



GRADIA

JYVÄSKYLÄN LYSEO
UPPER SECONDARY SCHOOL

**Year Book
2021-2022**



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JYVÄSKYLÄN LYSEO UPPER SECONDARY SCHOOL

School Year 2021-2022

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#jkllyseo #jyvaskylaib

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**Jyväskylän Lyseo IB Diploma Programme
&
Preparatory year
school year 2021–2022**

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FROM THE COORDINATORS

This school year has been a year of change in the IB Diploma Programme in Jyväskylän Lyseon lukio. As for our daily life course with IB, we've been delighted with the new IB wing, which also hosted the IB finals for the first time this spring. During the present school year Jyväskylän Lyseon lukio has had two IB coordinators, Susanna Soininen during the autumn term and Markus Lajunen during the spring term. We have tried to do our best to keep the Lyseo and their IB DP students on a steady pedagogical course, despite the ongoing covid-19 pandemic and the turbulent political situation. Moreover, we have been able to prepare Lyseo for the upcoming five-year evaluation required by the IBO. Despite staff changes, the IB school year has gone forward like a train, quickly and full of work, as always.

Luckily, the IBO has been very helpful and generous with their support. We have been able to follow the IBO's standards and practises, make developmental plans and cherish the IB spirit in our school. Our students are still, or more than ever, willing to create a better, more peaceful world, as described in the IB Mission Statement and in the IB Learner Profile.

This year book summarizes some of the many activities in our school from the school year 2021-22.

Susanna Soininen and Markus Lajunen, IB coordinator



Pre-IB students' Guitar Cafe

PRINCIPLED

"We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences."

JYVÄSKYLÄN LYSEO IB WORLD SCHOOL 20-YEAR ANNIVERSARY

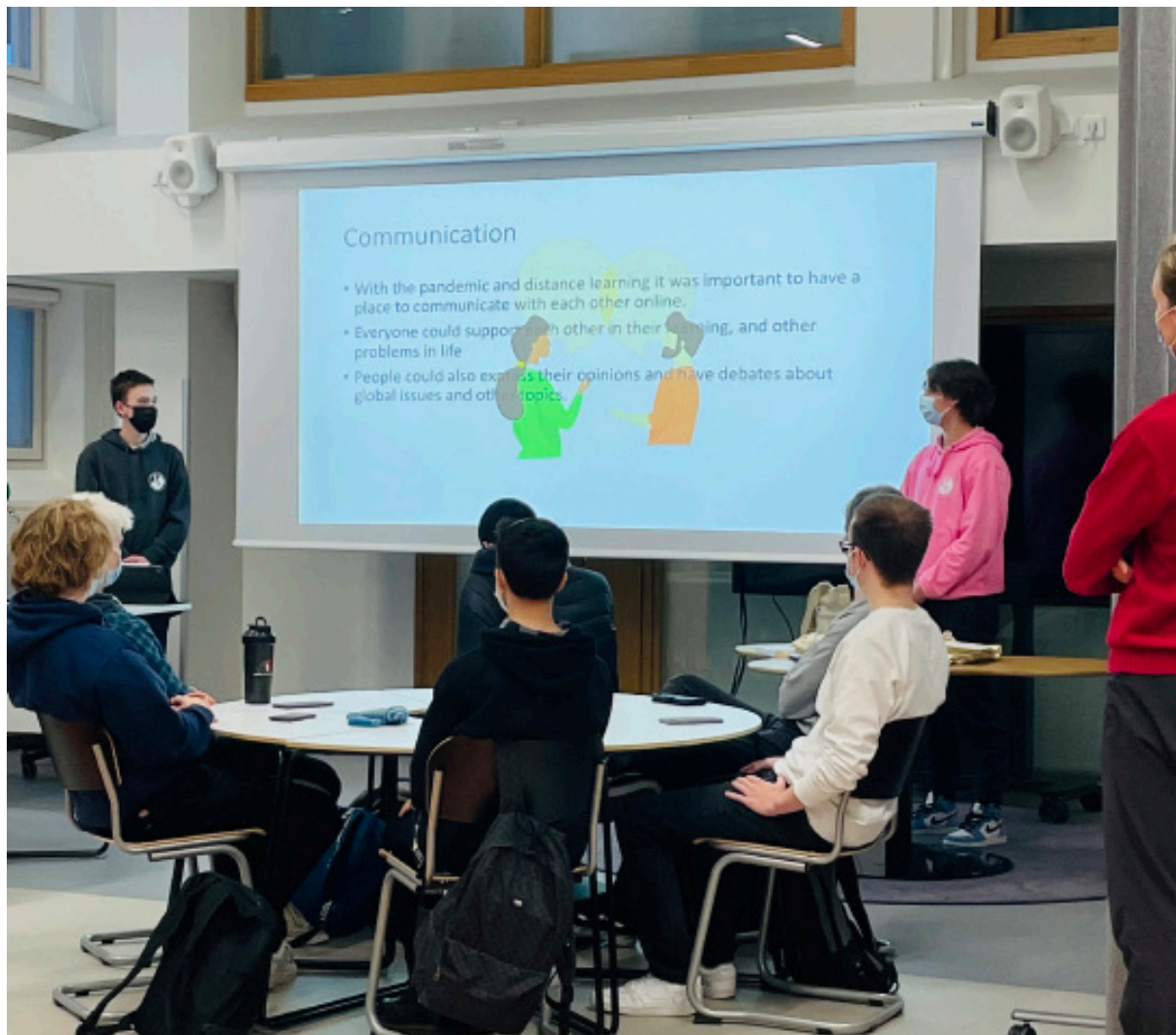
On 4th of May 2021, it was 20 years since Jyväskylän Lyseo was authorized as an IB World School.

On 8th of August 2022, Jyväskylän Lyseo celebrated 20 years of the IB with food and music.



CORE NIGHT - CELEBRATING EXTENDED ESSAYS AND CAS

Lyseo IB seniors presented their EE processes and shared their experiences of academic writing.



21IB'S FIELD TRIP TO SVENSKA TEATERN

The 21IB students who studied Swedish at the time made a trip to Svenska Teatern in Helsinki to see Mary Poppins on the 9th of December 2021.



Our trip to Helsinki began from Lyseo when we hopped on the bus and soon we were already in Helsinki. We played different type of games/ quizzes on the bus and had fun talking with friends. We stopped at a gas station once on our way, and a lot of good purchases were made at the gas station, you can ask Aapo Sillanpää and Tomas Maljonen about this. When we arrived at Helsinki everyone went their own ways with their friends and we came together some time before the play started. Quite many had dinner or ate something and some went shopping.

Even though it was December the weather luckily wasn't cold at all. Helsinki was covered with Christmas lights and Christmas was all around us, and because of the just slightly breezy weather we were able to enjoy it outside.

The Svenska Teatern was beautiful and very fancy. We walked around the Svenska Teatern and then waited for the play to begin. Many were glad to hear the play had subtitles...

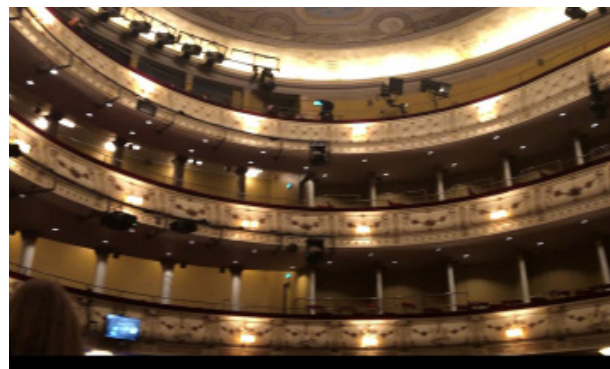
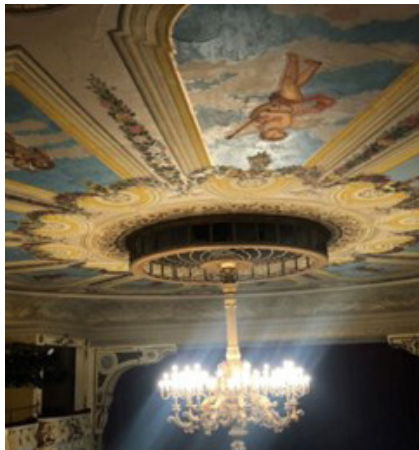
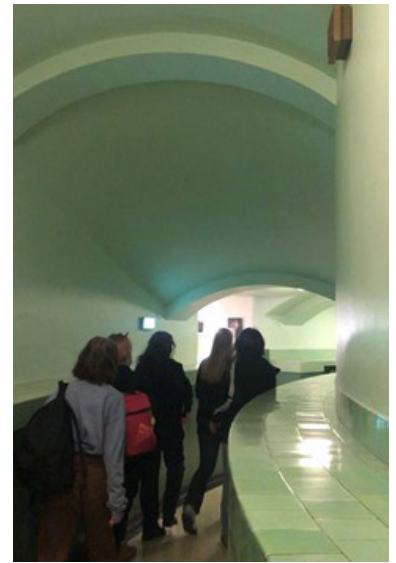


The play was amazing and the music was very catchy. After the play we talked about it and the songs and if we saw any familiar actors on the stage. Most of the comments if not all were positive.

On the ride back everyone already seemed to be bit tired and the ride back to Jyväskylä went calmly. We stopped at the same gas station on our way back and then continued our ride home. We were back at Lyseo about 2 am and everyone said their good night's to each other and went home.

The trip really brought us more together and we made great memories.

Photodump of cool pictures from the trip to Svenska Teatern:



BALANCED

"We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live."

OPEN-MINDED

"We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience."



DEBATE SUCCESS

After being revived from its grave and assembled back together by a 19IB student Ruhan Kartik, the Debate Club has had the privilege to experience and engage with debate in various ways. Starting from August, the meetings were a weekly occurrence during which we were able to give speeches and learn through action. This was further supported by theory workshops. Throughout the autumn we grew into a closer community and a few of us got especially passionate about debating. Three of us even got the chance to work on a project with the publishing company Edita for an English course book. However, not a single one of us novice debaters expected what was going to be waiting for us in the spring.



Copenhagen Team in the Nordic Schools Debating Championships in Copenhagen.

In the picture, from right to left, are: Olivia Havinen (L20IBa), Emma Niskanen (L20IBa), Selma Savolainen (L20IBa), Zofia Suchoples (L20IBb) and Madli Ojakivi (L20IBb)

On the 28th of April, a team of five travelled to Copenhagen for the Nordic Schools Debating championships. All of us had been active members in the club and had participated in the Finnish National Debating Championships in Helsinki a month prior. We were not quite sure what we had gotten ourselves into, but with intense preparation and a bit of delusion we set out to face this challenge. We encountered tough opponents, but most importantly made new international contacts. The event was very eye opening, since we got to realise the theory we had learnt months before happening in practice. We came back tired, but thankful for the hardships an international level competition had made us face. Without them, we'd still be very much in the dark about a multitude of debating realities.

Now, we are wrapping up our season of debate for this semester, but excited to start anew in the autumn. With the skills we have garnered and the passion that has been found for debating, we encourage everyone even slightly intrigued to join us next semester.

Selma Savolainen, 20IBa



What an average debate looks like. 1st speaker of proposition giving a speech.

THINKERS

"We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions."

LANGUAGE TUTORS

The language tutors are a rather new addition to the roster of tutors at Lyseo. Much like the LUMA-tutors who came before us, the aim of the language tutors is to offer peer support for students struggling with different subjects – in our case, the various languages one is able to study in Jyväskylä. Beside aiding with languages, the language tutors have also been a part in organising the Art week at Lyseo.

We are shaped by the languages we speak. That is one of the constants I have faced during my time as a language tutor, and it is one of the aspects that has most fascinated me with the job of language tutor. Admittedly, I have always been interested in languages. As a child I used to tag along with my mother to a Russian-language club, even if it meant staying up late into the night. Similarly, when my older sister begun her studies in English, I had a bad habit of stealing her books and studying on my own. There was something in the study of languages that caught my attention, a spark that has yet to disappear even as I have entered into adulthood.

Coming to Lyseo, I was pleasantly surprised that the chance to work as a language tutor was even offered. It is not often that the challenges students have with studying languages are addressed. Becoming a tutor gave me a chance to work with my peers one on one, helping them study yet also providing me a chance to practice with others. In my work as a tutor, I was able to work with students privately, while also partaking in the supplementary courses as an assistant to the teachers. Moreover, following the admirable efforts of the LUMA-tutors in establishing “Math-at-ease”, the language tutors have been attempting to establish a similar club over the last Spring.

I have enjoyed my time as a language tutor. Over the years, I have gotten the chance to work with various students, in nearly all the languages I have offered help in. And although there have been challenges, the job has also given me much, as the interactions I have had with my peers have taught me about dif-

ferent approaches we have to language and to the world. The work gave me the chance to not only teach others, but also be taught in return.

It has truly been a pleasure to be a language tutor these past few years, and it is a shame I must now move on. I hope the continuing and the future tutors keep up the great work, and that they will be able to encourage more people to seek help for language studies.

Kuutti, L19IBa

COMMUNICATORS

“We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.”

CARING

“We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.”

HIGHLIGHTS OF LUMA-TUTORING

- Night school
- Math-at-ease
- LUMA-week

Night school brought our tutor group together and it helped us gain confidence in tutoring, because we learned the basics there.

In the first term IB tutors got together to organise our own math-at-ease, as the old one didn't fit our schedules. Math-at-ease is completely held by the tutors, which gives them an opportunity to help others or just do their own schoolwork.

All the tutors did their own part in the planning of LUMA-week, which made implementing it was very easy.

INQUIRERS

“We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”

CAS (CREATIVITY, ACTIVITY, SERVICE)

I've always liked to play ice hockey. During winters I went to play with my family and friends outside. When spring came there were no places to play so I started to dream of playing for the whole year with equipment on. Me and one other IB student Veera Linjama got an idea of arranging ice hockey shift for women for a cas project. We knew people who wanted to play ice hockey as well and since there weren't any shifts for us to play we collected people together so we could apply for a shift. Most of the shifts that are arranged are for men and for people who are passionate about playing, we wanted to have a fun hobby not to goal for a career f.ex.

Excitement about playing led us towards our goal of playing with other women. We got shift to us for monday evenings. Because of covid-19 restrictions our shift started two months later than it should. It was frustrating but luckily we could start our shift in the end of February. The excitement of the players showed us after every shift. We had a great team spirit and every one could come like they were and play with their level. It was great to see how the players succeeded and improved as players.

The process of arranging a shift thought us that if you want something you should do it. If we didn't arrange the shift ourselves we wouldn't play ice hockey now. Also with collaboration everything is easier and funnier to organize.

Silvia Ylikärppä, 20IBa

RISK-TAKERS

" We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change."

IB ROOKIES TAIJA & MARINA

We started teaching in the IB last August. We were highly enthusiastic to face new challenges in our careers. Ulla gently guided us towards the secrets of IB teaching and curriculum, providing us with one extremely packed one hour lesson of information, notebooks and sheets.

In French, we teach both national curriculum and the IB one in joined groups. This year, we have divided the French courses so that Marina has taught IB1, and Taija has taught IB2 and pre-IB. On top of this, Marina has been teaching pre-DP Swedish and Taija has been teaching pre-DP English language.

This year has been a great experience for both of us, despite the constant sense of confusion, which we are sure the students can also remember from their first fall in the IB. Bearing a certain level of uncertainty has been something that we have gotten used to, but luckily, we have made it this far, and we are learning new things every day! The students we have had the honor to teach have been so helpful and lovely, and so have the colleagues. We have enjoyed the lessons very much, and teaching students this active has been a pleasure.

The IB Staff meetings have been filled with genuine interaction, and the atmosphere has been welcoming. In the IB, everyone can truly comment on the matters discussed freely and come as they are.

We feel lucky to have the chance to continue working with the wonderful students and colleagues next year and in the years to come.

Thank you for making our first year this magnificent, have a great summer, everyone!

BR,
Taija and Marina



HONOURS AND AWARDS IN 2021-2022

18IB Awards in Graduation Ceremony

Jyväskylän Lyseon lukio Year Class Award

Cephas Bahungure
Salla Humalajoki
Sara Murtonen

Jyväskylän Lyseon lukio Award for Exemplary Academic Performance in the IB Diploma Programme

Lotta Niemi
Simo Puttonen

Oy Wilh. Schauman Ab trust scholarships for studies in higher education

Simo Puttonen
Aino Jauhiainen

Jyväskylän Lyseon lukio Award for Excellent Performance in Music

Andrea Caruso

Jyväskylän Lyseon lukio Award for Excellent Performance in Arts

Sini Malila

Jyväskylän Lyseon lukio Year Class Award for Excelling at School Community Life

Lotta Niemi
Arsenii Tcekhanovich

Jyväskylän Lyseon lukio Award for Excellent Achievement in Matriculation Exams, English

Veikka Nummila

Jyväskylän Lyseon lukio Year Class Award for Excelling at Futures-thinking mindset

Andrea Caruso



The 18IB Graduation was celebrated 28th of August



JYVÄSKYLÄN LYSEON LUKIO IB DIPLOMA PROGRAMME AWARD FOR EXCELLENCE IN RESEARCH SKILLS IN 2021-22

19IB Extended Essay Awards

Jure Kukkonen English: The Romantic Movement's Influence on the Environment in Edgar Allan Poe's Poetry

Venla Veijalainen Visual Arts: Architecture in Singapore To what extent does the 21st architecture in Singapore represent the features of futurism?

Sara Lehtiniemi World Studies (English Language & Global Politics): Homelessness Interpreted through the Interviews on the YouTube Channel Soft White Underbelly

Elisa Vasara Biology: Investigating the Effect of Temperature on the Enzyme Activity of Lipase as a Biocatalyst in Biodiesel Production via Hydroesterification (awarded for excellent background research and connecting the experiment into wider scientific framework and applications)

Saukko Kunnas, Literature: Intertekstuaalisuus Johanna Sinisalon romaanissa Ennen päivänlaskua ei voi. Miten Pessi ja Illusia näkyy teoksessa?

Aada Kerkkonen, Psychology: The Neural Basis of Racial Bias. What does the different activation of the amygdala during the perception of Black faces compared to White faces reflect?

Eevi Kainulainen, History: The Saleem Witch Trials/ The European Witch Hunts." To what extent can we claim that the Saleem witch trials in 1692-93 were a consequence of Puritanism and the preceding European witch hunts"?

Tiuku Räisänen, History: The Castle of Raseborg: "What were the purposes of constructing and upkeeping the castle of Raseborg in the 14th to 16th century Finland, and to what extent were they achieved?"

Unna Luoma, Global Politics: The Impact of regional strategies of the European Union on youth." To what extent has the introduction of the European Union's The European Youth strategy 2010-2018 improved the participation of the youth in the European Union?

Eemeli Niittylä, Economics: Assessing the city government's intervention to reduce the negative externalities of car use in Central Finland. To what extent did Linkki's pricing strategy help to reduce the negative externalities of car use in Jyväskylä, Finland for the period 2016-2019?

KNOWLEDGEABLE

"We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance."



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