

Dear everyone,

Mahatma's birth anniversary this month reminded me of the phrase '**crucible moment**'. What is the meaning of this phrase? A crucible is a ceramic or metal container in which metals or other substances may be melted or subjected to very high temperatures.

A **crucible experience** is a time in our lives when we experience circumstances that alter us (sometimes) for a lifetime. In that time we question beliefs and values and the rituals of our lives – and so develop a new, transformed self. When Bapu was thrown off the train in South Africa, he had a crucible moment. He decided that he would be in S. Africa not to make money but to fight for the rights of the Indians there.



A former colleague lives on the ninth floor of a multi-storied apartment complex. She was very proud of her home and the way she had put it together. One day there was an earthquake while she was at home. The building swayed seemingly for a long time. She stood rooted to the spot, helpless, voiceless, terrified, as she watched her world move, heave from side to side. Her life flashed before her eyes in a quick reel. All the wall cabinets with her treasure trove of curios and antique crockery, her expensive television and sound system swayed with her and she wondered whether the building would crumble and she would be buried along with all that she had laboured to put together. Nothing happened after the first tremor and the minor ones that followed but after the tremors ceased, she realized that all the material things she had treasured meant nothing; they had lost value for her. She began to focus on happiness, mental peace and the quality of life. *The earthquake gave her a crucible experience.*

All of us will have crucible experiences. It may be a death, a loss of a job or a home or simply something like the one described above. What matters, though, for any crucible moment is what we take from it, how we emerge on the other side, what alterations have taken place inside us. What matters is how we draw meaning of the episode and use parts or the whole of our value system to be stronger and wiser individuals. Else we will just go to pieces.

Let us help our students / children learn from little setbacks in their lives instead of making them run away from them or giving them some reason to reject them or deny them. When we find ourselves occasionally facing the heat in the crucible of life, we must forge a new tougher, stronger, wiser self. Heat is one of the ways to remove impurities from substances. Let us use the heat of adversity to remove all that diminishes us or takes us away from our true and authentic selves.

You should read this article to begin with, and then Google the term for more literature on crucible moments: <https://hbr.org/2002/09/crucibles-of-leadership> All the best!

Warm regards,

C P Joseph  
PRINCIPAL

## EVENTS

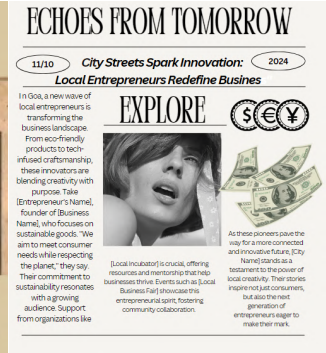
### SHAKESPEARE FESTIVAL

THE BARD BY THE MANDОВI - THE SHAKESPEARE FEST GOA was organised on 4th October 2024 by the Department of English, Parvatibai Chowgule College of Arts and Science (Autonomous) to spread their love of literature to Schools and Higher Secondary Schools all over Goa. The event aimed to bring school students in touch with English Literature and the magic of Shakespeare. Seven Schools and Higher Secondary Schools competed with enthusiasm and vigour to win the coveted overall rolling trophies and the individual medals and trophies for each event. We placed 3rd for 'Steal-A-Scene' where our students enacted scenes from The Merchant of Venice. Elahe Srinivasan bagged the 1st place in 'Friends, Romans and Countrymen' where she related how The Tempest is linked to modern Goa. Hannah Vales won 2nd place for video editing of the poem written on the juxtaposition of Goa's culture and how it is being destroyed. We are very proud of the entire team and their efforts!



### ICT TECHONTWERP 2024

Our Middle School students were given an opportunity to put their thinking caps on, and showcase their designing talents at the TechOntwerp event. The event is a platform that gives our students the liberty to design various different digital artefacts. Each Grade was given the same real-life topic to design their matter; which was, a front page of a daily newspaper.





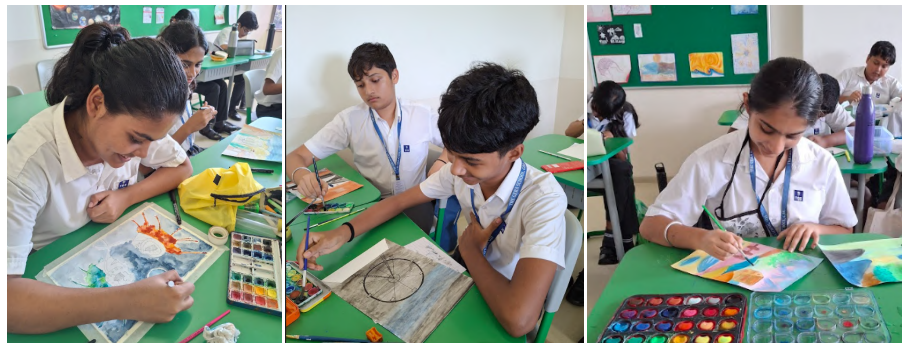
## NAVRATRI & DUSSEHRA CELEBRATIONS

Students of Grade 6B recently presented a captivating Assembly on the significance of Dussehra, highlighting the triumph of good over evil. The Assembly opened with a prayer, followed by an engaging enactment of the legendary story of Goddess Durga's battle with the demon Mahishasura. Students performed a graceful dance to "Aigiri Nandini," symbolizing the power of the nine forms of Durga. The dramatic portrayal showcased how the gods bestowed their divine weapons upon Goddess Durga, empowering her to defeat Mahishasura. After the victory, teachers joined in a celebratory Garba dance, emphasizing the festival's joyous spirit. The Assembly concluded by reflecting on Dussehra as a reminder that goodness will always overcome evil, inspiring everyone to reflect on their own inner strength.



## GRADES 6 TO 10 INTER-HOUSE ART ATTACK COMPETITION

Our Grades 6 to 10 students participated in an exciting event called "Art Attack," where they showcased their creativity and skills! Using watercolors, students were encouraged to express themselves based on



given themes, applying the techniques they've learned in class. This event not only allowed them to unleash their imagination but also helped them develop patience and focus as they worked through the challenges. The diverse interpretations of the themes were truly inspiring, highlighting each student's unique artistic voice. We're proud of their hard work

and creativity!

## **GANDHI JAYANTI CELEBRATIONS**

The school celebrated Gandhi Jayanti, commemorating the significance of a man who revolutionized our country through the principles of *Satya* and *Ahimsa* in the struggle for freedom. The entire school community witnessed touching glimpses and moments from the life of Mahatma Gandhi as students across Grades presented heartfelt poems that echoed his views and insights, along with a melodious song performance. The highlight of the day was a skit portraying the power of non-violence, leaving the audience inspired by Gandhiji's enduring legacy. On this occasion, the Principal, Mr Carol Joseph, addressed the staff and students, shedding light on the life of Gandhi. He spoke about how, like any of us, he was an imperfect man, yet he remained steadfast in his principles and persevered to achieve his goals. His words emphasized the importance of resilience and staying true to one's values, inspiring everyone to follow Gandhiji's example in their own lives.



## **NEWS FROM THE SPECIALISTS**

### **MUSIC**

#### **GRADE 6**

Students of Grade 6 have been learning jazz and were asked to look up and learn to sing or play one jazz standard. Over a couple of weeks, students performed their prepared pieces.



#### **GRADE 7**

Students of Grade 7 continue their understanding of the reggae genre as we learned the Disney song “Under the Sea” from The Little Mermaid. A calypso tune, Under the Sea is a



super-fun song to sing, and gave us a greater understanding of the accented beats in reggae music.



## GRADE 8

Students of Grade 8 learned the song “La Bamba” by Ritchie Valens. We also introduced a little bit of harmony through this song, splitting the class into a few groups. We had Neel accompanying the class on the keyboard, along with the drummer boys – Jerwyn, Ali, Anzan and Shreed – who kept us singing on beat!



## DANCE

### GRADE 6 & 7

The students of Grades 6 and 7 continue to learn the Jive. They have been practising new steps and partnering as a few of them will perform the dance for the upcoming Annual day. Students were introduced to a few more Jive moves like the “Hip Bump”, the “Mooch”, Jive walks and kicks. Although quite challenging, the students are enjoying this fun and energetic western dance style with the upbeat music.



## DRAMA

### GRADE 6 TO 9

Preparing for a school play production involves several key steps to ensure everything runs smoothly. Here’s a comprehensive guide taught to the students:

#### 1. Understand the Script

Read Thoroughly: Familiarize yourself with the entire script. Understand characters, themes, and plot.

Character Analysis: Develop your character by exploring their motivations, relationships, and backgrounds.

#### 2. Attend Rehearsals

Be Present: Regularly attend rehearsals and arrive on time.

Practice Lines: Memorize your lines and cues. Rehearse with fellow cast members to build chemistry.

### 3. Work on Your Performance

Character Development: Experiment with different ways to portray your character.

Consider their body language, voice, and emotions.

Feedback: Be open to feedback from directors and peers, and make adjustments as needed.

### 4. Know Your Technical Aspects

Stage Directions: Familiarize yourself with the blocking and staging. Know where to be during scenes.

Props and Costumes: Understand what props and costumes you'll be using. Ensure they fit your character and are ready for use.



The Main Cast



The Choir



The Warm-up Animators



The Warm-up in Action

## ART GRADE 6



In preparation for Diwali, our Grade 6 students worked together to create stunning 3D orange flowers using crepe paper. The process involved carefully cutting petals from the crepe paper and skilfully assembling them to form vibrant blooms. As they collaborated, students shared techniques and offered help to one another, fostering a spirit of teamwork and creativity. The final decorations are sure to add a festive touch to our Diwali celebrations!



## **GRADE 7**



Grade 7 learners were introduced to the captivating world of Impressionism through the stunning paintings of Claude Monet. Not only did they study the characteristics of this influential style, but they also created their own paintings inspired by Impressionist techniques. Using light, colour, and expressive brushwork, the students crafted beautiful pieces that reflect their unique interpretations of the style.

## **GRADE 8**

Grade 8 learners enjoyed an exciting art activity focused on thread pulling art. They explored this unique technique, creating stunning designs by manipulating colourful threads. The students showcased their creativity and teamwork, resulting in beautiful pieces that reflect their individual styles. It was a wonderful opportunity for self-expression and skill development.



## **GRADE 9**

Grade 9 students tackled the exciting challenge of painting realistic portraits after mastering proportion in their drawings. While they're still refining their techniques and aren't completely satisfied with the results just yet, they are dedicated to improving their skills. We appreciate their hard work and creativity, and we're encouraging them to be patient as they continue to develop their art.

## **CIRCLE TIME / LEADERSHIP CURRICULUM**

### **GRADE 6**

This fortnight, the learners of Grade 6 delved deeper into the stage of puberty. They discussed emotional changes that accompany puberty and also took a closer look the reproductive systems of females and males. It is very refreshing to see youngsters treat these topics with respect and speak about things with dignity. A lot of them have questions I'm sure we adults wished we had the guts and opportunity to ask.

During Circle time, they reflected on the process of food reaching from farm to plate and that was also a major light bulb moment for many.



## **GRADE 7**

The learners of Grade 7 have been discussing puberty and trying to understand all the intricacies of the reproductive systems and how they work.



They have discussed physical and emotional changes that are a result of puberty and worked through some of the doubts they have always had. During Circle Time, they reflected on the process of food reaching from farm to plate and, as with Grade 6, that was also a major light bulb moment for many.

## **GRADE 8**



This fortnight was definitely one of deep self-reflection and acceptance. The topic of discussion has been safety and consent and we have been discussing all around safety, be it online or in person. Given recent events we also discussed very deeply how to avoid being a perpetrator since it is very easy for us to get desensitised by content we consume and then believe that it is okay to be unkind to others under the guise of “a joke”. Learners were very receptive and hopefully this was a great way to start afresh. During Circle time, they reflected on the process of food reaching from farm to plate and expectedly found themselves learning a lot of interesting things.

## **COMPUTING**

### **GRADE 6**

Learners were introduced to the different categories of software that exist under the broad



umbrella of the commonly used term 'Software'. They learnt what simulators are, and how they work. Learners later learnt about sensors, and used this knowledge to research on how sensors are used in simulators and other digital devices. They were able to draw flowcharts to incorporate the working of a sensor in a particular device, or a given scenario. Furthermore, they were able to explain how a program is evaluated, using the following stages: Plan, Design, Develop, Test, Review and Evaluate.



## **GRADE 7**

Learners were introduced to pseudo codes, flowcharts and algorithms, as intermediate means between raw data and a working program code. They learnt how to write programs using pseudo codes, and used the decomposition method to break the problem down into simpler steps. Learners used the 'linear search' method as a searching algorithm, and were able to use arrays to write their pseudo code. Furthermore, they were able to explain how the iterative process to solve a problem works, using the following stages: Plan, Design, Develop, Test, Review and Evaluate.



## **GRADE 8**

Learners were introduced to the different categories of software that exist under the broad umbrella of the commonly used term 'Software'. They further learnt the units for data storage (bits, nibble, byte, KB, MB, GB, TB, etc.), and used them to solve various storage-related word problems. Learners were able to explain the different types of translators that exist; and were taken through the Fetch-Decode-Execute cycle to understand the working of the processor along with the registers used in the process. They later worked with logic gates, and were able to draw logic circuits and truth tables for complex logic expressions.



## **COMPUTER SCIENCE**

### **GRADE 9**

Learners were introduced to pseudo codes, flowcharts and algorithms, as intermediate means between raw data and a working program code. They were able to break complex problem statements for a system into subsystems, and use the top-down approach to solve the given problem. Learners used iterations and conditional statements to write



solutions to problem statements, and were able to use trace tables to check for possible loopholes or errors in the codes.

### **GRADE 10**

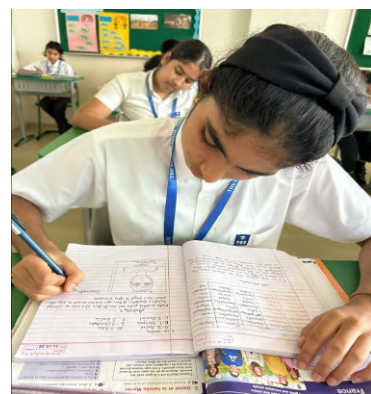
Learners have been working on past papers. Their knowledge, skills, and timing (writing speed and precision) are being assessed.



### **FRENCH** **GRADE 6**

This fortnight, the learners explored the vibrant traditions of Mardi Gras in France, enhancing their speaking skills by discussing its significance and expanding vocabulary. They practised crafting greeting cards and invitations for festivals, developing their writing skills through creative expression. In mastering reading skills, students engaged with texts about French festivals and improved their comprehension through dialogues about birthdays. They learned to ask and answer questions while using dates and age in conversations.

Additionally, students focused on conjugating regular ER verbs in the present tense, reinforcing their speaking and writing skills by applying grammar concepts in various contexts. Lastly, they explored clothing vocabulary, enhancing their ability to discuss personal style while practicing plural nouns. These activities fostered cultural appreciation and effective communication, enriching their language learning experience.



### **GRADE 7**

This fortnight, students focused on various topics, enhancing their French language skills. They learned to discuss daily activities and household chores while staying with a French family, improving their listening comprehension and vocabulary. The perfect tense (passé composé) was introduced, allowing students to recount past events and busy days using time expressions. They practiced writing about their experiences and participated in interactive activities, such as ordering events and matching expressions. Additionally, they explored choices related to gifts and celebrations, using the perfect tense with regular -ir and -re verbs. Students also learned to express preferences related to cafés in France, reinforcing their conversational abilities. This fortnight emphasized critical thinking, decision-making, and reflective communication, helping students articulate their past experiences effectively.

### **GRADE 8**

The learners of Grade 8 enhanced their French language skills through engaging activities. They practiced speaking by describing their school with new vocabulary and expressing



opinions about different subjects. Using "aller + infinitive," students built fluency in discussing future plans and preferences. They explored a typical school day in France, improving reading comprehension with vocabulary related to school subjects.

Additionally, students learned about the history of French comics, including Tintin and Astérix. In writing, they constructed sentences in the near future tense to express academic and extracurricular choices, while reinforcing vocabulary on homework and school rules. This comprehensive approach not only developed their speaking, reading, and writing skills but also deepened their understanding of negation and enriched their overall language proficiency.

## **GRADE 9**

This fortnight, students focused on the theme "Avant, c'était différent," learning to express past experiences using the Imperfect tense. They reviewed its formation and application in describing past habits and life changes,



enhancing their communication skills through interactive activities. Students practiced comparing their lives five years ago and discussing the impact of the internet on daily life. They engaged in group and pair activities, including dialogue writing and debates, while practicing vocabulary related to shopping and utilizing demonstrative adjectives. Additionally, they honed their listening comprehension and problem-solving skills through discussions about shopping issues. This fortnight emphasized critical thinking, collaboration, and reflective communication, allowing students to articulate their thoughts effectively while revising key grammatical structures.

## **GRADE 10**

In our recent classes, students focused on preparing for the IGCSE French writing paper. They became familiar with the exam format and developed effective time management strategies to navigate the test successfully. Emphasizing the importance of planning, students learned to structure their responses clearly and coherently, which will enhance their performance on writing prompts. Students practiced expressing their future career and education plans, honing their ability to write concisely and organize their thoughts. This not only improved their communication skills but also encouraged self-awareness as they reflected on their aspirations. Additionally, they developed critical thinking by evaluating question requirements and breaking tasks into manageable steps, ensuring they stay on track during the exam. Overall, these activities equip students with the skills needed for success in their writing assessments.

## **HINDI**

### **GRADE 6**

The learners explored the concept of 'Anuchhed Lekhan,' focusing on how to structure their writing effectively. While composing an Anuchhed on topics like 'Barsat ka Ek Din' or 'Jab

Ghar Mein Koi Nahi Tha', they were guided to consider clarity, coherence, and creativity. They utilized a rich vocabulary that included words such as *sharir mein sinharan*, *vishal*, *bijli*, *gadgadahaat*, *sannata* etc, enhancing their descriptive abilities. In addition, they learned about 'Paryayvachi Shabd' (synonyms) and practiced using them in sentences, sharing their work with peers to develop confidence in their language skills. Examples of synonyms included *shamshir*, *prasun*, *vaatika*, *kaumudi* etc. The learners also engaged in 'Chitra Varnan,' focusing on key elements such as observation and the use of adjectives (*visheshan*) to create vivid descriptions. Through these activities, they honed their writing skills and vocabulary. The Anuchhed Lekhan and Chitra Varnan tasks were conducted using the 'I, We, You' method to encourage collaborative learning. Additionally, they prepared for an upcoming Hindi elocution competition through rounds of practice, fostering public speaking and presentation skills.



## GRADE 7

The learners studied the chapter 'Motilal ke Diye' using a reciprocal teaching strategy, where they were organized into groups with specific



roles: Reader, Questioner, Clarifier, and Summarizer. This collaborative approach facilitated a deeper understanding of the chapter's themes, including the idea that education serves as a lamp that dispels the darkness in society, the critical role of teachers, and the belief that everyone deserves the basic right to education. Throughout the lesson, students expanded their vocabulary with terms such as *bhrashtachar*, *jamapunji*, *jigyasa*, *kshanik*, *Apoorva shanti*, *ahankara*, *sankirnata*, *prabhavshali*, *vastav* etc. They used this vocabulary to write an Anuchhed, essay, or poem on the topic 'Samaj Mein Bhrastachar Baad Jaise Fail Raha Hai, presenting their work to their peers.

Additionally, students engaged with reflective questions, such as: 'If you were Motilal's neighbor, what would you learn from him? What conversations would you have?' and "Is there a student in your school who resembles the characters in the chapter? Describe their qualities and actions. They also participated in listening formative assessments (FA) to enhance their comprehension skills. As part of their preparation for an upcoming Hindi elocution competition, they completed the first and second rounds of practice, building confidence in their public speaking abilities.

## GRADE 8

The learners explored the concept of 'Nibandh Lekhan,' focusing on essential elements to consider while writing. They composed a nibandh on the topic "Mere Jeevan ka Yadgar Pal," and read exemplary pieces to understand structure and style. To enhance their speaking skills, students engaged in pair activities on topics such as Lakadhara aur Ped, Maa/Pita aur



Beta/Beti, Shikshak aur Vidhyarthi etc. They incorporated idiomatic expressions (muhavarein) like *Ang-Ang Dheela Hona*, *Angare Ugalna*, *Akl Ka Dushman*, *Akl Par Patthar Padna*, *Apne Pairon Par Khada Hona* etc, to enrich their discussions. In addition, they participated in listening formative assessments (FA) to strengthen their comprehension abilities. As part of their preparation for an upcoming Hindi elocution competition, they completed the first and second rounds of practice, boosting their confidence in public speaking. The learners also studied the chapter '*Kya Aapko Paryapt Poshan Mil Raha Hai*', where they learned about the importance of a balanced diet. They explored what foods to include and avoid to maintain health and prevent diseases. Vocabulary such as *santulit aahar*, *pratirodhak*, *dugdh utpad*, *ghulanshil*, *aakalan*, *poshan* etc, was developed during this lesson. They applied this vocabulary in their *nibandh* on the topic '*Santulit Aahaar - Jeevan Ka Aadhar*,' focusing on enhancing their writing and thinking skills.



## GRADE 9

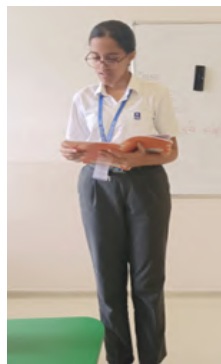
Learners engaged in a variety of listening activities, including dialogues, informational pieces, and memoirs, which helped enhance their listening skills in preparation for the IGCSE



exams. In addition, they participated in speaking activities on topics such as *Adhunik Shiksha Mein Taknik Ki Bhoomika*, *Shiksha Ka Samaj Mein Yogdan*, *Jeevan Mein Anushasan Aavashyak*, *Mera Vidyalay Meri Pehchan*, *Badhati Jansankhya Vikat Samasya* etc. The learners also explored the concept of *vigyapan* (advertisement) by watching various examples and discussing their significance and purpose. They then created their own advertisements to market a product, which fostered their creativity and writing skills. Furthermore, they focused on the chapter '*Sab Ke Liye*', where they shared their perspectives on the hard work their mothers put in for them. This discussion emphasized the importance of respecting women and recognizing their contributions. They also engaged in comprehension and listening formative assessments (FA) to further develop their understanding and listening skills. These activities provided valuable opportunities for learners to practice critical thinking and enhance their ability to interpret and respond to spoken information effectively.

## GRADE 10

Learners focused on comprehension passages to enhance their vocabulary and develop their ability to answer questions based on their understanding. They practiced with listening past papers and reviewed corrected exercises,



engaging in discussions to reinforce their learning. The class revisited topics such as *tippan*, *saransh lekhan*, and *aopcharik patra lekhan*. Additionally, students participated in various listening activities, including memoirs, instructions, informational pieces, and dialogues, all aimed at preparing for their IGCSE exams.

## P.E.

### GRADES 6 TO 10

In PE, the focus has been to teach and develop learners' knowledge and understanding about Team Sports. It gives learners the opportunity to learn and develop fundamental and advanced skills and strategies in a team sport category as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. After learning the basic fundamental skills of Handball to begin with the term, it was now about the game of Basketball. Learners learnt ball handling and ball control skills, dribbling and passing along with the basic rules of the game which will enable them to play the sport in the desired game set-up.



## LIBRARY

### GRADE 6A & 6B

**Book Reviews:** Notebooks for library book reviews had been distributed to the students. To ensure that the reviews are written, a random check is conducted in relation to this. Here, sixth-grade





students discuss the books they were given from the library.



### GRADE 7A & 7B

**A book in 5 minutes:** This is a test of your ability to pitch a book, based on the well-liked UK radio game show 'Just a Minute'. The students were divided into groups and told to read the book while attempting to persuade the other group to buy it. They were to discuss the book, the author, and the title.



### NEWS FROM EACH GRADE

#### GRADE 6 ENGLISH



The Grade 6 students worked on Newspaper article writing. They enjoyed a group activity where they had to identify the headline, byline and paragraphs. In order to hone their creative writing, we also worked on Flash Fiction based on an object. The students came up with very interesting stories! As a part of literature, we dived into the fascinating poem 'Macavity the Mystery Cat' and also analyzed a few more chapters of Black Beauty. They made a fun 'Wanted' poster for Macavity and enjoyed discussing the trajectory of Black

Beauty's journey thus far.

## **MATH**

Grade 6 learners explored the topic of angles, focusing on various angles formed by two intersecting lines. Students practically proved that vertically opposite angles are equal and that linear pairs of angles add up to 180 degrees. Using real-life examples such as scissors, the corners of open books, and the intersection of clock hands, they measured and confirmed these properties. The learners also explored angles formed by parallel lines and a transversal, using classroom objects like window panes and notebook lines to understand the relationships between alternate and corresponding angles. Through these hands-on activities, students were able to apply geometric concepts to everyday objects.



## **PHYSICS**



Grade 6 students explored the concept of electric current in series and parallel circuits. They constructed circuits practically in class, allowing them to observe how current flows differently in each type of circuit. Additionally, they used the PHet simulator to further understand the behavior of current and voltage in both series and parallel circuits. This hands-on approach, combined with the virtual simulations, helped students visualize the distinct characteristics of each circuit type, deepening their understanding of electrical concepts and their real-life applications.

## **CHEMISTRY**

Grade 6 students took part in a peer review session where each group presented their understanding of different alloys using the provided resource materials. They also studied the Earth's crust, its structure, and the movement of tectonic plates. The lessons covered the causes of natural events like volcanoes and earthquakes, as well as the different types of tectonic plate movements. To reinforce these concepts, students





participated in an engaging activity where each house competed to solve a tectonic plate puzzle.



## **BIOLOGY**

Grade 6 students explored the topic of microorganisms and their role in causing food spoilage. They also delved into the history of scientific discoveries in food experiments, learning about various pioneering scientists.



As part of the Biology FA, they showcased their models and posters on microorganisms and cells. The students also deepened their understanding of food chains, food webs, and energy flow through an engaging photo frame activity.

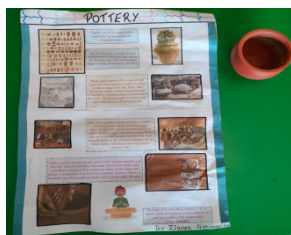
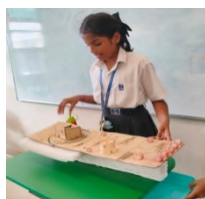
## **G.P.**

The Grade 6 students were divided into groups, each assigned one of three types of globalisation: Social, Economic, or Cultural. The groups discussed the advantages and disadvantages of globalisation, considering both its short-term and long-term impacts. One of the group members stepped forward to present the viewpoint of his or her group, to the rest of the class.



## **HISTORY**

The Grade 6 students explored Vedic civilization, focusing on the Vedas and its social life. They learned about the four main Vedas and their significance in shaping early Indian culture. Discussions highlighted the social structure, including the roles of different classes and families. Additionally, students examined trade practices during the Vedic period, analyzing how they influenced economic interactions. They compared Vedic civilization with other ancient cultures studied, identifying similarities and differences in social organization, trade, and beliefs. This comprehensive approach deepened their understanding of historical contexts and the development of societies, fostering critical thinking about cultural evolution. As part of the Indus Valley Gallery Walk, students showcased their creative models and vibrant posters, each capturing unique aspects of the Indus Valley Civilisation. Their displays truly brought



history to life.

## GEOGRAPHY

In Grade 6, students explored major cash crops, including tea, coffee, sugarcane, rubber, cotton, and jute. They learned about the



economic importance and cultivation processes of these crops.. To reinforce their understanding, students participated in a map work activity, where they marked the geographical locations associated with each crop. This hands-on approach helped them visualize the regions where these cash crops thrive and deepened their appreciation for agriculture's role in different economies. The combination of theoretical learning and practical application enhanced their engagement and knowledge retention.

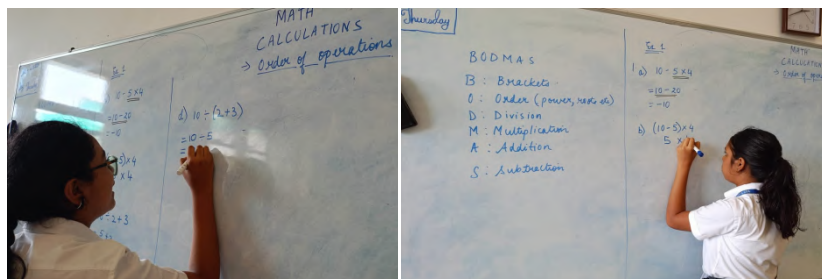
## GRADE 7 ENGLISH

The Grade 7 students have been working on speech writing techniques and how to write a good speech as well. We also dived into poetry with the Civil War poem 'O Captain My Captain' thereby linking it to History. They made fun posters on various aspects of the poem such as theme, imagery and the like. They even read a few more chapters of The Hound of Baskervilles and found it challenging tying up the loose ends and figuring out who was behind the Baskerville crimes!



## MATH

Grade 7 learners focused on calculations, highlighting the importance of the BODMAS rule (Brackets, Orders, Division and Multiplication, Addition and Subtraction). Students explored how using BODMAS ensures accuracy



when solving complex expressions. The lesson also introduced efficient methods for simplifying calculations, such as the associative and distributive properties. Through practical examples, students learned how to break down expressions and solve them step by step. Independent practice tasks further reinforced these concepts, helping students



become more confident in applying these strategies to solve problems accurately and efficiently. The session highlighted the significance of structured approaches in mathematics, encouraging students to use logical methods in their calculations.

## **PHYSICS**

Grade 7 students had an exciting Physics lesson focused on pressure and diffusion. They explored how pressure acts on an area and how gases exert pressure in all directions. Through a hands-on activity, students calculated the pressure they exert on the ground by first measuring the area of their feet using graph paper, then applying the pressure formula. The class also observed a demonstration of diffusion, where they watched particles move from areas of high concentration to low concentration, deepening their understanding of how gases naturally spread. This interactive session gave students practical insight into these essential scientific concepts.



## **CHEMISTRY**

Grade 7 dived into the world of chemical changes, tackling questions on topics such as word equations, pure substances and mixtures, as well as endothermic and exothermic reactions. Their learning experience was further enriched by an engaging chemistry formative assessment, where students worked in pairs to deliver PowerPoint presentations on various chemical reactions, showcasing their understanding in a creative way.



## **BIOLOGY**

Grade 7 students delved into the fascinating topics of climate and weather, exploring the history of Earth's ice ages and understanding their impact. As part of their learning, they participated in a collaborative activity, creating group posters that highlighted different aspects of climate change. The discussions also extended to the importance of renewable and non-renewable resources, as well as the role of carbon emissions in shaping our planet's future.



### G.P.

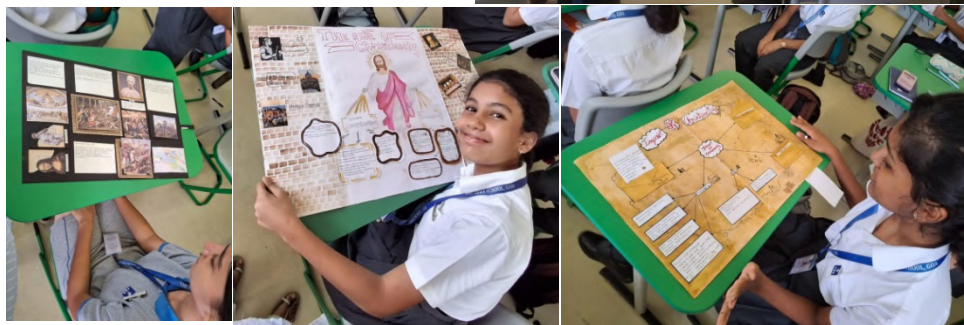
Grade 7 students engaged in group discussions on the impact of migration on host regions or states, focusing on various push factors. They highlighted natural calamities as a primary driver of migration, followed by climate change. The activity concluded with group presentations on the topic of 'Migration.'



### HISTORY

Over the past few weeks the Grade 7 students have been looking at Rise of Christianity. The students had very fascinating questions about Christianity and were curious to know more about the tenets of the religion and how it spread. The students had to work on a Graphic Organizer on the same

to display their thoughts in a creative way. The students outdid themselves with their submissions that were bold, colourful and very unique!



### GEOGRAPHY

Students of Grade 7 studied weathering, focusing on its three main types: physical, chemical, and biological weathering. They explored how each type affects the landscape and contributes to soil formation. To deepen their understanding, students engaged in a hands-on activity where they examined soil profiles, identifying various layers and their characteristics. This interactive experience allowed them to connect theoretical concepts to real-world applications, highlighting the importance of weathering





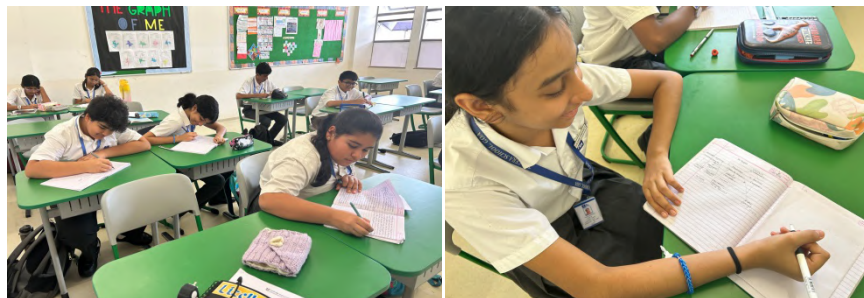
in shaping the environment. By analyzing soil samples, students gained valuable insights into the processes that influence ecosystems and agricultural practices, enhancing their appreciation for geology and earth science.



## **GRADE 8**

### **ENGLISH**

Over the past few weeks, students have been deeply engaged in learning about *The Tempest*, analyzing the characters and their motives. Through class discussions and activities, they have explored the complex relationships in the play, focusing on key characters like Prospero, Ariel, and Caliban. Additionally, they have been working hard to perfect their descriptive writing skills, learning how to bring their ideas to life vividly. Alongside this, they have been revising their tenses to ensure accuracy in their writing. The combination of literature analysis and language practice has been highly productive.



## **MATH**

### **PROBABILITY WITH M&M'S**

Grade 8 students recently participated in a hands-on activity to explore probability using M&M's. The exercise involved drawing candies from a bag, recording the colours, and calculating the probability of each outcome. By repeating this process multiple times and ensuring randomness, students were able to compare the experimental probabilities with theoretical expectations. This engaging approach not only reinforced key probability concepts but also helped students understand the differences between experimental and theoretical probability in a fun and interactive way. The best part? They got to enjoy the M&M's once the experiment was over!



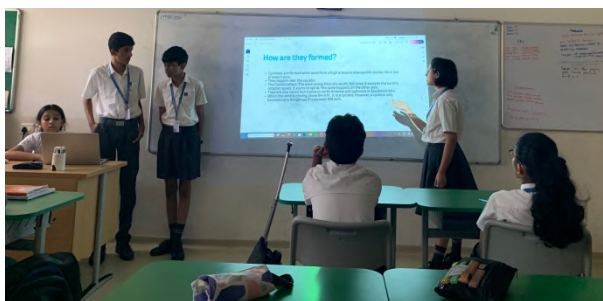
## **PHYSICS**

Grade 8 students embarked on an exciting journey into astronomy, delving into the mysteries of our universe! They explored various theories on the formation of the moon, examining evidence supporting and challenging each idea. Through critical analysis, students learned why the collision theory is widely accepted among scientists as the most probable explanation for the moon's formation, providing them with insights into scientific reasoning and the process of hypothesis testing. Additionally, students ventured into the world of star formation by studying the nebula, known as the stellar nursery. They explored the life cycle of a star, identifying key stages from formation to its final stages. This comprehensive exploration provided students with a deeper appreciation for the life history of stars and the dynamic processes that shape our universe.

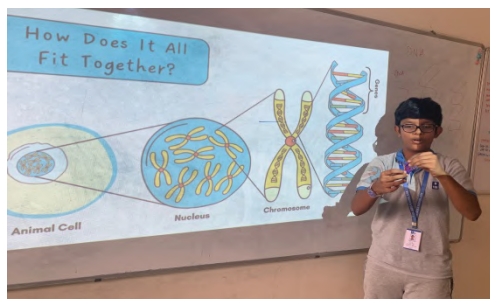


## **CHEMISTRY**

Grade 8 embarked on an insightful journey into the carbon cycle, where they explored each process that contributes to the recycling of carbon in nature. Their understanding was deepened through group presentations focused on the impacts of climate change, including droughts, floods, rising sea levels, and other extreme events. These presentations formed a key part of their formative assessment, encouraging students to connect scientific concepts with real-world environmental challenges. Additionally, they explored the principles of conservation of mass and energy, solidifying their knowledge through an experiment.



## **BIOLOGY**



Grade 8 students explored the fascinating world of variation within species, learning about the different types of variation. They conducted an investigation on continuous variation by measuring their own heights in class. They delved into chromosomes, genes, and DNA. To further enrich their knowledge, students researched the Human Genome Project and



tackled thought-provoking questions related to this ground-breaking scientific endeavour.

### G. P.

Grade 8 students gathered in groups to brainstorm effective methods of communication during emergencies and crises. This activity was conducted as part of the 'Language and Communication' topic, with each group proposing practical communication strategies for specific crisis scenarios.



### HISTORY

The Grade 8 students focused on the Impact of World War I. We worked on a fun activity where the students have to graphically represent the World War One through a chart that showcased the Domino effect. We also started the Executive and the role of President and Vice President. The students found it challenging and fascinating to delineate the functions of the President and the vice president and this led to interesting questions and discussions.



### GEOGRAPHY

The learners were introduced to the features of the various regions of Asia. They discussed the various climatic zones-Torrid, Temperate & Frigid. They also understood how land & sea breeze and monsoon winds or topography impact a climate of a place. The students were able to analyse which climatic region does Greece fall under or which region do India, Africa, Japan fall under.

### GRADE 9

#### ENGLISH

The Grade 9 students worked on their advertisement presentations. They came up with unique products and business ideas and through this activity worked on their public speaking skills. They also started off the challenging topic of Writer's Effect that encompasses linguistic and literary analysis. Using exemplars, we looked at a model writer's effect answer and the students also worked on their own answers and analyses. We also used worksheets and team activities to brush up on comprehension and summary writing.



## MATH

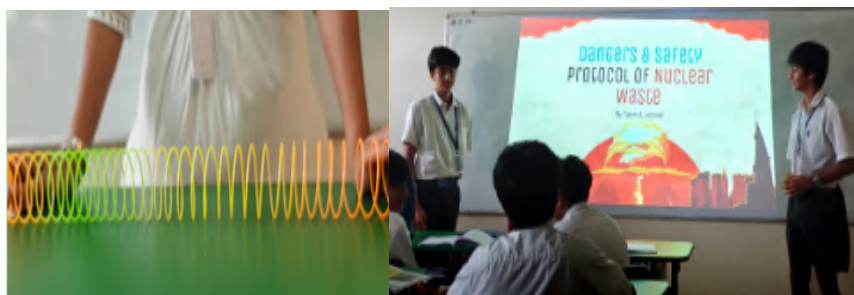
### **Exploring 3D Geometry with Nets**

Grade 9 Math students recently enhanced their understanding of 3D geometry by working with manipulatives to learn about nets of various 3D figures. Through hands-on activities, they unfolded and constructed nets to visualize how 3D objects are composed, making calculations of surface area and volume more intuitive and accurate. This practical approach not only developed their spatial reasoning and problem-solving skills but also highlighted real-life applications, such as packaging design and architecture, where understanding the properties of 3D shapes is essential.



## PHYSICS

Grade 9 students in Physics explored the nuclear model of the atom, learning about alpha, beta, and gamma particles and the process of radioactive decay. In a flipped classroom session,



students presented the diverse applications of radioactivity, including its uses in sterilization, smoke alarms, nuclear reactors, tumour detection, and medical treatments. The class then shifted to studying waves, where they gained insights into longitudinal and transverse waves and learned about key wave properties such as wavelength, frequency, and amplitude. To deepen their understanding and awareness, students watched a documentary on the Chernobyl disaster. This powerful experience sensitized them to the ethical implications of scientific advancements, emphasizing that science should always aim to improve human lives rather than cause harm.

## CHEMISTRY

Grade 9 Chemistry students now began with a fresh topic on Electrochemistry where they first recalled the formation of ions, then went on to understand how any ionic compound is broken down using electricity. They looked at examples of molten as well as aqueous solutions and the different products that form at the anode and cathode. A fun activity on 'Electrolysis in a Cup' was carried in class where students looked at the electrolysis of aqueous sodium chloride. This was followed by learning about the process of electroplating and its uses. Lastly the students explored the working of a fuel cell and compared its advantages and disadvantages.





## **BIOLOGY**

Students explored the topic of enzymes, understanding their critical role as biological catalysts in metabolic processes within



every cell. They investigated how various factors, including temperature, pH levels, and substrate concentration, influence enzyme activity through multiple experimental setups in the laboratory. A special mention to all the groups who worked hard on their respective group projects for the preliminary round. Moreover, recognition is given to the group members who are diligently working on their final draft for the group project, which aims to test different biofuels derived from food waste for the Cambridge Science Competition.

## **BUSINESS STUDIES**

In recent Business Studies classes, students engaged in exciting activities focused on recruitment and communication. They explored the significance of recruitment and clearly differentiated between internal and external recruitment, analysing the advantages and disadvantages of each. Through practical tasks, students advertised jobs, selected appropriate advertising mediums, and shortlisted candidates based on applications and CVs. Additionally, student seminars on communication further developed their skills. They explained internal and external communication, examined various media, and discussed the importance of effective communication. By analysing communication barriers and ways to overcome them, students demonstrated critical thinking and problem-solving abilities. These activities enhanced their understanding of key business concepts while fostering teamwork and communication skills, preparing them for real-world applications.



## **G. P.**

Collecting information from various sources and evaluating it for relevance and authenticity is essential for any researcher. Grade 9 students practiced this skill by gathering data on assigned topics using newspapers as their primary source. They reviewed multiple newspapers, compiled relevant information, and refined it to meet the needs of their projects.

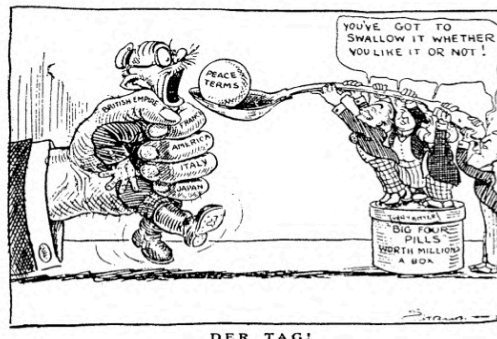


## HISTORY

October saw us doing a couple of FAs and some revision work on Source Analysis (with reference to Context, Provenance, Characters, Objects and symbols, Messages and Interpretation, Words and Expressions).

Source Analysis is interesting because it involves lower-order skills as a very-important prerequisite and then demands higher-order skills. An intellectually piquant exercise! An example is given here.

We then started work on the Cold War, a time the reverberations of which are felt even today. We looked at how the USSR became a necessary ally, and then how the alliance began to unravel.



*A cartoon about the Treaty of Versailles published in a British newspaper, May 1919. 'Der Tag' means 'The Day'. People in Britain believed that German soldiers before 1914 celebrated 'The Day' when they would start on a victorious war against Britain.*

What do you think are the views of the cartoonist w.r.t. the Treaty of Versailles? Use the Source and your own knowledge to explain your answer.

## ECONOMICS



During the recent Economics classes, students engaged in dynamic activities, including a Market Watchdog group exercise where they analysed market dominance and government interventions. In groups, they evaluated the role of government measures like competition policy and regulation to address market failure. The discussions on taxes, subsidies, and policies like nationalisation and privatisation fostered critical thinking. Students further explored the roles of central and commercial banks, analysing their functions and impact on the economy. By evaluating various government interventions and the banking system, students enhanced their analytical skills and developed a nuanced understanding of market dynamics. The hands-on approach encouraged teamwork and stimulated thought-provoking discussions on economic fairness and government involvement.

## GRADE 10



## ENGLISH

The revision classes over the past few weeks have been incredibly beneficial in preparing Grade 10 for their pre-mock exams.



Engaging activities like vocabulary games, word puzzles, and "guess the idiom" have helped strengthen their vocabulary while making learning fun. Additionally, the focus on past paper revision has enhanced their understanding of exam formats and time management. Special attention has been given to improving their analysis of writer's effect, which is crucial for scoring well. Overall, these sessions have built confidence and sharpened their exam skills effectively.

## MATH

### **Grade 10 Math Exam Preparation: Building Skills for Life**

Students of Grade 10 are diligently preparing for their upcoming IGCSE examinations by solving past IGCSE papers, along with International Math papers to sharpen their non-calculator skills. This rigorous practice goes beyond mastering math content; it fosters essential life skills such as time management, critical thinking, and problem-solving under pressure. By working through a variety of challenging problems, students are not only building confidence in their exam readiness but also developing resilience and adaptability—skills that will serve them well beyond the classroom.



## PHYSICS

Grade 10 Physics, students took a hands-on approach to exam preparation by tackling past papers, focusing on both Thin Lenses and Nuclear Physics topics. During the session, students not only solved questions independently but also engaged in peer assessment, where they reviewed and provided constructive feedback on each other's responses. This activity enhanced their understanding and allowed them to learn from various perspectives. The class also revisited challenging areas in Thin Lenses, particularly around image formation and focal length calculations, and reviewed key concepts in Nuclear Physics. Students' doubts were clarified through guided discussion and teacher feedback, ensuring a solid grasp of the material and readiness for upcoming assessments. This collaborative and reflective practice helped students build confidence, reinforced their analytical skills, and encouraged effective peer learning.

## **CHEMISTRY**

The Grade 10 Chemistry students began with revision for the upcoming examinations; a few topics that the students found challenging were revisited and this was followed by solving past papers to get a better understanding of the IGCSE examinations.



## **BIOLOGY**

The Grade 10 Biology students wrapped up their activity on fermented foods, enjoying a tasting session of different fermented foods and beverages. They also started revision for their upcoming exams, focusing on the topics they found challenging, which was followed by practicing with past exam papers.



## **BUSINESS STUDIES**



During recent revision classes for Grade 10 Business Studies, students participated in group activities such as case studies, scenario-based discussions, organisational analysis etc. These activities enhanced their analytical thinking, teamwork, and decision-making skills. The collaborative environment allowed students to effectively apply concepts, evaluate data, and prepare for assessments.

## **G. P.**

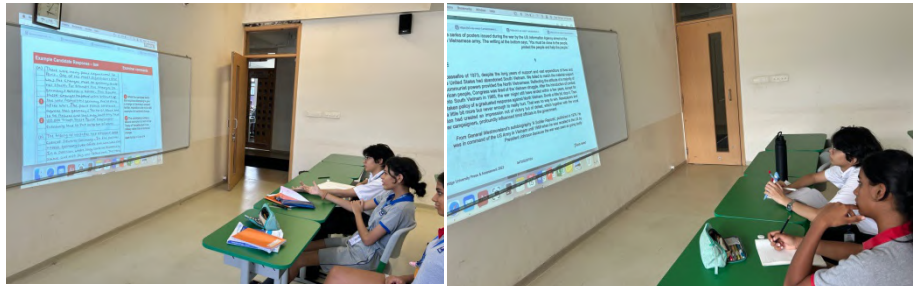
As part of an outdoor learning experience, Grade 10 students engaged in discussions about their 'Group Project.' They explored various aspects of the project and deliberated on the strategies needed to achieve the desired outcome.





## HISTORY

The revision classes over the past few weeks have been very beneficial in preparing Grade 10 students for their History pre-mock exams. By going through exemplar answers for Paper 1



and Paper 2, students were able to understand the exam structure and the level of detail required in their responses. Additionally, thorough past paper practice helped them become familiar with question types and time management. These sessions have boosted their confidence and ensured they feel better prepared for tackling the upcoming exams.

## ECONOMICS

During the recent unit-wise revision classes for Grade 10 Economics, students engaged in study groups, analytical discussions, and



collaborative activities. These methods helped them enhance critical thinking, data interpretation, and communication skills. Through active participation, they deepened their understanding of key concepts and applied their knowledge to real-world economic issues.

**Here we end the Newsletter. The next newsletter will be for the period 21<sup>st</sup> October to 23<sup>rd</sup> November 2024 – and this should be out before School opens in January 2025.**

**Regards**

**The Gera School**