



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

Grade 2
December & January 2025-26



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Founder and Director

Dear Parents,
Greetings from the Gaudium!

Our theme for this year's Annual Sports day is "The Power of Possibility." Every child is born with an incredible sense of possibility or a natural belief that anything they dream of is achievable. This belief is powerful. It shapes how they see themselves, how they understand the world, how they face challenges, and how they grow emotionally, mentally, and socially. But today, there are many factors limiting this innate power and we as parents and teachers have to be extremely vigilant.

Children today are becoming increasingly emotionally sensitive, more anxious, more afraid of failure and in some cases as we are seeing in the news, they are even taking drastic steps when they are unable to cope. This makes it even more important than ever to build resilience, grit, and emotional strength in them from a very early age.

How do we do this? What are some of the essential approaches that we can take?

Number 1. We must refrain from shielding our children from every discomfort they face and refrain from solving their social problems. Children must be guided, corrected, and intentionally groomed by the adults around them. They need to experience the full range of human emotions from a young age like embarrassment, resentment, disappointment, failure, frustration, rejection, hurt, fear, anxiety, and even boredom. They must learn to accept these emotions as a natural part of life, something every human being goes through. When we shield them from experiencing these emotions, we unintentionally weaken their ability to face real-life challenges. Today, many parents rush to protect their children from the smallest discomforts like forgotten homework, missed deadlines, conflicts with friends, or small failures. are what truly shape emotional resilience. But every time we rescue them, we take away an important opportunity: the chance for them to feel the consequences of their choices, to cope with those emotions, and to learn how to take the next step forward.



We must allow children to experience discomfort instead of constantly shielding them from it. Discomfort is not harmful, it builds character. In fact, experiences, especially the difficult and uncomfortable ones.

Number 2. children need to be motivated to do hard things, even when they don't feel like doing them. They must learn that positive effort leads to positive outcomes through natural consequences. This is where real confidence is built and this will also lead to Discipline. Simple daily tasks like grooming themselves, completing homework on time, finishing what they started—may seem small, but they build mental strength, responsibility, and follow-through. A child who can function only when they are motivated will grow into an adult who crumbles under pressure. But a child who learns to do what is needed, even when it's difficult, grows into an adult who can persevere, take responsibility, and succeed. We, as parents and teachers, need to gently nudge children to take on difficult tasks according to their potential even when they don't feel like doing them.



Message from the Founder and Director

Number 3. We must teach children to handle boredom. Today's children live in a world of constant stimulation—screens, entertainment, notifications, and instant gratification. The moment life becomes quiet, they panic. Give them space without screens. Let them sit. Let them think. Let them reflect. Let them build something with their hands or simply observe the world around them. This quiet space, this boredom is where emotional resilience truly grows. Children raised on constant stimulation cannot tolerate stillness. They mistake quiet for discomfort and rush to fill it. But children who learn to sit with boredom develop patience, creativity, problem solving, independent thought and inner strength. We, as parents and teachers, should encourage children to practice meditation, chanting, or any spiritual discipline that helps them to sit with themselves, think, reflect, and build the capacity to tolerate stillness.

Number 4, we must teach children to take responsibility for their actions. Owning their mistakes and learning to apologise sincerely teaches humility, reflection, and emotional maturity. When they admit mistakes without fear of shame and apologise with understanding, they learn humility, confidence, and emotional balance. This courage to own their actions will guide them throughout life. A child who can admit mistakes grows into an adult who does not run away from growth. Teaching responsibility builds emotional strength, self-awareness, and the courage to stand by one's actions.

Number 5. perhaps most importantly they need to hear the word “No.” Children must learn that not everything will be handed to them. Life will not always go their way and they must accept it. They need to face rejection, failure, and disappointment and learn to understand why it happened. Why was I rejected? Why did I fail? What can I do differently next time? When children learn to process these emotions, they develop resilience, clarity, and inner strength. Saying “No” is not being harsh—it is preparing them for the real world. A child who learns to accept “No” becomes an adult who can handle setbacks without breaking.

All these approaches help children to believe in the power of their possibility that they can do hard things. They can handle discomfort. They can grow. They can try again. And that they can become more than what they are today. And most importantly, they stop getting shaken by small failures, insults, conflicts, disappointments, resentments, or setbacks. Instead, they learn to rise, reset, and move forward with strength.

As Educators and teachers, we are committed to reinforcing these values in school. But for children to truly benefit, it is vital that parents echo the same principles at home. We need to speak the same language, uphold the same boundaries, and model the same expectations. This is a partnership. Together, as co-parents in their growth especially since children spend nearly 60–70% of their waking hours with us.

Let us raise children who are not afraid of emotions, not afraid of effort, not afraid of failure.

Let us raise children who can stand strong, think clearly, choose wisely, and act courageously.

Kirthi Reddy
Founder and Director



GYMQUINN - GYMNASTIC MEDAL HOLDERS



Inter school Chess Tournament-by Glendale



United Roller-Skating Championship



Girls Team secured runner up position in PYP Hyderabad Network Football Tournament



ISSO Nationals Gymnastic Medal Holders

ISSO Nationals Gymnastic Medal holders



ISSO Nationals Taekwondo Medal Holders

ISSO Nationals - Taekwondo Medal Holders



PYP Hyderabad Network Athletics Girls and Boys Overall Championship



Professional development

Our teachers participated in a professional development session facilitated by the PYP Academic Administration Coordinator, focusing on the importance of VTR aligned with Bloom's Taxonomy. The session strengthened teachers' understanding of how to plan, observe, and reflect on learning engagements that intentionally develop students' thinking skills. Through guided discussions and practical examples, teachers explored ways to frame effective questions, design purposeful learning experiences, and use reflection to enhance student thinking. This professional development experience enriched teachers' instructional practices and deepened their awareness of how thoughtful interactions influence students' learning and well-being. The session fostered meaningful collaboration among staff and reinforced a shared commitment to creating inclusive, supportive, and engaging classroom environments.



School Philosophy – 5 Developmental Pillars

Mindfulness:

Students and teachers collaborated to engage in insightful mindfulness and well-being sessions designed to foster personal growth. These activities were structured to help students slow down, relax, and enhance their awareness of thoughts and feelings. Throughout the sessions, students explored a variety of breathing techniques, such as back-to-back breathing, flower breathing, and the unicorn breathing technique. These practices were effective in cultivating calmness and focus. Mindful movements, including mindful walking, heartbeat awareness, and deep relaxation, encouraged students to connect with their bodies and promote a sense of inner peace. Sense-awareness activities, like the senses countdown and mindful observation of their surroundings, provided opportunities for students to remain present and fully engaged in their environment. Additionally, memory games added an element of fun while helping to strengthen attention and recall skills. The calming exercises enabled students to practice self-awareness and emotional regulation, crucial skills for personal development. Through scenario-based reflections, they learned to recognise various emotions and observe their physical and mental responses. Visualisation activities were particularly impactful, as they encouraged the development of kindness, empathy, and positive thinking. Overall, these sessions served as valuable tools for students to build resilience and incorporate mindfulness into their daily lives, setting a strong foundation for their emotional well-being.



School Philosophy – 5 Developmental Pillars

Core Values:

The core value for the month, 'Perseverance', was inculcated in various activities. Students learned that perseverance is the key to success, teaching them to be resilient in the face of challenges. They understood that staying focused and rising above setbacks is crucial in achieving their goals.

Perseverance was shown to be essential in overcoming academic obstacles, achieving success in sports, and driving innovation. In today's fast-paced world, it reminds us that success requires patience, effort, and persistence.

As we start this new term, we encourage everyone to embody perseverance. Let's set ambitious goals, face challenges head-on, and inspire each other to keep moving forward. Remember, success comes from never giving up!

To reinforce this value, students participated in a read-aloud session, watched an inspiring video, and shared their thoughts on perseverance.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement:

The students, along with their parents, enthusiastically participated in the Annual Sports Meet, which was filled with a wide range of engaging track and field events and fun activities. The day encouraged teamwork, healthy competition, and physical fitness, while strengthening the bond between students and their families. Through active participation, students developed coordination, perseverance, and sportsmanship in a lively and supportive environment.

In addition, teachers took part in the Teachers' Sports Fiesta, engaging in various sports activities and energetic Zumba sessions. This vibrant event promoted physical well-being, teamwork, and stress relief, while fostering camaraderie and positivity among the staff.

Together, these events created an energetic and inclusive atmosphere, promoting a culture of fitness, collaboration, and joy across the school community. The participants were fully immersed in the spirit of sports, creating memorable experiences that will be cherished by all.

Global Leadership:

Students enthusiastically led assemblies celebrating Sankranti and Republic Day with a vibrant array of activities.

The highlight of these celebrations was the student-led assemblies, where learners showcased cultural pride and national spirit through captivating performances, speeches, and presentations.

These assemblies reflected students' understanding and appreciation of traditional values, cultural heritage, and the significance of Republic Day, fostering unity, patriotism, and respect for diversity.



School Philosophy – 5 Developmental Pillars



Holistic Excellence:

As part of the Life Skills programme, students participated in a session on Floor Dining Etiquette. Teachers facilitated a guided snack break during which students watched an informative video and engaged in thoughtful discussions supported by research, highlighting the scientific reasons, benefits, and global importance of this practice through meaningful connections across cultures.

The focus of the session was to help students understand the scientific and health benefits of sitting on the floor while eating, including improved posture, better digestion, and mindful eating. After the session, students took home a reflection sheet, encouraging them to revisit their learning and share their insights with their families.



Learning and Teaching - December

Unit of Inquiry:

Transdisciplinary Theme:

How We Organise Ourselves

Central Idea:

Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.

Lines of Inquiry:

- Characteristics of physical and virtual public spaces.
- Purposes/uses of public and virtual spaces
- Responsibilities in public and virtual spaces

Specific Concepts:

- Form,
- Function,
- Responsibility

IB Learner Profile:

Principled,
Reflective,
Balanced

Students explored responsibilities in both physical and virtual spaces through discussions and interactive activities. They visited and observed real and digital environments, identifying the roles people play to maintain safety, respect, and cooperation.

In collaboration with the NNK team, students deepened their understanding of physical and virtual spaces by engaging in guided conversations and hands-on experiences that strengthened their conceptual understanding of how these spaces function and why responsible behaviour is important.

Learners then created their own physical and virtual spaces and shared the responsibilities they would like to take on. Through role play, students enacted real-life situations, confidently expressing their understanding of responsible behaviour in different settings.

This learning experience helped students develop awareness, empathy, and a sense of responsibility in both offline and online spaces. Students explored how public spaces help people connect and build a sense of community.

As a student-led action, they suggested using floor tapes in shared school areas to improve safety and organisation.

This showed their understanding of responsibility and applying learning to real-life situation.



Learning and Teaching

Transdisciplinary Language:

Students engaged in a meaningful exploration of tenses by first identifying and using action words, which helped them understand how verbs change to show time. As their understanding deepened, students gradually connected action words to the simple present, simple past, and simple future tenses through a variety of carefully planned learning experiences. A range of hands-on learning engagements, interactive activities, and structured practice tasks supported learners in applying their knowledge with confidence.

Learners actively participated in discussions, analysed age-appropriate texts, and created both oral and written responses using correct tense forms. Students are encouraged to listen, speak, read, write, view, and present meaningfully. As a further transdisciplinary connection, students explored reflective writing. They learned its purpose, followed guided steps, and practised expressing their thoughts and learning experiences clearly. This holistic learning journey strengthened language skills while fostering reflection, confidence, and thoughtful communication.

Transdisciplinary Math:

Students explored the concept of money through engaging, hands-on activities. They identified and sorted coins and notes, understood their values, and practised counting both same and mixed denominations. Real-life experiences such as the *Little Buyers' Bazaar* and role-play activities helped learners apply their understanding through buying and selling. Students were introduced to currencies from different countries, building global awareness. Activities involving matching amounts, exploring different combinations for the same value, and solving simple word problems strengthened accuracy and confidence. A field trip to the bank offered real-world insight into financial transactions.

Learners later explored the concept of area by finding the area of squares and rectangles using grid-based counting, further developing their mathematical understanding through hands-on learning.



Learning and Teaching - This Month

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

Matter exists in different states and can be manipulated to meet people's needs.

Lines of Inquiry:

- States of matter and their properties
- How and why matter changes
- How materials impact societies and the environment

Specific Concepts:

- Form,
- Change
- Responsibility

IB Learner Profile:

Inquirer,
Knowledgeable,
Reflective

Our young inquirers are immersed in an exciting exploration of the world of matter. The learning journey began with a thoughtfully designed provocation task and a prior knowledge assessment, which encouraged students to share their existing understanding, experiences, and wonderings.

Through rich, collaborative discussions, learners unpacked the central idea and co-constructed meaning, building a strong foundation for deeper exploration. As the inquiry progressed, interactive discussions and a range of hands-on activities enabled students to explore the different states of matter, their observable properties, and the processes that cause matter to change. Learners were encouraged to ask thoughtful questions, make predictions, test ideas, and reflect on their observations. This approach nurtured curiosity, critical thinking, and a strong sense of inquiry, empowering students to take ownership of their learning and develop a deeper understanding of the world around them.

Transdisciplinary Language:

Students made transdisciplinary connections with the concept of cause and effect while exploring different states of matter, understanding how changes such as heating and cooling lead to changes in matter.

Transdisciplinary Math:

Students made transdisciplinary connections with measurement while exploring different states of matter. They developed an understanding of how temperature influences changes in matter.



Learning and Teaching - This Month

Drama:

Students explored the exciting world of performance through the well-known story *The Boy Who Cried Wolf*. Through this unit, students learned to use voice modulation by changing their tone, volume, and expression to suit different characters and emotions. They also developed stage presence by learning to stand confidently, use facial expressions effectively, and engage the audience.

Dance:

Students worked on improving their body coordination. They practised: Moving together in groups. Following partner movements (mirror activity). Standing in the correct place during formations. These activities helped students move smoothly and stay in rhythm with others.

P.E:

Students actively participated in running techniques assessments, where they learned the correct posture, arm movement, and coordination required for effective running. They also took part in 60-meter and 100-meter time trials to help improve their speed, endurance, and confidence. In addition, students were introduced to the standing broad jump, allowing them to understand the basic movement and purpose of the skill.

Music:

Students explored how musical notes help us understand and organize sound, just like patterns and systems in the natural world. Students are learning the names of musical notes (A-G) and the values of notes and rests, using clapping, movement, and percussion instruments to experience how long or short sounds can be. Through rhythm activities, reading simple notation, and creating their own short patterns, students are beginning to use musical vocabulary confidently to describe what they hear and play. This unit helps them see how music is built on structure, timing, and creativity – and how these systems work together to make music meaningful and expressive.

Spanish:

In December, students explored the topic of Body Parts in Spanish. Learned the names of common body parts in Spanish. Practiced correct pronunciation through speaking activities. Used simple sentences and actions to identify body parts. Enjoyed interactive games, songs, and worksheets to reinforce learning. This unit helped students connect language with movement and everyday use, making learning fun and memorable.



Learning and Teaching - This Month

Telugu:

Students were introduced to the concept of 'Visarga'. They learned to identify it in words and practiced pronouncing and writing it correctly. Students also formed simple sentences using the visarga, which helped strengthen their understanding of its usage. Students listened to a story and actively engaged with the content. They identified and listed important words from the story, replaced selected words with their opposites, and reflected on how the meaning changed through the use of opposites. They also began forming sentences using these opposite words to enhance their vocabulary and sentence construction skills.

Hindi:

Students were Revised "ओ" and "औ" मात्राएँ and learned the "ए" मात्रा. Practiced मात्रा-आधारित शब्द and simple sentence formation. Introduced Singular and Plural (एकवचन - बहुवचन). Learned names of animals and vegetables. Practiced गिनती 1 से 20 orally. Improved writing accuracy and speaking skills through guided practice.

French:

Students learned Les nombres jusqu'à 60 and L'heure (Quelle heure est-il ?). They practiced counting from 1 to 60 through number games, flashcards, and interactive speaking activities. Students were also introduced to telling the time using simple expressions such as Il est une heure, Il est deux heures, etc. Through clock-reading exercises and pair-work activities, they strengthened their ability to understand and say basic times in French.

Art:

The students showed their understanding of the art across the cultures, places, and times by creating different artworks. During the months of December and January, students explored the beautiful Warli art form, a traditional tribal art of Maharashtra. Learners observed Warli paintings and identified how artists use simple shapes, lines, and space to tell stories of everyday life. As part of unit, students learned about the element of art - Space. They understood how space helps us show near and far objects in an artwork. Using this understanding, students created a landscape composition by clearly showing foreground, middle ground, and background. They explored physical space to show depth and distance in their landscapes. This helped them develop observation skills, creativity, and visual thinking.



Learning and Teaching - This Month

Compulsory Telugu:

Students learned the names of birds in Telugu through picture-based activities, rhymes, and guided conversations. They discussed each bird's colour, sound, wings, and special features, which helped them connect new words with real-life examples and improve their vocabulary and confidence. In addition, students revised daily habits through simple discussions and activities, helping them understand and use related vocabulary in everyday situations. Students engaged in self-introduction activities through guided conversations and structured speaking exercises. They learned to introduce themselves by stating their name, class, and favourite things confidently using short and meaningful sentences. These activities contributed to the improvement of their speaking skills, self-confidence, and clarity of expression. Additionally, students revised the Telugu letters from "అ" to "ఆ" through systematic practice, including picture identification, letter recognition, and oral recitation. This revision strengthened their familiarity with the Telugu alphabet, improved correct pronunciation, and supported the development of foundational literacy skills.

Compulsory Hindi:

Students strengthened their understanding of colour names in Hindi through games, discussions, and by identifying colours in their surroundings. They also revisited the action rhyme 'Sir, Kandhe, Ghoontne aur Pair', which helped reinforce body part vocabulary through rhythm and movement, creating an energetic and interactive learning environment.

Learners were introduced to the names of animals and birds in Hindi using colourful flashcards, stories, songs, and discussions. These activities helped build vocabulary while strengthening listening and speaking skills and connecting language learning to the world around them.

Well Being

Students participated in a thoughtfully designed learning session focused on emotional well-being and understanding individual differences. The lesson began with the story "The Day the Little Lamp Shone," which introduced the PERMA framework Positive Emotion, Engagement, Relationships, Meaning, and Achievement. Through guided discussion, students reflected on self-worth, confidence, and how even small actions can make a meaningful difference. A reflective activity titled "My Light" encouraged students to identify personal strengths, recognize ways they help others, and set a simple goal to work toward. This activity supported self-awareness, positive emotions, and a sense of purpose. The session also introduced the four DISC personality styles using child-friendly animal symbols—Lion, Parrot, Turtle, and Owl. Students explored how different personalities express care and contribute uniquely to families and relationships. By mapping these traits, learners developed empathy, cooperation, and respect for diverse perspectives. Together, these lessons strengthened emotional literacy and reinforced the understanding that everyone has a unique light and an important role in building a supportive community.



Learning and Teaching - Provocation



Learning and Teaching - Money, Unpacking the central idea



Annual Sports meet-2025-26



Learning and Teaching - Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

Matter exists in different states and can be manipulated to meet people's needs.

Lines of Inquiry:

- States of matter and their properties
- How and why matter changes
- How materials impact societies and the environment

Specific Concepts:

Form,

Change

Responsibility

Additional concepts

Change of state

Scientific terms/ vocabulary

Measurement

Texture

IB Learner Profile:

Inquirer,

Knowledgeable,

Reflective

Students will begin an exciting exploration of the world of **matter**. They will learn that matter exists in different states and can be changed to meet people's needs.

Through hands-on activities, simple experiments, and group discussions, students will explore the **properties of solids, liquids, and gases**. They will observe how matter changes through heating, cooling, mixing, and other everyday processes, helping them understand how materials behave in the world around them. Students will also explore how materials are used in daily life and how these choices can impact society and the environment. They will be encouraged to think about using materials carefully and responsibly.

Throughout the unit, students will be guided to ask questions, share ideas, and reflect on their learning. This inquiry-based approach will support curiosity, confidence, and meaningful connections to real-life experiences.



Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will engage in meaningful learning experiences through a transdisciplinary connection with Matter and Materials, focusing on the concept of cause and effect. Learners will explore how actions lead to outcomes by examining everyday examples and real-life situations. Through a variety of hands-on learning engagements, discussions, experiments, and reflections, students will develop a deeper understanding of how cause and effect helps explain changes in materials and events around them. In addition, students will explore compound words, discovering how two words can be combined to create a new word with meaning. Through interactive activities and language tasks, learners will strengthen vocabulary and word-building skills.

Transdisciplinary Math:

As part of a transdisciplinary connection with Matter and Materials, students will engage in an exciting exploration of measurement. They will begin by exploring estimation through different ways of measuring length, volume, and mass, helping them understand that measurements can vary when different methods are used. This will naturally lead learners to appreciate the need for standard measurements. Students will then explore standard measuring tools used to measure different quantities such as length, volume, and mass.

Through hands-on learning engagements and real-life connections, they will learn about units such as millimetres, centimetres, metres, kilometres, grams, and kilograms. Learners will also explore conversions within measurement systems, strengthening their understanding of how units are related. By connecting measurement concepts to everyday situations and engaging in practical activities, students will develop a deeper understanding of how measurement helps us make sense of the world around us.

Drama:

Students are further exploring performing space, understanding where and how to move on stage so their actions and voices can be seen and heard clearly. By dramatizing the story, students are building communication skills, confidence, creativity, and collaboration while bringing the moral of the story to life through performance.

Dance:

HIP-HOP. Coordination and expression. Moving together in groups. Basic choreography with use of elements of dance. Elements of dance. High range of moves. Body awareness. Use of space and timing.



Learning and Teaching- Month Ahead

Music:

Students will explore how patterns and systems help us understand the world—through the exciting language of music. Students will be introduced to the musical staff, treble and bass clefs, and note values such as whole notes, half notes, quarter notes, and quavers. They will discover that music uses special symbols to show how long a sound lasts—just like numbers and measurements in science.

Art:

In the coming month, students will begin learning about Madhubani art, a traditional folk art from Bihar. They will explore its bold lines, patterns, symbols, and use of space. Learners will create their own Madhubani inspired artworks while connecting art to culture, nature, and storytelling.

P.E:

Students will further develop their understanding of the standing broad jump by practicing correct techniques, completing structured task sheets, and learning the assessment criteria. They will also work on measuring jump distances accurately to track their progress. Additionally students will be introduced to the medicine ball throw (shot put), focusing on basic throwing techniques, safety rules, and strength development.

Telugu:

Students will listen to a poem and focus on identifying new words. They will learn the meanings of these words and practice framing simple sentences, helping to further develop their comprehension, vocabulary, and expressive abilities.

Hindi:

Reinforce एकवचन - बहुवचन. Learn रंगों के नाम (written practice). Practice गिनती 1 से 20 in written form. Continue practicing sentence formation and language skills.

French:

Students will learn Les vêtements (clothes). They will be introduced to vocabulary for common clothing items and will practice using simple sentences to describe what someone is wearing. Students will participate in matching activities, picture labeling, and short oral tasks to help them recognize and use clothing vocabulary with confidence.

Spanish:

Students will learn names of common clothes in Spanish. Practice speaking and identify clothing items. Use simple sentences like “Yo llevo...” (I wear...). Revise previously learned vocabulary through matching and oral activities. This topic will help students describe themselves and others using basic Spanish in a meaningful way.



Learning and Teaching - Month Ahead

Compulsory Hindi:

Students will begin learning the names of months in Hindi through simple activities, songs, and regular practice. Students will recite the poem '*Jungle-Jungle*', through which learners will explore animal names in a fun and rhythmic way, encouraging creativity, confidence, and imagination.

Compulsory Telugu:

Students will revise their **self-introductions** through guided conversations and speaking activities. They will practice introducing themselves by stating their name, class, and **favorite** things using simple, meaningful sentences. This revision aims to improve their speaking skills, self-confidence, and clarity of expression.

Additionally, students will explore the world of birds and animals through picture-based activities, oral recitation, and guided discussions. They will identify and name various species while learning to **distinguish** between them. These activities are designed to enhance their vocabulary, observation skills, and confidence in using **Telugu** vocabulary effectively.

Well being

Students will focus on the essential skill of reacting versus responding. They will explore how reactions are often immediate and emotion-driven, whereas responses are thoughtful and intentional. Through stories, role-play, and real-life scenarios, learners will practice pausing to identify their emotions and choosing responses that promote respect, empathy, and problem-solving. These activities aim to develop self-regulation and help students understand that they have the power to choose how they express their feelings and actions.



Action- How We Organise Ourselves

As part of our Unit of Inquiry, “**How We Organise Ourselves – Physical and Virtual Public Spaces,**” Grade 2 students have been exploring how public spaces support people in connecting with one another and developing a strong sense of community. Through discussions, observations, and real-life examples, students learned that public spaces work well when everyone understands their purpose and uses them responsibly. They also reflected on the shared responsibilities we all have to keep these spaces safe, organised, and welcoming for everyone.

As a meaningful **student-led action**, the children identified that safety and organisation are important in shared school spaces such as corridors, staircases, and the dining area. Drawing from their learning, they took initiative by suggesting the use of **floor tapes** to guide movement. The students explained that these visual markers would help everyone walk on the left-hand side, follow clear pathways, avoid crowding, and move calmly and safely. They recognised that such simple actions can prevent accidents, support cooperation, and show respect for others while using public spaces responsibly. This action demonstrated the students’ growing understanding of community responsibility and their ability to apply classroom learning to real-life situations within the school environment.



Happenings Month Ahead

Events	Date
SLC	28st February 2026
World Mother Language Day	20th February
World Read Aloud Day	4th February
Global school Play day	6th February

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/>

