

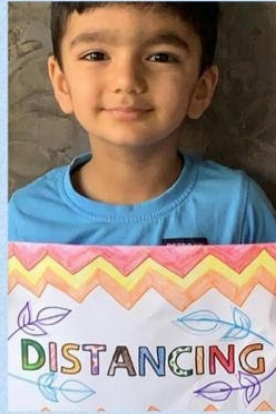
# SURKHIYAN

सुरखियां

GICLM GRADUATE  
BATCH of 2019-2020

PRE – IBDP  
EXPERIENCE OF TANKA

THE PROBABILITY GAME



PIC•COLLAGE

ALPHABET SOUP ACTIVITY

PRIMARY COFFEE MEETS

S'AMUSER AVEC LES LOISIRS  
– SELFIE FUN WITH LEISURE

\*Cover photo is from Nursery "We are in this Together" activity

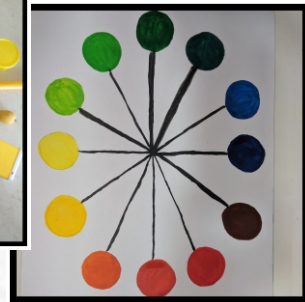


Our teachers and students at GICLM have adapted beautifully to their new learning environment. The lockdown did not undermine our spirits at GICLM as we continue to conduct our lessons and assessments through this online mode. Some of our teachers also came up with different and innovative activities to engage our students in meaningful learning — games in Math to learn probability, a treasure hunt in Art lessons to learn Primary and Secondary colours, students interviewing parents and translating the conversation in French for their speaking practice, Dance sessions, and many more which you will be reading in the articles in this issue of our monthly magazine. Our Online Pre IBDP course 1 and 2 both were well received and appreciated by our students in GICLM as well as external students who got the opportunity to get an overview of the Diploma Programme in our school.

The coronavirus has presented us with many unexpected challenges both on the home and work fronts, but Adaptability from Lockdown phase 1.0 to Acceptance in phase 2.0 of the lockdown are two very important characteristics which we all developed and displayed well during this pandemic. Now we are all ready to continue to move forward in phase 3.0 of the lockdown extension, and we need to be more patient and cooperative with the Government by continuing to maintain social distancing and following the rules and regulations for the safety of our family and community at large. While we all are looking forward to getting back to our normal lives, let us take this time to reflect upon ourselves, value everyone, and respect nature.

Stay at home. Stay safe.

**Mrs. Monika Koradia**  
**Head of School Operations**

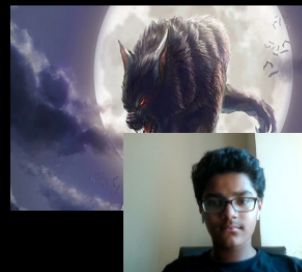


## TARZAN AND THE WEREWOLF

This is a fun game that could be played with friends and family. You must use your wits to earn ZAR also use your logical reasoning skills to enter your zones.



Skills to be learnt while you play are:  
 Experimental Probability  
 Theoreticality Probability  
 Probability Language  
 Logical reasoning skills



## Alphabet Soup!



Pots boiling, dinner is being prepared.

Our nursery babies are busy preparing meals at home using the “soup” pot and by putting all of the letters inside the water and giving it a stir with the help of a spoon. It's great to see our little ones working on letter recognition while at the same time preparing some alphabet soup.

Here's a glimpse of our Nursery kids having fun practicing this early literacy activity!

- Nursery

## Manicure Math!

Watching our little babies pretending to run a nail salon activity was so much fun! This activity was planned for the Nursery kids to develop the small muscles of their hands while keeping active. Kids also had a blast imitating Mummy while safely applying various colours on a template based on the numbers mentioned next to the colours.



- Nursery





## Our Helping Hands Can...

I use my hands to feel and touch

They can tell me oh so much....

There are so many things our little hands can do – writing, drawing, cutting, clapping, and more!

With this in mind, during the month of April, our little ones in K1 dived into the hands-on experiences of rolling rotis, buttoning a shirt, folding clothes, and tidying up.

It is important to help around in the house, especially during this lockdown, and these little things go a long way. Also, two important days – WORLD EARTH DAY saw our little gardeners at work, planting a tree and also telling people about ways to save Planet Earth, and WORLD BOOK DAY, when our students read their favourite books and spoke about them. By doing their little bit, our students are helping to make our Earth a better place to live. Our children enjoyed these life skill activities along with some fun learning exercises which kept their mind ticking and thinking.



- Kindergarten 1

# KINDERGARTEN 1 and 2

## Virtual Fun in K2

The month of April saw our K2 children engaging in Google Hangout sessions where they were excited to interact with their friends and tutors virtually.

They learnt a few new concepts in Math such as addition with objects readily available at home, as well as reading the time. Circle time games, picture talk, and other such language activities helped in enhancing their reading and writing skills.

Our little ones in K2 also exhibited good motor skills as they got to fold, roll, and twist a handkerchief to turn it into a bunny and a rose.

World Earth Day saw our children come up with amazing ideas to save our mother Earth both practically and creatively. They also enjoyed the music sessions where they got to follow the beat as well as create a new one. There was a buzz of excitement amongst the children as they were thrilled and excited to create a dance video for International Dance Day.

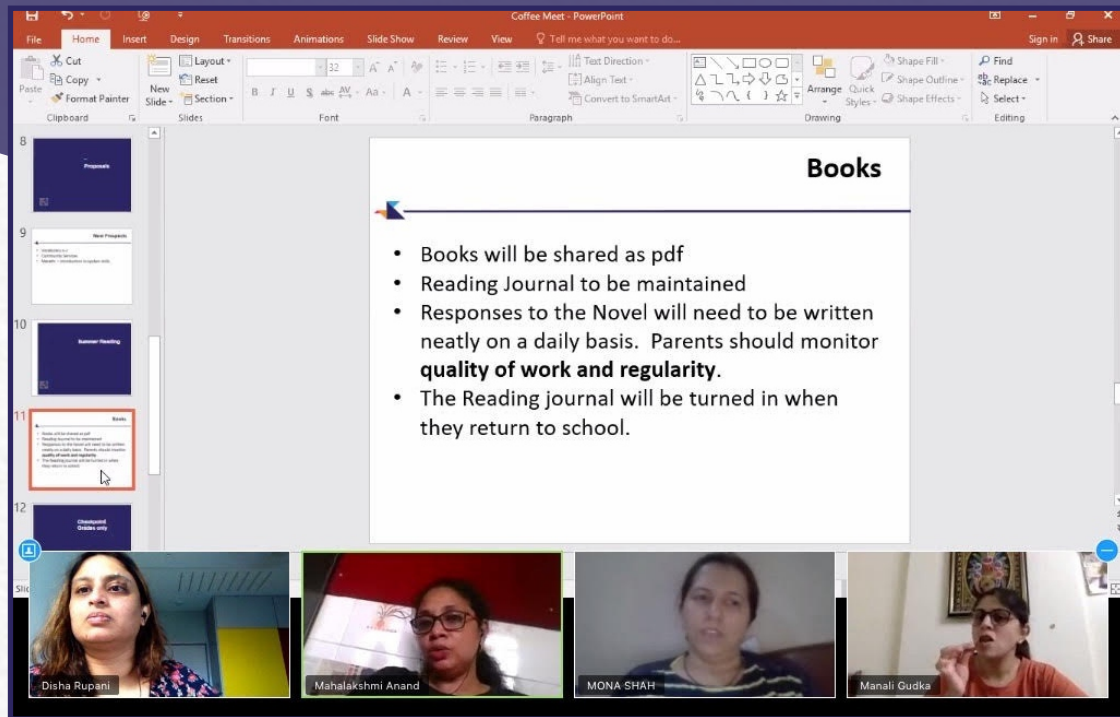
- Kindergarten 2



# Primary Parents Coffee Meets

If you thought only lessons and seminars happened online during this lockdown, you would be wrong. Birthday wishes, supporting each other, and above all interactions that we miss in person are kept alive — not just for students but for adults as well.

For example, parent groups of the Primary Grades had Coffee Meets with the Head of Primary throughout the month of April. Academic updates, the way ahead, assessments, suggestions and proposals for the next academic year were all discussed during the meeting. What better way to end the year and keep everyone informed than a discussion over a hot cup of coffee!



## Grade 4 Art

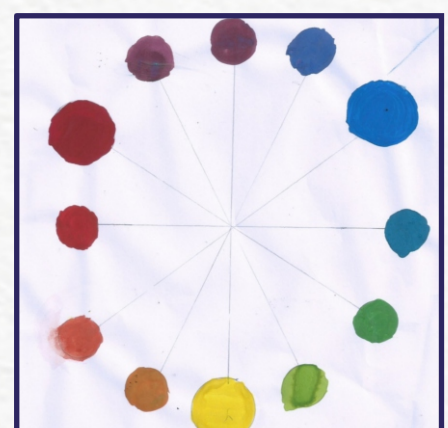
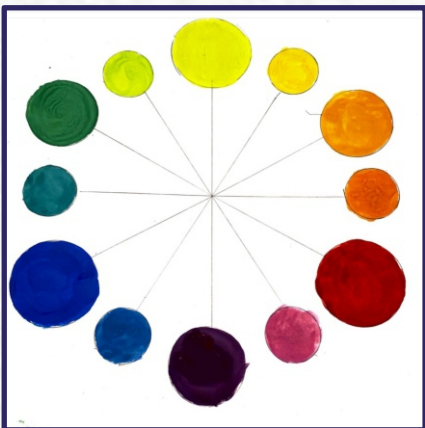
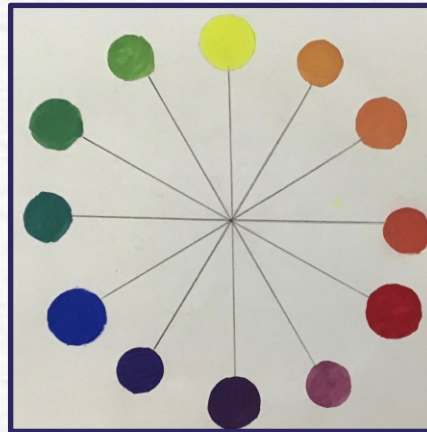
Students of Grade 4 recently learnt the interesting concept of the colour wheel in a fun and innovative way. They played "Treasure Hunt" to find objects with shades of all colours taught to them through the colour wheel. The objective of conducting this activity was to help students understand that each colour has many shades and those extra shades are called "Tertiary Colours" in the language of art.

To make their own colour wheel, they used objects like books, vessels, containers, toys, bottles, scissors, fruits, and more! They then arranged all types of colourful objects in a circular way on the floor according to their colour. For each colour, students found a minimum of three to four shades to enhance their colour wheel. They were already aware of primary and secondary colours, but with this activity, they learned a great deal about tertiary colours.

In the next lesson students made the colour wheel using only primary colours of poster paints. They learned and understood the concept of mixing colours and curating an appropriate shade of secondary and tertiary colours.

The feedback received by students was positive and enriching.

- Grade 4

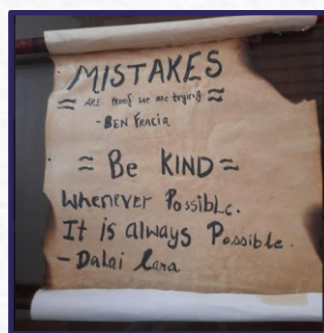
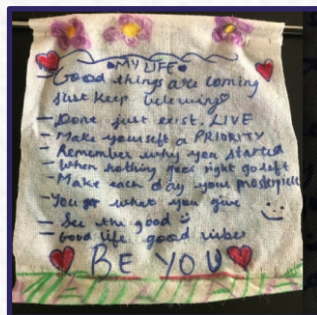
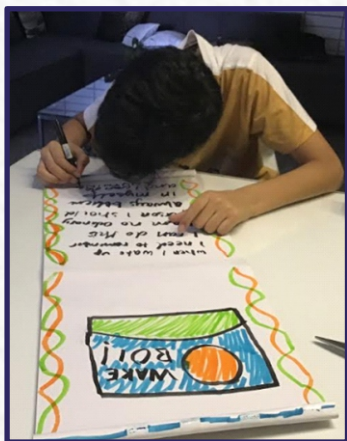


## History Activity

Students of Grade 6 learnt about how Judaism, the religion of the Jews, evolved and became one of the world's major religions in their ongoing unit 'People & Ideas on the Move'. After researching the topic, students found out that the Jews kept a scroll of their important scripture at home and studied it to please their God.

The students too created a scroll with positive and inspirational quotes that would keep them motivated and help them sail through these challenging times.

Grade 6



## "The Probably Game"

Technology and games are the areas where students have the most interest in today's world. If these two can be brought together within the framework of learning objectives, they can be an advantage for teachers and students. This maths project aimed to investigate the learning environment supported by games. The games were used to evaluate basic probability knowledge and demonstrate the role of problem solving in the formation of the mathematical knowledge.

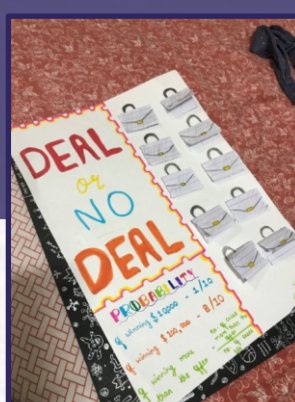
The students of Grade 8 also needed a refreshing assignment that would help them learn and cope during the lockdown.

In this project students were asked to create a unique game of their own and provide probability analysis. This game could be either a physical board game or a virtual one, designed by using materials and mediums that can be found in their homes such as a dice, cards, counters, computers, etc.

By using probability analysis they could answer questions like, what mathematical calculation is used? What is the probability of winning? Is the game fair? And if not, then how can they make it fair?

After designing their game, students gave a presentation and submitted a write up where in they mentioned the nature of the game including such features as: the type, cost, prize, where it could be played, and instructions of the game, so that it would be easier for other players to understand and play.

Many new games were invented by using the simple logic of probability. The assignment was interesting and interactive for the teacher and students.



# Tableau

A tableau is a dramatic picture. For example, if you catch a glance into a government office and see top advisers speaking to each other with intensity, you behold a dramatic political tableau.

Tableau comes from the old French for "picture, or painted target." We usually use tableau to describe a vivid living scene. If you are a journalist and want to describe the tension in a courtroom, you might write a verbal tableau of the judge, the jury, and the witness box. People used to entertain themselves by doing tableau vivant, or living pictures, by re-enacting perfectly the frozen scene of a famous painting. Tableau can also be used to depict scenes in a book or movie.

With this in mind, our Grade 9 students set out to plan and execute a tableau in order to bring to life a scene from the novel *Nectar in a Sieve*, written by Indian author Kamala Markandaya.

The use of tableau in English Literature class demanded students think critically about the scene they depicted, diving into the major themes and symbolism.

In the end, students did a great job showcasing their creative abilities with help from their parents and close relatives.



- Grade 9

## S'amuser avec les loisirs – Selfie Fun with Leisure

L'apprentissage d'une langue implique le développement de différents ensembles de compétences, notamment la lecture, l'écriture, l'écoute et la parole. Et malgré le Lockdown, nos élèves français de 9e année ont décidé de continuer à pratiquer le français. Ils ont réalisé des selfies-vidéos d'eux-mêmes parlant de leur sujet actuel de loisirs. Non seulement ils ont parlé de leurs activités de loisirs préférées, ils ont également interviewé les membres de leur famille et ont également traduit cela ! Jetez un œil à leurs efforts!

### STUDENTS' REACTIONS

#### 1. Jiya Lakdawala:

Being at home, everyone thinks it would be a lesson with the teacher talking and the students taking down notes. To be honest, at first I thought the same. But in reality that is not true.

In particular, for our French lessons. This month we had an assessment which was different from our regular assessments. We had to make a video where we spoke in French for about three minutes about our leisure activities. It was not a monologue, but we students were working as translators. Our family members were supposed to talk about their favourite leisure activities and we were supposed to translate the same. This tested our language and French vocabulary. Also, it ensured that we brainstormed and prepared well for the same in advance. On the fun side, we were able to show off our French skills to our family members, many of whom did not know French at all. I enjoyed this creative assessment. In the future I am definitely looking forward to more such creative assessments.





## 2. Aaryaa Chhabria

This month, Grade 9 was given a fun assignment to do in French: making a video essay. This helped me in many specific ways, such as paying attention to my French phonetics and practicing the vocab of the topic that we were assigned, 'les loisirs' (our hobbies).

We were asked to talk about our hobbies in French, integrating the vocabulary that we had revised and practiced in the last few classes. In addition to this, we also recorded our family members sharing their hobbies. This activity not only made us test our language fluency and vocabulary, but also encouraged us to get more involved with our family members, who are also at home due to the lockdown. All in all, I would like to thank our teachers, and all the members of staff for their efforts towards carrying out online sessions and assisting us with home assignments.

Scan the QR code below to take a peek at this activity:



- Grade 9

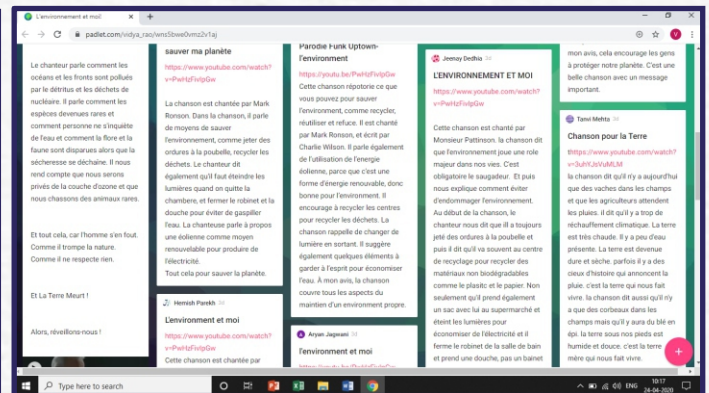
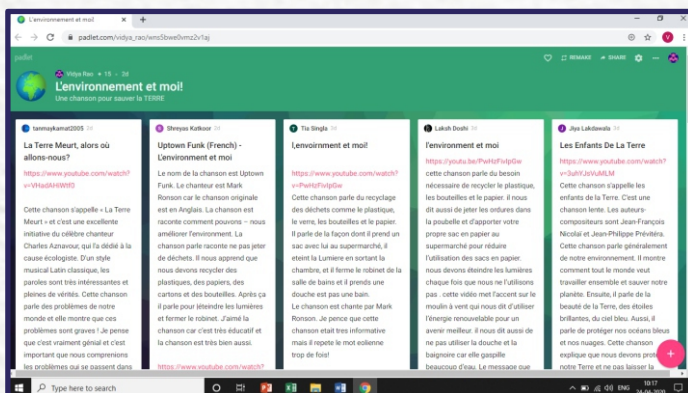
## L'environnement et moi!

Bien que l'enseignement en ligne ait aidé nos étudiants à suivre le processus d'apprentissage, il n'est pas toujours facile de s'assurer que les étudiants utilisent et développent toutes les compétences nécessaires pour apprendre une langue étrangère, en particulier dans les domaines de l'écoute et de la parole. Afin d'améliorer leurs capacités d'écoute et le vocabulaire général lié à notre sujet en cours sur les problèmes environnementaux et leurs solutions, les élèves de français de 9e année ont eu la tâche de chercher une chanson française liée à ce sujet. Ils ont dû écouter la chanson, déchiffrer le vocabulaire utilisé et analyser les paroles. Et finalement, ils ont dû afficher leurs opinions sur un mur de Padlet, leur donnant la possibilité d'exprimer leur opinion par écrit.

Les élèves ont apprécié l'ensemble de l'activité qui a encouragé l'interaction collaborative, car ils pouvaient tous lire ce que l'autre publiait et chacun a essayé de proposer des structures de phrases différentes. L'activité exigeait que les étudiants comprennent bien le but des postes qu'ils mettaient en place.

While online teaching has helped our students keep up with the learning process, it is not always easy to ensure that the students are using and developing all the skills required to learn a foreign language, particularly in listening and speaking. In order to improve their listening skills and the general vocabulary related to our ongoing topic of environmental problems and solutions, the students of Grade 9 French were given the task of looking for a French song related to this topic. They had to listen to the song, decipher the vocabulary used, and analyse the lyrics. Finally, they had to post their opinions on a Padlet-wall, giving them an opportunity to voice their ideas in writing.

The students enjoyed the whole activity, which encouraged collaborative interaction since all of them could read what their classmates were posting, with each student trying to come up with different sentence structures. The activity also required students to develop a good understanding of the purpose of the posts they were putting up.



# Pre IB Mathematics Activity

During the Pre IB session, students received an assignment to prepare a comic strip and mnemonic for the IB Learner Profile. In the comic strip they had to include Covid-19, technology, and some mathematical information. It was an individual task.

Comic strips can be used for students of various grades and in different subjects, as we know they are an effective tool for teachers to use in class.

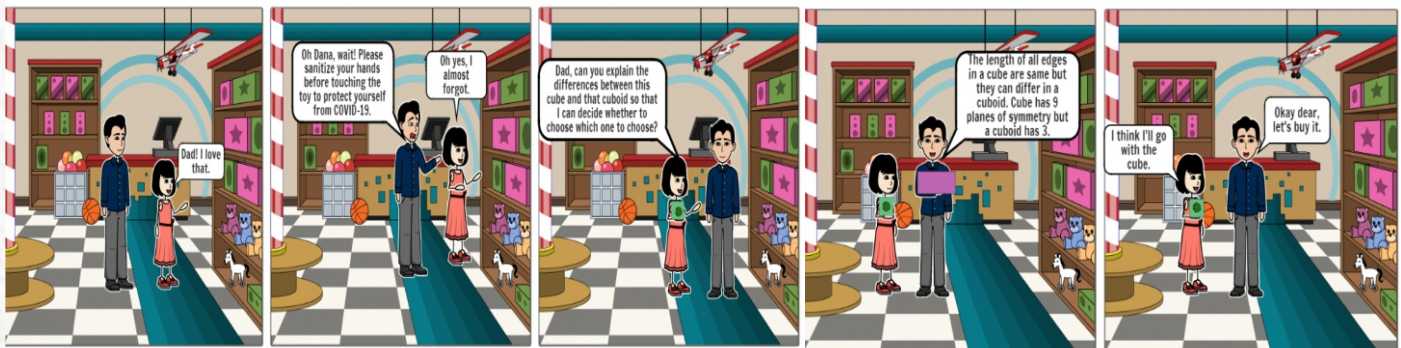
The reason behind the efficacy of comic strips as a teaching tool is that it engages students of different learning styles while engaging multiple senses at once. Comic strips help students practice essential skills like reading, understanding visual concepts, understanding context clues, speaking, and ultimately, communicating complex ideas in the span of three to four panels. It also evokes thought about provocative issues, current affairs, and can also help students understand highly complicated matters in a condensed and succinct form.

This exercise allowed student to use their creativity and skills to the fullest. In future they, can use this as a learning tool for subjects like mathematics to make tasks lively and interesting.

As you can see from the pictures, students did not disappoint, creating some very imaginative outputs.

**PRE IB TASK : 1. MAKE A COMIC STRIP RELATED TO COVID-19 , MATHEMATICS , Informative, Humourus. 2.Acronym or Mnemonic of LP**

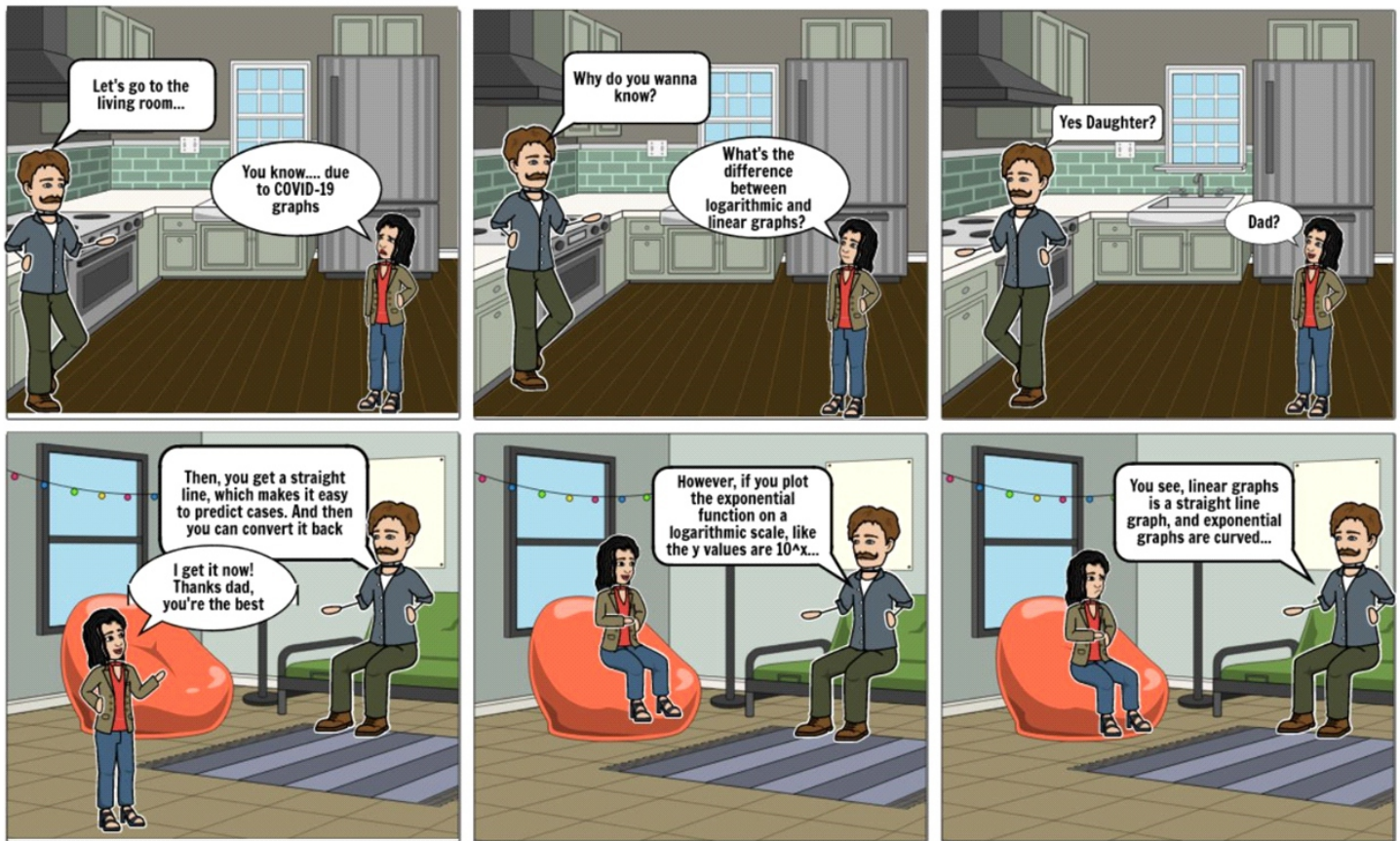
## Comic strip made by Soumil Iyer - Background is Toy Shop



## Comic strip made by Manav Modi



# Done by Tejas Srinivasan



Mnemonic For IB Learner Profile

Made by Manav Modi

**Patrick Is Ordering Kate To Rinse Brightly Coloured Red Cabbage**

1. Principled (*Patrick*)
2. Inquirers (*Is*)
3. Open - minded (*Ordering*)
4. Knowledgeable (*Kate*)
5. Thinkers (*To*)
6. Risk - takers (*Rinse*)
7. Balanced (*Brightly*)
8. Caring (*Coloured*)
9. Reflective (*Red*)
10. Communicators (*Cabbage*)

Mnemonic by Riyan

**Illegal Korean Thrives Came Prowling Over the Clerks Recklessly Beating their Rabbits =**

**I**nquirers, **K**nowledgeable, **T**hinkers, **C**ommunicators, **P**rincipled, **O**pen minded, **C**aring, **R**isk takers, **B**alanced, **R**eflective.

Made by Manan Rupani



# Experience of Tanka

Collapsing spaces, friends torn apart in the silence of self-isolation has left most with an emotional turmoil within themselves. For young people, it has been particularly stressful, with all their energy bottled up and with no way to express themselves...till the pre IBDP students decided to put it all out in short reflective verses. They used the Tanka style of Japanese poetry to talk and reflect on things happening around them... and we saw a seesaw of ideas and emotions, while some said:

'WARM AND BUBBLY I FEEL, MOM'S WARM HUGS, JUST ME AND MINE.'

others ranged from:

'Lethargic I feel, due to the late nights and movies... Taco bell is visited only in my dreams'

to introverts who happily found their quiet niche:

'Not a soul coming in

Not a soul going out

Finally, an excuse

To lock myself in

Tucked away in the darkness of my four walls

Finally, an excuse

To ignore the world outside'

It was an interesting exercise that brought together the often contrary thoughts that these young people are experiencing as they battle a bewildering situation. Their words and illustrations were insightful and extremely thought provoking.

**WARM AND BUBBLY I FEEL**

**MOM'S WARM HUGS, JUST ME AND MINE**

**A HOT HOME-COOKED MEAL**

**DANCING AND READING ALL THE TIME**

**AS THE LIGHT OF LIFE SHINES**



**KEEP  
CALM  
AND  
BE  
HAPPY**



**- Dia Shah**



**HAPPY AND ENERGETIC I AM  
THE LOCK-DOWN AND SUMMER DAYS  
SKETCHING AND STRETCHING  
PAINTING, DANCING, SINGING  
AWAY FROM THE FAST MOVING WORLD.**

**-Aastha Kataria**





## My Experience at the All-India German Olympiad!

After emerging victorious at the Zonal Round in Mumbai of the German Olympiad, I was pretty excited and motivated to participate in the All-India Round and continued with my preparation for the same. This was conducted online due to the ongoing Covid-19 pandemic and the lockdown in the country. It definitely gave me ray of hope in these difficult times and lifted my spirits.

The most challenging part of the national Olympiad was to showcase a combination of language proficiency with creative ideas in our respective topics. During the competition, not only did I hone my speaking skills, but also got a chance to improve my presentation skills and learn video editing skills. This Olympiad taught me how to express my ideas with confidence. We had a few warm up and preparatory sessions from the Olympiad panel and the interactive language-related games during the competition helped us get into the swing of things. We also got a chance to make new friends and share our ideas. The mock presentations during the competition provided a learning curve, as our presentations were critically evaluated. The competitive spirit gained during the competition is helping me become a better person day by day. The IB learner profiles I inculcated during my IB Program gave me an edge over other candidates — be it being a risk taker and daring to speak my mind and trying out new ideas, or being a communicator by expressing my views in an articulate manner. I have learnt to reflect back on my work with the critical feedback received and take other pieces of work as an inspiration, maintaining originality in my work at the same time. Working in teams required us to be open minded to all ideas and take care of our team members, and these skills were already honed during my IBDP classes.

I feel proud to have represented GICLM at the All-India Round and would like to share my success by giving a few tips to all language learners.

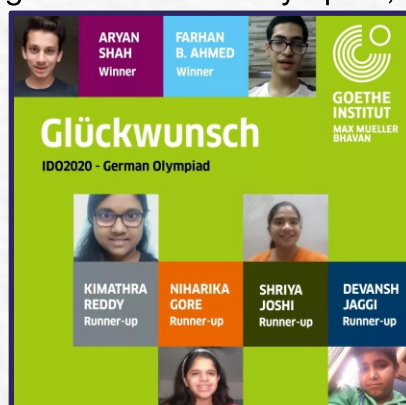
- Take initiative to converse with your classmates in the language that you wish to be fluent in — be it in the language class or over the phone.
- Start with speaking in simple words and sentences, you don't need to use complex words all the time.
- Use alternate words to express your views.
- Keep practising and don't give up, although you might hesitate at times.

With practise you will definitely become fluent at the language and gain confidence as language and communication go hand in hand. These tips have definitely helped me, and I hope that they help you too.

I would like to thank everyone here at GICLM and our partners at the Goethe Institute for their continuous guidance and support during my competition. A special big thank you to my German teacher Ms Uma Iyer for guiding me.

I seek your blessings and Good Luck for my journey to the International Round of the German Olympiad. Thank You!

To take a look at my journey at this stage of the German Olympiad, kindly follow the link provided in this QR code.



- Aryan Shah, IBDP Grade 11



## Congratulations Graduates !

Currently, as we are grappling with these unprecedented times, nothing can be more exciting than sharing the achievement of our outgoing batch of Grade 12 students with regard to the excellent University offers they have received. The interest of the outgoing batch is an eclectic mix that is reflected in their choice of programs varying from Computer Science, Mechanical Engineering, Biological Science to Business, Economics, Art and Film Making. In addition to this, it is also endearing to share that some of them have secured a scholarship for their University studies.

While some have already confirmed their admission, others are finalizing the process of deciding. Here is a glance of the University offers our students have received to date:

**Aarya Nagrecha:** Confirmed admission at Whistling Woods (Mumbai)

**Ishan Kumar:** Offers received

Aberdeen University – UK  
University of Dundee – UK  
Leeds University – UK  
University of Plymouth – UK  
Warwick University – UK  
Ahmedabad University – India  
Krea University – India  
James Cook University – Australia  
University of Tasmania – Australia  
Ryerson University – Canada  
University of Ottawa – Canada

**Krishi Sonthalia:** Offers received

United World Institute of Design – Ahmedabad  
School of Design and Innovation -ISDI – Mumbai  
Expected to receive offers from other design schools in India as well

**Manav Isrrani:** Offers received

Arizona State University – USA (USD 15,000 annual scholarship)  
Boston University – USA  
University of Ottawa – Canada (Annual scholarship of CAD 25,000)  
Toronto University – Canada  
York University – Canada

**Mishti Raveshia:** Offers received

University of British Columbia – Canada (Annual scholarship of CAD 25,000)  
Arizona State University – USA (USD 15,000 annual scholarship)



**Preeyansh Bhatia:** Offers received -

Arizona State University – USA (USD 15,000 annual scholarship)

UMass Amherst – USA

Applying to Universities in Germany as well

**Risa Ganatara:** Applying to colleges in Mumbai University

**Vedant Podar:** Confirmed admission at London School of Economics –Mumbai Campus

**Vriti Garodia:** Offers received

Durham University – UK

Exeter University – UK (scholarship of 8,000 GBP)

Loughborough University – UK

Warwick University – UK

University of Melbourne – Australia

University of Sydney – Australia

**Zachariah Darpeli** – Offers received

Bryant University – USA (USD 15,000 annual scholarship)

Applying to Universities in France as well

As we acknowledge the students in their efforts in pursuing their goals, I would like to congratulate our teaching community for their contribution in helping them throughout this process. This batch is graduating from high school in the year that will be etched in the memory of mankind for a long time. As they set on to move towards university, it goes without saying that their graduation year will be an unusually memorable one, as they will be the first batch of IB students to graduate without appearing for conventional year end written assessments. As they look back on their school years later in life, they have the honor of exclaiming 'I graduated from High School at a time when the world stood still'.

To conclude, I would like to quote Walt Disney - All our dreams come true if we have the courage to pursue them.” Similarly, as our students celebrate their success, we at GICLM wish them the courage to pursue their dreams while still holding on to the values they have learnt at their alma mater.

**Suchetha Vasant**  
**University Guidance Counsellor**





# Engaging Minds, Changing Futures

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

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



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