

# SURKHIYAN सुरखियां

**CREATIVE DANCE  
IN EARLY YEARS**

**CHROMATOGRAPHY  
EXPERIMENTS**

**LEGO LESSONS**



**TUCK SHOP**

**CHINESE NEW YEAR  
CELEBRATIONS**

**FUNTASTIC  
SATURDAY**





February sure brought in more smiles and more joy, as all of our students, right from Early Years to IBDP2, returned to physical school. The zeal and pride was evident in their attitudes and we could all sense that everyone wanted to start afresh on a positive note. The time away has certainly made our students realise the value of the learning opportunities, the sheer privilege of being a student here, and above all – valuing human relationships over anything.

We at GICLM started with a bang amidst fun activities, events, celebrations and more. Valentine’s Day and Chinese New Year celebrations led the way with many more to come. Students also enjoyed a variety of learning experiences associated with all of the special days on the calendar. The spectrum between celebrations and community service activities added a hue of colourful learning experiences for our students. Additionally, Science experiments, language learning, Math fun, Lego, dance, drama, music, PE, and swimming kept our little ones involved in a plethora of learning experiences.

Even before we broke for our Spring Break, we made sure that all of our exam group students were gearing up for their IGCSE & IB Exams.

There’s so much more to come now that we are back in school so stay tuned!

**Ms. Mahalakshmi Anand**  
**Head of Primary**





# Children's Drawings Around the World!

We started this session once again by introducing ourselves to the World Tree. We also got to know a Vietnamese boy named Duong, who sent us a drawing about his favourite game in school. Tutors encouraged students to introduce themselves using polite greetings from our country (Namaste). In Vietnam they say 'Xin chao' (zeen chow) when greeting a friend. The tutor then told the students that Duong goes to a school called Garden City Playschool. Duong loves drawing and painting. He wants to become an artist. Duong sent a drawing to Juana, so the tutors displayed and talked to the students about the drawing. The tutor also mentioned how beautiful the drawing looked. After a long discussion about Duong's drawing, our Nursery students started by drawing and painting about what kind of play they like in their school. Overall it was a very creative and imaginative activity!



Nursery

## Pass the Smile

***“Smiling is infectious; you catch it like the flu.  
When someone smiled at me today, I started smiling too.  
I passed around a corner and someone saw my grin.  
When he smiled, I realised I had passed it on to him.  
I thought about that smile and then I realised it's worth.  
A single smile, just like mine, could travel around the Earth.  
So if you feel a smile begin, don't leave it undetected.”  
Let's start an epidemic quickly and get the world infected.”***

Bruna has been travelling the world and exploring different languages that are spoken around the globe. As a part of our activity, children were encouraged to 'pass a smile'. First, they were made to sit in a circle and 'pass' their smile to the child beside them by looking and then smiling. We continued passing the smile until everyone received it. This game is great for eye-contact, turn taking and thinking about emotions. The tutor also narrated the story of 'Bruna and the Magic Beans'. K1 students then coloured a picture of their friend who will grow out of Bruna's magical beans of friendship. As a part of this activity, children also painted their pots and planted a seed in it. After planting the seeds, children learned the importance of taking care of them while observing their growth. They were fascinated by how the seeds were tucked into the soil and they took great care of them by watering them daily, waiting for them to grow. When the first sign of green popped through the soil, the biggest smiles erupted from their faces!



KI



# Science Activities in K2

K2 children were extremely delighted to come back to school and meet their teachers and peers in-person. Children were seen having fun with their peers, playing games with their teachers, getting involved in discussions during circle time, as well as getting engrossed in the Dance, Music and PE sessions. This month, we also saw our children engaging in different science experiments which helps them to enhance their observational skills and enables them to identify changes and differences, ask questions and have discussions, make predictions and come up with conclusions, and also provides them with an opportunity to use critical thinking skills.

### Paper Towel Art Fun

An image was drawn on the top layer of a folded paper towel and the portion on the bottom layer of the paper towel was coloured using markers. Using droppers, children were encouraged to add water to the top layer of the folded paper towel. As the water soaked through the two layers of the paper towel, the colours from the bottom layer started appearing through the top layer making it look as if the colours or images had appeared by magic. Children got to know that tissue paper has an absorbing quality, and that as it absorbs water, the colour starts spreading.

### Fireworks in a Jar

During this activity our K2 students learned that oil and water do not mix with each other. Food colours can mix with water since it is water-based, but when we add it to the oil it will not mix. When we added that oil to the water, the food colour droplets started to drop down since they are heavier than the oil. Once they dropped into the water, they started to dissolve and looked like tiny explosions (or fireworks).

### How Plants Drink Water

The tutor, with the help of white flowers, food colours and water, conducted an experiment in class wherein children were encouraged to observe and predict over the week what would happen to their flower and how the colour of the flower would start to change. Children learnt that plants are like humans; they need water to live and they get the water through their stems. Their flowers also changed colour because the water had been coloured too!





# Happy Valentine's Day!

Valentine's Day symbolises love, kindness, and friendship. Tutors had fun in February by turning this whole day into a great lesson of arts, crafts, creativity, NFC and physical activities. Students and parents also enjoyed making DIY Valentine's Day snacks like heart-shaped butter and jam sandwiches. Children had fun doing the physical activities with their parents too!



## Creative Dance in Early Years

Children are natural movers and have the ability to respond to music in physically creative ways. This forms the foundation of our Creative Dance Program for the Early Years Department that allows children to express themselves freely, without any inhibitions. There are different elements to the Creative Dance Program that work on building self-awareness, space awareness and social skills among children. The first element is a spontaneous warmup that comprises a series of exercises and fun steps to upbeat music. Children have to follow along in order to keep up with the pace of the music. This element really helps children learn how to observe and respond accordingly. It challenges them physically as well as mentally, improving their focus over a period of time.

The second element is story-telling. Every month children learn a variety of movements to a song that tells a unique story or revolves around a unique theme. Children play demi-characters relating to the story while learning the dance steps. It is through this combination of the theme, the music, the movements and sometimes even the props, that children learn to be coordinated and expressive.

Last month we had our Nursery children playing the role of ice harvesters in their class performance to the song Frozen. K1 students, on the other hand, played the role of magicians while learning steps to the song Abracadabra. Sing-along is an important part of this program. The songs chosen for every class are distinctive and catchy for kids to pick up the lyrics and sing them loudly as they dance. This helps them build understanding about coordination between music, lyrics and steps while performing. The movements that children learn in this program are theatrical, corresponding to the lyrics and the theme chosen. The final key feature is class presentation, wherein students get to showcase their performance to each other in groups.





# Cooking Competition

Every year, GICLM holds a Cooking Competition for Health Awareness Week. This year was no different, however due to the ongoing pandemic, we had it online on Zoom. Each of us made toothsome dishes and at the end, judges chose a winner! For the Primary category, Sanvi Shukal of Grade 3 won with a delicious and imaginative juice! Congratulations, Sanvi! She made a scrumptious, yet healthy dish. The judges made the right decision for sure!

Name of the Student - Saanvi Shukal

Name of the Recipe - Healthy Wealthy Juice

Ingredients - Watermelon - ½ watermelon

Kiwi - 2 Kiwis

Pineapple -3-4 slices

For Garnishing - Watermelon Balls, Mint Leaves, Chaat Masala, Honey, Black Sesame Seeds

Serves : 4

Steps: 1) Slice the watermelon into cubes, scoop out some watermelon balls and keep aside for garnishing.

2) Cut the Kiwi and pineapple into small pieces .

3) Blend all the fruits in a juicer.

4) Take a tall glass and dip the rim in honey, pour the juice, and then add chaat masala.

5) Garnish with melon balls, mint leaves and black sesame seeds.

Your HEALTHY WEALTHY juice is ready to be served.



# Timeline of Transport

History is sometimes a hard concept for kids to grasp. One of the best activities to encourage children to understand the idea of being part of history is to help them create timelines depicting specific historical accomplishments.

As a part of the ongoing IPC unit, the children of Grade 1 made their own timelines this month for the theme 'Transport', wherein they researched when it was invented and how over a period of time it became modernised. The kids really had fun travelling into the history of transport. Also, as a fun activity, they got the opportunity to take a sneak peek into their childhood by making their own timeline. They thoroughly enjoyed having a look into their own past.



# Biography

Students of Grade 4 were assigned a few biographies of famous people to read and analyse. This helped them identify the literary elements related to biographical writing. They could then determine an author's point of view or purpose in a text. Thereafter, they researched and gathered information about their favourite personality and took notes, keeping in mind the elements of a biography. This activity enabled them to compare and contrast autobiographical writing with biographical writing. While learning about the life story of a successful person, the students also learnt some essential life lessons.





## Fun with Figures of Speech

After learning different figures of speech like simile, metaphor, idiom, personification, and hyperbole, the students of Grade 4 could identify and categorise types of figurative language from a given text. Next, they created their own examples to compare things or to describe them. Students enjoyed the activity and learnt that figurative language is used to help the reader better understand what is described in the text.



## Acid, Base & Neutral

Learning about acids and bases was fun and hands-on. It gave the students a better insight into everyday items. We used the lab for this lesson to teach the students about the pH scale. This activity helped the students identify common items as acid, base or neutral. Through this lesson, they were able to read a pH strip and identify acids, bases or neutral, as well as stating their characteristics.



## Chromatography

Students of Grades 4 and 5 conducted a chromatography experiment to learn about the method of separating mixtures. Through this simple paper chromatography experiment, students were able to separate the different dyes present in the ink they were given. They observed that different dyes in ink travel through the chromatography filter paper at different speeds. They also learnt that most soluble colours dissolved and travelled further and faster than the less soluble dyes. Through this experiment, students were able to demonstrate an understanding of the process of chromatography and describe the steps involved in a chromatography investigation.



**Sarita Shetty**  
**Primary Faculty**





# Indus Valley Civilization

As the holidays inched closer, our history teacher, Ms Sarita, decided to end the term with a fun activity. Since we had started learning about the great Indus Valley Civilization, our teacher decided we could try re-creating some of their original seals and pots. To start, we got small pictures of the seals and tried to imprint the same design onto clay with a toothpick! For the pot making, we were asked to bring a pot, black and red colour paints, and a few brushes. Then, we were also given pictures of the pots that were decorated back and we drew the same design on our pots. To round off the activity, our teacher asked us to draw our own seal, representing our modern era or something about ourselves like our hobby or initials. Personally, I feel it was a great experience and I had plenty of fun while learning a lot about the Indus Valley Civilization.

**Sreshta Kanakadandi**  
**Grade 6**



# Lego

Soon after GICLM resumed offline school, Lego was resumed too. GICLM is one of the first schools to introduce a Lego Lab in their school premises and all the students enjoy it and look forward to their Lego classes! Recently, Grade 6 students had their first opportunity to work in the Lego Lab post-pandemic. The students had the time of their lives! They relished making WEDO sets and story builders. All the students were as happy as a clam as they made many remarkable things. Alas, they really enjoyed themselves and are all looking forward to their next Lego lesson!



**Vihaa Shah**  
**Grade 6**





# Kenai Fjords National Park

Kenai Fjords National Park was established as a national monument in 1978. It became a national park in 1980 to preserve the fjord and rainforest ecosystems, Harding Icefield, abundant wildlife, and historical and archeological remains. Grade 6 Geography students used Kenai Fjords as our case study to learn more about the unit 'Glacier'. We, as a class, virtually visited Kenai Fjords and took a 360-degree tour using a Google application. During our virtual visit, we investigated crevasses, glacier melts, and icebergs, and learned about glacier recession. Later, we organised an exhibit to demonstrate our expertise and a growing understanding of glaciers. Finally, in a group, we made a Kenai fjords tourist brochure; we had a news program featuring the park and some 3D models made.



**Barbie Vora**  
**Grade 6**

## Campaigns and Courtrooms: All about Global Perspectives

Students of Grade 8 had to work in groups or pairs to compare the laws that influence teens in two different nations. For each nation, students first compared attitudes towards the chosen topic and the sanctions associated with them. They then had to create a campaign for teens in their chosen country based on the legislation to promote awareness and reduce crime.

Some students developed a commercial/ad that served the purpose of the campaign. Another group took two nations (UAE and India) while simultaneously comparing the laws against cyberbullying in both. Since the students previously learned about the Middle East during their geography lessons, this particular activity added on to their knowledge. As a part of their campaign, students designed posters, created informative powerpoints, and performed short skits that helped raise awareness about cyberbullying.

Another activity related to the ongoing unit in Global Perspectives 'Law and Criminality' was a courtroom trial held in class. This encompassed a comprehensive prompt provided by the subject teacher, which shed light on the case the entire trial was based on. Students stepped into their assigned roles (a few examples include: a defendant, a prosecutor, a jury, a judge, several witnesses, etc.) and acquired knowledge on how a trial is conducted. Throughout the task, the students learned a myriad of ways in which one can gather evidence, cross-question witnesses, and infer who may be responsible for the corresponding case presented to them.

To conclude, the students greatly enjoyed both activities, and particularly had a pleasant experience when they participated in the courtroom trial.

**Soumya Kothari**  
**Drisana Zaveri**  
**Grade 8**





## Writing the Declaration: Grade 8 History

For Grade 8 students, the current unit in History is 'The French Revolution'. To begin, we learnt about the Declaration of Rights for Men and Citizens — something that played a key role in the history of France.

To help us understand this document better, we were asked to write our own Declaration of Rights. For this task, we were divided into groups. We were then asked to choose a pressing societal issue and then form a preamble, a list of complaints/grievances and a list of rights. My group and I chose to write it on 'Education' while the other group chose 'Speech'. I believe that this activity enhanced my understanding of the Declaration of Rights. Not only did we learn about the document since we were asked to mirror it, but also learned so much more about our chosen topic. This activity definitely added on to my knowledge. Overall, it was very engrossing and interesting to do. Here are some pictures of our presentations!



**Kashti Dedhia**  
**Grade 8**

## Chinese Education

Ni hao, this is Syed Maroof from Grade 9. Learning Mandarin or Chinese is fun in itself. By studying this language you are capable of communicating with 10% of the world's population in their local language. Currently, I am learning about how we can order food in a restaurant in the Chinese language and through this I'll be able to understand the conversations that take place in a restaurant. Before this chapter, I learnt about how we can speak/write about our hobbies (Àihào 爱好). It's always interesting to learn new characters everyday as well as the vocabulary. I would also like to wish you all happy holidays for this Chinese New Year (the year of tiger 新年快乐). Wishing you all a safe and fantastic year ahead!

**Syed Maroof**  
**Grade 9**





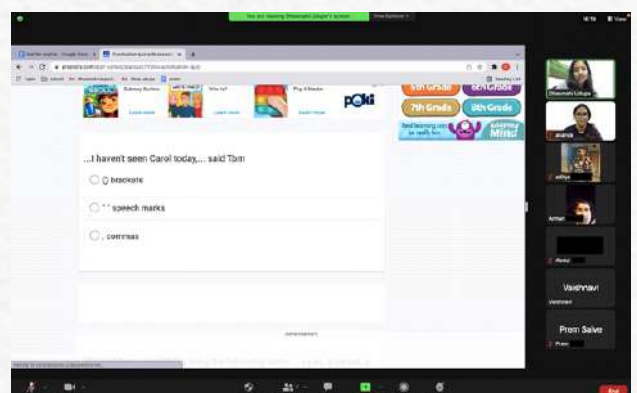
## Teaching Program with Enriched Lives Foundation

Earlier this academic year, we were introduced to the idea of teaching the underprivileged children from an NGO called ELF for a service activity for CAS. I was asked to partner up with a classmate so we could collaborate on this activity. Dheemahi and I chose to partner up and we volunteered to teach English to Grade 10 students. We decided to start with the basics of grammar and sentence structure to ensure that their foundation was strong before we proceeded with more. We started teaching them basics like nouns, adjectives, articles, pronouns and then moved onto tenses, active-passive voices, clauses and so on. Such topics would ensure that they had fluency in the language and everyday communication skills. After teaching the content every class, we would follow by solving worksheets with them to consolidate their understanding and would also revisit the topics the class after for retrieval practice.

We benefited largely from this activity since we had to portray our knowledge of the language and apply skills from other areas such as communication between the students and each other; critical thinking while explaining the concepts to them; language, as we often had to switch between Hindi and English and creativity since we often had to come up with innovative ideas. It was also a new experience from our previous teaching experience with another NGO where we taught Grade 4 students whose level of understanding wasn't as advanced as these students. This factor motivated us to constantly increase the complexity of the language and make it more inclusive and engaging for them. All the students being together physically in one classroom was a benefit for both us and the students, as they would often help each other out.

Overall, this CAS initiative was a great experience and a challenge for us to be able to transfer our learnings to a new setting. Even though we couldn't teach them in person due to pandemic restrictions, we always tried to make the lessons an interactive and fun experience for both of us. Hence, I am very grateful for being able to partake in this experience alongside one of my closest friends.

**Ananya Sudhir**  
**Grade 12**





# Tuck Shop

The Tuck Shop event was a charity event hosted by IBDP1 students. It was an initiation to raise money to buy data packages for the under-privileged children for whom we teach once a week. This comes under community service as part of our CAS project.

To begin, we came up with ten food items which were famous among school students from Primary to IBDP2. This event was held for two days during our snacks break. In small intervals, each grade came and stood in a line to buy the lip-smacking food awaiting them. The brownies, Oreo milkshakes and Nutella sandwiches were really popular among the younger children, whereas the hung curd dip with paprika sticks, Chinese bhel and canapes were famous among the high school students. The event was clearly a huge success since we raised 15,000+ rupees.

The money we raised gave us an opportunity to give the non-privileged children we teach interruption-free and good quality online classes so they too could have a fun time learning with their teachers and peers.

**Vaneesha Kothari**  
**Grade 11**





# Valentine's Day

The day we celebrate love in the most special ways is also commonly known as Valentine's Day. This festival is celebrated on 14th February. But have you ever wondered why?

## **Background Information:**

Valentine's Day is the international festival that celebrates the feeling of love. This day marks the death anniversary of a Christian legend, Saint Valentine. It has commonly been portrayed as a day meant specially for lovers. Although it is true, this day has a bigger meaning to it.

## **History:**

14th February is dedicated to a man named Valentine, who was executed by Emperor Claudius II. Emperor Claudius II had banned marriage, as he thought married men were bad soldiers. Valentine felt this was not correct, so he decided to break the rules and arrange marriages secretly. When Emperor Claudius II found out, Valentine was thrown into jail and sentenced to death. When all this took place, Claudius fell in love with the jailer's daughter. When Valentine was supposed to be killed on 14th February, Claudius sent a letter to his daughter and in the end it stated, "from your Valentine".

Other beliefs state that the celebration of Valentine's Day has evolved from a Roman festival that used to take place earlier. The festival was called Lupercalia and was celebrated in the middle of February – officially the start of their spring time. Boys would have to pick out names of girls from boxes and they'd have to be partners during their festival and would even get married!

## **How I Celebrated it:**

Many of us celebrate Valentine's Day with a partner, family member or pet! Like every year, I celebrated Valentine's Day with my family members! This year, as a token of love, I cooked for my family and baked some cookies. I made pasta and chocolate chip cookies. These two items are my family's favourite and we can eat them at any time of the day!



**Shona Ganatra**  
**Grade 9**





## Chinese New Year at GICLM!

Chinese New Year is a festival celebrated in various parts of the world. It is a 15-day event that begins with the new moon. This occurs sometime between January 21st and February 20th according to Western calendars. Festivities last until the full moon. The holiday is sometimes called the Lunar New Year because the dates of celebration follow the different phases of the moon.

This year, Chinese New Year was celebrated in a very fun and interesting way at GICLM. First, Nursery to Grade 8 students presented traditional Chinese songs and dances. After which, students could take part in many different stalls present in the MFH. These showed Chinese culture and incorporated Chinese games too. The games included: top spinning, art of using chopsticks, calligraphy, making Chinese lanterns, and more. All students were given an entry ticket to play each game.

All in all, the event was very successful and all the students enjoyed themselves and are ready for great things in the Year of the Tiger!.



**Dev Mehta**  
**Grade 7**

## Funtastic Saturday

On the 19th of February, 2022, GICLM hosted a 'Funtastic Saturday' event. It catered to families outside of the institution, specifically children from the ages of 3 to 17. The main purpose was to allow attendees to explore the faculty as well as get hands-on experience about learning at GICLM. Visiting students were segregated into different sections (Pre-Primary, Primary and Secondary) depending on their grade level. Then, they were each divided into smaller groups, and were taken to one of the three activities planned. After finishing a certain one, they would switch. This formed a rotation system that enabled everyone to visit all the areas while still maintaining social distancing protocols.

For Pre-Primary, visitors got to enjoy dance and musical jam sessions, while Primary pupils attended art, dance and Lego activities. At the same time, Secondary students enhanced their maths, chemistry and computer skills. Additionally, respective coordinators had an interactive briefing with the guests. During the event, a few GICLM students also escorted attendees to their activities, whereas the others took them on a student-led tour of the building. Next month, another 'Funtastic Saturday' is scheduled to take place which is going to particularly focus on a multitude of languages as well as physics. Overall, the event proved to be extremely fruitful for all involved!



**Jia Sankhla**  
**Grade 8**

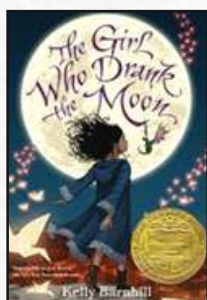


# February Book Recommendations

## Grades 1-3:

### *The Kid Who Came from Space* by Ross Welford

When Ethan, a twelve-year-old, goes in search of his twin sister Tammie, he strangely takes the help of his friend Iggy, a chicken named Suzy, and an alien named Hellyann. As they begin their search for Tammie, they learn they have a lot more in common than they thought. Personally, I was engaged with the story and cared about the characters. It is another superb story from Ross Welford, who always seems to deliver when it comes to fast-paced tales with humour and heart in equal measure.



## Grades 4-5:

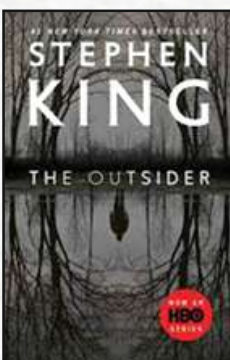
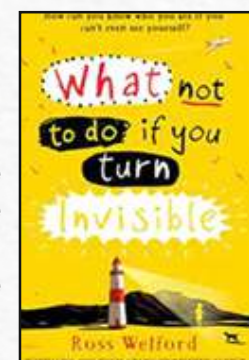
### *The Girl Who Drank the Moon* by Kelly Barnhill

After being raised by a witch named Xan, Luna must discover how to deal with the magical abilities she was given by mistake. Before it's too late, she must master her skills. I've never read a fairy tale quite like this one, and for that, I adore it. It's a beautiful combination of dystopia and fantasy.

## Grades 6-8:

### *What Not to do if You Turn Invisible* by Ross Welford

Twelve-year-old Ethel Leatherhead merely wanted to treat her acne, not make herself invisible. When she mixes herbs that she bought on the Internet with time spent in a used tanning bed, she gets precisely what she wants. It's terrible at first to be invisible... and then it's enjoyable... but when the effect doesn't wear off one day, Ethel finds herself in the middle of a terrifying adventure. This book is absolutely amazing. It captivated me from beginning to end. It was a book I actually couldn't put down!



## Grades 9-12:

### *The Outsider* by Stephen King

The Outsider follows the life of a 14-year-old kid for two weeks. This tale explores Ponyboy Curtis and his problems with right and wrong in a society where he thinks he is an outsider. This book was a head trip for sure. It was nice though, as it had lots of elements from a King novel and the ending did not disappoint.

**Drisana Zaveri**  
**Grade 8**

**Chief Editors:** Jia Suri and Jia Sankhla

**Head of Photography:** Aanya Patel

**Section Heads:** Kashti Dedhia, Riona Shah, Misha Shah, Dheemahi Udupa, Riddhi Shobhavat

**Writers:** Syed Maroof, Ananya Sudhir, Sreshta Kanakadandi, Drisana Zaveri, Vaneesha Kothari, Dev Mehta, Shona Ganatra, Vihaa Shah, Hriday Agarwal, Gitika Pariani, Barbie Vora.





# Engaging Minds, Changing Futures

At GICLM, we believe that education is all about the possibilities of curiosity, learning, discovery and achievement.

Join us to create  
endless possibilities  
for your child's education



Garodia International Centre for Learning Mumbai  
Plot No. 55 , 90 Feet Road, Ghatkopar (East).  
Mumbai - 400077.