



# P R I S M

Grade PP2  
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](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 engaged themselves and practiced a range of mindfulness exercises. They practiced in-breathe and out-breathe, heart beat exercise and mindful movement using deep relaxation. They practiced act of kindness and acting mindfully in various situations through mindful thinking which helped them to think positive and connect them more with others. It helped students to increase their overall well-being.



As a part of well-being the school counsellor conducted sessions on behavioural management.

She completed the theme of public and private place behaviour with the students. She connected with students and gave them various scenarios of a public and private place setup. Students were made aware of various ideas and strategies to ensure appropriate behaviour at the relevant place. At the end of the current theme, students shared their views and perspectives with their peers. They will be starting with a new theme of 'conflict management'.



# School Philosophy – 5 Developmental Pillars

## Core Values

The core value for the month, 'Perseverance' was inculcated in various ways. Students self-reflected on their practices to develop the core values.

Students participated in different learning engagements like watching videos, listening to stories, and reading books on perseverance. They could identify and share various real-life examples where they showed perseverance.



## Stakeholder Engagement

Students celebrated Makar Sankranti through various activities. They learnt about the importance of celebrating this Day.

A special assembly was conducted on the occasion wherein the significance of the festival was explained through poem recitation, songs, and dance.





# School Philosophy – 5 Developmental Pillars

## Global Leadership

As part of the global leadership pillar, the students organised and conducted their weekly assemblies. They prepared their assemblies under the theme “How the world works”. They continued to demonstrate the attributes of the IB Learner Profile and approaches to learning (skills).



## Holistic Excellence

As a part of holistic excellence, students were given Oxford reading tree books to enhance their literacy skills. They are learning new words which facilitates their reading and helps enhance their vocabulary.

During the life skills session, students were engaged in making dry bhel through the non-fire cooking session.



# 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

How the world works

### Central idea

People apply understanding of forces and energy to invent and create.

### Lines of inquiry

- Understanding forces and energy
- Application of force and energy
- Cause and effect of inventions

### Key concepts

function, form, causation

### IB Learner Profile Attributes

Inquirers, Thinkers, Risk-Takers

## Unit Of Inquiry

Students continued to inquire about the application of force and energy through various learning engagements. They were introduced to the term **‘invention’**. They looked at the causes and effects of inventions. Students unpacked the terms **invention and innovation** along with the similarities and differences between them.

Students embarked on a journey of **Design Thinking**, where they identified real-life problems. They collaborated researched, and shared ideas to solve problems. Students demonstrated the attribute of the Learner Profile ‘Caring’ as they showed empathy, while identifying problems and suggesting solutions.



# Learning and Teaching – This Month

## **Transdisciplinary Language**

Students were introduced to new words to enhance their vocabulary through High-Frequency Words. They framed simple sentences using verbs and adverbs. Further, students revisited the concept of cause-and-effect.

## **Transdisciplinary Math**

Students revisited place value concept. They learned about directions, problem-solving techniques (addition and subtraction), and expanded form of numbers.

## **ART**

Students started their inquiry into ways of demonstrating their imagination by exploring the types of art. They started their inquiry by finding ways of using objects available around them as stamps to create artwork by making impressions of them. Students further explored the types of art by using the printing technique to communicate their experiences and their importance in art. They co-constructed the assessment task and criteria to show their understanding of printing.



# Learning and Teaching – This Month

## **PE:**

Students have been engaging in throwing and catching activities. This helps them to develop hand-eye coordination.

Students explored and understood different types of throws using a variety of objects.

## **Drama:**

Students discussed the aspects of drama –who would be the character? differences/ similarities between characters in a story/ movie/ video/drama? What would they do? What would be the role of the character? They listed down their favorite characters and discussed what would make them their favorite. Students matched them to the characteristics discussed last week. They acted like their favorite characters and learnt to identify the character through its characteristics

## **Music :**

Students are learning basic vocal fundamentals. They are learning to sing the Solfege (Indian and Western).

Students are learning to do vocal exercises in different pitches. They had introduction to rhythm and tempo. (Sweet beats Rhythm with Actions Songs). Students **are** learning two songs- Three Little Birds & You Are My Sunshine.





# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## Unit of Inquiry:

Where we are in place and time

## Central Idea:

Interpretation of artifacts contributes to understanding of people's personal histories.

## Lines of Inquiry:

- Analyzing artifact
- Creating artifact
- Reasons people keep or discard artifacts

## Key concepts:

form, function, causation

## IB Learner Profile Attributes

Thinkers, Open-minded,  
Risk-takers, Reflective

## Unit Of Inquiry

Students will inquire about the new unit **Where we are in place and time**. They will make connections to the word **'artifact'** using different learning engagements. They will go on a field trip to further understand the importance of artifacts and why people preserve them.

Students will share their perspective on artifacts during the prior knowledge assessment.



# Learning and Teaching – Month Ahead

## Transdisciplinary Language

Students will be introduced to the concept of adjectives through different learning engagements and frame simple sentences using adjectives. They will revise opposites. Students will further work on enhancing their reading skills by learning to read words with phonic rules. They will work on their writing skills and practice framing simple sentences along with punctuation.

## Transdisciplinary Math

Students will have reinforcement of various 2D shapes and practice to identify the 2D shapes. They will be introduced to the 3D shapes while discussing shapes of the artifacts.

## Music:

Students will continue to learn the basic vocal fundamentals. They are learning to sing the Solfege (Indian and Western). Students are learning to do vocal exercises in different pitches. They will work on rhythm and tempo. (Sweet beats Rhythm with Actions Songs). **They will continue** learning / singing the songs- Three Little Birds & You Are My Sunshine.



# Learning and Teaching – Month Ahead

## **Drama:**

Students will be asked to act as their favorite character, and others will guess the character. They will share the emotions and expressions that make their character unique. Students will share the expressions and the emotions of the character.

## **Art :**

Students will be further exploring types of art using paper like tear and paste, and paper folding to demonstrate their imagination.

## **PE**

Students will learn different gymnastics techniques and movements using various types of gymnastics equipment and different stations. Students will explore, understand, and practice Forward roll and Sideward roll.





# Happenings Month Ahead

Events	Date
Class Photograph	5 <sup>th</sup> February 2024
World Read Aloud Day	7th February 2024
International Mother Language Day	21 <sup>st</sup> 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/>

