



IB DP Edition

February 2020



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From Principal's Desk

Dear Parents,

Greetings from the Gaudium family!

We strongly believe that the best way to prepare students for an unpredictable future is to aim at holistic excellence and emphasize the importance of global leadership. To help students become future leaders, we emulate certain educational strategies that the students have to work compulsively on leadership skills.

1. Boosting leadership skills

While the students drive all our school events and activities in planning, organising and presenting, we encourage them to participate in outside school activities such as MUN, Tedx, Interact Club. The skills such as resiliency, culture management, and emotional intelligence are as important for students' future as they get knowledge in the classroom like persuasion subject-specific skills, essay writing, note-taking and performance in assessment tasks.

2. Team building

Students engage in group activities like G4 project and community projects as part of their learning curriculum. They develop social skills, cooperating and collaborating with each other in a team understanding and working on the strengths of individual members for achieving the team goal.



3. Bringing in a unique experience

There are a few fundamental aspects students learn to share their unique experiences in a team both as a member as well as a leader while demonstrating the leadership skills, styles and strategies - the style of communication, the art of decision-making, the professionalism in organising, the meticulous action planning, the thinking strategies and the courage in risk-taking.

4. Networking and reaching beyond

The team building and student leadership at the school level show students to build connections and strengthen relationships. Leaders get to know a lot of people, including teachers, faculty, head of clubs and organisations.

5. Inspiring others

Finally, earning respect from their peers and building trust in leadership greatly impacts the students to follow and get inspired. The school core values - integrity, perseverance, respect, empathy, and gratitude - are the most essential attributes that motivate oneself and others to raise the Gaudium spirit of bonding.

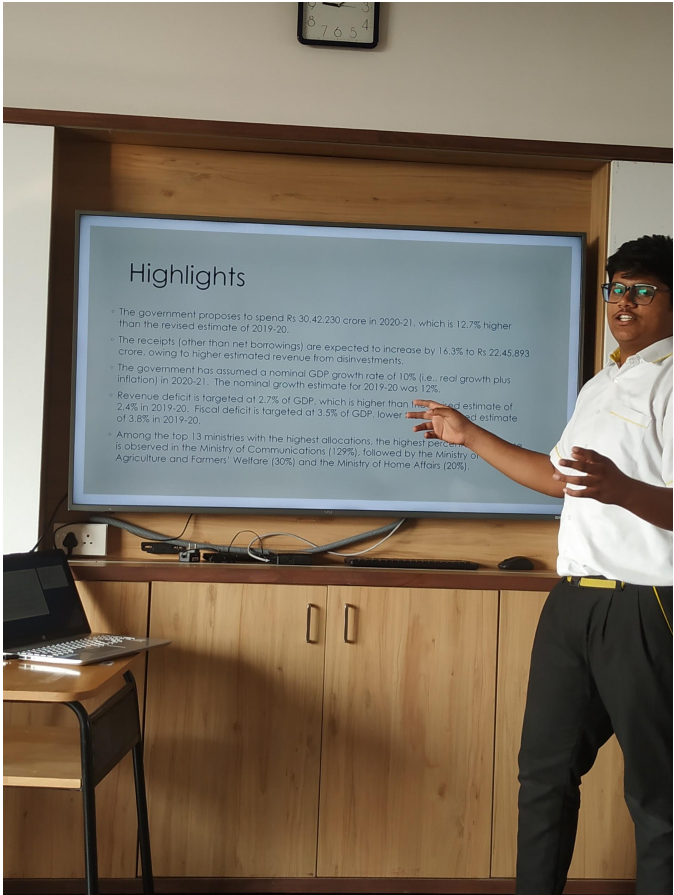
Regards,

Shanmugam Paramasivan
Principal IB

Economics

Analyzing Budget 2020

Cognizance of a country’s budget and its effect on the economy is crucial for all its citizens. But understanding and critically so of its impact on the economies around the world and on lives across is paramount for the generation Z students, the global citizens. As a part of this month’s class activity, the students took upon the task of analyzing the budget 2019-2020. The task set in motion for the students connecting the real-world issues and their solutions with their theoretical knowledge of the subject so far. that validated their postulated counterparts.



Highlights of the budget

The analysis not only put the students through testing their understanding so far but also the realization of the prospect of further exploring the branch of applied economics. At the end of the task, the students were left with the learning that all theories cannot be put into practice and how different economies come with their unique problems which call for their unique solutions.



Performer involved spectators



Searching for help in the island



Communicating symbolic gesture

Theatre – Solo Theatre Performance

Solo Theatre Piece is one of the external assessments in IB theatre arts. For this work, students “research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory”.

Dhruv chose Artaud Antonin's Theatre of Cruelty and Pranav selected Jerzy Grotowski's Poor Theatre. As part of the task, students created a performance based on the theatre theory. They also presented a document that includes the reflection and the research into and understanding of the theorist. The task allows students to develop, build, and extend research and performance skills.



Lighting fire

Theory of Knowledge

'Emotions' is one of the ways of knowing in TOK. While exploring different types and aspects of emotions and their impact on individual and group decision making were being discussed, The recent Citizen Amendment Act became the part of the discussion. Students had their opinion on this real-life situation and they shared the same in class. A task was given to students of researching in detail about the act and then share their understanding in the class, understanding and not just opinion. The students came back to class with their enhanced understanding of the act and shared what they know about it and later their opinion.

Role play-act was devised to help students understand the role of emotion:

i - Students were given a situation - where they had to leave their home country and share what could be the reason behind their this decision

.ii- Students had to then play a role where they had to act like the government of a country where the refugees had to be accommodated and what would be their decision and reason for it.

iii- Students, next had to play the role of citizens of a country where the refugees had to be accommodated, share their opinion and decision on this matter.

The role-play helped students to look into the larger picture and frame knowledge questions.

- How far does role of perception affects an individual's choice?
- To what extent religious emotion determine the quality of an action?
- To what extent faith and religion are purely emotional ? How far can rational justification can be provided?
- To what extent does opposition of an idea achieves its original purpose?

Further students will explore different psychological theories in this "emotion' unit to enhance their understanding.



Role play



Gadin Sri Sai Kondeti

Reflection on Unit Test 2

- English Language and Literature

Learning and critically analyzing a piece of literature was a fun and informative process. In this term we had to read the book “Persepolis: The Story of a Childhood” which was written by Marjane Satrapi. Reading and discussing the chapters in the class helped in understanding the implicit meaning and hidden features. First we were briefed about the context in which Persepolis was written, knowing and learning the brief history of Iran enabled us to link the situations in the book with historical dates and periods which made it easier to understand the text. We completed the first part of the book. Reflecting upon each chapter and all the knowing stylistic features used helped a lot while writing our assignment. The assignment was very useful and helpful as it provided a first hand experience on how our paper 2 would be. The assignment also helped us in creating a perception from which each and every chapter has to be viewed.

The skills learnt throughout the learning process are not only useful for paper 2 but, also for paper 1. Critically analysing all the parts of the book allowed us to practice critical analysis which is also useful while analysing paper 1. The paper 2 learning process also taught us about a new text format and its features. Discussing the text in the class helped us in sharing each other's' viewpoints, through which we were able to learn new points and gain more knowledge regarding the text.

We were then put up to an exam, the unit test, which tested our knowledge, understanding and perception of the book we read and learnt. This allowed us to imply all the skills that we learnt from the assignment on to the unit test.

- Gadin Kondeti

Group 4 Project - Student Reflection

The Group - 4 Project was a very interesting project which included a lot of advantageous skills such as collaborative and management skills. It was a collaboration between different subject groups; Physics, Chemistry, and Environmental System and Societies. I was part of the Physics group and later eventually got appointed as the leader of the group. I had to work with my teammates to ensure that our project would be successful as we had to craft out a model of a solar desalination plant. At first, we did not understand the requirements of the project but we made sure that we clarified all our doubts from the teachers and finally understood what we were supposed to do.

Then came the part where we all sat down and did our brainstorming together to finally come to an idea that we all agreed upon. Everyone had their own different opinions and ideas but we all had to consider each others' perspectives work together to see which idea would be the most suitable and ideal for the project. We spent too much time at first coming up with what we were going to do and this resulted in us wasting a lot of our time. Time management was something that we neglected at

first and to make up for that we had to sacrifice one of our weekends and met up at a common location to finish our project. Research was an important aspect as well as we had to employ different sources to get information such as the internet, textbooks and other books in general. We studied different models of desalination, including Singapore model.

Since it was a prototype model, we had to make use of our creative skills when making the various objects so that our final outcome would come to a masterpiece.

The main part of this project was when we had to collaborate with the other subject groups and had to relate topic with theirs. There had to be a perfect flow and transition from one subject to the other. ESS was one subject that I did not take and through this project I enquired knowledge from the ESS aspect as well.

During our presentation, we had a huge audience which gave me a little stage freight but when I saw my other teammates presenting their part I told myself that even I could take it. In the end, the project went smoothly and I can gladly say that this was a successful one, with subject knowledge we acquired skills like - collaboration skills, research skills, communication skills, and creative skills!! It was an enjoyable and enriching experience!!

Saad Mohammed
Grade 11 DP



Learning Pulses

DP Events – Science -Group 4 Project Exhibition



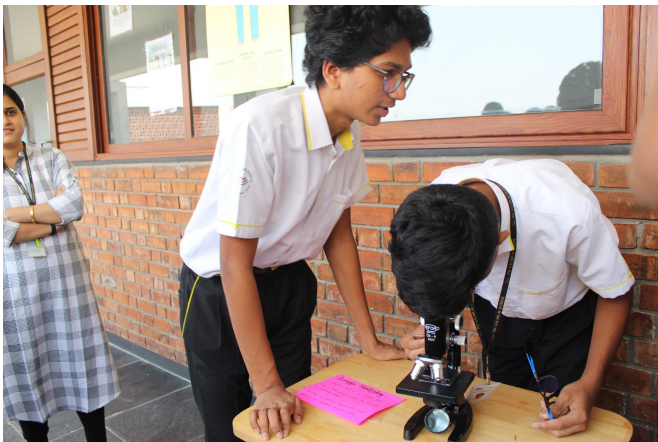
Time for an interaction!



Testing the potential difference



Close observation



Demonstration of the process

Learning Pulses

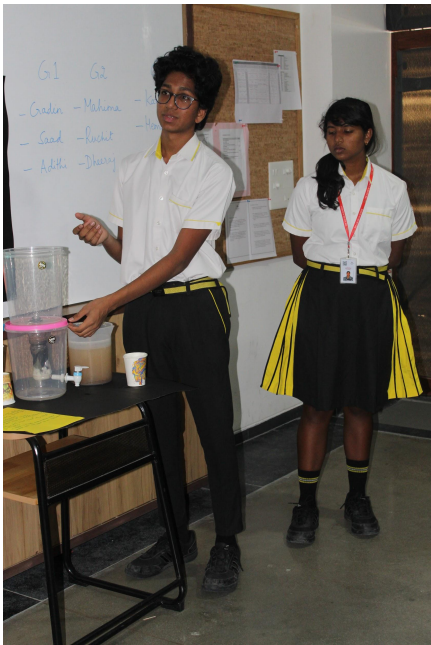
DP Events – Science -Group 4 Project Exhibition



Good presentation matters!



Audience effectively engaged!



Demonstration of the method applied



With posture right...
This is our point

Science Department - Session on group 4 project

Science in the real world is a collaborative activity requiring good communication and social skills. The Group 4 project is an interdisciplinary activity in which all Diploma Programme science students need to participate. It allows students from all Group 4 subjects to work together on a problem that they have defined together in their interdisciplinary groups and investigate in a 'real-life' context or environment using the skills and knowledge they have gained from all Group 4 subjects. It allows students to appreciate the environmental, social and ethical implications of science and technology and also allows them to understand some of the limitations of scientific study.

The IB Programme is all about experiential learning. The Group 4 Project is one of the opportunities in the curriculum that encourages:

- Practice-based learning
- Interdisciplinary collaboration across different scientific disciplines.
- Appreciation of the implications of science and the limitations of scientific study
- Development of teamwork
- Development of planning, collaboration, creative, thinking, social skills ...to count a few.

(Basically, a mini package combined in one)

The project is designed to give the students a chance to explore any idea related to science that they are curious about. While the ideas are always different, they are united under a general Umbrella topic.

On 17 Feb 2020, an orientation session was conducted by Ms. Sutapa (HOD, science) in presence of IB science facilitators followed by a discussion on the below pointers-

- To understand the aim and objectives of IB G4 project.
- To understand the three stages of the project
- Prosecution and completion of the project with the given timeline
- Formation of a group on the interest of the students to complete the project
- Discussion on the arrangement to exhibit their research
- Writing reflection that needs to be submitted to IB with their subject uploads.

The objective and aim of the project and role of teachers in group 4 project was shared with teachers of science department to enrich their understanding.

- Sutapa Paul(HOD Science)

College counselling session

At the Gaudium, we believe that it is very important to start career planning from a young age as it guides the students in the right direction. Keeping this in mind, a Career Session was organized on 6th February 2020 by Ms. Mahitha Sammeta, the school Career Counselor along with two eminent guest speakers- Mr. Kunal Mehra and Ms. Rubina Singh in the Multi-Purpose Hall in school campus for the geckos of Grade 9 to 11 and their parents.

Mr. Kunal Mehra is the College Board Representative, Outreach & Marketing - South and Central Asia who conducted the first workshop for the geckos of Grades 9- 11 and their parents. The workshop was highly beneficial as it helped the geckos to understand the importance of PSAT, SAT and Advanced Placement exams conducted by the college board. It started with Mr. Kunal Mehra discussing the pattern of the PSAT exam and its importance. The geckos came to know about the use of SAT in the admission process, both for Foreign as well as Indian Universities. The session was very interactive, the geckos and the parents also asked questions and cleared their doubts. He further discussed on how the students can perform well on the SAT and gave a brief overview of the college application process and what matters most to the admission committees while evaluating student applications. Discussions took place on the acceptance of SAT by the Indian Universities and he also briefed about the Advanced Placements exams present and their importance. The parents and the geckos were happy to have their queries answered.

The next session was conducted by Ms. Rubina Singh, Assistant Director, Office of Outreach who is also a representative of Ashoka University. In the workshop, she focused on the importance of Liberal Arts and Science education and spoke about the courses and admission requirements of Ashoka University. A clear articulation of current trends in the industry hiring was shown to the audience. The geckos got a clear picture of Liberal Arts and Science and their options along with Ashoka university programs and their selection process.

All the session attendees, parents, and students appreciated and shared their feedback. More such sessions have been planned to help all the students and parents gaining clarity on college application requirements.





Effective interaction!



An interactive session with college representative of Ashoka University.



Listening to acquire knowledge about SAT

Learning Pulses

Participating in Model United Nations - AKAHMUN

AKAHMUN

The students from grades 8, 9 and 11 extended their interest to participate in the Model United Nations conference organized by Aga Khan Educational Academy from 21 to 23rd February of 2020. For a few students, it was the first time and they were nervous about participation. The students were called to the collaboration room and orientation was given regarding the allocation of the committees and the preparation of the possession papers. The students gained some confidence and started their research toward the preparation of the possession papers. They were also worried about the opening speech and were not confident to give the speech. The students were encouraged and guided in the preparation of the speech.



Day 1, the students were nervous till the opening ceremony. After entering their respective allocations, they have taken some time to settle in the committee and develop familiarity with the fellow delegates. By the end of the day, the students were able to enter into a comfort zone where they were able to develop connections not only with the fellow delegates of their committee but with other committees also.



Learning Pulses

Participating in Model United Nations - AKAHMUN

Day 2, the geckos were able to express their voice regarding point of order and point of inquiry also in a professional manner. The delegates were able to impress their fellow delegates and the Chair with their informative speech and meaningful arguments. They witnessed the cultural night and relaxed from the research and exploration for a while which has given them an opportunity to gear up for the next day.



Day 3, the geckos were ready with their information for the resolution passing event. They have actively involved in the discussion and educated their fellow delegates regarding the concerns of the recommendations provided. They have also enlightened themselves about the proceedings of the Chair and the amendments that could be made with the working paper submitted by the fellow delegates.

Our geckos were able to draw attention of the audience by their effective research and communication style. They received appreciation for their voice in the committees. Mahima of grade 11 DP was honored with the award of Outstanding Delegate and Mayank of grade 8 CI received Honorable Delegate award.

Learning Pulses

Participating in Model United Nations - AKAHMUN



Mayank (grade 8 CI) - receiving 'Honorable Delegate' award



Mahima Dommata (grade 11 DP) - receiving 'Outstanding Delegate' award

Events Round up- IB PYP SAIBSA Job Alike Session

The Gaudium School, Hyderabad hosted the PYP SAIBSA Job Alike Sessions 2020 on Saturday, 1st February on its main campus.

There were 9 job alike sessions in the morning and afternoon lead by experienced IB teachers and coordinators from India and outside. 16 schools and 300 participants from Hyderabad, Mumbai and Bangladesh attended the job alike sessions.

The keynote speaker for the day was, Mrs. Anureet Sethi and Ms. Arushi Sethi, (Founder Director Trijog- Know Your Mind, Mumbai). They shared their views and strategies for enhancing Teaching of socio emotional learning & self-management skills.

The opening address by the Director of The Gaudium School, Mrs. Kirthi Reddy, reiterated the firm belief that all progress and grow when we collaborate and share our best practices. Mr. Kaiser Dopaishi, President SAIBSA welcomed all the participants and encouraged them to share, connect and collaborate.

Mr. Vinayak Sudhakar, IB Business Development & Recognition Manager, South India connected with all the participants through Skype to share IB updates and congratulated the school and the participants for their efforts of coming together to share.

The goal was to provide an opportunity for experienced/new teachers, coordinators, vice principals and principals from IB PYP schools to get together to share good teaching practices, teaching ideas, their expertise, and explore issues/challenges relevant to the country or region and to share strategies and solutions.

The event came to a close with Mr. Kaiser proposing the vote of thanks and facilitating all the presenters from different IB schools and participants. He thanked the school management and all the people involved in ensuring that the SAIBSA was a great success.



Events- SAIBSA- IBPYP Job Alike Session



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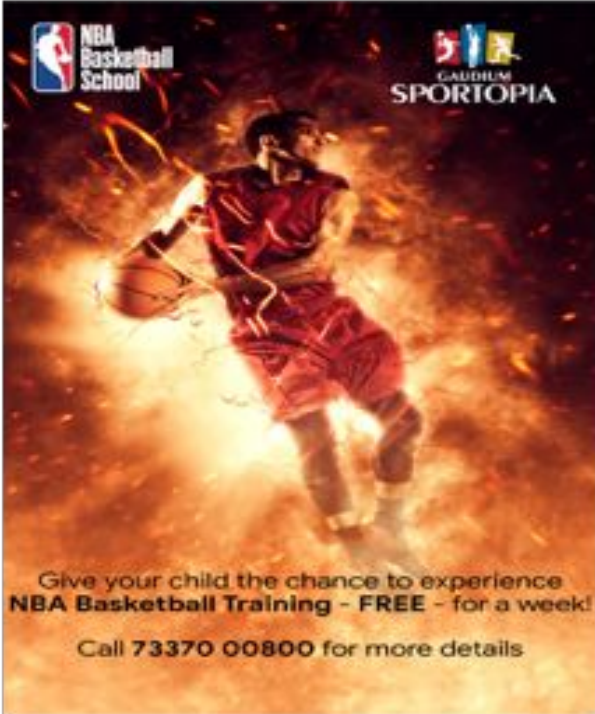
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Basketball

Upcoming Events – March 2020

Date	Day	Event	Grade
10 th Mar	Tuesday	Holi Holiday	Playgroup to grade 11
21 st Mar	Saturday	Graduation Ceremony	Grade 10 CI & CBSE
25 th Mar	Wednesday	Ugadi Holiday	Playgroup to grade 11
27 th Mar	Friday	World Theatre Day	Grade 6 -11

Website Links

Events

<https://www.thegaudium.com/independence-day-2019/>

<https://www.thegaudium.com/health-checkups/>

<https://www.thegaudium.com/the-verbal-combat-that-invested-ibdp-geckos-with-skills/>

Our website: <https://www.thegaudium.com/>

Facebook : <https://www.facebook.com/thegaudiumschool/>



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