



# PRISM

Grade PP1



# Message from the Principal's Desk

Dear Parents,

Greetings!

I have often heard teachers and students talk about design thinking in the classrooms. They often discuss that in order to solve problems, we need to understand the experiences of others with empathy. We must look beyond superficial findings, and replace it with real understanding. It is important for us to feel connected to one another and feel valued.

In the land of the Maasai, in Southwest Kenya, there was a girl named Rebecca. Rebecca lived near a large national park, where there were golden lions, and big grey elephants. Rebecca's family kept cattle, sheep and goats and depended on farming for food for their animals. Rebecca went to school and helped her family care for the animals when she was home. One very hot day, Rebecca found her mother crying. "Our crops have been bad this year," she said. "Now our goats and sheep might die."

At school, Rebecca asked her teacher why there had been so little rain that year. "We have had many days without rain," said her teacher. "When we have no rain, plants cannot grow. Without plants to eat and water to drink, our animals die." Everyone in the class was quiet.



They were worried for their families, their animals, and their community. At the school library, Rebecca searched for information about rain. What she learnt was difficult. The whole world was getting hotter, and there was less rain. She learnt a new term: "Climate Change." Cars, buses and airplanes are making the air dirty. Trees are being cut down, and used to make buildings. And trash is buried in the ground. All these things are harming nature.

For the whole day Rebecca felt sad. What can just one girl do to help the whole world? Rebecca decided to talk to her teacher about what she has learned. "It is a big problem for the Earth," her teacher explained. "But there are some things we can do to help, like planting trees to make nature stronger."



As Rebecca walked home, it was hot and she stopped to drink from her water bottle. She couldn't stop thinking about the lack of rain, and how she could help her community. Then she had an idea. "I've learned so much about climate change," she thought. "It would help if everyone knew about this problem!" The next day Rebecca asked her teacher to give a lesson about the world's changing weather, and the damage humans were doing to nature. At the end of the class, Rebecca stood up. She asked everyone in her class to go home, and teach their parents about what they had learned. In just a few days, everyone was talking about how humans were harming nature.

One day, the Elders held a meeting to talk with Rebecca about what could be done to help nature. The elders discussed that the problem they faced was so big. And most of the harm to nature was happening in big cities, far away from their community. "Let's write a letter to the President of Kenya," one elder says. "He needed to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature."

Rebecca took a letter and shared it with her classmates. They each asked their families to sign their name at the bottom to show their support. In Nairobi, the President read the letter from the Maasai community. He had many other letters, from other parts of the country. "I need to help Kenya protect nature," he thought. In the Maasai community, everyone agreed to plant a tree outside their home. Rebecca and her Mother dug a hole together, and put the seedlings in the soil.

At Rebecca's school, the head teacher talked to all the students. They asked Rebecca to stand at the front. "Protecting the environment is a big job - and everyone in the world has to help." The Principal said, "But we would like to thank Rebecca especially, for helping us learn and make a change. Imagine if we all helped our community!" Rebecca was so happy. She soon began thinking about what she and her friends could do next to help nature and her community.

(Acknowledgement / Adapted from-shoka.org/en-nrd/readers-become-changemakers?gclid=Cj0KCQjww4hBhCtARIsAC9gR3ajvrcefQvkD9UYtwQ4DiZB4e9r3A3h1j52FUFsBHWgsF6zHG\_39bcaAhtqEALw\_wcB)

Our grade 5 PYP Exhibition focuses on creating lifelong learners, who understand that empathy can be cultivated through observation and reflection. We must help people recognize and think beyond themselves. Many times, we forget to appreciate the little things that surround us and give our lives meaning. Changemakers see opportunity as they are driven by hope. We must encourage our students to be changemakers, who believe in themselves, ready to take up challenges and look for opportunities to innovate to be design thinkers.

Warm regards,  
Anjalika Sharma  
IBPYP Principal



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer season has set in, and along with the scorching heat comes the most awaited time for kids: summer vacation. Who doesn't love vacations? Everyone does! The longer days mean more time to play, learn, enjoy and have fun. Time to have our own day's routine, liberty to choose what we love the most to do, read books, learn something new, play sports for hours, travel etc., every individual has their own definition of the best summer break.



"Play is fundamentally important for learning 21<sup>st</sup>-century skills such as problem-solving, collaboration and creativity." – By American academy of paediatrics. Children need to play, especially outside, close to nature. It might be any play, just having free play time, solitary play, unparalleled play, group play etc. Playing has several benefits to it. It is beneficial for children's mental health and physical health. Children who are a part of outdoor activities are happier. Just an hour in the park, and you would observe the children trying out new things, being imaginative, making new friends, giving turns on the slide, being caring towards others, having small competitions with each other, balancing and coordinating, jumping and running and the list goes on.

"The more that you read, the more things you will have. The more that you learn, the more places you'll go." – Dr. Seuss. Summer vacation is also the best time to inculcate reading habits in children. Beginning with a book where their interest lies, a well-chosen genre per the child's likes and dislikes, and a book they can read and comprehend independently is what is required to start with. Having a family reading time, modelling it, talking about books, creating a reading space and decorating it together with them, gradually leading the small reading sessions into a daily habit. Reading habits help children in enhancing their vocabulary and knowledge and develop their imagination.



Melanie Jean Juneau says, "Kids need time to be bored; that is how creativity is born." We can easily compare the gadget-free days of our elder's childhood and the children using gadgets the moment they get free. Technology is a boon but also a bane. Nothing in excess is good. On the one hand, we often see children using phones, iPads, and television just as soon as they are a few months old; these are children who gradually get into a habit of screen time. Then there are children who have access to either no or a monitored and well-timed screen time. Children who play, indulge in physical activities, learn something new, get bored and enhance their skills versus the ones who sit in one place for hours, without even blinking their eyelids at times, watching things, learning and imitating behaviour and getting so engrossed that they hardly talk to people around them. Technology has its own benefits, but it's also important to use it for the right reasons. As rightly said by Albert Einstein, "Imagination is more important than knowledge." For a child who is bored, instead of providing an alternative, try and observe how creative he/she can be.

Children look forward to travelling to new places, talking about the history, culture, food, and attire, and observing things. This is one of the best times to create memories, learn from observing and having first-hand experience, make real-life connections, and, most importantly, learn useful skills and values. Their happiness after every trip can be seen every time they remember it and speak about it.

It's time for us adults to take a moment, not plan for but plan with our children what is best for them, understand what they really wish to do, travel, and spend time with them to build a stronger bond, especially with the extended family members. Let's turn this summer vacation into a time which is our children's time to have fun and enjoy and learn from experience.

Regards,  
Durgesh Jadhav  
PYP Coordinator



# School Philosophy - 5 Developmental Pillars

## Core values

The core value for the month of March, 'Integrity', was inculcated in various ways. Students discussed how they would show integrity in their family and class while working independently and with others.



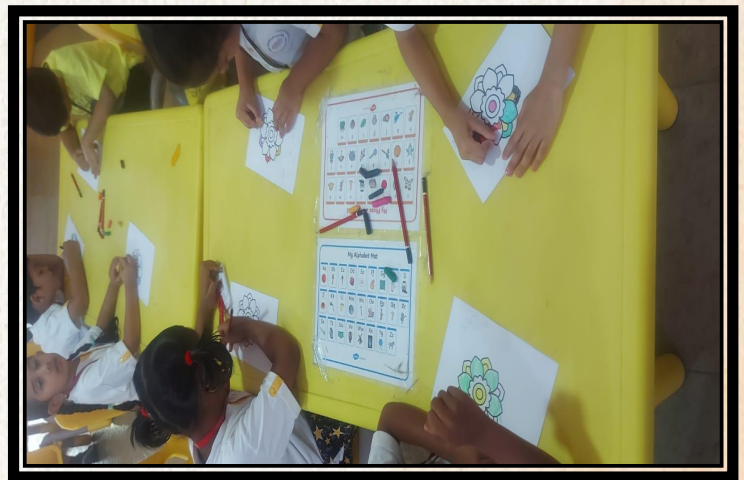
The students participated in different learning engagements, like watching and listening stories and reading books related to integrity.



# School Philosophy - 5 Developmental Pillars

## Mindfulness and Well - being

Students practiced a range of mindfulness exercises such as square breathing, bell breathing and breath focus. They also engaged in creating Mandala Art which helps in bringing more focus. Mindful movement, (Flower pose, Squish and relax) Self awareness (collaboration in a group) and Mindful thinking (growth mindset).



As part of mindfulness and well-being, the students celebrated 'International day of happiness' on 20th March by sharing - when they feel happy what do they do.



# School Philosophy - 5 Developmental Pillars

## Holistic Excellence

Keeping in mind the goal of holistic education, the students were encouraged to engage in a variety of co-curricular activities according to their interests. They were offered ample opportunities to discover and hone their potential. The students participated in the show and tell. As they expressed themselves creatively, they developed a sense of pride that increased their self-esteem.





# School Philosophy - 5 Developmental Pillars

## Stakeholder engagement

As a part of stakeholder engagement, we had our second term, Student Led Conference, where students celebrated their learning along with their parents.

Facilitators and students co-constructed the tasks for the Student Led Conference. The students demonstrated ownership of their learning by participating in different learning engagements.

The Gaudium School celebrated International Women's Day by hosting an event that aimed to empower and celebrate women around the world. Dr. Anusha, a consultant, obstetrician and Gynaecologist, was invited to speak on the importance of women's health and well-being.

The Women's Day celebration was a great success and brought the school community together to celebrate the achievements and contributions of women.



## Global Leadership

As part of their global leadership experience, the students actively participated in weekly assemblies that provided them with opportunities to develop their ATL and demonstrate their learner profile attributes. Through the presentation in the assembly, they were able to enhance their communication skills.





# Learning and Teaching – This Month

## Unit of Inquiry:

How we express ourselves

### Central idea

Play facilitates expression, feelings, ideas and new understanding

### Lines of inquiry

- Purpose of play
- Imaginative use of materials and objects
- Role of toys over time

### •Key concepts:

Function, Connection, Change

### •Related concepts:

Imagination,                      Connectivity,  
Communication

## Unit of Inquiry:

The students further explored into the unit of inquiry under the theme, 'How we express ourselves'. They identified the different materials that toys are made of and also sorted all toys based on their material.

The students were presented different materials and encouraged to create objects using them.

The students participated in 'Show and Tell', wherein they shared their favourite toy and talked about the material it is made up of.

They also designed an object for themselves and shared it with the class.



# Learning and Teaching - This Month

## Transdisciplinary Language:

Connecting to the unit of inquiry, the students were introduced to the letter 'x' (X-ray) while pretending to play a role of a doctor.

The phonic sounds of letters were taught through jolly rhymes. The students listed objects related to the letters. They practiced writing letters on green boards and notebooks to enhance their writing skills. They continued practicing singular and plural words in notebooks. The students continued with blending two-three letter words. They enjoyed reading ORT books.

## Transdisciplinary Mathematics:

Students were introduced to the concept of 3D shapes like cube, cuboid, cylinder, cone and sphere with toys and play materials through various learning engagements. Connecting to the unit of inquiry, they revisited bar graphs and pictographs, with a focus on presenting data. The students worked on the concept of greater than and lesser than.





# Learning and Teaching – This Month

## Dance:

Students learnt the next set of dance moves in Freestyle. They practiced the same on the count of eight with music.



**Art:** The students further inquired into paper sculpting techniques by working in groups and individually. They explored different materials used for sculpting like clay and playdough and created artworks using basic shapes and also pinch pots using clay balls and clay coils. Students co-constructed the task and criteria to show their learning and worked on the assessment task.



## PE :

Students inquired into the lines of inquiry through different learning engagements.

- Students explored different gymnastic exercises to develop motor abilities, balancing, stretching, coordination exercises and variations of jumping. They shared their understanding of the same.
- Understand the benefits of catching.

## Music :

The students revisited the songs learned 'Up in the dark sky', 'BINGO', 'Do a deer', 'Baby Shark', they also revisited the musical instruments and their sounds. They continued to learn the song 'You are my sunshine' and learned a new song 'A Ram Sam Sam'.

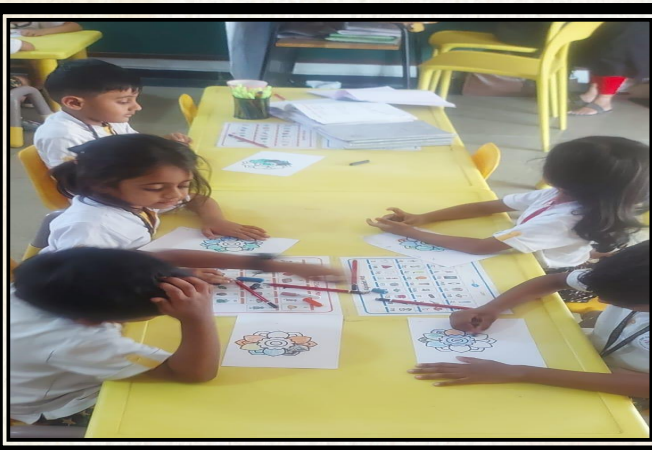
## Drama:

The students worked on the following areas while demonstrating the attribute of a communicator/inquirers for the month of March.

- Use of a prop.
- Use of an animal mask.



# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching – Month Ahead

## Unit of Inquiry:

How We Express  
Ourselves

## Central idea:

Play facilitates expression,  
feelings, ideas and new  
understanding

## Lines of inquiry

- Purpose of play
- Imaginative use of materials  
and objects
- The role of toys over time

## Key concepts:

Function,  
Connection, Change

## Related concepts:

Imagination, Creativity,  
Communication

## Unit of Inquiry:

The students will unpack the word 'role' and inquire into the role of toys over time. They will explore how their parents and grandparents would play in their times, connecting to the third line of inquiry. The students will predict what kind of toys they will be playing with in the future. They will have a guest talk to gather more information on how toys change over time. The students will revisit the design thinking process while exploring more about play.

## Transdisciplinary Language:

The students will be revisiting the concepts like 4W's, punctuations and predictions in connection with the inquiry.

## Transdisciplinary Math:

The students will revisit timeline, before, after and between numbers with hands on learning engagements.



# Learning and Teaching – Month Ahead

## **Dance:**

The students will be introduced to the next new hand and leg movements for the dance form - Freestyle and HIP HOP. They will practice the same on the count of eight with music.

## **Drama:**

The students will work on the following areas while demonstrating the attribute of a communicator/inquirers for the month of April.

- Identify the props
- Use of a prop

## **Art:**

The students will be revisiting the concepts learnt and practice colouring and drawing skills.

## **PE:**

- Students will be inquiring into the lines of inquiry through the learning engagements.
- Understanding the benefits of throwing.
- Understanding the benefits of kicking.

## **Music :**

The students will revisit musical instruments, natural and artificial sounds and beat. They will continue to learn the song 'A ram Sam Sam' and revisit the songs learned in class.



# Happenings Month Ahead

**Grade 5 PYP Exhibition: Saturday, 1<sup>st</sup> April**

**Good Friday : Friday, 7<sup>th</sup> April**

**Graduation Day – PP2 & Grade 5: Saturday, 8<sup>th</sup> April**

**PYP Three Way Conference: Saturday, 15<sup>th</sup> April**

**Last Working Day : Friday, 21<sup>st</sup> April**

## **Our website:**

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

## **Events link:**

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

## **Learning blogs:**

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

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