



The Gera School Newsletter

31st August 2024

(Grade 6 – Grade 10)

Dear everyone,

At TGS, we celebrated India's 78th Independence Day this month.

I wondered: How does a child born in free times fully understand – or understand, if not 'fully understand' – what it means to be under foreign rule, suffer under a foreign yoke, to have your land but not own it, much less reap the fruit of one's own labour? How does a child who has always known free speech understand how it is to have the voice stifled and, so, the spirit as well? How do children begin to look beyond themselves and see their lives, their prosperity, their very existence come out of a debt to a nameless multitude that lived decades earlier – and, so, feel kinship, gratitude and (most importantly) a desire to have their thoughts, words and deeds be (among other things) a tribute to them and their sacrifices.

As parents / teachers, these are questions for us as well because a lot of the times children will take the cue from us; it is our duty to help them learn through precept and example. One possible answer to the questions is to read History purposefully and reflect. As students, we were made to learn ancient and medieval Indian history for the purpose of passing an examination. (Occasionally, a smattering of World history was thrown in.) Teacher and pupil participated single-mindedly in the exercise of imparting and receiving masses of information for a mark or grade on a sheet of paper. That last, crucial mile was, almost always, never crossed of making us reflect and learn from history.

Another suggestion is to explore India with our children. Perhaps if we exposed them directly and subtly to our great cultural traditions of music, dance, drama and food, to the natural beauty and diversity that exists in India in its human population and in its natural environment, to as many places that make up our historical legacy as possible, they would be filled with an awe and respect for all that makes up India.

A third thought – and I stop here – is what I mentioned earlier. We lead by precept and example. We demonstrate and assert our Indianness before we demonstrate and assert any other identity. We say and practise the Pledge: *"India is my country and all Indians are my brothers and sisters. I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it....."* The cultural DNA will be intact!

Hope you had a happy Independence Day! Even if some of us are of other nationalities, I hope the message will apply equally to the rest of us.

Warm wishes,

C P Joseph
PRINCIPAL

EVENTS

JANMASHTAMI CELEBRATIONS



The Janmashtami assembly at our school was a vibrant celebration of Lord Krishna's birth, filled with devotion, festivity, and meaningful reflections. The Assembly began with a serene prayer, setting the tone for a day dedicated to exploring Lord Krishna's teachings. A captivating video transported everyone to the night of Lord Krishna's birth, followed by an engaging discussion on Lord Krishna's mischievous yet wise nature. Students then shared insights on Dharma, Karma, and Bhakti, not only highlighting the timeless relevance of Lord Krishna's teachings but also discussing how these principles can be incorporated into their own lives. The event concluded with a mesmerizing dance performance, capturing the essence of Krishna's life, and the eagerly awaited Dahi Handi celebration. The Assembly was not just a tribute to Lord Krishna but a reminder to live by the principles he championed in our everyday actions and decisions.

INTER-HOUSE NEXUS

The third edition of TGS's highly anticipated business event, NEXUS 2024, was a resounding success, captivating the audience with its vibrant display of marketing ingenuity. This Inter-House Marketing Competition brought together students from Grades 6-10, representing four dynamic teams: Phoenix, Pegasus, Polaris, and Hercules.



Each team was tasked with developing a comprehensive marketing strategy for a unique handicraft or handmade product, focusing on market penetration, brand awareness, and sales growth. The competition was fierce, with students demonstrating impressive in-depth marketing knowledge and technical skills, including the development of engaging websites.

The judges, Mrs. Shubhangi Tandon, Mr. Akash Timblo, and Mr. Virendra Singh Rathore, were thoroughly impressed by the creativity and strategic thinking displayed by all teams.

Their feedback highlighted the innovative approaches and the teams' ability to craft compelling narratives around their products.

Phoenix House emerged as the winners, showcasing exceptional creativity and strategic thinking. Polaris and Pegasus Houses shared the second place, each delivering compelling marketing plans. All three teams were closely challenged by Hercules House, making it a thrilling and competitive event. NEXUS 2024 not only celebrated the students' marketing prowess but also inspired future entrepreneurs, making it an unforgettable event at TGS.



NEWS FROM THE SPECIALISTS

MUSIC

GRADE 6

This term, excitement levels are high as students of Grade 6 are learning jazz! We began by learning about a few basic jazz concepts such as scatting and jazz standards, as well as a few famous jazz singers and musicians. We understood the concept of harmony using a simple exercise which the students thoroughly enjoyed. We also began learning a famous jazz standard, 'Fly Me to the Moon'.



*Students singing along to
'Fly Me To The Moon'*



*Selected students demonstrating
the exercise in harmony*

GRADE 7

Fans of Bob Marley were ecstatic after learning that Grade 7 is focussing on reggae this term! We began the term with an introduction to reggae, its distinct rhythm, and a short history of its origin and development. This term, students will be introduced to various instruments. We began with the guitar, learning two chords and a very basic strumming

pattern. While many struggled on their first attempt, a few discovered their natural talents!



Students learning a few simple chords on the guitar.

GRADE 8

Grade 8 has begun the term with a bang, as we dive into the world of rock and roll! Artists like Elvis Presley and Chuck Berry take centrestage, as students learn about the history and characteristics of rock & roll! We began with the famed song 'Johnny B. Goode', with its catchy rhythm and distinct bass line! We also understood the concept of harmony using a simple exercise. Students really embraced the spirit of the exercise and performed splendidly.



Students were divided into groups as they performed an exercise in harmony.
Students clapping along as we learn the rhythm of rock and roll

DANCE GRADE 6

The Students of Grade 6 begin a new term by learning a new dance form. Students will learn to dance a western origin dance called the “Jive.” This dance is highly energetic and fast paced. It originated in the United States in the 1930’s from African Americans. Jive is mostly danced to swing music or rock n roll music and was popularised in dance halls by Cab Calloway, an American Jazz band leader. Jive has undergone several transformations in terms of variation of moves and today Jive is a blanket term used to include Swing, Boogie-woogie, Lindy-hop and the Jitter-bug. In class, students will be learning the social style of Jive/ swing not the technical ballroom version. We have begun by learning how to do the Basic footwork which includes a Rock step back and 2 Chasse’s (also called a triple step) to the sides. Once students are properly grounded in the basic footwork, we will move on to partner-work.



GRADE 7

Grade 7 will also be learning the Jive this term and have begun to practise two movements, the basic step and the fall-away step.



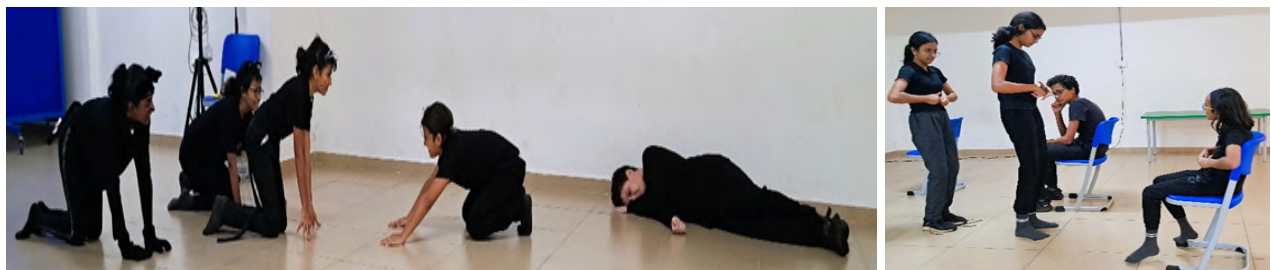
DRAMA

GRADES 6 to 9

A mime competition is a performance event where participants express ideas, emotions, or stories through silent gestures and body movements rather than spoken words. Mime, as an art form, relies heavily on physical expression, facial expressions, and the ability to convey meaning without speech.

Students were marked on Expression, Technique, Creativity and Originality, and Presentation.

Overall, mime competitions celebrate the art of silent performance, showcasing the power of body language and creativity in storytelling.



ART GRADE 6

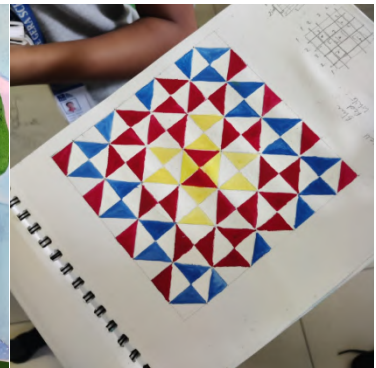
Sixth graders have immersed themselves in a doodle fantasy art project, where they harness their imagination to create intricate designs using gel and ball pens, as well as black markers. This



time-consuming project encourages them to explore and expand their creativity, allowing for personal expression through detailed artwork. By focusing on fine design elements, students not only enhance their imaginative skills but also develop patience and perseverance, ultimately refining their overall creative abilities.

GRADE 7

In an engaging art lesson, our Grade 7 learners have been discovering the concept of emphasis in art. They learned how to create focal points in their paintings, guiding the viewer's eye to the most important elements of their work. Through



vibrant colours, bold shapes, and strategic placement, the students successfully highlighted the main features of their compositions. Their artworks beautifully demonstrate how emphasis can be used to draw attention and convey a powerful visual message.

GRADE 8

Grade 8 learners delved into the fascinating world of Giuseppe Arcimboldo, the renowned Italian painter famous for his imaginative portraits composed entirely of objects such as fruits, vegetables, and flowers. This creative approach to portraiture challenged the students to think outside the box and appreciate the interplay between art and symbolism. By studying Arcimboldo's work, the learners explored the concept of visual storytelling and experimented with their own portraits using unconventional materials.



GRADE 9

Grade 9 Learners were introduced to soft pastels. In their latest project, they explored the vibrant and versatile medium of soft pastels by creating still life compositions. This hands-on experience allowed them to experiment with blending, shading, and layering techniques to bring their still life.



CIRCLE TIME / LEADERSHIP CURRICULUM

GRADE 6

The learners of grade 6 had their exams for a week but we had the chance to discuss the things we love about our country during Circle Time. The answers, as usual, were very deep and reflective. They went beyond food and culture to the aspects of diversity. They also shared their wishes for a more peaceful country. Discussions carried on and we began with the topic of “Self-Regulation” during LC classes. Learners did a lot of reflection and were able to articulate how their own behaviour needs evaluation before putting things on others.



GRADE 7

Circle time was quite a discussion this time. The question “What do you love about India?” ignited some intriguing answers. Hearing the views of our learners showed that there is a lot we have let them down on as a generation. A lot of them feel the unfairness in the flaws of our decisions. Quite eye-opening and quite motivating to be better and do better. They also began discussions on ‘Self-Regulation’. Understanding that ‘Each one of us has the power to make or break others with our actions, words and deeds. The best option is... to be kind.’



GRADE 8

The learners of grade 8 shared some very strong opinions about the state of our country. A lot of them spoke about the safety of women and were quite upset that in the year 2024, this was still something that was not yet a reality. Learners have been discussing ‘self-regulation’ and have also shared their appreciation for each other and offered help to those they spoke about. Learning that we affect each other by our actions and that we could be allies in positive ways has been a refreshing realisation.



GRADE 9

There were two rounds of questions, one “What do you love about India?”, the next “What are the things about our country you would choose to improve?”. The moods changed

drastically. The discussions were beyond my expectations. The diversity of their answers was something worth mentioning. There was quite a lot of disgruntlement with how we have governed but also a lot of hope for what they think they can do to make our country great again. Learners discussed the safety of women. This is not just a generation that is opinionated. They also have a lot of solutions in mind. We just have to take the time to listen.

ICT

GRADE 6

Learners were introduced to the various wired and wireless modes of communication that exist. They looked into the possible characteristic considerations to be kept in mind while choosing a transmission method, and were able to differentiate and decide which method was suited in a given situation among Bluetooth, Wi-Fi and Cellular data.

GRADE 7

Learners were introduced to System software, data storage, and device learning. In the following classes, they were introduced to the concept of binary numbers. They were able to analyse how text on a computer is converted to binary using ASCII codes, while they also learnt to convert numbers from binary to denary.

GRADE 8

Learners studied about the different types of network hardware that exist. They were able to analyse the different types of topologies that exist in a network. They also drew network diagrams using these topologies (star, bus, ring) for their classroom and their school.

GRADE 9

Grade 9 learners studied The Von Neumann Architecture (CPU, CU, ALU, Buses, Storage [IAS, Registers], I/O devices). They further indulged in the stored-program concept, the fetch-execute cycle. Learners further learnt how to increase the CPU performance (increase cores, increase bus width, clock speed, etc), and about the various registers available (MAR, MDR, etc)

GRADE 10

Learners have been working on past papers. Their knowledge skills, and timing (writing speed and precision) are being assessed.

FRENCH

GRADE 6

This fortnight, Grade 6 students delved into irregular verb conjugations, exploring various grammatical patterns. They were introduced to several irregular verbs and practised conjugating them with different subject pronouns. Alongside verb work, the learners have begun identifying interrogative expressions in French. They were taught the three types of questions: 1) raising intonation, 2) adding "Est-ce que," and 3) using inversion. Additionally, they learned common question words like "Quand" (when), "Qui" (who), and

"Où" (where), etc. Students are now focusing on constructing questions using all three methods, further developing their understanding of French interrogatives.

GRADE 7

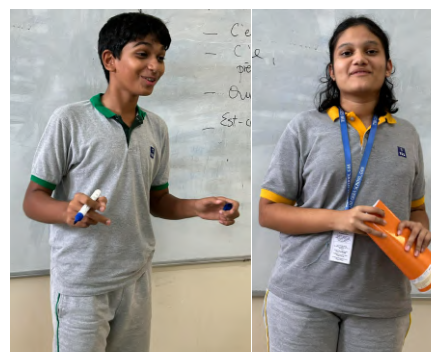
This fortnight, Grade 7 students have explored the French educational system, learning about facilities, uniforms, and clubs, which has enriched their vocabulary for discussing their own schools and comparing them with the French system. They've revised reflexive verbs to describe daily routines and those of others, and acquired new irregular verbs like *apprendre* and *comprendre*. Additionally, they have sharpened their listening skills through audio exercises, enhancing their ability to comprehend information from native speakers. This comprehensive approach has not only improved their vocabulary and verb usage but also prepared them to engage more effectively with spoken French.

GRADE 8

This fortnight, Grade 8 French learners focused on revising the grammatical structure of the imperfect tense. They worked through several grammar exercises involving different tenses. In addition, they explored comparative adjectives and expressions, practicing the use of phrases such as "plus...que" (more than), "moins...que" (less than), and "aussi...que" (as...as) to form comparisons in French. The students reinforced these concepts by reading a passage comparing two cities and identifying the use of these comparison structures. Following this, they created their own passages, applying comparative expressions and adjectives. The task required them to use both the imperfect and present perfect tenses, enabling them to practice combining these forms effectively in their writing.

GRADE 9

In the past fortnight, Grade 9 students have immersed themselves in discussing future plans and travel using the *futur proche* and *futur simple* tenses. They've acquired essential vocabulary related to traveling, packing, and staying with a host family. Various learning tools, including audio exercises, vocabulary tests, and reading comprehension activities, have enhanced their skills. Listening to native speakers and engaging with travel-related texts have improved their understanding and pronunciation. This comprehensive approach has not only strengthened their ability to talk about future plans and navigate travel conversations but also built a solid foundation for their continued language development.



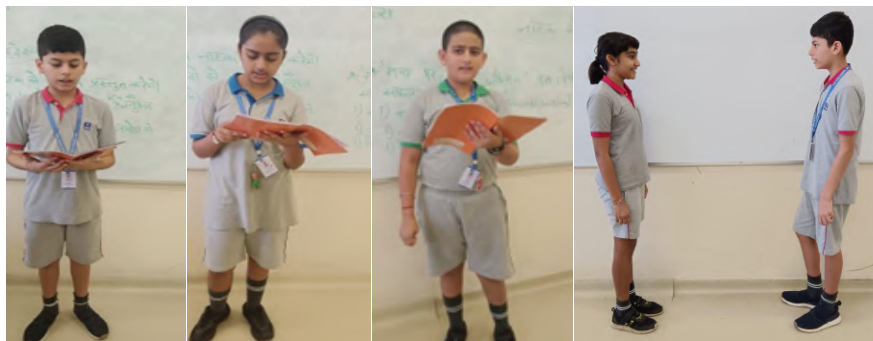
GRADE 10

This fortnight, Grade 10 learners focused on important strategies for the French IGCSE Speaking paper. They received detailed feedback on the most common errors they tend to make during the exam and learned how to rectify them effectively. In class, students practiced various topic conversations and role plays to enhance their speaking skills, with additional exercises assigned for practice at home. The learners were also thoroughly briefed on how to manage their time efficiently, as the speaking exam lasts only 10 minutes, requiring concise and prompt responses. Alongside speaking practice, they

worked on grammar worksheets, with particular emphasis on mastering the use of different tenses. Now, they are being introduced to strategies and techniques to approach the Reading paper successfully, ensuring they are well-prepared for all sections of the exam.

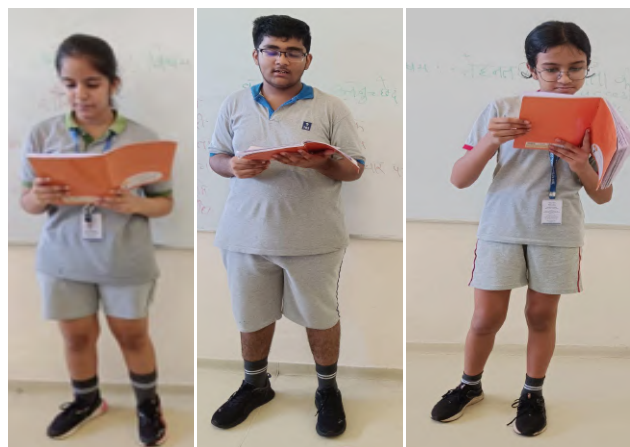
HINDI **GRADE 6**

The learners engaged in a conversational activity in pairs, exploring various topics. Following this, they individually crafted creative dialogues, known as 'Samvad Lekhan,' on the assigned topics and presented their work confidently to their peers. They also learnt the correct usage of kaa, kee and ke in sentences, applying these forms appropriately based on gender (streeling) and (pul ling).. Through the chapter 'Natak mein Natak,' students expanded their vocabulary by identifying and utilizing new words such as Abhinay, Sarvajanic, Poorvabhyas, Nirdeshan, Sajjakaksh, Hidayat, and Trutiyaan. They used these words to convey their perspectives on the topic 'Manch par mera abhinay.'



GRADE 7

Learners watched a Hindi story and engaged in a discussion about effective time management. They shared their personal experiences and perspectives on how they spend their time and understood the significance of time through the story. Vocabulary building was emphasized, with new words. Students used the new words to frame sentences and wrote an 'Anuched Lekhan' on the topic 'Samay hi Dhan Hai.' In addition, they studied the chapter 'Shikshak se Rashtrapati,' which focused on Dr. Zakir Hussain, highlighting his life, simplicity, and the value of hard work and humility. The chapter underscored the role of Hindi in the freedom struggle and the importance of hard work and time management. Learners shared their views on using time effectively and worked on enhancing their reading skills and vocabulary with words like nivrutt, niyukt, sachiv, chakachaundh, avismarniya etc. Dictation was conducted to enhance spelling accuracy.



GRADE 8

In the chapter 'Hamari Gandagi Hami Par Baras Rahi Hai', learners explored the critical issue of

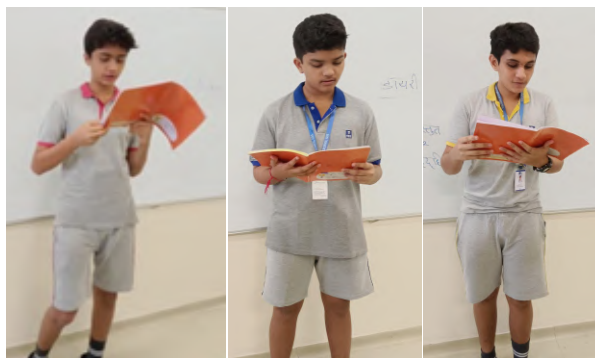


environmental pollution and its impacts on Earth. They discovered how human activities, such as littering in seas, rivers, and oceans, contribute to pollution and ultimately lead to adverse effects like floods. This chapter emphasized the importance of being responsible stewards of our planet and instilled a sense of respect for Mother Earth. Students engaged in activities to address this issue by discussing ways to reduce pollution and enhance their love for the environment. They also expanded their vocabulary with words such as sarvopari (supreme), vitrishna (discontent), duhai (plea), pavitra (pure), and galatfaimi (misconception).

To apply their knowledge, students wrote anchhed lekhan on topics like 'Prithvi ke Prati Hamari Zimmedari'. They also watched a Hindi story, which they used as a basis to formulate questions and write answers, thus enhancing their questioning and writing skills.

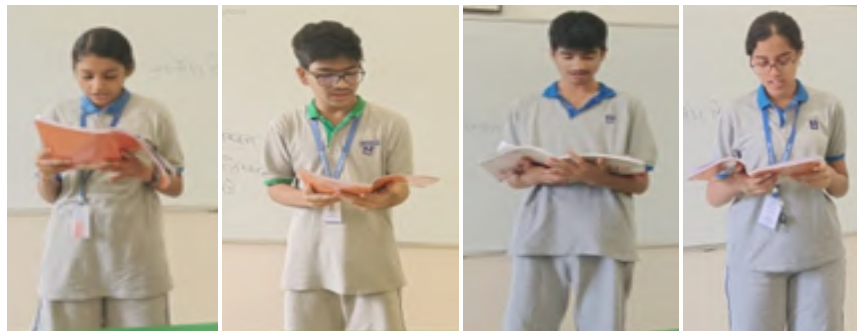
GRADE 9

Learners explored the art of diary writing, including how to craft entries and important considerations to keep in mind. They wrote and confidently presented a diary entry on the topic: 'Aap pareeksha dene ke baad sham ko ghar mein baithe hue ho. Us samay aapke man mein jo vichar aa rahe hain.' This exercise helped them enhance their writing skills. They also studied the chapter 'Bikhartein Pariwar,' discussing the advantages and disadvantages of joint versus nuclear families. In addition, they practised reading comprehension with various passages. For formal writing, they composed an 'Apcharik patra' on the topic: 'Swachh Bharat Abhiyan mein vidhyarthi kaise yogdaan de sakte hain, is vishay par apne vichar kisi samachar patra ke sampadak ko patra likhkar vyakt kijiye.' Furthermore, they learned about the chapter 'Jab Bina Gilliyon Ke Khela Gaya Antarrashtriya Cricket Match,' focusing on reading, comprehension, and vocabulary building with terms like gilli, mezban, mukabala, ballebaazi, gendbaazi, simat, and nirdharit.



GRADE 10

Learners studied 'Report Lekhan' (Notice Writing), gaining insights into how to compose a report and key considerations to keep in mind. They learned through examples and then wrote a report on the topic



'Apni Pathshala Mein Manaya Gaya Swatantra Diwas,' using specific vocabulary such as prathinidhi, abhaar pradarshan, udghatan, sabhagaar, prahasaan, dhvajarohan, and virajmaan. They presented their reports to their peers, which helped enhance their writing skills. Additionally, learners explored 'Blog Lekhan' (Blog Writing), focusing on structure and essential points to remember. They read examples of blog writing and then created their own blogs on various topics, including 'Jeevan Mein Bhasha Ka Mahatva,' 'Kya Gurukul Shiksha Paddhati Aadhunik Shiksha Paddhati Se Behtar Thi?,' 'Kya Khel Ke Madhyam Se Hum Jeevan Ke Prati Nazariyein Mein Badlaav La Sakte Hain?' and 'Kya Vastav Mein Filmein Samaaj Ka Aayina Hoti Hain?' They confidently presented their blogs to their peers, which enhanced their thinking, writing skills, and presentation skills.

LIBRARY

GRADE 9

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. It also develops social and emotional skills. Students get insights into effective communication, cooperation, and understanding diverse perspectives.



NEWS FROM EACH GRADE

GRADE 6

ENGLISH

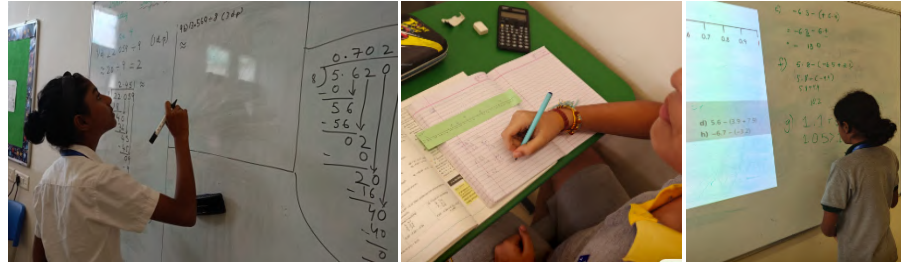
The Grade 6 learners started Term 2 by diving into the wonderful world of Nature poetry with 'Ballad of a River' by Patrick Fernando. It was heartening to hear the students share their anecdotes related to nature and the various stories in the news that focused on the destruction of nature due to human activity. We also worked on suspense writing, with a fun activity that was time-bound, to hone their writing skills. We also brushed up on

grammar and engaged in collaborative teamwork on worksheets on sentence types and direct and indirect speech.



MATH

In Grade 6 Math, students recently worked on adding, subtracting, multiplying, and dividing decimals. They also learned to estimate by rounding



off numbers, which helped them make quick and accurate approximations. The focus was on mastering these essential operations with decimals, ensuring they could confidently solve problems in real-life situations. Through practice exercises and real-world examples, students strengthened their understanding and ability to apply these skills effectively.

PHYSICS

In Grade 6 Physics, students recently studied energy and energy transfers, with a focus on potential and kinetic energy. They explored how energy is stored as potential energy and how it transforms into kinetic energy when an object moves.



Through experiments and examples, students learned to identify and differentiate between these two types of energy in various scenarios. This hands-on approach helped them understand the fundamental principles of energy and its role in the world around them.

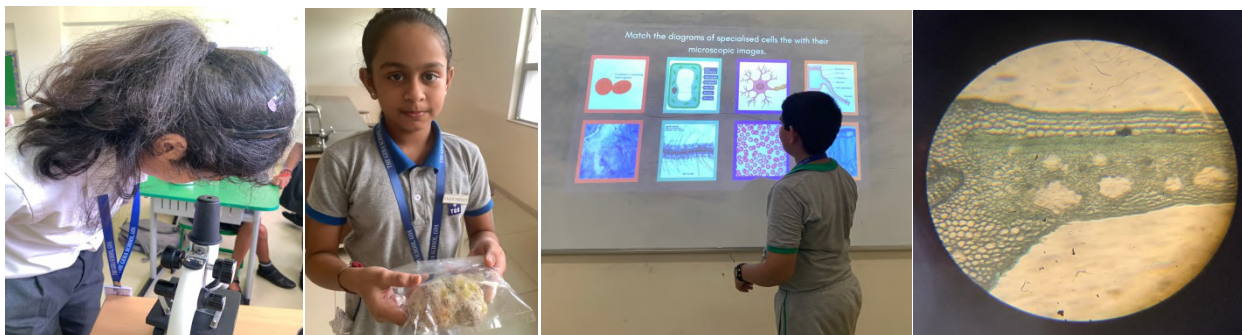
CHEMISTRY

Grade 6 students began their term exploring elements and the periodic table. They studied the first 20 chemical symbols and learned how elements are arranged on the table. Using the ball-and-stick model, they also explored the concepts of elements, compounds, and mixtures, and gained an understanding of different alloys.



BIOLOGY

Grade 6 students kicked off the term with a fascinating study of specialized cells. They watched engaging videos and examined slides to enhance their understanding of these cells. Additionally, they delved into the world of microorganisms, with a special focus on



fungi and bacteria. To bring their learning to life, they observed mold growing on bread, which helped them grasp these microscopic organisms more concretely.

G.P.

Students of Grade 6 got into writing mode about images related to globalisation helping them visually connect with the concept, and discuss its social impact fostering critical thinking and communication skills. By analysing the images, students explored various aspects of globalisation, such as economic growth, cultural exchange, or technological advancements, while also reflecting on how it affects different communities. Their individual perspectives and the subsequent discussion gave them a deeper understanding of both the benefits and challenges of globalisation. It also encouraged them to engage with global issues in a thoughtful and analytical way, improving both their writing and analytical thinking.



HISTORY

In our recent history class, we explored the Indus Valley Civilisation through a series of engaging discussions. Students examined key aspects such as town planning, architecture, and the political and social structure. They discussed how the civilisation excelled in occupations like agriculture, animal domestication, and crafts. Through visual aids and group discussions, they gained a deeper understanding of the civilisation's advanced town planning with the Citadel and Lower Town, as well as its houses and public structures. This approach not only made the lesson interactive but also helped students develop analytical skills, encouraging them to connect history with modern urban planning concepts.



GEOGRAPHY

The students of Grade 6 delved into the chapter on Agriculture, where they explored the various types of



farming, including arable, pastoral, mixed, subsistence, and commercial farming. To enhance their understanding, they created informative posters that visually represented these farming methods. Each group researched and presented key features, benefits and examples of their assigned farming type. The hands-on -activity not only reinforced their learning but also fostered teamwork and creativity. The posters served as a valuable tool, helping students grasp the diversity and importance of different agricultural practices worldwide.

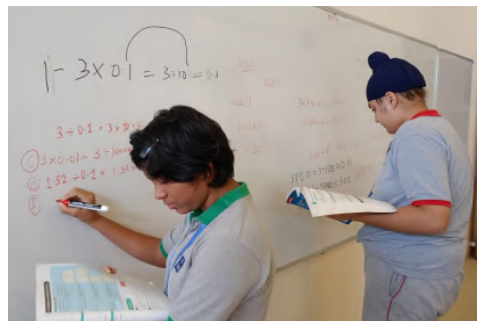
GRADE 7 **ENGLISH**

Through 'Aurangzeb at his Father's Bier' by H.C. Dutt, the Grade 7 students were introduced to the fascinating world of poetry at the beginning of Term 2. Hearing the children express their viewpoints on emotions, especially those covered in the poem, such as grief, sorrow, regret and the like made us feel proud. To improve their comprehension, we also focused on a few units from the text where we engaged in mini-writer's effect questions. In addition, we had a spelling bee and reviewed grammar, working in groups to complete worksheets on sentence types and punctuation and on collation of information to write an informative article.



MATH

In Grade 7 Math, students recently explored the topic of rounding to decimals and significant figures. They learned how to round numbers accurately, ensuring precision in their calculations. The focus was on understanding when and how to round to the nearest decimal place and identifying significant figures in various contexts. This skill was essential for solving real-world problems where exactness is crucial. Students engaged in practice exercises to strengthen their ability to apply these concepts confidently.



PHYSICS

In Physics, Grade 7 students explored the concepts of balanced and unbalanced forces, learning how forces interact to influence the motion of objects. They mastered the calculation of the resultant force when multiple forces act on a body, analyzing both the magnitude and direction of these forces. The students also learned how to represent forces visually using force diagrams, a crucial tool for understanding real-life scenarios. Additionally, they were introduced to the concept of upthrust, investigating why some objects float while others sink in water, which enhanced their understanding of upthrust. Overall, it was a week of critical thinking and practical exploration, helping students build a strong foundation in Physics.



CHEMISTRY

Grade 7 students embarked on their term by exploring the concepts of pure substances and mixtures. They delved into neutralization reactions and brought examples of alloys from home to share with their classmates. Additionally, they learned about risk assessments and observed a demonstration on how to investigate purity, specifically how to extract copper sulphate from a mixture. This hands-on experience deepened their understanding of these scientific principles.



BIOLOGY

Grade 7 students began the term by exploring the concept of a



balanced diet. They studied the different components of a nutritious diet and the role each plays in maintaining health. They also learned how to read food labels and investigated the energy content in various foods, while gaining an understanding of risk assessments in their experiments.

G.P.

Under the topic 'Water, Food and Agriculture', the students of Grade 7 got into a group discussion as well as presentations. In an attempt to challenge their critical thinking abilities they worked upon the question: Global food habits shift towards higher consumption of meat, dairy, and processed foods, while simultaneously seeing a rise in demand for plant-based and organic options. How can the agricultural sector adapt to these diverse demands without resulting in environmental degradation and resource scarcity?



HISTORY

The students of Grade 7 explored the American War of Independence, gaining insight into the pivotal events that led to the founding of the United States. Through engaging lessons, they studied the causes of the war, key battles and influential figures such as George Washington and Thomas Jefferson. The students analyzed the impact of war on both the American and the British Empire, understanding the significance in shaping modern democracy. Interactive discussions in group activities helped them appreciate the struggle for independence and the ideals for liberty and justice that emerged from this critical period in history.

GEOGRAPHY



The Grade 7 students recently engaged with the chapter on Weather and Climate through hands-on activities. They constructed models of rain gauges to measure the rainfall at home, recording and summarising their findings. This exercise allows them to calculate the amount of rainfall over a specific period, deepening their understanding of precipitation measurement. Additionally the students crafted models of wind vane, which helped them to understand the wind direction. These practical experiences not only solidified their grasp of weather and climate concepts but also encouraged analytical thinking and the application of theoretical knowledge to real-world situations.

GRADE 8 **ENGLISH**

Letters have been a form of communication for centuries together. It's a skill relevant even today. Grade 8 was exposed to this form of writing to help them communicate with organizations, authority and their family better. We used RAFT as an activity in which students were given random parts of a formal and informal letter and had to put the letters together by getting together with other members of the class. Another skill they were taught was descriptive writing. It is a powerful tool that adds life and depth to their writing.



MATH

Introducing Grade 8 to Functions: A Fun and Fashionable Start!

In Grade 8 Math, we took a creative approach to introduce the concept of functions by relating them to everyday items, like a pair of high heels. Just as high heels have the specific 'function' of adding about 4 inches to a person's height, in Math, a function takes an input and produces a specific output. This analogy helps students understand how functions work in a fun and relatable way, connecting mathematical concepts to real-world examples. By exploring how different inputs (like shoe types) affect outputs (like height), students gain a practical understanding of functions that will serve as a foundation for more complex math concepts in the future.



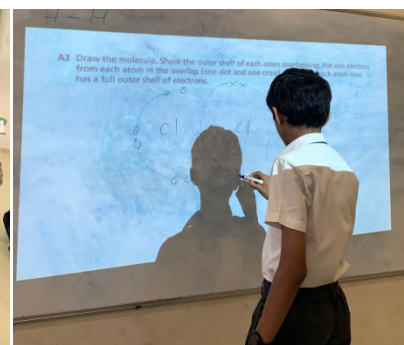
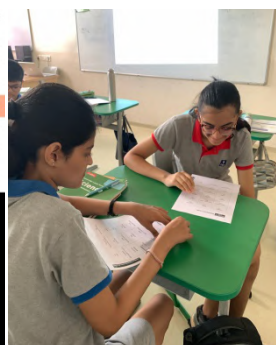
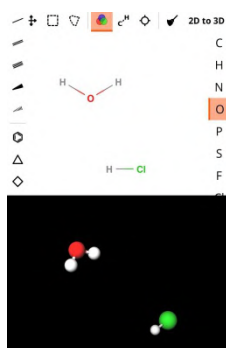
PHYSICS

In Physics, Grade 8 students delved into the fundamentals of electricity, focusing on voltage and its measurement using a voltmeter. They learned how to properly connect the instrument in parallel with a circuit component to measure potential difference accurately. The students also explored the concept of resistance and the factors that affect it, discovering how materials with high resistance can generate heat, while good conductors like copper offer low resistance. They studied the relationship between voltage, current, and resistance through Ohm's law and applied this knowledge to solve various textbook and worksheet problems. The students also understood the differences between series and parallel circuits, with an emphasis on the advantages of parallel connections, such as consistent voltage across components and better reliability.



CHEMISTRY

Grade 8 students began the term by delving into the study of chemical bonds. They explored the concepts of covalent and ionic bonding, learning to draw dot-and-cross diagrams to represent these



enhance their understanding, they used simulations to visualize and interact with different types of molecules, making the learning process more engaging and hands-on.

BIOLOGY

Grade 8 students began the term with an in-depth exploration of the human excretory system. They revisited the key parts of the renal system and gained a deeper understanding of how the kidneys function to filter urine. The class also studied various kidney-related issues. To further enhance their knowledge, they observed a demonstration on detecting kidney diseases, including a practical demonstration of the Biuret test used to detect proteins in urine.



G. P.

Grade 8 students took part in a group discussion, followed by individual presentations, on the topic of the commercialisation of sports. As part of the 'Sport and Recreation' theme, they explored key concepts such as commercialisation, sponsorships, endorsements, media rights, and merchandising. Each group discussed the scenario, focusing on the following questions: How does commercialisation affect the integrity of the sport in this case? What are the ethical dilemmas presented? What could be done to address these issues?



HISTORY

The Grade 8 learners started Term 2 with the ever-fascinating WWI. We looked at the Balkan War as a precursor to World War One and the class thoroughly enjoyed hypothesizing if WWI would have taken place if Archduke Franz Ferdinand hadn't assassinated. We also looked at the map of the world and charted the Triple Alliance and

the Triple Entente and the relationships these countries shared. We also explored one of the causes of WWI - Militarism and the Arms Race -

discussing various military technologies and how such inventions changed the course of the world.



GEOGRAPHY

The students discussed Natural Disasters and they also explored various types of Natural and Man-Made Disasters. They



were given opportunities to analyse the causes of the disasters and provided solutions on the same. We also explored the difference between a typhoon, cyclone/tornado. The students were informed about recent natural disasters that have taken place in the Indian sub-continent including Goa.

GRADE 9

ENGLISH

The Grade 9 learners started Term 2 with an introduction to advertisements. The students were split into teams where they had to apply the techniques used in advertisements to persuade the class to sign up for a program. Seeing the student's blossom in terms of their communication and presentation skills was truly

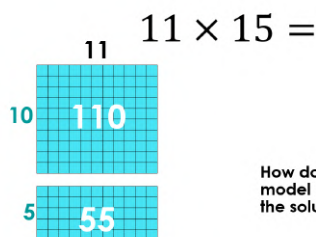


a moment of pride and joy. They also worked on designing a leaflet for the same. We brushed up on comprehension skills and even engaged in a narrative writing cum mini-writer's effect activity, which will set the tone for students to dive into story writing and also learn how to structure their writer's effect answers in the coming classes.

MATH

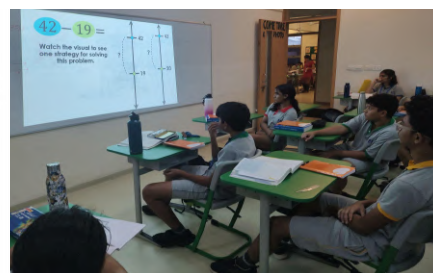
Daily Mental Math Workouts for Grade 9: Boosting Calculation Skills!

To sharpen our Grade 9 students' calculation skills, we have introduced daily Mental Math



Watch the visual to see one strategy for solving this problem.

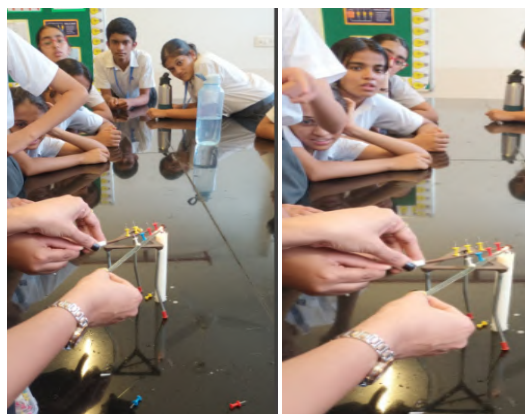
How does this area model help you see the solution?



brain workouts in their Math classes. These short, focused exercises are designed to help students perform quick calculations without relying on calculators—a skill that will be particularly valuable in their non-calculator examinations. By practising regularly, students will not only improve their speed and accuracy but also build confidence in tackling a variety of Math problems. These brain workouts are a great way to enhance mental agility and reinforce foundational math skills, preparing them for success in all areas of their studies.

PHYSICS

In Physics, Grade 9 students explored the particle model of different states of matter, delving into the molecular behaviour of solids, liquids, and gases. They learned what occurs at the molecular level when a substance is heated, focusing on how kinetic and potential energy of molecules change during state transitions, such as melting and boiling. Through engaging discussions, students distinguished between evaporation and conduction and understood how conductors facilitate heat flow at the molecular level, as demonstrated in a physics lab experiment. Additionally, they examined the anomalous behaviour of water, understanding its unique properties that support life. The concept of specific heat capacity was also introduced, with students learning to calculate various unknowns using the specific heat capacity formula.



CHEMISTRY

Students embarked on an engaging journey into the realm of Stoichiometry, where they revisited the concept of relative atomic mass.



This foundational knowledge set the stage for a deeper understanding of the mole concept, introducing them to Avogadro's Constant. This key principle aids in comprehending the complexities of chemical reactions. As their exploration continued,

students examined the relationship between the number of moles and the various compounds involved. This understanding is crucial for interpreting chemical equations and predicting the outcomes of reactions, thereby enriching their overall grasp of chemistry.

BIOLOGY

Students engaged in an in-depth study of biological molecules, focusing on the essential macromolecules:

carbohydrates, lipids, and proteins. In addition to these key substances,



they also examined the structure and function of DNA, a critical component of all living organisms. Through their analysis, students explored the intricate structures of each biological molecule, gaining a comprehensive understanding of their roles and significance within living systems. They discussed how these molecules contribute to vital processes, such as energy storage, cellular structure, and genetic information transfer. Moreover, students had the enriching experience of participating in a field trip, where they observed various microbial organisms. This hands-on experience allowed them to investigate the important roles these microbes play in ecosystems and their applications in scientific research. They learned how microbes can address and help solve various societal challenges, highlighting the inter-connectedness of Biology and real-world issues.

BUSINESS STUDIES



In a recent activity, learners surveyed teachers and staff to explore workplace motivation. The study aimed to uncover the connection between personal work reasons and key motivational factors. This research deepened their understanding of what drives people in their roles. They examined Maslow's Hierarchy of Human Needs and debated its relevance in today's context. Discussions also covered non-financial motivators, such as job rotation, job enlargement, job enrichment, quality circles, teamwork, and delegation. These insights highlight how responsibility and meaningful work contribute significantly to employee motivation beyond financial incentives.

G. P.

Recognising the significance of 'Key Words' in reasoning, Grade 9 students delved deeper into the topic of 'Human Rights.' To sharpen their critical thinking skills, they engaged in a group discussion on the question: 'Can the protection of individual human rights ever justify limiting national security measures and, if so, where should the balance be drawn?'

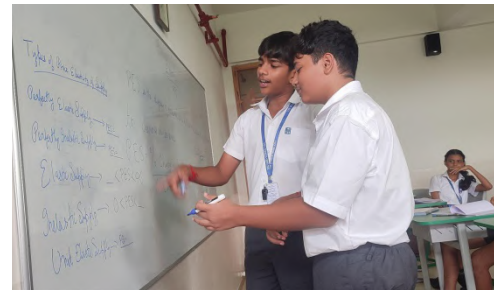


HISTORY

We began the Term (with a revision of the Examination paper and an analysis of their results. Following which we traced Germany's troubled history with democracy from 1919 to 1933: the political, social and economic problems that plagued the Weimar Republic and set the stage for Hitler's ascendancy. One of the things that emerges is that nothing happens in a vacuum. Sometimes, it is difficult to read history and put a finger on this and that event and say that these caused such and such wholly avoidable / tragic events. And yet people cannot absolve themselves of the consequences of individual and collective action. People are condemned often to learn from their own mistakes rather than the mistakes of others.

ECONOMICS

Recently, our learners explored the concept of Price Elasticity of Demand (PED). They began by defining PED and using the formula to calculate it, distinguishing between elastic and inelastic demand. Through graph analysis, they examined how these different types of demand affect total revenue. Working in pairs, students tackled analytical questions to deepen their understanding of PED's impact on pricing strategies. This hands-on approach helped them grasp the practical implications of elasticity in real-world scenarios, enhancing their analytical and teamwork skills in the process.



GRADE 10

ENGLISH

We decided to use a different way of working on summary writing. The students watched a TedEd video and had to summarise the points the speaker conveyed about a certain topic. The students particularly found this useful, as it served as a healthy way to make notes for their college lectures in the future as well as for their exams. We have also started using competition



as a means to help students learn from their peers as well as compete with them. 'Vocabulary Thursdays' are used to learn idioms, proverbs and other words that students can incorporate in their writing to enhance the quality of the same. They are put into groups of 5 and have 30 seconds to explain the meaning and put the idiom in a sentence such that it brings out the meaning of the same.



MATH

Exploring 3D Symmetry: A Visual Journey for Grade 10 Math

This term, our Grade 10 Math students dived into the fascinating world of symmetry in three dimensions! To make this abstract concept more accessible, we are using visual aids like models, diagrams, and digital simulations. These tools help students visualize symmetrical patterns in 3D objects, such as cubes, pyramids, and spheres, allowing them to explore how symmetry operates beyond the flat surfaces they're familiar with. By engaging

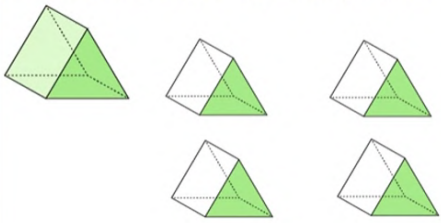
with these visual aids, students gain a deeper understanding of spatial relationships and

the mathematical principles that govern symmetry in the world around us. This hands-on approach not only makes learning more interactive but also prepares students for more advanced geometric concepts.

Planes of Symmetry

Learning Objective: Visualise and sketch planes of symmetry in 3D shapes.

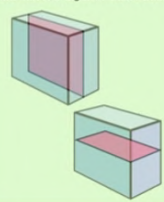
Sketch all the planes of symmetry for the triangular prism.




mr-mathematics.com

Planes of Symmetry in 3D Shapes

A plane of symmetry bisects a shape into halves that are mirror images of each other.





PHYSICS

In our recent Grade 10 Physics lessons, students delved into the fascinating world of celestial mechanics and cosmic measurements. They worked on calculating the distance between two celestial bodies, gaining a solid understanding of the concept of orbital speed and how to determine the orbital period of planets and moons. Additionally, students learned to estimate the age of the universe using various astronomical formulas and the Hubble constant, discovering its crucial role in our understanding of cosmic expansion. To solidify their knowledge, students practiced a range of exam-style questions, both multiple choice and subjective, applying their newfound skills in real-world scenarios. This engaging exploration not only deepened their grasp of fundamental physics concepts but also ignited their curiosity about the vast universe we inhabit.



CHEMISTRY

Students engaged in an in-depth exploration of the concepts of acids, alkalis, and salts. They investigated the various reactions that occur between acids and alkalis, focusing particularly on the principles of neutralization reactions. This included a thorough examination of how acids and alkalis interact to form salts and water, highlighting the importance of pH levels in these processes.

Additionally, the topic of water of crystallization was introduced, allowing students to understand how water molecules are incorporated into the structure of certain salts, impacting their properties and behaviour.

To reinforce their understanding, students participated in a hands-on laboratory experiment involving titration. This practical activity enabled them to accurately determine the concentration of the acid or alkali used in their experiments, providing valuable insight

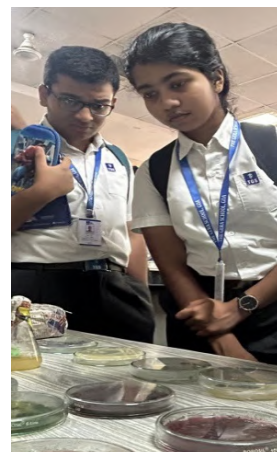


into real-world applications of these chemical concepts. Through this comprehensive

approach, students not only learned theoretical aspects but also gained practical skills in conducting scientific experiments.

BIOLOGY

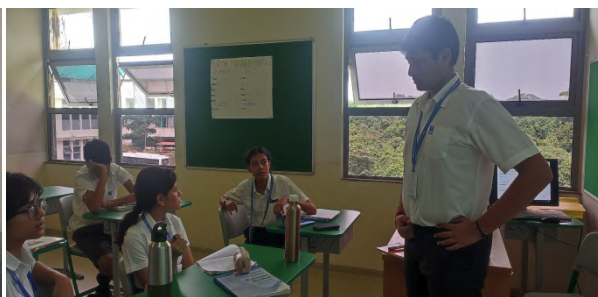
Students delved into the fascinating world of genetics, focusing on DNA and inheritance. They discovered how genetic material is systematically organized into structures called chromosomes which are found in the nucleus of cells. This exploration led to a deeper understanding of the distinctions between haploid and diploid cells, as well as the intricate processes of cell division, including mitosis and meiosis. To enhance their learning experience, the students participated in an educational field trip. This trip provided them with the opportunity to see first-hand the practical applications of their classroom studies. They observed advanced scientific instruments used in genetic research, gaining insight into how these tools contribute to society in various ways, from medical advancements to agricultural improvements. Through this hands-on experience, students were able to connect theoretical concepts with real-world scenarios, reinforcing their understanding of the importance of genetics in everyday life.



GRADE 10

BUSINESS STUDIES

Our learners are deeply engaged in their IGCSE Board Exam revisions, practising past papers and receiving valuable feedback. Alongside, they are participating in fun games and activities designed to reinforce subject-specific terms and jargon. This dynamic approach not only makes revision enjoyable but also strengthens their grasp of key concepts in Business Studies, ensuring they're well-prepared for their exams.



G. P.

Grade 10 students had an enriching experience brainstorming in group discussions, followed by a lively debate on the topic: "Is conflict always negative?" They examined the 1971 India-Pakistan War and the creation of Bangladesh, connecting it to current unrest in the region. Through multiple rounds of presentations and



Q&A sessions, the students developed their own perspectives on this thought-provoking (Critical Thinking) question.

HISTORY

Grade 10 continued to fine-tune their skills in History by practicing different papers to help them answer better for their board examinations. All this while also working on their Coursework as their submission for Draft 1 is due mid-September.



ECONOMICS

Our learners recently delved into critical economic concepts, starting with an explanation of absolute and relative poverty, their causes, and the policies aimed at alleviating poverty and redistributing income. They then analysed the factors influencing population growth and the varying growth rates across countries, exploring how these changes impact nations differently.



The highlight of the session was a lively group discussion on the interconnectedness of poverty, population, and economic development. This discussion sparked deep reflections, as students considered how these elements influence each other in shaping a nation's future. It also fostered critical thinking and collaborative skills, as students debated and shared diverse perspectives, enriching their grasp of the subject and its relevance to today's world.

And that brings us to the end of this Newsletter. The next Newsletter will be for the period 2nd to 28th September 2024.

Regards

The Gera School