

Finland Oman School NEWS



Finland Oman School Newsletter

Issue No 3, Term 2 - 2020 - 2021

Welfare Corner

العربية للناطقين بغيرها
A.F.B "Arabic For Beginners"

Student Talent

SWEET
DEEZ ”

Ms. Pirkko

*Do you know who
joined F.O.S this
year?!*

اليوم العالمي
لغة العربية
“

Best in the World
Finnish Education with
Omani Values...
Finland Oman School



Principal's Message

Ms. Terhi Merensky

“ We all need people who give us feedback. That’s how we improve. ”

— Bill Gates

Thank you to everyone who participated in our recent survey. Your feedback will drive the decisions that strengthen our school. Feedback is another word for effective listening and a critical component of effective change. The primary goal of surveys is to collect and understand your opinions, perspectives, attitudes, and perceptions towards the school. Your feedback helps us as we review our current learning practices and develop plans for our future. Your insights will help to provide the framework upon which we will build a successful future for every child who enters our schools.

Furthermore, feedback promotes personal and professional growth, and is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. The learning process should include and allow for mistakes to create room for growth through trial and error. After all, “Failure is the greatest teacher” (Udai Yadla). Far from being embarrassed by efforts that did not work out, we should embrace, and even celebrate our failures. If you don’t take a risk, then you can’t learn and you can’t grow as a person. If you look at how children learn and grow, they try things all the time and get it wrong and then they try again.

As the world around us is changing, schools and assessment in education in particular need to change

with it. At F.O.S., the main goal of our assessment is to build strong self-esteem and to guide towards social and co-operational skills. Grades don’t tell the whole story. By giving grades on every assignment, whether it is summative or formative, students may lose focus on the objective of learning and instead shift to a mindset in which they need to perform.

To support the learning process, not only the outcome, schools have to make a fundamental shift from focusing on grades and outcomes to the importance of constructive feedback. Formative assessment practices such as feedback, self- assessment or peer assessment support the development of the student’s self-knowledge. All these together can improve a student’s confidence, self-awareness and enthusiasm for learning. It can activate the students as owners of their learning.

In Finland there is a strong belief that self-regulation of learning leads to improvement in student performance. At the same time, flawed assessment can destroy the attempt to distribute knowledge and skills, and damage a student’s self-esteem, sometimes permanently. Positive or constructive feedback inspires an individual to do more and better. This is what we practice at Finland Oman School.

Welfare Corner



Mr. Toni Kortelainen
Head of Pedagogy

The constantly changing pandemic situation has challenged us all, schools, teachers, parents, caregivers, and students. During the online learning period families have had to take more responsibility for their children's learning than ever before. While we are moving more and more towards on-campus learning, it doesn't mean it will be an easy transition for kids. Transitions are always hard for kids—they crave and need consistency and routines. Here are some tips on how to support your child's learning at home and keep them focused, interested, and balanced during blended learning.

Set a routine

- The younger the child is, the more structure is needed. Make sure to let them know what to expect. You can create a visual schedule they can follow.
- Have them follow a routine as if they're going to school (getting dressed, brushing teeth, etc.)

Motivation and focusing

- Set goals for each learning session together with your child.
- Break the learning sessions into parts, monitor the focus of your child, practice finishing a task, and working a little bit longer when it feels like it's difficult to focus (gaining a longer attention span). Address the focus with targeting questions. Remember to have breaks!
- Build a bridge from things your child loves to school subjects they don't love, yet. If your child

loves sports but dislikes reading, find a book about his or her favourite sports to spark interest.

- Give positive feedback. Instead of saying "good job," try giving specific details about your kid's work. If they tried hard, let them know you noticed.
- Encourage a growth mindset. Explain to your child that it's not about being good or bad at something, but working towards getting better at it.
- Remember to appreciate hard work!

Understanding the task and general support given by an adult

- Give the instructions to your child in different words to make sure he/she understands
- Rather than telling your child the correct answer, guide the thinking with targeting questions while working such as:
 - "Do you know what this word means?"*
 - "Where could this one belong?"*
 - "What is the easiest one for you to begin with?"*
 - "Can you continue with this one (and showing the one that you think your child knows/does most certainly)?"*
 - "Where could you find the information you need?"*
 - "Can you search for the information from this area (pointing the area where the wanted information can be found)?"*
- Ask your child to find his/her mistakes and to cor-



rect them.

- Ask your child to use his/her best handwriting.
- Discuss the different tasks.

A balance in the next 5 things is extra important to remember in your child's everyday life. Without balance it is difficult to maintain the focus and therefore learn. A healthy brain learns better!

1. Sleep and rest

- Children aged 5-12 years need uninterrupted sleep 10-11 hours a night.
- Children should also have a regular rhythm when to go to sleep.
- Try to find time to relax and give your body and eyes a rest during the day.
- Being without doing anything particular.
- Max 1-2 hours of screen time a day (computer, smartphone, tablet/iPad, tv etc).

2. Nutrition (eating and drinking)

- Eat healthy food, drink water and juices without added sugar.
- Have regular mealtimes.
- Try not to eat in a hurry.

3. Relationships and feelings

- Spending quality time with friends and family
- Everyone is present physically and mentally
- Freedom to feel different feelings and emotions-Self-regulation
- Freedom to express your thoughts, ideas and feelings
- Someone is listening to you
- You feel like you're important

4. Exercise and play

- Running, playing, jumping, moving, and movement overall. Physical activity can lift our spirits and get our minds refreshed for learning. Try a short physical exercise or a 5-minute dance party to help everyone reset and bring new energy to the day.
- 1-2 hours of exercise every day

5. Interests, hobbies and creativity

- Having fun, doing something that you like
- Doing something creative

Motivation

by Ms. Maryam Al Kharoossi

Finland Oman School - Social Worker

The concept of motivation is considered as an important factor that affects human behavior and performance. Motivation has been used as a psychological tool to encourage students to increase academic performance in schools. It keeps learners active and alive to remain at school until completion. Learning achievement and effectiveness may vary according to motivators such as interest, desire and needs. Rewarding students has also proven to be effective. At **F.O.S** we rewarded the grade 10 students by having drinks at the campus museum as an end of term 1 treat. This helped get them excited and motivated for the following term.



This study aimed at exploring the impact of motivation on students' retention in Public secondary schools in Rorya District, Tanzania. The study was based on Maslow's Hierarchy of needs theory of motivation.

Ms. Pirkko

Do you know who joined F.O.S this year?!



Ms. Pirkko Ala - Head of Secondary

Pirkko joined Finland Oman School at the beginning of this academic year. She is thrilled to combine Finnish teaching practices with her experience of Omani culture and values.

Pirkko is from a small village of Kittilä in northern Finland, above the Arctic Circle. She has a Master's degree in Professional Development in Language Education (with Distinction) and a Bachelor's degree in Development Studies, as well as the international English teaching certificate, CELTA. She has conducted research for her Master's studies into student self-assessment and self-reflection practices, so this topic is very close to her heart.

Pirkko is an experienced teacher, having taught students aged 6 to 60 and all types of English courses from Business to Academic to English for Specific Purposes. She has taught one-to-one lessons as well as classes of up to 60 students in Eritrea, East Africa, with no electricity and only a blackboard as teaching material. She has held leadership positions at a language institute in Muscat, including being the Manager and Head of a Young Learner programme. She believes learning should be fun and purposeful, and seeks to build students' confidence in using English in their everyday life and for further studies. She is a big believer in fostering independent study skills in students and providing them with the necessary support while they develop those abilities.

In her free time, Pirkko likes to read non-fiction and listen to podcasts on a whole range of topics such as current affairs, education, history and the environment. She enjoys movie nights with her children and loves camping on the beautiful beaches of Oman!

Our school librarian, Ms. Jalala, dives between shelves to bring out the exact book you need. She believes a reader lives a thousand lives; therefore, she adheres to increasing the joy of reading among **F.O.S** students by guiding them in the library and hosting library related events. She also runs engaging reading sessions on different topics by creating sessions where readers can exchange their thoughts and feelings about a book, thus establishing a sense of brain feeding.

Ms. Jalala aims to transfer the old concept of libraries as a readers-only place into a modern and open space that anyone can utilize for work and life-long learning.



librarian - Ms. Jalala

World Book Giving Day

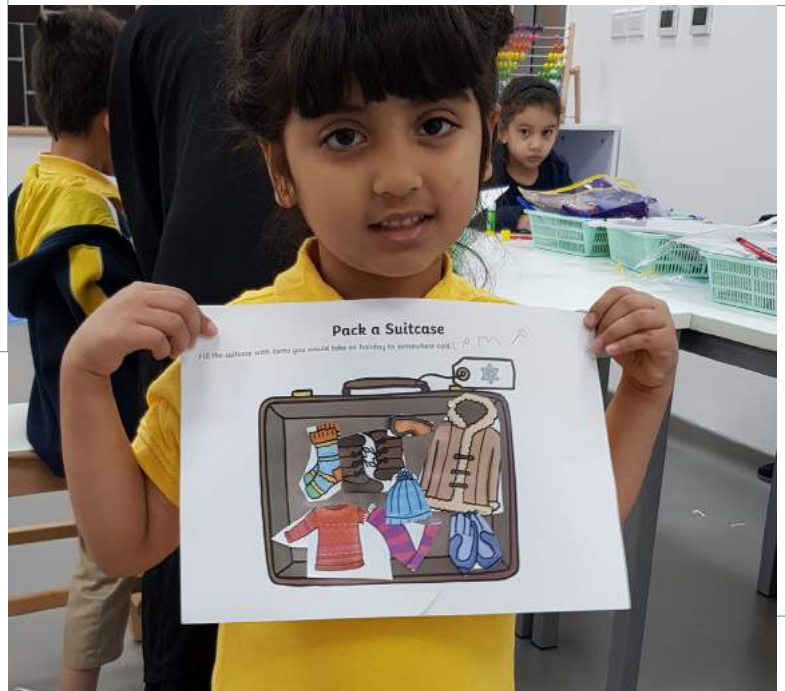


On February 14, **Finland Oman School** celebrated the International Book Giving Day by giving a book away to a loved or anonymous person. Given books have been quarantined, selected, and properly wrapped with a card of the giver's name. Then, books flew around the school campus and hid away in some places. Students were looking for the hidden, gifted books with their teachers in a determined place and in keeping with COVID-19 precautions. The found books are shelved in the classrooms and may be read aloud in a group or taken individually for quiet reading.



KG Winter Theme

KG's theme has been winters in Oman and in Finland. We have been comparing our winters by watching pictures and videos and sharing ideas and seeing what the differences are. Our students were working very carefully on cutting winter clothes out of the paper and gluing them into a suitcase to see what they would pack on a winter holiday!





Grade 1A

TALENT SHOWS

1A students have started performing their talents and interests on a weekly basis to increase their confidence and practice public speaking. They can showcase magic tricks, gymnastics, music performances, or anything they are good at. Here they are performing on campus. The talent show is also organized during our online week: students make videos about their talents and then we watch them together during the last lesson of the week.

1A Alisha Ovlagulyyeva performing gymnastics.



1A Ahmed Al Shukaili showing a magic trick.



1A Jasmine Floreani performing miming.

1A Mohammed Al Zadjali doing gymnastics.



1A Aqeel Baomar bowing at the end of his performance.



1A Zixuan Zhang (Alice) doing gymnastics.



1A Yamen Zarzour and Abbas Khedri performing martial arts.

Grade 2

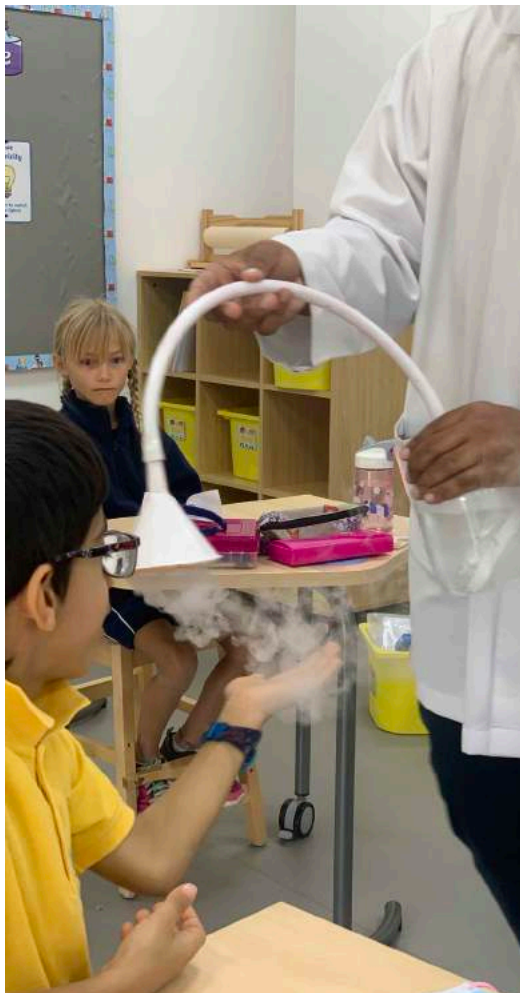
SCIENCE SHOW

Grade 2 students have really evolved into tiny scientists! Their last unit focused on the physical change of different objects, and how heating and cooling can change an object.

They have been doing many experiments, both at school and at home to predict, observe, and conclude the changes in their Science Log Books. Students are observing the world around them more closely every day and relating what they have learned to real life experiences.

Imagine their surprise, when we got to start Term 2 with a Science Show by the Nutty Scientists, both in-class and virtually!





Grade 4

SALT PAINTING

Mohammed Al Abri from Grade 4 did a beautiful painting using glue, salt and watercolors.



INSECT HOTEL

Amna Kalemi Grade 4 made an Insect Hotel while studying invertebrates in Science.



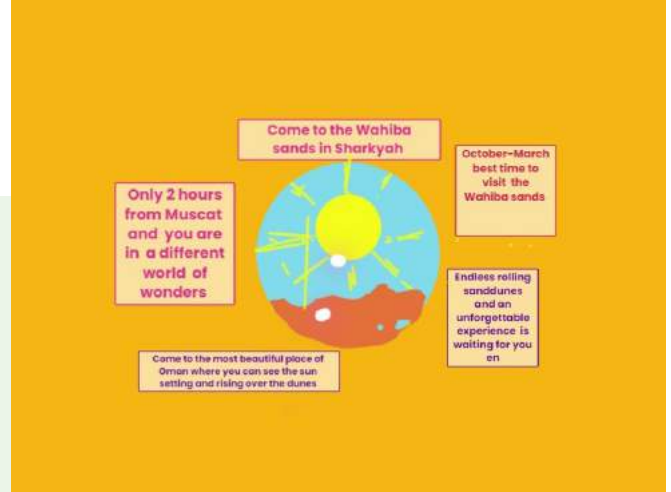
Bassam Al Habsi Grade 4 made an Insect Hotel while studying invertebrates in Science.



Mohammed Al Abri Grade 4 made an Insect Hotel while studying invertebrates in Science.

LANDMARK WORK

Amna Kalemi from Grade 4 did research in English on Wahiba Sands under the topic Landmarks in Oman. Afterwards, she advertised her landmark to the others and did this advertisement.



Khalid Al Bahri from Grade 4 did research in English on Nakhal Fort under the topic Landmarks in Oman. Afterwards, he advertised his landmark to the others and did this advertisement.

Muttrah Souq

- Muttrah Souq is a famous landmark in Oman.
- It located in Muscat Governorate, Muscat province ,in front of Muttrah Corniche .You can get there through Sultan Qaboos high way .It is possible to walk across the souq in under 5 minutes.
- It is one of the oldest market in Oman, being strategically located on the way to India and China.
- You can find many products like gold ,handmade product , Omani Khanjar and spices. One section of the souq known as “market of darkness “(Souq Al T’halam’).

Done by ; Mazin Al-Tarshi



Dalia Lacheheb and Hams Al Hadhrami showing mirror images during math lesson.



Mazin Al Tarshi and Khalid Al Bahri showing mirror images during math lesson.



Sultan Al Salmi and Ammar Al Marzuqi showing mirror images during math lesson.



Dalia Lacheheb and Hams Al Hadhrami showing mirror images during math lesson.



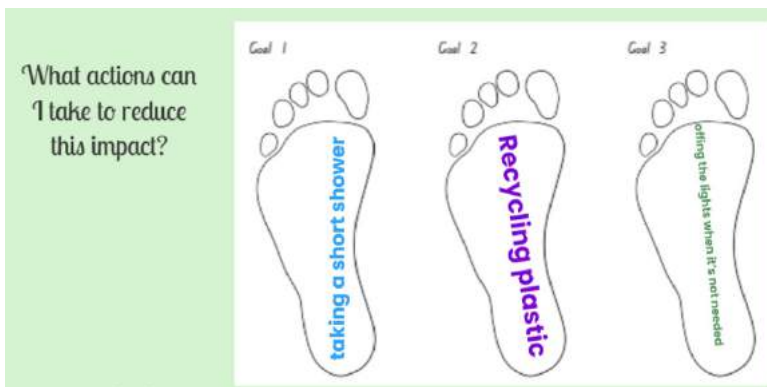
Dariy Koncharov and Daniel Levi Marsh showing mirror images during math lesson.



Grade 5

Carbon footprint

Grade 5 studied and discussed global warming and carbon footprint. They reflected on their own carbon footprint and how to reduce it. They had a one-week-challenge to reduce the carbon footprint with their family members.



My ideas to tackle global warming

Look at each problem and note down some ideas that you could do in your own house as well as what could be done at a national and international level.

Cows making methane	Palm oil deforestation	Fossil fuels for energy	Pollution from cars and factories	Oil used for plastics
I could: stop eating cow meat	I could: plant more trees	I could: use sunlight	I could: walk to near places	I could: stop using plastic

Try to reduce your carbon footprint with your family during one week. Tick every way you have been able to do this during the week. Together with your family members, think of some other ways to reduce CO2 footprint. Complete the list with your ideas.

1. Take short showers instead of baths.	
2. Turn off electrical devices (computer, a/c, lights) when not using them.	
3. Use public transportation.	
4. Walk/ride bicycle instead of driving a car.	
5. Buy local food.	
6. Don't waste food.	
7. Eat food from own garden.	
8. Eat less meat and dairy.	
9. Recycle products (plastic, tin, paper).	
10. Avoid plastic.	
11. Reuse products (plastic bags, plastic boxes).	
12. Reduce. Buy only what you need.	
13.	
14.	
15.	
16.	

LITTER FREE LUNCH BOXES

Have at least plastic bag and separate in your lunchbox as possible.

RECYCLE

Make sure you put any products that can be recycled in the recycling bin.

REDUCE

Think, do you really need more toys or items that will only stay and sit in landfill?

MAKE EVERY DROP COUNT

Turn off the tap when brushing your teeth or washing your hands and free up the plug.

REDUCE ENERGY USE

Turn off all electrical appliances when you are not using them.

PLANT MORE TREES

If you can, plant new trees in your garden.

REUSE OR REPAIR

Can you reuse something again or fix it? If not, can it be recycled? If not, can it be thrown away? If not, can it be recycled?

Grade 6

F.O.S BEGINNING OF TERM 2

Wednesday January 13th was a much-anticipated day for students and teachers. We started our blended learning with registered students. There was a lot of excitement in the air when students arrived at their designated classrooms and met their teachers after a long holiday. Grade 6 students had their subject lessons and they shared nice stories with each other about what they did during their holidays. Because the winter in Oman is so beautiful and refreshing, we decided to eat our healthy brunch outside in the shade of the palm trees.

Here are a couple of pictures from our brunch time.



Grade 7

Angles all around us

In semester 2, Grade 7 students started learning about angles in math class. This week, students are working hard on their 'Angles all around us' assignment. Students are trying to find examples of the 6 different types of angles we studied in class (full turn, half turn, right angle, acute, obtuse and reflex) from their daily lives. Students will present their work as a poster, PowerPoint or one group has even decided to create a website to showcase their work.



Capturing some right angles and reflex angles formed by the windows

Ahmed spots a 360° angle – It's a circular table



Aisha captures some right angles in the locker



Some students did the assignment individually and others decided to work in a small group.

Angles all around us

On Wednesday January 13th , there was a lot of excitement as we welcomed 7A students back to campus. Many students who were learning online the previous semester joined the classroom for their first on-campus lesson of this academic year. Students were excited to see their teachers and friends after a long break.



Grade 8

Virtual Field Trip



Five US national parks on Google Arts and Culture

Grade 8 students went on a virtual field trip to 5 different national parks. The trip was designed to include natural disasters and different environments that had been covered in both Social Studies and English. Students explored various habitats around the United States: Kenai Fjords in Alaska, Hawaii's Volcanoes, Carlsbad Caverns in New Mexico, Utah's Bryce Canyon and the Dry Tortugas in Florida. During the trip, students learnt about the different national parks through educational videos, audio recordings and 360-degree views on Google Arts & Culture and Google Earth. Teams also had to answer questions in each location.



Look around, up and down in each location!

Stop 1: Kenai Fjords

- Climb into the crevasse. Q1: What is a crevasse?
- Watch a glacier melt. Q2: What does it show?
- Kayak through the icebergs. Q3: Who invented kayaks?
- Listen to the icebergs underwater. Q4: What do they sound like?
- Watch the whale breach. Q5: What does this mean?
- See glaciers crash into water.
- Fly over Bear Glacier.

A guide in each area provides an introduction on video. Students then followed advice and answered questions in groups to fully explore each national park.

Some great answers from the Purple Team! Learning about whale breaching (Q5) and echolocation (Q13) among other topics.

Team name:.....purple group.....

write down your Team's answers

Q1. A crevasse is a deep crack found in ice Mountains.

Q2. An river that melts every 3 years.

Q3. Native people of arctic north America.

Q4. You can hear splashes and the water moving.

Q5. Its when the whale jumps and twists out of the water.

Q6. Its when the volcano explodes and produces lava flows.

Q7. 1959

Q11. 228.6 M

Q12. No they are not.

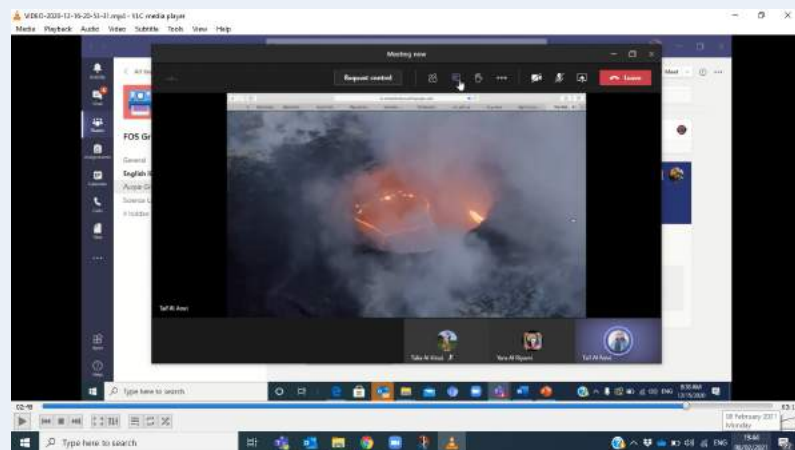
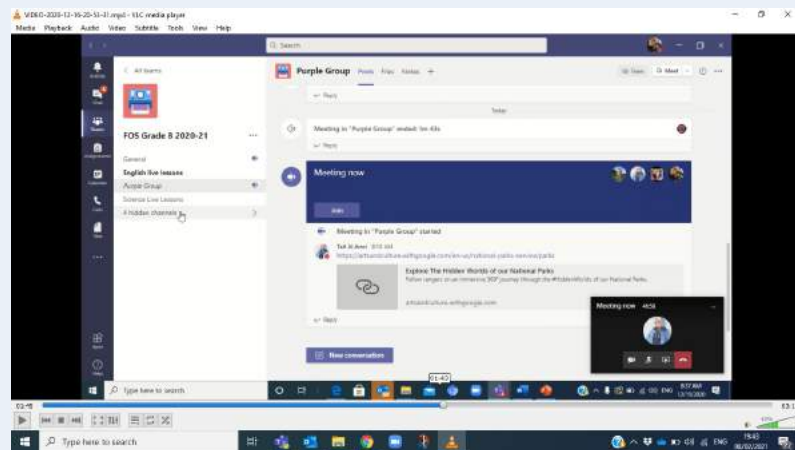
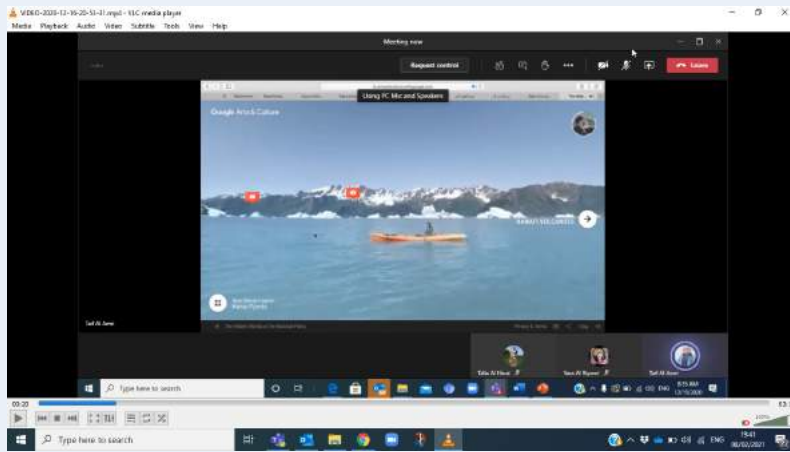
Q13. The location of objects by reflected sounds-google-

Q14. Its bigger than 6 football fields.

Q15. They used helium balloons floated rope 240 feet into an opening in the ceiling

Q16. Towering rocks.

Virtual Field Trip



Secondary brunch



Secondary students get some fresh air during brunch break. Teachers monitor students at all times and remind them to keep distance while stretching their legs and having a chat with classmates.



Grade 10

ON FINLAND OMAN SCHOOL CAMPUS

Grade 10 on campus! It's Semester 2 and Grade 10 students are working ever so hard in English lessons. They are focused, motivated and ready for the big year they have ahead. Students are happy and excited to be back on campus, and we are happy to have them here!



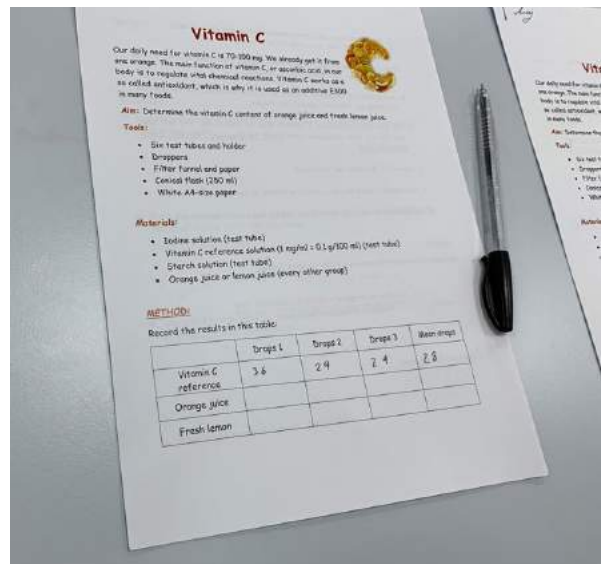
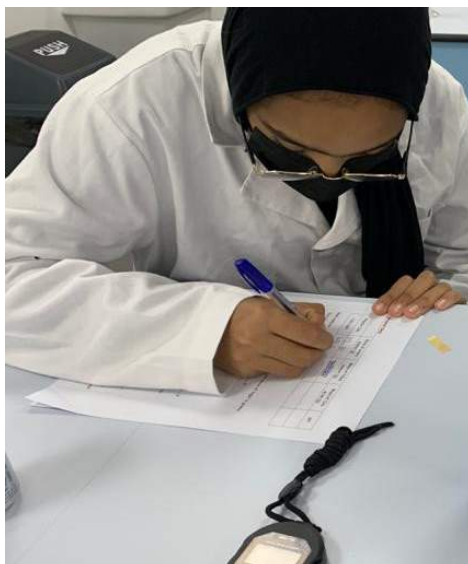
Young Scientists



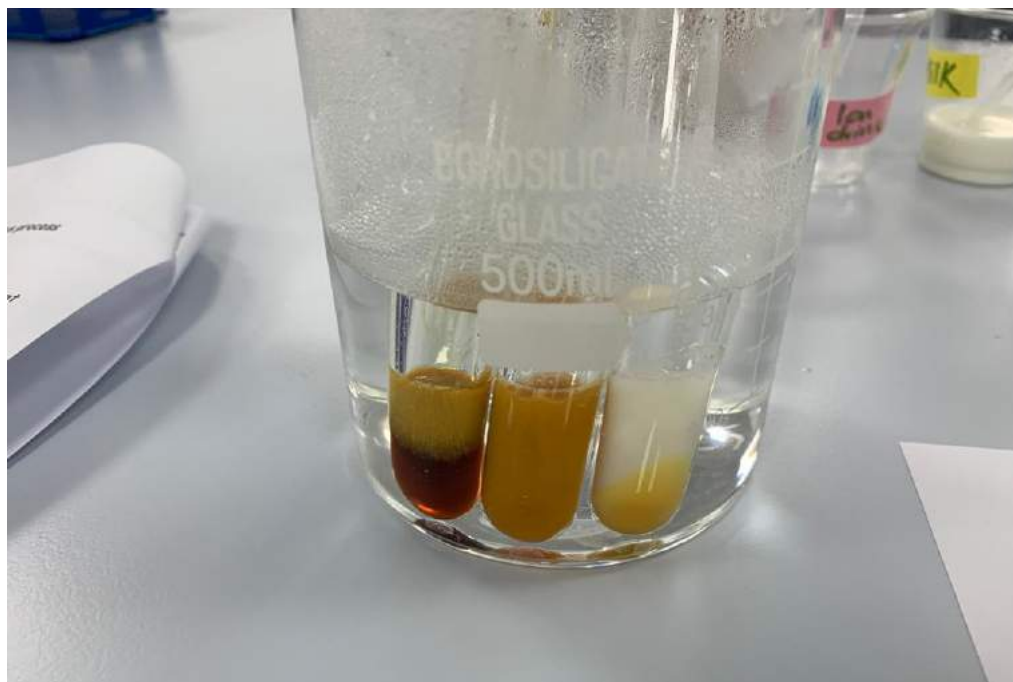
Grade 7 students doing an experiment involving making and testing with the red cabbage indicator.



Grade 8 students studying Vitamin C content.



Grade 9 girls are testing metal reactivity with a diluted acid. Teaspoon tips of different powdered metals were added in separate test tubes together with 10 ml of the acid. Hydrogen bubbles were detected as a result of the chemical reaction and reaction rates were determined with a stopwatch. As a result, the metals were placed in series according to their reactivity.



Grade 10 experiment with heat transfer.



SCIENCE SHOW

An experimental show was held at **F.O.S** where the students learned some exciting Science facts and observed how chemical reactions occur. The presentation was conducted by Professor Magic and Professor Fire in an interactive and educational way to entertain students while learning happens.

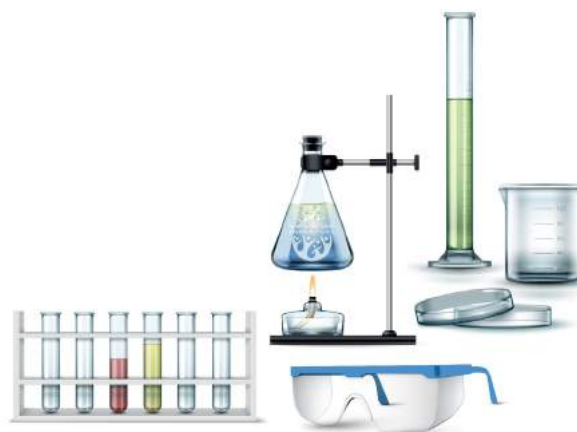
One of the show's objectives was to help elementary pupils comprehend the importance of washing their hands by showing fun and colorful demonstrations using a magical purple juice.

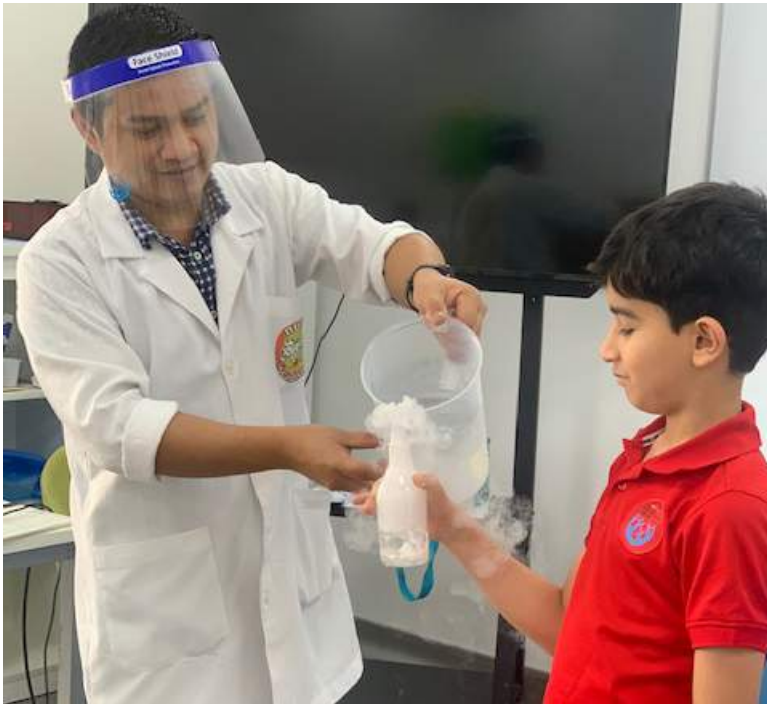
It also included a simple experiment of physical changes of matter. When Professor Magic mixed water with dry ice, it sublimated instantly into a fascinating fake fog, carbon dioxide gas.

The next experiments were Giant Bubble and Bubbles Tower: bubbles formed by dipping dry ice into a soap solution. The yellow solution started foaming, and the audience was very excited to see what would happen if the giant bubble was popped!

Nutty Scientists ended the show by creating cold clouds out of liquid nitrogen and hot water. The white cloud effect was breathtaking!

A pleasant school memory of Term 2 for **F.O.S** students!

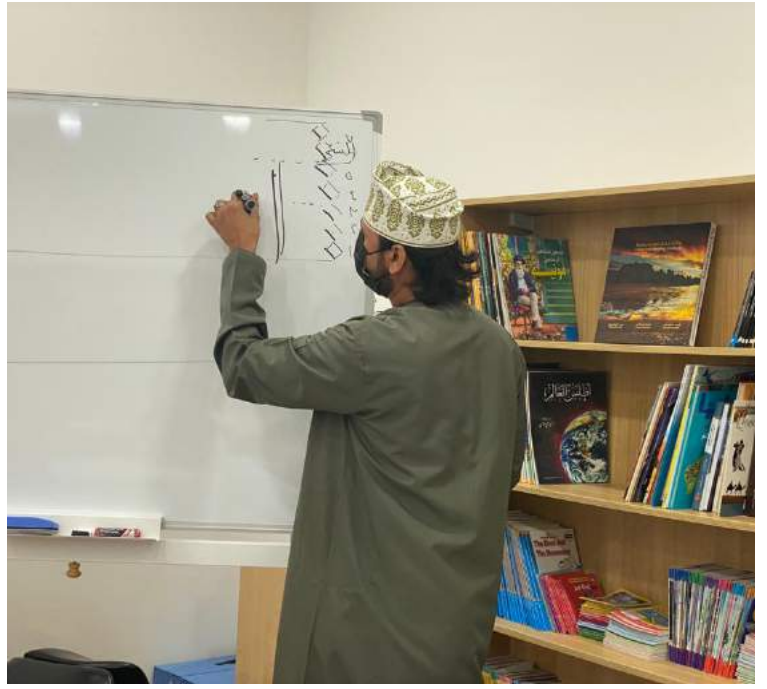


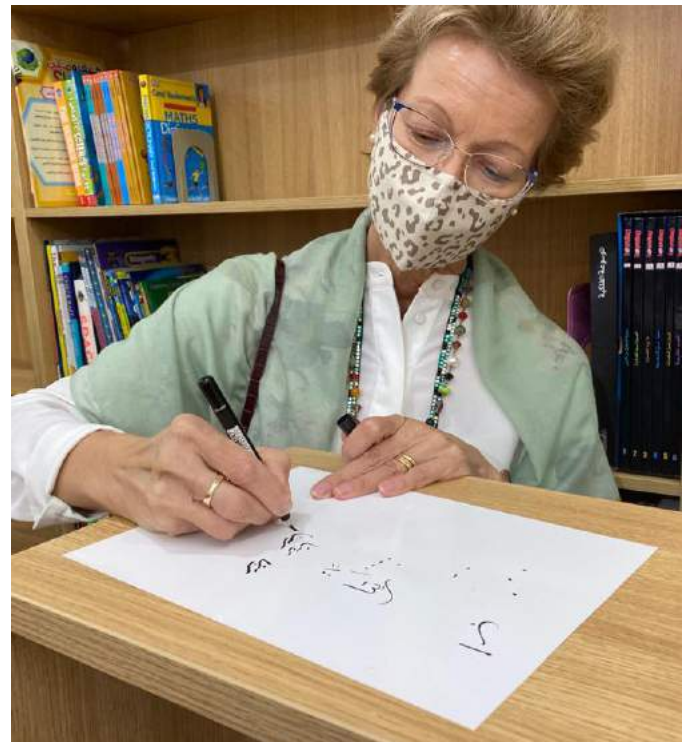




اليوم العالمي للغة العربية
World Arabic Language Day

احتفاء باليوم العالمي للغة العربية الذي يوافق ١٨ ديسمبر من كل عام أقامت المدرسة الفنلندية العمانية عددا من الفعاليات، كان أهمها ورشة الخط العربي التي قدمها الخطاط الفاضل بدر العنقودي، وجلسة أدبية في رواق المكتبة كان عنوانها (شاركنا بكتاب)، عرض فيه الطلبة ملخصا ومناقشات لكتب قرؤوها ولخصوها. كما شارك الطلبة غير الناطقين باللغة العربية بعدد من الأنشطة والمسابقات ذات الطابع الأدبي تهدف إلى تقريب العربية لقلوب أبنائها وربطهم بها ، وغرس محبتها في النفوس، لتثمر حديثا، وخطوطا، ومعان ، وبيانا ساحرا. وجدير بالذكر أن المدرسة الفنلندية العمانية تسعى للحفاظ على هوية العربية وأصالتها، مع حرصها على التجديد في طرق وأساليب تقديمها وتعليمها وفقا لأفضل الممارسات الفنلندية.





العربية للناطقين بغيرها

Arabic For Beginners - A.F.B

Ms. Ibtisam

Non-Arabic speaking students enjoy learning Arabic: the alphabet, pronouncing, and words. To have determination and persistence in learning means to achieve what you want someday.



In Arabic for Beginners classes students learn and have fun. For example, here is a lesson practicing new vocabulary and adjectives. The teacher asks students to describe the feature and she draws it on the board, for example, long hair, big hands, a small nose. Then, in the next step, after the character's drawing is completed, students open their notebooks and write a fictional story about this character by discussing new vocabulary. Students love learning with fun and creative ways.

A.F.B "Arabic For Beginners"



Arabic pronouns is one of the most important aspects of learning Arabic. The categories of pronouns in Arabic include demonstrative pronouns (this, that, etc.), relative pronouns (who, what, which, that, etc.), and personal pronouns (he, you, we, etc.). Non-Arabic speaking students started to learn these and enjoy learning Arabic.



Fouad from grade 5, in Arabic for non-Arabic speakers lessons gives an oral presentation about the weather in Muscat, after learning the vocabulary related to the subject.

شاركت الطالبة هاجر البلوشية من الصف الخامس بمشروع (ازرع شجرة) المقدم في مادة الدراسات الاجتماعية، كجانب تطبيقي لدرس أهمية الأشجار والنباتات للحياة، و المحافظة عليها ورعايتها ، زرعت بذرة ، سقت البذرة ، رعت البذرة حتى صارت نبتة . وهاجر الآن تعد النبتة كصديقتها المقربة.

ازرع شجرة



لقد اخترت بذور البطيخ لأزرعها لأنني أحبها وأنا دائماً أزرع البطيخ و الشامام في حديقة منزلي مع أبي و أخي.

هيا لنرى كيف نزرع البطيخ.



١ - نحضر بذور بطيخ

٢- نزرع البذور في الأرض



٣- وبعد يومين تبدأ البذور بالنمو



٤- نحضر إناء ونملؤه بالتربة ونضع نبتة البطيخ في الإناء.

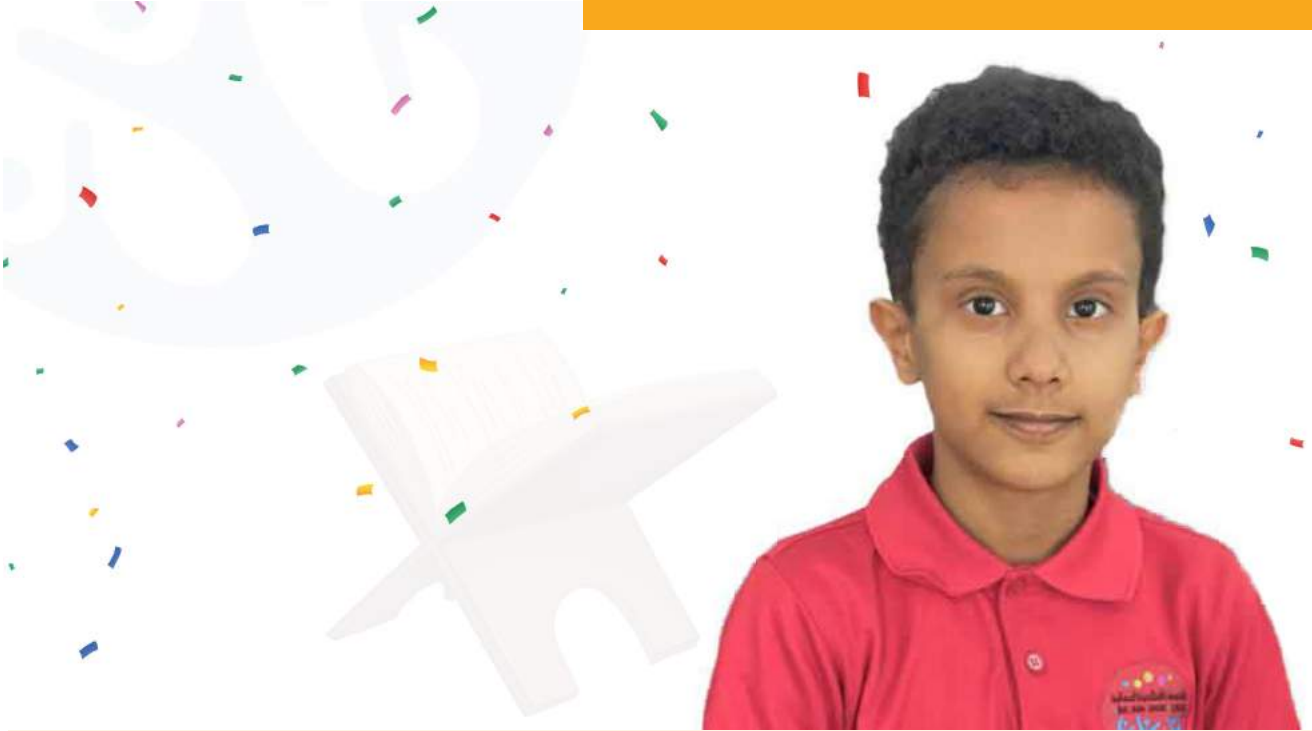


٥- أحب أن أعتني بالنبتة



إعداد: هاجر البلوشي
الصف: ٥ ب

سباق نحو القمة



شارك الطالب أحمد بن عمار بن محمد العجيلي من الصف الرابع في مسابقة تلاوة القرآن الكريم وتجويده، ضمن فئة المستوى الثالث (تلاوة جزأين) - وحصل على المركز الأول على مستوى محافظة جنوب الباطنة .



خالص الشكر والتقدير للطالب أحمد بن محمد بن عبدالله السالمي من الصف الثاني لمشاركته الفاعلة، في تصفيات مسابقة حفظ القرآن الكريم وتجويده، ضمن فئة المستوى الخامس (حفظ جزء واحد) على مستوى محافظة جنوب الباطنة .

أطيب التهاني والتبريكات للطلاب وذويهم .

كما نتقدم بجزيل الشكر والتقدير لذوي الطالبين ومعلميهما والفريق الأكاديمي على جهودهم ، سائلين المولى تعالى للجميع مزيدًا من التقدم والعطاء والتميز .

Go Green Logo Design

At **F.O.S**, students are involved in School life in different ways. A priceless life skill essential for learning is to make the right decisions and follow instructions properly. Students of varying grade levels shared their creative illustrations and digital drawings for a Go Green Team logo.

The objective was to design a logo that reflects the Go Green team at **F.O.S**. The logo had to be simple with components that can be sketched in a few seconds only.

This competition focused on 21st-century skills in which students used their creativity and literacy skills to produce very nice logos.

In collaboration with the School's marketing team, the Go Green team chose the winning logo that followed the competition guidelines creatively. Congratulations to the winner, and well-done, everyone!

The winner:

Mohammed Al Shibli (G10)



Second place:

Hour Alubaidani (G8)

Third place:

*Mohammed
Tarshi (G8)*



Notable Other Contestants



Qais Al Touqi (G10)



Mazin Al Tarshi (4B)

Munther Al Noumani (G10)



Adam Al Yahyaie (G8)





Student Talent

SWEET DEEZ

Hi, my name is Nawal Al-Sharif. I'm a 14 year old grade 9 student at the Finland Oman School (**F.O.S**). I'm happy to share my short story of how my business started.

I started helping my mother in the kitchen with cakes and desserts at the age of 3. My mom inspired me and taught me how to bake. I baked and decorated my first birthday cake when I was eight years old and since then I've always had a passion for it, and I am constantly looking for opportunities to bake for my family and friends.

It has always been my dream to own a business one day. In 2015, I had a business of selling customized slime and I sold it to family and friends. In 2018, I decided to start a dessert business. I sold some of my items in a school fundraising event that went very well. In July 2020, I officially launched my business as Sweet DeeZ. I wanted to sell delicious homemade treats that people would enjoy. I started by offering these treats to my family so they could give me their honest opinion and feedback. I also designed the logo, menu and took many pictures with the help of my mom, aunts and cousins. I then advertised it through Instagram and that's when orders came in. Late last year, my business was featured on Virgin Radio Oman.

It's been a fun experience so far. Apart from enhancing my baking knowledge, it has also exposed me to other business skills. For example, managing my money where I had to independently manage the business expenses and profits, and managing my time where I had to organize and balance my time between schoolwork and my business.

I'm delighted that the school teaches home economics and business so I can take my business to the next level. I am so grateful for all the support I have been receiving and hope to meet my higher goals in the future.

Please check out my Instagram page at [sweetdeez.om](https://www.instagram.com/sweetdeez)

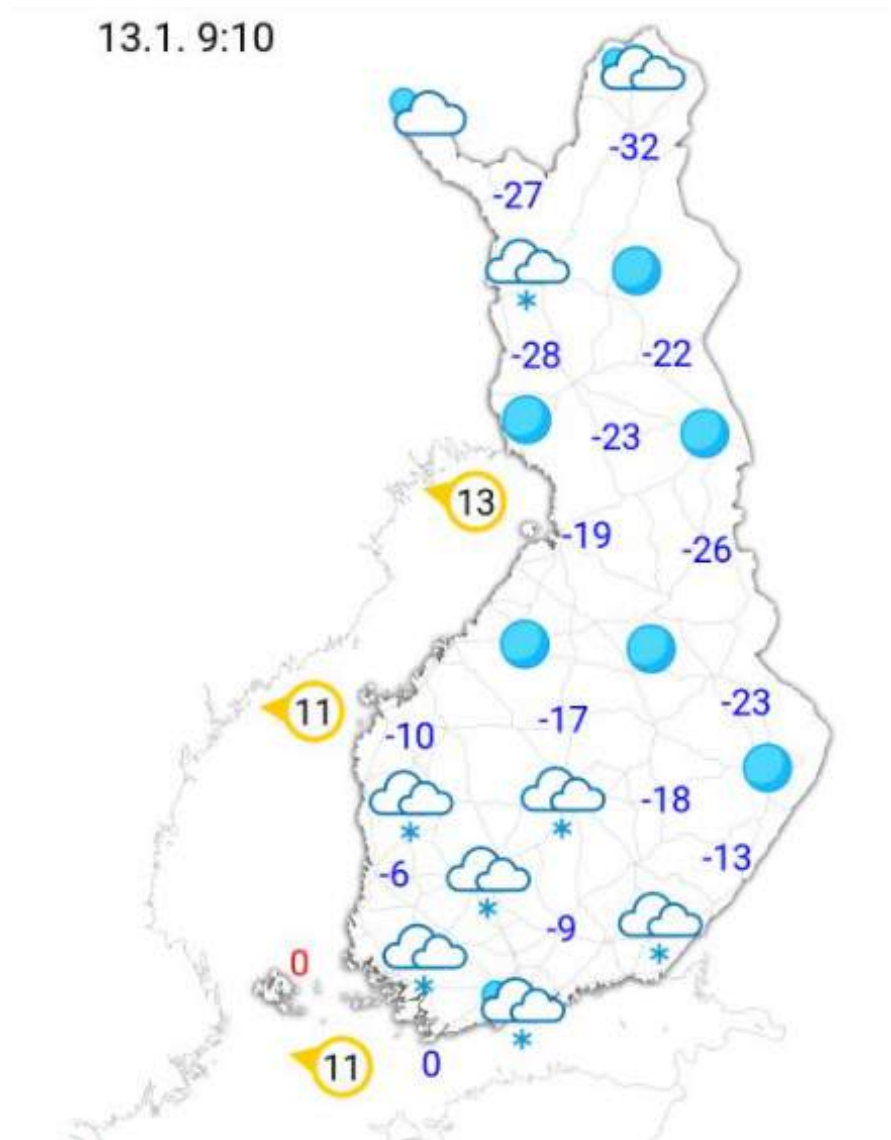
Cold Spell

As the weather cools in Oman and around the world, we see many people enjoying outdoor activities and wrapping up in warmer clothes. Although +14 degrees in the early morning feels cold here, Oman pales in comparison with Finnish temperatures this January.

The Finnish language has over 50 different words for snow and ice in different forms (*Source: <https://everything2.com/title/Finnish+words+for+snow>*). Every year, journalists compete who can make more creative expressions, such as snowmageddon and snowpocalypse in English. Despite all this, there isn't actually a word in Finnish that means "to snow". Strange as it sounds, "it is snowing" is translated as "sataa lunta" or "it is raining snow".

Normally, in the south and the capital area snow is somewhat of a rarity and often turns to slush within hours. However, three days of heavy snowfall left Helsinki and most of the country covered in snow in mid-January. Snow plough drivers worked hard to clear roads and social media was "snowed under" with people's snapshots. Meteorologists said there was 61cm of snow measured at Helsinki Airport on 13th January! The 13th January weather map (below) showed many parts of the country seeing -20°C to

-25°C and the coldest temperature recorded was in Kittilä with -39.4°C. The village of Kittilä also boasts the coldest day on record in Finland, -51.5°C on 28.1.1999! (*Source: <https://www.ilmatieteenlaitos.fi/kovat-pakkaset-ja-kylmimmat-talvet> <https://en.ilmatieteenlaitos.fi/>*)



Finnish Meteorological Institute forecast for Wednesday morning 13th January 2021 / Credit: FMI

Despite the sub-zero temperatures and snow, people go about their lives pretty much as usual. Some students still cycle to school in the winter, or they use a handy invention called potkukelkka or potkuri which you can see parked outside the school. Some people took to cross-country skis for their work commute even in Helsinki.



Source: <https://huovilankoulu.files.wordpress.com/2018/02/potkurit.png>



Sometimes even the trusted bicycle is unavailable.

Source: <https://twitter.com/Hannimonninen/status/1349343171365523459?s=20>



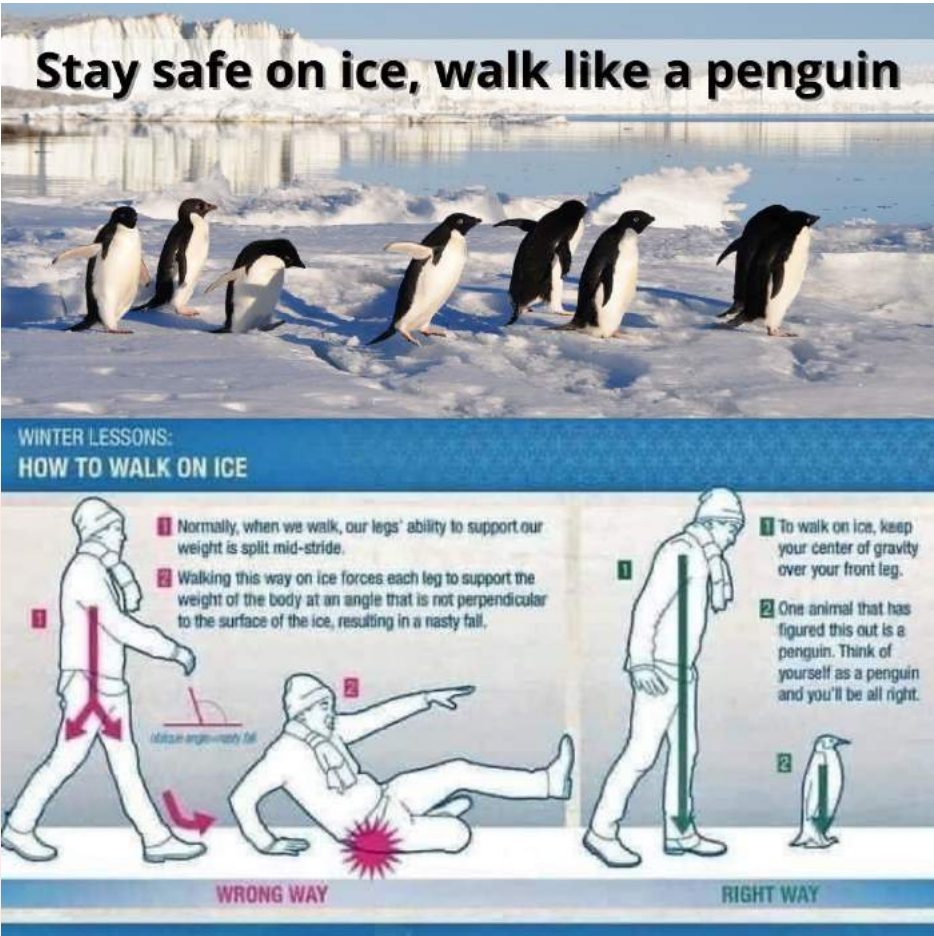
Source: https://www.liikkuvakoulu.fi/sites/default/files/metsokankaan_koulu_oulu_680x470px.jpg

Science teachers and parents posted videos of experiments of throwing boiling water into the air and watching it freeze in real time.

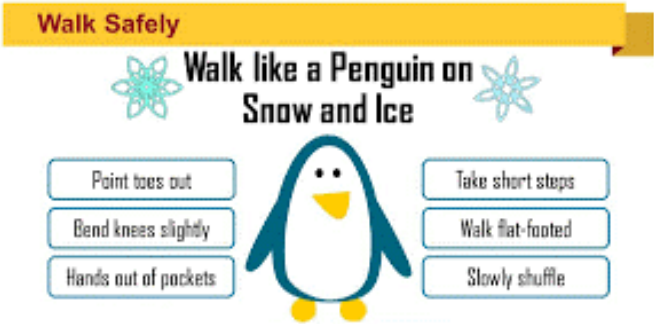


Source: <https://www.instagram.com/p/CKB9PbOBHz8/?igshid=p4rtpsw00fm>

Finland is famous for snowhow, or the skills and knowledge required to keep roads clear, to insulate building, heating systems and, of course, how to walk on ice. In other countries, authorities have shared helpful guides but all Finnish people know the answer. It's quite simple, just walk like a penguin!



Source: https://www.google.com/imgres?imgurl=https%3A%2F%2Fpbs.twimg.com%2Fmedia%2FERD-dvY8W8AMq-mw.jpg&imgrefurl=https%3A%2F%2Ftwitter.com%2Fnhs_lothian%3Flang%3D-fr&tbnid=gzRH8A6qjapGx-M&vet=12ahUKEwig1pG-zhKDuAhVa0lUKHavQBFsQMygAegQIARAt..i&docid=IM0NY0b0uu_Qt-M&w=1080&h=1080&q=twitter%20walk%20like%20a%20penguin%20ice%20original&safe=active&ved=2ahUKEwig1pGzhKDuAhVa0lUKHavQBFsQMygAegQIARAt



Source: https://www.google.com/url?sa=i&url=https%3A%2F%2Ftwitter.com%2Fheath_us&psig=AOvVaw3B-3Spup1prkUmgui9bb-Bv&ust=1610872115678000&source=images&cd=vfe&ved=2ahUKEwig1pGzhKDuAhVa0lUKHavQBFsQr4kDegQIARAY



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