

SJIIM Weekly Update

10 January 2020



Welcome Back!

Happy New Year and a warm welcome back to all our families. We extend a particular welcome to all our new students and their families. We hope that the children have enjoyed their first days at SJIIM and will soon feel at home in our community. As the new decade is upon us, it is timely to look back and look ahead. It is amazing how our community has flourished since the school's foundation and we look forward to what the new year will bring. Our children have also been thinking about the new year and new year resolutions. In assembly, we talked about why we make new year resolutions and why there are particular challenges for us as Lasallians. The new year challenges us, once again, to serve others in our community, knowing that when we serve others we enrich ourselves. In 2020, we aspire to renew our efforts to truly serve others in our homes, school and in the wider community.

Catholic Corner

On Wednesday 8th January we celebrated our first Mass of the new year. It was very well attended. In the Mass, we prayed for our students doing IGCSE examinations and we prayed for countries that are in crisis. We offered up our prayers for the people and animals that are affected by the fires in Australia. May they find hope and help in their time of need.

In term 2, we would like to invite parents to join our students in practising the hymns that we use in our Masses. Currently, we meet twice a month for thirty minutes at the end of the school day. Our practices take place on Mondays. If you would like to know more or you would like to come along to try, please email me: kwilloughby@sjj-international.edu.my

Our next MASS is Wednesday 5th February at 12:30

Catholic CCA starts back next Friday. We are delighted to share that the number of children attending continues to grow. We look forward to a brand new term of learning more about our faith and how we can best serve others.

Chapel opening hours

Our school chapel is open every **Tuesday and Thursday** before school (07:30- 07:50 am) Children from the ES must be accompanied by an adult.

Safe School Update: This week:



Publish date: 03.04.19

In today's digitally connected world, children and adults are constantly presented with new ways to engage, react and contribute. We're sociable beings; it's a natural human instinct, especially amongst younger audiences, to want to belong and join in. Viral Challenges (as they're often known) draw on these emotions and, as the name suggests, spread and gather pace very rapidly. New challenges are constantly emerging and evolving. They're often completely innocent, raising awareness of worthy causes or simply providing amusement. However, they can have much more sinister undertones, putting children at risk of physical harm or, in extreme cases, fatal injury.



What parents need to know about **ONLINE CHALLENGES**

MENTAL HEALTH & WELLBEING

As well as having the potential to cause actual physical harm, some challenges can be extremely upsetting for children. Many are created with the sole purpose of instilling fear in an individual in order to coerce them into doing things that could have a long-term emotional effect on them.

VARYING LEVELS OF RISK

As a parent or carer, it's important to take a balanced view and understand that not everything online has the potential to do harm. Mass-following and interaction can be a force for good. For example, the Ice Bucket Challenge, which swept the nation, set out to raise money and awareness of Amyotrophic Lateral Sclerosis (ALS). At its height, over 28 million people uploaded, commented on, or liked Ice Bucket Challenge related posts on Facebook. It's equally important to be aware though that online challenges often have a darker side. Malicious trends and challenges can expose children to dangerous or even life-threatening situations, so it's critical that parents and carers are aware of the latest risks and understand what steps to take to mitigate them.

'FOMO' - FEAR OF MISSING OUT

The 'Fear of Missing Out' (FOMO) is a strong emotional characteristic, particularly displayed in young people. The nature of viral challenges encourages children to explore and push boundaries. They tap into FOMO by feeding on a child's natural desire to join in, be accepted and share experiences with their friends and the wider online community. A recent study also found that FOMO is one of the greatest causes of Social Media addiction.



STRIVING FOR LIKES

In a major study by the Children's Commissioner, it was found that children as young as ten years old are reliant on 'Likes' for their sense of self-worth. A major concern around viral challenges is not knowing how far children will go to earn 'Likes'. Couple this growing appetite for acceptance with commonplace peer pressure and the potential problem is compounded. The result is that when young people are drawn into online challenges, because it is what all their friends are doing, saying 'no' can seem like a very hard thing to do.

"The coolest person at school will start a trend and then everyone copies her"
Merran, 12, Year 7

"If I got 150 likes, I'd be like that's pretty cool it means they like you"
Aaron, 11, Year 7



Top Tips for Parents



COMMUNICATION & MONITORING

It's important to talk to your child regularly and monitor their online activities. Encouraging honesty and openness, will give you a much clearer viewpoint of how your child is interacting online and what concerns they have. Create an atmosphere of trust. Ensure they feel they can confide in you or another trusted adult regarding anything they may have seen or experienced online that's upset them.

THINK BEFORE ACTING

As with most concerns in life, let common sense prevail when it comes to Viral Challenges. Young people need the freedom and space to explore and going in all guns blazing may well be counter-effective. Address the importance of safety and wellbeing, both online and offline, by getting the facts and understanding the risks. Start a discussion about the Online Challenges that may have captured your child's interest, gauge their likely involvement and explain the importance of thinking and acting independently when it comes to participating.

SETTING UP EFFECTIVE PARENTAL CONTROLS

As with all online activity, ensuring you have effective parental controls set up on all devices will help filter and restrict the dangerous or inappropriate content you don't wish your child to access. Additional measures for protecting your child include checking the privacy settings on your child's devices, monitoring their friends list, ensuring their personal information is safe and secure and keeping a watchful eye on the content they're sharing.

REPORTING & BLOCKING

Parental controls can only go so far in blocking potentially harmful content. A rise in the decoding of social media algorithms, has led to age inappropriate content increasingly appearing on platforms and apps used by children. Where possible, you should regularly monitor what your child sees online and flag/report any content which is inappropriate or dangerous. You should take the time to talk to your child, define what you consider to be appropriate content and show them how to report and block users/accounts themselves.

VALIDATE SOURCES

Not everything is as it seems. Some people create fake content that's designed to 'shock' in order to encourage rapid sharing. If your child has seen something online that has triggered concern you should encourage them to check its origin, verify that it came from a credible source and check the comments made for any clues to its validity.

FACING REALITY

Trends and Viral Challenges can be tempting for children to take part in; no matter how dangerous or scary they may seem. As a parent or carer it can be difficult to keep pace with the very latest Online Challenges emerging. In recent months these have included potentially dangerous crazes, including the 'Bird Box' challenge, which was inspired by Netflix's popular film and encourages followers to upload videos of themselves attempting everyday tasks while blindfolded. The best advice is to keep talking to your child. Show that your taking an interest and not just prying. Ensure your child knows they don't have to get involved and if they're unsure, let them know you're there to talk before they consider participating. Children often need reassurance that not everything they see online is real. If your child has viewed distressing or frightening content it's important to talk to them about their experience, support them and, if required, help them find additional support.

SOURCES:
<https://www.independent.co.uk/news/science/fake-news-twitter-spreads-further-faster-real-stories-retweets-political-a8247491.html> | <https://www.dailymail.co.uk/news/article-2209452/Teen-dies-copying-pass-game-time-YouTube.html>
<https://www.dailymail.co.uk/news/article-6307331/Boy-11-dies-YouTube-choking-challenge-mother-warns-parents-sons-strangled-himself.html> | Children's Commissioner Life in likes report - RSPH - Status of mind report
<https://www.bbc.co.uk/news/magazine-28013707> | <https://www.independent.co.uk/health/wellbeing/fear-of-missing-out-fomo-one-of-greatest-causes-of-social-media-addiction-study-finds-36975296.html>
<http://www.thp.co.uk/news/children-as-young-as-eight-addicted-to-social-media-likes/>

Elementary School Update



January dates:

Mon 13th January: CCAs begin for Term 2. Children should be picked up at 3.50pm on their CCA day.

Tues 14th January: Science Parent Information Session, Years 4-6, 8.10-8.45am, Drama room (floor 1)
Mr. Chamberlain (Science Leader) will present a Parent Information Session regarding the provision of Science at SJIM for years 4-6.

Wed 15th January: Reception-Year 2, Phonic Workshop for New Parents, 2.00pm, Drama room (floor 1)
Mrs. Woodhams (EYFS & KS1 English leader) will run a phonic workshop for parents of children new to the school in Reception, Year 1 or Year 2. This is a repeat of the phonic workshop that was held in term 1. Parents of existing children who would like to attend are, of course, also welcome.

Wed 22nd January: ES mid-year reports sent to parents

Wed 22nd January: Chinese New Year Celebrations.
All children in the Elementary School are invited to wear Chinese traditional dress, or the colour red, on this day to immerse themselves in our CNY celebrations.

Save the Date

Saturday 22nd February - ES Sports Day

Reports

Elementary school mid-year reports will be accessible on the Parents Portal on Wednesday, January 22nd at 12.00 midday.

You will need to have activated your SJIM family G-mail account to log on to the Parent Portal.

If you have already activated the portal, you will need to use the same login details to gain access. You will receive an email with all relevant details early next week.

Creative Writing CCA

Last term, eleven children from years 5 and 6 enjoyed a creative writing CCA working with published author Harrison F. Carter. Our writers created a fantastic magazine entitled *Write to Change*. All of the pieces of writing are focused around the United Nations sustainable development goals and deal with the global issues that are affecting us and our planet. You can browse the magazine in the ES or HS office. Congratulations to all our young writers.



High School Update



HS CCA - 20th Jan

Please take note that HS CCA for Term 2 starts on 20th Jan.

Year 10 Parent Information Session - 14th Jan

There will be a short 'recap' session on 14th January at 4:30pm in the Drama Room on the 1st floor.

HS Sports Day

Please save the date - Saturday, 15th February.

Cultural Languages

The Cultural Languages Department structure has been rearranged from the start of Term 2. Subject Leaders for each Language have been appointed to lead their particular area. Please can you direct any questions to the relevant subject leader:

Bahasa: Basariah Mohamad: basariah@sj-international.edu.my

Mandarin: Wee Ming Ho hwming@sj-international.edu.my

Spanish: Enrique Caballero: ecaballero@sj-international.edu.my

Y12 Group 4 Project

As part of the IBDP programme, all students are expected to complete a science-themed project where they collaborate in small groups to achieve a specific aim. This year students were given the task of teaching short lessons to Year 5 classes. Students had to plan activities that were engaging and appropriate to the students in front of them. The students discovered just how much has to be considered when planning lessons and how plans have to be adapted when being delivered to a class. Overall, it gave them an insight into teaching and how to work together to achieve a common aim.



Useful Links



[ES Student Absence Form](#)
[HS Student Absence Form](#)



[HS Parent Calendar 2019/20](#)
[ES Parent calendar 2019/20](#)



[HS Staff Email 2019/20](#)
[ES Staff Email 2019/20](#)



[December Menu](#)
[Term 1 meal charges](#)
[Term 2 meal charges](#)



[Update from University & Career Counselor](#)



[PSG Update](#)



[Music Website](#)



[Sports Website](#)



[Epurple \(Top up credit\)](#)
[Tapestry \(For ES\)](#)
[Parent portal \(For ES\)](#)