

SURKHIYAN सुरखियां

STEAM
CHALLENGE

REGREEN THE DESERT CHALLENGE
— THE MIDDLE EAST

ELECTRIFIED AWAY



HOW TO BEAT
IB FEAR

RELIVING THE
EGYPTIAN CIVILIZATION

UNDER THE WISDOM TREE
OF OUR GRANDPARENTS

Fabulous February



As much as we wished and hoped to be back in school, meet friends, share snacks, and go back to the old normal – we were very much online during the month of February, making the best of the opportunities this mode provides us.

Early Years, the most colourful and vibrant lot of the school, continued to have fun making things, cooking up food and telling wild stories. They also worked on building number skills and other concepts that are fundamental to future learning. The concepts covered were as diverse as transport to firefighters to concepts of magnetism. Art, Design, Music, and Dance kept the learning more fun.

Not far behind, learners from Primary grades dabbled with Language Arts, Math, Science and IT concepts. Grade 1 had an ‘electrifying’ experience learning about concepts of electricity through the use of everyday objects like balloons, paperclips, sour limes, and more. Kitchen science can play significant roles in concept building, especially for early learners. Our Grade 2s welcomed new friends, in their traditional warmth, as they led them into new learning experiences and included them into their fun gangs. Grandparents joined hands as they shared experiences of transport and lifestyles when they were growing up, which helped these young learners understand our changing world better. Chocolate chip cookies sure added more punch to the ongoing inquiry unit for our 4th and 5th graders.

Our learners from Secondary were kept engaged by creating green deserts through rain-water harvesting to explore life in Ancient Egypt. Novel study and language learning kept the communication bridge strengthened, and students continued to keep moving ahead, taking charge of their learning with the help of their teachers.

Mock Exams for Grade 10 and Grade 12 students also kept the midnight oil burning for our older learners, and their teachers too!

Overall a very busy month at GICLM filled with a variety of activities and opportunities for learning!

Mahalakshmi Anand
Head of Primary



Going Places

There are many modes of transportation that allow us to move from one part of the world to another, and learning about them is one of the first things that little ones do as soon as they start communicating with their families.

During early childhood, children are dependent on their parents to carry them around before they start walking. As soon as they start getting older, children start playing with toy cars and learning how to drive through their houses, which turns out to be a great exercise for children's spatial awareness.

The little ones of Nursery this month learnt about the various means of land transport. But what excited them most were the special vehicles – fire trucks, ambulances, and police cars, among many others. The sounds of the vehicles kept them glued to the lesson.

Fire engines and firefighters always seem to peak the interest of our Nursery students. A simple and fun craft idea which these young learners loved was doing their handprints and sticking a ladder, pom pom, firemen, and other decorations onto a fire engine. They were amazed at the outcome and took pride in showing their work to their parents and peers. This activity helped in concentration, coordination, dexterity, and independence.

Peeling oranges with their little fingers is yet another practical life activity for kids that was done during the month of February. Besides being an important skill, peeling oranges and shelling peas are excellent for fine motor skills and sensorial exploration. This is what our little ones experienced when they got to do this activity.

Throughout the themes and the activities done this month, Nursery students were encouraged to think logically and to make comparisons.



- Nursery

Movie Time!

It was a great day for children in K1, as they enjoyed every moment of the movie Ozzy. They went through an emotional roller coaster ride with Ozzy the dog throughout the film. The peak of excitement was the company of friends online and a bowl of popcorn to eat while watching.



- Kindergarten I

STEAM CHALLENGE !

Craft sticks are definitely one of the kids' favourite building materials! In this online STEAM activity session, K1 tutors challenged their students to construct the longest possible bridge using their craft sticks. This was a great activity to explore gravity and balance points, while also encouraging cooperative learning.

It's really hard to build a bridge, but when you have friends around, the task is much easier and fun!

- Kindergarten I



Learning Through Play, Imagination and Experimentation

The month of February saw our K2 children portraying a scenery using oil pastels by following the tutor's step-by-step instructions. It was amazing to see our little ones come up with varied interpretations as they described their artwork to their peers and tutors. This activity helped to enhance their vocabulary, imagination and develop their grip strength as they had to manipulate and hold the crayons in a certain way to get the desired outcome.

Through play, children can also nurture their imagination, improve their ability to listen, as well as develop important cognitive skills that will aid their future development. Memory games are a vital part of this. In February, K2 children were introduced to a game where they were asked to observe a list of objects/items and then encouraged to name as many objects as they could remember. We made the game more challenging by encouraging them to recollect what they had seen and write the names of the objects. They were also asked to draw the objects they had seen in the same sequence, if possible, when played for the third time. Playing memory games can improve attention span, enable children to concentrate, increase short term memory and enhance their critical thinking skills. Memory games can improve visual recognition and spatial skills too.

Children love to explore the world around them, and we at GICLM strive to encourage them to experiment with simple household items which can enhance their observation skills and teach them some scientific principles too. For example, children were asked to go around their house and investigate which objects get attracted to a magnet. They had fun playing with the coins, paper clips, paper and the magnet as they came to understand about magnetic objects getting attracted to only certain types of metals. With the help of u-pins, a magnet and a glass of water, children were shown that water does not affect the power of the magnet. They were also introduced to the two poles of a magnet by explaining that similar poles repel and opposite poles attract each other.

- Kindergarten 2



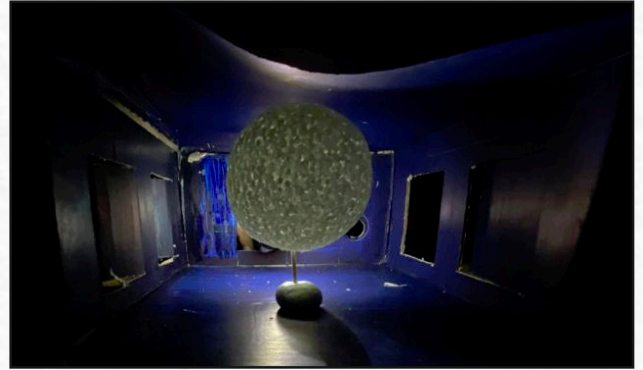
Happy Valentine Day!

Early Years Tutors at GICLM brought a little magic to the online session in February with fun heart art projects using paper rolls and various art and craft supplies in a range of activities for Valentine's Day. Students had fun painting and also enjoyed decorating in their own way. It was great to see the children working independently and using their creativity to come up with wonderful works of art. It was a super fun day for all!



Movement of the Earth

For the IPC unit 'Movement of the Earth', the students of Grade 4 built models to demonstrate the rotation of the Earth, the revolution of the Earth and the phases of the Moon. Students were able to describe the rotation and revolution of Earth and could also explain the natural phenomenon caused by them. They were also able to identify and explain each phase of the Moon. They then created and presented a booklet with information about famous astronomers who studied space and made various discoveries.



- Grade 4

Cookie Mining Activity

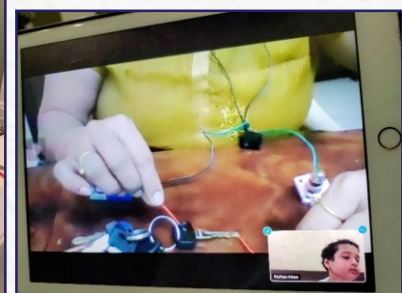
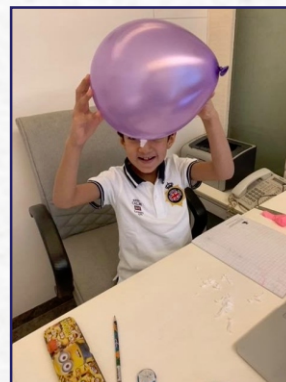
For the IPC unit 'Black Gold', the students of Grades 4 and 5 learnt about the process of mining through an activity called the Cookie Mining Activity. The cookie represented the Earth and the chocolate chips represented coal. While performing the activity, students learned about the process of mining and how natural resources are extracted from the ground. They also learnt how difficult it is to extract resources and why is it important to use them wisely and conserve them.



- Grades 4 and 5

Having Fun with Electricity

The students of Grade 1 were super excited to perform different experiments with electricity. The kids performed various experiments with balloons and paper, and were amazed to see the paper getting attracted to their balloons due to static electricity. During this engaging session, the kids also learned about the open circuit and closed circuit, and the various components required to make the circuit. They all were inquisitive and super excited to see the electric bulb glowing.



- Grade 1



Under the Wisdom Tree of Our Grandparents

What children need most are the essentials that grandparents provide in abundance. They give unconditional love, kindness, patience, humour, comfort, lessons and most importantly cookies!

Students of Grade 2 had a wonderful time talking to their grandparents about various modes of transport they used during their times. Students discussed and compared the changes that have taken place since then to the methods we use to travel today. They used a questionnaire to get responses and then analysed their findings. This activity helped them to understand the various changes and improvements made in the way people travel. It was a good learning experience that blended Geography, History and Math (handling data).



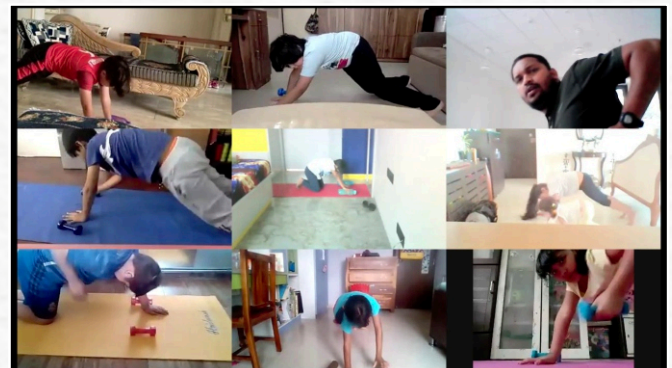
- Grade 2

Learning PE Online in Primary

The PE session for the Primary section has been an amazing experience so far. They have been extremely enthusiastic this year and very keen to learn various techniques. To throw some light on this, we did various exercises such as dumbbell workouts, plank variations and a full-body workout. The youngsters are very keen on learning and improving their physique, which will surely help them in their future endeavours and in focusing on their studies. Due to the Covid-19 pandemic, the mental fatigue caused by technology is eradicated on the days the students carry out physical activity. PE is a guaranteed way to help cope with problems such as headaches, mental and physical fatigue, lethargy, and the inability to concentrate on studies, among others.

PE is an aspect of GICLM that is inseparable from hands-on learning. If students must learn, it is both through theory and their own experiences. Furthermore, the “rank-system” plays a major role in our PE sessions, as the students are given ranks according to how they have performed in each session. This drives them to do better and better with each passing session. In addition, the students get overly excited when asked to show the class a particular workout. This too helps them to gain more self-confidence and eliminate any sort of self-doubt when it comes to sports.

In conclusion, exercise is an integral part of a student’s life, and I urge everyone to take it up with the utmost happiness and self-drive. The youngsters at GICLM are living examples of how people are able to cope with the pandemic with physical exercise — we must all learn from them.



- Mr Roshan Chavan
Physical Education Teacher

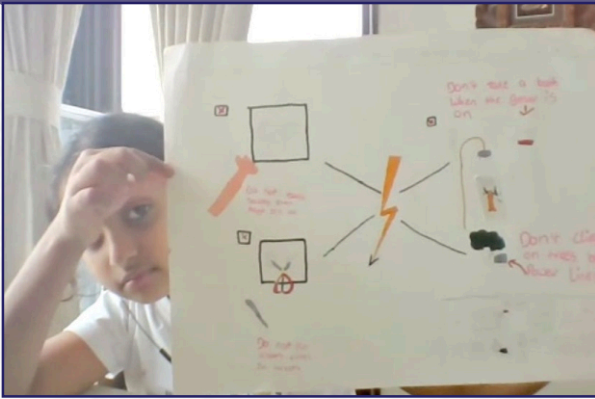


Electrified Away

Our young scientists from Grade 3 recently had the opportunity to learn about electric circuits for their Science class this month. They learnt about the different components of the circuit, the impact of breaks in a circuit and how individuals should use electricity safely.

Students then demonstrated their learning by creating or finding and explaining a simple circuit at home. Simple materials such as wires, bulbs, batteries and switches were used to demonstrate how the circuit works. Students were then able to visualize the impact adding and removing batteries might have on circuits. They also enjoyed experimenting as a class to see whether the circuits could be powered by replacements of batteries. To demonstrate safe electricity usage, students even created safety posters to promote electric safety. Students understood the “power of electricity”, and the dangers that come along with them in daily life. Take a glimpse at some lightening moments from our unit.

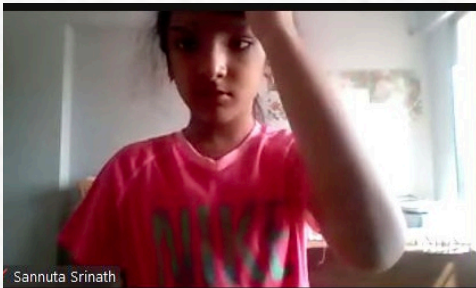
- Grade 3



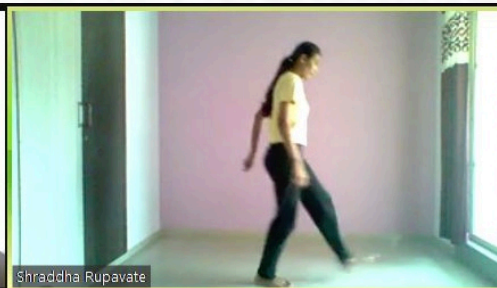
Dancing to Our Angles

Upon learning about different angles for their ‘Angles, Position and Movement’ unit in Math, students from Grade 3 recently had the opportunity to groove to them. With the collaboration and guidance of Shraddha Ma’am, students danced away to movements that formed different angles for movements. It was a thrilling experience for students to see how their mathematical concepts can be adapted and used as dance movements and patterns. Together, the class performed a song and some tunes to form different angles and grooved to the rhythm. This activity not only helped remember and apply concepts learnt, but also encouraged students to be physically active as they work from home. Students enjoyed this little collaboration and look forward to more such interactive activities. Take a glimpse at some of our young mathematical performers dancing away!

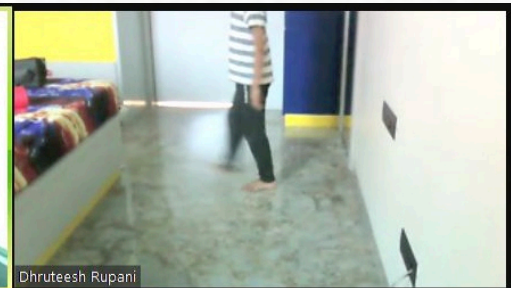
- Grade 3



Sannuta Srinath



Shraddha Rupavate



Dhruteesh Rupani



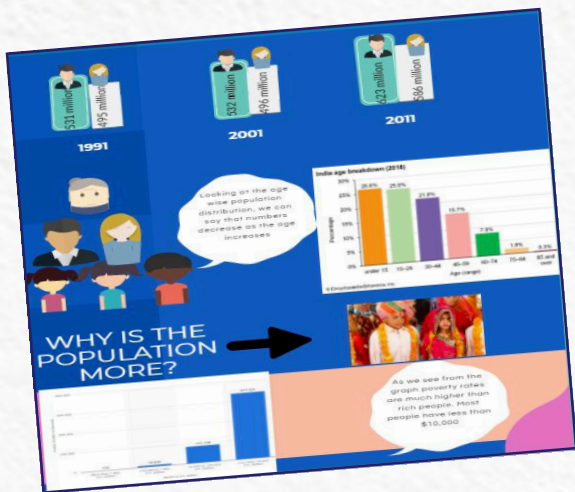
Ghaisa Davies



AARAV GUDKA



Over and Under population: Infographics



While learning about the population in Geography, Grade 7 students had to make infographics to summarize and expand the information learnt in class. This was an individual task during which each student had to choose two countries – one overpopulated and the other underpopulated. They could make use of various platforms such as Canva, Piktochart and Venngage.

An infographic meant more use of visual graphics, stickers and graphs rather than text. The students researched numerous aspects that could affect the population and based a few opinions on factual information. Lastly, they had to present their work in front of the class and explain their infographics. This was a great task that helped to boost visual creativity as well as learn more about different countries and their population status.

Jia Sankhla
Grade 7

Regreen the Desert Challenge — The Middle East

While learning about the Middle East weather and climate, Grade 8 students succeeded in completing the challenge, "Regreen the Desert" by practical action. Regreen the desert was an exciting STEM challenge that inspired pupils to develop ideas to address a real-life problem caused by climate change. Their challenge was to capture rainwater to irrigate crops for a community living in North Darfur, Sudan. The students developed solutions to help combat the impact of climate change in Sudan by designing and building model systems to capture then disperse rainwater to irrigate crops. Through this activity, students gained an understanding of how water pressure works, developed problem-solving abilities, teamwork and presentation skills and discovered how STEM can help solve global issues around food security and achieve the UN Sustainable Development Goals.



Grade 8

Mon école

Speaking is considered to be a pivotal skill for language learners. Learners often measure their success in language learning by the extent to which they can use their spoken language.

French learners of Grade 7 made a PowerPoint presentation on the topic 'Mon école' (My school) and exhibited their speaking skills. The presentation included about eight to ten slides covering a wide range of information like the name of the school, logo, school timings, subjects, sports activities, and more. It allowed the students to reflect on the lesson as they endeavoured to use all the vocabulary, sentences, connectors and adverbs taught to them in the class.

Using PowerPoint improved the students' motivation, increased authentic materials for study and encouraged interaction between the teacher and students.



Grade 7



Reliving the Egyptian Civilization

Ancient Egypt was an early example of a massive civilization spanning thousands of years. Grade 6 received an opportunity to relive the Ancient Egyptian epoch by accomplishing a few activities of the era. Firstly, the students wrote their finest imaginative recount as an Egyptian Pyramid worker, as they composed a journal entry of an imaginary day of a pyramid builder.

To record this diary entry, the students created a replica of the then used papyrus paper. Then, they learned the use of hieroglyphs as a form of communication, record keeping and as a means for preserving and passing down history. They then practised using hieroglyphs to create an Egyptian name of their own. Thirdly, after learning about the Egyptian Gods, the students invented some new Gods and Goddesses, getting as creative as possible.

Lastly, the students mummified one slice of apple by leaving it out for a week alongside a normal slice. They then compared the two and reflected how well the mummy apple had been preserved! They used salt and baking soda that acted as a desiccant. They truly enjoyed the series of activities.



Grade 6

Ancient Rome

The students of Grade 7 had a culmination day for the unit, 'Ancient Rome'. They got an opportunity to display their understanding of the history of the Roman Empire.

To recreate the Ancient Roman construction, students made a 3D model of the roads and aqueducts. Through this activity, they could identify the building techniques and the creative design methods used by the Romans. They also made the weapons used in ancient Rome which enabled them to understand why the Romans were so good at invading. Students then created Mosaics and were able to explain the role Mosaics played in ancient Roman society. Through this unit, they learnt how the Roman culture and the Romans themselves have influenced the world.

Grade 7



On the Hunger Games Journey

“Telling a story in a futuristic world gives you this freedom to explore things that bother you in contemporary times.”

-Suzanne Collins

This quote by Suzanne Collins, author of ‘The Hunger Games trilogy’, aptly points towards the journey that students of Grade 7 went on while exploring the first novel in their English classes. Starting with the problems that we see around us like climate change, unrealistic beauty standards, mental health issues and reality TV or social media’s negative influence, students imagined a future world where these problems are magnified, which helped the class ponder on the essence of dystopian adventure as a genre. From figuring out heavy concepts like utopian and dystopian worlds through activities on Padlet and weekly recall quizzes, to creative tasks like creating posters of districts/candidates each with their unique features and designing character costumes, we thoroughly investigated many elements of this novel.

Discussing the novel through the teenager Katniss’s point of view made a lot of sense as the students could draw parallels with her confused state of mind, raging hormones and jittery feelings of first love and a sense of apprehension. However, the highlight of our Hunger Games Journey was the Scavenger Hunt for Survival Aid activity, wherein the students were given different situations and had to hunt for objects that would help them survive those dreadful situations in the forests. We even went on to understand various underlying themes like deception, friendship and bravery by finding evidence from the text and presenting it to the class.

Another new concept that the students acquainted themselves to was that of motifs! The novel presents so many motifs like the flowers, colours, the famous three finger Hunger Games Salute, and the Mockingjay Bird symbol that represents bravery, heritage and a strive for freedom (made famous by the singer Lady Gaga as her costume accessory). Students could see how The Hunger Games ideology has somehow become synonymous with the struggle for justice all around the world.

Overall, the novel has indeed made the students traverse a different and more complex type of text than the brief poems, short stories and articles that they are used to, and in an amusing way. Some of the heartfelt quotes like ‘hope is the only thing stronger than fear’ are going to stay with us, especially because of these challenging times.



How to Beat IB Fear

One of the major sources of stress for us humans (including the IBDP students!) has been the fact that we've had to accept there are a lot of things that are out of our control. We can't control when schools are shut down, or what the government decides is the best way to deal with the COVID-19 pandemic. We can't control what decisions are made about how the curriculum is going to be adjusted and assessed. For the IBDP students, the sense of losing control of your life was already a challenge, as IB demands our time, energy and a lot of attention to the curriculum.

A lot of us want to do well, and many of us feel the pressure to perform at our best during the course. Unfortunately, sometimes the pressure stops us from doing as well as we should. We rather get caught up thinking about what will happen if we do not study instead of putting that time into studying. We procrastinate, and that leads to even more stress.

In some ways, we are very simple beings. If we are uncomfortable, then we do our best to stop that discomfort. However, the IB is tricky because no matter what we do, the IB is not going to go away. In other words, we avoid thinking about IB. How do we do this? We do this by texting our friends, going on Snapchat, Whatsapp, Instagram, or YouTube, or playing Halo, Fifa, or watching Brooklyn Nine-Nine, and so on. While this causes you to feel a touch bit better at the time, it causes you to feel much worse later and you almost certainly don't enjoy relaxing the maximum amount when you feel like you should be working. To recap: brooding about the IB makes people feel scared, so they avoid it and end up paralysed, doing nothing.

Luckily, there is a way to beat this avoidant paralysis.

1. Breathe: Try this right now. Take a deep breath, hold it, then slowly exhale. Do this two or three times. What you're doing is calming your body and preparing yourself to approach the problem with a transparent mind.

Imagine you've got a math test in a few days and you're scared, so you have just been procrastinating all day rather than studying. Firstly, you need to move away from the computer. Then you should close your eyes and take a couple of minutes to breathe. You're feeling calmer already! What next?

2. Start to break the difficult stuff down. Whatever your problem is, it's not your problem. In fact, it is multiple small problems, each of which you can definitely handle. To achieve success you must break the matter down. The IB isn't one thing, it's six subjects (and core). Each subject is itself many smaller parts or topics. Each topic is a large number of little bits of data, and every of these are some thing you can master.

3. The next step would be to make a plan. Take five minutes with a calendar and think, what am I able to slot in to assist me to improve? A good plan is necessary for victory!

Imagine your math test is in two days. Don't panic, remember to breathe. Now you recognize that you simply are going to be tested on a couple of various things. So start to break the problem down. Plan to do two topics per day, one after and one before school. If topic one is Geometry, break it down even more. Decide you will practice areas related to volumes and trigonometry for example. Pick three questions from each area and plan to do these before school. If you manage it – great! Move on to the next segment. If not, keep practising and ask for help.

Keep chipping away at the work and you'll soon find you've done tons. If you get stuck or find yourself panicking, just repeat the above steps. If you can stay calm and keep moving forward, you can guarantee maximum success. Employing the steps above will give you a significant advantage while at the same time relieving stress.

Lopamudra Bareja
Grade 11



Time Management, Study Tips and How to Stay Motivated

Time management is the process of planning and controlling time consciously on particular tasks and activities mainly to increase productivity and efficiency. For students and adults, this skill is necessary because we have a large workload and multiple things to do at the same time, and this helps us deliver it on time without any compromises. Time management helps in the reduction of anxiety and stress as we are completing one activity after another and also results in less procrastination.

As an IB student, I have realised that time management is extremely important if our work needs to be turned in on time. There are a few other things we can do to make sure we maximise our time to the best of our abilities. Doing an assignment last minute will complete it and we will be able to turn it in, however, it will majorly compromise on the quality.

To manage your time well, you should refer to the four quadrants of time management which are: urgent and important, not urgent but important, not important by urgent, not urgent and not important. This helps to plan and prioritize everything you do in your daily life and classify it by its urgency and its importance. Adding on, it is very important to plan, prioritise and organise.

To-do lists are very helpful because they help us plan our day by writing down what needs to be done and when. Once written, it is easy to prioritize with the help of the four quadrants and this prevents skipping events/activities. Daily planners or the reminders app can be used for this. Once you're done with a particular task, it should be checked off, which gives you an idea of how much you have done and gives a sense of accomplishment at the end of the day.

Colour coding is a dynamic way to organise all the information you need. It helps you to mark important key ideas/terms and allows you to rapidly review what you're looking for. This also helps your notes look more organised and aesthetic.

A few other tips to study and remain motivated are:

1. Notes should be typed as this is a faster process which saves time, is organised and neat at all times. We can also search for what we are looking for and refer to it when we like.
2. It is also very important to avoid any distraction. For example, phones. It is very important to leave your phone aside and concentrate on your work. Many times we find it very hard to do so when the phone is right beside us; therefore, it is important to avoid this distraction by leaving the phone in a different room or with a parent until your work is done.
3. You should also identify a time when you work the best and are most productive. It can differ from person to person and this time should be taken to do the most important and urgent tasks. Adding on, frequent breaks should be taken and implemented. For example, forty-five minutes studying and then a fifteen minute break to avoid monotony.
4. Never leave anything for the last minute due to procrastination. It is very easy to put off things until the last minute because they aren't due, but this compromises the quality of the work as there is no time to do it in the end.
5. A healthy diet, sufficient sleep and exercise helps us to remain fit and thus improve our concentration.
6. Lastly, you should reward yourself for something you have accomplished. This helps you remain motivated and continue to do things in order to receive your reward.
7. Take some free time to do things you enjoy and which help you unwind and relax. For example watch a show or listen to music.



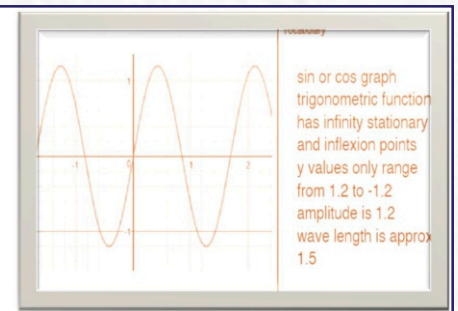
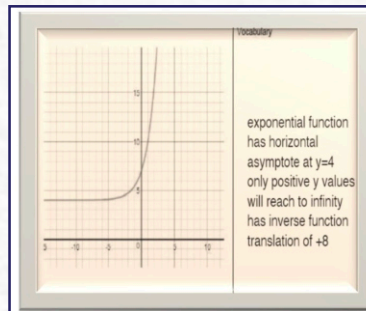
Ananya Sudhir
Grade 11



CALP ACTIVITY: GR II MAA 25th Feb 2021

Cognitive Academic Language Proficiency is required for the analysis of graphs. Graphs are used extensively in IBDP Mathematics as a representation of a function, data or context, and therefore the ability to read and describe them accurately is important for a DP learner.

To encourage the development of mathematical thinking and communication skills within the curriculum, IB suggested a few activities under their Tool Kit. We found this to be very useful, so we divided the Mathematics AA, HL and SL students into three groups. First, students were provided with six graphs and an empty space on their worksheets to write or analyse the graph based on their prior knowledge. Students were in breakout rooms and discussed with peers to collect all the information.

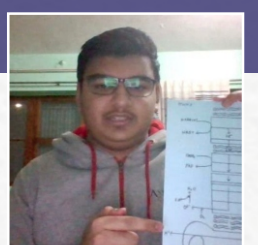
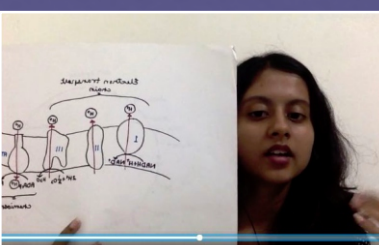
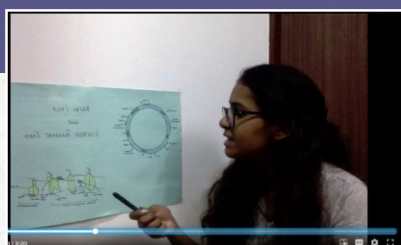
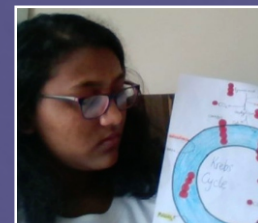
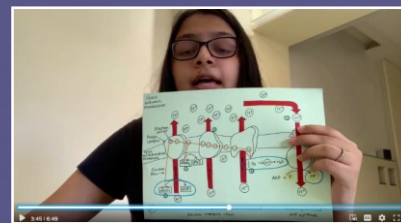
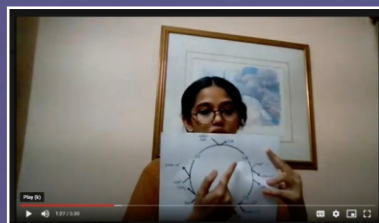
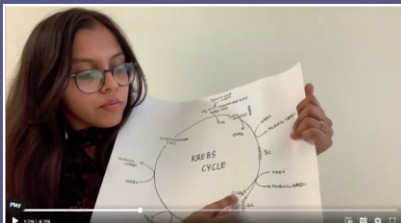


Using Flip Grid for Active Reflection of Learning

It is always essential for the teacher to assess the level of understanding of the students when we finish a topic. This can be done in many ways such as using a quiz, Google Form, a simple test, etc. Recently in our Grade 11 Biology class, we used the excellent tool, Flip Grid, to do an active reflection of what we learned in class.

Cellular respiration is quite a complex topic which students learn in IBDP Biology. It includes a lot of chemical reactions which the students have to explain with the correct scientific terminology. Therefore, I asked my class to create a video on Flip Grid explaining the process. The outcome was wonderful to watch. The students demonstrated their understanding very well. They also prepared resources to back up their explanations. I found that even the introverts who usually speak less in class were shining in this personal space, proudly explaining the concept. During these tiring times of online learning, the students also found this to be a change from the usual method of instruction.

Ms Elza Eldo
Grade 11 Biology



Shivaji Jayanti



Shivaji Jayanti commemorates the birth anniversary of Chhatrapati Shivaji Maharaj, the creator of the Maratha Empire. Ever since 1870, this date has been celebrated by carrying out processions and cultural programs as well as acting out stories from his life in Maharashtra and parts of Goa and Karnataka as well.

During his teenage years, he started seizing forts in Raigad and Kondana and during the political upheaval in later years, he created an enclave from the declining Muslim power of the Adilshahi sultanate in Bijapur. By 1674, he was crowned as the 'Chatrapati', a royal title given to emperors by the Marathas.

Shivaji aimed to create a 'Maharashtra Dharma' by reducing the use of Persian and Islamic influences and promoting Sanskrit and Maratha traditions in his court. He also was known for creating an advanced and modern-day administration system. This, along with his guerilla tactics and in-depth knowledge of the terrain around him, enabled him to defeat several empires that surrounded his kingdom.

This date is not only important for celebrating his rule in Maharashtra, but also for another important event. Jyotirao Phule in 1870 started the actual event upon discovering the Maharaja's tomb. However, Bal Gangadhar Tilak later brought it back to life in order to unite the common people using national pride to fight against the British Raj. Therefore, this day has helped many feel a sense of pride and unity as well as helped generate a cultural awakening.

**Dheemahi Udupa
Grade 11**

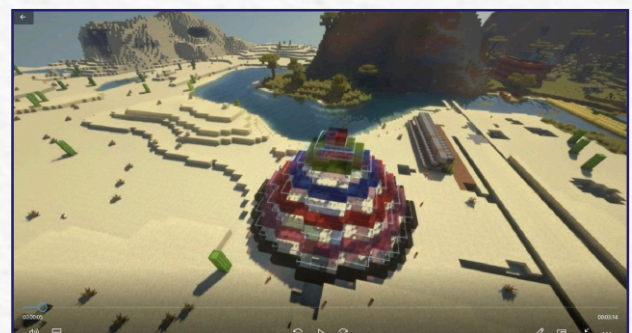
Teacher of the Month: Mrs Sheila Bhattacharya — Covid and My Teaching Experience



It has been a difficult year to teach language; sitting in uncomfortable places and postures at home and staring at tiny faces captured in unimaginative squares does not encourage communication, which is the essence of language learning. Despite it all, Grade 11 managed to get themselves excited about the task of creating advertisement campaigns promoting the most remarkable products.

Their brief was simple: the product needed to have social relevance and help towards creating a more inclusive and sustainable world. The teams worked hard and collaborated to create the most amazing products which included natural cosmetics that any socialite would love to brag about and quaint inclusive cafes where people find space and liberty to create their own snacks from healthy organic produce as well as a fantastic self-sustainable resort for the perfect vacation.

The products were advertised with the emphasis on the right words that would woo the audience and leave them craving for more. The whole exercise taught Grade 11 to understand the purpose of the advertisements and how to manoeuvre language to achieve that purpose. What was the impact of the exercise? Well, it can be best summed up in the words of one of the students: 'If we can do this, what do we need advertising agencies for'... an interesting point of view indeed.



**Sheila Bhattacharya
IGCSE and IBDP English Teacher**



Covid Precautions to Ensure Health and Safety

As you must already know, school is set to reopen soon! While this may be very exciting and thrilling, we must not forget that the Pandemic is far from over. In fact, with mutations arising in different parts of the world, leading to a supposedly 'smarter virus', we must take more precautions to prevent the spread of the disease. Here are a few simple guidelines which you can follow:

1. Always wear your mask when you go out of your house.

While this seems pretty obvious, there are several occasions where people do not understand the significance of the mask and therefore underestimate its potency at preventing the spread of the virus. The mask acts as a barrier, or a shield, that barricades the entry of pathogens, such as The Covid-19 virus, and hence prevents the spread of diseases.

2. Don't forget to sanitise and wash your hands frequently.

We've been hearing this time and again since the beginning of the pandemic; however, it is a crucial part of staying safe during these times. Washing your hands for twenty seconds helps disperse the virus and the alcohol in the sanitiser kills it.

3. Avoid travelling for holidays.

With the new strain of the virus, travelling should be at the bottom of your list. Putting off your travel plans can help prevent the spread of the disease and the supposed 'second wave'.

4. Avoid using public transport.

Public transport is one of the most common ways of catching the virus, as it is used by a large number of people on a daily basis. It should therefore be avoided unless absolutely necessary. A mask should be worn at all times and hands should be sanitised frequently if public transportation cannot be avoided.

Stay safe!



Nysa Phulwar
Grade II

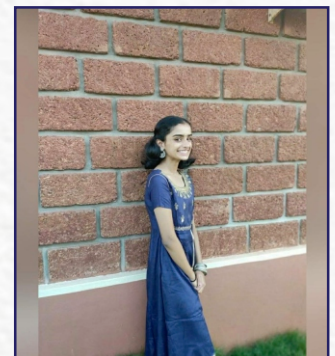
Sharing Our Ideas

Writing has always been more than just a passion for me; it is an inseparable part of me. So naturally, when I got the opportunity to write an article for the BusinessWorld magazine, I jumped at the offer! So here I am, speaking about my experience of writing an article about Gen-Z with my friend and classmate, Tanish Chheda.

What is Gen-Z's view of the world? What are our securities? Our insecurities? What are the unsaid truths? These are just a few questions we pondered upon and wrote an article about... it was a fruitful, yet fun journey indeed! We started off by writing down the pointers which we wanted to include in the article. Next, we brainstormed about the sub-topics that would come under those pointers. Then, we bifurcated who would write about which chain of thoughts, and then we went with the flow and penned all our thoughts — no restrictions, no reluctance, no validation; free-flowing! It was a lovely journey working together.

In conclusion, we wrote about topics right from gender stereotypes to social media addiction, and ended our article by talking about the various strategies that we can adopt for a better world, such as being responsible for Generation-Z. I urge all of you to be responsible citizens and do your part by doing what's right, and not just what's "expected of you". Break the archetype!

Please use the QR code below to access the full article.



Ninupta Srinath
Grade II



Clash of Pros: Round 2

Welcome back racing enthusiasts! I had my second go kart event, the Clash of Pros, on the 6th and 7th of February, 2021. This time around it was a completely different experience. The track layout had been altered and the surface was a little bumpy, which slowed the karts by half a second. This time there were sixteen drivers including me, there was even a team from Delhi that was competing as well. The Pro Senior class was very tight. Like last time, I had the main goal of gaining experience, while grabbing points. The schedule was a little different, as we had qualified on 6th after the practice sessions and on the 7th we had the races. The drivers were divided into 3 groups, the fastest driver in the 1st position of Group A, the 2nd fastest driver in the 1st position of Group B, the 3rd fastest driver in the 1st position of Group C, and so on.

Qualifying: I had a pretty abysmal session, as my tires had started to wear off quickly. However, I tried to make the most out of it, and I qualified fast enough to be in Group A, which was P7. Heading into the race I wanted to make the most of that advantageous position.

Race 1: Starting P7, I made sure to put in a few good opening laps, and the first three were really strong, but the kart wasn't at its peak, and by the middle of the race, there were strong vibrations. There was no option but to drive a little under the limit because I had three more races to go. I finished P5 overall, making two moves on the opening lap.

Race 2: Starting P9, I had to hope for miracles to take place, and by the end of the first lap, I jumped up to P7 and held the position for 5 laps. Then I managed to catch up with the front runners and made a move for P6. We had a great fight for a few corners before I overtook another driver. Catching up ahead, I took an alternative strategy to make the most of the tires, and driving a little conservatively helped me to cool the tires and I attacked the driver in P5 at the first corner. I then held the position for the rest of the race. It was a strong drive, but I could have pushed a little harder to make up one more position and grab a few more points.

Race 3: Starting in P3 all I wanted to do was attack and hold my position. But soon enough, the tires overheated and I was losing my grip. I was losing time and was defending the position, during which my kart sustained enough damage to make the steering rods weak. On the next lap, while going over a bump, the steering rod broke and I was a sitting duck and crashed into the wall, which ended my race then and there. You can see this event as it happened by using the QR code below.



Race 4: I started P4 and got a great start, which pushed me up to P2 until there were yellow flags on the whole track, which bunched us all up. I made sure to get away well, and attacked for P1, but there was not enough space, so I made sure to hold my position. I then sustained a series of damages where I was hit twice on the right side and another driver almost hit my engine. This caused me to almost spin out, and by the end of the race, I had no idea what position I was in. I did however catch up to the back of another driver and made sure to keep the charge on. Just a few laps before the end of the race, my brakes started to overheat, and I had to stop earlier than usual, during which I lost some valuable time.

In the end, I finished P6 in the standings, which was a little disappointing, but will no doubt push me to work even harder for the next tournament!



Gauresh Kuradia
Grade 12



Choosing a University

Since it is time for Seniors, including myself, to hear from the universities they applied to, here are a few things to consider before choosing the best university for yourself!

Academics: First and foremost, you want to go to a university that has a program you're interested in. On top of that, you'll want to consider the different variations of that subject and how it can translate into different programs. Let's say you're interested in biology. A university might offer programs in biology, biochemistry, biomedical engineering, biomedical sciences, biostatistics, and life sciences, so it's important to see which program is the best pick for you. Here are some questions to get you started.

- What subjects are you interested in? What kinds of programs relate to those subjects?
- What are the admission requirements?
- Do you want to get work experience while you earn your degree?
- Can the program lead to further education, such as law, business, or a specialized master's degree?
- Are you able to conduct research during your studies?
- Can you study abroad on international exchanges?

Another important factor to consider is the **Location**. University may be the first time you live away from home. Depending on which university you choose, you may have to move away from family, friends, and maybe even your country. Some location based questions you may want to ask yourself include:

- Do you want to study and live in a metropolitan city or rural area?
- Do you want to live at home while in school?
- How far from home do you want to be? Is it easy to get home?
- Taking into consideration the rent, transit costs, food, etc., does the bottom line figure work for you?

Accommodation is another factor to take into consideration. Whether you're staying in your hometown or moving across the country, where you live during university is important. Many students choose to live in University provided residencies for their first year.

If you're moving away from home, that means so long home-cooked meals and hello pizza! But seriously, you'll need to consider where and what you'll eat while at university, including meal plans as well as places to eat on campus. You might also want to consider the more budget-friendly option of cooking your own meals.

Since you would be spending a lot on university and accommodation, the **Commute** is another factor that you want to take into consideration. Student life doesn't stop on campus. Getting around town for food, shopping, and going out means knowing how to get from point A to point B.

Last but not the least, how a university can **prepare you for the future** is of the utmost importance. Whether it be continuing your education or entering the workforce, learning how your degree will translate into a career is important.

After taking all these factors into consideration, choosing your university should be a straightforward process. Just remember that before you make your decision, be sure to read up on the reviews of the university online, and make sure to network and confirm your choice. All the best to the students who are yet to hear from their universities, and to the ones who will apply next academic year!

Gauresh Kuradia
Grade 12



Role of the Profile in College Applications

As one starts exploring the University options for higher education, a very common question that comes to one's mind is how do I get into my dream college? What sets me apart from a fellow candidate that wins me an offer in the University of my choice? Due to drastic increase in competition, the stakes are high when you apply to high ranked Universities, even if you get good grades. This increase in competition has led universities to not to consider only grades as a defining factor for admission, but they also focus on achievements beyond academics to gauge the calibre of students.



For a truly successful application, in addition to academic achievement, you must demonstrate that you have deeply and consistently engaged with your chosen academic field through a diversity of experiences. Gaining some prior knowledge about the field you want to pursue puts you in a better position while applying to competitive colleges. In general, successful applicants demonstrate the highest levels of academic achievement as well as qualities such as Intellectual curiosity, love of learning, creative thinking, leadership abilities, along with a genuine interest in community service. While reviewing your application, Universities focus on how you demonstrate your leadership skills and qualities. Admission officials will gauge your interest in the field you are applying to by analysing the activities you have pursued beyond academics.

In this context, profile building plays an important role as one starts preparing for College. But an impressive profile is not something that can be achieved overnight. It takes time. Hence, the earlier you start, the greater your chances are of creating an impressive application. Though it is always good to pursue some activities beyond your academics in school, the appropriate time to start building your profile for college preparation would be Grade 9. The skills that you have gained through your involvement in extracurricular activities can be conveyed to the admission team through your personal essay, resume and the recommendation letters from your teachers and counsellor. Hence, documenting the activities you are engaged in is of the utmost importance.

There are various ways to build your profile. You can get involved in any extracurricular activity of your choice, be it sports, dance, music, art, painting or others. In addition, you can also consider pursuing online courses related to the subject of your interest, summer school or student exchange programmes, Olympiads and competitive exams, as well as internships and job shadowing. The challenge that students quiet normally face while building their profile is not only finding the appropriate activity that fuels one's interest, but also managing their time while trying to balance between academics and co-curricular activities. Nevertheless, these activities have several advantages as they help in overall personality development, enhancing one's confidence, communication skills, positive attitude and builds good interpersonal relationships. They also provide one with an opportunity to reflect on what motivates and challenges them while learning. This aids in developing independence of thought and places one in a better position to self-advocate their abilities that can optimize their learning experiences.

To emphasize once again, it is not only the high academic achievement and high test scores that count, but also showcasing yourself as a well-rounded candidate by pursuing co-curricular activities beyond classroom learning also plays an important role in getting into your dream college.



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