



UNIVERSITY of CAMBRIDGE
International Examinations
CAMBRIDGE INTERNATIONAL CENTRE



innoventures
education

RAFFLES
WORLD ACADEMY

FORWARD

The Newsletter of Raffles World Academy

November [2019-20]

Issue 115

General

Primary

Secondary

Events-CCA

School Clinic

UAE - FLAG DAY



PEACE DAY

Middle Years Programme- Awards Ceremony



INNOVENTURES GOTTALENT



News from Grade 2



Grade 2 have been inquiring into famous artists and different art forms. They have researched different artists and have created their own art work which they will be showcasing at our end of unit Art Exhibition.

Students also went to the beach to create their own sand sculptures which were inspired by the symbols of the UAE.

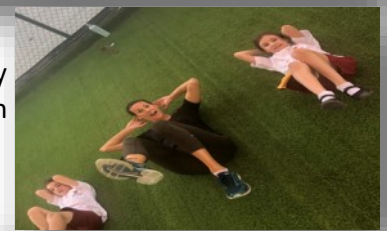
Grade 2 are very excited to present their art work in their very own art exhibition at the end of this unit.



In Science, students worked together to research and investigate about pollination and parts of a plant. In Science, students also learned about magnets and magnetism by investigating objects around the classroom.



Grade 2 students enjoyed the 20x30 Dubai Fitness Challenge by working out every Thursday morning with their teachers. They were also invited to LEGOLAND to join in on a fitness challenge and to enjoy the amusements as a treat.



News from Arabic B

Throughout the previous 2 months, Arabic B students were very happy to recall and strengthen their knowledge in Arabic and demonstrate it through various indoor and outdoor activities.

They sang, acted, read, wrote, spelled, presented, and painted. Lately, they have been practicing some National poems and dances to celebrate the National day of the host country.

Here are some photos from our activities and assemblies:



30X30 Dubai Fitness Challenge at RWA

October 18th saw the beginning of the Dubai fitness 30x30 challenge, 30 minutes of exercise for 30 days. The



PE team were so happy with the attitude of students throughout the challenge and there were a number of highlights, mainly the volume of students participating in the morning mile each day. This has made such a positive impact on the students that it will now be happening each Thursday from 7.10-7.30am on the main

sports field and we hope to see as many students, parents and of course teachers join us for a run.



The students also had the chance to participate in a number of cool activities around Dubai, including kite beach mini mudder. Students had a fantastic time challenging themselves getting around this obstacle course.

Technology at RWA

At Raffles World Academy (RWA), we understand the importance of a healthy and safe approach towards the use of technology. This guide should be used to support you in regards to these topics, providing information that will help you in helping your child to make healthy and safe choices.

Online Safety Tips for Parents

Online safety is one of the biggest worries for parents about their child using technology. Below are some tips to help you navigate this tricky issue.

- 1) Talk about it Have an open conversation with your child about their online behaviour. You should try to familiarise yourself with, and use, the different apps they engage with so that you can better understand their online world. Through this conversation, set expectations together with your child, about the behaviours you would like them to adopt online.

What you talk about will depend on the age of your child, but some suggested topics to discuss are: How long should they spend online. What apps do they use and which websites do they visit. Do they talk to anyone online (and if so who). Are they on any social media sites? What information they share online.

- 2) The online safety basics Teach your child some of the basics of online safety listed below: Protecting personal information: It is never a good idea for your child to share online personal information such as their full name, school (including photos that can clearly identify their school), their address, phone number etc. It is also important not to divulge personal details that could be used to answer their security questions such as the name of their first pet, or the street where they grew up.

Their location: Teach them how to disable their location. Some apps share live location data, or post location data alongside updates. Some smartphones allow users to share their location in real-time and it is important to teach them what this means. They should never share their location with someone who is unknown to them.

Setting strong passwords: Teach your child about the importance of setting strong passwords. This will help protect their information and prevent their account from being hacked. Teach them also the importance of keeping these passwords private (sharing only with yourself).



Dealing with inappropriate content: as much as we try to protect our children, they may still come across inappropriate content. What is important is for us to teach them what to do in circumstances where they see something they should not, or they receive an inappropriate or mean message online. Having a circle of 'trusted adults' is important; they should use these people for guidance in these circumstances.

Do not believe everything you see: While it might seem obvious to adults, children do not always realise that people are not always whom they say they are online. Talk to your kids about speaking to people they do not know

online and teach them common sense when it comes to strangers online.

Meeting up with online friends: Help your kids understand the dangers of meeting up with strangers (online or in real life). Encourage them not to meet up with any online friend without speaking to you.



Technology at RWA Contd....

Digital footprint: Teach your child to think about what they post online as it will last forever in the form of a digital footprint. While it may seem unimportant now, posts shared online could affect them later in life. Also, while we want them to know what they shouldn't post, you should also talk to your child about how they can develop a 'positive digital footprint'; sharing topics they are passionate about such as the environment or healthy living and posting positive and supportive replies to friends posts.

3) Try out the tech they are using

This can seem daunting, but it is a great way to understand the technology your child uses on a daily basis, as well as the apps and websites they access. You could even ask your child to show you how the app or device works as a way to start the online safety conversation.

4) Be a good role model

How often do you use your mobile device at dinner? How many angry rants have you shared online? It is important to look at the example you are setting for your children. It is also worthwhile examining your own privacy settings, or seeing exactly what personal data or information is stored by online services you use.

5) Social media

The minimum age for popular social media websites including Facebook, Twitter, Instagram Snapchat etc. is 13 years of age. Some parents may choose to set their kids up on social media and manage their account for them, until they come of age. This can help them teach their children good online safety habits. Some tips for setting up their social media accounts, if you choose to do this, are: Help them set up their own account Use your email address to set up their account. Teach them about their account settings, privacy settings and safety settings if appropriate ☑ Set up your own account and friend/follow them. Install a parent control app (see 'Further help for parents' section) for extra peace of mind .

The connection between the IB Learner Profile and Moral Education

Through the lens of the IB Learner Profile, valuable and meaningful connections are being made in our Moral Education lessons. As students develop their understanding of the IB Learner profile, they are able to relate examples in their own personal and immediate communities, whether it be connected to family, peers or local communities, to those examples discussed in our Moral Education lessons.

Direct correlations between the Moral Education objectives and the purpose of the IB Learner Profile are obvious in the key terms used in both, namely: 'internationally-minded, common humanity, create a better more peaceful world, value the wealth of cultures, teach students dignity and respect, and build character.'

This has created an authentic platform for discussions in class, and presentations in assemblies, on how the Learner Profile is part and parcel of the Moral Education objectives covered in our curriculum.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective
Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Balanced
Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable
Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Open-minded
Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Inquirers
Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators
Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Risk-takers
Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Principled
Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Thinkers
Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Caring
Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



OBJECTIVES OF MORAL EDUCATION

The ultimate outcome of Moral Education is to create a generation of citizens who:

Build Character	Instill Ethical Outlook	Foster Community	Endear Culture
<p>Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy</p>	<p>Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility</p>	<p>Encourage and enable students to become engaged members of their community</p>	<p>Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world</p>

Music in KG

Music in KG1 is a lot of fun. In this yearlong unit “How we express ourselves”, children explored many new learning activities where they were able to inquire the connection between art and self-expression.

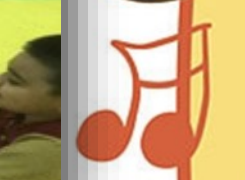
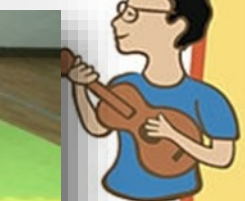


In music class children learned how to communicate through different kinds of songs, finger plays, and action Songs, not to forget the echo Songs, and the Children’s favorite song

tales. They learned how to use their voices to imitate sounds and learn songs.

KG explored elements of music slow, fast, high, low, beat, pitch.

They were exposed to play different music instruments and used movement to express feelings.



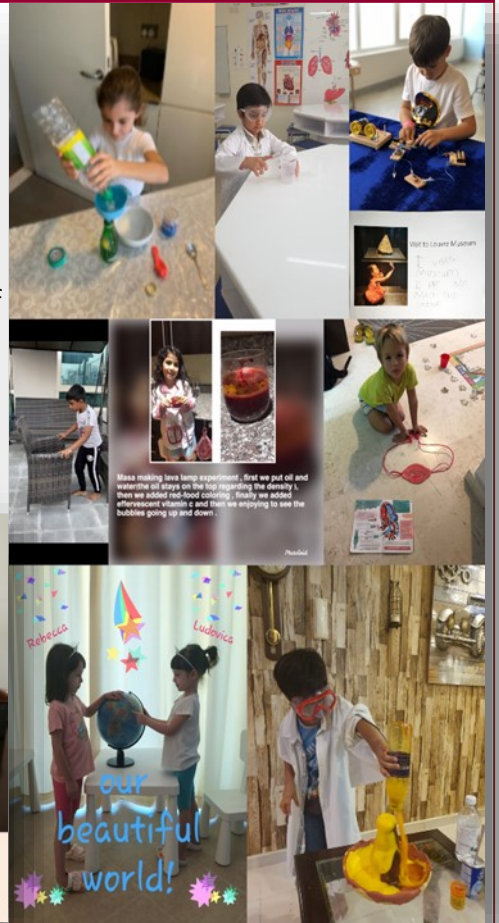
RWA Science Selfies

Thank you to everyone who sent in their science selfies. It was great to see all of the amazing science work you have been doing at home with your friends and family. Science can be so much fun!



If you do any more science at home, feel free to email your teacher with the photos and a brief description of what you are doing. Here are some of our fabulous science selfies!

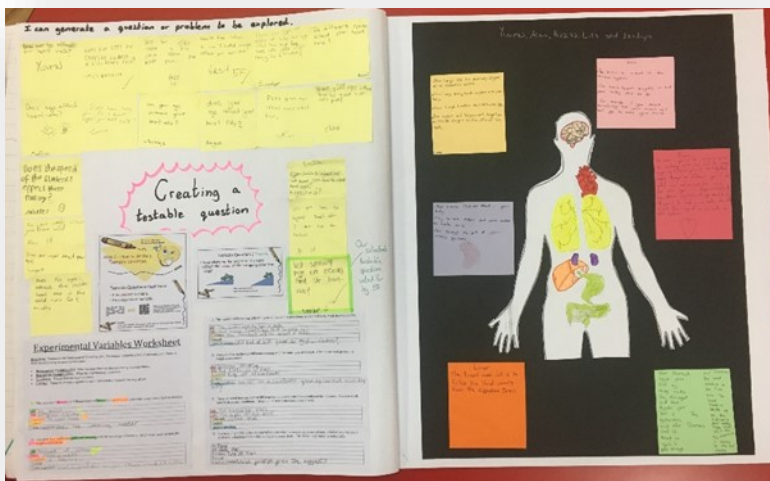
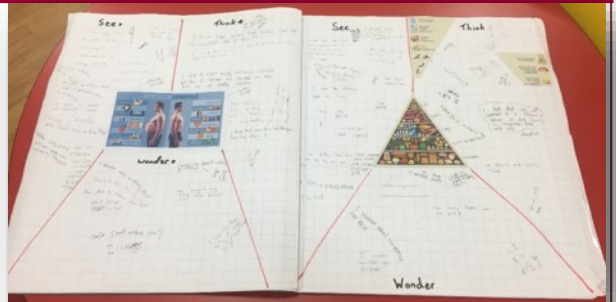
Check out the display in the Grade 3 atrium for more awesome Science Selfies.



Science Floor Books

In Grade 5, students have been trialling the use of science floor-books, which are used to compile each classes' scientific learning journey; aiming to breakdown the scientific method into more 'digestible' chunks.

Floor book activities are designed to challenge the students' thinking, giving them opportunities to share and learn from their classmates and allowing them to see how their thinking and



understanding of science has changed over time.

Students can access the science floor book in the classroom whenever they need it, making it a great tool for revising material already learned. (Hint, hint, for science fair 😊). Here are some floor book snapshots.

In Unit 3, we aim to have all classes in Grades 1-5 using floor-books.

RWA Library



Library Focus

In celebrating the **49th UAE** National Day 2019, the RWA library has set up a mini-displays at the ground floor including books about the **United Arab Emirates** – its culture and heritage. The display will be up till 12th December, 2019.



Library Learning

The upper primary students are now using Destiny, an online library catalog, to find and locate books in the library. There is also an opportunity for them to access the online catalog even at home. For higher grades with key role in supporting and developing literacy and the enjoyment of reading, we also focus more on research skills, academic honesty, plagiarism and referencing.



Reminders

- Follow us on twitter #RWADubaiLibrary
- Upcoming **DC Book fair** happening on December 8th – 10th
- **Roshni Kalati** – Authors Visit will be on December 8th for lower primary
- Please return all library books before leaving for winter break. Library borrowing will cease on December 5th



Library Trivia – Check this out!

- How many **titles** are there in our library? **36,800**
- What is the top most circulated book title in our library? **Diary of a wimpy kid: the ugly truth**
- What is the **system** called to put books into a specific order and label them so that they are easy to find when someone is looking for a specific book? **Dewey Decimal Classification System**