



THE GAUDIUM
PRISM

IB MYP-DP
EDITION

July-2020



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**Principal IB
Shanmugam Paramasivan**

Dear Parents,

That we have modeled the Gaudium Happy Minds into five developmental pillars is being practiced to bring self accountability in every individual participating to set high standards in excellence. This accountability system would focus on teaching and learning and the implementation revolves around the links between all the elements and instruction. It relies on information and responsibility. Every stakeholder in the system - students, parents, teachers, administrators, and policy makers at every level - needs valid and authentic information about the quality of instruction and student performance. At the same time, we believe in effective collaboration and thus make everyone responsible for their active role in enhancing and enriching quality in standards.

We bring in transparent and shared criteria on expectations, measured grade descriptors and reflective analysis on domains of development. We use varied evaluation instruments to measure the performance of skills set in learning, teaching and leading at periodical intervals, reviewing and reflecting for growth. The whole journey is processed in portfolio journals and dossiers to gather evidences and analyzed so as to present with facts and figures to quantify and qualify the standards in testing, teaching and learning assessments. The class observation is done by the leadership team to enhance the teaching and learning, providing the necessary feedback and opportunities for every individual to explore and unlock the potential within and demonstrate the skill set required to face today's uncertain and unfamiliar situations. We constantly endeavor to give the right guidance and push beyond the boundaries in every individual raising the benchmark performance. It has been quite a long time at this juncture we have emphasized the importance of developing social skills and are engaging the students in project based learning. We hope that we overcome this present situation soon so as to make our students passionately perform physical activities in sports field, although we ensure that they are mindfully occupied in physical and emotional well-being. In the given circumstances, we are well connected and have built positive relationships with all stakeholders in general, and students in particular are developing their profile on our core values and leadership responsibilities. It is well evidenced in their portfolios in making and their articles in Newsletters.

We look forward to having better days to come with much more meaningful and exciting engagement in teaching and learning.

Message from the Editorial Board



Prithvi Sinha
Member of Editorial Board

While I was brain surfing before writing this note, I came across this story on The Economist about the partly or largely Buddhist countries in South-east Asia where there has been little destruction owing to the pandemic compared to the rest of the world. The immediate religious-karmic connection that comes to mind will not stand as Vietnam with a population of 97 million (and ZERO death due to the pandemic), is ruled by an atheist dictator. What is important to notice is the rigid tenacity and stern discipline with which they are fighting each battle against the 'novel' virus. Well, this story immediately brought me back to the story of our schools where each stakeholder is pushing beyond their reach to make sense of the times. Be it the parent, or the student or for that matter the teacher - everyone is contributing largely to ensure that the institution of school continues to thrive.

The story of Thailand is even more interesting. As a country in administrative shams Thailand had miraculously held its medical infrastructure, so much so that travel in the country has earned the name of medical tourism. This reminds me of those days in March and April when we as a school were gearing for a long offensive and were making necessary preparations. We gathered enough people to help run the virtual show and we took up electronic measures to back up the virtual proceedings. And if those were not enough, we kept planning throughout the so-called summer vacation, so when the school started we had minor hiccups.

Now that more than a month has passed and things look a lot more settled with the first set of online tests already administered, we have not rested in our endeavors. All the three pillars of school education have come forward as we have understood the value of our children's education. And, in this hour of crisis, what else do we want from each other!!!

Coordinator's take on the Curriculum

Learn how to learn IBDP @ Gaudium



We live in an ever-changing, fast-paced world. Ironically we often are required to make decisions in complex situations and systems, and to take actions that are outside of our expertise. 'We need to rethink education and build students' capacity for a world full of Volatility, Uncertainty, Complexity and Ambiguity (VUCA) situations (Kosh, 2017). ' Now it's the responsibility of the educator and the education system to develop students skills that will provide them with a system of thinking and take actions that are ethical. Equip them with the skills that will provide them with support even in unfamiliar situations.

In International Baccalaureate, 'Approaches to learning' is designed and a lot of importance is given, keeping the above in mind. In the learning journey of students, focusing on approaches to learning skills has become even more important than ever. 'Learners must be equipped with skills and strategies that allow them to be thinkers, communicators, risk-takers, inquirers, reflective, caring, open-minded, balanced, principled and knowledgeable. To build skills is a process. This journey of skill-building needs time and structure to be effectively developed in students. Diploma Programme is a 2-year programme and its challenging for the Diploma programme team to build skills in students who come from the different curriculum. On the contrary, the students who have a continuum of IB learning, for them in the Diploma programme is at a culminating stage. But said that it does not indicate that students who are new to DP cannot develop the skills. It is definitely challenging but not impossible. And for this first and foremost aspect is acknowledge the fact that students have the potential to be successful in the IB Diploma, may lack the skills that are necessary to access the IB programme but then a structure needs to be framed that fills the gap. It is to be considered that this building approaches to learning is not something additional, in fact ATL skills are necessary to access the IB programme and will facilitate the success in the programme.

IB Diploma is challenging due to the increased focus on independent approaches to learning. Additionally, the ability to assimilate new ideas and effectively communicate them. Keeping these aspects in mind various session with students and teachers are designed at The Gaudium. The process is ongoing rather than being episodic. Students who have attended these courses have shared how it has helped them academically and personally. At The Gaudium, we are committed to our school philosophy and IB philosophy and that cannot be achieved without the approaches to learning being implemented.

Vijetha Sinha

Diploma Programme Coordinator

Coordinator's take on the Curriculum

Importance of learning through context



Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning. As educators, we need to understand that students' conceptual knowledge is not naturally developing in our inquiry units, but we must explicitly teach the concepts for greater understanding to occur. We must also understand the same applies to learning within global contexts. The MYP gives us six Global Contexts, which help provide a framework for conceptual understanding, by providing real-life contexts for learning.

When teachers select a Global context for learning, they answer multiple questions which help them to visualize the unit through the lens of Global context. Couple of questions may include Why will students engage in this inquiry?, Why are these concepts important and why should students learn them? MYP Global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement. These contexts build on the powerful themes of global significance and structure teaching and learning by creating relevance for learners.

The Global Contexts- Personal and Cultural Expression, Identities and Relationships, Orientation in Time and Space, Fairness and Development, Scientific and Technical Innovation and Globalization and Sustainability - help MYP teachers to design relevant inquiry units that are engaging for the students. These Global Contexts create a more relevant reason for learning and motivate students' thinking even further than just teaching the concepts and content.

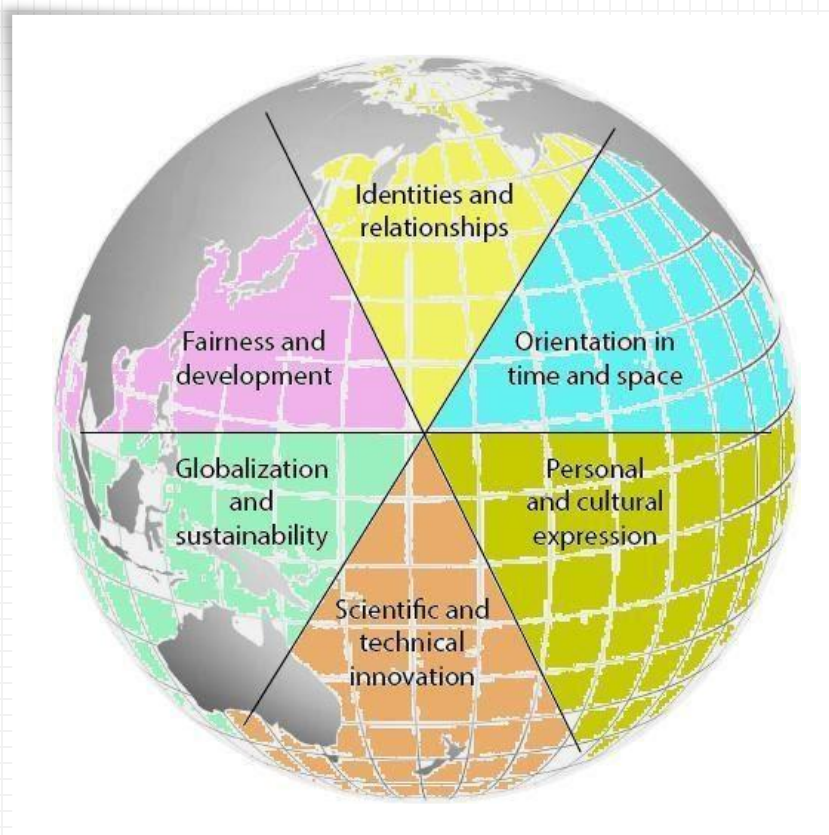
Coordinator's take on the Curriculum

Keeping this framework in mind, The IB gives schools the freedom to create curriculum that is relevant, to their own setting and needs. What schools must do to ensure the effectiveness of the curriculum is to ensure that it is relevant to the lives of students. Learning activities should be designed to utilize student experiences to real-world problems. When done properly, it will transform the students' focus from a dependent learner to self-motivated independent learner.

The Partnership for 21st Century Skills stated it like this: "when students realize the connection between what they are learning and real-world issues that matter to them, their motivation soars, and so does their learning." Curriculum at the Gaudium school revolves around these Global contexts and are central to our students' learning journey. The concept and context based learning in the MYP journey will enable our students to be future ready and deal with every challenge with ease by applying their classroom knowledge in familiar and unfamiliar contexts.

Ms. Bindiya

Middle Year Programme Coordinator



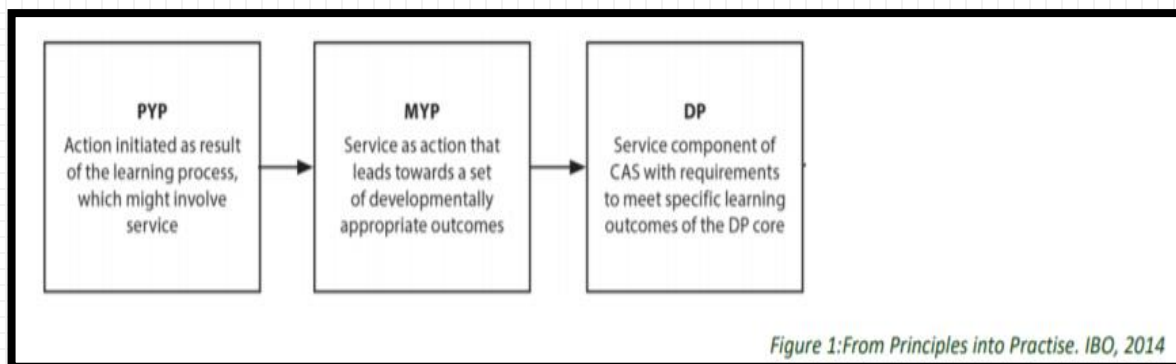
Coordinator's take on the Curriculum

Learning through Service as Action

The IBMYP is an international program designed especially for students between the ages 11 and 16. The International Baccalaureate provides schools with a curriculum framework and provides schools with opportunity to design rigorous curriculum tailored to provide students with an authentic and relevant learning experience. Our MYP students and teachers have begun their MYP journey and are actively involved in their learning process. Next week we will introduce our students to one of the MYP core components which will further enhance their learning experience by taking their learning to the community through Service as Action.

Service as action is MYP's core component and is a vital part of MYP Programme. It is mandatory for students to get involved in service activities and complete the service requirements in each year level. The MYP Service as Action Programme provides an avenue for experiential learning through a range of physical, service and community activities. Next week onwards students will get involved in Service as action activities which will be initiated in their PHE and Design classes and will be extended for them to work with between 1- 3pm from Monday to Friday. Teachers will monitor their daily progress from 1pm - 1: 30 pm followed by students working offline with the guidance provided by the teachers.

Meaningful service requires understanding of an underlying issue such as poverty, literacy rates, pollution, self -wellbeing and being compassionate to others to name a few. To begin with our students will start this program with an objective of self-mental well being and will then extend it to their family members which will be further extended to a wider community through a Digital platform. Below mentioned is the continuum of Service in different IB Programmes.



Coordinator's take on the Curriculum

Below model is the service cycle provided by IB which will help students to reflect on their learning journey.



Learning outcomes provided by IBO are not the same as assessment objectives because they are not rated on a scale. With appropriate guidance and support, MYP students should, through their engagement with Service as Action, achieve the following:

1. Become more aware of their strengths and areas for growth (challenge)
2. Undertake challenges that develop new skills (new skills)
3. Discuss, evaluate and plan student-initiated activities (initiative)
4. Persevere in action (perseverance)
5. Work collaboratively with others (collaboration)
6. Awareness and understanding of culture, intercultural understanding, and international mindedness (awareness & global value)
7. Consider the ethical implications of their actions (ethics)

Before taking on a service project or activity, students should consider whether it will achieve the outcomes above. At least three (3), and hopefully all seven (7), of these learning outcomes must be achieved through activities to successfully complete the IB SA requirement each year. We are excited and looking forward for our students to begin with this experiential journey.

Ms. Bindiya

MYPC

**“When you learn, teach.
When you get, give.”
- *Maya Angelou***

Perspectives on Teaching and Learning

Emerging Leaders- Making the impossible possible



Leadership can mean different things to different people. Leaders are in general one who set direction and help themselves and others to do the right thing to achieve success. There are many underlying factors that one should remember in the process of becoming a leader or in other words we can say that few factors that one can develop or work on their skills to become a leader.

A leader should have both skill set as well as a mission and vision about the task. It is equally important to understand for a leader the nature of group dynamics or behaviour of individuals in a diverse population. Communication skills play an important role for a leader. A leader is the driving force of the team but not the boss. A leader needs to be a good listener as well as should be vocal enough and brave to take ahead an idea.

The Pre - IBDP session on 'Developing leadership skills' focused on developing the key skills ,personality development of a leader ,different styles of leadership and efficient style of leadership. The objective of the session was to promote leadership qualities among students who are going to be the future leaders, in every sphere of their life influencing several other people working with them and bring a change for the betterment of the community, nation and global society.

The students were given a platform to speak about their experience first of being a leader in their life in any domains. Students shared their experience and strategies used by them when they got the chance to become a leader. It was good to know that most of them had made a magnificent effort in their role of a leader may it be as a head boy or leader of a project in school. Students were enthusiastic to share their experience as a leader and all of them had a potential leader hidden in them.

Students reflected with different styles of leadership that they have been using . They were introduced to democratic leadership style as an efficient leadership style , traits and skill set of this leadership style were taught to them and they were given a self-assessment questionnaire at the end of the session to know their leadership style and thereby develop effective leadership skills.

Ms Sukanya Das

DP Psychology Teacher and School counsellor

Perspectives on Teaching and Learning

Empowering Happy Minds - Developing Self-Management Skills.

Self-management is a way to empower an individual or an organization with a fundamental skill set to achieve the desired goals. Today when we take a look outside, we see uncertainty and panic around coronavirus (COVID 19). In this crucial time of uncertainty when students may be experiencing emotional turmoil, stress and anxiety it is important for the teachers and mentors to take care of their self esteem and guide them establishing the new normal situation with self- assertive skills which will help them to understand self - management better. Self-Management has become an important component of basic instinct, where we are at a constant battle to eradicate Corona virus while managing our duties and responsibilities at home, in academics, in profession.

Students were taught 6 basic skills of self-management. Time management, decision making, confidence, problem solving, organizing and stress management. The students were taught how to set goals and priorities their goals they were given activity to construct their immediate and short-term goals. Students were provided with a goal setting template to construct their strength and development areas. Template helps them to plan their goals in advance to build clarity in their planner and gives a pathway to their journey of academic success. The activity will help students to build their student portfolio.

Indeed, self-management skills creates a holistic development in a student embracing leadership quality thereby achieving a happy mind.

Ms. Sukanya Das

DP Psychology teacher & School Counselor.

Perspectives on Teaching and Learning

Core Values - Gaudium's Developmental Pillar

Session on Core values was conducted for IBDP online platform .The word 'core values' can differ according to different governing body or organisation. Core values are a set of essential guidelines which is created to help any organisation to stand by its Vision and Mission.

At The Gaudium core values is one of the five developmental pillars and stand on 5 important values-

- Integrity
- Perseverance
- Respect
- Gratitude
- Empathy

All these factors are equally important for students and facilitators to understand and practice to bring a development together. When talking about Integrity and the important value of academic integrity is something which students keep in mind. Academic Integrity teaches us to be honest and sincere in our work ,taking the accurate and appropriate information from someone with due permission and without cheating .

The students were given a task to identify words associated with integrity from a word puzzle. The students were able to quickly pick words from the puzzle words. It was a fun learning approach to help them enjoy their learning session.

The second activity was to identify two great personalities- Muhamud Ali and JK Rowling as an epitome of perseverance. They were able to identify the two pictures quickly and correctly. The struggle and challenges of these real-life heroes were discussed to understand that it's normal to fail many times but it's not normal to give up. It's normal to break down after every failure but it's not normal to quit. As students it is important to reflect on their strengths and belief in their self-esteem to achieve success in life. Self-introspection happens when the student writes their reflection with sincere and honest effort.

The 3rd activity was to make them understand gratitude and Empathy. They were asked to draft a letter to one of their family members whom they want to express thank you for any specific or general thing that they have done for them but were left without acknowledgement.

The key to inculcate core values is to form a habit and practice it every day.

Ms. Sukanya Das

School counsellor and DP facilitator - Psychology

Perspectives on Teaching and Learning

Math is Fun!



The journey of Mathematics started with the Number System. At the beginning of any new unit it's important to check with students prior learning. So I started with Quiz. The benefit of quizzes is answering in a specified time limit. I always train my geckos to solve mathematical problems with speed and accuracy. I conducted prior learning experience in Kahoot.

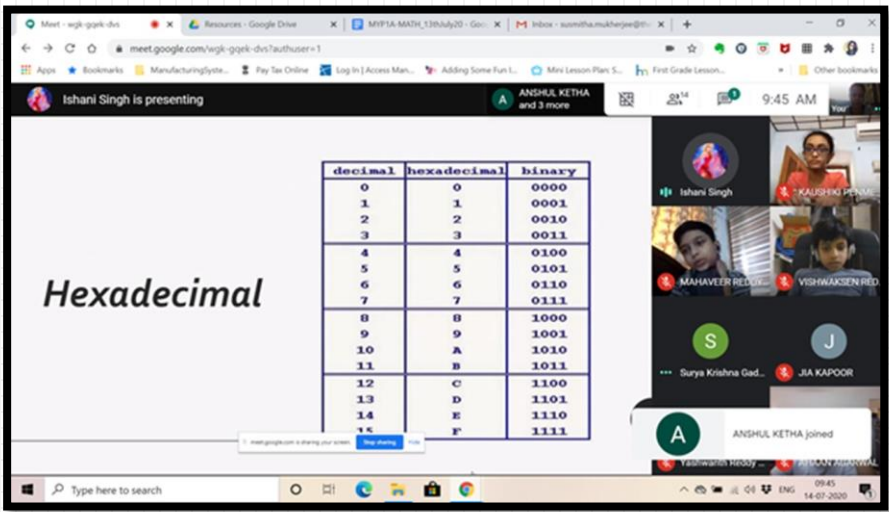
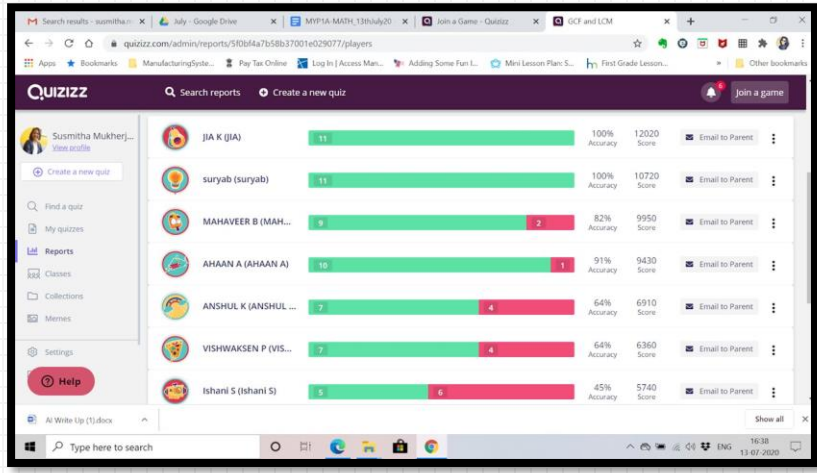
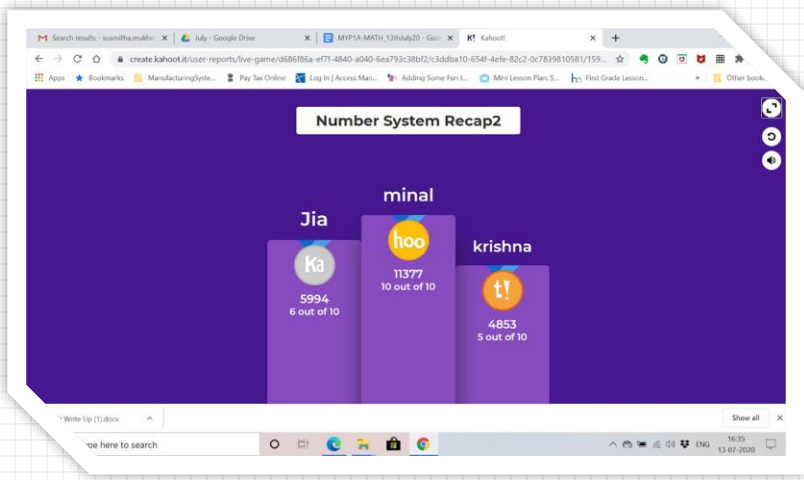
Then students were slowly introduced to Key Concepts-Form, Related Concept-Representation and System, Global Context Orientation in space and time, Exploration-Exchange and Interactions and finally we derived the statement of inquiry using Key concepts and related concepts. Later there were many investigations conducted to connect the concept with real world situations. Also twice a week as a recapitulation many assessments were done using Kahoot, Quizizz and many other online math games platforms.

The analysis report of the assessments will be generated to understand the areas of improvement. Everyday class starts with a 10 mins presentation given by the students as a flip classroom. Here geckos share their knowledge and understanding with peers. Also it gives them the opportunity to explore topics beyond textbooks.

Susmitha Mukherjee

Mathematics Facilitator

Perspectives on Teaching and Learning



**Maths Quiz
Kahoot & Quizizz**

Perspectives on Teaching and Learning

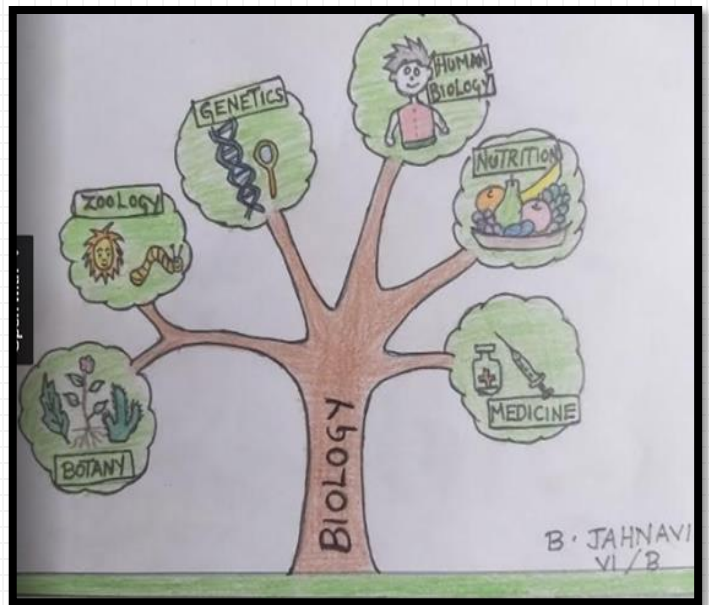
INTEGRATED SCIENCE

This week in integrated science students submitted their formative task "Artist in you". This task focused on integrating the research skills and creativity of the students. In this task, students chose a branch of science that fascinates them most and made a poster on it. The purpose of the task was to identify the students' area of interest in science. This task also gave them a channel to express their findings artistically. They tried exploring questions like- What are the topics that they may study under their branch of science? and, How an expert of their branch can help them to understand the world better?

This was a differential task as the students were working towards a common goal of widening their knowledge in a specific branch of science, but the process towards reaching their final product was different. Few students had drawn hand-made posters but few preferred drawing posters digitally. After the completion of the task, all the students appreciated the work of the scientists, at the same time understood the efforts taken by the artists.

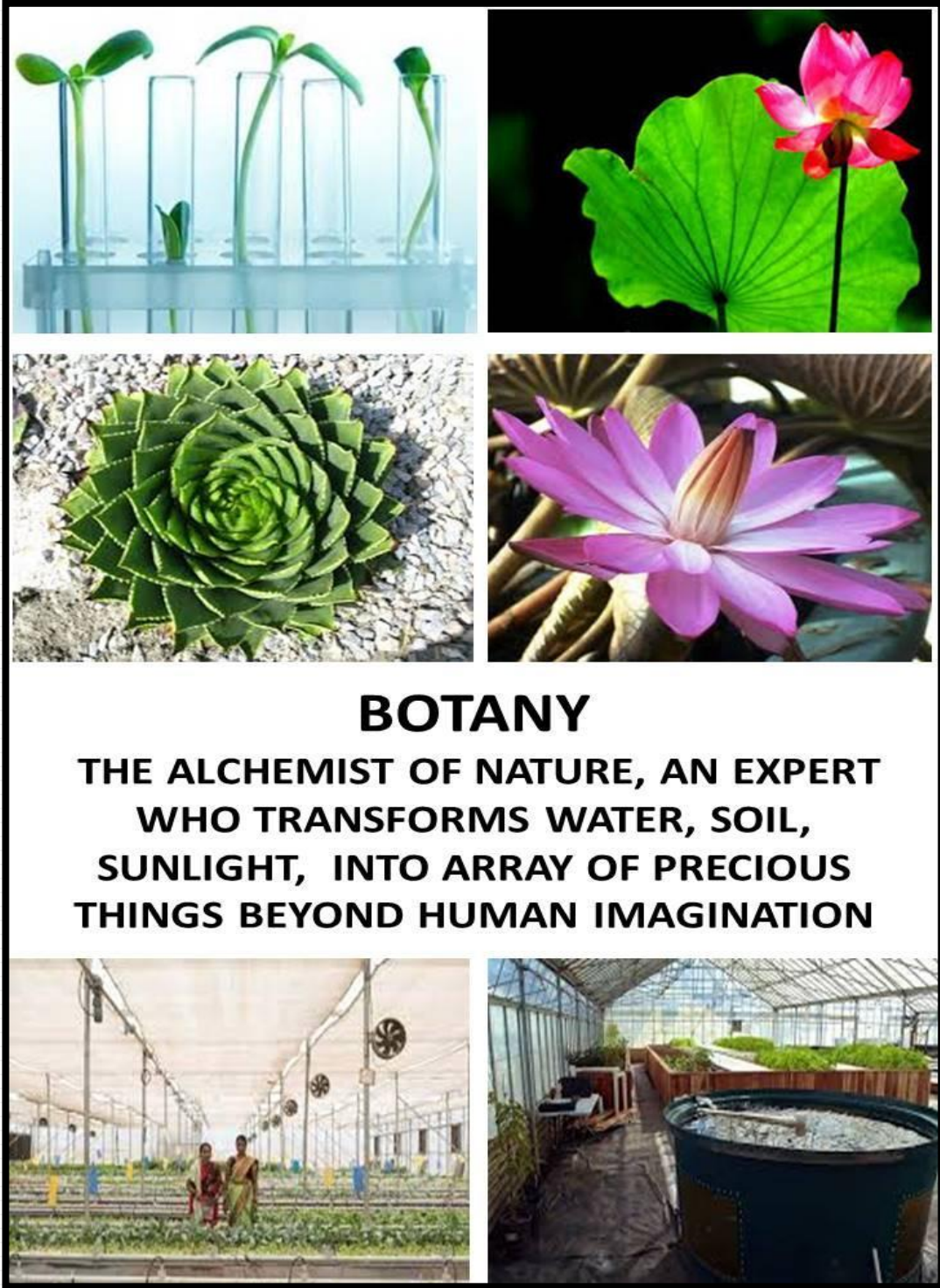
AKANKSHA SAHU

SCIENCE FACILITATOR



B.Jahnavi, MYP1B

Perspectives on Teaching and Learning



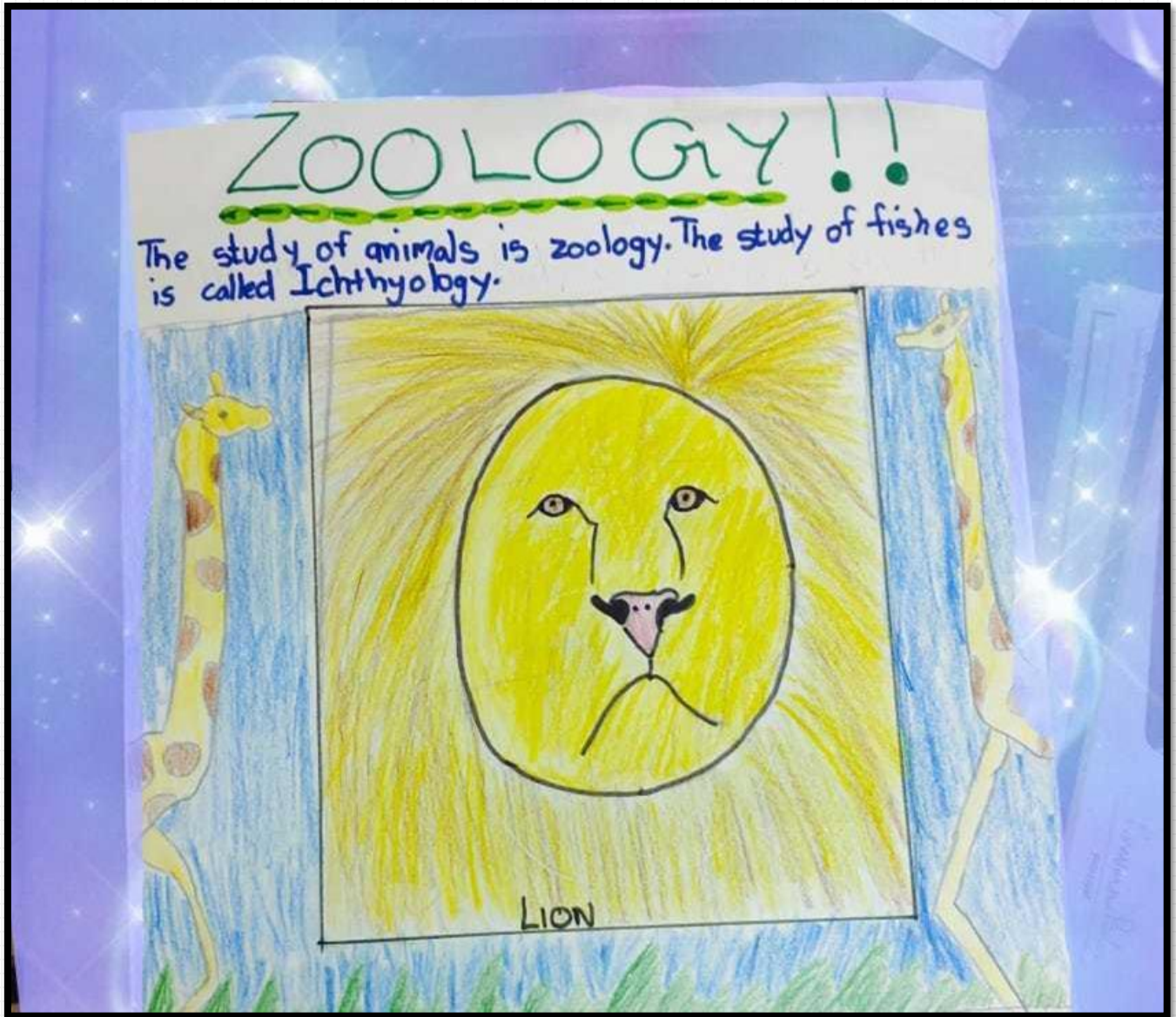
BOTANY

THE ALCHEMIST OF NATURE, AN EXPERT WHO TRANSFORMS WATER, SOIL, SUNLIGHT, INTO ARRAY OF PRECIOUS THINGS BEYOND HUMAN IMAGINATION



Ishani Singh, MYP1A

Perspectives on Teaching and Learning



Sahaj Goyal, MYP1B

Perspectives on Teaching and Learning

Small steps bring big changes-MYP Parent Orientation



MYP Parent Orientation (Phase-2) was successfully conducted at The Gaudium School on 18th July, 2020. The purpose of this orientation was to educate parents and keep them informed about the intricate details of the MYP curriculum and IB way of teaching-learning process. The session was focused on three main areas- MYP subject group overviews, MYP assessments and Service as action in MYP. Coordinator Ms Bindya Jena gave a detailed explanation of the assessment patterns for MYP year 1 to 5. All the facilitators from subject groups- Language and literature, Language acquisition, Integrated humanities, Integrated sciences, Mathematics, Visual arts, Performing arts, Design, Physical and health education were a part of the session. During the presentation facilitators of each subject group elaborately explained the aims, objectives, assessment criteria, strategies and learning process of their respective subjects. They also presented the students' work to explain the significance of the activities done by students in the very first units in each subject group.

The highlight of the session was a discussion on various techniques and tools adopted by facilitators to develop ATL and subject-specific skills during the virtual teaching. All the teachers felt that this session was crucial in terms of developing a common understanding of the MYP curriculum for them and the MYP parents. Association and well-tuned cooperation between the parent and teacher community can make a positive difference in the MYP learning journey of the students even in these transforming times of education. The parents enthusiastically participated in the session and were keen to know the difficulties faced by the teachers during online classes and gave valuable suggestions on how to overcome them.

Parents appreciated the efforts of our Principal Mr Shanmugam, Coordinator Ms Bindiya and the whole MYP facilitating team in organising this orientation. Parents found the session very informative. The details given in the session bridged the gap between the MYP curriculum on paper and in practice. We received feedback to "set clear objectives for the students, motivate them to pursue the goals, and measure them from time to time." The MYP team is highly motivated and completely committed to take up the suggestions given by the parents. We firmly believe in aligning the school's Happy Mind Model with the MYP curriculum structure. We hope to get constant support from the parent community to make the first year of MYP in The Gaudium School as the stunning start of a great journey.

AKANKSHA SAHU

SCIENCE FACILITATOR

Perspectives on Teaching and Learning

Learning never ends!



Assessment at the GAUDIUM SCHOOL is designed to support student growth and learning. The philosophy and practices of assessment at the GAUDIUM SCHOOL are constantly evolving to meet our school's unique assessment needs as well as reflect the latest research in pedagogy. Our assessment philosophy applies to the whole school and is to be understood and implemented by all teachers, students, parents, and administrators. It is directly linked to the IB mission statement: "The GAUDIUM SCHOOL develops globally responsible and compassionate young people by encouraging them to become active and inquiring life-long learners within an intercultural community."

The session on Task specific clarification with the stakeholders (teachers) were as follows and the points addressed are as follows:

- How command terms work.
- Use of level descriptors.
- Clarify the task specifically.
- Create authentic assessments.

Command terms:

Command terms aim to help students and teachers gain a better understanding of the role of the command terms in teaching and learning. Understanding IB command terms may help students and teachers to better appreciate the relationship between the Middle Years Programme (MYP) and the Diploma Programme (DP). It also provides some theoretical information that underpins the rationale for the use of command terms in teaching and learning. The bibliography includes suggested further reading.

Command terms provide clarity as follows:

Provide teachers with a standardized and comprehensive list of command terms used in the MYP

Offer a thinking to teachers for the use of command terms for teaching and learning that may support students in their transition from the MYP

Perspectives on Teaching and Learning

Types of Assessment

Pre-assessment: Occurs before starting on new learning to uncover prior knowledge and experiences. Typically, this form of assessment is undertaken at the beginning of a new unit and acts to inform the teacher in the planning, teaching and learning and assessment cycle. It also identifies the individual needs of learners.

Formative Assessment: Provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback, as well as gathering ongoing data (through observations, anecdotal records, checklists, etc.) about student learning. This helps teachers to plan for future teaching, identify where program adjustment is needed and continue to provide learning opportunities, which aim to extend students' knowledge, understanding and develop skills. Formative assessment also enables learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Summative Assessment: Aims to give teachers, students, parents and others a clear insight into what a student has learned to that date with reference to predetermined criteria. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what they have learned.

MYP Summative assessment/Task Specific Clarifications: Teachers are responsible for creating assessments tasks that are both academically rigorous and age appropriate. The IBO does not consider summative tasks that do not assess a minimum of one objective valid. Teachers maintain full choice over the number of formative and summative tasks in each unit of inquiry, but are encouraged to use summative assessment a minimum of twice within each unit of focus.

Additionally, it is strongly encouraged that teachers use task-specific clarification when preparing students for summative assessment. Task-specific clarification can be in the form of rubrics, checklists, etc. and should be given prior to the students before the assessment is given. Teachers must be sure not to “alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit”.

Perspectives on Teaching and Learning

Task Specific Clarification

What is a Task?

Share your thoughts on the padlet

Tasks are that which are assessed against established criteria, not against the work of students.

A good **curriculum** develops a range of student skills.

The **MYP** encourages teachers to assess the acquired skill set, including how to succeed in examinations.

Task specific Clarification:

Developing task specific clarifications requires teachers to study the assessment criteria (objective strands) and to redraft the **value statements** within the level descriptors in terms of the specific assessment task in the MYP Unit.

Task specific Clarifications

When clarifying the expectations of the assessments keep in mind:

- Do not alter the task descriptors specified in the guide.
- Objectives that are beyond those are developed through the unit in focus.

Steps to develop a task-specific clarification

- Begin with the criterion strand from the subject group guide.
- Keep the command terms, verbs, and distinguishing descriptors (bolded).
- Add a column and develop a descriptor.
- Students understand how the criterion applies specifically to the unit's summative assessment task.

Command terms

MYP command terms define a range of learning objectives and assessment criteria in MYP subject groups.

- These instructional verbs indicate the level of thinking and type of performance or behaviour that is required of students.
- They are closely related to general and subject-specific ATL skills, and they make explicit a shared academic vocabulary that informs teaching and learning in the MYP.

Topic:	Health and Well-Being
Statement of Inquiry:	Having a balance with constructive change maintains well-being.
Assessment objective in MYP:	Objective A - Knowing and Understanding Objective B - Planning for Performance
Skills catered:	Self-management Organization skills
Actions about the Assessment task:	
Criterion A: Recording your health log for 3 days, knowing the well-being has been focused on.	
Set goals for a better healthy life. Plan for a routine to achieve a healthy lifestyle focusing on the identified well-being.	
Describe the effectiveness of the plan. Changes required in the plan.	
1. outlines physical health education (actual procedure and conceptual knowledge)	The student is able to:
2. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations	<ul style="list-style-type: none"> Identify and outline the app well-being component in to Activity and the well-being appropriately being done habits for healthy living. Outlines the analysis of the justified the need for improve component appropriately in

TASK SPECIFIC CLARIFICATION

The Gaudium 2020

Glimpse of the Session

Task is any Problem that is given to students to solve based on concept and skills.

- Anonymous 7d work to be done following specific guidelines
- Anonymous 7d Task is to assess the understanding and knowledge of the students about a topic-Upama

Reflections of the teachers on their learnings

interaction among participants

- Anonymous 7d NMV - people are following directives - performing a requirement of a task but with fun.
- Anonymous 7d Happy and excited team welcoming and celebrating success.
- Nagaraju Pejjai 7d Good effort to understand from a specialist

15 comments

- Anonymous 7d Prithvi: The task is about introducing key terms concerning climates and life in different parts of the world. Descriptive expressions to be assessed.
- Anonymous 7d

Sutapa Paul 7d consistently apply scientific language to communicate understanding clearly and precisely

Anonymous 7d

Session Reflection

Perspectives on Teaching and Learning

MYP Physical and Health Education

All students in grade 6 and 7 will take the Lifetime Activities/Health activity. This course explores a variety of lifetime activities and health components. Standards based instruction is used to provide students with opportunities to develop knowledge and skills in a variety of activities, which will improve fitness levels and foster personal growth and confidence. Each standards based unit is designed to teach the students the concepts and skills necessary for them to participate successfully and safely. The health curriculum addresses best practice as outlined through the MYP Standards. Students will focus on physical, mental and emotional health, including stress management, decision making, goal setting, and self-management. This plays an integral role in the well-rounded growth and learning of all students and helps them to develop the foundation for a physically active and healthy lifestyle. During the past weeks Students were taught about the Health, and the well being components. Students were involved in a inquiry based learning encountering the following questions:

What is health? What is well being? How can we keep ourselves healthy during a pandemic? What is a goal?

Students had responded with their views and were given equal chances to share their perspectives.

Here are some of the responses for the above Inquiry question:

What is health?

Health is to be fit. Health is something that we need to keep in mind and act accordingly. Health is something that we are free from diseases. Health is to keep ourselves free from stress.

What is a goal?

A goal is to achieve something. A goal is a target.

How would you cope up with the demands of the environment during this pandemic?

By keeping ourselves safe inside the home. By washing the hands and legs every now and then. By maintaining safe distances
With the answers provided by the students through physical and health education course it was explained and made aware as follows:

What is health?

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

What is well being?

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and ability to manage stress. More generally, well-being is just feeling well.

Mr. Senthil Balaji

MYP PHE Facilitator

Holistic Excellence



Perspectives on Teaching and Learning

MYP Physical and Health Education (PHE) focuses on both learning about and learning through physical activity empowering students to understand and appreciate the value of being physically active. The goal is to create independent thinkers with the motivation for making healthy life choices.

MYP Physical and Health Education courses engage students in physical education activities for approximately 80% of the total teaching time.

The MYP PHE program contributes an unique perspective towards the development of IB learner profile attributes by promoting the healthy lifestyle for individuals and communities. Through physical and health education, students will learn to appreciate and respect the ideas of others, which will enhance their collaboration and communication skills.

This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

Course content includes exposure to a variety of activities in:

Physical and health-related knowledge: components of fitness, training methods, training principles, nutrition, lifestyle, biomechanics, exercise physiology, issues in sport and first aid

Aesthetic movement: Gymnastics, Aerobics, Martial arts, Jump rope, Yoga or Capoeira

Team sports: (examples) Football, Basketball, Handball, Volleyball, Hockey, etc

Individual sports: (examples) Athletics, Swimming, Squash and Fencing

International sports and activities: including athletic traditions and forms of movement beyond students' personal and cultural experiences

Alternative recreational sports, such as ultimate Frisbee®, in-line skating, skateboarding or parkour

Adventure activities: Orienteering, Hiking or Kayaking

Physical & Health Education Assessment Criteria

Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
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Perspectives on Teaching and Learning

Student achievement in MYP Physical and Health Education is assessed as an e-Portfolio at the end of MYP5.

An example of an e-Portfolio summative assessment for MYP physical and health education:

Task 1–as coach: client interview and video analysis, and benchmark testing (criteria A and D)

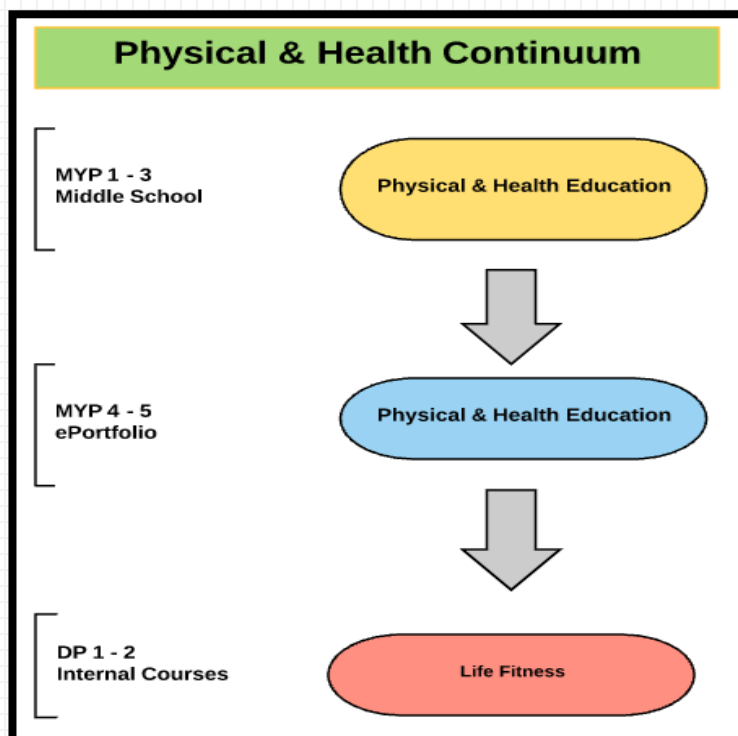
Task 2–as coach: training plan and interim analysis of results (criteria A, B and D)

Task 3–as client: demonstration of the skills, techniques and/or strategies developed as part of the improvement plan (criterion C)

Task 4–as coach: evaluation of the coaching plan and of interpersonal skills; and as client: evaluation of performance and interpersonal skills (criteria A, B and D)

Senthil Balaji

MYP PHE Facilitator



Perspectives on Teaching and Learning

Perseverance



Bonjour!

Children are very curious and I always foster their curiosity which makes my students inquirer. Last week, I was asked a question by my students during the reading exercise which I would like to share with you; the question was “Madam, you ask us to read loudly in the class? Shall we ever read like a French native because we are not French national or we don’t live in France.” I made them understand the significance of the word “Perseverance”. Perseverance is the determination with a purpose and here, their purpose is to speak French like a native and they need not to be in France to reap the benefits of immersion. They need to indulge themselves into reading and learning French.

To study French in a fun learning way, they should keep themselves updated with current affairs and should watch French news around the world. One of the best ways to get daily dose of French is to read French books, news and other texts you enjoy or by watching French TV and listening to French podcasts. In my class, students watch cartoons or videos and read comics or story books which are of their interest and that, makes learning interesting. I always recommend my students to read a lot because reading is a great way to learn vocabulary and convention of a language. Here are few online sites to get daily dose of French; there are many videos, articles and stories available to boost French vocabulary.

Alors ! êtes-vous prêt à lire comme du vrai français ?

Merci beaucoup !

Sunita Goyal

French Facilitator

<https://www.lalsace.fr/jde/a-la-une>

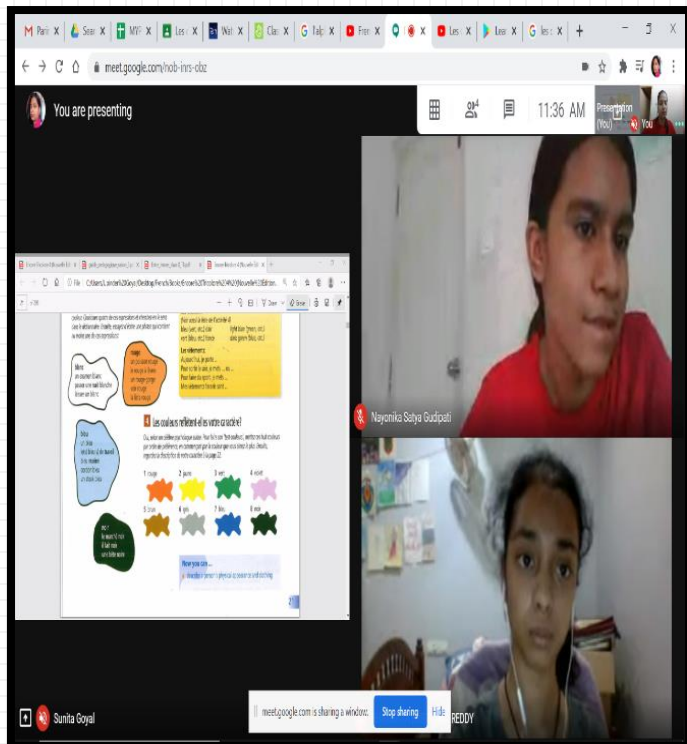
<https://www.20minutes.fr/planete/>

<https://www.1jour1actu.com/>

Perspectives on Teaching and Learning

How colors influence our Life!!

Unit	Who am I?
Topic	Colours/French
Key Concept	Communication
Related Concept	Convention / Purpose
Global Context	Identities & Relationships
Learning Objective	Learn vocabulary & speaking skills
Strategy used in activity	Watch the video, then show & tell about your favorite color, draw or write about it
Learning Outcome	They learnt colors and how do they reflect one mood & character



Teacher's reflection:

Colours fills our life with happiness so that of children too. Am I right? So, I started this activity with this thought. During this activity, When I asked them does colours reflect our mood and our characteristics, it creates curiosity among kids and they started inquiring about this. The objective of this activity was achieved when they talked about their favourite colours at the end of the activity

Sunita Goyal,
French Facilitator

Perspectives on Teaching and Learning

Pi Quest



During the MYP1B Math class, students discovered the history of Numbers and how it has become such an important part of our everyday life. We discussed and reflected on the current Math Unit - Civilizations and Human Interactions.

While learning about number and number systems, students spend some time researching about Pi. They discussed and shared their learning in the form of a presentation. They shared many interesting facts about Pi and why it is an important and useful number that can be applied to our everyday lives.

Students were actively involved in giving positive feedback to their peers while continuing to learn new facts and information about this topic. The students presented their research within the allocated time. They developed their knowledge on google slides presentation tools.

Did you know?

Pi is the number of times a circle's diameter will fit around its circumference.

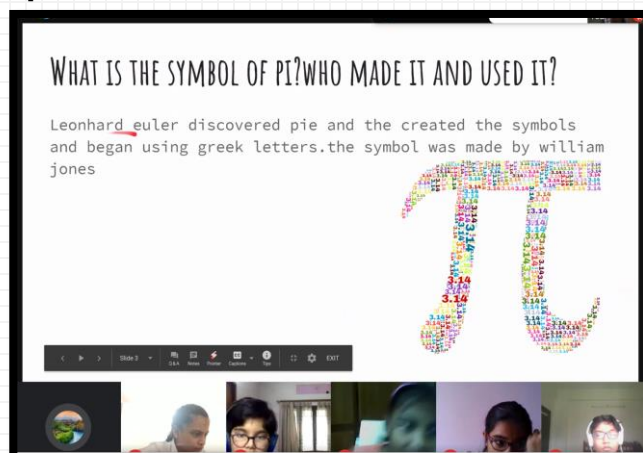
Pi is irrational.

Pi Day celebrated on 14th March

There is no zero in the first 31 digits of Pi.

The first calculation of π was done by Archimedes of Syracuse (287-212 BC), one of the greatest mathematicians of the ancient world.

(source: www.exploratorium.edu)



Perspectives on Teaching and Learning

Journey of students as an Artist

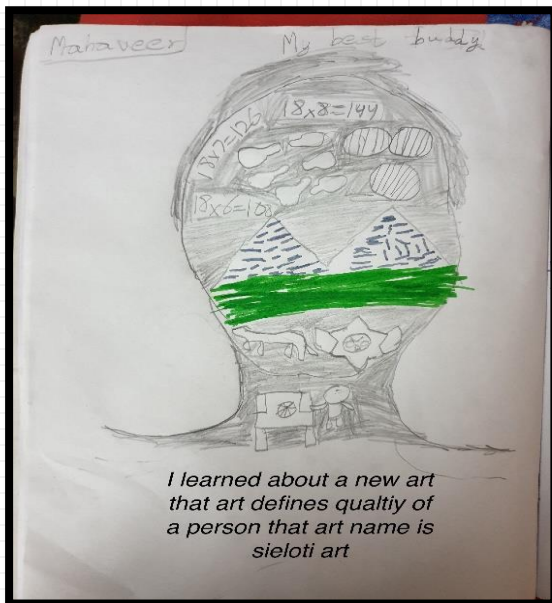


The week started with discussing the importance of Process journal and its various formats. Students reflected and understood that care must be taken to ensure that the arts process journal is not just a diary of events, neither is it a formalized portfolio of best works, rather it is an evolving record of the artistic intentions, processes, accomplishments and journey of the student artist. There was also discussion on how to use it and what the contents are.

Discussion on the MYP Visual arts and its objectives were thoroughly enjoyed by the students. Students interacted well with all their curiosity while discussing the Key Concepts-Aesthetics, Change, Communication & Identity and how these key concepts provide a framework for arts. Every key concept was thoroughly discussed with students. Inquiry into key concepts through the perspective of Global context will help students to make connection of their learning with the real world.

Mr. Debendra Kumar Sahoo

Visual Arts Facilitator



Mahaveer Reddy
MYP1



Sahaj Goyal
MYP1

Perspectives on Teaching and Learning

Investigation & Presentation



The commencement of MYP 2's Integrated Humanities started with the topic of Dynamic earth. The students were introduced to the topic keeping in line with the curriculum's aim of aligning the young mind with thinking and research skills. The students shortly after being initiated into the topic were given the task of finding facts on evolution of The Earth and its basic structural formation. The goal of the task was to encourage these young minds to be inquisitive and drive them into research. The students were then asked to put forward their research in form of presentation. The students did an excellent job of presenting their research in front of their peers and answering the questions that were inquired of.

This MYP1 students also traversed against an amazing journey of remarkable human achievements across the globe. Based on their understanding of human achievements students lined up five human achievements for exploration. This week they explored the role of humans in planting an entire forest and the significant role of scientists inventing lifesaving drugs. They perused a case study where an entire forest was planted by a man and researched about the list of scientists who discovered lifesaving drugs.

Did you know?

Jadav Payeng has dedicated majority of his life in planting an entire forest

Sir Alexander Fleming discovered Penicillin in 1928

Aspirin's active ingredient, salicylic acid was first discovered by Edward Stone

Explore more on the questions listed above and come up with your findings and understanding to proceed on your journey of Inquirer, thinker and of course this process will make you more knowledgeable.

Ms. Upama

Integrated Humanities facilitator

Perspectives on Teaching and Learning

Building Self Identity with Integrated Performing Arts

The integrated performing arts synthesized with three activities from three subjects, music, dance and theatre. This week, performing arts subjects engaged with three activities such as reflecting on literary elements, imitating dance moves for warm-up, and pronouncing musical notes loudly. These activities help students to open up and be aware of self and inculcate and pursue self- interest.

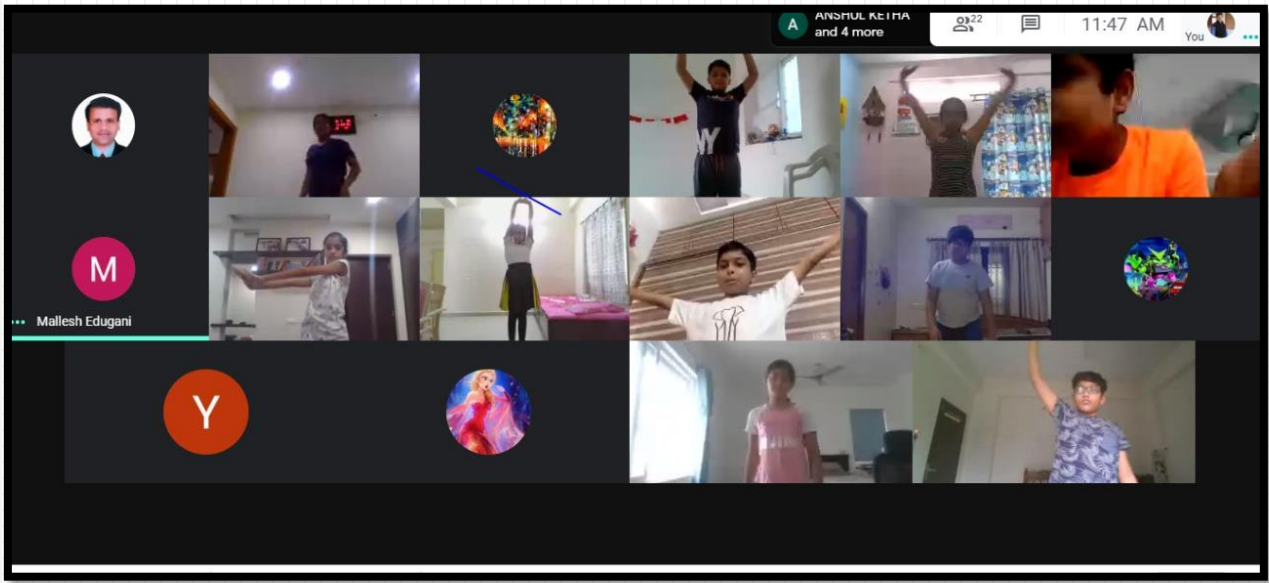
“Music gives a soul to the universe, wings to the mind, flight to the imagination and life everything”. The music class was focused on the topic, musical sounds. Geckos explored literacy in music. Students did activities based on the vocal exercises. Geckos started learning C Major Scale. C major is a major scale based on C, with the pitches C, D, E, F, G, A, and B. The music class aims to teach literacy in music. Part of this lesson Students were engaged with an activity, the vocal exercises. The activity allowed students to participate with a lot of energy by pronouncing musical notes. At the end of the class, students discussed how elements of three subjects help to make musical performances.

The dance class continued with the physical warm-up and strength. The aim of the dance class is to teach exercises for improving physical fitness components, such as strength, flexibility, speed and rhythm. The dance activities were based on warmup. Geckos explored exercises for improving physical fitness components like strength, flexibility, speed to improve on their dance performances and learning free style dance movements

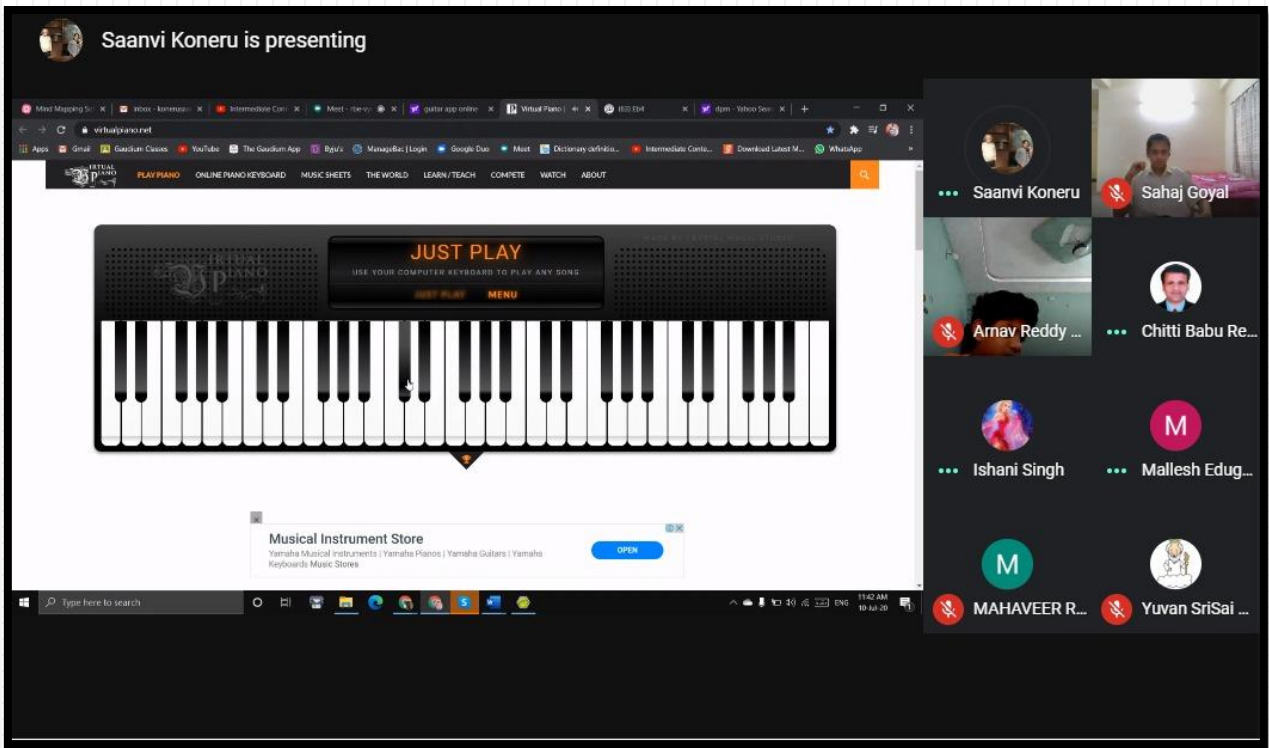
For theatrical aspect, students explored improvisation with two actors. They also learn to improvise single actor’s situations. At the end of the class, students performed an improvised performance. Students also explored literary elements in "elements of drama". They have gone to identify the literary elements with short stories.

Department of Performing Arts

Perspectives on Teaching and Learning



Dance Class-Warm Up Exercise



In music class, One of the student is presenting musical instrument.

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We have a surprise!

We have designed an astonishing surprise dish with some similar ingredients!



Every individual has got a variety of design ideas, the difference is few individuals do not realize that. In our Design curriculum, we learnt what is a design cycle. It introduced us to the process of design thinking. It enables us to question ourselves about the product, that we will create.

Why do we use the design cycle?

Design cycle help us to think about creation of a product in step by step method. In this process getting deeper into the design was amusing and what is more delightful is to make a house for the doll but in 20 mins. It was challenging but was a joyful experience. The design is the best subject to learn and have fun in various ways.

Reflection of students

THIS WEEK'S TOP STORIES

The challenges I faced are :

COOKING IS NOT EASY

THINKING HOW CAN I MAKE MY PRODUCT DIFFERENT THAN THE EXISTING PRODUCTS.

Staying relevant

Balancing thinking with doing

Making great work

Being unique

What I learnt for the design task?

I learnt how design cycle guide us for problem solving and how hard does a designer work towards achieving his or her needs on the product. Designers think too hard and are creative individuals.

ATL skills I have obtained during the project:

Research skill because I researched the existing products to understand how they work which helped me to design my project by developing a unique thought process.

critical thinking skill because I had to analyze the existing products and I had to think creatively.

Time management skill because I submitted my project on time.

Perspectives on Teaching and Learning

Self-management skill because I had to reflect on each stage of the Design cycle and accordingly created my designs and planned the creation.

What I like the most about the project:

In the part where we had to prepare the dish and taste it to see if I could achieve what I planned. The second part I like was to create a website to advertise my product.

REFLECTION :

I had to prepare a dish with key ingredients as potatoes. Reflecting on the Design cycle questionnaire helped me to make the process executable. This activity was fun and I enjoyed working on it.

.....

by **Shammita Brrundaa** on July 16 2020

Reflection of students



Perspectives on Teaching and Learning

Magician of Science

The topic was chosen in to develop inquisitiveness among the students to enquire on. The Activity was done to know the attitudes of the student's favorite scientist. Each student chose their favorite scientist. They gathered information on the contribution of their favorite scientist and awards they received. The students look for the favorite scientist's attitudes that had made these personalities so great!

The students did a marvelous job in both presenting with so sincerity and also assessing their peers. They evaluated their friends critically which provided them a platform to raise their thinking skill

Sutapa Paul

HOD Science

Reflection by Deekshitha-MYP2

We made a power point presentation on the favorite scientist we choose each one of us picked our scientist and after we made we presented the PPT to the class a we did a peer assessment in that our friends gave us grades fairly and personally the attitude I have learnt was communication and thinker and the presentation I loved was Shammita's .The way she presented about Alexzander graham bell.

Reflection by Shammita-MYP2

I learnt new skills from our Scientist who encouraged me in many ways like the scientist who had many qualities and some of the qualities are very inspiring like not give up and this activity has not only told about the scientist but also the scientist other classmates choose and we have to share our presentation and receive feedback from our classmates and getting feedback from my classmates is most interesting because there have there own certain criteria for themselves, my favourite part in this activity was presenting the scientist who we choose. The Profiles I developed are openminded because we had to listen to the feedback given to our peers , also to be caring and also to never give up. Thankful for this great opportunity which I got an interesting opportunity of learning.

Reflection by Nayonika-MYP2

I liked everyone's presentation and it was fun to see who everyone else's favourite scientist might be. I also liked how everyone decided to format and decorate their presentation so it can be interesting. Like some people put a video and others wrote short sentences with a lot of information in them. I think everyone was considerate when someone was talking and was honest when giving feedback. The skills I gained during this presentation about peer assessment is that I have to be considerate of others and to work together and to give honest feedback so my peers know what they need to work on. I also learned a lot about my peers favourite scientist. I think we should do more peer assessment because it brings our class more closer.

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Provocation - An authentic way of sparking curiosity

Whether it ignites an inquiry or shifts the gears of learning, if it is fueled by careful consideration and clear intentions, a **provocation** can be used to spark curiosity. When we create provocations for students, we "provoke" and inspire the beginning of exploration by making them curious. A well-crafted provocation encourages **curiosity** and challenges existing knowledge or beliefs in a way that guides the students towards a fresh perspective. When we unlock the curiosity of our students in these ways, we provide them opportunities to engage in inquiry through meaningful questioning habits. I love the idea of a great provocation to get students thinking about concepts and ideas. In fact, I feel this is an area where students feel confident sharing their ideas and past experiences. While creating provocations for learning, the teacher must keep few things in mind that it should not be flashy or complicated rather it must connect to the students' interests and simple in the beginning. Ultimately, what is wonderful about provocations is that of teacher and students are in them together. The culture of a visual arts classroom must support debate where students feel safe contributing ideas. The facilitator must aware of it when to be the quiet in the classroom, and when to gently guide the conversation towards an alternate perspective. To Create opportunities for the students to explore and in doing so, the teacher should create space for him to become an observer of his students in the act of learning. When the teacher inject himself into the learning, his actions must be well-timed and strategic. Quality learning requires the right provocation to open doorways for developing curiosity, meaningful questioning habits and a teacher who can maximize its potential.

Debendra Kumar Sahoo

Visual Art Facilitator

Perspectives on Teaching and Learning

Research Methodology and Citation



Research is just not the process of gathering information, it is also about answering some unanswered questions or creating one that currently do not exist. In many ways, research expands the boundaries of our knowledge. Everything that we know had to be discovered by someone at some point of time. The discovery and the creation of the knowledge lies at the heart of research. Good research is systematic organized and specific goal oriented search(Lee,89)

Research methodology is about the specific procedures or techniques that are used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

On day1, The students were shown the methods and different styles of citation to acknowledge one's work.

On day 3 , the students were taken through a virtual journey, of seven steps, from creating a focused research question and reaching the end of completing the final draft with aid a ppt.

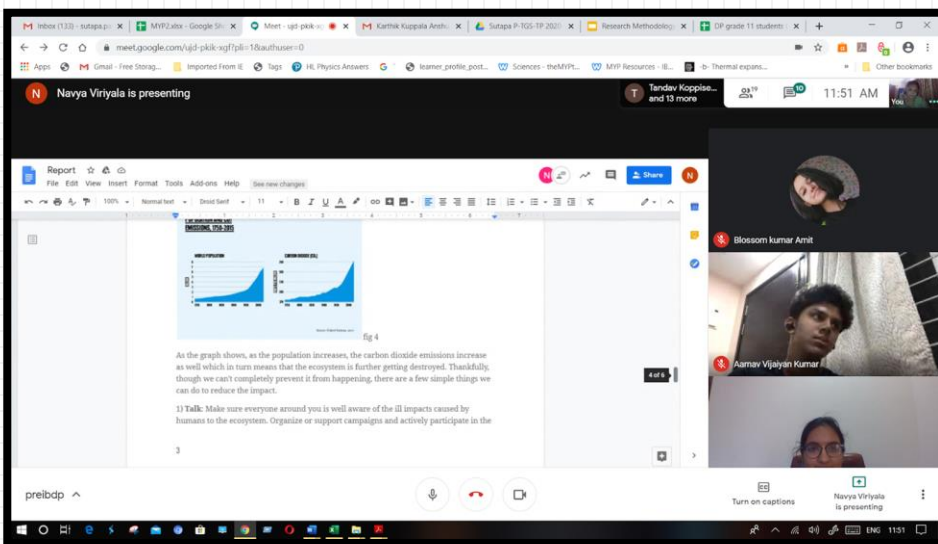
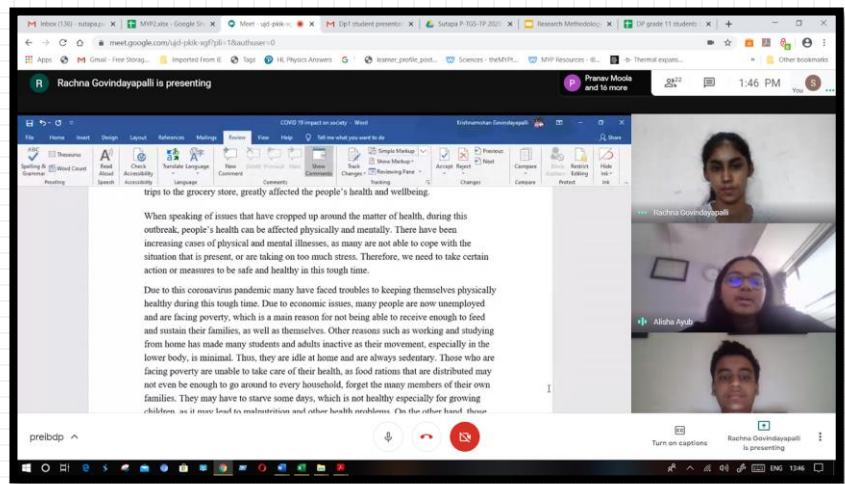
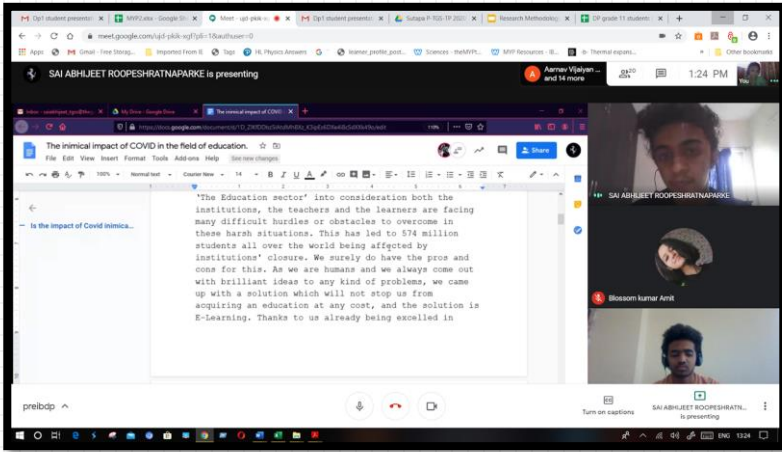
The students were then assigned a task to write an essay of 1500 words collaboratively. They were asked to follow proper methodological steps and citation procedures. Finally, the essay was presented by the group, the very next day.

The students displayed passion and sincerity towards their work and hence could present effectively in their stimulated time.

Sutapa Paul

Extended Essay Coordinator

Perspectives on Teaching and Learning



Research Methodology and Citation

Core Values



Perspectives on Teaching and Learning

Peer-learning

Peer-learning is the method introduced as revision methodology in IBDP12 in physics class

Peer teachers reinforce their own learning by instructing others. Students feel more comfortable and open when interacting with a peer. Peers and students share a similar discourse, allowing for greater understanding.

Evidence is accumulating that peer learning creates greater confidence and independence in learning, deeper understanding and improved grades for both peer leaders and their students,” which reinforces the foundation that if you teach a peer a subject, you gain a deeper understanding of that subject.

Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.

Sutapa Paul

DP Physics Facilitator

Reflection on Peer learning

The peer learning session was an experience that made us (students) explain a topic with the help of the teacher. These sessions gave me an idea to experience what it is like to be a teacher, and the amount of research and preparation they go through to conduct the class and explain it to us. Since it's between the teachers and my classmates there wasn't any pressure of making a mistake, which I undoubtedly made, as mistakes can help with identifying your flaws and what you don't understand in the topic itself. The quote “If you can't explain it simply, you don't understand it well enough.” by Albert Einstein, I believe that this shows in a session like this, with how well you present the topic is also a presentation of your own understanding. To conclude I feel like these sessions are fun and informative as you can understand your own mistakes within the concept, and would like to have more of this or similar sessions happening in class.

Dheeraj Saagar

DP year 2 Student

Perspectives on Teaching and Learning

Pandemic and Policies

The pandemic has altered life as we know it. It has taken toll not only on the physical and mental well being of individuals but also left a huge dent on the economy. The economy which is the backbone of any country is struggling to be back on its feet. As a part of this month's activity students prepared a presentation on the economic implications of the Covid-19 for India. The students gathered data on the economic activities of the country as well as the policies undertaken to revive the economy for the last three months. They critically evaluated every forecast made and put forward their own opinions on the same. The task challenged the students to think beyond and critically enough to put forward and censure the current forewarning. The task aligned the students with research and forecasting to set forth their aptitude in risk taking and analyzing polices and not just accepting anything at the face value.

Upama Chatterjee
DP and MYP Economics Facilitator

Student Reflection

Recession occurs when the country experiences a negative economic growth due to the GDP (Gross Domestic Product) falling. This has been the situation of numerous economies in the world due to the outbreak of coronavirus. My task was to assess/analyze the global situation after the virus has wiped out. The current impacts or effects of the pandemic will decide the future. So I had to understand what's happening right now to understand what might happen later.

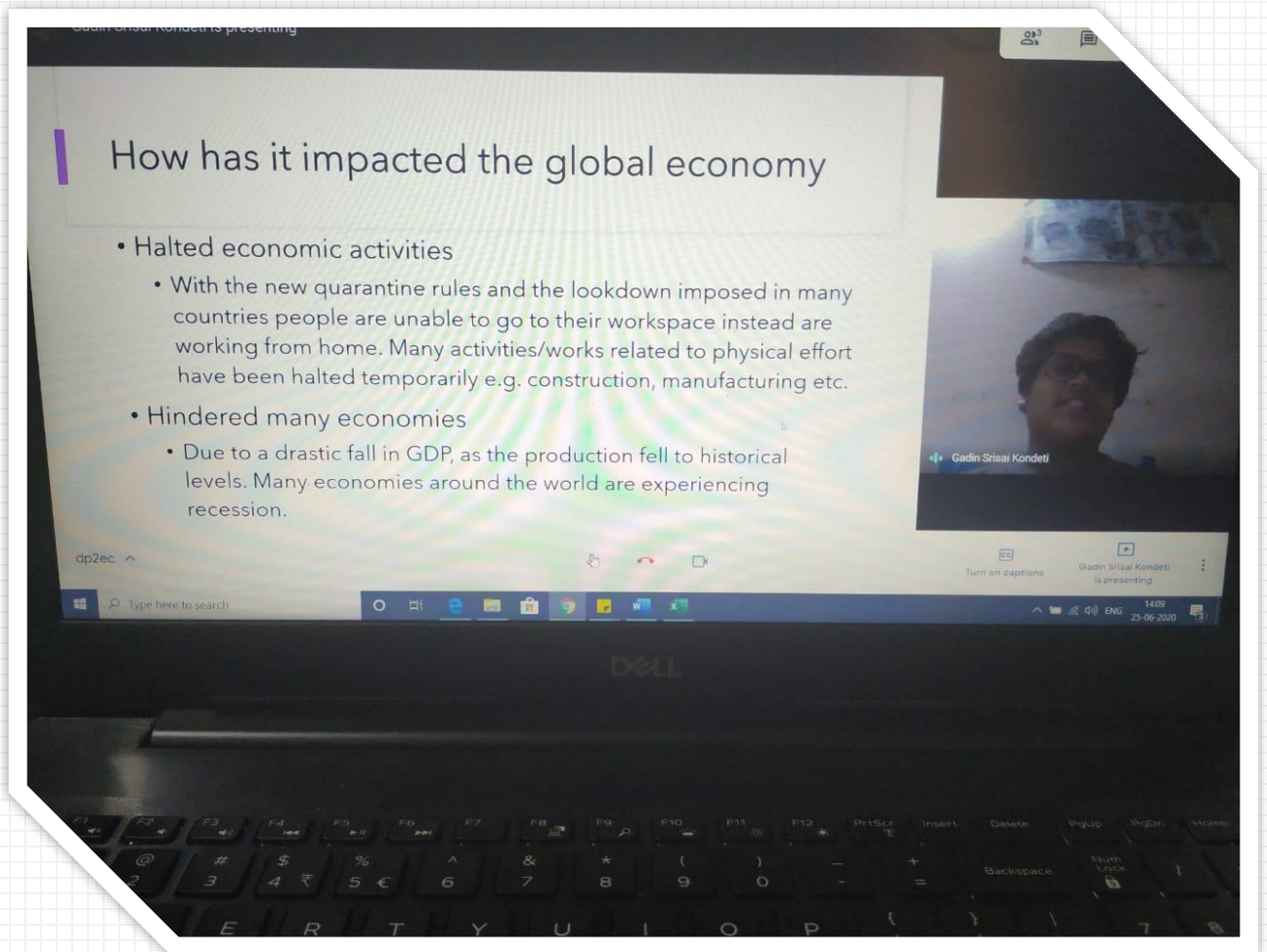
Understanding the current situation was not that quite of a challenge, I had to read multiple articles on its impact and show the effects that I have experienced by the virus. The process took me a day to finish. The starting stage of the presentation was to show the impacts and then proceed with predictions. But the second stage was rather interesting and astonishing. The economic policies that I learned, which are usually used to boost the economy, were almost of no effect. Learning that the future might be a digital platform was rather new.

My critical analysis of what might happen in the future were quite relatable to what might happen. The presentation process has enhanced my critical thinking skills and taught me on predicting the most probable outcomes. The topic was also interlinked with my subject, economics, as I also analyzed the economic impacts of the new pandemic. I wouldn't say that I learn any new skills but the task helped in polishing the skills that I possessed. My thought process towards any economic or business-related topic would now be better than it used to be.

Gadin Kondeti Srisai

DP Year 2 student

Perspectives on Teaching and Learning



Gadin Kondeti Srisai- DP Year 2

Perspectives on Teaching and Learning

DP2 French Class Activity



In light of the approaching examination, an activity based on the speaking skills was conducted in class. The aim of the activity was to teach the students to observe a picture in 'details'. It should be noted that detailing is a factor that shows the application of vocabulary in picture description.

The activity highlighted observation skills, creativity skills and communication skills. French language was extensively used for this activity as a medium of instruction and communication. The student had no other means to understand the questions apart from tuning to French pronunciation. I believe that this was a success in encouraging the student to think in French and communicate in French. Though basic French was used to perform this activity, at a later stage, the vocabulary would escalate to medium order and high order. Creative skills were an area of challenge where the student had to connect the picture to one of the chapters of the themes studied in class. In short, the student was more mindful about a picture as a result.

As a follow up activity, the student was more of an independent orator in another similar activity following the guidelines given, in the target language. This is just a start of the way to excellence in Internal assessments.

French B SL (Nandita.M)

IBDP 2

KK Karthik (Karthik) Kuppala Monday, Jul 6, 2020 at 5:47 PM [Edit](#) [Delete](#)

Réflexion pour la classe

Le français était très vague et différent pour moi avant le début des cours, mais grâce à la pratique et au fait de ne parler que le français en classe, mes compétences en français se sont beaucoup améliorées.

Notre professeur avait effectué un examen oral dans lequel nous devons identifier ce qui était sur l'image et répondre aux questions posées par l'enseignant, ceci est utile pour me préparer à l'examen oral final. J'avais également appris la bonne façon de parler et de prononcer les mots et j'ai appris l'écriture pour utiliser l'image pour faire un discours.

Dans l'ensemble, mes compétences en français se sont considérablement améliorées et je pense que le parler tous les jours avec mon professeur rendra mon français encore meilleur.

1 comment [Reply to Message](#)

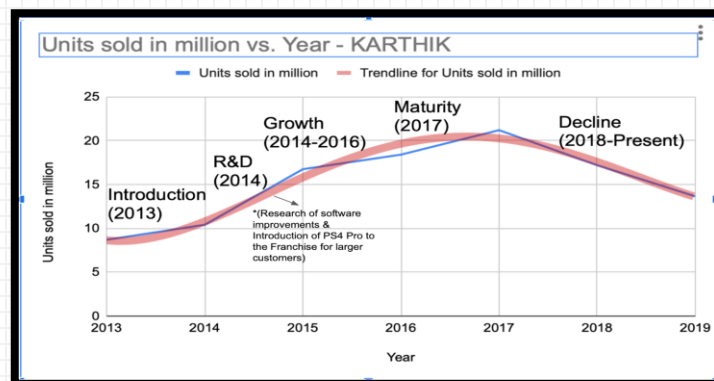
Perspectives on Teaching and Learning

DP Business Management - Class activity

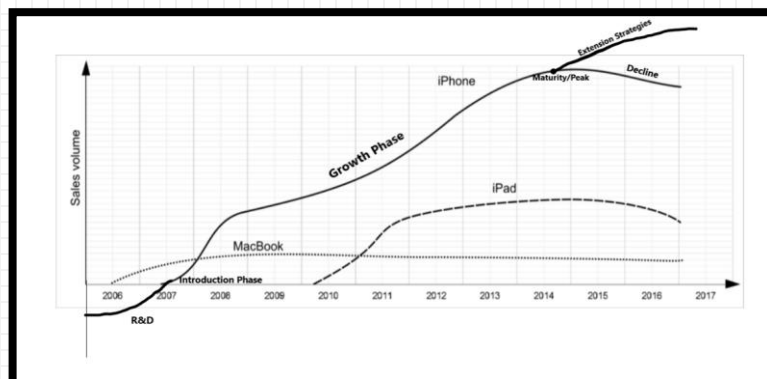
After a long summer and Covid-19 break, the DP-2 students returned to their academic sessions. They were away from classes but did not lose their touch with the subject. Some students were able to progress with considerable research work related to their Internal assessments.

The students have shown appreciative levels of energy when the new unit of Marketing has started. They were able to link the concepts of marketing with the earlier units and concepts which reflects their touch with the subject. The students have actively participated in the discussion of the marketing mix of product, price, place and promotion.

The students were also able to complete the assigned task of the product life cycle in the given time. It is also observed that the students have selected different organizations which reflect their independent work. Few images of their work provided below for observation:



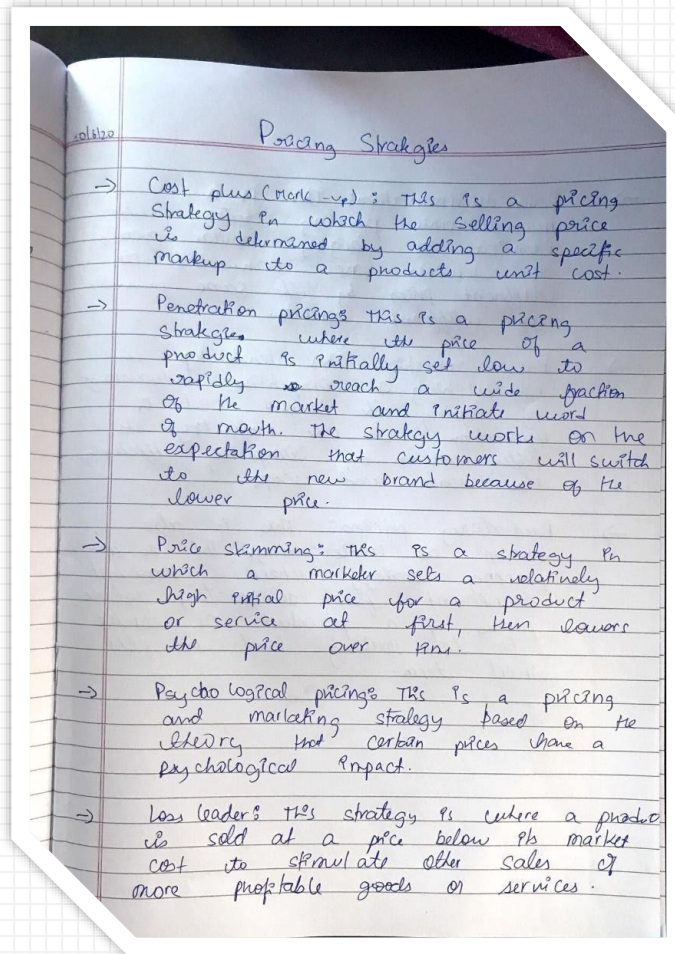
Student 1



Student 2

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The students have also completed the learning reinforcing task which was insisted for hand written in the notebook so as to ensure the practice of writing in the notebook. The students have actively participated in the assignment of softcopy and learning task of hand-written.



Reflection

They are also focusing on the Internal assessment which will be reviewed in the second week of July so that the progress is monitored and it should not be too late to improvise the work.

The DP-1 students have just stepped in to the session and are involved in the exploration task of identifying the reasons for the decline in the revenue of Facebook and Starbucks planning to change its strategy in the social media advertising.

Wishing them good luck for the upcoming sessions.....

Rajinikanth Lingala

CAS Coordinator

Holistic Excellence

Perspectives on Teaching and Learning

TGS - Authorized Center to conduct the PSAT and AP examination

The Gaudium School proudly announces that the school is now the authorized center to conduct the Preliminary Scholastic Aptitude Test (PSAT) and Advance Placement (AP) exams.

The test center code is : 671258

- Students from Grade 8 are eligible to take this test.
- Students can take the exam only once in a year.
- The PSAT is a standardized exam that is taken by the high school students as a practice version of the SAT exam.
- Advanced Placement (AP) exams can help to put students on the fast track to a college degree, giving them the chance to earn college credit while still in high school (to strengthen the college applications)
- Students can take these exams in the school premises only. Any information related to the exam will be informed to the parents and students through the Class Teacher or by Career Counselor.
- As a coded school, we can now receive the reports of PSAT and AP.

Ms. Mahitha Sammeta

Career Counselor

**“We do not learn from
experience, we learn from
reflecting on experience.”
- *John Dewey***

Critical Reflection

Mathematics

Math is one of my favourite lessons. I enjoy learning math because we learn through various fun activities and have many quizzes. I have seen an improvement in myself in math. I research more deeply and I answer questions within or before the time limit. Our teacher follows discipline but in a fun way, she is very friendly and nice. She has helped us make further progress in math. Even though we are not at a hard level right now we answer questions quick and move further in math.

I also enjoy learning english a lot . In english we learned the big 5 .

The big 5 is

Audience/Purpose –Who are you writing for / Why are you writing ?

Content/Theme – What is the story mainly about ?

Tone/Mood – How do you feel after reading the text ?

Stylistic device – What language does the author use?

Structure – How is the para/stanza formatted/written .

English Language & Literature

Reflection on Favourite Classes Jia Kapoor-MYP1A

Critical Reflection

Article on Hexadecimal

Have you ever peeped inside your Mom's computer to explore how does this machine work inside? Let's explore inside out.

Computers use binary number system i.e. 0 and 1, commonly called bits but its cumbersome to work with binary system, so it became a practice to club 4 bits into one number, which can be represented by a hexadecimal number.

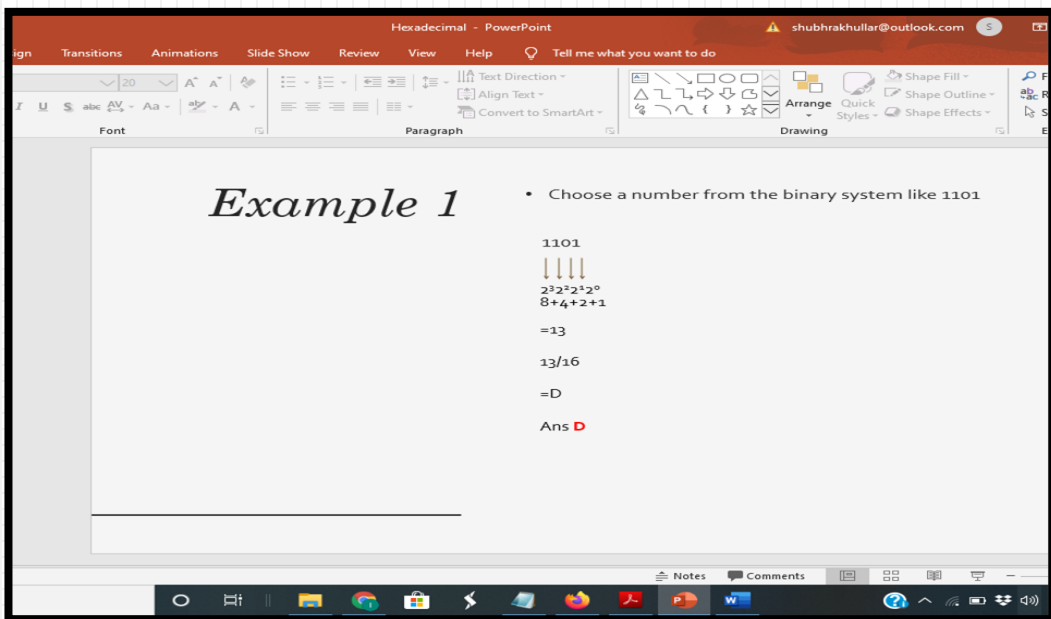
Hexadecimal is a 16 based number system. That is used to understand the binary numbering system.

To represent hexadecimal numbers either we prefix the number by "0x" or suffix the number with "h", to avoid confusion with decimal, octal or other numbering systems.

For example, 0x63 and 63h mean 63 hexadecimals.

Ishani

MYP1A



Maths article on Hexadecimal
Ishani Singh-MYP1A

Critical Reflection

MYP1A's - Virtual Learning Reflection

The one thing I am excited about is learning new things and experiencing new things. -Kaushiki

I am feeling great to meet teachers because they are kind and funny.. -Anshul

It's truly exciting to meet everyone and the teachers make the sessions fun for us.

It feels good to be back - Diya

I was really excited when the first day was over. The first thing I liked was when we have such good interactions with the others. The thing I was excited about was all the fun classes. -Vishwaksen

The online classes are great I met new teachers. It was fun. I had a lot of fun in yesterday's match class. I am excited for this year's exam. -Mahaveer

I felt good that we have separate teachers for each subject. I am excited for this year! -Yashvir

I like online classes. We have different teachers for every subject and I have been looking forward to go to middle school for a very long time. -Jia

I am feeling very excited about the online classes. I had a lot of fun in the math class and in the first online class. -Surya

I felt excited for the classes first and was tired. I am excited for all the new methods and subjects. -Ahoon

The thing I am excited about is learning new things and seeing everyone each day. -Ananya

All teachers are very kind and friendly, we are learning new things so it's amazing. I am excited about going to a different level and excited to use sportopia. -Minol

Critical Reflection

Reflection wall (Curriculum)

My MYP journey was the best because we had lot fun things to do and interesting thing like Kahoot, Quizze and research lot more which were interesting and fun I liked humanities, math, and science

Saanvi, MYP1

Till now, in MYP, I was introduced to some new subjects like integrated humanities, PHE and service. In this new journey, I am really looking forward to my exams and many more this year. I was looking forward to sports this year but it was ruined by Coronavirus which came from China.

Shaurya, MYP1

My MYP journey has been amazing! I love everything about this school year so far! I have amazing classmates and teachers. This year feel's amazing with all my classes and what we are studying in class! We learn very interesting things and all the subjects are fun and easy to-understand! It was the best school year so far, except for staying at home and computer stuff though, but the rest is fine! My favourite subjects in school are mostly all of them but they are mostly humanities, art, English and science. I like humanities because we get to make a change to the world and because we learn fun stuff. And I like art because I like drawing and painting and the teacher is very fun too, we get to doodle and draw, and I like English because we do interesting things like journal entry and we get to write and complete stories, and i like science because of the experiments we get to do and the teacher is really fun too! We do experiments and we test things and it is fun!

By Aditi MYP1

Reflection wall (Math)

I really like math, we learn different new number system they are really interesting. The base 10 and base 60 were really easy, I understood the LCM AND GCF very well. I didn't understand the square root concept and need to work with teacher for learning it..

Vishwaksen, MYP1

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Shaurya, MYP1

I have enjoyed all lessons . We have various interesting activities. My favourite lesson was base 10 and Baseball 60 because it was very interesting easy and double the fun!

Jia, MYP1

Critical Reflection

Reflection wall (Design)

My understanding of the Design cycle is that when we are designing something, we need to follow all the four stages to make our product successful. The Design cycle has 4 stages: Inquiring and Analyzing, Developing Ideas, Creating the Solution and Evaluating. So far, we have been doing the designing activities. The first activity was building our stuffed animal a place to live within designated time. It was fun but hard because we only had 15 minutes to make and I went through a lot of challenges like keeping the house stable and together. Our second activity was to make an advertisement for a potato dish. I am still working on my advertisement, but so far this activity is exciting.

By Nayonika, MYP2

Design subject made me to reflect who is a designer. How designer thinks? What kind of questions designers ask themselves before designing a product. I learnt how the Design cycle facilitates the designing process. We also learnt how a designer understands the clients needs. The activity we did on making a pet house was fun. It made me to realize how designers critically think about the products that they make. Design is more fun than I believed, and I am learning so many different things that will help me in my future

By Samhita, MYP2

Design is very exciting and due to this subject; we learn how to make a product. We were challenged to make a shelter for one of my toy animal and we had a lot of fun doing this activity. We learnt how to develop ideas and execute them from our teacher MS Bindiya Jena, who is also our coordinator. We thank her for helping us understand how designers think and how they generate ideas to create products. By Aparajitha

Reflection wall (Math)

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Shaurya, MYP1

I have enjoyed all lessons. We have various interesting activities. My favourite lesson was base 10 and Base 60 because it was very interesting easy and double the fun!

Jia, MYP1

Critical Reflection

Reflection wall (Integrated Humanities)

I learned a lot about the Earth from just looking on websites and researching. I feel like learning by myself on a topic gives me more knowledge than a teacher just talking for hours about a unit. We did questions and answers, we read an article about Earth and wrote essays. I usually dislike learning about the Earth but the format ma'am made us learn it in made the topic more enjoyable.
Nayonika, MYP2

We learnt about Earth and quite a lot of things about Universe. I had an astonishing experience to acquire knowledge about Earth from the analysis done by my classmates and my teacher.
Shammita, MYP2

Unit 1 was about the dynamic earth we learnt a lot about the earth like how deep was the earth and each layer of the earth and how earth was created, also about the river banks, and what it is called when sudden movements in earth are called and it was and ma'am let us choose what we want to exactly study about so the unit was fun.
Deekshitha.d

Reflection wall (Integrated Science)

We learned how to find data in an organized way and we learned to design a given activity. It was so fun to do it, it feels like being in a physical class.
-shammita, MYP1

I have learnt the change of the position is because of the pace of the object. I loved to learn in a form of animation.
-Deekshitha, myp2

The skills I gained during this presentation about peer assessment is that I have to be considerate of others and to work together and to give honest feedback, so my peers know what they need to work on.-Nayonika, MYP2

In this topic learning about space, mass and capacity was exciting. It looks like physics class
-Aparajitha, MYP2

I learnt that a route planner helps us to plan the route. To find the distance was interesting. I liked everything that I did, in this activity. It was fun and very informative. I had learnt something useful which I can use in future.
-Shammita, MYP2

Reflection wall (Design)

We can explore a unknown world and gather all data and information . Computer can store data and information. We can create something that computers can't. We can make this world a better place by collaborating with computer. If we are together, then we are smarter. I think that consuming data is all about learning, but while interacting with computer we can test our skills and learning. Vishwaksen, MYP1

We can use computer for multiple purpose, one example may be storing digital data as they have long term memory. We do not need Internet always while working in a Computer. Humans can create computer as they are smart. Yashvir, MYP1

Humans are smarter than a computer because, humans have a smart mind to create this intelligent device. Ishani

We can store data and listen to music in a computer. These devices can hold a large amount of data and do not sleep like us. Humans created computers and passed on their knowledge to them. Ananya, MYP1

Critical Reflection

MY REFLECTION ON GOAL SETTING

I learned

S - Specific

M - Measurable

A - Attainable

R - Relevant

T - Time - bound

Goals . This SMART goal makes goals easier to achieve and I also learned the happy minds model . The happy minds model includes Holistic excellence , core values , global leadership , mindfulness and well-being and stakeholder engagement .

I liked the SMART goals and I will use it in my day to day life to achieve my goals better . It is very useful and can be used in our day to day life .

I will use the SMART goals and the core values which include

Respect - I will respect my peers , teachers and family .

Empathy - I will show empathy to others .

Integrity - I will be honest with my work .

Perseverance - I will be committed to what I do .

Gratitude - I will show gratitude in my day to day life .

I will try my best to follow these things in my daily life .

It is important to set goals in life because everyone should have something to achieve , everyone should have a purpose in life .

Jia Kapoor

MYPIA



MYP2 MATHEMATICS

Card 1 (Top Left):
 • Write down what is going well so far in this unit in terms of your learning.
 I can learn from our formative assessment when necessary but finding our own way to solve things and make the class fun.
 • Describe a time when thinking positive thoughts made a difference.
 I can make a difference because when I give others ideas they can try.
 • Describe something positive about yourself that you know you can depend rely on in class.
 I can write fast.

Card 2 (Top Right):
 • Write down what is going well so far in this unit in terms of your learning.
 I understand ratios pretty well but there are some challenges that I come upon.
 • Describe a time when thinking positive thoughts made a difference.
 I can make a difference because when I give others ideas they can try.
 • Describe something positive about yourself that you know you can depend rely on in class.
 I can write fast and I can help others when they are stuck.
 Having a better job studying, having positive thoughts will make a difference because then you will not be stressed to actually get something done.

Card 3 (Bottom Left):
 • Write down what is going well so far in this unit in terms of your learning.
 It's nice and it is very useful to help to clear doubts.
 • Describe a time when thinking positive thoughts made a difference.
 It is when I do it right because when I think it is good to right or wrong.
 • Describe something positive about yourself that you know you can depend rely on in class.
 I can write fast I know that it is not all wrong right but I try to finish.

Card 4 (Bottom Right):
 • Write down what is going well so far in this unit in terms of your learning.
 I read ratios well and the most hard part was to use real life problems and discussing our answer to our friends.
 • Describe a time when thinking positive thoughts made a difference.
 When I can give others ideas they can try and I can help them when they are stuck.
 • Describe something positive about yourself that you know you can depend rely on in class.
 I can be better when I give others ideas they can try and I can help them when they are stuck.

Reflecting on our learning

After an elaborative exploration, the students have given their reflections on the unit - competition and cooperation.

Students were able to learn the mathematical concepts like ratio and proportion which allows to analyze human interactions to make fair decisions.

The students showed interest in correlating the learnt concepts with day to day lives.

Critical Reflection

Reflection on my understanding of MYP:- Design



In the class we discussed the MYP terminologies like Key concept, Related concept, Global context, Inquiry Questions, Statement of Inquiry and the Assessment criterions. My understanding is MYP revolves around *Conceptual Understanding*. *Conceptual understanding focus at how different people views the world.*

How different fields communicate

Less focused on fact more focused on how to find and use facts

Focused on "BIG IDEAS" Which are transferable between disciplines.

Aparajita Gupta.

MYP2

Key Concepts

There are 16 Key concept in MYP catering to all subject groups and four in each subject group for example Communities, Communication, System and Development in Design.

Key Concepts apply to each discipline group and are broad, organizing, powerful ideas that have relevance to students within and across subjects and disciplines, providing connections that transfer across time and culture.

Related Concepts

Related Concepts apply to a specific discipline/subject to explore key concepts in greater detail, providing depth to the understanding.

that transfer across time and culture.

Global Context

In a world of increasing interconnectedness and complexity, learning in context provides students with the opportunity to explore multiple dimensions of meaningful challenges that are experienced in the world today, encouraging them to develop deep understanding, and to design creative solutions to address these.

Statement of Inquiry

This Statement is the big idea or central theme of the unit which will help us to understand the overall learning in the unit.



Reflection

The MYP Year 2 students started their week indulging in an active discussion about the various forms of creative self expression. Along with this they watched a slam poetry video on the concept of bullying. The students worked individually on showcasing the concept of bullying in their own style. This activity really helped students unleash their creative side and it was a pleasure watching each one of them. The reflections received by the students proved that they thoroughly enjoyed it and look forward to more of these.

I have learnt ways of expressing social messages for a positive environment. It was a great project to do. I had a lot of fun doing a video on bullying and the project also led us to express our emotion. Through our creative ways we sent a social message on how people feel when they're bullied and what to do to come out of it. I have researched different kinds of bullying and how bullying affects them.

I enjoy doing this project.

THANK YOU, MA'AM, FOR TEACHING OUR ABOUT THIS UNIT.

Shammita

MYP2

I think this activity was really interesting because we all got to express ourselves and what we are thinking about bullying as creative expressions. The thoughts behind my song were written a couple months ago so I don't remember a lot of what I was thinking back then by writing this song. My song doesn't only fall under bullying, I mostly wrote this song about how people feel left out either because they aren't popular, pretty, cool, loveable, wanted, or skinny. A lot of people don't have self love or confidence and I know that I didn't have a lot of that either because I always tried to be someone I wasn't until I moved to India and I knew I had to be myself because everyone here is new and I have a chance to be a better person. I know a lot of people deal with peer pressure, body shame, insecurities. And I have friends that love who they are and have self love and confidence. I always wondered how that felt till I changed and I realized that it doesn't matter what other people think because their opinion is just 0.5 percent of my life. And some people can't take all the bullying or negativity that they end their life there and then. No one knows what's going in someone's mind or even in life and they hide all that behind a beautiful smile. So I wrote this song to show people that you don't need to change for someone else.

Nayonika

MYP 2

Pre-IBDP - Career Counseling Session



Interacting with the career counsellor was extremely informative and helpful. Even though I was already sure of the path that I'd like to take after IBDP2, her discussion with us helped me a lot in terms of the steps taken to get there. Initially, she talked about what kind of expectations one usually has towards "career counselling". The one thing that I took back from that was that I'd figure out what I'd like to pursue in the future, and also a clarity on why I'd like to pursue it. I was also relieved when she said that she'd help us regarding the college applications, since I am not quite aware of the process. She started to explain the process, while we took notes. And as I'd like to study in an abroad university, I noted down her suggestions on giving SAT and AP exams. She gave us a lot of information regarding the perfect score and the months to apply for it as well.

One more thing that struck me was when she said that we had "only one more year to go". I was perplexed since I didn't really understand what she meant by this. But later, we found out that we had only one year to decide what we wanted to pursue and where we wanted to study in the future. This meant that by the next year, we must be prepared to be able to start the process of filling out college applications. We also discussed the way of career planning and how to go about it in a few steps, which was sort of helpful as well.

The session was definitely helpful and it aided me to understand a few new things that I didn't know about, however, since I am already clear regarding where I want to study in the future, this was slightly monotonous for me. Nevertheless, I am extremely grateful for the teacher who is ready to support us all the way.

Blossom Kumar Amit

DP Year 1 Student

Virtual Musical Rendezvous -DP CAS Activity

During this dreadful time of the coronavirus pandemic we look for ways to kill away time, the days seem to keep going on like a drill we all follow and do the safe routine! I wanted to change that for a day or two for my classmates and me, so I came up with an idea of a Virtual Musical Rendezvous activity keeping in mind that we all enjoyed listening to music, it was a session that we all could be a part of whether we knew how to play any musical instruments or not.

Goal of the activity: Since we were all still new to each other this was also a way that we could all get to know each other better. I always disliked being a new kid, there were many reasons for this but one of the main ones was not having new friends or not being involved for a few days until someone actually comes up to start a conversation with me. This was probably one of the reasons I would never open up in school for a year or two.

I believed our new classmates shouldn't feel this way, so I thought this kind of activity would help us all be able to come together through something that I know we all enjoy! And the good part about this activity is it challenged my abilities, as I have been an introvert, now initiating and leading an activity!!

Action: For planning we collaborated with our classmates for a couple of days and finally came out with a structured activity.

We started out by talking about what instruments and music interests we had. Surprisingly, most of us had similar interests in music this excited all of us a little bit. Different students showcased their musical talents of playing guitar, keyboard and vocal performance. Everyone was incredibly talented! The performances were for an hour. When we were done performing, we had discussion on the topic of various artists of music albums that we were fond of. We only had time from 1:40 till 3:00, so we on time were able to complete our planned activity.

Critical Reflection

Outcome: We achieved the goal with which we had planned the activity i.e. creating a strong class bond of friendship! I am very grateful that my teachers and coordinators approved our activity and gave us the opportunity!! This activity helped all the classmates know each other better and create friendships that will last forever! This task enabled us to come out of our inhibitions, I am very sure, there will be no more awkward silence during our classes and discussions. We will be able to share our ideas, our opinions and be a support to each other!! And my personal goal too is achieved. I am now a more confident person, I am looking forward to taking on new challenges, initiating and leading activities!! Also I am able to meet the DP CAS learning outcomes!!

We all enjoyed the session very much. Yes, I can state "Mission accomplished!" I feel that if this session was not a virtual one and instead an activity in school campus the outcome would be better and much stronger. Given the situation we are facing COVID 19 pandemic, I feel Virtual Musical Rendezvous was perfectly executed by all of us!!

Kyra Cherian

DP Year 1 Student



**DP1-Adithya Rakesh
Virtual Musical Rendezvous**

Critical Reflection

Pre-IBDP @ Gaudium

The Pre-IBDP sessions were a series of lessons designed to give me the skills and information on the IBDP course. If you were to ask me whether that goal was achieved I would say yes. It was designed and carried in a splendid manner that left very little to be desired. If I had to pick a favorite amongst all the sessions it would be a tough competition between the TOK and the English skills lessons. The entire idea of TOK is so new to me and is certainly expanding my horizons. It questions our knowledge as well as the methods and practices used to gain it. I suppose it is just a personal preference, but I absolutely enjoyed the English lessons as they were put in a way that made it both enjoyable, due to the discussions we shared, and educative. Despite not being in the class you teach Mr.Prithvi I look forward to any interactions we might have in the future.

Aside from these two, we had numerous classes to absorb skills, like the various ATL skills like self-management by Ms.Sukanya, which helped me actually set and follow a schedule and motivate me to actually follow it to achieve my goals. There was a class on creative thinking by Mr.Sahoo which put in my mind the idea that while not everybody might be in the creative field, creativity is required in every field in order to solve issues, for which the person must be able to think out-of-the-box. On a side note, Mr.Sahoo I loved the visual arts activity we had. I still have the software and I attempt to make something nice by watching tutorials every now and then. We had a session on the impact of media and ethics by Ms.Susmitha & Ms.Upama which taught me the importance of fact-checking everything available on the Web as well as ethics which dealt with, in an absolute basic form, whether something is right or wrong. There were two research skill sessions by Ms.Sutapa and briefly by Dr.Padmaja which were so packed with information on the importance of research and the techniques employed by a good researcher like citations and picking credible sources using the CRAAP method. By the way, I have already downloaded the book you had mentioned, Dr.Padmaja, and plan on reading it tomorrow onwards. We also had a session on social media security by Ms.Nandita which outlined the precautions we had to take while using social media. On a side note, Ms.Nandita the movie clipping you had shown in your presentation was so interesting that I have downloaded the movie to watch during the weekend. And finally, we had the thinking skill session by Ms.Vijeta which was surprisingly entirely student-led which made it more engaging than usual. It taught us techniques on how to think and absorb knowledge like the double-bubble diagram.

Apart from the skill acquisition sessions above, we had fun activity classes like Dr.Nagaraju's theatre activity, where we had improv and gibberish conversations with each other, which was extremely engaging and brought us all a little closer to each other. We also had the visual arts activity where we made an art piece using the software Krita. I am looking forward to the beginning of our actual lessons from tomorrow, yet, I know that the free-spirited nature our classes have been until now would change. Despite all of that I would like to thank everybody involved in creating this amazing IBDP induction program for us.

Adithya Rakesh

DP Year 1 Student

Four weeks of PreIBDP Course



The first four weeks of PreIBDP were like a breath of fresh air! In these first few weeks, I have not only gained a clear understanding of the required skill set and qualities of an IB student, but have also developed a profound sense of kinship towards my peers, and admiration for my teachers.

Being spiritually oriented, I have always believed that the atmosphere of the class plays a great role in the perception and understanding of what is being taught. Upon the start of the PreIBDP sessions, I was delighted to feel a growing intuitive atmosphere in the virtual classroom. Although we all were not together, and hadn't all met yet, through various collaborative projects and unsupervised sessions, a bond was created, and made us all much more comfortable in the class. The interactive feature of the sessions brought learning to a higher level, as knowledge went both ways, creating a connection between the teachers and students. An array of knowledge was brought to us through various sessions conducted by the teachers. Each of these sessions focused on a certain skill, or a subject, mentally and physically preparing us for the IB Diploma Program. One of the sessions that really stood out for me was the Critical reading session, one of the first sessions we had. I was in awe of the idea of Everything being a Text, as it was a perspective that I had never considered before. Moreover, the way in which we were made to understand this concept was truly unique; we were shown many thought provoking images, and we were encouraged to interact and debate what the image or object was trying to convey. Through this process, we were exposed to various different perspectives and ideas, and gained a strong grasp upon the concept. Here, the teacher merely facilitated us, and gave us independence of our own thoughts and ideas, creating a platform for each student to express themselves. This was something that was common amongst all the sessions: we, the students, were given space to nurture creative and critical thinking skills.

Critical Reflection

Four weeks of PreIBDP Course cont..

Through detailed sessions regarding each subject group, we understood contents of each subject, and what exactly each subject expects from an IB learner. Activities were conducted for each subject in order for us to become familiar and get a feel of what each subject would be like. Personally, these activities were something that I enjoyed, especially in the subject of my choice, as they helped create connection between teachers and students. Such activities also helped me, personally, to break out of my shell and take an active part in the class. The integration of various skill sets into the PreIBDP course brought to light a new aspect of the PreIBDP course. Through the course of these four weeks, we have learnt to inculcate leadership skills, communication skills, social skills, creative and critical thinking skills, and research skills. These skills are prevalent and an essential part of each subject. I found the research skill sessions to be very useful, as I could apply such a skill set in my Extended Essay, and the subject of History, which requires extensive research.

Sessions regarding TOK, Extended Essay, CAS and IB philosophy also helped us gain an overall view of the IBDP course. Apart from this, we had college and career counselling, giving me a clarity upon when to do what, which exams I need to take, and the process of applying to colleges. The introduction of SMART Goals, the student code of conduct, and IB learner profile rekindled core values into our hearts, and reminded us of the importance of setting goals – a destination – when embarking upon a learning path, that is, the IB Diploma Program.

Something they really stood out for me throughout these sessions was the emphasis upon Holistic development. As a dancer and theatre lover, I heavily lean towards the arts as a medium of expression and freedom; however, I also enjoy writing and logical reasoning, which originate from mathematical concepts, and other logically oriented subjects.

One of the main sources of motivation and enthusiasm were the teachers. Teachers here are not only inspiring, but *inspired* teachers themselves. It really motivated me to see the teachers teaching us with so much interest and passion, not only for the subject but for teaching us as well. Teachers brought a positive aura to every class, making the sessions much more engaging and informative, and adding to the nurturing environment of the class.

All in all, the PreIBDP Course was informative and eye-opening, broadening my perspective on life and the various possibilities of the future, and will be an experience I will always cherish.

Rachna Govindayapalli

DP year 1 Student

Pre-IBDP Week 2



This week was very eventful, as throughout the week I was exposed to the way that subjects of my interest and those that are a part of the diploma program functioned. With each coming day, I felt more assured to have chosen the IB diploma program because I was extremely thrilled to see the way in which my knowledge would progress in the coming years and the lengths in which I would grow as an individual. Certain sessions posed a challenge to me, such as that of Mathematics; knowing the rigorous syllabus and practice required to achieve greater heights made me feel a little nervous, since I have always had a bad experience with the subject.

On the other hand, the career counselling sessions helped me visualize my goals and also allowed me to organize and prepare myself to reach that goal, I realized that rather than focusing on the goals the journey to reach the goal was crucial. The theatre session and the visual art class added enthusiasm this week, it made me feel more comfortable with my fellow classmates and helped me open up with my teachers. Alongside, this week I felt like a part of the Gaudium School as principal sir spoke to us about the happy mind's model and explained to us the foundation, values and teacher-student relationship that Gaudium believes in. Lastly, the leadership session held by Sukanya Ma'am, helped me put my feet into the shoes of a leader and gain insight into the qualities that one must possess to be a confident, trustworthy and responsible person, the session also helped me understand that leadership is not only about having the title of the head girl or head boy, it's just a part of leadership but real leadership resides within a person in his/her daily life where they decide to be responsible for the actions, and collaborate with the utmost respect for others opinions. Overall, this week was bliss.

Blossom Amit Kumar

DP Year 1 Student



PRE IBDP Experience

This bridge course or PRE IBDP session was truly a spectacular experience. It was a perfect combination of introduction to subjects classes and overviews on how the TOK, EE and CAS had to be written. Also helped us realize the importance of academic honesty and various other aims. I legitimately loved the main idea of a PRE IBDP session, as it provided us time to discuss and decide on what we wanted. Also provide a better platform for all the students of the class to interact with each other and also help new ones, like me myself, to get habituated to my new friends. I can assure you that this wouldn't have been possible without this session and would like to thank and appreciate Vijetha ma'am, who has taken the effort to help coordinate and get students acquainted with teachers and students themselves. This is definitely an experience that I will never forget.

The classes were very interesting and the teachers have done a great job in keeping the students occupied with lump sum work. Some of the tasks were challenging and hard but aid was delivered by peers and the teachers which was very helpful and built more confidence in the students to build relations with each other. If we would have been directly sent to subject classes, the relations we have built now - with teachers and students wouldn't have been possible because we would have been sent to our own classes and we wouldn't have met our other classmates or other teachers. On a more educational perspective, this session was very beneficial in providing us a clear understanding of the various tests in IB, the IA's, EE, TOK and CAS. The class on citations, TOK, research work, EE, etc. and tasks on these have enabled us to get a preview or gist of how the main assignment may be and how we have to encounter the problem and ace the tests. All these classes can definitely be used or implemented in the near future. There isn't anything negative about this experience as it was very informative and explanatory.

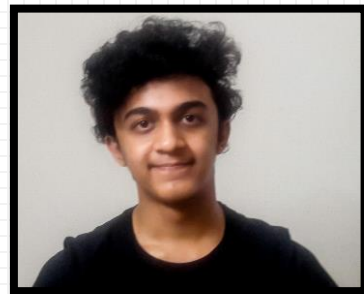
Finally, the only concern I have, and I also speak for my class when I say this - it would have been better if the class were at school as the bonding experience would have been better but in this current pandemic situation this is far from good. Yet the efforts put in by the faculty were not wasted and the experience was quite admirable even though the classes were virtual. This experience is quite unique and a once in a lifetime thing and the teachers have made sure it stays that way. I'm very pleased with this session and I'm looking forward to more of such fun experiences.

Pranav Tokala

DP Year 1 Student

Stakeholder Engagement

MY Four Weeks of Pre-IBDP Program



Time just flew by so quickly we didn't realize, these four weeks never inclined me towards the feeling of boredom or unproductiveness. It always kept me encouraged enough beyond my expectations. I really expected myself to get bored after two or three days, I didn't know that it would be so interactive, that it made me eradicate boredom from my mind. As it was really interactive it gave me an open chance to communicate with confidence with people I do not know. I had tried this earlier but could do it only partially, but this time it was the best I gave of myself, the reason I was so open, is that I could totally relate by the idea and concept of IB, and I really wanted to inculcate this very particular character that IB tries to inculcate in every student.

Since our childhood till now we have been successful in all those things that we love and are interested in. As IB gives me this opportunity of choosing my beloved subjects, I would surely do great in it, till today I was restricted to do some or the other thing in these subjects but not now! Now I can implement any idea that I want. This has really motivated me, I have not only started to think out of my box, but also to expand it and think out of that big box. Every single session was so thought provoking that sometimes I wonder "really since when did I become so smart!!" And this has now enabled me to know about my strengths and weaknesses. For the first time and I did not find it difficult or hesitated to appreciate somebody or learn how to think better like my peers do. And for the first time I did not feel disappointed in my mistakes. I now know how to learn from them better than before. This pre-course in a whole has upgraded me to a higher level of becoming a better individual than before.

Usually whenever I hear about a task that I haven't done before or I don't have any idea about it, I procrastinate, but in these four weeks I did not!! Whenever we were given a sample, research task, critical thinking task, IA task, I was so uplifted that ours went by my peers and I didn't realize for a very long time. It got me so engrossed in it like never before. I would like to thank all teachers who took into consideration all our suggestions to make the upcoming session better. This is all that I wanted to say and I'm really exhilarated for the classes to start.

Thank you the teachers, Coordinator and Principal!!

Sai Abhijeet

DP Year 1 Student

Stakeholder Engagement

Four Weeks of Pre-IBDP@Gaudium

Before I decided to join IB, I was warned by my acquaintances, who have experienced IB, that “IB is hard”, which really petrified me. But having read articles and other information from the internet, there was also a bit of excitement by my side since it was all about practical learning and projects. On the first day of Pre-IBDP session, my mind was clouded with nervousness as I anticipated strict teachers and English spoken with fancy words. When I entered the first class, my nervousness amplified; it was English class. As I blamed my unlucky fate, a friendly voice emerged in the most composed manner which snapped me back into reality, though the thorns still lurked in my chest, the pain had reduced. As the class continued, I grew accustomed to the virtual classes and the IB program and in the sessions that followed, I became an avid listener to the varied topics that were entirely new to me. “Time flies when you’re having fun”. This was a usual phenomenon when I was surprised that the weekend had come early. This is how my four weeks passed and in those weekdays, I enjoyed the time with my peers, who were polite and teachers who were approachable and kind. The concepts that were taught for overall student development really stuck to me as there was no prior association to the idea at all.

In the ten years I spent studying in a CBSE school, I had gone through many experiences, good and bad, made lots of friends and memories. I was comfortable in that space. When I finished my board exams, I knew that there was a journey of hard work and stress awaiting and that frightened me. But these Pre-IBDP sessions reminded me of the people who are going to be with me and guide me throughout this journey and make studying enjoyable.

Overall, IB encouraged me to apply myself more and explore my unknown potential. The excitements of fighting the storm of vigorous curriculum will compel me to try harder than before and that is what I am looking forward to in the next two years

Aarya Vardhan Chawla

DP Year 1 Student

Critical Reflection

The Stepping Stone



The four-week Pre-IBDP course was a prequel to the journey that we had yet to embark on, and as we plunged into each session, our vision and mission as scholars became more vivid. In the speed of light it almost looked like those four weeks flew by. Possibly, because we built a relationship with our mentors over time and our fondness towards our subjects naturally appeared to evolve. The first day of school is one of the most potent days for any student, it's when you meet new people, make new friends and often find yourself lost in the corridors trying to find your class. However, our first day was quite different but equally exciting! It started by joining the Google meet online and ended with the want to start classes immediately.

Each day brought with it lessons that gave us a chance to grow as an individual. Every task was purposefully designed; as a result of which I developed skills that I wouldn't have otherwise developed. For instance, ample of group tasks were accredited even though there were limitations and challenges such as our mode of communication was limited to emails and we were restricted in many ways because of having online classes. I believe that our love for the curriculum helped us overcome all these challenges very gracefully, it also instilled a sense of unity as I and my fellow classmates worked on projects with the utmost respect for each other's ideas, which led to the establishment of 'collaborative skills' and also helped us to showcase learner profile attributes such being open-minded, inquiring by inculcating within ourselves the art of questioning ,being knowledgeable by sharing our prior knowledge in order to understand new concepts , being caring towards one another and being principled by abiding by the school rules and regulations.

The four weeks had the right balance of fun and learning. Out of the many lessons that I'm taking back from the 4 weeks, one lesson that I think is particularly important is that; Learning anything requires commitment and the ability to push through the uncomfortable feeling of not being very good until reaching competency. As the course got over, we climbed our first stepping stone towards our future.

Ambe Jain

DP Year 1 Student



IB Learner Profile

As IB students, we are required to manifest the IB learner attributes and implement them in our own lives as well as into society. This profile has really awakened the humanitarian global citizen in me and has made me aspire to adopt these qualities within me. I admire the aim of becoming a person of international mindedness who strives to make the world a better and happier place.

The attribute that I was able to associate myself with the most was being Principled. I believe this especially consists of everything that not only an IB student but a capable individual of the new era must perceive. It means to be honest and rational in terms of decision making. It is to exude confidence and act with integrity. It even includes taking responsibility for our actions and respecting the dignity of each life. I feel that it contains the attribute of being empathetic and balanced in terms of socializing and harmonizing the physical, mental, emotional, and academic aspects of life. I would also like to point out how moral and ethical this quality is and I believe that I am able to practice this in my own life as a daughter, student, friend, and a capable individual in general. Nonetheless, I aspire to enforce all the ten IB attributes within me and become an independent and responsible human being and lead this world to a better tomorrow. Since I am inclined towards music, it is mostly expected of me to be talking about a musician in high praise and involve them in every situation possible. However, I'm not going to do that. Instead, I would like to introduce my mentor in faith, Dr. Daisaku Ikeda. He is a peace activist and currently the president of the Soka Gakkai International, which in Japanese translates to Value-Creating Society. In one of our classes, I had mentioned that I am not a religious person, rather I like to call myself a very spiritual person since I have faith in the power of the universe and the law of cause and effect, or in simpler terms, KARMA. I believe that there is definitely a supreme power or force of nature in this mortal world, some people term this power as a god, while other people like to think otherwise. Nevertheless, let us move on to the point of context. My mentor in faith, Dr. Daisaku Ikeda definitely possesses all these qualities in himself. And I say this with complete and genuine confidence that he is one of the greatest, most practical, and totally rational man this world has ever seen. His heart is filled with compassion and love for others, and even though he had been home-schooled, he is one of the most intellectual and wise people, and that is all because of his indomitable spirit and his will to work hard to achieve excellence. He now works for the peace and happiness of people across the globe and I personally connect with him through his writings and music. He is not only someone whom I idolize but someone with an exalted character whom I hope to become someday.

I could go on and on about his personality, however, I'd like to leave to discuss this in yet another forum. With this aspirational piece, I'd like to conclude.

Blossom Kumar Amit

DP Year 1 Student

My reflection on the Theatre Session



Being a part of the theatre class held today, I was able to understand how group six functions. Upon attending the class, I learnt that theatre not only comprises what we know as 'acting' but it educates one about the application of theatre in context, theatre processes and presenting theatre as a whole. From start to end, the class had a very joyous momentum as we were asked to be a sport and participate in activities related improvisation, expression building and speaking gibberish while performing. Considering the fact that earlier I did not get a chance to know my fellow classmates or interact with them as much as I would want to, this session gave me the opportunity to open up with them and get to know them a little better.

It was a little challenging for me in the beginning, because I have never studied theatre or engaged in theatrics formally. However, as the class proceeded I became more comfortable and came to a realisation that the only key to theatre is to not be shy. Sir explained to us about the various streams that come under theatre that include being a set designer, script writer, director, costume designer, light and sound designer, actor etc, that one can choose to pursue. I truly appreciate sir's determination to make sure we all performed and freely expressed ourselves without the fear of judgement throughout the session. Overall, I was extremely fascinated to know how vast theatre is as a subject and how it provides one a large set of options. I loved the class.

Ambe Jain

DP Year 1 Student

Reflection upon Theatre Session



Today's session about the IB Theatre Arts program introduced us to theatre as a mode of expression, and provided a profound view of the objective and aims of the program. The session showcased the influence and depth that theatre possesses. It also helped us understand what can be taken away from this program, and the different areas that we can explore. According to what Nagaraju sir had told us, I inferred that Theatre has a vast and versatile scope, as in, there are many aspects to a theatre production, like the director, backstage workers etc, who help achieve the desired influence and effect of the production.

Personally, I felt that the session helped more than understand the basic elements of theatre, and contributed towards removing the inhibitions ingrained in our minds. Through the light atmosphere created in the class, I felt it was comparatively easier to be open, and emote whichever emotion we were asked to express. I felt that the interactive activities conducted spread a certain kind of energy throughout the class, and in my case, made me feel more enthusiasm towards the subject.

The activities also made me understand the extent to which a facial expression can clearly express what a person is trying to convey. Perhaps, with the continual of such classes, one will learn to discard their personal inhibitions and preconceived notions, which may hold one back from doing their best and whole-heartedly participating in certain situations.

Furthermore, the manner in which we were taught the basics of various expressions and improvisation was very unique and true to the art, letting us absorb what was taught with ease. The improvisation, in particular, was a creative way to develop spontaneity and listening skills. The session, as a whole, was an experience I enjoyed thoroughly, and gave us all an insight into the distinctiveness and beauty of theatre.

Rachna G

DP Year 1 Student

Reflection: Activity Task on Theatre

Today we had a session on theatre by Dr Nagaraju and we were given tasks to perform virtually. The idea of performing virtually was distinctive and the thought of having some fun after classes made me feel ecstatic. Our tasks included performing a set of expressions such as anger and disgust and a role-play in pairs. This was fun and very engaging. This session was very needed to loosen up a bit and enjoy the rest of our day with a smile.

All of the students had performed expressions from the choices that were given. Each time a student performed, the next student had to imitate the previous expression and choose a new expression after. It was very amusing and I enjoyed it a lot.

In the next activity, selected students had to form pairs and act as doctors and patients. This activity focused on improvisation with no script. The patient was portrayed in a way where he/she had no problem but wanted medication from the doctor. In this, we had an argument which included bribery and loads of sarcasm and fun. I performed with Dr Nagaraju and he changed up the improvisation from the patient having no problem to where he had a contagious disease. It was very surprising and engaging because all our other expressions from the previous activity were used such as fear.

Aarnav Vijaiyan Kumar

DP Year 1 Student

Critical Reflection

Reflection on Research task-by Sai Abhijeet-DP Year 1 Student

This 1500 word essay research task given by Stupa ma'am got us really engrossed totally. It was the most intense group discussions I have ever had in my life. My group and I engrossed in the task that we lost track of time. I was astonished to the fact that we nearly took two and a half hours to complete the task, without a break. The excitement of the task completely overwhelmed me. I finally felt that I was doing some work worth spending time!! The task was really fruitful as we exchanged our ideas and opinions. All the three of us supported each other very well, if one of us made a mistake two of us were there to correct it, if one of us had a better idea than the other we supported and respected it. Through this task we not only did acquire knowledge but also learnt team working skills. I expected this task to not finish at all at the first because it's online and we wouldn't be able to explain or communicate properly, we might not listen to others and only accept our own ideas, I had really preferred this task to be an individual one but now I do not regret it, I really had a good time working with my friends working. Obviously because it's our first time, we didn't really plan a process for the task, if we did then I guess we would have completed it earlier. I'm super thrilled for another task of this type of task. Thank you Stupa ma'am.

Reflection by Kyra-DP Year 1 Student

Our first substantial team task was a task given by Mrs. Sutapa Paul, in this task we were asked to construct and present a 1500 word essay to show that we have understood the concept of research methodology that was enlightened upon us. We had all separated into teams to perform the task that was asked to carry out. Each team faced their own encounters working together. The team I was placed in consisted of two of my other peers Abhijeet and Vaibhav, we had to choose between five topics that had been given to us. So we decided together that we would present on the topic 'COVID on society'. We used the guidelines handed-out by our mentor and got it work!

Reflection on the research methodology by Vaibhav-DP Year 1 Student

After years of being a student and researching about topics, I was finally aware of the actual process of research. It was thought provoking as the first thing to every research is just a simple question and I never realized that these questions were the one that made me hungry for knowledge. Every research done till now, starts with simple questions which are related to general topics that help in our day to day life. Second step in the research process is some primary research on the general topic we have chosen, which leaves us with many more questions. The third step is to write these questions down on a piece of paper which gives a main question which we research about. The next step is to find relevant sources of information for the chosen topic, to conform this information we have to use our primary research data or our own known knowledge. After the information is with us, we need to organize it for the first draft. Now comes in the editing part and the bibliography and our piece of research is complete. When I learnt about all this step, I realized that most of these steps were already there at the back of my mind while I was conducting any research of my own and made any of this not challenging for me. The only thing I need to work on is organizing my research information which I obtained. A wonderful experience and explanation given to us for an interesting topic which is going to help us a lot for the future assignment.

Critical Reflection

Reflection by Blossom-DP Year 1 Student

The task assigned to us by Sutapa ma'am was, in a way challenging yet interesting!

We were supposed to write an essay, in groups of three, about certain topics, from which we were supposed to choose one, and write an essay of 1500 words. We were able to come to an agreement with the topic (impact of Covid-19 in society), however, the problems we faced, were innumerable!

First and foremost, the time period during which we researched and jotted down our views and opinions, was extremely tedious. Of course, it was very exciting to research on the topic, but since the deadline was just a few hours away, we went into a state of panic and chaos. However, we decided to divide and conquer. Each of us took up various sub-topics to research and write about, and set up a common structure for the same. We decided to discuss our individual essays together and finally edit them, to receive the final outcome. It was definitely a struggle to adhere to the 1500 word limit, since each of us exceeded by 1500 words more! Nevertheless, we were able to write substantive content, individually keeping accord with the word limit. I can honestly say that I, along with my team of highly intellectual students, are absolutely proud of our extended essay! Personally, I have learnt a lot of new information about our current situation that I hadn't known before. I have been able to evaluate and analyze the structure of the essay, and have been able to understand in depth about the several perspectives correlating with the matter.

One thing that I took back after completing this task, is the value and importance of time management. The ability to divide time as per the amount of data to be collected and the implication of data in your own perspectives, is in retrospect, extremely essential. Also, to reflect upon myself, I must also note that the information we have gathered was very straight, and in a way, not exactly controversial. So I'd definitely take care of this in the future.

Overall, I absolutely enjoyed this task along with my peers, and I hope to work with them again and improve my abilities to be more interactive and cooperative when working on projects like these.

Reflection on Research Techniques and Citation-by Aarnav-DP Year 1 Student

We had a new class of citation and referencing for different types of texts such as images and quotes. The class was very interesting with its own set of challenges. I had learned how to cite and learned that there are two types of it, both used on different occasions. I also learned how to reference the particular text with the author of the article and with the images that were included. Mrs. Sutapa clearly explained how to work on all types of information that is there including tables and graphs and I had understood her explanations very clearly. The challenges I encountered were how to cite using one of the styles - APA and citation was quite a new and a very strange topic to me. It was also a lengthy process and needed to be proofread multiple times to make sure that you are following academic honesty. While doing the task, I looked at the presentation that was made by Mrs. Sutapa and all my doubts were cleared. After learning this, I enjoyed referencing while working on my essay with my group and it was fun to use the techniques I've recently grasped on. I loved the class and enjoyed presenting my work on the topics given and stoked to have learned a new skill which will help me not only in IBDP but also in universities throughout the courses.

Critical Reflection

Reflection By Navya-DP Year 1 Student

Our topic was about human in ecosystem, under this we talked about the role humans in our ecosystem and how we affect it and how we can improve it .

What have I learnt ?

From the research task, I learnt how important it is to show evidence to support our arguments and it is important to include statistical data and facts to make the base of the research strong and effective and including a research question is very important

What were the difficulties I faced ?

In the making of the presentation the difficulty I faced was communicating with my partners with the help of communication all of us could have edited it together instead of just one of us doing it .

How did I overcome those difficulties ?

My partners and I got into a call which improved the communication between us and let us share ideas which helped in improving the content .

Conclusion

This research task promoted me to do research from different sources and analyze the data properly which I probably wouldn't have done before .It also made me open to constructive criticism

Analysis and research methodology - mini task by Pranav Moola- DP Year 1 Student

To begin with an overview of the class, interesting would be the word I was looking for. From the beginning of the presentation Sutapa Ma'am has deliberately put efforts in presenting the concept in an informative manner. The topic of analyzing our research work is quite important through the course of time and plays a crucial role in writing our EE (extended essay).

In my opinion, this task has made me realize the importance of paraphrasing the work which I have referred to and also helped me cite and incorporate my words with those which I have inculcated into my essay. The only challenge we mainly faced was probably our group trying to shorten down the work we did and get it down to the word limit but that was a very tough challenge and I think we couldn't totally get it down. The positive experience would probably be the entire task in general, because this provides a platform for us to practice to write our essay and give us a head start. There are no negatives about this task apart from have a small word limit.

In the end, I would like to conclude by saying that it was a very entertaining and engaging task and help us get along with each other. This task will surely help us when we start our work on the EE (extended essay). Just hope to have more tasks like this in the future with a bigger word limit.

Critical Thinking - Reflection

As part of the PreIBDP course, we had a session on critical thinking skills. The session we had on critical thinking expanded my horizons. Before this I thought that critical thinking was just thinking but a bit more focused with a goal being an answer, while I was not wrong I was not entirely correct either. I learnt that it has many characteristics each with separate goals, when accomplished together can make the entire process more fruitful. Each of the characteristics have a multitude of subtleties that could be delved into by the thinker to come at a more well rounded response. I have understood that it is a skill required universally, irrespective of career or wealth, it can help with making ourselves clearer while presenting and speaking due to the systematic nature of critical thinking, it can be used to introspect and help us think of the number of choices we have made and the many more we will need to.

The ‘Black Box’ activity designed to build our skill was fascinating and intriguing. At the beginning we struggled but then were able to present our claim and our reasoning for the claim. Our team though slowly began with the task, finally came to a somewhat acceptable response. The feedback given at the end was constructive and pointed at the gaps that we need to work upon

I plan on incorporating the skills associated with critical thinking into my assignments, tasks as well as my life itself. I believe that it was a very effective session

Adithya Rakesh

DP Year 1 Student

PreIBDP Sessions on Student Well-being



I'd like to write about the session that Sutapa ma'am took today, which was all about the student code of conduct at The Gaudium School. I, obviously enjoyed all the other sessions, like the one about the Visual Arts and the one about the Theatrical Arts, however, I really appreciated how the 'Student Code of Conduct' was introduced to all of us like a new concept since it gave us a new outlook on how a student must behave and what values one must/mustn't have. The part I acknowledged the most was when she pointed out that bullying, intimidation, and other forms of misconduct with peers/colleagues will not be tolerated. This is because, in the past, I have been bullied myself, and I understand that there is no greater pain than the one that is felt by emptiness and loneliness. It is truly a travesty that people have to go through this and have absolutely no idea of how to deal with it, and that is why I was extremely delighted when she talked about this issue. Fortunately, we are a batch of highly cordial people who know our limits and pledge to uphold this particular code of conduct, towards our peers.

We had a session on DP core component 'Extended Essay'. Ms. Sutapa continued her explanation on the same and also sent us a handbook consisting of all the information about extended essays which was really helpful. Additionally, I'd like to concede that her teaching style is beyond meticulous and I am able to grasp all the concepts really well. And being a creative writer myself, I always enjoy the forums on academic/creative writing, especially the ones taken up by Sutapa ma'am and Prithvi Sir. I find it genuinely marvelous and undeniably scrupulous.

The only thing I'd prefer is for the opportunity to be a little collaborative since I got lost in between and I'd probably wish for us to get more tasks and activities to complete and perform, either in the middle of the class or after the class as a learning reinforcement.

However, I am more than satisfied with our discussions and am supremely looking forward to our next session!

Blossom Kumar Amit

DP Year 1 Student

DP - Reflection on Group-2 Language activity



This activity session was very compelling and thought provoking for us as we had to run our brain rpm's to give a suitable response to a set of adventure pictures in front of us. As no situation or information about the pictures was given, it was intriguing as every one of us shared diverse opinions and ideas which was really surprising! It led me into this reaction "oh! Yeah that's really a sensible point, why didn't I think about it!" so when most of us reacted like this, it was not only physically interactive but truly mentally interactive too. We learned how to critically think not only by Mrs.Preethi and Mrs.Nandita but also from our friends who pointed out things that some of us didn't even think about. I was really getting more and more excited during the session, as I couldn't stop myself from speaking and I would often raise my hand again and again!!! It was also a great platform for some of us who were not at all aware about how to go about critical thinking. I expected this session to be simple ppt. (presentation) session which we already had before, but this was a good surprising and compelling session. I would love to have these types of activity sessions as often as possible in our respective languages that we have chosen. I really haven't experienced critical thinking in Hindi and I'm super thrilled about it, I really don't know how it will be. So I'm just keeping that excitement as it is, I won't expect anything. I want that "new" experience. Thank you Preethi ma'am and Nandita ma'am.

Sai Abhijeet Roopeshratnaparke

DP year 1 Student

Online Unlock During Pandemic



As most of the world is aware, the current state of the COVID-19 demands measures that are unprecedented, in order for the world to sufficiently function. Both the professional and academic universe have adapted to work-from-home, or learn-from-home, oriented practices on daily basis, in order to accustom to the current global predicament. As we transition from our habitual work styles to the suited ones. As most employees already have prior experience in working-from-home, it is highly unlikely they face unfamiliar issues. On the contrary, AI for academic purposes have seen a rapid incline in the past few months. It can be inferred that this is due to the online classes most schools have imposed to minimize the risk of getting infected. Along with online meeting platforms, such as Skype, Zoom, and Google Meet, virtual learning tools have also experienced a sharp rise. Learning platform like Google Classroom, Managebac, Quizlet are also gaining in popularity, due to their extremely helpful nature as tools for instructors and teachers. Additionally, these tools compel students to engage in a very organized work fashion, since it is a prerequisite to remember where students save their work.

Ruchit Dwara

DP Year 2 Student

**“The true sign of
intelligence is not
knowledge but
imagination.”
- *Albert Einstein***

Creative side of learning



Unleashing Creativity

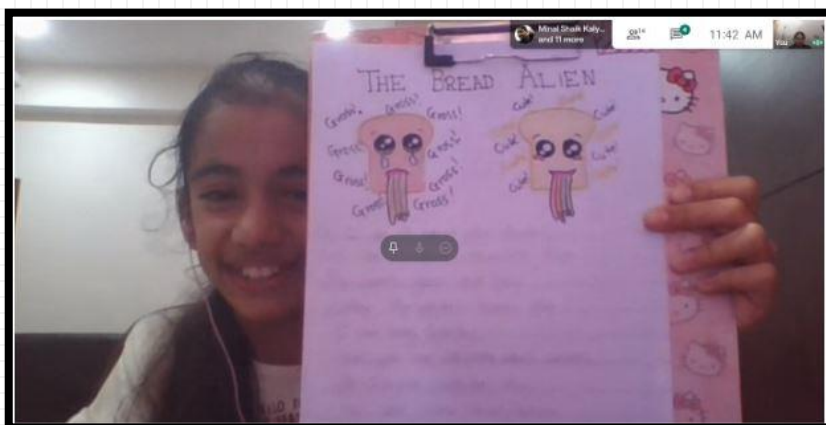
Creativity build long term success for life by enhancing the skills of creative expression, innovation and problem solving which are key aspects for an effective learning. Creativity is not an action; however, it is a mode of thinking which starts with the existing knowledge and carry forward to a next level depending on the intensity of thought process and available resources around us.

At times, creativity is inextricable, even if nothing 'results' from creativity, it is still a beneficial approach which enhance the thinking and learning process. Engaging in creative and critical thinking tasks are exciting and stimulating. We are in a constant endeavor towards creating an energizing environment for our students by focusing at developing their creative and critical thinking skills. We want our students to be creative writers, however at times other creative methods are far more fun than writing lines and lines of text in a notebook. The MYP Year 1 students were actively involved in a discussion on the concept of Alienation. Each one of them shared their experiences of moving to a new city, school, country etc.

Apart from that they were also asked to give a graphical representation of an alien. They had to present it to the class and peer feedback was given. The students thoroughly enjoyed this task as they were given an opportunity to unleash their creativity.

Priyanka

English Facilitator



English-Jia Kapoor-MYPIA

Creative side of learning

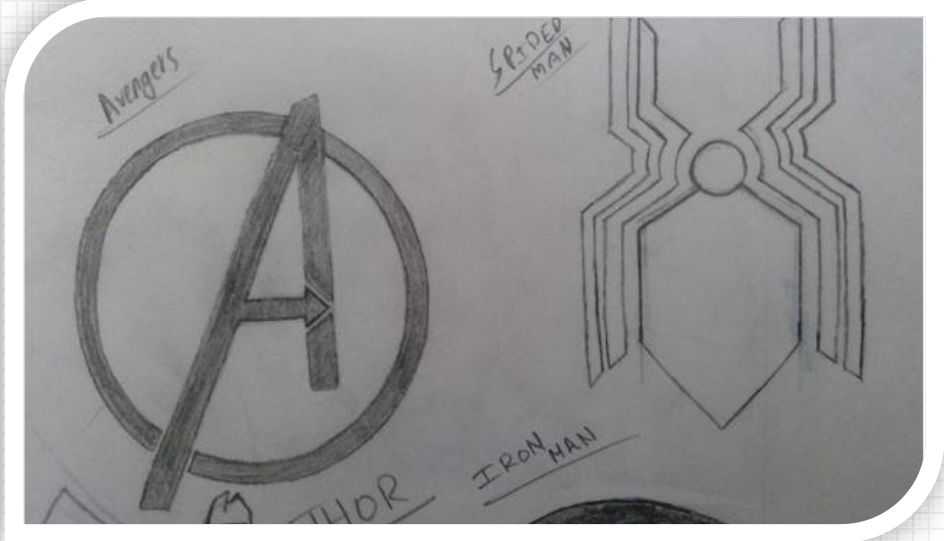
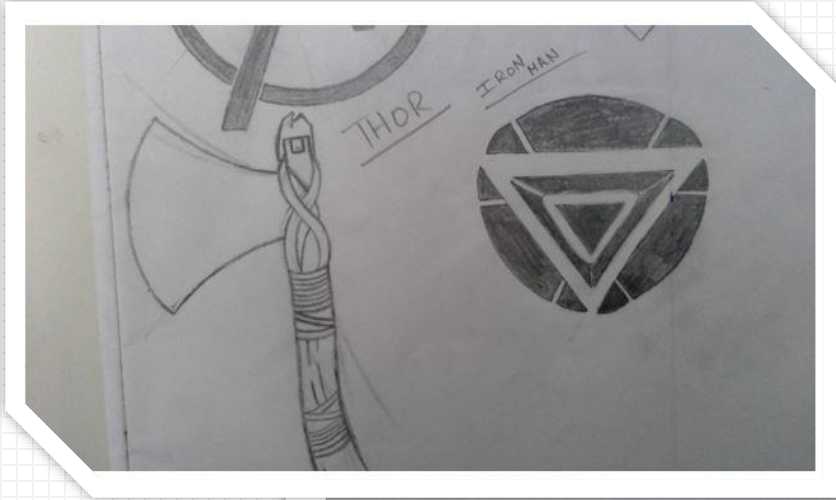


English-Ishani-MYPIA



English-Unleashing Creativity-MYPIA

Creative side of learning



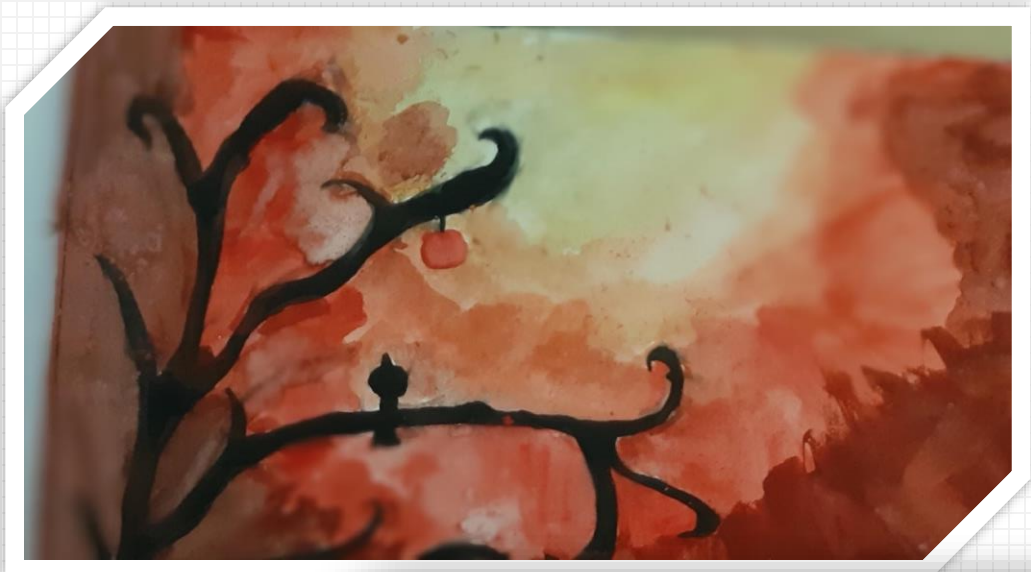
**Students Creativity
Anshul Ketha-MYPIA**

Creative side of learning



Students Creativity
Kaushiki Penmetsa-MYP1A

Creative side of learning



**Students Creativity
Aditi Guddanti-MYP1B**

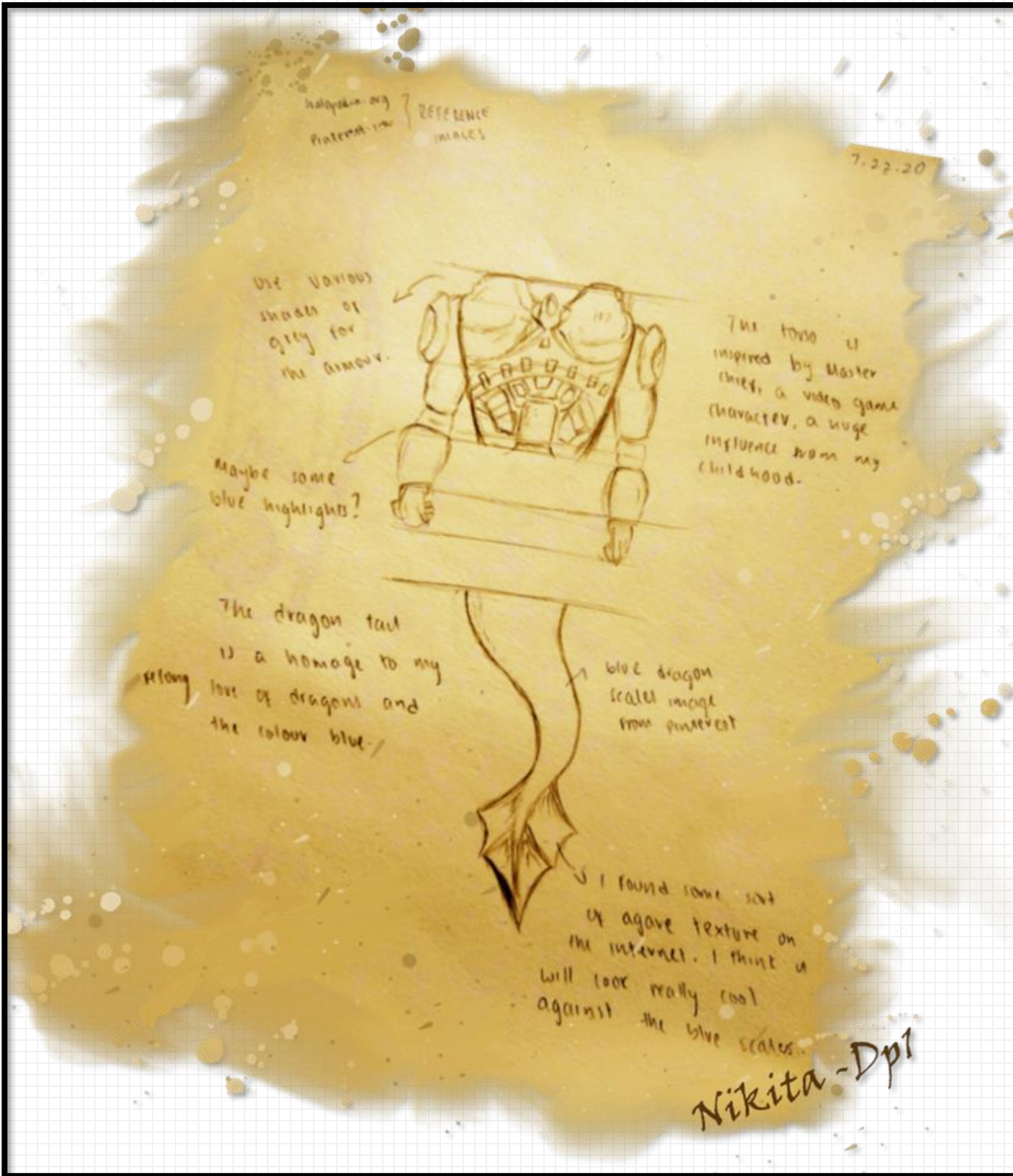
What is a monotype?

How is it possible to use 2 point perspective to convey a certain representation?

What does the interviewer mean when she says that you can create a different meaning when the piece is placed on a wall and when a piece is placed facing the ceiling?

Nikita-Dp1

Creative side of learning



*How does placement
and
perspective affect?*

*Why were those particular
shapes used in the first painting?*

*Why were some areas of the
"eternity" painting left white?*

Navya- DP1

Creative side of learning



Creative side of learning

Juvan - MyptB

How did the artist keep personal identity to every character?

Jia Kapoor-MyptA

How were the Indians and Portuguese cultures different?

Vishwakshen - MyptA

How did the author get this idea of art and story together?

Aditi - MyptB

How was the animation created?

Ahaan - MyptA

What is the artist trying to share with us?

Suryakrishna- MyptA

Why did the artist use the art element lines heavily?

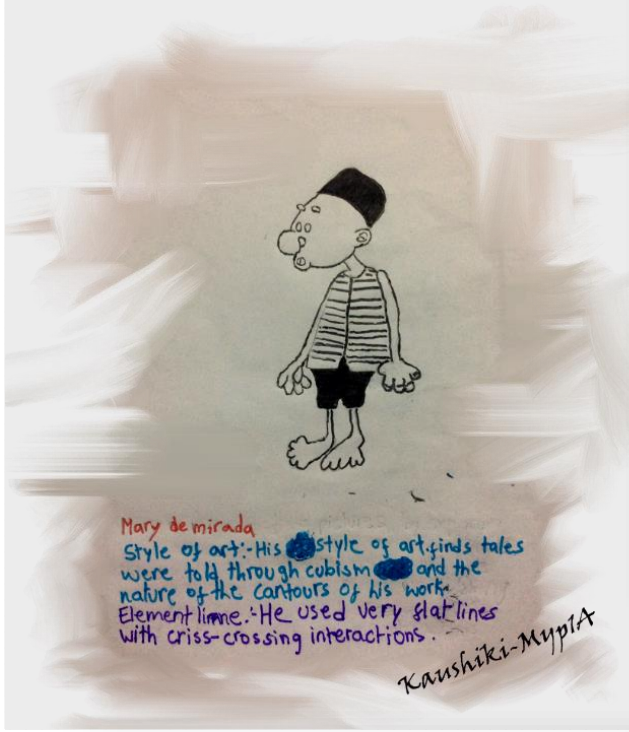
Sahaj - MyptB

Who is the Artist? What stationary did the artist use to make this?

Jahnavi - MyptB

What was the dressing style of people in Goa at that time?

Creative side of learning



Creative side of learning



Jiya - Myp1A



Vishwakasen - Myp1A

Ashrith - Myp2

*What does art do to your identity?
How do artist get ideas?
Do artist change the world?*

Shammita - Myp2

*can an art piece change its Idea and technique
by changing its style?*

Deekshitha _ Myp2

*I find it's influence because it is sponge work so this can be
a particular style by the time which feets on trends.*

Nayonika - Myp2

*Why did Monet keep drawing the same thing but in different seasons?
Why did Monet's strokes get looser every time?*

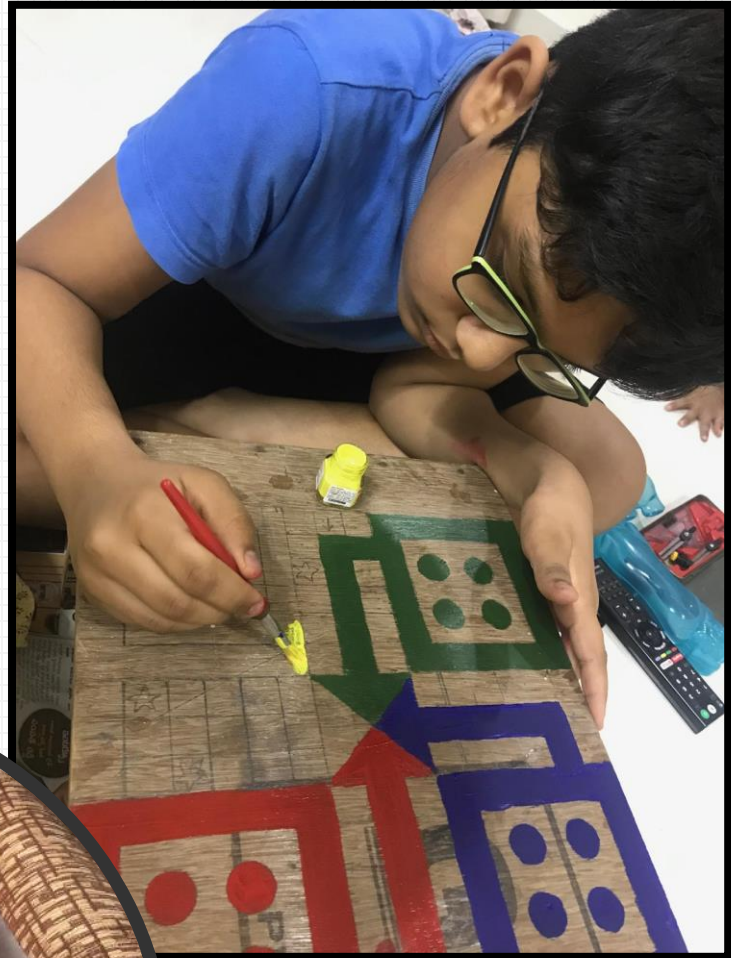
Aparajita - Myp2

*It's more like when you are doing your art work you have to know
that the art really influences me on that Japanese bridge
it has a beauty on it.*

**“Self-education is, I firmly believe, the only kind of education there is.”
- Isaac Asimov**

Beyond the Classroom

The below are pictures of a Ludo board which I have made DIY with scrap pieces after wood work in my house. I have used Acrylic colors to make it and it was fun doing it along with my younger brother Arjun.



Shaurya Chandra Vasireddy
MYP1B

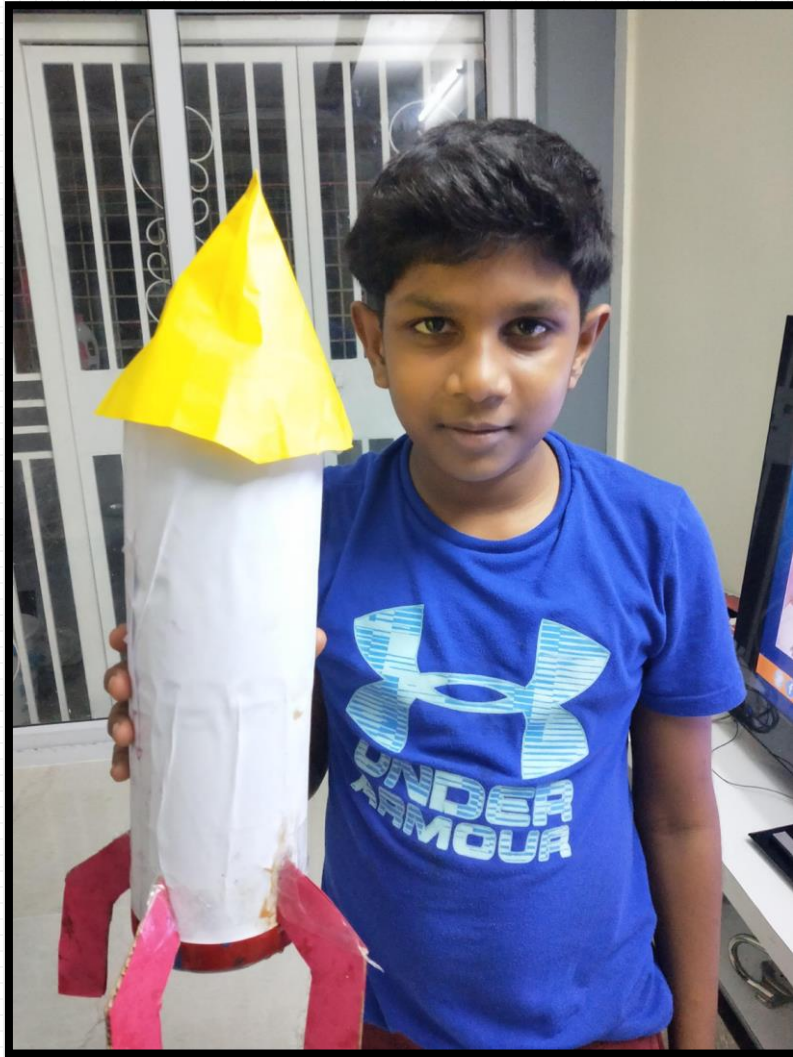
Beyond the Classroom

My name is Sahaj and I am in MYP1A. I made this Solar Panel and it is a working model. Whenever I put it in the Sun the LED works which is in between the Solar Panel. It took me 25-30 minutes to make the solar panel. When I finished this I was really happy because it really worked when I kept it in the sun. So, after that I started playing with it in happiness. I like it very much and I am really happy that I made it. Now I know what is the solar panel used for.

Solar Panel is used for the light energy and if we use the solar energy we can get light even in small villages. What is Solar Panels? Solar energy begins with the sun. Solar panels(also known as PV panels) are used to convert light from the Sun, which is composed of particles from energy called “photons”, into electricity that can be used to power electrical notes.



Beyond the Classroom



Hi

I am arnav from 6B

I have made a model rocket as part of my current humanities topic, human achievement-going to the moon.

**“Someone is sitting in the shade today because someone planted a tree a long time ago.”
-*Warren Buffet***

A big thank you to IBDP team @ Gaudium!

We are writing to express our gratitude and appreciation to the IBDP team at Gaudium. I would like to specifically thank IBDP principal, you, Ms Sutapa, Ms Preethi, Ms Sananda and Mr Senthil Balaji (helped in completing SEHS EE) who together made Adithi's journey a happy one at Gaudium. To navigate IBDP, the planning was meticulous and involved Adithi, and execution is perfect for a sports person like Adithi that enabled her to pursue sports and academics simultaneously. We did not see Adithi being stressed out with academics despite her hectic tennis and fitness schedules. We are grateful for the unconditional support that the IBDP teachers extended to Adithi that helped her to train and play national and international tennis tournaments in 2019. The teacher-parent and teacher-student communication was excellent.

Gaudium has lived up to its promise of making learning a happy experience to Adithi. As parents, we don't think we could have offered anything better than Gaudium to Adithi in her learning journey. We look forward for the same kind of support in the second year of IBDP.

Mrs. Janila & Mr. Ashok

Parents of Aditi Are, DP2

Thank you to The Gaudium Team!

I would start by thanking you and your team for the efforts in making virtual teaching a new normal. Initially I was sceptical how Sahaj will cope up in the virtual environment. There were many questions in my mind like will it be boring to Sahaj will she lose interest after few days of virtual sessions if she would be able learn as she was doing previously in the school

All these fears of mine vanish now as your team has done a tremendous deal to put virtual learning in place. I have observed teachers putting every effort to make class interactive and engaging & provide learning in fun fashion. They are using a variety of teaching aids & apps to make the class interactive.

Sahaj is in fact enjoying the online learning and doesn't want to miss any of the lessons. Even, she is logging in through mobile during the current outage & that is very encouraging.

I would like to thank and congratulate Miss Bindya and Mr. Principal for putting their efforts and making this curriculum a great success.

I would end this by quoting that you have made virtual learning platform a reality and a way forward

Mr. Upinder Goyal

Parent of Sahaj Goyal, MYP 1

A big thank you to the school!

We're taking this opportunity to congratulate the school to include MYP in the academic year 2020 after the PYP. It makes more sense for the guardians like us whose ward is more inclined towards knowledge and information than only grades. We are happy that MYP curriculum encourages the children to have knowledge with less academic burden on them.

The classes are skilfully designed and very interactive and participative even in online mode. The submissions are enabled digitally to prepare the children for the coming future. We are sure that this would provide strong foundations to the kids for becoming smart digital global citizens in times to come.

We're very satisfied that MYP curriculum designer, mentors, and facilitators are abreast of the mindset of parents and children for preparing them to face challenges and equip them with the capabilities needed in future. This course helps children learn thru carefully designed conceptual patterns, community interaction and digital projects. We're glad that the school management is very thoughtful and aware of the fact that dynamics of the future jobs and careers would be very different than that of today and efforts are made to prepare the kids towards that.

The mentors are always available to help students and parents whenever they are approached. They understand the concerns and take interest in each child's progress and development. Even the support executives are always ready to help the parents in odd hours too. The school approach is very inclusive and justifies the motto of raising " Happy child " and "Happy minds".

Mrs. Veena Gupta

Parent of Aparajita Gupta, MYP2

Events- Fire safety Training

Fire Safety Training

A training session was arranged for the office staff of The Gaudium School at the Kollur campus on 10th July 2020 on 'Fire safety'. The training was facilitated by the District Fire Officer and his team who visited the school campus to demonstrate the safety practices in order to avoid any unfortunate fire accidents and what to do when it occurs.

The session began with the Fire Officer briefing about the various types of fire accidents and the different ways it can be caused. He explained the simple precautionary measures to be followed at all times and also on how to defuse a fire using fire extinguishers during emergencies. The team at Gaudium were provided with a hands-on physical training on the methods of defusing wood, chemical and gas-cylinder fire.

Around 100 office staff attended the training session and found it to be extremely knowledgeable and practical.



Events- Fire Safety Training



Fire Officer speaking



Demonstration of defusing a fire



Handling the fire extinguisher



Defusing a gas cylinder fire

**“I cannot change
yesterday. I can only
make the most of
today and look with
hope toward
tomorrow.”
- *Anonymous***

Upcoming Events

DATE	DAY	EVENT	GRADE
1 st August	Saturday	Bakrid Holiday	Playgroup-Grade 12
7 th August	Friday	Student Well-being & Online etiquette	MYP1 and MYP2
10 th August – 21 st August	Monday to Friday	DP Summative assignment submission	DP1 and DP2
11 th August	Tuesday	Krishnajayanthi Holiday	Playgroup-Grade 12
14 th August	Friday	Session on Creative and Critical thinking skill development	MYP1 and MYP2
15 th August	Saturday	Independence Day	Playgroup-Grade 12
22 nd August	Saturday	Vinyaka Chaturthi Holiday	Playgroup-Grade 12
29 th August	Saturday	DP Year 2- Theory of Knowledge presentation by students	DP2
30 th August	Sunday	Moharam Holiday	Playgroup-Grade 12
31 st August	Monday	Ganesha Idol immersion (Visarjan) Holiday	Playgroup-Grade 12

Event Links

Event links:

<https://www.thegaudium.com/gaudium-events/>

Our website:

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

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

Facebook : For daily updates please like the page.

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

Sportopia registration link

<http://sportopia.thegaudium.com/pages/enquiries>



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