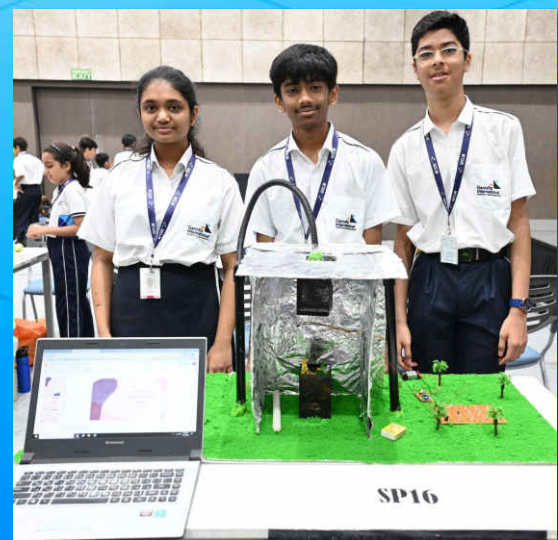


SURKHIYAN सुरखिया

NAVRATRI DHAMAKA

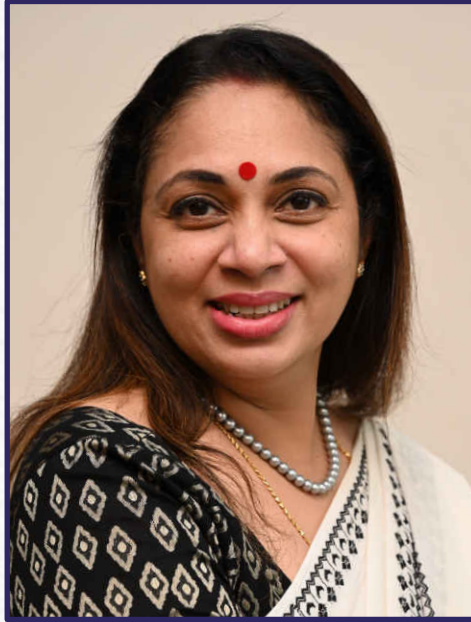
IBDP SCHOLARSHIP



SCIENCE & MATH FAIR

INTER-SCHOOL FOOTBALL COMPETITION

GARODIA MUN 2023



Greetings.

Students and staff of Garodia International returned from a well-deserved festive Ganesh Puja break only to hit the ground running. Yes, we returned to have another great run, keeping the place alive with activities revolving around curriculum and beyond.

The month started with preparations for a whole school Science and Math Week. Students were engaged in Science and Math projects related to their curriculum. While students of Primary grades dug deeper to understand these, and shared the same with their peers and other visitors. The students of the secondary section worked on projects that showed application of these concepts in real life. The fair at the end of the week saw a good turn out of happy and proud parents.

The GICLM Scholarship exams for IBDP were held during early October. The inter-school football match for Primary years was another interesting event this month. Students sure had enough opportunities to learn and prepare for a competition beyond their school. To add glitz and glamour to an already warm month, the school hosted the Dandiya Night for the school community. Navratri celebrations extended from storytelling, wearing specific colours, to dancing.

And with our tiny tots at Garodia FinlandWay's, they've been so busy! Professions, making music with pots and pans, and Ad making ! And you thought it's child's play?

Ms. Mahalakshmi Anand
Head - Primary



Happy Navratri!

Nursery Children celebrated Navratri by designing Traditional Clothes wherein they designed outfits to their liking. Children expressed their creativity using different craft materials to make their outfits look glamorous. Later, they participated actively in Non-Fire Cooking of chocolate ladoos and relished them during lunchtime. Children also danced to the Garba Beats at the end of the day.

Nursery



Professions in the Animal Town

Nursery Tutors had kept the setup of the School, Bakery Shop, Fire Station and Vet Clinic. Children were divided into two groups: in one group they selected the profession according to their interest and experimented with the role play, and the other group was colouring the concept-related worksheet. This play gave them hands-on experience in enacting different professions. Tutors began the concept by giving details of different professions and the four corners. Later, children choose their own profession and were engrossed in the play. Overall, the concept went well and the children learned new vocabulary and about many different professions.

Nursery



Game Moving Day

To enhance social and motor skills, children enjoyed a game where they arranged hula hoops as a house. They were asked to stand in one house, and the leader had to say "Moving Day", where they were supposed to migrate from one house to another. Whoever was left would become the leader.

KI



Cooking Music

We started the session by observing a wide range of different kitchen equipment. The children recognised many of them from their own kitchens, but also discovered utensils that they hadn't encountered before. The children recalled the importance of good hand hygiene before proceeding to make music and rhythms with pans, spoons and other utensils. They also sang songs while cooking up music. During play time, the children enjoyed drawing their own recipe on a pan.

KI



Lego Advertisement

The children had a blast exploring the world of advertisement. They all chose to execute their projects using Lego blocks. They split into groups and chose themes for their ads. One group made a carwash ad, saying: "Get your cars cleaned here".

Another group turned Super Mario into Lego, inviting children to "Come, let's play Mario game". One of the group's imagined a hospital for people and animals saying: "This is a hospital not only for men but for animals too". The last group created a car repair shop ad with the slogan: "Get your broken car's here".

KI





Measuring Fun

The children received a task to find out the length of their classroom. Instead of using traditional rulers, they measured using parts of their bodies. Soon, they decided to experiment with the use of soft cushions, chairs, and beanbags, as their measuring tools. The room became a playground of learning and fun!

As they explored and experimented, they recognised that due to the different sizes of the soft items, they were not gaining uniform results. The children wanted to solve the puzzle, and they came up with the solution to line up alphabet mats (which are all the same size), ensuring that their measurements were precise and accurate.

This cooperative session was not just about measuring the physical space; it was about measuring their own creativity. The K2 class truly shone, turning a simple task into an exciting adventure, where learning and fun went hand in hand.

K2



Brain-Boosting Fun with Clay

Our young learners recently engaged in a brain-boosting activity that not only sparked their creativity but also enhanced their cognitive development. In a hands-on session, students molded and shaped clay, unleashing their imaginations and honing fine motor skills. This activity isn't just about crafting; it's a brain workout! As they kneaded, rolled, and sculpted, these young minds were not only expressing themselves but also enhancing neural connections.

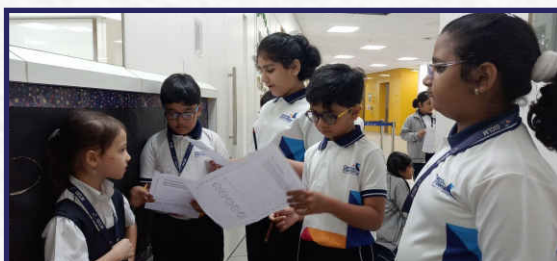
Grade 2



How Students Learn Around The World

The students of grade 3 were set on a mission. A mission to find out how learning appears around the world. They interviewed the EXPAT teachers & students from a different country to get insights on how learning takes place in different countries, what can we learn from them and understand the difference between Indian and foreign schools, learning methods, celebrations & the culture overall.

Grade 3



Mandarin Description - 'Xióngmao' (panda)

Grade 4 students drew their own version of a 'Xióngmao' (panda) during Mandarin class. They were then asked to present it and describe the physical features and appearance of the panda. This was a concluding activity on the unit of descriptions and body parts which helped the students understand the use of vocabulary and apply it in their own application of language.

Grade 4



Interview Activity (Fun with Questions)

Students of Grade 5 took turns being the interviewer and the interviewee, as the interview is a great way to let experts and leaders share their experiences in a more engaging and unleashing way.

This activity enabled the students to understand the types of questions that needed to be prepared before an interview. They learnt that the right kind of questions will help the reader or the audience know more about their favourite personality. They also understood that a good interview will give an insight into the the personality's life and understand the nuances of how that person has approached a challenge and his journey to success.

Grade 5



Stone Age Tools Activity

A hands-on activity was conducted in Grade 6 to learn how our ancestors created stone tools and weapons to develop key survival skills. By designing their own tools, the students understood how the early men made use of their skills and the natural resources available.

This engaging activity helped them understand what the world was like in the Stone Age and how people lived. They learnt how early humans created and developed these tools which allowed them to hunt more animals, use more materials, and create more objects.

Ms. Sarita Shetty
History Faculty



Exploring the Middle East

In the realm of geography understanding the intricate web of conditions in the Middle East is as complicated as it can get. This dynamic region, with its strategic importance and complex relationships, presents challenges that demand a strategic mindset. This month, the class of grade 8 explored the region of 'The Middle East' through the lens of the Tic-Tac-Toe task. In this task, 4 groups were made and each group had a different task, delving into the intricate geographical intricacies of the Middle East, encompassing its rivers, deserts, and more. This task required deep analysis and understanding. During the presentations, each group presented their findings, and the others absorbed the diverse information in all the groups. This task proved to be highly invigorating, setting it apart from our usual assignments. It not only bolstered our analytical prowess but also fostered a culture of collaborative learning among peers. Overall it was a great learning experience and experience for us to learn about the Middle East.

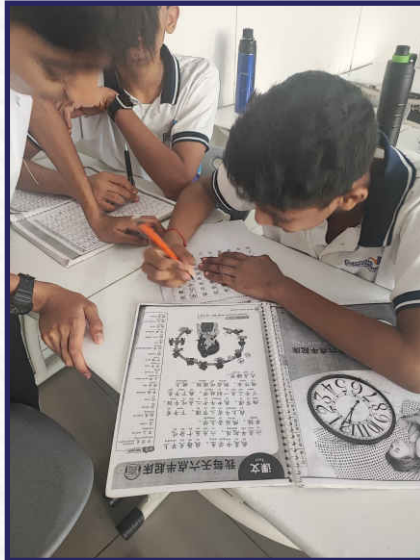
Vihaa Shah
Grade 8



Crosswords in Mandarin

To conclude the lesson about daily routine activities, the students of grade 8 solved a 'word search' in Mandarin which was a competition between different groups. Not only did they have to search for the phrases and expressions related to daily routine activities, but they also had to write the expressions in their pinyin form along with their English meanings. This activity helped the students use their knowledge and understanding of the vocabulary and review in a competitive environment.

Ms. Labdhi Ladoo
Mandarin Faculty



Exploring Science and Language

The German students of Grade 9 attended a one-of-a-kind workshop organized by the Goethe Institute in the heart of Mumbai, combining language learning and scientific exploration. The workshop, led by the renowned German science entertainer Mr. Joachim Hecker, provided an engaging and educational experience for all participants, truly leaving an impression on each and every one of us.

Mr. Hecker, known for his creative approach to science education, brought the subject to life with hands-on experiments. One of the most impressive demonstrations involved the construction of functional motors out of everyday items such as screws, foil, and batteries. This practical exercise not only demonstrated scientific principles but also piqued the participants' interest. Needless to say, you might still find a battery and screw in Grade 9 students' lockers as countless 'motor races' followed the workshop.

An intriguing experiment that led to an amazing explosion was another highlight of the workshop. Mr. Hecker's knowledge and enthusiasm made this experience both exciting and educational, leaving an indelible impression on all attendees.

Aside from scientific marvels, the workshop provided an opportunity for socialization. Participants engaged in lively discussions and worked together on the experiments, fostering a sense of community among the students. Our group delved into the complexities of the German language under the direction of Uma Ma'am, enhancing our linguistic skills in a supportive environment.

While the workshop was educational, it was also inspiring. Participants left with a better understanding of scientific concepts and an appreciation for how these principles can be applied in the real world. Furthermore, the event fostered friendships and intellectual curiosity, making it a once-in-a-lifetime experience.



All in all, the German workshop with Mr. Joachim Hecker was a well-rounded educational endeavour. It successfully blended scientific exploration with language learning, creating a memorable experience for all attendees. The practical experiments, coupled with the sense of community, made this workshop a noteworthy event, leaving participants with newfound knowledge and a sense of accomplishment. We had a great time and were amazed as we told all of our classmates about the events that unfolded.

Shreya Singh
Grade 9



The Art of Negotiation- Business Enterprise

In our Business Enterprise class, our teacher held an activity that would help us hone our negotiation skills. As a special guest, we had Mr. Patrick, head of secondary. Our goal was to negotiate with him about things that would help make our upcoming school trip to Kaziranga a more fun and overall a more exciting experience.

All the students took turns negotiating with Mr. Patrick to see if we could convince him to make some changes according to the data that we had collected about activities in Kaziranga in previous classes to prepare for the activity. Mr. Patrick was extremely enthusiastic and gave us great feedback which helped us gain more knowledge about how we can carry out negotiations in real life in the future.

Overall, this activity was a great experience as it gave us the opportunity to further develop our communication skills and gave us insight into how to carry out a proper negotiation.

Dia Morzaria
Grade 10



Quadrat Study by Our Junior Environmentalists!

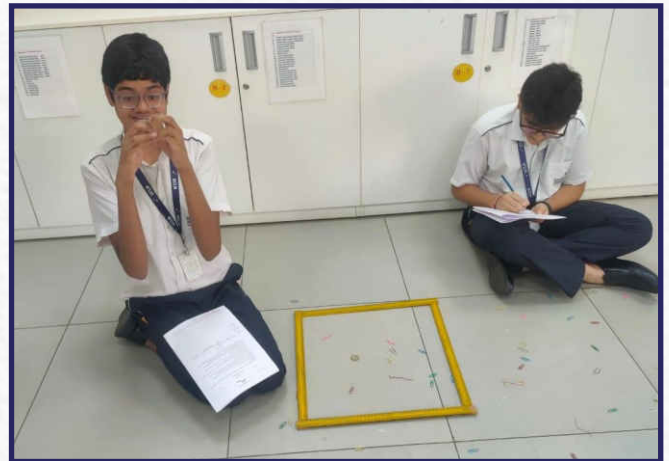
In Environmental Management (ESS) class, three students of Grade 10 did an interesting little activity about studying habitats using quadrats and transect lines! Quadrats and transect lines are instruments and tools used by environmentalists while studying and sampling the forests. The measuring units on the quadrat and the transect lines are the coordinates they would use. For making a pretend or a make-believe quadrat, a square was made using four rulers, and a transect line was made using a measuring tape. The ESS teacher, the kind and beautiful Ms. Priya – gave us different materials which we considered as the species. These included dried peas, steel needles, and paperclips of different colours! We first tossed a shiny coin, which fell on the floor. Wherever the coin fell, was the centre of the quadrat. We then took a count of the number of materials in each quadrat (one by one), like a census. They recorded their readings using a piece of paper and a pencil. This enthralling activity took place in the Biology lab (Floor 6)

In the following class, in the ESS Room (Floor 6), the three students measured the materials again, this time on a transect line, finding the exact coordinates of each material, using the measuring tape. The same materials were used again: paperclips, peas, and needles.

Overall, the experiment was a fun and exciting one. So, how about you? Why don't you get some small materials such as different-colored paper clips or marbles, and then perform this activity on them? It would be an absolutely fantastic experience!

So, go on, and give it a try!

Varun Venkatesh
Grade 10



Origin of Cells

About 4.5 billion years ago, the force of gravity pulled rock that had been scattered around our Solar System into the cohesive sphere that we live on today, our planet, Earth. As the Earth cooled, the water vapour in the atmosphere condensed, falling as rain to become our oceans. Similarly, many scientists formed hypotheses to explain the origin of cells on Earth.

The higher-level biology students of IBDP 1 learned how cells originated through an exciting activity. We all were presented with a sheet of what scientists believe to be the necessary steps for the evolution of the first cells. Our teacher then described to us various hypotheses and theories that we had to appropriately match to each of the steps. This prompted us to put on our thinking caps and determine the effects of each hypothesis.

As our exploration deepened, we transitioned into a discussion about how new evidence can affect the credibility of existing theories, delving into the uncertainty that surrounds our understanding of cell origins. It was fascinating to see how our science class could connect with topics in the Theory of Knowledge (TOK), highlighting the seamless crossover between different fields of knowledge.

Our enthusiasm for interactive activities in biology class has been ignited, and we look forward to further engaging with the subject, bridging the gap between science and philosophy.

Riddhi Shobhavat
IBDP-I

Inside the GICLM Tribunal: A Riveting Role Play Experience on Nazi Crimes

In the hallowed halls of our history classroom, we embarked on a transformative journey through time. The task at hand was to recreate a pivotal moment in history: the trial of Nazi war criminals. As I stepped into the shoes of a participant in the GICLM Tribunal, I found myself submerged in the complex world of justice and morality.

The defendant on trial was none other than Hermann Göring, a high-ranking official in the Nazi regime. The responsibility of defending this notorious figure fell upon Prarthana, a fellow classmate whose determination and legal prowess were truly inspiring. Our very own Arushi took on the mantle of the judge, presiding over the proceedings with an air of authority and fairness. On the opposite side of the courtroom was Mehek, our fierce and brilliant prosecutor, ready to uphold the pursuit of justice.

The atmosphere was tense as the trial began. The gravity of the crimes committed by the Nazis hung heavily in the air, and our roles demanded a deep understanding of the historical context.

For me, observing this intense courtroom drama was a profound learning experience. It was not just an exercise in understanding history but also a lesson in empathy, critical thinking, and public speaking. Witnessing my classmates embody their roles with such dedication and fervour was a testament to the power of education in shaping young minds and fostering a sense of responsibility towards the world's past and future.

In the end, as the final arguments were made, and the judge prepared to deliver the verdict, there was a palpable sense of anticipation in the room. Regardless of the outcome, we had collectively delved into a chapter of history that demanded our attention and reflection.



As I look back on our GICLM Tribunal experience, I am filled with gratitude for the opportunity to engage with history in such a profound and immersive way. The lessons learned and the empathy cultivated during this role-play activity will undoubtedly stay with me, shaping my perspective on justice, morality, and the importance of remembering the past to build a better future.

Arushi Naik
IBDP-I

CAS Visits- IBDP I

Access Life is an NGO that provides a temporary home for underprivileged kids who are battling cancer and their families, along with that they also provide transport to and from the hospital, groceries so that the family can cook homemade food, counselling support, as well as education and recreational programs. I have been volunteering once a week for a month now with my group, organising various sessions that cover a multitude of different topics ranging from art, craft, and music. The latest session we did was 'toran making ' in which we cut up a bunch of different shapes from a variety of coloured papers, and had them make their own combinations and stick them on a string. The kids were so excited and enthusiastic, wanting to cut out their own shapes and design them as well! It is an absolute delight to be able to spend time with and get to know them, and I look forward to our sessions every week.

Mehak Srivastava
IBDP-I



Spanish Shopping Unit

Based on the unit of 'Hacer compras (Shopping)', the students of DP2 Spanish ab initio discussed the pros and cons of shopping online versus in the shop. The students wrote some points based on both, and we stuck the notes on the board. The students then saw the views and comments made by the other group as well as discussed their agreement and disagreement of the same.

Ms. Honey Khanna
Spanish Faculty



CAS: Self-Defence Session

The self-defence training program at my school was an enlightening experience. It introduced me to the world of different forms of self-defence, focusing on two fundamental aspects: defence and punching techniques. The punching techniques were fascinating, demonstrating the importance of precision and power. Self-defence doesn't only come with power but also with discipline, consistency, courage and focus. Without these elements, self-defence is not as effective. Overall the session was very informative and I ended up learning a lot. Moreover, the session focused not only on the development of self-defence skills but also on increased self-awareness and a positive self-image.

Ishan Vaykole
IBDP-I



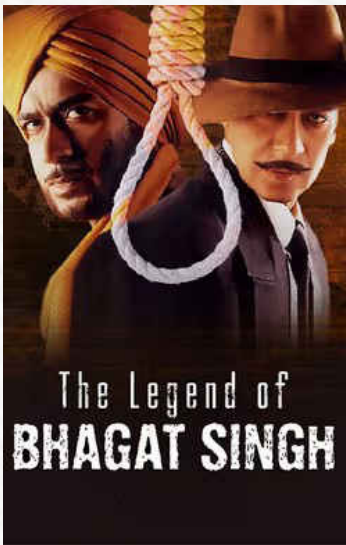
The Prestigious IBDP Scholarship

The annual scholarship for IB Diploma Programme (DP) students was held this month. The scholarship is awarded to students who demonstrate academic excellence, extracurricular talent and leadership skills. The selection process consisted of two rounds: a written exam and an interview. The written exam covered a variety of topics including English, Math, and Science. The interview consisted of a group discussion and a personal interview. This year, there were over 50 applicants for the scholarship. The winners received scholarships of varying percentages for their time in the IB program. This list was announced at a gala ceremony, on the 19th of October, where the awardees dazzled in their finest clothes. All in all, it was an excellent evening that celebrated the students' achievements and potential.

Kashti Dedhia
Grade 10



Movie Review for October



Today, I will review a movie which is near and dear to my heart and inculcates a feeling of patriotism among all Indians. It is indeed a magnum opus directed by Rajkumar Santoshi, and its music is composed by none other than A. R. Rahman! The movie was released in 2002 and is titled The Legend of Bhagat Singh, which portrays the life story of a famous Indian freedom fighter.

The story takes place in the 20th century and starts in rural Punjab, where young Bhagat witnesses the torture of Indians by the British. He grew up and became a freedom fighter, who was against all odds. He joined a socialist independence association and conspired with his comrades, Chandrashekhhar Azad, Rajguru, and Sukhdev Thapar. After bombing a British building in Delhi, he was imprisoned but did not stop his revolutionary actions. Fearing this, the British government hung him.

It is sad that the youth of today pay no attention to the contribution made by freedom fighters, and movie reviews reviewing such movies will refresh the memories of our forefathers, who must have taken part in independence movements.

Varun Venkatesh
Grade 10



Science Fair: The Treasure Cove of Thrilling Ideas

We live on the edge of a rapidly changing world and Science and Math have a significant influence on the development and alterations that are occurring in real-time. In reality, it is of paramount importance as it has a bearing on the future of humanity and the world in general. Science and math fairs allow students to hone their skills, increase their thirst for knowledge, and relieve boredom and monotony. Garodia International Centre for Learning Mumbai organized the 2nd Science and Math Fair on 14th October 2023. It was a whole school event and all the students from Grades 1 to IBDP1 participated. This year's theme was "Health and Hygiene". For preparing models a zero-period of one hour was created for the students from 9th - 13th October. They were very enthusiastic and innovative about their projects.

The fair started at 9 a.m. and was open to all the parents' students and guests of the school. From Primary grades, there were 27 Projects mainly based on different systems of the body and mental health, the Role of yoga and exercise, Mindful meditation, and many more. There were three categories in Secondary Science and Math projects. There were 32 creative Math and science projects displayed by students. Math models were Health Matrices, Music in Math, and BMI index, etc. Science Models were Solar Irrigation, Farm Smart, Edible and Biodegradable Packaging, Hydroponics, Plasma Pyrolysis Models, and Eco-friendly plastic from food waste. Three Judges went around looking at the different models designed by the students and assessed the models and explanations given by the students. The parents, too, looked at the various models presented by the students and appreciated them a lot.

At the end of the exhibition, upon careful inspection of the different models and projects, judges selected three projects from each category. A few of them are - "Keeping the Heart Healthy", "Energy Values of Different Foods", and "The Effects of Saturated Fats on Heart Health". The exhibition ended with the Head of School, Mr. Ian delivering a speech extending his gratitude to the Judges and congratulating all the students who participated in the exhibition.

Ms. Rumana Chatterjee
Math Faculty

This month, we were given exciting news- the return of the beloved science fair. With spectacular projects, groundbreaking ideas addressing global issues, and insanely creative demonstrations, to say the fair was a success would be an understatement. There was an array of topics for each grade, each topic carefully curated to get us to start thinking. Grade 8's core topic, health and hygiene, was a thoughtful one, especially considering the recent pandemic and the surge of concern over our health. Our team had a blast thinking of all the wild ideas we could use to portray the theme. However, with proper guidance, we settled on one that fit our ideas and skill range. From there, we utilized our zero period to brainstorm an action plan and carry the procedure out. We faced many hurdles, with one of our Petri dishes getting contaminated dangerously close to the deadline. Yet, we overcame them with the guidance of our mentor. The science fair fostered our ability to work together in a team, think outside the box, and have the confidence to think and present those ideas. Our teachers and the organizing committee deserve a big thank you for their invaluable support, without which we couldn't have accomplished this. I look forward to the science fair and all the exciting ideas that come with it next year.

Ishana Balan
Grade 8





Garodia MUN 2023

When I reminisce about this MUN, the trials and tribulations of the planning process seem like a distant memory now, but they were worth every second. It's been an exhilarating journey, filled with late-night brainstorming sessions, relentless efforts, and an incredible amount of dedication spanning over two months.

Our journey began with a few of us students, staying after school till 5 PM, completely drained and out of our minds exhausted, all for the sake of marketing the event. It was through this collective effort that the Organizing Committee took shape, featuring five distinct departments responsible for Logistics, PR & Marketing, Design, Communications and Treasury, along with The Secretariat.

As for the Executive Board, without which this event wouldn't have been the great success that it was, they were selected on the basis of a round of interviews. Leaving no stone unturned we ensured that only the best were entrusted with guiding the various committees of UNSC, UNODC, UNHRC, DISEC, AIPPM, G20, IP and our very own junior committee of UNEP. Although it consumed a considerable amount of time, the results were more than worth it when the event finally came to life.

Fast forward to the day of the event, with all the committees in full swing as soon as the opening ceremony concluded, wasting no time diving into the vibrant world of diplomacy and debate. The press conference held in UNSC was nothing short of spectacular. Journalists and photographers from the International Press were so intimately engaged with the delegates that you could sense the intensity in the room. It was a moment that brought the debates to life in a way words can hardly describe, being the highlight of the entire conference for me. That's not the end of it though, another remarkable facet of this year's Garodia MUN was the crises that unfolded in every committee. Each committee's Executive Board members conjured up inventive and unexpected scenarios, injecting an extra layer of challenge and thrill into their debates.

However, I found myself juggling various responsibilities, shouldering the role of Director General while overseeing the International Press throughout the course of the event. Running around, up and down to check on each committee while helping the photographers and journalists who rushed to us with a list of their questions seemed overwhelming at first, but eventually subsided as the conference progressed with the help of the members of the organizing committee and The Secretariat.



In hindsight, the countless hours of hard work, sleepless nights, and endless planning have truly paid off. However, it's not just about the event itself or its planning process, but the journey, and the invaluable lessons learned along the way from our countless mistakes. In the grand scheme of things, I'm incredibly happy with what we've accomplished, and wouldn't have it any other way.

Tanisha Bhaskar
IBDP-2

Picture this- a plethora of rooms buzzing with electric discussions, engaging debate, and constructive resolutions. On the 20th and 21st of October, the second edition of GarodiaMUN took place at GICLM! Model United Nations is essentially a simulation of the UN where students are assigned the roles of delegates representing various countries. At GarodiaMUN, we had eight different committees, each with their own unique agenda for the two-day conference. This included 5 of the United Nations committees as well as the All India Political Party Meet, G20, and International Press.

I personally believe that this was an incredible opportunity for students to develop skills such as effective communication while also learning about tangible, real-world issues. Furthermore, the reason why a MUN conference is such an enriching experience is because it allows delegates to consider a multitude of different perspectives that they might not have otherwise. It broadens your take on the issues plaguing our world and truly makes you a global citizen. In such a rapidly advancing time, it is vital for students to understand that international diplomacy is the key to a peaceful future.

All in all, GarodiaMUN turned out to be an extremely rewarding experience for first-timers and experienced debaters alike. With unexpected assassinations, innovative crises, and intense press conferences, GarodiaMUN was certainly a memorable one!

Jia Sankhla
Grade 10



Navratri Dhamaka at GICLM!

The energy in the room was buzzing. You simply could not leave the room without giving in to the beat of the DJ and moving to the groove with everyone else- not one person without a smile. People of various ages- from students to friends and family- everyone attended GICLM's Navratri Dhamaka 2023! The night of the 20th of October was one to remember. From 6 o'clock in the evening to 9 o'clock in the night, colourful dresses twirled around the room under the fairy-lit and streamer-filled ceiling and would have lasted till morning if it was not for the prize announcements conducted at the end of the event. Everyone held their breath, and it was the quietest the MFH had been since the start of the event! Mr. Ian Davis awarded the 'best dancers' and the 'best costumes' awards to those most deserving. Although these prizes encouraged friendly competition and motivation, people simply danced to enjoy and dressed up to be a part of the magical Navratri spirit! Even with the Garba being the best part of the event, the food was a close second. From the refreshing soda and drinks to mouthwatering Paani-puri and delectable sandwiches, the food tied the event together and sent people back for another round of Garba, extremely satisfied. The night was simply magical, and no one wanted it to end. The event was a huge success and served as a great excuse to bring the community together and celebrate Navratri!

Simran Rao
IBDP-I



Inter-school Football Tournament!

Our school organized an inter-school football competition on October 28th, featuring four age categories: under 18 boys, under 18 girls, under 16 boys, and under 16 girls. I had the honour of captaining GICLM's second under-18 boys' team in this 5-a-side tournament.

These matches taught me a lot, mainly about the importance of communication. Despite our team's strength, our lack of coordination during the game resulted in our defeat.

The final match was an absolute rollercoaster. After a close 1-1 draw between the last two teams, they proceeded to a penalty shootout. Initially, each team scored the first three penalties, resulting in a draw and leading to sudden death. After two more goals from each side, bringing the score to 5-5, GICLM's first team saved the 6th penalty and scored on their turn, securing victory.



Despite my team's loss, I felt that there was a lot to learn from this tournament, regardless of our standing. As an individual, I was satisfied with my performance, especially considering that I hadn't played in a long while. While there is still a long way for me to go, I view this experience as a learning opportunity and a stepping stone for me to regain my form.

Aarush Shah
IBDP-I



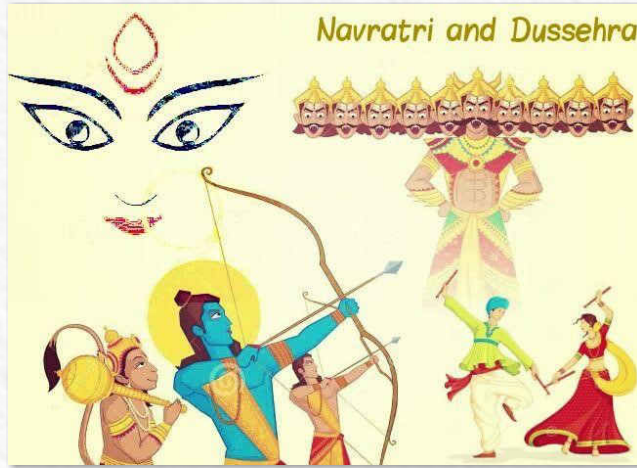
October Festivities



Halloween:

Halloween is a common festival celebrated in the West. It is commonly celebrated by children and teens in places like the USA and the UK. On this day, young children dress up in costumes of fairies, ghosts, goblins, etc. They go "trick-or-treating", where they knock on the doors of every house, asking for candy. The festival is said to have originated in a region which is now Great Britain (UK).





Navratri-Dussehra:

Navratri is a Hindu festival celebrating Goddess Devi and goes on for nine days. Scriptures say that Devi appears in nine forms (Shailputri, Brahmacharini, Chandrakantha, Kushmanda, Skandamata, Katyayini, Mahagauri, Siddhidhatri, Kaalratri), which is why the duration is nine days. The traditions and rituals differ from place to place. In the southern regions of India (especially Tamil Nadu), there is an annual doll festival called Golu, where Hindu idols are placed on a staircase-like pedestal. In Bengal, Durga Puja is celebrated to commemorate the killing of Mahishasura (a demon), by Devi Mata. In Gujarat (where it is mostly celebrated), people do traditional dances such as "Garba" and "Dandiya". In the north, devotees make pilgrimages to the Vaishno Devi Mata Temple in Kashmir, and the Maa Chintpurni Devi Temple in Himachal Pradesh. The tenth day is called Dussehra, which commemorates the day when Ravana was killed by Lord Rama.

Get to Know the Staff: New Faculty Members!



Ms. Nidhi Sanghvi

My name is Nidhi S and I am a Nursery teacher. Teaching is a passion of mine, and I have been into this field since 2015, after completing my Masters in finance and later upgrading myself to get a Post Graduation in Early Childhood and Education degree. I have had a holistic approach towards teaching keeping the overall development of children in mind.

My years of experience as a teacher have shaped a teaching philosophy that guides how I help my students succeed in the classroom and beyond. I truly believe that their success begins with making them comfortable in the classroom, so I start with plenty of activities so everyone can get to know one another. I encourage them to share their emotions in an unbiased and open environment.



I strive to create a space for students to explore their own learning styles, after which I help them develop their interests and guide their absorption of the academics.

Ms. Nidhi Sanghvi



Ms. Binooti Shah

I have been working as an early childhood educator for eight years. My passion for teaching and helping children grow has kept me motivated throughout my career. Prior to becoming a teacher, I worked as a commercial artist with an advertising agency for four years. I started my journey as an educator by teaching preschoolers and training prospective teachers pursuing E.C.C.Ed. After completing the same, I spent two years as a nursery teacher at The Learning Curve in Chembur, where I gained valuable experience. During the lockdown, I worked as a K1, and K2 teacher at Kanakia International, and later became the Headteacher.

Currently, I am a Pre-Primary teacher at Garodia International Centre of Learning in Mumbai. I find teaching to be an art and not just a profession. Being around children and seeing them grow and flourish is something that I enjoy immensely. As an educator, I believe that playful pedagogies are essential to prepare preschoolers for school. However, learning through play continues to be valuable throughout primary school and beyond. I support my students' development by providing structured and spontaneous playful learning experiences, leading and guiding activities, and knowing when to step back.

My teaching philosophy emphasises collaboration, teamwork, and social skills to support lifelong learning. I continuously participate in professional development opportunities to enhance my skills and knowledge. In my view, a school's excellence is measured by the character, social-emotional skills, and academic competencies of its students.

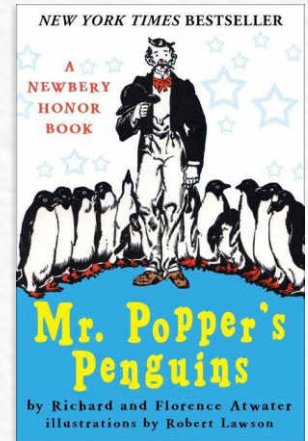
Ms. Binooti Shah



October Book Recommendations

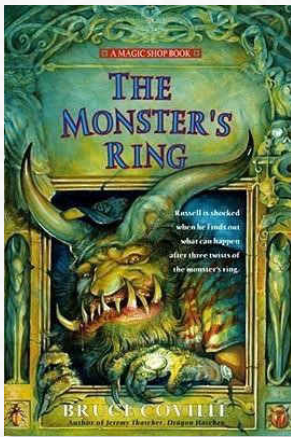
Grades 1-3: *Mr. Popper's Penguins* by Richard and Florence Atwater

Everyone who knows Mr. Popper knows that he is fascinated with all things Arctic—especially penguins. So when his favourite Arctic explorer sends him a penguin in the mail, Mr. Popper finds himself scrambling to accommodate the new family pet in their townhouse. As soon as they sort out Captain Cook's icy refrigerator bed, there's something else to consider: getting their new penguin a friend of his own kind to play with. Soon the Popper family finds themselves with a house full of talented penguins and consider taking the troupe on the road. With fame and success come a price the penguins, and the Poppers, are not sure they are willing to pay.



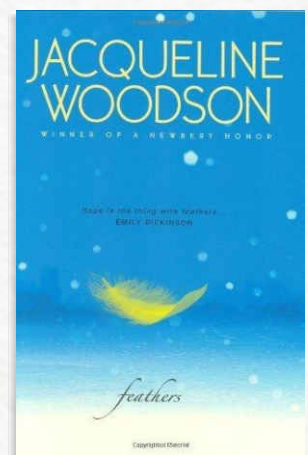
Grades 4-5: *The Monster's Ring* by Bruce Coville

Russell Crannaker, a rather timid boy who is eager to frighten the school bully on Halloween night, acquires a magic ring and the power to change himself into a hideous monster

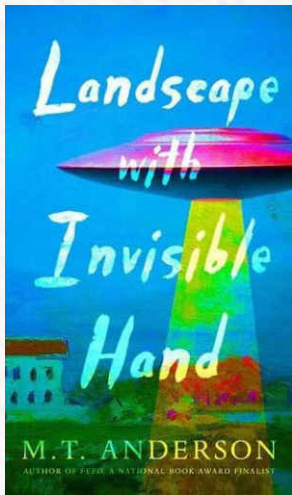


Grades 6-8: *Feathers* by Jacqueline Woodson

"Hope is the thing with feathers," starts the poem Frannie is reading in school. Frannie hasn't thought much about hope. There are so many other things to think about. Each day, her friend Samantha seems a bit more holy." There is a new boy in class whom everyone is calling the Jesus Boy. And although the new boy looks like a white kid, he says he is not white. Who is he? During a winter full of surprises, good and bad, Frannie starts seeing a lot of things in a new light: —her brother Sean's deafness, her mother's fear, the class bully's anger, her best friend's faith and her own desire for the thing with feathers."



October Book Recommendations



Grades 9-12: *Landscape with Invisible Hand* by M.T. Anderson

When the VUVV first landed, it came as a surprise to aspiring artist Adam and the rest of planet Earth - but not necessarily an unwelcome one. Can it really be called an invasion when the VUVV generously offered free advanced technology and cures for every illness imaginable? As it turns out, yes. With his parents' jobs replaced by alien tech and no money for food, clean water, or the vuvv's miraculous medicine, Adam and his girlfriend, Chloe, have to get creative to survive. And since the VUVV crave anything they deem "classic" Earth culture (doo-wop music, still-life paintings of fruit, true love), recording 1950s-style dates for the VUVV to watch in a pay-per-minute format seems like a brilliant idea. But it's hard for Adam and Chloe to sell true love when they hate each other more with every passing episode. Soon enough, Adam must decide how far he's willing to go - and what he's willing to sacrifice - to give the VUVV what they want.

Niharika Shah
Grade 9



Solve this logic puzzle to find out the name, the age and the favorite superhero of each kid.

1. Bryan likes Spiderman.
2. Tony doesn't like Superman.
3. The youngest kid likes Spiderman.
4. The kid who likes Superman is 8.

		Superheroes			Ages		
		Batman	Spiderman	Superman	6 years	8 years	10 years
Names	Bryan						
	Sean						
	Tony						
Ages	6 years						
	8 years						
	10 years						

	Superheroes	Ages
Bryan		
Sean		
Tony		

Play This Logic Grid
brainzilla.com/xz/ep/4



RIDDLES

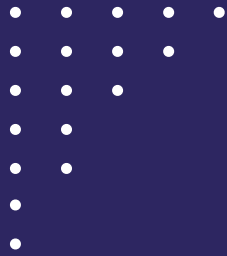
1. What can travel around the world while staying in a corner?
2. What has black spots and a white face, is fat, not thin, and helps you to win, but tumbles all over the place?
3. Lighter than what I'm made of, more of me is hidden than is seen. What am I?

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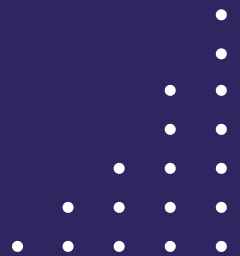




Engaging Minds, Changing Futures

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

Join us to create
endless possibilities
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