



# The Gera School Newsletter

10<sup>th</sup> February 2024

(Grade 6 - Grade 9)

## *Gratitude...The Elixir to a Happy Life*

Dear everyone,

In the summer of 2017, two lizards kept me on my toes, entering through my kitchen window and escaping from the same route. I researched for ways to get rid of them. I was informed by a neighbour that putting eggshells at the window sill would frighten the lizards away.

To my surprise (and vexation), the lizards kept coming and the egg shells kept disappearing.. A week later, I zeroed in on the mysterious disappearance of the egg shells. Two crows were responsible. Egg shells were a sort of nutrition for them. Eggshells provide a vital source of calcium for nesting birds and bone repair.

For the next few years, I forgot about the lizards and kept eggshells everyday outside my window. The crows would come and take the eggshells as usual. But this time, I would fill the eggshells with egg daily .This excited the crows and, as if by word of mouth from the two crows, my visitors doubled to 42. This meant that daily, I would have to now use 4 to 5 eggs to feed all of them.

One day, to my astonishment, I found flowers kept at my window. At other times, I found a earring. Over the years, I have collected different objects left by the crows: coloured flowers, a raw prawn, dog biscuits , a piece of cloth and other delicate ornaments. I realised that the crows were grateful and wanted to reciprocate that feeling. This made me very happy and on most of the days, I felt a sense of calm and was grateful for the experience that the universe had presented me with. It brought home the importance of being grateful and having a sense of gratitude for another person or being. Being grateful would make the world a better place.

I did read up a lot on gratitude and came to the conclusion that acknowledging gratitude decreases stress hormones. I have learnt that gratitude helps people focus on the positive aspects of their life. It can overpower negative emotions.

Start with baby steps. Be grateful for every step you take, for every bite of food and for the family and friends that you have. Be grateful for every new day

**Tips to Express Gratitude** - Gratitude builds over time but if practised consistently can fill your life with happy thoughts

**Keep a gratitude journal** – Jot down a few things every day that you are thankful for or prepare a collage or doodle to show what you are grateful for and pin it up in your room

**A gratitude visit** - Visit a person who has had a huge impact on our life

**Meditation** – Have happy thoughts about being grateful for everything in our lives

**Acts of Kindness** - Show gratitude through your actions and be kind and helpful to those that need it

**Mindful eating** - Appreciate the food on your table

Tye Dutcher, an International Paralympic athlete, described how gratitude changed his life. After he experienced a horrifying accident at just 11 years old, Tye had a choice. He chose gratitude and stated that it made a positive impact in his life. Gratitude is the key to a happy life.

Gratitude is a perspective – it is a choice. We hope that you choose gratitude every day of your life.

**Regards**

**Deidre Gokhale**

**MS / IGCSE Coordinator**

## EVENTS

### SCHOOL SOCIAL RESPONSIBILITY CLUB ACTIVITIES

#### ST. XAVIER'S ACADEMY, OLD GOA

In a heart-warming initiative, the SSR Club of The Gera School visited St. Xavier's Academy in Old Goa on



January 29, 2024. Our students donated 12 footballs, 6 basketballs, 6 badminton sets, 3 carrom sets, and essential school stationary. Beyond the material contribution, our students engaged with children with special needs. This impactful interaction allowed our students to gain valuable insights into a world of diverse perspectives, promoting unity amid differences.

#### MATRUCHHAYA – RUGNASHRAYA

The SSR Club of The Gera School visited Matruchhaya-Rugnashraya on January 5, 2024. This shelter home, offering solace to patients and their families, provides crucial services for those seeking medical care in Panjim, especially those who live far from the hospital and need a place close to GMC. The School's



contributions included wheelchairs, a fridge, and two washing machines to help improve amenities. Beyond material aid, our students engaged in uplifting interactions, sharing smiles and positivity. Brianna, a dedicated volunteer, consoled the residents with a song,

adding a musical touch to encourage their spirits. This touching visit exemplifies the profound impact of empathy, bringing light to the lives of those in need.

### **ST. JOSEPH'S EVENTIDE HOMES IN UCASSAIM**

The SSR Club of The Gera School brought warmth and support to St. Joseph's Eventide Homes in Ucassaim on February 7, 2024. Generously donated by our school community, adult diapers were provided for the residents. Club members engaged in meaningful interactions with the residents and in conversations, discussing the home's immediate needs and prioritising requirements during a tour of the home. This visit not only extended practical assistance but also fostered connections, underscoring the importance of empathy and solidarity within our community.



### **IIMUN-UK: STUDY TOUR TO LONDON**





During the month of January 2024, five students from The Gera School - Amaya Gloweli Mewara, Diah Shankhwalker of Grade 8, Zara Bajaj, Nida Khan and Vaanya Reja of Grade 9 embarked on a journey to the United Kingdom for a conference as part of India's International Movement to Unite Nations (I.I.M.U.N). With an inauguration ceremony at the British Parliament and a day of



MUN Conferencing at the Indian High Commission and Government approved centre, students had an opportunity to not only role-play diplomats and world leaders but also visited first-hand the venues where actual diplomats were seated and resolutions passed. Students visited and took a guided tour at some of the top Universities of London (namely, Imperial College London; London School of Economics and Political Science; King's College, London and the prestigious Oxford University). They also spent time sightseeing various tourist attractions such as The Palace of Westminster, the Tower of London and the famous Madame Tussaud's. It was a potpourri of cultures- with students, academics and speakers such as actor and photographer, Mr. Boman Irani; Food Critic, Mr. Kunal Vijayakar; High Commissioner of India to the UK, Vikram Doriswamy; Lord Jitesh Gadhia, Member of the House of Lords; and Member of Parliament, Mr. Bob Blackman. An eclectic cohort of cultures came together to learn to create a better world with a strong governance structure.

## MUSIC - DANCE - DRAMA DAY

Against the vibrant stage, our young performers brought to life a mesmerising fusion of cultural performances. The recently held Music - Dance - Drama Day was indeed a showcase of talent, energy and cultural diversity. To mark the significance of the onset of the spring season, the students brought on stage flavours of East India with the rhythmic folk dance Bihu. Ever experienced Christmas vibes in February? Our students sure know how to keep the



holiday cheer alive. In a delightful twist, they presented excerpts of the Charles Dickens Play, 'Christmas Carol' wherein students acted with so much finesse in their performance and the 6th graders got everyone to sing and clap along as the Choir. The foot tapping dance of Flamenco celebrated the heritage of Spain and was nothing short of a feast to the senses. The rendition of the iconic song, 'Footloose' was brought to life by the talented Grade 7 students. Their energetic dance coupled with live singing had everyone grooving to their feet and cheering for more! Special mention to the lively emcees who kept the show strung together!

## NEWS FROM THE SPECIALISTS

### MUSIC

#### GRADES 6 & 7

The students of Grade 6 and 7 worked eagerly on perfecting their performances for the Music Dance Drama Day. Spirits were high as lyrics were learned, notes were hit, and choreography was fine-tuned. While Grade 6 brought back the spirit of Christmas with their harmonious voices, Grade 7 brought dynamism and glamour to the stage with their show-stopping performance of Footloose!



## GRADE 8

Students of Grade 8A have been working on their pitching skills, through simple vocal exercises. We have also been learning theory of music, including various note types and their values, and reading notation. Students of Grade 8B are more practised in their musical skills and have quickly progressed to learning a song in 4-part harmony, titled “One More Song”.

## DANCE

### GRADE 6

Students of Grade 6 have been working hard to perfect their choreography as they were preparing for their Bihu folk dance performance at the Music Dance Drama Day. The different Bhongimas, spins and hip movement required students to train intensely to make the dance look authentic. The students had a lot to think about when performing the movement and only diligent practice would make the dance look effortless and graceful.



### GRADE 7

Students of grade 7 were busy practising their moves for the Flamenco dance performance to be staged at the Music Dance Drama day. This passionate dance requires a lot of attitude and confidence to be portrayed and that would happen only after the students were 100 percent sure of their choreography. The students worked hard in class to make their performance a rousing one.



## DRAMA

### GRADE 6

Grade 6 had to prepare a short mime in a short time and made good use of the space and props available in the auditorium.



### GRADE 7

Grade 7 students were taught aspects of mime and had an opportunity to practice a few of them in the auditorium. Since this was not an individual exercise, all the students followed a variety of prompts to enable them to express themselves without talking.



### GRADE 8

Grade 8 shows us the importance of having everyone on the same page! This was part of the preparation for Music Dance and Drama day where the students had to perform a selected excerpt from the play, A Christmas Carol.



### GRADE 9

The focus in the past two weeks has been the rehearsals for Music, Dance & Drama Day. As the production and backstage team got the props and other plans in place, the 8<sup>th</sup> of February saw good performances from students from all the Grades. Here are the Grade 9 students putting finishing touches to one of their scenes.



### ART

#### GRADE 6

The primary thought behind this art project was to understand what can



save Goa where our focus is leading to when it comes to Nature. It was a very interactive session with children to also know from their perspective, thinking deeply with and creating artwork based on the topic of Save Goa and its Nature. Colours used were poster and watercolour. Some of the learners worked on what can be improvised in our environment, while a few learners focused on the positive side of Goa that they felt good about and

appreciated its beauty and landscape.

### GRADE 7

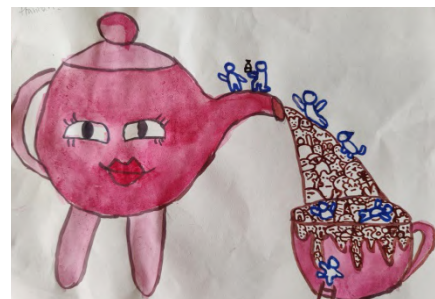
The Grade 7 learners were introduced to surrealism; they were immersed in a world where reality and imagination intertwine in fantastical and dreamlike ways. Surrealism encouraged the learners to explore the depths of their subconscious minds, unleashing their creativity through unconventional and often bizarre imagery.



They studied the works of iconic surrealist artists such as Salvador Dalí. Through engaging discussions and hands-on activities, the learners experimented with surrealist techniques such as drawing, collage, and juxtaposition of unrelated objects. They embraced the freedom to challenge conventional norms and to express their innermost thoughts, fears, and desires through their artwork. As they delved deeper into surrealism, the Grade 7 learners expanded their artistic horizons, honed their critical thinking skills, and developed a deeper appreciation for the power of art to provoke thought and evoke emotion. Surrealism not only provided them with a new artistic vocabulary but also encouraged them to view the world through a lens of boundless creativity and imagination.

### GRADE 8

The Grade 8 learners were introduced to the dynamic and whimsical world of Mr. Doodle and his unique brand of art. Inspired by Mr. Doodle's artwork, the learners experimented with doodling techniques, embracing spontaneity and free-flowing creativity. They discovered the joy of doodling as a form of self-expression and personal storytelling, using simple tools such as pens and markers to bring their imaginations to life on paper. The learners gained insights into the intersections of art, design, and popular culture. They learned to appreciate the power of doodling as a means of communication, connection, and creative exploration.



### GRADE 9

The learners were introduced to fundamental principles of portraiture, including proportions, anatomy, light and shadow, and facial features. Through a combination of theoretical learning and practical exercises, the Grade 9 learners honed their observational skills and technical abilities. They practised sketching and rendering facial features, exploring techniques for capturing likeness and conveying emotion.





## CIRCLE TIME / LEADERSHIP CURRICULUM

### GRADE 6

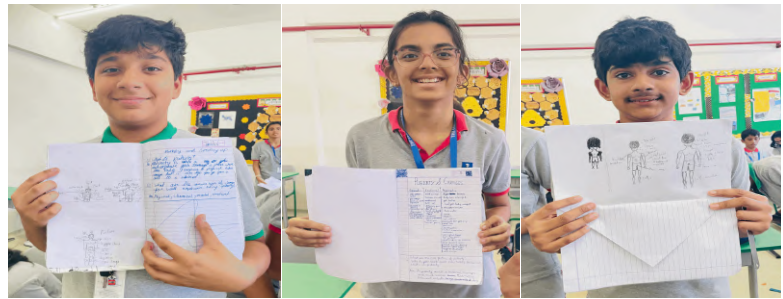
The learners of Grade 6 have been very busy classifying which changes during puberty are physical, which are emotional and



which are social. Being able to discuss their own bodies and minds has led to some interesting chats and some very candid discussions on stereotypes and stereotypical expectations. Learners have been very respectful and extremely focused on asking questions and sharing information that is relevant to the discussion at hand. Being able to be comfortable with their own bodies gives them the edge to also be empathetic with those around them.

### GRADE 7

The learners of Grade 7 are very clear with how their bodies have been undergoing a number of physical changes. They were also able to classify other changes as being social and emotional. Emotional changes were the ones they found the hardest to classify.



We also had quite a strong discussion about personal hygiene during puberty and why we need to be extra careful. We will continue these discussions in the weeks to come.

### GRADE 8

Learners of Grade 8 have been way ahead of the lot, speaking about diverse issues like



emotional, social and physical changes during puberty, safety and consent and even skimming over the topic of abuse. Such young minds have a strong insight into the problems in the world around them and when these discussions are respectfully held, they are given the opportunity to feel heard and acknowledged. We have had some very in-depth discussions on what they have experienced and what to protect themselves from.

## GRADE 9

The learners of Grade 9 are finally getting a few Leadership Curriculum classes. In the last one, we discussed the all-



important changes that take place with growth and puberty. From classifying changes into physical, emotional and social to discussing consent, they have been getting into conversations that help them deal with certain areas of confusion in their mind.

## ICT

### GRADE 6

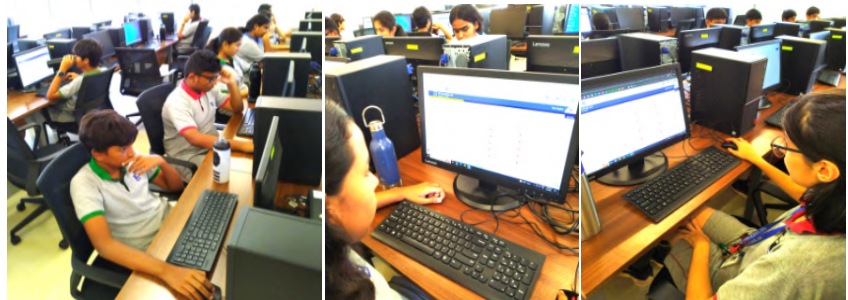
After learning the elemental structure of an image, learners compared vector graphics and bitmap images to see the use of each of them. They were able to explain to their peers, how sound and text, are converted to digital formats in a computer. Learners were further introduced to the concepts of logic gates and logic circuits. They will learn more about this in the coming classes.

### GRADE 7

Learners worked with Python programming and re-visited the concepts of loops, conditional statements, Boolean operators, and functions. They worked on a few problem statements individually to test their logical and analytical skills. Learners further discussed the iterative model of building a program, along with the well-known waterfall model. They constructively analysed the pros and cons of each model.

### GRADE 8

Learners were introduced to data modelling using databases and spread sheets. They discussed the term 'Big Data', and were able to describe it using the 5Vs (Volume, Value, Veracity, Variety and Velocity).



Learners further learnt about the areas in the industry where big data is used. They were later introduced to databases, where they learnt about flat-file databases and relational databases, in detail.

## GRADE 9

Computer programs store data that will be required again in a file. While any data stored in RAM will be lost when the computer is switched off, when data is saved to a file it is stored permanently. Data stored in a file can thus be accessed by the same program at a later date

or accessed by another program. Our learners use this knowledge in their daily lives too. After learning to use procedures and functions in their programs, learners were able to create global variables that could be used across functions. They also worked with library routines such as the MOD, DIV, ROUND, RANDOM functions, to enhance their programs. Learners were later introduced to the concept of 1D and 2D arrays. They were able to create, populate, and manipulate data in an array.

## **FRENCH**

### **GRADE 6**

Grade 6 students are acquiring the essential vocabulary for understanding tourist information. They have honed the skills required to navigate through any French-speaking city. Furthermore, they have acquired a new set of vocabulary skills to be able to tell the time and say at what time an event takes place.

### **GRADE 7**

Throughout the past fortnight, Grade 7 learners explored the French travel vocabulary with zeal. Their exploration encompassed acquiring knowledge of expressions essential for booking tickets, conversing with reservation clerks, discussing missed train or flight situations, handling transactions in euros, and navigating arrival and departure timetables at both train stations and airports. In a culmination of their efforts, they showcased their talents through captivating role plays set in two different scenarios: "À la gare" (at the train station) and "À l'aéroport" (at the airport). These performances not only allowed them to hone their speaking skills but also provided a platform to exhibit their creativity and adaptability.



### **GRADE 8**

Grade 8 learners embarked on a journey into the French culinary world. They were introduced to famous chefs known worldwide for their mastery in French desserts. Students also gained the essential vocabulary needed for writing and understanding recipes in French. The application of the vocabulary was reinforced through the game "time's up," wherein students were prompted to construct sentences in French and pantomime within a minute. This game not only helps in vocabulary acquisition but also sets a platform where students are able to express themselves through words and mime to improve their overall proficiency in the language in a fun and effective manner.





## GRADE 9

In Grade 9, students delved into the lives of renowned French figures, shedding light on their impactful contributions globally. Through captivating PowerPoint presentations, they showcased the remarkable works of these personalities with confidence and flair. Their presentations were not only creative and unique but also highlighted various schools and colleges bearing the names of these esteemed individuals, offering a comprehensive exploration of their legacies.



## HINDI GRADE 6

Learners presented their story after learning the concept about 'Kriyavisheshan' and presented it through a PowerPoint presentation. This enabled them to build their confidence levels, sparked creativity during their delivery and enhanced their public speaking skills. They also learnt the poem 'Shrey' and built on their vocabulary as they shared about the person they wanted to show gratitude towards and mentioned why they felt the need to do so.. They learnt how important it is to be grateful for whatever we have. We need to be thankful towards our parents because they provide us with whatever we require and in the world there are so many underprivileged children who don't get all the facilities and live a life without food and shelter.



## GRADE 7

Learners used new words from the chapter 'Safalta ki Triveni' such as param ghanishth, sakriy, sevamukt, kayal, unmukh, mehati, medhavi etc. and used the new vocabulary learnt writing a creative paragraph on the given topic 'Safalta ki chabi' aur 'Samay ka sadupyog'. They also learnt another grammar concept 'Visheshan ke prakar' and applied it in their writing.



## GRADE 8

Learners read the story 'Sadhana'. Post reading, they learnt new vocabulary such as antarman, aabhs, zameer, upadhi, kutiya etc. Through this chapter they imbibed values such as -we are not supposed to take other people's things without their permission, if we get anything that does not belong to us, then we should not take it. In life, we need to be honest and must be a good human being. They also learnt muhavarein and application of the same such as angare barasana, akal ka andha, apna ulloo siddha karna, apne muh miyaan mitthoo banana, apne paanv par kulhadi marna, etc.

## GRADE 9

Learners had earlier learnt about vigyapan (advertisement). They presented vigyapan



individually and in groups. They worked in collaboration. They learnt that if they want to sell their products, then it is important to be skilful in marketing.

They also undertook a listening activity wherein they had to listen to the audio of an interview and a story and then, write answers for the questions asked. They read the chapter 'Plastic Kooda Abhishap nahi, Vardan hai' and built on vocabulary such as abhishap, vardan, punarchkrit, nirman, sanrudha, privartit, prakriya, aadhyatmik etc. They had discussions on how one must not think of plastic as a curse but how one can reuse or recycle plastic, how one can keep their surroundings clean, and learnt the importance of waste management etc. They learnt that we should not wait for others to keep our Earth clean; if individually we do our bit, then the Earth would be a much better place to live in. They shared how they would start segregating garbage and start working on cleanliness-first from home, then school and society at large.

## P.E

### GRADE 6, 7, 8 & 9

In Physical Education all learners of Grades 6-9 are engaged in the preparation for the upcoming Annual Sports Day scheduled for Tuesday, 13th of February 2024. The preparation includes extra practice hours for various events like March-past, Drills, Athletics events etc. We will soon come with much more details about this in the next Newsletter.

## LIBRARY

### GRADE 6A and 6B

#### STORY WEAVING

This activity demonstrates the art of writing a story through layering. New ideas for developing an interesting plot and presenting. Students created an interesting story with many twists and turns.



## NEWS FROM EACH GRADE

### GRADE 6

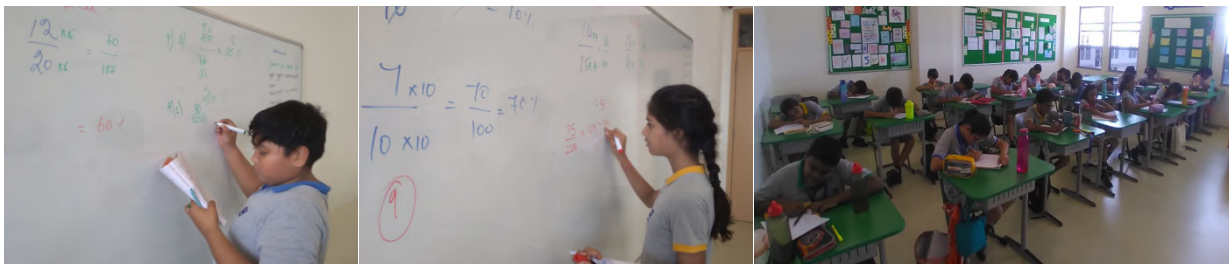
#### ENGLISH

The Grade 6 students continued to deliver their speech presentations. It was wonderful to see them come out of their shell and tap into their public speaking skills. The students also worked on honing their comprehension skills by working on extracts based on various books. As a part of speech writing the students also engaged in watching Nelson Mandela's 'Make Poverty History' speech which was rife with emotion and language techniques.



#### MATH

In this fortnight, our sixth-grade analysts showcased their mathematical prowess by delving into percentage calculations and comparisons between two quantities. Employing the





BODMAS concept, learners adeptly solved equations, detecting and rearranging them to achieve accurate outputs. The focus was on analysing the percentage of given quantities and translating them into fractions, demonstrating a comprehensive understanding of fundamental mathematical principles. This fortnight's activities sharpened analytical skills and fostered a deeper appreciation for mathematical problem-solving techniques.

## PHYSICS

Grade 6 learners embarked on an exploration of the formation of the solar system. Through dynamic discussions and interactive activities, they uncovered the intricate processes behind the birth of our cosmic neighbourhood. From gravitational interactions to celestial collisions, students unravelled the complexities of how the Sun and planets came into existence. By investigating scientific theories and evidence, they gained insight into the fascinating forces that sculpted the landscape of our solar system.



## CHEMISTRY

In the Grade 6 Science lab, students observed experiments to test for the presence of oxygen and hydrogen. They employed various techniques to identify these gases, such as using a glowing splint to test for oxygen and the "pop" sound produced when hydrogen reacts with an open flame. The experiments aimed to reinforce the understanding of the physical and chemical properties of these elements. Additionally, students explored neutralisation reactions during the lab where acidic and basic properties balance each other out to create a neutral product. The practical application of these experiments contributed to a deeper understanding of basic chemistry principles for them.



## BIOLOGY

In the grade 6 biology curriculum, students explored the concept of biological keys. These keys are tools used to identify and classify living organisms based on specific characteristics. Students learned how to use dichotomous keys, which present a series of contrasting statements to guide the identification process. Students practiced applying biological keys to identify various organisms, reinforcing their understanding of taxonomy

and classification in the biological world. This topic aimed to develop observational and analytical skills, fostering a foundational understanding of the diversity of living organisms for Grade 6 students.



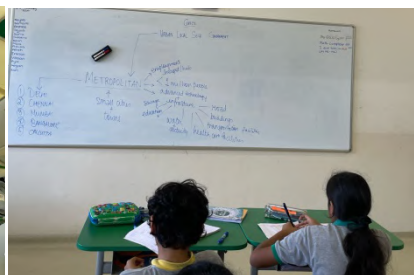
### G.P.

Grade 6 learners as a part of their Term 3 Topic, had fun displaying their creativity through charts and colours by creating a postcard based on the topic 'Family.' They were asked to express their thoughts about the concept of 'Family' using the medium of quote and art.



### HISTORY

Our Grade 6 learners delved deep into the profound teachings of Mahavira and Buddha, embracing the



essence of the five great vows and the Eight-fold path. Encouraging mindfulness, exploring virtues such as ahimsa and truth. We examined the spread of Jainism and Buddhism, deepening their understanding of these influential philosophies. They also showcased their understanding through a Formative Assessment. We wrapped up this term with Civics where the learners explored Local Self Government. From rural areas last term, they shifted their focus to Urban areas - understanding Municipal Corporations, Nagar Palikas, and Nagar Panchayats. Real-life connections were forged as they discovered their wards and councillors.

### GEOGRAPHY



The Grade 6 students learnt about water bodies. The students learnt about the different water bodies like oceans, seas and lakes. The students also delved into the critical issue of contamination of the water bodies. The students participated in a group discussion and discussed the various causes of water pollution. The students presented their work with valid reasons. The students had to check whether the points explained were valid or invalid. The group that scored the maximum points was rewarded.



## GRADE 7 ENGLISH

The Grade 7 students continued to shine as they engaged in delivering their speeches. It was a proud moment seeing the students rise to the challenge of public speaking. They spoke confidently and passionately and to see the transformation of the students was indeed a moment of joy. The students also worked on honing their comprehension skills by working on extracts based on a suspense book called 'Tokyo'. It was challenging for the students to read between the lines and analyze language usage but they enjoyed the discussions that took place in class and were able to elucidate their analyses very well.



## MATH

Grade 7 learners explored the nuanced domain of fractions, decimals, and percentages. Through comprehensive lessons and practical exercises, they mastered the conversion between these mathematical representations. From understanding the relationship between fractions and decimals to applying percentages in real-life scenarios, students developed a solid foundation in numerical fluency. By exploring diverse problem-solving strategies and engaging in collaborative activities, they enhanced their mathematical skills and confidence.



## PHYSICS

Grade 7 students delved into the captivating world of electromagnets. Through engaging experiments and theoretical discussions, they explored the fundamental principles behind these dynamic devices. From understanding how electricity and magnetism intertwine to constructing their own electromagnets, students uncovered the practical applications of this technology in everyday life. By examining the role of electromagnets in various industries, they gained insight into how these powerful tools shape modern technology and contribute to scientific advancements.





## CHEMISTRY

In the Grade 7 science curriculum, students engaged in experiments to test for the presence of hydrogen and explore the reactions of metals with oxygen. They learned techniques to detect the presence of hydrogen gas, such as the distinctive "pop" sound produced when hydrogen reacts with an open flame. Additionally, students investigated how various metals react with oxygen, emphasizing the formation of metal oxides. This provided a foundational understanding of the chemical properties of hydrogen and metals, contributing to the students' grasp of chemical reactions and the behaviour of elements.



## BIOLOGY

In the study of ecosystems, students in Grade 7 explored two important concepts: bioaccumulation in food chains and the impact of invasive species. Bioaccumulation refers to the gradual build-up of pollutants or toxins within organisms as they consume contaminated prey. This concept was illustrated in various food chains, emphasizing how pollutants can magnify through different trophic levels, potentially affecting higher-order consumers. They were also introduced to invasive species, non-native organisms that can disrupt local ecosystems. Students learned about the negative consequences of invasive species, including competition for resources, predation on native species, and alteration of habitats. The discussions aimed to deepen their understanding of ecological dynamics, emphasizing the delicate balance within ecosystems and the potential threats posed by bioaccumulation and invasive species.



## G.P.

Grade 7 learners as a part of their Term 3 Topic, 'Trade and Aid', presented their own concept of trade and highlighted various methods they could adopt in order to obtain aid from external agencies and resource sharing.



## HISTORY

The Grade 7 students analysed the Portuguese influence on Goan food. The students thoroughly enjoyed sharing their own personal experiences of their favourite traditional Goan foods as well as the Portuguese dishes that have become synonymous with Goan cuisine. The students also worked on a comparative essay on the same topic to hone their analytical skills. The students also enjoyed observing various features and facets of the Portuguese influence on Goan art and architecture and those class discussions led to a

deeper appreciation of Goan culture.

## GEOGRAPHY

In our recent class session focused on non-renewable energy sources.

Students engaged in an insightful exploration of the various types and their implications. Through interactive discussion the



students learnt about the different types of coal and uses of crude oil. They engaged in debates and discussions on the topic. The session provided students with a comprehensive overview of non-renewable energy sources and sparking interest in the broader energy transition. The students were able to make informed decision-making and positive environment stewardship in the future.

## GRADE 8 ENGLISH

Anyone can learn the skill of debate from the internet, but actually having the opportunity to practise those skills is what makes learning worthwhile.

The students of Grade 8 had the opportunity to put these skills to the test last week. They paid attention to the arguments presented by both sides, analysed



their strengths and weaknesses, and formulated their own counterarguments. Apart from this, they were also exposed to magazine writing. In a world where content creation is a popular career choice, students must learn to write about themes and ideas that would appeal to a wider audience and make their writing relatable.

## MATH

Grade 8 students explored the world of 3D shapes, with a particular focus on understanding surface area and volume. They learned to distinguish between these concepts, recognizing surface area as the total amount of material needed to cover the exterior of a shape, while volume represents the space enclosed within the shape. For example, they applied their understanding of surface area when calculating the amount of



paint required to paint the walls of a room.

Understanding volume also proved useful when determining the amount of water a fish tank could hold.



## PHYSICS

Grade 8 students explored the intriguing topic of sound interference. Through theoretical analyses and engaging



discussions, they delved into the complexities of how sound waves interacted. From investigating constructive and destructive interference to observing real-world applications, students gained a deeper understanding of this phenomenon. By examining historical experiments and modern research, they discovered the impact of sound interference on fields such as acoustics and engineering.

## CHEMISTRY

In an engaging exploration of chemical processes, the students of Grade 8 immersed themselves in the fascinating world of production of salts. They looked at diverse reactions to create salts and steps to purifying these compounds. Venturing further into their scientific journey, the students began a new sub-topic centred on displacement reactions. This concept was vividly demonstrated during a fascinating experiment. In this demonstration, iron metal was introduced into a solution of copper sulphate and it showcased how more reactive metals



have the ability to displace the less reactive metals in a chemical solution. This multifaceted learning experience not only broadened the students' understanding of fundamental chemical principles but also provided them with a tangible and memorable demonstration of the dynamics at play in displacement reactions.

## BIOLOGY

In the Grade 8 science curriculum, students delved into the topics of populations and extinction. They studied the dynamics of populations within ecosystems, exploring factors influencing population growth, decline, and stability. Through real-world examples, students gained insights into the interplay between biotic and abiotic factors in shaping





population dynamics. Extending their understanding, the curriculum addressed the critical issue of extinction. Students examined the various causes of species extinction, including habitat loss, over-exploitation, pollution, and climate change. They explored the interconnectedness of species within ecosystems and the cascading effects that the loss of a single species can have on the entire ecosystem.

### G. P.

Grade 8 learners as a part of their Term 3 Topic, 'Human Rights', were paired in groups. Each group took upon one specific aspect of Human Rights and tried to look at the violations at local as well as global level.



### HISTORY

Learners wrapped up this term with Civics where they explored the intricate workings of the executive branch in India, dissecting the roles of key members from the president to the council of ministers. Additionally, our studies also extended to the Judicial Branch, emphasizing the significance of power separation and understanding jurisdiction across various legal entities, from the Supreme Court to Lok Adalats.



### GEOGRAPHY

The students of Grade 8 learnt about the natural vegetation and wildlife. Students engaged in model making for the physiographic divisions and its relation to the natural vegetation, climate and wildlife found, exhibiting a deeper understanding of the subject matter. Building a physical representation of a concept helps solidify abstract ideas and makes learning more tangible. This tactile approach appeals to different learning styles and reinforces theoretical knowledge.



### GRADE 9 ENGLISH

Students of Grade 9 continued to work on their dialogue writing. They were each asked to write a dialogue between two cartoons in a comic strip; it helps form the plot while providing an authentic reading experience and introducing important character



traits. If all the information in the text were to be introduced in a non-dialogue format, the text would become stale and boring to readers. They also received feedback on their performance for various Formative Assessments and will now be working towards rectifying errors in the weeks to come.

## **MATH**

In a recent Math class, students engaged in a hands-on exploration of cone geometry to comprehend



volume and surface area concepts. Starting with circular pieces of paper, they independently located the centre and cut out two sectors, eventually transforming them into cones by taping or gluing the edges. Through observation and measurement, students discerned the relationship between height and base diameter, noting that as height increased, base diameter decreased, and vice versa. This activity not only fostered a deeper understanding of cone geometry but also honed problem-solving skills and mathematical reasoning, highlighting the significance of interactive learning experiences in grasping mathematical concepts.

## **PHYSICS**

In this fortnight, learners gained valuable insights into the electromagnetic spectrum, grasping the order of its main regions in terms of wavelength and frequency. They developed an understanding that all electromagnetic waves share a consistent high speed in a vacuum, a key foundation for comprehending their behaviour.



Additionally, learners explored the practical applications of different spectrum regions and learned about potential harmful effects from prolonged exposure to electromagnetic radiation. The session also covered the use of microwaves in satellite communication, emphasizing the integral role of electromagnetic radiation in various communication systems.

## **CHEMISTRY**

Exploring the realm of Chemistry, Grade 9 students delved into the practical applications of electrolysis and delved into an insightful examination of the merits and drawbacks associated with fuel cells. Transitioning seamlessly, they embarked on a fresh topic centred around chemical energetics. This segment of their studies honed in on the intricate dynamics of chemical reactions. Within the context of chemical energetics, students



gained proficiency in discerning the nature of reactions—whether endothermic or exothermic. This involved a comprehensive exploration of bond energies, enabling them to calculate enthalpy changes. The incorporation of such quantitative analysis not only deepened their understanding of the underlying principles of chemical reactions but also equipped them with valuable skills for predicting and interpreting the energetic aspects of diverse chemical processes. Through this multifaceted approach to learning, the students are actively engaging with the intricacies of Chemistry, thus broadening their scientific horizons.

## **BIOLOGY**

Embarking on a new chapter in their Biology curriculum, the Grade 9 students delved into the fascinating realm of



human nutrition. This phase of learning provided them with a comprehensive understanding of essential minerals and the repercussions of deficiencies stemming from their absence. The students not only acquired knowledge about the vital role these minerals play in our overall health but also explored the intricate web of connections between nutrition and well-being. Furthermore, the students engaged in a detailed exploration of the digestive system, unravelling the complexities of both physical and chemical digestion processes. Through in-depth study sessions, they gained insights into the intricacies of the digestive system's various components, comprehending how each part contributes to the overall process of breaking down and assimilating nutrients. This holistic approach to learning not only enhances their grasp of human biology but also equips them with valuable knowledge about maintaining a balanced and healthy lifestyle.

## **BUSINESS STUDIES**

Learners distinguished between market-oriented and product oriented businesses. They compared Apple and Samsung's business models. They analysed how Apple's product-oriented strategy influences its product design, customer satisfaction, and long-term sustainability, contrasting it with Samsung's market-oriented approach. They tried to evaluate the strengths and weaknesses of each company's strategy in terms of adapting to changing market dynamics and sustaining competitive advantage.



## **G.P**

Grade 9 learners set their focus on their 'Individual Report' by getting in their devices to class and as a part of on-going process they shall continue to do so with specific data gathering based upon their IR topic.





## **HISTORY**

As Grade 9 delves further into the Cold War, the Marshall Plan is a new topic of discovery. It was set up to provide aid to the recipients essentially on a per capita basis, with larger amounts given to major industrial powers, such as West Germany, France and Great Britain. This was based on the belief of Marshall and his advisors that recovery in these larger nations was essential to overall European recovery. In addition to economic redevelopment, one of the stated goals of the Marshall Plan was to halt the spread of communism on the European continent



## **ECONOMICS**

Considering the factors affecting choice of occupation and wage determination, learners discussed the reasons for wage differentials. They also analysed the potential implications of technological advancements and automation on future wage structures and employment patterns. They were engaged in evidence-based arguments and discussed potential strategies for individuals and policymakers to adapt to these changes in the labour market.



**Here we end this Newsletter. The next Newsletter (the penultimate one of this academic year) will be for the period 12<sup>th</sup> February to 2<sup>nd</sup> March.**

**Regards**

**The Gera School**