



Newsletter

Value Driven Education



PRIMARY SCHOOL'S JINGSI APHORISM COMPETITION



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Tzu Chi Primary School's Annual Jing Si Aphorism Competition

The Jing Si Aphorism Competition is an annual event organized by Tzu Chi Primary School in collaboration with the graphic arts product suppliers. Unlike previous years, in addition to a painting contest, this year we had more variety in the competition. Comic making and storytelling were added to enrich the experience and skills of the students, as well as to allow them to express their creativity. The purpose of the competition is to enable students to express their ideas of learning through painting, comic making, and storytelling. A total of 279 students participated in this competition.

Jing Si Aphorism Painting and Comic Making

In the morning, students registered and received colored pencils from sponsors. Upon arriving at the 5th floor hall, they sat in the waiting area and were divided based on their levels. The teachers then separated them to different areas. Each grade had a different Jing Si Aphorism to use. To open the competition, the principals and sponsors encouraged the students to express their impressions with a happy heart and creative ideas. During course of the competition, students also showed their life etiquette. The drawing table remained neat and the pencil was well-sharpened. After the competition,

20 entries were selected for each level. The school director, principals, vice principals, head of the Humanistic Values department, and sponsors rated the subject relevance and painting skills.

Jing Si Aphorism storytelling:

The languages used in this competition are Chinese, English, and Indonesian, allowing students to choose the language they are good at. The purpose is to understand the meaning of Jing Si Aphorism, regardless of the language used. Before the competition, students first listened to the rules of the game and the judges delivered the content of the story and introduced themselves. Students then chose the language they would use to tell stories, and prepared their own props and costumes to make the storytelling more lively.

One participant was a student with Attention Deficit Disorder (ADHD). During her kindergarten time, her teacher rejected her and told her parents that she was a hindrance for everyone when she was at school. Hearing that, her mother was very sad. However, the bright mother did not give up and took her to seek medical treatment to actively treat her. She decided to enroll her to Tzu Chi Primary School. On the first day of school, the student and her mother went to the counseling room and told the tutor how bright the child was. Her main problem was that she found it difficult to concentrate and was unable to keep up with the lessons.

In this competition, encouraging words, such as "Confidence, perseverance, and courage are all sufficient, and the world is free from difficulties" were used. She used her story to express her understanding of Jing Si and she managed to awe the judges. At the same time, she also won the "Best Inspirational Award". This was also to encourage her not to give up and continue to persevere. School, parents, and students have their own roles in education. No one must give up to help the children to keep up with the pace of learning.

Through this kind of competition, students are made familiar with the Jing Si Aphorism in a fun and entertaining way. At the same time, a meaningful lesson is also planted in the child's heart, which is the true meaning and purpose of this competition.

By Chen Peiwen Lao Shi



EARLY CHILDHOOD SECTION





▲ 孩子运用纸杯制作婴儿鞋，体验师公上人制作手工物的过程。

爱的起源 善的传承

撰稿人 李佳蓉
幼儿园 人文组

印度慈济幼儿园人文周于2018年2月20日正式开跑，活动主题为慈济四大志业中的「慈善」。活动项目类型丰富有趣，期许透过一周的校内人文活动，让参与活动的孩子与家长能够理解师公上人所谓的慈、悲、喜、舍之意念。活动的高潮非最后一天的舞台剧莫属，中班孩子将呈现师公上人创办慈济的艰苦过程，而大班孩子则将演绎出印度尼西亚雅加达红溪河的故事。

活动里增加了手工制作的部分，除了体验制作蜡烛外，还让孩子们利用纸杯制作出婴儿鞋，体会早期师公上人与弟子们自力更生，制作手工物贩卖的艰困时期。在游戏的部分，让孩子们体验「一日不做，一日不食」的概念，透过辛苦的抬水游戏竞赛，让孩子们可以体会师公上人自行提水种菜的辛苦，也能促使孩子们思考父母赚钱也是如此辛苦。

除了班级活动外，今年也将竹筒活动扩大，每班挑选出制作精美的手工竹筒展示，欣赏之余，也能提醒到场观赏的家人们一同加入慈善的行列，透过硬币的累积，也能帮助他人。

活动最精采的部分即是孩子们准备已久的舞台剧演出，中班孩子们的故事是从师公上人刚开始创办慈济，到创办初期的艰辛过程，维妙维肖的表演，不禁让人感叹师公上人那付出无所求的慈悲心。而大班孩子则演绎印度尼西亚雅加达红溪河的故事。

印度尼西亚红溪河早期被称为雅加达的黑色心脏，河川污染严重，河畔居民以河为生，煮饭、洗澡、排泄等都倚靠同条河流。在一次大雨过后，居民们流离失所，家园全毁，印度尼西亚慈济人看到此景，请示上人后立即与当地政府合作，协助灾民重建家园。

大班孩子们将红溪河当时灾情完整呈现，让人不禁感慨当时的灾难带给居民们的悲惨过往。

「教富济贫」是当初印度尼西亚慈济学校建校的起源，除了在日常教学上的教导外，每年的人文周亦是希望透过活动的准备与四大志业的体验，实际让孩子与家长一同参与，一起让爱的教育传承下去，使「善」的种子能不断茁壮。



▲ 孩子们体验师公上人的「一日不做，一日不食」的工作态度。



▲ 邀请师姑到班上跟孩子们解说竹筒岁月的由来。



▲ 孩子们体验早期师公上人制作蜡烛的过程。



▲ 家长与孩子们一起运用回收物制作出精美的竹筒。



▲ 孩子们尝试团队合作，一同完成目标，就像是慈济人一同募款盖慈济医院。

欢庆农历新年

撰稿人 王丽

送旧年，来新年，见面又把一岁添。2018年2月19日，印尼慈济幼儿园里张灯结彩，庆祝农历新年的到来。这天一大早，孩子们个个打扮得漂漂亮亮的，穿着中国传统服饰来到学校。大家欢聚一堂，嘴里念念有词地说着各种新年祝福语：“新年好，恭喜发财，万事如意，年年有余。”



活动内容一：新年手工品制作

在庆祝活动之前，老师会透过故事来讲解“年”的由来和十二生肖。每个班级的老师都准备了不同的手工材料，小朋友们亲手制作关于中国新年的手工艺品。

活动内容二：介绍和品尝年节传统食物

说到中国新年，当然必不可少的就是年节美食-元宝水饺。过春节吃饺子被认为是大吉大利。



活动内容三：体验优秀的民间艺术-舞狮子

舞狮子是中国民间传统表演艺术。今天我们同样也为小朋友们介绍了舞狮的由来。在锣鼓音乐下，他们轮流装扮成狮子的样子，做出狮子的各种形态动作。滑稽动作和恶搞表情令师生们开怀大笑。

活动内容四：领吉祥红包

园长与副院长化身为财神爷爷，为全校500位小朋友派发红包，收到红包的孩子们自然喜笑颜开



伴随着新年的喜庆音乐和小朋友们的欢声笑语，农历新年的庆祝活动也已接近尾声。慈济幼儿园的全体师生在此向大家拜年：祝大家在在新的一年里合家欢乐、身体健康、万事如意。





Assisting Your Pre-school Child in Education

It is a must for an education institution to always look for room for improvement. As A. J. Kumar said, "Always keep learning; the second you stop, you will be outdated". Therefore, on Saturday, February 24th, we invited our teachers and parents to join us in a parenting seminar. This seminar was delivered by Mrs. Amanda Margia Wiranata, M. Si, Psikolog. She is a child psychologist and a play therapist.

In this seminar, we learned how to assist our children to learn through playing. Learning through playing is very easy to do since it can be done by whoever is close to the child and it is fun. As we all know, young children learn best through playing, be it academic or in other aspects such as social, emotional, and behavioral skills. Some aspects that can be developed are imagination and creativity, confidence and concentration, social skills, learning about mistakes in a safe situation, enhancing self-esteem, problem solving skills, and many more.

Certainly, we are wondering how we can use play as a tool for the child to learn. There are many types of play, such as those listed below:

Through	A child develops
Sensory play	Sensory development
Physical play	Causality, weight, balance, movement
Manipulative play	Perceptual & problem solving skills
Calm play	Self-regulation & reflection
Pretend play	Role and responsibilities, language skills
Creative art play	Self-expression & self-confidence
Games	Social skills, relationship and self-confidence

(Based on: Assisting Your Pre-School Child in Education Seminar)

Every activity or game has a purpose of its own. For example, in creative art play, children - especially the non-verbal - learn to express themselves. It will also enhance their confidence as they realize that they can produce art independently. Our role as adults is to give them encouragement and approval regarding their art work. Too much criticism or negative comments about color choices, shapes, or placement might be a discouragement for them as it is their self-expression.

Structural play will also teach children about waiting for their turn, facing failure or losing, self-regulation or self-control, taking responsibility, and developing

social skills. Alongside academic skills, these skills are very important when they face the real world.

Therefore, as parents and teachers, let us always improve ourselves to help our children grow. Give our children the most enjoyable time while they are learning and they will continue to learn by themselves. As an old proverb says, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime."

By: Ms. Ivah



Achievements of The Month



► Damien -
K2 Love
2nd Runner
Up Membaca
Syair Porseni
Taman Kanak-
kanak tingkat
Kota



▲ 1st Place Fashion Show – Techno Dance)
(K2 Respect – Chrystal and mom)
organized by Penabur 24 Feb 2018



▲ 1st place Techno Dance organized by Penabur



Photo: freepik.com

Fun Learning Activities You Can Do with Your Child at Home

School isn't the only place for learning. When your child is at home, you are his/her teacher, however, it doesn't have to feel like a classroom lesson. Try these fun learning activities at home.

1. Identifying colors.
Pink. Blue. Red. Black.
Purple. Children are interested in colors.

Prepare pom poms and containers of different colours and get your child to sort them. You can also encourage your child to count while they are sorting the pom poms. Tongs can be used to pick up the pom pom to help them develop their fine motor skills.





2. Enriching their mind with music.

There was a farmer had a dog and BINGO was his name,
B – I – N – G – O....

Music and movement are always fun to do with the children. There are many activities revolving around music you can play with your child. Besides singing and dancing, you can also make your own musical instruments and play musical games. You can use the recyclable materials you have at home to create a musical instrument.



3. Doing science experiments.

You don't have to turn your kitchen into a blast zone to teach your child about science at home. They will enjoy simple science experiments that don't require much effort, don't leave mess, and actively involve them. Some of the activities are playing with play dough, mixing colors, experimenting with baking soda.



4. Planting a garden

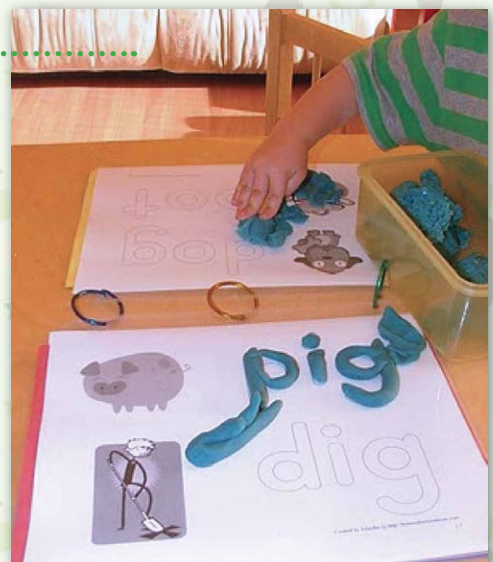
There's more to planting a garden than just planting a seed in the ground and waiting for it to grow. Gardening enriches a child's knowledge of science, nutrition and patience all rolled into one area in your backyard!

A garden teaches children how plants come to life. It's also an easy way to teach them about nutrition and get them excited about eating the vegetables they have grown.

5. Using play dough to introduce letter sounds or sight words.

Teaching your child to read is one of the most wonderful gifts you will ever give them. Learning the basics of phonics prepares your child for spelling and reading. In addition, it will improve their fine motor skills as they make letters with the play dough.

Time spent playing with children is never wasted!!!



PRIMARY SCHOOL SECTION





慈濟小学庆祝华人新年表演

2018年2月19日上午，慈济小学二、三年级的学生在静思堂三楼国际会议厅举办了隆重的庆祝华人新年的表演。

这次表演的主题是话剧《年的故事》，它由两个部分组成，一部分是话剧表演，另一部分是和话剧结合的各个班级的演出节目。为了准备这次表演，所有二、三年级的班级都经过了精心的准备和排练，尤其话剧部分，所有话剧演员都是来自三年级的学生，由于时间紧迫，他们放弃的很多RECESS TIME来参与排练。

各个班级的节目也是形式多样，丰富多彩。有的班级表演唱歌，有的跳舞，有的歌舞结合，还有几个班级准备了精彩的武术，加上家长们用心准备的服装和老师制作的精美道具，使得整场演出非常成功。来看演出的全体二、三年级的家长不断给学生们送上热烈的掌声，演出结束后，校长和学校总经理也给演出的效果给予了肯定。



这一次庆祝华人新年的表演，不但让学生和家长们感受了华人新年的喜庆氛围，过了一个快乐的狗年，也通过话剧《年的故事》，让学生们了解了很多华人新年中传统习俗的意义，知道“过年”的由来，是一场很有教育意义的演出。





印尼慈濟小學靜思語比賽報導 陳佩雯老師

靜思語比賽是慈濟小學每年固定與繪畫用品廠商一起舉辦的活動，和往年不同的是，今年除了繪畫之外，還加入了漫畫組及說故事比賽。多元的方向讓學生們發揮創意。今年共有279位學生參加比賽，活動目的是為了讓學生們透過繪畫、漫畫和讲故事的方式來表達自己所學習的靜思語，融會貫通到生活中。

靜思語繪畫，漫畫比賽：

一早學生們陸續報到，領取贊助商提供的彩色鉛筆。報到後的學生，依不同年級，坐在等候區，依照不同比賽性質，由老師帶到不同區域進行比賽靜思語繪畫，漫畫比賽。每個年級都有指定

不同的靜思語讓學生發揮。比賽前，校長及贊助商勉勵同學們用一顆愉快的心、發揮創意把靜思語的涵意表達出來。在比賽過程中，學生也展現生活禮儀，畫桌保持整齊，鉛筆削不落地。比賽結束後，各年級挑選二十份作品，由校長、副校長、總經理、人文室主任及贊助商針對契合主題程度、繪畫技巧等做評分。

靜思語說故事比賽：

比賽的語言有中文、英文及印尼文，讓學生選擇擅長的語言表達，目的在於不管用什麼語言，最重要的是了解靜思語的涵意。比賽前學生先聆聽比賽規則，並給評審老師故事的內容及自我介



绍。参赛的学生挑选大会所提供的静思语去创作故事，并且准备自己的道具、服装来增添故事趣味性。

参赛者六年级尊重班杨亮亮，是“注意力不足过症（ADHD）”患者。在幼儿园时被老师拒绝来学校上学，并且对她的家长说亮亮来学校学习是浪费大家的时间，此时妈妈非常的伤心。但亮亮的妈妈并没有放弃，带着她寻找医疗资源积极治疗，到慈济小学就读。亮亮来学校的第一天就和妈妈到心理辅导室向辅导老师说明亮亮的情况。原本注意力不集中，无法跟上课程，在学校、家

长及孩子三个角色，没有一方放弃下，亮亮一步一步跟上学习的脚步。在这过程中的辛苦不可言喻。在这次的比赛中，亮亮选用静思语“信心，毅力，勇气均具足，天下无难事。”她用自己的故事来表达对静思语的体会，而打动了各位评审的心。同时她也获得了“最佳励志奖”，鼓励她不放弃的意志力。

透过这样的比赛，用寓教于乐的方式让学生更贴近静思语，同时也把一句受用的静思语深植在孩子的心中，这才是真正的意义。





Secondhand Bazaar

As part of the Chinese New Year Celebration, Tzu Chi Primary School held a Secondhand Bazaar on February 19, 2018 in order to encourage students to apply the Jing Si aphorism about recycling in real life and inspire them to build the concept of management, creativity, as well as charity.

To achieve the targeted results, we started by collecting donations, classifying and pricing the items, and finally, selling the items at the bazaar. Students, teachers and PTA members were actively involved and devoted their time and hard work to make this event a success. Teachers and students, in particular, decorated their





classrooms to make sure their visitors could feel the Chinese New Year spirit.

There were booths which were categorized by the items they sold, such as: dolls and toys, books and stationery, baby care products, and the most popular area - the food hall - where you could find various delicious food and drinks. On the day of the event, students assigned on duty did an excellent job to accomplish their mission with great enthusiasm. Many creative tactics of promotion were practiced by the students to attract customers. Parents who shopped were also deeply impressed by the students' dedication and hard work.

At the end of the bazaar, the teachers and students counted how much their class had earned and turned over their profit and capital to an assigned teacher. They were able to raise Rp 80,943,500! This will be used to fund the activities of the Primary 5 students' outreach program to two orphanages, Abhimata and Kasih Mulia Sejati, in Term 4.

On behalf of the entire school, we would like to express our sincere gratitude to all parents who had made generous donations to contribute to this event. Through this activity, students have learned the value of "giving", the skill of "doing", as well as the meaning of "kindness".

The Hidden Mathematics in Everyday Life

Mathematics is not confined to the four walls of a classroom. In fact, Mathematics is used in everyday life. The field work of Primary 2 and Primary 3 is the living proof of that fact.

In term 3, P2 students applied Maths when they visited Market City supermarket. P3 students applied maths when they cooked jelly.

Money is a tool that everyone uses on a daily basis in order to receive a service or goods in return. Nowadays, exposure for children to see the transfer of cash in a transaction is becoming rarer due to the increasing use of cards rather than cash.

Because transactions have become so virtual, it is hard to grasp that there is actual money behind it. Therefore, it is essential to teach children to count real money to show them that buying items and paying bills requires money.

To practically learn how to count money after learning the basic concept in class, the Primary 2 students of Tzu Chi School went on a Field Work to Market City to shop some groceries on their own. This activity was fun because the students experienced real exposure to the use of money. For instance, they learned how to choose the items they needed, purchase the items, and count the total of their groceries. This activity became a lesson on how to spend their money wisely as they need to think and calculate whether they have enough money to purchase the groceries they wanted.



Primary 3 students learnt about units of measurement in Length, Mass and Volume. The students learnt using different kinds of measurements in real life. In order to understand how to apply the skills of measuring, the teachers introduced them to the tools that students can use to measure length, volume and mass.

As a culminating activity for this unit, the students made biscuit pudding in the cooking room. They applied the knowledge and skills of measuring mass of sugar and biscuits and volume of milk that would be used in cooking. The math teachers divided them in groups of 4 and told them what utensils they had to bring to make the pudding and what they would do in the cooking room. During cooking, the students took turns and helped each other. The students were allowed to eat their pudding during lunch time. They were delighted to eat and share their food with others.



SECONDARY SCHOOL SECTION



MESSAGES FROM SECONDARY



Dear Parents and Guardians,
It is with great pleasure that we provide you with some updates on what our students are doing in secondary. The articles below encompass a number of subject areas as a brief explanation of the learning and development taking place.

It has been a busy term and all teachers have been working hard; I would like to congratulate all of them in ensuring that our students get the best teaching and learning possible. Our teachers are a very special group of people, they work above

and beyond what is required of them, always demonstrating professionalism and a great capacity to truly care about your sons and daughters.

Much can also be said of our students. In my short time here I have been very impressed by them. They always demonstrate respect and a willingness to learn and grow while developing the 4 noble characters: "Compassion, Mercy, Joy and Unconditional Giving". I was particularly impressed during our Chinese New Year event to see our students all perform in a variety of shows while also demonstrating "Unconditional Giving" by lining up and emptying their Bamboo Bank savings into large containers, the funds of which will assist those in need.

This tradition of savings to help others began with Master Cheng Yen who asked thirty housewives to save fifty cents a day from their daily grocery money. Master Cheng Yen created 30 bamboo tubes into which the housewives each day would deposit their fifty cents. From this small beginning the Bamboo Bank became a force of good, raising money to help the needy around the world. This is an ongoing campaign that has raised the living standards

for countless people and one in which Tzu Chi Secondary school is a humble contributor. As Master Cheng Yen has said, "every small act counts and contributes to the force of compassion, which ultimately will nurture peace in the world".

Not only the students participated but also our senior leadership team and board directors in a ceremony held in our canteen area. They also opened their Bamboo Banks to contribute to this worthy cause. Further to this act of giving, a special moment was held as the entire school stood in silence as a mark of respect and remembrance for those who suffered in the Taiwan earthquakes. Our thoughts and prayers are with them.

Parents and guardians, I am very pleased to see how well we are progressing in the school and hope to meet each and everyone of you in the weeks ahead. I will be organising morning tea events for each grade level to meet and greet parents and guardians, and look forward to seeing you all there.

Dominic Robeau,
Head of Secondary



Dear Parents and Guardians,
This term 3, Secondary had two events; Chinese New Year Celebration and Joint Curriculum with our Primary 6 students. The next newsletter will include an article about the Joint Curriculum.

This term, Secondary students focussed on their study and associated activities. In this March newsletter, we highlight our grade 11's activities linked to their CAS (Creativity Activity Service). In another development,

our grade 10's finalized their IB MYP Personal Project which is a MYP requirement. We also include updates on some of the learning activities in Ren Wen, Pastoral Care, Languages, Individuals and Society, Science and Physical Education.

Henry Sasmita,
Secondary Principal



Chinese New Year Celebration

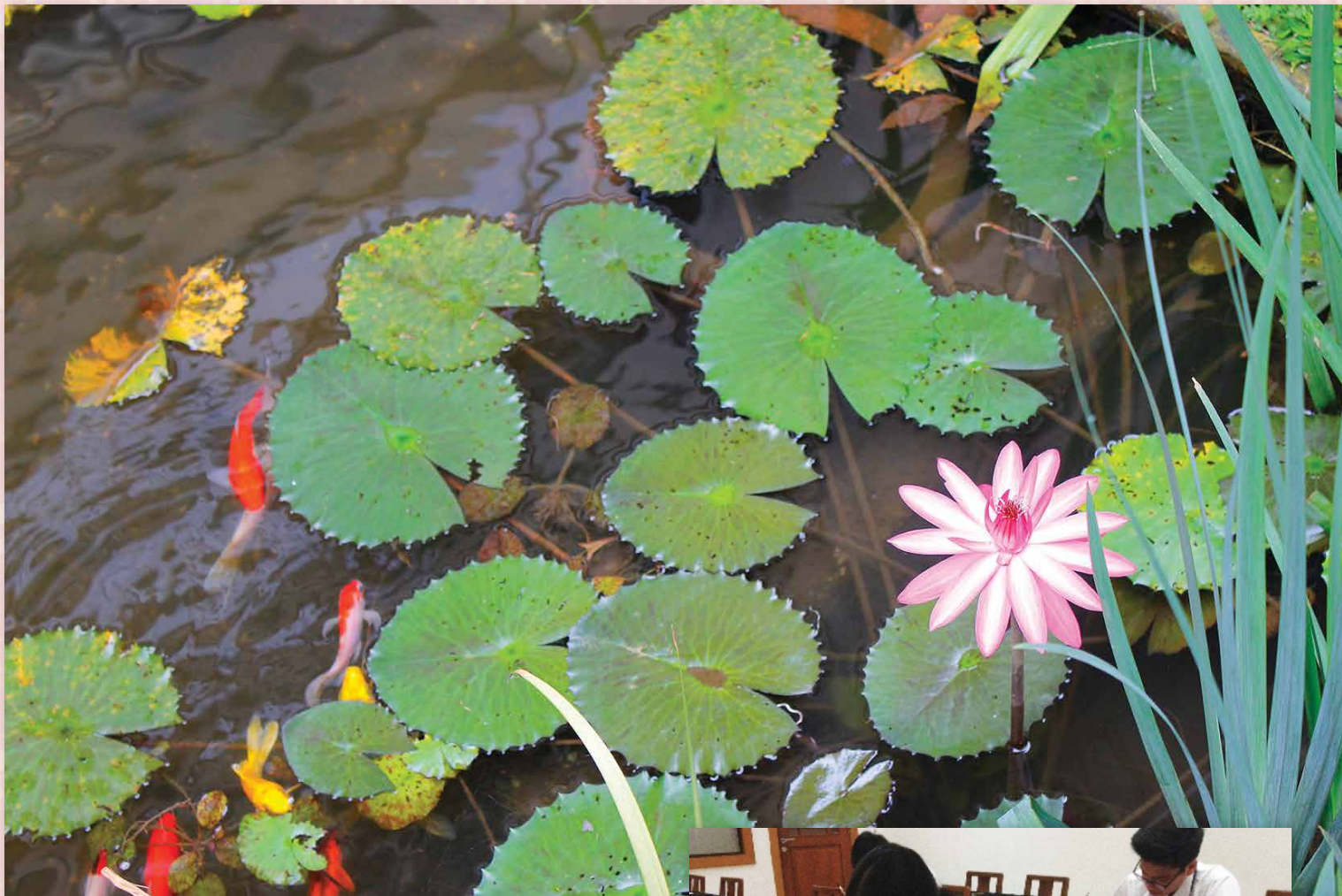
Chinese New Year, also known as the Spring Festival in modern China, is the most important Chinese festival celebrated at the turn of the traditional lunar Chinese calendar. In order to celebrate this festival and enrich students' knowledge about Chinese Culture, we had a celebration on 19th February 2018. Our teachers and students performed dances and songs, as well other activities, such as playing Chinese drums, performing a shadow dance and so on.

In order to encourage the students to use Mandarin, and enhance their communication skills, some teachers arranged some interesting and creative activities, like making a video to introduce how to cook a dish or make a cake, making a presentation to introduce a celebrity, and making a PowerPoint to tell something about a friend or a family member. Some of these were group assignments while some were not. Without a doubt, all of these will help the students to increase their communication skills in Mandarin.



Photo: Students' project videos "How to Cook a Dish".

By Yanlin Wan (Chinese Department)



Ren Wen

By Chen Ya Ru

Each grade has its own learning. With the event of the Chinese New Year, students learned to write couplets. The works were pasted in our building so the students could help decorate the building as well.

Jing Si Aphorisms:

We arrive at Samadhi when the mind is collected and still. 心不散乱就是定。



Grade 10 students are writing the Jing Si Aphorism “一个人的快乐，不是因为他拥有得多，而是因为他计较得少”。(A person’s happiness stem not from how much he owns but from how little he complains.)



Grade 8 students learn to write seal script “篆书”.



Students learn to write couplets.



Creativity, Activity, Service (CAS Program)

It is no secret that IB Diploma Programme has a very rigorous curriculum. With great pride, our Grade 11 students are already learning to cope with it as the school year goes by. It is both a prestige and a big responsibility to be one of the first students of this program in our school. Aside from being familiar with the specific details of their six chosen subjects, they are now starting to fulfill some of the requirements of their core subjects which are Creativity, Activity and Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE).

For this term, the Grade 11 students engaged with subject exploration sessions which were facilitated by Mr Edward, our secondary school counsellor. They have also learned about their inner potentials through personality testing. These sessions allowed them to discover their own strengths and limitations--both vital factors in the students' abilities to meet their school-related demands.

This term also marked the culmination of our committed Grade 11 students in lending their time and service



to teach at Rusunawa Pesakih, Daan Mogot. This activity is in partnership with Hope Saturday Academy and other IB DP students from other schools.

Last but not the least, the Grade 11 students have started their preparation for their CAS Project, which is called Rumah Singgah at Jalan Rawa Bebek. They have visited the place on March 7, 2018 to investigate and identify the needs of the students in order to properly plan out their CAS Project for

the next term. To ensure that they will be financially able to support this project, the students set-up a food bazaar to generate more funds. All activities were closely supervised by Ms Mely, our CAS Coordinator and Ms Yaru, our Student Affairs Coordinator.

By Joseph Austria (Assistant DP Coordinator)



Pastoral Care Activity

The Pastoral Care Department and Aesthetic Department have collaborated to initiate a program called Friday Jam. This program is meant to boost students' self-confidence and self-esteem, as well as raising funds for our school's community service activities. Twice a week, students and teachers will have an

opportunity to perform in the hallway during break or lunch time. Through this activity, the students have improved their skills in music as well as developing their confidence.

By Cherly Susanti (Pastoral Department)

Tzu Chi MYP Personal Project Exhibition

This year IB MYP at Tzu Chi School has achieved new heights by having our grade 10 students officially participating in the IB MYP Personal Project. The MYP Personal Project is a project created by students based on their own interest. Once they identify their interest, they then investigate what suitable product they would want to create matching their interest as a project, and write/ record a step by step detailed report about their learning experience and achievement of this project.

The MYP Personal Project is a highly valuable journey of learning in which each student plans his/ her product and receives strong guidance by the Personal Project Coordinator and by an allocated Secondary Teacher who is the students supervisor. Throughout this journey, each student learns to research, reflect, record and evaluate their product therefore the Personal Project is considered to be an excellent opportunity to develop learning skills and as a stepping stone towards Diploma Programme.

Once the report of the personal project is completed, either in written form or as a video recorded by each student, it is assessed through moderation by the Supervisor, Personal Project Coordinator and a final check done by the MYP Coordinator. After this assessment, the students project will submitted to the IB for marking. In return, after also assessing your child's personal project, the IB will publish and issue an official certificate of completion along with the course result of the MYP Personal Project on August 1st 2018.

As grade 10 complete their journey of Personal Project, we are very proud and enthusiastic to host our very first MYP Personal Project Exhibition at Tzu Chi Secondary School between 21 and 23rd March 2018 at Secondary Cafeteria. This also gives an opportunity for current grade 9 to learn the process from grade 10.

We look forward meeting you at the Personal Project Exhibition this month.

Student Samples in progress: MYP Personal Project



Product:
The use of Organic food product in Ice Creams by Michelle Lie

circles.

i was deaf and blind
you were beauty and music
we were running around in circles
useless and pointless.

Product:
Collections of 48 poems in form of a book by Kelly

By Vishal G. (MYP Coordinator)

The Appreciation of Literary Work



Literature appreciation has a role in shaping the character of students and nourish the sense of sensitivity to literature. This is really significant to develop and educate students, to provide a broad insight into the study of literary works, literary history, and literary expression. Studying the theories of literature also requires students to undertake a number of different activities. A genuine understanding of literature is useful for finding the message the author wishes to convey. This is not always easy. Literary works, with all their uniqueness, can be challenging for students in their appreciation activities in schools.

As the answer and as a form of literary appreciation, the Indonesian language and literature students sought to interpret the work into a "stage performance or through the lens". All MYP year levels who studied literature in the classroom were given a task to transfer the story into dialogue and present either a stage performance or a short film at the end. There are various type of the work presented such as "Keluarga Cemara for grade 7", "Toto Chan for grade 8", "Sang Pemimpi for grade 9" and "Orang-Orang Proyek for grade 10". This was a highly successful series of accomplishments by our students!

By Lakasianus Tamnau (Bahasa Indonesia Department)

Literature Activities

Younger MYP students get to enjoy and dissect novels appropriate to their age such as the novels “Flipped” and “Holes”. They also got to create their own rehabilitation centres in the forms of concepts, brochures and persuasive presentations. Meanwhile, upper level MYP students worked with the topics of food and Greek mythology. They made exciting videos and wrote meticulous reviews about food as well as exercised their creativity in crafting their own myths to explain natural phenomena without resorting to science.

Our IB Diploma Programme Language Acquisition students dealt with science and technology in relation to social relationships, health and ethics. They also were involved in a number of very good debate sessions where much fun and learning took place from each others perspectives. Students in the IB DP Language and Literature class explored the issue of feminism through the play “A Doll’s House” and walked through the streets of Dublin through James Joyce’s classic short story anthology “Dubliners”.

By Yani Susanti (English Department)



Model United Nations (MUN)

A group of Grade 11 students participated in the SIS PIK Model UN on 9 March. Model UN is an inter-school conference where students roleplay as delegates representing various countries to resolve global issues. In preparation of and during the conference, our students developed their research and communication skills, knowledge of contemporary issues of global importance, and ability to resolve issues using creative thinking and reasoning.

Our students represented the United States, Germany, Burundi, Dominican Republic, Netherlands, Philippines, and Nigeria. They discussed the issues of toxic waste pollution in the oceans and modern day slavery, specifically human trafficking. They worked with over 100 students from 30 schools to come up with solutions to these problems.

As IB Learners, our students exhibited many attributes of the IB Learner Profile. They communicated effectively with peers, they demonstrated risk-taking through their public speaking, they showed open-mindedness while listening to others’ ideas, and developed principled solutions to issues through inquiry and reflection.

By Ryan Kiefer

Biotechnology Club

In Term 3, science students from the grade 7 biotechnology club have been involved in some exciting activities such as the preparation of bacteria and fungi culture media, preparation of yogurt and the extraction of DNA from strawberry fruit. Students have been enthusiastic with these activities, as can be seen from the photographs, and have gained much hands-on experience of important scientific techniques.

These activities are aimed at developing practical skills among students in the science department and will also broaden their understanding of application of scientific knowledge. It is envisaged that the club will engage more students in the coming years. The experiments carried out will enforce some of the ideas discussed during normal lesson periods.

By Angus Stewart (Science Department)



Sport Competitions

In term 3, students learned about a striking and fielding game which is a new unit that we introduced and developed in Tzu Chi as an alternative sport that can be played to improve our awareness of being healthy by doing some fun activities. This game will also be played in Tzu Chi Sport Competitions. The concept of this game is a team game that consists of 2 teams who play in different roles; the striking team needs to strike the ball and run in designated areas and return back home safely to get the point, and the role of the fielding team is to try and stop the striking team getting the point by catching them out before they reach the safe areas. By playing these games, students learn the key skills and tactics for games such as Baseball, Cricket and Softball. In addition to this unit, they also undertake a swimming unit and a badminton unit.

In Term 3, our Futsal boys' team, a Basketball boys' team and a Basketball girls' team participated in Springfield school Cup. The girls' football team will play in the SPH Cup this term break, 12-24 March. This is an external event that supports students' knowledge and experience to make them become better in all areas. Students will get great motivation from this event which will help improve their mental strength whether they win or lose.

By Roberts Aditya (PE Department)

