



P R I S M

Grade 2
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



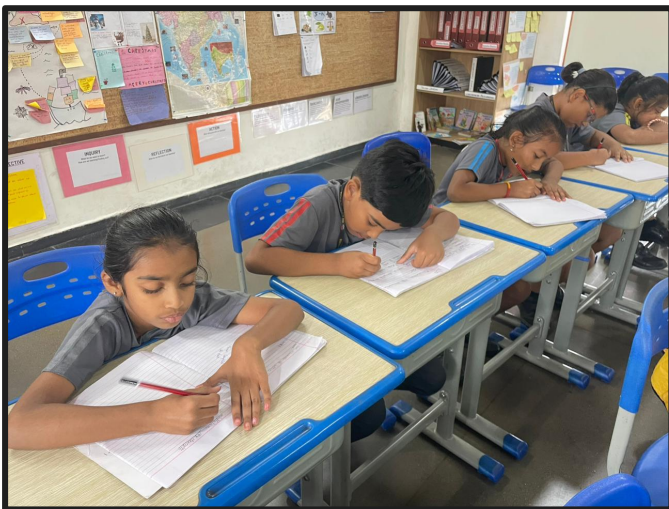
School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being:

Students enjoyed engaging in mindfulness exercises like mindful observation involving all the sensory organs, heart map, act of kindness, in-breath and out-breath, heartbeat exercise, vision board, square breathing, flower pose, balanced walking, act of kindness - helping other and community, mandal art, my strengths and my challenges, count your breath, acting mindfully, etc.



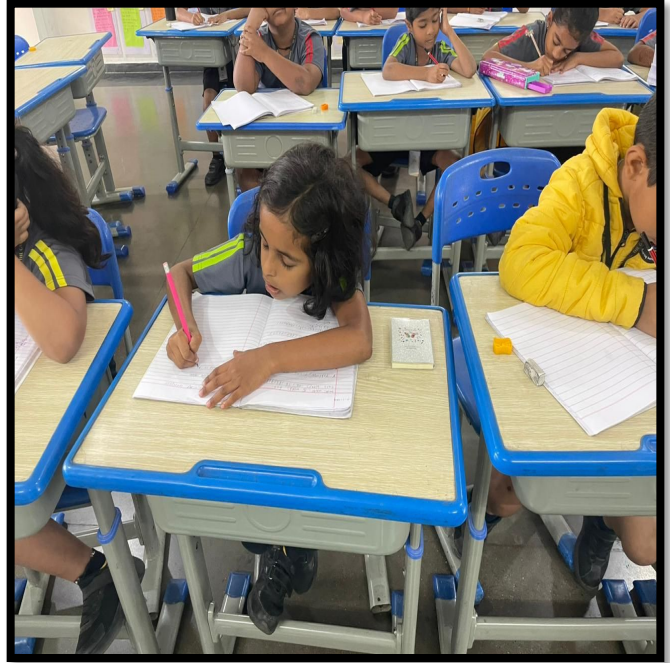
Students also reflected on “What could I have done better?” and sharing “How has my actions or words had impacted other?”. This helped in self-reflection and helped the students to understand how their actions impact others and why it is important to be mindful about our actions and words.



School Philosophy – 5 Developmental Pillars

Core Values

In the month of January, students actively embraced the value of perseverance by finding out the meaning from the dictionary and discussing about physical and emotional endurance and its importance. Perseverance means patience and endurance. We exhibit patience in the face of challenges and endure the hardships. Students watched videos and stories and understood the importance of perseverance.



Stakeholder Engagement

Students had a special assembly on the occasion of 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.



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. Students also made Sprout Salad with their peers in school. It developed a practical skill and provided our 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 started working on their areas of improvement which helped them to self-adjust to meet their learning requirements and move towards being self-regulated learners. Students reflected on their goals of term 1 and set new goals for term 2.



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:

Celebrations and traditions are expressions of shared beliefs and values.

Lines of Inquiry:

- Reasons for celebrations
- Features of traditions and celebrations
- Meaning people assign to celebrations and traditions.

Key Concepts

Causation, Perspective, Connection

IB Learner Profile:

Communicators, Open minded,
Inquirers

Unit of Inquiry : Students revisited traditions, beliefs and values after the winter break. They read books on celebrations and discussed the features of traditions and celebrations. Students also shared meaning people assign to celebrations and traditions. They concluded the unit by co-constructing end-unit assessment task. Students reflected on their learning and engaged in end unit reflections.

Learning and Teaching – This Month

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of Inquiry:

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key Concepts

Causation, Change, Responsibility

IB Learner Profile:

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry: Students had a provocation task where they observed pictures of animals in their natural habitat and different habitat. They shared the errors, similarities and differences in the pictures. Students shared their prior knowledge of the term habitat using Frayer's Model.

Students then co-constructed the classroom definition of the term habitat and found its dictionary meaning.

They found out about various habitats and its inhabitants through books, videos and pictures.



Learning and Teaching – This Month

Transdisciplinary Language

Students made transdisciplinary connections to recipe writing while learning about different celebrations and its traditions. They learnt the process of writing recipes through recipe writing process. Students revisited rhyming poems and acrostic poem during the inquiry.

Students also connected with informal letter writing during the inquiry on celebrations.

Students made trans disciplinary connections to collecting nouns while inquiring about habitats.

Transdisciplinary Math

Students made transdisciplinary connections with fractions and measurement while learning about recipes. They discussed different fractions and its uses in daily life.

Students also revisited calendar, months of the year and days of the week.

Students connected with map-pointing while inquiring about habitats around the world. They located various habitats such as rain forest, polar region, desert etc. the map while inquiring about habitats.



Learning and Teaching – This month

French : Students enthusiastically learnt the names of vegetables. They understood the importance and uses of article in target language.

Spanish : Students learned adjectives and new vocabulary during the month.

Telugu : Students practiced reading and writing samyukthakshar words and main words in the story. They learned the poem. Students revisited antonyms of different words.

Hindi : Students discussed the name of the festivals and celebrations. They listened to a short story related to Pongal. They learnt numbers from 1 to 20 in Hindi. Students practiced ang matra and chandrabindu matra words.

Music : Students were engaged in musical bar exercises with the help of staff notation.

Dance: Students learned hand and leg movements in (B-boying) dance style with the music timings.

Drama

Students worked on the following areas demonstrating the attribute of a communicator and risk taker for the month of December.

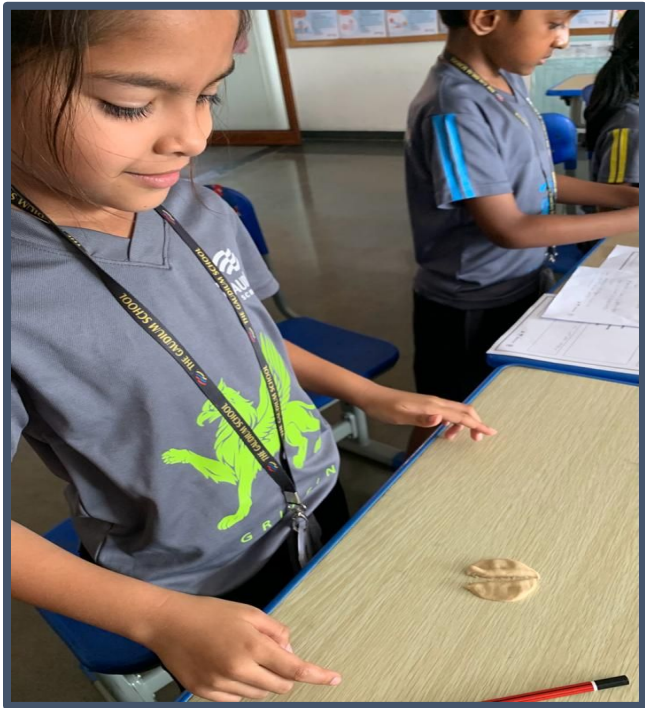
- Techniques of facial expressions.
- Characterization.

PE : Students were engaged in learning football skills like toe tapping, dragging and passing in different ways (Wall and triangle passing). They reflected on their learning using a self-continuum.

Visual Arts : Students inquired about cave art. They were given pictures of cave art. Students shared its characteristics. They connected with elements of art.



Learning and Teaching -Last month



Learning and Teaching -Last month



Learning and Teaching – Month Ahead

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of Inquiry:

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key Concepts

Causation, Change, Responsibility

IB Learner Profile:

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry:

Students will inquire about different habitats around and its inhabitants. They will choose any six habitats as a class to inquire further. Students will frame questions to research and deepen their inquiry.

Students will find out how living things respond to changing environmental conditions. Here, they will learn about adaptation and how various animals and plants adapt to survive in changing conditions.

Students will further inquire about the impact of various human activities on natural habitats.

Learning and Teaching – Month Ahead

Transdisciplinary Language :Students will learn about verbs and adverbs during the inquiry. They will also reinforce the writing process and connect with paragraph writing.

Transdisciplinary Math :Students will learn about line graph while inquiring about changes in the habitats. They will be introduced to division during the problem solving process.

French: Students will learn how to express their likes and dislikes in French. They will learn rules for singular and plurals in French Language.

Telugu : Students will be introduced to synonyms and elements of stories.

Hindi : Students will learn opposite words, recite the poems and new words. They will learn synonyms and poem related to letters. Students will participate in a range of learning engagements

Dance :Students will learn the next set of dance movements in B-boying dance style with the music timings.



Learning and Teaching – Month Ahead

PE : Students will engage in different learning engagements related to dribbling skills. They will start their inquiry into athletics and will discuss basics of athletics.

Drama : Students will work on the following areas demonstrating the attribute of a communicator and Risk takers for the month of February.

- Theatre exercises for voice
- Voice of the characters

Music : Students will rehearse patriotic songs with musical Math techniques.

Visual Arts : Students will be introduced to Madhubani art. They will learn its characteristics and draw a picture on their own using madhubani art.



Happenings Month Ahead

Events	Date
World Read Aloud Day	1 st 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/>

