



P R I S M

Grade 1
January 2024

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

In the realm of education, fostering a sense of self-efficacy in students is essential for their academic, social, and emotional development. Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their ability to succeed in specific situations or accomplish particular tasks. When students possess a strong sense of self-efficacy, they are more likely to set goals, persevere through challenges, and ultimately achieve success. Let's look at some strategies and practices for educators and parents, to cultivate self-efficacy in students.

Set realistic and achievable

targets.....Encourage students to set goals that align with their abilities and interests. Breaking larger tasks into smaller, more manageable steps allows them to experience success, reinforcing their belief in their capabilities. Celebrate small victories to boost confidence and motivation.



Constructive feedback.... is crucial in developing self-efficacy. Specificity in terms of effort, progress, and strategies used rather than focusing on outcomes is important. Students need to understand that improvement is a continuous process, and their efforts contribute to success. **A growth mindset.....** Encourage students to view challenges as opportunities to learn rather than obstacles. Emphasizing the importance of effort in the learning process helps build resilience and perseverance.



Message from the Head of School – IB PYP

A supportive environment.....ensures that students feel safe to take risks and make mistakes. They have a support system and they are more likely to tackle challenges without fear of judgment. This contributes to a strong foundation for developing self-efficacy. **Self-Reflection**....on achievements and setbacks. We need to help students identify their strengths and areas for improvement. Encourage the development of self-awareness, as understanding oneself is crucial for building self-efficacy. Regular self-reflection is a necessity

Resilience and Perseverance.....Sharing personal stories of overcoming obstacles and highlighting the importance of learning from failures is important for our students. This modelling can inspire students to adopt a similar approach when faced with difficulties. **Agency**.....Provide opportunities for students to make choices and have some control over their learning experiences. Allowing them to make decisions fosters a sense of autonomy, which contributes to a greater belief in their ability to influence their own success.

Cultivating self-efficacy in students and children is a collaborative effort between educators, and parents. We can empower our students to develop a strong belief in their abilities, setting them on a path toward success, resilience, and lifelong learning. As we invest in building self-efficacy, we contribute not only to the academic growth of students but also to the development of confident, capable, and empowered citizens of tomorrow.

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from the Gaudium!

The Significance of collaboration in schools and nurturing it at home

The International Baccalaureate (IB) emphasizes that education is a collective endeavour with benefits extending to the entire community. Referred to as the learning community, it includes students, families, school staff, and all adults in a student's life. In the current interconnected and complex world, where artificial intelligence is pervasive, nurturing collaborative skills in students becomes imperative.

Collaboration is identified by the IB as a crucial skill for students to become future ready. In the era of digital dominance, fostering collaboration is seen to equip young learners with social and cognitive skills essential beyond academic achievements. Collaborative tasks help students become open-minded, enhance listening skills, prepare for global collaboration, encourage leadership, and refine.

Open-mindedness: Collaborative tasks provide opportunities for students to diverse ideas and perspectives, fostering open-mindedness

Listening skills: Collaboration enhances listening skills as students actively engage with their peers, building upon each other's ideas



Global Collaborators: Students are prepared for global collaboration by working with individuals from different cultural backgrounds.

Leadership Development: Collaboration encourages leadership in students as they take up different roles within a team, learning to lead and contribute effectively.

Social skills and Positive Relationships: Collaboration refines social skills and helps students develop positive relationships by equipping them with conflict resolution and effective communication.



Message from the PYP Coordinator's Desk

Teacher- Student collaboration plays a pivotal in the transformative learning journey. It empowers students to become agentic learners, fostering a sense of ownership and trust within the learning community.

School Parent Collaboration: School-parent partnerships enrich the learning community, providing a foundation for supporting student learning and growth.

Ways to nurture collaboration at home:

Model collaboration: Demonstrate collaborative attributes as parents, recognizing that children learn by example.

Quality Time: Spend quality time engaging in activities such as playing board games, going on family walks, or vacations.

Decision Making: Involve children in family decision-making processes, whether planning menus or purchasing a home décor.

Problem Solving: Encourage children to share thoughts on potential solutions to challenges, fostering collaborative problem- solving.

Conclusion: Nurturing collaboration in education, both within schools and at home, is vital for preparing students with the skills they need in an interconnected and dynamic world. The collaborative efforts of teachers, students, and parents contribute to a holistic and enriching learning experience.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.8.5.3

Thank you for reading!

Warm Regards,

Meera Chhabria

Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students enjoyed practicing various mindfulness exercises. They practiced mindfulness exercises like bee breathing, balancing exercises, mindfulness using sensory organs.

Students participated in a discussion about emotional well-being and its benefits and further understood ways to manage their emotions. They expressed their emotions and feelings through various engagements. Students stressed on the importance of emotional awareness in various situations.



Core Values

The core value for the month, 'Perseverance', was inculcated in various ways. Students understood that perseverance is to have patience in the face of challenges and endure the hardships. They explored different ways to show perseverance. They actively participated in the discussions and reflected on their understanding. Students shared the importance of perseverance in their lives during the assembly.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students continued reading ORT books in the homerooms and shared their reflections. They had a life skills session about being responsible for their personal belongings. Students learnt to tie their shoelaces and fold napkins. They made Sprout Salad with their peers in school. It developed a practical skill and provided students a platform to explore their curiosity and problem-solving abilities.



Global Leadership

Students continued taking ownership of their learning based on their learning goals. They discussed various problems around them and engaged in the design thinking process. Students connected to UN sustainable development goals during the inquiry.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

Students had a special assembly on Sankranti. From traditional dance performances to skits depicting the importance of agriculture and the changing seasons, our grade 5 students showcased their talents and creativity while imbibing the values embedded in this festival and performed a special assembly for the PYP students.



Students went on a field trip to Birla Science Museum to further deepen their understanding of the unit of inquiry under the transdisciplinary theme - How we express ourselves. They had the opportunity to observe and collect information about the wonders of science, technology and innovation. It helped students to connect to invention and innovation with real life examples.

Professional Development

Professional Development Session 1 - 'The Learner' (IB Publication):

The learner profile—The IB mission statement in action'. All teachers read the IB publication to understand that the aim of all IB programmes is for students to develop and demonstrate international mindedness. The session was conducted by Ms. Meera Chhabria PYP Coordinator and Ms. Vijayan Amara PYP Associate Coordinator .It is a multifaceted concept that captures a way of thinking, being and acting. The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action

Professional Development Session 2 - 'The Learning Community' (IB Publication):

Collaboration- The team read the IB publication. The session was led by Ms. Ameer Unnissa our PYP Associate Coordinator, Ms. Praveena Grade 3 level lead, Ms. Nishita Mirpagar Grade 4 level lead and Ms. Nour Nazar Grade 1 level lead. Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Collaboration between grade year-level and subject-specialist teachers come in different forms, and include co-constructed, supported and stand-alone learning experiences

Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives



Professional Development

- engagement with ideas different to one's own
- respect for the contribution of other subjects to the inquiry

Providing a meaningful PYP transdisciplinary learning experience requires collaboration before, during and

after an inquiry from all members of the school community to:

- establish a clear purpose
- identify shared values and understandings around the benefits of collaboration
- consider how to organize planning meetings

Professional Development Session 3 on UN Sustainable Development Goals (SDGs)

The teachers were divided into groups to read, connect, and share their understanding of the **UN Sustainable Development Goals**. The session was conducted by Ms. Vijayan Amara PYP Associate Coordinator, Ms. Sandhya Ramesh Center Head, Ms. Ameer Unnissa PYP Associate Coordinator and Ms. Rashi Grade 5 level leader. The teachers aligned the goals with the units of inquiry given in the published programme of Inquiry and suggested engagements to be done in the home room to further deepen the understanding of the goals.

IB In school workshop- Local and Global Inquirers

45 teachers attended the IB In school workshop- Local and Global Inquirers (Category 2). The teachers unpacked international mindedness, inquiry as a pedagogy, transdisciplinary connections, agentic learners, and language learning landscape. The sessions were conducted by IB workshop leaders- Ms. Annabel and Ms. Smita

Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

How we express ourselves

Central Idea

Imagination extends people's ability to think, create and express ourselves.

Lines of Inquiry

- Ways people demonstrate and enjoy imagination
- Role of imagination in innovation
- Problem solving using imagination

Key Concepts: Perspective, Connection, Function

IB Learner Profile Attributes:

Inquirers, Communicators, Thinkers

Unit of Inquiry: Students empathised with problems around them which is a key aspect of design thinking. They collected data related to the problems identified through surveys and research. Students were involved in the root cause analysis through five whys. They defined the problem statement and used their critical as well as creative thinking skills during their ideate stage. Students shared innovative solutions for the identified problems.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme

Sharing the planet

Central Idea

Living things adapt to survive in different conditions.

Lines of Inquiry

- Reasons for adaptation
- Ways living things adapt and respond to environment conditions
- Response to challenges in adaptation and survival

Key Concepts: Function, Causation, Responsibility

IB Learner Profile Attributes:

Caring, Balanced

Unit of Inquiry: Students had a provocation task where they were taken for nature walk. They looked at different pictures and videos which had animals in their natural environment and adverse environment. Students shared the connecting word and reasons for the same. They co-constructed the meaning of living things, adaptation and survive during the inquiry.



Learning and Teaching – This Month

Transdisciplinary Language: In

transdisciplinary language, students explored story writing and poems while inquiring about imagination and how we can express ourselves. They were introduced to the elements of stories. They had many read aloud sessions where they identified various elements of stories. Students predicted likely outcomes for the scenarios and used their imagination, critical and creative thinking to predict what will happen next while reading stories.

Students had a reinforcement of cause and effect as well as fact and opinion during the design thinking process.

Students connected with nouns during their inquiry on adaptation and living things.



Transdisciplinary Math: In

transdisciplinary Math, students created timelines while finding out about invention and innovation of various products and services. They created the timelines of the inventors and understood how many trials it took to have the final product. Students connected with their personal timeline and sequenced the various events in their life. They engaged in problem solving and solved problems in addition and subtraction with regrouping. They were introduced to multiplication with repeated addition during problem solving. Students continued to have reinforcement of various mental Math concepts during their home room classes.



Learning and Teaching – This Month

Telugu

Students revised letters with learning saral words of the alphabets.

Students listened to stories and poems during the classes.

Hindi

Students shared their understanding about Varnmala (swar and vyanjan).

They looked at the pictures and objects related to it and named them.

Students made a list of all words from daily life.

French

In the month of January, students enthusiastically learnt the names of vegetables and understood the importance and uses of article in target.

Spanish

Students learnt the names of fruits during the month.

Dance

Students revisited the dance steps they learnt during the year.

Music

Students have learnt basic solfege in Indian and western ways with hand signs. They learnt to sing songs of different genres – Don't worry Be happy. Students have learnt different time signatures with body movements.



Learning and Teaching – This Month

Drama

Students watched a children's theatre show. They analyzed and imitated sounds and actions from the video. Students identified sounds and connected them to emotions.

Visual Art

Students explored different types of art. They used various objects to enhance their creativity by using them as stamps to create their artwork. They shared how printing can be used in art and daily life and the reasons for using printing. Students explored how paper can be used creatively in art and used newspaper or colour paper to cut/tear and paste to create their artwork. They tried paper folding (origami) to create their artwork and inquire further about how it could be used.

PE

Students inquired into gymnastics. They explored proper techniques of Jumping drill. Students watched pictures/ videos and teacher demonstration based on jumping drills. They shared their findings and discussed proper techniques of Tuck jump, pike Jump, Forward Roll, Log roll and Bridge.



Learning and Teaching - This Month



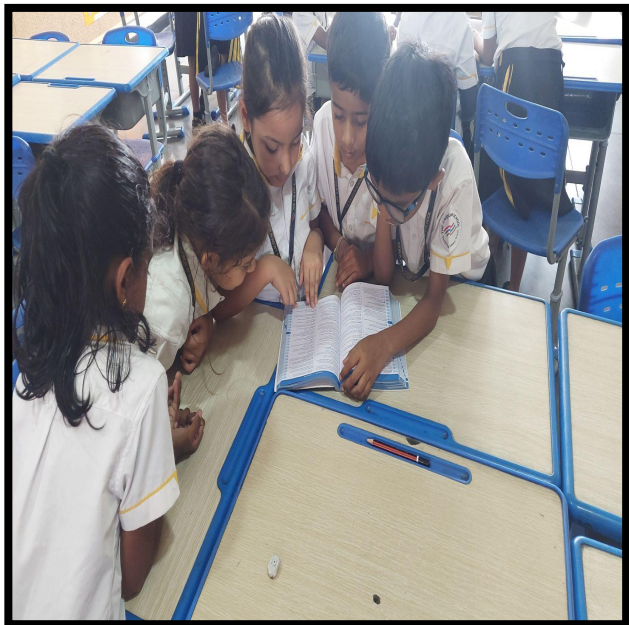
Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme

Sharing the planet

Central Idea

Living things adapt to survive in different conditions.

Lines of Inquiry

- Reasons for adaptation
- Ways living things adapt and respond to environment conditions
- Response to challenges in adaptation and survival

Key Concepts

Function, Causation, Responsibility

IB Learner Profile Attributes

Caring, Balanced

Unit of Inquiry

Students will further deepen their understanding of the term adaptation.

Students will find out about way various living things look, behave, how they are built and their way of life that helps them to survive and reproduce in their habitats.

Students will then further conduct inquiry by finding out various reasons why we must adapt to changing conditions and what will happen if we are not able to adapt to changing conditions.

Learning and Teaching – Month Ahead

Transdisciplinary Language: Students will connect with nouns and verbs while inquiring about adaptation. They will continue with weekly spell check assessments and ORT reading.

Transdisciplinary Math

Students will be introduced to fractions during the inquiry. They will continue to have reinforcements on mental Math concepts during their home room classes.

French: Students will learn names of animals – domestic and wild animals.

Spanish: Students will learn and explore names of vegetables.

Telugu: Students will revise the letters of the alphabet by learning saral / simple words.

Hindi : Students will practice two letter and three words. They will revise all the letters from Varnamala and listen to a story related to the letters.

Music : Students will learn the basic hand eye coordination while learning about various musical instruments.

Drama : Students will discuss the similarities and differences in characters. They will enact their favourite character, and others will identify the character through the voice and tone.

PE: Students will inquire about stretching and balancing. They will learn about forward bending, long seating position, handstand with wall support and balance beam.

Visual Arts: Students will be exploring masks from different countries. They will inquire about its features and later create a mask of their choice.



Happenings Month Ahead

Events	Date
World Read Aloud Day	7th February 2024
Class Photograph	6 th February 2024
International Mother Language Day	21 st February 2024

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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

