



# *The Gera School Newsletter*

*15<sup>th</sup> February 2025*

*(Grade 6 – Grade 9)*

Dear everyone,

Let me begin with a simple thought experiment.

You are in your early forties and are going on a voyage. Your ship sinks but you survive. You manage to reach a remote island. The island is divided into two halves. Moving from one half to another is not possible / permissible.

In one half, because you are an outsider and the only one of your 'kind', you are treated well. You are fed, housed, clothed and taken care of in every possible way. You are not permitted work. You may do nothing. You must enjoy living by yourself and for yourself.

In the other half of the island, you are expected to work but the quantum and nature of work are left to you, so long as you made a meaningful contribution (within your capacity) to that part of the island.

Which half would you go to?

Almost all people spoken to wanted the second option. *"Who wants to do nothing?", "How boring life would be if I only ate, drank and slept for endless days!", "Life would be meaningless."* were the refrains. More than a hundred and fifteen years ago, a Harvard philosopher, Josiah Royce, stated that in order to feel that life is worthwhile, we needed to seek a cause beyond ourselves. It could be anything: a person, a project or a creature or plant, but it had to be beyond ourselves. That cause gave life meaning and purpose. Without those two, life was not worth living. (Later on, this would evolve into what psychologists called 'Transcendence'.)

The other point made is the need to care for a legacy. What if we were to know for sure that immediately after our death, our world as we knew it would all end and nobody or nothing would survive? How would it affect the way we lived our lives, especially the later years?

Let us combine the above two to extract two simple but profound lessons for the children in our care: Let us have something in their lives above and beyond themselves. Let us begin by making children be involved in other people's lives (take them along when visiting an elderly relative or neighbour or someone who needs assistance in some way or the other, help with making something for them or doing something for the person), making a card or buying something for the domestic helps with their pocket money when birthdays come round, pitching in when the neighbourhood comes together to celebrate a festival or an occasion, or when the church or temple needs hands to help, helping out a classmate or someone in the building who is unwell....

Then help them see the difference. Almost always, people will tell them that they are missed or that they valued the service rendered, or that the assistance given made a significant difference to their situation, etc. Over time, children will learn for themselves the lesson that just as there is a life beyond others, and we give our time and our energies and our other resources to ourselves, there is also a life beyond us where we look to live for others and give of our self and our time and our resources to others. We can – and must – find that balance to lead happy, productive and fulfilling lives.

Regards,

**C P Joseph**  
**PRINCIPAL**

## EVENTS

### INTER-SCHOOL EVENTS (BITSMUN)



The Grade 9 students recently participated in a prestigious college-level MUN at the BITS Pilani Goa campus, engaging in high-level discussions on critical global and national issues. They showcased exceptional diplomacy and research skills, debating agendas such as hate speech, violence, and national harmony in AIPPM, as well as the Kargil War of 1999 in the Indian War Cabinet. They tackled pressing challenges like AI autonomy in warfare, neocolonialism in Africa, and nuclear non-proliferation. The UNSC and Ad Hoc Crisis Committee kept participants on their toes with dynamic problem-solving. This enriching experience honed their leadership, collaboration, and critical thinking skills, preparing them for future diplomatic endeavours.



### SOF ENGLISH OLYMPIAD

The English and Math Olympiad for Grades 6-8 was a thrilling academic challenge that tested students' analytical and linguistic skills. The English Olympiad assessed grammar, vocabulary, comprehension, and creative thinking, while the Math Olympiad focused on problem-solving, logical reasoning, and numerical aptitude. Students displayed remarkable talent, competing with enthusiasm and determination. The competition not only honed their subject knowledge but also fostered



critical thinking and confidence. The winners were awarded certificates and medals, celebrating their hard work and excellence. It was a truly enriching experience for all participants!

### **ORIENTATION FOR GRADE 9**



The orientation for Grade 8 students transitioning to Grade 9 in the IGCSE Cambridge curriculum was an informative session designed to help them navigate the crucial years ahead. Students were introduced to the various subject choices available, allowing them to make informed decisions based on their interests and strengths. The session also covered the IGCSE format, including assessment patterns, coursework expectations, and examination structures. The students and parents were also apprised of the requirements for entrance exams in the future such as JEE-Main, NEET, CLAT etc. It provided clarity and guidance, ensuring students feel confident and prepared for their academic journey in the IGCSE programme.

### **FRENCH MADE FUN: MASTERING CONVERSATION THROUGH GAMES AND ACTIVITIES**



On February 3rd, Alliance Française Panjim organized a dynamic and engaging session for Grade 8 and 9 French students. The workshop centred around the theme of conversation through games and didactic resources, provided students with a unique opportunity to enhance their language skills in an interactive and enjoyable setting. The session was conducted by Professor Daniel Pardo, a seasoned educator with vast experience in teaching French as a foreign language. His passion for the subject and his insightful approach made for a memorable experience. Through various activities, Professor Pardo



encouraged students to expand their vocabulary, refine their grammatical skills, and express themselves more confidently in French.

A highlight of the session was the engaging "L'île déserte" (Desert Island) game. Students were shown a variety of items, like a map, a pot, a diving mask, and a lighter, and asked to choose five essential items for survival on a deserted island. The challenge intensified as students had to justify their choices fostering critical thinking and reflection. This exercise not only sharpened their reasoning skills but also allowed them to practise the past tense and superlatives, while improving their analytical, communication, and language skills.

The session was conducted entirely in French, boosting students' oral comprehension and speaking skills. Interacting with Professor Pardo, a native French speaker, gave them a unique opportunity to practice their language skills in a real-world context.

Overall, the event was both fun and educational, showcasing the value of creative, interactive learning methods. It allowed students to push their boundaries and apply their knowledge in exciting new ways.

### **6TH ANNUAL SPORTS DAY**

The Gera School Annual Sports Day was held on Friday, 14<sup>th</sup> February at Athletics Stadium, Bambolim, amidst great enthusiasm and excitement. The event was a grand success, with students, teachers, and parents coming together to celebrate the spirit of sportsmanship and athleticism. The day's proceedings began with the welcoming of our Chief Guest, Mr Ajay Mendes, a sportsperson and entrepreneur, who was greeted with a warm applause by the students and staff followed by the Torch lighting ceremony, symbolizing the ignition of the sportsman's spirit. This was followed by the oath administration by our Sports Captain, who led the students in taking a pledge to uphold the values of sportsmanship and fair play.

The athletics events were divided into two categories: Under 14 (U-14) and Under 17 (U-17) for both boys and girls. The events included sprint events comprising 100m, 200m and 400m with students competing in their respective age groups. The students showcase their talent and skills in various events, achieving their personal bests. The atmosphere was electric, with cheering and encouragement from the spectators.

In addition to the athletics events, the students also presented a spectacular display of rhythmic drill performance. The colourful costumes, synchronized movements, and energetic music had the audience mesmerized.

A special highlight of the event was the fun race for parents, which saw enthusiastic participation from parents and students alike enjoying the excitement and camaraderie.

The prize distribution ceremony was held after the completion of all events. The Chief Guest, Principals and other dignitaries presented medals and trophies to the winners and participants.

Our Middle school and IGCSE Coordinator, Ms Diedre Gokhale, proposed a vote of thanks, expressing gratitude to the Chief Guest, teachers, parents, and students for making the event a success. The day concluded with the flag retreat ceremony, led by the Sports Captain. The Annual Sports Day was a resounding success, with students, teachers, and parents coming together to celebrate the spirit of sportsmanship and athleticism. The event showcased the talent, skills, and dedication of our students, and we look forward to an even bigger and better event next year.







## NEWS FROM THE SPECIALISTS

### MUSIC

#### GRADE 6

Students of Grade 6 have just about finished with the dulpod “Cecilia Mhojea Nanv”, which they thoroughly enjoyed. The feature of separately sung parts for the boys and girls have the girls beaming with joy, since they finally get to hear the boys sing loud and clear. The boys, for their part, have been singing with great (and unexpected) enthusiasm! However, what really excited the students was learning the lyrics and the meaning behind the song. It was a truly fun experience for us all!



#### GRADE 7

Students of Grade 7 have completed the four basic chords in the key of C major on the ukulele, and are now learning its application to songs. Since we have learned the folk song “Undir Mama”, they are currently learning to play along to it. Although a few have quickly picked up the instrument, most students struggle with shifting from one chord to the next and remembering chord positions. However, with some practice, we hope to get much better!





## GRADE 8



This term, students of Grade 8 are learning folk music. We had a lively discussion on folk music, its roots and its characteristics. Further, we looked a little deeper into Goan folk music, its various styles, instruments used, etc. Through videos, we explored the different types of Goan music including the Mando, Dulpod and Dekhni. Students have started off with a medley of a few famous dulpods.

## DANCE

### GRADES 6 & 7

Students of Grades 6 and 7 have been learning Contemporary Dance. The Warm up itself takes a good 15 mins of class as we do extensive stretching of the body and go over a few dance techniques that we apply in this style of dance. Students are being taught a choreographed routine which is at a beginner level but involves most of the elements of contemporary dance like the contract and release style of moving the upper torso in this dance form, Fall and recovery and floorwork. The choreographed routine is performed to the song “Speechless” by Naomi Scott from the soundtrack of the movie Aladdin and since the students are familiar with the music; it helps them to keep up with the movement more easily.





## DRAMA

### GRADE 6

Group exercises in drama are a powerful tool for enhancing a wide range of skills: collaboration, trust, empathy, communication, and creative problem-solving, among others. These exercises help build not only stronger actors but also a stronger, more unified ensemble, creating an environment where students can thrive both personally and artistically.

Discovering the write way to a good Monologue exercise.



### GRADE 7

It's Physics Dramatized! Every action has an equally dramatic reaction.



### GRADE 8

Man over Machine was an activity when each group had to act out a machine, with visuals and vocals.



### GRADE 9

This game is called You're Fired where colleagues have to mime the excuse they gave the boss for their friend's absence.



## ART

### GRADE 6

Grade 6 students recently explored the art of still life. Creating beautiful pieces with a terracotta-inspired color palette. They experimented with both light and dark tones to add the path and dimension to their work using poster colours and watercolours, achieving a beautiful ceramic finish. By using a blend of reddish-brown clay and various glazes, students learned how to create subtle highlights and shadows, giving their pottery a



polished and dynamic look. This hands-on project not only enhanced their understanding of drawing proportions but also allowed them to express their creativity through texture and design. In addition, the students also learnt quilling technique, creating intricate nature-themed designs, showcasing their artistic skills in both 3D and 2D forms.

### GRADE 7

Grade 7 learners explored the concept of 2-point perspective by drawing a Rubik's cube. They learned how to depict objects in space using two vanishing points, giving their drawings a sense of depth and realism. The challenge was to represent the cube from different angles while maintaining the accuracy of perspective. The students embraced the activity with





enthusiasm, and their work demonstrated impressive understanding and creativity. We look forward to their continued exploration of perspective in future projects!

## GRADE 8



Grade 8 learners were recently introduced to Pointillism, a technique developed by artists like Georges Seurat and Paul Signac. They learned to create artwork using small dots of colour, observing how these dots combine to form a complete image when viewed from a distance. The students practiced blending colours and understanding how the placement of dots affects the overall effect and depth of their artwork. It was an exciting start to mastering this distinctive technique, and we look forward to seeing the final pieces!



## GRADE 9

Grade 9 learners have begun working on their art portfolios, focusing on the "A01 - Record" component. This part of the portfolio emphasizes documenting their artistic journey, including sketches, photographs, and observations that reflect their creative process. Students are learning to keep detailed records of their work, including notes on techniques, materials, and inspirations. This foundational step will help them develop their personal artistic voices and prepare for future projects.

## CIRCLE TIME / LEADERSHIP CURRICULUM

## GRADE 6

This fortnight, the learners of grade 6 scripted role plays on the theme of bullying. In groups, they were meant to script out a 2-act play wherein they showed one from the various forms of bullying they have learnt and then close it with a way to solve the bullying problem. To solve any problem, big or small, evaluating and defining the problem are key steps. It is also an art to be able to synthesise information from various sources and coordinate with each other to conceptualise a cohesive, comprehensible script.



## GRADE 7

The learners of Grade 7 have been working in groups to script a role play centering on the theme "BULLYING". We have been working on this theme for sometime now as it seems to be something that is more common than we thought and it is downplayed quite a lot. Learners, through this activity, are able to put themselves in both shoes, the bully and the bullied. To be



able to feel what someone else is feeling is the first step in being able to solve a problem and we all know that bullying is definitely a problem worth solving. Learners need to see how their behaviours and words can be detrimental.



## GRADE 8

Bullying is a social evil that has spread its ugly venom into society in a way that is deadly and has proven to have lasting consequences. From young lives being snuffed out to serious mental and emotional trauma all in the name of fun for some, definitely calls for wider awareness and stringent change. The learners of Grade 8 have been sitting together to create role plays that focus on the theme and

have been instructed to end the play with doable solutions to the problem. We eagerly wait for creative and workable ways to combat this social evil.



## GRADE 9

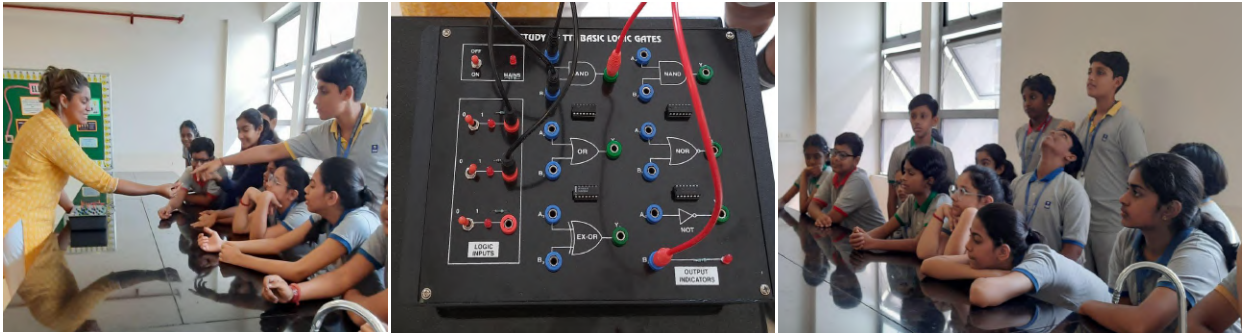
We don't give children the credit they deserve. When it comes to finding a solution to problems they face, as adults we take on that responsibility but who better than to understand a problem than the ones facing it?

who better to find solutions that are realistic and logical other than the ones who are living their own reality. This fortnight, the learners of Grade 9 had their first Leadership Curriculum class in months and they dived right into creating role plays of various forms of bullying and also came up with solutions to this social evil. Next week, we will be watching them act out their solutions. A much awaited class.



## ICT

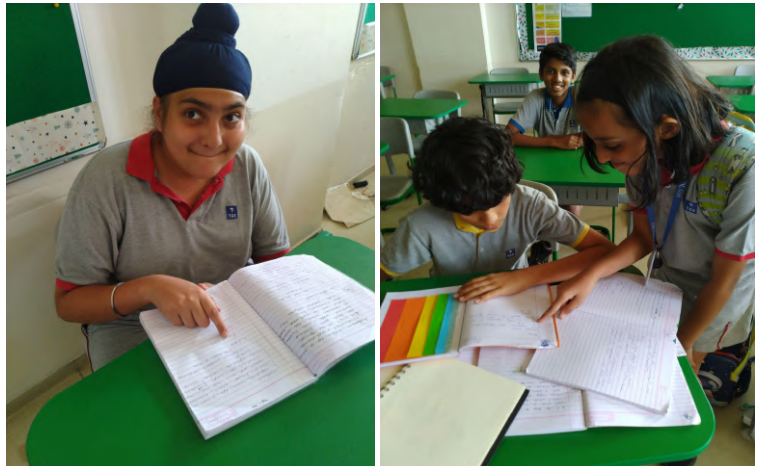
## GRADE 6



Learners practically used the logic gate setup to test the conditions they previously learnt in the initial classes. They were given problem statements that they had to represent using the logic gate circuits. In the following classes, learners were introduced to the concept of databases; where they saw the difference between standard spreadsheets and databases.

## GRADE 7

Learners discussed the iterative model of building a program, along with the well-known waterfall model. They discussed the differences between the iterative and waterfall models for project developments. Learners also constructively analysed the pros and cons of each model. They answered a few revision knowledge-tests on the topics covered in Term 3.



## GRADE 8

Learners tried an activity with the topics named 'Creating relational databases', 'Processing data: Complex queries', 'Creating spreadsheet models' and 'Evaluating models that represent real-life systems'. They were divided into three groups for the same. Learners explained the concepts exceptionally, and had healthy discussions too.



## COMPUTER SCIENCE



## GRADE 9



Computer programs store data that will be required again in a file. While any data stored in RAM will be lost when the computer is switched off, when data is saved to a file it is stored permanently. Data stored in a file can thus be accessed by the same program at a later date or accessed by another program. Our learners use this knowledge in their daily lives too. After learning to use procedures and functions in their programs, learners were able to create global variables that could be used across functions. They also worked with library routines such as the MOD, DIV, ROUND, RANDOM functions, to enhance their programs. Learners were later introduced to the concept of 1D and 2D arrays. They were able to create, populate, and manipulate data in an array. Learners solved multiple past papers on the 'Programming' topic. They were given pre-release materials as part of the revision. All the concepts covered for Term 3 were revisited and revised.

## FRENCH

### GRADE 6

Over the past fortnight, Grade 6 learners focused on enhancing their language and grammar skills. They revised key grammatical concepts and used a timeline to deepen their understanding. To reinforce learning, they engaged in drilling exercises, which helped them practise structures effectively. Error correction was conducted during class, allowing students to identify and rectify mistakes immediately. The teacher provided constructive feedback, guiding them toward improvement. Through these activities, students gained confidence in applying grammar rules accurately. The interactive approach ensured better retention, making learning more engaging and effective. This comprehensive revision strengthened their overall language proficiency.

### GRADE 7

This fortnight, Grade 7 learners revised the body parts and health-related vocabulary in French. They learned how to describe body parts in sentences and practiced listening and reading activities to reinforce their understanding. Creativity was encouraged as students described fictional animals using body part vocabulary. Next, they explored *avoir mal* to describe pain and injuries, practicing prepositions like *au*, *à la*, and *aux* to indicate where it hurts. They also conjugated *avoir* in different persons and applied these expressions in dialogue. Additionally, students worked on describing physical states using *avoir* expressions (e.g., hunger, thirst, fever) and practiced interactive dialogues. They also learned to give health-related commands using the imperative, like *Prends ce médicament*

(Take this medicine) and *Va chez le médecin* (Go to the doctor). These activities helped improve communication, comprehension, and collaboration while practising empathy and problem-solving skills.

## **GRADE 8**

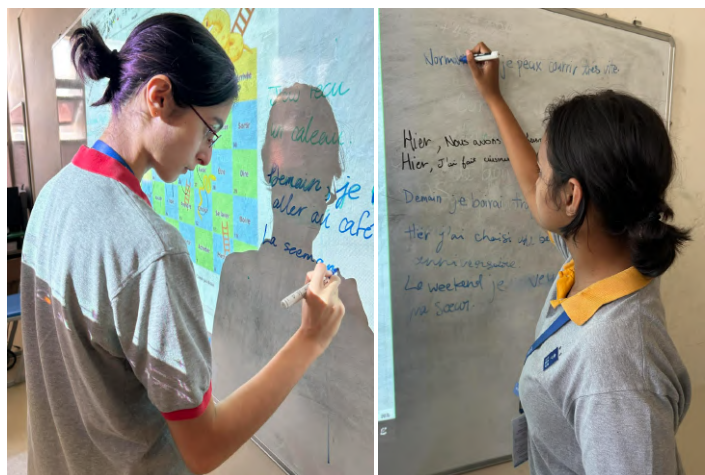
Over the past fortnight, Grade 8 learners practiced solving listening, reading, and writing papers, strengthening their skills. They also revised key grammatical concepts and used a timeline to deepen their understanding of tenses. In-class error correction helped them identify and rectify mistakes immediately, reinforcing their learning. The teacher provided timely feedback, allowing students to improve their accuracy and comprehension. Through these activities, they developed better problem-solving strategies and gained confidence in applying their knowledge. This focused practice not only enhanced their linguistic abilities but also prepared them for future assessments with improved proficiency and understanding of the language.



## **GRADE 9**

This fortnight, Grade 9 students explored the theme of *Des vacances de rêve* (Dream Holidays). They used the conditional tense to describe ideal holiday destinations and discussed travel preferences using prepositions with towns, countries, and continents. Students practised speaking and listening skills through dialogues about holiday plans and reasons for travel choices. In addition, learners worked on vocabulary related to hotels and holiday activities. They discussed booking hotels, made reservations, and handled common issues encountered during stays. The class also explored ways to ask for tourist information and discussed camping as an option.

Finally, students delved into holiday health, focusing on summer-related health issues like sun exposure and insect bites. They practised using the imperative for giving health advice and explored ways to protect health while on vacation. Through these activities, students enhanced their language skills and critical thinking about real-world travel scenarios.

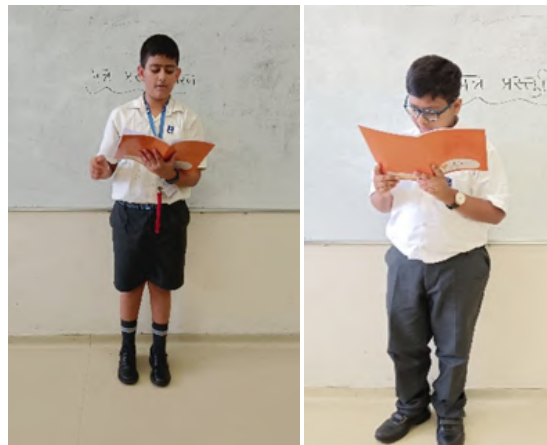




## HINDI

### GRADE 6

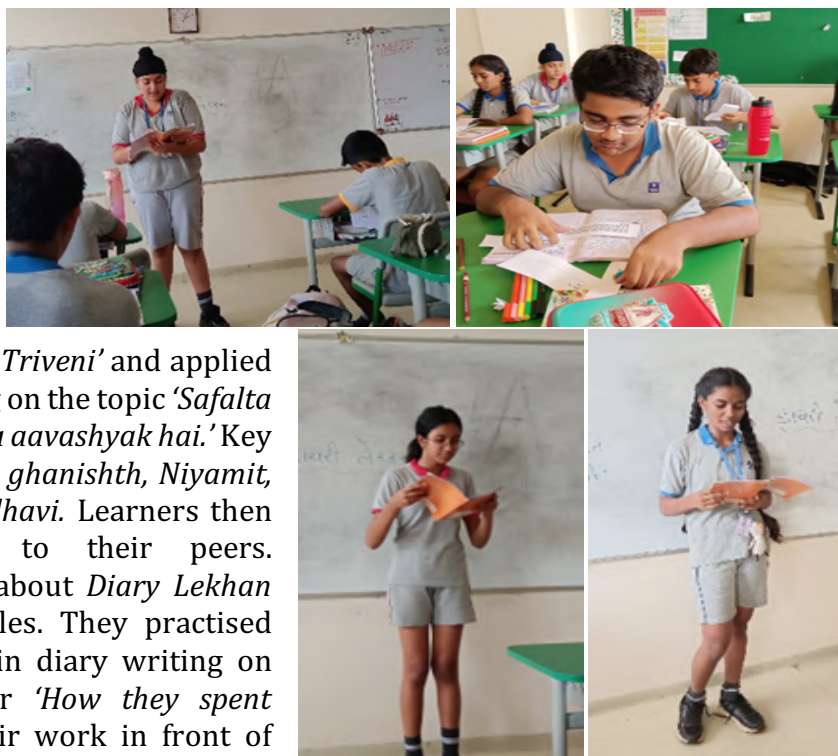
Learners explored *Muhavarein* (idioms) and their application, including phrases like *Ghode bechkar sona*, *Chehal-pehal hona*, *Khoon ke aansu rulana*, *Aag baboola hona*, and *Jali-kati sunana*. They engaged in creative writing on the topic 'Agar main Raja hota to/Agar main Rani hoti toh', incorporating a rich vocabulary, including words like *Laziz*, *Vyanjan*, *Shaandar*, *Vishaal*, *Praja*, and *Buzurg*. Success criteria were shared to guide their writing.



For their oral assessment, they recited and the poem 'Shrey.' Additionally, they learned *anaupcharik patra lekhan* (informal letter writing) using the *I, We, and You* method. As part of this exercise, they composed letters expressing gratitude to their *abhibhavak* (parents/guardians), integrating newly learned vocabulary and *muhavarein*. They then presented these letters to their peers, fostering appreciation and gratitude towards their parents and reinforcing essential life skills.

### GRADE 7

Learners practiced *Patra Lekhan* using the *I, We, and You* method. As a hands-on activity, they were given a letter in pieces and had to read and arrange them according to the correct letter structure. They also explored new vocabulary from the chapter '*Safalta ki Triveni*' and applied these words in letter writing on the topic '*Safalta paane ke liye uttam swasthya aavashyak hai.*' Key vocabulary included *Param ghanishth*, *Niyamit*, *Santulan*, *Kamyab*, and *Medhavi*. Learners then presented their letters to their peers. Additionally, they learned about *Diary Lekhan* by reading various examples. They practised incorporating *Muhavarein* in diary writing on topics like '*Sports Day*' or '*How they spent Sunday*' and presented their work in front of their classmates. They enhanced their confidence, writing skills, and critical thinking abilities.



## GRADE 8



Learners engaged in reading and comprehension activities by working on '*Apathit Gadyansh*' and answering related questions. They also participated in a listening activity where they listened to information and dialogues, then responded to questions, enhancing their listening skills. Additionally, students created PowerPoint presentations on the topic "*Plastic Upyog ke Karan, Samasya aur Samadhan*," which helped them develop public speaking skills. Through these presentations, they shared actionable steps to reduce plastic use, expressed their concerns, and demonstrated their commitment to environmental conservation. In grammar, learners studied '*Samuchaybodhak Avyay*' and applied their understanding in an essay on '*Vidyarthiyon ka Bahar Khelna Aavashyak Hai ya Nahi*'. They also explored *Muhavarein* (idioms) and incorporated them into a creative writing piece on '*Internet ke Fayde aur Nuksaan*.' Some of the idioms they learned included *Kaan ka Kachha Hona*, *Kathputli Banana*, *Akal ke Ghode Daudana*, *Aastin ka Saamp*, *Angaare Barasna* etc.

Furthermore, students expanded their vocabulary by learning *Paryayvachi Shabd* (synonyms) such as *naukar-sevak-daas*, *vastra-kapde*, and *vatsa-putra*, applying them effectively in their writing.

## GRADE 9

Learners practised comprehension skills by reading various passages and answering related questions. To prepare for the IGCSE, they also engaged in a listening activity, where they listened to audio recordings of conversations and interviews and answered related questions. In the process, they expanded their vocabulary by noting words from the audio, such as *prakshepan prayogshala*, *adhyayan*, *aakashganga*, and *brahmand*.

Later, learners focused on *Lekh Lekhan* (essay writing). They learned the key aspects of writing essays, including what to keep in mind while crafting a *lekh lekhan*. They selected one topic from the given options—*Peedhiyon mein badta antar* or *Social sites ke adhik prayog se hone wale dushparinam* and wrote essays, which they then presented in front of their peers. This activity helped enhance their writing and critical thinking skills.

Additionally, they worked on creating advertisements (*Vigyapan*) for products like cream, cars, and energy drinks. They collaborated in groups to present their *Vigyapan*, which not only improved their creativity but also built confidence and fostered important life skills such as respect for others and teamwork.



## LIBRARY

### GRADE 9

**Story Titles:** In groups, the students matched the titles of the books they had read. This was an enjoyable and captivating exercise that fosters communication and teamwork.



## NEWS FROM EACH GRADE

### GRADE 6

#### ENGLISH

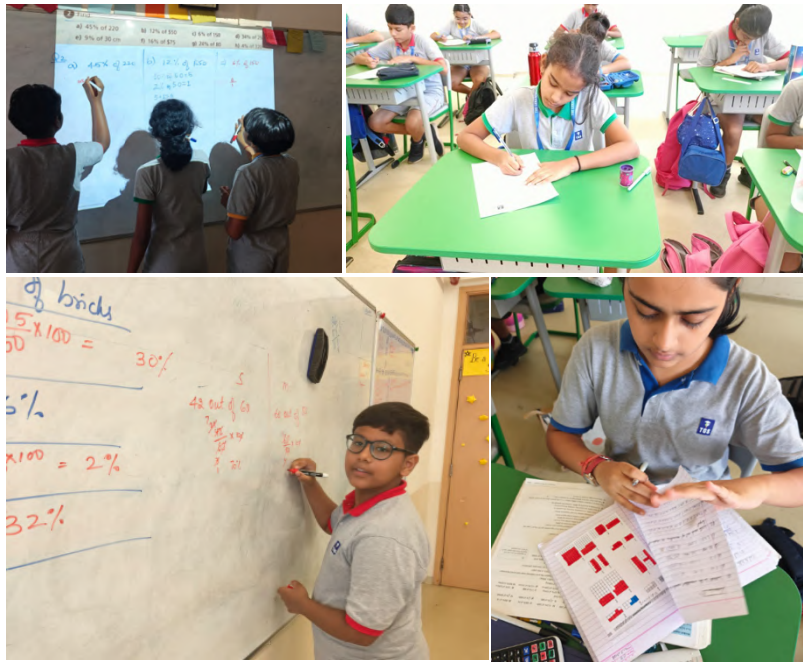


The Grade 6 learners worked on punctuation through a fun worksheet. They also dived into the world of descriptive writing by first tackling the aspect of Imagery. As they penned pieces on a stormy day at the beach, they demonstrated their language skills and enjoyed using good vocabulary to do so as well. We also started with King Canute by William Makepeace Thackeray and talked about the concepts of mortality, leadership and power and how we as humans must be humble in the face of Nature. The most exciting part of the term so far was the extempore activity that was conducted where students hit the stage and spoke on various randomly assigned topics, thus honing their public speaking and presentation skills!

## MATH

Grade 6 students explored the concept of percentages, learning how to express fractions and decimals as percentages and vice versa. They discovered how percentages are used in real-life situations, such as discounts, interest rates, and data interpretation. Through engaging exercises, they practised calculating percentages of given values and solving word problems. The lesson also emphasized the importance of percentage increase and decrease in various contexts. By applying

their knowledge to real-world scenarios, students developed a deeper understanding of how percentages play a crucial role in everyday life, enhancing their problem-solving and analytical skills.



## PHYSICS

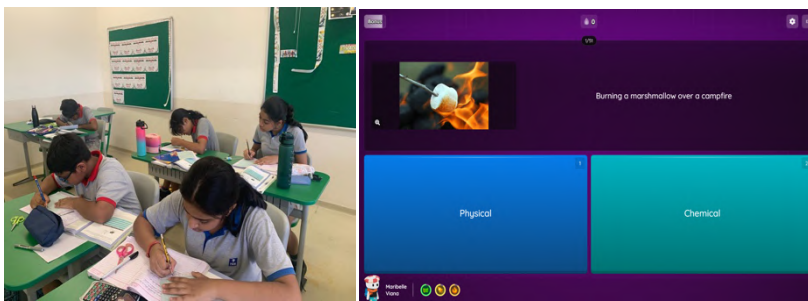
Grade 6 students explored the fascinating phenomenon of eclipses, understanding how the alignment of the Sun, Moon, and Earth creates solar and lunar eclipses. They learned that a solar eclipse occurs when the Moon blocks sunlight, casting a shadow on Earth, while a lunar eclipse happens when Earth's shadow falls on the Moon. Through engaging discussions and visual demonstrations, students grasped the difference between partial and total eclipses. The lesson highlighted the scientific and cultural significance of eclipses, sparking curiosity about celestial events and the universe. This exploration deepened their appreciation for astronomy and space science.





## CHEMISTRY

Grade 6 students actively revised their Chemistry topics in preparation for the Term 3 examinations. Through an engaging quiz and a detailed revision worksheet, they revisited key concepts such as the structure and properties of materials and chemical changes.



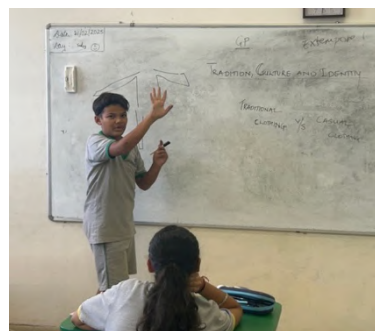
## BIOLOGY

Grade 6 students learned how to create classification keys, applying their skills to categorize and classify dinosaurs. Following this, they revised key topics, including organisms and cells, microorganisms, and classification, using a quiz to test their knowledge. They also watched an educational video that reinforced these concepts with real-world examples.



## G.P.

Grade 6 students delivered an energetic and engaging presentation on the topic 'Tradition, Culture, and Identity'. Each presenter showcased a unique perspective, highlighting the significance of cultural heritage while also exploring how social media and changing times may shape the future of traditional events. Their innovative ideas and thoughtful insights made for a compelling and thought-provoking discussion.



## HISTORY

In our History class, we explored Jainism and the life of Mahavira. The students learnt about the Five Vows—ahimsa (non-violence), satya (truth), asteya (non-stealing), brahmacharya (self-discipline), and aparigraha (non-possessiveness). The discussions on non-violence and self-discipline were especially thought-provoking, helping students understand how these values can be applied in their own lives.



We also studied Urban Local Self-Government, covering the roles of the Municipal Corporation, Municipal Council, and Nagar Palika. By understanding how these bodies manage cities and towns, students gained insight into how local governance impacts their daily lives. Such lessons are important as they encourage our students to grow into responsible citizens.

## **GEOGRAPHY**

Grade 6 students dedicated their time to solving worksheets and revising key concepts in preparation for the upcoming exams. The worksheets covered a variety of subjects, helping students reinforce their understanding of important topics. This focused revision allowed them to identify areas that needed more attention and solidify their knowledge. By engaging with the material in a hands-on way, students built confidence and strengthened their skills. The activity not only supported their exam preparation but also encouraged critical thinking and problem-solving. Overall, the students showed great enthusiasm and readiness for the upcoming challenges in their exams.



## **GRADE 7** **ENGLISH**



Our Grade 7 learners focused on revising punctuation and informal letters as well through fun worksheets and group activities. Our budding writers took to planning their stories through a graphic organizer and wrote a wonderful story with the theme of suspense. The students also thoroughly enjoyed the extempore activity where students delivered impromptu speeches on various topics in class. The confidence displayed and the pointers shared truly made us feel proud!

## **MATH**

Grade 7 students explored the concept of ratio and proportion, learning how to compare quantities and solve real-world problems. They practised simplifying ratios, finding equivalent ratios, and solving direct and inverse proportion problems. A key highlight of the lesson was applying proportional reasoning to make smarter financial decisions. Students analysed different offers to determine the best value by calculating unit prices.



For example, when choosing between two product sizes, they used proportions to find the cost per unit and select the better deal. This practical approach helped them see how mathematics plays a crucial role in everyday decision-making.



## **PHYSICS**



Grade 7 students had an exciting learning experience as they explored how electric currents produce magnetic fields around conductors. Through hands-on demonstrations, they learned how to create magnets using another magnet or electricity. They investigated factors affecting the strength of an electromagnet, including the current through the coil, the number of turns in the wire, and the type of core material. Students also discussed practical applications of electromagnets, such as their use in scrapyards for lifting heavy metal objects and in electric bells.

## **CHEMISTRY**

Grade 7 students deepened their understanding of solutions through hands-on activities. They explored how adding more coffee powder increases the concentration of a drink, making the concept of solution concentration more tangible. Using ball-and-stick models, they visualized the difference between dilute and concentrated solutions through particle diagrams. They also discovered that solubility increases with temperature and learned to interpret solubility graphs effectively. By combining experiments with visual learning,

students gained a clearer grasp of concentration and solubility, reinforcing their knowledge in preparation for future applications in chemistry.



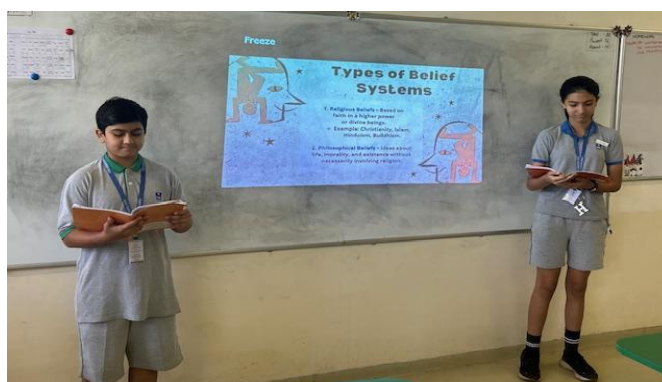
## **BIOLOGY**

Grade 7 students reinforced their understanding of ecosystems by answering textbook questions, allowing them to review key concepts in depth. They also completed their Term 3 Formative Assessments, applying their knowledge to different aspects of the chapter. In preparation for their upcoming Term 3 examinations, students ensured their notes and exercises were completed, helping them consolidate their learning.



## **G.P.**

As part of a group discussion on the topic 'Belief Systems,' Grade 6 students confidently presented both their individual and collective viewpoints. The discussion focused on enhancing reasoning and critical thinking skills, encouraging students to explore diverse perspectives. They actively engaged in thoughtful debates, supporting their ideas with real-life examples from daily experiences. Through this interactive session, students not only deepened their understanding of belief systems but also honed their ability to analyse, question, and articulate their thoughts effectively.



## **HISTORY**

The Students in Grade 7 learned about the Directive Principles of State Policy. They were introduced to the concept of a welfare state and dived into the various types of principles - Socialist, Gandhian and Liberal. The students were very impressive when sharing their



knowledge about how the government is functioning in present day society and were able to mention programmes as well as the pitfalls of governance today. They showcased their critical thinking by taking each principle and comparing it to the current state of our society.

## **GEOGRAPHY**



As part of an engaging class activity, Grade 7 students embraced entrepreneurship by inventing a product and creating a business plan. This hands-on experience allowed them to connect real-world scenarios to the concepts learned in the "Industries" chapter. By simulating the process of launching a business, students gained practical insights into innovation, marketing, and financial planning. This activity not only boosted their entrepreneurial skills but also provided a dynamic way to revise for the upcoming Term 3 exams. The students enjoyed the challenge of applying theoretical knowledge to real-life situations, fostering creativity and critical thinking.

## **GRADE 8** **ENGLISH**



Debate skills empower Grade 8 students with critical thinking, confidence, and effective communication. Through structured arguments, they learn to analyze perspectives, present ideas persuasively, and think on their feet—valuable skills for academics and life. Their exposure to Shakespeare's *As You Like It* deepened their understanding of human nature, wit, and rhetoric. They explored themes of identity, love, and freedom, enhancing their analytical and interpretative abilities. Honing debate skills alongside literary exploration prepares them to express themselves articulately and engage meaningfully in intellectual discourse.

## MATH

### **Grade 8 Explores Proportion Through Flashlight Geometry!**

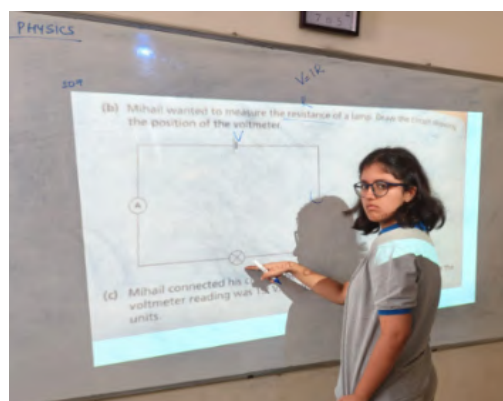
Students in Grade 8 dived into the fascinating world of direct and inverse proportions through an engaging hands-on activity. Using a flashlight and graph paper, they investigated how the distance of the flashlight affects the area of the beam's projection.

Roles such as Light Designer, Props Manager, and Stage Manager added a fun twist, fostering teamwork and precision. By predicting, measuring, and calculating, students discovered the mathematical relationships at play, recording their findings and comparing them to initial hypotheses. This creative exercise brought geometry to life in a bright and unforgettable way!



## PHYSICS

Grade 8 students delved into the fascinating world of sound as they explored how noise-cancellation headphones work using the principle of destructive interference. They learned how sound waves can be cancelled out by generating opposing waves, effectively reducing unwanted noise. The students also discussed the differences between noise and music, gaining a deeper appreciation for sound quality and control. To reinforce their understanding, they solved end-of-chapter review questions, applying the concepts they had learned.



## CHEMISTRY



Grade 8 students learned how to measure reaction rates using a balance, gas syringe, or measuring cylinder. They explored factors affecting reaction speed and observed demonstrations illustrating these effects. In the laboratory, they conducted an investigation on surface area, observing how smaller particles increase reaction rates. This hands-on experiment reinforced their understanding of reaction kinetics. By combining



theory with practical activities, students developed a clearer grasp of how reactions occur and the variables that influence them. This engaging approach helped strengthen their knowledge as they prepared for their upcoming assessments.

## **BIOLOGY**



Grade 8 students studied how animals adapt to different ecosystems through a group activity where each group identified adaptations based on their assigned habitat. This helped them understand how species survive in diverse environments.

They also explored predator-prey interactions, analyzing how population changes affect ecosystems. By learning to read and draw graphs, they visualized these relationships effectively. Additionally, students discussed extinctions, examining causes and consequences on biodiversity.

## **G. P.**

Grade 8 students delved into the thought-provoking topic of 'Law and Criminality', examining real-life scenarios and their consequences. Through engaging presentations, they shared their findings with the class, sparking important discussions and raising critical long-term questions. The students demonstrated exceptional engagement and enthusiasm throughout the data presentation exercise.



## **HISTORY**

The students in Grade 8 continued to study World War 2 in depth. We looked at the rise of Fascism in Europe and what was amazing was how students were able to relate various aspects of fascist governments to modern governments. They were also exposed to the Nazi rule in Germany and the horrific Holocaust. The students showcased their sensitivity by talking about how the Jews were tortured in various ways and expressed their gratitude for not being in such situations.

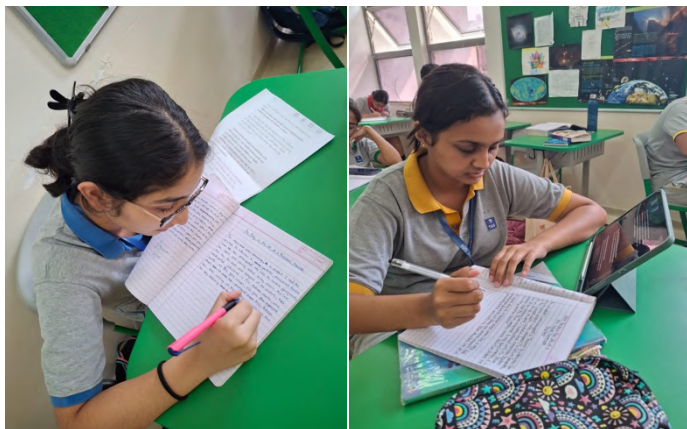


## GEOGRAPHY

Students in Grade looked at the map of India and engaged in plotting various aspects of the map. They understood how India's vast expanse led to the country having diverse physical features which in turn impacted the climate and vegetation of this rich nation. They also looked at the physical features of this region and how each region was rich in flora, fauna and wildlife.

## GRADE 9 ENGLISH

The Grade 9 English students have been preparing for their Term 3 summative assessments through various worksheets and tasks. The students teamed up and worked on summary writing by using biographical notes on Zeinab Badawi. It was heartening to see that they remembered how to write a summary well and practised it too. They also engaged in Directed Writing Practice. We first looked at choosing of the main points, followed by how to analyse and evaluate the chosen pointers. Even though the students struggled they tried to present good pointers based on the inserts given. Grade 9 was also assigned a fun project called 'A Day in the Life Of...' where they had to interview their assigned teacher and write a piece on the same.



## MATH

### **Grade 9 Students Gear Up for Finals with Math Practice**

Grade 9 Math students are in full swing as they prepare for their upcoming final exams. With determination and focus, they've been solving a variety of problems through carefully designed worksheets that cover all key concepts learned throughout the year. These practice sessions

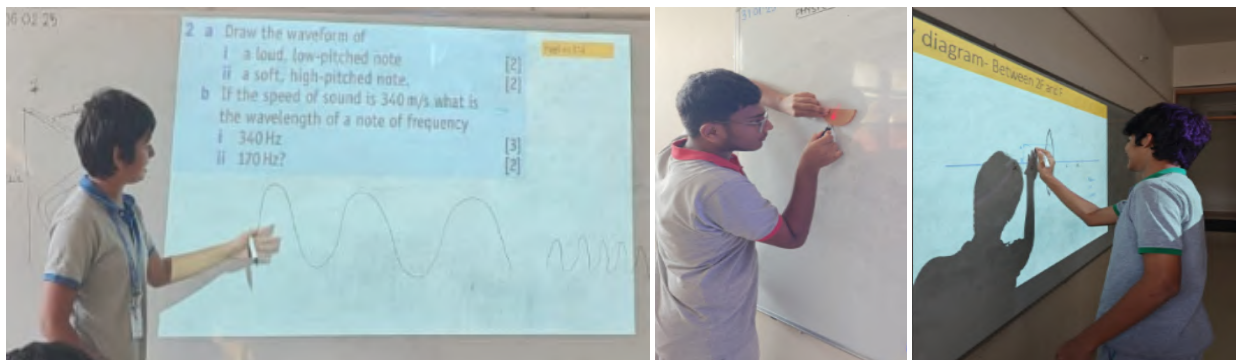


not only help reinforce their understanding but also build confidence in tackling different types of questions. The collaborative classroom atmosphere encourages peer learning, with students sharing strategies and tips to solve challenging problems. This focused preparation ensures that



they're not just ready for their exams but are also developing critical thinking skills for future success.

## **PHYSICS**



Grade 9 students explored various defects of the human eye and their corrections, along with understanding how images are formed by thin lenses. They delved into sound waves, learning about their characteristics, the range of human hearing, and the diverse uses of ultrasounds, such as cleaning hard-to-reach areas, operating Galton whistles, and detecting defects in metal blocks. The students also applied the wave equation to solve sound-related problems. Additionally, they were introduced to electromagnetic waves, examining the uses and potential harmful effects of different parts of the electromagnetic spectrum.

## **CHEMISTRY**



Grade 9 Chemistry students examined various methods for preparing salts, including the reactions of acids with alkalis, metals, and metal carbonates. They learned techniques for separating salts from mixtures, with a primary emphasis on understanding titration and its applications. The students participated in a laboratory demonstration that included tests for cations and anions, as well as gas tests. Additionally, they explored the concept of water of hydration, enhancing their understanding of these essential chemistry topics.

## **BIOLOGY**

Grade 9 Biology students studied animal transport, beginning with a comparison of single

circulation in fish and double circulation in mammals.

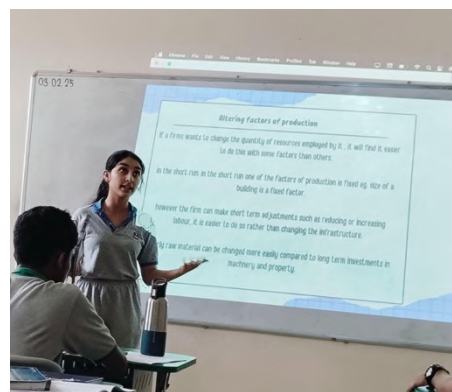
They examined the heart's structure and function and measured their pulse rates as well as heartbeat. The lesson included an overview of blood vessels—arteries, veins, and capillaries. Students learned about



the lymphatic system and the various components of blood, detailing the function of each. The exploration concluded with an investigation into the blood clotting process.

## **BUSINESS STUDIES**

In our recent Business Studies lessons, students actively participated in developing marketing strategies for a hypothetical product targeted at the 12 to 16-year-old age group. They created questionnaires, analysed market research data, and presented the 4 Ps of the marketing mix—product, price, place, and promotion—using real-world examples. The class also explored key concepts such as the production of goods and services, costs, and scale of production, diving into break-even analysis. Additionally, students examined how achieving quality production and making informed location decisions impact business success. Engaging case studies further deepened their understanding of these crucial business concepts. As part of exam preparation, students engaged in revision activities to consolidate their knowledge and ensure a strong understanding of these key business concepts.



## **G. P.**

Grade 9 students embarked on an exciting data-gathering journey as part of their Team Project. They delved into the wealth of resources



available in the school library, meticulously researching published articles and books. Students scripted their introductions and project aims, demonstrating their

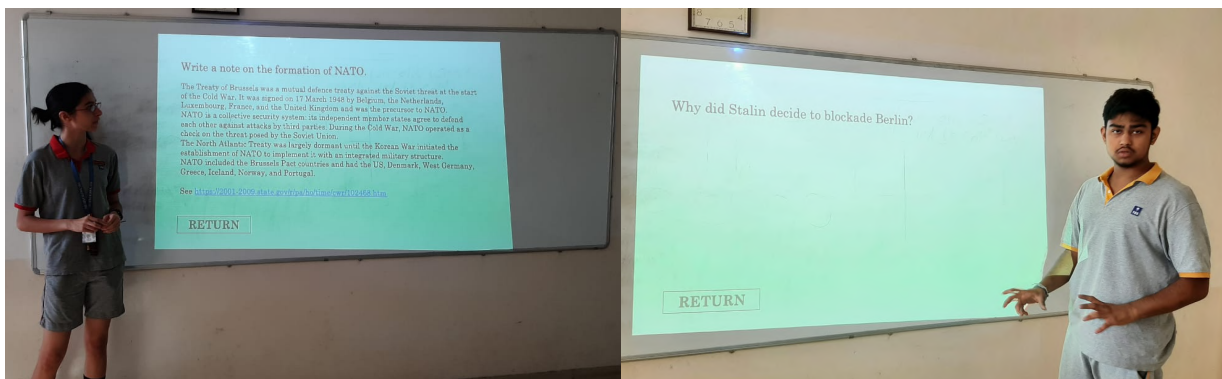


resourcefulness. The class was divided into two teams, Team A and Team B, to collaborate and bring their project to life.

## **HISTORY**

This month we continued with our study of Germany in Depth Studies. We looked at how Hitler was appointed Chancellor, and then moved to cement his position and consolidate power so swiftly that in a matter of months, he was a virtual dictator and free to carry out his agenda.

We also revised the chapter on the Cold War using a PPT.



## **ECONOMICS**



In our recent Economics lessons, students explored the classification of firms, discussing the differences between small and large firms. They examined the causes of firm growth and the role of mergers in expanding market share. Through engaging group activities, students analysed economies and diseconomies of scale, understanding how firms' size affects their costs and production. The class also delved into firms' costs, revenue, and objectives, and explored various market structures. In preparation for the upcoming exams, students worked together to revise key concepts, strengthening their understanding of these fundamental economic principles.

**This brings us to the end of this Newsletter. The last Newsletter for this academic year will be for the period 17<sup>th</sup> February to 20<sup>th</sup> March 2025.**

**Regards**

**The Gera School**