



INTERNATIONAL PROGRAMME MONTHLY NEWSLETTER

THE HERITAN

FROM THE DIRECTOR'S DESK

The week before Diwali we held a “celebration of words”, as the parents of our Kindergarten to Grade 1 students became students for an evening. As I wandered from group to group, I watched their eyes light up as they immersed themselves in a literacy adventure guided by our Early Years teachers.

Words are vehicles for communicating ideas. Looking back, it feels as though October has been filled with the voices of our community. In our monthly parents evenings - and mornings - I had the chance, along with Poonam and Amy, to listen to our parents' describing the many things that they believe are going well, and asking thoughtful questions that will make us even better. It is this desire that prompts us to spend time each day inside the classrooms and around the school. I love the start to my day, high fiving each of our Grade 1 students on their way to the classrooms, watching the school meditate, and then listening to students' and teachers' questions during their lessons.

In the student led 'TEDx Youth' event, I witnessed the life's journeys and challenges through the voices of the speakers. What impressed me most was what the audience didn't see because it was behind the scenes. The three-month effort of the TEDx team was underpinned by the tenacity and commitment of the students to make something worthwhile happen. And it did!

Some of the same students were on duty later in the month for the inauguration of the Student Congress. I was really impressed by the speeches of the retiring and the newly elected President of the Congress. Both spoke with authority, humility and brevity about the achievements of the Congress and their aspirations for the coming year. I now look forward to working alongside the Congress to support their endeavours.

My month ended with Manit talking about the Heritage journey with our staff team as we begin to operationalise our vision as an international school.

Appropriately in a month filled with voices, this month's edition of *The Heritan* showcases the learning that is happening inside our classrooms. When reading though this edition was as interested, as you no doubt will be, in what the students and their teachers thought about what they had done.

Happy reading!

WHAT'S INSIDE?

- P for Pyjama Party
- Sensory Garden
- The Slimy Visitor
- Creation Myth
- The Shipwreck
- Ode to the Ocean's monuments
- Painting on Surrealism
- Experiences at TEDx



Spokey Wheeler

WHAT'S COMING UP?

- End of Semester Exams (18/11/19 - 27/11/19)
- Mental Health Week (2/12/19 - 6/12/19)
- YUJAN 2019 (14/12/19)
- KHOJ - Middle School Learning Expeditions
- SLFC (Student Led Family Conference) and Passage Presentation Portfolio
- Director's Coffee Sessions with Parents

PRE-PRIMARY WING

P FOR “PYJAMA” PARTY

Nursery organised a ‘Pyjama Party’ to conclude learning on the letter ‘P’ sound. On this day, students were thrilled with the novelty of wearing their pyjamas and bringing their favourite bedtime toy and story book to school and seeing all their classmates and teachers do the same.

It was an opportunity to create a great atmosphere to connect learning with frolic and fun at school.

The party was an amalgamation of various exciting activities for the kids to enjoy like ‘popping the balloons’ after saying the sound written on it, ‘number bowling game’ where students had to roll the ball in order to drop the bowling pins and count them. They also planted seeds, played passing the parcel, created patterns on pyjamas in integration with numeracy and decorated their popsicles.

They felt the joy of relishing breakfast and lunch with their peers and teachers with everything beginning with the letter ‘P’ sound. During the activities at the ‘Pyjama Party’, the children learnt to collaborate, discuss with each other and plan.



“HEY, WE ARE EATING PIZZA AND PASTA FROM OUR PLATES DURING OUR PYJAMA PARTY,” EXCLAIMED THE EXCITED KIDS.

SENSORY GARDEN

The Kindergartners have been exploring the Big Idea:

Our world is where we live – our home, our family, our school. It is the places that we go to, the people that we meet, the things that we can see, smell, hear, taste and touch.

As a part of the ongoing expedition ‘Our World’, the children of Kindergarten worked together to create a Sensory Garden with sensory decorations using natural materials from their immediate environment like rocks, pebbles, feathers, leaves, twigs, water, etc., as

well as by reusing things of daily such as like plastic bottles, beads, nut shells, worn out tyres, strings, shells, used fabric, earthen lanterns, etc. The students imagined, ideated and created the garden that also comprised a sensory path made of rocks, pebbles, grass, cloth and sand.



PRIMARY WING



THE SLIMY VISITOR

It was an exciting day for the kids as we were to visit an animal petting and feeding farm. Delighted faces boarded the bus, ready to meet some domestic animals and see how and where they lived.

Upon reaching the farm, we saw a variety of animals like ducks, geese, cows, goats, sheep, guinea fowl, guinea pigs, and emus. The Slimy Visitor's journey began here. Before we left the farm, the people there gave us a few stems of their freshly grown herbs. We got a small Aloe Vera plant, stems of Carom (ajwain), some basil, a dried up coconut and some curry leaves. Hidden amongst them, was the slug that emerged out of



its hiding place the next morning and gracefully crept on the white board. What a surprise the teachers and the children got! This changed our entire morning circle plan. The children said they wanted to keep this one as their class pet and this gave us an opportunity to broaden their minds.



WE BEGAN QUESTIONING ABOUT THE SLUG'S HABITAT. WOULD IT BE COMFORTABLE IN OUR CLASS? WILL IT STAY ON THE BOARDS? IF NOT, THEN WHERE? WHAT WILL IT EAT?

Kavya asked, "Does the slug have legs?"

Kiara inquired, "Why does it move so slowly?"

Ilina asked curiously, "Why does it leave this sticky trail?"

THE SLIMY RESEARCH

The children began researching about their pet. They picked up their iPads, logged on to Kiddle and thus began their learning - all we need to know about slugs.

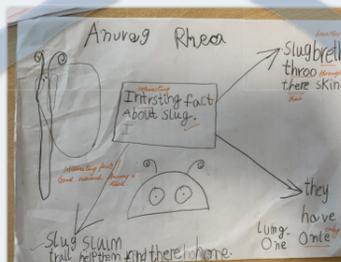
Post their research, Virraaj, Siddhant and Anurag found out something 'weird' about this pet.

They said, "Ma'am, the sticky trail it leaves behind is similar to the sticky substance found in our nose. Ewww!" To this, Rhea said, "This same sticky thing helps the slug to find its home! That is so cool, Ma'am!"

We saw our expedition come alive, in the class, literally, when we found that the slug was not alone. We realised we were to host the entire family.

Chris was as excited as one of our young learners. He hurriedly arranged for a glass bowl to help make their habitat. He got some mud and added some water

while the children picked up some leaves on their way back from sports class, to feed their new pet. The amazement on the young learners' faces was the prettiest sight to see.



MIDDLE WING

FROM THE WRITERS' SECTION

Right from the theme 'Myths and Legends' in Grade 7 to 'Forms of Poetry' in Grade 6, the students understood 'myth-making' and the art of writing poetry. In order to strengthen their personal understanding of it, they wrote their own poems and created their own myths. Here is some of their work!

CREATION MYTH

By Tvesha, 7B

The poet's reflections...

When I started writing my creation myth, I didn't want my myth to revolve around the omnipotent god. Considering the abundance of technology around us, I thought "what if we didn't create technology but were created by technology? In many science fiction books, in the future we turn into computers but what if we originated from technology and are just evolved versions?"

Thirty trillion years ago, before earth had any life thriving on it, there was only land, water, sky and one species which would only communicate through 1s' and 0s' with no diversity in perspectives and opinions. They were called the Cades. Their lifestyle was simple: scrub off rust from their metal bodies, go to work, come home and shut down their systems. They were callous and cold-hearted. Although there was one who did not understand the point of existing where there was nothing to live for. His name was 110100. One day 110100 approached the council of the Cades. They were known for their prudence and wisdom amongst the Cades. Boredom made 110100 want to move. The council found this offending and they were enraged by his bold claim. They penalised him. English replaced his ability to communicate through 1's and 0's. Flesh and bones replaced metallic structure. Fluidic and spherical eyes replaced the infrared vision. Faintly purple-blue pipes flowed within his body. Others were punished too, some receiving wings as well.

This was how life was created on Earth and 110100 was the first human being. Some of the Cades which evolved are still present today as computers and phones.



THE SHIPWRECK

By Tara, 6A

The poet's reflections...

When I got the task of writing a ballad, I racked my brain for ideas. The first thing that came to my mind was a shipwreck. I loved the idea of it, perhaps an exploring ship was drowned by a huge wave. I decided to think of other options and tried my hand at a poem about a stubborn little brother. It was a lovely poem, as my mother said, but not a ballad. And so I came to my first idea, a shipwreck. This time, I felt I had made a good choice, the words flowed out like a river, crashing as a wave onto the paper. Some may feel my poem ends abruptly, but so did the sailors' lives. This is how my poem was born.

It was a bright and sunny day
When the Phoenix set out for the open sea
Little did her crew know,

They would soon go undersea
The waves rocked and turned the boat
A stormy and turbulent night
No one could have suspected
The kind of shock and fright

Soon the waves seemed to calm
The crew sighed with relief
No one could anticipate
The future sorrow and grief
A huge wave started to rise
It seemed to grow and grow
No one saw it till
It had struck the final blow



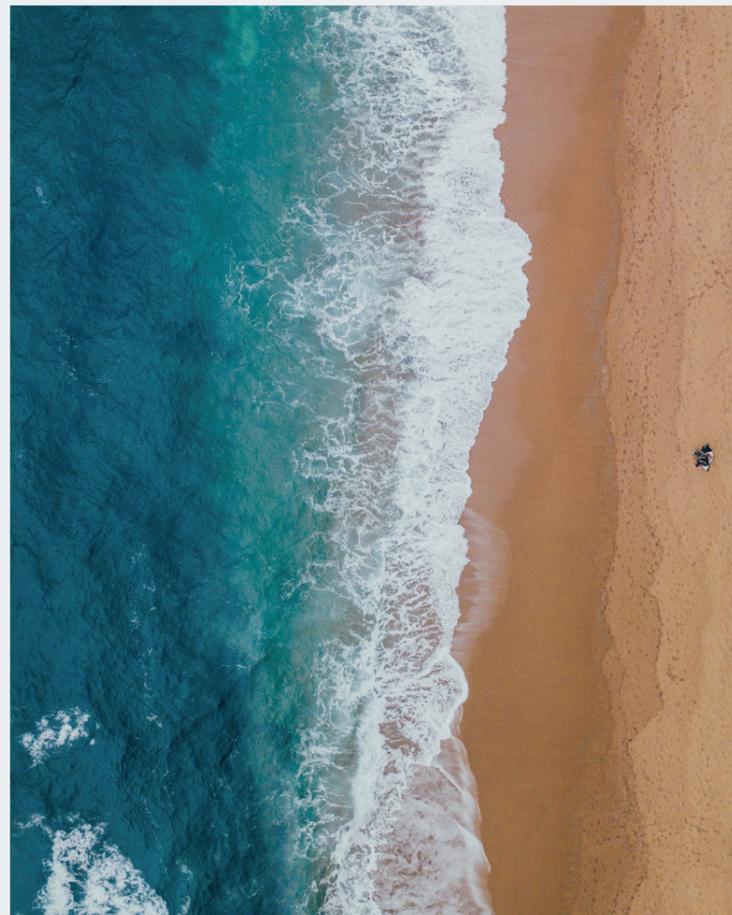
ODE TO THE OCEAN'S MONUMENTS

By Shreyan, 6A

The poet's reflections...

There are times of anxiety, joy, sorrow, anger and excitement but these are definitely not the times of tranquillity. This poem was written for my English homework, and what better topic for this exciting task than a calm and serene shipwreck. Living in a monotonous city like Gurugram has made many citizens see only in monochrome and we can only hear noises. However, a shipwreck is bustling with life, yet it remains calm and peaceful, Gurugram could really learn a thing or two from shipwrecks!

From plankton to leviathans
The sea is the true titan
Gives life to everything
And broadens our horizons
Though the ocean gives no breaks
Nor rest for the weary
And the sullen ambience of the sea
Make it a bit eerie
As it is restless as well
With a pleasant tinge of peace
Disturbed, occasionally by the seagull's shrieks
The shrieks of the crying gulls
Echoes through the dying hulls
Of the ships time has forgotten
Their sail now down
Their wood now rotten
The seabed hugs them
As they yearn for care
But the sea-life are the only ones,
that hold them dear
Now their glory days have long since passed
A gathering of coral has amassed
The currents have bitten off their masts
Being submerged is merely a formality
For them, the sea is the only reality
Because when the stormy seas violently churned
And the barrels overturned
They were relieved of their load
As the sea welcomed them to its heavenly abode



SENIOR WING

PAINTING BASED ON SURREALISM

About the artist

Aruja is an IGCSE Grade 9 student who studies Art and Design. She has created this artwork as part of the unit 'Surrealism'.

Feedback from Ms. Ila Bharti, Art Educator: "Great idea by Aruja and I was particularly impressed by the way she has experimented with different mediums."

Aruja's feelings

The hair acts both as a shield and as a trap around the girl. It feels there is both acceptance as well as rejection from deep within, a sense of internal paradox. Submergence depicts loss of hope, but the part above water symbolises beauty (of the oceanic life in the painting). The adornments wrapped around the girl's hair change from flowers to thorns as a representation of her feelings and innermost self. The vultures circling around her in the stormy sky mean she is fading. The slight yellow sunlight symbolises hope.



SURREALISM IS THE PRINCIPLES, IDEALS, OR PRACTICE OF PRODUCING FANTASTIC OR INCONGRUOUS IMAGERY OR EFFECTS IN ART, LITERATURE, FILM, OR THEATER BY MEANS OF UNNATURAL OR IRRATIONAL JUXTAPOSITIONS AND COMBINATIONS.

Source - Merriam-Webster Dictionary

SEPTEMBER HIGHLIGHTS

EXPERIENCES AT TEDx

Organising an event of such a magnitude is a daunting task. The only reason it could be executed exceptionally well was the initiative taken by each and every member of the team. The biggest lesson I take from this event is that obstacles are blessings in disguise. Initially, the date change posed the challenge of having to find a new set of speakers but it also bought the team enough time to perfect each detail of the event. I hope organising TEDx in our school becomes a tradition which can be carried out by the incoming batches.

- Dhriti Seth, *Grade 12, Head of Curation*

The TEDxYouth@HXLS Organising Committee was akin to an Indian joint family in the 21st century, where we challenged each other to give our best at every step of the way and where respect was never compromised and, most importantly, where we stood united despite the odds. I feel that I learnt from every member of this family.

- Aanya Pawar, *Grade 12, Licensee and Organiser*

Organising TEDx was like organising a wedding. It had its last-minute panics and an equal share of happy moments for me!

- Aradhita Arora, *Grade 12, Head of Event Management*

I had an amazing experience with the talented bunch of kids. I was looking after the logistics, food and budgeting aspects of Tedx. The meticulous preparations done by the kids zapped me. Everything was going in a flow of the day of Tedx and it seemed to be happening all by itself. So much that even I could sit and enjoy the talks. Hats off to Khalida and the team for managing a flawless event.

- Ms. Garima Khurana, *IS Educator, Logistics and Budgeting In-charge*

TEDx truly was an amazing experience for me. From running in the hallways with a trolley in my hand to standing on the stage at the end of the day, receiving an applause from the audience. If I were to describe my entire experience in a word, I'd say 'wholesome'.

- Aadya Pandit, *Grade 12, Executive Producer*

Being a part of the TEDx as the head of video and production was an incredible and unforgettable experience. Working alongside my friends on an event such as this was truly a remarkable feat in my life. Despite facing several challenges, ranging from communication related to logistical ones, the event was a huge success. I hope to be a part of future events such as this!

- Shriyam Rai, *Grade 12, Head of Marketing and Production*



EXPERIENCES AT TEDx

Working with this group has really been a wonderful experience. There can be no comparison to the learning that I have received along the way!

- Vanshika Chauhan, *Grade 12, Head of Marketing*

TEDx was one of the most educating and enriching experiences I have ever had. Being in the organising committee for this event enabled me to develop my leadership and organisational skills. Moreover, this event has taught me the importance of teamwork and how important it is to be able to make decisions under pressure

- Arjuna Goumatam, *Grade 12, Deputy - Curation team*



WE WOULD LOVE TO HEAR FROM YOU

Please drop us a mail with your ideas, suggestions and queries regarding the newsletter. Editorial board- Arshdeep Kaur (arshdeep.kaur@ggn.hxls.org)

Ankur Singh (ankur.singh@ggn.hxls.org)

Editorial team - Esha Jain, Sumedha Malhotra, Megha Jobanputra, Saloni Hans