



MESSAGES FROM THE LEADERS



Welcome to our third newsletter. It has been encouraging to see the learning spirit shown by our students and teachers, despite the challenges we still face with the fast spread of Omicron. Regardless, learning continues and so is our pursuit for improvement and development.

There is a quote by Chinese Philosopher, Lao Tzu, that goes like this: *“Resisting change is like trying to hold your breath. Even if you are successful, it won’t end well”*. As the world evolves, everything else has to adapt to the modern world, e.g. technology, medicines, and of course education, which is the foundation of them all. If I ask, would you let a doctor, whose knowledge and training was not up to date, diagnose you? I am quite sure that you will not risk your life to be treated by that doctor. That is why here at SGIA we strive to continuously improve our teaching and learning process through professional development. The latest research we have been made aware of by the Primary Years Programme, focuses on developing a sense of **Agency**. According to Bandura (1986), *Agency is the ability to regulate and control one’s own*

cognition, motivation and behaviour through self-reflection. It is the power to take action (Bandura; 2006,p:3). Agency is not something teachers can teach students, rather it refers to how we create stimulating and engaging learning environments; students are allowed to question their own learning, take actions as a result of their learning and perhaps suggest a change in the direction of their own learning in class. It could also be about providing students with opportunities to follow their personal interests (giving them a ‘voice’), within their units of inquiry or encouraging them to apply their knowledge in real-life situations. Teachers have been incorporating these strategies to help build student agency.

Parents, as our partner in educating all students, have an important role to play in developing a sense of ‘Agency’. Allowing students to make a choice is not the same as allowing them to do whatever they want. Instead, engaging them in decision making will allow them to share what they may have learned at school and apply it to their daily lives. Some simple things you can do, for example, you can include your children to organise a weekly menu for dinner, decide the kind of food that is healthy and liked by everyone. Let younger children make a choice of how they would want to spend their weekend (when the situation with covid permits - parents can give some choices that are suitable for them and manageable for parents and let them choose), or what to wear. Allow them to prepare for their own snacks, if possible, supervised by an adult. Older children can help suggest the kind of exercise you can do as a family, choose a holiday destination (depending on the budget, parents can determine a specific island, region or continent) and let the child/ren do their own research to find one destination to suit the budget.

As parents, we will not always like what our children choose, but the thinking process they do will help them make the right choices. We can teach them to make sure that their choice is appropriate, safe and manageable. It may be difficult to ‘let go’ of our control as parents, but unless we give our children opportunities to make decisions for themselves, make a mistake and learn from that mistake (see my previous article on ‘Growth mindset’), they may find it challenging to think for themselves and become self-regulated, responsible learners in the future. Thank you for your continued support.

Ms. Mida Abdul
Academic Director



Healthy Eating for School-Aged Children

<https://www.safefood.net/healthy-eating/family-health/healthy-lunch-ideas>

Good Nutrition helps students show up at school prepared to learn. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. Studies show that malnutrition leads to behaviour problems and that sugar has a negative impact on child behaviour. However, these effects can be counteracted when children consume a balanced diet. Healthy students are better learners, and academic achievement bears a lifetime of benefits for health.

Many children seem to be 'fussy' about eating fruit and veggies. You can help by being a healthy eating role model. If your child sees you eating a wide range of vegetables and fruit, your child is more likely to try them too. It's fine to offer your child snacks, but try to make sure they're healthy. Fruit and vegetables are a good choice – for example, thinly sliced carrots, cucumbers and others.

The same goes for dessert at the end of a meal. Sliced fruit or yoghurt are healthy options. If you want to serve something special, try homemade banana bread. Save the seriously sweet stuff, like cakes and chocolate, for special occasions like birthdays.

Several studies show that nutritional status can directly affect mental capacity among school-aged children. Deficiencies in vitamins and minerals negatively impact mental processes involved in gaining knowledge and comprehension as well as inhibit cognitive abilities and mental concentration. Additionally, amino acid and carbohydrate supplementation can improve perception, intuition, and reasoning. There are also several studies showing that improvements in nutrient intake can influence the cognitive ability and intelligence levels of school-aged children.

For those reasons, I encourage you to help prepare more healthy snacks for our students to bring to school. It is also helpful to prepare a good portion of snacks and lunch so that food waste can be minimized.

Try these sample menus for your kids.

<https://www.verywellfamily.com/healthy-snacks-preschoolers-can-make-4136184>

<https://www.scrambledchefs.com/35-tasty-mom-approved-kid-friendly-snack-recipes/>

<https://www.safefood.net/healthy-eating/family-health/healthy-lunch-ideas>

Here is a digest on Healthy Living Guide published by Harvard's Department of Nutrition

<https://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2022/01/HealthyLivingGuide21-22.pdf>

Sources:

<https://www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/>

<https://yourkidstable.com/the-super-easy-healthy-school-snack-list-with-printable/>

https://www.cdc.gov/healthyschools/features/eating_healthier.htm

raisingchildren.net.au

Mr. Chris Dumo
Primary Principal



WHAT IS ACADEMIC INTEGRITY?

In this fast changing world, with billions of websites online today, we can easily find information through the internet. Using the search engines, all you have to do is type one or two keywords, and the search engine will look for relevant websites.

As a consequence, we can easily copy, download and transfer any information from the internet; sometimes without acknowledging the resources. In SGIA, students learn how to collect information from the internet to develop their research skills and to support their inquiry process. At the same time, we also develop the culture of academic integrity. In a simple way, academic integrity means we do our own work, take responsibility for our learning, acknowledge and respect other people's work. It is about honesty and moral principles and values, that encourage members of the school community to carry out tasks without cheating, plagiarising, lying, stealing, giving or receiving unacknowledged assistance from another person, or using sources of information without appropriate acknowledgement (SGIA Academic Integrity Policy, 2021).

Teachers, students, parents, have their own roles to establish the culture of academic integrity. Teachers model academic integrity practices and design inquiry-based assessment tasks that enable students to build their original and creative thinking. Parents can support their children by:

- Monitoring children's work at home and ensuring the children operate within the definition of academic integrity.
- Ensuring that excessive or disproportionate assistance will not be given to the children to complete their work, projects or any other tasks.
- Addressing an issue of academic malpractices in which their child may be affected.

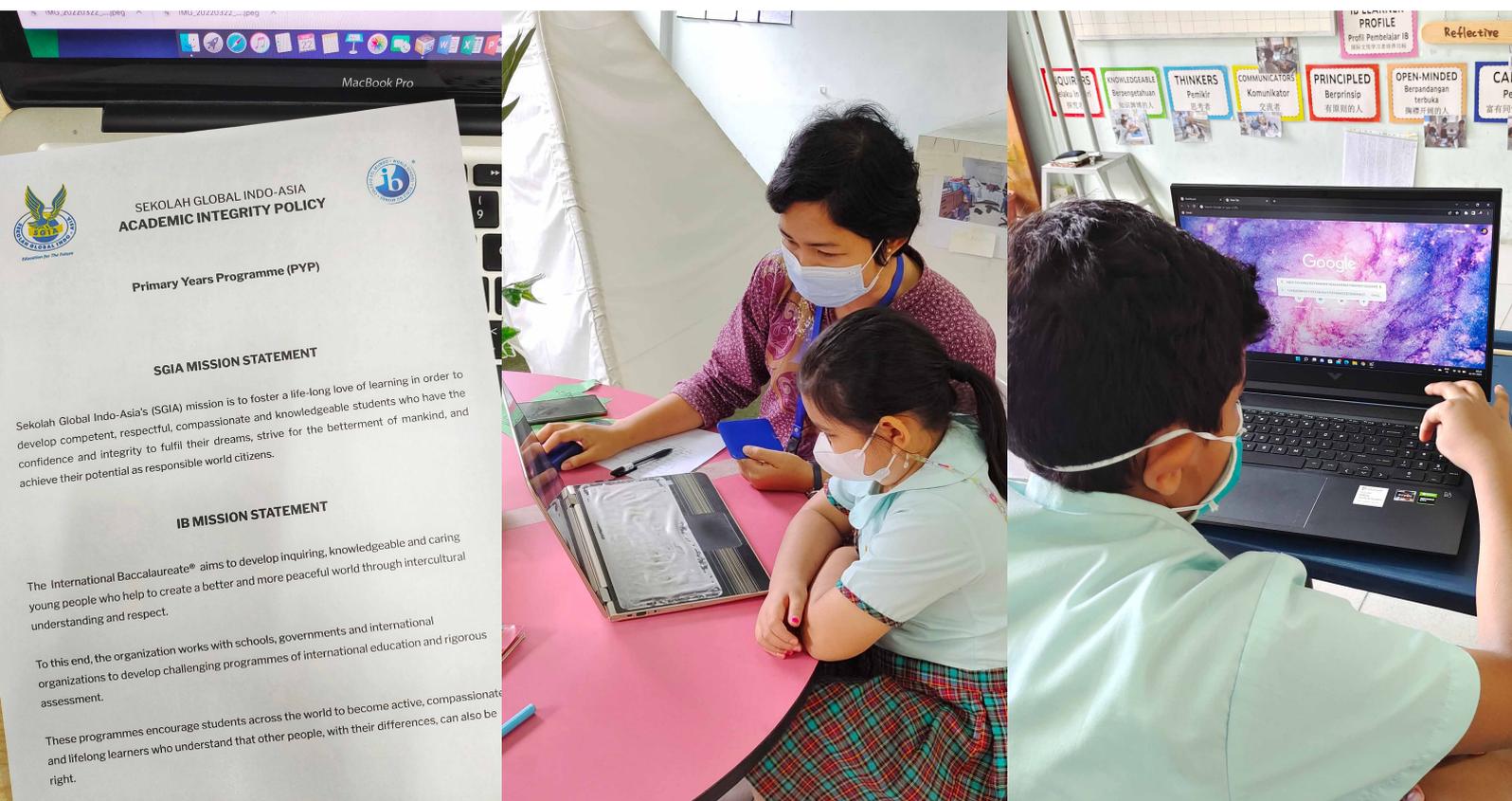
(SGIA Academic Integrity Policy, 2021).

The culture of academic integrity is aligned with the **IB Learner Profile attribute "Principled"**. We **encourage every member of our school community** to act with integrity and honesty, with a strong sense of fairness and justice; for us to have respect for the dignity and rights of other people, and to take responsibility for our own actions.

Please go to our school's website to read our policies:

<https://www.sgiaedu.org/school-policies>

By: Ms. Peggy Ratulangi (PYP Coordinator)



PYP EXHIBITION UPDATE

Grade 5 PYP Exhibition is underway and this event will take place on 7 and 8 April 2022.

The PYP exhibition is an event where students have the opportunity to share their understanding of a real-life issue or topic they have inquired about. The PYP exhibition is a requirement from the IB for all students in their final year of primary schooling. As part of the exhibition, students will be encouraged to explore a particular issue of their interest and help solve problems that may come with it, as a way to apply what they learn at school, to contribute to the school community and beyond. This experience reflects the importance of ‘taking action’ within the PYP philosophy in our attempts to create a better world (IB mission statement). Students will document their understanding of important topics and collaborate with students, teachers and other community members, which will lead towards the development of international-mindedness, critical thinking and the attributes of the IB learner profile.

Currently students are working on their research to find more information about the issue in order for them to find the answers and decide what actions they will take to help the community. We extended the issues they covered to include the Sustainable Development Goals, which are a call for action by members of the United Nations. Some examples of the goals are: Zero Hunger, Quality Education, Life on Land, Gender Equality, to name a few. Students work on the basis of ‘Think globally, act locally’, for them to determine the kind of actions that can make a difference and inspire others to do the same. We are looking forward to seeing the different kinds of actions students take and we will be exhibiting those actions during the two day PYP Exhibition in April.

By: Ms. Dian Anggraini (Associate PYP Coordinator)



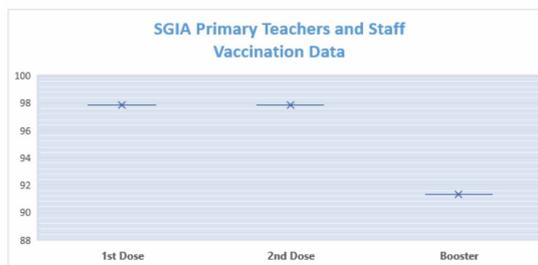
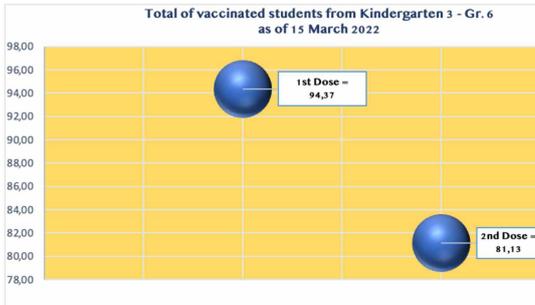
VACCINATION UPDATE

In the Joint Decree (Surat Keputusan Bersama) of four Ministers in 2022, it is stated that the school can implement the face to face learning with 100 percent of the number of students if the achievement of vaccination of dose 2 of teachers and education staff is at least 80 percent.

Meanwhile, the Covid-19 vaccination for students aged 6 to 11 years has officially started on 14 December 2021. This vaccination is expected to be a big asset to accelerate the recovery of learning during the Covid-19 pandemic. The students' vaccination is not a requirement for the implementation of limited face to face learning, however, it supports the safety and security of students so that they can study well at school.

The Primary department of Sekolah Global Indo-Asia fully supports this program. It is highly encouraging to see the data of vaccinated students, teachers and staff of Sekolah Global Indo-Asia (figure below). Thanks to the Ministry of Health and the Ministry of Education for prioritizing teachers and staff working in the education institution to be immediately vaccinated. Our utmost appreciation as well to the local Puskesmas which has provided a convenient way for the students to avail themselves of their COVID 19 vaccination without undergoing the hassles of queuing. We would also like to thank parents for their support in this vaccination program for students.

Here is the updated data of the vaccination status of SGIA:



| Teachers and Staff (Primary Department) | | |
|--|----------|---------|
| 1st Dose | 2nd Dose | Booster |
| 97,83 | 97,83 | 91,3 |

By: Mr. Daniel
(Kepala SPK TK - SD
Global Indo-Asia)



LEARNING HIGHLIGHTS

KINDERGARTEN 2A

Play-based learning provides opportunities for young students to develop their skills, well-being and inquiry through play. Kindergarten 2A students were involved in planning, constructing their own learning experiences and organizing their own learning space, as seen in the photos. These experiences helped them learn to make decisions, collaborate with others and think critically about what they need and want in the creation of their learning spaces. Students also learned to investigate symbols, signs and logos that can be found around the school premises. We developed our literacy and numeracy by finding words through reading groups and learning counting strategies through games. Students welcomed the chance to finally be able to play outside in the playground and enjoyed Physical Education lessons conducted outdoors. *By: Ms. Linda and Ms. Monique*



KINDERGARTEN 3B

K3 Students had a great adventure while investigating 'Minibeasts' in our fourth unit of inquiry. This unit started with their wondering about 'what is minibeast and what does it look like?'. With these questions, we started our school tour to find and observe the minibeasts around our school area. We record all of our findings in our 'Minibeast Booklet'. We analyzed our findings and we were amazed when we discovered the body parts of minibeasts have different functions. We experimented to find out how the ants take their food and how they bring their food into their house. Ants are very organized minibeasts and the experience observing them helped us learn to be organized and responsible. We continued our research and found out about minibeasts' habits in their habitat. We concluded our research and learned that minibeasts play an important role in our environment. We took action by making posters and stories (puppet shows) to let people know about the importance of minibeasts in the ecosystem. We continued improving our communication skills and showed caring towards the minibeasts by presenting our works to others in our school community. *By: Ms. Mery and Ms. Heni*





GRADE 1B

For the fourth unit of inquiry, we are inquiring about our personal histories and ways to find out our histories. Our inquiry began with a guessing game as a provocation. We used our teachers' old pictures when they were small or younger and asked the students to guess who they are now. It helped us to start our learning about 'Timelines'. We can also find out people's histories by interviewing them or other people who know them.

We learned how to better formulate questions for our interviews when asking about a person's personal history. We continued to develop our research skills by doing some research about some famous people and their roles in our history. We explored the concept of 'change' by finding out that cultural tradition has changed over time in people's history and how we have changed throughout our own timeline. By making our own timeline and family tree we understood that different people have different timelines and different family histories which helped us understand the concept of perspective. Through the whole process of this learning journey, we strived to be inquirers and open-minded learners. *By: Ms. Sarma & Ms. Nicole*

GRADE 4B

In this unit, the Grade 4 learners continued to develop their *thinking, research, and communication skills*. This was evidently demonstrated through different subjects integration. For example, in the unit of inquiry and Bahasa Indonesia: students learned about organisations in local and global areas, the purposes of organisations and how they meet the needs of people. One of the approaches was interviewing the person in charge of RT/Rukun Tetangga (neighbourhood association) or RW/Rukun Warga (citizens association). Students created the questions based on their inquiries and conducted the interview. Some of them chose to interview their housing complex ketua RT or ketua RW, and some of them chose to interview our teachers who have the role of ketua RT or ketua RW.

Students gained new knowledge about the functions of organisations from various resources and implemented it to create their own organisation (in a team). Their organisation was connected to an issue or a problem in their surroundings as they tried to solve it. The process of founding an organisation started from gathering individual concerns to creating an organisation's vision and mission. Discussions, research, and reflection happened during this process until they came up with three major points to prepare to form an organisation. Then, they communicated their vision to all members to assign responsibilities e.g., developing the organisation website, creating the organisation's flyer, and producing the video of the organization.

From this learning journey, students learned to become *communicators, open-minded* and *reflective* as they shared their ideas, understand others' perspectives, and set their goals for future learning experiences. *By: Ms. Leli*



RELIGION (BUDDHISM)

Mental health is as important as physical health. The body needs nutritious food, adequate exercise, and a healthy lifestyle. Our mind also needs to be taken care of to contribute to a calm, wise, confident, caring, cheerful and happy individual with a healthy well being.

Indicators that show a decline in mental health are: easily angry, easily bored, moody, sad, ignorant and other negative things. In Buddhism, we use prayer and meditation as a means to develop mental health for our students.

In every Buddhist lesson, we always start the lesson by praying and meditating for about 10-15 minutes in each meeting. In our prayer, we meditate and recollect the Buddha's wisdom and contemplation of ourselves, while recalling the five basic rules of Buddhism (Pancasila Buddhist). We also pray for all human beings to be free from any pain and misery.

During our meditation, we learn to develop gratitude, love for ourselves and other creatures, learn to be patient, respect, develop calmness, release tension, release stress and develop relaxation, focus for some time, control and to know ourselves. Through prayer and meditation, Buddhists aim to detach the mind from worldly interests and selfish concerns. In this way, prayer functions to free the mind from mundane thoughts, worries and anxieties so that the practitioner can reorient himself towards attaining calm, peace and enlightenment.

Considering the importance of meditation, we certainly hope that prayer and meditation are not only done at school during Buddhist lessons but also at home and in the monastery (specifically for Buddhists). We hope the habit of meditation can be also extended to non-Buddhist people as the practice of meditation is proven to be beneficial for all ages. May happiness be with you all. *By: Mr. Suparman*



MUSIC

In the music lesson, we learned how to read the musical notes for singing and playing musical instruments collaboratively. We are practicing and exploring 'Santoki' song, a song from Korea. As risk-taker students, we have performed this song as a group. We sang and played musical instruments such as bongo, shakers, drum, keyboard, triangle, and xylophones.

By: Ms. Chyntia





PHYSICAL EDUCATION

Physical Education (PE) is a subject that all students enjoy doing and participating in for obvious reasons; we get to move around, play games, exercise and have fun!

In every class, students show good participation and engagement in a variety of physical exercises. Even though until now all PE lessons are conducted in the classroom during this pandemic, however, students can still learn to develop their PE skills (jumping, throwing, catching, running and body coordination) and their fitness, through simple and fun games, and gymnastics.

In the past term, students from different grade levels learned the importance of warming up and different types of games (individual and team games) to help develop cooperation, sportsmanship and safety awareness. These are important factors to contribute to the development of the IB learner profile attribute 'Balanced'. Students learned to understand how exercise should be part of our lifestyle to have a healthy mind and body.

By: Mr. Riandi



VISUAL ARTS

As Picasso said, "Every child is an artist. The problem is how to remain an artist once we grow up".

In K3, students learned how to create 3-dimensional artwork using the paper-mache technique. First, we discussed the differences between 2D and 3D artwork/sculpture, then they observed some artwork in their surroundings. The students started the creative process by planning or drawing the object; they were given choices to create any object they were interested in. Next, they explored some materials in the classroom, such as cardboard, plastic balls, and newspaper, followed by making the base for their artwork. The next stage was to use the paper-mache technique by covering the base with layers of paper. Finally, students painted their artwork using the colours of their choices. Our K3 students enjoyed the process and were enthusiastic to learn the technique. They demonstrated a lot of creativity and thinking skills in the process of making the artwork. *By: Mr. Apen*



SCHOOL EVENTS



CHINESE NEW YEAR CELEBRATION 2022 YEAR OF THE TIGER

After two years of a quiet celebration, SGIA ushered in the Year of the Tiger with a big bang! The Lion Dance made a big difference in welcoming the lunar new year. Students were very happy to give Hongbao to the 'Lion' during its visit to their classrooms.

It was such a joy to see the decorations around the school and educational activities for students with the twist of fun, courtesy of the elementary classes doing the CNY Tiktok dance craze.

Next, we revealed the results of the Best-Decorated Classroom competition. All classes participated in the Best Decorated Classroom competition. Both students and teachers worked together and put in their finest efforts to put up the festive decorations to brighten up the classrooms.

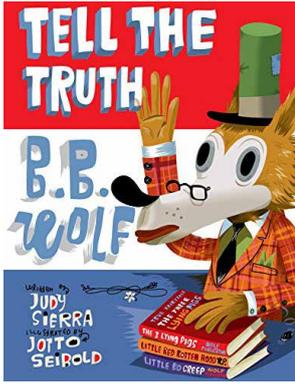
All in all, it was a good feeling to have a 'semi normal' celebration for CNY this year.







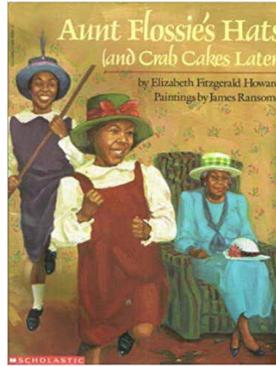
BOOK RECOMMENDATION



LOWER PRIMARY

Big Bad Wolf's first visit to his local library (as related in *Mind Your Manners*, B.B. Wolf) was such a success that he returned to tell his version of "The Three Little Pigs." His outrageous spin on the tale draws skeptical remarks from his audience: "Is the wolf's nose getting longer?" asks Pinocchio. "It's

a cooked-up, half-baked tale," snaps the Gingerbread Boy. And "Tell the truth, B.B. Wolf!" squeal the Three Little Pigs. Caught in his own lie, B.B. explains that he is a reformed villain: "Now I'm begging on my knees, Little Pigs, forgive me, please!" How B.B. turns his bad old deed into a good new one provides a happy ending to this fun-to-read fractured fairytale.



UPPER PRIMARY

A cultural story with no boundaries. A story of family, family fun, memories, and what families like to do. Be together and eat. The children and great-great-aunt enjoy time together, company, stories, and food. The girls were their great-great aunt's hats each one having a story. It is such joy that sometimes the

girls want to tell the story. A great story to learn about multicultural.

TOP BORROWERS FOR THE THIRD TERM



Hizkia N. P. Dasalak
Kindergarten 3



Annisa
Grade 1



Jose Jonathan
Grade 2



Boa Annabelle Hodge
Grade 3



Chloe Celine Carolina
Grade 4



Sanskriti Mehta
Grade 5

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