

Shine

IICS Newsletter

Vol. 25 • NL/17

Prepared Members of The Global Community



"Let your light so shine before men, that they may see your good works and glorify your Father in heaven."
Matthew 5:16, NKJV

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Dear Parents,

One of the final goals of education is to prepare the children to be able to face globalization era which can only form for continuous knowledge and good character building.

Amazing knowledge without good character is useless. IPEKA INTEGRATED Christian School prepares a variety of things to form the students to become young generation with good character and knowledge. This character will determinate how they response to the world and do things.

It is our longing, as a member of global society globally, IICS students can be a good individual for the environment, develop a responsible attitude, work together in respect of cultural diversity, both in Indonesia and in the world, and they can reach out to improve the quality of life of their fellow human being and other attitudes that prepare them as individuals who succeed in global community, so that they can be useful for local communities and our country.

It is also such an amazing opportunity for IICS to conduct a dialog with Nobel laureate in economics Prof. Robert F. Engle III from New York University in the 6th ASEAN Series-BRIDGES Dialogues Toward a Culture of Peace. In this dialog the students had a direct interaction and study from a world class economist. Hopefully, the dialog will help us to understand the global economic condition and the students will be inspired to use, develop and work for the world.

— Setyawati, M.Pd.

Location Coordinator



Dear Parents,

It is a learning outcome that IICS students are prepared members of the global community who appreciate cultural diversity within Indonesia and around the world and reach out to improve the lives of others. We want our students to understand how Indonesia is interconnected to other cultures, economies, fine arts, businesses, academic institutions and countries.

It was a major achievement for IICS to host a Nobel laureate in the field of economics, Prof. Robert F. Engle III from New York University's Stern School of Business. Prof. Robert F. Engle III presented a dynamic address on "Volatility in Global Financial Markets" and demonstrated his volatility instrument-vlab@stern.nyu.edu. Our high school students and audience studied the components of the instrument and focused on markets in Indonesia, the US and China. Students asked questions and are now using the v-lab as part of their Business Studies curriculum. Prof. Engle's life story indicates that he elected to use his math ability in the field of economics in order to help others. May our students do the same and perhaps win the Nobel Peace prize!

Blessings in Christ,

— Dr. Janet Lowrie Nason

CEO Advisor



Wisnu Putra

Albert Einstein said *"The only thing you absolutely have to know is the location of the library."* Why? Because the library is one of the important places; and I am proud to be part of it.

Hello, my name is Wisnu Putra Prihantoro. I am one of librarians here, to be precise, the elementary library. I have been working at IICS for about 5 years. I am married. My wife is called Atik. I have a 3 month old baby girl named Jayne Kirana Anjani. I love to play futsal and computer games. I graduated from University of Indonesia major in Library and Information Science. Now I am taking Master of Management at Institut Pertanian Bogor Business School.

It is important to introduce the library at an early age. Since I work here, I have created Library Time Program that has delightful and insightful materials about library. This program is currently only for grade 1, 2 and 3 students. Although this program is still limited to grade 1, 2, and 3, I am happy about it. It is because the school has noticed the importance of libraries for children. To help me develop the library curriculum, I took the material from *"Learning About Libraries"*, published by the Australian Teaching Aids Publishing.

The main objective of the Library Time is to increase children's reading interest and to improve information literacy of children. Storytelling program has become a moment favored by children. In our storytelling program, we give them story with special theme, such as: classic stories, Christmas, folktales, traditional story from Indonesia, etc. We also teach the students to choose books that are suitable with their reading ability. The most important thing is to improve their ability of information literacy. The simplest thing that we teach to the students about information literacy skill is how to find the information from books, especially non-fiction books. Dr. Seuss once said *"The more that you read, the more things you will know. The more that you learn, the more places you'll go"*. We expect the children to develop their information literacy skills, so they will be ready to be members of the global community.

One of the capabilities required to be the members of the global community is having the critical thinking ability. To improve critical thinking ability, our library has many resources and information that can be used by teachers and students. The librarian works with the teachers to improve information literacy and critical thinking. Teachers are facilitated to consider new ideas and prepared to support one another. With the teamwork between librarian and teachers, we hope there are improvements in the students' achievement, behavior, and attitude. With this collaboration, IICS students will be ready to be the members of global community and can glorify God's name with their lives.



Prepared Members of The Global Community

Ki Hajar Dewantoro as the important education figure had illustrated the goal of education that is to teach various kinds of knowledge to the students so that they become the good person and achieve the perfect life which is in harmony with the society and environment.

In addition, education is an attempt to form a society that is superior and able to bring the environment to the progress aspired. Education, too, can be formed of individuals who have advantages and social sensitivity.

In harmony with the description of the purpose of education according to Ki Hajar Dewantoro, IPEKA INTEGRATED Christian School believes that science without good character, would be futile. Various things were done to establish the students become knowledgeable young people with character.

Through education, IICS students are expected to excel not only in an academic sense, but in character, and become good individuals for their environment, so their presence as members of society becomes meaningful for themselves and society. They are also expected to develop responsible attitude, work together in respect of cultural diversity, both in Indonesia and in the world, and they can reach out to improve the quality of life of others, and other attitudes that prepare them as individuals who succeed as members of global community.

The character of IICS students are formed through various activities as follows:

Visit to IICS by Nobel Laureate, Professor Dr Robert Engle III

Rarely do people get the opportunity to meet a distinguished academic who has won such a prestigious prize as the Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel, or simply, The Nobel Prize for Economics. But on Wednesday, February 22, 2017, IICS staged such an opportunity for its senior economic or math students, teachers, staff, IPEKA leaders, and other invited guests.

Professor. Robert F. Engle III was the joint recipient of the Nobel Prize in 2003 with the late, Professor Sir Clive W.J. Granger, for their research into “methods of analyzing economic time series with time-varying volatility (ARCH)”. With his wife, Marianne, in the audience, Prof. Engle presented a 45 minute talk on “The Prospects for Global Financial Stability” and how his ARCH model helps global financial market operators and participants on a daily basis for quantifying and managing systemic risk across financial markets all over the world.

Moving away from the normal sequence of a lecture followed by a questions and answers, IICS did something a little different by choosing 12 senior high students with dexterity in math and economics to sit on the stage with Prof. Engle and to engage with the professor in a dialogue after he concluded his talk. This gave IICS students not only a close encounter with the distinguished economist but the delight and satisfaction of holding a conversation with him on matters important to them.



Questions from the students were many and varied covering issues such as global warming, Indonesia's economy, speculators in the market, the ARCH model, problems of undercapitalized banks and the global economy in general. This time was followed by a shorter questions and answers from members of the audience and a final question on why Prof. Engle's ARCH model had failed to predict the 2008 Global Financial Crisis. His answer was as true as it was brief, *"The ARCH can only provide predictions one day in advance,"* which led one IICS teacher to turn to one of the 12 students on the stage and remark, *"Maybe later you will develop an ARCH model which will predict systemic risk more than 12 months in advance and win the Nobel Prize for Economics too."*



Charity Bazaar

The Charity Bazaar is one of the main house programs of the Junior High Department, at IPEKA INTEGRATED Christian School. All hand-made products such as paintings, Chinese paintings, and a variety of handicrafts are sold during this event. These products are made by the students in their house activity classes. These House activity classes consist of various activities, such as sports, arts, and life skills. In these classes students are given a chance to develop their skills and express their creativity. Every semester, students can choose their preference for their House activity.



During the Charity Bazaar, which is held during the students' report card distribution, all hand-made products are displayed in the corridor on the third floor. Thus,

both parents and students can participate to purchase items they want and all the money collected through this Charity Bazaar will be donated to the needy people. Last year we donated to Bantar Gebang, Bhakti Luhur (dual or multi disabilities orphanage) and Wisma Mulya (Elderly Home), this year we will consider several others. We can see the students feel excitement when their creations are sold.

House Activities and Charity Bazaar are collaborative programs and bring many advantages for students. They will experience a non formal classroom atmosphere and are given opportunities to express their best creations. Besides, they also contribute to help people in need by donating money collected through the Charity Bazaar.

IICS Leadership Camp 2016

Before we ended the first semester, some of upper elementary students joined leadership camp for two days (9-10 December), conducted by ILDC and IICS Teachers. The theme of the leadership camp was "Students today Leaders tomorrow". There were 40 students who joined this camp and many activities that they needed to do. It took a lot of courage and teamwork. For example, they needed to pop the balloon in pairs and some of the participants really struggled with their fear of popping the balloons, but at the end they succeeded because of the support and encouragement from their peers (Leaders Calling). Another activity was they worked in pairs and one of them needed to be blindfolded and the other one needed to lead by directing (Blind Trust). They enjoyed all the fun and the challenging activities. They also needed to prepare and cook for their team members also for other people. By doing this, they learned to serve others.



On the next day, the challenge began with how they needed to be able to work as a team instead of individual. They needed to compete with other teams as they were collecting points. The highlights of this event were to see how every participant learned to lead and to be led by others, to humble themselves, to respect others and to work together for the higher purpose.



Indonesia as One

On February 24th 2017, the IICS chapel was abuzz with excitement for the Fine Art Festival. This Festival was divided into two events: the art exhibition and the art performances. The events ran very well, despite the small amount of time the students had for preparations. The students were enthusiastic while preparing the exhibition and practicing for the performances. Our theme for this Fine Art Festival was "Indonesia as One", celebrating both the unity and diversity of Indonesia.

The art exhibition started at 15:15, before the art performance. The exhibition contained collections of paintings, digital art, handicrafts, and paper art, created by IICS students. All of these exhibits were created in IICS CCA (co-curricular activity) classes. Our CCA Cooking class also joined the excitement. The students cooked and sold dishes such as *lemper ayam* and *nasi bakar* on the spot. The delicious and cheap meals were sold out within couple of minutes. The items in the exhibition were also for sale, at reasonable prices. All the income from the sales will go to the IICS charity fund.

The art performance started at 16:00. The audience was so excited to see this art performance. The audience was entertained by performances from strings, guitars, pianos, traditional dance troupes, musicalization groups, and bands. All performances were wrapped into one great and unforgettable event at IICS. The atmosphere of all the performances followed the theme, "Indonesia as One". The art performance opened with several national songs on guitar and string instruments, and was followed by a poem set to music, Betawi dance, Kalimantan dance, Sulawesi dance, Papuan dance, Saman dance, and closed with a band performance.

Time really did fly when watching the art performance. The audiences were pleased and gave standing applause multiple times to the performers. After the end of the performances, the audiences, especially parents, could take a picture with the performers on the beautiful stage that was decorated based on the ideas of an IICS student. So from all of us involved, we hope you take away the following message: Don't be shy to be Indonesian! We may be different from each other, but we are still united as Indonesians.



Influential Leaders

On October 26, 2016, The IICS Grade 12 students started their 3 day Leadership Camp Program, a key annual element of beginning Year 12 at IICS. The students headed up to the Pelangi Resort and Hotel in Sentul, where they were challenged from the first moments. As soon as the students arrived, they were presented a riddle that they had to solve. During the camp, the students were tested in a wide range of situations, from trembling on the high rope walk to jumping into the pampers pool and helping stalls in the traditional market challenge.

Team-building exercises required the young people to solve problems and work as a team. Throughout various points in the camp, each student was given the opportunity to step into leadership role and practice using their new found skills. It was amazing to see how each and every student shone as a leader, supported his fellow students, and surprises himself as he took on opportunities presented, facing and overcoming fears.

The students also took part in reflecting on personality types and personal leadership styles, as well as identifying both strength and areas of improvement in their interactions. Part of reflection time included gathering in groups to share and receive comments, giving students a better understanding of themselves, their friends, and how they interact and work with others.

One of the Year 12 students shared the following: *"When we first heard that our instructors for the leadership camp were external vendors, my friends and I felt doubtful. We did not trust them at first, and we tried to find ways to criticize them. However, as we went through our activities together with them, we began to accept them as our instructors"*.

"On the first day, we were divided into groups and played outbound games. Yet this time they incorporated a different element into it: evaluation after each game. Initially, my friends and I were confused. We've never evaluated ourselves after conducting an activity; we just play. Yet gradually, under the patient guidance of our instructor, we began to get used to it. My group and I grew as a team, identifying our faults and improving our collective efforts to overcome them. We learned to listen to each other, be more participative and open to one another's opinions".

"One aspect of the evaluation process that surprised us most was when our instructor told us to choose one person to appreciate and one person to criticize based on their performance in the games."



Naturally, most of us chose to appreciate the person who was the most dominant in our group and criticize the ones who were the least active. Yet by the second day, some of the members who were previously criticized ended up receiving an appreciation from the rest of us. I think that was a good way to boost our friends' confidence and show them that as team we will be there to support them as they change for the better".

"Overall, it was a valuable experience that turned out better than expected. Being in that particular group allowed me to talk to people I generally do not converse with in school. All the activities brought us closer as friends, and we learned to trust each other. The evaluations also helped me to discover more about myself and think about aspects to my personality that I have never thought of before. It was a fun yet meaningful event that will last in my memory".



Amazing Race



Teachers, here at IICS, participate in professional development throughout the school year. In July, teachers return from their break and begin preparing for the students return. Part of this preparation time includes professional development sessions. It consists of two days of workshops on topics such as, Biblical Integration, Teaching Higher Order Thinking Skills, Teaching Outcomes, Assessing the Outcomes, Teaching Creatively, to name a few. Teachers, again, have opportunities, throughout the school year, to brush up on their teaching skills and learn some of the latest research-based teaching and learning trends. We offer many different varieties of training for teachers from all levels. Some training is done in seminar format, while other training is done in workshop format. We survey our teachers to find out what their professional development needs are. We begin lining up the speakers and the style of training we will use to bring about an effective and engaging experience for each teacher. Some of the speakers are from outside the school, while others are from within IPEKA. Sometimes we offer workshop session for peer teaching in which teachers train other teachers. Most of our training is conducted in-house, meaning here at IICS.

Just like students, teachers learn more effectively when they are engaged and participating in their learning experience. Because of that, we decided to offer an engaging professional development day called, "The Amazing Race." It would consist of teams of teachers racing through the school trying to find their next "clue." To do so, they had to complete a task together as a team. They had to look over another teacher's lesson plans to make sure they aligned

with the outcomes. After looking at the desired goal or outcome of the lesson, teachers would look at the teacher activities, student activities, the material they will use, and the way they will assess the students, to see if the outcomes stated can be met. The team of teachers would then leave a note for the teacher they evaluated. After completing this task, they would receive their next clue. The second assignment was much like the first one, except, this one required the team to see only one outcome on the teacher's lesson plan and build a lesson from that, including activities, materials and assessment. Teachers had to work collaborately and communicate effectively. When complete, teachers received their next clue.

Not all of the tasks were academic in nature, but they still required collaboration and communication. We even had a road block. If you are familiar with the show, "The Amazing Race," you will understand that a "road block" is where teams must decide on which activity they wish to participate in to receive their next clue. In this race, the choices were, "Get Your Groove On" or "Jumping Jack." Teams would choose to either learn and perform a choreographed dance in front of judges or go to the gym to jump rope (not as easy as it sounds.)

The halls were full of laughter, yelling, laughter, confusion, laughter, and, well, you get the picture. The teachers were enjoying themselves as they got to know teachers from other divisions. I can't think of a better way to get to know someone. Teachers were communicating and collaborating across divisions to reach a common goal. They worked together as teams for each task at hand. They encouraged one another and gave each other opportunity to succeed.

We ended the day with the inclusion of the rest of our IICS team, the men and women who work so hard, behind the scenes, to support the teachers and staff at IICS. They joined our teams in the gym for some competitive games. More laughter could be heard echoed throughout the gymnasium.

by Phyllis Houghton

Head of Curriculum and Instruction





Global Citizen, Kingdom Citizen

As an expatriate, I understand the challenges of being a member of the global community. The most mundane activities stretch me in unimaginable ways. My ability to communicate even the simplest ideas are hampered by the language barrier. My cravings cannot be satisfied because my favorite foods are not available. My blood pressure and frustration level increase when I am baffled by the strange routines of banking or other everyday activities. In so many small ways, I am stretched in ways that I never imagined.

Living abroad has made it very real that this world is not my home. I am a *“temporary resident and foreigner”* with citizenship in a heavenly kingdom (1 Pet 2:11, New Living Translation). In a way, I will never be fully comfortable this side of eternity.

Yet, after almost four years, Indonesia has become more comfortable. The longer I live outside my comfort zone, the easier it becomes to be a member of the global community.

Yet some things are never easier. Living abroad requires sacrifice. My son, who was born here, has never met his grandfather or his cousins. My nephew has taken his first steps, and I have never been able to hold his hand. Some things will never be comfortable or easy, no matter how much time passes or how much cultural adjustment I undergo.

Then why do I stay? Because it is far too easy for me to remain comfortable around people who are like me, but the challenge of the Gospel is to *“go and make disciples of all the nations”* (Matt. 28:19, NLT). My cross-cultural ministry is about developing the Church Universal.

At IICS, we want our students to have this heart for ministry, this recognition that their home is a heavenly Kingdom with fellow citizens from a wide variety of cultures.

How do we prepare our students for this high calling? We teach them to move outside their comfort zones. We challenge them to sacrifice.

As parents and teachers, we should challenge our students to engage with others from the time they are young. Attend a church service in a different language. Serve food to the poor. Volunteer with Habitat for Humanity.

Every time our students are stretched outside their comfort zones, they are building the spiritual and cultural muscles needed for success in life and in ministry. Every time they are allowed to sacrifice, even in small ways, they are being prepared to humbly, and worshipfully, engage with the global community.

by Rebekah Nichols

Parent-Storytellers in Action at IICS

It was on the 3rd of March 2017 when seven of the Grade 1 parents accepted our invitation to be parent-storytellers of our students for a day. IICS felt so blessed that Ibu Sherly (Philippe's mom), Ibu Liem (Enrica's mom), Ibu Asnah (Ashton's mom), Ibu Irene (Raphael's mom), Ibu Melyssa (Amanda Kelly's mom), Ibu Jellina (Calvin's mom) and Ibu Irene (Nadia's mom) had wonderful time reading books and sharing stories to our precious little ones in Grade 1. The students were in high spirits to see the moms share their love to them through a story. At the end of the storytelling session, some of them shared reflections about their experience, and these were some of their feedbacks;

Ibu Irene Pramana felt that it is important to get the children to read more books because their imagination is amazing. She realized that children absorb a lot of information easily as they loved to ask many questions during the session. She said that she would be willing to take part in the next parent-involvement activities because she loves seeing the look on the children's face every time they see her at school. Ibu Liem mentioned that she appreciated the invitation to share story in front of the students, and it was a great opportunity to spend time with them as they were

very enthusiastic during the session. She hopes to be a part of another parent-involvement activities like drama which would involve a group of parents. She suggested that this experience should also be opened to some other parents as well.

Ibu Jellina felt nervous and excited at the same time as it was her first experience telling a story in front of other children. She realized that she still needs to work on her speaking skills; like her voice projection, intonation, and pronunciation as she wants to make the storytelling more interesting and to give the best to the students.

The students' warm welcome and enthusiasm exceeded Ibu Irene's expectation. For her, everything turned out to be rewarding. It was a moment of in-depth understanding on how her son, Raphael as well as the other children learn in school. She realized that kids need to be given an opportunity to channel out their thoughts.

Ibu Asnah and Ibu Melyssa felt a bit nervous at first, but then they discovered that it was quite exciting to see children's enthusiasm in expressing their thoughts. They were surprised and delighted to see that the students were very interested in listening to the story and answering questions about the story. It was a great opportunity to get a good bird's eye view while the parents took the center stage. I feel that this is a great beginning in strengthening parents' positive involvement in school so that they can have a better understanding of what their kids are experiencing, enjoying and struggling.



Pinisi Edutainment Park

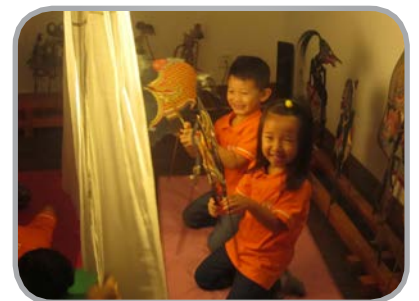
Indonesia has been known for its diverse arts & cultures. So, in this fieldtrip, we took the time to introduce some of the many Indonesian arts & cultures to the kids at PINISI Edutainment Park.

PINISI provided classes in which the kids learn about Indonesian arts & cultures. In one class, the kids curiously learned how to paint and draw on the canvas with Batik's ink. They also used canting; a traditional tool to make batik drawing. In other classes, they were introduced to Indonesian traditional music instruments, such as: angklung and gamelan. They also interactively played Wayang in front of their friends. Some girls chose to take the Indonesian traditional dancing class, that later performed in the theatre.

Other than classes, the kids were also playing flying fox, riding becak mini, carousel, and also kereta api nusantara. Some kids just enjoyed themselves playing climbing and sliding in the playground. Before

lunch time, they also spent their time together in planetarium.

In this fieldtrip, the kids had so much fun learning, experiencing, and exploring arts & cultures of their own beloved country, Indonesia.



Pathways to a Medical Degree

Understanding that a number of IICS students are interested in pursuing a medical degree, the University Counseling Office took an extra step in helping them get more information about pathways to attaining a Doctor of Medicine (MD) in USA and Australia.

In late November we had a rare opportunity where two IICS alumni who are pursuing an MD, one from USA and the other from Australia, are spending their holiday in Jakarta. Being a doctor to be -a people helper- they quickly agreed to visit IICS to share their experience to current students. It was amazing to see a number of students gathered in the class after school, while they could have gone home earlier.

Nicholas Saputro (IICS alumnus of 2010) started his MD degree two years ago in Melbourne University, right after graduating with a Bachelor of Science in Biochemistry & Molecular Biology and a Graduate Diploma in Management &

Finance at the same university. Most of his courses now are very practical, where he is taught by seasoned doctors at a real hospital, handling real patients. The other speaker, Eunike Maressa (IICS alumna of 2008), graduated with a Bachelor of Science in Biology and Psychology from University of Washington, is about to start her study for MD in the Australian National University. She shared about the slim chance of international students pursuing a medical degree in USA and how the Americans are coming to pursue an MD at mature age (around 26 years old).

Overall the session was very informative and eye opening. Current IICS students were nailed to the fact that medical students must do around 12 years of study before they can be a practitioner in a specialized area. They also learned that they need not make an early commitment to MD by pursuing a Bachelor of Medicine (often called as a Pre-Medicine degree). They could start with a Bachelor of Science or Arts instead, as long as they take courses leading to MD requirements.

Senior High Parent Teacher Meeting

On Friday, January 20, 2017, IPEKA Integrated Christian School - High School division held another parent- teacher meeting to open the New Year 2017. The meeting was separated into 2 sessions: general announcement at chapel and report card parent conference at the canteen.

The session at chapel opened with prayers by the Senior High school principal, Mr. Kristhianto N Kainama and then continued with the introduction of the Pastoral Care teachers. An explanation about the change of BOSTES (Board of Studies, Teaching and Educational Standards NSW) to NESA (NSW Education Standards Authority) was given, including the renewal certificate of recognition for the next 5 years (2017-2021).



January 2017 is officially the new academic year for all and Mr. Kristhianto also emphasized to the new Year 11 students that all will follow the NSW rules from now on. The National Examination (Ujian Nasional) for an SPK (Satuan Pendidikan Kerjasama) school like IICS will have a new system, which is very beneficial for students who is going to continue their studies in the local universities. He also announced that SAT preparation classes will be available in IICS and reemphasized about the passing criteria for Year 11 going to Year 12.

The session was continued by the Senior High school vice-principal Ms. Natasha Christiani giving the 2016 HSC results. Our school rank was raised to 93. She closed her part with a brief explanation about the malpractice policy and assessment calendar.

This session was closed by the University Counselor, Ms. Eliana Maria Setiawati who explained about the USA and Australia Study trip next March, USA focus group and mentoring program.



The session at the canteen was started with Year 10 report card distribution and continued with the parent-teacher conference regarding the Year 10 student's marks in an informal meeting at the canteen, which was accompanied with snacks and drinks.



Year 10 Retreat 2016 “Remember Your Creator”

October 26-28, 2016 the entire year ten cohort participated in a retreat at Hotel Yasmin, Puncak. The theme for our retreat was “Remember Your Creator”. Those three days and two nights were the perfect time for everyone to stop daily routines and focus on the Lord.

There were six sessions during the retreat: My Passion in Life, My Choices in Life, My Failures in Life, Me & My Social Media, Me & My Redeemer, and God’s Plan For Me. The speakers for those six sessions came from IPEKA staff and invited guests.

On the second day, every Pastoral Care Group showcased their talents in the Talent Show. The students performed a combination of drama, music, and singing. The students performed dramas about young characters such as Adam, Moses, Samson, Ruth and Mary and other stories in the Bible.

The last day before we headed home, we visited Yayasan Usaha Mulia, located adjacent to Hotel Yasmin. Yayasan Usaha Mulia was built to serve and provide education to the children in the surrounding area. There our students interacted with the kids and shared some knowledge with the kids. We also brought gifts collected from students’ donations. Through this activity, students learn not only to receive blessings, but also to share their blessings with those who are less fortunate.



Ragunan Zoo Field Trip

Grade 1, 4, 5, and 6 students went to Ragunan Zoo on 25-27 January 2017. They rode trains to the Schmutzer (Primate Center). It’s a place where they breed many kinds of primates. Before we entered the Schmutzer, the guide said that we could not make loud voice because the primates could be disturbed. They got a lot of information about the differences of each kind of primates, how they live, their food and places they come from. They were very excited to see many kinds of primates. We saw gorilla, white tail monkey, chimpanzee, etc.

While we were walking in the Schmutzer, there was a place like a cave where we could enter and go through it, and we could see more primates through big glass window. Some students were curious because they said it was like an adventure in the jungle, but some students were a little bit afraid because the cave

was quite dark, no lamp, only lights from the large glass window.

After the tour inside the Schmutzer, the students went into a big theater where they watched a documentary movie about many kinds of animals, especially how the animals lived in the wild and why many animals were endangered. The movie showed a good value for students to maintain and preserve the environment, including the animals. Then, the students went to the Sumatran Tiger place. They heard explanations from the guide about the tiger. They also saw many kinds of birds, e.g. peacock, eagles, owls. There were also Komodo dragon, elephants, giraffes, snakes, ostrich, turtles, and many more. This field trip absolutely enriched their knowledge about animals and increased their sense of responsibility towards the environment.



Coaching Children's Emotions

Tommy was playing with friends, when suddenly; he accidentally fell and instantly started crying. His mother shouted, "Tommy, don't cry! Don't be a crybaby. It's not a big deal." But the harder he cried, the more his mother got upset.

Sadly, what if we really wanted to cry, but were forbidden to do so? Unfortunately, society sometimes forces us to refrain from crying. It is not only crying that we are expected to avoid. There are many negative emotions such as sorrow, fear, and anger that we should not express. Eventually, over time, we get used to refraining from showing our feelings. We become trained to hide our feelings. If we become accustomed to always discarding these negative emotions, then one day we might not be able to recognize the feelings we are experiencing.

When a person is able to recognize his feelings, he is one step closer to becoming an emotionally intelligent person. How do we make our children emotionally intelligent people? We can teach children how to recognize their feelings, regulate their emotions, and resolve the problems that they face on day-by-day bases. Through this ability, children will develop high self-esteem and get along better with others.

There are 5 steps we can do to become a good emotion coach for our children:

1. Teach children emotional awareness

We should assist children in understanding what they are feeling. We should guide them about how they should respond.

2. Counsel children on how to react to their emotions

When children experience a crisis we should discuss their problem with them and help them to explore their feelings. Through this counseling, we will become closer to them and prevent potentially worse problems in the future.

3. Listen with empathy and strengthen the children's self-esteem

It is important for us to empathize with our children. We can apply the reflective technique by restating what we have observed from the child. A parent might say, *"I notice that you always frown when I talk about your classroom teacher."* Then wait for the answer before responding. Avoid questions that you know the answer to, for example, *"What time did you come home last night?"* It would be better to open conversations with direct observation, like, *"You came home after one o'clock last night, that is unacceptable"*. Using examples from our own lives can be a good way

to show understanding. Thus, children will believe that the emotions that they are experiencing are reasonable and he is not the only one who feels this way, even his parents have experienced it.

4. Help children identify their emotions

We need to help children identify their emotions. They should be able to identify disappointment, jealousy, abandonment, emptiness, depression, etc. We should explain to children that sometimes there is a mixture of emotions, and that it is natural. By identifying the emotions it will help the children transform the feelings that are making them uncomfortable into something that they can understand and handle. They will acknowledge that it is a natural part of everyday life.

5. Set limits while helping our children solving their problem

We should set limits or boundaries to guide our children to distinguish the predominance of a particular feeling that made them express an improper behavior. We should explain to them that it is okay to be angry, but being violent is not acceptable. We can help children set goals for themselves, and ask them what made them so mad. Then collaborate with them to think of a better way to show what they are feeling. In thinking about the solution, allow children to take an active part in discovering solutions for themselves (especially for children over 10 years old), we are only in charge of guiding them. Lastly, of each possible solution, assist them in choosing the best solution based on the evaluation. Help children to see the results of their decision. Regardless of whether the children face the error of their decision, they will benefit from the experience.

After applying these steps, we must remember that as parents, it is important for us to remain vigilant about everything that happens in our child's life. We should set a good example in managing our emotions, and our children will respond well.

by Nirmala Putri, S. Psi.





Visit to Jericho Elementary School

Best wishes, Praise is to God who gives mercy and grace for us all. Amen

In particular IPEKA PLUS BSD Christian School - Elementary were very grateful if God gives us the opportunity to share our love with others in Christmas celebration December 25, 2016. Through the Christmas celebration whose theme "See the Light in the Darkness" which were our longing and hope, we wanted to share our love as we have felt the love and grace of God to IPEKA PLUS BSD Elementary. And on January 18, 2017 we conducted a visit to Jericho Elementary School Bekasi.

As for the source of the funds, we had done several things to support the event, ranging from book sales, where each child bring 2 pieces of used books that they have read, after the book was collected, then we sold the book back to the children. And during the Christmas celebrations of IPEKA PLUS BSD Elementary, we held an auction to parents. The auction was the work of children in the classroom with the homeroom teacher.

We are very grateful because of the parents' enthusiasm in the event the auction. From the sale of books and auction, funds collected we prepared

donation in the forms of goods such as: Laptop and in focus as a sign of the love from IPEKA PLUS BSD Elementary while visiting Jericho Elementary School on January 18, 2017. All glory and honor is to God. Amen





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