



PRISM

IB Diploma Programme

From the School Counsellor's desk...

Psychosocial Impact of COVID-19 Pandemic on students: Unwinding challenges and supporting children post pandemic

Over the past 3 years coronavirus pandemic had unfolded a tsunami of challenges and led to a toss in the family dynamics. Many families have witnessed loss of their loved ones, loss of social networks, jobs and financial security. Now this has impacted the quality of relationship between among parents, siblings and children.

Research and surveys show that pandemic has left a remarkable impact in the psychosocial and behaviour aspects of human race. It has been reported that the most common psychosocial and behavioral problems among children and adolescents in the pandemic were inattention, clinginess, distraction and fear of asking questions about the pandemic. This risk is greatly increased in those with pre-existing mental health conditions. As parents and teachers, we need to be cautious about the after effects of pandemic. We can help and support them by providing a friendly environment where they feel safe in the classroom and communicate with peers without being hesitant. Social distancing around the world during COVID-19 pandemic has led to adverse short term and long term negative mental health issues such as unhappiness, fear, worry, irritability, depressive symptoms, anxiety and post-traumatic stress disorder (PTSD).

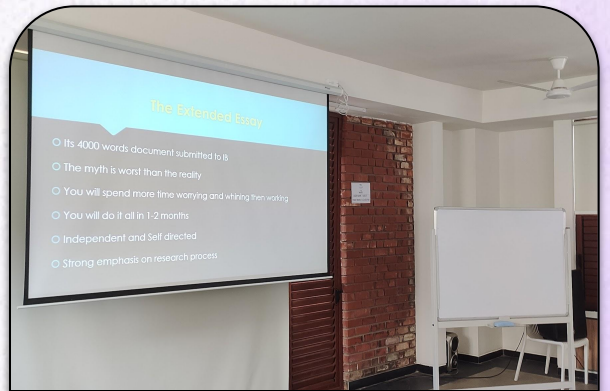
To work on the mental health issues of children we at the Gaudium school provide mindfulness activities like grounding and square breathing technique to help students focus on present time and help them release anxiety. Regular mindfulness activities help their brain to regulate their controls over the sympathetic nervous system which is our body's involuntary response to dangerous or stressful situations, causing a cascade of psychobiological events. This automatically leads to acceptance of the new normal situation.



The monthly awareness sessions help the students to embrace the power of positivity. Parents can help the child to take care of their diet and sleep cycles which is important for them to relax and function effectively. As a school envisioning sculpting happy minds, we make sure that students are supported with their individual potentials-emotionally and intellectually and make them ready as future leaders.

Sukanya **Das**
School Counselor & Psychology Facilitator

Holistic Excellence: IBDP Extended Essay Orientation



To orient the students with the core element of Extended Essay, the Extended Essay coordinator, Dr Jyoti Singh conducted a session for the students of Year 1. The criteria and the expectations of the extended essay were delineated. The time that each student needs to dedicate was stressed upon. The role of the subject supervisors was also demarcated clearly.

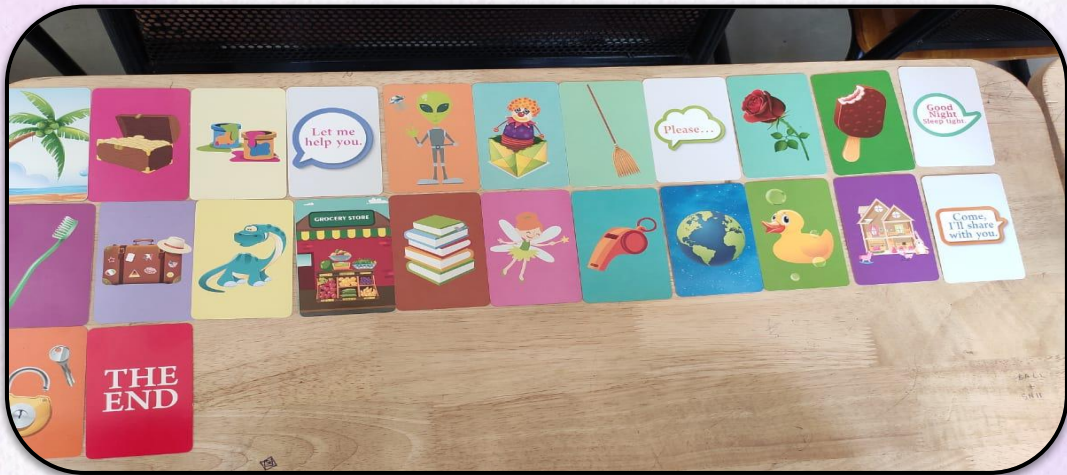
Holistic Excellence: Inside the French Classroom - Scrabble



On 13th February the DP1 French Ab Initio students enjoyed the unique way in which they got to revise their new vocabulary. The students played Scrabble in French! Yes, you read it right, Scrabble in French. The teacher instructed them to use their notebooks, if needed. However, as the game started they did not need them. They were too engrossed trying to match their cards with the ones already on display. Some of them were helped by their friends as well as the teacher as they played their cards and the others were competing to make words with their set of cards. Their quick thinking helped them learn the new vocabulary through this activity. They showcased their social skills too. This differentiated vocabulary building activity took away the unnecessary stress that the students often face when they think that they will have to memorise so many vocabulary words. They are already looking forward to the new set of vocabulary words that they will learn in their next unit!



Holistic Excellence: Inside the French Classroom



On 15th February 2023 there was a request by the DP2 French B students to do something different. So we decided to continue our IOA practice in a unique fun way. The students used 'Story Time' cards to revise for their Oral exams. They had to create a story with the random cards picked up by them and come up with a sentence to continue the story. It was challenging for them as they had to make connections and build a story while using the correct grammatical structures. They had lot of fun as the story had many twists and turns and they had to keep up with the story line. This activity not only helped them build new vocabulary but also to revise the various sentence structures. As they had to use the tenses as per the story's demand they could not avoid using those tenses. The teacher was encouraging them and continually guiding them. They enjoyed preparing for their Oral exam in a completely relaxed manner.

Holistic Excellence: Inside the French Classroom



On 17th February 2023 the DP1 French Ab Initio students spent their language class very differently. They played a card game (Story time) to practice their oral skills. During the game they picked up a card in turns and came up with a sentence to continue the story. They are still learning how to speak accurately.

Therefore, they took the help of the teacher for appropriate vocabulary and correct sentence formations. They had fun doing this activity as they learnt many new vocabulary words and sentence structures too. They were made to repeat the sentences for pronouncing the words correctly. After the activity the students populated their Word of the Day chart displayed in the French classroom.

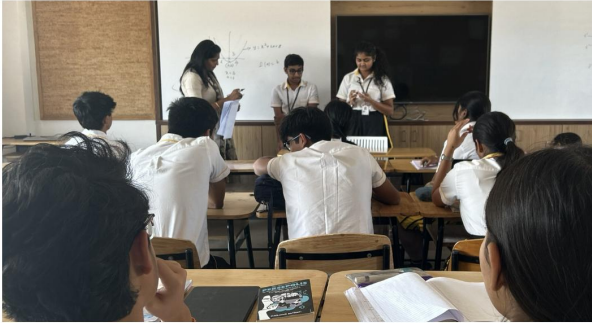


Ms
French
HOD Foreign Languages

Sudha

Dutta
Facilitator

Holistic Excellence: Mathomania



IB Mathematics gives students the opportunity to communicate mathematically: describing their thinking, writing definitions and conjectures, using symbols, justifying their conclusions, and writing and reading mathematics.

Students of IBDP 1 did an investigation to gain a deeper understanding of quadratic functions and the key features that help them to connect the world around us which involves various quadratic forms .

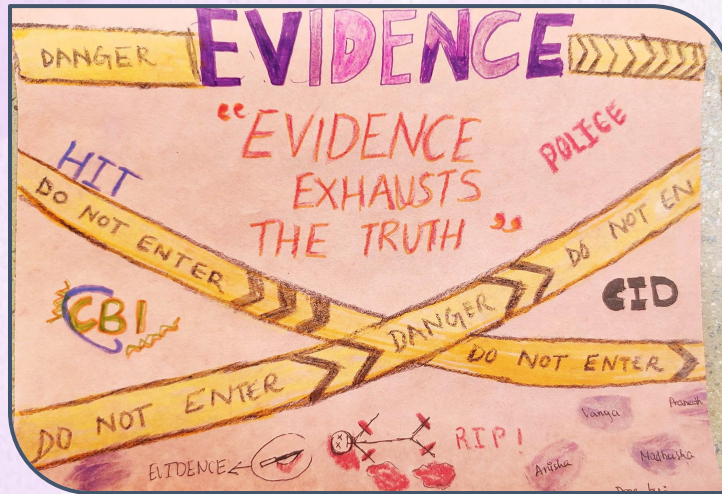
Sunitha V
IB MATH Facilitator



Holistic Excellence: Poster Making on TOK Concepts



Holistic Excellence: Poster Making on TOK Concepts



The efficacy of visual aids in communication is a well-documented phenomenon, and the educational domain is no exception. Visual stimuli such as graphs, charts, diagrams, and posters can help students fathom intricate concepts with greater ease and precision, while also facilitating better recall.

Recently, the Year 1 students undertook a poster-making endeavor as part of their Theory of Knowledge course, where they were tasked with creating illustrations on the 12 pivotal concepts that constitute the core of the course. This exercise allowed them to delve deeper into the nuances of each concept and discern its multifaceted dimensions with ingenuity and originality.

The posters, thus crafted, not only reinforced the students' understanding of the concepts but also served as a mnemonic device to consolidate their knowledge base. These visuals were strategically exhibited in the classroom, which enabled the students to reminisce and revise their learnings with ease.

Moreover, this activity stimulated the students' creativity and ingenuity, empowering them to articulate complex ideas in a concise, aesthetically pleasing, and visually appealing manner. This is a valuable skill in the contemporary digital landscape where visual communication holds a pivotal role.

In sum, the poster-making exercise was an invaluable adjunct to the Theory of Knowledge curriculum, augmenting the students' cognitive prowess while also fostering their creativity and visual acuity. We remain committed to integrating similar innovative activities in our pedagogical endeavors in the future.

Prithvi Sinha
HOD English & TOK Coordinator

Core Values:

Charles Darwin Day-International mindedness

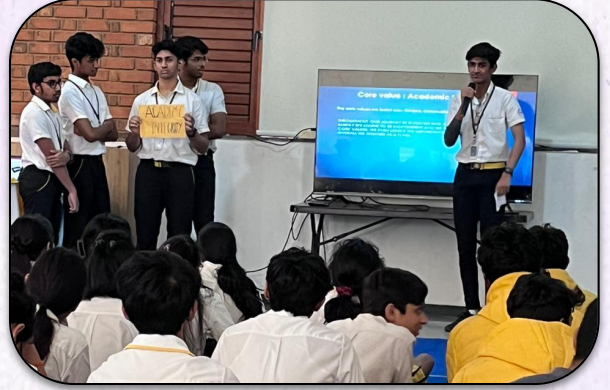


Reflection

Darwin day is celebrated all over the world on 12th February to commemorate the birthday of Charles Darwin. The day is used to highlight his contributions to science and to promote science in general. He is best known for his theory of evolution by natural selection. After a five-year trip to Beagle, he concluded that species tend to overproduce, which results in competition and therefore, survival of the fittest. My classmates and I made a presentation, presented it to my fellow classmates, and spoke about Darwin and his excellence in science. I presented Darwin's human revolution which refers to the development of modern humans from early human ancestors over millions of years. My learning outcomes from this presentation were to know how to speak out in a crowd, my weakness has always been stage fear all over the years but I was more confident this time. As I was working with my classmates, communication was not a big problem which was a huge advantage for a better output. I thank Jyoti ma'am for giving me this wonderful opportunity.

Ritvik Komma IBDP Year 1

Core Values: Computer Science Assembly-Connecting people



Students who attended the workshop at IIT Hyderabad conducted an assembly to share their knowledge.

Core Values:

Computer Science Assembly Reflection

On Thursday, February 23, I gave a presentation about the integration of AI and ML in software development's business and economic sectors along with my dear friend Mayank. We attended a workshop on Artificial Intelligence and Machine Learning.

After spending an entire weekend at the workshop, I felt a surge of various emotions. I felt a sense of excitement and eagerness to share what I have learned with others. I was confident in my ability to deliver the information effectively and in an engaging and informative way to whomever my audience may be. I felt a sense of responsibility to accurately represent the information I learned in the workshop and to provide clear explanations and examples to help my audience understand the material. I was thrilled to hear from the Computer Science HOD, Mr. Mahendra Singh, that we were given the green light to give a 10-minute presentation. However, this wasn't going to be a walk in the park. This wasn't going to be any small class presentation. It was going to be an IBDP presentation. Not only students, but all the teachers attended as well as the principal of Gaudium of middle and high school. To put that into perspective, that is about 70 pairs of eyeballs. The pressure was on. There were bound to be at least a couple of challenges that Mayank and I had to overcome if we were going to give an energizing and engaging presentation. The main problem we faced was team chemistry. Mayank and I had completely different approaches when it came to preparing for public speaking. I was the type of person that liked to have everything on paper. Mayank on the other hand shot from the hip. This clash in styles was a task that required a lot of perseverance and compromise to overcome in order for both of us to be confident and calm before the presentation.

All in all, I think that we did a good job overall in terms of presentation, communication, as well as content-wise.

At the end of the presentation, Ankit Reddy, a fellow IBDP Year 2 student asked us a brilliant question, "How are AI and ML implemented in IB international mindedness?" However, due to time constraints, we weren't able to answer his question to the fullest. Ankit Reddy showed his inquisitiveness and critical thinking skills while challenging us to explain how a simple software tool that has been theorized for decades can bring forth cultural exchange. I

Here are some examples of how International Mindedness coincides with Artificial Intelligence and Machine Learning:

1. Language translation: IB often involves students from diverse cultural and linguistic backgrounds. AI-powered language translation tools can help students communicate with each other effectively, despite the language barriers.
2. Personalized learning: AI and ML algorithms can analyze student data to identify individual learning styles, strengths, and weaknesses. This information can be used to develop personalized learning plans that cater to each student's unique needs and abilities.
3. Cultural awareness: AI-powered chatbots and virtual assistants can simulate real-life conversations with people from different cultural backgrounds. This can help students develop empathy, cross-cultural communication skills, and a deeper understanding of different cultures.
4. Predictive analytics (talked about in our presentation): IB involves a lot of assessments and evaluations. AI and ML algorithms can analyze student performance data to predict future performance and provide personalized feedback to help students improve their academic performance.
5. Content curation: IB often involves a lot of research and independent study. AI and ML algorithms can help students curate relevant and reliable content from a vast array of online resources, saving time and effort.

These examples show the crucial role AI and ML play in enhancing the educational experience for students in an IB program by promoting international-mindedness, personalized learning, cultural awareness, and academic excellence. It is students such as Ankit, students who challenge you every step of the journey, that makes studying in the IB an thrilling experience.

I would like to thank Mr. Mahendra Singh and Mrs. Varsha Dillikar for arranging such a wonderful assembly.

Core Values: A CAS experience

Medical Camp for specially abled Women

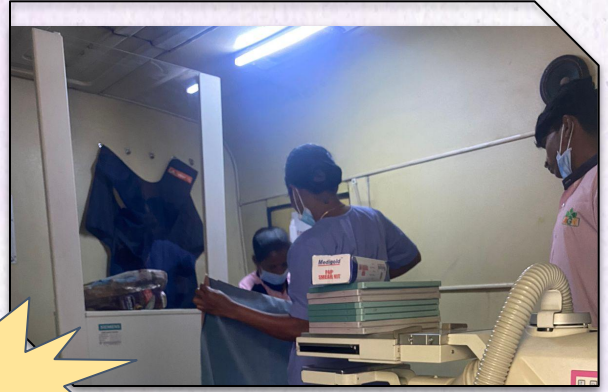


Caring

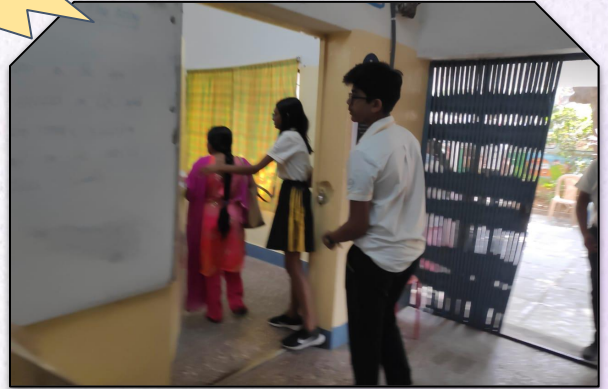


Core Values: A CAS experience

Medical Camp for specially abled Women



Open minded



Gaining experience: Life long Learners who are risk takers

Core Values: Reflection on the Medical Camp



On 12th of february, we the students of IBDP Year 1 volunteered at a free cancer screening medical camp organised by the Hyderabad Foundation of Deaf Women. The camp took place at Vignana Jyothi Public school, Madhura Nagar and was attended by hearing impaired women all over Hyderabad, and were treated by doctors and nurses from the Basavatarakam Indo-American Cancer Hospital and Research Institute, and assisted by 14 of us IBDP year 1 students and translators from HFDW to bridge the communication gap.

Throughout the seven hour camp, we learnt about the serious risk of breast and cervical cancer faced by women - their causes, symptoms with an emphasis on the ways to prevent cancer, to stay cautious and remain healthy. This experience also gave me a chance to interview the founders and directors of the Hyderabad Foundation of Deaf Women which helped me as a student to understand the complexity of life faced by the hearing impaired, and their continuous effort to communicate and understand people who are not trained in using the Indian Sign Language. It taught us to persevere, by breaking out of our comfort zone and try our best to guide and help the women throughout the process, from registration at the entry, followed by a mammography, ultrasound scan, chest x-ray, pap-smear, and General consultation to giving the nurses a hand with dispensing the prescribed drugs to the patients.

Throughout the course of the camp, we successfully developed and applied the significant concepts of being caring, open-minded, inquiring, being knowledgeable and most importantly broadened our communication skills.

Yashna
IBDP 1B

Reddy

Pandugala

Global Leadership: Session on ATL Skills

Approaches to Teaching and Learning or ATL in common parlance is something unique to the IB programme. The Approaches to Teaching consist of six elements: teaching through *inquiry*, teaching through *concepts*, teaching developed in *local and global contexts*, teaching focused on *effective teamwork and collaboration*, teaching *differentiated to meet the needs of all learners* and teaching *informed by assessment*. The Approaches to Learning consist of five elements: *Thinking skills*, *Communication skills*, *Social skills*, *Self-Management skills* and *Research skills*. These approaches guide the teachers and students in the teaching and learning process by making it a fruitful experience. These approaches help develop the IB learner profile attributes in the students through the various learning experiences the students have in their classroom. At Gaudium we link the ATL skills not only to the Core values but to our Vision, Mission and Philosophy.

In an endeavour to initiate the DP1 students to the ATL skills an exclusive session was held for them on Thursday, 25th August 2022. They were introduced to the various skills through different activities and by showing them short videos. They were also encouraged to discuss and represent their ideas on paper. For teaching *Communication skills* the students were given *personalised name cards* which they had to pick as they entered the venue. These cards were colour coded as per the tables set for them to be seated. They were later told to help their friends find the tables within two minutes. To encourage them to be *creative* they were given a paper glass, some tissue papers, rubber bands and paper clips and told to create something unique within 3-5 minutes. Their creations were truly praiseworthy. Then they watched a short video about *Self-Management* and it was emphasized that as they are unique they will have to customise the various tools available to suit their needs. After this they represented in writing their thoughts about Research skills. Finally, the show stealer was the activity which all of them enjoyed the most. This was linked to *Social skills* but many other skills were very much evident through the course of this activity. In this activity two boys or two girls had to ensure that they stood on a piece of cloth without touching the ground. As the cloth got folded every time into half it was not easy to stay on the piece of cloth without touching the ground. However, they came up with very innovative ideas and met the goal successfully.

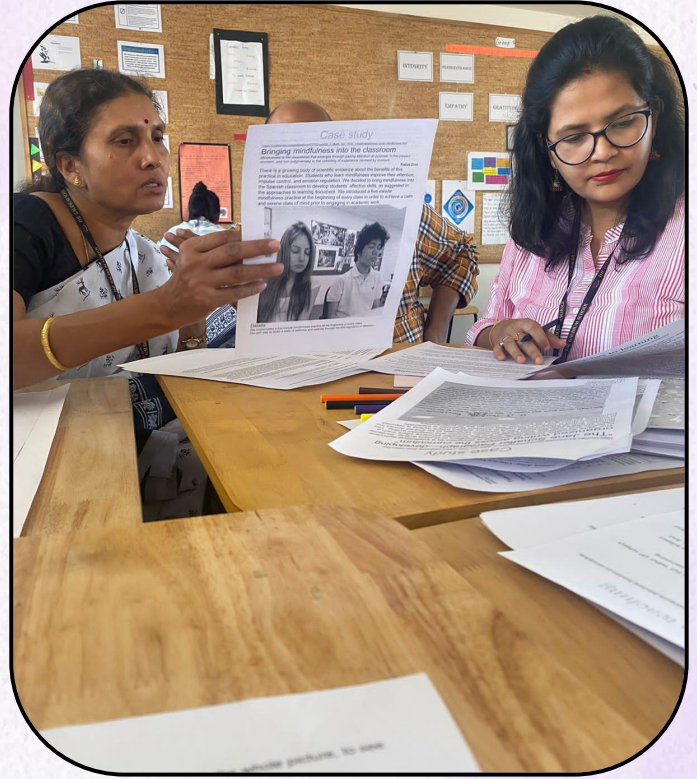
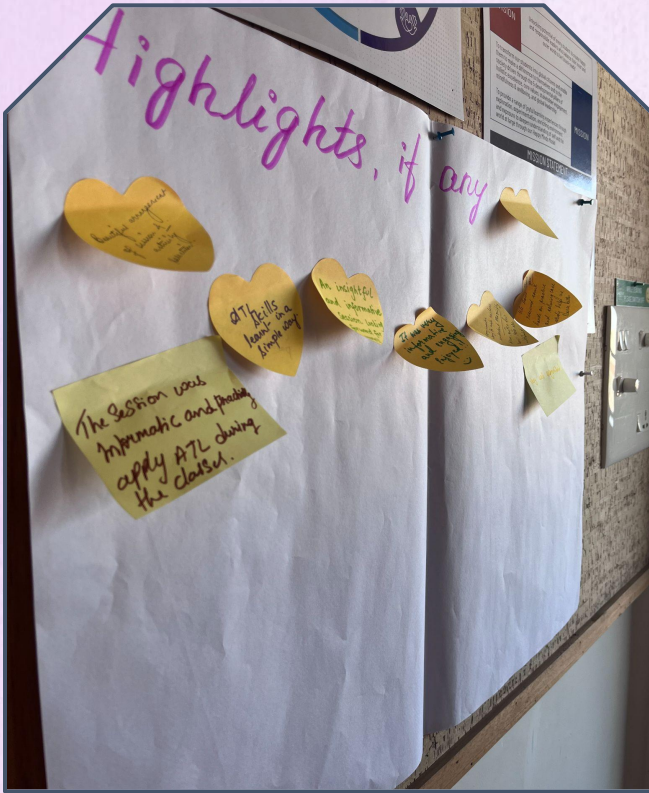
The aim of the session was to introduce the students to the ATL skills in a way that the students did not feel bored and that they would embrace the skills positively. The resources and links related to ATL have been shared with the students on MB. They can refer to them and give a read whenever they want to.

Sudha
French
HOD Foreign Languages



Dutta
inator

Global Leadership Reflection on the ATL Session

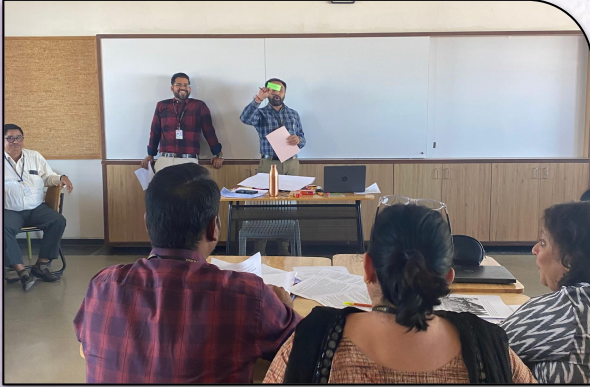
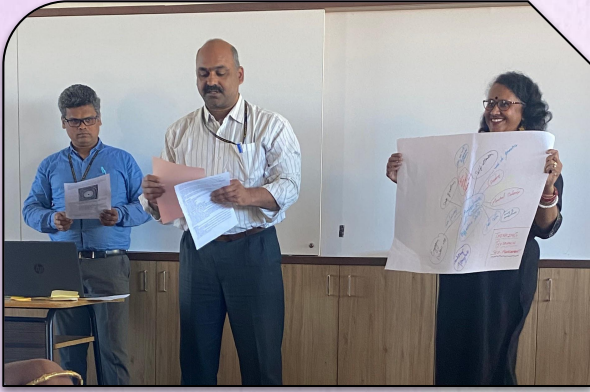


The ATL reflection session was taken by Ms Sudha Dutta. The session helped us learn more about the IBDP curriculum specific ATL skills required across differentiated learning process. There were 6 groups of teachers divided by Ms Dutta where we had to read a case study and provide the ATL skills required for that particular category of children. Since I was group in SEN and slow learner team we had the liberty to use the laptop and pick a case study for the activity. The case study was on bringing mindfulness session in one of the Spanish class. The case study talks about affective skills in slow learners and SEN students. With the help of mindfulness students can focus better on the practice of mental relaxation and in the educational context there is evidence that mindfulness training can lead to improvements in the functioning of the brain.

The session helped us to explore the different techniques of ATL that can be used in classroom setting to make learning more effective.

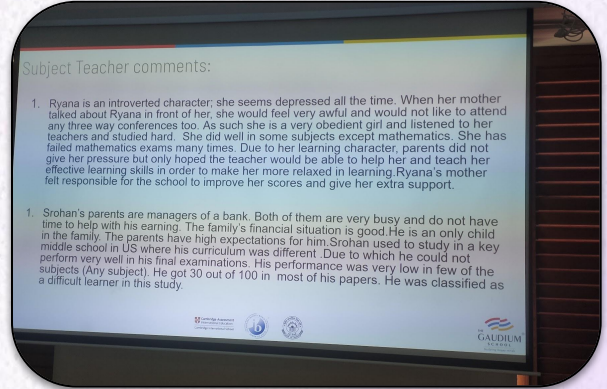
Ms Sukanya Das
IBDP Psychology Facilitator & School Counselor

Global Leadership: ATL Session for Teachers



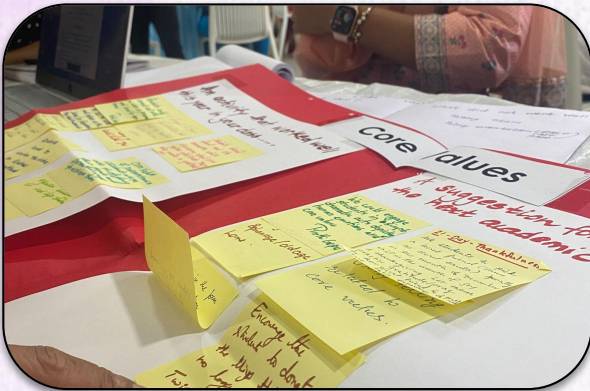
A brilliantly engaging session on the ATLs was conducted by Ms Sudha Dutta, the HOD of the Foreign Languages Department.

Global leadership: Remarks Writing Session



Teachers of Middle and High school attended a session on writing pertinent and appropriate comments on students' performances in accordance with the curriculum guidelines. All the coordinators of different segments shared the best practices on remarks writing.

Global Leadership: Five Pillars Collaboration



To head start the imbibing of the 5 pillars into all the processes of The Gaudium School for the upcoming academic year, the team members of each pillar across curricula and segments gathered in the CMPH on the 21st of February. The session was guided by Ms Anjalika Sharma, the Principal of the IB PYP, who helped facilitate the session by asking each group to present the last academic year for each pillar by discussing three aspects - what went well, what needs improvement and what new could be added.

Global leadership: CAS interviews



The students of IBDP Year 2 are done with their CAS interviews and ready for the submissions of their portfolios. Their CAS advisors conducted their interviews where the students described what they have done on the course of the designated eighteen months. Some of them narrated how they conducted the first ever MUN at The Gaudium School; how they became a part of their school council. Apart from these school based activities they also narrated their stories where they ventured out on their own to constitute acts of service.

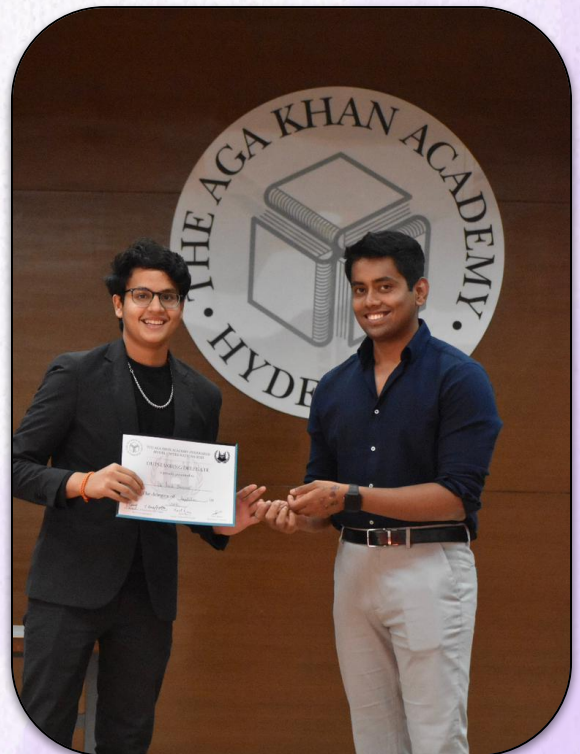
Global leadership: Outstanding Delegate at the AKAMUN

As soon as I received the allocation of Tajikistan in UNHRC committee for AKAHYD MUN, I searched up Tajikistan on google, I knew it existed but I did not know anything about it, the results that showed up stated how Tajikistan is known for rugged mountains. It is hard to be a delegate of a barely recognised country, but I still tried regardless. I tried to speak as many times as I could, however there were many other good delegates doing the same. So I started off writing my own Draft Resolution and I asked many people if they wanted to sponsor and write the Draft Resolution with me, but since the western block and the middle eastern block were already creating their DRs no one said yes. I then found out that it is possible to sponsor a Draft resolution on your own, so that is exactly what I did and at the end it was the Draft Resolution that passed and made sure the committee didn't fail without any solutions, making me win Outstanding Delegate.

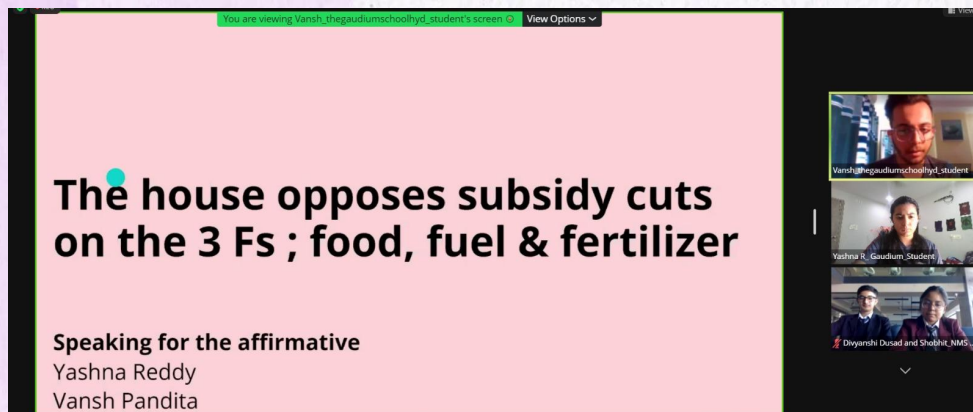
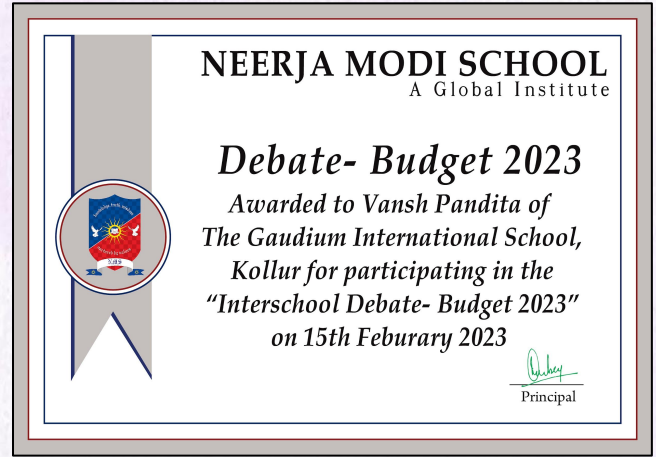
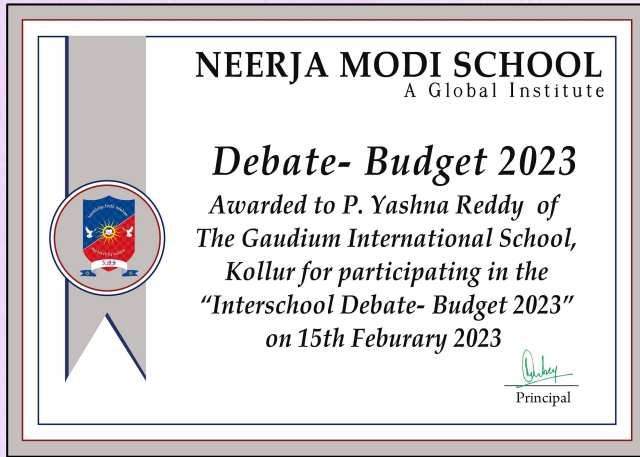
Sai
IBDP Year 1

Anish

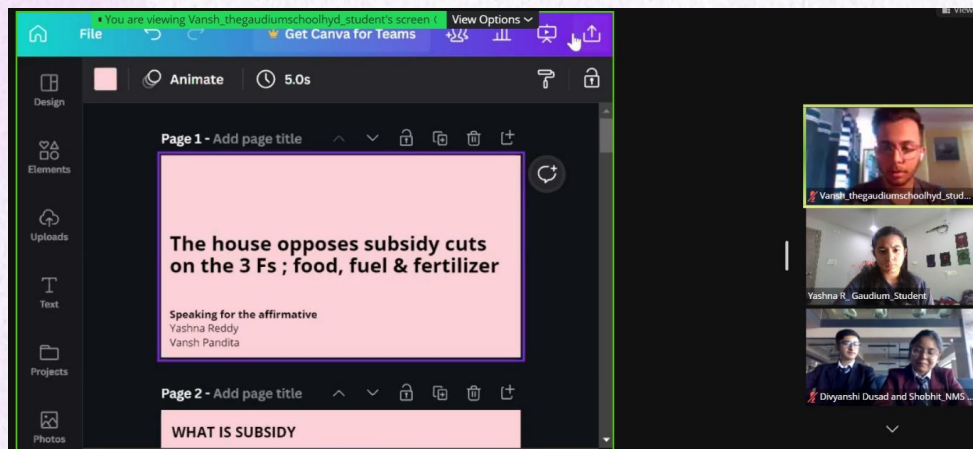
Bhimrao



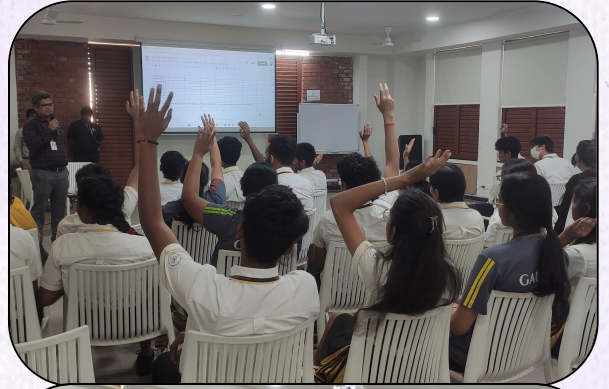
Global leadership: The NMS Union Budget Debate



On 15th February, two students from IBDP Year 1 participated in the Union Budget Debate conducted by the Neerja Modi School, Jaipur. The unique debate was conducted online. For both the students it was a first of its kind budget where they argued for and against the policies made by the union government. Such events help them to become a critical thinker and communicator, both important IB student profiles.



Global Leadership: Theatre workshop



An audition workshop is a popular method to find an actor for a character. An audition workshop is organized to choose Students of IBDP1 for a performance of William Shakespeare's Macbeth. The performance process is initiated to fulfil students' CAS (Creativity, Activity, Service) hour requirements. At the end of the process, students will perform the play for the audience integrating their English language skills. In the workshop, students participated in various theatre games, and a few of these games focused on concentration skills and acting roles. At the end of the workshop, students also understood various types of characters in Macbeth.

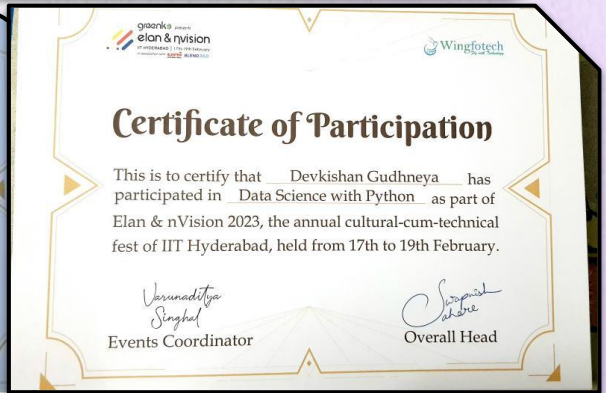
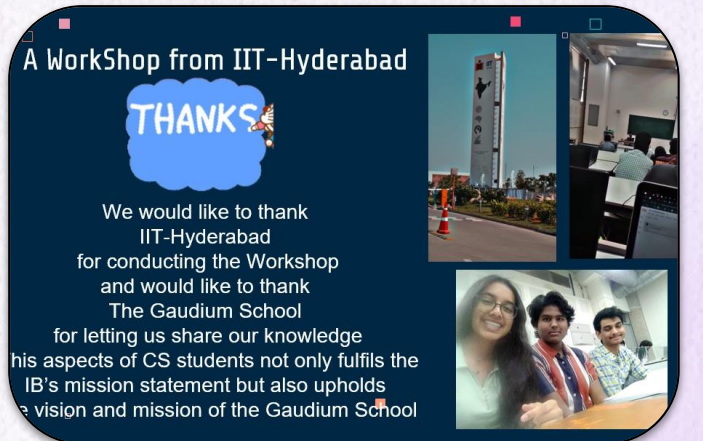


Dr. Nagaraju

Theatre Facilitator.

Stakeholder Connect:

Workshop@IIT Hyderabad- Technology for Innovators



Students of IBDP Year 1 visited IIT Hyderabad on 18th and 19th February to attend the workshop on Ethical hacking, Data Science, Machine learning and AI. The workshop was very informative and helped learning the topics from scratch. The topics dealt there are at present at their peak and are booming in their prospects collaborating with InfoTechs for such workshops. Participating in these workshops allows students to develop their skills and confidence and helps build a sense of community among students from different schools.

Mahendra
IBDP Computer Science HOD and Facilitator

Singh

Stakeholder Connect: Encouraging Art in Society, Amuktamalyada



The Gaudium school believes in creation of Values and promoting Cultural significance. On 18th Feb 2023 the school sponsored a dance show **Amuktamalyada**, which is a Kuchipudi dance drama depicting the pride of Telugu literature at Ravindra Bharathi. We believe in balancing academics with cultural activities.

Stakeholder Connect: Health Check up@The Gaudium

As the part of a regular bi-annual process, the students of the Diploma Programme went through a medical examination. In collaboration with Medicover Hospitals general Oral and Cardiac checks were done along with weight and height examination.



Stakeholder Connect: Knowing the DP Core



In the true spirit of stakeholder engagement, a session was conducted by the Diploma Programme Coordinator along with other teachers of the Diploma Programme. The nature of the three core elements of the programme and the way process of the IBDP submissions were explained to the parents. Most importantly, the deadline calendar was shared with them and the importance of following the deadlines was stressed. Parents clarified their doubts at the end of the session.



Upcoming Events

Date	Day	Event	Grade
8th March	Wednesday	Holi	IBDP
15th March-6th April	Wed-Thu	Term II and Mock II Exams	IBDP
22nd March	Wednesday	Ugadi Holiday	IBDP
30th March	Thursday	Ram Navami Holiday	IBDP

Links

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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