



THE GAUDIUM

PRISM

IB MYP-DP EDITION

April-2021



THE
GAUDIUM
SCHOOL[®]

Sculpting happy minds

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**Principal IB
Shalini Singh Hamilton**

Dear Parents and Geckos,

Warm greetings to you!

In the month of April, the students of MYP Year 1 and 2, and DP 1 completed their Semester 2 examinations, reflected on their learning and assessment during the second term and got their reports, while for the students of DP 2 IB has decided for the non-exam route. As we come to the end of the 2020-2021 academic year, it is indeed a good time to reflect on what we have achieved and look forward to an even more successful 2021- 2022!

The past academic year has been unique in so many ways and I take the opportunity to thank all our stakeholders for cooperating with us in making this a memorable educational year despite the uncertainties caused by the pandemic. You are greatly appreciated for the support you have given both to your child and to the school, without us working together we could not have achieved all this. We have gained so much more experience by being one of the firsts in the state to successfully launch the online educational platform due to lockdown. The virtual transition was extremely productive and engaging and we have appreciation pouring in from so many parents. The school events were also held on a virtual platform and have been extremely successful.

As we are set to step into the new academic year, we look forward to a fruitful year ahead. We hope that our Geckos will make the most of the summer break by spending quality time with the family, reading good books, helping the parents and siblings, exploring and developing new potentials..

We wish you good health, stay safe!

Warm Regards

Message from the Editorial Board



Prithvi Sinha
Member of Editorial Board

As soon as I sat down to write this editorial piece, I wanted to see what other school magazines are writing to their internal fraternities. What I found was at the same time worrying as well as reassuring - and that is when I felt the challenge in hand. We do know what needs to be done amidst this havoc, however, we are not sure if we should feel better after doing things that are wanted from us. The vapor schedule, the supplements' list, the ban on going out just to roam - everything is in place yet the anxiety and restlessness are also prevalent. So, I thought of coming up with a few other measures that need to be thought of extremely seriously. And, thank god, these measures will not require governments and other huge organizations to pitch in. These measures mostly depend on healthy and sentient conversations.

The first thing I propose is to teach our children to recognize differences and foster solidarity. In these difficult times we have seen how the virus does not discriminate and has wreaked havoc in all strata of society. Research has shown that people help similar people more and we have to change that by adding this epoch making habit into our children's emotional quotient.

At this point of time, I believe that every emotion should be addressed. Be it the school leaders or the teachers or the parents - we need to pay attention to every emotion around us. The unpleasant emotions that this pandemic has subjected upon us can derail prosocial behavior and emotions like sadness and fear are creeping silently yet rapidly. And it is the most crucial time to regulate these emotions and respond to people's grief and trauma. It is also important to initiate other positive emotions that can take the place of the unwanted emotions - it has always been the acts of kindness that stitch the fabric of humanity.

The most difficult step amongst the four that I have in mind is self-control. Despite its cliched presence in every to do list across cultures, self-control is something that needs to be remembered and exercised much more cautiously as it is extremely self-draining. One needs to know why she or he is trying to impose things on themselves. If we can ensure the correct amount of self-control we can ensure our prosocial behavior becomes automatic.

I know that after a lot of self-help ideas, these four may seem redundant but if we think more carefully and contemplate even more intently we will know that it is not only about the body that needs to be saved from the virus but the mind too.

Nevertheless, the editorial team of Gaudium signs off for the time being. We will be back with more art, more words, more efforts and more marvels like we did in this year. Till then, live responsibly.

Regards,

Editorial Board

Coordinator's take on the Curriculum

Holistic development of our learners



Greetings!!

It gives me immense pleasure to pen down this reflection at the end of the academic year as we have completed one year of virtual learning. As we look back, we have evolved and progressed in our MYP learning journey by nurturing our student's holistic development. We strongly believe a balanced curriculum, progressive thinking, and continuous professional development of teachers and students should be ongoing, as they are the key ingredients to facilitate the development of our students.

Innovation, creative impetus, exploration leading to the development of our Gecko's critical and creative thinking, and problem-solving are few skill development strategies used in our classrooms to make our learners confident and enable them to grow as holistic individuals. The MYP team constantly works towards empowering our geckos with tools and strategies that would unleash their real potential and provide them with a platform where they are driven by passion, where there is no limit to experimentation, where working is fun and learning naturally happens. At Gaudium, we are committed to create such an environment for our Geckos where they can discover their real passion and potential through hands-on experience.

Another means to develop to holistic excellence is by being knowledgeable. Knowledge is acquired by developing reading habits. Our young learners will certainly become knowledgeable by getting deeply engaged in reading books and collecting information from a wide variety of resources. We would recommend our Geckos to develop and strengthen their reading habits and deeply engage in this process during their summer vacation which will help them to grow as knowledgeable and open-minded individuals and respect other perspectives.

We thank our management and parents for their constant trust and support. Wishing you all an enriching and relaxing summer vacation.

Stay safe!!

Bindiya Jena
IBMYP Coordinator

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

Perspectives on Teaching and Learning

Mathematics and the Five Pillar of The Gaudium School



Math has become an inseparable piece of our lives. Whether we are students, or work in an office or even invest the majority of our energy at home, every last one of us utilizes math as a piece of our regular day to day existence.

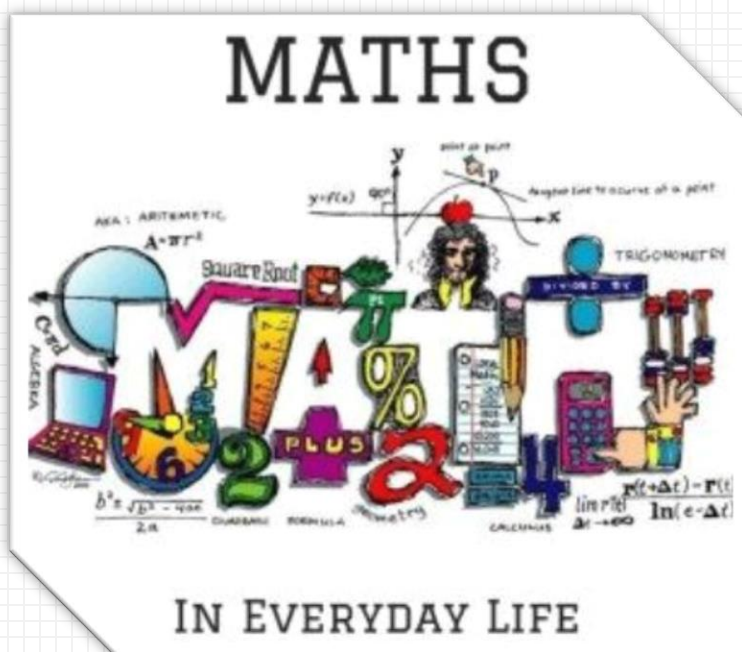
Regardless of where we are, just as we are doing, math is consistently there if you notice it. In the MYP curriculum Mathematics is a methodical application of matter. It is so said because the subject makes our Geckos methodical or systematic. Mathematics makes life orderly and prevents chaos. Certain qualities that are nurtured by mathematics are power of reasoning, creativity, abstract or spatial thinking, critical thinking, problem-solving ability and even effective communication skills which correctly fits into one of the pillar that is **Holistic Excellence**. The **Core Values** of Mathematics are instilled in our Geckos by connecting all the mathematical problem to the real world situations is the cradle of all creations, without which they know very well that the world cannot move an inch. For instance, be it a cook or a farmer, a carpenter or a mechanic, a shopkeeper or a doctor, an engineer or a scientist, a musician or a magician, everyone needs mathematics in their day-to-day life. Even insects use mathematics in their everyday life for existence. Through geometry and patterns they learned how snails make their shells, spiders design their webs, and bees build hexagonal combs. There are countless examples of mathematical patterns in nature's fabric. Our MYP geckos are the Mathematician now because of the well-designed curriculum, planned activities with ATL Skills and other subject Integration in the classroom teaching. A good curriculum of MYP Mathematics in The Gaudium is helping in effective teaching and learning of the subject. Experience says learning mathematics can be made easier and enjoyable if the curriculum includes mathematical activities and games. Maths puzzles and riddles always encouraged and attracted an alert and open-minded attitude among Geckos and help them develop clarity in their thinking with **Mindfulness and Wellbeing**. Emphasis was laid on development of clear concept in mathematics right from the beginning. As a Facilitator if we fail here, then the Geckos will develop a phobia for the subject as they move on to the higher classes. For making the topics in mathematics interesting, technology was beautifully blended and utilized for showing pictures, sketches, diagrams, collaboration and models as far as possible.

As it is believed that the process of learning is complete if our sense of hearing is accompanied by our sense of sight. Open-ended questions helped Geckos to answer and encouraged to think about the solutions in all possible manners. They were appreciated for every correct attempt. And the mistakes were immediately corrected without any criticism. This entire process imbibe the qualities of becoming international mindedness and **Global Leaders**. Another very effective means in which spreading the knowledge of mathematics in the classroom took place was through peer-teaching. Anyone who is very good in any concept, that child takes the initiative to explain the same to fellow students during recapitulation time. Moreover, in the process all the Geckos will be able to express their doubts on the topic and clear them through discussions in a group. This builds a very strong **Stakeholder Connect**.

Through the five pillars of our school, ATL skills, Inquiry based teaching, differential learning and IB MYP curriculum has made mathematic the more successful and offered rationality to our thoughts. It is a tool in our hands to make our life simpler and easier. Let's realize and appreciate the beauty of the subject and embrace it with all our heart. It is a talent which should be compulsorily honed by all in every walk of life.

Bibliography: www.timesofindia.indiatimes.com

Susmitha Mukherjee
MYP Mathematics Facilitator
Computer Science HOD



Perspectives on Teaching and Learning

My teaching and learning journey 2020-2021...



This academic year has been a very interesting time in my teaching and learning journey. Teaching virtually during the pandemic has given me the opportunity to think “out of the box” and try many different ways to support my students in their MYP journey. Be it researching hands-on activities for students as they explore problems in our community and look at designing unique solutions, or understanding challenging concepts in mathematics and connecting it to the real world through means of various 3D designing tools, collaborative learning, problem solving, critical and creative thinking process and blended classroom techniques. All of these stood successful during this time of transition and the pandemic scenario. I was happy to see how all the stakeholders showed immense support and encouraged a new trend of teaching and learning during this time. Assessing my students' knowledge during the academic year wasn't very difficult as the use of 21st century technology tools also brought in much enthusiasm and excitement in our students to ensure they revise, revisit and showcase their understanding to other enthusiastic learners. The school also provided us with continuous professional development throughout the year that helped us as educators to enhance and upskill our teaching skills. During pastoral care, we looked at enriching our lives through maintaining a balance between academic and non-academic life. Creating smart goals and accomplishing them was a main focus set by our students, and this gave them a way to strategies and work towards achieving goals right from their young age. We also looked at improving our social, emotional, physical and mental aspects of our life that play a huge importance for our students, their families and educators as they experience a lot of changes and transitions during their lives and in nurturing their important years. Throughout the IB MYP journey, students continued to think deeply about their role in their homes, communities and the world around them. They begin to see things and envision new ideas, brainstorm strategies and plan ways to improve communities as middle school students. Taking responsibility for every small thing they do, was indeed their natural focus and thought in this year!

During my experience in supporting the service as action sessions, students spent a lot of time virtually to look for global problems, further plan and execute solutions that can bring in change as simply in the form of bringing awareness in our school community and our homes. Using the knowledge of concepts taught in various subject groups, students also saw connections between subject groups and worked with enthusiasm to create websites, write and direct songs, create infographics, posters/brochures, etc. as some of the ways to share their knowledge and encourage more students or people to take responsibility for our planet and protect it.

This academic year has been a joy ride with a lot of things to learn, explore and execute in varied situations. We all missed the school environment but surely are glad that we could continue to have such a high spirited and hard working learning culture. I am happy to say that even with virtual schooling, there is a lot of growth in me, as an educator. I have thoroughly enjoyed my first year at the Gaudium school and look forward to the upcoming school year.

Happy Holidays!

Josna Vaz
IB MYP Facilitator - Mathematics and Design
Pastoral Care Leader & MYP1A Class Mentor

Stakeholder Connect

Part 1: Portfolio

1. Managebac	2. Create Portfolio	3. Share
<ul style="list-style-type: none">Portfolio will be created in ManagebacYou will add your residence based Managebac portfolio and reflect on the evidence against the Hattie Effect modelYou will complete your subject group teacher on selecting links for each subject	<ul style="list-style-type: none">After you get your subject teacher's approval, you will add the links to your PortfolioAdditional support will be provided by your respective home tutors during PC sessions	<ul style="list-style-type: none">You will be informed of an assigned date, where you will share and talk about your Portfolio to your parentsYou will show them all the links and reflections added for each subject groups

ATL Skill Development

PARTNER CHALLENGE

The school is planning to build a special fenced-in patio for our class to enjoy during free time! They've asked for your ideas on the best way to design the space. You and a partner will use 12 square tiles to come up with six different layouts. As you trial different designs, complete the graphic organizer in your student packet.

Analysing and Inquiring - Design

Why do you choose this topic? Give detailed reasoning.

Your project is based on which real-world location? *

Your answer

Who will this product benefit? *

Your answer

What change are you likely to bring in to this area through your project? *

Your answer

Why is there a need for a solution in this area? *

Your answer

Virtual Field Trip

Enter VR

Connecting math in the real world

Student	Answer	PARTICIPATION 75%
Sahaj	Synthetic turf 20 years- \$22.5625 Natural Gra...	Share
Saamir	Synthetic turf	Share
nandini	I would recommend both because natural gr...	Share
sravani		Share
@diti	The synthetic turf (artificial grass) may be 2 d...	Share
arnav	synthetic turf	Share

Math interactive session

Activity 3 - Compound shapes

Look at these compound shapes and decide how to divide each one into simpler shapes. Copy the diagrams in your notebook and use dotted lines to divide each compound shape. Be sure to use only rectangles and triangles when dividing up each compound shape.

Designing a sustainable Community

Perspectives on Teaching and Learning

Importance of Summer Vacation



We have finally reached the end of the school year, which means it is time for vacation. Simply, the summer break for schools means an extended breather that has recharged bodies, minds and even wallets. As I see it is an opportunity for parents and their children to relax, bond and learn in an organic, experiential manner. In many ways, the summer break provides a classroom every bit as important as the one that includes desks, books and teachers. It means spending quality time exploring, whether it be the back yard or backwoods, and unleashing creativity, talents and fun.

Adults use the free time to unwind from work and recharge their batteries. However, children also need vacations to take a rest - and to develop.

As a teacher I only really ever started to feel well-rested and relaxed toward the end of a long school holiday. What's more, I always felt so incredibly motivated for the next term. So eager to get back to school and give it my all. In fact, I think ALL adults would benefit from longer breaks away from work.

Vacation holds a very important role in a student's life as it gives them a chance to refresh, relax and learn more than what is taught in schools. It also gives them a "chance to revisit" any subject that they might have missed in the lessons. Sometimes, students use this time to learn more in summer schools or pursue their hobbies such as art and craft, dance etc.

Priyanka
MYP English Facilitator

Perspectives on Teaching and Learning

An insight as a French educator during the PANDEMIC



Introduction

My journey in the IB section this year can be classified as a 'battle' against the 'beast' in the name of 'online' classes. There has been times of utmost happiness, worry and anger for me and my 'crew' but we sailed through the trouble waters successfully, pulling a 'pass card' for them as my learners and me, as their French Language teacher.

The status of French classes

A language class is said to be interesting when learners contemplate their learning physically through interaction with their teachers in class, in multiple encounters with them throughout the day and in activities they share together daily. However, this online set up has reduced such interactions, stamping a time limit on it. This, has certainly impacted on the quality of understanding concepts especially for the new learners in French. However, with the support of the stakeholders of the school, online teaching was made simple. Google meet was used as a daily platform along with other online tools for monitoring the class and homework as Managebac. Many instances, Jamboard was used to allow students to write their answers, where as a teacher, I could also see their participation. Another tool that was commonly used in French classes was youtube for watching videos in French and learn correct pronunciation.

Reflection of students

A very important aspect of teaching is the reflection of my students after a unit or a special class like an ATL class. The feedback shared by the students normally allows me to modify and adapt my teaching to their individual requirements. One common way of gathering feedback has been the google form. After each unit, learners were asked feedback on what they mostly liked and did not like in the way the unit was taught. Most of the answers would favour online games for a better understanding in a fun way. Some learners expressed their strong desire to return physically to school as they look forward to meeting and speaking to me in real.

Learning as a bond

Learning a language does not stop at learning about the words or vocabulary needed to communicate in that target language. It is all about being mindful of the different way people live within their cultural parameters and accept that difference as a diversity in the world. Many class discussions lead to understanding the 'weird' ways

of communication of French societies around the world. It lead learners to compare and contrast what they are living in their society to the one they are studying and this eventually lead to an analysis of the demography within the world. French culture is more prominent around us than we actually realize. For example, fashion is such a field where the French touch wraps itself. The healthy discussions around such topics within the class lead students to realize the different challenges that other people face in their society.

In connection with the Happy Mind's Model

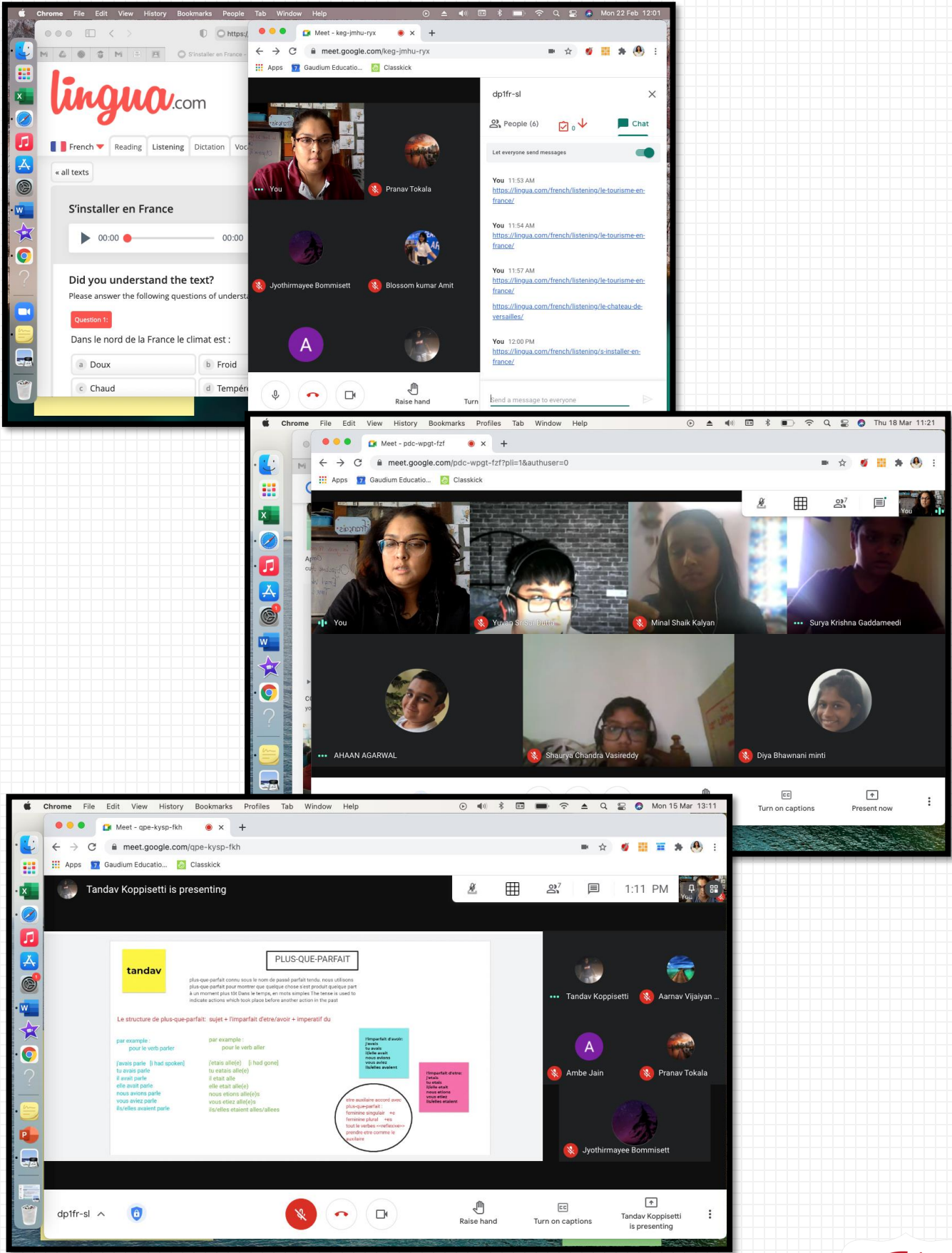
French classes are mostly connected to Holistic excellence of learning where learners are taught strategies of how to practice the 4 skills (Reading, Speaking, Writing and Listening) through various activities like watching a video, listening to an audio, class discussion on their thoughts using the required vocabulary, reading texts aloud for pronunciation practice, making mind maps using required vocabulary and above all, researches through the French sites shared with them. Learners become mindful of the different society around the world which adopts practices that are different to theirs. There is practice of mindfulness and well-being when they explore an aspect on their own and come to their own conclusion. Another pillar that fits in French learning is stakeholder's engagement, especially when learners worked in pairs or groups using multiple google rooms created by the teacher under her guidance. It has been difficult at the beginning to keep the pace, but after a year of learning, working in groups was successful. Many activities were also designed to connect with parents, friends and even French speaking students outside the school.

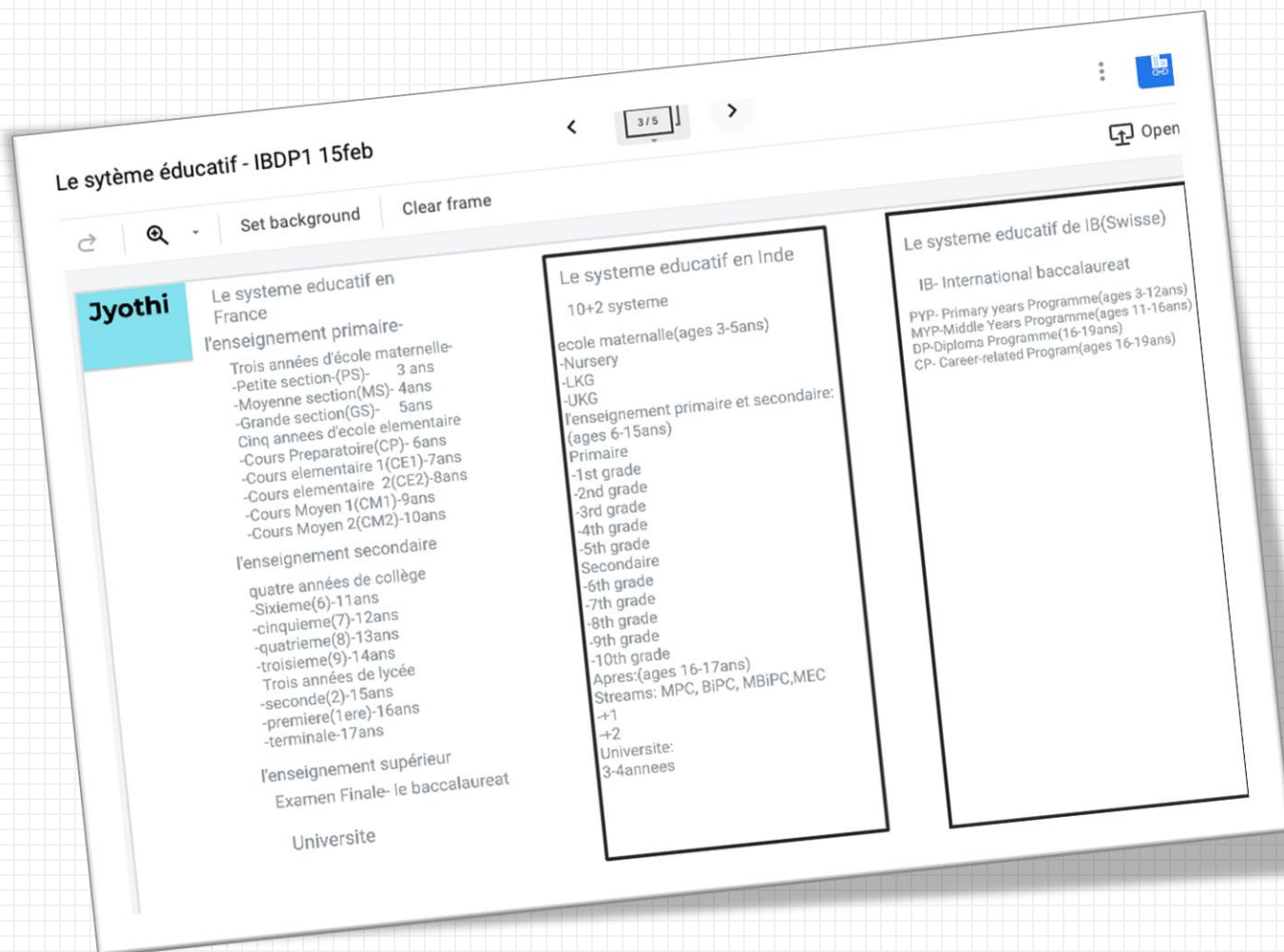
Final statement

Teaching French to novice of the language as well as advance learners during the pandemic was a beautiful experience as a teacher as I learnt the necessity to focus on the important aspect of teaching, i.e. bonding with my students. This allowed a healthy atmosphere where learners were made comfortable ad secure about their knowledge sitting at home, in front of their systems.

As a teacher, I learned that modification in teaching is not a choice but a necessity in this ever changing world.

Nandita Maunthrooa
French Language Facilitator,
Head of Foreign Language Department





Perspectives on Teaching and Learning

परीक्षा,परिणाम और ग्रीष्म अवकाश



शीर्षक पढ़ कर आप समझ गए होंगे कि मेरी कलम आज किस बारे में बात करना चाहती हैं। हाँ ! सही समझे आप 'ग्रीष्म अवकाश'।लेकिन ग्रीष्म अवकाशसे पहले आता है मार्च अप्रैल का महीना। जो हर किसी के लिए चुनौतियों से भरा रहता है चाहे वह विद्यार्थी हो ,अभिभावक हो या अध्यापक हो। सभी को परीक्षा और परिणाम का इंतजार रहता है और इन सभी इम्तिहानों को पार करने के बाद आता है सुखद हवा का झोंखा- ग्रीष्म अवकाश । जिसका इंतजार बच्चों के साथ अभिभावक को भी होता है। लेकिन इस महामारी के दौर ने सभी के सपनों को तोड़ दिया। लेकिन फिर भी, हम इस ग्रीष्म अवकाश का सही फायदा उठा सकते हैं।

जहाँ पहले जैसे ही छुट्टी की बात होती, तो हम लोग महीनों पहले से ही तैयारी शुरू कर देते थे जैसे- परिवार के साथ कहीं घूमने जाएंगे या नाना नानी के घर जाएंगे । नानी का घर, मौसी का प्यार ,मामा जी लाड़-दुलार आम के लिए छोटे भाई बहन से लड़ाई , तो कहीं ट्रेन,हवाई और बस के सफ़र की बातें ही मन में रोमांच भर देती हैं। लेकिन आज परिस्थिति कुछ और है आज इस महामारी ने हमें इस सुख से भी वंचित कर दिया है। कोरोना महामारी के कारण हम बाहर घूमने नहीं जा सकते परंतु इसका ये अर्थ नहीं है कि हम इस अवकाश में कुछ नहीं करेंगे। इस समय हम वह कम कर सकते हैं जो इससे पहले हमने नहीं किया जैसे ऐतिहासिक महा पुरुषों की कहानियाँ पढ़ कर दादा दादी या अपने घर के बड़ों को सुनाना,साँप सीढ़ी खेलना , सात पत्थर[पिट्टू] खेलना और अपने परिवार के सदस्योंके साथ समय बिताना। यह अवकाश जरूर आप के लिए एक नया अनुभव लाएगा ।

आशा करूंगी आप सभी इस कठिन समय अपने घर,अपने अपने परिवार के साथ स्वस्थय और सुरक्षित होंगे। यही समय है अपने परिवार के साथ अपने संबंध को और मजबूत करने का।

हिन्दी अध्यापिका
प्रीति दीक्षित

Perspectives on Teaching and Learning

Beyond Imagination

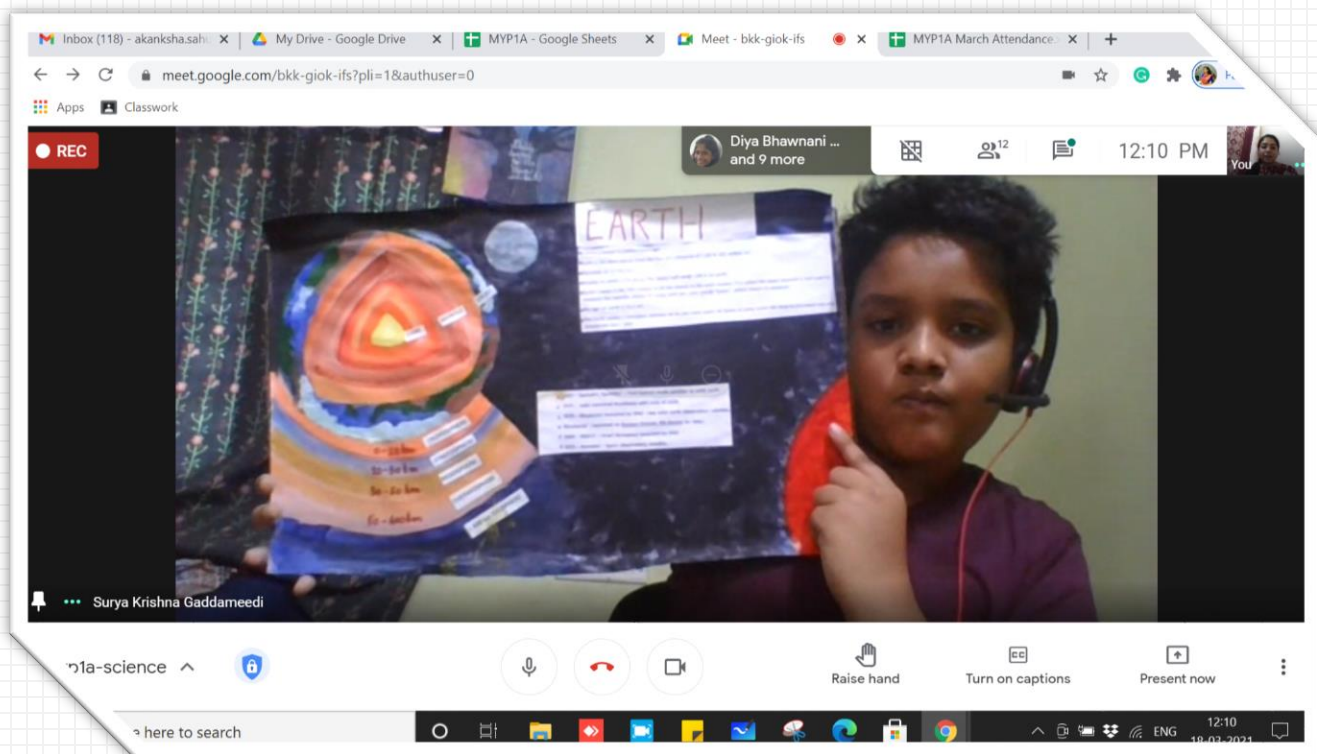


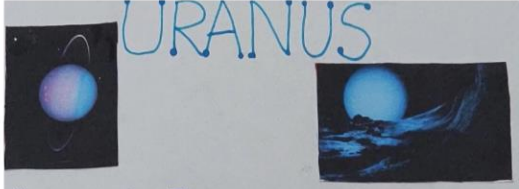
In the last unit, students of MYP-1 have learnt about the solar system. This unit was designed to initiate inquiry about our place in the solar system and explore the factors that affect life on Earth. During the lessons, students have taken a virtual tour of our solar system which revealed to them the beauty of the solar system beyond our own Blue Planet. They got excited to learn about the stunning diversity of worlds, from the volcanic landscape of Venus to the frozen outer reaches of the Oort Cloud.

While researching the factors affecting life on Earth, students self-initiated the task of exploring life beyond the Earth and understanding - 'Why is it not possible?' And 'Is there a way they can make it possible?' They found some tantalizing prospects for life beyond Earth - subterranean Mars, the twin planet Venus and maybe, and the moons of giant planets with their hidden oceans - but concluded at the end of their research that, so far, it's just us. Their imagination of making life possible on other planets was breathtaking. They thoroughly enjoyed presenting the GRASP task where they were the owners of various planets and dwarf planets. They exhibited excellent communication skills and shared convincing ideas to persuade humans to inhabit their planets. This unit and the GRASP task allowed them to explore a planet of the solar system in detail and creatively present their findings to the audience. It was a delight to see our students thinking critically and creatively about future missions. Somebody rightly said-- "Imagination and creativity can change the world."

Akanksha Sahu

Science Facilitator





URANUS

URANUS is the 7th planet from the Sun.
Its average distance is 1.8 billion miles from the Sun
Its rotation period is 0.72 and revolution period is 30,685
Average temperature is -353°F
The diameter of URANUS is 50,724 km
URANUS has 86.5% of surface gravity of EARTH. If you weigh 100 pounds on EARTH you would weigh 86 pounds on URANUS
URANUS has 27 moons
URANUS is a ball of ice & gas, so you cannot really say it has a surface. Therefore, there are no volcanoes
since there is no surface, a spacecraft would sink down through its atmosphere
life cannot exist on URANUS considering the temperature & atmosphere it has
...the temperature on its rings or live on one of the moons of URANUS

7th planet

1.8 billion miles from Sun

Rotation period is 0.72

Revolution period is 30,685

No volcanoes

-353°F

27 Moons


50,742 km diameter

86.5% Gravity


ball of ice & gas

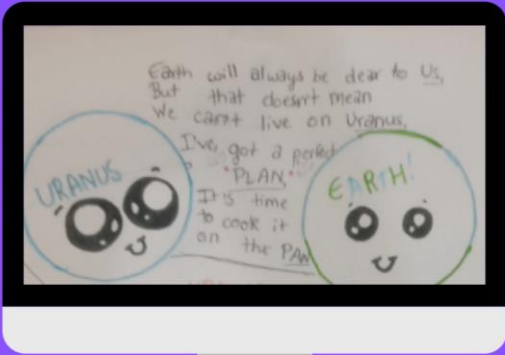
NO SURFACE

There is a little bit of water in Uranus




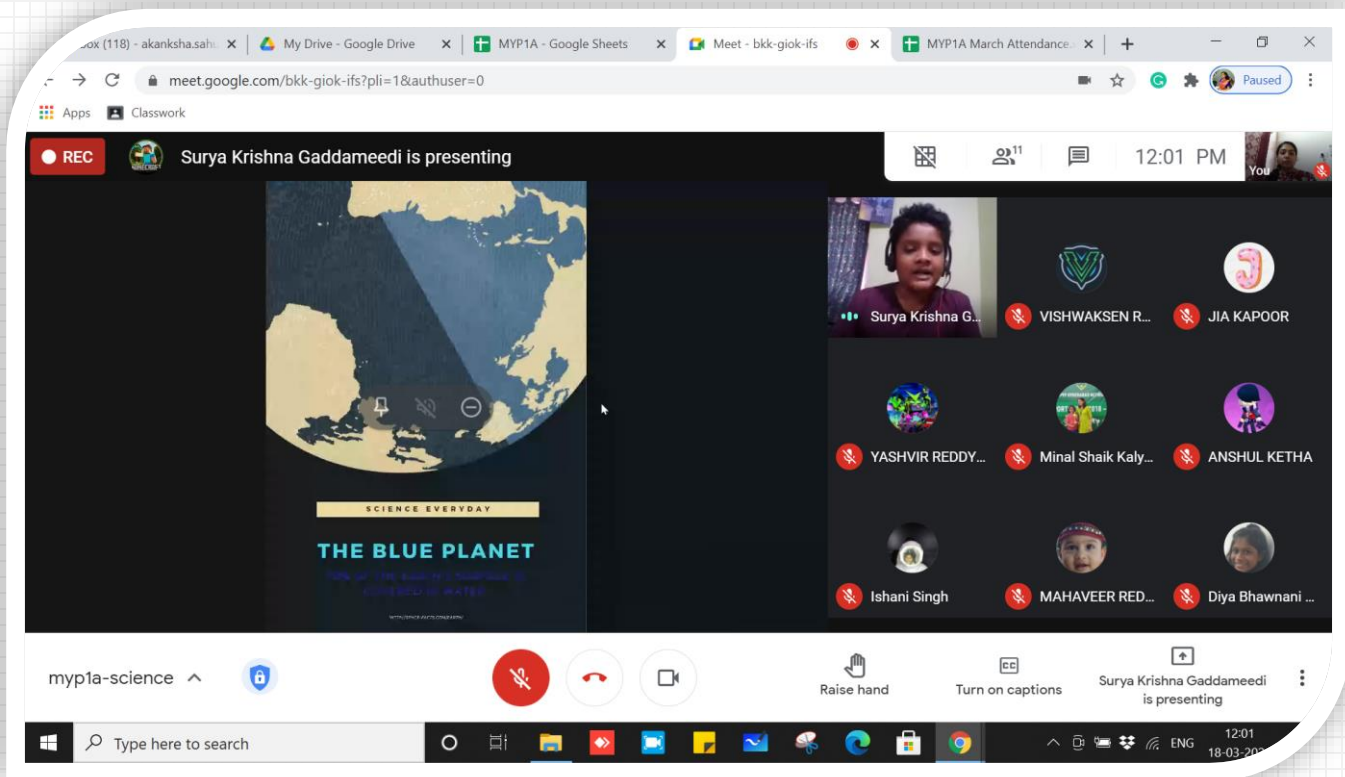
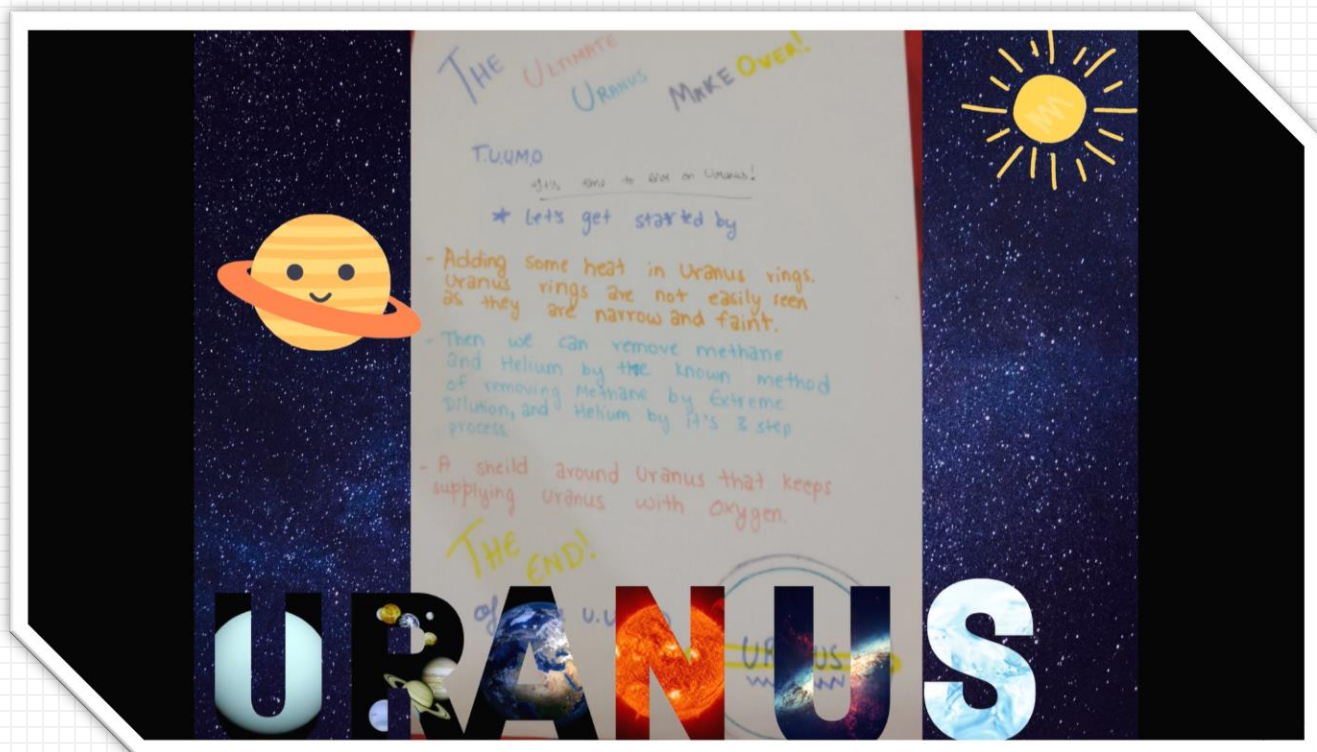
Watch me Fix the Uranus puzzle





It will currently take 9 years to reach Uranus but with tomorrow's technology, we'll reach within a few months.





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

Critical Reflection

Joy of togetherness

If winter comes, can spring be far behind?' said the poet Percy Bysshe Shelley. Though the pandemic continues to reign supreme, at The Gaudium we have reasons to celebrate the ardors of our resilience that never let spring vibes in our classrooms end in the last academic year. On April 19th, amidst stringent COVID protocol, the Academic team was invited to the campus for a Management event, an open platform to interact, share experiences from the past year and express expectations for the new academic year. It was indeed a day to cherish for it allowed conversations over a sumptuous luncheon, just like the old times. The laughter, the joys of togetherness and sheer pleasure of being able to spend a day in the campus that is so much a part of our existence made the day extremely special. Our Director, Mrs Kirthi Reddy, in her speech acknowledged the contributions of every team member during the online classes and thanked all for garnering endless applause from the parent and student community. Mr. Rama Krishna Reddy and Ms. Shalini Singh Hamiltom reiterated that we have indeed emerged as the silent warriors of the war against the pandemic. While it was overwhelming to listen to classroom stories from the virtual classes, the expectations and feedback from all stakeholders was also noted and the future forward was discussed. In a very generous gesture, the management appreciated the contributions of the academic team by presenting goodies and a personally signed 'thank you' card; it is gestures like these and many more that strengthen the connection with each passing day. Team Gaudium stands strong and steadfast, backed by an even stronger leadership body, and together we are on a mission to spread joy and inspire greatness.





**Director
Mrs Kirthi Reddy**



Mr. Rama Krishna Reddy



**Principal-Middle and High school,
Ms. Shalini Singh Hamiltom**



**MYP Coordinator
Ms. Bindiya Jena**

Flipped classroom



We had a flipped classroom on the topic: ozone. Since it was a flipped classroom we had to learn and study the materials for ozone on our own and explain it to our chemistry teacher instead of her teaching us the topic, a flipped classroom. We were given time and materials by our teacher to learn it before explaining it in class. I was the recorder and presenter for that day. My job was to write the group discussions and notes during the session. My classmate, Aarnav, was also given a role of manager as well as the presenter. We all were given roles and through this way our lesson went smoothly. We used many different ATL skills such as independently researching by learning the topic ourselves, we were able to communicate and work together when explaining to our teacher what we have learnt and understood. When we were given questions, Aarnav and I were able to collaborate and easily answer and finish the questions. This was an interesting way to learn the topic. I think this can be done more often for certain topics which are important yet do not require much explanation, so that we can learn independently and use our ATL skills. When we have any questions or doubts we can ask our teacher to clarify them. I thought it was a good way for us to understand the topic and have an interactive learning environment.

Alisha
DPI Student

Critical Reflection

Reflection on flipped classroom- Ozone



During our chemistry class, we were introduced to the flipped classroom, where the students would carry out the job of passing information and solving the questions, which we would normally get for homework, during the class. This was introduced to us for a change of pace from what we normally do, and to enhance several skills to expand our knowledge to understand every concept better.

Alisha and I studied the topic of Ozone, which is an especially important concept as it protects us from high temperatures and even skin cancer. We were separated into different roles, the manager, and the recorder. I was the manager and was given the responsibility to ensure that the conversation and the information is being passed properly and in an organized manner. We talked about the distinct properties of ozone and how it is a different molecule amongst many others.

Before presenting this, we had to research by ourselves what ozone exactly was and its chemical characteristics. This is where the idea of the flipped classroom took place. Whatever information and knowledge you learn in school hours, we learn it at home by ourselves and present and solve the questions while having a small discussion. We made our labels of the tasks we were assigned, and it was a fun activity, mainly for the discussions we had and that it was a different and a more fun way of learning exciting new information.

My researching, organization, presenting, and communication skills improved in this activity as we researched all the information required and organized them in a smooth way, where one concept led to another to better understand the topic, and our presenting and communication skills were being used while talking about ozone. More than talking on the skills that were achieved, our intellect was being challenged well. Instead of listening to the teacher and taking down notes and solving questions, we researched an entire topic on our own with limited guidance and we led the role of teachers. This enhanced my learning using ATL skills by a great deal.

Aarnav
DPI Student

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

Beyond the Classroom

National Science Day



“The whole of science is nothing more than a refinement of everyday thinking.”

– Albert Einstein

Science is an integral part of our life which generates solutions for everyday problems and helps us to answer the great mysteries of the universe. In other words, science is one of the most important channels of knowledge. It has a specific role, as well as a variety of functions for the benefit of our society: creating new knowledge, improving education, and increasing the quality of our lives. Science must respond to societal needs and global challenges and hence popularization of science and technology is the need of the hour.

National Science Day is celebrated annually on February 28th .It is celebrated to commemorate the discovery of Raman Effect by Nobel laureate, physicist CV Raman on this day in 1928 and to spread awareness about the importance of science in our daily lives. His work in the field of light scattering earned him Nobel Prize for Physics in 1930 for the discovery of Raman effect. In 1954, he was honored with India's highest civilian award, the Bharat Ratna. He conducted experiments with transparent blocks of ice and light. He recorded the spectra from shining the light through ice and detected the famous Raman Lines, caused by the Raman Effect.

The theme for National Science Day 2021 is "Future of STI (Science Technology and Innovation): Impacts of science on Education, Skills, and Work". The National Science Day 2021 aims to motivate the students to gain hands-on experience in the field of science. The theme throws light on how by learning science, student skills and ideas would contribute to make the world what it is today.

The IBDP students of The Gaudium School virtually celebrated the National Science Day on the 19th of March. The event was organized by the science students of IBDP-11with the help of MYP students.

The event began with the introduction of Sir C.V Raman and The Raman effect. Later, DP student Ms.Jyothirmayi explained the contribution of IB students to science by research and experimentation and in generating numerous research papers from all domains as a part of their course work. The students choose topics for their Extended essay and Internal Assessment which cater to the societal needs.

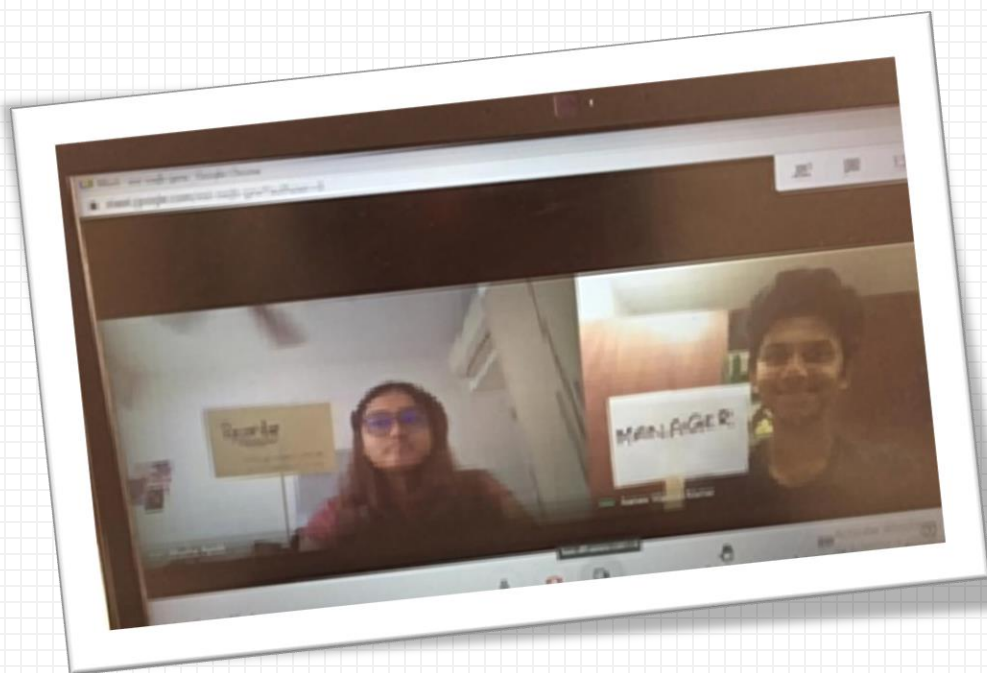
The guest speaker of the day was Dr.P.Padmavathi, Assistant Professor from Vignana Jyothi Institute of science and technology, Hyderabad. She emphasized on the importance of science and technology in day to day life and urged the students to be passionate about scientific developments and to connect the classroom learning to the real world scenario. She explained the brighter and darker sides of science and asked the students to use science as a tool for the betterment of humanity. She also stressed on the importance of UN Sustainable developmental Goals and to work towards them.

IBDP Principal Ms. Shalini Singh Hamilton addressed the students and emphasized the importance of this year theme of national science day. She stressed that education should lead to skill development which is possible by learning through hands on experience.

At the end of the session MYP students showcased few intriguing science experiments which were performed live. A science quiz was conducted and all the students participated enthusiastically.

Overall, the event gave the students an opportunity to understand and appreciate science and motivated them to see things differently- from a scientist's perspective.

Dr. K. Padmaja
IBDP Chemistry facilitator



**“No Significant learning can
occur without a significant
relationship.”**

-James Comer

1A-MYP CLASS OF 2020-21



1st Row, L to R : Mr. Josna Vaz, Ms. Shalini Singh Hamilton (Principal IBMYP), Ms. Bindiya Jena (MYP Coordinator) , Mr. Pejjai Nagaraju
2nd Row, L to R : Ahaan Agarwal, Anshul Ketha, Mahaveer Reddy B, Surya Krishna G, Vishwaksen Reddy P, Yashvir Reddy B, Yashwanth Reddy G.
3rd Row, L to R : Ananya Reddy Y, Diya Bhawnani M, Ishani Singh, Jia Kapoor, Kaushiki P, Minal Shaik K.

MYP 1A

1B-MYP CLASS OF 2020-21



1st Row, L to R : Mr. Priyanka, Ms. Shalini Singh Hamilton (Principal IBMYP), Ms. Bindiya Jena (MYP Coordinator) , Mr. Senthil Balaji P.
2nd Row, L to R : Yuvan SriSai D, Arnav Reddy Y, Deekshith Reddy G, Shaurya Chandra V, Shreyas Reddy M, Sravas Reddy R.
3rd Row, L to R : Aditi C, Jahnvi B, Nandini S, Saanvi K, Sahaj Goyal.

MYP 1B



2A-MYP
CLASS OF 2020-21



1st Row, L to R : Ms. Upama, Ms. Shalini Singh Hamilton (Principal IBMYP), Ms. Bindiya Jena (MYP Coordinator) ,
2nd Row, L to R : Aparajita G, Dekshitha D, Aashrith Ch, Nayonika Satya G, Shammitha Reddy B.



GRADE XI-IBDP CLASS OF 2020-21



1st Row, L to R : Aarnav kumar V, Sai Abhijeet R, Ms. Shalini Singh Hamilton (Principal IBDP), Ms. Vijeta Sinha (IBDP Coordinator), Ms. Susmitha Mukherjee, Rachna C, Alisha A.
2nd Row, L to R : Aarya Vardhan Ch, Adithya Rakesh, Dheeraj Reddy C, Monish Reddy, Pranav Reddy T, Ritvik N, Tandav K, Vibhu Venkatesh T, Vaibhav Goud.
3rd Row, L to R : Ambe Jain, Bhavana Kamuri, Blossom, Jyothirmayee B, Kyra Ch, Navya V, Nikita N.

IBDP XI

GRADE XII-IBDP CLASS OF 2020-21



1st Row, L to R : Ms. Preethi Dixit, Sutapa Paul, Ms. Shalini Singh Hamilton (Principal IBDP), Ms. Vijeta Sinha (IBDP Coordinator), Ms. Susmitha Mukherjee, Ms. Upama Chatterjee.
2nd Row, L to R : Mr. Nagaraju P, Mr. Rajinikanth L, Mr. Senthil Balaji P, Mr. Gowri Sankar P, Ms. K. Padmaja, Ms. Nandita, Ms. Sunita Goyal, Ms. Debanita Roy.
3rd Row, L to R : Adithi Are, Gadin Srisai K, Dheeraj Praveen Sagar B, Dhruv Jupalle, Karthik Anshu K, Ruchit Dwara, Saad Farhatullah M, Mahima Rao D.

IBDP XII

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

Upcoming Events

DATE	DAY	EVENT	GRADE
1 st June	Thursday	School reopens for Teachers	MYP-DP
14 th June	Monday	School reopens for Students	MYP-DP
19 th June	Saturday	Parent Orientation	MYP
21 st June	Monday	International Yoga Day	MYP & DP



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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