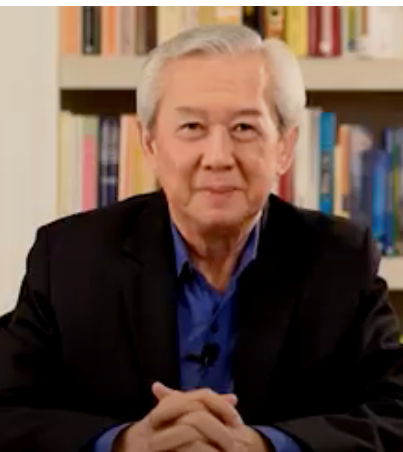


# MGS ECHO

## Matrix Global Schools Weekly Newsletter



### CAMPUS PRINCIPAL'S MESSAGE



### THIS WEEK'S TOPICS

World Migratory Bird Day At MIEY

Subject Choices In The International Cambridge Syllabus

Humanities In MPS

MIS - Science At Home

"When you encounter various trials, big or small, be full of joy, they're opportunities to learn patience."

- Scott M. Curran

(Current CEO of Beyond Advisers, a social impact consultancy)



In a classic psychology experiment from the 1970s, a psychologist named Walter Mischel carried out a simple experiment. He placed some marshmallows in front of some children and offered them a choice. They could either eat one marshmallow immediately or wait a brief period of time in order to get two marshmallows. When the experimenter left the room, many of the children immediately ate the marshmallow, but some of the children were able to put off the urge to wait for the reward of getting two marshmallows later on.

What Mischel discovered was that the kids who were able to delay gratification had a number of advantages later on over the kids who simply could not wait. The children who had waited for the treat performed better academically years later than kids that ate the treat right away. Those who delayed their gratification also displayed fewer behavioural problems.

The finding of Mischel is not surprising. Children who are trained to expect

delayed gratification are better at judging, reflecting and planning for long-term change that produces more meaningful results. On the other hand, children trained to expect instant gratification are often distracted from more meaningful pursuits, leading to destructive financial, social, and health outcomes. There is a need for them to see a quick turn-around and immediate obvious benefits and lose the will to preserve when the desired results are not obtained within a short period.

As parents and teachers, we can help our young ones to acquire the requisite skills to analyse, reflect and plan for the outcomes that they need. One strategy is to help them plan with definitive time-frames that are realistic and achievable. For example, a person trying to lose weight will set himself up for failure if he makes a completely unrealistic goal of losing 10 pounds per week. A more realistic goal of one pound per week would allow him to see the real results of his efforts. We need to continue to help them to see the bigger picture and instil in them the discipline to work hard for their future.

The Children at Matrix International Early Years celebrated 'World Migratory Bird Day' on the 4th of May 2021. The theme for the event in 2021 is 'Sing, Fly, Soar - Like a Bird!'

The exciting activities the children participated in were: to watch an explanatory video presentation to raise their awareness of migratory birds, make a bird mask, sing action songs on birds, tune in to the sounds that different birds make and listen to a moral story of 'The Clever Birds'. The children also made a bird feeder using coconut shells that they could hang out on a tree to nurture and feed birds with a packet of bird food provided as a starter kit.

Another exciting activity is that each child received a pair of binoculars as a gift for the event and were taken out to the field on a bird watching adventure. This was the highlight for the children. Overall, It was a great learning experience for all and the best part of it was that the children learnt how to appreciate and notice birds in nature and watch how birds "Sing, Fly and Soar!"

[Watch here](#)

## WORLD MIGRATORY BIRD DAY AT MIEY



Look! I can see a bird!

A bird-watching adventure

Singing and dancing to a bird song

Making a bird feeder using a coconut shell



## CAMPUS PRINCIPAL'S MESSAGE TRANSLATED

在20世纪70年代的一项经典心理学实验中，一位名叫沃尔特·米歇尔（Walter Mischel）的心理学家进行了一个简单的实验。他把一些棉花糖放在一些小孩面前，并给了他们一个选择。他们要么立即吃一个棉花糖，要么等待一小段时间，以获得两个棉花糖。

当实验者离开房间时，许多小孩立刻吃了棉花糖，但有些小孩却等待得到两个棉花糖的回报。歇尔发现，能够延迟满足的小孩在后来的那些根本无法等待的小孩有很多优势。等待零食的小孩比立即吃零食的孩子晚几年在学业上表现更好。那些延迟满足的人也表现出较少的行为问题。

米歇尔的发现并不奇怪。接受过延迟满足训练的孩子更善于判断、反思和规划能产生更有意义结果的长期变化。另一方面，不擅长等待的孩子往往容易从更有意义的追求中分心，而导致破坏性的财务、社会和健康结果。他们想要看到快速的转变和立竿见影的好处，并甘愿为满足即时的结果而放弃更有

价值的长远结果。

作为父母和老师，我们可以帮助我们的孩子获得必要的技能以让他们有能力分析、反思和计划他们需要的结果。一种策略是帮助他们制定切实可行的明确时间表。例如，一个试图减肥的人如果制定了一个完全不切实际的每周减掉10磅的目标，他就会失败。每周一磅更现实的目标将使他看到自己努力的真实结果。我们需要继续帮助他们看到更大的图景，并向他们灌输为自己的未来努力工作的纪律。



Pada tahun 1970an, seorang ahli psikologi bernama Walter Mischel, telah menjalankan satu eksperimen di mana beberapa manisan marshmallow telah diletakkan sebagai habuan di hadapan sekumpulan kanak-kanak. Mereka kemudiannya diberi pilihan sama ada untuk terus mengambil satu ketul marshmallow atau menunggu dalam suatu tempoh yang ditetapkan untuk mendapatkan 2 ketul marshmallow. Kebanyakan kanak-kanak itu memilih untuk terus mengambil satu biji marshmallow, tetapi ada segelintir yang mampu bersabar dan menunggu untuk mendapatkan ganjaran 2 biji marshmallow selepas tempoh menunggu tamat.

Berdasarkan kajian ini, Mischel mendapati bahawa kanak-kanak yang mampu menangkahkan kepuasan mempunyai beberapa kelebihan berbanding kanak-kanak yang tidak sanggup untuk menunggu. Kumpulan kanak-kanak yang lebih sabar untuk mendapatkan habuan menunjukkan prestasi akademik yang lebih bagus dan memperoleh markah yang lebih tinggi dalam peperiksaan berbanding mereka yang mengambil ganjaran serta merta. Mereka juga menunjukkan kurang masalah sikap berbanding yang lain.

Penemuan kajian ini bukanlah sesuatu yang mengejutkan. Kanak-kanak yang diasuh untuk menangkahkan kepuasan lebih bijak dalam menilai, mengimbas kembali dan merancang untuk

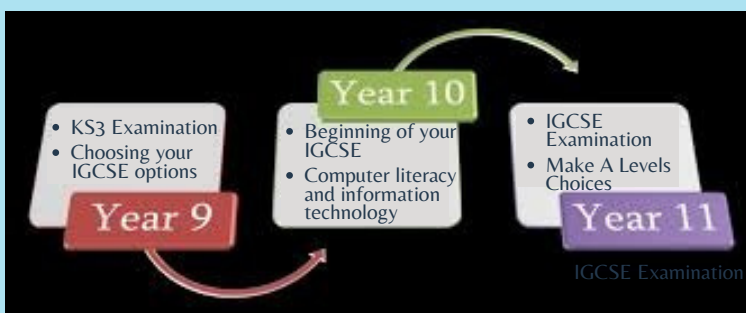
menangani perubahan jangka panjang yang membuahkan hasil yang lebih bermakna. Sebaliknya, kanak-kanak yang dibiarkan mengikut naluri kepuasan segera, sering menyimpang dari usaha yang lebih bermakna; seterusnya membawa kepada kebinasaan diri dari segi kewangan, sosial, dan kesihatan. Kanak-kanak sebegini merasakan bahawa mereka perlu melihat hasil positif daripada perubahan dan menerima habuan dengan serta merta; dan mudah beralih arah apabila hasil yang diharapkan tidak dapat dicapai dengan segera.

Sebagai ibu bapa dan guru, kita harus membantu anak-anak muda kita untuk mengasah kemahiran menganalisis, mengimbas kembali dan merancang bagi mendapatkan hasil yang diidamkan. Salah satu strateginya adalah dengan memberi panduan perancangan berdasarkan satu jangka masa yang tetap, realistik dan boleh dicapai. Contohnya, seseorang yang ingin mengurangkan berat badan akan hanya menemui kegagalan jika dia membuat sasaran yang tidak munasabah untuk mengurangkan 10 paun setiap minggu. Sasaran yang lebih realistik dan akan membuahkan hasil yang jelas adalah pengurangan 1 paun setiap minggu. Kita perlu terus membantu anak-anak kita untuk melihat gambaran yang lebih besar dan menanam disiplin untuk bekerja keras bagi masa depan mereka.

There are many stages and events in a student's career when they need the help and full support of those around them. From the first day of school to participating in plays, performances and graduations, there are times when the student cannot act alone and need

that helping hand to gently guide them through an experience. Making subject choices is one of those times but does not always share the limelight that might be attributed to, say, a haul of medals on sports day.

[Read more](#)



IGCSE subject briefing for current Year 9 students will be organised on next Wednesday, 9th June 2021.

## SUBJECT CHOICES IN THE INTERNATIONAL CAMBRIDGE SYLLABUS



Mr. John  
O'Connor, the  
MISS Head of  
Academic



# HUMANITIES IN MPS

Humanities expand our knowledge of human cultures and help us understand what binds us together and what differentiates us from one another. The History subject in MPS is enriched with fun and engaging activities.

## Human life during The Prehistoric Period

The Prehistoric period comprises the Palaeolithic, the Mesolithic, the Neolithic and the Metal Age.

Standard 4 students are learning human life during the prehistoric period. Students discussed where the people stayed, the tools they used and how they connected with the environment.

Students created a model of the prehistoric period to express their understanding with the guidance from their History teacher, Puan Norakmaliza, during their virtual lessons.



Palaeolithic people also lived by the river



Palaeolithic people lived in caves



Neolithic people knew how to build a simple hut



Palaeolithic people knew how to make bonfires and cook the animals that they hunted

## Appreciation of the philosophy of Malaysia's National Principles (Rukun Negara)

Secondary school students express their appreciation of the philosophy of Malaysia's National Principles (Rukun Negara) by creating digital posters during their virtual History lessons conducted by Puan Anisah. They found it easier to understand and to remember when they had fun creating the ideas in digital posters which also enhanced their imagination and creativity.



Poem 'Rukun Negara Kita' by Ng Kah Loke, Form 3M



'Rukun Negara' card by Yu Zuo Fung, Form 2A



'Rukun Negara' card by Wong Zu Yau, Form 2A



Poster 'Hayati Rukun Negara Kita' by Gan Zi Yi, Form 2M

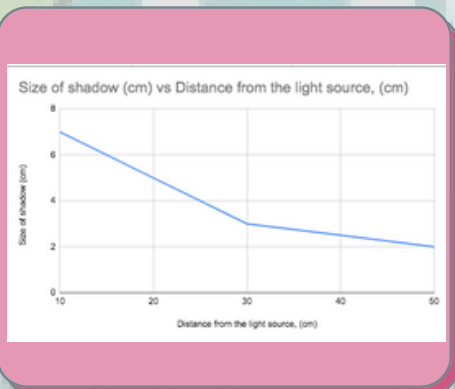
While online learning has taken science away from our physical classrooms and science laboratories, our teachers have been creative in the teaching of science to ensure that their knowledge, skills

and understanding can continue to develop at home.

Below are some of the ways that MIS have ensured science can still be lively and exciting at home:

## MIS - SCIENCE AT HOME

### Year 3: Scientific investigation on how the distance of a light source affects the size of the shadow.



Distance from the light source, (cm)	Prediction (Which one will create the biggest shadow? Label 1-5)	Size of shadow (cm)
10	1	7
20	2	5
30	3	3
40	4	2.5
50	5	2

#### Doing scientific investigations online

With the majority of educational institutions moving towards online learning, a wider range of online educational resources have become available to support learning. One area that has improved over the pandemic is the usage of resources for scientific investigations. By using technology, the students get to replicate the investigations in a similar manner to how they would do it in the science laboratory or classroom while also learning the scientific concepts.

#### Doing scientific investigations at home

Our teachers have been creative in finding ways that investigations can still be done with the limited resources at home. This still allows our students to work on their scientific enquiry skills while developing their knowledge and understanding of the concepts being taught.



### Year 5: Students investigate the force behind the launching of a rocket

### Year 7: Analysing the pH of different solutions

No	Solution	pH	Acid/Alkali/Neutral
1	Lemon juice	2	Acid
2	Tomato juice	4	Acid
3	Orange juice	3	Acid
4	Pineapple juice	3	Acid
5	Amia juice	2	Acid
6	Mango juice	6	Acid
7	Common Salt	7	Neutral
8	Sugar	7	Neutral
9	Baking Soda	9	Alkali
10	Milk	6	Acid
11	Vinegar	3	Acid



#### Sharing videos of scientific concepts and experiments

Scientific videos have been shared with our students to support the concepts being taught by our teachers for pre-learning or to cover content during lessons. Our MIS science department has also recorded some demonstrations of experiments for our students to ensure that they can see experiments conducted with the necessary equipment.

### Year 10: How Phototropism works - the response of plants and other organisms to light.

#### Engaging activities and quizzes

Our teachers have been creative in the ways that they have been teaching and reinforcing scientific concepts while our students are at home. Various methods have been used to help our students learn new concepts, present what they have learned and assess their understanding of what has been taught.

