

Dear everyone,

I was in Hyderabad. It was Sunday evening and I was having dinner with a friend. His friend was also there for dinner. Somewhere, during the evening, that friend (let's call him J-) groaned, "Tomorrow is Monday! I hate Mondays. I have to go back to work."

I looked at J- quizzically. Trying hard to sound casual, I asked him what he did not like about his job that he hated Mondays so much. J- could not give me a clear answer. J- worked as a manager at a well-known IT MNC in Hyderabad and earned a good wage. Yet he found no fulfilment. It appeared that he worked only because his work helped to pay the bills.

I never asked J- any more questions that evening. Nonetheless, I couldn't help but feel sad for him. That a person should so spend his best years, and yet not feel a thrill of satisfaction, happiness, accomplishment was something I found inexplicable and wrong. It was wrong for J- and it was wrong for his company. For the former, it was a waste of talent, initiative, expertise, creativity because a person only carried his physical self to work and left his creative genius at home. It was wrong for his company because I knew that J- could never have given his best as a company manager if he was not enjoying work. To be fair to J-, I also wondered if the company had failed him. But, in my view, it was still not right. J- should have left the company or changed his attitude.

Why do I mention this in this newsletter? I do it because at that time or rather the next day as I thought about J-, I wondered: *What if my students came to school only because they have to get some grade, get a certain mark to qualify for something or to keep somebody at home happy or at least off their backs?* Is that how precious childhood, how valuable years of learning were going to be wasted? If I were a neutral observer, would I feel that the school has also failed my students or would I tell my students to either consider a change of environment or change the attitude, the approach to learning?

We work to live, but we also live to work. Similarly, while we study to find jobs and careers, sometimes we study for the love of learning, of knowledge. (In any case, we don't know when that learning will be crucial for us.) Not everything about work or study can be deeply satisfying. They will be the mundane and, perhaps, even tedious parts. But what we have to do – students included – is to find purpose or give it meaning, and then be grateful for the work or study opportunities and give our all. We must try to look for the reasons for disenchantment and then resolve them.

Sometimes, we teachers are responsible for killing the interest in learning. Similarly, people in charge are responsible at times for the lack of interest in work. One hopes that, in time, the bad teacher is no longer the teacher and the bad boss is no longer the person in charge. But it does us and the world no good if we find someone to pin the blame on always. At some point, we must take charge of our lives and be responsible for our own destiny.

Parents (and, later, students) might find the following books useful to read:

- 1) Why we work – by Barry Schwartz
- 2) How will you measure your life – by Clayton Christensen
- 3) How to find fulfilling work – by Roman Krznaric

Warm regards,

C P Joseph
PRINCIPAL

EVENTS

THE MD'S VISIT TO TGS

The Managing Director met with the Staff, Working Committee and the parents. The visit aimed at understanding any challenges faced by the school community and discussing upgradations in the school's infrastructure.



MATHEMANIA

March marks the celebration of the International Day of Mathematics, and TGS joined in the excitement with engaging challenges across all grades. Primary students and Grade 6 tackled a series of grade-level calculations, racing against time to arrive at accurate results. Their enthusiasm was evident as they worked collaboratively to solve mathematical puzzles. Meanwhile, Middle School and IGCSE



students put their logical reasoning to the test with Sudokus, leaving them eager for more!

The activities not only sparked a love for numbers but also honed essential skills in problem-solving, analysis, and speed, bringing out the mathematician in every student.

ART WORKSHOP



Students of Grades 6 to 9 had an exciting opportunity to participate in a Tie and Dye Workshop conducted by Ms Gayatri Talwadkar, an expert in the field. The workshop introduced students to a variety of techniques, equipping them with skills they could continue to explore beyond the session. With vibrant dye colours and different fabric manipulation methods, students experimented with creating unique designs and patterns. They also delved into the history of tie and dye, gaining a deeper understanding of its cultural significance and artistic value. The hands-on experience not only enhanced their appreciation for this traditional art form but also allowed them to express their creativity in a fun and engaging way. The workshop was a fantastic blend of learning, history, and artistic exploration, leaving students inspired to experiment further with their newfound skills and recognize tie and dye as a true art form to be valued and preserved.



GUEST LECTURES

On 12th March 2025, the PTA of TGS organised Guest lectures for the students of the Middle School and IGCSE. These sessions helped the students to gain insight into various careers. The first speaker was Ms Manalee Verenekar, the founder of Financial



Wisdom, Goa. She gave insights on how to spend and save money along with tips for investing. The next speaker was Ms Nimisha Jaju, financial controller, a FLY91, Goa's regional airline. She gave an insight into various career opportunities in the field of aviation and explained the operations of FLY91 and what makes it stand out as a regional airline.

HOLI CELEBRATIONS

Holi has truly become a universal celebration often recognized as the festival of colours. However, across India, this vibrant festival is marked by unique traditions that signify the transition from winter to summer. During a special assembly, students explored the deeper significance of Holi and learned about the origins of *Rang Panchami*, rooted in the eternal love of Radha and Krishna. They were also introduced to diverse celebrations such as *Lath Maar* Holi in Barsana, *Khadi Holi* in Uttarakhand, *Hola Mohalla* in Punjab, and Goa's very own lively *Shigmo Utsav*. No festival is complete without dance! Adding to the festive spirit, the students of Grade 3 delivered an energetic performance, filling the atmosphere with joy and excitement. The celebration beautifully captured the essence of Holi, blending culture, tradition, and enthusiasm in a truly memorable way! To conclude the festivities, students and teachers playfully added a dash of colour to each other, embracing the spirit of togetherness. Adding to the creative expression, Primary students enthusiastically participated in a *Flower Rangoli* activity, collaborating to craft intricate and vibrant floral designs, making the celebration even more special.





SUMMER THEME DAY

With the March heat rising, what better way to beat it than with a refreshing summer drink! Grades 6 to 9 did just that on 17th March, turning their classrooms into lively summer hubs of planning, collaboration, and execution. Students worked together to prepare



delicious summer beverages, enjoying the process of mixing, blending, and serving their creations. The fun didn't stop there! To embrace the summer spirit, students arrived in

vibrant summer-themed outfits and grooved to lively music as they shared their cooling concoctions with teachers and peers. The activity was a perfect blend of teamwork, creativity, and fun, making it a truly refreshing experience in every way!

CLUB DAY

Each interaction in the classroom is an opportunity to sow a seed, a moment to inspire curiosity, foster resilience and empower learners to question, innovate and dream. Whether it's through the integration of innovative, collaborative projects or personalized



mentorship, our goal is to leave every student with something special to take away, something that shapes not only their knowledge but also their character. To see learners understand the importance of money or work for a greater purpose of making lives of somebody else better by giving of yourself in a club like SSR or just unwind through meditation, the clubs played a



major role in the students' lives. The culmination of a year's work was celebrated on Club Day on 18th March, 2025. To see learners pursue a skill and turn it into a hobby is a journey

that will last a lifetime. Thank you to all the parents and children who contributed in the purchase as this will help fund a larger project of the SSR Club.

PRIZE DAY

TGS proudly celebrated the achievements of its students at the much-awaited Prize Day on the 19th of March. The event recognized students for their outstanding accomplishments across various domains, with certificates awarded for Best Progress, Attendance, Academic Proficiency, and excellence in Music, Dance, and Drama. The Student Council was also honoured for their commendable leadership and dedication. Adding to the excitement, the moment everyone eagerly awaited arrived—the announcement of the Champion Cup! The auditorium buzzed with anticipation as students cheered for their Houses—Pegasus, Phoenix, Hercules, and Polaris. The final tally, based on points earned in



Co-Curricular Activities, Academics, Sports, Inspection, and Discipline, determined the ultimate Champion House, bringing the event to a thrilling conclusion. Heartiest congratulations to Pegasus House for winning the Champion Cup for the year 2024 - 2025!

ART EXHIBITION

Throughout the year, students have explored a diverse range of artistic skills, experimenting with various mediums and materials to bring their creativity to life. Their journey in art and craft culminated in a vibrant Art Exhibition, where the school's walls transformed into a gallery showcasing the creative expressions of students from Early Years, Primary, and Middle School. Parents had the opportunity to admire the artistic

talents of their children, with special displays featuring works created during the recently held Art Workshops. The exhibition not only highlighted the students' creativity but also reflected their growth in artistic techniques and expression over the year. The highlight of this year's Art Exhibition was the extraordinary Art Installation—a collaborative effort by the entire School Community, including teachers, admin staff, and students. Together, they worked tirelessly to create a magnificent Honeycomb that symbolized the school's spirit of unity and togetherness. This meaningful craft beautifully represented the essence of TGS as a close-knit community, where creativity and collaboration go hand in hand.



NEWS FROM THE SPECIALISTS

MUSIC

GRADE 6

As we continue to explore the genre of folk music, students of Grade 6 were introduced to the music of Portugal — *fado*. We listened to various artists including Amalia

Rodrigues, the queen of *fado*, Mariza, Dulce Pontes etc. We also listened to Goan artists who sing *fado*. Besides, we explored the various instruments used, stylistic features of the genre, etc. We also learned a little bit of the *fado* “Casa Portuguesa”, one of the more famous *fados*!

GRADE 7





Students of Grade 7 continue to practice the ukulele and the four basic chords that we've been learning. We have also been exploring other instruments and enjoying our impromptu karaoke sessions!

GRADE 8

Students of Grade 8 ended the term on a high note, having learned a medley of dulpods. We also explored the concept of harmony more deeply, listening to and learning from artists like Jacob Collier, Tori Kelly, etc. Through rhythm and pitch exercises, we also learned to sing a canon in harmony. Although many struggled to stay in pitch, most students have begun to better understand the concept.



DANCE

GRADES 6 & 7

Moving on in the progress of learning contemporary dance, Students were introduced to Floorwork and we endeavoured to learn and try out some of the basic and beginner friendly moves on the dance floor. Without proper body conditioning, these moves are very difficult to perform but some students managed to pull them off. Those who are less flexible struggled to attempt certain moves like the back rolls but found the slides and crawls easier. We also worked



on our dance routine which we added more movement to and performed in groups to give us more space in which to move freely.



DRAMA

GRADE 6

The Grade 6 drama class took on the exciting challenge of mime—a performance art that relies on movement, facial



expressions, and body language. Every group performed *You're Fired* - a humorous activity that showcased their ability to communicate without a single word. Students explored a fictional classroom setting where comedic misunderstandings led to an unexpected twist. They brought these scenes to life with remarkable creativity and expression. The performance was filled with laughter, dramatic tension and physical storytelling. They learned how to exaggerate gestures for clarity, maintain focus and the art of non-verbal communication. They discovered how convincing an act can be even when told in silence.

GRADE 7

Grade 7 drama students climbed into the driver's seat—literally and creatively—as they performed *Taxi*, a mime-based ensemble piece that tested their imagination, coordination, and storytelling skills. In *Taxi*, each group of students created and performed a unique scene set inside an imaginary taxi. Without using words, they had to convey different characters, passengers, and unexpected situations using only movement, facial expression, and precise staging. Through this exercise, students honed their mime techniques while developing key dramatic skills. They practiced focus, spatial awareness, and characterisation, learning how to "show" rather than "tell." Collaboration was essential, as each group worked together.



GRADE 8

This month Grade 8 drama students explored the art of mime with their group activity *You're Fired*—a hilarious and heartfelt act set in a chaotic office. Using only movement,

facial expressions and body language, they brought exaggerated characters and comic twists to life without speaking.

Through this process, students developed skills in spatial awareness, timing, focus, and non-verbal storytelling. They learned to collaborate, express emotion physically, and create clear, engaging scenes. *You're Fired* was a fantastic showcase of their creativity and growth as confident, expressive performers. Well done, Grade 8!



GRADE 9

The Grade 9 drama class took on *Monkey in the Middle*, a fast-paced storytelling activity designed to sharpen their performance and persuasion skills. In each round, two students faced off to capture the attention of a third standing between them—using only their storytelling, voice, and dramatic presence. This engaging exercise helped students develop confidence, spontaneity, and vocal expression. They learned to think creatively, adapt their storytelling techniques, and use tone and pacing to engage. They explored how to command the spotlight with clarity and purpose. *Monkey in the Middle* was not just about being heard—it was about being felt, understood, and remembered.



ART

GRADES 6, 7 & 8

Grade 6, 7, & 8 learners have been tirelessly bringing their artistic vision to life, preparing for the much-anticipated Art Exhibition and installation. From painting cups to meticulously sticking,



assembling, and fine-tuning every detail, their dedication knows no bounds. The creative chaos of brushes, glues, tapes, staplers and endless ideas has transformed into a masterpiece in the making. Stay tuned as their hard work unfolds into an awe-inspiring showcase of imagination and teamwork.

GRADE 9

Grade 9 students have embarked on the next stage of their artistic journey—**A02: Experimenting with Ideas and Mediums**. With portfolios taking shape, they are fearlessly exploring different materials, techniques, and styles, pushing their creative

boundaries. From bold brushstrokes to intricate details, each piece reflects their unique artistic voice. And while they may be breaking their heads over their individual themes, the struggle is all part of the magic!

CIRCLE TIME / LEADERSHIP CURRICULUM

GRADE 6

Our learners of Grade 6 discussed what critical thinking is and also discussed why it is important. By merely looking around their classrooms, the learners were intrigued by the sheer magnitude of the convenience we have today thanks to a few critical thinkers. They arrived at the conclusion that critical thinking was a way to solve everyday problems. They also acted out the role plays they had worked so hard on scripting.



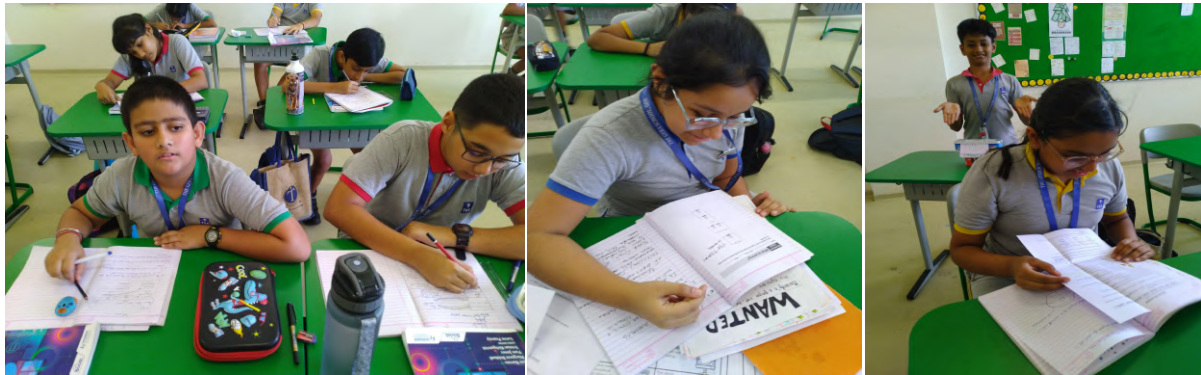
GRADE 7

The learners of Grade 7 had animated discussions about innovation and invention and drew connections between the same and critical thinking. Learners looked at everyday items and were tasked with the challenge of using the normal everyday item as a completely new innovation. It was quite an interesting interaction and our learners sure came up with some creative ideas. They also acted out the role plays they had worked so hard on scripting.



ICT

GRADE 6



Learners were shown their Term 3 Summative papers, and the mark schemes were discussed in detail. In the following two classes, the various Python concepts required for Grade 7 were revised, and students played a volleyball-terminology game as part of a revision activity.

GRADE 7

Learners were shown their Term 3 Summative papers, and the mark schemes were discussed in detail. In the



following class, the various Python concepts required for Grade 8 were revised, and students played a hangman-terminology game as part of a revision activity.

GRADE 8

Learners had one class post the exams in which they were shown their Term 3 Summative papers, and the Mark Schemes were discussed in detail.



COMPUTER SCIENCE

GRADE 9

Learners were shown their Term 3 summative papers, and the Mark Schemes were discussed in detail. In the next two classes, they continued with the new topic, 'Software'. Learners were given individual topics to research on, and then present the same to the class. This activity is in progress.



FRENCH

GRADE 6

During Fun Week, Grade 6 French learners enjoyed an engaging experience that enhanced their listening skills. They watched a delightful short movie in French, immersing themselves in the language while exploring the nuances of French culture. The film brought to life the beauty of French traditions, helping students appreciate the richness of the Francophone world. In addition to this cultural exploration, students received valuable feedback on their final examination performances. The detailed feedback and error correction sessions encouraged them to reflect on their learning progress. By identifying and understanding their mistakes, they gained a clearer grasp of key concepts. This blend of fun and learning allowed students to build confidence in their language skills. Their enthusiasm and dedication were evident throughout the activities.



GRADE 7

After their examinations, Grade 7 students engaged in a fun and interactive activity, *Snakes and Ladders*, to reinforce their grammar and vocabulary in French. They practised the vocabulary they had learned and answered grammar questions, focusing on pronunciation and the ability to respond in full sentences. These exercises not only strengthened their language skills but also improved their fluency and confidence in speaking French.



GRADE 8

This fortnight, Grade 8 French learners embarked on an exciting cultural journey, exploring the delightful world of French cuisine and iconic landmarks. They discovered the



country's culinary specialties, from buttery croissants to rich coq au vin. Beyond the bustling charm of Paris, students were captivated by the picturesque beauty of France's quaint villages and vibrant cities. The scenic landscapes and historical landmarks sparked their curiosity and appreciation for French culture.

To add a fun twist to their learning, students played a lively game of "Snakes and Ladders" in class. Each roll of the dice brought a new challenge, encouraging them to answer a variety of questions in French. This interactive activity strengthened their vocabulary, boosted their confidence, and enhanced their speaking skills. The experience not only deepened their understanding of French traditions but also made language learning enjoyable and memorable.

GRADE 9

After the final exams, Grade 9 learners watched the French movie, *The Walk*, based on the incredible true story of Philippe Petit, a daring Frenchman who walked on a tightrope between the Twin Towers in New York City in 1974. The movie isn't just about the thrill of walking between two skyscrapers; it also highlights themes of perseverance, ambition, and the power of chasing one's dreams despite the odds.



HINDI

GRADE 6



Learners were given their papers for review and engaged in a discussion where their errors were analysed, and areas for improvement were highlighted. Following this, they watched Hindi stories, participated in discussions, answered questions, analysed characters, and expanded their vocabulary. Next, they took part in a spontaneous conversation activity in pairs, where they had to engage in on-the-spot dialogues.

The topics, chosen by the learners themselves, included: A conversation between a fruit and vegetable seller and a customer, where the seller tries to persuade the customer to buy fruits, while the customer insists on purchasing only vegetables; a discussion between a mother and her sons after they mischievously broke the bed by jumping on it.; a dialogue between a father and his son, where the son asks for an iPhone and the father reacts to the request. Through this activity, students enhanced their speaking skills, collaboration, and public speaking abilities.

GRADE 7



Learners were given their papers for review and engaged in a discussion to analyse their errors and identify areas for improvement. Following this, they watched Hindi stories, participated in discussions, answered questions, analysed characters and expanded their vocabulary. To further enhance their vocabulary, they played a verbal tennis game.

Next, they participated in a spontaneous conversation activity in pairs, where they had to speak on a given topic on the spot. Learners assigned topics to each other, which included:

- A conversation between a cricketer and a reporter.
- A dialogue between a tourist and a safari guide.
- A discussion about summer and winter vacations.

Through this activity, learners develop their speaking skills, collaboration, and public speaking abilities.

GRADE 8



Learners reviewed their papers and engaged in a discussion to analyze their errors and identify areas for improvement. They then watched Hindi stories, participated in discussions, analysed characters, and expressed their views on various situations from the story. They were also asked, "If you were in the character's place, what would you do?" to encourage critical thinking and perspective-building. Additionally, they worked on expanding their vocabulary.

To enhance their listening skills, learners engaged in a listening activity. Following this, they participated in an interview activity, where they had to speak spontaneously in pairs. Learners assigned topics to each other, including:

- A journalist interviewing a witness who has seen a murder.
- A conversation between Alia Bhatt and a journalist.

Through this activity, learners improve their speaking skills, collaboration, and public speaking abilities.

GRADE 9



Learners reviewed their papers and engaged in a discussion to analyse their errors and identify areas for improvement. Following this, they participated in a listening activity where they had to listen to information, interviews, etc., and answer questions based on the audio. This exercise aimed to enhance their listening skills in preparation for the IGCSE examination. Learners also played a game of **Dumb Charades** to enjoy and engage with the Hindi language in a fun and interactive way.

Next, learners engaged in an individual speaking activity, where they had to speak spontaneously on a given topic. Peers assigned topics to each other, which included:

- Why is it important to stay focused in class?
- My dream
- On-going wars in the world



Through this activity, learners focused on improving their speaking skills, enhancing their ability to express thoughts fluently and developing public speaking confidence.

P.E

GRADES 6, 7, 8 & 9

In our recent Physical Education class, our middle school students participated in a unique and engaging team-building activity called "Traffic Jam." This activity aimed to promote teamwork, communication, and problem-solving skills while encouraging physical activity and fun.

The objective of the activity was for students to work together as a team to navigate through a simulated "traffic jam" obstacle course, overcoming challenges and helping each other reach the finish line.

The Traffic Jam activity provided numerous benefits for our middle school students, including:

- Improved teamwork and communication skills. Students learned to work together, rely on each other's strengths, and communicate effectively to achieve a common goal.
- Enhanced problem-solving skills: Students developed critical thinking skills, analyzing obstacles and finding creative solutions to overcome them.
- Increased physical activity: The activity promoted physical fitness, agility, and coordination as students navigated the obstacle course.
- Boosted self-confidence and teamwork: Students experienced a sense of accomplishment and pride in their team's ability to work together and overcome challenges.



LIBRARY



GRADES 6A & 6B

Story Pyramid: This activity engages students with the text in a way that isn't a lengthy, formal writing assignment while also assisting them in understanding the key points of what they have read. Students can extract information about the main character and their characteristics, the setting, the conflict, the main events, and the resolution with the aid of story pyramids.

NEWS FROM EACH GRADE

GRADE 6

ENGLISH

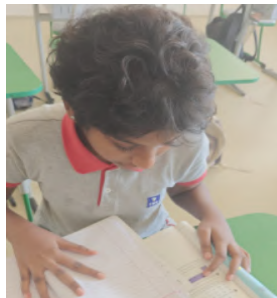
After their exams, Grade 6 students explored grammar through fun and interactive activities. They focused on sentence types, figurative language, vocabulary, and idioms. These exercises strengthened their language skills and improved their fluency and confidence in writing and speech.



In literature, students worked in groups to bring *Black Beauty* to life. Each group was assigned different chapters. They presented their work through skits, posters, or presentations. This creative approach made learning fun. It also helped them develop comprehension, teamwork, and communication skills.

MATH

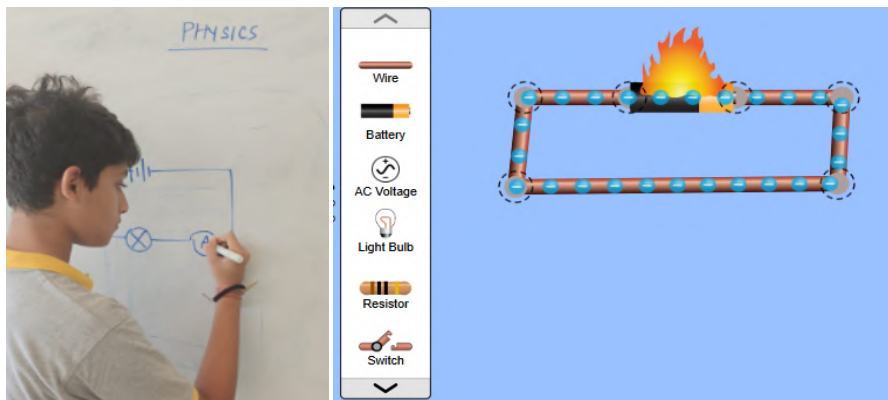
Grade 6 students practised accurate drawing techniques using a set square. They learned to draw **perpendicular lines** by aligning the set square's right angle with a given line and drawing a new line at 90 degrees. They also mastered drawing **parallel lines** by sliding the set square along a ruler while maintaining alignment.



These exercises improved their precision and understanding of geometric constructions. By applying these skills, students enhanced their ability to create accurate diagrams, a fundamental skill in geometry and technical drawing. This topic helps develop spatial awareness and prepares students for more advanced mathematical concepts.

PHYSICS

Grade 6 students participated in an insightful sessions aimed at enhancing their understanding of circuits and currents, a crucial topic for higher grades. Using the interactive PhET simulation, they revisited key concepts



such as electrical resistance, voltage, and the role of components like batteries and bulbs. The simulation provided a hands-on virtual experience, allowing students to visualize how electricity flows and apply their learning effectively.

Additionally, students engaged in a detailed discussion on the Term 3 marking scheme. They gained clarity on assessment expectations and identified areas requiring further improvement. The session offered valuable feedback and guidance, empowering students to approach their upcoming assessments with greater confidence. This dual-focus session not only strengthened their grasp of Physics concepts but also encouraged a proactive approach to academic progress.

CHEMISTRY

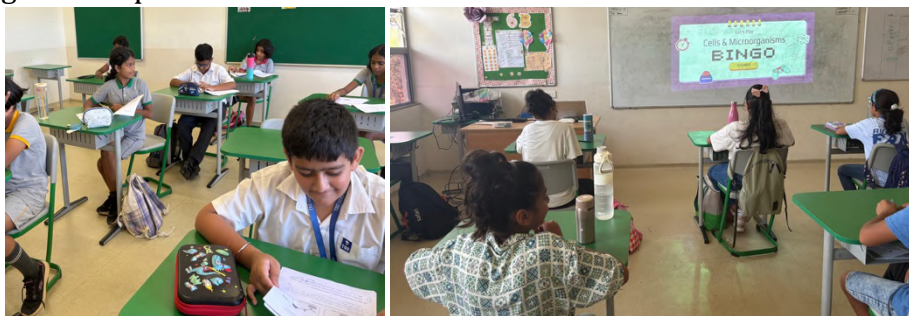
Grade 6 students explored the structure and properties of Materials, and chemical changes and reactions. They applied their knowledge in the Term 3 examination and later reviewed their answers. During discussions, they analyzed common mistakes using the marking scheme, identifying areas for improvement.



BIOLOGY

Grade 6 students delved into Organisms and Cells, Microorganisms, and Classification, gaining a deeper understanding of life sciences. They demonstrated their learning in the Term 3 examination, followed by a thorough review of their responses. By examining their mistakes through the marking scheme, students recognized patterns in their errors and learned effective strategies to improve.

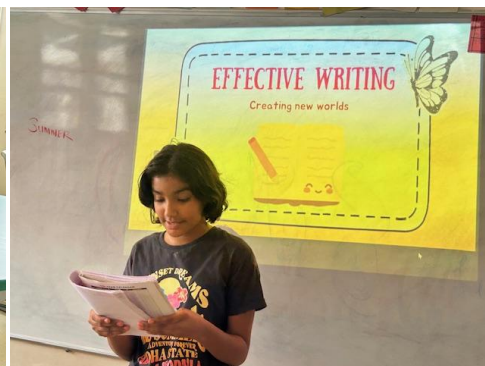
As part of our interactive learning activities, we played an engaging game of Cell and Microorganisms Bingo. This fun and educational activity helped students



reinforce their understanding of different cell structures and types of microorganisms in an exciting way.

G.P.

In an effort to improve their writing skills, Middle School students (Grades 6 to 8) were introduced to the 'Effective Writing' method. This module explored



various techniques for clear and impactful communication through writing. As students immersed themselves in the creative process, they delved into key aspects of 'Effective Communication,' including an introduction to the topic, characteristics of effective writing (clarity, conciseness, coherence, and engagement), understanding the audience, and planning before writing. As part of the exercise, students were given a single word - 'SUMMER'- and tasked with expressing their thoughts in exactly 50 words. While they found it challenging to convey their ideas within a limited word count, they ultimately showcased impressive storytelling and creativity, demonstrating their growing command of effective writing.

HISTORY

Post examinations, we played interactive games like Taboo and Bingo in our history classes. Grade 6 students revisited Mesopotamian Civilisation, Egyptian Civilisation, Buddhism and Jainism, and Vedic Period. These activities made revision fun and engaging. They helped students remember key concepts, think critically, and understand history better.

GEOGRAPHY

After completing their Term 3 Summative assessment, Grade 6 students participated in a thorough paper discussion, where they reviewed their answers and the marking scheme. This allowed them to understand the



correct approach and identify areas for improvement. Additionally, students explored the topic of water bodies, focusing on their introduction and the key differences between various types, such as oceans, rivers, lakes, and seas. The discussion helped reinforce their understanding of geographical concepts, while the assessment reflection offered valuable

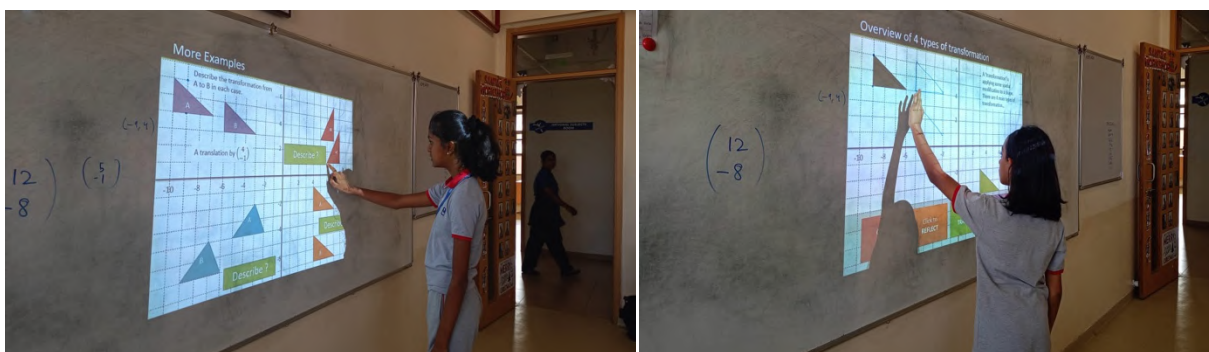
insight into their learning progress and areas requiring further attention. The session encouraged critical thinking and enhanced their overall knowledge retention.

GRADE 7

ENGLISH

After their exams, Grade 7 students took part in fun and interactive grammar sessions. They explored sentence types, figurative language, vocabulary, and idioms. These lessons boosted their creativity and improved their language skills. With a strong foundation, they can express their thoughts clearly, organise ideas well, and communicate with confidence.

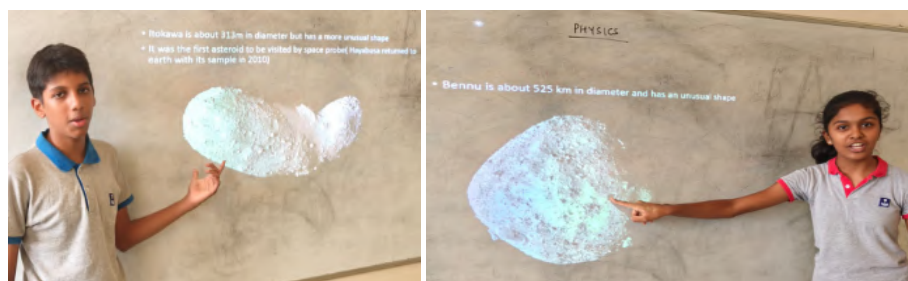
MATH



In Grade 7 Math, students explored the concept of transformations, including translations, reflections, rotations, and enlargements. They learned how to move shapes across a coordinate plane while maintaining their properties. By applying transformation rules, students developed a deeper understanding of symmetry and spatial reasoning. Practical exercises helped them visualize changes in position, size, and orientation. Through problem-solving activities, they analyzed real-life applications of transformations in design, architecture, and computer graphics. This topic enhanced their ability to interpret geometric patterns and strengthened their mathematical thinking. Mastery of transformations prepares students for advanced geometry and real-world problem-solving.

PHYSICS

Grade 7 students participated in reflective learning sessions where they reviewed their recent assessments to identify and understand common



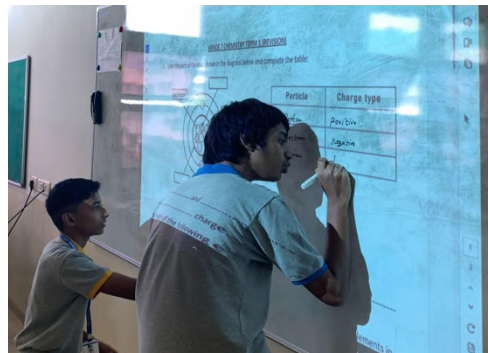
errors. Through guided discussions, they gained insights into their mistakes and explored effective strategies for improvement. This reflective practice encouraged a growth mindset, helping students strengthen their problem-solving skills.

In the second part of the sessions, students embarked on a fascinating journey through space as they explored the world of asteroids. They learned about the composition,

location, and characteristics of these celestial bodies. A special focus was given to Trojan asteroids — unique asteroids that share an orbit with a planet, often found around Jupiter. The session sparked curiosity and expanded students' understanding of our solar system.

CHEMISTRY

Grade 7 students investigated Structure and Properties of Materials, Solutions and Solubility, and Chemical Changes, expanding their understanding of Chemistry. Their learning was put to the test in the Term 3 examination, where they tackled challenging questions and applied scientific reasoning. By reviewing their work, they gained insight into their errors and corrected misunderstandings using the marking scheme.



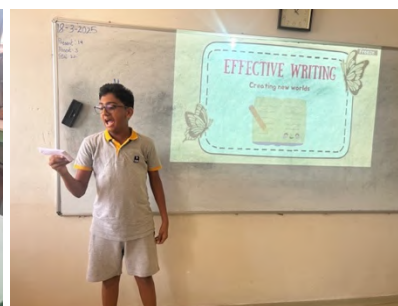
BIOLOGY

Grade 7 students explored Respiration and Movement, Nutrition, and Ecosystems, deepening their understanding of biological processes. They showcased their knowledge in the Term 3 examination and later reflected on their performance. Through discussions, they identified misconceptions and clarified key ideas using the marking scheme. By recognizing areas that needed improvement, students enhanced their grasp of important concepts.



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HISTORY

Using the answer key, the Grade 7 students thoroughly went over their Term 3 summative paper. They were able to evaluate their performance, get answers to their questions, and comprehend the right answers during this session. It provided a chance for introspection, strengthening important ideas and enhancing comprehension for upcoming tests.

GEOGRAPHY

Grade 7 students reviewed their Term 3 summative paper in detail, using the provided answer key. This session allowed them to assess their performance, clarify doubts, and understand correct solutions. It offered an opportunity for reflection, reinforcing key concepts and improving their understanding for future assessments.

GRADE 8 **ENGLISH**



Post-examinations, Grade 8 students actively engaged in interactive grammar classes focused on imagery, sentence types, vocabulary, and idioms. These sessions aimed to enhance their language proficiency by encouraging creative expression and clear communication. By exploring vivid imagery, varied sentence structures, and rich vocabulary, students learned how to add depth to their writing. Understanding idioms helped them grasp contextual language use, boosting their comprehension skills. This strong linguistic foundation will significantly benefit them in their IGCSE English exams, ensuring they express their ideas fluently and effectively.

MATH

Exploring Real-World Linear Relationships

Our Grade 8 Math students recently took on an exciting challenge – applying linear relationships to real-world scenarios through three engaging, differentiated projects. These hands-on activities required students to graph lines, create tables of values, write equations, and interpret data, all while comparing rates and initial values. Each project increased in complexity, presenting information in different formats and encouraging deeper analysis. The final project even introduced students to systems of equations, pushing their problem-solving skills further. This activity reinforced key concepts in function comparison and modelling, making Math both meaningful and interactive!



PHYSICS

Grade 8 students engaged in a productive learning experience that combined self-reflection and the exploration of new scientific concepts. Students had a detailed review of their Term 3 answer scripts. Through

this process, students gained a clear understanding of the marking scheme and the expectations for each question. They identified areas requiring improvement and received valuable insights on how to structure and present their answers more effectively in future assessments.

Students were introduced to the groundbreaking Continental Drift Theory proposed by Alfred Wegener. They explored the various pieces of evidence supporting this theory, including the striking similarities in fossils, rock formations, and the fit of continental coastlines. These insights deepened their understanding of Earth's dynamic nature and the forces that shape its surface.

CHEMISTRY

Grade 8 students explored The Periodic Table, Structure and Bonding, Properties of Matter, and Chemical Changes, building a deeper understanding of Chemistry. Their knowledge was put to the test in the Term 3 examination, where they applied key concepts to various challenges. Following the exam, students carefully reviewed their answers, identifying errors and misconceptions. Through discussions and the marking scheme, they learned how to refine their responses and strengthen their understanding.



BIOLOGY

Grade 8 explored key biological concepts, including Photosynthesis and Plant Growth, The Excretory System, Variation and Inheritance, and Population Change. Their learning was assessed through the Term 3 examination, allowing them to demonstrate their understanding of these topics. After the exam, students reviewed their performance, carefully examining their mistakes. Using the marking scheme, they gained insights into their errors and learned effective strategies for improvement.

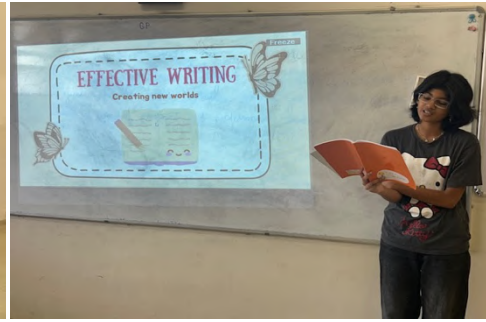
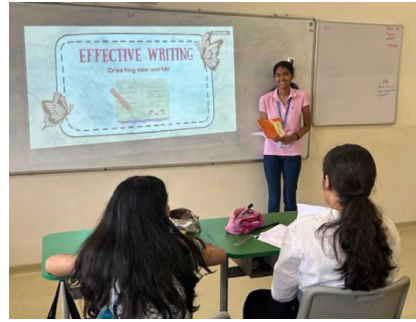


G.P.

In an effort to improve their writing skills, Middle School students (Grades 6 to 8) were introduced to the 'Effective Writing' method. This module explored various techniques for clear and impactful communication through writing. As students immersed themselves in the creative process, they delved into key aspects of 'Effective Communication,' including



an introduction to the topic, characteristics of effective writing (clarity, conciseness, coherence, and engagement), understanding the audience, and planning before



writing. As part of the exercise, students were given a single word - 'SUMMER' - and tasked with expressing their thoughts in exactly 50 words. While they found it challenging to convey their ideas within a limited word count, they ultimately showcased impressive storytelling and creativity, demonstrating their growing command of effective writing.

HISTORY

The Grade 8 pupils carefully reviewed their Term 3 summative paper using the answer key. During this session, they were able to assess their performance, receive answers to their questions, and understand the correct responses. It offered an opportunity for reflection, solidifying key concepts and improving understanding for impending assessments.

GEOGRAPHY

The Grade 8 pupils carefully reviewed their Term 3 summative papers. During this session, they were able to assess their performance, receive answers to their questions, and understand the correct responses. It offered an opportunity for clarifying key concepts.

GRADE 9

MATH

GRADE 9 MATH: STRENGTHENING SKILLS POST-EXAMS

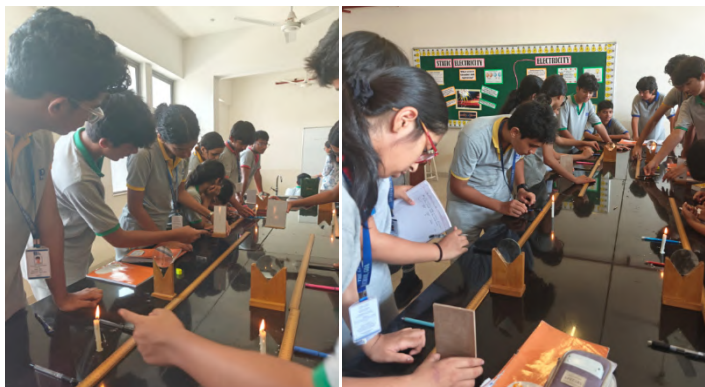
After their exams, our Grade 9 math students have been hard at work reinforcing key concepts through targeted worksheets. Focusing on Ratios and Proportion, these exercises helped consolidate their understanding while also refining both calculator and non-calculator problem-solving skills. By revisiting past topics in a structured way, students strengthened their mathematical reasoning and accuracy, ensuring a solid foundation for future learning. These post-exam sessions provided a great opportunity for reflection and practice, allowing students to build confidence in applying their knowledge to real-world scenarios. Great job by our young mathematicians for their dedication!



PHYSICS

Grade 9 students participated in a series of engaging Physics sessions that combined reflection, hands-on learning, and the introduction of new concepts.

Students engaged in a detailed review of their Term 3 assessment papers. Students identified common mistakes, understood areas that needed improvement, and received valuable tips on how to present their answers more effectively. This reflective exercise encouraged them to adopt a growth mindset and equipped them with strategies to enhance their performance in future assessments.



Students moved from theory to practice during a practical session in the physics lab. Using a lens, a candle, and a screen, they conducted an experiment to find the position of an image. By carefully recording their observations and verifying theoretical concepts, they deepened their understanding of optics. This hands-on experience not only reinforced their learning but also strengthened their practical skills. Students explored the properties of magnets, understanding their behavior and applications. They were particularly intrigued by the process of creating magnets using magnetic materials.

CHEMISTRY

In Chemistry, students engaged in a detailed review of their Term 3 exam papers. Using the marking scheme, they identified errors, analyzed their responses, and discussed areas for improvement. A key focus of the review was on stoichiometry, where students revisited essential concepts to strengthen their understanding. To reinforce their learning, they reattempted calculation-based questions with guided support, allowing them to apply problem-solving strategies more effectively. This reflective approach not only helped clarify misconceptions but also built confidence in tackling similar problems in future assessments.



BIOLOGY

In Biology, students took a reflective approach to their learning by reviewing their Term 3 exam papers. With the help of the marking scheme, they carefully identified errors, analyzed their responses, and discussed areas for improvement. This process not only helped them understand their mistakes but also reinforced key concepts for future assessments. Additionally, students revisited the method of planning scientific investigations, using a



mnemonic to strengthen their recall and application of essential steps. This activity aimed to enhance their analytical thinking and experimental planning skills, preparing them for more structured and effective scientific inquiry.

BUSINESS STUDIES

In the Business Studies classes, students explored the topic of Business Finance, gaining insights into how businesses manage their financial resources. They examined the types of finance. The

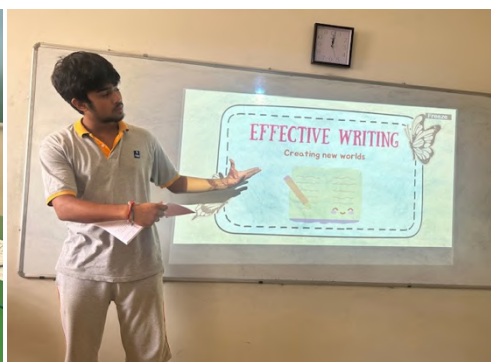
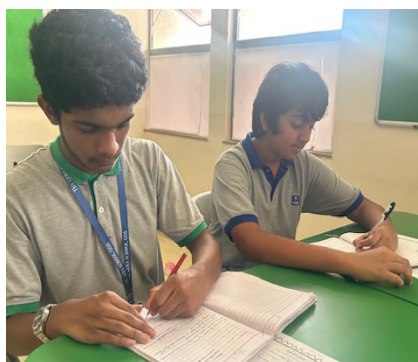


discussion extended to the type of business— sole trader, partnership, and company— affects financial decision-making and access to finance. Students also explored internal sources of finance, such as retained profit, sale of assets, and owner's capital. They critically evaluated its advantages, such as being cost-effective and independent of external borrowing, while also considering its disadvantages, including limited availability and potential restrictions on business expansion.

Through engaging case studies and interactive activities, students applied their knowledge to real-world business scenarios. The case studies covered key business topics such as location decisions, production of goods and services, cost analysis, scale of production, break-even analysis, the marketing mix, and marketing strategies. These discussions helped students connect financial concepts with broader business decision-making processes. Additionally, students reviewed their Term 3 examination paper, with discussion of the mark scheme. This session helped them reflect on their performance, identify key areas for improvement.

G. P

In an effort to improve their writing skills, which would help them immensely during generating their 'Individual Reports' as well as working upon the Group Project for IGCSE.



The students were introduced to the 'Effective Writing' method. This module explored various techniques for clear and impactful communication through writing. As students immersed themselves in the creative process, they delved into key aspects of 'Effective Communication,' including an introduction to the topic, characteristics of effective writing

(clarity, conciseness, coherence, and engagement), understanding the audience, and planning before writing.

HISTORY

Students engaged in a detailed review of their Term 3 Assessment papers. Students looked at what they had done well and what they hadn't. We identified and charted what we needed to do from now till the IGCSE examinations.

We also extended our understanding of Germany under Hitler: how Hitler organized the SS and eliminated the threat from the SA, and the other political measures taken to consolidate power and push the Nazi agenda.

ECONOMICS

In the Economics classes, students explored the role of the government as a key decision-maker in the economy. They examined how fiscal policy—government decisions on



taxation and public spending—affects economic growth, inflation, and employment. The discussion extended to monetary policy, where students analyzed how central banks regulate money supply and interest rates to maintain economic stability. Students also engaged in discussions on key monetary tools such as open market operations, the repo rate, and the reverse repo rate, understanding their role in controlling liquidity in the economy. The concepts of the Cash Reserve Ratio (CRR) and Statutory Liquidity Ratio (SLR) were explored, highlighting how they influence banks' lending capacity and overall financial stability. Additionally, students reviewed their Term 3 examination paper. The mark scheme was discussed, allowing them to reflect on their performance and identify key areas for improvement.

This brings us to the end of the last Newsletter for the academic year 2024-2025. Thank you for all your patience and all that you did to help with activities and other curriculum-related work so that these could be reported on successfully.

Regards

The Gera School