



THE YIS NEWSLETTER

ISSUE 4 : DECEMBER 2020



LETTER FROM THE PRINCIPAL

Dear YIS Community,

The end of 2020 marks a time for reflecting on the challenges and successes of the past year. There is power in reflection. It invites us to mindfully examine our practice, focusing on improving student learning and whole-school collaboration.

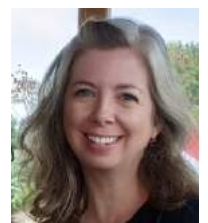
As school leaders, one of the conclusions we have drawn is that the unprecedented challenges posed by the pandemic have enhanced our community's resilience. We understand that resilience describes the process of positive adaptation in the face of considerable adversity in life. In the school context, academic resilience builds student capacity to manage a variety of challenges and cope with the unexpected.

During this unprecedented time, our resilient students are thriving academically within a blended learning environment that embraces both online engagement and individual consultations with teachers. Our teachers are adding innovative tools to their 'tool kits,' while implementing the latest strategies of ePedagogy. At the same time, our parents are actively supporting their children from home, maintaining strong partnerships with the school and ensuring the continuity of education for their children.

With this increased resilience and shared commitment to quality education, there are also challenges we have yet to overcome. So we adapt. Through our ongoing individual and small group consultations, teachers are emphasizing project-based learning, science experiments and product design. On any given day, students are participating in private music lessons and individual oral examinations. They are creating digital portfolios, woodcut art, and hand-made puppets. Physical exercise and play is encouraged and supported through non-contact activities, such as badminton in our gymnasium. These adaptations are proof of our growing resilience.

The year 2020 has certainly demanded more from each of us and I am proud of our community for its show of strength and solidarity during difficult times. Thank you to all YIS students, parents, teachers and staff for your continued dedication. I wish each of you a safe, healthy and happy 2021!

Yours,
Kimberly Kingry
YIS Principal





UPCOMING DATES

- 18 December Last day of Term 2
- 21 December Term Break begins - no classes for students; YIS Front office remains open.
- 24 December YIS Front Office closed for national holidays; dates and hours TBC
- 13 January Start of Term 3; Classes resume
- 15 January Term 2 Reports sent home; PTC scheduled, by request (in person or online)

COMMUNITY ANNOUNCEMENTS

Upcoming Virtual Science Fair in the Primary

Stay tuned for more details about how to attend this exciting event, scheduled for Wednesday, 16 December! The students of Grades 3, 4, 5 & 6 are hard at work, inquiring into a range of scientific concepts and topics, in preparation for a virtual exhibition of their learning. Below is an overview of some of the topics we have to look forward to:

- | | | |
|----|----------------------|--|
| 1. | COLBY & MEHUL | :SOUNDWAVE EXPERIMENTS |
| 2. | AASHINI & HIRITIK | :WATER PRESSURE IN DISPENSERS |
| 3. | TARA , ANANYAA & DEV | :ELEPHANT TOOTHPASTE CHEMISTRY |
| 4. | REIHANA & SOUHA | :FERMENTATION PROCESSING IN MAKING TEMPE |
| 5. | SHANIA & SAUMYA | :THE PHYSICS OF ROCKETRY |
| 6. | HAKAN & RYU | :VOLCANO RESEARCH |
| 7. | OLIVE | :DINOSAUR EXPLORATION |

REMINDER: CAMPUS USE FOR YIS FAMILIES

All YIS families have the full right to use our outdoor facilities, as well as the indoor basketball court, for the purpose of recreation and enjoyment. Our students and their parents are welcome to enjoy this privilege, as members of the YIS community. We hope you will take advantage of this beautiful, open space.

At this moment, however, we must follow a strict set of regulations which pertain to the containment of Covid-19, as set by the government:

- Only YIS family members may have access to our campus facilities.
- The campus is open to YIS families during after school hours and on weekends, between the hours of 06:00 and 18:00.
- Students within the same 'self-isolating family group' can play contact sports, like basketball, together in our GYM.
- Students from different families may not gather indoors to play together

Again, it is our strict policy that only YIS students and their families are permitted to enter the facilities. This is a normal security precaution in any school. As we find our way together through this 'new normal,' we also look forward to a brighter future for our families and our children.



SPOTLIGHT ON INDONESIAN NATIONAL HEROES DAY

To commemorate the historic day when Indonesian youths gathered to pledge that they were one homeland, one nation and one language, the YIS Indonesian language department held a virtual celebration of Sumpah Pemuda. This event was held on the 10th of November 2020 - on the same day that the Indonesian people commemorate the National Heroes Day or 'Hari Pahlawan.'

As a student-led event, hosted by the MYP Year 4 students, this celebration engaged a wide-range of participants, including MYP students from other grade levels and teachers across all divisions. The Grade 9 enthusiastically shared their knowledge of Indonesian culture and concluded with a QUIZ for all participants. The efforts of these student leaders effectively nurtured our community's international mindedness - which is so important within the context of an international school where diverse cultures, languages and values are represented. YIS students are demonstrating their appreciation of our differences, while learning more about each other and our host country. We are looking forward to the next inspiring, student-led event!



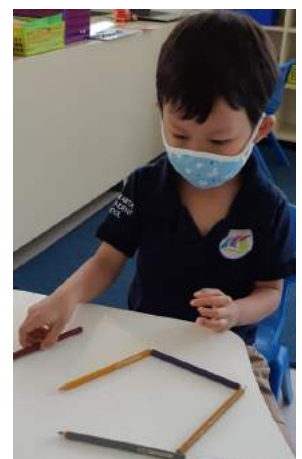
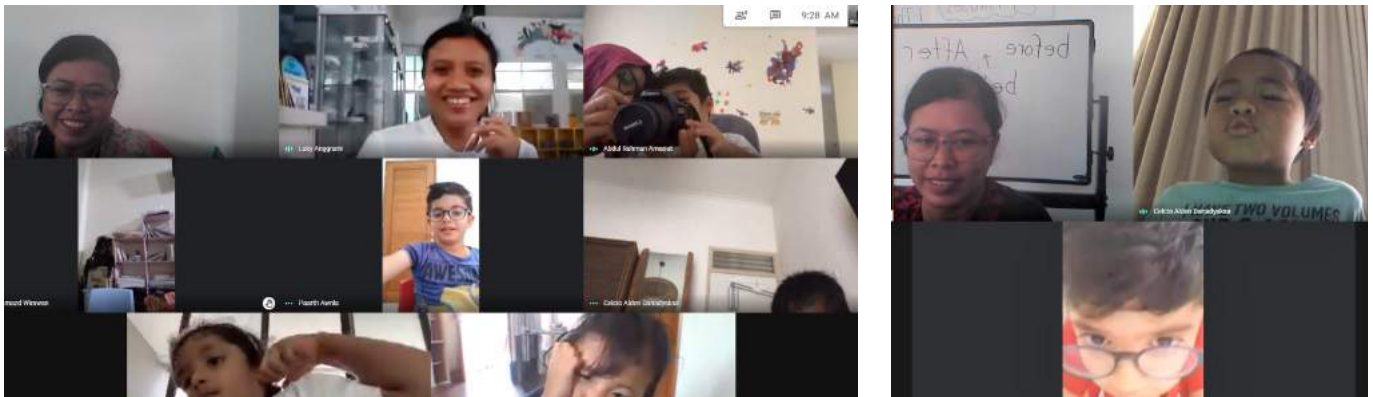


PRIMARY YEARS PROGRAMME

EARLY YEARS

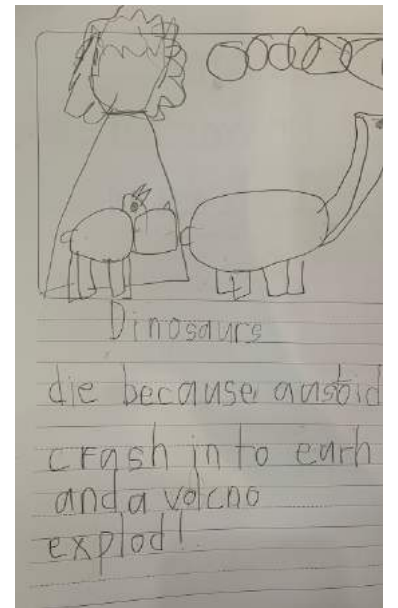
Early Years is having a great time doing both online and offline meetings. The students are getting more excited when it is their turn to come to school and have different activities with teachers and friends. In Early Years, we are learning about 3R (Reduce, Reuse, Recycle) and we want to be 3R Heroes who can help our environment happy by doing small things at our homes and school! We can save energy and water and sort garbage that we can reuse and recycle. The students are continuing to take actions to keep the Earth always smiling!

We love to see the Early Years students' enthusiasm in learning. Preschool and Kinder A are reviewing numbers 1-10 while at the same time reviewing letters A to J. During their playing time, the students are also learning some basic math concepts, such as front-back; before-between-after; push-pull, and many more. Kinder B are learning how to spell and read the short "i" words family and the concept 'between.' The children are proud to now be reading simple sentences! Besides learning, the children are cheerful and enjoying their time playing in the classroom during consultations.





PRIMARY YEARS PROGRAMME



GRADE 1&2

Grade 1 and 2 have been learning about Dinosaurs and some extict animals. They were really excited to know what happened to the dinosaurs! We also took a virtual field trip to a dinosaur museum where they had an oppurtunity to see different kinds of fossils and dinosaur bones. In math, Grade 1 and 2 have been learning about the calendar and keeping time. They even made their own clock faces to practice telling the time. In English, they learnt more about fiction and non fiction books, especially the different parts of non fiction books. The students are excited to come to school, while strictly following our New Normal protocols by limiting the number of visiting students inside a classroom space. They cannot wait to meet their teachers and friends!



PRIMARY YEARS PROGRAMME

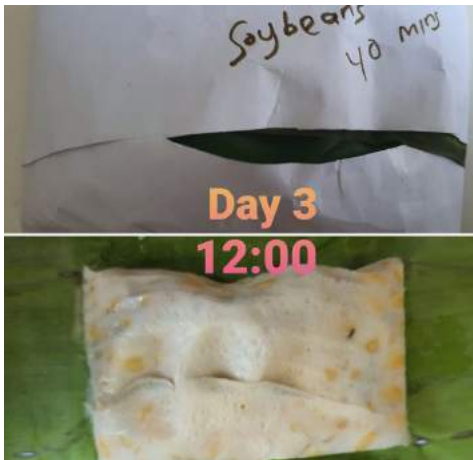
GRADE 3 & 4

Grade 3 and 4 students have explored the types and effects of human migration during UOI lessons. Developing their creativity, they have built a pop-up map showing their family migration history. In English, they have started to become great authors by composing entertaining short stories, ranging from family, friendship, games to horror themes! Besides working on Animal Migration Maps, they have conducted some special experiments, including the Chromatography Butterfly, Seed Dispersal, and Hand Sanitizer Project during Science face-to-face sessions. It is exciting to see how they have presented a Healthy Package consisting of bottled hand sanitizer and stunning face masks they have creatively designed. They have also become true inquirers as they were busy preparing for the upcoming Science Fair, scheduled for the end of this Term. Exploring such concepts as radio sound waves, chemical reactions of elephant toothpaste, and vacuum pressure in water dispensers, Grade 3 & 4 are ready to become young scientists!





PRIMARY YEARS PROGRAMME



GRADE 5 & 6

Grade 5 & 6 students have completed their individual research on exploration, working on the topics of underwater, space, medical, and historical exploration. They have also explored the history of the Age of Discovery as well as the cause and effects of human migration around the world. Developing their communication skills through writing, they have worked on biography compositions of famous explorers, scientists and even fictional figures during English. In Science, they have been working hard on the Science Fair preparation. Being genuine inquirers, they have worked to properly carry out their scientific methods. Some of the topics for our upcoming Science Fair include the natural culturing and controlled fermentation process of Tempe, volcanic eruption modelling, dinosaurs research, and rocket science!

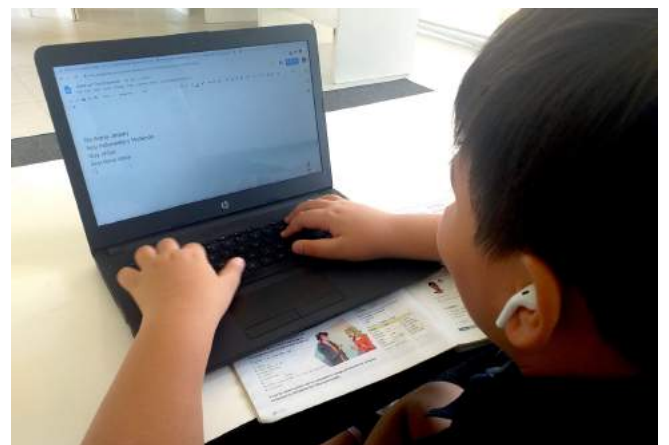


MIDDLE YEARS PROGRAMME

GRADE 7 - LANGUAGE ACQUISITION

In **French class**, our students grade 7 have expanded their vocabulary about food and beverage sharing their likes and dislikes in French. Moreover, they refined their newly gained knowledge by independently working on weekly varied worksheets. In the **Indonesian Language Acquisition** class, students have learnt about the Indonesian traditional cuisine (Rendang) and the Indonesian traditional house (Rumah Panjang). They enrich their vocabulary about Indonesian spices and local wisdom for building a house.

In Spanish Language Acquisition, we are exploring the topic of DNA, while speculating if personality might also be influenced by genes. At the same time, students are learning new vocabulary, such as adjectives to describe people's characters and physical appearance and verbs to demonstrate actions. We are also undertaking a review of how to structure simple sentences.





MIDDLE YEARS PROGRAMME

GRADE 8 - FACE MASK DESIGNS FOR A NEW FUTURE.

Whether we like them or not, face masks are here to stay and we have to learn to live with them. So how do you adapt with this new product and develop an assortment while still meeting people's needs? How do you create an accessory which represents us and protects us?

Design is there to allow us to satisfy our needs while giving a new dimension to fashion trends. The mask made history and begins to interest more and more clothing brands and haute couture. After noticing the trend on social media and on the streets, many designers have started creating face masks in a variety of patterns, colours and styles.

To start this unit about face masks, Grade 8 looked at original masks from creators and analysed them in order to identify the positive and negative points. This enabled them to understand this new trend and to question the important points of a mask to be reused for the project.

Analyzed Using ACCESSFM

LEAF Transparent Mask

The World's First Transparent n99+ HEPA Filter Mask with UV-C Self Sterilisation

Aesthetics
The mask is **almost fully transparent**. Its shell shaped that covers a lot of the **mouth and nose**. Although the mask's cover is transparent, the **filtration systems cover a portion of the mask**.

Cost
The cheapest 'HEPA' pack is priced at **\$48**, the 'UV-C' pack **\$89**, and the 'PRO' pack at **\$150**. Even though this is an exceptionally **high price for a face mask**, the fact that **one mask alone could be used for over a month is worth the purchase**. Also, the mask guarantees **high performance filtration**.

Customer
Considering the mask comes in **four different sizes**, anyone ranging from a **child to adult** could use the mask. The transparent mask allows all people to **show emotion** and can be very **important for lip-readers**. Also, the transparency allows people to **unlock their phone through face recognition**.

Environment
All parts of the mask from the frame all the way to the filters are **100% recyclable and reusable**. Also, the built in UV-C light filter allows the mask to be **used for up to a month**, resulting in **less damage in the environment**.

Safety
Because of the **included filters** and the **mask's full coverage on the mouth and nose**, this mask is **much safer** than regular paper and fabric masks.

Size
The mask covers the **mouth and large portions of the nose**. The transparent **strap** that connects it to the ears are actually **quite large**.

Function
The product consists of **state of the art filtration technology**. The HEPA filter blocks **99.99997% of 0.3 micron particles**. The mask also consists of **UV-C sanitisation technology** that destroys bacteria and viruses.

Material
The main covering of the mask is made of **biocompatible recyclable silicone rubber**. The mask's structural frame is made out of **polycarbonate**. All of these parts (including the built in HEPA filter) are **100% recyclable**.



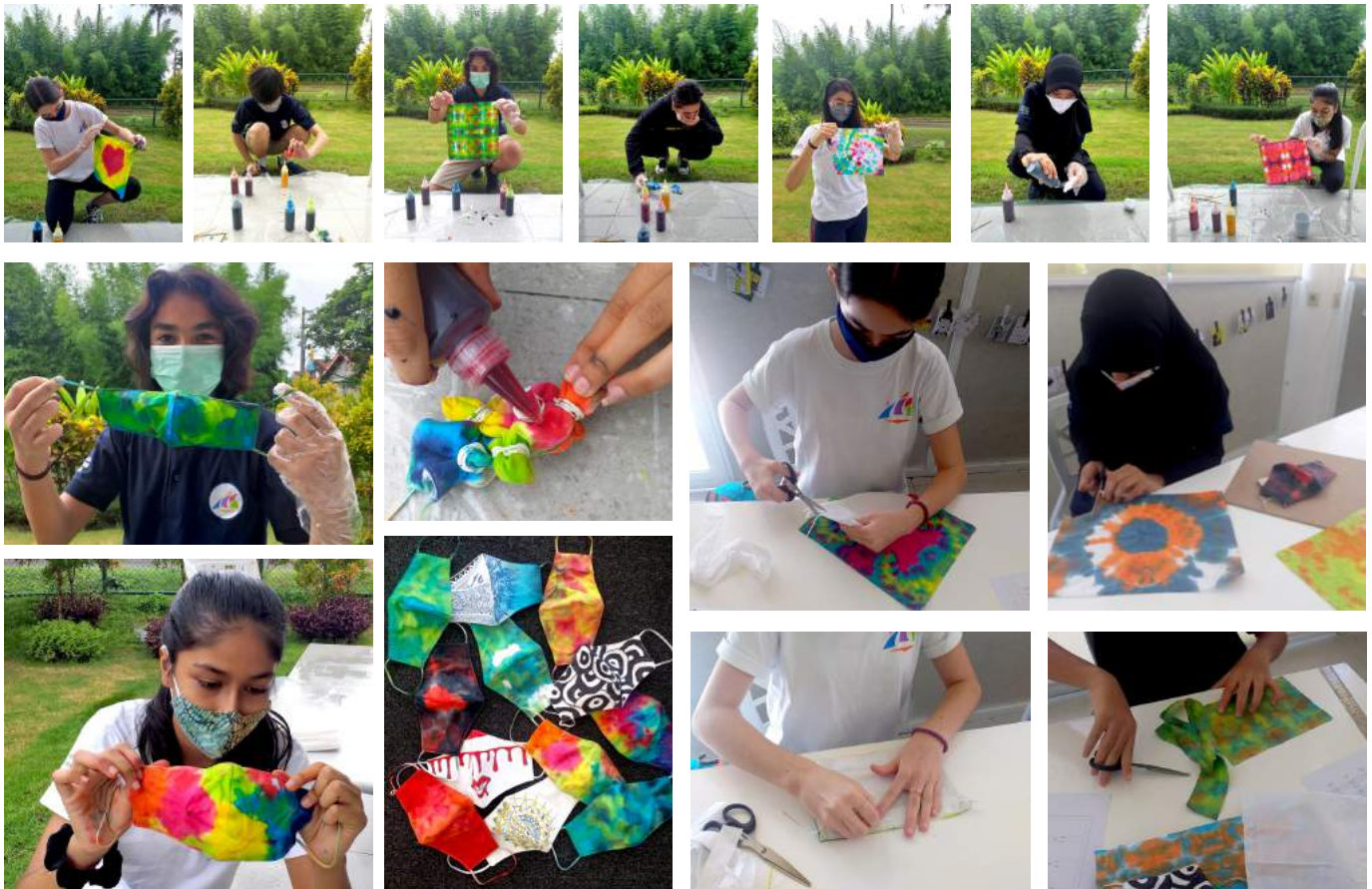
GIR Silicone Face Mask

A Aesthetic: There are color options for the mask. It is designed as a neutral surgical mask. In the middle of the mask there are holes.	S Size The mask comes in sizes of small, large and medium for both men and adults so it fits for all.
C Cost The product costs \$10 for 1 1/2 which consist of the mask and the filter.	S Safety The mask was made with medical grade silicone. It is safe to use with the filter on.
C Customer The mask was made for adults and kids. It can mean for any specific gender or age.	F Functions Behind the mask the filter must be checked for many use. It would be better if the filter was already on the mask and it would not be shipped.
E Environment The mask itself is reusable but the filter of the mask must be used after single use.	M Material The mask was made with silicone and the filter is made of polypropylene, an outer layer of polypropylene and an inner layer of polypropylene.





MIDDLE YEARS PROGRAMME



GRADE 8 - FACE MASK DESIGNS FOR A NEW FUTURE.

Subsequently, the students explored the principles of Visual Perception and in particular the theory of Gestalt. The idea behind Gestalt is when we as human beings see a group of objects, we perceive their entirety before we see the individual objects. We see the whole as more than the sum of the parts, and even when the parts are entirely separate entities, we'll look to group them as some whole. Following this theory, the students have developed several patterns that can be combined with each other and create a unique and personal design.

From "closure" to "figure-ground", from "symmetry" to "continuity", students explored various patterns and selected one to make on their first cotton mask. With the help of markers, they were able to create their first piece for their fashion collection.

The second visual exploration was based on Tie and Dye techniques. With pigment and rubber bands, the students created beautiful combinations of colours using the techniques of Shibori, Sunburst, Stipes, Bullseye, Swirl, Ombre, Crumple and Folding. The next step will be our final face mask creation from scratch, followed by a Facemask Fashion Show!



MIDDLE YEARS PROGRAMME

GRADE 9 - INTEGRATED SCIENCE: INTRO TO CHEMISTRY

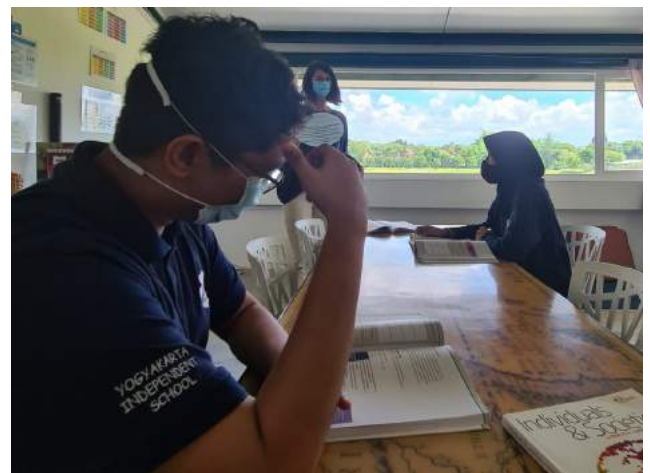
Grade 9 is examining the acid-base reaction between copper (II) oxide and sulfuric acid. It is an interesting reaction where the products have very different properties than the reactants. Copper oxide is formed by heating copper to high temperatures, forming a black crust which can be ground into a powder. Sulfuric acid is the same acid found in car batteries. It is a clear liquid, indistinguishable from water at a glance. When combined in the correct quantities the copper and oxygen in the copper oxide powder separate, along with the hydrogen and the sulfate ion in the acid. The copper then bonds with the sulfate ion to create copper sulfate, a brilliant blue compound - and the hydrogen bonds with the remaining oxygen to form water.

Using full safety gear under careful supervision, the students prepared the solutions to the correct concentrations and created copper II sulfate solution. Then they evaporated the water to form blue crystals. The crystals may be handled in a way which the original sulfuric acid could not, and are beautiful in form - very different from the black powder from which the copper ions were obtained.





MIDDLE YEARS PROGRAMME



GRADE 10 - PREPARATION FOR E-ASSESSMENT

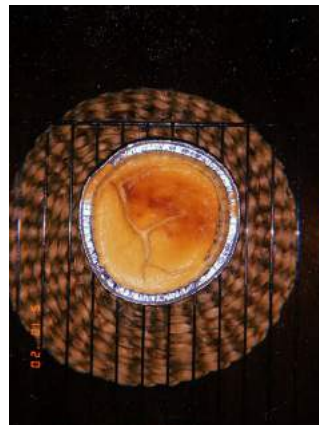
Our grade 10 students have expanded their knowledge about the rules and the type of questions they may face during their e-assessment. Like chess masters, they have learned to solve problems posed by typical questions, to counter their weaknesses such as time management, and to use their strengths such as their skills and knowledge wisely. In addition, they have explored and used several test-taking tips. Moreover, they have focused on a four-step method: question analysis, response strategy, reasoning checking, and response communication. Two of the biggest challenges for our students are decision making and time management. However, by practicing and studying, our students get used to organizing as well as effectively using their knowledge, skills and memory, giving them the opportunity to produce amazing answers in a short amount of time. Knowing assessment rules and strategies is the key to success!



DIPLOMA PROGRAMME

GRADE 11&12 - CREATIVITY ACTIVITY SERVICE

Diploma Programme students haven't let the COVID-19 pandemic stand in their way of delivering meaningful creativity, activity, service (CAS) projects. Students are able to continue with creativity, activity and service experiences in a remote or online setting, although the nature of these experiences have to be adapted and adjusted. DP students have come up with purposeful ideas, including everything from personal workouts, learning cross stitching, skate-board, swimming and cooking. Students have also used this time to try and solve some of the challenges arising from the pandemic, including preparing and distributing food donations in some remote villages. The students came up with a common idea to take action to support our community during this unprecedented time by creating a sense of belonging, purpose and connection.





DIPLOMA PROGRAMME



TESTIMONIES OF GRADE 11 & 12

Katlyn : During the pandemic, I am still able to continue my CAS activities. I've practiced the violin as well as try out new activities like counted cross-stitch for creativity. As for activity, I did swimming and learned how to ride a skateboard.

Sam: During this COVID 19 pandemic, finding a CAS project has been quite the challenge for me because of social distancing. For CAS, I had thought of doing something that people could do at home, so I came up with small routine exercises. These exercises involved doing an athletic sport (badminton and cycling) and a lot of other exercises like squats and push ups. The next thing I did was try cooking because I believe it to be an important, useful and creative skill for me to use in the future, especially when I go to university.

Anggrey : The current pandemic has caused me to have a change of plans in my CAS activities and service hours. However, despite the current setbacks, I have tried to balance my CAS hours through creative activities such as painting, cooking, and resin decorations. I have developed new interests in certain creativity areas and developed new minor skills along the way. In addition, these activities have had helped me de-stress myself from all the current school work,

Brithney : I was able to make use of the self isolation / work from home / quarantine period to creatively sharpen and learn new skills. I really started to enjoy cooking. Then began to bake often too. By being at home, I was able to help my brother improve academically more often. Though being inside the house brought limitations to the many activities I wanted to do, I was still able to make the best of it and carried out meaningful activities that came naturally.

You are welcome to directly access our YIS CAS website!
<https://www.creativity-activity-service.com>