feelings Can Be Expressed Using the Elements of Drama*. That was a very enjoyable and inspiring time! They turned themselves into various types of artists and expressed wide range of emotions through different types of art, like: pantomime, shadow theatre, singing show, dancing performance, etc. Students actively participated in workshops, meetings with guest speakers; and theatrical plays. We visited two theatres, once as an audience, and the other time as actors, as students even performed on a real stage in the improvisational theatre!

Drama Workshops

We had a very interesting meeting with the conductor of Gospel Joy Choir, Agnieszka Górska – Tomaszewska. She used her conducting powers and turned us into choir singers not only by teaching us gospel songs but also by showing us how to move while singing in a gospel robe, the special outfit choir singers wear during concerts! We also had a chance to learn how to warm up our vocal chords before the singing show, in which we use the voice a lot.

Students as the Audience

We were watching a very enjoyable play *Dziób w Dziób* in Teatr Animacji and had an opportunity to ask actors about their job just after the play, to stay on the stage and discover the secrets of performing in a professional theatre!

Students as Actors

While we were discovering various types of drama and art we had a unique chance to perform on a real stage as actors during workshops of improvisational theatre with Amateur Theatre Asz from Poznań. We discovered lots of talents among us! Some of us were excellent at improvising and some were keen on trying their strengths in backstage work, for example sound and music production.

Guest Speakers

We also hosted interesting guest speaker meetings. One of them was Victoria's Grandmother, who used to work as a ballerina. She showed us some beautiful, old, black & white pictures and told us some amazing stories from her past. We found out how dancing in a ballet had changed her whole life! We also invited Julia Cmok, Marcel's mum, who told us about her dancing career which started in her early childhood in Russia and developed with time, until finally she became the main dancer in the Dance Theater in Poznań. We were listening to her story and watched her movies with bated breath.

Summative Assessment

As a result of discovering the elements of drama, and trying to express ideas and feelings in a variety of creative ways, students organized themselves and invited parents for the drama show, which was prepared by the students from scratch. The result was impressive! It was visible that students were not only watching the plays and listening to the guest speakers but also learned a lot, showed new skills, and put their knowledge into practice.



Booklovers in the Young Readers Library! #bookaholics

By Paulina Tarachowicz and Natalia Marczak, G2 CoTeachers

The *Very Hungry Caterpillar* found a very friendly shelter at ISoP! The celebration of the 50th anniversary of the most popular book written by Eric Carle took place in our school. We kicked it off on April 2 - the International Children's Book Day.



Year 2019 is an extraordinary year in terms of books for children. Books, which are known all over the world and admired by children and adults, have their big anniversaries.

The Very Hungry Caterpillar by Eric Carle is 50 this year!

Elmer by David McKee celebrates its 30th birthday as well as *We're Going on a Bear Hunt* by Michael Rosen turned 30 this year!

We are planning to start the next school year by celebrating the 20th anniversary of *The Gruffalo* by Julia Donaldson.

We started from commemorating our oldest and the most popular title - *The Very Hungry Caterpillar*. This story was translated into more than 60 languages and is famous among children all over the world. It is unique because of the relatively simple plot and its moral accompanied by beautiful illustrations also created by Eric Carle - the author

of the text. Carle wrote and illustrated more than 70 books for children. Students from our school discovered the technique of painting characteristic for Eric Carle during art lessons with Miss Joanna Markisz. The results of their work were great. For a while, the school changed into the story of the caterpillar and we all felt as we were inside the book. Miss Paulina Tarachowicz organized an active reading session of the book. Students took part in reading sessions, not only by listening but also actively reading the story to other students. We reflected a lot about the moral from the story, and we drew deep and surprising conclusions, which, in the very beginning was described as simple.

Later, we celebrated the 30th birthday of other two titles, *Elmer* and *We're Going on a Bear Hunt*. Students made colourful, patchwork posters in groups presenting the variety of students abilities and talents. Younger learners participated in active reading and singing the text from the book: *We're Going on a Bear Hunt*. It was very enjoyable and inspiring time. Students engaged into reading English literature.

This is not the end of books celebrations, as the appetite comes with ... reading :)



G3s Unit - Celebrations

Easter in Slovakia By G3 Students

On Wednesday, February 6, Mrs. Roszyk, Alex's mom, came to our class to tell us about Easter celebrations in her home country of Slovakia. She said that people in Slovakia traditionally eat eggs, ham and horseradish during Easter. They also decorate eggs with beautiful patterns. Mrs. Roszyk said that eggs symbolize new life, ham prosperity and horseradish health. On Easter Monday boys lightly spank girls with a whip made of willow tree branches. On that day boys also throw girls into a river that is why that day is also called the Wet Monday. There is also a tradition that requires married women and men jump over a small fire without shoes and socks.



Traditions in South Korea By G3 Students

During G3's Unit of Inquiry about Celebrations around the world, Mr. Seo, Hanna's dad, visited us to tell us about Korean traditions. Mr. Seo showed us some Korean games, how to bow and brought some typical Korean sweets for us. He also wore traditional Korean clothing. Thank you Mr. Seo for your time and great presentation. We learned a lot about South Korea!

Bye, bye winter! By Anika Kosmider, G3b Student

This year G3 classes inquired into celebrations so we know how important is to celebrate traditions! That is why we decided to say goodbye to winter and hello to spring by making a Marzanna in art class.



Chinese New Year

By Ewa Goujet, G3a

On Tuesday, February 5, Ms. Yi Liu, Alicja Kabacińska's mum, came to talk to us about Chinese New Year.

First, she showed us a special ink and she let us draw on a paper. Secondly, she told us some facts about Chinese food. We got to know that in China people eat: sushi, fish, rice, cake and mushrooms. After that she drew the symbols of the years. In the Chinese calendar years have symbols like: pig, rat, tiger and more. There are 12 symbols all together. Next, Alicja's mom pointed out that she thinks China is in shape of a chicken. Check out on the map yourself! Finally, she wrote a few words in the Chinese language for us.

Everyone in the class enjoyed the presentation and we were happy because we learned a lot of new things.

Christmas Celebrations in Australia and Mauritius

By G3 Students

This year we had a Unit of Inquiry about Celebrations. Over Christmas time we inquired into how people around the world celebrate Christmas. Our group had to write some interesting facts about Australia and Mauritius.

Australia

First, when Australians celebrate Christmas on December 25, it is during their summer vacation! It's warm and sunny. The most popular event of the Christmas season is called Carols by Candlelight. People come together at night to light candles and sing Christmas carols outside. On Christmas Eve, families attend church together. Some children expect Father Christmas to leave gifts and others wait for Santa Claus to visit and deliver gifts. They have a midday dinner. Some families enjoy a traditional British Christmas dinner of roast turkey or ham and rich plum pudding. They traditionally have 22 dishes on the table.

Mauritius

In Mauritius people celebrate Christmas on December 25. Christmas is celebrated with family gatherings. It is a special season for families to spend time together, attend a Christmas church service and read the Christmas story from the scriptures on Christmas morning. A traditional Christmas menu in Mauritius could include chicken curry & rice, seafood and turkey. Often big families gather on the beach for a barbecue. One of the natural symbols of Christmas is the Flamboyant tree, which flowers every year at Christmas time. In Mauritius people associate the flowering of the Flamboyant with Christmas just like people in Poland associate snow with Christmas.

Lesson about Wales

By Ms. Sylwia Osinska, G3 CoTeacher

On Wednesday, February 13, Mr. Mike Robinson visited G3b class to tell us some interesting facts about Wales and Welsh celebrations. First, he showed us where Wales is on the map. Moreover, we found out that Cardiff is the capital city of Wales. He also mentioned that there are four times more sheep than people in Wales! What is more, there are two official languages used in Wales: Welsh and English. Next, Mr. Robinson showed us a picture of the Welsh alphabet (27 letters). Later, he told us about the second highest mountain in Britain that is called Snowdon. After that we enjoyed a story of the dragon that appears on the Welsh white and green flag.

Changing the World

By Monika Tomaszewska, G4 CoTeacher

G4's recent Unit of Inquiry was *Children Worldwide Have Different Access to Education so That Their Future Opportunities Vary*. As the summative assessment, G4a students were to write letters to persuade the Ministers of Education of chosen countries to change the situation and give children equal access to education. The task was very challenging, time-consuming and required the students not only to follow the rules of writing a formal letter but also to use strong arguments supporting their stands. The letters turned out great.

Here are some letters that we are extremely proud of.

Dear Minister of Education of Nigeria,

My name is Samy Elnur, I am ten years old and I attend International School of Poznan, Poland. If you have time I would like to tell you that we learned about education around the world. I am writing this letter with hope that after reading it children in Nigeria will have equal rights to education.

If we gave boys and girls the same chance in life we would have more people getting in love because they would know how to communicate with other gender. In my opinion, people would also learn how to work in groups with other gender. The country would get richer. More people would work so more people would pay taxes. If you do nothing with it, one day people would go against it. They would protest and then it could cause a civil war. Children, after going to school, would know what to do in life and how to take care of themselves and it would cause less death in the future. Then, good diet, hygiene and other good things would be taken care of in life. I do not understand why children have no equal rights.

To avoid these things happening in life try to make your country wealthier and give people equal rights.

King regards,

Samy Elnur

Dear Minister of Education of Venezuela,

My name is Natalia Campbell and I am a student studying at International School of Poznan. Me and my classmates inquired into equal rights to education around the world and Venezuela is one of the countries in which there are no equal rights to education. That is what I am writing this letter for.

First of all, if girls do not have equal access to education chances are higher that females will have a worse job opportunity and males earn more money at work, because women go to school for only around one year or less and men go to school for longer than that. Second of all, if children have unequal access to education they will earn less money to pay taxes and the country will be poorer. If the country is poorer there will not be money to pay for building hospitals, roads and other buildings needed by the society. If there are no hospitals boys and girls will not receive any help and that will lead them to being unhealthy. Third of all, I believe that more foundations should have young people who have difficulties with getting access to education, but also other people should help by donating school supplies because the country is too poor to pay for them. Finally, if kids do not go to school they will not learn how to take care of themselves, get sick and could die earlier because of health problems.

I hope you will improve the situation in Venezuela to avoid earlier deaths of kids there.

Kind regards,
Natalia Campbell

Dear Minister of Education of Yemen,

My name is Tomikowska Lena. I attend International School of Poznan. Me and my class inquired into access to education and we found out that in some countries there are no equal rights to education and Yemen is one of them. I would like you to help me change it because in my opinion everyone should have equal access to education as it prepares you for grown up life. In this letter I would like to prove that education is very important and everyone should have equal rights and access to it.

First of all, when the country has financial problems, but children are highly educated, there are higher chances that in the future they will get job and that means that they will need to pay taxes and the country will get enough money to develop itself. Second of all, if kids do not go to school they will not know how to take care of themselves. There are high chances that the society will die earlier, and I think anyone wants that. Third of all, if children go to school probably they will have a better life, they will earn money so they can buy things like food, clothes and a house. They will also take more care of themselves, develop their brains and know how to behave. I think most people would like this and someone's smile makes you happy and then they can help you too. Next argument is connected to social life; if children go to school they get to know friends, but if they do not, they can have a negative attitude towards others. If children are divided into groups then they cannot work together. The other thing is that when people are divided, usually they are taught that one group is better or worst than the other and people that are taught that are bad can easily get depression. I think enough people die and there is no need of that.

I believe everyone should have equal access to education no matter who they are. Thank you for reading this letter and I hope you understand what I mean and do something about that.

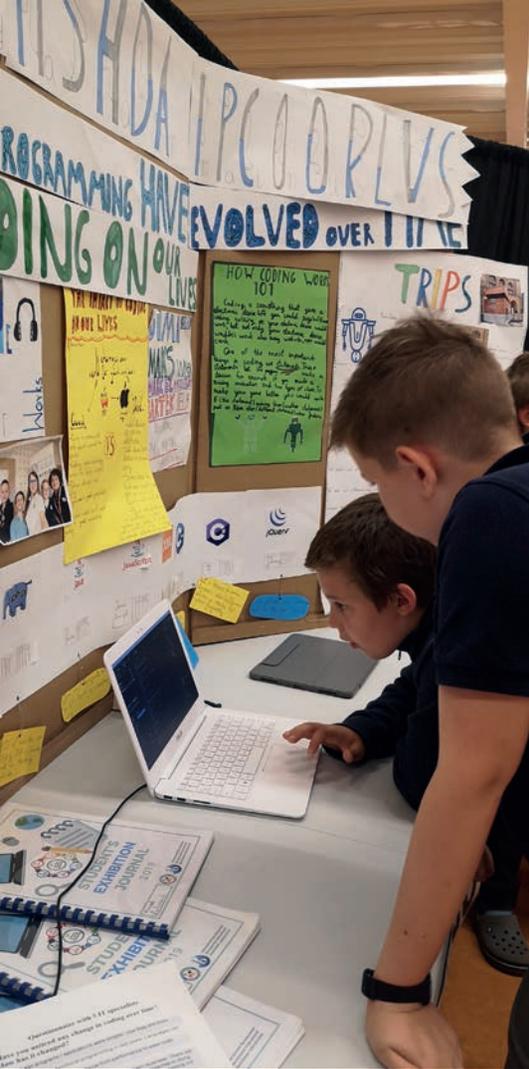
Best regards,
Tomikowska Lena.

The Influence of Machines on Education All Over the World

By Amelia Szygenda, G5a

I found an article about the influence of machines on education all over the world. It was very interesting and I want to share it with you. I found it on WEFForum (World Economic Forum).

As Jack Ma, the founder of the AliBaba.com Group, said, 'The way people teach children now should be changed and teachers should teach not knowledge but teachers should teach soft skills like: values, believing, independent thinking, teamwork and care for others.' He also said that most things teachers teach their students now are things children were thought 200 years ago! He said that teachers can't teach us to compete with machines because machines are smarter and if we don't change our ways, in 10 years we will be in trouble. Because by then the machines will take over 8 million jobs. He advises that teachers should teach something machines will never be able to do.



EXHIBITION

2017

May 30



Water pollution, A world issue By Tymon Nowak

People pollute water from long ago, that causes really negative impact on the whole planet earth. Water pollution is one of the most gigantic issues that people are dealing with, millions people are dying yearly. It is impossible to just clear the waters and all of the pools that were created. That is why I write about this all. There are many funds that help with clearing the ocean, that helps but, it is not enough. Trash bags are still all over the beaches, seas, and oceans. People have to start to think.

Problem

Animals are dying because of consuming plastic or, drinking polluted water. Most of the sewage canals end their way in ponds and lakes. Some of those lakes and ponds are placed next to civilized places and, people, not knowing about the pollution in their pond go to swim there, and, they get ill and die. There are islands made of plastic. Marine animals eat the plastic ; e.g. turtles , the nice and cute animals swallow the plastic because, they think it is a jellyfish. That is sure all of the oceans are polluted. Fortunately, there are people that try to help, with creating special nets to catch plastic, surfers collect plastic, while being on the beach, scuba divers collect plastic underwater, and volunteers organize exhibitions to collect plastic and garbage from the beach and the reef. The scale of the problem is bigger than anyone thinks, it is really hard to show the scale of the problem. The amount of plastic is doubles the size of Texas the largest state in USA and, triples the size of France, the largest country in Europe. The plastic takes the terrain of 1,6 million kilometers. Poland is 312676 kilometers square so, the plastic islands equal, 16 times Poland. To realize how gigantic is it, you would have to collect all of the plastic and put it into one place. You would need a jet to fly among it! The plastic path is larger than the radius of earth. The whole plastic. In mass, microplastic takes 8% and plastic larger than 5mm takes 92% but, in counts microplastic takes 94% and plastic larger than 5mm takes 6%. National geographic reports that 70% of waste travels to the ocean. Oils also do have impact on water,e.g. sea otters lose their insulating abilities because of it, without them (the abilities of insulating) , in the time of winter, they will die because of hypothermia. Fish die because of that too, they sometimes experience reduced growth.

Solutions

One of the "good" things about water pollution is that people start thinking about - how to help - e.g. a dutch inventor created a net that catches plastic and garbage, it is located on the pacific ocean. Boyan slat says that his team will clean the pacific in about 5 years. Some companies e.g. Smurfit Kappa focuses on sustainability and being eco-friendly, it gives back 90% of clean water to nature. Governments try to reduce plastic: knives, forks, spoons and, straws. People have to reduce textile dye, that also causes water infection. To stop pollution we have to stop using plastic items or pour chemical substances into water. We have to think about our actions. We have to think about the animals dying because of us. The european union started a new program of not using plastic (of course not at all). If one of the readers of this are a company owner you can make it sustainable, think about that. Also as a single person, we can do 1 thing a day and, that can still help if one person does that everyday there would be 7 milliard less garbage pieces. There are many recipes for homemade makeup in the internet, it is better when it's homemade than when it is not because, you do not need to use as much plastic as in the shop makeup, and, you do not pollute with oils and other chemical substances that have negative impact on the water.

Our responsibility as consumers

The whole issue happened because of us, humans. Any other organism doesn't pollute like that. To stop the issue we have to buy reusable items that don't pollute the water or air, we also have to sort garbage so that it is later transfigured into reusable bags and reusable straws. It is impossible to just stop pollution right away, we have to work hard to stop this, we just have to think about what can it cause and, how can it influence your kids, that will make you help and, think. As a consumer you have to think about what you buy and purchase on the market / shop. If you ever see someone who just throws out garbage to water or in the forest, call the police. As a consumer, you, instead of buying tons of water bottles yearly, you can buy filters and just get water from the tap. You can also donate money to funds, that try to stop pollution in the following urban areas: Pakistan, Qatar, Afghanistan (The most polluted countries in the aspect of water). We don't have to buy plastic bags, we can buy reusable items. We can try to find a shop that is eco friendly and we can frequently go there. One of the eco friendly shops is lidl. The responsibility of purchasing a single bottle is gigantic. One bottle can kill a fish, a shark, or, a turtle. We are murderers ourself, without even knowing.

Conclusion

The issue, as you already know is gigantic ; we can help, but it will / is hard. The water gets worse but, it can get better if we help. The oceans are almost made out of plastic. Oil, is poured into the water still everyday, fishes and whales still die everyday, the water gets worse still everyday. I could sat still everyday like a billion times or, even more. We have nothing else to do than just help, help thousands of fish, turtles, whales, and, dolphins to survive and, live their own lives, as fine as our's.

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ECONOMIC ACTIVITY AND ITS IMPACT ON FORESTS, PLANTS AND SOIL.

By Anita Staniszevska

Growing population. Infertile soil. Will we be able to make enough food? No one knows. The problem of deforestation is decreasing the quality of the air we breathe, the air the next generations will breathe. How can we stop it? How does it change our lives? Do we want humanity to go extinct? Let's act. Today. Deforestation and soil pollution are no longer minor problems.

The problem

Deforestation and soil pollution are problems that we see everywhere the human arms have reached. That means this problem is on a global scale. Soil pollution refers to anything that causes soil contamination or decreases the soil quality. It occurs when people spray harmful chemicals (e.g. pesticides or herbicides) on the soil, so that the plants grow faster or so that pests or insects keep away from it. However, this also causes two types of soil pollution: soil contamination and soil degradation. Soil contamination happens when the concentration of chemical substances in the soil rises to a higher level than normal. Plants have enough nutrients to grow before you actually spray them with chemical fertilisers, so when too much of those chemicals find their way to the soil the plants cannot take all of them in. This negatively affects the growth of plants. Soil contamination is mostly caused by pesticides, herbicides, ammonia, petroleum hydrocarbons, lead, nitrate, mercury and naphthalene. This can also be caused by various industries or factories, because of toxic wastes, oil dumping etc. Soil contamination leads to soil and land pollution. Soil degradation happens when soil loses its nutritional values, and this results in having a hard time growing crops on land that has touched upon this type of soil pollution. Soil degradation is caused by overuse of soil, that is why it is a result of human activities. Here are a few examples of the negative consequences for the plants and soil, for instance damaging plants, leaching and decomposing matters. Chemical fertilizers kill and damage cells in all sorts of plants. Some even keep them from gaining all the necessary nutrients needed for its health and growth. Plants can also get poisoned, which results in decreased plant metabolism (growth) and can make the level of crop yields very poor. The constant use of chemical fertilizers causes pollution of the ground water sources, or leaching. The fertilizers that are highly soluble (they dissolve in water fast) are absorbed by the ground faster than by the plant. Plants cannot take in all the nutrients the fertilizers provide at once, so the rest of them is absorbed by the soil and travel to underground water sources to leach. Pesticides not only pollute the soil, but they also do not decompose, which causes even more things to worry about. This means that they will stay in the soil forever causing all the food growing in it to be unhealthy. Eating the food from soil polluted this way will cause many metabolic and physiological disorders in humans. Herbicides, however, can decompose in a span of few months, but they are still far away from being eco-friendly. In fact, they are toxic. There are also carbamates and organophosphates. These are biodegradable chemicals, although not to much better, as they are harmful to human nerves. A few other things can hurt the soil too, for instance leaking of sewerage or constant construction are bad for it. Taking bad care of your patch of land can lead to soil salinity, also not the greatest thing that can meet a farmer. Use of chemical fertilizers falls under the category of soil pollution as well as disposal of plastic or cans. Deforestation is also a major problem, believe it or not also connected to soil pollution, as the land that has gone through the process of deforestation, either by cutting trees or burning a forest, will lose fertility after 2-3 years, and the land will not be appropriate for farming ever again. Deforestation causes forests to be in danger of being cut down entirely. The world's most threatened forests and areas are: The Amazon, Gran chaco, Borneo's forests, Choco, Darien, Congo basin forests, Regions of Eastern Africa and Australia, Greater Mekong, Regions of New Guinea and Sumatra. All this is unfortunately not stopped, as many people are unaware of this and others don't care; they just want more money and profit.

Solutions

Previously, this report has hit you with many negative consequences of pesticides. Believe it or not, pesticides scare away animals that would like to eat or destroy fields of, for example, cotton, therefore keeping the price of clothes made out of it low. They not only protect the crops from pests, but also protect the house from termite infestations. Even surgical equipment is disinfected with pesticides! Moreover, technology is helping the forest produce more with less; less waste, less pollution, less negative impact on the environment and less raw material input. Forests are under the pressure of the public's growing needs for wood and paper as well as amenities from the forest. However, foresters often have to work with the public memories of our pioneering past, when forests were seen as endless, and something to be conquered rather than sustained. Yet the reality of the modern forest is sustainable forestry, made to benefit future generations. From computers, lasers and satellites to modern harvesting and processing machinery. Better knowledge and better tools are making sustainable forestry a reality. Fun fact: if a company recycles 1 ton of paper it saves 17 trees.

Our Responsibility as Consumers

We all need to act like responsible consumers to prevent further problems with soil pollution. Instead of buying a new plastic bag every time you can reuse them. Instead of buying plastic bottles only because they are cheap, you can buy glass bottles. Instead of buying products packed in plastic and cheap, buy the ones a bit more expensive, but more environment friendly. We should also limit your use of plastic by buying cloth bags and 100% cotton clothes. If you own a company, an organisation or even a small shop try to introduce a new sustainable policy. You can do the same if you work in one of the above. Limit your usage of chemical fertilizers and use organic ones like compost. Plant trees or join an organisation. All those little things can influence the environment. To prevent deforestation you can buy patches of land so that the government cannot cut down trees on that place. You should not over-crop or over-graze, since this is one of the causes of soil erosion. Instead of using chemical fertilizers (pesticides, herbicides) use organic fertilizers e.g. compost. Bioremediation is a safe way to add necessary microorganisms to the soil so that plants can grow properly. This is also a way to help the soil gain nutrients essential for its fertility and health. Using biodegradable materials helps the soil; biodegradable materials will eventually decompose without harm for it. Buy things that you really need; wants lead to unnecessary purchases, so also unnecessary waste.

Conclusion

Deforestation and soil pollution are no longer unknown areas for you. The scale is global, soil becomes infertile and trees filter the air on a lower scale every day. New technologies help and destroy. Acting today is important, as future generations need it. What will happen if soil quality keeps going down? You are aware of that now. I hope this report did what it was supposed to do: to have one less unaware human, one less irresponsible consumer polluting the only thing we have: planet Earth.

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Soil pollution,

Soil contamination,

G5's Guest Speakers Sharing Knowledge About Economy

By Aleksander Szanecki, G5b



During our Unit about economy we had two amazing guest speakers: Mr. Rick Kalwani, Maya and Sofie's dad, and Mrs. Agnieszka Nowak, Tymon's mom. They both accepted our invitation and they came to us to share their knowledge of economy. The Unit was about businesses, markets, our responsibilities, making money, ads and the value that we deliver to the market.

Mr. Rick Kalwani talked about how to advertise a business, for example, how to make a right banner for a shop so the people come to you and not other shops. He also talked about who a consumer is and about the fact that we as consumers have a huge freedom of choice. Our decisions depend on internal factors, which can be: „I like to help” and „I like to save.” The first one means to give money to a charity, for example. The second one means to spend money in shops that have cheaper products, so that you get the items and you still have money left. It also depends on external factors, including: the brand name, product.

Mrs. Agnieszka Nowak was talking about the role of supply and demand. The rule describes supply and demand function. For example, you want to sell a chocolate for \$10. You have 15 chocolate bars and there are a lot of people wanting to buy one. You have low price, so a lot of people want to buy it cheaper. But there is a catch: if you try to trick people and make the price higher to \$20, fewer people will want to buy it. The trick is if you get larger supply, you lower the price, and then more people want to buy the product. So in a nutshell: the lower the price is, more people want to buy the product.

I really enjoyed both visits and I am convinced that I will use this knowledge in the real world!

G5's Trip to Smurfit Kappa

By Makunsevi Dos Santos Albertos, G5b Student

On Wednesday, May 13, G5 students went on a trip to Smurfit Kappa. We went there because of our unit on Economy and we learned a lot of things there.

In 1936 Jefferson Smurfit founded a company called Jefferson Smurfit in Sans Rethemes, Dublin. In 2005 they merged with another company called Kappa Packaging and changed the name into Smurfit Kappa. It is now Europe's leading corrugated packaging company and one of the leading paper-based packaging companies in the world. In 2017 Smurfit Kappa earned 5 billion euros for social projects.

On our trip we learned that Smurfit Kappa pays huge attention to safety and sustainability (giving back to the environment as much they have taken, e.g. trees or water). They have 46.000 employees, who work in 35 countries on 3 continents (Europe, North and South America). They have 370 facilities that make packaging solutions for 64 000 customers, including companies like Mlekpól, Nestle, Unilever and Danone. Theirs logos secret meaning is Man in Black. They have two secret logos: Open the Future and Safety for Life. When it comes to factories there are five in Poland. If a machine malfunctions they stop the production and repair it. They make their products very eye-catching and functional as possible. Each year they write a report about what they did in the previous year. In Konin their biggest machines are 2m wide.

In conclusion, I think that the trip to Smurfit Kappa was really nice and I enjoyed it very much.

2018/19 Green Schools



G7b's Bake Sale

By Ian Rychlewicz and Igor Krzyszkowski, G7b

On Friday, April 5, we - the students of G7b, organized a bake sale. The purpose of the bake sale was to raise awareness and funds to help a little girl called Helena Żurek, who suffers from SMA. We successfully raised 2157,54 PLN! As part of the event, we asked students to estimate how much money we would raise. The prize was a delicious cake baked by Miss Ola Dejewska, our Head Teacher. Piotr Maczkowski from G9b guessed 2156 PLN. He was sooooo close! Congratulations Piotr!

To sum up, it was a great learning experience for an even greater cause, we thank all the students, teachers, and parents for participating in this event.

Meeting Helena Żurek

By Franciszek Nowak and Robert Minta

On Wednesday, April 24, Helena Żurek visited us at our school. Helenka suffers from SMA, which means that her muscles degrade over time. She is scheduled to receive a special medical treatment that will hopefully help her. Right now she can't walk.

Our class, G7b, hosted a bake sale to collect money to help Helenka's parents purchase a very special wheelchair for her. We would like to say Thank You to all the people that contributed to our bake sale. Helenka will hopefully have a better life now.



When Mrs. Anna Dąbek, ISoP English Teacher and G6b Head Teacher, learned about little Nadia Szarek of Komorniki, who is suffering from a life-threatening condition, she quickly organized a very spontaneous ISoP fundraising event.

ISoP
PARENTS & CHILDREN
You made it possible!
6.000 PLN

Words are never enough to thank you for all that you do.

Woodland Fun

In May, G6 students spent a day at the science research station at Łysy Młyn discovering the topic Summer Woodland Activities and being mentored by the international student of the Poznań University of Life Sciences.



Discovering Soil

Martyna Jabłońska and Maria Rawecka, G7b Students

On Friday, May 10, both G7 classes went to Łysy Młyn to learn about soil. We had a lot of fun there! First we looked at various kinds of mites under the microscopes. When we went outside, we met some students from Russia, Serbia and Bosnia, who conducted a short presentation about soil. Later, we got divided into four teams - hares, carrots, bees, and earthworms - and we competed against each other in six different tasks connected to soil. We had 15 minutes to complete each task and could get a maximum of 25 points. The first two tasks were to make our team logo from natural resources around us, and to make soil profiles in jars in the same way. The next tasks were pantomime with nature related words, and puzzles with animals living in our forests. We also had to build a tower from soil (the highest tower was 1.11m!) and a quiz about biology. In the end, the bee team won and got books about plants and animals. It was a wonderful trip!



G7's Soil Research

By Antoni Baluta, Stanisław Jankowski, Maksymilian Horowski, G7a Students

On Friday, May 10, G7a and G7b classes went on a trip to a science research station at Łysy Młyn. There we gained useful knowledge and learnt many interesting facts about soil by playing different types of games that everyone enjoyed. Łysy Młyn is the one and only place like this, it is housed in the only wooden mill in Poland. This place is specially adapted for educational reasons and it won a prestige award Modernizacja Roku 2011. It is 13 kilometers away from Poznan which allows nearby schools to visit this magnificent place and experience this amazing adventure.

During the trip, we were able to learn some interesting facts about soil structure and about different types of soils and what creatures live in it and how both the soil and the creatures benefit from this symbiosis. We were also given a chance to look through microscopes at some amazing creatures in a high-quality zoom.

During the time we were in Łysy Młyn, there were many games, most of which were competitive. We competed against each other in groups. The first game was to make a logo of our team out of grass, soil, and sand. After that we had to use our obtained knowledge and put different layers of soil into a jar so we would have a small maquette of layers of soil in a jar. Later we played 4 games in our groups. The first one was a quiz with questions about the soil. The next one was a castle building game. Using soil we had to build the highest castle we could get. Afterwards we had to do a pantomime. One person was given a word and he had to show it. The rest should guess what it is. The last game was puzzles. We got puzzles and we had to make as many pictures as we could in the time given.

It was a great trip and we learned so much!!!



G7 Building Cities

By Maya Kalwani and Hanna Schellenberg, G7b

In our science lessons we inquired into settlements, their origins, development, etc. Our teacher, Mrs. Dorota Sołtysiak, assigned a project that required us to create our own settlements. We think it was one of the most fun projects we have had in a long time.

We worked on our city models during art and science lessons. We divided our classes into pairs, groups of three and some of us worked individually. We could use all types of materials, including cardboard and Legos. A few people made models on the computer using Sketchup.



It was a very time-consuming project and, at one point, it seemed impossible to finish. One day we were finally ready to take turns presenting our models. It was interesting to watch other students presenting as every group built a different city with different features. After we finished presenting our teacher sadly asked us to write a project report!



International Pi(e) Day

By G7a Students

On Thursday, March 14, Ms. Marta Bilka, math teacher, and our class celebrated the International Pi Day. The Pi day is a mathematical celebration of the number π (3.14...). π is the ratio of the circle's circumference and its diameter. π is used, among others, for finding the area of circles and volume of such shapes as the sphere, cylinder or cone.

We brought a cake in a shape of a cylinder, measured its height (5.5cm), its radius (7cm) and calculated the volume using the formula in the picture. Then we cut the cake equally using the protractor, so every piece was 40 degrees (there were 8 students and the teacher).

The mathematical cake was delicious!



G7s at Centrum Edukacyjne Łamigłówka By Filip Latek and Sasza Bielejewski, G7b Students

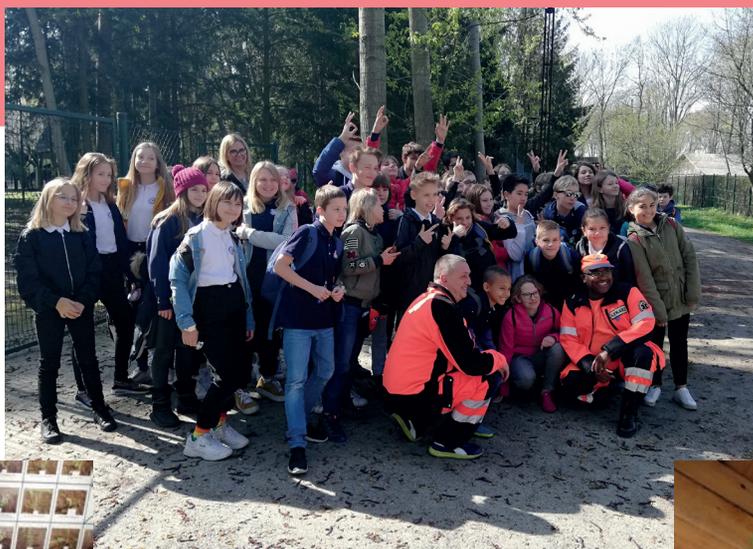
On Tuesday, March 26, we visited Centrum Edukacyjne Łamigłówka, an interactive math education center. There we first watched a great presentation about the wonderful golden ratio. Then we were invited to solve some educational puzzles. At the center we also saw various mirrors that distort how you look. We really enjoyed building complex tracks for glass marbles to roll down on. It was a great trip and we had a lot of fun.



Museum of Basketry - G6 and G7 Easter Trip

By Natalia Polańska, Marta Gajewska, Zuzanna Frąckowiak and Julia Michalska, G6b Students

On Tuesday, April 16, all G6 and G7 classes went on a trip to the Museum of Basketry in Nowy Tomyśl. During this trip we got to see some very impressive wicker statues and figures as well as wicker furniture and baskets. We also learned about wicker art history and got an opportunity to make our own piece of art using wicker. Apart from exploring the several different machines, we also got to visit a petting zoo. There we saw many domestic animals as well as some exotic ones, for example a lynx or a camel. Exploring all those places was very interesting for us all. We also got to taste a traditional Easter dish, all students loved it. The whole trip taught us a lot of interesting facts about Easter and its history. Thank you ISoP and the PTA for organizing the trip for us!



Easter Trip

By Estera Winkler & Julia Andrzejewska G7B

On Tuesday, April 16, we went on a trip to Nowy Tomyśl to the Museum of Basketry. We stayed there for almost the entire day and learnt many facts about the history of weaving. We also had an opportunity to weave our own wreaths using willow branches for Easter. Then we visited a mini zoo, which surprisingly had a lot of exotic animals like baboons, camels, monkeys, zebras and many more. After that we had a lot of free time to enjoy the sunny day. We also tasted delicious Easter food like żurek, eggs, sausages and traditional bread. Thank you PTA for organizing this trip for us!

Visiting Science Center By Wojciech Glasser, G9b Student

On Friday, February 22, both G9 and G8 classes visited a science center in Toruń - Młyn Wiedzy - where you can learn about various aspects of technology. This was an amazing place where we learned a lot of new things, not through studying but by just having fun. We also had time to sightsee the center of Toruń. Everyone really enjoyed the trip.



Meeting Robots By G9b Students

On Friday, May 10, both G9 classes visited a robot exhibition located at the M1 Shopping Centre. We hoped to find out whether robots were as smart as humans, what they looked like, if they had emotions, whether they would take over the world. As much as we enjoyed the exhibition, we didn't find all the answers.

The word robot was first used in 1923 in a play called *Rossum's Universal Robots* by Karel Čapek. It comes from a Czech word robotnik, which means forced labor or slavery. And indeed robots do work for us, replacing us in our everyday chores, assembling parts in factories, even performing surgeries. The robots in the exhibition talked and answered questions. Some of them could move objects. There was a robot that could mimic fish movements or a telescope that changed your voice depending on a planet you were on.

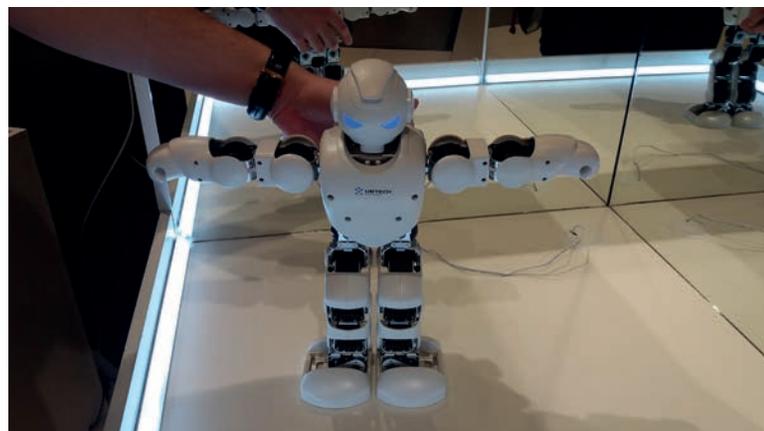
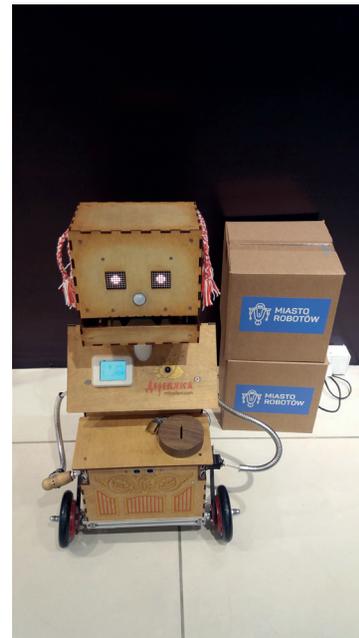
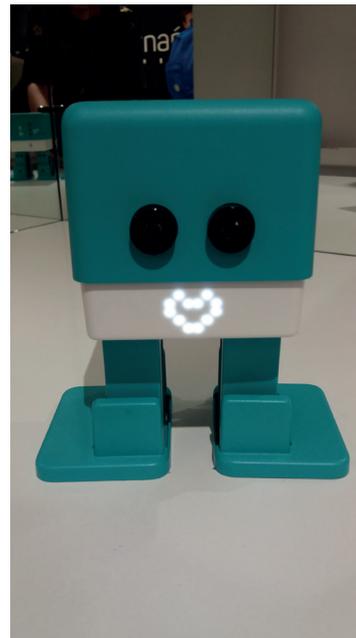
These could not have been the most technologically advanced robots out there, but they certainly gave us a chance to contemplate human ingenuity. The collective skillset of these machines could become powerful, if installed in one device and used for purposes other than entertainment. So, it's good to be up-to-date with the cutting edge developments.

While we still are not sure if these could be the robots to take over the world, we definitely enjoyed the exhibition.

"I enjoyed watching students perform moves to Just Dance on a big screen." - Julia S.

"I liked playing Pong - an oversized version of a classic game made by Atari." - Piotr a.k.a. Maczek

"We enjoyed having an opportunity to be able to experience virtual reality in space." - Alice and Joanna



By Marcjanna Smagała, VIII Student



The celebration of the 75th anniversary of the World War II mass escape of 81 Allied pilots from the German POW (Prisoner of War) camp in Żagań took place on Sunday, March 24 at 10 a.m. at the Cytadela Park in Poznań.

Airbus a400M Atlas from the Royal Air Force (RAF) and the Polish F-16s flew overhead to mark the beginning of the ceremony. Many important people, family members and students from various schools took part in this event to commemorate the escaping pilots' bravery, hope and faith of regaining freedom.

ISoP students attended the ceremony to show our admiration of their rebellious demeanor and because we think they are heroes, and - most importantly - because we hold them in our memory.

White School 2019 Austria



08 03 2019

White School France



Congratulations!

Congratulations Maks Mańko, IB DP III, for winning the FAST (Fizyczne i Astronomiczne Stypendia w Toruniu) Challenge!



Mathematical Matches
By Jędrzej Niepolski, IB DP Ia

In the current school year, ISoP students again rivaled other schools from the Greater Poland in the competition called the Mathematical Matches, hosted by the Adam Mickiewicz University.

Ms. Marta Bilska, Math Teacher, has mentored our team of: Maksymilian Mańko (captain), Philip Zubeł (vice-captain) and Hubert Sokołowski, all IB DP III students. Our school was also represented by IB DP II students: Mikołaj Kahl, Krzysztof Grykiel, Antoni Wiśniewski, Karol Masztalerz, Marta Kociołek, Nina Dubicka and by IB DP I students: Mikołaj Nowak, Hubert Perliński, Michał Krzyżański, Maciej Wierzbicki and Jędrzej Niepolski. First match was held in our school in November. Our students solved mathematical tasks against later finalist of the competition, High School from Wolsztyn. After a fascinating match, our school won by just one point and was ready for the next confrontation in the group stage against High School number 8 in Poznań.

The next match took place in the other school in the very hospitable atmosphere. The opponents came out to be greatly prepared and our students were forced to accept their superiority. However, the win in the first match qualified us to the quarter-finals where we played against High School from Gniezno. Unfortunately, after a bitter rivalry, we finally crashed out of the competition.

The good news is that our students have not given up! Under the guidance of Ms. Marta Bilska the math lovers attend extra school club every Monday where they solve maths problems together. The aim is to practice for the next Mathematical Matches in order to triumph in the near future!

We want to congratulate our ISoP students and wish them great success!



Congratulations!

Kangaroo Math Competition

Very good results:

Tobiasz, VII
Wiktor, G9A

Honorable mentions:

Mikołaj, G6A
Stanisław, G7A
Antoni, G7A
Weronika, VII
Natalia, VII
Antoni, G8B
Filip, VIII
Piotr, G9A
Alexander, G6b

Congratulations Maksymilian Celm, VIII, for placing fifth in a math challenge - Matematyka bez pamiętnika!
More than a thousand students from Wielkopolska participated!



RAMS Badminton Team at the Nationals!

Since the Rams Badminton Team had won the state championship this year, we had a wonderful opportunity to take part in the Nationals! Our players took part in a 2-day competition in Bieruń, near Katowice, March 29-30. The team competed among nine best high school teams in Poland, such as teams from Białystok, Gdańsk, Łódź. Kajetan Jeziak and Jędrzej Niepolski were great representatives of our school community and played their hearts out, improving each match. In the end Kajetan and Jędrzej won two and lost two matches. After very equal games, our school became the sixth best high school badminton team in the country.

GO RAMS!

Basketball

By Adrian Dąbek, ICT Teacher and Basketball Coach

The second half of the season started very promising for our International School of Poznan Rams Basketball Team. During the first game on February 14 our students were leading throughout the entire game. It was a close game most of the time, but there were moments the Rams managed to build up the lead to over 10 points. Unfortunately, a few mistakes at the end and a crucial shot made by ZSZ no. 6 within four seconds before the finish of the game resulted in a 79-80 loss for our team.

Next up was Maria Magdalena High School, who came in thundering. We were missing some key players, and even though our Rams fought well, this game also resulted in a loss of 47-88.

The third team was High School no. XVI, who ended up finishing fourth in all of Poznan. Most of our players were present, but the absence of one starter meant it was going to be a tough game against such a formidable team. The Rams gave their best but ended up losing 34-62.

The final game of the season was played against High School no. VIII. It was a great and clean game with very few fouls. Our Rams were playing very well, but missed the opportunity to record a win and the game finished with 58-66 for the opposing school.

There was also a streetball tournament on May 25, where four of our players took part in. Representing the under 16 team were Krzysztof Furmann, Piotr Sitarski, Wojciech Glaser and Kacper Błażyński. They played well but did not manage to win the competition, which comprised of five teams, where every team played against every other team.

Hopefully, the next school year will provide more experience and practice, which will result in more satisfactory results for the International School of Poznan Rams Basketball Team. As always, GO RAMS!!! Enjoy the summer everyone!



Karate

By Mr. Adrian Dąbek, ICT Teacher and Karate Coach

On Sunday, March 31, students who attend the Beginner and Intermediate groups of the ISO P Karate Club, took part in Puchar Małego Samuraja, a competition in Luboń. It was a local event, which nonetheless gathered quite a lot of athletes. There were different categories to take part in, including kihon (traditional techniques), kata (series of techniques), kumite (fighting) and an obstacle course. We managed to win 11 medals!!! Congratulations go to:

Patrycja, G8b - 2 gold and 2 silver medals

Loore, G3b - 1 gold and 1 bronze medal

Anita, G5b - 1 gold medal

Aleksander, G5b - 1 gold medal

Arkadiusz, G6a - 1 bronze medal

Janina, G4b - 1 bronze medal

Antoni, G6a - 1 bronze medal



Karate Washi Cup Champions!

By Adrian Dąbek, ICT Teacher and Karate Coach

On Sunday, June 2, the ISO P Ichiban Shotokan of Poznan karate club students took part in the Washi Cup tournament held in Poznan. We had six representatives and brought back six medals including three first places! The first through third spots were given medals and, on top of that, the first place also received a cup.

The best on our team was Patrycja Polowczyk, G8b, who managed to win in two different categories. Alex Huang, also G8b, was able to win one event, too.

The following students managed to place either second or third in various contests: Loore Mark G3b, Amelia Szygenda G5a, Aleksander Szanecki G5b, and Antoni Moś, G6a.

Congratulations to all!!!



Eljub Project

By Magdalena Musiał, German Teacher and Project Coordinator

Since 2012 our school has taken an active part in the Erasmus+ German-language eljub project, sponsored by the European Union. This year marks the beginning of a new two-year (2019-2020) period, with labor issues as its major theme.

Students wanting to participate in the eljub project must study German and can choose from the following trips:

1. Local meetings – in Ulm, Germany, and in Budapest, Hungary
2. International Youth Camp – every year in the first week of July young representatives of nine European Union countries gather in Krems an der Donau, near Vienna, to work on an e-book that consists of texts written by all members as well as a movie filmed by chosen participants. The camp's agenda is set up at a preparatory meeting held in Timisoara, Romania, in April/ May.
3. European Union Conference – meeting with EU politicians held every year in Krems an der Donau in November

To be selected as a participant, a student must show a decent knowledge of German (it does not have to be outstanding as for most participants

German is a foreign language and everybody helps each other) and general positive attitude.

For more information about the project as well as recaps from the previous events, please see older 4Hands issues as well displays located in Building A, second floor.

Trip to Ulm

By Adam Giżewski, IB DP IIIA

Ulm a city in the south of Germany, located between Stuttgart and Munich. This 118 km² area is well known for its university character as well as the biggest church in Europe - Ulmer Münster. During my winter holidays, together with Miss Musiał, we participated in the Erasmus+ lectures that covered the topic of the labor market and robotics. On our first day, we visited Munich and tasted typical Bavarian food like pretzels or Weißwurst. Next, we went to Ulm, where we participated in a variety of activities for two days. On the second day, we had a meeting about our and employer expectations in case of our future job. Then we conducted a complex test that indicated what are our good/bad skills as well as features that may be useful in the work period. Next day, we visited a local shop which is based on the fair-trade market. It means that it sells products in accordance with the interest of the





producers, often located in the least developed countries like Ethiopia or Cambodia. In general, the trip to Ulm expanded my perspectives about not only my future but also the danger to the employee working in very poor conditions. I strongly recommend such trips, even if you feel your German language skills are not developed enough;).

Aleksandra Banaszczak, IB DP11a Student

In January we participated in a EU program in Ulm, Germany. We met in Munich at the train station and then we took a train to Ulm. There we took part in workshops concerning our future. In my opinion the best part of the workshops was writing a personality test about what position we should aim at when applying for a job.

Four characteristics were displayed and we had to decide which ones described us the best and which ones the worst. There was a possibility of being the best suited for a position as a secretary, boss, etc. I think such quizzes are really helpful especially for people our age because currently we are in the process of picking what we want to study after high school so this decision somewhat concerns the rest of our lives. Another fun aspect of our trip was cooking together. We were divided into three groups and each group was supposed to make one meal. Afterwards we got to eat in a group and get to know one another. The best part was that everybody knew German so it was really easy to get used to using this foreign language in everyday speech and obviously learning a lot of vocabulary! I think that it would be a great experience for all German learners not only to improve their language skills but also to become more courageous at using it.



Eljub Project in Timisoara, Romania

By Aleksandra Banaszczak, IB DP II

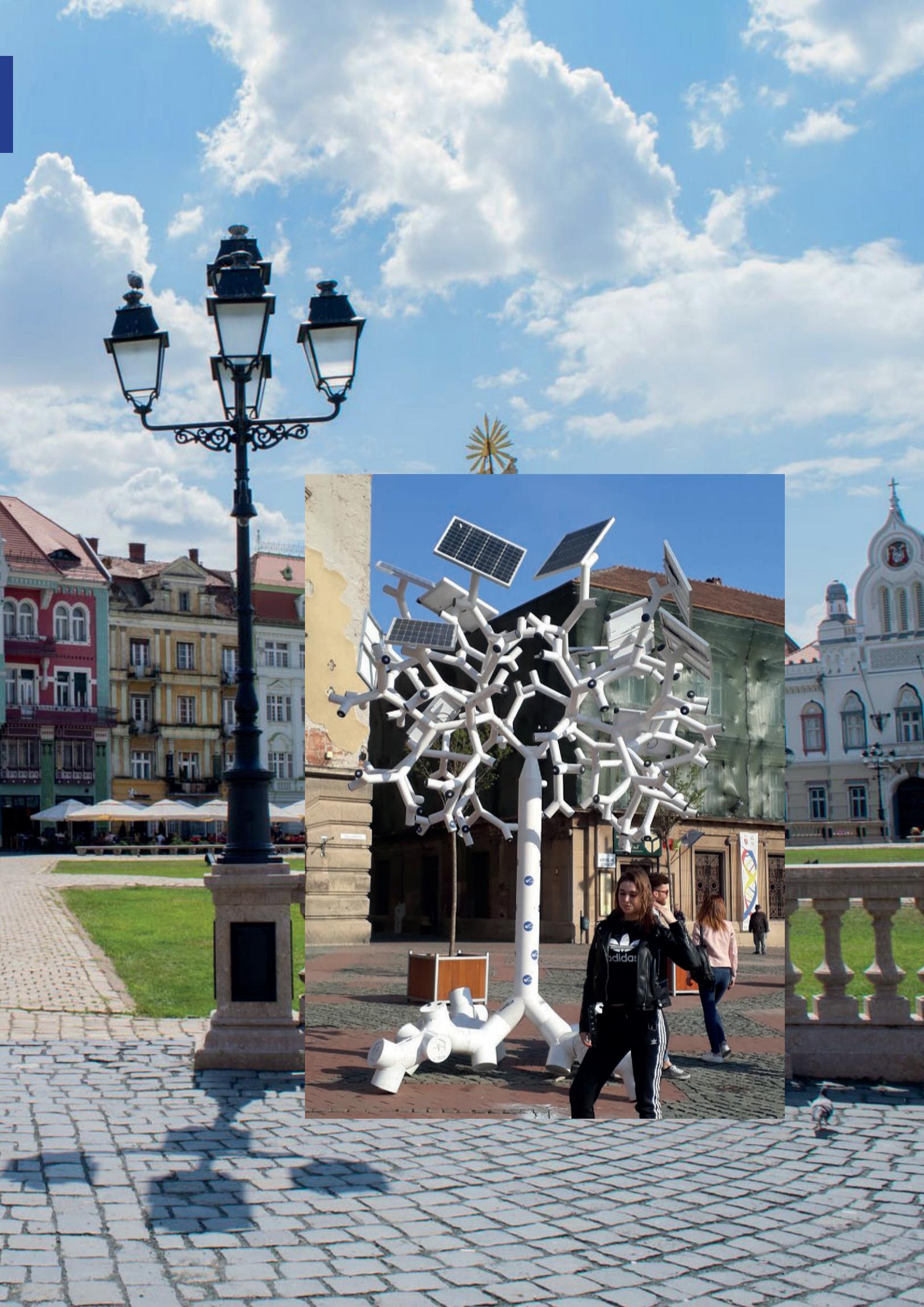
In April I went to Timisoara, Romania, on a preparatory meeting concerning the eljub project. The event is supported by the European Union and our whole IB DP II German B group will take part in it in July in Krems, Austria. The preparatory event concerned establishing topics and guidelines for the project. One or two representatives from all participating countries took part in it.

We participated in three workshops where all of the partakers brainstormed. We came up with four major topics that consist of many smaller matters. We thought of a broad spectrum of possible points to discuss in order to fit the interests of all participants from all collaborating countries. The topics concern major issues that should be more frequently discussed by the younger generation like: global warming, family, technology, and self-optimization. Rules like respecting one another and each other's opinions, using German language for communication, specified grandeur of the groups etc. will be very helpful in organizing a very populous group of people, accounting to about seventy students.

On the last day, during our layover in Frankfurt, we decided to leave the airport and explore the city. We visited the Goethe House and got a tour of his mansion. It was a great experience because the whole thing was carried out in German. Therefore, I had a chance to listen to a native speaker. It was very fulfilling because I understood the majority of what the tour guide said and what is more, later on that same day I got to communicate with three other German speakers.

All in all, the preparatory meeting was very useful and I believe that because of it the July eljub project will turn out to be well-organized and beneficial for our personal development. Additionally, the visit in Frankfurt made me feel better about my German and motivated me to work even harder on perfecting my language skills.





How Prices Are Created on the Market

By Jędrzej Niepolski, IB DPlA

The value of goods is subjective. Two different people might price the value of exactly the same thing variously. A person is governed by scale of values, so one thing may have a higher value for him, despite the fact that the preferences of his friend will be completely opposite. This is the reason of a fact that people have different goals. The goals of a person are subjective as well and funds to achieve these goals are measured depending on how good they might be used to realize these goals. When a person buys a laptop for \$2 000, we can easily say that the laptop is more valuable for him than having \$2 000. He is sure that the laptop will give him more satisfaction than money. People get into commercial exchanges as they want to make better their situation. They leave smaller satisfaction (we name it cost) as they want to achieve bigger satisfaction (we name it goods). If the value of achieved goal is higher in our evaluation than costs, then we feel that we have a profit.

RELATION BETWEEN PRODUCTION, PRICES AND PROFIT

Prices are created as the result of a relation between a demand and a supply. When people have a strong need to buy any good, they are ready to pay more for it. The price becomes higher. It increases the profits of the manufacturer of the good. It turns out that the production of the good is more profitable than the production of anything else, so people increases the production in this branch of industry. In this moment also the competition appears. In this way a supply is higher what leads to the decrease of the price and a profit margin (to the moment in which a profit margin again decreases to the level which appears in other branches). It might come out that a demand for the good decreases or its supply increases to the level in which its price stops giving such huge profits which can be achieved in the production of another good. In this case "marginal" producers which are the least productive or which costs are the highest will be entirely banished from the market. The good will then be produced only by the most productive manufacturers which have the lowest costs. The supply of the good will be decreased or at least it will stop be increased.

THE PRICES OF CONSUMPTION GOODS

How does it in fact work that we have known exchange ratio expressed by money? We can say that prices are the result of encountering a demand and a supply. Let's talk about this process. Imagine a situation in which Josh would like to buy a new bike and his friend George would like to sell it. Josh thinks that the bike is not worth more than \$1 500 and George to be content with exchange has to get at least \$1 200. The market price of the bike will range from \$1 200 to \$1 500. We can not determine precisely if the cost will total \$1 200 or \$1 500 but we know the range in which the price will be beneficial to both of them. Now we should explain the example of the one-sided competition of buyers. It means that it is only one seller (George) but more buyers. There are four people who would like to buy the bike for a different maximum price. Let's assume for the sake of argument that Michael is ready to pay maximum \$2 000 for the bike, Jacob \$1 750, Josh \$1 500, Chris \$1 350 and Peter only \$1 200. George will still not sell the bike for less than \$1 200. How the price for the bike will look in this example? The bike will obviously be sold to Michael for the price range from \$2 000 to \$1 750. This is the reason of a fact that he will have to outbid the competition paying more than 1750\$ and he is able to pay maximum 2000\$. It is worth remembering that every price higher than \$1 200 is also beneficial for George. As we can see this price will be proper for both Michael and George. On the other hand, we can imagine the one-sided competition of sellers. It is the example in which we have more sellers and only one buyer (Josh). The bikes in this example are equal. George still wants to sell his bike for at least \$1 200 but there are other sellers such as Matthew, who is ready to sell his bike for \$1 150, Thomas for \$1 100, Max for \$1 050 and Lucas for \$1 000. The bike will sell Lucas as he values his bike the most cheaply. As we know Josh wants to buy the bike for the lowest possible price. Thus, Lucas to beat the competition will have to propose the lower minimum price than the next candidate (Max). As a result the price for the bike will range from \$1 000 to \$1 050, which is a proper price for both Lucas and Josh.

THE THEORY OF BOHM BAWERK

B1=1800\$	S1=1350\$
B2=1750\$	S2=1400\$
B3=1700\$	S3=1450\$
B4=1600\$	S4=1600\$
B5=1550\$	S5=1650\$

Now I would like to move on and analyze the bilateral situation in which it is a lot of buyers and sellers. Let suppose that we have 5 buyers and 5 sellers of a bike. In this example it might be easier to use letters and numbers instead of names. That is why we have the buyers: B1, B2, B3, B4 and B5 and next to them in the

table are the maximum prices which they are ready to pay for a bike. On the other side of the table we have the sellers: S1, S2, S3, S4 and S5 and next to them in the table are the minimum prices for which they are ready to sell a bike. The question is: "Who after the transaction will have bikes and what will be the market price? We have to remember that on the market we have only 5 bikes. The first thing which we may do is the coupling of the buyers and the sellers. We see that 4 pairs may make a bilateral, profitable transaction as the buyers value the bikes higher than the sellers, which is not true for the last pair (B5 and S5). We can also order the buyers and the sellers in one column from the person who values the bike the highest to the person who values it the lowest. Here, we are able to easily detect that the people who value the bikes the highest are B1, B2, B3, S5 and B4. The product on the market will always be given to the people who value it the highest, so we can determine that exactly these people will have the bikes. This is a reason why one bike will not be sold but will stay with the owner (S5) who values it higher than the money which he will be given on the market.

B1=1800\$
B2=1750\$
B3=1700\$
S5=1650\$
S4=1600\$
B5=1550\$
S4=1500\$
S3=1450\$
S2=1400\$
S1=1350\$

B1=1800\$	S1=1350\$
B2=1750\$	S2=1400\$
B3=1700\$	S3=1450\$
B4=1600\$	S4=1500\$
B5=1550\$	S5=1650\$

Bohm Bawerk once said that price and quantity is determined by the evaluation of value of "marginal pairs." Marginal pairs in our example are pairs: B4;S4 and B5;S5. It is high time to determine the price spread. The higher price point is fixed either by the last buyer who bought the bike (so the one who proposed the lowest price but still got the bike-B4) or the first potential seller who did not sell the bike-S5. From these two values we always choose the lower one. We have two values:

\$1 600 and \$1 650. The lower one is \$1 600, so it will be the higher price point on the market. On the other hand the lower price point is fixed either by the last seller who sold the bike (so the one who proposed the highest price but still sold the bike-S4) or the first buyer who did not buy the bike-B5. From these two values we always choose the higher one. We have two values: \$1 500 and \$1 550. The higher one is \$1 550, so it will be the lower price point on the market. So we have found out that with the subjective evaluation of value in the upper example four bikes will be sold in the price range from \$1 550 to \$1600 ($\$1\ 550 < \text{the price for the bike} < \$1\ 600$).

WHAT DOES THE ANALYSIS REALLY PRESENT?

It is worth knowing that in the whole analysis we have not said any word about the cost of the production of the bike. It is a right reason for that. The prices of consumption goods depend only on the evaluations of values created by people. The prices of factors needed to produce something are created based on the expectations of the business people about the future prices of consumption products. The amount of costs comes from the expectation of prices for a product not the other way round. It is not true that costs determine a future price. However, it is true that expected price determines costs. Our analysis also explains why artworks, for instance paintings, are really expensive despite the fact that paints and canvas needed to their creation were relatively cheap.

The last thing which I would like to point out is that prices are not fixed only by sellers. Buyers are equally important in the process of discovering prices on the market. It is not possible that sellers can determine any price for their products. They always have to be aware of the consumers. I hope that after reading this article you will find out some interesting facts about the creation of prices on the market. What is your opinion in this matter? Maybe you know any other, additional information? If you would like to, please, share it with us at 2001.jedrzej.niepolski@isop.pl!

**IB DP III Graduation
Class of 2019
May 25**

