



The DYPIS News Burst

EYP

EYP – Teamwork in Action: Cone Collectors Challenge!

Our EYP learners participated in the Cone Collectors Challenge, an engaging, play-based inquiry that encouraged collaboration, communication, and teamwork through purposeful movement. Working together to collect and transfer balls using soccer cones, learners planned strategies, shared responsibilities, and supported one another in achieving a common goal. This active learning experience strengthened social, communication, and self-management (ATL) skills while fostering learner agency and positive relationships. As learners listened to different perspectives, encouraged their peers, and celebrated collective success, they demonstrated the IB Learner Profile attributes of Caring, Communicators, and Open-minded, recognising that cooperation and mutual respect are key to successful learning.

News Bulletin

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EYP Music – Exploring Rhythm and Coordination

Our early year learners enthusiastically explored rhythm, coordination, and musical expression through an engaging drumming and singing experience. Using the djembe, they accompanied the rhythmic word-song Zimbole, experimenting with slow, medium, and fast tempos while maintaining a steady beat.

This inquiry-based learning experience encouraged learners to listen carefully, respond to changing musical cues, and coordinate their voices with the rhythm of the drum. As they explored tempo and beat through collaborative music-making, they strengthened their listening, concentration, motor coordination, and expressive skills. The activity also nurtured confidence, teamwork, and joyful participation, reflecting the IB Learner Profile attributes of Communicators, Risk-takers, and Balanced learners. Through play, exploration, and reflection, learners discovered how rhythm and movement can work together to create meaningful musical experiences, fostering creativity and a growing appreciation for music in a collaborative learning environment.



EYP 3 – Exploring Creativity Through Landscape Art

Our EYP 3 learners engaged in an inquiry-based art experience, exploring how natural elements can be represented through creative expression. Guided by their teacher, they used lines, shapes, colours, and patterns to create imaginative landscapes featuring mountains, trees, rivers, flowers, and skies. As they planned and refined their artwork, learners developed fine motor skills, observation, and visual thinking while building confidence in expressing their ideas. This joyful learning experience nurtured creativity, learner agency, and self-expression, celebrating each child's unique perspective and growing appreciation for the beauty of the natural world.



EYP 3 – Imagination at work!

Our EYP 3 learners engaged in meaningful, play-based inquiry as they explored construction and art through collaborative and creative experiences. Using large building blocks, they planned, designed, and built imaginative structures, demonstrating communication, teamwork, and problem-solving skills. Through drawing, learners expressed their ideas, experiences, and creativity with confidence and originality. These rich learning experiences nurtured learner agency, curiosity, and perseverance while developing fine motor skills, spatial awareness, and creative thinking. By collaborating, exploring, and reflecting on their ideas, learners demonstrated the IB Learner Profile attributes of Thinkers, Communicators, and Risk-takers, laying a strong foundation for lifelong learning.



Bringing the IB Learner Profile to Life Through Art

Learners engaged in an inquiry-based art experience to deepen their understanding of the IB Learner Profile. Each learner selected a profile attribute and creatively represented its meaning through original artwork, using symbols, colours, patterns, and thoughtful details to communicate their ideas. As they reflected on the values, actions, and attitudes connected to their chosen attribute, they made meaningful personal connections and expressed their understanding through visual language.

This learning experience fostered creativity, reflection, and learner agency while celebrating diverse perspectives. Through their unique artistic expressions, learners demonstrated how the IB Learner Profile inspires them to become caring, principled, knowledgeable, open-minded, and reflective members of their learning community.





Grade 2 – मेरा शैक्षणिक उद्देश्य

विद्यार्थियों ने अपने भाषा-अधिगम लक्ष्यों पर चिंतन करते हुए हिंदी में सुनने, बोलने, पढ़ने और लिखने के कौशलों को सुदृढ़ करने हेतु विभिन्न अन्वेषण-आधारित (*Inquiry-based*) गतिविधियों में सक्रिय भागीदारी की। चित्रों के अवलोकन, वाक्य-निर्माण, कहानी एवं कविता-पठन तथा नए शब्दों के प्रयोग के माध्यम से उन्होंने अपने विचार आत्मविश्वासपूर्वक अभिव्यक्त किए। इस शिक्षण अनुभव ने संचार, चिंतन एवं स्व-प्रबंधन (*ATL Skills*) को विकसित किया तथा विद्यार्थियों में *Learner Agency* और आत्मविश्वास को प्रोत्साहित किया। अभिभावकों के सहयोग से घर पर नियमित हिंदी पठन और संवाद के माध्यम से भाषा के प्रति रुचि तथा आजीवन सीखने की भावना को भी सशक्त किया गया।



Grade 2 Dance – Expressing Emotions Through Movement

As part of their learning journey, our Grade 2 learners participated in an engaging Emotions Freeze Game, exploring how movement can be a powerful form of communication. As the music played, learners danced freely, and when it stopped, they froze to express emotions such as happiness, excitement, surprise, sadness, and confidence through facial expressions and body language.

This inquiry-based experience encouraged learners to recognise, interpret, and communicate emotions creatively while developing self-awareness and confidence. Through movement and reflection, students strengthened their expressive skills, imagination, and ability to connect feelings with purposeful actions. The activity also fostered collaboration, risk-taking, and respectful appreciation of one another's performances, reflecting the IB Learner Profile attributes of Communicators, Risk-takers, and Reflective learners. The classroom came alive with energy, creativity, and joyful expression as every learner discovered that dance is a meaningful way to communicate ideas and emotions.





Grade 2 – Discovering France – A Journey of Inquiry

Our Grade 2 learners embarked on an exciting inquiry into the culture, language, and traditions of France through engaging discussions, visuals, and interactive learning experiences. As they explored famous landmarks, national symbols, and French cuisine, learners made meaningful connections with their prior knowledge and developed an appreciation for cultural diversity. Listening to the French language sparked curiosity about how languages connect people and communities across the world. This enriching learning experience fostered the IB Learner Profile attributes of Inquirers, Open-minded, and Communicators, while strengthening thinking and communication (ATL) skills. With enthusiasm and curiosity, learners look forward to deepening their understanding of French language, culture, and traditions throughout the year.



Grade 4 – Exploring the World of Technology

Our Grade 4 learners engaged in an inquiry into the concept of technology and its role in everyday life. Through hands-on investigations, collaborative discussions, and individual learning tasks, they explored and differentiated between technological and non-technological objects, justifying their thinking with real-life examples. As a culminating experience, learners designed and presented individual presentations using Canva, demonstrating their understanding through digital creation. This authentic learning experience strengthened digital literacy, critical thinking, communication, and self-management skills while fostering learner agency, creativity, and confidence as young inquirers and responsible digital citizens.



Grade 5 Exploring Solfege Through Music

Learners of Grade 5 were introduced to the relationship between Indian and Western musical notation, exploring how both systems support pitch awareness and musical expression. Through an inquiry into Solfege hand signs, they discovered how hand movements can represent musical notes and enhance understanding of melody. As learners practised singing notes in ascending and descending order while using the corresponding hand signs, they developed listening, communication, and self-management skills. This engaging learning experience strengthened their musical confidence, encouraged active participation, and laid a strong foundation for future inquiry and growth in music.



Grade 5 - हसत-खेळत मराठी

इयत्ता ५ वीच्या विद्यार्थ्यांनी मराठी विषयाच्या पहिल्या तासाची सुरुवात आनंददायी, सहभागात्मक आणि चौकस शिक्षणानुभवातून केली. विविध भाषा-आधारित खेळ, चित्र निरीक्षण आणि स्वतःची ओळख मराठीतून सादर करण्याच्या उपक्रमांद्वारे विद्यार्थ्यांनी संवादकौशल्ये, विचारकौशल्ये आणि आत्मविश्वास विकसित केला. सहकार्य, परस्पर आदर आणि सामूहिक निर्णय प्रक्रियेला प्रोत्साहन देत विद्यार्थ्यांनी वर्गाचे *Essential Agreements* सहनिर्मित केले. या अनुभवातून विद्यार्थ्यांनी *Communicators*, *Thinkers* आणि *Caring* या *IB Learner Profile* गुणांचे दर्शन घडवत सकारात्मक, सुरक्षित आणि सर्वसमावेशक शिक्षणसमुदायाची पायाभरणी केली.



Achievements

Level 2 Art Olympiad Results & Appreciation

We are delighted to celebrate the outstanding achievements of our students in the Level 2 Art Olympiad. Their creativity, dedication, and passion for art have brought immense pride to our school community.

A special congratulations to our award winners for their exceptional performance. Your hard work, perseverance, and commitment to excellence have truly paid off. May this accomplishment inspire you to continue exploring your artistic talents and striving for even greater success.

We also extend our heartfelt appreciation to all the participants, teachers, and parents for their constant encouragement, guidance, and support throughout this journey. Every student's willingness to learn, create, and challenge themselves is an achievement worth celebrating.

Congratulations to all our Level 2 Art Olympiad participants and winners! Keep creating, keep learning, and let your imagination continue to inspire the world around you.



Grade 7 Force Olympics: Learning Physics Through Action

The Grade 7 Physics classroom was buzzing with energy as students took part in the Force Olympics, a lively 40-minute event that turned physics into an exciting hands-on experience. Instead of simply reading about forces and motion, students explored these concepts by taking part in a series of fun challenges that encouraged them to predict, experiment, and explain the science behind what they observed. Working together in teams, students investigated how friction affects movement by testing which surface allowed a toy car to travel the fastest. They also learnt how to use a spring balance to measure force in Newtons, gaining confidence with a key scientific instrument.



One of the highlights was exploring momentum and impulse, where students observed how a ball's momentum changed after bouncing off a wall. The Cup Push Challenge helped them understand the difference between balanced and unbalanced forces, while the enthusiastic Mini Tug of War brought the concept of net force to life as teams experienced firsthand how force determines the direction of motion.

More than just a series of activities, the Force Olympics gave students the opportunity to think like scientists. They worked together, tested their ideas, discussed their observations, and refined their understanding through each challenge. The classroom was filled with curiosity, teamwork, and plenty of laughter as students discovered that physics isn't just about equations—it's about making sense of the world around us.

Reflecting on the experience, one student said, "Learning Physics through games helped us understand forces better!" Another shared, "Testing our ideas and improving our designs made science really exciting."

The Force Olympics was a wonderful reminder that when learning is active, collaborative, and enjoyable, scientific concepts become more meaningful—and far more memorable.



Building Skills Through Cricket- Physical Education

What happens when students are told that nothing should happen in their writing?

During a recent Grade 10 descriptive writing workshop, students were challenged to freeze time for 300 words and describe an old stone courtyard using the eye of a filmmaker. Through wide shots, mid shots and close-ups, they explored the atmosphere before action, discovering that great description is about observation rather than narration.

The classroom soon came alive with "A-ha!" moments. Students realised that ordinary objects could carry extraordinary meaning—a forgotten ring became a symbol of lost memories, a weathered sundial represented the passage of time, and a solitary flower growing through cracked stone embodied hope and resilience. Rich vocabulary such as verdant, dappled, encroached and dilapidated moved beyond word lists and became powerful tools for creating vivid imagery.

By the end of the session, students were no longer asking, "What do I write?" Instead, they were asking, "What story does this object tell?" That shift from simply describing a scene to crafting symbolism marked the true success of the lesson.



By the end of the session, students had not only strengthened their cricket skills but had also grown in confidence, resilience, and self-awareness. It was a reminder that Physical Education is about far more than physical fitness—it is about developing teamwork, character, and a lifelong appreciation for sport.



Grade 10 – From Looking to Seeing: Writers Find Their Voice

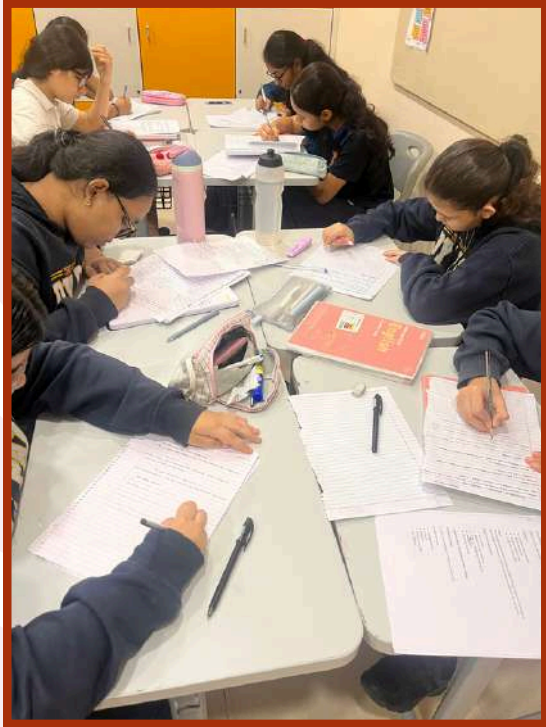
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The workshop was a celebration of creativity, critical thinking and visual literacy —proving that the most powerful stories often emerge when writers learn not just to look, but to see.



Running a Business in the Classroom: Inside IBCP's Latest Challenge

This week, our IBCP Operations & Financial Management classroom turned into a high-stakes corporate boardroom.

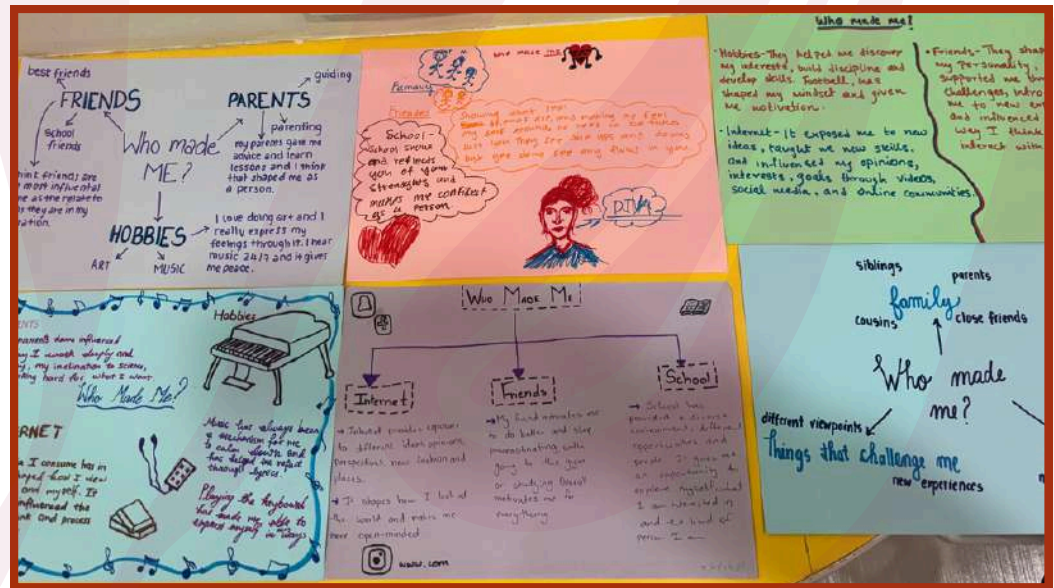
Rather than just reading about supply chains and balance sheets in a textbook, students jumped straight into managing their own simulated companies. In teams, they tackled the messy realities of real-world business—balancing inventory levels, keeping production on schedule, and maintaining product quality, all while trying to build a profitable budget.

To see how these concepts play out on a global scale, students also broke down case studies of major multinational corporations, analyzing how behind-the-scenes operational choices directly impact financial performance. The classroom was filled with active debates and real-time problem-solving as students realized firsthand that every strategic decision comes with trade-offs.

Watching our students think on their feet, back up their decisions with data, and collaborate like seasoned executives was a highlight of the week. This hands-on experience is at the heart of the IBCP curriculum—building the sharp analytical skills, financial savvy, and confidence our students will carry straight into university and their future careers.



Interactive Classroom Spotlight: "Who Made Me?"



Understanding Development Through Hegel's Philosophy:

How do we become the people we are today?

That was the question our Year 2 IBDP Psychology students explored as they were introduced to the philosophical ideas of Georg Hegel, who believed that human development is a lifelong process of growth and change.

Instead of learning the theory from a textbook, students took part in a reflective activity called "Who Made Me?" They created visual posters that captured the people, experiences, cultures, challenges, and moments that have shaped their lives. Using photographs, drawings, symbols, and keywords, they reflected on the influence of family, friendships, school, hobbies, successes, setbacks, and personal milestones.

As students shared their posters with one another, the classroom became a space for honest conversations and thoughtful reflection. They discovered that while everyone's journey is unique, our identities are constantly evolving through the people we meet and the experiences we have.

Dev Shah Empowers Young Learners Through Summer Camp

DYPIS proudly celebrates the initiative and achievement of A Level student Dev Shah, who, along with a friend, organised a five-day educational summer camp at DJN Mehta School in Deesa, Gujarat, serving students from underprivileged communities.

The camp engaged around 100 enthusiastic students, offering them opportunities to explore contemporary and practical areas of learning beyond their regular curriculum. Under Dev's guidance, the students were introduced to concepts such as Artificial Intelligence (AI), renewable energy, and innovation, encouraging curiosity, problem-solving, and future-ready thinking.

A strong emphasis was placed on experiential learning. Students worked collaboratively to assemble functional project models and apply their newly acquired knowledge through hands-on activities. They also developed valuable digital skills by learning to create PowerPoint presentations and use basic Microsoft Excel. A particularly engaging component was the Shark Tank-style pitching activity, where students presented their ideas with confidence, strengthening their communication, creativity, teamwork, and entrepreneurial skills.



The camp also celebrated creativity through arts, crafts, and drama. Students showcased their talents through performances designed to raise awareness about health and hygiene within the community, combining creative expression with social responsibility.

Dev's initiative reflects the spirit of leadership, service, innovation, and meaningful community engagement that DYPIS strives to nurture in its students. By sharing his knowledge and skills with younger learners, he helped create an enriching experience that empowered them to explore new possibilities and believe in their potential.

DYPIS congratulates Dev Shah on this commendable initiative and for demonstrating how young people can use their learning to create a positive impact beyond the classroom