



## Notes from the Head of School

### Mr Guy Cassarchis, Head of Senior School

As usual, another year is flying by! We are now in the midst of that very busy mid-year period, whereby our students are sitting for their half-yearly examinations and our teachers are marking classwork, exams and then writing reports.

This is the time of the year when we can all reflect on our effort and commitment to learning, review our results and plan to move forward throughout the second part of the Academic Year. We look forward to preparing the Mid-Year School Report for all of our students and their families in the near future, and this will then be followed up with Parent-Teacher Meetings towards the end of this Term.

In addition to the school-based examinations for Year 7–9, the school has continued its commitment to tracking students' progress by using the GL Progress Test package that includes English, Mathematics and Science for Key Stage 3 students.

These tests are widely used by international schools all over the world and within the UK. The tests are standardised to a National Benchmark that then allows us to monitor each individuals' progress whilst at MIGS, as well as allowing us to review our teaching and learning programmes and teaching methods.

The GL Progress Tests will be held on the following days:

- Year 7: Friday 17 February (English & Mathematics)
- Year 8: Thursday 16 February (English, Mathematics & Science)
- Year 9: Monday 20 February (English, Mathematics & Science)

Our Year 11 students attended their annual Study Retreat at Eagle Ranch in Port Dickson. This opportunity provides the students with some valuable information on time management, examination stress, study habits/techniques, the importance of sleep, exercise and good nutrition, IGCSE Examination requirements and the sharing of ideas amongst their peers.

They were also involved in a variety of physical pursuits such as go-karting, paint ball, flying fox, sea rafting, abseiling, a ropes course and various obstacle courses. This mixture of examination preparation and physical activity provides a sound foundation for our Year 11 students to enjoy their last MIGS Outdoor Education experience as an entire cohort. These memories will stay with them forever!

I would like to take this opportunity to remind all Year 11 families that their Parent-Teacher Evening will be held on Wednesday 22 February. Mr Bradfield will be sending out more information regarding the booking system in the near future.

I would like to acknowledge the wonderful efforts of the students and staff who are extremely busy preparing for the School Production 'Caucasian Chalk Circle' and also the weekly basketball games being held against other international schools. The students and staff need to

be commended for their dedication to each other and the school on a weekly basis. This partnership will only continue to grow and strengthen in years to come.

As we continue to finalise our accreditation with the Council of International School (CIS), one of their representatives will be visiting MIGS on 7 and 8 March to talk to students and staff regarding the daily happenings at school. In addition to this they have endorsed our new Child Protection Policy and they will be viewing our teaching, learning and staff appraisal system. We look forward to hosting them and further showcasing what MIGS has to offer.

I thought that I would share an interesting article that was highlighted to me by Dan Haesler, a prominent international speaker and experience educator. As a parent of four children, I found the article rather interesting from both an educationalist and parent's point of view.

I hope that you found the article above of some interest as we as parents and teachers continue to want the best for the children. Thank you for continuing to support the many initiatives that we are undertaking for the betterment of our students and I hope that the results in the up and coming reporting period are positive.

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### SCIENCE SAYS PARENTS OF SUCCESSFUL KIDS HAVE THESE 13 THINGS IN COMMON

Good parents want their kids to stay out of trouble, do well in school and go on to do awesome things as adults. And while there isn't a set recipe for raising successful children, psychology research has pointed to a handful of factors that predict success. Unsurprisingly, much of it comes down to the parents. Here's what parents of successful kids have in common:

#### 1. They make their kids do chores



"If kids aren't doing the dishes, it means someone else is doing that for them," Julie Lythcott-Haims, former dean of freshmen at Stanford University during a TED Talks Live event.

She believes kids raised on chores go on to become employees who work well with their co-workers, are more empathetic because they know first-hand what struggling looks like, and are able to take on tasks independently. "By doing chores, they realise, *'I have to do the work of life in order to be part of life.'*"

#### 2. They teach their kids social skills

A study showed that socially competent children who could cooperate with their peers without prompting, be helpful to others and resolve problems on their own, were far more likely to earn a college degree and have a full-time job by age 25 than those with limited social skills.

This study shows that helping children develop social and emotional skills is one of the most important things we can do to prepare them for a healthy future.



#### 3. They have high expectations



Professor Neal Halfon and his colleagues discovered that the expectations parents hold for their kids have a huge effect on attainment. "Parents who saw college in their child's future seemed to manage their child toward that goal irrespective of their income and other assets."

This falls in line with the Pygmalion effect, which states "that what one person expects of another can come to serve as a self-fulfilling prophecy." In the case of kids, they live up to their parents' expectations.

**4. They have healthy relationships with each other**

Children in high-conflict families, whether intact or divorced, tend to fare worse than children of parents that get along, according to a University of Illinois study review.

Studies have also found children in non-conflictual single-parent families fare better than children in conflictual two-parent families. The conflict between parents prior to divorce also affects children negatively, while post-divorce conflict has a strong influence on children's adjustment.



**5. They have attained higher education levels**



A 2014 study found that mothers who finished high school or college were more likely to raise kids that did the same. The same study found that children born to teen moms were less likely to finish high school or go to college than their counterparts.

Aspiration is at least partially responsible. Psychologist Eric Dubow found that parents' educational level when the child was 8 years old significantly predicted educational and occupational success for the child 40 years later.

**6. They teach their kids math early on**

A meta-analysis of 35,000 pre-schoolers across the US, Canada, and England found that developing math skills early can turn into a huge advantage.

The paramount importance of early math skills – of beginning school with knowledge of numbers, number order, and other rudimentary math concepts – is one of the puzzles coming out of the study. Mastery of early math skills predicts not only future math achievement, it also predicts future reading achievement.



**8. They develop a relationship with their kids**



A study of 243 people born into poverty found that children who received "sensitive caregiving" in their first three years not only did better in academic tests in childhood, but had healthier relationships and greater academic attainment in their 30s.

Parents who are sensitive caregivers respond to their child's signals promptly and appropriately and provide a secure base for children to explore the world. This suggests that investments in early parent-child relationships may result in long-term returns.

**7. They're less stressed**

Mothers' stress, especially when because of the juggling with work and trying to find time with kids, may actually be affecting their kids poorly," said sociologist Kei Nomaguchi.

Emotional contagion – or the psychological phenomenon where people "catch" feelings from one another like they would a cold – helps explain why. Research shows that if your friend is happy, that brightness will infect you; if she's sad, that gloominess will transfer as well. So if a parent is exhausted or frustrated, that emotional state could transfer to the kids.



### 9. They value effort over avoiding failure



Where kids think success comes from also predicts their attainment. A **fixed mindset** assumes that our intelligence and creative ability are static givens that we can't change in any meaningful way, and success is the affirmation of that inherent intelligence. Meanwhile, a **growth mindset** thrives on challenge and sees failure as a heartening springboard for growth.

If kids are told that they aced a test because of their innate intelligence, that creates a "fixed" mindset. If they succeeded because of effort, that teaches a "growth" mindset.

### 10. The moms work

According to research out of Harvard Business School, there are significant benefits for children growing up with mothers who work outside the home. The research found that role modeling is a way of signaling what's appropriate in terms of how you behave, what you do, the activities you engage in, and what you believe.



There are very few things, that we know of, that have such a clear effect on gender inequality as being raised by a working mother.

### 11. They have a higher socioeconomic status



As "Drive" author Dan Pink has noted, the higher the income for the parents, the higher the exam scores for the kids.

"Absent comprehensive and expensive interventions, socioeconomic status is what drives much of educational attainment and performance," he wrote.

### 12. They are "authoritative" rather than "authoritarian" or "permissive"

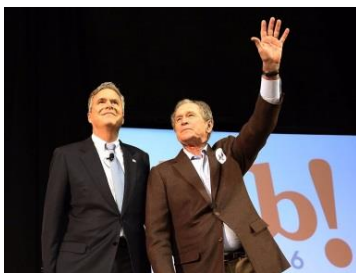
First published in the 1960s, research by University of California at Berkeley developmental psychologist Diana Baumrind found there are basically three kinds of parenting styles:

- **Permissive:** The parent tries to be non-punitive and accepting of the child
- **Authoritarian:** The parent tries to shape and control the child based on a set standard of conduct
- **Authoritative:** The parent tries to direct the child rationally



The ideal is the authoritative. The kid grows up with a respect for authority, but doesn't feel strangled by it.

### 13. They teach "grit"



In 2013, psychologist Angela Duckworth won a MacArthur "genius" grant for her uncovering of a powerful, success-driving personality trait called grit. Defined as a "tendency to sustain interest in and effort toward very long-term goals," her research has correlated grit with educational attainment, grade-point average in Ivy League undergrads, retention in West Point cadets, and rank in the US National Spelling Bee.

It's about teaching kids to imagine — and commit — to a future they want to create.

## Chinese New Year Celebration

MIGS celebrated Chinese New Year on Wednesday, 1<sup>st</sup> February 2017 with a BANG. We assembled at the basketball court at 8.00 am. Once the whole school was seated, we had a lion dance performance by a group of professionals.

The lion dance is commonly performed during the New Year to bring good luck and drive away evil spirits.

It started with the sound of loud drums and cymbals at the school porch. Then two lions appeared, which were actually men holding the head and body of the lion. The lions started dancing, moving towards the basketball court from the porch. They came close to the grandstand. Everyone screamed in excitement to see the two lions. Some of us even received oranges from the lions.

The lions continued with their performance. A few oranges and a pineapple were placed in the middle of the court for the lions to 'eat'. At first the lions played with the pineapple, kicking the pineapple like a ball to each other. Then they 'ate' the fruit.

The lions went around the school too. They visited the rooms of the Heads of School and received money in red packets, known as *angpau*, in return.



After the performance, we took photographs with the lions. But that was not the end of the Chinese New Year celebration. We had a surprise during our first break. We not only had *roti canai* but also steamed lotus buns, known as *pau*, for breakfast. Later we had *Hokkien* noodles for lunch.

It was a happy and exciting day for everyone in school. We hope the lion dance performance will indeed make way for good incoming luck for the Year of the Rooster.

The school planned a special event for the Chinese New Year celebration. As we waited at the grandstand, we saw a man laying fruits on the ground. Then, two lions appeared on the court.

The Senior students cheered while the Junior students watched with curiosity as the lions began dancing. It was a treat for all the Junior kids as the lions got close. Some received oranges and even got to touch the lion.

After the dancing and giving of orange were done, Ms Nancy and Mr Guy took photos together holding a silver plate with a pineapple and some oranges on it.

After the lion dance, everyone rushed into the canteen to have breakfast. We did not expect to see a little extra snack, which was *pau*. Inside the *pau* was filled with *kaya*, a type of coconut jam. It tasted delicious.

We were happy to celebrate a traditional Chinese New Year in school.

**Nadadhia Nisrina Ramadhani**  
Year 6S



I was both surprised and excited when it was announced that we were going to have a lion dance today. We were led to the basketball court and we seated ourselves at the grandstand.

Soon the performers arrived. They were all dressed in glittering red clothes. They set up their stuff which included oranges, bananas and a pineapple.

The drum was struck and so it began! The lions matched their dance to the rhythm of the cymbals and drums. The lions 'ate' the oranges and then 'spat' them out into the crowd. The students roared with laughter as they tried to catch the oranges.

At the end of the performance, the performers presented a tray laden with fruit to the Junior and Senior Head of School, and a group picture was taken.

To finish off the Chinese New Year celebration, we were served *hokkien spaghetti* and *pau* for lunch. I really enjoyed the lion dance and cannot wait for another one next year!

**Zahra Nazir Chaudhary**  
Year 4S

The year of the Rooster has finally arrived. To kick off the new year, MIGS hosted its very own lion dance. Loud chattering could be heard from the grandstand where students anxiously waited for the event to commence.

Before long the performers arrived dressed in red from head to toe as a symbol of good luck. Excitement ran high and the air thickened with anticipation as students eagerly awaited the dance.

Then cymbals clashed and drums were struck just as the lions leapt forward. The crowd roared and applauded as the lions moved about effortlessly, sniffing and gobbling up entire oranges along the way. The lions approached the audience. One of the lions opened its mouth wide and... spat out the oranges into the crowd!

Students hollered with laughter while others desperately tried to seize the falling fruit. Too soon, the dance came to an end. Once again, here at MIGS, we were able to appreciate one of the many different cultures embraced by our community.

**Maryam Nazir Chaudhary**  
Year 10T

## Chinese New Year Activities

Year 1S students having fun making Chinese lanterns with red packets.

二年级学生很兴奋的以红包封制作灯笼



Year 1R kids practising a Chinese New Year Mandarin song during Mandarin class.

一年级学生开心的在学习新年歌！

Year 2S students writing Chinese New Year wishes to all.

*"We wish everyone abundant fortune and good health in the Year of the Rooster."*

二年级学生尝试书写新年祝贺词！





This is the writing of good wishes in Chinese (*chun lian*, 春联) in conjunction with the new year celebrations.

The Year 6 students were taught the Chinese traditions and culture in writing these messages. The writings are usually pasted on main entrances and walls of homes and temples.



Year 7 students trying to write *hui chun* with Chinese dark ink for the first time.

七年级学生第一次的以黑墨书写挥春，他们感觉特别自豪和开心！



Articles written in conjunction with Chinese New Year

中国舞狮常常与中国龙舞蹈相混淆。他们都是中国传统节日的重要组成部分，特别是中国新年，都被认为带来好运和吓跑邪灵。两者之间的主要区别是，龙舞是由十几个舞者的团队执行，而狮子表演只由两个舞者行动。

Zhōngguó wǔ shī chángcháng yǔ zhōngguó lóng wǔdǎo xiāng hùnxíáo. Tāmen dōu shì zhōngguó chuántǒng jié rì de zhòngyào zǔchéng bùfèn, tèbié shì chūnjié, dōu bèi rènwéi dài lái hǎo yùn, xiàhu xié líng. Liǎng zhě de zhǔyào qūbié shì, lóng wǔ shì yóu shí jǐ gè wǔ zhě de tuánduì, ér shīzi

The Chinese Lion Dance is often confused with the Chinese Dragon Dance. They are both important parts of traditional Chinese festivals, especially Chinese New Year. Both types of performances are believed to bring fortune and scare away evil spirits. The biggest difference is that the dragon dance is performed or acted out by more than 10 people while the lion dance needs only 2 people for each lion.

**Jeongkyu Cho**  
Year 5R

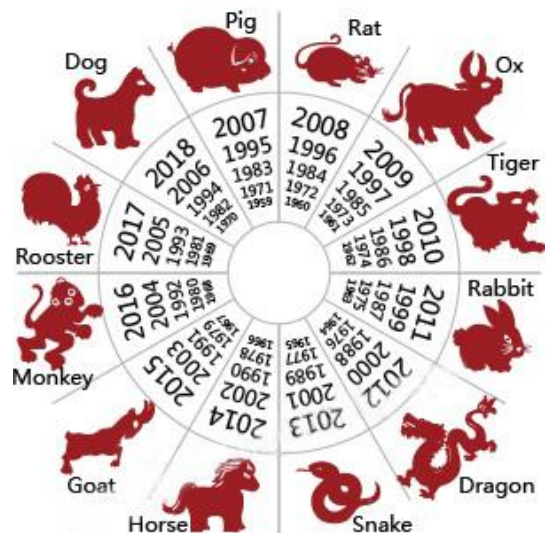


农历新年也被称为“春节”和“农历新年”，因为它是在春天，基于中国农历的日期。日期波动，从西方的角度来看，但是在1月或2月。

每一个农历新年被指定为“十二生肖”的12年的动物之一，它的动物是应该表征那一年和所有出生在它的一年。

Nónglì xīnnián yě bèi chēng wèi “chūnjié” hé “nónglì xīnnián”, yīnwèi tā shì zài chūntiān, jīyú zhōngguó nónglì de rìqí. Rìqí bōdòng, cóng xīfāng de jiǎodù lái kàn, dànshì zài 1 yuè huò 2 yuè.

Měi yīgè nónglì xīnnián pī zhǐdìng wèi “shí’èr shēngxiào” de 12 nián de dòngwù zhī yī, tā de dòngwù shì yīnggāi biǎozhēng nà yī nián hé suǒyǒu chūshēng zài tā de yī nián.



The Chinese New Year is also known as the Spring Festival or the Lunar New Year because it falls in spring, based on the Chinese lunar date. The date fluctuates from a Western perspective, but it is usually sometime in January or February.

Each Lunar New Year falls on a designated animal which is part of the zodiac. There are 12 animals for the 12 years of the zodiac. Based on the year in which we are born, the animal for that year represents our zodiac sign.

**Sun Woo**  
Year 5S

过新年  
过年是小朋友们最开心的节日,却是大人最忙碌的日子因为过年时要大扫除。  
过新年会放鞭炮、吃米糖果。到处都可听到过年的歌曲,喜气洋洋。最开心的是吃团圆饭和长辈给的压岁钱、拿红包,大家都说吉祥话及守岁。  
过新年,我心中的愿望就是祝福家人身体健康,万事如意



### Translation

The Chinese New Year celebration is a joyful and exciting time for kids, but it is also the busiest time for adults, especially the women, because they need to clean up the house before the celebration.

During the celebration children get the chance to taste various yummy cookies, candies and other food items which are not usually available on normal days. They can play firecrackers happily with their friends.

The reunion dinner is something everyone looks forward to. After the dinner the adults will give away *angpau* to the children. Kind greetings are conveyed to each other.

I wish for all my family members are blessed with good health, good fortune and success in the year of the golden rooster!

**Chang Yi**  
**Year 6S**

*Yu sheng* is a traditional dish originating from Malaysia. The dish is prepared and consumed during Chinese New Year as a symbol of good luck. Most people consume the dish on the seventh day of Chinese New Year, although in practice it may be eaten on any day that the dish is available.

*Yu sheng*, also known as *yee sang*, is commonly prepared with a variety of vegetables such as carrots, lettuce and red chilli peppers. Alongside that, the dish is also consumed with seafood such as shrimps, raw salmon and squid.

During Ms Blanche's Mandarin class, she got us to prepare a *yu sheng* dish with an assortment of vegetables, sauces and dried food items. Our dish was arranged in a manner to resemble a rooster, the current zodiac animal for this Chinese New Year.

We began to mix the ingredients with our chopsticks while "wishing" out loud to be blessed with good luck throughout the year.

As students rushed for the last portions of the *yu sheng*, the lesson ended on an informative note on the history of this traditional Malaysian Chinese cuisine.

**Wilson Lim**  
Year 11E

On February 7, 2017, our Year 11 Mandarin class did *yu sheng* (魚生).

Our Mandarin teacher, Ms Blanche, prepared salad, sauces and other ingredients to put into the *yu sheng*. We arranged the ingredients into the shape of a rooster seeing that this year is the year of the said animal.

Everyone enjoyed the *yu sheng* and we had a great time finding out more about the Chinese New Year celebration.

**Jihye Kim**  
Year 11T



## Junior School Activities

### Badminton

This term has been truly amazing as far as CCA is concerned. We had a lot of choices for our CCA. I chose badminton.

Badminton is awesome. During the first week, when we arrived at Sports Planet, I thought we would just be doing matches every week. Turned out that I was wrong.

During a session we learnt this interesting technique. First, if you are right-handed, face the right of where you are going to hit and hold the racket with your right hand. If you are left-handed, do the opposite.

Second, move your upper body towards the place you are going to hit. Hold your racket bent behind your back. Third, put your back foot forward and bring your racket down.

We practiced with this technique. We learnt how to bounce a shuttlecock with our racket. We also learnt how to move in a game of badminton. We practiced hitting back quickly.

Our teachers have promised to teach us how to smash soon. I cannot wait!

**Faiza Lavina Meutia**  
Year 6R

### Squash

I joined squash for our CCA programme this term. Squash is played in an indoor court, by singles (two players) or doubles (four players) using a hollow rubber ball.

There are seven of us from different year groups who joined squash. Our coach is a former navy officer who is now an experienced squash player.

It is extremely important to be physically fit to play squash. In addition, I find that squash helps me to gain focus. It is an activity that requires good hand-eye coordination.

I absolutely love playing squash. This hobby is highly recommended among my friends in school.

**Gurdetta Kaur**  
Year 5S

### Gymnastics

One of the new clubs offered to students as part of CCA is gymnastics. Those who joined the activity have professional trainers to help us become the best gymnasts in school.

At the start of every lesson we have to line up according to our heights for our attendance to be taken.

Right after that we begin with some stretches. Then we move on to running, skipping and end with a side gallop.

Then we learn new moves. We were taught to do a front support, a front roll, rocking and a straight jump. We also got our own handbook to show what level we are on, how well we do, our attendance and more. I enjoy these sessions.

Finally when our session ends we put on our shoes and get on the bus.

**Anindya Indhi Reyna**  
Year 4R



### **Futsal**

This term, students in Years 4, 5 and 6 were able to pick their choice of sports for CCA. Many of us chose futsal, coached by Mr Calum and with the help of Mr Gary and Mr Mohammad.

Every Thursday we have to assemble at the front porch of the school. Attendance will be taken before we depart to Sports Planet.

For the first 10 minutes, we will have a warm-up training session with Mr Calum and Mr Gary. It is very enjoyable.

Next, a tournament will be held between the sports houses. Each game will last for about five minutes. It is really fun! We truly look forward to our CCA.

**Omar Khalid**  
**Year 6R**

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### **Tennis**

This year for my CCA, I chose to do tennis. We are being trained by professionals by our school. This is my first experience playing tennis. Tennis is similar to badminton except that the techniques are slightly different.

During my first lesson I learnt the basic rules of playing tennis. Next I learnt how to aim the ball properly. Thereafter I learnt how to hold the racket in the right position.

Since we have the lesson every Thursday I realised that my knowledge about tennis has steadily improved. At the end of every lesson we will have an activity related to tennis. This makes learning tennis even more interesting and fun.

**Zaqirah Alissa Zulkifli**  
**Year 5R**

### **Futsal**

We had a good time playing futsal at Sports Planet on 26<sup>th</sup> January. We had different games. Our team, Emerald, had five straight wins. We played Ruby, Sapphire and Topaz. Each win is 3 points, so we got 15 points.

For some of the games, Mr Gary said that the rule was, "First shot wins the game." We scored a few first shots but still continued with the game. We knew that even if the other team scored it would not count as we had already scored the first goal.

My position was the defender, so I had to be with the goalie. I like this position because being the offender (attacker) is quite hard, as I have to pass the ball to other players a lot and must have a lot of focus in case anyone tackles me. As a defender, I just have to tackle the other players and pass the ball to another player on my team.

I have very good players like Ziad, Dylan and Daniel on my team. I am enjoying every CCA outing this term.

**Aaish Abdulla Didi**  
**Year 5R**

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### Swimming

On Thursdays, there is a group of students who goes for swimming. I am one of them. We are always looking forward to a fun and adventurous time.

We usually cannot wait to go straight into the pool but our coach will always tell us to start with the normal routine, which is to first go and change into our swimming gear.

Then we have to do some stretches. After we are done we have to shower (with our swimming suits of course).

Then we are ready to go into the water and swim. We spend a long time in the water.

After that we can either go back to the changing room and shower, or go to the baby pool.

I think all that should be enough for one lesson. All I have to say it that the swimming classes are super interesting and fun.

**Nurdini Shuhadah**  
Year 4S



### Golf

I have chosen golf as my CCA for Term 2. It is a fun sporting activity for those who love driving a ball using a driver into the water or on land.

Every Thursday we would head to KDE for our golf lessons. The designated golf coach is Mr Barry and our teacher-in-charge is Ms Esther Nip, who is also an avid golf player. She would help to guide the rest of us whenever Mr Barry is busy with a student.

Our usual weekly routine would be to start off with 30 practice swings, without the golf balls, as a warm-up. Then we are to hit 20 balls while Mr Barry and Ms Nip monitor our shots.

After receiving advice and tips from Mr Barry, we would then continue hitting golf balls under Ms Nip's supervision to ensure that we build up good habits and muscle memory in our swings.

We usually use a seven iron during our sessions so that it is easier for us to learn. We learn a new thing every week. By the end of every session we are trained to keep our eyes on the ball when we draw back our arms to swing, keep our left arm straight throughout our swing, bend our knees and keep our feet at shoulders' length apart.

I enjoy all of these sessions and look forward to improving my skills at golf.

**Abreeanna Kalwant Sidhu**  
Year 6R



During the first week of our swimming lesson we were nervous yet excited. We met our coach, Mr Azlin. He taught us to do some stretches first. After that we took a quick shower and went into the pool.

We learnt how to rocket kick and swim freestyle. Once we were done we went to the other side of the pool for a breathing contest and other activities. Before we did any of this we were taught how to breathe under water.

After all of these activities we went to the baby pool and went on the slide. Then we took a shower and went back to school. I cannot wait for more swimming lessons.

**Zoha Sharif**  
Year 5R

**Vocal Training**

In Term One I started vocal training together with my sister. I learnt the basics of vocal training such as breathing exercises and harmonising.

Our first performance was in December 2016 for International Day. We sang an African warrior song and a song from the movie *The Lion King*. I felt excited to perform before a live audience. It was fun.

My experience being in a choir is different from private training. Private training does not require teamwork, but being in a choir is all about teamwork. As a group, you discover your friends' vocal ranges and you try to blend in with their voices.

I feel happy doing vocal training. It teaches me the correct techniques to sing and present a song melodiously and beautifully.

Vocal training is also about science because it tells us how the sound comes out from our stomach and throat.

I am so glad that MIGS has offered vocal training as an EA activity. I am also proud to have Ms Debra train us and make us good. I am elated to be in the Junior School Choir.

**Yuba Boukendoul  
Year 5R**

MIGS has started a new kind of CCA. There are Young Chefs, Modern Dance and Art and Craft.

In the first week we did Young Chefs where we learnt about table settings. We made tissues shaped like a leaf. We also arranged our own eating placemats, plate, cup, fork and spoon.

In the second week we did Modern Dance where we did the salsa. I partnered up with Meutia.

During the previous week we did Art and Craft and made a vase with flowers inside. We used yarn and strong glue. When we finished we received two flowers, which were actually made of chopsticks and a fake flower.

I had fun these past few weeks and I hope to have more fun in the coming Thursdays.

**Ramadhania Putri Setiawan  
Year 3R**

**Art & Craft**

On 26<sup>th</sup> January in my CCA class, my teacher gave me a task which is to decorate my recycled plastic bottle.

I used colourful wools. They were pink, green and orange.

First, I put glue onto the bottle. Then, I began to wrap the bottle using the colourful wools until the end.

Finally, I glued the bottom of the bottle where the wrapping ends. My rococo bottle looks arty now.

**Aathik Abdulla Didi  
Year 3R**



## Sensational Science

Between two exciting experiments in Science we also found time to discuss various issues. For example, last week the Year 8 had a very animated debate about selective breeding.

*Particular traits in plants and animals can be enhanced via selective breeding when two parents - bearing the feature of interest - are selected and allowed to reproduce in an aim to create an improved offspring.*

Did you know wild fruits and vegetables used to look very different from what they look like today ??? Carrots used to be smaller and of a much paler colour... Selective breeding also enables us to create varieties in lettuce, tomatoes, but also dogs and even cattle! Each variety serving a particular purpose, and mainly for profit. ...



Only positives, right...? Not really...

Did you know scientists have created a breed of cattle called "double muscle" that grows extra muscles because of a disease called *hyperplasia*??? That these bulls' semen is collected in artificial vaginae and is worth a fortune?

Did you know extensive breeding has made certain breeds of dogs more prone to breathing issues, legs that are too short causing mobility problems leading to obesity, glaucoma and heart failure???



"Fact: we all enjoy variety"

"These poor animals are sick and not given the choice!"

"And yields are better."

"It is against nature!"

So would you adopt a dog that is not a pure breed?

But the debate is still open...





## Islamic Studies & Projects

MIGS has the privilege of teaching Islamic Studies as a compulsory module to Muslim students. The module is aimed at introducing basic Islamic education to students at different levels of their study. The contents of the module are designed based on the teachings of Islam which encompass all aspects of a student's life. Students are encouraged to deepen their thinking and apply their learning about Islamic belief and

Islamic studies classes include one unit or more module per week.

Subject contents are pedagogically delivered to assure students' understanding and involvement in class.



Students are also given assignments on different topics in groups and they are required to submit them online through VLE platforms such as Google Classroom and Edmodo. This helps to enhance their self-directed and collaborative learning skills as well as encourage them to explore their own belief in light of what they have learnt and how it affects their personal ethics.

### Islamic Studies Department

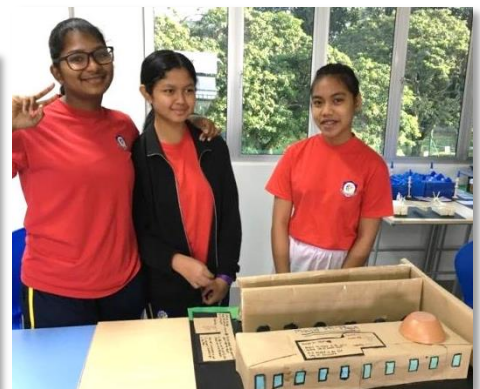
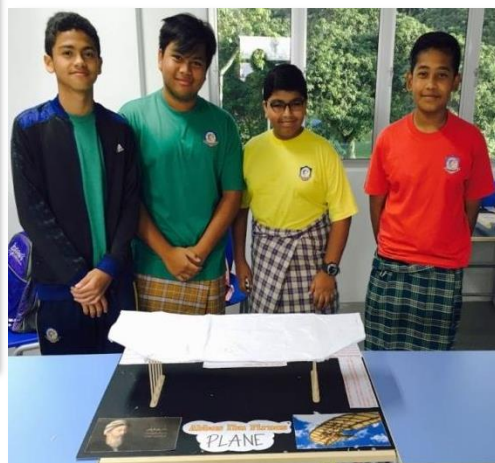
In Year 9 Islamic classes we were assigned to do PowerPoint presentations and 3D models. The projects were aimed to help us explore more about our religion and its developments, beliefs, practices and traditions.

In Term 1, we were assigned to prepare a PowerPoint presentation in groups on the Abbasids and Umayyad empires. The second project was to create 3D models of great inventions from the golden ages of Islam. We also had to write about the history of the model. After spending 1 month on this project, we had to present it to the class. By the time everyone completed their presentations, I realised that many inventions back then are still used today and are very important now.

In Term 2, we had to present about Muslim scholars. Each group had to research on their biographer and what they have contributed to the world. As they were presenting I learned that many Muslims found many ways to treasure time as it is essential in faith.

I feel that these approaches are a good way for us to learn about the history of Islam aside from reading the textbooks. I hope that we can be involved in such projects more often.

**Fatini Akma Fakhrunniam**  
Year 9E





# Kelantan Food Drive

In current news and events, there has been heavy flooding in a number of states in Malaysia. The flooding has closed schools down, forced people to be homeless and caused a lot of damage to the area. Even now, certain parts of the country are still affected.

To help ease the burden of our victims, the Year 11 Community Arts students have initiated a **food donation drive**. We chose Kelantan as our beneficiary because the residents are still picking themselves up from the floods of 2014 but have yet again been hit by another serious flooding.



The Year 11s will be collecting donations until Friday, 24 February, 2017.

We sincerely welcome your contributions based on our inventory list.

Together, our efforts would mean the world to the victims. Our contributions may be small but it will go a long way towards being a huge relief to the victims.

**Year 11 Community Arts students**

*Inventory List*

Item	Preferred Brands
Pack of instant noodles (5 packets per pack)	Maggi, Mamee Chef, Indomie
Sardine cans	Ayam Brand, Yeo's, Adabi, King Cup
Drinks (cordials, syrup)	F&N, Sunquick

## Prevention of Childhood Obesity



Early childhood is a critical time for obesity prevention. For most children, overweight is the result of unhealthy eating patterns and lack of physical activity. Overweight and obese children or teenagers should reduce the rate of weight gain while maintaining normal growth and development.

Tips for parents and caretakers in prevention of childhood obesity:

- Provide plenty of vegetables, fruits, and whole-grain products
- Include low-fat or non-fat milk or dairy products
- Choose lean meats, poultry, fish, lentils and beans for protein
- Serve reasonably-sized portions
- Encourage your kids to plenty of water (1.5 to 2 litres everyday or 8 glasses of water)
- Limit sugar-sweetened beverages (canned carbonated drink and cordials)
- Encourage the intake fresh fruit juices without adding sugar
- Limit the consumption of sugar and saturated fats (sweets, chocolates, processed meat)
- Help your kids understand the benefits of being physically active
- Reduce sedentary time by limiting "screen time" (TV, Internet) to no more than 2 hours a day

**Reka Ramakrishnan**  
School Nurse

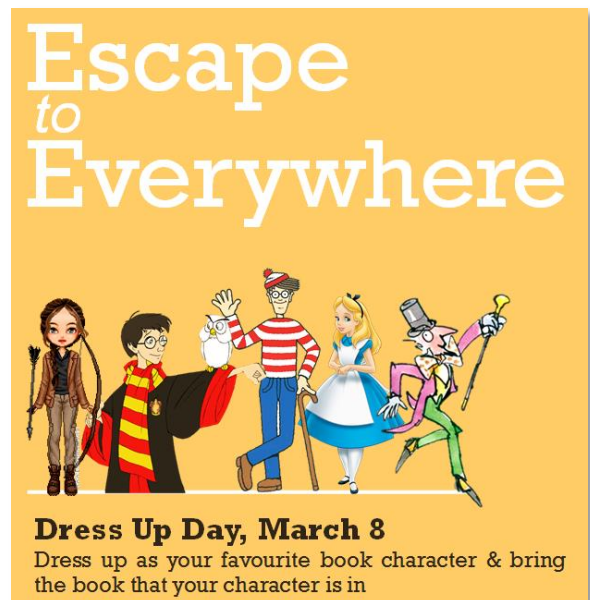
## Library Day

This year's Library Day, themed **Escape to Everywhere**, will be held on March 8.

We would like to encourage the students to enter into the spirit of the day by dressing up as a favourite book character. Students are asked to also bring the book that their character is in. Ideas can be found on Pinterest and similar websites.

There will also be a workshop for parents on March 9 from 3-4pm on the importance of reading and how to encourage your child to be a great reader. Please mark this date amongst your events.

**Deborah Clohesy**  
Teacher/Librarian



- End -