



Egg-citing Experiment

Air resistance is a force that happens in air. If you were to fall freely from the sky, you would fall to your death. But with things like a parachute that creates air resistance, you would fall slowly and land safely.

To test this out, we were divided into groups of four and discussed ways to create a parachute that would carry an egg. Each group had to work with a different type of material such as mahjong paper, plastic bag, garbage bag and aluminum foil.

On 20th September, we were ready to test air resistance using our parachute. We brought our own materials to make our parachute. My group members were Dylan, Varsha, Makhris and myself. We used mahjong paper for our parachute.

We went to the second floor of our block to drop our parachute. None of our eggs broke. We moved up to the third floor. The result was astonishing. None of our eggs broke even from this level.

From this experiment I learnt that the more area a material has, the higher the air resistance and the slower anything falls.

It was a wonderful hands-on learning experience.

Jun Mo Lee
Year 6S



S.P.A.C.E. – A Project-Based Learning Experience

"One of the major advantages of project work is that it makes school more like real life. It's an in-depth investigation of a real-world topic worthy of children's attention and effort."

-EDUCATION RESEARCHER SYLVIA CHARD

Launched this year, the Students Potential Achievement Civic Enterprise (S.P.A.C.E) programme will cultivate and celebrate project-based learning at MIGS. Project-based learning provides opportunities for students to acquire and practise the skills required in lifelong learning such as:

- problem-solving
- collaborative learning
- self-directed learning
- communication skills
- critical and creative thinking
- time management

as well as to learn academic content more deeply and understand how it applies to the real world. It may also include a community service element.

Research tells us that "most students reported being bored much of the time

and suggested that teachers should "make learning active and fun," do more "hands-on activities," and provide opportunities to "discuss my ideas with others" (Wiggins, 2014).

To motivate themselves, students look for discussions and debate, technology-driven activities, group work and presentations. The one-hour sessions integrated into our weekly academic timetable aspire to provide this stimulation. Students will be assessed on their performance in four strands:

- Knowledge and Application Skills
- Communication Skills
- Collaborative Skills
- Independent Learning Skills

Projects may be assigned on a Year Group basis or by Key Stage basis (Key Stage 1, Lower Key Stage 2, Upper Key Stage 2).

Ms Nancy Roch-Compan, Head of Junior School

S.P.A.C.E. Project



Imagine what will happen to a wrecking ship with the following people on board:
Attentive people who are alerted,
Creative people who solve,
Proactive people who react,
Obedient people who lead and
Kind crews to lend help.

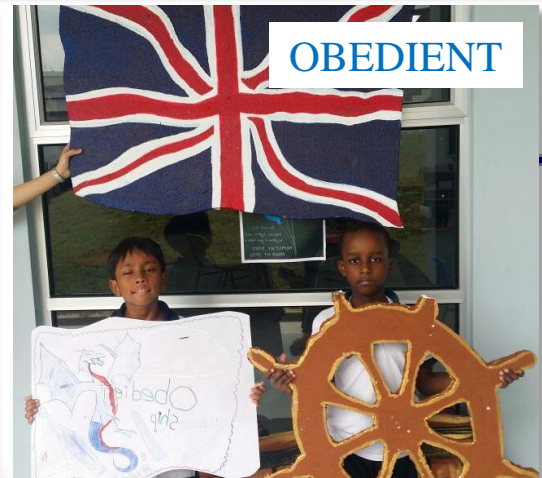
They are all saved!

Why? Simply because they work together as a team. It is indeed the power of working together as everyone has different skills to

bring to the table. Likewise, Mutiara International Grammar School is a huge ocean of students with their own strengths and uniqueness that are yet to be discovered deeper.

Thus, the SPACE initiative. A programme which give pupils opportunities to gain different learning experiences by extending their learning beyond the classroom and to broaden their thoughts and perspectives.

One of the collaboration learning by SPACE was MOTTO making. This task required students to create a group MOTTO which represents them or what they seek to be. Year 3R took the challenge a step further by integrating the scenario of a sinking ship. They were assigned to think of one MOTTO per group and that MOTTO should be useful to be used in the situation of a sinking ship. Do see what they came up with in the next page.



By the end of the task, students were told to apply the MOTTO to their classroom setting. How can your MOTTO be applied as your learning habit? Besides, the methodology behind this is that; students should think that in times of good and bad, they must help one another. If they are the attentive lot, they should promote an attentive behaviour

which others can follow. In return, other students with different strengths can share theirs too. This shows that learning is not just a one-man effort. Learning is to support one another despite differences and challenges. This would be one rocky journey but guess what? A SMOOTH SEA NEVER MADE A SKILLFUL SAILOR.

Ms Nabilah Rodriguese, PSHE Teacher

Mufti Day: World Smile Day

MIGS celebrated World Smile Day on Friday, 7th October, by allowing students to dress up as they please – as long as their outfit is comically ridiculous and mismatched. On this cheerful, happy day, the school wanted its students to not take themselves so seriously in hopes that their silly outfits would entice smiles from others.

Students were explained about the purpose of this day: to make a person smile no matter their gender, race or religion, which is of course something we should all try to do every day.

Children wore skirts over jeans, mismatched shoes and pajamas with fairy wings. Students who participated paid RM5 towards the Make-a-Wish-Foundation. The foundation is a charity organisation that grants children who are terminally ill 'wishes' to bring a spark of joy into their lives.

The Year 11s, led by the Service Learning captains, organised the assembly for the Seniors that day. There was a presentation about World Smile Day itself, the charity and a try-not-to-laugh video. We decided to award chocolates to the best dressed female and male. The Year 11s also wanted to try something new, and Zulfadli gave stand-up comedy a shot.

We hope the day made everyone smile and appreciate the importance of being happy.

Tasha Suresh & Fadlan Arif, Year 11T



U16 Football Competition

1st October marked our Annual MIGS Football Tournament. This year we invited seven other schools to participate. It was early morning when all the other teams arrived at the MIGS football field.

The first game kicked off at 7.30 am. Many games were played. There were victories and unfortunate losses but throughout the whole tournament, everyone played their best.

After a long and tiring day, we completed the group stage by coming in second place. This meant that we qualify for the semi-finals. We were very excited about it.

We played against Taylors International School and won 3-1 in the penalty shootout. We were ecstatic to make it to the finals.

The final was a match between MIGS and Help International School.

Although we were all exhausted, we played to our best ability. It was a close match which ended in a draw, leading us to a penalty shootout. This was when we became anxious, what with all the players and supporters cheering us on.

We were leading by two penalties when our goal keeper, Zulfadli, saved the final shot which made us victorious. It was a spectacular moment for us. We managed to retain our title as Champions of the U16 Football Competition!

It was a fantastic effort by all team members. We hope to be Champions again next year.

Ikhwan Mohd Zaini, Year 11T



Queen's Commonwealth Essay

Congratulations to everyone who took part in The Queen's Commonwealth Essay Competition 2016. The theme was "An Inclusive Commonwealth".

According to the organisers, this year's competition was the most successful to date, with approximately 13,500 entries from nearly every Commonwealth country. The Senior and Junior judges were deeply impressed by the entries, describing them as 'inspirational', 'brilliantly written', and 'mind-blowing'.

I am proud to say that we have two students from Year 11 who were awarded Silver for the Senior Category. These students are Ye Un Cho and Suleman Chaudhary.

There are three students from Year 10 who won certificates of participation. They are Maryam Chaudhary, Niloofar Seyed Mazhari and Olivia Jung Min Lee.

Well done to all the deserving winners and participants. We encourage and urge many more students to participate in 2017.

Datin Christie
Head of English, Senior School



Blood Donation Campaign



A blood donation campaign was held at our school hall last Saturday, 8th October. Donors were made up of members of the public and MIGS parents and staff.

Every donor was briefed by the doctor in charge about the process of donating blood prior to the actual procedure. Several first-times were seen to be nervous about the proceedings and had many questions to ask, mostly about the level of pain involved.

After being assured that there is hardly any pain when donating blood, donors were led to the donation area. Donors were all stable while donating blood and after. Only two donors experienced slight dizziness post donation but they were closely monitored by doctors and nurses on hand.

Thank you to all donors and everyone who came to support the campaign. Your effort and kind gesture will go a long way in making a difference in the lives of others.

Reka Ramakrishnan, School Nurse



Pastoral Care

Pastoral Care in the Senior School is involved in many day-to-day school activities. School assemblies, Personal, Social and Health Education (PSHE) and Student Council are some of the activities which have started off well this academic year.

Assemblies are opportunities for Seniors to showcase their talents in different areas. The assembly time is utilised for form group meetings conducted by year group coordinators and also for well-being activities spearheaded by the School Counsellor.

The Student Council consists of representatives from each year group. Fortnightly meetings are held to provide a democratic forum in which students can address school-related issues that affect their lives. The Student Council maintains open communication between students and staff.

The Senior School Prefects form a very strong arm of the Pastoral Care unit and their assistance and involvement in the daily life of MIGS is immense. Managing assemblies, organising fund raising events for charity, helping the teachers with duties and assisting form tutors are some of the duties of the Senior School Prefects.

All members of the Senior School academic staff assist the Pastoral care in conducting daily duties in the morning, during break time and at the end of the school day.

Radhika Menon, Pastoral Care, Senior School



Student Council



Senior Prefects (at their Leadership Camp)

Fardhu Ain

MIGS has the privilege of having an extra Islamic programme called Fardhu Ain for Muslim students. It is offered to all Muslim students from Key Stage 1 to Key Stage 3. The programme was introduced in year 2000 and has been running successfully. Classes are scheduled every Monday from 2.30 p.m. to 3.40 p.m.

The content of the module is developed to enhance students' knowledge about the teachings of Islam. It emphasises on the proper manner of performing the basic Islamic rituals such as daily duas, Thaharah (rituals of purification), Wudhu (ablution), Shalah (daily prayers), observing the Sawm (fasting) and Hajj (pilgrimage) as well as learning the stories on the Prophets and noble Muslims.

With quality activities and programmes across the departments, MIGS is nurturing the students to become morally upright individuals who lead a God-conscious life that are moderate, passionate and full of knowledge.

Islamic Studies Department

Fardhu Ain classes allow students to focus on the practical rather than theoretical aspect of their religion.

Students are taught about their actual obligations as Muslims, as taught in the five pillars of Islam. They are able to gain hands-on experience in the mode of the Muslim Prayer (Salah) and the various daily invocations.

Moreover, students are given insight into the various annual events and rituals of Islam such as the Fast of Ashura and Night of Power (Laylatul-Qadr). From the youngest years a sense of charitable behaviour is inculcated in the children, who are taught good Islamic values of brotherhood and respectable manners with their fellow human beings.

All of these activities are organised by the Islamic Studies Department at MIGS, whose expertise in matter of faith is complemented by the use of the well-facilitated environment of our homely Surau (prayer room).

Since my arrival at MIGS in Year 6, I have attended Fardhu Ain classes and have found that they have contributed to a greater understanding of my duties as a Muslim and of my faith in general.

Suleman Nazir Chaudhary, Year 11E



French in Action

The Year 7s were taught to change French verbs into the present tense. They were given the 'formula' and then asked to apply this to different verb groups. They had to fill in a table. To help them a clue or reference sheet was placed at the back of the classroom. They could look at this as many times as they wanted but could not take paper and pen with them. The answer sheet was also displayed at the back of the classroom but they could only look at it twice.

The students could not help each other out or talk. This lesson sought to develop their problem-solving skills and pattern recognition ability.

Ms Sybille Roger
Head of Modern Foreign Language, Senior School



The activity was really fun and I was sweating like mad while doing it.
Alisya, Year 7T


It is so frustrating yet extremely fun.
Raisha, Year 7E

The activity made me love French again, it was an amazing idea.
Qian Ling, Year 7E

Chinese Karaoke

One of the best ways to learn a language is by listening to songs in that particular language. And so the Year 7s had a good time learning Mandarin by singing to *xiao xing xing*.

Ms Blanche Tey, Mandarin Teacher



xiao xing xing
小星星

yī shǎn yī shǎn liàng jīng jīng, 一闪一闪亮晶晶,	mǎn tiān dōu shì xiǎo xīng xīng, 满天都是小星星,
guà zài tiān kōng fàng guāng míng, 挂在天空放光明,	hǎo xiàng xǔ duō xiǎo yǎn jīng, 好像许多小眼睛,
yī shǎn yī shǎn liàng jīng jīng, 一闪一闪亮晶晶,	mǎn tiān dōu shì xiǎo xīng xīng. 满天都是小星星。



- End -