



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

August 2025
Grade – PP1



Message from the Director



My dear students, teachers, parents, senior leadership and pedagogical leadership team. Firstly I would like to appreciate each and every student who has been nominated and has gone through this rigorous election process. I would now take this privilege to congratulate each and every elected member of the Gaudium Student Council. A Big congratulations to you and your parents. Your dedication, hard work, and commitment throughout the election process is indeed commendable. Each of you has demonstrated a strong sense of responsibility and a genuine desire to serve your fellow students in order to make our school a better place.

As you embark on this journey of leadership, I would like to share with you a powerful concept - the "broken window theory".

Broken Window Theory is a criminological theory that suggests that visible signs of neglect in an environment—such as cracked or broken windows, graffiti, litter etc can encourage more serious crimes to happen. It teaches us a powerful truth that when we ignore small problems, we invite bigger ones. Imagine walking past a building. One of the windows is cracked or broken, but no one fixes it. A few days later, you notice more windows are shattered, maybe even some graffiti on the walls. Slowly, the building begins to look abandoned. That's when more serious damage begins to happen - vandalism, littering, and even crime. Why? Because when one small problem is ignored, it sends a message that "No one is watching, no one is in charge, no one cares.". Thus signalling that rules don't matter and you can get away with it. Originally this theory was used to understand and discourage crime in cities by applying zero tolerance policy and keeping neighbourhoods clean and orderly.



Message from the Director

This theory is just as important for us - in our schools, our communities, and even in our personal lives. We are all used to so much procrastination in our daily lives. We keep delaying tasks even when we know there might be negative consequences. Jeff Bezos once said, "Stress doesn't come from hard work. Stress comes from not taking action over something you can have some control over." The moment you delay something you're capable of doing, it lingers in your mind. Your brain keeps it in the background as an "open loop," which causes mental clutter. When you postpone a task, the pressure doesn't decrease, it builds. Deadlines approach, and the unfinished task becomes more intimidating. When you finally rush to finish it at the last minute, you compromise quality, sleep, and peace of mind. This creates a stress cycle.

What we infer from procrastination and broken window theory is that when small problems are ignored or postponed, they give rise to stress and grow into bigger ones. But you as leaders have the power to flip the script. Great leaders are not those who wait for the spotlight. They're the ones who notice a broken window and quietly, consistently, fix it. Not for applause. Not for attention. But because they care. Your role is not just to manage events or wear a badge. It's to build a culture, a culture where respect, responsibility, and pride in our school are visible in our everyday actions. It's about doing what's right even when no one is watching. It's about being the first to fix a broken window, so others don't break another.

So today, I ask you: What are the "broken windows" around you?

Is it the classmate who's being bullied while everyone turns away?

Is it when someone vandalizes a wall or scribbles on a desk, and we ignore it?

Or when the school bell rings and some students still loiter in the corridor, ignoring the class? Each of these may seem small. But when ignored, they send a silent message: "It's okay. No one cares."

Be the leader who changes that message. Be the one who steps in when someone's hurt. Who speaks up when others stay silent. Who leads by example, whether it's walking into class on time, or treating every person and space in school with respect.

I wish you all the very best and hope you all will be leaders who take action and fix things early to create a positive environment and tell everyone around that We care, This place matters, We matter.

Thankyou.



Message from the Center Head

"A journey of a thousand miles begins with a single step." This reminds us that every small effort, every little experience, and every moment of curiosity matters in a child's growth. These small steps—whether in play, exploration, or creative expression—lay the foundation for lifelong learning. We focus on personalized nurturing, carefully supporting each child's unique pace, interests, and emotional development, which is a key component of holistic growth.

This month has been filled with celebrations and meaningful experiences that encouraged both learning and emotional growth. The *Grade 1 Role Model Parade* allowed our learners to step into the shoes of inspiring personalities, fostering values such as courage, empathy, and perseverance. During our *Independence Day celebration*, children expressed their love for the country through songs, dances, and reflections, experiencing pride and a sense of belonging. The *Student-Led Conferences of Nursery, Grade 1 and Grade 2* highlighted their confidence and ability to communicate their learning, while *guest talks by parents* connected classroom concepts to real-life experiences, nurturing curiosity and reflection.



A key focus in our approach is the *action component*—helping children take learning beyond the classroom and apply it in real life. Our Grade 1 learners demonstrated this beautifully by creating *Role Model Bookmarks*, reflecting the values they admire in their role models. Even our Nursery students are taking small but meaningful steps, watering their own plants and learning responsibility through caring for living things.



Message from the Center Head

These experiences showcase the journey of emotional development, where children experience pride, empathy, joy, and responsibility—an essential component of early learning. These activities are more than tasks—they are evidence of meaningful action, showing how children take what they learn and apply it in real life.

At home, children demonstrate their learning in many meaningful ways. An inquirer child might observe plants closely, experiment with water and soil, or ask questions about everyday objects. Other examples include a child who is caring helping a sibling, a learner showing responsibility organizing their space, a child demonstrating empathy comforting a friend, or one being principled admitting a mistake. These small actions demonstrate how the attributes of the learner profiles—such as being knowledgeable, reflective, and communicators—are being lived, while also reinforcing core values.

We sincerely thank all parents who have shared pictures, videos, phrases, and children's reflections showcasing their understanding of emotions, road safety, and other important life skills, highlighting how they are applying these skills at home. These shared moments truly show how children take their knowledge beyond the classroom and put it into practice.

We warmly encourage all parents to share such moments, and we look forward to creating more meaningful opportunities and experiences together.

Thank you ,



School Philosophy- 5 Developmental Pillars

Holistic Excellence- Pottery & Assembly

Students engaged in pottery sessions where they joyfully created pots and Ganesha idols. These hands-on experiences nurtured their creativity, fine motor skills, and appreciation for artistic expression. Additionally, by performing in assemblies, students demonstrated confidence, communication, and collaboration, reflecting their growth as balanced learners. These experiences contributed to their holistic excellence, aligning with the IB learner profile attributes of being communicators, risk-takers, and reflective individuals.



School Philosophy- 5 Developmental Pillars

Core Value

Empathy

Students explored the core value of empathy through stories and enactments, which helped them connect with different perspectives. They made efforts to implement this value in their daily routines by supporting and helping their peers. This experience fostered the IB learner profile attributes of being caring, principled, and open-minded, while also strengthening their social and emotional development.



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

During their mindfulness sessions, students practiced various breathing techniques such as Lazy 8 breathing, Bubbles of Gratitude, Kangaroo Jump Breaths, and Starfish Breathing. These practices supported their self-regulation and enhanced their ability to manage emotions. In their well-being sessions, through stories and discussions, students connected these strategies to the importance of emotional regulation and showing empathy towards others. These engagements fostered the IB learner profile attributes of being balanced, reflective, and caring.



School Philosophy- 5 Developmental Pillars

Global Leadership-

Students attended the special assembly for Independence Day celebrations, where they actively participated in honouring the nation's spirit. They dressed up as different freedom fighters and national leaders, which helped them understand the values of courage, responsibility, and patriotism. This experience encouraged them to be inquirers and communicators, while also fostering respect for their cultural heritage and national identity.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Parents, along with the students, attended the Teacher-Parent Conference to gain insights into their child's overall progress and development. They also shared their reflections about the classroom experiences, fostering open communication and collaboration. This practice of stakeholder engagement strengthens the home-school partnership and supports the IB philosophy of developing a community that values reflection, responsibility, and shared understanding.



Learning and Teaching – Month Review

Unit of Inquiry

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Our experiences thoughts and feelings influence the way in which we can express ourselves

Lines of Inquiry:

- Exploring different emotions
- Role of emotions in exploring ourselves
- Understanding our own and others emotions helps us connect

Key concepts

Form, function, responsibility

Unit of Inquiry

Students engaged in an interactive session where they explored a range of emotions such as angry, confused, bored, and tired. Through creative tools like puppets, face masks, and story cards, facilitators narrated engaging stories that allowed children to observe and connect with different emotional expressions. The use of visual and interactive aids not only captured the students' attention but also helped them understand how these emotions might look and feel in real-life situations.

Following the stories, students were guided to identify each emotion and reflect on times when they had experienced similar feelings. The facilitators then introduced practical techniques to manage and control emotions, such as deep breathing, counting, or expressing feelings through words and actions. This method helped students gain both awareness and strategies, fostering emotional intelligence in a fun and participatory way. The understanding of the unit on emotions was assessed through an end-of-unit evaluation, ensuring that students could recognize emotions and apply techniques to manage them effectively.



Learning and Teaching – Month Review

Transdisciplinary Language :

Students learned the letters **Pp, Nn, Cc, and Kk** through Jolly Phonics sounds, stories, songs, flashcards, and sensory activities. They practiced letter formation using air tracing, sand tracing, notebooks, and the greenboard. Alongside alphabet learning, they explored new vocabulary words (angry, confused, tired, bored) through discussions, role-play, and visuals. Students also began blending simple two-letter words such as *as, at, an, is, it*.

Transdisciplinary Math :

The students were introduced to the numbers *0, 10, 11 to 14* through engaging stories that illustrated the concept of place value using *ones* and *tens*. These story-based learning engagements helped children visualize numbers in meaningful contexts, making it easier for them to understand how digits combine to form larger numbers. In addition to number learning, students explored patterns by identifying and creating both colour patterns and shape patterns. Through hands-on activities and visual aids, they practiced recognizing sequences, predicting what comes next, and extending patterns, thereby strengthening their logical thinking and problem-solving skills.

Art :

Students continued to explore printing by creating artworks using hand prints, object prints. Students co constructed the assessment task and criteria with the facilitator to show their learning of the printing technique. Students created an artwork related to their surroundings and used the printing technique of their choice (Fingerprinting/hand printing/ vegetable printing/object printing) to show their learning. Students continued to explore different types of art by exploring the technique of hand printing while creating their artwork for Independence day.



Learning and Teaching – Month Review

Physical Education (P.E):

In this month learners engaged in the following activities:

- They explored various running techniques
- They explored and practiced running in different directions
- Learners explored the similarities and differences between the walking, jogging and running.

Music:

Students practiced rhymes in different speed with actions and identified tempos. They also practiced 10 little Indians, pigeon house, peanut with the support of Electronic Keyboard and demonstrate Approaches to Learning Skills.

Dance:

Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

Darma:

Students created characters with their hands and performed short stories using gestures and expressions.



Learning and Teaching – UOI Month Review



Students explored various emotions such as happy, sad, and angry. They also learned to identify different levels of anger—like a little angry, angry, and very angry—using an anger thermometer.



Learning and Teaching Math – Month Review



Students explored and enjoyed creating their own patterns using colours, leaves, and shapes.



Learning and Teaching – Lang Month Review



Students learned the phonic sounds of Pp, Nn through story, jingles, formation and vocabulary.



Music



Students practiced rhymes in different speed with actions and identified tempo.



Reading



Students explored different emotions and connected them with story characters, which helped them understand feelings better and express themselves with greater awareness.



ORT



Students enjoyed exploring the Oxford Reading Tree books and learning about the adventures of the Robinson family.



Lifeskill



Students practiced life skills such as buttoning, unbuttoning, and opening shoe Velcro, along with engaging in mandala art. These activities strengthened their fine motor skills, independence, and concentration.



ART



Students continued to explore printing by creating artworks using hand prints, object prints. These activities enhanced fine and creative skills.



Learning and Teaching – Dance Month Review



Students learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.



Learning and Teaching – Drama Month Review



Students created characters with their hands and performed short stories using gestures and expressions.



P.E



Learners explored the similarities and differences between walking, jogging and running.



INDEPENDENCE DAY



Students enthusiastically participated in the Independence Day celebration by dressing up as their favourite personalities, showcasing confidence, creativity, and respect for national values.



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme:
How we express ourselves

Central Idea:

Our experiences thoughts and feelings influence the way in which we can express ourselves

Lines of Inquiry:

- Exploring different emotions
- Role of emotions in exploring ourselves
- Understanding our own and others emotions helps us connect

Key concepts

Form, function, responsibility

Unit of enquiry : Our students will commence with their second Unit of Inquiry under the transdisciplinary theme “*Who We Are*”, with a particular focus on developing an understanding of the *senses*. This unit will aim to help students recognize the five sense organs—eyes, ears, nose, tongue, and skin—and understand their specific functions and importance in daily life. To introduce the unit, students will engage in fun, enthusiastic, and creative learning experiences designed to spark curiosity and encourage active exploration. Through interactive activities such as sensory games, hands-on experiments, role plays, and storytelling, children will be able to identify each sense organ and connect it to its purpose.

TD Language

Students will learn the letters **Ee** and **Hh** through Jolly Phonics sounds, stories, songs, flashcards, and sensory activities. They will practice letter formation with tracing and writing to develop fine motor skills, and begin blending two-letter words to strengthen early reading and phonics skills. They will also learn vocabulary words related to the Unit of Inquiry and the class read aloud books.



Learning and Teaching – Month Ahead

TD Math

Students will be introduced to numbers up to 18 and will practice sequencing numbers from 1 to 18. They will also be introduced to backward counting from 10 to 1 using a number line. In addition, students will learn to identify the numbers that come before and after a given number from 1 to 10 with the help of a number line.

Art: Students will further explore different form of art by engaging in different hands on activities connected to the new unit of Senses and understand how sense of sight is used to differentiate between different colours.

Music: Students will practice rhymes in different speed, emotions with actions and identify tempo, students will practice 10 little Indians, pigeon house, peanut with the support of Electronic Keyboard, share their reflections with the teacher and peers and demonstrate Approaches to Learning Skills.



Learning and Teaching – Month Ahead

Physical Education: In the upcoming month Learners will be engaged through the following:

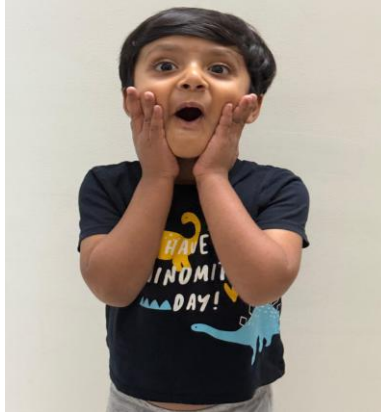
- Learners will explore various jumping techniques
- Learners will explore and practice jumping in different ways
- Learners will explore forward jumps, vertical jumps, backward jumps and sideward jumps.

Dance:-

Students will be learning the jazz dance style and practicing body movements such as bending, running, jumping, knee lifts, hand shakes, shoulder movements, and twists. They will also share their prior knowledge of the elements of dance. Through ongoing tasks, they will use their thinking and creative skills to develop a deeper understanding, demonstrate various learner profiles, and learn how to respect each other's perspectives.



Action by PP1 Students



PP1 stars showing emotions in every smile and frown!
From home to school, they blend learning with play.
Building cameras with LEGO—watch concepts come alive!



Action



Helmets on, seatbelts fastened—stay safe
Learning safety, the fun way.
PP1 learners know safety comes first



Happenings Month Ahead

Events	Dates
Teachers Day & Eid Milad-un-Nabi	5th September
Student Led Conference For PP1 & PP2	13th September 2025
International Dot day & Hindi diwas	15th September 2025
Autumn break	22nd September 2025

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/>

