



The Gera School Newsletter

25th January 2025

(Grade 6 – Grade 10)

Dear everyone,

In January, India observes Martyrs Day, the day on which Mahatma Gandhi was assassinated, and a day to honour all the other martyrs of India.

A martyr is someone who is killed for their religious or other beliefs. Dissent and opposition are good things in any democracy. Needless to say, if it is not a democracy or if democratic principles are steadily smothered in a democracy, then dissent and opposition are frowned upon. Indeed, it becomes dangerous to be a dissenter even in not-so-big things. What develops is a you-are-either-with-us-or-against-us thought process.

Is, then, being a martyr a risk that is too much to take? Should one be a martyr at all? Should one either adapt to the times or smother one's conscience and stay low? If people do so, will they later have *any* important beliefs that they will hold on to? Will they like what they become? As a society, will the people be enfeebled? And if it does become so, what are the implications for all?

Let me start small to explain where I am coming from. At TGS, we almost encourage dissent / alternative opinions. All we ask is that it is expressed respectfully. We believe we learn from those who oppose us: they help us refine our thoughts and actions or even strengthen them after reflection. They help us not become arrogant and insensitive – even the minority opinion is important. Through dialogue and the example of those in charge, the dissenter also matures in thought and action, understands other sides of an issue, and learns when to oppose and when to endorse.

'Never shoot the messenger' is a dictum we try to follow always. We remind ourselves that even if TGS were to become a very coveted school, we should always listen to contrarian views and accommodate them to whatever extent feasible. The School community belongs to everyone even though we reserve the right to take the final call.

Parents and guardians are encouraged to have their wards have the courage of their convictions and hold fast to them. They should certainly be taught when to understand to be discreet, when to decide to live to fight another day. But they should be determined in the defence of their beliefs. 'More things are wrought by prayer than this world dreams of', but oftentimes the onus is on us to nail our colours to the mast and stand there resolutely to defend them. We are the world; we also make the world. I have absolutely no doubt that the lives of many of our students will be paradigmatic for countless others. There will come those times when (because of the influence they will wield, the respect they will command) they may have to be prepared to lose but still go down fighting in the defence of a worthy and noble cause. Let's make them ready for those times.

Regards,

C P Joseph

PRINCIPAL

EVENTS

GRADES 6 & 7 COORG OUTSTATION TRIP

Our Coorg trip was a blend of adventure, learning, and cultural immersion. In Mysore, we explored the Mysore Palace: its intricate architecture and grandeur left us in awe. During the trek through the Mojo Plantation, we explored a range of plants, birds, and insects. We came across coffee beans, mango ginger, and wild oranges, giving us a unique experience of the local flora. After the trek, students worked on a map-making activity, learning to chart their



path and reflect on the journey they took. At the Dubare Elephant Camp, students had the opportunity to bathe an elephant and learn about elephant conservation. We also visited the Coorg Golden Temple – Namdroling Monastery. A delicious Tibetan lunch added to the cultural immersion. Students also participated in a Biomimicry workshop where they learned how nature inspires design and innovation. They also worked on their own presentations, applying what they learned in creative ways. The trip concluded with a lively dance night, making it an unforgettable adventure for them all.

GRADES 8 & 9 PUDUCHERRY OUTSTATION TRIP

The Grade 9 students embarked on their yearly excursion to Puducherry.

Day 1: The trip began with a visit to Mahabalipuram, renowned for its temple architecture and rock



sculptures, including the famous depiction of Arjuna's Penance. Later that day, the students explored the UNESCO World Heritage-listed Group of Monuments at the Shore Temple complex, dating back to the Pallava dynasty. They marveled at the intricate carvings of Krishna Mandapam, the Five Rathas, the Shore Temple, and the fascinating natural formation known as Krishna's Butterball.



Day 2: The students visited Sri Aurobindo Ashram and Auroshikha, followed by a tour of the Manakula Vinayagar Temple and the iconic French colonial architecture. They also explored landmarks such as Raj Niwas (the Governor's Palace), the Lighthouse, the French Church, and the French War Memorial. The day concluded with an exciting private ferry ride to Paradise Beach.

Day 3: The final day featured a cycling tour of Auroville, a hands-on art and craft experience, a tree plantation activity, and a vibrant African drumming circle, which the students thoroughly enjoyed.

GRADE 10 GRADUATION DAY

On Friday, 17th January 2025, TGS celebrated the Graduation Day of its third IGCSE batch with a heartfelt and well-attended event. The ceremony began with a French prayer song and a medley of songs by Grade 9 students, followed by touching speeches from students Sia and Elahe and Mrs. Brinda Bajaj, mother of Zara Bajaj. A sweet showreel capturing the



memories of the graduating students evoked nostalgia and pride. Ms. Deidre Gokhale

inspired the students to "go forth and conquer," and Ms. Nathania, their Grade teacher for three years, made her 'farewell address'. The evening concluded with the students enjoying a lively social with music, dancing, and spot prizes, making it a day to remember.

REPUBLIC DAY CELEBRATIONS



The Gera School celebrated Republic Day with great fervour and enthusiasm. Students across grades showcased the culture, significance, and importance of this remarkable day in Indian history. The Grade 2 students captivated the audience with a heartfelt



dance performance to the tunes of *Vande Mataram*, while the Grade 4 students highlighted Goa's vibrant culture through a delightful folk song. Adding a sense of hope and unity, the little ones from LKG and UKG sang *Hum Honge Kaamyab*, filling the atmosphere with joy and inspiration. The program also featured speeches by students who emphasized the values enshrined in the Indian Constitution. The event concluded with a spirited rendition of the National Anthem, evoking pride and patriotism among all present.

PARTICIPATION IN INTER-SCHOOL EVENT

A few of our students proudly participated in the Sankalpana 2.0 Goa STEM Challenge, organized at the Goa Science Centre on 25th January. This event brought together students from across the state to engage in various competitions designed to foster exploration and



curiosity in the fields of Science and Technology. We are thrilled to share that our students,

Praveena Rane and Akshara Pai Angle, showcased their exceptional knowledge and teamwork in the Science Quiz and secured an impressive 2nd place. Their achievement reflects the hard work and dedication they put into their preparation and their passion for Science.

UWL EXAMINATIONS FOR SPEECH AND DRAMA



Students across all sections took the University of West London Examinations for Speech and Drama and delivered exceptional performances. Every participant passed with distinction. Congratulations to all on this outstanding accomplishment!

NEWS FROM THE SPECIALISTS

MUSIC

GRADE 6



This term, students of Grade 6 are learning folk music. We began the term with 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 the famous dulpod “Cecilia Mhojem Nanv”.

GRADE 7

Like grade 6, students of Grade 7 are also learning about folk music this term. As we often do, we started off the term with a simple choral training exercise in the form of a canon.

Students were excited to sing the silly lyrics and thrilled to hear the harmonies that ensued. We then began our discussion on folk music, its characteristics and styles,



focussing particularly on traditional Goan music including the mando, dulpod, dekhni etc. We started off with the famous dulpod “Undir Mhojea Mama”, which students picked up very quickly. We have now begun exploring the chords of this song on the ukulele. Although not traditionally used in Goan music, the ukulele is a simple instrument to learn and students have been enjoying themselves immensely.

GRADE 8

Students of Grade 8 began this term exploring rhythm and pitch through simple vocal exercises. The first exercise required students to hold on to the beat, while removing the emphasis off of certain beats. Although it was a bit chaotic at first, students were determined to get it right, which all of them eventually did! Our “in-house percussionists” helped keep everyone on track!

The second exercise reinforced pitch within a scale. Although it was a simple exercise, its complexity was greatly increased when sung in a canon. The beautiful harmonies that ensued filled the students with visible joy and wonder!



DANCE GRADES 6 & 7

In Term 3 the students of Grades 6 and 7 are learning Contemporary dance, a style of dance that cannot easily be defined as it seems to keep evolving regularly. The students were given a brief history of the origins of the dance style and then we conducted a dance experiment of sorts in the classes. Students were required to partner up and then asked to mirror each other's movements. We then shared our observations and students expressed their views on their understanding of movement and each one's interpretation of music through the medium of dance. This was done mainly because Contemporary dance draws on both classical ballet and modern dance but it tries to break away



from the confines of classical forms allowing for more self-expression. The Warm up now also includes more stretching as flexibility and floorwork are a big part of contemporary dance. We then began to learn a choreographed routine which we will build upon in subsequent classes.

DRAMA

GRADES 6 to 9

Creating expressions in drama class is all about using your body, voice, and emotions to convey a character's feelings, intentions, and relationships. Here are a few techniques that the students were made to explore in improving their expressive skills:

1. Physical Expression (Body Language):

- Posture
- Gestures: Exaggerated gestures can help emphasize emotions. A clenched fist could show anger or frustration, while open hands might convey openness or vulnerability.
- Movement: How an actor walks can reveal a lot about a character's mood or status.

2. Facial Expressions: The face is one of the most powerful tools for communicating emotions. Here are a few tips taught to the students:

Eyebrows: Raised eyebrows often show surprise or curiosity, while furrowed brows can suggest anger or confusion.

Eyes: Wide eyes could indicate shock or fear, while narrowed eyes might suggest suspicion or focus.

Mouth: A smile can communicate happiness or contentment, while a tight-lipped or downturned mouth often conveys sadness or discomfort.

3. Voice and Tone: The way we speak, our tone, pitch, and pace can dramatically change how a line is perceived:

Pitch: Higher pitch can suggest excitement, nervousness, or childishness, while a lower pitch might indicate seriousness, authority, or sadness.

Pacing: Speaking quickly can suggest anxiety, excitement, or urgency, while slow speech might communicate calm, thoughtfulness, or sadness.

Volume: Speaking loudly can show anger, confidence, or authority, while softer speech could show shyness, sadness, or secrecy



The joyful expressions say it all

An exercise to fuel the imagination, with Story Cubes



Making a dramatic impact, one student at a time

Practical role plays to demonstrate use of hand gesture to express emotions



In the midst of an interesting learning exercise called Liar, Liar.

ART

GRADE 6

In Grade 6, the students focused on object drawing, starting with sketching a pot. They then brought their drawings to life by painting them with watercolours, paying special attention to



creating shades, light, and depth. This helped them understand how light affects the appearance of objects and how to give their artwork a more realistic and three-dimensional feel. They also worked on creating a ceramic effect, using their knowledge of texture and shading to make the pot look like it was made of ceramic. It was a fantastic hands-on learning experience that combined technique and creativity!

GRADE 7

Grade 7 learners created captivating artworks using a monochromatic colour scheme. Through this activity, they explored how tones, tints, and shades can enhance the depth and appeal



of an artwork. This lesson not only honed their painting skills but also deepened their understanding of colour theory and its application.

GRADE 8

Grade 8 learners showcased their creativity and patriotism by making beautiful paper fans in the three colours of the Indian flag for Republic Day. Their efforts added a festive and vibrant touch to the celebrations, highlighting their teamwork and dedication.



GRADE 9

Grade 9 learners were introduced to Gouache paints, a versatile medium known for its vibrant and opaque qualities. They practised their skills by painting realistic chili peppers, focusing on details, textures, and shading. The results were impressive, showcasing their growing mastery of this new medium.



CIRCLE TIME / LEADERSHIP CURRICULUM

GRADE 6

This fortnight, the learners of Grade 6 were taken through the intricacies of 'Bullying'. This is one topic that requires deep understanding and reflection. As the learners have grown, sometimes, they fail to realise that their words and actions could be hurting others. Words like 'Roast', 'Troll', 'Prank' are all words they are overly familiar with and besides identifying and defining what bullying is, it is essential to understand if, at any time, we have been part of the problem.



GRADE 7

The learners of Grade 7 get very serious and reflective when discussing the topic of 'Bullying'. They have been



reflecting on their own behaviour and a lot of them came to the realisation that it is more important to be instruments of change by modifying their own behaviour rather than learning things theoretically only. A lot of them had moments of clarity, especially when talking about how we often isolate individuals unconsciously.

GRADE 8

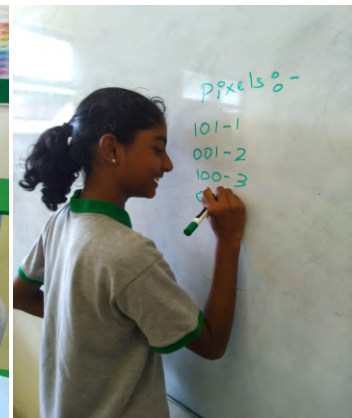


Grade 8 have had their first Leadership Curriculum class after the Annual day. Now learners are back to being their reflective selves and the class was very interactive as learners explored their own roles in conflict resolution. Learners also began discussions on how not to be a bystander but instead stand up for those who need help, thus turning into an upstander against abuse and bullying.

ICT

GRADE 6

Learners were able to analyse how AI devices used sensors as input devices, and microprocessors, to process the instructions and data collected by the sensors and perform a specific task. They further worked on creating a prototype design for their own AI system (on paper) that made life easier for them,



using the input-process-output steps that they learnt in class. Learners also learnt how analogue images are converted into digital format, and were able to describe how an analogue image is stored in digital format using both bitmap and vector format graphics.

GRADE 7

Learners worked on using the decomposition method they learnt in the prior classes to create a quiz game that has different levels and rooms, as part of the challenge. They further learnt how to create sub-programs using flowcharts, as well as in Python. Learners used this



knowledge to then start coding their Quiz game in sections. They also revised some anagrams that they would be using in the game.

GRADE 8

Learners worked on completing the flowchart, and Python code for their Math Challenger. They successfully created the login section, along with the database of questionnaires. Learners revised the concept of Python lists (from Grade 7), and used the same in their codes. They were also able to use the random () function to pick randomised questions from their database.



Learners were further introduced to data modelling using databases and spreadsheets, where they learnt about flat-file databases and relational databases, in detail.

COMPUTER SCIENCE

GRADE 9



Learners were able to use iterations, file handling, and string handling statements in their programs. They further answered a few FA assignments to ensure learning and reception. They will now move on to using procedures and functions, along with library routines, in their generic programs.

FRENCH

GRADE 6

Over the past fortnight, Grade 6 French learners explored the exciting world of French comics, discussing iconic characters like Tintin and Astérix while sharing their reading experiences. They continued building their grammar skills by identifying and practicing the conjugation of regular -ER verbs, applying them in various contexts.



In Unit 6E – En famille, the learners began talking about family activities, reinforcing their understanding of verb conjugations. Additionally, they expanded their vocabulary by learning how to talk about places in a town, ask for directions, and give directions accurately. A key focus this fortnight was discussing weekend activities, integrating -ER verbs into real-life scenarios. To assess their progress, students took a quiz on sports vocabulary and the verb “Jouer” (to play).

GRADE 7

This fortnight, Grade 7 students focused on using French to describe experiences, opinions, and appearances. Students also learned new vocabulary related to clothing, using the verb “mettre” and “porter” to discuss what to wear on different occasions. They also practised possessive adjectives (mon, ma, mes) in relation to clothing choices and were introduced to direct object pronouns in French (le/la/ les).

Additionally, students worked on adjectival agreement (gender and number) to describe people’s physical appearance. Through speaking and listening exercises, they expanded their vocabulary related to appearance and clothing. The focus was on communication, critical thinking, and cultural understanding, with students developing skills in describing past events, expressing preferences, and making physical descriptions.



GRADE 8

Over the past fortnight, Grade 8 French learners have been actively engaging with Le Futur Simple, focusing on both regular and irregular verbs. They identified key irregular stems such as *faire* → *fer* and *avoir* → *aur*, strengthening their understanding through targeted exercises. As part of Unit 5D - On pense à l’avenir, the learners practised constructing sentences in different tenses, including *Le Présent*, *Le Passé Composé*, *L’Imparfait*, and *Le Futur Simple*, using a structured table for comparison. They also discussed some common future expressions. To enhance their speaking skills, they participated in speaking activities where they described upcoming events and celebrations, applying both *Le Futur Simple* and *Le Futur Proche*. An assessment on *Le Futur Simple* helped gauge their progress.



GRADE 9

This fortnight, Grade 9 students focused on French language skills related to past events, holidays, and leisure activities. They practised the pluperfect tense (*plus-que-parfait*) to talk about past actions and learned how to make



excuses and offer apologies. Students explored different types of holidays, discussing preferences with conditional sentences and future tense for travel plans. They enhanced vocabulary related to holidays, locations, and activities. In addition, they worked on hotel-related vocabulary, making reservations, and handling problems at hotels.

The class also practised asking for and giving tourist information, with a focus on camping as a holiday option. Through listening, speaking, and grammar activities, students improved their ability to express preferences, discuss past events, and communicate effectively in real-life situations.

HINDI **GRADE 6**

The students learned various grammar concepts, including *ling*, *vachan*, and *kriyavisheshan*. They practiced identifying *kriyavisheshan* in given sentences and applied these concepts by creating their own sentences. They also explored how to use words according to *ling* and learned how words change from *ekvachan* to *bahuvachan*. They applied this knowledge by constructing sentences and confidently reading them aloud in front of their peers.

Additionally, they learned the poem *Shrey* and expanded their vocabulary with words like *thoont*, *ukhada*, *ujada*, and *shrey*. They reflected on gratitude by



sharing who they are thankful for and why. Through this activity, they understood the importance of being grateful for what they have. They also recognized the value of expressing gratitude toward parents for providing necessities, especially when considering that many underprivileged children lack such facilities.

GRADE 7



The students explored the chapter *Safalta ki Triveni* using a reciprocal teaching strategy, where they worked collaboratively in groups with designated roles—Reader, Questioner, Clarifier, and Summarizer. This interactive approach deepened their understanding of the chapter while enhancing their vocabulary. Through this chapter, they learned that good health, prayer, and perseverance are key to success. They discussed the significance of exercise and prayer in maintaining inner peace, as well as the importance of a balanced diet for overall well-being. Additionally, they reflected on how dedication and hard work are essential for achieving success.

Their reading skills and vocabulary expanded with words like *param ghanisht*, *sevamukt*, *karyapatuta*, *sakriya*, *sajag*, and *mehnnati*. As part of their learning, they wrote an *Anuched Lekhan* on the topic '*Pehla Sukh Niropgi Kaya*', emphasizing that health should be a top priority, as only a healthy individual can perform their best in other areas.

To reinforce their spelling skills, a dictation exercise was conducted based on the chapter. They also strengthened their vocabulary and creative writing abilities while learning the grammar concept *Visheshan ke Prakar* and its application.

GRADE 8

Students learned the story *Sadhana* and expanded their vocabulary with words like *antarman*, *aabhas*, *zameer*, *upadhi*, and *kutiya*. Through this chapter, they developed important life skills, such as understanding that one should not take others' belongings without permission. They learned the value of honesty and integrity, recognizing that if they find something that does not belong to them, they should not keep it.



Additionally, they practised diary writing and explored key aspects to remember while writing a diary. They learned to express thoughts using the *I*, *we*, and *you* perspectives. In class, students collaboratively created a diary entry, contributing one sentence each. They

then wrote their own diary entry on the topic *Mera Yaadgaar Janamdin*, enhancing their writing skills with vocabulary like *utsahit*, *sanyog*, *vastra*, *sajavat*, *shukraguzar*, *itminan*, and *besabr*. A listening activity further strengthened their comprehension and vocabulary. Students listened to a story and dialogues, then answered related questions. Through this, they learned new words such as *kritrim*, *prakashit*, *ajeebogarib*, *shanoshaukat*, and *khadyapadarth*, gaining insights into their application. The activities catered to both their thinking and listening skills, fostering a deeper understanding of language and communication.

GRADE 9



To prepare for the IGCSE, learners engaged in a listening activity where they listened to audio recordings of interviews and stories, then answered related questions. They enriched their vocabulary by noting words from the audio, and enhancing their language proficiency.

Learners also explored *Film Samiksha* (Film Review), understanding the key aspects to consider while writing one. They wrote reviews on films like *Zindagi Na Milegi Dobara*, *Kuch Kuch Hota Hai*, *3 Idiots*, *Om Shanti Om*, and *Kal Ho Na Ho*, which they then presented to their peers. This activity helped them develop public speaking, active listening, and feedback exchange skills.

Additionally, they practiced comprehension by reading various passages and answering related questions. To further strengthen their writing skills, they completed letter-writing exercises on different topics, reinforcing their ability to express thoughts effectively in written communication.

P.E

GRADE 6 TO 9

Students of Grades 6 to 9 were preparing for the Sports Day.

LIBRARY

GRADE 7A & 7B

Blurb Buzz: The students were asked to read the synopsis of the book they had selected. The others will be able to choose books more appropriately because of this activity, which helped them understand the book's main idea.



NEWS FROM EACH GRADE

GRADE 6 ENGLISH

Over the past two weeks, students have worked on comprehension activities with texts like *The Girl Warrior* (about Malala Yousafzai) and *Is Homeschooling the Answer?* They analysed key ideas, identified themes, and answered detailed questions to improve critical thinking. In writing, students learned about visual, tactile, and auditory imagery. They saw how authors use these techniques to add depth to their works. Students also practised creating their own imagery, using their senses to make their writing more vivid and engaging. These lessons helped strengthen their reading and writing skills.

MATH



Grade 6 students dived into the world of area and volume with enthusiasm and curiosity. They learned how to calculate the area of triangles using simple formulas and applied their skills to solve practical problems. The lessons extended to finding the volume and surface area of cubes and cuboids, helping students visualize 3D shapes in everyday contexts. Through interactive activities and real-life examples, they discovered how these measurements are crucial in architecture, design, and engineering. This hands-on approach not only enhanced their problem-solving skills but also sparked curiosity about the mathematical world around them.

PHYSICS



Grade 6 students embarked on an exciting journey to uncover the mysteries of tides, understanding how the gravitational pull of the moon and sun influences Earth's oceans. They explored high tides and low tides, learning about spring tides and neap tides through engaging discussions and visual demonstrations. The role of Earth's rotation and the alignment of celestial bodies was highlighted, helping students grasp the science behind this natural phenomenon. Through activities, they observed how tides impact daily life, from fishing to coastal navigation. This exploration of tides not only deepened their scientific understanding but also nurtured their curiosity about Earth's dynamic systems.

CHEMISTRY

Grade 6 students recently explored neutralisation reactions, learning how acids and bases interact to form neutral solutions. They measured pH levels,



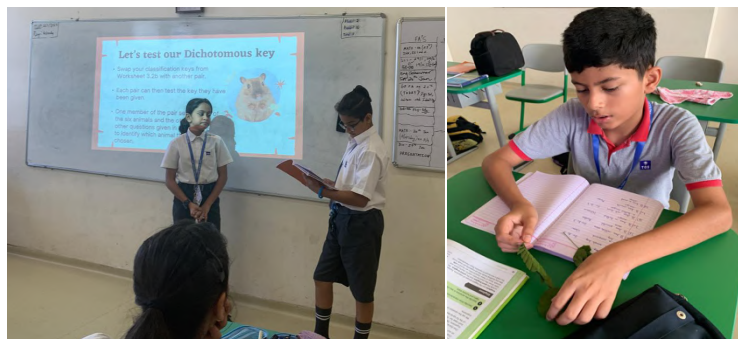
discovering which acids required more base to become neutral. Through simple experiments, they learnt how this process is used in everyday life, from treating indigestion to balancing soil for plants.



BIOLOGY

Grade 6 students discovered how scientists classify living things using **dichotomous**

keys—a step-by-step tool that helps identify plants based on their unique features. Through hands-on activities, they created their own keys and used them to classify different plants. From leaf shapes to flower colours, they learned to observe details closely, just like real botanists.



G.P.

Grade 6 students delivered individual presentations on how traditions and culture shape personal and collective identity. They highlighted the role of cultural diversity in fostering creativity, promoting inclusivity, and strengthening mutual respect. After the presentations, students formed four groups to collaborate on strategies for developing respect and appreciation for cultural diversity. Through discussions, they explored ways to embrace different traditions, challenge stereotypes, and encourage cross-cultural understanding. The activity helped students recognise the value of diverse perspectives in building a more inclusive society. Their insights were shared in group presentations, reinforcing the importance of cultural harmony and acceptance.



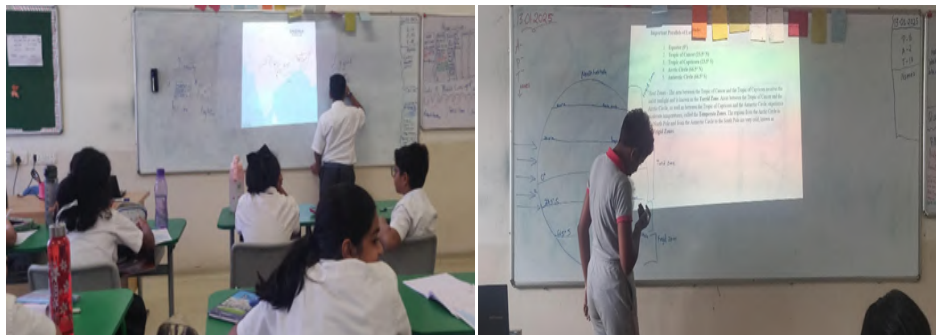
HISTORY

In our History class, we explored the teachings of Buddhism. We focused on the life of Gautama Buddha and key concepts like the Four Noble Truths and the Eightfold Path. We learnt about the importance of ahimsa (non-violence) and how these beliefs challenged social systems, like the caste system. Understanding the spread of Buddhism and its different branches, like Hinayana and Mahayana, helps us see how these philosophies shaped cultures and societies. These lessons are important as they provide insight into the values that continue to influence many parts of the world today.

GEOGRAPHY

The Grade 6 students explored the significance of latitudes and longitudes in understanding global positioning. They learned how these coordinates help locate places accurately on maps and atlases. Through hands-on activities, students practiced identifying locations using latitude and longitude, enhancing their map-reading skills. Additionally, they discovered the importance of standard time and its role in coordinating time across different regions. Students gained a deeper appreciation for the concept of

Indian Standard Time (IST) and how it helps synchronize time across India. This lesson empowered them with essential tools for navigating the world and understanding time zones globally.



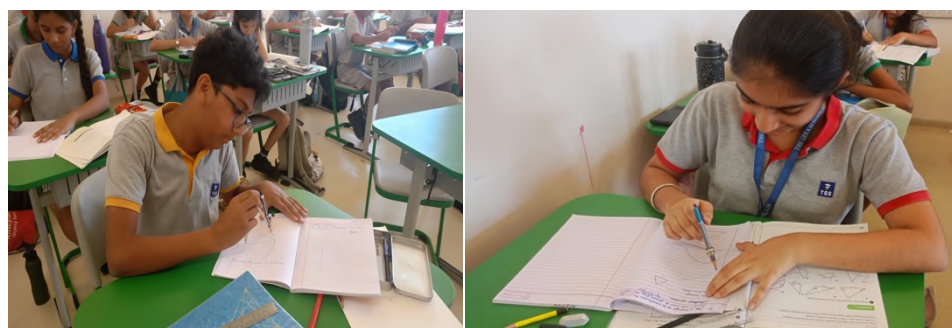
GRADE 7 **ENGLISH**



Over the last two weeks, students honed their writing skills with engaging activities. They wrote heartfelt letters to friends, reflecting on the true meaning of Christmas. They also created vivid descriptive stories about adventures with animal friends or stepping through a mysterious door at school. These tasks encouraged creativity and expressiveness. Students also summarised a TED Talk, practised figurative language in a quiz, and worked on a worksheet focusing on prefixes, suffixes, and root words. These activities are helping them become more confident and thoughtful writers.

MATH

Grade 7 students honed their skills in accurately constructing triangles using SSS, SAS, ASA, and RHS criteria. They learned the step-by-step process of



using a ruler, compass, and protractor to create precise diagrams, ensuring each side and angle was measured correctly. Through guided practice, they discovered how different sets of given information uniquely determine a triangle's shape and size. This hands-on

approach not only improved their understanding of geometric principles but also reinforced the importance of precision and logical thinking in mathematics. The activity left students confident in their ability to apply these techniques to real-world problems.

PHYSICS

Grade 7 students embarked on an exciting journey through the realms of light and magnetism. They explored fascinating phenomena such as reflection and refraction, gaining insights into how light behaves. Students learned how we perceive colours, how different colours of light combine, and the role of colour filters in creating stunning visual effects.

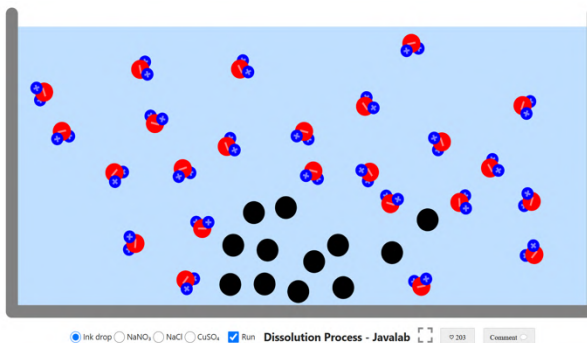


In the Physics lab, students conducted an engaging activity to trace the path of a ray of light passing through a rectangular glass slab. They also uncovered the science behind why objects appear slightly raised when placed in water, enhancing their understanding of refraction.

The wonders of magnetism captured their imagination as they investigated why a freely suspended magnet always aligns itself in the North-South direction. Using iron filings and a magnetic compass needle, students visualized magnetic fields and gained a deeper appreciation for the invisible forces that surround us. Through hands-on activities and vibrant discussions, students brought Physics concepts to life and strengthened their understanding of the natural world.

CHEMISTRY

In Chemistry, Grade 7 students began with the topic of solutions and solubility. They were introduced to fundamental concepts such as solvents and solutes. To deepen their understanding, students examined the differences between soluble and insoluble substances. This was illustrated through a hands-on demonstration showcasing the interactions of solutes like salt and sand with solvents like water and ethanol. Through this activity, they observed how salt dissolves in water, forming a clear solution but does not dissolve in ethanol, while sand remains undissolved in both water and ethanol, highlighting the concept of insolubility. This introduction not only provided students with core knowledge about solutions but also engaged them in practical learning experiences that reinforced their understanding.



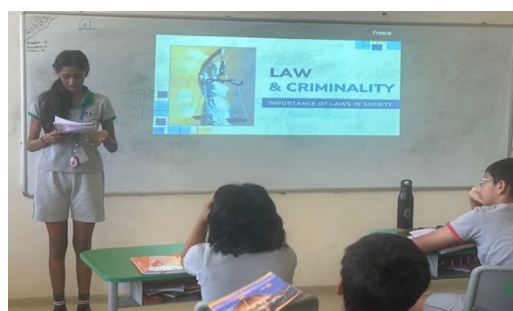
BIOLOGY

In Biology, Grade 7 students explored food chains and food webs, focusing on bioaccumulation. They learned how substances that do not break down can accumulate, especially at higher trophic levels, leading to harmful health effects on organisms. The class also studied invasive species, using examples to show how these species disrupt ecosystems. They discussed the consequences of introducing non-native species into environments. Through these studies, students developed a deeper understanding of the interconnections within ecosystems and recognized the importance of maintaining balance to sustain life.



G.P.

Grade 7 students explored the topic 'Law and Criminality', focusing on the importance of laws and the consequences of breaking them. As part of a group study, they analysed scenarios including a speeding driver causing an accident, a person stealing a bike from a park, and a student engaging in cyberbullying. They discussed key questions: Which law is being broken? How does this action impact individuals and society? What consequences should follow? Through critical thinking and debate, students gained a deeper understanding of legal responsibility, social impact, and the role of laws in maintaining order and justice in society.



HISTORY

Students recently explored the rich culture and heritage of Goa, examining its history before and after Portuguese rule. They learned about the vibrant traditions, architecture, and customs that flourished in Goa, and how Portuguese influence shaped the region's art, language, religion, and cuisine. Through research and discussions, students gained a

deeper understanding of how the Portuguese left a lasting impact on Goa's cultural identity. As part of their learning journey, students are preparing for a History Gallery Walk, where they will showcase their findings through creative displays, bringing the fascinating story of Goa's past to life for their peers.



GEOGRAPHY



In a recent project-based learning activity, students delved into the world of industries, researching various sectors and understanding the challenges they face. As part of the project, students chose an industry and launched a new product, just like the popular show Shark Tank. They conducted thorough research on their product's market, challenges, and potential success factors. Students then presented their ideas to the class, simulating a real-world pitch. The hands-on activity allowed them to apply their learning creatively, develop problem-solving skills, and engage in critical thinking. It was an exciting and educational experience that fostered teamwork and innovation.

GRADE 8 **ENGLISH**

Teaching Grade 8 students debate has significantly enhanced their critical thinking, communication, and persuasion skills. Through structured arguments and discussions, they have learned to analyze different perspectives and articulate their ideas effectively. Additionally, exploring magazine writing has introduced them to a creative and informative form of expression. By examining various magazine types in class, students gained insights into layout, audience engagement, and diverse content styles. This experience has not only improved their writing but also fostered a deeper appreciation for the power of media. Both activities have equipped them with valuable skills for academic and personal growth.



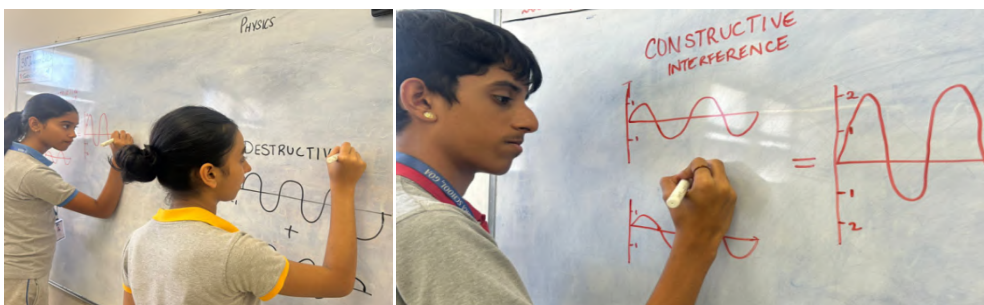
MATH

Exploring Surface Areas with Creativity

Grade 8 Math students recently combined creativity and practical math skills in an exciting project using Unifix cubes.

The task was to design a toy with the cubes and then calculate the surface area to determine how much paint would be needed to cover it completely.

This hands-on activity brought the concept of surface area to life, as students measured and analyzed the exposed faces of their creations. By applying math to a tangible task, they gained a deeper understanding of how surface area calculations are used in real-world scenarios, such as manufacturing and design. The project also encouraged problem-solving and critical thinking, as students considered efficient ways to construct and calculate.

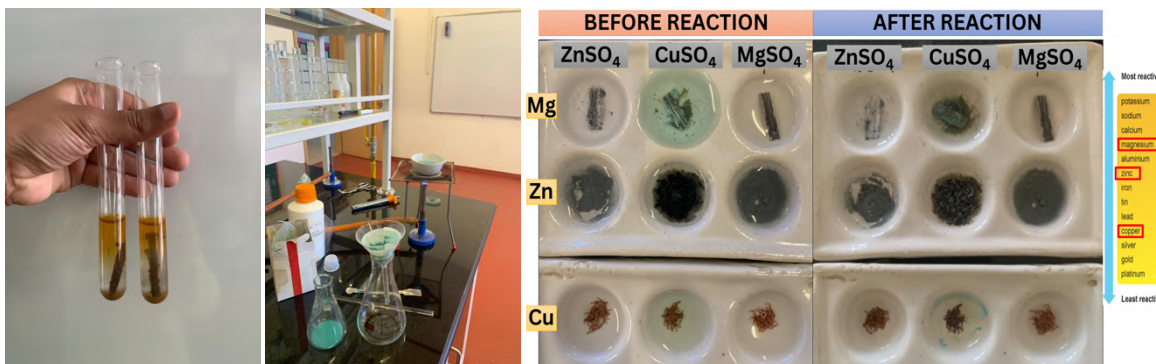


PHYSICS

Grade 8 students delved into the fascinating world of sound, uncovering its production and propagation. They explored the characteristics of sound, such as wavelength, amplitude, and frequency, and how these properties influence pitch and loudness. The relationship between frequency and pitch, as well as amplitude and loudness, was a key focus of their learning. Students also discovered the range of human hearing and the fascinating applications of ultrasound in various fields. The concept of interference,

including constructive and destructive interference, was introduced, highlighting its practical use in technologies like noise-cancelling headphones. Through discussions and hands-on examples, students gained a deeper appreciation for the science of sound and its impact on our daily lives.

CHEMISTRY



Grade 8 students investigated different methods of making salts, observing how acids react with carbonates to form new compounds. They prepared and purified copper sulfate using filtration and evaporation, gaining hands-on experience in laboratory techniques. Through experiments, they also studied displacement reactions, using the reactivity series to predict which metals would replace others in a solution. By comparing metal reactions, they created their own reactivity series, strengthening their understanding of chemical properties.

BIOLOGY



Grade 8 students explored natural selection and how it shapes the traits of living things over time. They studied animal adaptations, focusing on finches and how their beak sizes changed on the Galápagos Islands due to environmental changes. By comparing prehistoric animals with present-day species, they saw how evolution has influenced life on Earth. They also made connections between genetics and natural selection, understanding how traits are passed down through generations.

G. P.

Grade 8 students engaged in group discussions to analyse various scenarios related to Human Rights violations. Each group selected a specific example, examined its causes and impact, and proposed long-term solutions to prevent future occurrences. They also debated appropriate consequences for those responsible, considering legal, social, and ethical aspects. Through this activity, students developed a deeper understanding of human rights, justice, and the importance of accountability. The discussions encouraged critical thinking, teamwork, and empathy, helping students recognise their role in advocating for fairness and equality in society. The session concluded with presentations, where groups shared their findings and recommendations.



HISTORY

We looked at the Sino-Japanese War & the Pearl Harbour Attack, and the bombings of Hiroshima and Nagasaki. The students tried to establish links between the same as the Pearl Harbour Attack and the bombings of Hiroshima and Nagasaki all emerged from the relationship between the US and Japan. The students were fascinated to watch videos on these world-famous events and how they unfolded. They also had intense discussions about whether such events could have been avoided or prevented and the aspect of ethics and these war crimes.

GEOGRAPHY



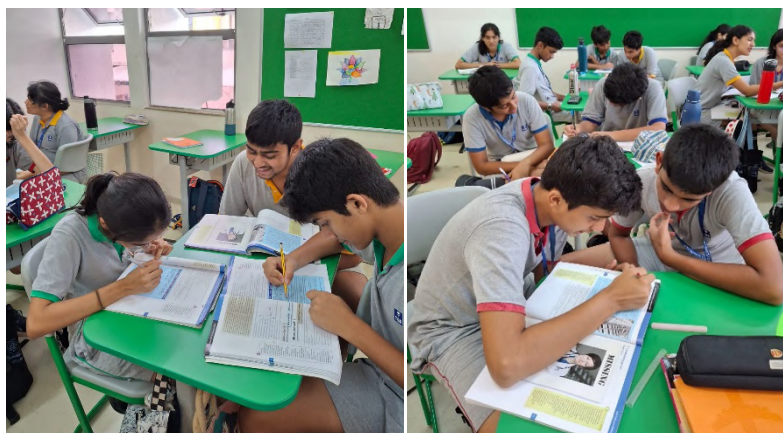
The students discussed the natural Vegetation of India. They understood how climate was impacted by relief, latitude, land & sea breeze along with monsoon winds. They understood the difference between evergreen and deciduous forests and how the climate of the land was also influenced by the location of mountain -acting as a barrier against the monsoon winds or the cold winds coming from the North.

Students also presented their understanding of Islands, mountains, plateaus, plains and deserts through a presentation, a dialogue and a script.

GRADE 9

ENGLISH

We continued to hone our writing skills in Grade 9 by working news reports and descriptive writing. By looking at actual newspaper writeups, the students were able to highlight the structure of a report as well as point out apparent grammatical flaws – errors that they should not make in their own work. Reading of textual extracts added to their exposure to language usage and vocabulary and they had to not just analyze these texts but also work on such descriptive writing so that they strengthen this aspect of their creativity more so from a board exam point of view.



MATH

Discovering Quadratic Sequences with Blocks Grade 9 Math students explored quadratic sequences through a creative hands-on activity using building blocks. By constructing patterns, they visualized the squared growth characteristic of quadratic sequences, such as 1, 4, 9, and so on. This interactive approach helped them connect abstract formulas, like n^2 and $\frac{n(n+1)}{2}$, to real-world representations. The activity encouraged curiosity and collaboration, making complex math concepts both engaging and accessible.



PHYSICS

Grade 9 students deepened their understanding of light and its fascinating phenomena, such as reflection and refraction. In the Physics lab, they conducted an activity to trace the path of a ray of light passing through a rectangular glass slab. Another hands-on practical involved calculating the focal length of a convex lens by focusing on a distant object, allowing them to connect theory with real-world applications.

Students explored the concept of refractive index and studied the images formed by plane mirrors, delving into multiple reflections and the application of total reflecting prisms. They also learned about the critical angle and total internal reflection, understanding how these principles are used in optical fibers—an essential technology in modern communication. The study of thin lenses was further enriched as students created ray diagrams for convex lenses, analyzing image formation for objects placed at various positions. These activities helped reinforce their theoretical knowledge through practical exploration.



CHEMISTRY

Grade 9 Chemistry students explored the topic of acids, bases, and salts, starting with the classification of substances as acids or bases they also explored the Bronsted-Lowry Theory of acids and alkalis. Students learned about indicator solutions that reveal acidity or alkalinity through demonstrations showing color changes of indicators like universal indicator, litmus paper, methyl orange and phenolphthalein in different solutions. The lesson continued with the reactions and products formed when acids interacted with alkalis, metals, and metal carbonates. Additionally, students were introduced to the concept of amphoteric oxides, enhancing their understanding of chemical behaviour.



BIOLOGY



Grade 9 Biology students engaged in a flipped classroom activity, allowing them to teach their peers. Students were randomly grouped and assigned topics from the IGCSE syllabus related to organisms, their environments, and human impacts on ecosystems. They prepared presentations on various topics, including food chains and food webs, biomass pyramids, energy and population numbers, eutrophication, habitat destruction causes, nutrient cycles, and the sigmoid population growth curve. This collaborative learning approach enhanced their understanding and presentation skills while fostering a deeper grasp of ecological concepts.

BUSINESS STUDIES

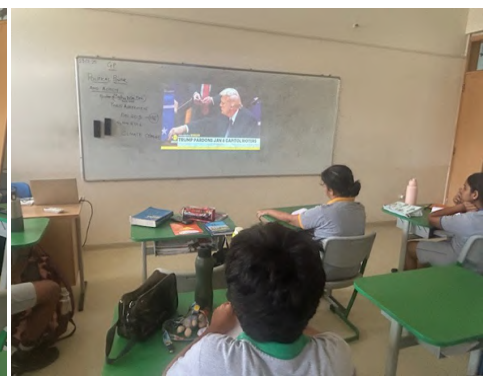
In recent Business Studies classes, students engaged in exciting activities focused on framing the questionnaire based on an imaginary product that they would like to introduce for the



students of age group between 12 to 16 years. They explored the different methods of presentation and use of market research results. They presented the 4 Ps of marketing mix: product, price, place and promotion with some real world products examples. They also watched informative videos on the new product development and brand image building. Additionally, they looked into some case studies that enhanced their understanding of key business concepts.

G. P.

Grade 9 students watched three videos demonstrating how political power and action influence policy changes, shaping both past decisions



and future directions. The first video featured former U.S. President Joe Biden supporting the Paris Agreement, emphasising environmental commitments. The second showcased former President Donald Trump's decision to withdraw from the agreement, highlighting policy reversals. The third video underscored the Paris Agreement's significance in addressing global warming and climate change. Through discussions, students analysed the impact of political leadership on global environmental policies, fostering a deeper understanding of how government decisions shape international efforts to combat climate change.

HISTORY

This month we started our Depth Studies with the chosen topic of Germany. In Depth Studies, we go into greater detail about a topic touched upon earlier. We started to analyse in detail the political and economic challenges of the Weimar republic with the right and left-wing parties at loggerheads and unable to see the long-term damage their actions were causing. It is fascinating, yet chilling, to see how events can unravel in such a way that reveal the character of leaders and make one wonder if it is true that people deserve the leaders that they get. Perhaps Germany was not yet ready for a democracy – but that is academic now. What was impressed on the students in the course of learning content was that the 20th century gives many examples to learn from in this century since history may not repeat itself but it often rhymes.

ECONOMICS

During the recent Economics classes, students engaged in dynamic activities, discussing the wage and the non-wage factors important for job satisfaction for an employee. The hands-



on approach encouraged teamwork and stimulated thought-provoking discussions on the non-wage factors determining the reason to choose a specific type of job. In groups, they evaluated the role of trade unions in an organisation analysing their functions and impact on the economy. The discussions on industrial actions like ‘work to rule’, strike and overtime ban fostered critical thinking.

This brings us to the end of this Newsletter. The next Newsletter will be for the period 27th January to 15th February 2025.

Regards

The Gera School