



Newsletter

**NEWSLETTER 2020/21
TERM 1, WEEK 10**

PRIMARY

The Star of the Week award goes to Clyde Andre Manzanilla Tubig from year 3R. Clyde has been doing a great job staying on task and increasing his level of focus during class time. He consistently participates in class discussions and has been producing high quality work. Along with producing high-quality work, he has submitted all of his work on time without having to be asked. He continues to model the 3R's (Respect, Responsibility, and Resilience) of Year 3R. We all wish him a great learning journey and well-done!

STAR OF THE WEEK



**Clyde Andre Manzanilla
Tubig**



SECONDARY

The star of the week goes to Wong Joey from year 11R. In chemistry, she has joined the optional online sessions on problem-solving during the weekend and asked great questions. In English, her language analysis homework was incredibly detailed - she demonstrated a thorough understanding of how writers create effects and obviously spent considerable time and effort on the exercise. In economics, she is a diligent and hardworking student who always strives to do the best in homework assignments. Also, she has scored full marks in weekly ICT quizzes for several weeks in a row. We all wish her a great learning journey ahead and well-done!

STAR OF THE WEEK



Wong Joey



Dear Parents / Guardians;

This year, the season for spooks, goblins, pirates and princesses celebration fun and excitement was very different however nothing less exciting. Students joined the online classes last Friday wearing their Halloween costumes. They were so thrilled and most importantly they were able to explain and act out the characters that they were into. Thank you to all the parents for jazzing them up for the day. In the same spirit, we would like to request the students to be dressed in Indian Traditional Costume on Friday, 13th November to mark our Deepavali celebration.

The Term End Assessment has begun for our IGCSE group this week and this will be continued till next week for all other levels as well. I could see revisions were taking place during my class visits. Students were engaged and participating actively in the discussions. We are continuously working to develop the high expectations of teaching, learning and most importantly the support for students during this challenging time.

There will be an Online Digital Art Workshop this coming Saturday, 7th November from 10.00AM to 12.00PM. This is targeted for those from 8 to 11 years old. The link has been shared with our students. If you have any friends' children who would like to join the workshop, please do inform us via email for registration. Please do contact us via principal.puchong@rafflesia.edu.my on any concerns as we value your feedback for betterment of the school.

Thank you for your continued support ad stay safe.

Regards,
Ms.Chandra Veerappan



Happy Halloween



We made a flying witch craft.

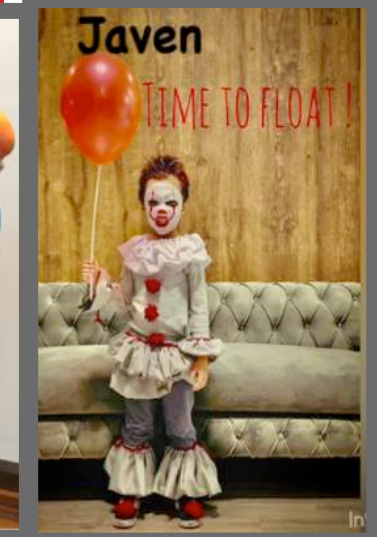
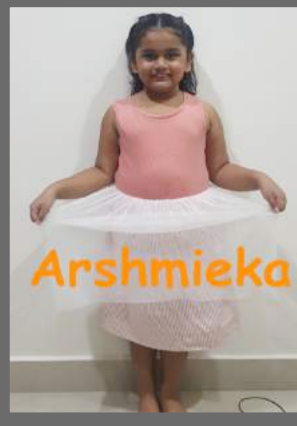


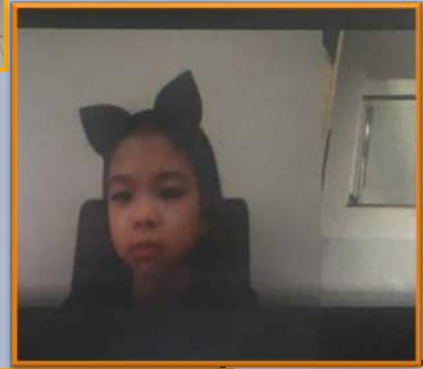
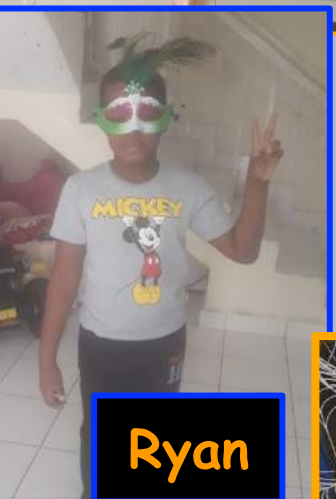
Maruti dressed in a zombie costume and sang a zombie song



JaeMin dressed in a pirate costume and sang the halloween ABC song.

Despite the covid -19 lockdown, the students still managed to dress up for the 'Halloween' day, and some scary monsters showed their faces during our online classes.







HAPPY HALLOWEEN



Ho Zu Yao



Jarvis Tadhg Crompton



Wan Katrina Amani



Pang Nuo Yang



Karina Ngan ZiYu





Nursery



We made a bridge using coins

JaeMin made a face figure of mummy and him using beans, spicers and mushroom.



Maruti made a face figure of mummy and him using leaves, twigs, tissue and beets.

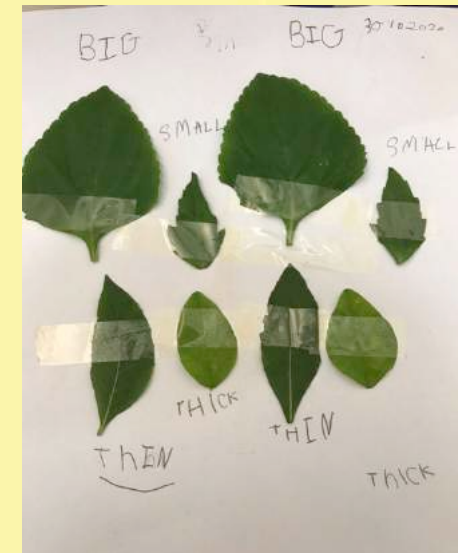




Reception



The children explored leaves and categorized them into colours, sizes and even made patterns!





ART: Cool & Warm



Farasha Faheem



Skyler Ong



Tamara Aisya



Ka Zen Foo



Skyler Ong

Students learned to identify and differentiate between warm colours and cool colours. They applied the colour theory in their artwork and learned to organise and associate it to a certain mood or emotion.



Freya



Mia Lee



Maryam Hira Yasir



Javen Liu



Nou Chen



ART: Cool & Warm



Shu Xing



Skyler Ong



Nou Chen

Warm colours are often said to be hues of red through yellow, browns, and tans; cool colours are often said to be hues from blue-green through blue violet, and most grays.



Maryam Hira Yasir



Ka Zen Foo



Skyler Ong



Tamara Aisya



Freya



Farasha Faheem



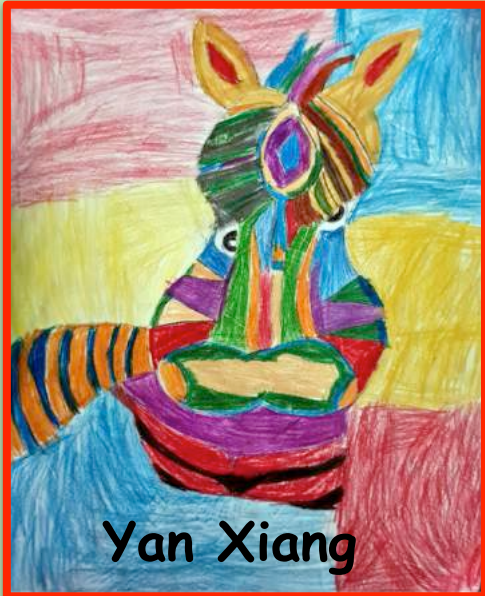
Arshmieka Kumar



Javen Liu



ART: Colour Studies



Yan Xiang



Hayley



MoYe



Eunice

23/10/
Eunice

Colour studies and colour theory form the foundation of art as well as design.

Students are often tuned in to the aesthetic nature of things at an early age and can appreciate the nuances of colour, as well as the way colours are blended, tinted and shaded.



Hayley



Tan Qi
Yuan



Year 2

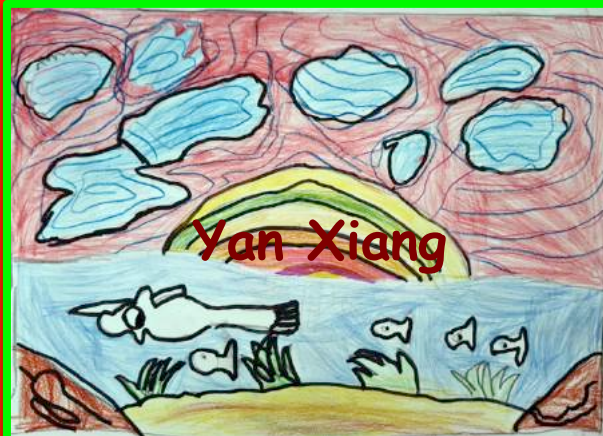
ART: Colour Studies



Yan Xiang



Tan Qi Yuan



Yan Xiang



Hayley



Ryan



Tan Qi Yuan



Hayley



Year 2

Shapes: Students are using simple **shapes** to **draw** common pictures



Dok Yeong



Wen Hong



Wen Hong



Song Joo Hyun



Hohan



Isara



Living Together



[Outside Street View](#)

[Inside Street View](#)

Name: Mansen

1. I think it is old
2. I think it is a cave and a park
3. The cave is cooling and awesome
4. No but i would like to go there because it looks fun to explore and walk around to see fabulous views



Batu Caves

1. Do you think this landmark is new or old?
2. What do you think the function of this landmark is ? (What is it used for?)
3. How would you describe this landmark? (Adjectives)
4. Have you visited this landmark before? If yes, did you enjoy it? Why or why not? If no, would you want to go there? Why or Why not?

Name: shayden

1. I think batu caves is old.
2. It is used for praying.
3. this place is nice.
4. No I had not been here but I want to go here soon.

Name: kara

1. i think the landmark is old.
2. It is for praying.
3. The landmark is so awesome.
4. i never been there before but I want to visited

Name: mmm

1. old
2. Threere monkeyes
3. It awesome
4. Yes i went ththere because it was fun

Name: vdyia

1. I think the landmark is old.
2. The landmark is a indu temple.
3. The landmark is so cool
4. I visited batu caves and it was fantastic.

[Outside Street View](#)

[Inside Street View](#)

Name: shruthi

1. I think it is new.
2. It is used for praying
3. It is a big and beautiful red building.
4. I have not visited this building. I would like to visit some day because its beautiful.



Masjid Putra

1. Do you think this landmark is new or old?
2. What do you think the function of this landmark is ? (What is it used for?)
3. How would you describe this landmark? (Adjectives)
4. Have you visited this landmark before? If yes, did you enjoy it? Why or why not? If no, would you want to go there? Why or Why not?

Exploring Landmarks
Students went on a virtual field trip to several landmarks in the area. After exploring each location they wrote annotations.

Name: ayla:

1. i think it is very old by now
2. i think it is for praying
3. It very pretty
4. I did not go there before I would like to go there because it looks very pretty

Name: Ayra

1. I think the landmark is old.
2. I think you use it for praying
3. It is big and beautiful
4. I sited did not vit. Yes because its big

Name: Carrie Anne

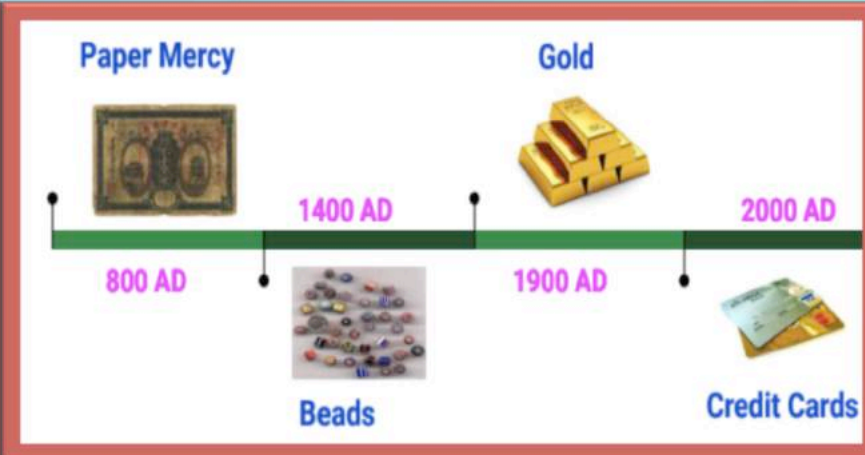
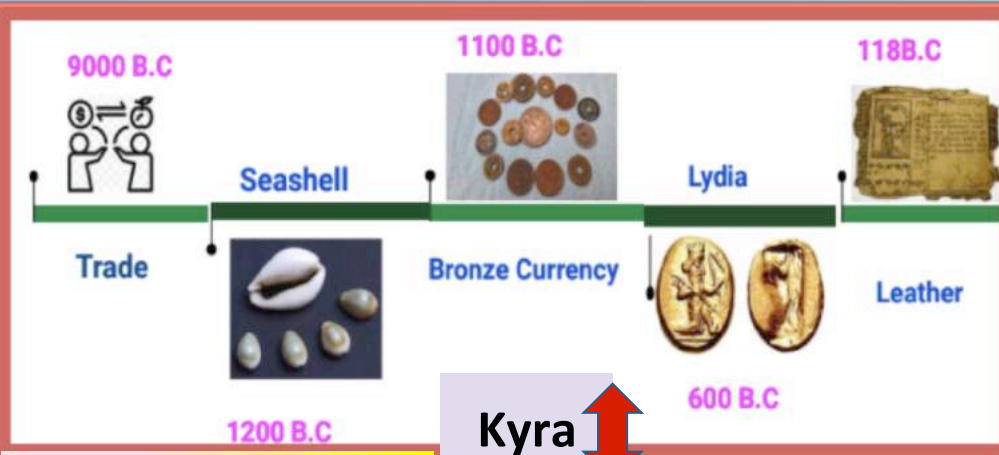
1. I think it is new.
2. I think it is for praying.
3. I think it is big beautiful and tall.
4. I did not go there before and there is too many people.

Name: shu cheng

1. I think the landmark is old
2. I think it is use for buying thing
3. it is big and beautiful
4. i did not visited because there got very many people



Young Entrepreneurs



Kyra ↑↓

HISTORY OF MONEY

We researched the timeline of currency and what was used in the past. After that we researched currencies from around the world and designed our own money.



Rudhra ↑
Wong Jing ←



This week, in IPC the students have been learning about the layers of the Earth. We decided to create something edible to help us remember the different layers of the Earth and the order that they goes in. They look so tasty!!!



Ksiniya
Mikhaylova



Arianna Yip
Kit-Ean



Hemeindraa a/
Saravanakumar



Annabelle Tan



Tee Rui Jie



Megan Alesha Ong



He, YuXuan



Lau Xin Ru



Wong Zhi Xuan



YEAR 7: ENGLISH



Students had to create a continuous story based on the images on the dice. This task enabled them to learn the components involved in storytelling. Planning, creating the setting, arranging the sequence of events and creating resolutions are skills that students were able to achieve in this task.



Muhammad Shafwan Saleem



Zhuo Xun Teoh



Christiano Heng



Jun Bond Lau



De Mi Foo



Pearl Diya Anoop



Saakshinie Shankar



Pen Nee Lim



Qi Zheng Thoo



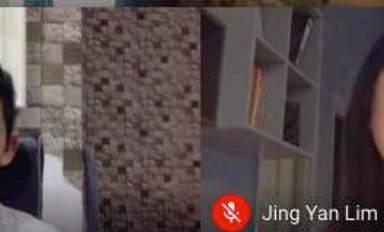
Samitha Thavanayagam



Gabriel Lee Jian Hua



Wee Yu Xiang



Jing Yan Lim



Jing Yan Lim



Timofey Mikhaylov



The students created a template for their website project using HTML. This template will be used as the basis for all web pages in their website.

```
<body bgcolor= "#E3CDFA">
<table border="1" width="100%">
  <tr height="100px">
    <td colspan="8" > <h1>WEBSITE TITLE </h1> </td>
  </tr>
  <tr height="70px" bgcolor="#C494F7">
    <td </td>
    <td <center> Home </center> </td>
    <td <center> Button 1 </center> </td>
    <td <center> Button 2 </center> </td>
    <td <center> Button 3 </center> </td>
    <td <center> Button 4 </center> </td>
    <td <center> About Us </center> </td>
    <td </td>
  </tr>
  <tr height="350px" bgcolor="#E3CDFA">
    <td width="10%"> <!--left section--> </td>
    <td colspan="6" valign="top">
      <br>
      <h2> Content Title </h2>
      <p> Your cotent will be here </p>
    </td>
    <td width="10%"> <!--right section--> </td>
  </tr>
  <tr height="70px" bgcolor="#C494F7">
    <td colspan="8" > <h3> Website created by: Khow Jin Xen </h3> </td>
  </tr>
</table>
</body>
```

Khow Jin Xen



Wong Qing



Chong Yia Qing

Year 8 IQT





Maras Salt

Harvesting

Maras salt, found in the Cusco region of Peru, is used across the world. It is harvested from the salt ponds of Maras. After evaporating salty water from a local subterranean stream, salt can be collected and packaged. Harvesting season, where the salt is dry, occurs from May to October. It takes about one month to get 10cm of salt level in a pond.



Joylyvia

Uses

The salt consists of potassium, calcium, iron, zinc and magnesium and low levels of sodium. It is used to prevent hypertension, kidney stones and osteoporosis. Not only is it used as a flavourful seasoning but it is also used as a therapeutic bath salt. It is also perfect to use as a scrub to treat skin conditions and swelling. It is an advantageous and favoured salt. The salt is rich in potassium. This is why it has its pale



Himalayan Black Salt!

How it is obtained or made?

- Himalayan Black Salt start as pink salt. Traditionally, it is not a colour dyed. It is mixed with herbs, seeds and spices and heated at a high temperature.

What is Himalayan Black Salt used for?

- With the pungent, savoury, and umami flavour. It is commonly used for cooking. This salt is normally used on Asian or Indian cuisine.



EXTRA!

- According to research, this salt has more minerals than normal table salts which will improve the digestion in our stomach.
- Some of the natural black salt contain toxic ingredient which is harmful to your lives. Himalayan black salt is added herbs, seeds and spices so it is not natural, it is the healthy one.
- Chin Yoong Khang

Kosher salt

Kosher salt is called 'Kosher salt' because it has larger crystal than other salt. They are originated from Jewish.

Compare to other salt that are sold in small tiny pieces, Kosher salts are often sold in large crystals.

Kosher salt is a edible salt without common additives such as iodine. They are called 'kitchen salt', 'cooking salt' in North America because Kosher salt is mostly use to cook everything, it is the best salt for cooking breakfast, lunch and dinner.

Other than cooking, it is also used for cleaning. You can mix the salt with oil and rub it on the thing you want to clean. Unlike other cleansers, the salt can easily dissolve with water and won't leave a gritty residue.



Cui Shi

Sichuan Salt

The largest salt producing area in China is a town named Zigong, in the early years of the Republic of China, there were more than 12,000 salt wells in the Zigong area, the density of which was the highest in the country, making it the largest salt producer in China. The most famous salt well is undoubtedly the sea well, which is 1001.42 meters deep and is the world's first large well over a kilometer. Sichuan salt was formed during the Mesozoic Triassic period about 200 million years ago. At that time, my country's topography was high in the east and low in the west. Today, the Sichuan Basin, Yunnan-Guizhou Plateau, and Qinghai-Tibet Plateau in the upper reaches of the Yangtze River are still part of the vast ancient Mediterranean. Later, as a result of the Indo-Chinese orogenic movement, the crust in western my country rose and the Sichuan Basin was formed. The concentrated bittern in the seawater crystallized into minerals and deposited, buried underground and turned into rock salt. The production of well salt has greatly promoted the economic development of Zigong. Not only that,



the lives of Zigong people are also inseparable from salt. For example, in the eyes of locals, only kimchi made with salt collected from Shanhaijing is the best. Applying the black fertile soil near Shanhaijing to the skin can not only cure skin diseases, but also make the skin smooth and elastic. For a long time, people did not know what the mystery was. Later, scientific research found

that these black fertile soils are the residues of mineral salts extracted from Shanhaijing black brine, which contain 27 kinds of trace elements and more than 40 kinds of macroelements, which can effectively prevent skin aging, promote blood circulation, and eliminate Aging keratin, so that the skin restores whiteness. The long history of the salt industry and the densely packed salt wells have won Zigong the title of "Thousand-Year Salt Capital", and also allowed salt to penetrate deeply into the lives of Zigong people.

Wang ZiRui

Sodium Chloride-Salt of the Earth

Students learn the chemistry of salt (sodium chloride) and the ionic bond that connects sodium and chlorine to make the salt on your table. Also learn how we get salt from the ocean or salt mines and purify it to make table salt, kosher salt, and other types of salt.





THE HIMALAYAN BLACK SALT



Himalayan black salt, which is also known as Kala namak, is a kiln-fired rock salt widely used in South Asia. The salt releases a pungent, savory, and umami flavor; enhancing the flavor of many dishes and is used a lot in Indian cuisines. In addition, because of its sulfurous aroma similar to eggs, it's used in vegan cooking to provide an egg-like flavor.

The material for producing the kala namak was initially obtained from natural rock salt, also known as

Halite, from Northern India and Pakistan where the Himalayas salt ranges are located. They can also be harvested from the North Indian salt lakes of Sambhar or Didwana.

The Himalayan black salt is made up mainly of sodium chloride with several other compounds lending the salt its colour and smell. The smell is caused by its sulfur content. In the salt there is the presence of Greigite (typically an iron sulfide), forming of brownish pink to dark violet translucent crystals when whole. When it is ground into a powder, its colour ranges from pink to purple.

The Himalayan black salt has been acknowledged for its medicinal properties, but there are very few studies to support these claims. People claim that the Himalayan black salt contains more minerals than regular table salt and it might help improve digestion, provide laxative effects, and relieve gas and bloating. However, there is more solid evidence and research done showing that this salt may cause incurable diseases, as it contains fluoride in toxic amounts. Scientists also suggest that regularly taking this salt may cause fluorosis (fluoride toxicity).

To conclude, the Himalayan black salt, which is also known as Kala namak, has its medical advantages and provides indelible flavour in our food, but we need to be aware of the consumption of these salts as, according to scientists, taking excessive amounts of these salts can lead to many incurable diseases.



By: Liew Cheng Jiun

Kala Namak Salt

What is Kala Namak Salt

Kala Namak also known as Himalayan black salt is a rock salt which is found in Northern India, harvested from North Indian salt lakes of Sambhar or Didwana.



How black salt is formed?

Traditionally, it was mixed with herbs, seeds, and spices and then heated to high temperatures. Today, black salts are made from a combination of sodium chloride, sodium sulfate, sodium bisulfate, and ferric sulfate. The salt is then mixed with charcoal and heated before the final product is ready.

Differences between pink and black salt

Black Salt

- Reddish-brown or purple coloured
- Has sulfurous and smokey flavour
- Has sulphurous, pungent-smell

Pink Salt

- Cohern Woo
- Pink, white, hue orange coloured
- Pink Himalyan salt is almost odorless
- Less salty compared to other salts

PINK HIMALAYAN SEA SALT

- Originated in between India and Pakistan
- Pink Himalayan salt is made from rock crystals that have been grind into thinner pieces.
- The rosy pink colour in the salt comes from the minerals in the salt and is natural.
- In fact, Himalayan salt refers exclusively to Pakistani rock salt, which used to be sea salt hundreds of millions of years ago.
- It is much better than white sea salt because Pink Himalayan salt has a higher amount of minerals in it.



What is it used for?

- It is used for spa treatments, table salt, cooking and decoration

What are the benefits?

- Helps improve sleep quality
- Improve respiratory diseases
- Balances your body's pH
- Reduce signs of aging
- Boosts your mineral intake



Nur Anisa

KHOISAN SALT!

WHAT IS KHOISAN SALT

- KHOISAN IS THE TOP HAND HARVESTED NATURAL SEA SALT HARVESTED, DRIED AND PACKAGED WITH CARE TO ENHANCE YOUR COOKING AS WELL AS TO BE USED AROUND THE KITCHEN AND BATHROOMS.



FUN FACTS ABOUT KHOISAN SALT

- KHOISAN'S NATURAL SEA SALTS ARE AVAILABLE IN DIFFERENT VARIETIES NAMELY: FINE, COARSE, PEARLS, FLAKES AND FINE FLAKES. ALL THESE VARIETIES ARE TRADITIONALLY HARVESTED BY HAND AT THE VELDDRIF SALT WORKS WHICH ARE DRIED AND PACKAGED DIRECTLY FROM THE PANS, WITH ITS MINERAL CONTENT INTACT.

- CLEAN, UNREFINED, NATURAL SEA SALT OFFERS COUNTLESS HEALTH BENEFITS BECAUSE OF ITS COMPLEX BENEFICIAL MINERALS AND BIOELECTRIC POWER AND BY MAINTAINING A PHYSIOLOGICAL ELECTROLYTE BALANCE: IT BALANCES ALKALINITY/ACIDITY LEVELS, RESTORES GOOD DIGESTION, RELIEVES ALLERGIC SYMPTOMS AND SKIN DISEASES.



- KHOISAN SALT IS INDEED SEA SALT
- THE SALT'S MINERALS CONSIST OF SODIUM CHLORIDE, CALCIUM, POTASSIUM, AND MAGNESIUM.

Hugh Deen





Students in Global Perspectives are currently working in teams on their final piece of coursework. Each team has the challenge of creating a task to achieve a single aim relating to a global issue.

Reflections by Loh Yong Zhen Andrew

Today we improved a lot in terms of teamwork and communication as everyone cooperated and contributed. We came up with the aim and main issue for our topic which is food wastage. There were very few arguments today as everyone listened to one another and we all came up with a final decision in each of our own discussions. However, there was still a bit of distraction here and there as some of us were not contributing much at the start and that is something we should definitely work on in the future.

Reflections by Nur Nazeeha Binti Nazim

In today's teamwork, we communicated better as a team. We came up with the aim for our topic as well as the main issue which we are going to focus on. Our main issue is related to the whole school which is food wastage. We were confused whether to choose health issues linked to food or food wastage as the main issue. There were some arguments as some of us choose health issues and some chose food wastage. However, with communication, we decided to stick with food wastage.

Reflections by Nicole Ong Wen Yi

In today's lesson, we were discussing our initial questions as well as finalising our topic. We were tasked with finding out basic information on the topic of 'sports and recreation' for a small scale research. This was mostly agreed upon by the rest of the team members and so we made a table in our doc to record our findings. After that, for the remaining time - we discussed more about the topic with our previously missing member. We all had few opposing ideas. (6/10)

15/10/2020

Today's lesson was completed with everyone in my team having an understanding of what we are going to do this week. We discussed investigative questions yesterday; therefore, we finalised the investigative questions today. Overall, everyone contributed to the discussion and listened to each other's opinions. Secondary research questions were assigned to each team member with me having to research about 'Does the lack of physical activity in PE classes have anything to do with whether or not students are more likely to skip/'forget'/miss PE class? (compared to different countries)'. There weren't any arguments during the discussion and the atmosphere was relatively peaceful. (7/10)





Reflections by Hermione Tan Xue Teng

- ❑ Today, I started off by recapping and informing two team members about what we had done yesterday. We made some amendments with our survey and decided to send it out next Monday. After that, we decided to discuss how to incorporate cultural perspectives in our data. We suggested that we will conduct some interviews by asking questions to students from different cultural backgrounds. We formulated a few questions that we want to ask. We decided to ask these questions to our close friends as we think they are more likely to give more detailed feedback. For our secondary research, we decided to investigate more about how different cultures affect the participation of students in sport. This is our task for this week.
- ❑ I was very surprised that one team member was more involved in the discussion today. She conversed with us by unmuting her mic and giving some of her opinions. She suggested that we should change one of our interview questions as she thought that they a bit unsuitable. She also asked some questions when she was in doubt. I was very happy when she participated more in the discussion.

Reflections by Toh Yong Ying

In today's lesson, my team members and I were doing the last check of the survey and we spent the whole lesson creating the introduction and instructions for the survey. This is important because the introduction allows us to explain what the purpose of the survey is and who we are. Moreover, the instructions could lead the audience to answer the survey as we mentioned at the end of the survey that we are going to give those interviewees who answered the survey. Another reason that we spent so much time on sending the survey is because our leaders were looking for the best style for the interviewee to answer the questions in. For example, whether to put the survey question under the instructions part or whether we put a "go to survey questions" button. We plan to give the interviewee 2 weeks to answer the survey and then we'll collect and compare their answers. During these 2 weeks of lessons, one week of the lessons is taken for exams and in the other week we plan to do the cultural perspective research. In this lesson, we worked to give the team members ideas and give the leader my suggestions and we came up with the best way to present our survey. In this lesson, my team members continued doing the introduction to the survey and I pasted the cultural perspectives' interview answers from my friends as I started to collect the information during the weekend.



Pastoral Care Article

Developing Emotional Awareness in Children

When your child says or thinks

- I control myself so much that many people think I am unemotional or unfeeling.
- I find it embarrassing to express my feelings to others.
- I am too unacceptable in very basic ways to reveal myself to other people or to let them get to know me well.

You can support your child by :

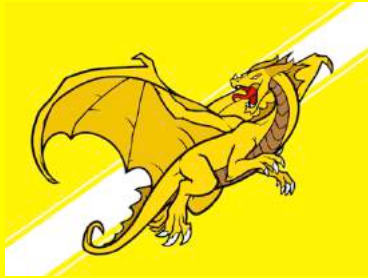
- **Help your children to name their feelings.** A chart with faces and labels can help children see the differences in feelings. You can click on these hyperlinks to get a [feelings chart](#) for younger kids and [feeling labels](#) for teenagers.
- **When your kids are young, they need your help in labeling their feelings.** If your child is stomping his feet and snarling as he tries to zip up his jacket, you might comment *“It looks like you are frustrated with trying to zip up your jacket. I feel frustrated too when things are hard to do.”* Hearing this helps your child feel noticed while also learning a word to attach to his feelings. Older kids are ready for a range of words to describe mild to strong feelings. Are they furious, angry or feeling slightly bugged? **Identifying the feeling’s intensity is important in communicating and figuring out what action to take.**
- **Feelings are neither right nor wrong.** Empathize with them by listening when they are talking and observe their body language. For example, if teens are feeling rejected by peers, their feelings are valid. Listening to their feelings can help them process those feelings and to decide what action to be taken. **It is important for them to know it is ok to have negative feelings, but how they choose to act on those feelings may or may not be OK.**



Sport House Points

Total: 1721

Merit Points for
the week: 44



Total: 2083

Merit Points for
the week: 97



Total: 1448

Merit Points for
the week: 44



Total: 1563

Merit Points for
the week: 60





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Happy
Deepavali
Wishing you a blessed
and cheerful Deepavali



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