

# LAKEWOOD CATHOLIC ACADEMY

## INTERNATIONAL BACCALAUREATE NEWSLETTER



### **IB Focus: Balanced Caring**

Our teachers and students continued to focus on the attributes of an IB learner during the months of December and January. Here are a few snapshots of what Balanced and Caring looked like in LCA's classrooms.

### Friends of Rachel

*LCA's F.O.R. Club (Friends of Rachel) was founded in the 2013-14 school year, after a speaker from Rachel's Challenge spoke to our student body about Rachel Scott, a teen-age girl who lost her life at Columbine High School. Rachel was an inspiring young person who believed in starting a "chain reaction of kindness" at her school. F.O.R. Clubs around the world gather to spread her message of caring and kindness, and promote a positive school culture.*



*Past activities of LCA's FOR Club include making and distributing ribbons for National Bullying Prevention Month; running a fundraising effort to build and donate a Buddy Bench for LCA's recess area; creating notecards with positive, uplifting messages to be distributed by teachers to all their students last spring; and attending a training session on peer leadership over the summer.*



## The IB Profile in Grade 2

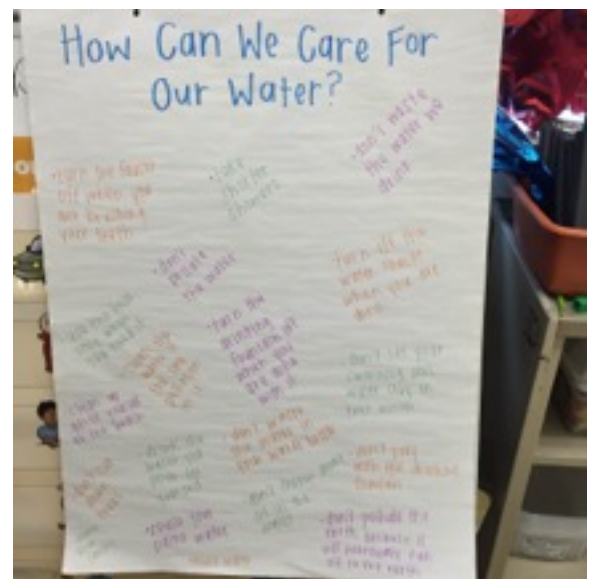
*Second graders engaged in a variety of learning activities throughout December and January that called upon them to demonstrate the attributes of Balanced and Caring:*



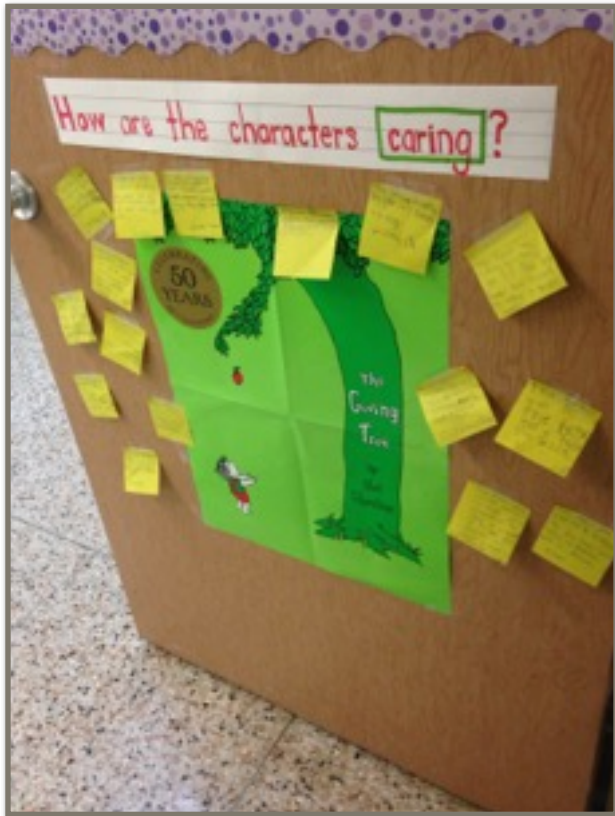
*They practiced how to balance their bodies with yoga exercises and how to find peace and keep balance in their minds.*



*After learning about the water cycle, the students discussed ways they can care for our water!*

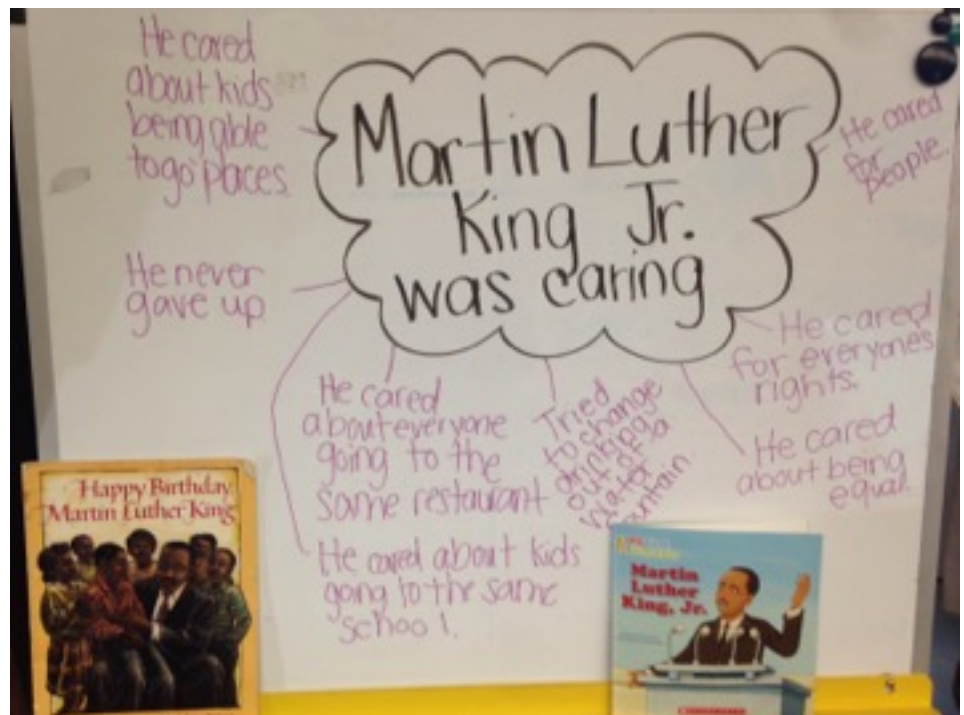


*In keeping with the practice of setting goals every month, these second graders wrote about one way they could show someone that they cared.*



*Second graders read The Giving Tree and discussed how the tree was caring.*

*They read a prayer  
and a story about  
Martin Luther King  
and discussed how he  
was a caring person.*





## Eighth Graders Grow in Wisdom. . .

*Prior to Christmas break, Algebra students were asked to reflect on what they learned during first semester and how they approached their learning. They also set goals for second semester. Students included references to the IB Learner Profile and how these attributes had entered into their collaborative and independent efforts. The following refer to the attribute of Balanced:*

*“Balanced people understand the importance of balancing different aspects of our life including emotional, intellectual, spiritual, and physical. Eighth grade has been the ultimate challenge of balancing extracurriculars, school work, and time relaxing for me. I have learned to use my time wisely and to avoid procrastination so I have time for the things I enjoy.”*

*“...if I took worthy notes and created better study habits for tests, I feel that I would not only feel more prepared for class, but more balanced with my overall homework life.”*

*“I did a better job of managing my time and really setting aside the time to do quality homework.”*

*“I’ve stopped over-studying and worrying, which has allowed me to spend more time on assignments that will truly help me understand the subject more. I’ve stopped procrastinating as much, and spend more time on the things I love to do such as drawing and writing.”*

*“Not only did I have to balance my physical life, I had to balance my emotions and my faith since I will be going through Confirmation this year. I am not saying that I have to do all these things alone because that is another way of recognizing that I am balanced by being able to be interconnected with people.”*

*“I have also been balanced when doing some homework before it is due.”*

*“I experience the meaning of balanced when our class does equations one day and then the next day we relate them to real world equations. I love when everything just clicks and you realize that there was a purpose for doing all those equations.”*

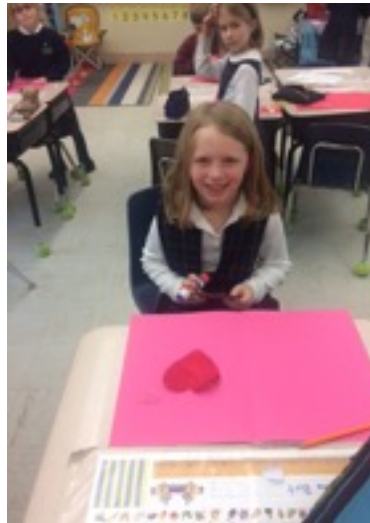
## . . . and Knowledge.



*Eighth graders learned about the problems and conflicts that historically have arisen because of the more than 200 different Bantu languages that are spoken by 180 million Bantu speaking people in Sub-Saharan Africa. In order to experience in a small way how that feels, students were asked to create their own language and to write a message to a classmate in that language. The next day, students had to translate and answer a question in their own language without speaking.*

## Students in Grade 1 Care . . .

*First graders are making Valentine's cards for patients at Fairview Hospital. After Fr. Deogratias Ruwaainenyi, the hospital's chaplain who is in residence at Saint Clement Parish, visits the first grade classrooms, he will deliver the cards to the hospital.*



*In the midst of the busy Christmas season, first graders found the right balance of:*



*Work . . .*



*Play . . .*



*Prayer . . .*



*and Rest (after a long day at the Tree Farm).*

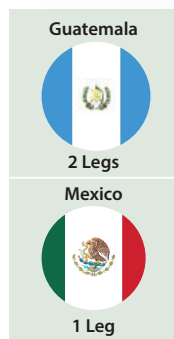
# Grade 7 Social Justice Project

*This past fall, 7<sup>th</sup> graders raised money for LIMBS International, an organization that provides prosthetics for amputees in underdeveloped countries who have been victims of accidents, war, substandard medical care, or disease. The 7<sup>th</sup> graders recently received this communication from LIMBS International.*



## Lakewood Catholic Academy Students Are Changing Lives Around the World

You sent legs to:



### Adrian Vasquez Aguilar (Guatemala)

Adrian Vasquez Aguilar was working as a part time carpenter in order to pay his way through college. One day, while at work, he was cleaning up at the end of the day and was bending over to pick up scraps of wood that had fallen on the ground. Unfortunately, the driver of their work truck did not see him as they backed up and they pinned his leg between the truck and a wall. Adrian was rushed to a nearby hospital where his leg unfortunately had to be amputated in order to save his life.

No longer able to work, Adrian did not have the funds to pay his tuition and he had to drop out of school. All of that changed when LIMBS provided Adrian a leg free of charge because of the amazing students at Lakewood Catholic School. Now Adrian able to work again and is on the path to obtaining a degree.

### Williams Cruz (Guatemala)

Williams Cruz was a dedicated and hardworking police officer, but one fateful day in 2003 a tragic car accident flipped his life upside down. Without a left leg, Williams found it difficult to find work to support his family. Days would trickle by as Williams would remain jobless and feeling useless. It was clear that Williams, unemployed and struggling financially, and his family did not have the means to pay for a prosthetic leg.

Fortunately, Williams was fitted with a free and fully functional LIMBS leg. Now that he has more mobility, he is optimistic about getting his job back as a police officer. No longer burdened with the stress of being unable to support his family, Williams has hope for his future and looks forward to being independent again.





## Philanthropic Technology Design Students

*In 7th grade Technology Design class, students designed a business and gave a presentation to potential “investors” - shark tank style. But beyond all of the work they put into making a website, print advertisement, commercial video, logo, etc., they discussed how the most important part is that they are caring to the community. Financial sustainability should not trump environmental sustainability and what they give back to make the world a better place. All of the young entrepreneurs came up with caring ways to incorporate philanthropy, accessibility to those who are disabled and environmental sustainability as a keystone of their business.*



*Sixth grade technology students were given the task to devise a way that LCA might be improved; the idea, however, had to be one that would be unpopular with their peers! The students then had to present their idea to the class. Both sides needed to maintain balance as they presented their ideas to one another and as they listened to each other’s ideas as well.*



## Language Acquisition and Art

*Language acquisition classes provide students with a balance of learning the language as well as the culture of a country. Seventh and Eighth Grade French students spent several weeks learning about Impressionism in both their French and art classes.*



*They concluded the unit with a visit to the Cleveland Museum of Art to view the exhibition Painting the Modern Garden: Monet to Matisse. They also found a few minutes to stop at Coquette Patisserie, a French bakery near the museum, to enjoy French pastries and hot chocolate.*

*Using their newly acquired knowledge about the Impressionists and their techniques, art students created an Impressionist style painting that had as its subject a scene from their everyday lives.*





## Caring Third Graders

*At the beginning of January, third graders completed a Self Reflection Quiz about what it means to be caring. In groups and as a class, they discussed what caring looks like in real life. Referring to the Self Reflection Quiz, the boys and girls wrote about and illustrated how they have been caring towards others or how others have been caring towards them. Throughout the rest of the month, they used discussion cards together. Each week they read a few cards and discussed how they would feel or what they would do in that situation, reinforcing what it means to be CARING. They had the opportunity to share their journals entries and were encouraged to take their Self Reflection Quizzes home and share them with their families.*

