THE GAUDIUM
PRISM

IB MYP-DP EDITION

August-2020

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Dear Parents,

It is with great pleasure and pride that I look forward to witnessing our learning community at The Gaudium expressing freely in their critical and creative writing spaces provided in the monthly newsletter. In today's contemporary world of knowledge with information flowing every moment and communications happening at varied platforms, it requires creativity more than ever in processing the knowledge. But then, creativity is not something that can simply be taught, we must provide an environment or rather create the conditions for its development. The main condition is freedom – freedom for our learners to exercise their choice of teaching and learning, freedom to express their voice to raise original untraditional ideas, and, indeed, freedom to fail and persevere. Freedom is also important for developing responsibility and taking ownership.

The IB education does not limit the student's freedom of action constrained to a predetermined axis of two dimensions - knowledge content and skills. It is the third dimension of conceptual understanding that gives a context and creative space for students to explore for a new idea and initiate a project and, thus, achieve excellence in creativity. The units of learning are designed in such a way that students delve deeply into concepts through critical inquiry at the first stage and in the process they develop the creative capacity to confront a given problem in an original way and are encouraged to look at a situation or problem from a different perspective or even from variety of perspectives that are not explicitly stated in the problem statement. At the final stage they transfer the knowledge and skills by taking action in the form of projects.

The holistic excellence approach at The Gaudium is a demand made upon the self by every individual learner. The one's demand of oneself what we mean is not of higher level but of a different level emphasized on originality, uniqueness and creativity.

Wishing everyone continued good health and safe stay at home while on remote learning.

Warmest regards.

Global Leadership

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Message from the Editorial Board

**Prithvi Sinha
Member of Editorial Board**

Wake up, September is here!

September has come - Autumn in the north after the scorching Summer and Spring in the south after the tremendous Winter. Just like nature does every year it is time to refocus our energies, at this juncture. And there are some amazing incidents happening across the globe that will inspire us to do so.

Only yesterday, Greta Thunberg returned to school after her school gap year . Her protest at the COP25 UN climate conference got prolonged because she chose to cross the Atlantic while travelling to Chile to highlight the carbon emissions due to flying. Although her message reverberated globally, the reason for her crossing the Atlantic, the Climate Conference, got cancelled (not due to Covid-19, there are other more excruciating things that the world is suffering from, for example - income inequality). Greta again took the long road back home and ensured her appeal reverberated more. And then she decided to go along with the idea of a gap year because by then it was too late to start the academic year.

But why am I talking about her? Because in her I see a teenager who has shaken the world and the same tenacity is what I see in the teenagers around me. We as parents and teachers and guardians are not always able to read deep into their psyche because we do not speak their language and we end up not identifying the spark in them. The spark that is necessary for the ailing world, the spark that is indispensable. Maybe we need to spend some more time and I know I am saying this when most of us are spending time at home with our children. I am saying this because we still need to walk a few more miles to try and understand their language.

So, now that we have woken up as September has come, and also the world has woken up to realize the gap year that we all need to take, maybe just mentally, let us do what we believe is necessary for the future, for the larger picture, for the most positive conjecture of the world.

Stakeholder Engagement

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Coordinator's take on the Curriculum

Teaching, Learning & Assessment @The Gaudium

The teaching, learning, and assessment have been greatly impacted due to restrictions and limitations imposed due to COVID-19 . IB has always adopted a student-centric approach. To mitigate the loss of instructional time and logistical challenges and provide flexibility and fairness in preparation for the May 2021 session IB has published guidance on:

☐ How to complete the internal assessment components and coursework assessment components

☐ Adaptations for a few external assessment components

The information and guidelines have been shared with students.

At Gaudium, we believe our strength is open and continuous communication between all stakeholders. One-on-one meetings with DP year 2 Parents were held by the Principal and Coordinator to discuss our plan of action in helping students prepare for May 2021. Ongoing webinar on career counseling is held to keep the students and parents informed about the various opportunities and knowing the requirements that will help them to decide the career options and the college admission process. DP year 1 student one-on-one meeting with the principal and coordinator is being scheduled to discuss the goal setting for the academic year.

This semester our focus is on helping students build their portfolio. Through student reflection, it can be analyzed that how students are appreciating the DP assessment component "Summative assignment" - the nature of the task and the quality of the task students are finding it interesting and have shown great zeal in completing and taking feedback from the teachers. The very purpose of the assessment is served if the students take interest, make an effort to demonstrate their application of learning in the assignment and assessments. They are able to identify the gaps in their learning through ongoing reflection and are working on self-management skills to improve upon them.

Vijeta Sinha

IBDP Coordinator

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Coordinator's take on the Curriculum

Developing a Leadership Mindset

Leadership isn't a gift or a trait that only a selected few of us possess, however it is an important quality present in every successful individual, but is it everything? In every aspect of life, we can see the demand for leadership, be it a school project, within a community or even in a workplace. The world looks towards leaders as a source of inspiration and empowerment. Leaders are looked up as mentors and guides who can guide their team towards a set vision and are expected to help individuals in the team to achieve their set goals.

School is a place for where the student's intellectual well-being is strengthened. At TGS, we see a wide range of personalities and diverse qualities in our students and staff and challenge them to move beyond their current scope which is one of the important qualities of being a leader. I have interacted with many students at different occasions, they might not have every single leadership quality, however they are confident and successful in their own unique domains where they are passionate about. They are a bunch of athletes, artists, creative individuals who come up with some of the most brilliant ideas I have ever heard. Then there are another group of students who are compassionate and always there for others, doing whatever they can to help. They are always open to learning more and have a sense of boldness in recognizing that they don't have all answers, nor do we expect to. They open their door to acquire new understanding, try new things, accept failures and treat them as a stepping stone by enjoying the learning experience.

Through our core values and Global Leadership of Happy minds model, we believe in creating leaders who are looked upon for whatever strength they possess. Every single student in our school has their own set of unique qualities and honing these qualities will be our prime responsibility which will enable them to be successful future leaders. It is not necessary to adapt to what others dictate, so if our students are creative, caring, artists or athletic they will stay the way they want to be. We will not let them feel pressured by society to adapt to something else just because others say so.

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Coordinator's take on the Curriculum

People recognize us as a school that provides students with a holistic development in the field of Academic, Sports, and Arts. We will encourage our students to be self, own every inch which will lead them towards creating their own success. We will motivate our students to bring their thoughts to the forefront of their mind though our mindfulness and well-being program. They will accept their thoughts as reality and practice the phenomena of training their mind at adapting such thoughts.

As mentioned by Bill Gates, leaders will be the ones who empower others. We will provide our students with a platform where they will empower themselves instilling a sense of utmost pride, responsibility and accountability. They will also get a myriad of avenues to empower others with the acquired eminence of distinctive oneness and will create a bonding with others through an invisible thread. This will certainly play a significant role in molding effective leadership skills and creating successful leaders of tomorrow.

Bindiya Jena

MYPC

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

Scientist within us

Curiosity is the first sign of being a scientist. As kids grow and learn they begin to ask abstract questions about what they see and hear without following any process. While growing up, at times, scientific processes also become crucial at certain times. Scientific process is not just useful in science, but in any situation that requires critical thinking. Scientific process skills include observing qualities, measuring quantities, sorting/classifying, inferring, predicting, experimenting, and communicating.

These scientific skills can be taught by using the scientific method.

The four steps of the scientific method are to make observations, make a hypothesis, test your hypothesis, and make a conclusion. Each step of the scientific method may also include other science skills like interpreting data while forming a conclusion, or controlling variables while testing a hypothesis.

These skills are best taught through hands-on activity especially, experiments, and projects. The skills at the top of the list are the easiest to master and can be introduced to young children through nature studies. These skills can be enhanced by exposing students gradually to a challenging skill set by using successively progressing towards difficult experiments over time.

While not all skills may be taught at once, a good science lesson will incorporate several of these skills. As science facilitators ,we always strive to design tasks that involve concrete or familiar materials compared to material that is more complex or abstract. We start with the process of observation and move towards predicting a result, interpreting what happened, and then forming a conclusion. These skills can be reinforced on a regular basis by making a scientist out of any learner.

In MYP2 , students were required to design an investigation on the bouncing balls. In this unprecedented situation of Covid 19 irrespective of limited resources available, the students went ahead in designing their activity, followed by collection of data and drawing conclusions ,as expected in the physical classroom which was heart touching.

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Below mentioned are some of the student reflections:

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 (MYP2)This experiment was fun, and it was also fun seeing how the bounces increased the higher I held the ball. I understood that the higher something is, the more the ball bounces. I liked this experiment because we used time by having fun and also gaining information-Nayonika(MYP 2)

It is truly said the sky has no limits, if there is a passion to learn, no condition can stop our Geckos from moving ahead in life.

Sutapa Paul
Integrated Science Facilitator
Head of Science Department

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Health and Wellbeing

What is Wellbeing?

Wellbeing can be defined as a complex combination of a person's physical, mental, emotional and social health. Community is at the heart of student wellbeing at the Gaudium School. It is aligned towards the five pillars of the school philosophy, and it is built on the firm belief that every stakeholder belongs and that everyone has something valuable to contribute.

Through the health and wellbeing unit students are made to understand and practice the well being components at home in this critical juncture. Students do the following positive physical and health education practices:

➢ Positive emotion

➢ Engagement

➢ Relationships

➢ Meaning

➢ Accomplishment

➢ Total health.

Through the Physical education curriculum students are able to understand and demonstrate the following which are also aligned with the core IB elements such as ATL Development, Service as Action and Learner profile development.

Focusing on SMART goals:

Specific, Measurable, Attainable, Relevant and Timely

We teach students how to maintain self-compassion while reaching their goal of well being and if they don't reach the goal, they pause and understand and develop themselves to modify and reset the goal again.

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Students were also told to practice a balance between their mental and social health to show kindness and develop their wellbeing effectively using the following ideas:

➢ Write positive messages or comments on social media or send to your friends and family

➢ Water the plants inside and out of the house in the garden

➢ Call someone who may be lonely

➢ Entertain your siblings/Parents by playing a self made or a board game

➢ Prepare a cup of tea to any of your family members

➢ Walk with your pet

➢ Smile at all at

➢ Clean your room, make your bed

➢ Do some gardening

In the course of the past month students were involved in different types of activities such as

➢ General warming up

➢ Static and dynamic stretching

➢ Mobility exercises

➢ Lighter activities

Students were taught to involve themselves in a simple exercise routine called Tabata which involves HIIT(high intensity interval training) that develops their cardiovascular fitness. And all this staying within the safe vicinity of their homes.

They were given a task to compile a Tabata routine and take a video and upload it to for further guidance. The task is shared on the Managebac and the link to the task This or that TABATA

Senthil Balaji

IBDP Physical Education Facilitator

Health and Wellness Coach

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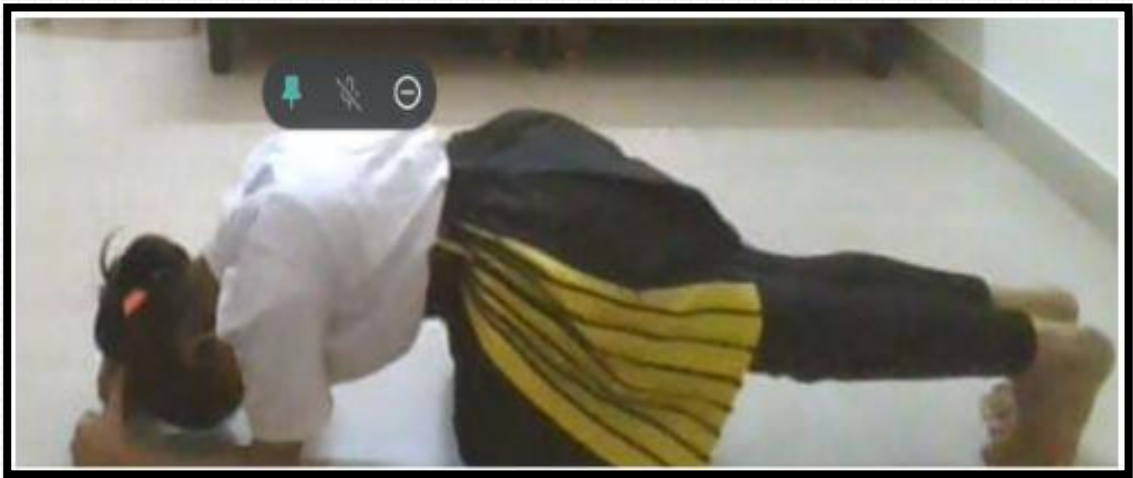
Mindfulness & Well-being

Computers skills for solving the problems

Computer Science is the study of problems, and problem solving is the process that arrives while finding a solution. A Computer Scientist always aims at problem solving by using computers. The most important aspect of computer science is solving problems. This skill is an essential skill for life. Computers have become part of everyday life. It helps us solve problems, find possible solutions. It enables us to make a positive difference in the world by engaging ourselves in the iterative process that engineers, computer scientists, artists etc. go through everyday. We utilize technology and think algorithmically.

A CLASS ACTIVITY :

Students continue to brainstorm about computers as a machine that processes information. They learned that this information can be any data that is provided by the user through IPO Models.

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Students researched the basic functionality of input devices and debated about the wireless input devices. During the class discussion, they showed keen interest and explored ways in which a device could connect to another country.

Students were able to further visualize the path that information takes through the computer, and understand that the computer always processes or calculates answers to then output those answers in a format that the user can use. They discovered that information may also be output to other computers.

In addition to exploring the IPO devices, students will focus on understanding the meaning of programming a computer. Programming a computer basically means "designing sets of instructions for a computer".

To practice this skill, students will think and act like a computer by following the instructions that their classmates create as well as creating the instructions and testing them on their classmates modelling them as computers to test how they function. ATL skills like communication skills and thinking-transfer skills are also enhanced while doing these activities.

Through the unique activities in this unit, students are not only aware of the role of computer programmers or the set of instructions given to a computer but also become aware that effective communication or giving specific sets of instructions is a key element in our day to day lives.

Josna Vaz

MYP Design Facilitator

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Expressing human creativity through Technology & Innovation, "The Computer"

This unit comprises of fundamentals of computers viz evolution, types of computers and the methods used to process the information. The students were happy to understand the evolution of technology from the very beginning and to recognize its major impact in our day to day life.

Students learned that the processing in computers is similar to human thinking. They also reflected on KWL reflection where they expressed their thoughts about the things that they know, they would like to research about and things they got to learn from this activity. The holistic learning about computers, their purpose to fit into a global society and brainstorming the process that happens within the computer was researched by students. Students participated in an activity where they understood how a computer thinks and works in simplistic ways such as input, storage, process and output, where they further related these elements to the real-world human experiences.

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Virtual सफर बच्चो संग....

ऊपर दिये गए शीर्षक को पढ़ कर आपको लग रहा होगा की इस ब्लॉग में मै क्या लिख रही हूँ ,जब मैंने अपने **MYP**में अपना सफर शुरू किया तो मेरे लिए हर दिन एक नई बात सीखने और सिखाने का रहता हैं । हिन्दी विषय को ऑनलाइन बच्चो तक पहुँचाना आसान नहीं हैं ।

 MYP शिक्षण प्रणाली में परीक्षा मान्दंड **[criteria]** और कौशल**[skill]** का अपना महत्व होता हैं । इसके महत्व को समझते हुये गेककोस में बोलने की क्षमता **[speaking skill]** के साथ अपनी अनुसंधान कौशल**[Research skill]** का विकास करने के लिए एक गतिविधि तैयार की गई।

इस गतिविधि**[activity]** के अंतर्गत विद्यार्थियो को अपने मनपसंद शहर के प्रसिद्ध स्थान ,खान-पान , त्योहार और भाषा के बारे में एक **ppt** तैयार करनी थी और कक्षा में उसे प्रस्तुत करना था । इस गतिविधि में सभी विद्यार्थियों ने बड़े जोश के साथ भाग लिया ।

 गतिविधि का उद्देशय **[aim]** था- "विद्यार्थियों में बोलने की क्षमता का विकास" ,अतः बच्चों को हिन्दी भाषा में ही अपना प्रस्तुतिकरण करना था ।

 मेरे लिए एक चुनौती **[challenge]** थी कि मै विद्यार्थियों को हिन्दी भाषा में बात करने लिए प्रोत्साहित कर सकूँ। मौखिक प्रस्तुति एक महत्वपूर्ण मान्दंड हैं **MYP** भाषा अधिग्रहण **[language acquisition]**का ।

अध्ययन परिणाम **[learning outcome]**- सभी छात्रों ने अपने द्वारा तैयार की गई **ppt** कि प्रस्तुति की और नए शहर के प्रसिद्ध स्थान ,भाषा ,खाना –पीना , त्योहार के बारे जानकारी हासिल की तथा नई शब्दावली से भी परिचित हुये ।

प्रीति दीक्षित

हिन्दी अध्यापिका

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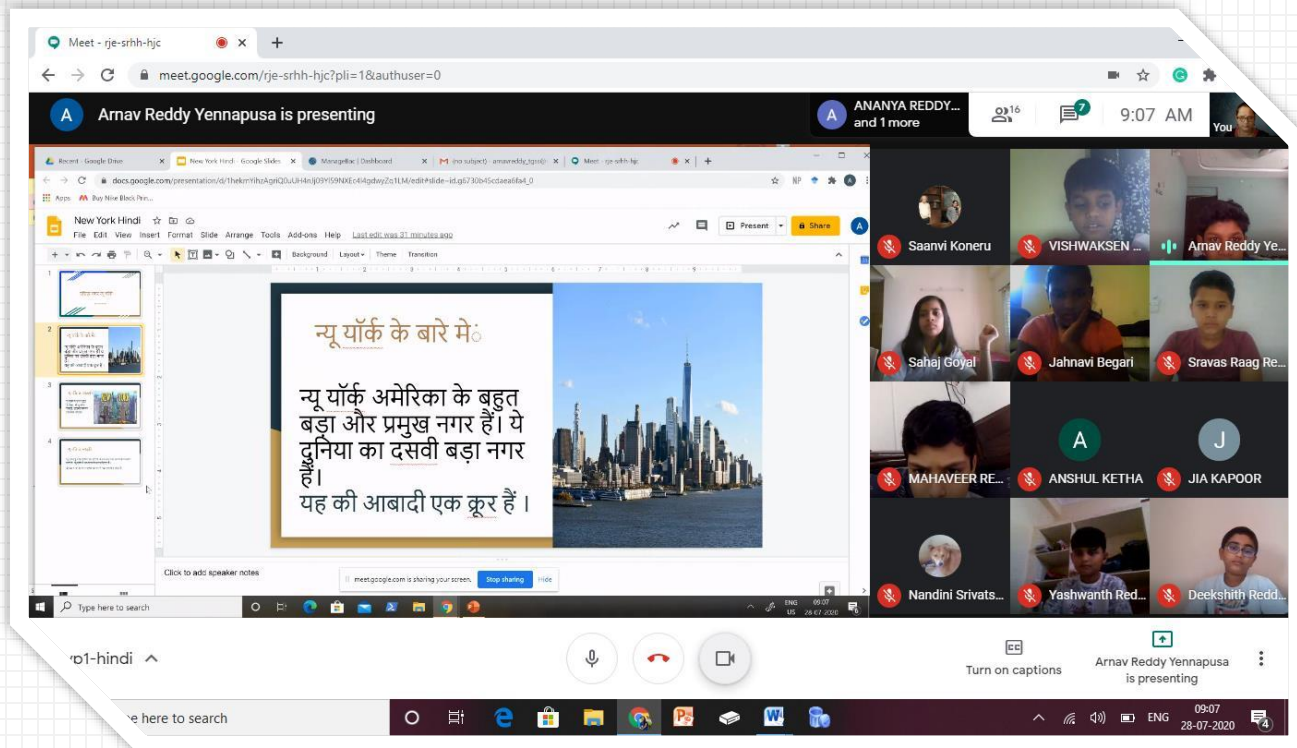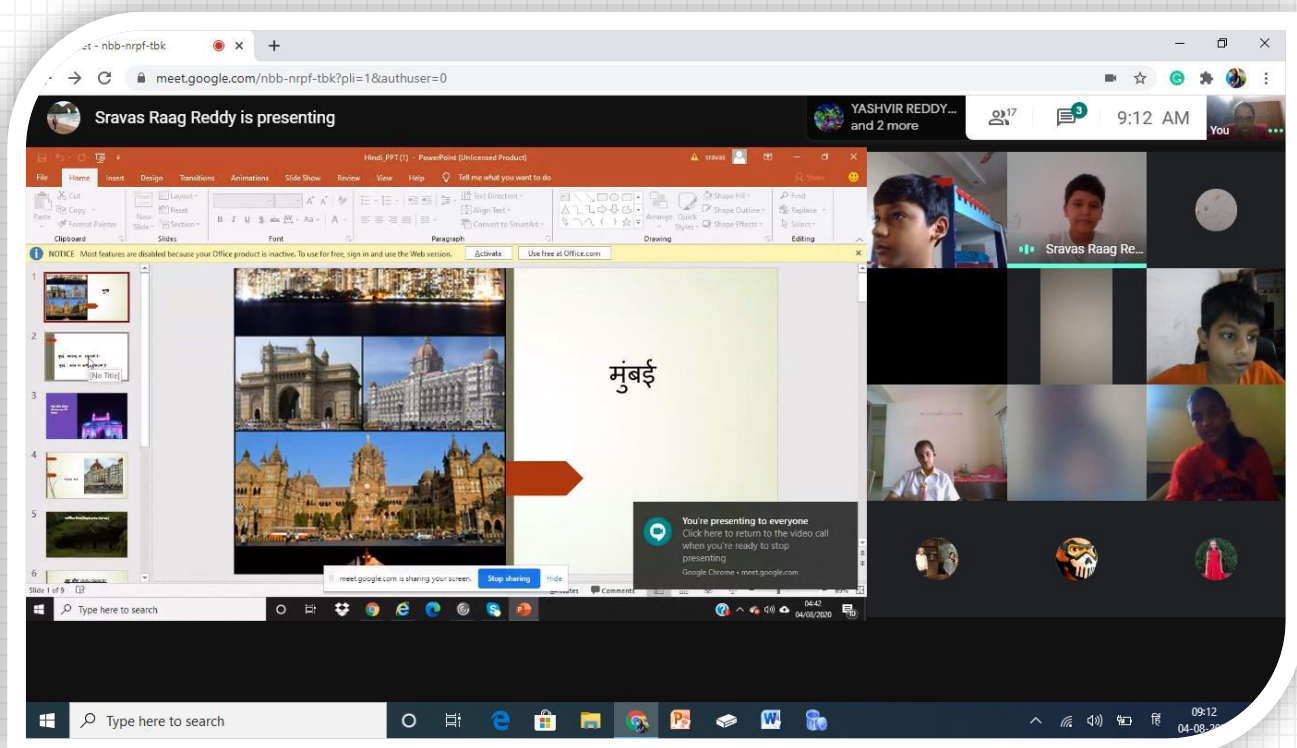
Perspectives on Teaching and Learning

Creativity at it's best!

The students of MYP 1 and 2 have been enthusiastically involved in bringing out their creativity and expressing their views in different forms. This is one activity that they religiously indulge in and never fail to meet the deadline whenever a task has been assigned to them.

Being students of English literature, it is important that students are open to a wide variety of imagination being incorporated into their writing. I always begin my class with a prompt for a short story or narrative and ask students to continue it where each one takes turns to pitch in their ideas and make the story as interesting as possible. This has really worked wonders over the weeks and has left the students wanting more of such activities in class.

Along with narratives, they were also introduced to stylistic devices such as simile, metaphor, personification, hyperbole to name a few. Keeping these in mind, they also attempted their hand at poetry and shared their poems with their peers. It was really fascinating to see our students have such vibrant imaginations put in paper.

Priyanka

MYP English Facilitator

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Importance of developing problem-solving skills

Someone has rightly said, " The best way to escape from your problems is to solve them." All of us face multiple problems in our day to day lives. Problem-solving skills help us to solve the hitches we face in our life. We may come across these problems at home, at school or our workplaces, problems that are related to the society and the environment. The most tricky thing about solving problems is that no one can give us a sure-shot solution, we can just use our skills to identify the problems and reach out to the best possible solution for it. The three-step mantra to develop problem-solving is to keep your mind calm, identify the root cause of problems and practice design thinking.

Let us take these steps individually to understand the efficacy of this mantra. Calm mind automatically decreases the magnitude of the problem and we can see the actual problem without being emotionally biased. Remember the character Ranchhoddas from the well-known Bollywood movie 3 idiots who used to calm his mind by saying the famous dialogue "All izz well" in difficult situations. That is one of the examples of the power of a calm mind. Coming to the next step identifying the root cause of the problem is the most crucial step in solving the problem. If we ask ourselves all the Ws (What, Why, When, Where, Whom, Which, Who and HoW) related to our problems, then we get a clarity on what exactly we need to do to solve it.

Last but not the least, practicing the design thinking process to find out multiple options we have will help us to identify the final solution. Design thinking involves connecting, predicting, questioning, researching, visualizing, inferring, monitoring and evaluating all the aspects related to the problem and possible solutions. An important point to consider is that we can not find solutions to our problems or problems around us by being aloof from the people, society or environment that surrounds us. We must take responsibility for our actions and must predict the consequences of our actions and possible solutions. Let us relate this idea of developing problem thinking skills in the present scenario where the education industry is facing drastic transformation. All the stakeholders- students, teachers, leaders, parents, school management every member is facing change and various problems at multiple levels due to this COVID 2020 pandemic.

How can we effectively overcome these problems?, We can think of multiple solutions if we practice the three-mantras mentioned above. Here are some of them.

Akanksha Sahu

Science Facilitator

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For students:

Problem - How can we learn skills and enhance subject knowledge in virtual classes?

Possible solutions-

- Follow a time table at home and stick to the schedule sent by the school.
- Be self-motivated and get involved in the class discussions. (The only thing your teacher can instantly identify in the virtual classroom is your verbal response).
- Take out some time for recreation and refrain from playing online games for long periods.

For Parents:

Problem- How can parents help in the child's learning and development during virtual classes?

Possible solutions -

- Help your child to follow a time table at home and make arrangements for their eating, sleeping and recreational activities time accordingly.
- Talk to your child and ask what they have learnt. Be completely involved while conversing with them.
- Try to understand their emotional state and give exclusive time to them on weekends (play board games, play chess, involve them gardening, cooking or physical activity with them).

For Teachers:

Problem- How can we create and deliver engaging virtual lessons?

Possible solutions-

- Be polite, considerate and calm.
- Use the easily available materials at home to create creative teaching aids.
- Learn new skills and make use of online resources and tools for educating.

Connect and collaborate with various groups of educators and trainers.

Listen to the problem students and parents are facing and work on the feedback.

Lastly sharing our viewpoints, understanding others' problems and being empathetic towards each other will help us all to bounce back from any setback. Let us use our creativity, knowledge, critical thinking, emotional intelligence, teamwork, positive attitude and determination to solve the problems of this world.

Akanksha Sahu

Science Facilitator

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Perspectives on Teaching and Learning

Active learning in Integrated Science

"For the things we have to learn before we can do them, we learn by doing them." - Aristotle

The above-mentioned thought is applicable largely in learning science. It is easy to implement learning by doing in the classroom, when science labs and teaching tools are handy for the teachers. Now when the physical classrooms are replaced by virtual lessons, things are different. Active learning plays an important role in engaging the students in the virtual lessons. Demonstrations, experiments, simulations and solving puzzles are ways to initiate active learning in the classroom.

I still remember my formative lab experiences. Specifically, one incidence is clear in my memory when my science teacher showed me an amoeba and a paramoecium under the microscope in grade six. The microscopic image I visualized at that minute had a macroscopic WOW experience and acted as the motivation factor for loving science as a subject. Having the personal experience of learning science by observing and doing, encourages me to apply the same in my classroom. In the recent unit of integrated sciences, I have used props, demonstrations and simulations to make my students learn the concept of energy transfer and conservation. I believe students learn more about the subject on their own when they make observations, notice patterns, and visualize the situations. Teacher demonstrations provide students with experiences of real events, phenomena and processes. To explain the idea of variables and constants in an investigation, I designed and demonstrated a simple experiment by using readily available things at home. Experiments are useful in introducing new ideas or to clarify puzzling aspects of topics with which students typically struggle.

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Some methods to initiate active learning in virtual classrooms are:
Using a timer, students focus better under the clock. Using colors and animations in PowerPoint presentations. Giving quiz and challenge tasks to the students. Using props and visualization. For example: To explain the factors affecting the potential and kinetic energy, I used Soccer ball, douche ball and a ping-pong ball and visualization of multiple situations. Creating and using mnemonic devices. For example: Remembering MRS. NERG to remember the seven life characteristics.
I believe, if we can learn to teach science online, by overcoming or accepting necessary compromises, then we may bring the magic of science to all the students.
Akanksha Sahu
Science Facilitator

Mindfulness & Well-being

Perspectives on Teaching and Learning

A dive in the waves of 'Listening' ...

Communication is a skill that we focus on in a language class. This skill is often defined as conveying a message orally or in written format. However, a factor which also carries weight in communication is 'listening'.

MYP1 French Language acquisition class was introduced to listening in the first week of this academic year. Students learnt a special exercise to improve their pronunciations. In this class, LISTENING was introduced as an assessment where students had to apply the sounds they learnt in a context. They had to watch a video in French and later answer the questions set by the teacher. The objective of this activity was to familiarise students to make meaning of the sounds they learnt to answer factual questions about the video, set by the teacher. Students had to identify the concept of identity in a video related to family and friends.

The first activity was to re-watch the video sent and write the important vocabulary they could identify by listening. Then, there was a brainstorming activity on the interrogative pronouns, learnt before with an application of those pronouns in the questions. It was a challenge for the students to make meaning out of the questions set but when they were taught how to read the questions and find the meaning of the words one by one, they found it easier. They could understand the questions but were not in a position to find the answers within the video. So they were taught to focus on key words in the questions which would help them identify the answers in the video. At the end of the session, students were eager to try out answering the other factual questions as homework.

Mme. Nandita Maunthrooa

Enseignante de la langue française,

Chef du département des langues étrangères

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Beyond Google Meets: An expressive way of performance practice.

The MYP Program in The Gaudium school has come up with a dynamic performance practice in the classroom. This performance practice allows geckos to experience skills of three performance subjects: Dance, Music and Theatre. Without forgetting the aims and objectives of MYP arts, the course is designed to offer life skills through the performance practice. Two units are designed for an academic year; at the end of each unit, the geckos will perform a musical play, and write their responses on the performance.
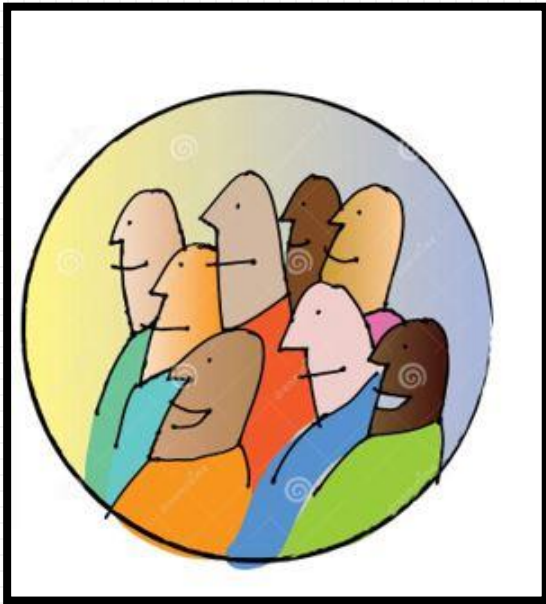
To reach the final performance, geckos are going through theory and sequence of activities. The theory focuses on elements of music, dance and theatre. The activities are designed to acquire the performance skills. Thus, the course is designed to give opportunity to both theory and activity. As part of the theory, geckos explored performance elements, importance of stamina for performers, and musical notes. After exploring theoretical aspects, students explored various activities connected to the theory. For instance, geckos demonstrated various expressions, imitated various musical notes, and practiced various warm-up games. With the help of teachers, geckos always connect the activities for final musical theatre performance. Examples for this connection can be described through an activity: singing a dialogue. Here, geckos select two sentences to introduce themselves, and they deliver the two sentences in song format. This is the stage for musical theatre practice. In later stages, they improvise scenes using song and dialogues. At the final stage, they approach a musical script and make a performance.

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When they were asked to reflect on the musical theatre performance, few of the geckos connected to clip arts. These clip arts establish a strong connection between learning experience and the subject skills. For example, clip art 1 was identified with Gecko's virtual classes; clip art 2 was recognized how a person transforms himself as a character with theatrical costumes and makeup; and clip art 3 was branded for the audience in theatre.

Thus, the Geckos are expressing their ideas, and engaging with subject skills in virtual classrooms.

Department of Performing Arts

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Storytelling

Storytelling is an art that demands interpretation and relies on both creative and critical thought processes. Sharing our stories connects us with other, gives more meaning to our relationships, and provides more context in our work. Listening to each other's stories helps us to show empathy, better connect to one another, and better understand complex thought. Storytelling is universal and multi-cultural, involving a process of give and take. Stories can reveal personal power as well as personal identity.

Storytelling is a powerful pedagogical tool. Therefore, this time I chose storytelling to foster curiosity among my students to engage actively because stories seek to communicate their message in the most compelling and provocative way possible. As author Gail Goodwin says, "Good teaching is one-fourth preparation and three-fourths theatre!"

Story telling engaged my students in a unique way. The magic of storytelling changed the atmosphere in my classroom and in so doing enhanced the learning environment. They were so excited to hear the story. They participated very enthusiastically. They learnt the targeted vocabulary effortlessly. Moreover, they easily understood the key concept for the new unit which we shall start. Then, they sketched their understanding of the story on a piece of paper. The objective of the activity was achieved when I saw their learnings through drawings.

Stories serve to open the mind so that the student is ready to take things in. Stories improve verbal skills, develop a love for the language and encourage active participation. Moreover, it improves imaginative skills which is true. In short, stories appeal to the heart, and, once the heart is won, the mind is open to learn!

Merci,

Sunita Goyal

French Facilitator

Core Values
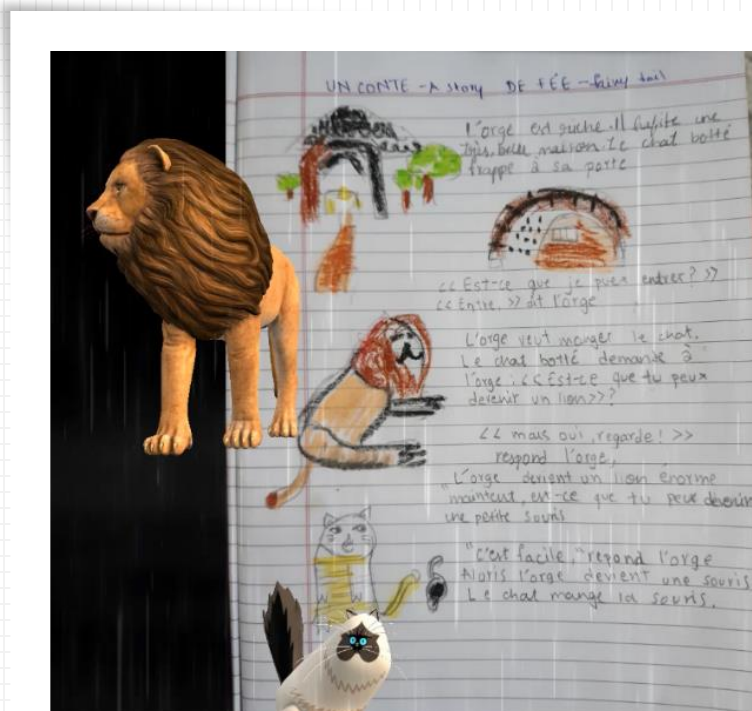
Perspectives on Teaching and Learning

An approach to understand Psychometric Testing

"Psychological testing", also known as psychometrics, the field of study concerned with the theory and technique of psychological measurement, which include the measurement of knowledge abilities, attitudes, traits and educational measurements.

Psychological testing has a purpose; it has a hypothesis to understand the behavior of an individual. So while conducting a test or assessment the experimenter needs to be very careful. Norms are very important to look into else the test scores get affected and we may not get the desired outcome.

The students in DP Psychology had performed their very first psychometric test on the memory learning process, the conceptual knowledge was drawn from Atkinson and Shiffrin's memory processing model. The students conducted the test on each other where they prepared a few items before the test like a list of 15 meaningful words and 15 non-meaningful words. The participant was required to recall the list of meaningful words which was shown before the non-meaningful words to rule the hypothesis "forgetting occurs in long term memory when interference takes place" also to understand "different types of learning process through memory model" . The students were given a demonstration of the test and explained its aim, instructions and objective. Each one of them prepared their individual list of words and instructions and performed their test.

Students actively participated keeping in mind the ethical consideration of the process and conducted the test one on one with great enthusiasm. After the testing the students were given space to discuss and understand the limitations and critical analysis of their performance. Positive feedback was shared among each other. Students who observed the tester and participant also provided feedback and possible limitations of the performance , areas on which they need to work were also discussed.

Lastly I would like to say that the students' effort to understand their learning by performing and executing their concepts really gave them a better insight and knowledge about the approach to psychological testing.

Sukanya Das

DP Psychology Facilitator & School counsellor

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Cont..

Holistic Excellence
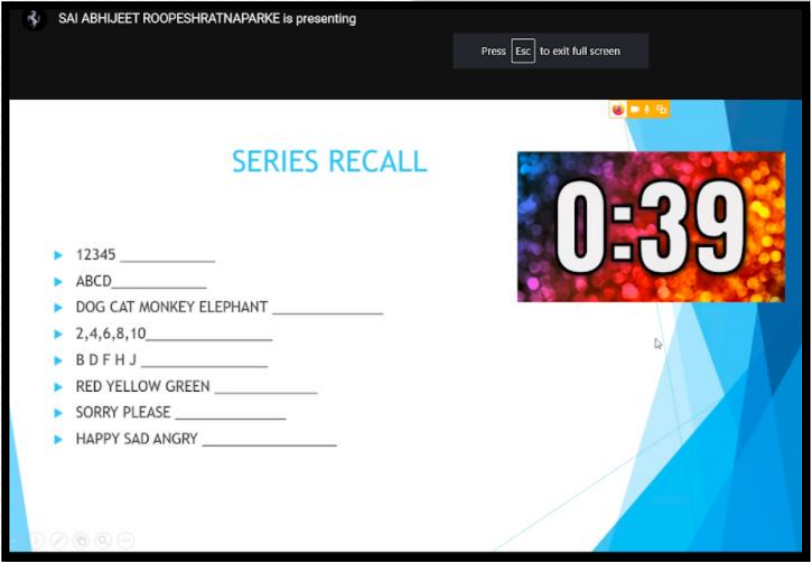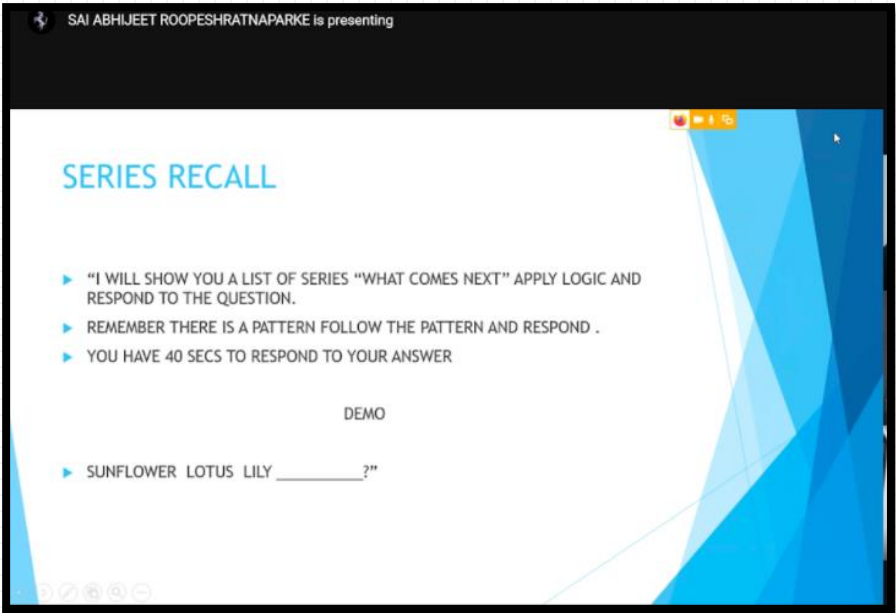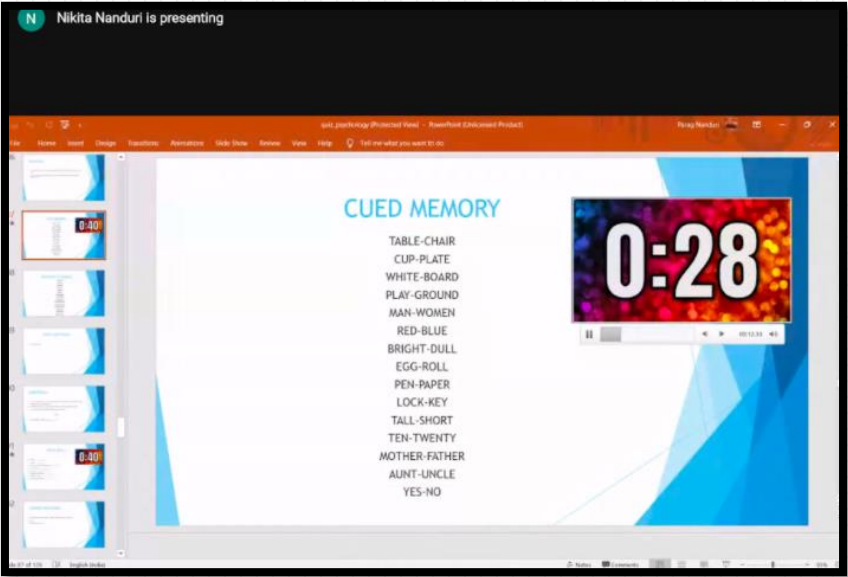
Perspectives on Teaching and Learning

It's all about the process

It's what a learner does naturally. It's what Da-Vinci and Michelangelo, van Gogh and Picasso, almost all of them did. It's exploring and experimenting with materials and techniques.

It is following intuition, making mistakes and letting go of the set outcome in support of discovering what emerges in the moment. Process-oriented art with students is by nature learner-centered. It is directed by the learner(the artist) and not by the teacher.

The outcome, the finished piece of work, the beautiful painting or sculpture is not the goal of art for young learners. The goals of art for learners is to express their thinking, knowledge and ideas, explore, try, and create with new and different kinds of media, experiment with colors, lines, forms, shapes, textures, and designs; express feelings and emotions, and be creative. Something as simple as painting on a piece of medium can create wonders for a learner, even if the learner is mixing all the colours to form a large, dark amber spot covering the space. Even if the art does not attract one's eye, this is the learners exploring, experimenting, and learning from what they are creating. That kind of artwork is always pleasing to the learner's eyes.

Students who engage more in process art will say phrases, such as, "Look what I made!", "I'm going to make another one!", "Can I have more time?" Process-oriented art gives students free expression with art and allows them to bring out their unique personality in each of their creations. As a visual arts teacher, it is my responsibility to ensure that the students in my classroom have the opportunity to get the most out of their journey, without pressuring them to achieve particular end results. Focusing on the process instead of the product can give them this experience.

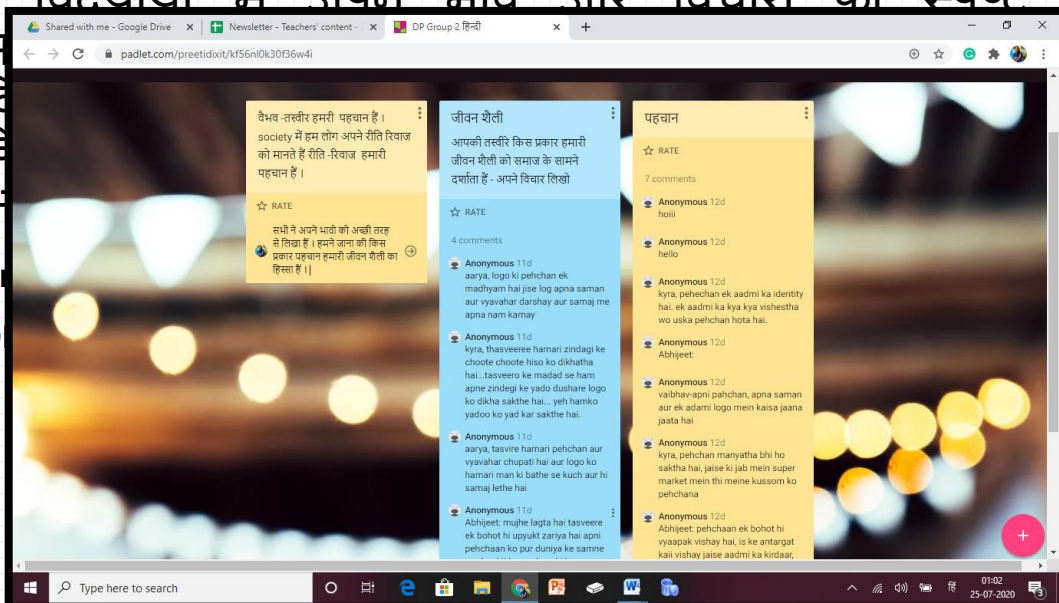**Debendra Kumar Sahoo**

IBDP & MYP Visual Arts Facilitator

Mindfulness & Well-being

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हिन्दी कक्षा का ऑनलाइनकरण

विषय [Theme]– पहचान उप विषय- जीवन शैली

"पहचान" नाम से ही मेरी इस गति विधि का पता चलता हैं । आज ऑनलाइन रहना विश्व की पहचान बन गई हैं। इस ऑनलाइन के रंग में रंगने से हम अध्यापक भी पीछे नहीं रहे और इस महामारी के दौर में हिन्दी अध्यापकों ने भी ऑनलाइन टूल्स से अपना नाता जोड़ लिया । इस महासागर में जितना डूबते जाओगे उतना ही अपनी कक्षा को रोचक बनाने के नए -नए रास्तों से आपकी पहचान होती जाएगी।इसी रास्ते में मेरी पहचान **Padlet tool** से हुई । जिसका प्रयोग मैंने अपनी DP वर्ष 1की कक्षा में किया । मेरे लिए बोर्ड और मार्कर को छोड़ कर लैपटॉप पर virtual क्लास में पढ़ाने तक का सफर असर आसान नहीं था DP वर्ष 1 की कक्षा प्रारंभ होने वाली थी बच्चों को उनकी पसंद के अनुसार विषय से जोड़ने के लिए नए -नए ऑनलाइन गेम और ऑनलाइन टीचिंग टूल्स को अपना रही थी । DP-1 के पांचों विषय को PPT के जरिये समझाया और पहले विषय - पहचान में जीवन शैली को शुरू करने के लिए एक गति विधि की गई - "देखो,समझो और लिखो"। इस गति विधि का उद्देश्य है - " विद्यार्थी में अपने भाव और विचारों को स्पष्ट लेखन के

माध्यम से... गति विधि... का प्रयोग... भाग लिया

P...

D...

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Perspectives on Teaching and Learning

Computer Science- Programming skills

The objective of the Computer Science classroom discussion was to introduce students to programming skills. Students have shown great interest in learning programming languages. Also programming requires them to build Computational, Thinking, Procedural and Logical skills. These are crucial components of Paper 1 in IBDP CS at Standard Level. The task given to them was to develop a basic game in the app "Thunkable". While developing any game or software product, various stages like Analysis, Designing, Implementation, Testing and Evaluation need to be executed successfully. In planning there was a brainstorming session conducted where the complete steps to build the game was fixed. Also various ideas came up with unique titles to the games. They also discussed the learning benefits of playing the game and the intended audience for whom the game will be developed. The designing phase helped to develop the game on mobile. In Implementation the platform Thunkable was used.
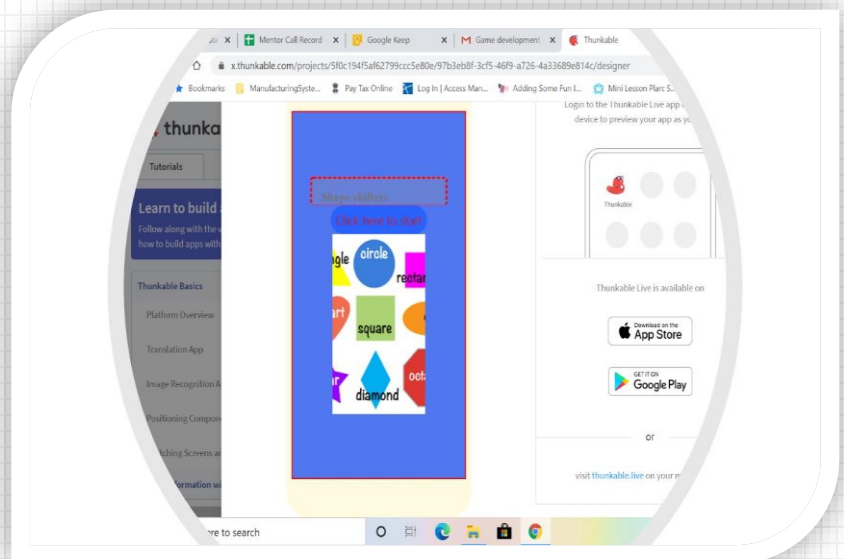
This activity helped students to learn about the system development phase as well, where various challenges occurred. Based on the challenges unique solutions were discussed and implemented so that the product may be executed successfully. Also a survey was conducted among them to analyze each other's work and come up with suggestions or feedback.

Ultimately the students developed a few programming skills while using "Thunkable" applications in mobile and also understood various phases of system development and life cycle.

Susmitha Mukherjee

IBDP Computer Science Facilitator

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Perspectives on Teaching and Learning


Learning by doing

Kenneth Arrow, the economics Nobel prize winner in 1972 was bestowed with this prestigious prize for his model on learning by doing. The concept entails that through practice and self-perfection one's productivity is enhanced. The students aligning with the same concept, practiced learning by doing.

The IB curriculum leans on the nine conceptual pillars. The contents merely succor its(concepts) establishment. The students as a part of class activity thus took up self-learning of concepts through exploring contents. They inspected the demand-supply model, how it affects the day to day lives and above all how the concepts situate themselves in it. The peer-reviewed group presentation held up the student's communicative skills: to project their ideas through and across various platforms and audience respectively. The presentation also backed the students with effective presentation skills, taking up questions after sessions and coming up with a prompt solution to those. The students also assimilated the concept-content model with the real-world issues through this activity.

Upama Chatterjee

Economics Facilitator

Core Values

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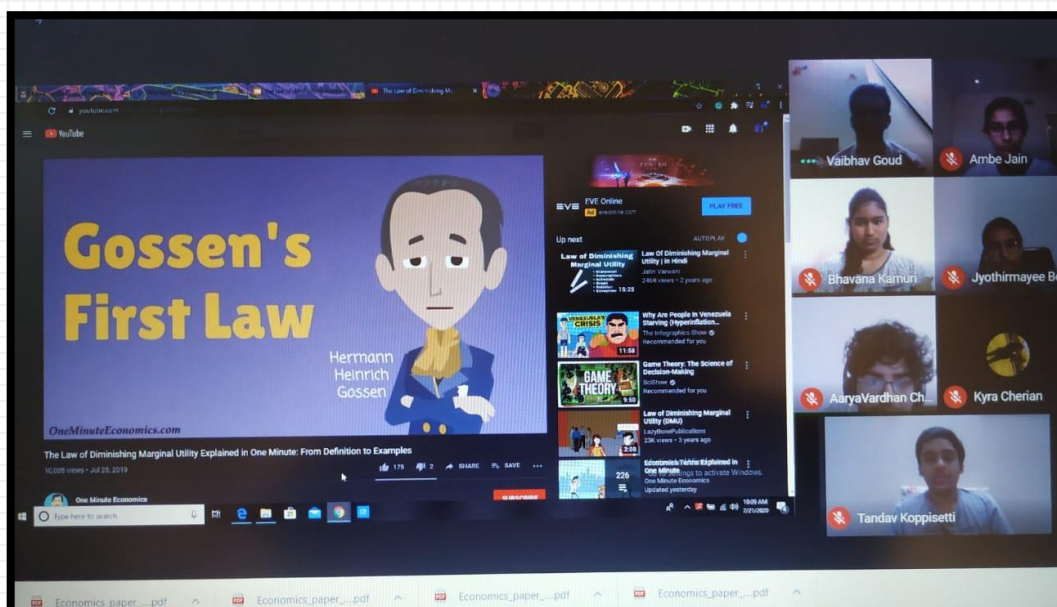
Perspectives on Teaching and Learning

The show must go on..

Exploring Director's notebook through the process of performance making

Due to the pandemic, students lose performance practice in the classroom. However the DP theatre classes have redesigned the theatre games for online classes, and have created virtual rehearsal space. For DP Year 1 Theatre Arts, the academic year is planned to start a unit with a title, "Working with play texts - DIRECTOR'S NOTEBOOK".

As a major part of the taught curriculum in IB Theatre demands theatre activities and research work, the first unit is designed to initiate with the actor's training, rehearsal process, and the director's approach. Usually, the process of actor's training requires a group of participants together in a physical space where they can interact with each other, and share the emotions and space equally. To achieve this challenge, the concept of virtual rehearsal space is adopted. In this concept, acting exercises and theatre games are redesigned to update the performance skills of the students. These theatre games focus on observation, creativity, thinking, collaboration, and listening skills. One may think how collaboration can happen in virtual theatre class. To answer that, students can show a script, Nighthawks, which was developed collaboratively from a visual stimuli, a painting. In this exercise, they shared their creative ideas, prepared a short story, divided into scenes and wrote the script. Later, the script was utilized to incorporate few games for actors such as subtext and characterization. As part of creating a character, students demonstrated voice modulation and facial expressions of selected characters.

Along with these exercises, students explored the theory of Stanislavski method acting. In this exploration, they understood the key words derived by Stanislavski, father of modern acting training. These keywords are concentration, subtext, and 5 Ws.

Though there are a lot of limitations in a virtual class, it does not stop us from teaching and learning. Virtual rehearsal space was a fruitful activity. This activity justified the famous phrase, " The show must go on".

Dr Nagaraju Pejjai

IBDP Theatre Facilitator

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**An activity on Mindfulness –
'Une activité de prise de conscience'**

'Style de vie' était un chapitre qu'on a couvert dans la première unité qu'on a étudié. Durant les multiples sessions qu'on a eu, dans une, on a parlé des styles de vie des différentes cultures dans le monde. Une activité que les élèves ont participé avait débuté avec une discussion sur certains styles de vie plus particulièrement sur le style de vie yogique, le style minimaliste et un style de vie simple et zen.

Les élèves ont tout d'abord fait une petite recherche de 10 minute sur un style qu'ils ont choisi et ensuite ils devaient parler de ce style de vie en associant avec un objet de leur choix, comme un représentatif de ce style. Ce n'est qu'après leurs recherches qu'ils ont été sollicité de chercher un objet à cet effet. Ce qui les a rendu confus mais amusés. Alors, les élèves se sont levés et ont marché. En même temps qu'ils ont eu la possibilité de faire une mini- activité physique, ils ont aussi eu la chance de réfléchir rapidement d'un objet de leurs environnement sociales qui pourrait être utile.

L'objectif de cette activité était de rendre les étudiants attentifs aux objets qu'ils voient par le petit bout de la lorgnette dans leurs maisons. C'était un moyen de travailler leur aptitude de réflexion et de les pousser à prendre des risque.

À mon avis, les élèves avaient réussi à sélectionner des objets bien adopté pour le style de vie qu'ils devaient parler. Entre autre, on a eu comme outil, une pomme et un tapis de yoga pour représenter le style de vie zen, une chaise en miniature, un téléphone portable et une balle de Pingpong, pour représenter un style de vie minimaliste et comme la cerise sur le gâteau, un bol chantant Tibétain pour représenter une vie simple. J'étais époustouflée de voir comment ces élèves avaient des explications étonnantes de ces objets de leurs maisons. Pour moi, c'était une activité de pleine conscience.

Mme. Nandita Maunthrooa

Enseignante de la langue française,

Chef du département des langues étrangères

Mindfulness & Well-being

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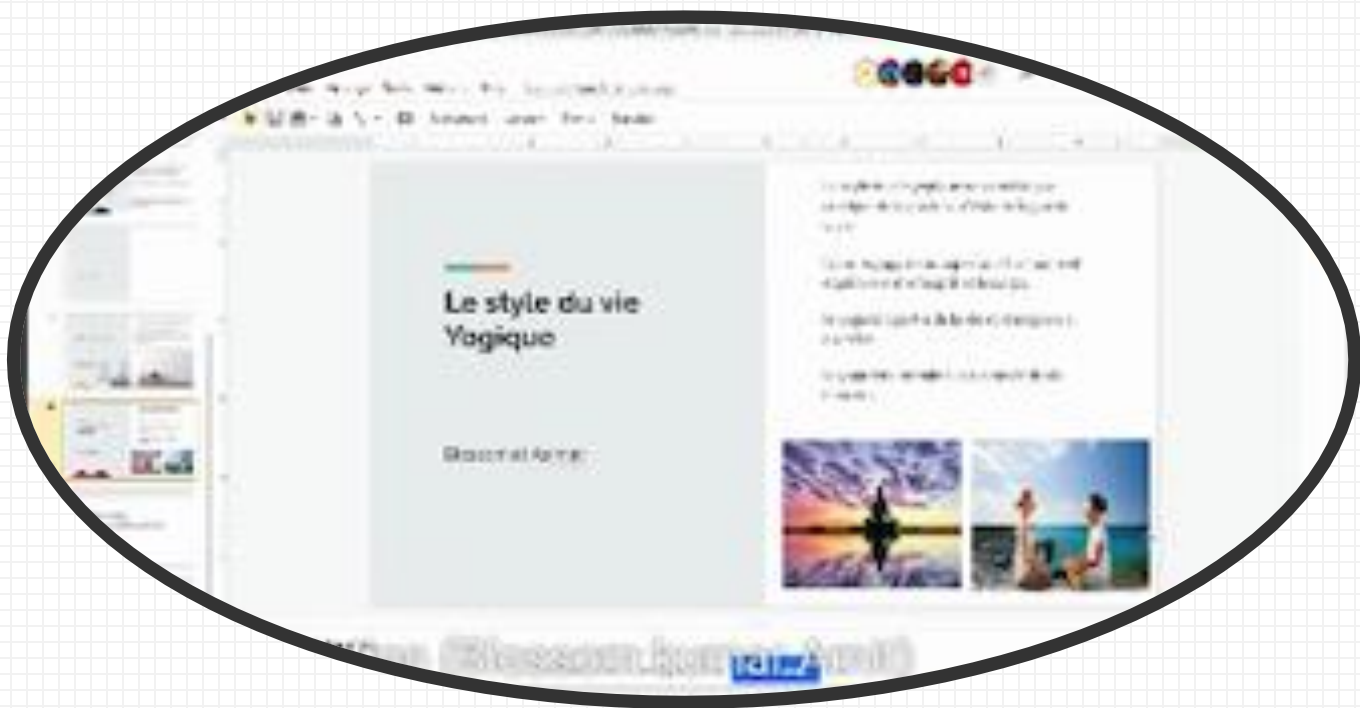
IBDP 11-French B SL

Mindfulness & Well-being

"Tell me, I will forget; Show me, I may remember; But involve me, I will understand."

Bonjour!

How true it is!

This proverb tells us that we learn best when there is involvement of the students and an interactive relationship between the students and the teacher. As facilitators, teachers must discover what the students know and what they need to know. This discovery happens only if teachers are willing to engage students beyond a surface level. Being as a teacher, I've always paid close attention to the student engagement and involvement in the class because I've discovered that it's difficult to keep students focused when the lesson is delivered in a traditional way. Therefore, I always apply various strategies and try to find the activities that allow maximum participation of my students.

Recently, they have done various tasks like listening & reading which enhanced their LSRW skills. One of the tasks which students enjoyed the most was the group task in which one student acted and his peer had to guess. Enthusiasm was full on during this activity. In addition to learning specific-content, it enhanced their leadership skills, social skills and bonding among them. They exhibited their confidence. In short, it was a learning with Fun.

Merci,

Sunita Goyal
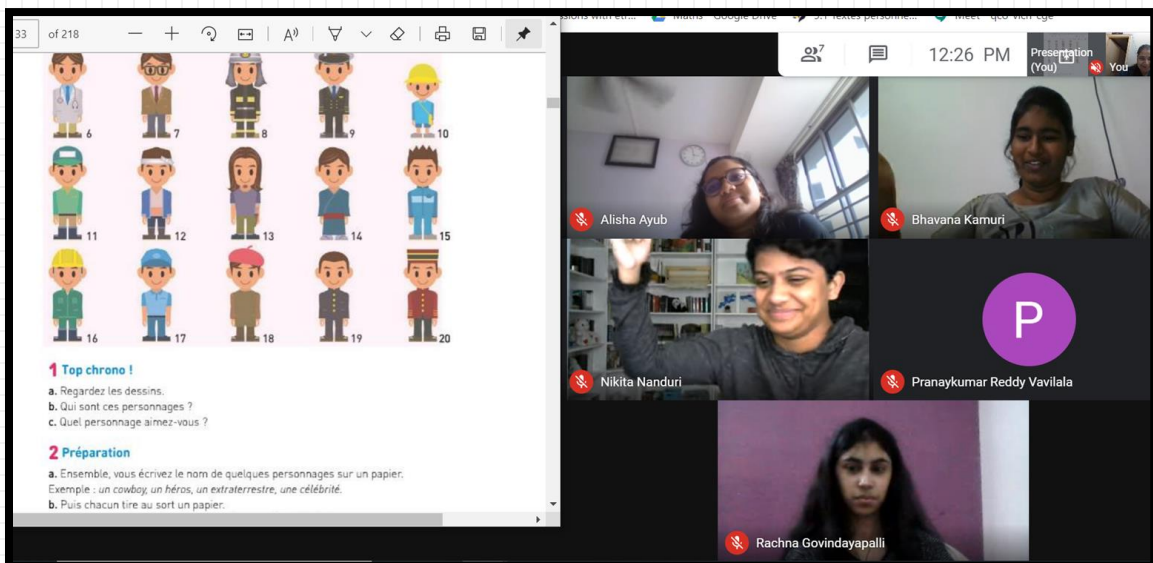
French Facilitator

Mindfulness & Well-being

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Building arts skills through Integrated Performing Arts

Integrated Performing Arts (IPA) is designed for MYP Year 1 and 2 to enhance their experiences with musical & theatrical performances. This curriculum will also provide students with an opportunity to expand on their experience in enhancing their performing techniques by connecting to other subject disciplines as well. The intent is to give students opportunities in theatrical practices and to use these opportunities to connect people and communities, while at the same time identifying and addressing social concerns. At times, students will create their original work and otherwise, they will reinterpret existing work to experience the intent of the artists. This subject will also help students to understand why and how humans express themselves through performance.

Dr Nagaraju Pejjai

IB Drama & Integrated Performing Arts Facilitator

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

Creativity at its best!

Corona has come our way

Everybody needs a laugh a day,

Strange things are happening

Maybe I was imagining

But when I woke up in the morning

Moons and clouds were playing Hide and Seek,

This was a memory to keep,

Plants were messing while,

Tomato waited for its dressing,

I saw my friend and said Hi,

But leaves were waving goodbye,

While babies were crying,

Time was flying,

Toys were playing in the street,

Cars were not saying beep-beep-beep,

Still it's time to wake up from my sleep,

All this was fake,

But that was before I was awake,

Sadly there is no time for glory,

For Coronavirus seems like a never ending story.

I first started writing poems in grade 4. Poetry was one of our topics. At first, I struggled a lot to write and everyone else found it easy. I tried writing a poem on my experience as a class prefect and then a poem on teachers' day. Though they were not the level I wanted them to be, it was a start. Soon I was finally able to write poems. We learned many types of poems. I wrote about different topics. My topics usually were my friends, parents, teachers, my books, Harry potter, my subjects in class and nature.

I wrote acrostic poems, Haiku, limericks, rhyming poems, and poems which included personification. I enjoyed writing poems and soon I created my own blog in which I write poems. I get many ideas of rhyming words. I try writing poems about my imagination, my thoughts about things.

Jia Kapoor

MYP1A Student

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Critical Reflection

Expressing human creativity through Technology & Innovation, "The Computer"

Student's KWL Reflection:

What we know.	What we want to know or think we will find out.	What we learned.
we know • the design of computers • the types of computers • what is design • how can we use it	we/i want to know • how to apply design on various objects • what we can use design for.	we/i know how to • the role of computers • the role of people who program computers • what makes a computer a computer

By Aditi

What we know.	What we want to know or think we will find out.	What we learned.
1) Computers made our lives easier 2) Computers are everywhere, just look around you 3) Computers calculate numbers faster than humans do	1) I want to learn more about computer programming 2) I want to learn how to design apps	1) I learnt about a)input b) storage and processing c) output 2) I learnt that C is one of the first computer languages

By Arnav

Computer Fun Facts!

Did you know that you blink up to 20 times a minute? Well, you only blink 7 times a minute when you're using a computer! Must be all that concentration.

The first computer mouse ever made was made of wood.

Do you enjoy playing video games? Well, there are two games that were the first ever made in the US called Asteroids and Lunar Lander in 1980.
Have you heard of them?

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Movement

The unit called "where are we now and where might we go" started with the key concept "Relationships" and a related concept "Movement". The journey of this unit took around six weeks, during which students developed graphical, mathematical, and organizational skills. They learned to plan tours, plot graphs, and calculate speed, distance and time using formulae from diverse contexts. Throughout this unit students displayed themselves as open-minded and balanced individuals while they were engaged in peer analysis and accepted the ideas and suggestions shared by their peers without hesitation.

This unit also provided students with opportunity to collect data which is one of the important requirements in any scientific method. They also learnt how to use a one-line route planner and use them to plan tours to the given destinations. They also learned to plot the same in the form of line graphs in Excel sheets. To showcase their understanding, students made a journey planner to 5 destinations with the time required to reach each of these destinations. The data used in the journey planner was then collected in the data collection table. Finally, the collected data was used to plot graph manually as well in excel. From the graph, they learned to calculate speed, which is the gradient of the graph. Usage of simulation software further enhanced students learning and provided them with a medium to visualize their learning in a real time scenario.

I will end by quoting "Only those who have the patience to do simple things perfectly will acquire the skill to do difficult things easily". ~ Johann Friedrich Von Schiller

Source: https://proverbicals.com/skills

Reflection by Shamita-MYP 2

WHAT ARE THE CHALLENGES I FACED? Initially, I was not able to find some locations in the route planner and it was very difficult to understand. Spending some more time on Researching about it helped me to get a better understanding about it.

ATL SKILLS: Research skill: I had a good time researching various destinations and calculating distances from one to another.

WHAT I LEARNT: I learnt that the route planner helps to plan your route.I learnt that distance and displacement apply when we are travelling from one place to another.

WHAT WAS FUN: Calculating distance activity was fun to do. I liked everything that I did in this unit and learnt a lot of new concepts.

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Cont..

Reflection by Deekshitha-MYP 2

Change of the position is because of the pace of the object. I loved to learn in the form of an animation.

Integrated Science

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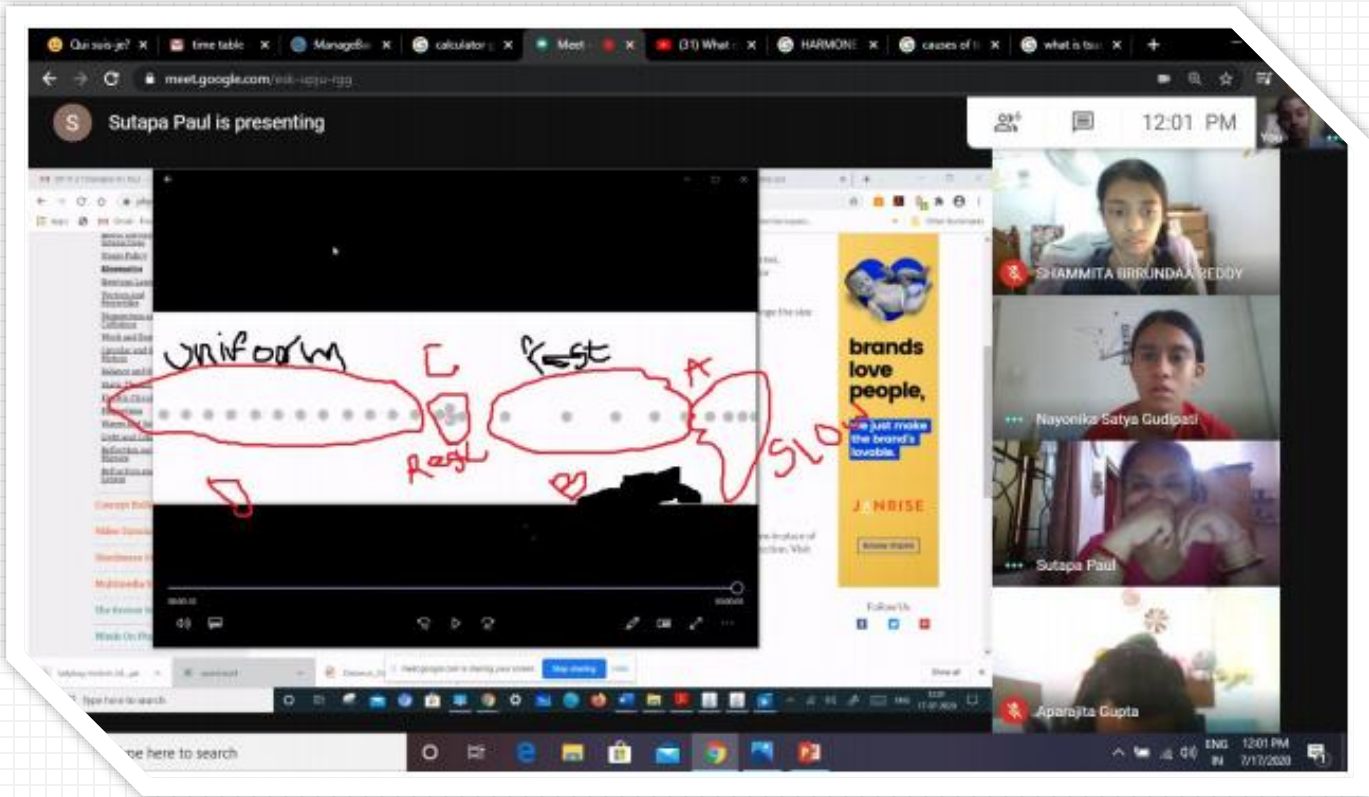
Critical Reflection

Building arts skills through Integrated Performing Arts

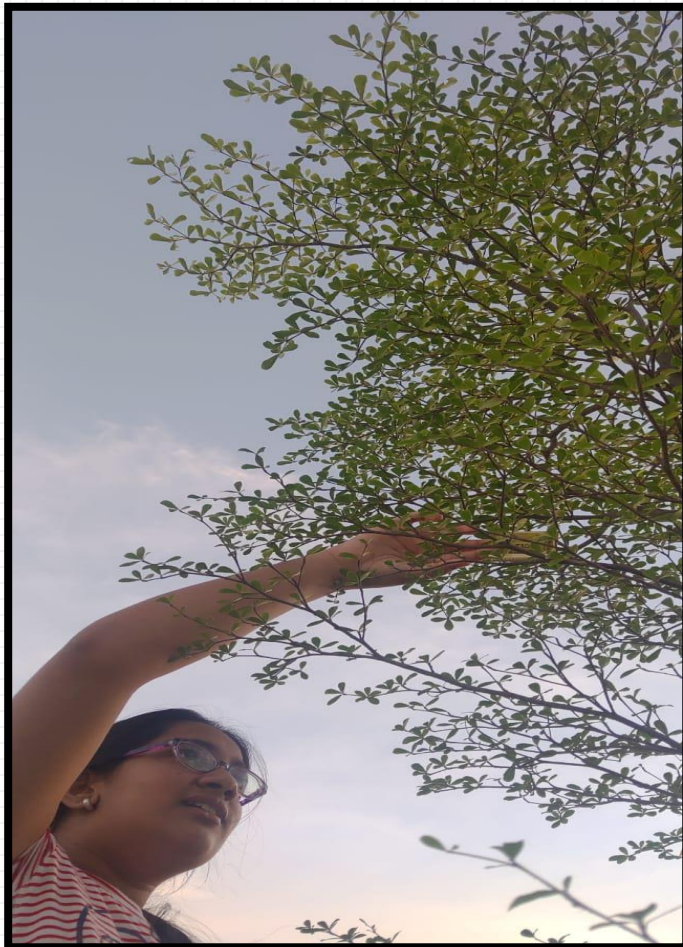**Saanvi's reflection on the Integrated Performing Arts Activities**

Taking learning experience to outside the class:

I am learning about the elements of Drama in my Performing Arts class. As part of that, I have explored performing elements such as acting, speaking and non-verbal communication. I have experienced that Drama is very interesting and fun. As part of elements of Drama activity, my teacher asked me to take a picture related to elements of drama.
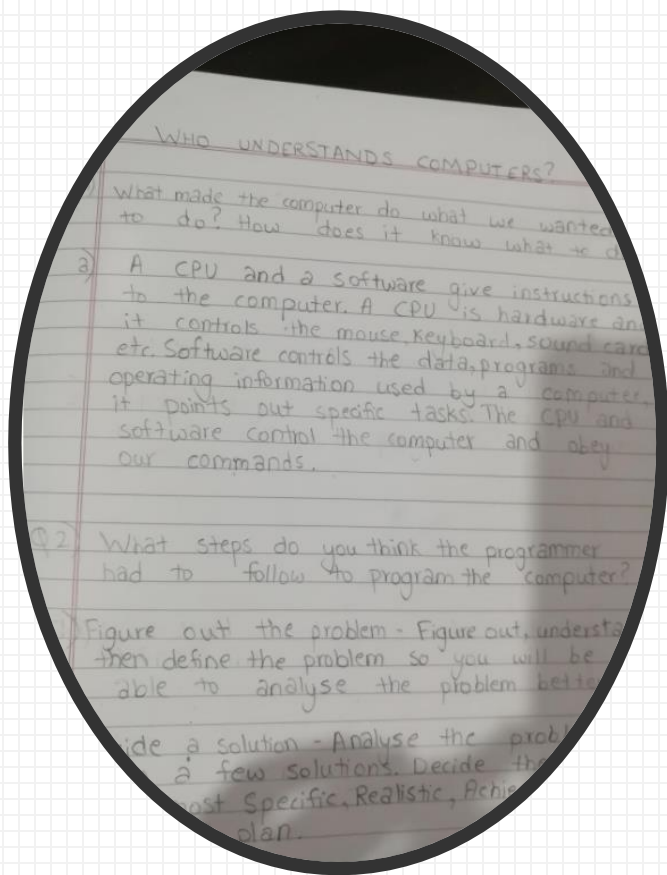
I imagined that I was in a forest and saw some money tangled in a tree. It was exciting for me while I got into that character. In the attached picture, I was demonstrating the surprise expression seeing money in a tree. To take the picture, I used a tree in my garden. Learning is not just about learning from the book or teacher, I took my experience beyond the classroom to get involved as a character and imagining money in my garden tree. This activity was fun.

Saanvi K

MYP2 Student

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Critical Reflection

WHO UNDERSTANDS COMPUTERS?

What made the computer do what we wanted to do? How does it know what to d

a) A CPU and a software give instructions to the computer. A CPU is hardware an it controls the mouse, keyboard, sound card etc. Software controls the data, programs and operating information used by a computer. It points out specific tasks. The CPU and software control the computer and obey our commands.

Q2 What steps do you think the programmer had to follow to program the computer?

Figure out the problem - Figure out, understa then define the problem so you will be able to analyse the problem bett

ide a solution - Analyse the probl a few solutions. Decide th st Specific, Realistic, Achie plan.

1. What made the computer do what we wanted it to do? How does it know what to do?

Computers take input commands, process them and give an output. Computer programmers program the computer to perform a set of tasks and that is how they know what to do.
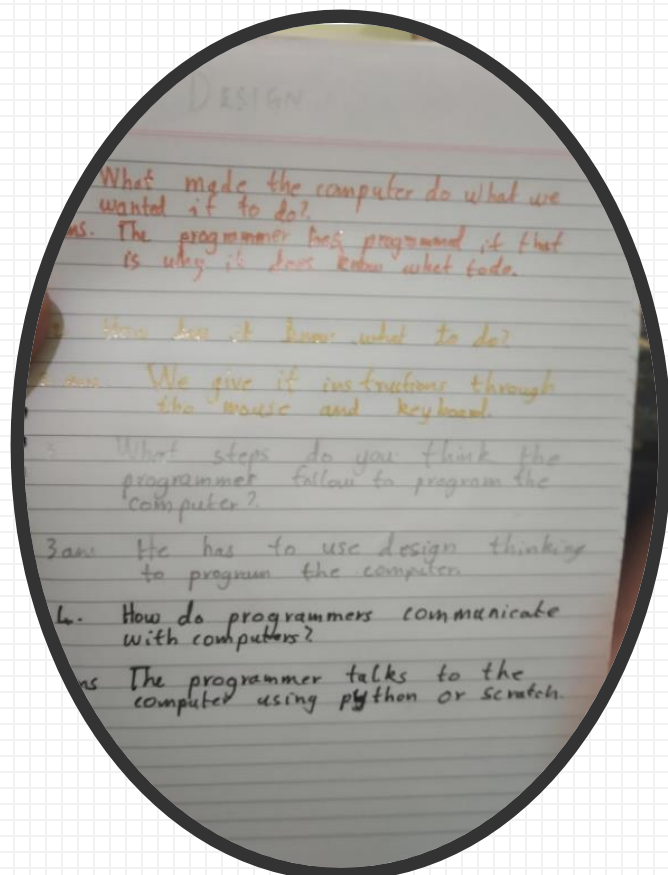
2. What steps do you think the programmer had to follow to program the computer?

Programmer will need to understand what are the tasks that a computer should perform and the choose a programming language to write the tasks in a way that the computer can understand.

3. How do computer programmers communicate with the computer?

Programmers communicate with the computer by giving inputs in the language that the computers can process. They communicate with computers in programming languages like Java and Python

DESIGN

What made the computer do what we wanted it to do?.

Ans. The programmer has programmed it that is why it does know what code.

How does it know what to do?

ans. We give it instructions through the mouse and keyboard.

What steps do you think the programmer follow to program the computer?

3 ans. He has to use design thinking to program the computer.

4. How do programmers communicate with computers?

ans The programmer talks to the computer using python or scratch.

Reflection on Computers skills for Problem solving

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I as a Knower

What is the meaning of "I, as a knower"?

Well, a knower is someone who knows or apprehends. We could also claim that a knower is a person who not only gains knowledge from an external aspect, but someone who learns a lot through their experiences, influences, and even mistakes. However, to truly understand the meaning of being a knower, one must look deep within themselves. This may sound cliché and probably unpragmatic. But when we look into the synonyms of a knower, we find words such as individual, mortal, soul, or simply, a human being. After much thought and comprehension, realization awakened within me. I did a little digging and thought to myself, that to understand myself as a knower, I first had to understand myself for who I really am; my own identity.

Sadhguru was once asked a question of how his knowledge seemed inexhaustible, and whether he could answer how he retained such knowledge and through what means.

Sadhguru, being his simple yet enlightened self, answered very wisely. He initially outlined how knowledge has been transmitted to us over the years, and how we are able to maintain that state of knowing through remembrance. He then said that when knowledge is transmitted through energy, and not in the form of memory or logical understanding, the burden of knowledge ceases to exist. He stated, "Karma is recorded in many ways: memory-wise, sensation-wise, physiology-wise and energy-wise ...I am not carrying the burden of this knowledge when I walk on the street. I do not know anything, but at the same time, I know everything. If you ask me anything concerned with the inner dimensions of a human being, I will come out with the answer, without any hesitation, with absolute clarity." Apart from this conversation, we find that Sadhguru is always able to answer complicated questions with such immense wisdom, simplicity and absolute clarity.

Mindfulness & Well-being

THE GAUDIUM SCHOOL
Sculpting happy minds

Cont..

Rene Descartes once said "I think, therefore I am". And it was interpreted that as individuals, we are our mind, not our body. This "interpretation" made me ponder into a deep thought of my mentor, Dr. Daisaku Ikeda's words. In the book, On Attaining Buddhahood in this Lifetime, he states, "Our minds may suddenly run out of control. Therefore, we must tame them like a wild elephant, not allowing our minds to become our masters, but rather seeking to master our minds." After reading this, I came to a realization that we, entirely as we are, are the master of our own mind and the captain of our own soul. I reckon that as a knower, I am well aware of who I am within; my individuality, character, persona and my identity. As a knower, I am not just a subjective mortal, entitled to the accumulation of all the knowledge and wisdom from the external world. I am a human being, a capable individual, reaching out within my soul to fathom what I think of myself.

In conclusion, I will quote a very inspirational quote and a food for thought from the animation movie, Kung Fu Panda, "Your story may not have such a happy beginning but that does not make you who you are, it is the rest of your story – who you choose to be. So, who are you?"

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Blossom Amit

DP year 1 student

Mindfulness & Well-being

Critical Reflection

Theory of Knowledge – I as a knower

Knowledge is acquired, both as an individual quest and as dynamic social activity. I as the knower am the recipient of knowledge and the interpreter, and occasionally also the discoverer and inventor. As a knower, whatever I accept as knowledge depends on my perspective, language, values and the community of 'knower's' in my surrounding. As a knower I possess assumptions and even biases without being aware of it. Knowers often generate knowledge by four main ways of knowing; Sense perception, emotion, language and reason.

It is important to acknowledge that the communities we belong to play an important role in how we construct, share and evaluate knowledge. As a thought experiment, we could ask ourselves whether we would accept, let's say, the Theory of Evolution if we were born 500 years ago, or currently lived in a remote mountain village on the other side of the world. Alternatively, we could wonder how we would have engaged with the #MeToo movement be, if we had grown up in a community with very different (religious) values, or if we were of "the other" gender.

A knower is simply someone who adopts a "knower stance." A stance is a mental posture, point of view, or particular thinking habit. It is possible to move back and forth between a knower stance and a learner stance. The difference between a knower and a learner, very simply, is that a learner is willing to admit, "I don't know" and be influenced. Knowers believe that they know all they need to know to address the situations they are responsible for.

As a knower it is important to understand that with the expansion of the media through the use of modern technologies, we come across a staggering amount of knowledge claims on a daily basis. In this "post-truth age", it seems increasingly difficult to distinguish fact from fiction, news from "fake news", and knowledge from propaganda, thus we must be careful about where we are getting our knowledge from.

Ambe Jain

DP year 1 student

Holistic Excellence

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The beginning of a great journey

Learning the language French is on-going process and cannot be perfected in one class . In French AB-INTIO we started learning French from the very bottom the very basics of it . During these classes we did not memorize words or read quote to quote instead we stared learning the language and gained knowledge by studying it.

Something I really admire and like about the French classes are how interactive they are and this is coming from a person who is not very interactive because this interaction helps me in understanding the language better as well as it also helps me to articulate better .I can truly see a development in my language since my first French class.

Even though, it is hard to learn a new language I would say that the classes are fun , fascinating and energetic and this is because of the communication between the students and teacher which makes it a bit easier and a more comfortable environment for everyone .

An insight I gained from these classes was that without properly communicating and I cannot expect my doubts to get cleared.

In the end, the French classes are very educational and refreshing and only get better and better . The Only thing that could make these classes even more better is if it was in person and not virtual as it is not possible this is the next best and safest thing.

Anyways , this is only the beginning of a great journey.

Navya

DP year 1 student

Holistic Excellence

Reflection on Theatre class

Exploring the Director's notebook through the process of performance making.

The Theatre classes are a wonderful insight into the beauty and value of the arts! As we began our journey, we were introduced to various creative aspects and skills involved in the art of Theatre, like listening skills, communication skills, research skills, and creative thinking skills.

During the first few sessions of the Theatre HL class, I and my fellow classmate were made to take part in an introductory activity. In this activity, we had to pick an object in our immediate surrounding, and formulate a story centered around the chosen object. We were encouraged to go with the flow, and let our creativity loose. I believe that this activity not only increased our spontaneity, but also broadened our imagination. It made us realize that creative inspiration can be taken even from the smallest, most ordinary things.

I feel that such activities will also help improve the quality of our performances in the future, especially building backstories for our characters in order to understand and connect with them, so that we can essay the role wholeheartedly. This activity also helps hone creative inspiration, that may aid the script writer or director when forming a vision of what they wish to express.

Many listening and concentration activities were conducted, which brought a certain spark of fun to the class. It helped us with our memory, as well as spontaneity.

In later classes, in an attempt to familiarize students with the IA, we were asked to collaboratively construct a screenplay based on an image or painting of our choice. This, in turn, made collaboration easier, as we found suitable platforms and connections to work on. This activity also introduced us to the basics of script writing.

The process of writing the script really stood out for me. It felt wonderful to be able to visualize a scene in my head, feel the part of the character, the emotions that course through the scene, and be able to put it all on paper. It made the script feel more special, as we tried to build the story through the characters' eyes.

In the classes following this, we used the script to explore the concept of "Subtext". We explored how subtext of various situations and emotions affects the delivery of one particular dialogue set. We worked upon this concept by using expressions to convey subtext as well.

In the same class, we were briefed upon the Process Journal, the writing process, and its benefits in writing our assessments, as well as the independent research project. In regard to research, we were each asked to pick a theatre organization, and research upon how each theatre group was broadening its horizons during this period of isolation. This not only helped develop research skills, but also gave us a lot of information about performance on virtual platforms.

Core Values

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Cont..

We also explored the Director's notebook, its components and its importance.

We were introduced to method acting, and the positive impact it may have on bringing naturality to an actor's performance.

The term 'Frozen action' was taught as well, and an activity was conducted upon the same topic in order to deepen our understanding. For this activity we used the script. A fellow student and I had collaboratively put together, and took stills from each scene. Personally, I enjoyed this activity immensely, as it allowed us to delve into the acting aspect of theatre.

All-in-all, the theatre classes have given me an insight into the spontaneous and creative elements of theatre, and I look forward to classes in the future.

Rachna G

DP year 1 student

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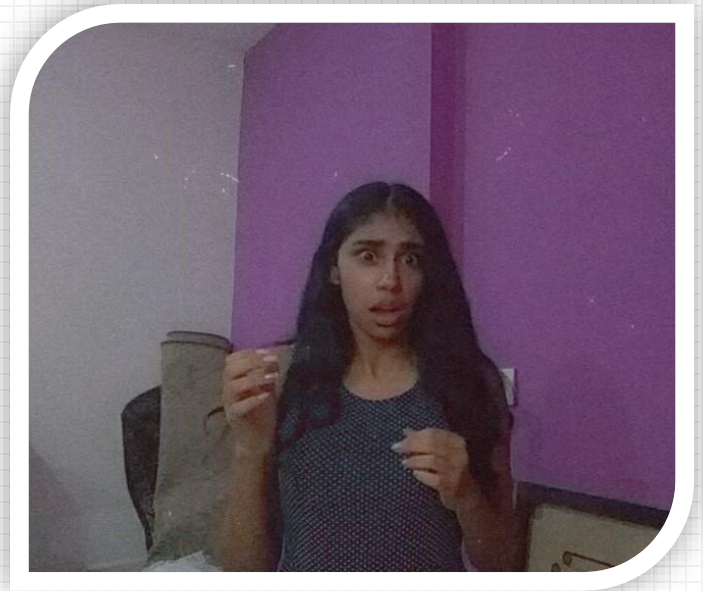
Critical Reflection

The process of finding, developing and creating

I have always had a very narrow minded approach to art. I always looked at art as a means of creating something that I found "cool". I always thought that the process of art making was a very straightforward thing. I would take a pencil and draw whatever reference image I had in front of me and then I would use a certain medium to fill it in. That for me, was the basic process of creating an artwork. Now, after only a short amount of time in the visual arts class, I have broadened my knowledge of the various other methods that go into creating art. The first thing I learnt in art class was that you don't always have to use a reference image to create an artwork, you can use a certain object as a base and then turn that into something totally out of this world. I tried this in the very first class where I converted a football pump into this modified assault rifle.

We then explored surrealistic art, which I was only familiar with in terms of seeing and not doing. We then had a really fun activity in which we not only explored surrealistic art, but we also learnt how to use Autodesk Sketchbook. We found out a little bit about Salvador Dali. Another artist we discovered was Jackson Pollock who was renowned for his abstract artworks. I realized then that art, in this case abstract art, was more about the process rather than the finished work. We then did Blind Contour Drawings which was again fun and interesting because we were not supposed to look at the page while we were drawing. Needless to say the finished product looked nothing like the actual image, but then again, it is more about the process than the finished work. Journeys are always more important than destinations, you see.

Nikita

DP year 1 student

Stakeholder Engagement

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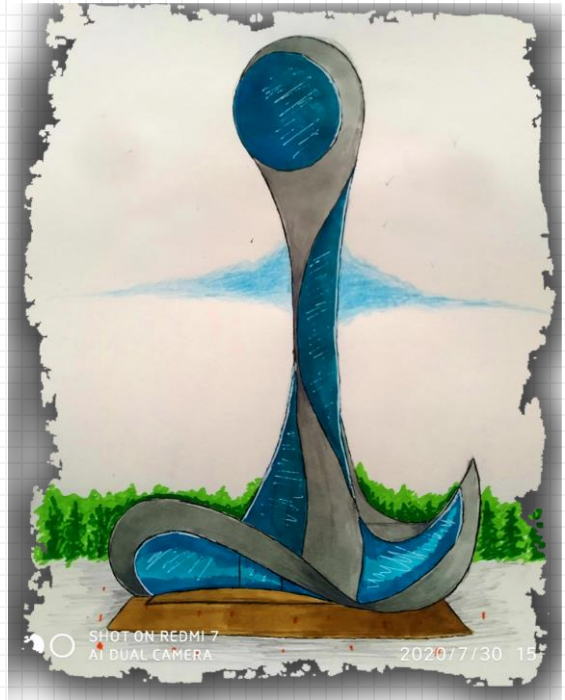
Reflections on one to one counselling sessions

The one-to-one career counselling session was quite helpful and essential for me at the moment, as it takes time for preparation. The session provided me with all the essential information to find and discover more about the ideal colleges and tests I must consider, or the stream I must carry on. Most importantly it helped me come out of agitation, as recently I have been reconsidering on whether I should continue my previous dream career or look into a better option, yet later found out that I should continue what I wanted since the beginning with passion and not think about reconsidering.

Pranav Tokala

DP year 1 Student

I would like to thank the management for this brilliant department of career counseling. Mahitha ma'am guided me well and has enabled me to make a clear path ahead. She has provided enough resources to check for college applications. I am further grateful to ma'am for guiding me as of what career and university is best suited for me. It was really helpful and has made me streamlined on where to go. I am really grateful to ma'am for her initiative to help students who are looking for guidance.

Tandav Koppisetti

DP year 1 Student

IBDP has always been challenging and in the midst of all of this, figuring the universities was from day1 because that is the goal to get into the best universities. From IVY league to considerable universities, it has been a tough journey to get into minute details but since our career counselor has taken over; it has been easy to understand the criteria and requirements and how to go about it. We had many sessions which were useful, and the best part is not just for future universities Ms. Mahitha has helped us in getting through different worthwhile opportunities that shape us into an individual. Counseling sessions give a new hope every time.

Mahima Rao Dommata

DP year 2 Student

Global Leadership

"The true sign of intelligence is not knowledge but imagination."
- Albert Einstein

Nikita-Dp1

BLIND CONTOUR
DRAWING
7.28.20

For this "drawing", we were required to look at a picture of our choice and draw it on paper without taking our eyes off the screen and without lifting our pens from the paper. It was really hard to keep myself from looking at the drawing.

The Berlin Gate, after the fall of Berlin. I tried to show a German soldier looking at the ruins of what had been a magnificent structure and, for him, a magnificent empire.

Nikita-Dp1

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IN This we used the drip technique inspired by Jackson Pollock as well as the blind contour drawing of combining a woman with a place. (leaning tower of lisa .

Navya-Dp1

28 July

BLIND CONTOUR DRAWING.

In this drawing we had to use blind contouring method where we drew a person without looking at the paper and without lifting my pen.

This process was very hard for me as continuously my eyes were starting to look at the paper and I was forcing them not to look and maintain the hand and eye coordina...

My main intention behind choosing these colours was to describe the person as a very fun and bright person.

Navya-Dp1

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Creative side of learning

Aditi-MypIB

Saanvi - MypIB

Music concert

By nandini

Nandini-MypIB

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Shammita -Myp2

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Nayonika-Myp2

This activity was very fun to do. I learned some skills like Show to blend pastels colour perfectly, opacity, brush styles and much more The drawing didn't take a lot of time but it did like how my painting turned out. I really love to see/ do more activities like this.

Impressionist have inspired me to do more art works like such and i can't wait more.

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Deekhshitha

The art was first told to be done in a digital sketchbook, but it was difficult for us so we did it in manual form like in paper. The art was very colourful and a lot of impressions were created like it was perspectiveart where we see in one's perspective.

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Reflection for impressionism

I learned from this class about impressionism
without change . We can't understand what is
the perspective view of the audience. I try to do on
the book it was different but then i understood
that without impression we can't do this art work

Aparajita-Myp2

Holistic Excellence

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

Beyond the Classroom

Career Session – Study Abroad by IMFS

At The Gaudium, we are committed to provide our students and parents the necessary information and guidance.

A Career Session - 'Study Abroad' was started by introducing the CEO and founder of IMFS The Institute of Management and Foreign Studies, Mr. K P Singh. Across a 21 years long journey with IMFS professor Singh has coached many students to attain their dreams. IMFS provides GRE, GMAT, SAT, IELTS and TOEFL coaching classes and helps the students to get admissions to top ranked universities. Mr. K P Singh explained the opportunities that the students must study abroad both for undergraduate and graduate the entry requirements. After that the session was followed by Ms Linda's presentation. Ms. Linda is director of E U consultancy which represents Anhalt university in Germany. Anhalt is a public university based in Germany and offers programs such as Engineering, Business, Digital media and game development, Food processing, Architecture, Pharmaceutical and Biotechnology engineering. Ms. Linda explained the entry requirements emphasizing on German language requirements and the opportunities that the students have after completing undergraduate in Germany. At the end, the session was ended with a vote of thanks to the Gaudium school management for providing this opportunity.

Ms. Mahitha Sammeta

Career Counselor

Global Leadership

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Cont..

Global Leadership

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Embarking in the jurisdiction of sharing…

Resting in my mailbox, a request from Ms.Vijetha, the IBDP Coordinator, triggered learning and a desire to share knowledge that would support our learning peers in their planning. I was tickled pink to undertake the session on ' how to methodically plan a unit in Managebac [the leading IB learning management system (LMS) for planning, assessment and reporting, a trusted choice of 4 in 5 IB Diploma students and over 3,000 leading IB world schools]

This desire turned into a mission to make this task crystal clear for my colleagues, to allow them to structure their planning and thus record every tiny effort they are putting in teaching a specific subject to the students. Along with the planning, certain terms had to be revisited to enable them to relate to their daily teaching activities and process those activities in the terms recommended by the subject guides in the International Baccalaureate Diploma [IBDP].

The task started by a brief activity where teachers had to identify distinct expressions in their subject guides and frame the aims and objectives of each subject. In other words, the activity was designed to have a quick look at the respective guides and be mindful about secondary information that is compiled in this 'bible.' As a facilitator of that session, I was thrilled to see all of my colleagues doing the activity within the time limit. Following was a discussion about the difference between the aim of the subject and the content of it. Additionally, each subtitle of the unit plan was discussed and my colleagues were allowed to ask as many questions they had. It should also be noted that I did not have all the answers and took note of those questions to be clarified and then got back to them. I was also backed by the coordinator in areas like the application of Approaches to Learning [ATL], enquiry questions, assessment criteria, just to name a few.

My take away from this session is a sharing trip made into a piece of cake by the wonderful audience and their encouragement which boosted my self-confidence and reinforced my passion as an educator.

Ms. Nandita.Maunthrooa

French facilitator

H.O.D of Foreign Languages

 Stakeholder Engagement

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Writing an effective college application essay

College application plays a crucial role and is a deciding factor to lead one on the chosen career path. A well-written essay is very advantageous as it gives the student an opportunity to stand out from other applicants and demonstrate their qualities. Hence, to guide the students of The Gaudium, a session was organized on "How to write an Effective College Application Essay" on 18th July 2020. The key-note speaker of the webinar was Ms. Sharda from the Manya group who is a senior Admission Consultant and specializes in helping aspiring students get admission in their desired college.

Ms. Sharda explained about the significance and impact that an essay can create while filing the application. These documents should be unique, individual and should carry the essence of uniqueness of the student. It is essential to have the necessary documents ready and well-prepared ahead, before they start applying to the universities of their choice. Among the resume, letters of recommendations and the college application essay, the essay carries a lot of weightage.

The speaker not only cited the importance of each of the documents which have to be articulately written, but also shared tips and details on how to effectively compose them. For the essay to be effective and impactful on the reader, viz the University Admission Officer, she suggested that a storytelling approach is a good way to go ahead. It can have the experience of learning from setbacks and obstacles which are already experienced firsthand by the student. The lessons learnt and how it has positively impacted the student in his/her personal growth is a story which will definitely capture the attention without sounding like bragging or desperation. The speaker also gave important tips on the various useful dos and don'ts in writing the essay which the students found very helpful. She conveyed the significance of prioritizing quality on content rather than quantity in the essay.

She also shared career advice on how to write an effective resume and also spoke about the importance of 'Letters of Recommendations'. She emphasized on the relevance and the interdependence on these documents along with the college application essay. The session was a complete package of knowledge and motivation for the students to work on their college application process and endeavor towards their prosperous future.

Ms. Mahitha Sammeta

Career Counselor

Core Values

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Cont..

College Resume

- Academic Qualifications (Class 9 onwards)
- Awards and Achievements (Scholastic Achievements especially, Olympiads)
- Academic Projects (if any) (If it is related to the program you are applying for)
- Positions of Responsibility (Head Boy/Head Girl/Prefect, etc.)
- Extra-Curricular Activities (Cultural Participation, Sports, etc.)
- Community Service Engagements

Quality is more important than Quantity
Write about District/State/National and International Level participations

Do's

- Reveal something about yourself which is not covered in the other parts of your application
- Show; Don't Tell (Substantiate quality with examples)
- Demonstrate knowledge about the college you are applying to
- Address each part of the question
- Use your own voice; write your essays yourself
- Use active voice
- Stick to the word limit
- Seek feedback after you have written your essays

 Core Values

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

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Thanks for giving our Little one's Big dreams

Parent orientation was very handy and useful. It explained a lot of things, but I felt it was a little hectic for the day. I request to do a few more sessions going forward.

Thank you very much for being such a good teacher to my child. As a parent, I know perfect teachers are hard to find, but for me, you are the best teachers for my child. Thank you for your love and the care you are giving to my child each day. I truly appreciate that.

A good teacher is everything a parent can never be. Thanks, for being one. We parents may be accountants, scientists, doctors and engineers – but nothing contributes to the nation's development more than the sacrifices made by the teachers. It is impossible to thank a teacher. There are no words, to appreciate someone whose words empower children to chase their dreams. Teachers are probably the most underrated yet the most powerful professionals in the whole world. Their work has a long-term impact on not just the lives of the children they teach, but on society. They have the power to shape generations, impact minds and make the world a better place.

Thanks for giving our LITTLE one BIG dreams. Thank you for your contribution.

THANK YOU !!!

Parents of Viswaksen

MYP1

Stakeholder Engagement

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Happy to strongly endorse The Gaudium School

As Hemanth's parents, we would like to sincerely thank Gaudium school for the positive impact it created on our son. My son came from USA and joined Gaudium IBDP 11th grade. Having born & brought up in USA all his life, he struggled to adjust himself in India in general and adapt to Indian school system in particular. However, Gaudium IBDP coordinator, teachers & Principal guided him effectively and helped him to navigate through multiple barriers (both in education & personal life) effectively. This school has taken a holistic approach in his education, took time to understand his challenges & situation, and instilled a sense of purpose & responsibility. I am impressed with the methodologies followed by IBDP team in dealing with their students in different situations. The personal touch maintained with my son by every teacher made a remarkable effect on him. We are very happy to strongly endorse Gaudium school (IBDP) to anyone.

THANK YOU !!!

Parents of Hemanth Reddy Chintakindi

DP 2

Stakeholder Engagement

Career Counselling - IBDP - I

Career counselling helps the students to understand the career options that they have and how to pursue them. It helps them understand their own strengths and weaknesses with regard to their present course or profession and lets them know what career they would be best suited for. Career counselling gives them a platform to voice their opinion about what they would like to pursue, as well as discuss the obstacles that they may be worried about. At the Gaudium, we believe the one-to-one career counselling sessions are very important. Consequently, our school career counsellor Ms. Mahitha have organized these individual sessions with the students disseminating information on country wise applications and entrance exams that students need to take and a chalking out timelines to achieve their goals.

With these one-to-one sessions, students gain knowledge about university requirements and the admission procedures for both Indian and abroad Universities. By attending these sessions, the students are aware of the importance of academic performance, how to build their profile by attending virtual extra and co-curricular activities. The students found these individual career counselling sessions very informative and knowledgeable

Additionally, career webinars have been organized to help them in selecting the university, gain knowledge on scholarship opportunities and have their queries answered by the university admission officers (across the globe).

Mahitha Sammeta

Career Counsellor

Career Counselling - IBDP - II

Career counselling is an essential factor for identifying the real potential and for guiding students towards a right career path. At the Gaudium we always believe this, as the career counselling sessions have started from the month of January for the students to guide them on how to start the college applications. As the students must apply 6-8 months prior to the next academic year, Ms.Mahitha, the school Career Counselor started interacting with the students from the beginning of this academic year by guiding them on country wise applications and the requirements needed to get admission into their aspired universities. She arranged one-to-one counselling sessions with the parents and informed them about the application procedure according to the country that their ward is planning to apply for, timeline of the applications to start and by clarifying their doubts including the finances. Now, the students of DP II have already started the process of college applications and are ready to apply. Parents and students got the necessary knowledge about the various country wise requirements and timelines that they need to follow.

Stakeholder Engagement

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

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Upcoming Events

DATE	DAY	EVENT	GRADE
4th Sep	Friday	Teacher's Day Celebration	Playgroup-Grade 12
8th Sep	Tuesday	International Literacy Day	Playgroup-Grade 12
19th Sep	Saturday	Student Lead Conference	MYP 1 & 2
21st Sep	Monday	International Day of Peace World Gratitude Day	Playgroup-Grade 12
14th Sep-21st Sep	Monday	Unit Test	IBDP 1 & 2
25th Sep	Friday	Thinking - Transfer skills	MYP 1 & 2

Paigam- Celebration of the spirit of Independence by PYP Art Department

The Gaudium School celebrated the spirit of Independence Day with 'Paigam', which was a spectacular virtual Independence Day celebration by the PYP Art Department on Saturday, 15th August 2020. It was live-streamed on our social media handle. The program was a splendid celebration put together by the creative PYP Art department teachers. The show was hosted by the PYP Drama teacher Mr Sandeep Sahu who moved the audience with patriotic fervour and storytelling of our Nation's journey. The Art teachers were captured live painting beautiful freedom-themed artworks. The mesmerizing dance performances by the Dance teacher and the melodious songs sung by the Music teachers captivated everyone and was hugely applauded by the live audience. The program concluded with all the PYP teachers and the team showing solidarity and support to each other and promising growth and love for our country, thus celebrating the Nation's Independence Day to the fullest glory!
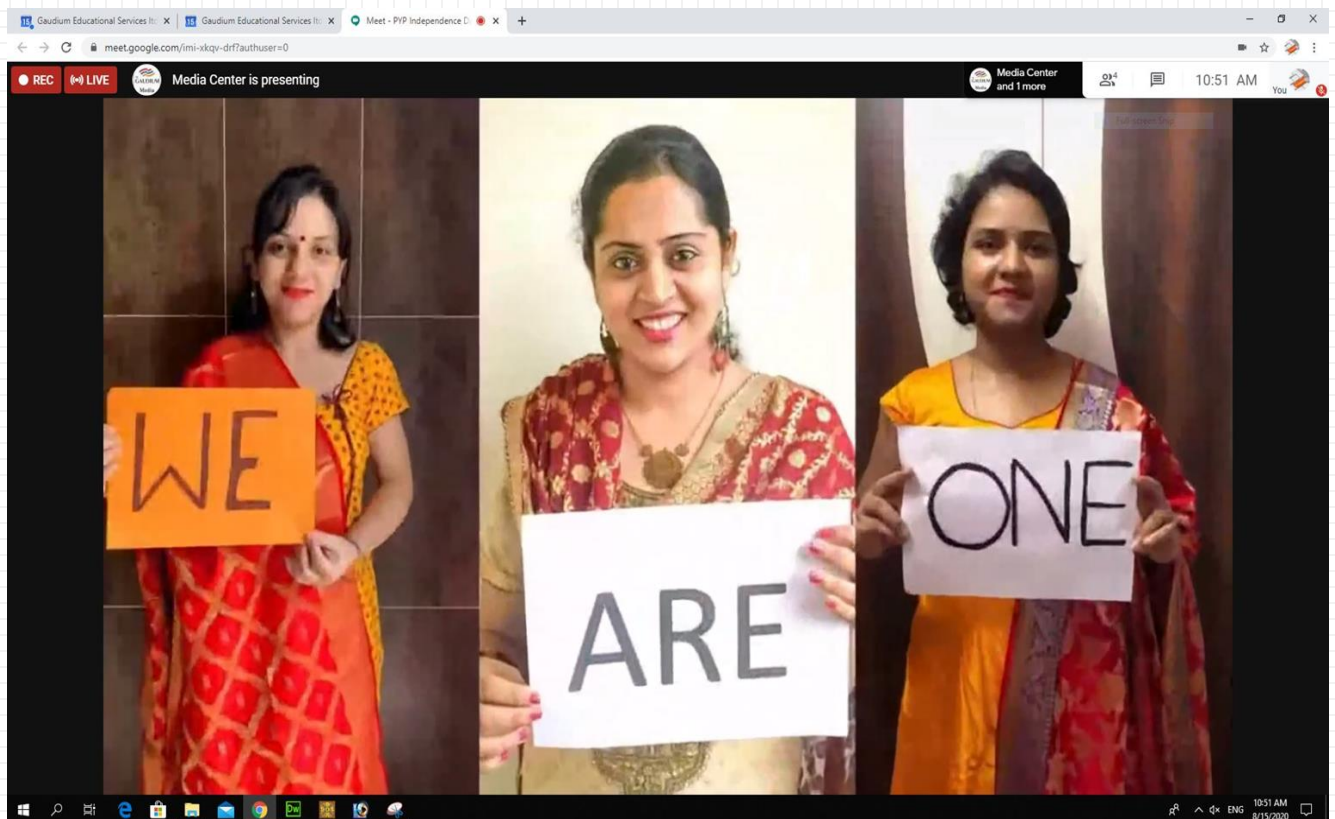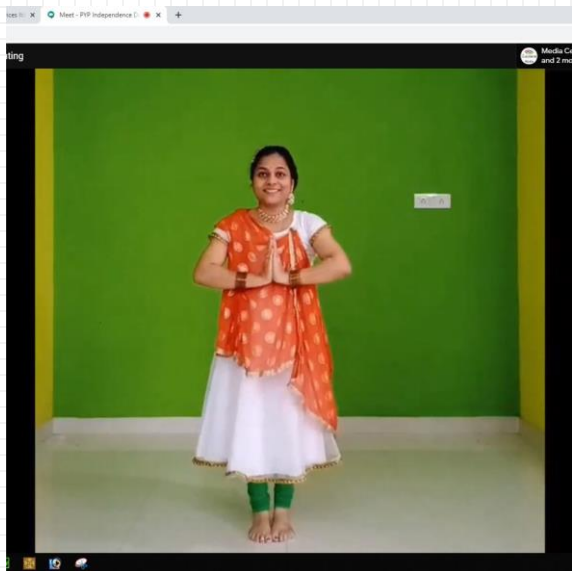
Dance performances

Musical performances
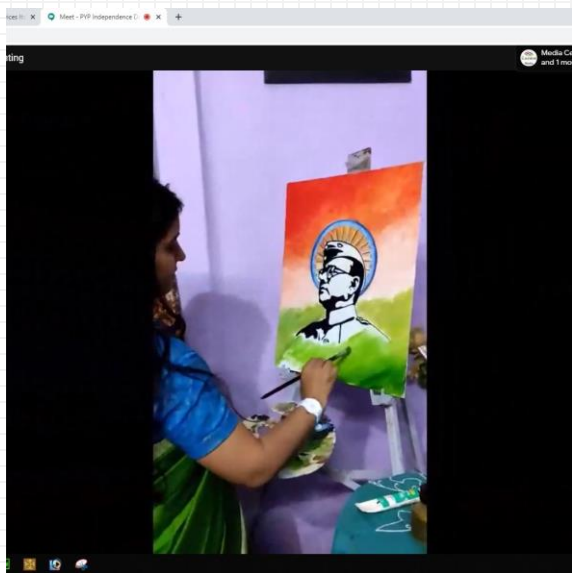
Live Art

Musical performances
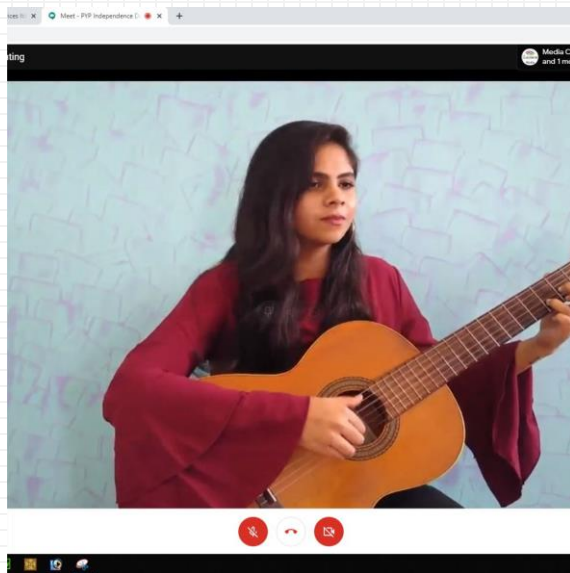
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**High School Independence Day Celebrations at The Gaudium**

The Gaudium School ushered in the morning of 15th August 2020 in a wonderfully executed virtual Independence Day celebration by the high school wing which was captured live on our social media handle. The program commenced with the virtual unfurling of the National Flag and everyone rising up to sing the National Anthem which was led by our gecko Anandi on the live screen. The address by our Principal- CBSE and Cambridge, Ms Shalini Singh Hamilton conveyed the warmest greetings to everyone present at the celebration. We had with ourselves Brigadier Rajiv Williams as the Chief Guest who has served our nation as a decorated army officer and is the proud recipient of many prestigious awards and medals. His address was a highly motivating one where he inspired all to rise up to action whenever there is an opportunity and motivated the students to become young leaders of tomorrow. He also expressed his happiness for this innovative idea of celebrating Independence Day virtually, which is the new normal! The celebrations revelry continued with melodious musical and energetic dance performances on patriotic tunes by the high school geckos. The program was concluded with the singing of the Gaudium School anthem and with vote of thanks given by Mr Prithvi Sinha, the HOD of English.
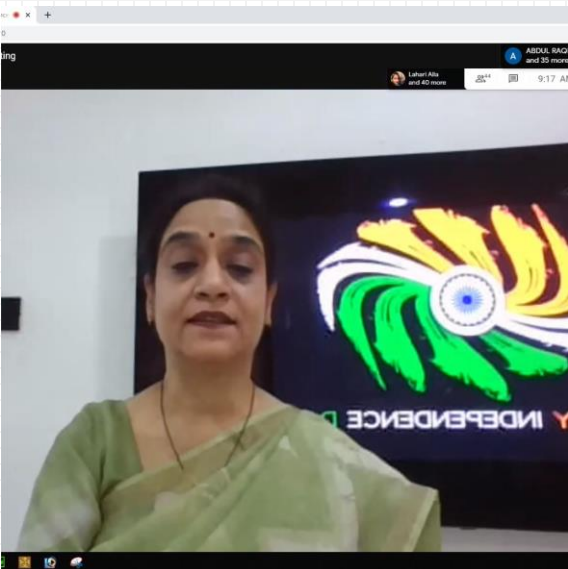
Chief Guest Brigadier Rajiv Williams address
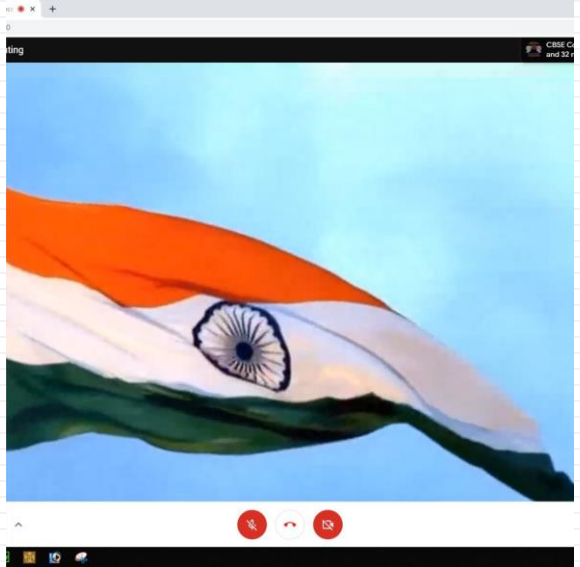
Virtual unfurling of the Indian Flag

The Principal addressing the audience

Dance performances

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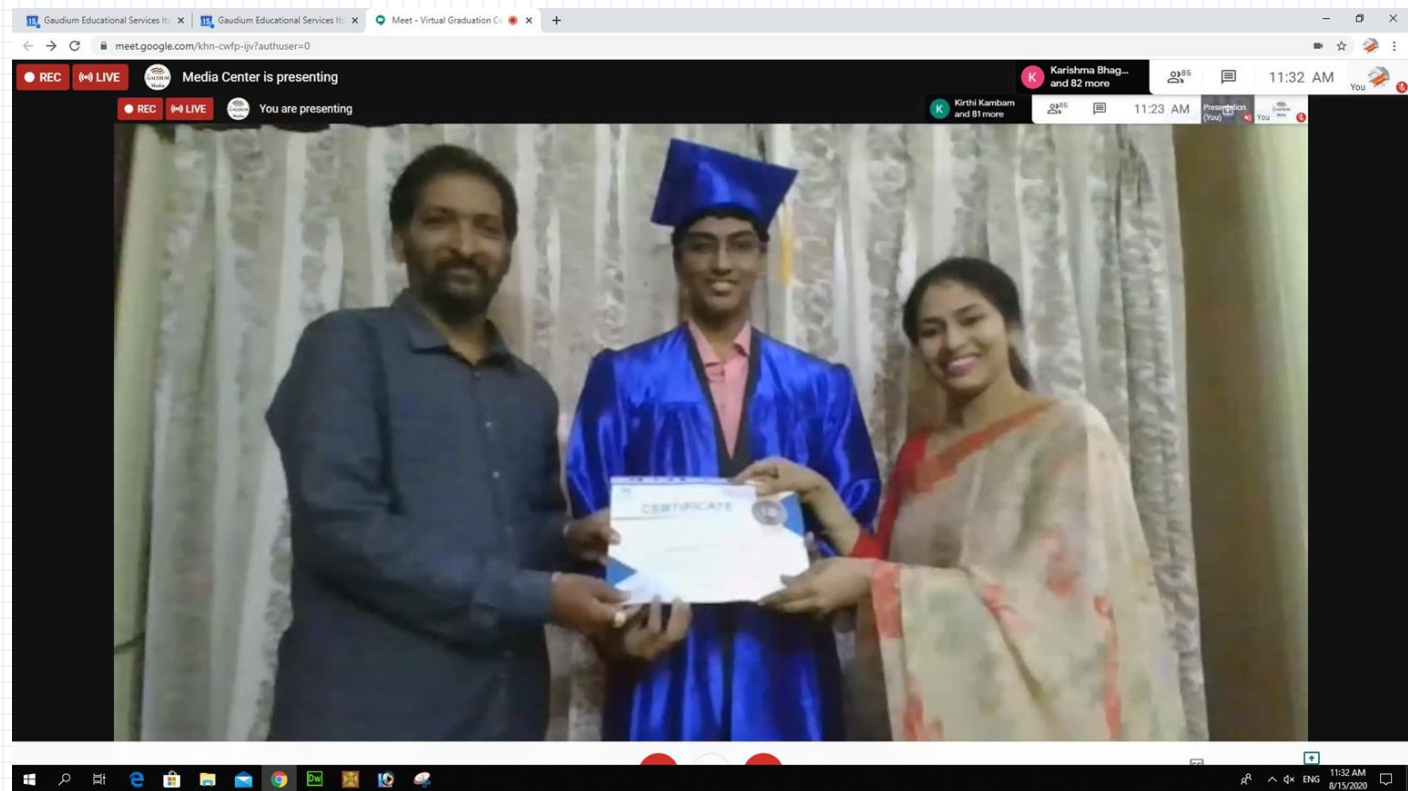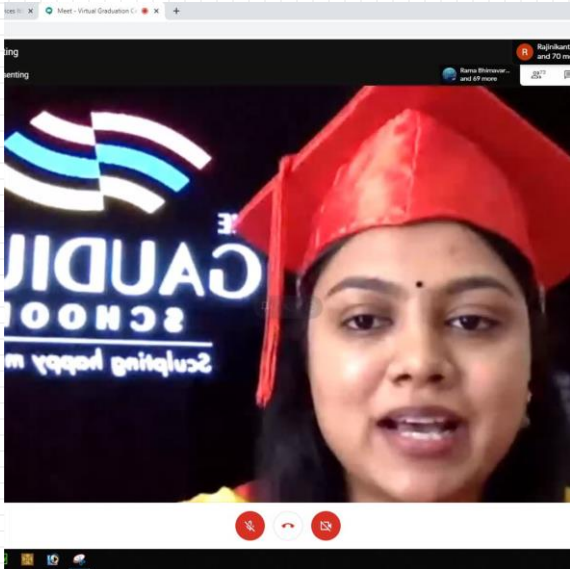
Events- Graduation Day Celebration
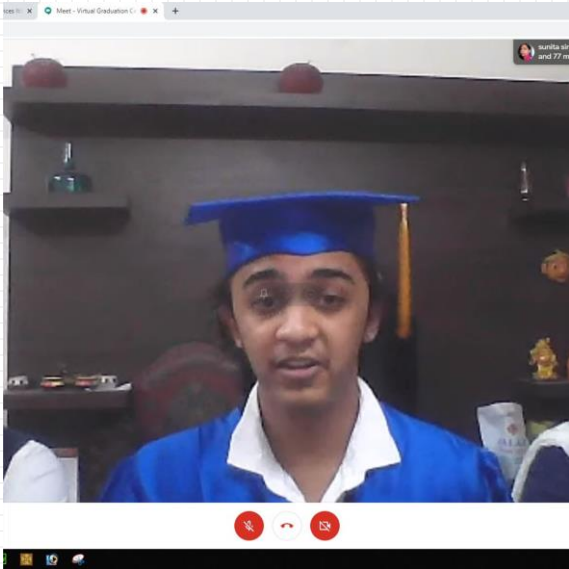
Graduation Ceremony of the Class of 2020

A grand Graduation Ceremony was hosted for the Class of 2020 on Saturday, 15th August 2020 virtually. The first graduating batch of 23 unique students from Cambridge and CBSE Board were felicitated by their parents at their homes in the presence of their school fraternity. The opening address by the CBSE Coordinator Ms Varsha Dillikar and then by the Principal of CBSE and Cambridge - Ms Shalini Singh Hamilton expressed the pride that these 23 Graduates have given us and how they have raised an important milestone of our school. The keynote speaker of the event was the esteemed Director of the school Ms Kirthi Reddy. She inspired the geckos to make the choice of being a fulfilled contented person along with achieving their goals and also shared her thoughts on the various lessons learnt during this ongoing mega pandemic. The felicitation started with the Cambridge section followed by the address of class topper Sai Abhijeet who spoke about his journey at The Gaudium. The felicitation of the CBSE wing commenced next which was followed by the highly energetic speech by the CBSE Class topper Ms Shreya Jain. Parents of the graduating geckos also addressed the gathering expressing their pleasant experiences of being associated with the Gaudium School. Pulsating performances and melodious singing kept the up with celebration revelry which was concluded with Ms Sunitha Indukuri proposing the vote of thanks.
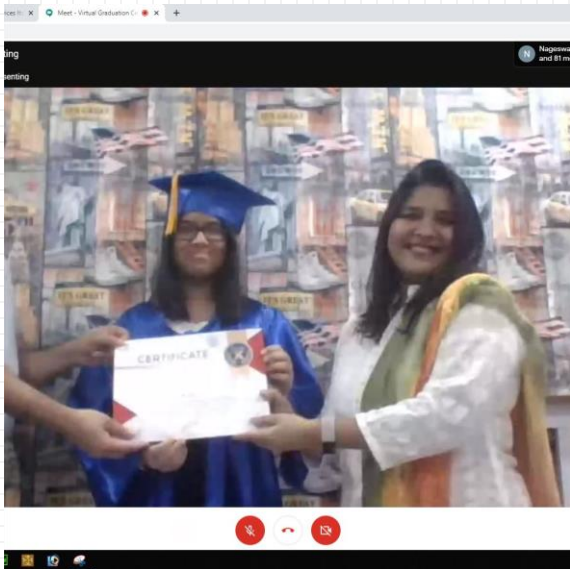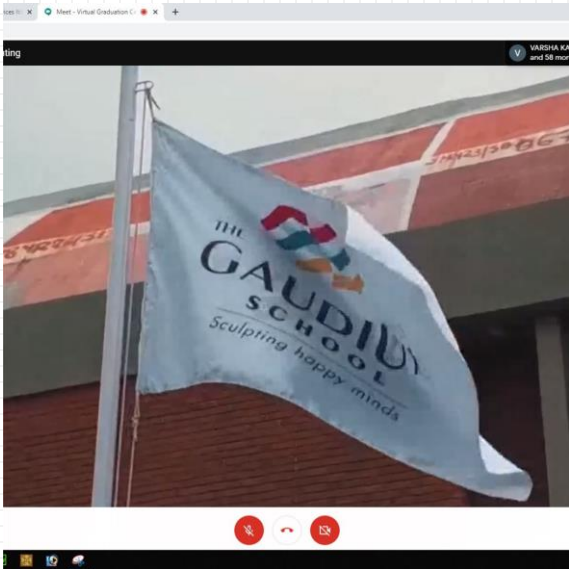
Speech by our esteemed Director - Mrs Kirthi Reddy

Speech by CAIE topper

Felicitated by parents

Virtual unfurling of the Gaudium Flag

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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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