



# Hougang Sheng Hong Student Care Newsletter 2021

July 2021 to December 2021



## ANNOUNCEMENT:

**Please be informed that the centre will be closed on the following dates / times (2022):**

- |                                   |                          |
|-----------------------------------|--------------------------|
| 03 Jan / Monday                   | - New Year's off-in-lieu |
| 31 Jan @ 2pm / Monday             | - Chinese New Year Eve   |
| 01 - 02 Feb / Tuesday & Wednesday | - Chinese New Year       |
| 11 Mar / Friday                   | - Staff Training Day     |
| 15 Apr / Friday                   | - Good Friday            |
| 02 May / Monday                   | - Labour Day off-in-lieu |
| 03 May / Tuesday                  | - Hari Raya Puasa        |
| 16 May / Monday                   | - Vesak Day off-in-lieu  |

# OUR MISSION

*To be a partner to working parents in providing a safe, homely and nurturing environment for school-going children to safeguard their basic care, to maximize their learning experience and to develop their potentials.*

## OUR OBJECTIVES

- To support working parents with a quality day care programme for their school-going children from Primary 1 to Primary 6
- To provide a safe and nurturing environment for the children who do not have sufficient support and supervision from home
- To organize activities that enhance children's physical, intellectual, social and emotional development
- To build in children good moral values, sense of responsibility and capability of self-reliance and resilience
- To strengthen parent-child relationship

## Core values to explore

*January - May 2022*

As the centre believes in cultivating values in every student and nurturing them into responsible citizens for the society, the centre will be focusing on these values:

January - Orientation &

Setting of Ground Rules

February - Attentiveness

March - Kindness

April - Honesty

May - Responsibility

AUG - NOV 2021

# HERITAGECARES@HOME



Lee Zihan (P1)



Huang Jing Xuan (P2)

## SOME WORKSHOPS INCLUDE:

One Man and His Life	13 AUG
Little Basket Weaver	17 SEP
Virtual Batik Painting	18 OCT
Razzle Dazzle Rangoli	15 NOV

## HERITAGECARES@HOME BY NLB

HeritageCares reaches out to the lesser-served communities through a range of heritage programmes at national museums, heritage institutions and heritage sites. However, due to the current pandemic situation, they chose to continue their workshops via the Zoom platform. We were fortunate to have the opportunity to attend many different workshops organized by them, ranging from arts and craft to storytelling workshops.

# HERITAGECARES @HOME

The children had the opportunity to attend a variety of workshops to learn and enjoy!

- The Story of Badang
- One Man and His Life
- Little Basket Weaver, I Can't Get In!
- Virtual Batik Painting
- Razzle Dazzle Rangoli



Lim Yao Ming (P4)



“

**IT WAS SO FUN TO MAKE  
MY OWN RANGOLI!  
HOWEVER, IT WAS  
SLIGHTLY DIFFICULT AS I  
HAD TO CONTROL  
WHERE I Poured THE  
COLOURFUL SAND.**

- Herng Ray (P2)

“

**I AM GLAD I HAD THE  
OPPORTUNITY TO  
ATTEND THIS WORKSHOP  
AS IT WAS SOMETHING  
THAT I HAVE NEVER  
TRIED BEFORE!**

- Melvin (P5)



20 SEPTEMBER 2021

# MID-AUTUMN FESTIVAL



## MID-AUTUMN CELEBRATIONS

On the 20th of September, the children had the chance to celebrate Mid-Autumn Festival! To start off, our teachers shared on how Mid-Autumn festival came about, what was the origin of Mid-Autumn Festival, and how this festival is celebrated traditionally.

Children were able to play different game booths that were specially rented for that day! They got to enjoy different games such as 'Feed the Clown', 'Shoot the Dino', and 'Mini Car Racing'.



"I was happy that I got to play so many different games! I hope to try other mini games in the future."

- Louis (P2)

November 2021

# WORKSHOPS WITH SINGAPORE POLYTECHNIC

NOVEMBER SCHOOL HOLIDAYS 2021



## WORKSHOP SERIES

BY STUDENTS FROM SINGAPORE POLYTECHNIC

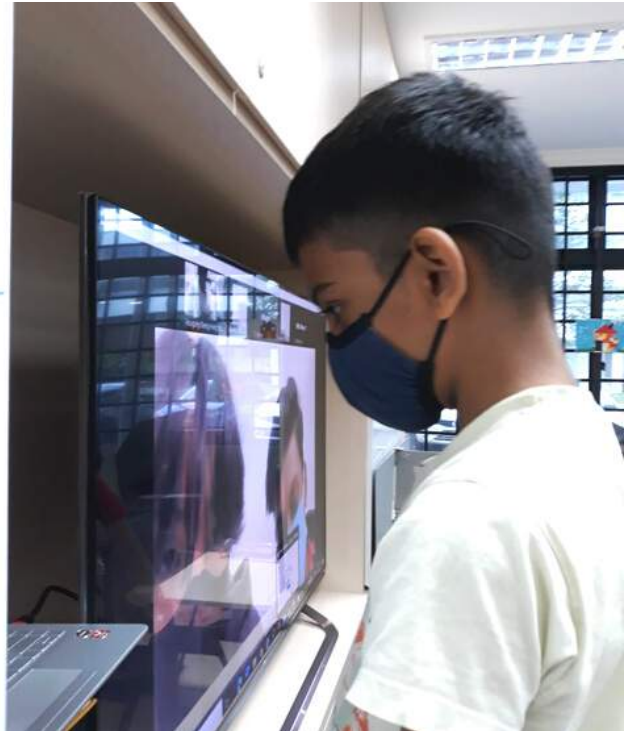
Students from Singapore Polytechnic hosted a series of workshops for the students at Hougang Sheng Hong Student Care Centre.

- Safety & Personal Hygiene during COVID-19
- Origami Session
- Traffic safety

## Personal & Traffic Safety

Students from Singapore Polytechnic conducted these workshops via ZOOM. Making use of different workshops styles, they covered topics such as personal hygiene and traffic safety in fun and engaging ways for the children.

They also performed skits for children to watch and analyze. Through such thought-provoking scenarios, it was easier for children to think and understand what went wrong in these situations.



Yasaswi (P2)

**"Unleash my  
creativity!"**

## Origami Workshop

The children were also taught to make different origamis, such as a paper origami ball. With step-by-step instructions and assistance from caregivers, the children successfully made their own origami ball!

I learned how to make my own origami ball!  
I did not know that there are origamis that  
are easy to make.  
- Vahin (P1)



# 22-26 NOV: ANTS PROJECT

DECEMBER SCHOOL HOLIDAYS 2021



## ALL ABOUT ANTS

We kicked off the start of the year-end holidays with a fun-filled week learning about ants! From catching their first ant, to learning about the different parts of an ant and even starting their first ever Ant Restaurant, the children enjoyed a good balance of indoor and outdoor activities in a small exploratory group setting!

It was a memorable week for us all and we hope the children walk away with reawakened curiosity about nature and the world around them.



# WHAT WE HAVE LEARNT



The children had fun learning about:

- Anatomy of Ants
- Life Cycle of the Ant
- Ant Family and Types of Ants
- Ant Restaurant & Ants' Favourite Food
- Fun Facts about Ants



”  
I learnt that ants are important to Mother Nature as they help in composting. It's amazing they can carry 20-50 times their body weight. It's a pity that I only saw pavement ants and sugar ants. Maybe next time we should go to the place Lucas suggested to see fire ants.

- Yao Ming (P4)



“

# ANTS PROJECT DAY 1 - 2



## ANT ANATOMY; LIFE CYCLE OF ANTS

In order to explore ants in the wild, the children were brought to the park to take a look at the ants in real-life.



I learnt about body parts of Ants and Life Cycle of Ants. The body parts are head, thorax and abdomen. Heads are important. I love ants!

- Jacquelyn (P2)



### Some fun facts about ants!

- Ants can lift 20 times its body weight
- Ants have no ears, but they 'hear' by feeling vibrations in the ground
- Ants can and will fight to its death if needed
- Ants leave a trail of smell so that they know where they have been, and other ants can also follow the trail to find food
- Ants do not have lungs, and they breathe by allowing oxygen to enter through tiny holes all over their body



Eugene Li (P2), looking at ants using a magnifying glass.



## ANTS PROJECT DAY 3 - 5

### ANT FAMILY; ANTS RESTAURANT

To find out what are the ants' favorite food, we left a plate of goodies at the park! The more number of ants attracted to that food, the more the ants like it!

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I enjoyed learning about the different types of ants and what they like to eat.

- Cheah Yi Heng (P4)

“

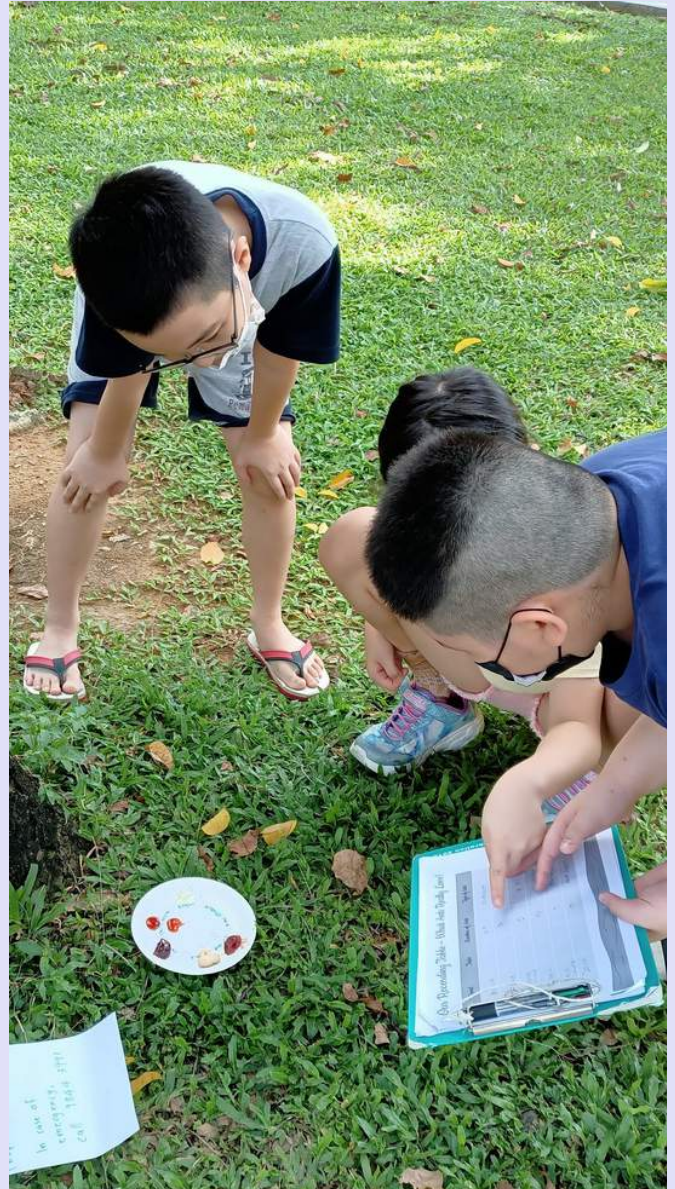


”

Maybe next time we should crush the biscuit and spread the jam so the ants can smell it more easily.

- Melvin Lim (P5)

“



The children learnt about the important role of different ants within an ant colony! They also learnt about the different types of ants and where they are commonly found.

On day 4, the concept of consuming insects in the future to help lower humanity's carbon footprint was introduced to the children. They were also told to predict what is the ant's favorite food from common pantry supplies. Using common pantry staples like sugar, cordial, ketchup, chili sauce and biscuits, the children started their Ant Restaurant and made a prediction table on the ants' favourite food!

# 29 NOV - 3 DEC ARTS & CRAFT



Crystal Chua (P1)



Tan Jun Han (P3) and Jake Tan (P2)

## ARTS & CRAFT WEEK

Throughout this week, our caregivers planned a mix of simple and intricate arts & craft for the children to attempt. The children completed a total of 5 crafts!

The masterpieces are:

- Recycled Toilet Paper Roll Fish
- 3D Popcorn
- Butterflies Origami
- 3D Flower Vase
- Pressed Leaves and Flowers Bookmark

“

THE PRESSED LEAVES BOOKMARK IS SO PRETTY AND YET IT IS EASY TO MAKE! I EVEN GOT THE CHANCE TO MAKE 2 OF THEM!

- Isabelle (P2)

Every artwork is  
a masterpiece.



# 6 - 9 DEC: GAMES WEEK



## GOING BACK TO OLD-SCHOOL

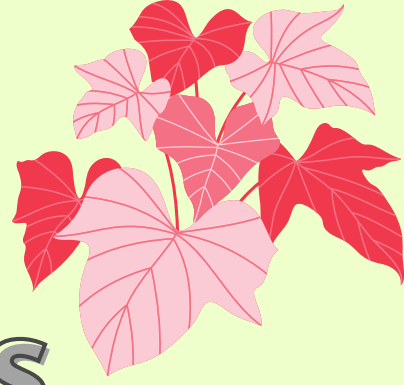
### *Traditional Games*

During this week, students had the opportunity to play different old-school games, such as Happy Family, Pick-Up Sticks, Hopscotch, and even Pinball.



It was interesting to learn and play the older and more traditional games, as right now, everyone just wants to play computer games.  
- Anne-Marie (P3)





# 13 - 17 DEC PONDS & LAKES

*All about Nature*

This week, the children embarked on a week-long journey to learn more about the environment in ponds and lakes. It started from the ecosystem - the animals and plants, to the dragonfly, and to the environment. They also discovered the environmental issues surrounding water pollution, as well as how animals survive in the wild!

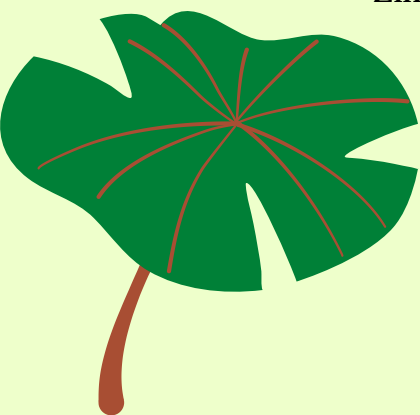


“  
**MY SISTER AND I HAD LOTS OF FUN  
LEARNING ABOUT THE DIFFERENT  
ANIMALS AND INSECTS NEAR THE  
PONDS! I DIDN'T KNOW THERE WERE  
SO MANY TYPES, AND HOW THEY  
LEARNED TO EVOLVE AND ADAPT IN  
ORDER TO SURVIVE!**

- Herlina (P2)

“  
**IT IS SO INTERESTING HOW ANIMALS  
CAMOUFLAGE AND HIDE SO THAT  
THEIR PREDATORS WILL NOT EAT  
THEM!**

- Zhi Xian (P2)



## Differing Habitats

Our caregivers conducted extensive research to prepare interesting lessons for the children to learn about ponds and lakes. The children got to explore (albeit virtually) the different habitats and environments of different ponds and lakes, for example: freshwater ponds, brackish water, and saltwater lakes. These differing habitats houses different species and different kinds of animals. An animal that can survive in one habitat may not survive in another.

The children also explored how animals evolve in order to survive, such as the frogfish, which evolved to look like rocks and corals in order to catch unsuspecting prey.

## Hands On Activities

Besides learning through their auditory senses, the children also learned through hands-on activities, such as arts and craft.

Our caregivers, Mr Johnson and Ms Florence conducted a 3D dragonfly and a Lotus-painting workshop respectively, for students to create their own masterpiece. These activities helped children to master their fine motor skills, as they manoeuvre their brushes and markers.



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**I DID NOT KNOW THAT SALMON SWIM BACK TO WHERE THEY ARE BORN TO LAY EGGS. IT IS SUCH A TIRING JOURNEY TOO.**

- Jing Yang (P1)



Lucas Ng (P6)

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# Non - Academic Awards 2021

## Primary 1

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### Eshan Rayyan (P1)



Eshan is a polite and kind boy who cares for his peers. He also gave up his seat for his friend (Cyan) while they were completing their spelling homework. He displays positive energy around him and is very helpful towards his teachers.

### Khairul (P1)



Khairul is a helpful and responsible boy. Despite being of the same age group as his peers, he is sensible and often helps to relate instructions to his peers, such as telling them to be quiet and pay attention. Moreover, he is also attentive and takes good initiative to participate enthusiastically in class discussions.

### Jun Yu (P1)



Jun Yu has shown great improvement in his self-discipline. Despite being in Primary one, he is self-initiated during study time, by taking out his own work to do, and would even ask the teachers for things to do when he is free. He has also improved tremendously in following teachers' instructions, and practiced self-control when necessary.



**Congratulations to  
all prize winners!**  
Keep it up!



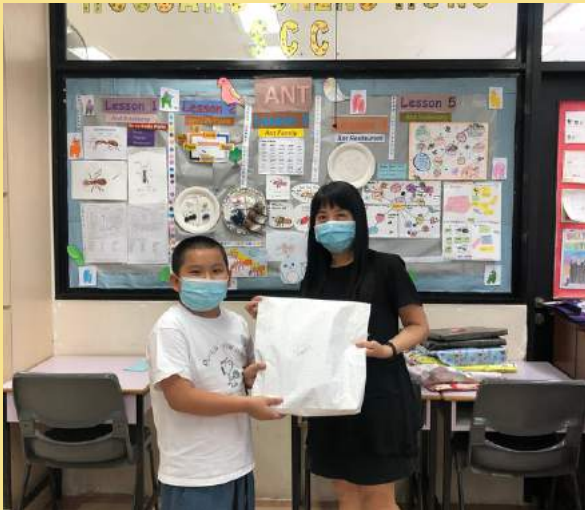
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# Non - Academic Awards 2021

## Primary 2 - 6

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### Charlie (P2)



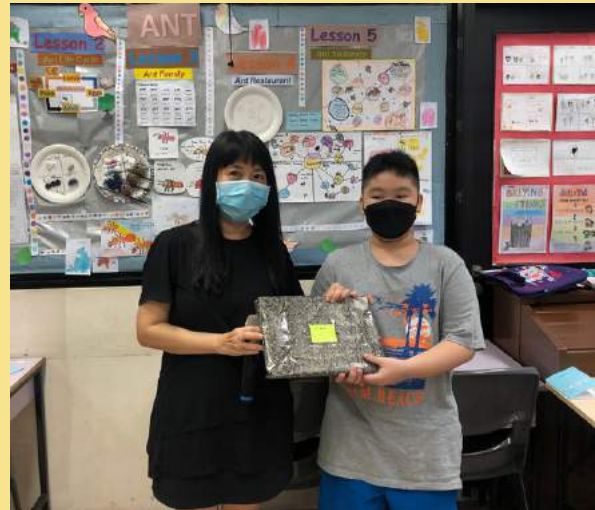
Charlie upholds integrity as he is willing to voice out to his teachers when his peers misbehaves. He is able to identify wrongdoings (such as when his friend was playing during study time), he is initiated to point out these inappropriate matters to his teachers immediately.

### Azirul (P3)



In the past, Azirul was very picky with his food, and even when cleaning up after lunch. However, he has shown great improvement by reducing his time taken for lunch, from 25 minutes to just 10 minutes. Azirul is also self-initiated who strives to achieve his best especially when trying out his specimen papers.

### Yao Ming (P4)



Yao Ming is a very helpful boy who helps his friends in need, especially when checking their work. He kindly helps his friends (such as Azirul, Athina, Justin and Melvin). He is also proactive towards his own learning by doing his own assessment books during study time.

### Aaron Teo (P5)



Aaron is very willing to help his peers (Melvin and Aaron Haziq) in their homework. He also reads to Aaron Haziq to help inculcate his love for the English language and frequently helps Melvin with his Science homework. Aaron is also a very compassionate boy who is able to cheer Aaron Haziq up when he is feeling down.

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# Non - Academic Awards 2021

## Primary 3 - 6

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### Aqwa (P3)



Aqwa is a flexible and good listener, especially when the teacher is talking to him. He is also willing to learn and share new knowledge, such as by asking his teachers about Science topics and shares with his peers, and also makes use of it when needed.

### Jun Han (P3)



Jun Han is a very responsible boy who takes charge of his own learning. He takes out his daily homework and completes them without any delay after lunch. He also rarely complains about homework or others, which makes him a great and cooperative team player.

### Zhi Tai (P4)



Zhi Tai has improved tremendously in his willingness to communicate with his teachers and peers. Previously, Zhi Tai was very reserved and preferred to keep to himself. However, he has grown to be more willing to open up when he needs to. He is also very observant of his surrounds and is willing to learn new knowledge.



**Congratulations to  
all prize winners!**

Keep it up!



# Mental health focus in early childhood education is now an indispensable component in today's children's well-being

EXTRACTED FROM THE STRAITS TIMES [PUBLISHED ON 17 DECEMBER 2021]

[HTTPS://WWW.STRAITSTIMES.COM/SINGAPORE/PARENTING-EDUCATION/ESO-TEXTBOOK-SOCIAL-EMOTIONAL-DEVELOPMENT-FOR-TODDLERS-MENTAL-HEALTH-FOCUS-IN-EARLY-CHILDHOOD-EDUCATION](https://www.straitstimes.com/singapore/parenting-education/eso-textbook-social-emotional-development-for-toddlers-mental-health-focus-in-early-childhood-education)

Today's early childhood education is facing unique challenges that are very different from the older generations, with excessive use of technology and social media, which can potentially aggravate anxiety and increase social pressure in a child from a young age.

According to the Children's Mental Health division under the Center for Disease Control and Prevention in the United States, 1 out of 6 children develop mental disorders in early childhood, affecting how they learn, behave or handle their emotions. Those without a diagnosis often receive medication treatment without accompanying psychosocial intervention.

So, what does it take to raise a resilient child? This question is especially relevant during the pandemic, which has caused much disruption and stress for many people, including children.

Psychologists define resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress – such as family and relationship problems, serious health problems or workplace and financial stressors.

Being resilient has a lot to do with having good social-emotional skills such as self-awareness, social awareness, self-management, relationship management and responsible decision-making.

## A Holistic Approach

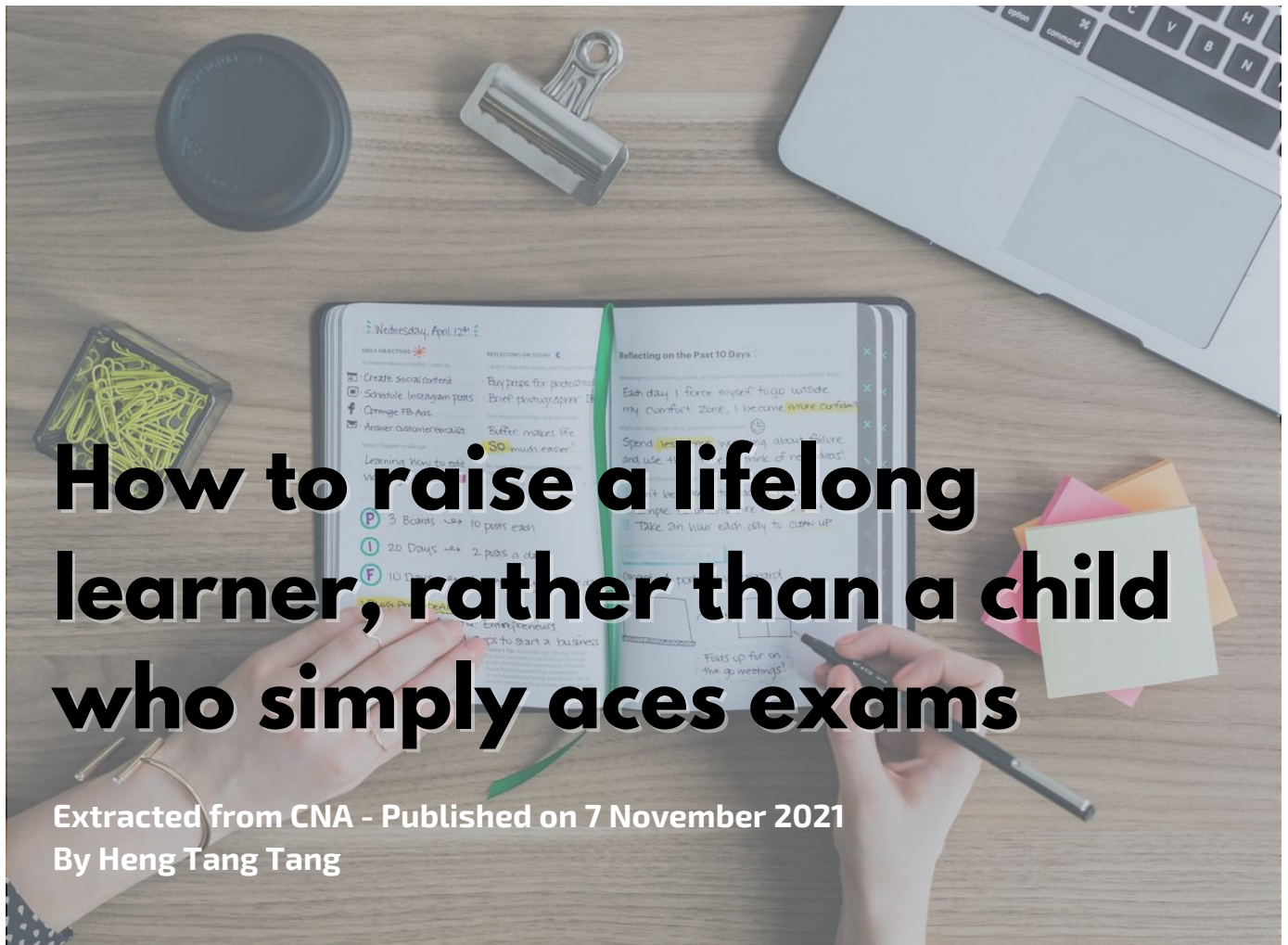
ESO Health Child Care Pte. Ltd. is an advocate of holistic education and a firm believer that children should acquire social and emotional skills from an early age, in order to lay a good foundation for lifelong mental wellness. A global survey on Programme for International Student Assessment (PISA) Results from PISA 2018 by the Organisation for Economic Co-operation and Development in 2018 indicated that globally, 23 per cent of children had experienced school bullying or child violence. In Singapore, the percentage is 26. 1 out of 16 Singaporeans also suffer from depression, as reported by HealthHub.

Parents, teachers, and the society play a key role to help children thrive in these stressful times, by paying close attention to the social and emotional education of children.

OEL's (Holdings) Limited chief executive officer Alice Zhao Xin adds, "We strongly believe that a child's actions can be positively or negatively influenced, and childhood experiences can impact the individual's future. This belief is supported by childhood psychologists and clinicians who have mentioned that the seeds for violence later in life may be shown in early childhood. "Hence, we think that efforts have to begin when a child is young, and one way is to develop social and emotional growth in toddlers in order for them to become confident and resilient individuals."

### Some recommendations for parents:

- Parents should try to commit 30 minutes a day over a regular five-day period to engage their child to recognise and perform 16 emotions in various scenarios, which can be done through different activities such as painting a face with emotion and guessing emotions from "emotions cards"
- Let the child learn one emotional vocabulary word per week
- Every three weeks, parents should test the child on recognising and performing the word on the cards on the fourth week. If the child is not successful, repeat the three-week regime
- Avoid rushing through the process as the key to successful learning is to be consistent
- Teach your child how to seek help from adults during times of distress, like when they are not able to get what they want



# How to raise a lifelong learner, rather than a child who simply aces exams

Extracted from CNA - Published on 7 November 2021  
By Heng Tang Tang

## READ MORE:

<https://www.channelnewsasia.com/commentary/lifelong-learning-children-exams-psle-scores-parenting-education-2285381>

SINGAPORE: It is common for parents and teachers to reward a child's academic achievement with, say, a gift or treat. Praising a child and rewarding him or her for doing well in an exam comes from genuine affection, and this can serve as a powerful motivation for children to want to do better.

But there is also a flip side to this argument – when learning is narrowly associated with external motivations and academic gains, children can become overly instrumental in how they perceive learning. They may fail to appreciate that learning in itself holds intrinsic value and pleasure.

Ideally, learning should be about self-improvement, personal growth, or enjoyment. But this requires a shift in the way we think.

The Ministry of Education (MOE) has over the years tried to reshape our thinking about and relationship with learning. The removal of mid-year examinations at some levels, the revised PSLE scoring system, implementation of Blended Learning with Home-Based Learning days scheduled regularly, and the refreshed Character and Citizenship Education curriculum are some examples of efforts made towards encouraging a reduced emphasis on academic performance and developing self-directed learners who find joy in learning.

But parents and teachers are critical in making this a reality.

In a 2013 study of more than 1,600 Secondary 3 students on the impact of parental involvement in learning, ex-National Institute of Education (NIE) researcher Luo Wenshu and her team found that when Singaporean parents were involved in their children's learning by, for instance, discussing their homework and encouraging them to participate in co-curricular activities, children tended to exhibit more positive learning attitudes and outcomes.

*Cont.*

That is, when parents engaged their children by talking and guiding - but not forcing or telling them what to do - children showed self-regulation in learning, low anxiety, high self-concept, persistence and performance.

In the same study, children with parents who were controlling and coercive - for instance, not allowing their children to make their own plans or depart from parental views, exhibited a maladaptive learning profile. They showed high anxiety, low task persistence and low academic performance.

NIE Associate Professor Nie Youyan and her colleagues also found that in Singapore classrooms where teachers emphasised learning, task mastery and self-improvement, students showed greater interest, enjoyment and self-efficacy.

Conversely, data revealed that classrooms organised around mutual competition and tests - or external motivations - were negatively correlated with academic achievements.

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## HOW TO RELEARN LEARNING

### Parents' role in guiding children's learning

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We need to believe that children have a sense of agency where they can direct their own learning. Before COVID-19 struck, few would believe that students would one day study online en masse, record themselves and upload video or voice clips for school assignments.

Given this start in self-directed learning, we can now do more to encourage metacognition, or thinking about one's thinking. For instance, in reviewing homework, instead of explaining how to rectify a mistake, enhance metacognition by asking the child to articulate the steps leading up to the mistake and what help they think they need to get it right. Possible questions include: What did you do to get here? How do you know you are stuck? What can you do next? What can you do in future if faced with similar issues? These questions prompt children to be more conscious about their own thinking. They also give insights into children's thinking and learning.

Rather than offering solutions right away, we can help by providing space or support for children to seek solutions themselves and be patient about the learning process. When children ask for help - be it in opening a jammed cupboard door or clarifying an unfamiliar word - instead of giving them solutions, we can first ask them to suggest solutions.

Then, we can provide some clues and encourage them to solve the problem themselves.



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## GOING BEYOND SCHOOL WORK AND EXAMS

The final piece in the learning puzzle is that we mistakenly think that learning is just about school work.

Parents may think children spending time with their toys or friends at the playground is not useful for learning. But there is learning going on there too. They are creatively imagining new games, exploring how to make new friends or resisting peer pressure, watching out so they do not hurt themselves or others and picking themselves up when they fall, amongst other lessons. These are dispositions and skills that will serve them well in unfamiliar circumstances and in the long run.

Educational philosopher John Dewey wrote: "Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking, or the intentional noting of connections; learning naturally results". Learning, Dewey argues, is experiential in nature and one way we can do better is to vary the learning experiences of children beyond pen and paper practice. This would require creativity and a commitment to relearning learning on our parts.

Only in relearning our relationship with learning can we help ourselves and our children be prepared for life at large.