



# The DYPIS News Burst

## News Bulletin

### Right Fit for Me: Discovering the Right Path to Higher Education

#### News Bulletin

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Recently, our school organised an engaging programme titled “Right Fit For Me” to help Grade 9 students explore academic pathways for Grades 11 and 12.

*Purpose:*

*The programme introduced three options:*

*IBDP (International Baccalaureate Diploma Programme)*

*IBCP (International Baccalaureate Career-related Programme)*

*Cambridge International AS & A Level*

*Over two days, coordinators explained each pathway's structure and features. A panel of Grade 12 students from IBDP, IBCP, and A Levels shared their experiences, challenges, and achievements and answered queries from the ninth graders, which sparked a lot of interest among the students. The initiative guided students in aligning interests, strengths, and aspirations with suitable pathways. A Deep Dive overview of IBDP, IBCP, and AS & A Levels explored curriculum, subject combinations, and learning approaches.*

*Students learned why Grade 9 is the right stage to consider post-Grade 10 choices and how the programme supports informed decision-making. Subject teachers designed activities to highlight essential skills in each discipline.*

*In English, a “Situation Room” debate on starting school at 10:00 AM saw students adopt roles such as Sleep Scientist and Working Parent, examining scientific, social, and economic perspectives. The activity developed critical thinking, evidence-based argument, and global awareness — key IBDP and A Level skills.*

Language options (Hindi, French, Spanish) were explored through an interactive Ludo-styled game that introduced IB assessment expectations while building communication and collaboration.

For IBCP Career-related Studies, “Pitch the Product” challenged teams to transform objects into business ideas and present them in Shark Tank style, strengthening creativity, teamwork, and persuasion.

In Mathematics, students experienced the IBDP inquiry approach by collecting data, identifying patterns, debating conclusions, and reflecting on proof — recognising how inquiry builds curiosity and rigour.

In Humanities, a “Who Are You as a Learner?” quiz linked learner profiles (analytical, creative, numerical, people-oriented) to subjects such as Accounts, Economics, Business, and Psychology. Discovery Stations with DP and A Level options enabled group rotations, mini-tasks, and real-world analysis. An exit ticket, “My Current Best Fit,” encouraged reflection and ownership.

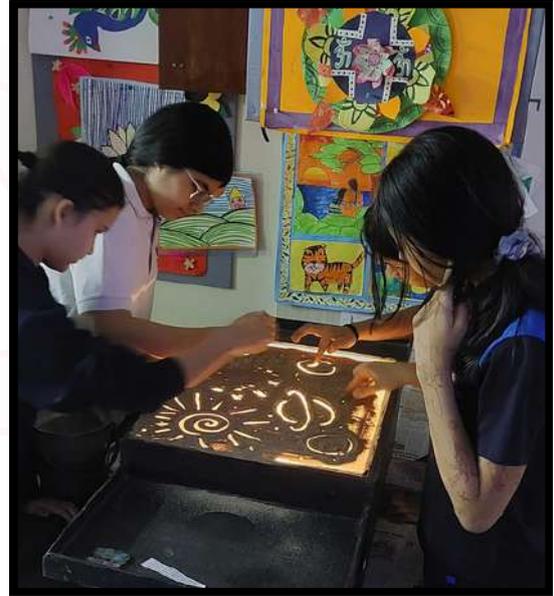
The Art session had activities like, Sand Art, Masterpiece Treasure Hunt, and Creative Fashion Design, which introduced IBDP Visual Arts, A Level Art & Design, and CRS Design through collaborative, hands-on exploration.

The TOK session used Chinese Whispers and debates to examine observation vs interpretation, highlighting how knowledge shifts through perception, bias, and communication.

Science sessions showcased inquiry through experiments: Physics (disappearing glass in oil — refraction), Chemistry (iodine clock — reaction rates), and Biology (amylase digestion of starch). Reflections linked learning to IBDP and A Level analytical rigour.

The programme concluded with a faculty lunch where students interacted with HODs and coordinators, discussing curricula, reflecting on activities, and considering alignment with goals. There was also a reflection session where the students recorded their thoughts on a padlet. The experience enriched students and supported informed pathway choices.





## Empowering Young Lifesavers: CPR Awareness Session at DYPIS

On 23rd February 2026, DYPIS hosted a highly impactful CPR (Cardiopulmonary Resuscitation) Awareness and Training Session for students of Grades 8, 9, and 11 (IBDP & IBCP). The initiative was proudly led by DYPIS Youth Services, with the dedicated efforts of our Interact and Rotaract members, in meaningful collaboration with Rotary SOBO — reflecting our strong commitment to service-driven leadership and community engagement.

We were privileged to welcome medical professionals from Saifee Hospital, Mumbai — Dr. Shaheen Guy, Senior Medical Officer with over 12 years of experience, along with Dr. Hephzyba Paul S, specializing in Anaesthesiology. Their expertise in emergency and critical care provided students with valuable real-world insights into lifesaving medical intervention.

The session emphasized the importance of early CPR in emergencies. Students learned that immediate chest compressions and timely use of an AED (Automated External Defibrillator) can significantly increase survival chances when a person's heart stops beating. Through live demonstrations and practical engagement, students developed confidence, awareness, and the readiness to act responsibly in critical situations.

This initiative truly exemplifies DYPIS's vision of education beyond academics — nurturing informed, capable, and compassionate individuals prepared to respond with courage and responsibility.

At DYPIS, we do not just educate minds — we empower young leaders to make a difference.



## Junior MUN 2026 – where Young Voices Lead

At DYPIS, we believe that leadership begins with informed dialogue, critical thinking, and the confidence to speak with purpose. Junior MUN 2026 was a powerful reflection of this spirit, as our students stepped into the roles of global delegates to debate pressing international issues with maturity, research-driven arguments, and diplomatic poise. From child welfare and environmental sustainability to human rights and inclusive education, our young leaders demonstrated not only awareness of global challenges but also the ability to collaborate, negotiate, and propose meaningful solutions. The sessions that followed captured the energy, intensity, and intellectual depth that defined this year's conference — a true celebration of student voice and responsible global citizenship at DYPIS.

## Junior MUN 2026 Committee Highlights

### WHO — Written by Arna Mohta (8A)

The World Health Organization (WHO) committee began with a strong focus on improving the health and well-being of children worldwide. Delegates addressed major challenges such as poverty, disease, malnutrition, and unsafe living conditions that continue to affect children's growth and development. The session opened with impactful speeches from China and Brazil, both highlighting national initiatives to improve child welfare. The General Speakers List further emphasized the importance of healthcare access, nutritious food, clean water, and safe environments in building healthier communities.

As discussions progressed, the first moderated caucus focused on mental health and well-being, with France raising the motion. France and China played key roles in the debate, directly addressing global responsibilities and accountability. Another major topic was childhood obesity and healthy diets, where delegates discussed government frameworks, including China's Healthy Children Campaign launched in 2013. During the unmoderated caucus, collaboration intensified, leading to an engaging 2v2 debate between China and France against Indonesia and Singapore on the impact of climate change on children. Strong rebuttals were exchanged, and at one point, the Co-Chair intervened to address concerns regarding consistency in criticism.

Towards the end of the session, blocs were formed to draft resolutions. France's bloc, joined by Mexico, Brazil, India, and Singapore, introduced "Kidz for the Future," focusing on improving safety, nutrition, and living conditions for children, particularly in vulnerable communities. China's bloc, including Indonesia, South Africa, Germany, Japan, and Bangladesh, proposed a resolution targeting disease prevention through improved air quality and reduced pollution.

After detailed questioning on funding and implementation strategies, the committee moved to voting, and “Kidz for the Future” passed with 12 votes, concluding the session on a strong and impactful note.

### **UNEP — Written by Dhvaj Mehta (8B) and Divya Solanki (8A)**

As the world continues to struggle with rising plastic waste and declining environmental quality, global cooperation has become more important than ever. The United Nations Environment Programme (UNEP) committee at Junior MUN 2026 focused on addressing plastic pollution and its impact on marine ecosystems, biodiversity, and human health. Delegates highlighted how millions of tons of plastic enter the oceans each year, harming marine life and disrupting food chains. The discussion emphasized the urgent need for sustainable waste management, environmentally responsible policies, and increased awareness to protect the planet for future generations.

The session began with roll call and adoption of the agenda, followed by the General Speakers List, where delegates presented their national stances and proposed solutions. Indonesia and Sweden highlighted rainforest conservation, marine pollution, and greenhouse gas reduction efforts, while the United States acknowledged domestic waste challenges and outlined steps being taken to address them. India spoke about balancing development with environmental responsibility. Countries including Japan, Mexico, Kenya, Brazil, China, Germany, Canada, and France shared policies ranging from renewable energy adoption and recycling systems to zero-waste initiatives and biodiversity protection. Moderated caucuses focused on reducing single-use plastics, improving global waste management, and leveraging technology for environmental protection, with China and the United States frequently questioned about plastic production levels. Unmoderated caucuses allowed blocs to form, leading to two major sides within the committee.

The committee concluded on a constructive and cooperative note. Despite strong disagreements and intense questioning, delegates recognized that plastic pollution is a shared global issue requiring collective action. Key highlights included China's emphasis on technology transfer and biodegradable alternatives, as well as the Co-Chairs' firm yet engaging moderation. Motions promoting sustainable solutions were successfully passed, reinforcing the importance of accountability, innovation, and dialogue. The session ended with delegate reflections, highlighting how the committee deepened their understanding of environmental responsibility and inspired them to contribute towards safeguarding the future of our planet.

## *UNHRC — Written by Kiah Popat (8A)*

*The United Nations Human Rights Council (UNHRC) committee addressed the agenda: “Every Child’s Right to Learn in a Safe and Happy Environment.” Established by the United Nations General Assembly, the council focuses on protecting human rights and recommending practical solutions to violations. The session highlighted that education is not only about academics, but also about safety, dignity, and emotional well-being.*

*Delegates discussed major global concerns such as bullying, conflict, gender discrimination, child labor, poverty, refugee inclusion, and mental health challenges. The committee began with Pakistan raising the motion to enter the General Speakers List. India strongly asserted that education is a right, not a charity, while Russia emphasized the importance of mental health in schools. Germany called for a holistic approach including anti-bullying measures and gender equality, and Pakistan presented national achievements such as increased girls’ enrollment and nutritious food programs. A moderated caucus proposed by the USA further focused on supporting mental health initiatives like India’s “Mano Darpan.”*

*One of the most intense moments was the 2v2 debate between Pakistan and Russia against India and the USA. Delegates exchanged sharp rebuttals on issues such as cyberbullying, misuse of funds, poverty, gender inequality, infrastructure gaps, and the impact of foreign interventions. Both sides defended their national policies while constructively highlighting existing challenges, demonstrating that no country is entirely free from obstacles when it comes to protecting children’s educational rights. Another strong 2v2 debate followed, with China raising concerns about online harassment in the United Kingdom, while the UK questioned Bangladesh on discrimination and dropout rates. Bangladesh defended its initiatives and raised refugee concerns, and Egypt critically examined China’s academic pressure system, including the Gaokao examination structure. These debates reflected strong preparation, diplomacy, and confidence among the delegates.*

*Towards the end, two major blocs were formed. The first bloc, consisting of Russia, Sweden, Bangladesh, Pakistan, and Turkey, focused on rural education access, minority rights, refugee inclusion, and gender equality, emphasizing fair resource distribution. The second bloc, including India, the USA, Mexico, Egypt, Japan, the UK, and Germany, concentrated on eliminating child labor, reducing gender disparities, expanding e-learning, and introducing “Project White Tiger” to improve infrastructure and safety mechanisms. The session concluded with the understanding that ensuring safe and supportive learning environments requires global cooperation and shared responsibility. The committee demonstrated that protecting every child’s right to education is a collective duty that demands unity and action.*



# Kala Dharohar

## A Celebration of India's Folk Heritage

*14th February 2026 | D Y Patil International School, Worli*

*D Y Patil International School, Worli had the privilege of serving as the venue partner for Kala Dharohar, a cultural celebration organised by the Ved Institute of Performing Arts (VIPA) in collaboration with the NCPA Mumbai Dance Season 2026. The event was a proud and memorable occasion that brought together institutions to celebrate the richness and diversity of Indian folk dance traditions.*

*The programme commenced at 10:00 AM and opened with a vibrant and graceful folk dance performance by our very own DYPIS students — Mahi Udani, Anaisha Gupta, Vviya Jain, Tia Gothi, Neeva Sanghvi, and Yashvi Koradia. Their performance beautifully set the tone for the day, captivating the audience and creating an energetic beginning to the cultural festivities. Their dedication, coordination, and stage presence reflected immense preparation and passion.*

*The event was truly mesmerising from start to finish. Various institutions presented an array of traditional folk dances from across India, each highlighting unique regional styles, costumes, music, and storytelling traditions. It was heartening to witness such a wide representation of India's diverse cultural heritage brought alive on one stage. The performances were thoughtfully curated and beautifully executed, making the entire programme both enriching and visually spectacular.*

*As the event culminated, participating students were recognised for their contribution. Our DYPIS students who performed in the opening ceremony were awarded e-certificates by the organising institution, marking a proud moment for them and for the school.*

*We extend our sincere appreciation to the Ved Institute of Performing Arts for choosing DYPIS as a venue partner and for their gracious acknowledgment of the school's support and hospitality. The seamless coordination, mutual respect, and shared commitment to celebrating Indian culture made Kala Dharohar a grand success.*

*It was indeed a privilege to witness the grandeur of India's folk traditions and to see our students confidently represent the school on such a prestigious platform. We look forward to many more such meaningful collaborations in the future.*



# CLS Inter-House Quiz Competition 2026

## *Blue House Shines with a Spectacular Victory!*

*The much-awaited CLS Inter-House Quiz Competition 2026 was conducted with great enthusiasm and excitement in the school auditorium. The event witnessed energetic participation from all four houses, creating an atmosphere filled with curiosity, confidence, and healthy competition.*

*The quiz comprised several exciting and brain-teasing rounds such as Picture Perfect, Puzzle Master, Surprise Subject Issue, Spot the Mistake, Who Am I, Rapid Fire, and the ever-challenging Reverse Taboo round. Each round tested different skills — observation, logical thinking, subject knowledge, teamwork, and presence of mind. The participants impressed everyone with their quick responses and confident answers.*

*After a thrilling and nail-biting competition, Blue House secured the first position and proudly lifted the championship trophy. The finalists representing Blue House were Kiyaan Shah, Ansh Surekha, and Ryan Lalwani, who displayed exceptional knowledge, coordination, and confidence throughout the event. Their remarkable teamwork and quick thinking played a vital role in their success.*

*Green House secured the second position, showcasing strong competition and determination in every round. Red House achieved the third position, performing with great enthusiasm and effort. Yellow House participated actively and secured the fourth position, demonstrating true sportsmanship and team spirit.*

*The School congratulated all participants for their commendable efforts and appreciated the quiz masters for organizing such an engaging and informative event. The competition not only enhanced students' general awareness but also strengthened their analytical and critical thinking skills.*

*The event concluded with loud cheers and applause as Blue House celebrated their well-deserved victory. It was truly a memorable and inspiring experience for everyone present.*

*Congratulations to all the houses for making the CLS Quiz Competition 2026 a grand success!*



EYP

## A Quirky Quest with the Letter Q!



Our EYP 1 learners went on a fun-filled journey to explore the letter Q! The adventure began with an engaging story that introduced the letter Q, its sound, and its special letter friends, building excitement around this “quietly unique” letter.

The children then rotated through interactive learning stations. They traced Q in sand, feeling its shape come to life through sensory play. With tiny hands and great focus, they moulded Q using clay and added vibrant touches through earbud painting. Learners also coloured the letter friends of Q to strengthen their sound recognition.

To wrap up the experience, they crafted a creative quilt using the letter Q, meaningfully connecting art with literacy.

Through hands-on exploration, creativity, and movement, our young learners are building strong early literacy skills — one quirky letter at a time!



## Little Planners, Big Celebration



As part of our inquiry into Celebrations, the EYP 2 learners collaboratively created a birthday party setup through imaginative and dramatic play. They used big blocks to construct a life-size cake, demonstrating creativity, cooperation, and spatial awareness. The learners decorated the space with balls and blocks, transforming the classroom into a festive environment.

To enrich the celebration experience, they set up a food stall using kitchen and food toys, engaging in meaningful role play while exploring real-life connections. They also organised an indoor game of Musical Chairs, which encouraged turn-taking, listening skills, and positive social interaction.

The role-play session provided opportunities for learners to express their ideas, negotiate roles, and work together, deepening their understanding of how people celebrate special occasions and connect with others through shared experiences.



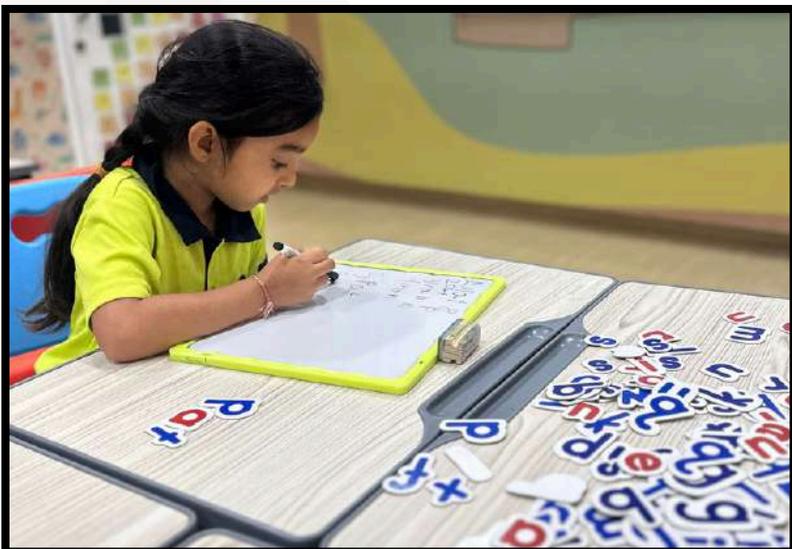
# Exploring CVC Words Through Play

Today, our EYP 3 learners explored CVC words through four engaging and interactive learning stations. Each station offered a different way to strengthen their phonics and sentence-building skills.

At the first station, learners used individual letter cards to build three-letter CVC words and then confidently wrote them on the whiteboard. The second station focused on sentence formation, where learners combined CVC and sight words to create simple, meaningful sentences.

At the third station, learners solved CVC word puzzles by matching pieces together and proudly read the completed words aloud. Finally, at the fourth station, they matched loose letters to word cards, carefully forming the correct CVC words.

These hands-on activities helped develop blending skills, reading fluency, writing confidence, and teamwork in a joyful and meaningful way.



EYP 2 learners had a wonderful day filled with exploration, creativity, and hands-on learning!



The day began with an engaging Nature Exploration session. Learners watched a short video about natural elements found in our environment and were completely immersed in discovering the beauty of nature. Inspired and excited, they created their own masterpieces using flower petals, leaves, twigs, and stems. They carefully designed beautiful bookmarks and even crafted photo frames to take home as special keepsakes.

Adding to their joy, learners sowed seeds to grow plants of their own. They were thrilled to take their little pots home and promised to water their plants daily and nurture them with care. This activity helped them understand responsibility and the importance of caring for nature.



## Grade 1 Begins a New Inquiry with Hands-On Exploration



Our Grade 1 students launched their new Unit of Inquiry with an engaging, hands-on provocation. Using trays filled with sand, rocks, soil, and water, students explored how natural materials behave when moved, combined, or disturbed.

Through careful observation and experimentation — blowing on sand, pouring water, brushing surfaces, and knocking rocks together — students began noticing patterns, textures, and changes. They used the Visible Thinking Routine See—Think—Wonder to share their observations, develop theories, and generate thoughtful questions.

Rather than being given immediate explanations, students were encouraged to think like young scientists by observing closely, describing what they noticed, and wondering why changes occurred. This inquiry-based approach helps build strong research skills and nurtures curiosity.

The classroom quickly filled with rich vocabulary such as rough, smooth, heavy, light, moving, and changing. Most importantly, students began asking meaningful questions that will guide our learning in the weeks ahead.

We look forward to seeing how their curiosity develops as they continue investigating the natural world around them.



## Bringing Learning to Life: Exploring Animals Through Concrete Materials



Learners brought concrete materials from home related to animals, such as toys, pictures, models, and drawings. These real-life resources helped them make strong connections to their learning and supported deeper understanding. Using their chosen materials, learners shared information about their animals by explaining where they live (habitat) and the special body parts that help them survive in their environment.

Each learner confidently spoke in front of the class, clearly expressing ideas and answering questions from peers. Through this experience, learners demonstrated the Communicator learner profile by sharing information in an organised and confident manner. They also showed growth as Inquirers by independently researching facts about their chosen animals and using this information to support their explanations.

This hands-on activity encouraged meaningful learning, built confidence, and allowed learners to take ownership of their understanding while making learning engaging and enjoyable.

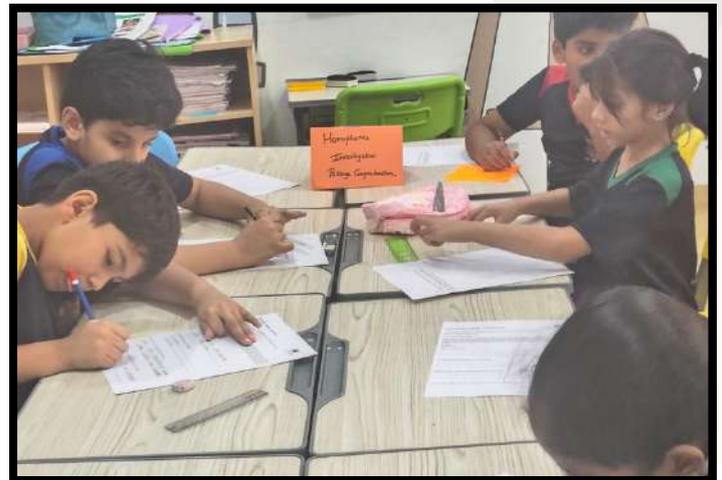
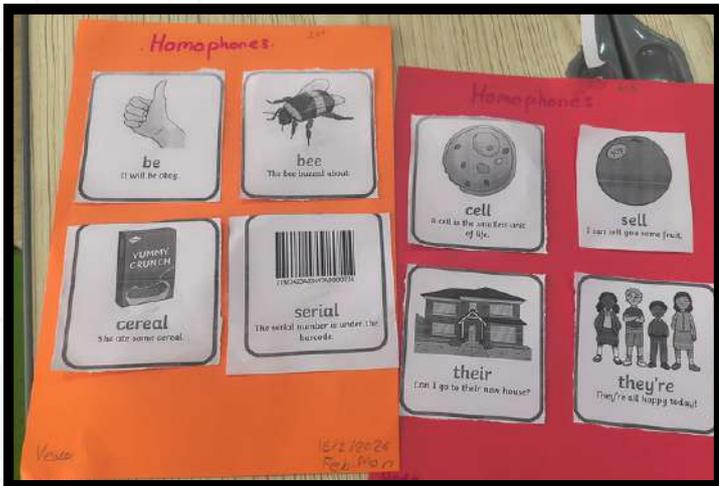




# Choosing the Right Word Understanding Homophones

PYP 3 learners engaged in a rich grammar experience focused on homophones—words that sound the same but have different meanings and spellings—through an interactive station activity. The learning sequence supported students in enhancing vocabulary, choosing words accurately in context, and communicating ideas clearly through both speaking and writing. As they rotated through stations, learners matched homophone pairs, built and refined sentences, and read short texts to identify the correct word choices. They then applied their understanding by creating posters and writing meaningful sentences using homophones, supported by visuals and clear explanations.

Throughout the activity, students developed key ATL communication skills by sharing ideas confidently, listening respectfully to peers, explaining meanings clearly, offering constructive feedback, and collaboratively presenting their posters. This experience strengthened both their grammar understanding and their confidence as communicators.

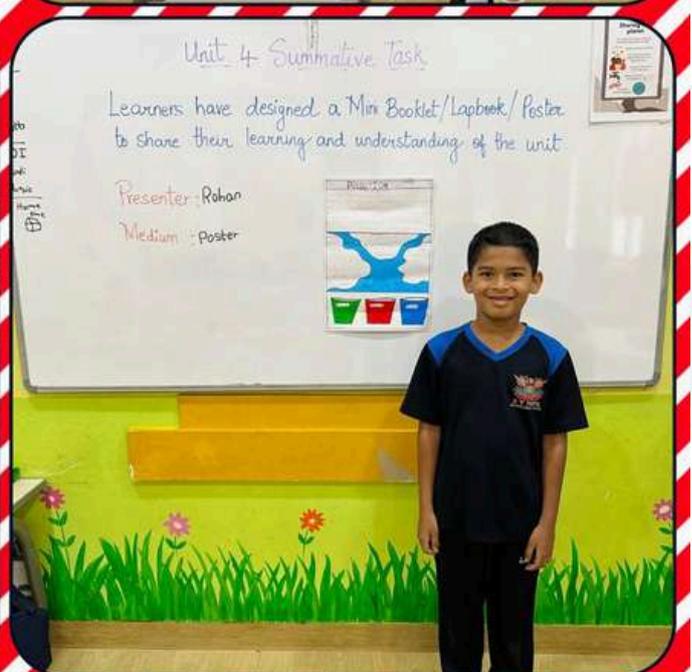


# Unit 4 Summative Assessment Be a Planet Protector!



As part of our Unit 4 inquiry, learners presented their summative assessments based on the central idea: "We can keep our planet healthy by cleaning up trash and stopping pollution." Students showcased their understanding through creative formats such as mini booklets, lapbooks, and awareness posters.

The classroom was filled with vibrant drawings, detailed diagrams, thoughtful labels, and powerful slogans. It was inspiring to see learners confidently share their knowledge and take meaningful steps toward becoming responsible and caring planet protectors.



# "Tiny Mark, Big Mystery!"



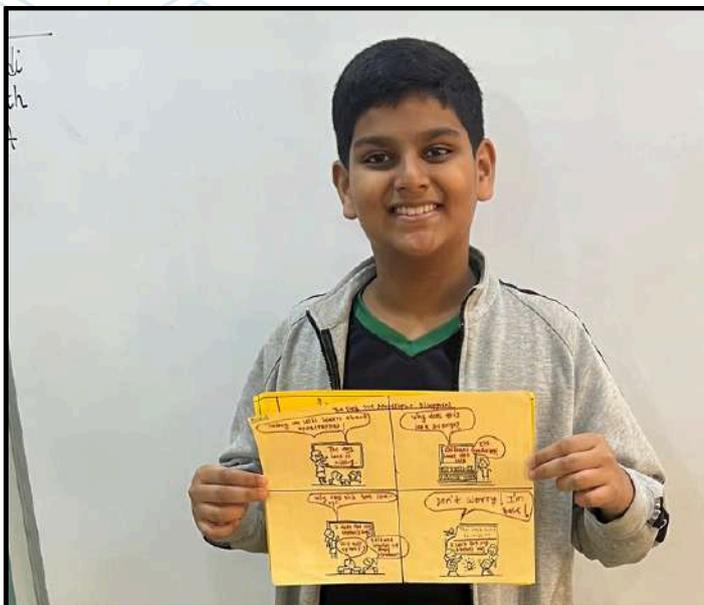
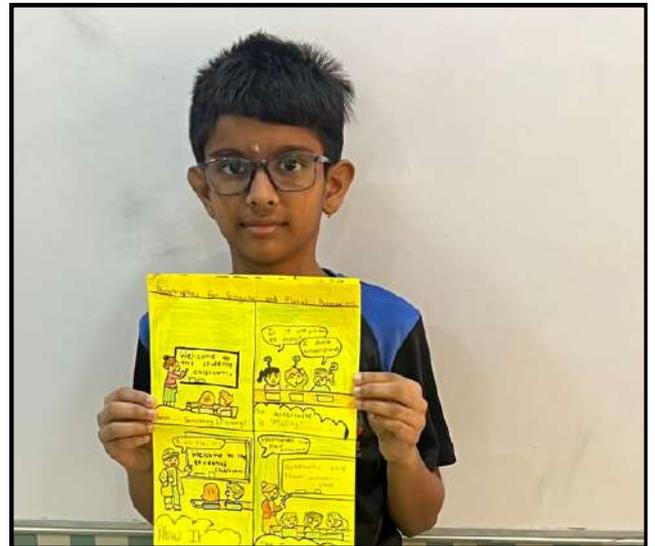
When apostrophes disappear, meaning goes missing!

As a fun provocation to begin our grammar inquiry, Grade 5 learners stepped into the role of Apostrophe Detectives during "The Apostrophe Mystery!"

Students were presented with sentences in which apostrophes had mysteriously vanished, creating confusion and changing meaning. Through observation and discussion, learners began noticing patterns, questioning what sounded incorrect, and predicting what might be missing.

They then chose a creative pathway — designing comic strips, recording short explanation videos, or conducting a real-life apostrophe hunt in their surroundings. This inquiry-based task encouraged curiosity, critical thinking, and real-world connections before the formal introduction of rules.

By the end of the activity, learners discovered that even the smallest punctuation mark can make a powerful difference in communication.



# Silvassa Educational Trip Grades 4 & 5



Students of Grades 4 and 5 recently enjoyed a fun-filled and enriching three-day educational trip to Silvassa and Govardhan Eco Village. The journey offered a perfect blend of learning, adventure, and teamwork.

On the first day, students explored a toy factory to understand local industries, followed by team-building games that encouraged cooperation and friendship. Day two was packed with excitement as students visited the Deer Park and Lion Safari, followed by thrilling adventure activities such as zip-lining, rope courses, and wall climbing. The evening entertainment session added joy and laughter to the day.

The highlight of the trip was the visit to Govardhan Eco Village, where students learned about sustainable living, organic farming, water and energy conservation, waste management, and green building concepts. This experience helped students connect classroom learning with real-life practices.

Overall, the trip created wonderful memories, strengthened bonds, and inspired students to become responsible and environmentally conscious individuals.



# Junior DYPMUN 2026 Nurturing Young Global Citizens



Our school proudly hosted the 6th edition of Junior DYPMUN on 18th February 2026 for students of Grades 4 to 7. The conference provided an enriching platform for young learners to develop essential 21st-century skills such as communication, critical thinking, collaboration, and leadership.

Students actively participated in committee sessions, including UNEP, UNHRC, and WHO, engaging in meaningful discussions on important global issues such as environmental protection, children's rights, and community health. Through research, debate, and resolution drafting, students demonstrated confidence, empathy, and a strong sense of responsibility. The event was a wonderful learning experience, empowering students to become thoughtful, informed, and responsible global citizens.



# Buzzing with Words: Inter-House Spell Bee 2026



DYPIS Worli proudly hosted the PYP Inter-House Spell Bee Competition, bringing together students from Grades 1 to 5 for an exciting celebration of language and learning.

The competition featured two engaging rounds — an Oral Spelling Round conducted by homeroom teachers, followed by grade-specific challenges such as Picture Perfect Spelling, Unscramble the Fun, Word Grid, Word Search, and Crossword Challenge.

The event strengthened vocabulary, listening skills, and confidence while fostering a genuine love for language. Congratulations to all participants and winners for making the Spell Bee a vibrant and enriching experience!





# When Numbers Came Alive!

Learners from Grades 4 to 8 were treated to an electrifying and inspiring session by Dr. Devang Shah, widely known as the “Human Calculator.” With a background in engineering and a doctorate in alternative medicine, Dr. Shah is a renowned expert in Vedic Mathematics and memory techniques. He is also the author of Human Calculator and has been recognized as a “Genius” by The Times of India.

The session left students amazed as they witnessed lightning-fast mental calculations and clever math strategies that made even complex problems look effortless. Through interactive challenges and engaging demonstrations, learners discovered that mathematics can be fun, intuitive, and empowering.

The enthusiasm, curiosity, and excitement in the room reflected how deeply the session resonated with our students. It was truly a memorable experience that inspired young minds to think faster, learn smarter, and enjoy the magic of numbers!



## शब्द आणि त्यांचे विरुद्ध अर्थ

इयत्ता सहावीच्या विद्यार्थ्यांनी “समानार्थी शब्द आणि विरुद्धार्थी शब्द” या विषयावर एक अत्यंत सर्जनशील आणि अर्थपूर्ण उपक्रम राबविला.

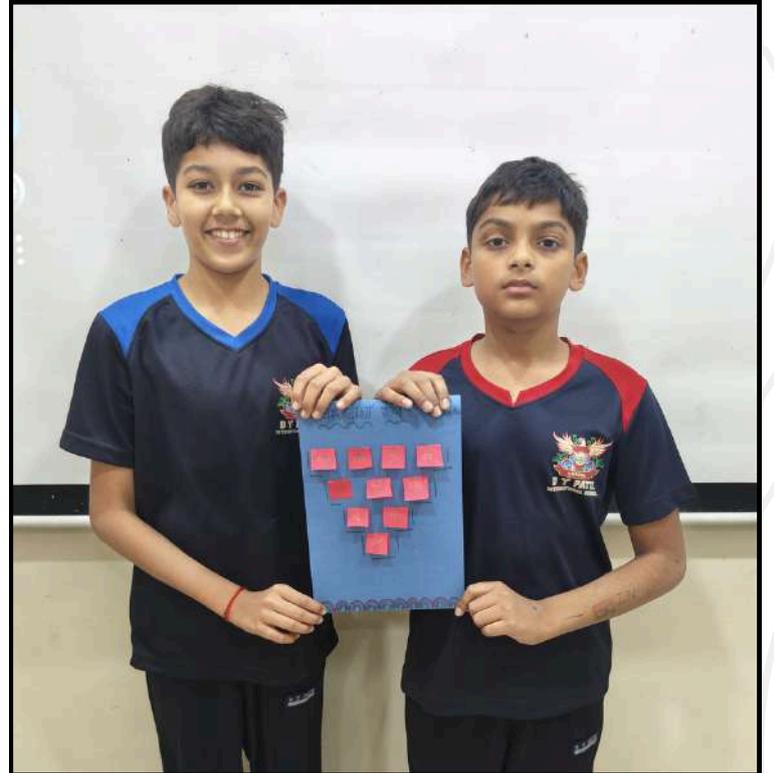
या उपक्रमाचा उद्देश विद्यार्थ्यांची शब्दसंपदा समृद्ध करणे तसेच त्यांना विचारप्रवर्तक आणि सर्जनशील अभिव्यक्तीकडे प्रवृत्त करणे हा होता.

विद्यार्थ्यांना लहान गटांमध्ये विभागण्यात आले आणि प्रत्येक गटाला विविध शब्द देण्यात आले. त्या शब्दांचे समानार्थी व विरुद्धार्थी शब्द शोधून ते अचूकपणे मांडण्याचे आव्हान विद्यार्थ्यांनी उत्साहाने स्वीकारले.

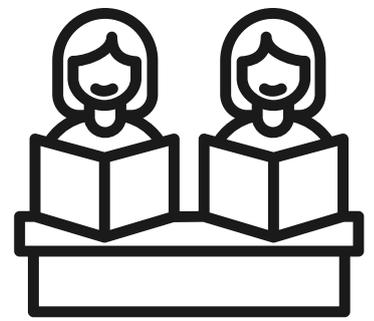
यानंतर विद्यार्थ्यांनी आपल्या कल्पनाशक्तीचा वापर करून आकर्षक चार्ट व पोस्टर तयार केले. रंगीत कागद, सुंदर अक्षरलेखन, कल्पक मांडणी आणि सुबक चित्रांच्या साहाय्याने त्यांनी विषयाला दृश्यात्मक रूप दिले.

काही विद्यार्थ्यांनी वर्गासमोर आत्मविश्वासाने सादरीकरण करून शब्दांचे अर्थ स्पष्ट केले. या सादरीकरणामुळे त्यांची भाषिक अभिव्यक्ती, आत्मविश्वास आणि मंचावर बोलण्याची क्षमता अधिक दृढ झाली.

या उपक्रमामुळे विद्यार्थ्यांची भाषा कौशल्ये, सहकार्याची भावना आणि सर्जनशीलता वृद्धिंगत झाली. शिकण्याची ही प्रक्रिया आनंददायी, सहभागात्मक आणि संस्मरणीय ठरली.



# Geometry in Your Hands: The Math of Everyday Objects



Mathematics truly comes alive when it connects with the real world. This week, students explored the concept of Surface Area — the total area covering all faces of a three-dimensional object — by measuring real-life items such as tablets, laptops, and tiffin boxes.

By treating these objects as rectangular prisms, students applied the formula

$$SA = 2(lw + lh + wh)$$

to calculate the total surface area — essentially determining how much “material” covers each object.

The activity transformed a textbook formula into a hands-on engineering challenge. Unlike perfect cubes in textbooks, real objects have hinges, rounded edges, and design variations. These practical considerations taught students the importance of estimation, precision, and logical reasoning.

Whether it is a manufacturer designing a screen protector or a chef selecting the right container to retain heat, students discovered how geometry silently shapes everyday innovations.

This experiential learning activity strengthened conceptual clarity, problem-solving skills, and real-world application of mathematics.



# Learning Beyond the Classroom: Understanding Plastic Pollution and Sustainable Solutions



Grade 9 Environmental Management (EVM) students recently engaged in a deeply enriching learning experience while exploring Unit 4: Water, with a focus on plastic pollution.

Each student researched a specific subtopic independently and presented findings through structured PowerPoint presentations. The assessment criteria emphasised research depth, scientific accuracy, clarity of organisation, and confident communication.

Students examined the classification of plastics into biodegradable and non-biodegradable categories, analysing differences in chemical composition, decomposition rates, and environmental impact.

**A particularly outstanding presentation highlighted how molecular structure influences degradation time and ecological harm, demonstrating advanced analytical thinking.**

Class discussions expanded into sustainable waste management strategies, including:

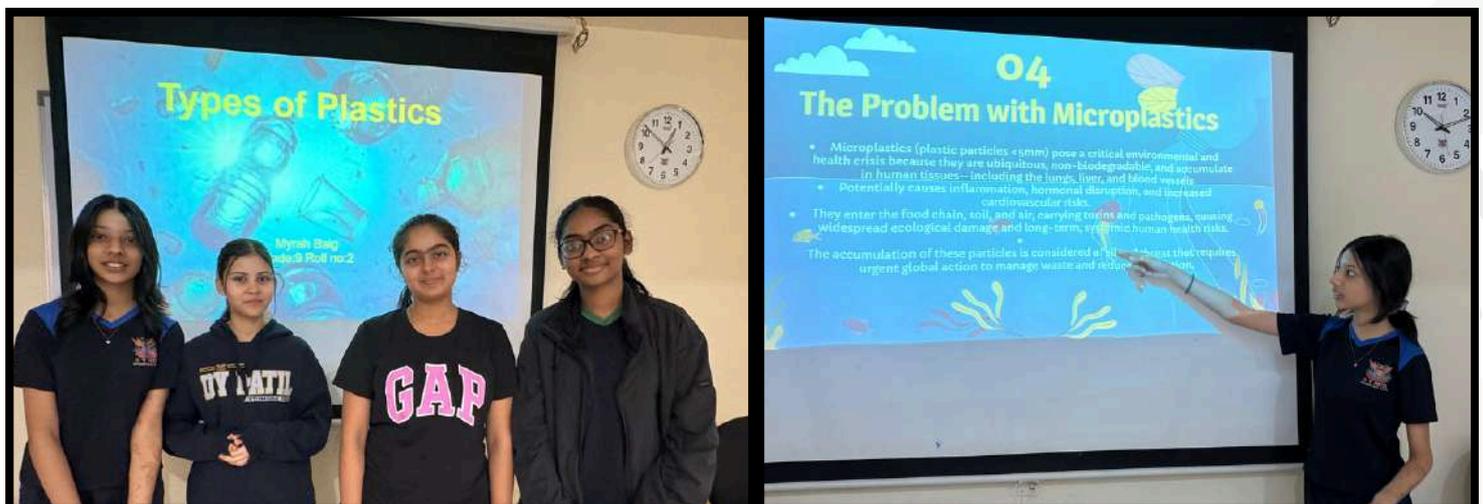
- The role of biodegradable plastics
- Importance of recycling
- Safe disposal practices
- Government regulations controlling plastic usage

Students also explored the devastating impact of plastic pollution on marine ecosystems, discussing ingestion hazards, habitat destruction, and the scientific concepts of bioaccumulation and biomagnification.

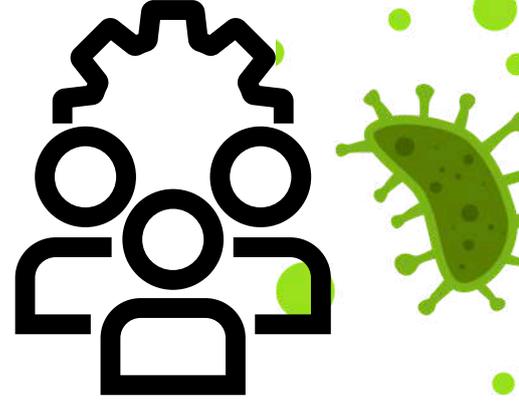
A special highlight was an interactive session led by DP2 student **Mahika Kanakia**, who shared insights from her Extended Essay research on developing biodegradable plastic from potato cornstarch. She presented her experimental samples and reflected on challenges faced during research.

**Her session inspired Grade 9 students by demonstrating how innovation, perseverance, and scientific inquiry can contribute to sustainable solutions.**

This collaborative learning journey successfully bridged theory with practice, fostering environmental responsibility, research skills, and critical thinking.



# Exploring the Impact of Technology on Society, Living Organisms, and Employment



As part of the Digital World unit in Global Perspectives, Grade 9 students explored the inquiry question:

*“To what extent does technology affect society, living organisms, and employment?”*

Working in small research groups, students organised their findings into thematic categories:

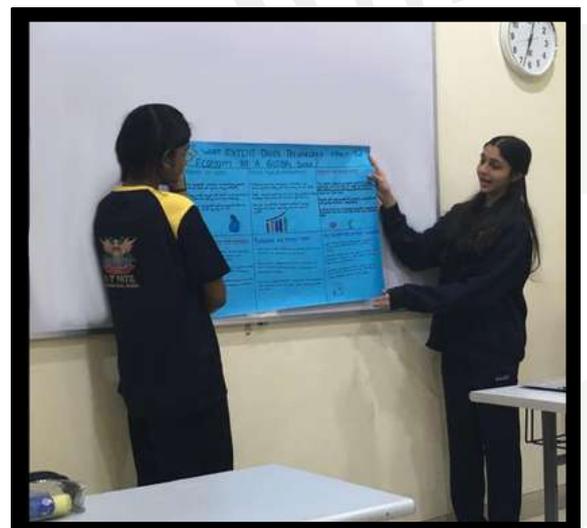
- Communication (instant messaging, video conferencing)
- Education (digital platforms, learning applications)
- Healthcare (wearables, monitoring systems)

They examined biotechnology, genetic modification, and environmental monitoring, while also discussing concerns such as pollution, excessive resource consumption, privacy risks, and screen dependency.

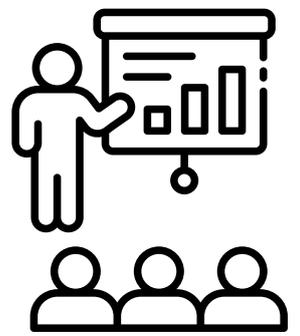
The impact on employment sparked particularly thoughtful discussions. Students recognised that technology:

- Creates new job sectors
- Enables remote work
- Enhances efficiency
- Simultaneously reduces certain traditional roles through automation

The activity nurtured analytical reasoning, collaborative learning, and the ability to evaluate both advantages and limitations of technological progress.



# Lights, Camera, Aprendizaje! A Cinematic Journey in Spanish Class



*The Spanish classroom recently transformed into an immersive cultural experience as students watched the short film Ding Dong.*

*What began as a viewing activity evolved into a dynamic language-learning session. Students analysed gestures, tone, humour, and cultural nuances embedded within the storyline.*

*Following the screening, students engaged in meaningful discussions in Spanish, sharing interpretations, analysing character motivations, and expressing personal opinions.*

*The activity strengthened vocabulary acquisition, grammar application, listening comprehension, and spontaneous speaking skills.*

*Through pair and group collaboration, students dissected scenes, identified new expressions, and reflected on how non-verbal cues enhance understanding.*

*The session beautifully demonstrated how authentic audiovisual resources can elevate language learning into an engaging, culturally rich, and memorable experience.*

