

greenschool

Family

HEARTBOOK

2013-14



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The Green School Family Heartbook

Most visitors who walk into Green School for the first time are struck immediately by the physical beauty of the campus: extraordinary bamboo structures soaring into the sky, lush permaculture gardens laid out amidst the jungle foliage, with a picture-perfect river flowing through it all. We are certainly blessed to be located in such a pristine and beautiful setting. But anyone who stays for more than a few minutes tends to leave with an impression that goes far beyond mere appearances. Instead, they notice students who look happy, engaged, and self directed as they learn both inside and outside the classrooms. They see a school where creative expression in all forms is ingrained in the culture, and where parent participation in building community is not only welcomed, but actively encouraged. In short, they experience a school with a tremendous amount of heart and soul.

In honour of that spirit, to begin the 2013-14 school year we offer all Green School families this “Heartbook”. You’ll find in the pages that follow all of the traditional “nuts and bolts” information that a more standard school handbook would offer, but we also hope to inspire you with examples of what makes this community such a special one and offer concrete (perhaps we should say bamboo?) ways to connect and get involved. In the pages below you’ll find a variety of content from staff, students and parents. Whether you’re just joining Green School this year or you’ve been with us since Day 1, we encourage you to look through these pages.

At Green School, we believe in open and effective communication by and among the School, its administration, teachers and parents. Frequent and effective communication is essential to the effective operation of our School and this is one means for promoting such communication. As you read through your copy we hope that it answers any questions you may have. However, if you require further information on a particular topic or are unclear about something, we welcome your input on this living document. Thank you for taking the time to familiarize yourself with the contents and for your active participation in your child's education and in the Green School community.



Welcome!

Dear Green School Parents,

We'd like to warmly welcome all families, both new and returning, to a new year of school. It's hard to believe that Green School is poised to begin its sixth year of operation, and we are excited to continue building on all of the achievements of 2012-13, which among other things saw the graduation of our first high school class and the continued implementation of our innovative, student-centred, nature-based curriculum across the grade levels.

We have a wonderful, diverse group of teachers and staff from all over the world and Indonesia, some of whom are just joining us for the first time and others who have already been here for several years, and we've been hard at work over the break on a number of infrastructural improvements and additions. We think you'll be especially pleased with our new drama and music studios, as well as the new jungle gym!

From the beginning, one of Green School's greatest strengths has been its community. We are blessed to have an extraordinary collection of Indonesian and international families, many of whom have been living in Bali since long before the school existed, and others who have been in some cases at least partially inspired by Green School to actually move here from far away parts of the world. Whatever the case, we are so grateful that you have chosen to join us, and we urge you to get involved in this community through the many available channels you will read about in this Heartbook.

Terima kasih and thank you for being here at Green School. Here's to a great 2013-14!

Welcome,



John and Cynthia Hardy – Founders



Chris Thompson – Director



Andy Slavin – Principal



Tim Fijal – Head of Admissions

Culture of Green School

Our Vision

Our vision is of a natural, holistic, student-centred learning environment that empowers and inspires our students to be creative, innovative Green leaders.

Our Mission

The Mission of Green School contributes to our Vision by educating young leaders in global citizenship. Our purpose is to champion a new model of learning that connects the timeless lessons from nature to a relevant and effective preparation for a fast-changing future.

Our Values

We believe in three simple rules underlying every decision: be local; let your environment be your guide; and envisage how your grandchildren will be affected by your actions.

The eight Green School **iRespect** Values that guide us are: **Integrity; Responsibility; Empathy; Sustainability; Peace; Equality; Community; Trust.**

An Engaged Green School Community

Green School's values are shared throughout the community with parents joining students and teachers to make a daily impact. At Green School, making a difference is a natural habit that lasts a lifetime.



CODE OF CONDUCT FOR STUDENTS

This Code of Conduct is one of the means by which all of the people who work and study at Green School will live up to its mission. The School on the one hand, and individual students on the other, have justifiable expectations of each other, including:

- Students have a right to expect and the School has a responsibility to provide a secure, nurturing environment for learning.
- Student behaviour should reflect and contribute to that safe, friendly, environment; the School will not tolerate behaviour that undermines it.

RESPECT FOR THE RIGHTS OF OTHERS

Students are expected to respect the rights, needs and feelings of others in order to promote the dignity, health and safety of all. In particular, no-one may initiate, nor shall anyone be expected to tolerate:

- Bullying, intimidation, teasing or ostracizing (verbal or physical);
- The use of offensive language; or
- Offensive use of electronic communication (See also “Cyber-Bullying”).

Public displays of intimate behaviour between students may cause offence to others and are therefore not appropriate.

THE SCHOOL ENVIRONMENT

Green School should offer a safe, clean and comfortable place in which to work and study. Looking after the environment is the responsibility of each member of the Green School community.

Interfering with School facilities causes inconvenience and discomfort to others. For example,

- Students should not write or draw on whiteboards unless specifically asked to do so by a member of staff.
- Dropped rubbish causes our environment to be untidy and unhealthy. Rubbish and recycling bins are provided and should be used appropriately according to the nature of the rubbish.
- Matches and lighters must not be brought on to the School premises. (See also “Smoking”)
- Food and drink should only be consumed in the designated areas and at the appropriate times.
- Students should be responsible for helping to keep the school clean and tidy. This will assist cleaners and other support staff in their work.

COURTESY

Courtesy is an important part of our daily lives. It costs nothing but shows our respect for each other and makes life more pleasant for everyone. Courtesy involves, for example: speaking politely, listening carefully, doing as requested, making visitors welcome, not interrupting conversations, not pushing.

Positive examples of courteous behaviour in the classroom would be:

- Addressing each other by name whenever possible;
- Using polite language such as “Excuse me”, “Good Morning”, “Please”, and “Thank you”;
- Apologizing for accidentally hurting or inconveniencing someone;
- Having the correct equipment and appropriate materials for each lesson;
- Apologizing and giving an appropriate reason for tardiness;
- Showing respect for other people’s views and opinions and not ridiculing their mistakes;
- Packing away lesson materials only when asked to do so;
- Doing as reasonably requested by a member of staff.

MOVEMENT

For safety reasons everyone must take care when moving around our school. At some times our paths and staircases become crowded and may be slippery. Students should:

- Take particular care in the vicinity of younger students.
- Give way to visitors and other adults, and help anyone whose hands are full.

PERSONAL PROPERTY

Everyone is expected to take responsibility for looking after their own property. **Items of significant monetary or personal value should not be brought into school.**

- Students must not interfere with other students’ property in any way.
- Items such as personal audio systems, portable video games and mobile phones must not be used during school hours.
- Money for field trips, etc. should be handed in promptly.
- Valuables should not be left in the changing rooms or in school bags.
- If there is any damage/theft of property, it should be reported promptly to a teacher.

ATTENDANCE AND PUNCTUALITY

Absence of even one day will cause students to miss lessons and lose out on teaching. Students should avoid being absent unless they are unwell or have another legitimate reason to miss school. (See: “ATTENDANCE OF STUDENTS” under “TOPICS, A-Z”)

- Students should register daily with their teacher.

- Students are expected to be punctual for registration.
- Teachers should be informed by parents in advance of any appointments (e.g. medical/dental) during school. Whenever possible, appointments should be made outside of school hours.
- Students (Early years to Middle School) who are arriving late should register with Ibu Novi, upstairs in the Principal's Office, HS students should register to Ibu Leslie Medema, HS Manager.

LEAVING THE SITE

The School takes the responsibility it has for students whilst in session very seriously. We need to know who is on the site at all times. Students may only leave the premises during the school day with the express permission of a member of staff.

OUT OF SCHOOL, REPRESENTING THE SCHOOL, AND TRAVELLING TO AND FROM SCHOOL

The strength of our school lies in the positive school culture and relationships built between our staff, teachers, students, guardians, and the community. Each member of the Green School community should strive to represent our school values and maintain the respectable reputation that Green School enjoys. We believe in holding our students to a high standard of behaviour, and when those boundaries are tested or disregarded, the student will be addressed in a compassionate but firm way. Therefore, the school is responsible for dealing with behaviours that happen during school time, both on campus and in the surrounding neighbourhood (regardless of time of day), and on school sponsored activities of all kinds including field trips, sporting events, cultural exchange programs, artistic performances, fundraisers, and all other events. "Campus and surrounding neighbourhoods" includes all warungs and shops in the nearby area. Good behaviour and appropriate attire and language are expected at all times when representing the School at events, taking part in field study trips or adventure holidays, and travelling to and from School.

SANCTIONS RELATED TO MISBEHAVIOUR

Students are accountable for their actions; they are responsible for conducting themselves properly, in a way that upholds the reputation of Green School, and in a manner appropriate to their age and level of maturity. They will be asked to explain any behaviour that strays from these guidelines – initially to their Class Teacher. Should any student persist in misbehaving, then he or she will be held accountable. Parents will be informed when appropriate. The School will use discretion when applying sanctions, according to the seriousness of the offence and will take into account such factors as past history of misbehaviours, circumstances under which the misbehaviour occurred, the age of the student, and other factors which are perceived to be relevant. Misbehaviours are categorized in four levels. The list below gives examples of misbehaviour at each level – this list is not therefore exhaustive.

LEVEL 1 INFRACTIONS

Misbehaviours at this level represent minor infractions of procedures which regulate the orderly operation of Green School, its environment, its users, and the teaching and learning process.

- Showing disrespect for others or for the surrounding environment
- Littering
- Being deliberately late to school or class
- Failure to complete work to a deadline
- Minor defacing of school property
- Inappropriate personal appearance
- Use of offensive language
- Hindering the progress of other students
- Inappropriate use of the internet, intranet or other ICT resources

LEVEL 2 INFRACTIONS

In this level are included misbehaviours whose frequency or seriousness tends to disrupt the teaching and learning environment of the School.

- Repeats or more serious examples of the kinds of misbehaviour at Level 1
- Seriously disruptive behaviour
- Petty theft
- Defiance
- Bullying, intimidation, teasing or ostracizing of other students (verbal or physical)
- Cheating or copying another student's work
- Truancy from lessons or leaving the School site or school-related activities without permission
- Use of obscene language or gestures
- Possession or distribution of offensive material
- Anti-social behaviour e.g. minor scuffles
- Inappropriate use of recording devices on school premises

LEVEL 3 INFRACTIONS

The consequences of these misbehaviours may have a lasting effect on the individual or may pose a threat to the health, safety and security of others and/or the reputation of Green School.

- Repeats or more serious examples of the kinds of misbehaviour at Levels 1 or 2
- Possession, use or sale of stolen property
- Tampering with devices designed to ensure the health, safety and security of others
- Plagiarism – unauthorized use of another person's work
- Stealing
- Vandalism
- Fighting
- Gambling
- Physically threatening other students
- Possession, viewing or distribution of pornographic materials
- Inappropriate body contact
- Possession, use or sale of tobacco.
- Possession, use or sale of alcohol
- Serious acts of defiance or threatening an employee of the School

- Bringing the school into disrepute through activities on or off-site
- Posting of unauthorized and/or inappropriate electronic or real images in public access locations which are directly or indirectly related to Green School, its employees or students.

LEVEL 4 INFRACTIONS

Represented in this level are acts which are clearly criminal or present a direct threat to the welfare of others or may result in violence to persons or damage to property.

- Extortion of other students
- Indecent exposure
- Major vandalism
- Arson
- Assault
- Serious theft
- Possession, consumption or trafficking of illegal drugs
- Possession of drug-related articles
- Possession of a prohibited weapon

For any student's misbehaviour which infringes on the laws of Indonesia, the School may be obliged to inform the relevant authorities.



A - Z INFORMATION FOR FAMILIES

ACCESS TO THE SCHOOL

Access to the school is only possible between 7:45 AM and 5:00 PM on weekdays. Hours of access may be extended for special events. At all other times the gates will be closed and security officers will prevent access to the site unless prior permission has been granted.

ACTIVITIES: CO-CURRICULAR

Green School offers a range of sporting, musical and recreational activities after school. The program is administered by the Activities coordinator. Details of each term's co-curricular program are issued at the beginning of each term.

ANNOUNCEMENTS

In cases where it is unclear whether a piece of news via the media, for instance, may affect the operation of the School, an attempt will be made to upload an announcement to the front page of our website, so that Green School families can seek clarity on the School's position. See www.greenschool.org.

Major updates and announcements will also be communicated via email and/or SMS messaging.

ASSEMBLIES

Assemblies at Green School typically occur on Friday afternoons, and are:

- A time for community-building;
- A time for celebration;
- A time for performance;
- A time to welcome guest speakers

Parents are welcome to attend the weekly school assembly as well as special performances that occur from time to time. Attendees should keep in mind the following guidelines:

Conversation: Please show your respect for performers by remaining quiet during their presentation. When audience members talk with one another during performances or presentations, it can be both annoying and distracting to others.

Photography and Electronic Devices: Flash photography and certain recording devices (e.g. iPads) can be disruptive to the performers and or the audience. Please use good judgment during performances and try to keep the use of flash to a minimum. Video cameras are welcome, but please be considerate to those around you. Check to see if your hand phone is off prior to the start of the program.

ATTENDANCE OF STUDENTS

Attendance is expected on all school days, as published in the Green School Calendar, unless a student must be absent for medical or other legitimate reasons, or is on medical, examination, or special circumstances leave agreed by the Principal. Absence procedures are designed to help us keep track of our students and to ensure that there is a responsible adult supervising the children at all times. Please take the time to let us know if your child will be late or absent from school by sending an email : Early years to Middle School to your child's teacher and to the Principal's assistant, Ibu Novi (novi@greenschool.org), High School direct to Ibu Leslie Medema (leslie@greenschool.org).

- **Short Absence:** Parents should contact their child's teacher and Ibu Novi (Early years to Middle School) and direct to Ibu Leslie Medema (High School) at the School in the morning before 8:30AM if their child is going to be absent for any reason. This will allow the school to be sure all children are safe and accounted for.
- **Local Leaves and Vacation Extensions:** A local leave occurs when a family leaves Bali on a trip that requires students to miss some days of school. Parents should notify the school, as soon as possible, if they will be taking a local leave. Parents are discouraged from extending their vacation beyond the School's scheduled vacation calendar. However, we recognize that, in practice long distances may sometimes require students to extend their vacation. Parents should notify the school as soon as possible if they will be extending their child's vacation.
- **Please note** that students must attend at least 75% of the total in session days. A student who misses more than 25% of a semester without prior arrangement and approval from the Principal will receive a "no grade" (NG) on his or her report card. Academic work will not normally be given to a student to cover any period of leave from school, unless the absence is prolonged and unavoidable.

Guardianship

An enrolled child will not be allowed to stay on his/her own for any period and must reside with his/her parents or an appointed guardian.

- If both parents and/or the usual appointed guardian are to be out of Bali concurrently, guardianship of children is required to be temporarily assigned to another person physically present in Bali. The Admission Manager (Ami Lestari) should be informed of the name and contact details of the guardian using Change of Guardianship form, available from admissions at ami@greenschool.org. This is to ensure that we are able to contact the appropriate person in the case of an emergency.
- In such cases, a letter of guardianship should be signed and given to the temporary guardian.
- Admissions will in turn notify the teaching team for that student and the Principal.

BULLYING

At Green School, it is expected that all community members will be free to learn, teach and work in a safe, secure and non-threatening environment based on mutual trust and respect. This includes respect of personal feelings, the traditions and customs of religions and cultures, and gender. Each member of the Green School community (including but not limited to students, faculty, support staff, parents, coaches, guests and volunteers) is expected to be responsible for his/her own behaviours, to exercise self-discipline, and to refrain from behaviours which interfere with other members' right to learn and work in a safe and healthy environment.

Harassment: is any behaviour or comment that is known, or should be known, to be inappropriate, unwanted, demeaning, or cruel that makes the victim, or target, feel uncomfortable, embarrassed, threatened or humiliated. It can include negative comments or messages (written or via technology), putdowns, sexual references, gestures, name calling, humiliation, mean tricks or any action/communication that are interpreted in a negative manner. Harassment is sometimes a single act, but more often is composed of repeated acts performed over time.

Bullying: is a form of harassment that is characterized by repeated and escalating incidence of purposeful and hurtful actions, either direct or indirect, that make it more and more difficult for the victim to escape. Victims live with fear and anxiety, not knowing when or how serious the next 'attack' will be. Bullying is a distinct form of aggressive behaviour where the "bully" is perceived to have more power than the victim. Bullying may be physical, verbal, social, sexual, gender, or cyber/technology based.

Consequences: Any form of harassment or bullying will not be tolerated at Green School. Any such incidence should be reported to the teacher, counsellor, or principal.

Students who are found to be guilty of harassment or bullying will be subject to appropriate disciplinary action depending on the circumstances of the case. Serious cases could be subject to suspension or expulsion.

Follow Up Activities: After the investigation and substantiation of an incident, the actions taken by the school will be communicated directly to all parties involved including appropriate faculty/students as well as parents/guardians of the victim, perpetrator and witnesses (as applicable).

In addition, Green School will offer proactive and sympathetic support to those directly involved with counselling, mediation, or assertiveness training. All incidents/actions will be documented to assess the effectiveness of Green School's interventions in enforcing a policy of zero tolerance for harassment and bullying.

COMMUNICATION

At Green School, we believe open lines of communication between the school and parents are essential. Throughout the year we communicate with parents through a variety of different means.

In the event of emergency:

In the event of an emergency (e.g. earthquake, civil unrest), the School will endeavour to both upload an announcement to the front page of our website and release a text message to every parent, with relevant, applicable information about the School's response to the emergency. See www.greenschool.org.

Between teachers and parents:

Twice each school year, parents have the opportunity to meet with teachers in a parent-teacher conference to discuss individual students' development. Parents having concerns about progress, attitudes, work, behaviour, or any other problem are urged to make an appointment to meet the appropriate teacher at any time during the school year. This can be done directly or via the

Principal's Office. In addition, Report Cards on your child's progress are issued at the end of each academic semester. The School also hosts Notices and Homework classroom blogs at <http://blog.greenschool.org>, which is regularly updated by teachers and staff. Parents may subscribe, by signing up for an automatic RSS feed of applicable blogs. In addition to reviewing relevant blogs, parents are expected to proactively utilize the School website at www.greenschool.org to help them stay informed. We use our website to regularly update and provide relevant information to our parents, so please make sure to check the site often for updates and information. It is essential that parents have confidence in their child's school and teachers. If, from time to time, parents have any concerns, they are encouraged to come into school to discuss those concerns, rather than airing the concerns in front of children. We want our students to be proud of being Green School students, and to be happy coming to school.

Between the School and home:

In our efforts to reduce the use of paper, we use e-mail as the main communication tool for school-home contact. We therefore encourage that parents regularly check e-mail boxes for messages from the School. In addition to emails, Green School maintains the School website, where you can find information about the school and about living in Bali, including the School calendar and a calendar of events. The School also publishes a weekly newsletter designed to keep you informed on current and upcoming events. The news is e-mailed every Friday and can also be accessed via the school website.

CONCERNS

Any concerns you might have about operational issues at Green School should be brought to the attention of the director (director@greenschool.org). Concerns about academic or behavioural issues should first go to your child's classroom teachers and if this does not produce a satisfactory resolution should then go to the principal (principal@greenschool.org).

CONTACT INFORMATION

Green School's Admissions team is responsible for maintaining up-to-date contact details of our students' families. It is important that the School is informed immediately of any changes to the family's contact details to include home address, home telephone number (if any), parents' e-mail addresses, and parents' handphone numbers. All updates should be e-mailed to the Admissions team at: admissions@greenschool.org with "CONTACT INFORMATION UPDATE" in the subject line.

COUNSELING

The Green School employs a full time counsellor. The counsellor is available to assist students in developing positive attitudes toward themselves and others. In addition, the counsellor often acts to coordinate the resources of the school to assist children with particular academic, social or emotional problems.

DAILY ROUTINE

The typical School Day is scheduled as follows:

	Start	End
Registration	08:00	08:15
Morning Session	08:15	10:00
Snack/Break time	10:00	10:30
Middle Session	10:30	12:30
Lunch	12:30	13:15
Afternoon Session	01:15	03:15

DRESS CODE

At Green School we want our students to be cool and comfortable, but not to be over-casual. We politely ask all students, parents and visitors to be sensible and to use discretion with attire so that we respect everyone.

- Top – T-shirt, polo, button-down shirt or blouse.
- Pants – Shorts, trousers or skirts.
- Footwear – Given the rugged nature of the campus, we recommend shoes with closed toes and backs. Flip-flops are not recommended for outdoor use.
- Students must wear shoes at all times when walking around the campus.
- Physical Education Class (PE) – a change of clothing is essential for every PE lesson. Sun hat, light cotton T-shirt, sports shorts, and sports shoe are required. Please provide a set of sports clothes that can be kept at school. All sports clothes and shoes should be labelled with students' names.
- Hats – It is a requirement that hats are worn for outdoor activities.

DRINKING WATER

Students are encouraged to use a refillable water bottle. Drinking water is available from BPA free dispensers in each of the classrooms and in several public areas around the school campus. The water in these dispensers is from Green School's local source of clean water, a deep well located on the school grounds, and is filtered and tested regularly for quality. It is recommended that all water bottles be refilled from these dispensers. All other taps on campus are suitable for general use, and washing hands and utensils.

DROP-OFF/PICK UP

Students should arrive at school at 8:00 AM each morning to allow for time to get to class by 8:15. Students traveling to school in cars can be dropped off and picked up from either parking lot. Cars should follow directions from the parking attendants and may not impede traffic flow by stopping directly in front of the school entrance or at the top of the stairs from the carpark. When entering the parking lot, drivers should park the vehicle before dropping passengers so as to maintain traffic flow in the parking area.

When transporting students to school, we ask that drivers respect our neighbours by following the 20 km/hr speed limit. We respectfully request to be notified of drivers who fail to comply with the drop off and pick up rules. Students who are not involved in after school activities should be picked up promptly at 3:15PM. Children may not remain on campus after school unsupervised.

EMERGENCY PROCEDURES

Emergency evacuation drills for fire and other unforeseen circumstances take place regularly throughout the year.

EPI-PENS

Parents of children with severe allergies (especially those with a predisposition to anaphylactic shock) which require treatment with anti-histamines or the use of an Epi-pen are requested to provide an Epi-pen for their child. For smaller children, it can be stored properly in the First Aid Clinic with a signed letter of consent for the administration of treatment in school. This letter is available from the school nurse at nurse@greenschool.org.

Parents of such children may be required to accompany their child on field study trips or visits depending on the severity of the case.

FIELD STUDY TRIPS

The safety of the students in our care is our paramount concern, and we always endeavour to take all reasonable measures necessary or advisable to protect the children. Nevertheless, accidents and injuries do occur from time to time and parents are advised to determine whether their health, travel or other insurance policies offer adequate coverage for accidents to their children that occur outside the home.

For all field study trips, the trip leader conducts a risk assessment prior to departure and submits it to the Principal's Office for consideration, modification and final approval.

An informative letter together with a permission form will be sent home to parents before a visit, and no student will be allowed on the trip unless a signed permission form has been returned to school. Parents may sometimes be invited to accompany trips and assist in supervising. The cost of field study trips is not included in School Fees; families are charged separately for such trips.

FINANCE AND ADMINISTRATION

Green School is a non-profit organization, and being registered as a Yayasan, or foundation, in the Republic of Indonesia, all operations are funded solely by income from school fees. The Director works closely with the General Manager, Principal and the School Board of Directors to ensure sound financial practices throughout the operational framework of the school.

FIRST AID CLINIC

Green School has a First Aid Clinic which is managed during school hours by a qualified nurse. A system of protocols is in place to manage minor first aid needs and emergency situations at all times during school hours and for field trips off campus. Green School maintains a vehicle on standby to transport injured or very unwell students or staff members to an appropriate medical facility for treatment of non-emergency cases. Please see our website for documents pertaining to Health & Safety on campus.

This year, a partnership has been established with First Responder ambulance service from Toya Medika Clinic in Ubud and Siloam Hospital in Kuta to ensure that an efficient and experienced rapid response team can be on site as soon as is possible in more comprehensive cases.

In all events of medical emergency, parents will be immediately informed by the school. Please ensure that your contact details are up to date at all times by contacting admissions@greenschool.org to notify the school of any changes.

FOOD SERVICE

Good, healthy and nutritious food is prepared in our kitchen each day for lunch. Much of the fresh produce is grown in our own organic gardens. Parents may pay for an entire semester of a student's lunch, in advance. Alternatively, lunch vouchers are available for purchase from the Welcome Desk for students as well as parents and guests. To ensure there is enough food for students and staff, parents and guests who are visiting for lunch, are requested to purchase their meal after 12:45PM.

We also have food options available at the Living Food Lab which offers raw, vegan options. Payment options need to be arranged directly with the Living Food Lab.

GREEN SCHOOL COMMUNITY ASSOCIATION

The Green School Community Association addresses valuable projects that fall outside the scope of the school's core purpose. Every parent, student, teacher and staff can be part of the Green School Community Association in a voluntary capacity. Regular meetings are held in which ongoing and potential projects are discussed.

GUESTS

Green School is blessed with a magnificent physical campus, and we appreciate the fact that visiting family members and friends often times want to come and see the school for themselves. Green School parents are always welcome to show their guests around, but we ask that self-guided tours are conducted in such a way as to avoid any disruption to ongoing classes by scheduling visits during morning recess, lunch, or after school hours.

Visitors are always welcome to join our regularly scheduled general tours of the campus, which take place every weekday at 2:45 PM excluding Indonesian public holidays. We suggest a donation of IDR 100,000 per person, which goes to support our scholarship program for local students.

HEALTH AND SAFETY

Our Health and Safety Policy, First Aid Clinic and medical emergency protocols and procedures are available on the website or by email.

HOME TASKS & HOMEWORK

At Green School we acknowledge the potential value of students working at home on tasks and assignments. Research is very clear as to the type of tasks that are most beneficial at various ages. For instance, we know that younger students benefit from different types of tasks than Middle School and High Schools students (in fact the impact of homework in Middle and High School has twice the impact—not to say it is twice as good for students, but it is more impactful). On average, what the research says is that there are many more impactful ways to teach than to set homework, though homework can have benefits.

With this in mind we offer this outline of what Green School students can expect to complete, in terms of tasks and homework, at home:

- Reading every night
- Discussing with parents a question set by the teacher (or other students)
- Completion of in-class work--unfinished work
- Learning parts for plays and other performances
- Practicing music
- Practicing skills that generally require a large amount of repetitive work (multiplication)
- In addition, project work may need to be completed at home, and the amount of time dedicated can be at the discretion of the student who determines the time/effort needed to complete the task on time.

There may also be times that a teacher arranges with a student and her/his family to send home specific tasks aimed at strengthening an area of development. This will always be done in consultation with parents and the student.

Below are the guidelines for implementing a balanced approach to home tasks and homework:

- Tasks will consist of learning objectives which have been previously covered in class
- Total time allocation for tasks is 20 - 45 minutes per night (Monday to Thursday) from Grades 1-5, and may vary throughout the week. The allocated times increase within this allotment as the children move up in the grades (up to 20 minutes for a Grade 1 student, up to 45 minutes for a Grade 5 student)
- Students may, at their own discretion, choose to allocate more time to any given task

Homework is not intended to be a painful task or a battle of wills between your son/daughter and you. He/she should attempt to complete the tasks on their own (with your help when needed, of course) as it will have been explained in class. A desk or table in a quiet, well lit area, with a regular time for homework will help develop positive work habits. We ask that parents monitor the success of their children with home tasks and homework and for you to communicate with your teacher if the time to complete a task or assignment far exceeds the expected time allocation. We also encourage you to work with your child's teacher if you, as a family, feel that your child needs more homework; a plan to send home other work can be arranged. Generally these additional tasks will be very specific, aimed at building a skill in a certain area.

At Green School we also encourage students to have well balanced lives outside of school and we value the time away from the classroom. We hope that students are involved in a range of after-school organized activities such as dance, singing, sports, drama, and cultural activities, many of which are offered at school. And, finally, we firmly believe that students should have relaxation and recreational times.

Additional Homework information for Middle and High School

Homework is an important part of the learning process for secondary school students. Generally homework will take the form of Math, English (reading and writing), working on and completing projects, preparing and practicing for presentations, collaborating with other students, research, Science lab reports and projects, and other assignments given by teachers in the various classes. Homework tasks are designed to:

- Support and reinforce learning that has taken place in school
- Help students complete extended research tasks and investigations
- Encourage students to develop good work habits, including time management and organization
- Give parents a better understanding of work being covered in class.

By taking responsibility for all aspects of their homework, your son/daughter will develop greater self-discipline. In addition to completing short-term tasks, which will generally be due within the next day or two, students will have to plan the completion of extended tasks so that they are done over several homework sessions and by the due date. To help them with this, teachers help to organize a homework timetable, which is kept by students. It advises which subjects should be the focus for homework each night. Should your son/daughter find they are unable to complete the homework, please write a brief note to the teacher, in the Organizer. Ideally, this should identify any difficult work or an explanation of any other reason for the incomplete work.

ID BADGES

All adults on the Green School campus are required to wear an Identity badge which identifies them as a Parent, Visitor or Staff. In the interest of security for our student body, no exception will be made to this rule. Badges are obtained at either of Green School's two entries.

ILLNESSES

When a student has a temperature of more than 37.8 C/100 F degrees, is hurt or ill, parents will be contacted to pick up their child from school. Any child with an illness is required to be signed out through the First Aid Clinic before leaving the campus. A parent or guardian must escort the child home. Parents are asked to:

- Inform the Principal's Office that the child is unable to come to school.
- Keep the child at home until fit to return to school. For the safety of all Green School students, children should be free of fever, diarrhoea and vomiting for at least 24 hours before returning to school. (See additional details below).
- Do not let children control or keep possession of medicines of any description in school.
- Any medication must be handed in to the First Aid Clinic with written directions by the parent.

- Send an explanatory note when the child returns to school after an absence.

INFECTIOUS OR CONTAGIOUS DISEASES

The isolation periods for children suffering from such illnesses are given below and should be followed in all cases:

<i>ILLNESS</i>	<i>INCUBATION PERIOD</i>	<i>ISOLATION OF STUDENT</i>
Chickenpox	14-21 days	Until all scabs are dry
Fifth Disease	4-21 days	Not infectious after appearance of rash
German Measles	14-21 days	4 days from the appearance of rash
Hand, Foot, Mouth Disease	4-6 days	Until all sores have healed
Measles	10-14 days	4 days from the appearance of rash
Mumps	14-21 days	Several days after appearance of swell

OTHER CHILDHOOD CONDITIONS

Conjunctivitis: Exclusion from school until eyes are back to normal

Head Lice: Exclusion from school until treatment has started

Impetigo: Exclusion from school until treatment has started

Verrucae: Sores must be covered before participation in any aquatic activity

INFORMATION AND COMMUNICATIONS TECHNOLOGY

Green School's Information and Communications Technology (ICT) Policy governs the use of information and communications technology by students at all times. Students and their parents are required to read, acknowledge and accept the ICT Policy each school year, as a condition of attending the School. The ICT Policy is as follows:

Student use of personal laptops at Green School

Students who wish to bring their personal laptop computer into school are welcome to do so, subject to the the following ICT internet policy. All students are expected to abide by this code. Failure to do so will result in the student not being allowed to use their own laptop in school.

ICT – Students' Use of the Internet

- Access to the internet is only available to students in the school's supervised teaching environment.
- All monitors are easily visible to the teacher or supervising adult.
- Any homework that requires use of the Internet must identify a list of suitable educational sites appropriate so the topics.
- Students are advised that sites are monitored and computers are checked regularly by the Green School. Use of the internet can be logged and recorded. Inappropriate use of the internet may result in disciplinary action.

ICT – General Advice to Parents

- Have home computers in places where they are easily visible.
- If your son/daughter says that their homework requires a computer, check the sites that

are listed to be accessed.

- Net nannies are available and offer a degree of protection, but are not infallible.
- Check out some of the internet sites that offer advice to parents (safekids.com and pagi.org.sg come recommended by Green School families).
- Ultimately the best protection against misuse of the internet has to be informing and educating children. This will be more effective than any locks, passwords, net-nannies or threats.

RESTRICTIONS FOR THE USE OF LAPTOPS AND RECORDING DEVICES

Use of Digital Recording Devices - Green School prohibits the use of digital recording technology without explicit permission from the Principal, and such use would contravene the school's acceptable use policy and may result in disciplinary action and the requirement to permanently remove the equipment from the school.

Network Integrity and Security - The use of a personal laptop does not absolve students from complying with general rules for the safe use of the school network, as indicated in the school's "acceptable use" policy.

LIBRARY

The library is open to the Green School community anytime between 9AM-4PM, Monday through Friday, including most recess periods and before and after school. Books and magazines may be checked out from the library anytime during the school day. They should be returned promptly (the due date is stamped inside the front cover) or renewed if a longer time period is required. Checkout is suspended until overdue items have been cleared.

If students require more books than the normal checkout limit, arrangements can be made with the librarian. Reference books are for use only in the library and may not be checked out.

At the end of each semester, a student's report card will be held until all of the items that they have checked out from the library have been returned.

If students either lose or damage a book or magazine beyond repair, they are required to pay for the replacement of the item, including the cost of shipping and processing. Checkout is suspended until such fees have been paid.

LEARNING SUPPORT

Learning Support Teachers report to the Principal. They are responsible for designing a program of support for those identified with a special need. That need may result from a learning disability, transience, or may be of a social or behavioural nature. In some cases, they will then be responsible for delivering part or whole of that program during the school day. That may be in the form of withdrawal from regular class for one-on-one or one-on-several guidance, or it may be in the form of support on an individual or group basis within regular classes, depending upon the student's need. In other cases they will advise parents and teachers of how they can assist. Each student's progress is closely monitored and communicated to the parents.

LOST AND FOUND

Articles of significant value should not be brought to school. However, if an article of significant value is found it should be handed to the Welcome Desk and Lost and Found where it will be held for claim. At the end of each term, all unclaimed items are donated to local organizations of need. The School cannot be held liable for the loss of any such article.

MEDIA

The School is a major destination site for visitors, scholars, environmentalists, architects, conservationists and educators. The unique vision, mission, curriculum and architecture of the School also attract media from all over the world. Through the year we have media visiting who want to tell and share the story of the School. At all times our focus is to ensure the peace of mind of our students and we will not allow the media to interfere in the daily lives our staff and children. If you would prefer that your child not be filmed or photographed you may opt out by informing the Principal.

PARENT HELPERS

Parents may be encouraged to help with trips, special occasions, special activities, in the library, etc. on a regular or occasional basis. Working with parents this way is something we encourage at Green School and it assists in keeping open channels of communication between school and home. Parents who are interested in volunteering should contact their child's teacher directly to learn more about opportunities for assisting the class.

PARENTS ON SCHOOL GROUNDS

Green School welcomes parents on site during school hours to socialize with one another and partake in various community events. We offer yoga classes in the yoga studio for parents and other guests. Green School's Living Food Lab and Green Warung sell food and drink throughout the day and after school. F.R.E.A.K. Coffee also offers a range of teas and coffees during school hours. This is a wi-fi environment and serves refreshments to parents who are encouraged to relax and meet there.

The Heart of School is not a gathering place for parents during school hours, but is rather a place of learning for our students. We request that parents use the internet facilities at the Warung area and other public areas around campus.

PARENTS VISITING CLASSROOMS

Parents who would like to visit their child's classroom during the daytime should first seek the permission of the class teacher in advance. It is suggested that a visit of 30 minutes maximum is appropriate, unless parents are volunteering to help the class teacher in a specific activity. When parents assist in the classroom, the teacher remains in charge of the lesson.

For parents of Pre-Kindergarten and Kindergarten children, it is fine to remain in the classroom for the first 15 minutes of the day to help your son/daughter settle.

PHONES

Students are not allowed to use hand phones on the school site during school hours. If a student needs to make a call, they should inform their Homeroom Teacher who will assist.

PROFANITY

Students are not allowed to swear or use foul language while on the campus or during any school sponsored event, field trip or activity. Students using such language will meet with the Principal who will determine an appropriate consequence for their actions.

REPORTING TO PARENTS

At Green School, we believe that an effective reporting system is both necessary and desirable to ensure that the highest quality of information is made available to parents. There is therefore a balance of styles of reports during the year.

Reporting in Parent-Teacher Conferences

Parent-teacher conferences are scheduled twice each year- once in the middle of each semester. On these days, classes are dismissed early to allow teachers to conference with parents. In the first of these, as well as being an opportunity for parents and teachers to get to know each other better, and to exchange information on children, it will enable parents to learn of specific learning targets that have been identified for their children. Every family is scheduled for an appointment. Here are some guidelines to consider for a successful parent teacher conference:

- Decide what you want to ask the teacher. Try to be specific and perhaps concentrate on one particular area, i.e. social, academic, emotional issues. It is not possible to cover everything. Ideally, both parents should attend the conference. If your spouse is unable to attend, check with him/her to decide which areas they have questions about.
- Discuss the upcoming conference with your child to see if there is anything she/he would like you to talk about with their teacher. What "guesses" do they have about what the teacher will say?
- Determine what information you feel is important to tell the teacher about your child. The teacher sees only one side. There may be things you know that could help the teacher better understand your child.
- Make a list of questions, concerns, and comments to help you keep from getting off target or spending too much time on one area.
- Expect some questions from the teacher. These are not meant to pry into your personal life, but to obtain information that will help him/her work better with your child.
- Ask how you can help at home with any problem areas. Negotiate together a specific plan and be sure before you leave the conference that each of you is clear about who does what.
- If you have not covered everything you wanted to, schedule another time to get together rather than run over your allotted time.
- After the conference, discuss it with your child. Share the positives and areas that were discussed that need improvement. If a plan was discussed, share that with your child and work out how you are going to implement it.

Staff and parents are encouraged to keep open channels of communication with parents, and, if a problem arises with a student, not to wait until the formal conferences to share it with each other, but to set up an appointment to meet each other. Staff will be responsive to parents wanting to meet them over particular issues by setting up appointments.

Written Reports to Parents

Parents of all students receive:

- A report card showing attainment and effort every half-term.
- A full written report of progress at the end of each term.

All written reports issued by Green School become a permanent record of a student's studies here and reflect our standards and expectations.

RETENTION POLICY

On occasion, a student's teacher may feel that a student's educational needs would be best met by repeating the year. The teacher will consult with the parents regarding the child's situation. However, the school reserves the ultimate right to mandate a grade placement and the final decision for a child's retention will lie with the Principal.

SMOKING/SUBSTANCE ABUSE

Families are advised that the Government of the Republic of Indonesia has ruled that all school campuses in the country are "No Smoking" zones. The use of tobacco products is forbidden at all times on the School premises, on the way to school, on school trips and when representing the School.

A student's possession of tobacco products or alcohol at school is cause for suspension. Being under the influence of alcohol at school is also cause for suspension. Except for a student's prescription, stored at the First Aid Clinic, drugs of any kind are forbidden at school. Possession or the inappropriate use of drugs on school grounds or at any school-sponsored event will mean expulsion from school.

STUDENT COUNCIL

The School Council serves to ensure that there is a student voice that is listened to at Green School. It maintains open channels of communication with the School's Leadership and Management and provides the opportunity to utilize student representatives as sounding boards for the Administration and for feedback on new initiatives. Students in each grade are elected each year to represent their peers.

TEACHERS AND STAFF

Please visit <http://www.greenschool.org/staff/> for bios on all of our teaching and administration staff.

TUTORING

From time to time, the School is approached by parents who would like to arrange out-of-school tutoring for a Green School student. At upper secondary levels, a tutor may be sought by GCSE students who want specialist teaching to consolidate and/or extend their examination studies. In the primary and lower secondary years, tutoring is most often requested when a student requires preparation for an entrance examination leading to admission to another school. The Principal will be pleased to provide information and advice on transferring to other schools and will make the necessary arrangements for students to sit other entrance examinations. When the School is contacted by parents about tutoring, we are willing to provide the names and telephone numbers of tutors known to the School, but we do not make any specific recommendations. To assist parents/tutors, Green School teaching staff may give advice on subject content that should be covered by a tutor. It is the School's policy NOT to release schemes of work, lesson plans or resources to any outside agencies or individuals. Such information has been specifically designed for delivery within the Green School framework and as such is owned by Green School.

A member of the teaching staff can deliver out-of-school tutoring as long as the work involved does not interfere with professional duties at Green School. In general, Green School teachers do not tutor students they teach in school. There may, however, be exceptional circumstances in which it is preferable for the teacher to tutor the student: for example, when a student has to make up considerable ground in an examination course because of a late start, or prolonged illness. All cases of tutoring involving Green School teaching staff should be referred to the Principal. Matters relating to remuneration for tuition should be agreed between the tutor and the parent concerned. The School has no involvement in the payment for the tuition, whether given by a Green School teacher or an out-of-school tutor.

WHAT STUDENTS SHOULD BRING TO SCHOOL

- a strong school bag
- re-usable water bottle
- pencil case and HB pencils, sharpener, eraser
- 30cm ruler
- coloured pencils, felt pens
- dry glue stick (UHU)
- pens
- geometry set
- calculator (scientific for Grades 6 and above)
- change of clothes for Green Studies and PE classes.

WHAT STUDENTS MUST NOT BRING TO SCHOOL

Children should not bring anything to school that could be considered dangerous to themselves or to others. Students should use common sense when thinking about whether to bring

something to school. If parents and/or teachers would be uncomfortable with a student having something at school then it should stay at home. If in doubt, a student should ask the teacher before bringing it in. Students should not bring expensive jewellery or excessive cash to school (e.g. more than IDR 300,000. [Nor should they bring iPods, iPads or electronic games]. Pets may not be brought to school without prior permission from the Principal. Under no circumstances may a student bring alcohol, tobacco or any illegal substance; or any weapons, form of weapon or explosives (including fire crackers) to school. Penalties for bringing these items could be grounds for suspension or expulsion from school. Students bringing items of significant value to school (such as handphones, MP3 players, iPods, etc or other items that may not be used during school hours.) do so at their own risk. The School cannot be held liable in the case of loss or damage to such items.

VANDALISM

Students who damage, break, write on, or maliciously ruin something, will be required to clean, repair or pay for it. Students involved in vandalism may be suspended or expelled.

WITHDRAWAL OF STUDENTS

To help the school to manage our enrolments efficiently, it is absolutely necessary that parents provide the Admissions team at least one semester's written notice of withdrawal. Should one full semester's notice to withdraw not be received by the Admissions team, the deposit refund may not be granted.

Green School reserves the right to withdraw an already registered student when any or all of the following conditions apply:

- the student's learning needs cannot be met given available resources
- the student's presence in the class has an ongoing negative impact on her/his classmates
- the student's behaviour is determined to have a detrimental impact on the Green School community
- the student's attendance record is unacceptable (missing 10% or more of classes in any given semester)

In the event that a student is required to withdraw from Green School due to any of the above reasons, no tuition refund will be granted for the balance of the semester that the student is not in attendance.

YEARBOOK

Towards the end of each school year, Green School publishes and sells a yearbook. It is a pictorial record of the year's events and people, as well as a contribution to the School's legacy.

COMMUNITY

Green School Parents: A Culture of Service, an Expectation of Engagement

One of the things we stress constantly here at Green School is the importance of educating our children to be global citizens for the 21st Century. So while we haven't gotten rid of the traditional academic subjects, through the implementation of the Three Frame Day we try to engage our students as whole people. Our goal is to nurture and challenge all of their human capacities as we deliver core the skills and content that will enable them to be successful in the wider world. And of course, this comes wrapped in rich layers of experiential, environmental, and entrepreneurial learning, along with the creative arts, as we attempt to model some different possibilities for how we live and grow and in the process create an educational experience that is authentic and relevant to the challenges we face as a fragile planet.

Included in the notion of global citizenship is the hope that our students will develop into active, engaged and compassionate members of their own communities as they go off into the world to pursue further courses of study and careers. Through a number of opportunities including school projects and extracurricular events and activities, our students learn first-hand about the powerful impact that service can have on their own personal development and also on their community.

Green School continues to develop channels for students to participate in service projects and seeks to broaden the scope and improve the quality of such opportunities. But it's vital to note that instilling in our students the importance of contributing to one's community cannot happen from the school side alone. Just as the vast majority of Green School parents are active participants in their children's educational experience here, we also invite all parents to model for their children active participation in this community through the many existing avenues for involvement.

We do not mandate a parent service requirement, as some independent schools around the world do. But we do expect that all parents will involve themselves in the Green School community to the greatest extent possible. This can take on many forms: attending school assemblies and events, volunteering on an after-school activity or special event, helping to welcome new families through an orientation at the beginning of the semester or by becoming a class ambassador, coming in on a weekend to join with our neighbours for a village clean-up or to plant a new permaculture garden or build a new play structure. This list goes on and on!

Through our Green School Community Association, which features a number of existing projects that need support but that also provides a way for parents to create new initiatives, we will endeavour to communicate clearly about upcoming events and opportunities for involvement in the life of the school. We are blessed to have a very diverse and talented group of parents here, and although we all know that Green School is still a work in progress, it's undeniable that this project is inspiring people all over the world. With the help of many parents, we've already come a long way in a relatively short time. Imagine how much further we could go if everyone came together!

Aside from making Green School an even better place, this will enable us to create deeper, richer connections within the community, and no doubt we'll have a lot of fun along the way. Most importantly, perhaps, we'll be teaching our children a lesson that they will carry with them for the rest of their lives. Please do join us!

A Green School Parent's Perspective on Being Involved...

Renee Martyna begins her fifth year at Green School as the mother of Lochlan (Grade 4) and Seth (Grade 2). She is an adviser to the GS board and her husband Steve Munroe is the co-founder of the Living Food Lab, our on-campus raw food café, so this is a family that pretty much embodies engagement in the school community!

FROM THE DESK OF A PASSIONATE PARENT: WHY (AND HOW) PARENTS SHOULD ENROLL AT GREEN SCHOOL...

People often ask me why I moved to Bali, so I have this little yarn I weave about how our family of four was deciding between three very different places in the world (Lebanon, Canada or Bali) and then we came across the Green School, and the decision was made instantly.

“This is the perfect school for my kids” I tell them. “This is the school for their future... a future we can hardly predict...and whatever unfolds I want them to learn how to care for the earth and for the world—but equally— for themselves and for each other. I want them to be *whole human beings*.”

But here is my selfish little secret: it wasn't just my kids I wanted this for. It's really *me* that wanted to go to Green School. It's really me that wanted to be part of a community that nurtured all aspects of myself and allowed me to live my life fully, wholly. And I suspect that in the parent body at Green School, I am not alone.

I remember the first time I saw the website. I was mesmerized by the images of vibrantly green bamboo stalks. I could almost smell the freshness of the open-air classrooms through my screen. As someone who had spent years recovering from a very uniform (and uniformed) private school education; one that left me with an expansive mind but a malnourished spirit, I knew this was the education my kids should have because it was the education I never got. As loving parents, don't we always aim to give our children more than we had?

For my parents' generation, progress was material—better homes, better salaries, more stuff. But for our generation, it may well be that less is more. Or at least, that the simpler forms of sustenance ought not to be neglected: human connection, peace of mind, the ability to cultivate our creative genius and fashion it into a contribution that will make a difference in the world. That is the inherent promise of a Green School education, I believe, and it drew many of us like beacon to this education revolution in the jungle.

Here's the challenge: The Hardy's built their bamboo cathedral on the promise of a 'field of dreams' ("if you built it, they will come!") but it's up to us to fulfil the promise of a revolution, because it truly takes a village to make a dream like that a reality. Thankfully, I cannot think of a parent body better poised to pull it off than the one we currently have at Green School. Aside from our remarkable students and faculty, we are the school's most valuable assets. Green School parents are among the most culturally and professionally diverse, resourceful, risk-taking group of innovators any school has ever seen. We carry the potential to accomplish remarkable things. In fact we already have, if you look around. The vortex, the interactive farm, the medicinal herb garden, the wellness challenge, Freak Coffee, and the Living Food Lab are only a

few of the projects on campus that are parent-led and inspired, and there are many more to come.

If you dream it, it really *can* be at Green School.

That's why we are *all* enrolled at Green school. Together, we are what make this school great. So if you are a passionate parent and have an idea or two about how we can make the Green School offer even better, we invite you to make your own dreams come true. Here are some ways to kick-start your visions on campus:

1. **CONNECT WITH THE GSCA** through Tim Fijal, Head of Admissions and the face of the *Green School Community Association*, to pitch your ideas and find out how to make them happen.
2. **POST YOUR PROJECT** or vision on the GSCA website and see who else might be keen to make it happen, or see what projects are ongoing that you may be interested in being a part of. We welcome projects on or off campus! <http://community.greenschool.org/>
3. **BECOME A CLASSROOM AMBASSADOR** and help build community in your classroom by facilitating communication, hosting events or coordinating off-campus activities. Contact Joanne Guelke <joguelke@gmail.com> to learn more.
4. **TAKE A TOUR** so you can really get to know the nooks and crannies of our amazing campus and discover where your passions can find purpose at the school.
5. **VOLUNTEER IN YOUR CHILD'S CLASS.** Our teachers love help, and you will get to see your child in action. You may even learn a thing or two!
6. **SUPPORT THE GREEN SCHOLARS PROGRAM** by connecting with a scholarship family and learning a little more about Bali, or fundraising to finance the next generation of green leaders.
7. **SHOW UP (and help out) AT EVENTS** like Earth Day, Bamboopalooza, Cabaret or the GSCA excursions and meet other passionate, pro-active parents in our community.
8. **BUDDY-UP** with another Green School family by contacting Michelle's Frasher <slavinfrasher@yahoo.com>
9. **SHARE YOUR EXPERTISE** as part of our community enrichment program. Connect with our Principal, Pak Andy Slavin <andys@greenschool.org> for details.
10. **INVITE** other progressive, passionate, purpose-driven families to be part of the Green School family by spreading the word about our mission on your social media networks, and sending them information about the various ways they can help us introduce a greener education to the world.

And if nothing listed above suits your particular dream, please approach any of the administration, Board or faculty for more ideas—we have plenty!

Welcome to Green School!

Kul Kul Connection

Kul Kul Connection is a great example of the kinds of initiative all of us can take to make this an even better community at all levels. It was created by GS parent and Head of Admissions Tim Fijal and others based on observations that our relationships with the villages surrounding the school could be richer and more engaged, and more beneficial to all parties.

What is the Kul Kul Connection?

The Kul Kul Connection connects Green School to the Sibang community. It recognizes that unity is a fundamental part of being 'green.' Its mission is to promote unity between the international community which Green School serves and the local community in which it exists. It plans to achieve this by promoting multi-lingualism and cross-cultural understanding, encouraging regular play between locals and expatriates, as well as ensuring that the locals in the Sibang community see Green School as an asset to their community not as an alien institution. Furthermore the Kul Kul Connection helps to educate people to better understand that we are one people co-existing on one planet within a shared environment. Our actions directly affect the health and integrity of this environment and are of paramount importance for the future of our children.

Its current aspirations are as follows:

In the next 10 years every child in the Sibang community under the age of 15 will have the opportunity to be fluent in the English language, and every Green School graduate who attended the school for more than two years speaks Indonesian.

All teachers speak Indonesian after their third year of employment at the school. Courses and immersions are provided to help make this a reality.

Green School is connected to local schools in the area. These students benefit in tangible ways from the existence of Green School, and Green School students benefit from involvement with local children. Children from the local community come to play and engage in extra-curricular activities on a regular basis. Place based knowledge (both ecological and cultural) are requirements for Green School graduates.



Green School holds events that locals attend,

Green School is the Greenest school on earth, and

Sibang is the Greenest village in Bali.

Monthly Action-Packed GS Excursions by Michelle!

Green School parent, principal's wife, unofficial social director and all around dynamo Michelle Frasher has put together a series of monthly activities in various parts of Bali to provide the community with different ways to come together. Of course, there will be many events held at Green School itself over the course of the year as well. You'll hear more about the following activities in the weekly newsletters as the dates approach, but for now, please pencil these into your calendars:

24 August 2013

Double Six Beach Seminyak

This is a family beach day for all ages. We will inform you the detail of the location before the time. We plan to arrive at 12:00 at the location.

Please bring your boogie boards, Frisbees, and beach toys. You can rent surf boards and boogies down at the beach as well. This is a good family friendly beach, with a sandy bottom and no coral to worry about. We will leave at dusk. Food can be purchased on and near the beach. Please bring water bottles so we can avoid purchasing plastic.

28 September 2013

Tree Tops Bedugul

This is a zip line course set in the beautiful Botanical Gardens in Bedugul. The whole family can enjoy this adventure. The park is fun for all ages, and the zip lines are perfect for kids ranging from 5 to adult. Please bring park toys, and a picnic lunch. Food is not easily accessible in this park, so you should bring food and drinks.

Please arrive as close to 10:00 as possible, as there are a limited number of harnesses.

Bring shoes and long pants for the zip lines. Also it tends to be cooler in Bedugul, so bring a jacket and raincoat, just in case. We will leave this event in the afternoon.

19 October 2013

Waterbom

This is a water park in Kuta that is suitable for all ages; there is a good kiddie pool as well. This is guaranteed fun! The park opens at 9 sharp. If you are coming, you must arrive with group to get Green School discount. If you have KITAS please bring it, as this will lower the price even further. You cannot bring food into park but you can bring water bottles.

16 November 2013

Padang Bai Beach Day

This is a Green School favourite. The beach's name is Bias Tugul. This is a little hidden gem. As you come into Padang Bai, do not head into the town of Padang Bai, but just before the ferry docks, turn and head up the hill to the right. There is an old sign above the turn off that says Bias Tugul. If you ask the locals where the secret beach is they can tell you as well. You head up this road you will keep left after the initial turn right. You will eventually hit a dead end road. Head down to the beach on the left hand side by the little trail.

This is fun for the whole family. There are *warungs* down at this beach to buy food and drinks. You can also bring your own picnic. This is a good football, Frisbee beach. We will be there by 12:00.

7 December 2013

Hash Run

We will join the local Hash House Harriers 1 club, and participate in their Saturday run/walk as a group. This is 50,000IDR per person. This is a fun way to see Bali. A trail is set ahead of time little white papers are clues as to where to go, there are dead ends, and it is fun to explore. There is beer and soda at the end. Please show up by 3:45, so that we can go as a group. There is a long and short course. Most of us will take the short course. The kids love this and actually do this faster than most adults. This takes about 1 to 2 hours.

18 January 2014

Sacred Tours Bali

We will go with this company on one of their tours at a Green School rate.

SACRED UBUD TOURISM

Experience the Power and Beauty of the world-famous unique sacred landscape, architecture and culture of Bali, ancient and mystical places that make Ubud and Bali a global energy centre and vortex for those seeking spiritual growth and healing. Bali is a land of over 10,000 temples where many Balinese spend over one-third of their time preparing for and participating in spiritual ceremonies. Our Mission is to provide you with an inside understanding and experience of the mysteries and magic of Balinese spirituality. Far more than the ordinary tourist experience, we don't just visit sites - we seek to understand them from the inside out by learning what's important about them and by interacting with them through ritual, ceremony and meditation. More than a tour, this is a spiritual experience.

Tours start at 9 a.m. and usually finish by 6 p.m. with a lunch break.

All tours feature in-depth educational presentations on Balinese culture and spirituality as well as the specific activities for the tour, and include take-home hand-out materials. The tour guide will also take photos throughout the day and make these available (typically through email) to participants afterwards. Tours can be combined with lessons and demonstrations on Bali's complex and beautiful rituals and offerings and visits to regional, local, and sometimes family ceremonies (as available), or to traditional Balinese healers (*Balians*).

Bring: a change of clothes or bathing suit (not bikini or speedo, please). You will get wet in the temple water ceremonies), sturdy walking shoes (some short hikes and stairs involved), comfortable clothing, camera, money for lunch.

15 February 2014

Munduk Weekend

We will stay in a hotel in beautiful Munduk arriving on Saturday morning. We will then hike to a waterfall. We will hang out at the beautiful hotel and just enjoy the cool air and views. The next day we will hike to another waterfall, and then we will travel home. Munduk is nestled in the mountains of Bali. The air is cool. You can buy food in Munduk, but best to bring snacks for the waterfall hikes. All ages can join - the hikes will require little ones to be in a backpack.

These hikes are not strenuous, just beautiful. We will all meet in Munduk at the designated hotel by 1 pm. on Saturday.

15 March 2014

Hike Mount Batur

We will go to the trail head starting at 7 in the morning from Ubud. We will all meet on Sayan Road at a spot to be determined. We will head up to Batur from there; this drive takes about an hour. We will start at a trailhead that will take us around the rim of the crater. This hike meanders along the crater which has incredible views of the ocean and the lake. We will hike for 3 to 4 hours. You should bring a picnic lunch as we will eat at the top of the hike. Everyone's drivers will pick them up at the Bat cave inside the crater. Then we will head to the hot springs for a soak. This is a whole day adventure. Bring lots of water with reusable water bottles.

11 April 2014

Beach Weekend Bukit

We will stay at a hotel above the beach in Balangan. We will explore some beaches on the Bukit, Padang Padang, Impossibles, and Dream Beach. These beaches are beautiful and some of them are completely family friendly. This is a good place for those that want to surf. All ages welcome. We will relax and explore and surf.

17 May 2014

Rafting the Ayung River

This is a family friendly trip on the beautiful Ayung River. This is an annual Green School event and is one not to be missed. We will meet at the Sobek Rafting Office on Sayan Road. We will then be picked up in their van and brought to the put in spot here we will be provided with life jackets, helmets, and paddles. We will hear a safety talk, and then proceed as a group down to the river. The put in and take out has a lot of stairs, so for those that want a challenge, here it is. The rafting itself is generally more scenic than heart-stopping, but there are some pretty good rapids for those looking for some thrills. Please bring water bottles, shoes to wear on the river that do not fall off to protect your feet, sun screen, rash guards, and your smile.

Why My Child Goes to Green School

Janet Hogan and her husband Ralph moved from Australia to Bali at the beginning of the last school year to enrol their daughter Clover, now entering Grade 9, in Green School. Janet wrote the following letter toward the end of the year. We think it nicely encapsulates the kind of positive and flexible attitude that will lead to a happy parental experience at Green School!

We had been toying with the idea of moving to Bali from Australia for nearly 20 years. But it was the decision to send our daughter, Clover, aged 13, to Green School that tipped us over the edge. We really didn't know that much about the school beyond what was on the website, but after Clover emerged bouncing with excitement and energy from a Green School SuperCamp, we decided it was time.

We quickly learnt there is much, much more to Green School than a passion for the environment and beautiful bamboo structures. In the space of 9 months, I have seen my daughter grow from someone plagued by morning stomach aches, who anxiously checked her Face book everyday to see what nasty things were being said about her or her friends, to a young woman who is irrepressibly confident, funny and loving every day of her life.

As I was driving with Clover to school this week she looked at me and said: "Isn't it weird that I actually like going to school." I felt so happy for her. I went to one of the best private girls schools in Sydney and I don't remember ever saying that to my parents. Clover is currently in Grade 8, the year I remember being the hardest at school, when suddenly your peer group becomes your whole reason for living and seeds of insecurity and self-loathing are sown that for some people will go on to compromise their entire adult lives.

I reflected on some of the challenges Green School faces as a school that is barely 5 years old and dealing with students from all corners of the globe, speaking different languages, some staying for as little as one semester, all while trying to implement an ambitious and innovative curriculum. These challenges come to the fore in a subject like Maths. There's no point trying to explain the gradient of a curve if half the class hasn't mastered basic algebra, so Green School has put lateral thinking into practice by creating 4 different skill levels in the one class. It is in situations like this that we as parents need to understand that these problems will get solved and in the meantime, where there are gaps, it's up to us to fill them as best we can, by putting in our own time if we have to.

As parents we tend to worry so much about whether our kids will get into university and secure the jobs that will see them lead successful, safe lives. It's as if we feel we have a duty to get them to that point and then our mission has been accomplished. But the world is changing. There is no guarantee of work just because you can wave your Ivy League diploma around. As I know from the people we employ in our business, self-confidence, dynamism, creativity, attitude and willingness to learn, all high on Green School's agenda, are the traits we look for. I don't think I've ever not employed someone because of their academic record, apart from their need to be literate.

What Green School is all about is cultivating young adults who have learnt to think for themselves; who are comfortable operating at all levels, not in competition with each other, but working together, across countries and cultures, to create positive change. They may not be being force fed formulas and theories. Instead they are assimilating values that will stay with them for the rest of their lives. Moral values about the responsibility each of us has to care for the world around us. Social values about protecting the rights of every individual. Life skills about how to influence people, network, think laterally and lobby for causes that will create real and positive change; to never be intimidated by people who may be older, richer or more

powerful. That true power is vested in the individual who is not cynical, but who has the courage to be true to themselves, to be curious and follow their passions.

Clover wants to be an environmental journalist when she leaves school. Whatever path she ultimately chooses, I do know that when she steps across the bamboo threshold for the very last time, she will be stepping out into the world as a young person brimming with big ideas, enormous confidence, compassion for her fellow humans, a love of nature and genuine care for the environment; a true citizen of the world. As a parent I could wish for nothing more.

LEARNING NEIGHBOURHOOD DESCRIPTIONS

The following section contains detailed individual descriptions of each of Green School's learning neighbourhoods: Early Years, Primary, Middle, and High School:

EARLY YEARS PROGRAM

Kindergarten and Pre-K, Ages 3 - 6



Green School's Early Years Program provides for three age groups. Children in the Geckos Class turn four years old between September and August in the school year they join the class. In the Starlings Class, children reach five years old, and Kindergarten children turn six during the same period. Because we *differentiate* academic learning, or provide individual learning programs, we are able to reap the social, emotional, and physical advantages that arise from chronologically organized classes.

Green School's Early Years Program offers a student-centric education built around a developmentally appropriate version of the Three-Frame Day.

Physical Development

We note, and respect, that the younger children learn from physical experiences. They are in, or emerging from, a somatic phase of development, where gaining mastery over their physical bodies is crucially important. Consequently, much of the program is orientated towards fine and gross motor competencies. We take this work seriously and monitor students' physical development on an individual basis.

The Big Four

We recognize that people structure their interactions with world 'content' in four major modalities and see these as essential expressions for our full humanity. At Green School we refer to these as the 'Big Four.' The 'Big Four' interactions are: physical, emotional, intellectual, and spiritual.

For the example "trees," students might react artistically by singing a song about a tree, intellectually by discussing pollination, physically by planting trees, and spiritually by looking inwards to discover what trees mean to them. The 'Big Four' underpin learning each day in all sectors of the Early Years Program.

Individual Learning Programs

We accept that academic learning, such as in the fundamental skills of literacy and numeracy, proceed at different rates and in different ways for individual learners. Therefore, academic learning in the Early Years Program is offered as individual learning programs.

Imitative Play

Students of all ages take a lively interest in the ‘goings-on’ of the adult world. During the early years, things happening in the adult world often become the subject of imitative play. The practical lessons offered link to this impulse by bringing into the classroom adult practitioners engaged full-time in such fields as visual arts as frequently as possible.

Connection with Nature



We believe that young children learn through play. Children naturally connect with nature and we facilitate this love of the natural environment in our everyday provision and learning experiences. Children in the Early Years are taught to understand that they have a direct impact on the Earth and the importance of taking care of our planet. For example, children understand what does and doesn't decompose. This brings an awareness of taking care of the Earth and that as individuals their thoughts and actions make a difference.

Six Areas of Learning

The Early Years Program in all the classes is built around six areas of learning, each with their own sub-areas:

1. Physical Development
 - Gross Motor
 - Fine Motor
2. Personal/ Emotional Health and Peer Co-operation
 - Independence and Self-care
 - Confidence and Awareness of Self
 - Managing Emotions
 - Peer Interactions
3. Language Development
 - Understanding
 - Listening
 - Speaking
 - Emergent Reading Skills
 - Emergent Writing Skills
4. Emergent Mathematical Skills
 - Measurement & Shape

- Numeracy
- 5. Creative Expression
- 6. Awareness of The World Around Us

The Early Years Program is seamlessly linked to the Primary School program, which is also underpinned by the Three-Frame Day. For more information on our Early Years Program, please contact Lucy Briggs at lucy@greenschool.org.

PRIMARY SCHOOL PROFILE

Grades 1-5

At Green School, 'Primary School Program' refers to the learning offered from Grade One through to Grade Five. Students typically become seven years old during the academic year they join Grade One and eleven years old during their last year in Primary School. The program is delivered via a student-centred structure described as the '**Three-frame Day**' (3FD). This scaffold is designed to deliver a consistent, well-rounded and comprehensive learning experience.



The Integral Frame includes thematic lessons (TLs) to challenge the students in four ways: physically, emotionally, intellectually and intra-personally - in daily sessions which are engaging and creative. These occupy the first 1 hour and 45 minutes of the day, thus, every day, students start with a deeply satisfying, human experience. These thematic lessons are delivered by the class teachers with specialist teachers, in drama, dance,

music, physical education, art, and environmental education making contributions over the course of the theme in a shared-teaching atmosphere

The Instructional Frame is delivered in 15, 50-minute proficiency lessons (PrLs) - each week. In these sessions, traditional subjects, including: mathematics, English, music theory, and Bahasa Indonesia, are studied and ensure that students have a firm foundation in basic academic skills. A student's individual learning program is constructed around their identified learning needs. Each proficiency lesson subject gets a minimum of three lessons per week – with maths and English receiving 5 lessons.

The Experiential Frame occupies about 2 hours each day. Five practical subject areas are offered: Enterprise Education, Environmental Education, Physical Education, Visual and Performance Arts. These sessions link students to adult enterprises and take advantage of hands-on learning opportunities that arise on, or off, campus, i.e. the arrival of a culture group, the installation of a power generator, the birth of livestock, etc. In these practical lessons, students engage real-world workers, technologists, and entrepreneurs with increasing depth as they progress through the Primary Program.

Together, these three frames work to foster a creative, holistic, student-centred environment within a natural setting, to nurture and inspire future green leaders.

For a deeper understanding.....

Thematic Lessons within the Integral Frame

Commonly referred to as TLs, thematic lessons occupy the first hour and 45 minutes of each school day. One theme, positioned within a subject (e.g. 'Chinese Hero Legends', grade 4 English), forms the focus for the entire block; that is, the same context is presented for about

twenty consecutive teaching mornings. Although all TLs are centred on a particular context within a particular subject, they also include elements that connect across several areas of learning and provide stimulation of all four intelligences; physical, emotional, intellectual and intrapersonal. TLs are a creative and engaging means to introduce academic content that will be further covered in the second frame of learning, proficiency lessons. A wide variety of themes are explored that are specifically designed to suit the developmental stages of learning in each age group as children progress through primary school. When choosing themes for the year, teachers are guided by a map which ensures a balanced approach that addresses all learning needs for their students. Further information on specific themes is provided in individual grade-specific information sheets.

Proficiency Lessons within the Instructional Frame

Mathematics, English, Indonesian Language, and Music Theory are offered as proficiency lessons.. All subject syllabuses included in proficiency lessons are expressed as a series of Specific Learning Outcomes (SLOs) which enable teachers to tell the students precisely what they will be *learning* – not merely what they will be *doing*. SLOs are grouped by grade for practicality but, in practice, they are applied as a continuum. New content introduced in the thematic lessons is practised for proficiency in this frame.

English and Mathematics Proficiency Lessons

In Mathematics and English, there are approximately 200 SLOs per subject, per grade. These learning outcomes are then used to create Individual Learning Programmes or ILPs. These outcomes are specific and measurable, allowing the teacher to assess what each child has learned and where they are along the continuum of learning.

Bahasa Indonesia

Indonesian language and culture form an important part of the education offered at Green School. The arts and culture of Bali feature in our festivals and assemblies and are taught as part of the Visual Arts and Performance Arts practical lessons. Bahasa Indonesia, the language, is also taught as a proficiency lesson in rotation with Music Theory.

Music Theory

Music is delivered experientially as a practical lesson and as a proficiency lesson. Music reading is a proficiency – like Mathematics – because it has a large language that must be learned in order for students to become musically fluent. It is very important in the cultural life of Green School. It occurs as part of the practical lessons program through such activities as marimba ensemble, drumming, musical plays, and singing. In addition, Music Theory is taught as a proficiency lesson, three times per week, in a termly rotation with Bahasa Indonesia.

Practical Lessons within the Experiential Frame

The five practical subject areas are offered weekly – one subject area per day. These practical sessions link students to adult enterprises and take advantage of hands-on learning opportunities

that arise on, or off, campus, such as the arrival of a cultural group, the installation of a power generator, the birth of livestock, and other learning opportunities. In these practical lessons, students engage real-world workers, technologists, and entrepreneurs with increasing depth as they progress through the Primary Program. Occasionally, one subject area will take over the entire week of practical lessons when significant learning opportunities arise. These moments are balanced out over the course of a year.

Enterprise Education

In the Green School Primary Program, Enterprise Education (EE) is a subject in its own right and typically placed in the last session of each school day. EE projects respond to authentic *opportunities* that arise in the community such as a dance production, play area development, animal and environmental conservation activities, visiting a performance group or a local market, etc. and provide structured systems to engage appropriately with the opportunity.

The projects develop in the following cyclic pattern:

- a design phase – where different proposals are considered by the students,
- a prototype phase – where initial models are presented,
- a modification phase, where experience from the prototype phase is incorporated,
- an implementation phase, where the authentic opportunity is taken up,
- feedback and critique phases where the system or artefact can develop further sophistication.

Teachers enliven every enterprise project by linking to ‘real-world’ practitioners or events. Each class typically completes two to three Enterprise Education projects per year and a more detailed list of enterprise projects is presented in individual grade summaries.

Physical Education - Games

The focus of Physical Education at Green School is on the enjoyment of physical activities, building physical skills and abilities and providing opportunities for students to participate in a variety of sports. PE in the Primary Program is offered daily in the form of short aerobic fitness sessions, once per week as personal skills and abilities and once per week as a games lesson within the practical lesson program.

Environmental Education

Environmental Education, called Green Studies at Green School, is central to the mission of the school and permeates every aspect of our operations, including the grounds, permaculture gardens, the stunning bamboo buildings and all the learning opportunities. Green Studies is a dedicated subject in its own right. In the ‘Primary Program’ it is delivered via term-long topics and a range of extended projects. It also plays a role in many of the Thematic Lessons, Enterprise Education as well as in the basic Mathematics and English proficiency lessons.

Performance Arts

Performance Arts permeate many of the Thematic Lessons. In addition it is a dedicated subject in its own right and several of the Enterprise Education projects are drama based. In the Primary School, the subject is delivered via a range of topics and extended projects in the practical frame of the day.



Visual Arts

Two dimensional and three dimensional art and handcraft projects are explored in every PS grade as a component of the practical lessons. The creativity, mental energy, and school enthusiasm generated by the arts earns them an uncompromised place in the program. Often the projects reflect content that is being studied in the Thematic Lesson part of the program.

CO-CURRICULAR and COMMUNITY ACTIVITIES

In additional to the Primary School curriculum, Green School offers important events, celebrations, festivals, and style that contribute to our ethos. Here are some of the elements:

Cultural Festivals

Each year, every grade in the Primary School actively participates in cultural celebrations from around the globe with a special focus on Balinese festivals. Chinese New Year, Nyepi (Balinese New Year), Galungan, rice harvest festivals, Halloween, Saraswati Day, and others festivals specific to nationalities attending the school are included.

Environmental Action

Each class has a garden of vegetables and flowers that they tend. Composting, worm farms, water conservation, life cycles and other topics relevant to organic gardening and permaculture are discussed and become part of the experiential learning process.

Involvement with Charitable Organizations in the Community

All Primary School classes have involvement with charitable organizations, both global and in the local community. Examples of affiliation and support for these charities are: Yayasan Senyum (Smile Shop), Dr. Ating Foundation and Jane Goodall's Roots and Shoots – Grade 1, Bali Animal Welfare Association (BAWA) and Villa Kitty – Grade 3.

For more information on Green School Primary School program, please contact our Primary School Coordinator, Muria Roberts, at muria@greenschool.org.

MIDDLE SCHOOL PROFILE

Grades 6 - 8

In the Middle School, students are welcomed into an environment that is engaging, challenging, inspiring, and nurturing. Learning experiences are designed to foster inspiration, promote the development of a core set of academic skills, instil positive learning habits, and encourage students to explore and identify their personal core values and passions. As well as preparing students for High School, our Middle School program focuses on a whole-child approach that supports the extra needs of middle years' students, engaging them in learning and community life, challenging them intellectually and academically while providing them with the support of passionate, nurturing, and inspired adults.

CURRICULUM



Through a myriad of experiences and enquiries, the Middle School team strives to foster a love for learning that can be carried forward into not only High School, but life. Traditional timetables have been replaced by a more fluid schedule to meet the needs of the students and allows for a variety of traditional subject themes to be studied through thematic units, collaborating with visual and performing arts, and environmental studies. This collaboration helps to

provide students with rich experiential learning opportunities that are connected across the curriculum, inquiry-based, and designed to fully engage the multitude of intelligences and learning styles. Learning outcomes include relevant projects and presentations that meet real needs in the local and/or global community, and can be shared with authentic audiences in school, community-wide, and beyond.

The cornerstone of the Middle School curriculum is the 'Three Frames of Learning, where every day includes:

- *The Integral Frame:* Thematic teaching that challenges the students in four ways: physically, intellectually, emotionally, and spiritually. This enables students to have a deeply satisfying learning experience, develop as whole people, and remain engaged with the learning process. The integral themes support the students' ever-widening interests and stages of awareness.
- *The Instructional Frame:* These lessons target core-skills that need repetitive practice. They are underpinned by traditional subjects, including: Mathematics, English, environmental education, music theory, and languages other than English. Cooperative learning, multi-level teaching, multiple intelligence theory, and a three day rhythm are employed in these lessons – strategies proven in promoting deep learning.
- *The Experiential Frame:* These lessons are taught as practical lessons in Enterprise Studies, Performance and Visual Arts, Physical Education and Life Skills lessons. Experiential sessions link students to real world enterprises and take advantage of learning

opportunities that arise on, or off, campus, e.g. the arrival of a culture group, the installation of a renewable energy project, the birth of livestock, etc. The lessons have three main purposes:

- o to facilitate entrepreneurial, technological education,
- o to promote diverse health and physical education opportunities, and
- o to provide for creative arts education

In line with the Green School philosophy, our curriculum framework approaches this in a student centred way - what do we want a student to look like as a whole person by the time they graduate? Our Green School curriculum is designed to address the whole child, with Achievement Objectives in every subject spread across a spectrum of learning with all intelligences. In this process, we strive to create more authentic motivations for learning, and at the same time expand our students' sense of global citizenship and environmental responsibility while exposing them to different possibilities for how we live and grow as a fragile planet.

DISTINGUISHING PROGRAM FEATURES

In addition to our strong academic program there are some very unique aspects of our Middle School program:

1) Community Time: Students have time built into their daily schedules to work on community-oriented endeavours. Such activities include class meetings, volunteer/service projects, **iRESPECT** (school wide values) activities, life skills, organization and self-management, conflict resolution training, entrepreneurial endeavours, and all Middle School assemblies and presentations.

2) Maintenance: For one period on Wednesday afternoons each week, students have time to finish homework, group projects or get the necessary one-on-one time from teachers. Those needing extra support in math, reading, and/or writing can also receive learning support. Also during this time students can read silently or organize into book clubs that meet to read, discuss, and critique novels of their choice.

3) Electives: Each semester, students will have an Elective Week for an in-depth experiential exploration in creative educational classes. The goal is to allow the students an opportunity to explore different subjects — hands-on activities with an educational focus not typically offered at school. Possible choices for Elective Week include: scuba diving, surfing, filmmaking, mountain biking, Balinese home stay and cultural study, snorkelling, hiking volcanoes, and survival skills. Each elective week culminates in a presentation to the GS community.

4) Arts Rotation: Twice weekly, Middle School students work with our visual and performing arts specialists in the areas of music, drumming, marimba, visual arts, drama, and practical arts (wood working). Every half semester, students are able to choose their area of focus for that block of time and are encouraged to sample as many areas as possible.

5) Experiential Learning Trips: We have teamed up Green Camp to create unique outdoor experiences tailored to support Green Studies themes for each grade; Grade 6 is Water, Grade 7 is Health and Healing, and Grade 8 is Conservation and Social Action. Each grade embarks on a multi-day trip to various locations around Bali in February. These trips are an invaluable component of our Middle School program!

6) Grade 8 Quest Project: As a culmination to Middle School, and as part of a larger rite of passage, Grade 8 students embark on a personal Quest Project. The Quest is an opportunity for students to pursue an area of personal interest and to focus their attention throughout the course of their Grade 8 year. This project will hold a special place of importance in the Middle School Program and when completed will be a record of a personal journey that each student can present to the school community.

7) C.O.R.A.L. Fridays: Friday mornings are dedicated to service, enterprise, and outdoor education. Throughout the year, students will choose from a variety of courses focused on Community OutReach and Active Learning.

Enterprise Education:

This is a hands-on program intended to get students designing and creating. The courses will also encourage students to develop entrepreneurial skills by marketing and selling some of the products created. The process, from concept through design to retailing, is in the student's hands. Strong collaborative skills, mixed with leadership, applying one's knowledge and creativity, and keen analysis encompass these courses.

Service Learning:

This program will develop vital critical skills (collaboration, communication, management, organization, creative thinking, critical thinking, and leadership) and life skills while introducing students to the importance of service for personal, community, and world health. Special attention will be paid to the need to consider environmental, economical, and social sustainability in order to promote healthy interactions between human and natural systems. Explicit alignment with the United Nation's Millennium Development Goals will help prepare students to engage in learning pertinent to all of humanity and prepare them participate in Global Issues Network conferences.

Outdoor Education:

The outdoor education courses are meant to expose students to new outdoor activities, and encourage a more active lifestyle. These courses not only keep one active, they also provide valuable skills relevant to leading an outdoor lifestyle. All the courses also work on personal growth and fostering strong connections to other individuals.

With five rotations in the course of the school year, students will choose at least two service courses, one enterprise, one outdoor education, and one more of their choice. Some examples of courses include:

- Building and installing a bio reef.
- Medicinal and Herbal garden landscaping
- Water rescue skills

- Working with our neighbouring local school, SMP 3 for language exchange and community projects.
- Working with YPK, a school for physically challenged students.

8) Global Connections: Our students are in contact with students all over the world to share learning projects and foster cross-cultural exchange. From live radio interviews with students in Melbourne, Australia to share conservation projects, to Skype conference calls with students in Hawaii to compare and contrast jungle ecosystems, to blogging with students in Australia, Canada, and Brazil to discuss global issues and their solutions, Green School's middle school is making connections.

CO-CURRICULAR and COMMUNITY ACTIVITIES

In addition to regular, timetabled learning, a wide range of cyclic activities, which contribute enormously to the special character of the Middle School, is included in the program.

Experiential events:

The Middle School has teamed up with Green Camp, a local provider of outdoor education adventures and service learning, to create unique outdoor experiences tailored to support Green Studies themes for each grade; Grade 6 - Water, Grade 7 - Health and Healing, and Grade 8 - Conservation and Social Action. Each grade embarks on two multi-day trips to various locations around Bali; one adventure takes place at the beginning of the school year (September/October) and the other, towards the end of the school year (April/May).

Electives

Each term students have an elective week that provides activities with an educational focus not typically offered at school. Choices include: scuba diving, surfing, film-making, mountain biking, Balinese home-stay and cultural study, snorkelling, hiking volcanoes, and survival skills. Each elective week culminates in a presentation to the GS community.

Dive club trips

Middle School students have opportunities throughout the year to become an Open Water, Advanced and Rescue Scuba Diver Certifications. The Green School Dive Club embarks on two or three dive excursions each semester to various locations around Bali.

Annual sporting fixtures

As members of the Bali Schools Sports Association (BSSA) Green School students have the opportunity to join teams and compete against other schools on the island. Sports include soccer, volleyball, basketball, cross-country running, swimming, and athletics.

After school sports

In addition to the BSSA fixtures, there are regular opportunities for students to participate in club sports after school; these include martial arts, ultimate Frisbee, baseball, Australian Rules Football, and soccer.

Cultural exchanges

Green School has forged a relationship with neighbouring middle school, SMP 3 Sibang, Kaja. Regular joint activities include community clean-ups, sharing of sustainable practices, after-school activities, and language exchange.

Music performances

Students participate in after-school music classes that culminate in performances at assemblies.

Drama production

In the 2nd semester the Middle School commences work on a drama production that is performed at the end of the school year.

Activist Events

Middle School students participate in the Global Issues Network Indonesia (<http://www.gindo.org/>). This is an annual event that, in turn, member schools host. Representatives also attend the Global Issues Network conference that are held in different locations around the world. (<http://www.global-issues-network.org/>)

Fun events

The academic year culminates in a Middle School dance, which closes the year on a celebratory note and allows the team to farewell those students moving on into the High School.

For more information on Green School Middle School, please contact our Middle School Coordinator, Glenn Chickering, at glenn@greenschool.org.

HIGH SCHOOL PROFILE

Grades 9-12

The Green School High School curriculum is experientially-based, cross-curricular, and emphasizes intellectual and personal growth. We celebrate each student's post-graduation choices equally and work hard to ensure that their academic course work and special programs support their choices. The centrepiece of this program is a system of Individualized Learning Plans (ILP) with the ultimate goal of teaching students how to take responsibility for their own education and life beyond High School. It gives students credit and support for their core strengths and encourages them to develop new ones, inside and outside the classroom.

High School Curriculum

The Green School curriculum is what makes an educational experience at Green School one of a kind. Our curriculum focuses on a deep connection with the environment, arts, entrepreneurship, and experiential learning (out of the classroom as much as possible). That is not to say that more traditional teaching methods have no place in our classrooms, but rather that we believe that students learn more and retain information better if they live the learning process.

Three Frames of Learning

Course subjects are organized into three frames of learning, which promotes the idea that students should be challenged on an intellectual, spiritual, emotional, and experiential level (the four intelligences) in every course. The three frames of learning include:

- thematic lessons (via the Enrichment Wednesday Programs and in numerous courses through integrated subject teaching)
- proficiency lessons (Mathematics, English, Science, Humanities, and Foreign Languages)
- practical lessons (Enterprise Studies, Environmental Studies, Arts, and Physical Education).

Enrichment Wednesdays and Course Portfolio

Green School has developed its own unique High School curriculum. The two primary features of this curriculum are the Enrichment Wednesdays and the portfolio nature of our course timetable. Every Wednesday, for the entire academic year, is dedicated to an integrated learning environment with all High School students and teachers participating together in a wide variety of topics and activities including full-day job shadow opportunities. Courses are offered as blocks with students choosing, with advisor assistance, a new set of courses every five weeks. This program is similar to a university environment and allows our teachers and students to be highly creative in the courses they develop and participate in. International benchmarks for numerous countries are addressed in each of these courses as well.

External Exams

In addition, if the student wishes, information will be provided on how to use several external exam systems and curricula (Cambridge, College Board SAT and Advance Placement, and TOEFL) outside of Green School to assess the traditional academic courses and ensure the ability of our students to leave Green School and continue academic study if that is the path their life takes. All courses offered at Green School are carefully and collaboratively planned and rigorously implemented to ensure the highest quality of education possible.

Self-directed Course Work

Yearly offerings are expanded through the use of guided self-study options with tutor support, internships with mentor support, online courses with mentor support, and a set of expansive elective course offerings that rotate regularly to encourage exposure to new subjects. We refer to these electives as Independent Learning Electives. There is a formal process in place to create, approve, coordinate, assess, and reflect on Independent Learning Electives to ensure that learning outcomes are achieved.

Our coursework requirements and programs are communicated comprehensively via an open source online education tool built to enhance communications and assist students in taking responsibility for their own education.

Green Stone Project

The Green Stone Project is a year-long capstone experience required of every Green School graduate. Each student will be guided through the phases of this project, which will culminate in an 18 minute presentation, in the spirit of TED Talks, at a conference in their grade 12 year to be arranged by the grade 12 class inviting all community members and experts in the fields relevant to their interests. Students are encouraged to select a project that builds on a previous green school course or passion discovered during enterprise class, internships and community service activities. This capstone project requires each student to take their green school experiences to a very high level of understanding by creating, implementing, presenting, and reflecting on their chosen project.

High School Portfolio Project

As a graduation requirement each Green School High School student will design and create an online portfolio, showcasing a variety of personal achievements and talents. It is intended to be a personalized summary of each student's time at Green School. Each portfolio will be individual, reflecting students' personalities and talents.

DISTINGUISHING PROGRAM FEATURES

Creative and Physical Education

To ensure constant engagement in creative and physical pursuits, the Green School High School arts and physical education programs require all students to participate every semester through their high school careers. All graduates have an athletic and artistic passion. The arts program includes traditional visual arts, music, performing arts, and graphic design. In addition, students are able to choose a range of practical arts such as motorcycle maintenance and metal work.

In addition to the courses on offer, students can choose numerous extracurricular physical and artistic avenues such as:

- Marimba Band
- Garage Band
- Drama Productions
- Design Shop
- Farm Work
- Bali School Sports Association (BSSA) sports including: basketball, football/soccer, volleyball, track and field, swimming, surfing, and cross country
- Non-league sports including: football/soccer, ultimate Frisbee, yoga and meditation, fencing, swimming, baseball, touch rugby, kick boxing, and aikido

Environmental and Enterprise Studies

Students engage in a course of study in Environmental and Enterprise Studies producing students who are compassionate creators. By graduation, most students will have started and run at least one new green business. Alternatively, students can choose to add significant value to an existing green business.

Student-Driven Electives

Students are also encouraged to seek out and pursue alternative courses that inspire them. Support is given for students to develop and implement a curriculum for their alternative courses.

EDUCATORS

Green School High School students are supported by 17 highly experienced, international staff members.

- seven full-time teachers plus a High School Coordinator (Guidance Counsellor) and School Manager (Principal)
- eight specialist educators in the arts, physical education, and learning support programs
- a range of teaching experience from 5 to 35 years with an average of 12 years
- an average of 9 years working in practical fields related to their teaching subjects
- sixty-five percent of staff have post-baccalaureate level degrees

- ten members of the faculty are American, three Australian, one New Zealander, two Canadian, and one South African.

CO-CURRICULAR and COMMUNITY ACTIVITIES

- Green School iRespect Award: this award is presented monthly to two high school students who embody the values listed in our school Values statement. It is the highest award a student from Green School can receive
- Student Council
- IAYP (International Award for Young People) – formerly the Duke of Edinburg program – (www.intaward.org)
- Green School Community Association committees including, but not limited to: Health and Wellness, Green Energy, Scholarship Fundraising, and Emergency Response
- Model United Nations
- Enterprise Cafe
- Regional EARCOS Leadership Conferences (www.earcos.org/)
- Green Camp (www.greencampbali.com)
- Bamboo Post (online student newspaper)
- Personal development and risk taking behaviour workshops and camps
- Development of social enterprise programs for Sacred Childhood's Foundation
- Competitions and grant applications submissions for renewable and alternative energy projects
- World Bamboo Day (a long-term project to move our area, Sibang Kaja, toward a carbon-negative community)
- Student Film Festival (called Guerilla Film Festival)
- Earth Day celebrations and action programs
- Bali Animal Welfare Association (BAWA)
- Dr. Ating Foundation
- Partnerships with local schools and orphanages
- Partnerships with environmentally based organizations such as Eco Bali



For more information on Green School High School program, please contact our High School Coordinator, Leslie Medema, at leslie@greenschool.org.

LOCAL SOLUTIONS TO BEING GREEN



*The following is an excerpt from a book produced by our 2012 – 2013 Middle School students, **Green Manual**. It provides tips and information for leading a greener lifestyle, information on the local flora and fauna and many other interesting facts.*

Being at Green School does make you greener; not in the Kermit the Frog way, anyway! A student's ecological footprint decreases when they are subjected to 8 hours of the day in an environment designed to lessen its environmental impact. While this is indeed special, this does not mean that the students graduating from this school will continue their lives living with smaller footprints. That is where the awareness comes into play.

More than any other school I have taught in, the students of Green School are acutely aware of the mechanisms humankind needs to put into place in order to live in equilibrium with our environment. Whether in Science, English, or Global Awareness, students develop a stronger and better understanding of nature and our connection to it. As humans become more eco centric, Green School students can lead the way with their new vernacular. True to the students' education, the pages below show keen understanding of what the individual, the home, and the community will need to do in order to adapt to our new world.

As they demonstrate on the following pages, these students can certainly talk the talk. But can they walk the walk? In this way, Green School prepares students like no other, teaching both the knowledge needed and helping our students apply the skills needed for a more environmentally balanced future.

Noan Fesnoux
Green Studies Teacher



Green School's Actions Toward Sustainability

by Grade 6

Lunch at Green School

At Green School all our lunches are made by our school cook, Ibu Kadek Lastrini. Ibu Kadek tries for our lunches to be 100% from Green School gardens. She says that today 60% of the school lunch is from Green School. She not only wants to be organic but also green in her cooking. Ibu Kadek does not use LPG (liquid petroleum gas) in her cooking, but uses sawdust and biogas! She says that if she used LPG, it would cost her Rp 600,000 per day! At Green School we don't waste any food. Any leftovers go to the pigs! We at Green School strongly recommend eating lots of greens. This helps you spend less on shopping, helps the environment, and you learn how to garden along the way!

Did you know that Green School grows and produces its own organic and fresh:

- rice (nasi)
- tomatoes (tomat)
- beans (buncis)
- sweet potatoes (ubi)
- eggs (telur)
- cucumber (timun)
- potatoes (kentang)
- spinach (bayam)
- cassava (singkong)
- eggplant (terong)
- cabbage (kol)
- jackfruit (nangka)
- pumpkin (labu)
- bread (roti)



Green School's Bio-Intensive Gardens

It does not take a lot of space to begin to grow some of your very favourite vegetables, herbs, or fruit. They just need sun, water, and organic mulch. Do not use pesticides or chemicals on your plants. These are poison—to the bugs and yourself. A good way to grow your own plants is Green School's system. Green School has a special farming system. That system is called bio intensive beds. Bio-intensive beds are made so that food can grow quicker and the plants don't get washed away by the rain. The bio-intensive gardens maximize the amount of plant material grown in the bed by planting in a hexagon formation, and minimize the amount of nutrients that need to be added through rotation of crops, and keeping the soil well aerated so roots can grow deeper.

Green School's Solar Panels

Solar power cells convert sunlight into electricity using the energy of sunlight to create electricity within a solar panel. The sunlight hits a photovoltaic cell, which turns light energy into electrical energy. When thousands of cells do this, you get a lot of electricity. The power is then stored in



batteries, and used for all the purposes electricity is usually used for. The batteries release the energy as needed through alternators (they make the electricity useable for things that plug in to the wall) and regulators (these machines make sure that just the right amount of electricity is fed through the wire).

Waste Management at Green School

Compost

All the food scraps go to the pigs, even the bones and meat. The non composting trash goes to Eco-Bali. The human waste is a problem until now; it's currently stored in a big tank next to the Ayung River.

Eco-Bali

The waste is separated into different categories. Recyclables are taken to distributors to go to recycling plants (mostly located in east Java) while the non recyclable waste is sent to government landfills (TPA). In Bali there is no recycling factory; most of them are in Java. Eco-Bali separates the rubbish into categories. Tetra packs are sent to Mojokari in Java, and other recyclables such as paper, plastic, metal, aluminium are sent to Surabaya, Java. Paper is recycled in Bali on a very small scale; only white paper is recycled here.

Compost Toilets

Poo goes to the septic tank under the Green School yurts, and every two months a truck takes the waste to a waste management centre. This waste could be turned into Biogas, and Green School students are thinking of ways to make this happen without the products being dangerous for the other students. The pee goes down tubes to a water waste garden, which is an organic filter, filled with sand and rocks. When the pee goes down, the sand and rock will act like a filter, and over time, it will be clean and usable again.

The Vortex: Water Power for the School



As the river flows close to the tunnel, a filter stops all the big trash from going into the vortex. The water goes into a tunnel that leads into a circle with a hole in the middle. It's like a whirlpool. As the water goes in a circle it also turns the turbine. The turbine is connected to the axle of the generator. The generator converts the mechanical energy into electrical energy. At the moment, the Vortex is still being completed. When it is finished, the vortex may provide up to half the electricity the school needs.

What Can You Do to Be More Green?

by Grade 6

Being environmentally friendly starts with a person. There are so many things one individual can do to make a small difference in the world. Best of all, good ideas are contagious. Start with these if you want to built your green reputation.

RIDE YOUR BIKE AS OFTEN AS POSSIBLE

You're not using gas, you're getting exercise, you're not polluting the air, and you're being green. Riding a bicycle just makes sense!

USE LESS ELECTRICITY

Turn off the power when you leave your house. Don't watch as much TV. Buy efficient electronic devices. Use a fan instead of AC, or try to use only a natural breeze to keep you cool. Coal and oil are burned to create electricity at the moment, and that is bad for the environment.

USE LESS WATER

Use less water. When you turn on your tap, you've just wasted a bit of the world's 1% of fresh water. We use this water for washing, showering, drinking, manufacturing, and many more things. Our whole life system depends on fresh water. There are some very simple ways to help, such as not leaving the tap running, using water in reasonable quantities, and taking shorter showers.



PLANT A SEED EVERY DAY

If we planted a tree every day, the world's population could regrow an amount of forest the size of the Amazon in a short period of time. Plants help to lower atmospheric carbon dioxide. We can also plant seeds which make food, and that would allow us to feed more people.

USE LESS PLASTIC

Use reusable shopping bags, buy things with less packaging, bring reusable water bottles wherever you go, and reuse plastic whenever possible.

GO TO GREEN SCHOOL

Green School does a number of things. It helps you learn about the environment, is environmentally sensitive, and recycles a lot. People who are aware of the environment make the right choices.

REUSE

We can reuse water bottles, clothing, plastic bags, paper (if it is not all written on), and pretty much any item you think is usable. In Indonesia, people can reuse materials from old homes—from the bricks to the nails in the wood.

How Can You Make Your Home Greener?

by Grade 7

REUSING GREY WATER

Grey water is the water that goes down your drain after you use it in the sink or the shower. It does not contain waste, but is not good for drinking. By reusing grey water, instead of just sending used water down the drain and wasting it, you can reuse it. For example, use it in your garden. Reusing grey water can also save money, and it is good for the environment. It is important that the system you use is installed and maintained. Grey water is not good for human contact because it can give you infections that are dangerous for you. If you are using grey water in the garden, use it under the soil and don't use it on plants that you eat. If you are using untreated grey water, it should be used within a 24-hour time period; otherwise, it can be full of dangerous bacteria.

USE BIODEGRADABLE SOAP

There are a lot of natural bath products out there! The next time you buy soap or shampoo, look for a natural one. Make sure you check the ingredients though! Detergents like Sodium Laurel Sulfate (which is also found in toothpaste!) are particularly harsh on your skin. If you can't find any or you just don't trust the products, you could make your own.

NO PLASTIC BAGS

Not using plastic bags can help the environment drastically. And all you have to do is buy a few fabric bags and you're set! It can also save money because more and more stores are charging money for plastic bags.

MAKE YOUR OWN HOME GARDEN

If you plant organic things and make your own garden, then you don't need to use your car to buy food, which is better for the environment. Also, you should use natural fertilizer so you don't destroy the soil with pesticides. Cow dung could be used as fertilizer and you could use dry leaves for mulch. It's fun to make your own garden and you will be proud of your end result!

SOLAR/WIND ENERGY

Although installing solar panels and wind turbines to your house costs a lot, it will save you a lot of money in the long run. If you live in an apartment, perhaps you can talk to the owner of the building and discuss the idea of powering the entire building with solar or wind power.

There are four different types of solar energy:

- 1. Grid-Connected System** Grid-feed systems are connected to the local utility grid, feeding unused energy back into the grid. This means that you do not have to have batteries, which can be extremely expensive.
- 2. Stand-Alone System** Stand alone systems uses solar panels to feed energy into batteries which store the electricity for later use. These types of systems are recommended for remote locations, villas or resorts.

3. Hybrid System Hybrids use a combination of different energies—wind, water, or solar.

4. Solar Thermal Energy This is a rarely used but innovative system that uses mirrors to direct light onto a central tower. Using this energy, water is heated into steam which is then harnessed and used to generate power.

How to Green Your Community

by Grade 8

An individual may have strong beliefs and lead an environmentally sensitive life, but an entire community who joins forces is a sight to behold. In the 21st century, people are seeking out these places to live, knowing they will provide a better quality of life for all. These 7 tips will help you establish a greener community.

Consume less packaging and reduce plastic. Make your changes drastic!

Did you know that 2400 tons of garbage are thrown away in Jakarta, Indonesia every day? Encourage your local supermarkets to stop using plastic bags and get reusable grocery bags started. It really does make a difference!

Add some green and make Earth clean.

Communities that plant together stay together. Trees provide shaded areas for people to gather under, and gardens provide locally sourced vegetables for the community. The simple act of planting will get you in touch with your neighbours.

Stop fuelling and start carpooling.

If two people carpool three days a week they could reduce their individual ozone-producing emissions by 30 percent. Carpooling also saves money and time for everyone! Get together with your community and organize a carpooling organization.

Energy saving is what we're craving.

Did you know that one wind turbine can produce enough electricity to power up to 300 homes? If those homes used the latest energy-saving technology, then that number could double.

Picking up trash can change things in a flash!

Organize with your community an annual trash pickup day. You would be surprised as to how much this will make your community a cleaner healthier place!

Save the drip because that's real hip.

Did you know that on average you use 150 litres of water a day, and that 30% of treated water is used to flush toilets? A properly installed rain water collecting system could save all this water.

Recycle and compost. That can change things the most.

Get a composting program and recycling program started in your community. You can even use the soil for your community garden!

Knowing Your Local Environment

7th graders researched the plants of Green School campus and wrote reports about them. Through getting to know the organisms in their own backyard, 7th graders gained an appreciation for the diversity of plant life at Green School and the role these plants have in our daily lives and Balinese culture.

8th graders researched the animals of the Green School campus and wrote reports about them. Through getting to know the organisms in their own backyard, 8th graders gained an appreciation for the diversity of animal life at Green School and the role these animals have in our ecosystem.

Sarah Durfee
Science Teacher
2011-2013



Plants Around Green School

by Grade 7

Rudraksha Tree



The Latin or scientific name is *Elaeocarpus ganitrus roxb.* This scientific name *Elaeocarpus* was taken from Greek words *elai* which means “wild olive,” and *carpus* which means “fruit.”

The Rudraksha tree is a large evergreen. The tree carries large blue berries. The trunk of Rudraksha tree can grow nearly one meter wide and is cylindrical (like an ice cream cone). It has wide leaves. The tree is found in tropical and subtropical climates and grows throughout the year. The Rudraksha can grow to 50–200 feet tall. Around 70% of the Rudrakshas grow in Indonesia, 25% are found in Nepal, and the remaining 5% are found in India.

Rudraksha trees bear leaves which look pretty similar to leaves of the Mango tree. The leaves are green in color and have an antibacterial property which can be used for treating wounds in natural healing.

Jackfruit



Jackfruit are lime green, deep green, and yellow when ripe. The inside of the fruit is yellow and has giant seeds which can grow up to 4–6 inches in length. Young jackfruit die if temperatures are below 32 degrees Fahrenheit. Jackfruit is adapted to humid climates. When opened up it gives off a disagreeable odor that smells like decaying onions. It's a part of the mould berry family.

Jackfruit is most commonly used in South Asian and Southeast Asian cuisines. The bark of a jackfruit tree can be used for musical instruments. In Bali and in the Philippines they use the soft part of the jackfruit bark to build the hull of a boat. Jackfruit wood is used to make building materials in India such as in doors, window frames, and roofs. You can find jackfruit on the campus down by the Millennium Bridge and next to the rice paddies.

Lemongrass



Lemongrass grows in tropical places in Asia. Lemongrass is known as *sereh* in Indonesia. It is a tall grass and has a life cycle of more than 2 years. It can grow in almost any soil and its bulbs and leaves grow constantly. Many stiff stems grow out from short roots which spread underground. The large blades can grow up to 2 meters long.

Indonesian lemongrass contains an oil which can be used in homemade shampoo and as a natural mosquito repellent. Lemongrass oil is used in various medicines such as painkillers, antidepressants, and antibiotics. It is also used to treat headaches and toothaches. Many omnivorous animals eat grass, especially lemongrass, to aid digestion. It also helps with illness. They eat a lot of the grass very quickly to make themselves throw up to get rid of the toxins that are making them sick.

Lemongrass grows at Green School in many different places. Watch out for it on the side of the stairway down to the river and beside the coffee shop!

Bamboo



Bamboo is the largest and fastest growing type of grass known on our planet. There are 1,000–5,000 species and 70–92 genera that we know about today.

Bamboo is used for many different things, such as food (most bamboo shoots are edible and are used in several Asian dishes), building (one example is our very own school), medicine (bamboo is used in many traditional Chinese remedies), and even instruments (because it is naturally hollow it is very easy to make wind instruments out of most bamboo types). Many animal species, such as gorillas, also use bamboo for various purposes. One animal that is completely dependent on bamboo for food is the red panda.

The type of bamboo used in building Green School is *Dendrocalamus asper*. This species is native to Indonesia and Malaysia but has been introduced into most of Southeast Asia. It grows in clumps and reaches a height of 30 meters

Mango Tree



Mango trees are deep-rooted symmetrical evergreens that can grow 15–30 metres high. If the mango tree is planted from a seed it will take 6–8 years to bear fruit. It bears fruit on a seasonal basis.

Mangoes contain more vitamin A than most plants. U.S. health researchers claim that a mango contains 1 to 3 times the recommended daily allowance of vitamin C. It also contains beta-carotene, which is a type of cancer-fighting antioxidant.

Mangoes originated in India and spread around the world. The tree has been introduced to Bali for its sweet fruit and shade. Humans use mangoes as food; we use them for smoothies and certain dishes as well.

Indonesia is the 4th largest mango producer in the world. You can find mangoes everywhere in Bali! There are at least 5 mango trees around the Green School campus.

Chili Peppers



There are actually a few subspecies of chili peppers, but the one discussed below is known as cabe rawit in Indonesia. There are different names in Sundanese and Javanese.

Chili is used for food, medical purposes, and mental strengthening. (Some people eat raw chili to feel like they can stand anything; chilis were used by

Japanese samurai to make them feel invincible.) Chili peppers are good for circulation, for strengthening arteries, soothing sore throats and fevers, and even for reducing heart attacks. Chilis are commonly used in food as a condiment or ingredient, or, in some countries, as a snack itself. Indonesians use them to make sambal, which is a sauce made of ground chili peppers and tomato. In Mexico and India, chili peppers are dried and then used for various purposes. Almost all Indonesian and Thai foods are eaten with chili.

Chili pepper plants are very common in Bali. Preference and demand for chili is quite high. Although chilis are not so common on campus, they are grown occasionally.

Coconut Tree



Cocos nucifera, otherwise known as the coconut tree, grows in tropical countries where there is lots of rain and the temperature is over 22 degrees all year.

The coconut tree's many uses are sometimes noted in its naming. In Sanskrit it is *kalpa vriksha* ("the tree that provides all the necessities of life"). In the Malay language it is *pokok seribu guna* ("the tree of a thousand uses"). In the Philippines it is commonly called the tree of life.

Almost all parts of the palm are useful. The wood is used for building houses and bridges. The leaves are used to make thatched roofs and may be plaited to make house walls. Coconut leaves are also used to make sandals, baskets that can draw well water, mats, cooking skewers, kindling, arrows, and toys. The stiff mid-ribs of the leaves are used for making brooms in India, Malaysia and Indonesia. The short fibers of the husk, called coir, are woven into mats, brooms, ropes, and sacks, and is used as stuffing fiber for mattresses. It is also used for potting compost. The husks and shells can be used for fires instead of charcoal. Half of a dried coconut shell with the husk can be used to buff floors. The fresh husk of a brown coconut can be used as a dish or body sponge. In India coconut shells are used as bowls and are manufactured into various handicrafts, including buttons carved out of dried shells. In parts of South India, the husk and shell are burned to create smoke to repel mosquitoes. The roots are used as dye, a mouthwash, and a medicine for diarrhea and dysentery. A frayed piece of root can also be used as a toothbrush. Drums are sometimes made out of hollowed-out palm stems.

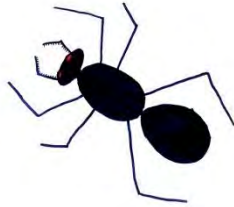
You can drink coconut water and coconut milk. Coconut water is what's already found inside the coconut. Coconut milk is made by boiling the coconut meat with water and straining it. If you boil it more then you get coconut cream. You can also make coconut cream by refrigerating the coconut milk and leave it to set. The coconut cream will rise to the top and separate from the milk.

Coconuts are very common in Bali, and they grow almost everywhere. There are many coconut trees on the Green School campus!

Animals Around Green School

by Grade 8

Ants



Ants are very small. They have three body sections: the head, the trunk, and the metasoma. The body parts of the ants are listed from front to back. They have six legs that are all attached to the trunk. Ants are a very social species and have the ability to solve very complicated problems. Ants have colonized on almost every landmass on Earth. The only places that don't have ants are Antarctica and a few remote islands.

The ant belongs to the Formicidae family, but because there are more than 22,000 species of ants, it is almost impossible to name one specific kind.

The ant's life cycle begins with an egg. They are soft, oval, and only about the size of a period at the end of this sentence. The egg hatches into a larvae. When it is large enough, it metamorphoses into a pupa. The pupa can then become a worker ant, a male ant, or a queen.

You might always think that ants are pests, but they are an important part of the food web. In addition to being a source of food for other animals, such as the anteater, ants also help plants to grow and thrive. For example, ants take seeds underground to eat. Often those seeds sprout and make new flowers.

Some people actually use ants. For example, in China, people use weaver ants as biological control for citrus cultivation. People in Colombia eat roasted ants. Here on campus, we actually use ants to take care of our cacao trees. We spray the trees with water and sugar. The ants find the tree and eat all the parasites.

It is impossible not to find ants in Bali. You will probably be able to find them anywhere you look.

Bali Starlings



The Bali Starling is a pure white starling except for its black tips on the primary and tail feathers. The facial skin around the eyes is blue. Their crests are 62–75 mm in males, and 43–54mm in females. A male's crest is higher than a female's. Their total body length is 22.5–25.3cm while they weigh 94–116 g. Their feet are dark grey, and their bill is also grey, but with an ivory tip.

Males are usually very aggressive during the mating season. Outside the mating season in the wild, the Bali Starlings would flock in a group of around 40. Bali Starlings are more of a flock bird type than a solo bird type. They are very sensitive to sound and quickly separate from each other.

Newly born Bali Starlings are fledged in 15 to 25 days and continue to be fed by their parents for a few weeks. They molt into adult plumage within a few months of leaving the nest. They live up to 25 years in zoos and breeding centres. Their lifespan in the wild is unknown.

The Bali Starling's beautiful appearance is what catches attention of humans.

Many people capture them and often sell them as pets. Because of this and thinning forests, the Bali Starlings are now a critically endangered species.

To save the Bali Starlings, the Begawan Foundation has a breeding program for the starlings. There is also a breeding centre with the Bali Starlings and other birds on the Green School campus. The Bali Starling is also the official bird of Bali.

The Bali Starlings' diet usually consists of insects, fruits, seeds, and small reptiles.

Cicada



Cicadas are about 2–5cm long, but in some tropical locations (for example, Malaysia), they can grow to 15 cm. They have wide-set eyes, each with short antenna in front. Their wings have many membranes.

The males “singing” is not a stridulation, which means they aren’t like crickets that rub their legs together. The tymbals are parts of the exoskeleton that make a complex membrane with their ribs and thin membranous parts of exoskeleton. Contracting the internal tymbal muscles produces a clicking sound as the tymbals buckle inwards. As these muscles relax, the tymbals return to their original position producing another click. The inside of the male abdomen is substantially hollow to amplify the resonance of the sound. It is used to attract mates.

Cicadas do not generally try to bite or sting humans, unless they are allowed to sit on a person’s limb for long periods of time and mistake it for a tree branch. Some species of cicada also have an unusual defense mechanism to protect themselves from predation using a system known as predator satiation. There are no cicadas around for much of the year, so when most of the cicadas hatch at the same time, their numbers exceed the amount that predators can eat; all available predators are thus satiated, and the remaining cicadas can breed in peace.

After mating, the female cuts slits into the bark of a tree, and puts her eggs inside. She does this up to 700 times. Most cicadas go through a life cycle of 2–5 years. When the nymphs hatch from their eggs, they drop to the ground and burrow. The nymphs live underground ranging from 30 cm to 2.5 meters under the earth. They feed on root juice and have strong legs for digging. In the final nymphal stage, they build an exit tunnel to the surface. They then find a nearby plant and then molt, or shed their skin. They are then adults.

Cicadas suck sap and xylem out of trees. They are eaten by birds and squirrels, but their biggest enemy is *Massospora cicadina*, a type of fungus. Another predator of the cicada is the Killer Wasp. There are many on Green School campus, as we can hear them constantly.

Golden Orb Weaving Spider



Golden Orb Weavers are large spiders with grayish bodies. The legs have yellow bands. The males are tiny and red-brown. The females are normally 10–13cm long, and the males are normally 3–6 cm long.

In Papua New Guinea the Golden Orb Weaving Spider is considered a delicacy; they pluck it by the legs and roast it over a fire. People use the golden silk from the webs as material for clothes and tissues around the world. Because their web is so strong, some fishermen use the webs as fishing lines and nets.

This species is quite common on the Green School campus. We can see 100– 300 on campus, but there are many that are hidden and impossible for people to see while walking. When you walk into a web, you might get pushed back!

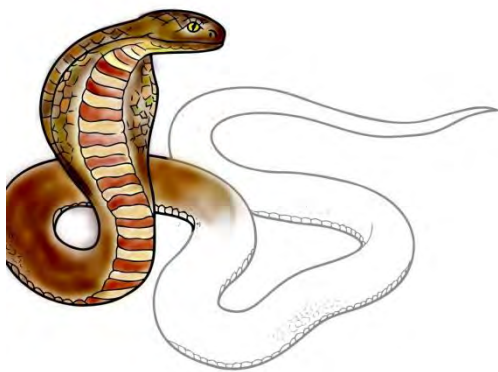
The Java Kingfisher



The Java Kingfisher is found along waterways of Java and Bali in Indonesia. Kingfishers have large head; long, sharp, pointed bills that are usually red; short legs; and stubby tails. A kingfisher is black all over with bright blue on its back, the tips of its wings, and the tip of its tail. Its eyes have adapted to have egg shaped lenses so that it can see underwater as well as on land. This is because they eat mostly fish. There are about 90 different species of the kingfisher.

Kingfishers are quite common in Bali. You can see around 2–3 a day if you are not looking for them. Since they feed mostly on fish or insects, such as grasshoppers or crickets, they are often around rice fields or near rivers

King Cobra



The King Cobra can grow up to 18 feet long. When they are fully grown they can weigh between 12 and 26 pounds. Their skin is either olive, tan, or black and they have yellow colored bands around them. The King Cobra's stomach is usually a creamy or yellow color. The head of this snake is usually quite large in comparison to its body and, like all snakes, they can open their mouth wide enough to swallow their prey all at once. The King Cobra has two fangs that are usually 1.5 inches long. Baby King Cobras are black

and shiny with yellow colored bands around them. The King Cobras are very cautious. When they feel threatened, they flare out their hood which is usually hidden when not scared.

The King Cobra snake lives up to 20 years. It most commonly mates in January and builds its nest in April. The female makes a nest of about 20–40 eggs. The nest is made out of leaves and

other things she can find. During the time period when the eggs are incubating, the female snake protects her nest. And unlike most snakes, the female cobra stays with her eggs until they are hatched.

King Cobras eat other snakes, rats, rodents, lizards, and other things of that size. They inject venom into their prey to kill it. Then, once the prey is dead, the snake inspects it. If it's good, the snake swallows its prey whole. The King Cobra's only predators are humans, mongooses, certain types of birds, and some wild cats. Over the years, humans have used King Cobras for eating and for their skin. King Cobras are fairly common in Bali, and they like to hide in the rice paddies. Recently a cobra was found at Green School down by the river.

Rhino Beetle



The rhino beetle is very large, and the male has 2 horns that are usually used for fighting. They are very strong and can carry up to 850 times their weight. That's equivalent to a man lifting a stack of 76 cars.

The rhino beetles have three stages in their life cycle. They spend most of their lives in the pupal stage, and only live 2-4 months after becoming adults. There are over 300 species of rhino beetle.

Rhino beetles eat nectar, rotten fruits, and sap. They don't eat a lot when they're adults. The biggest amount they eat is when they are still larvae. Rhino beetles live everywhere and can be fun pets.

Wreathed Hornbill



The Wreathed Hornbill bird is black with a white tail. It has a thick beak that is usually a colour close to white or brown. The Wreathed Hornbill can be recognized by the dark bar on the lower throat. Hornbills usually have bright colored bumps, called casques, which are located at the base of the bill. The female has a blue casque and the male has a yellow one. The great hornbill's beak is so large it can carry its prey to its nest.

A number of hornbills have associations with other animal species. For example, some species of hornbills in Africa have a mutual relationship with dwarf mongooses, in which they forage together and warn each other of nearby birds of prey and other predators. Other relationships are communal; for example, they follow monkeys or other animals and eat the insects flushed up by them. They are playful, talkative birds who are curious.

Hornbills are omnivores; they feed primarily on fruit, but they may also eat some small insects, reptiles, and amphibians. Few species appear to need water to drink, because they're mostly gaining all the moisture that they need from their food. Like most animals, the food taken by hornbills changes throughout the year depending on what is available.

In the wild, Wreathed Hornbills can be found roosting in large flocks. Males and females pair for life. During the breeding season, a pair chooses a territory and finds a nest site. On campus there are two hornbills. They are in the Begawan Foundation enclosure with the Bail starling and other birds. They are not endangered now but that could change due to habitat loss due to deforestation in Southeast Asia. In Bali, the Hornbills can be found at Green School and in bird parks and zoos.

