

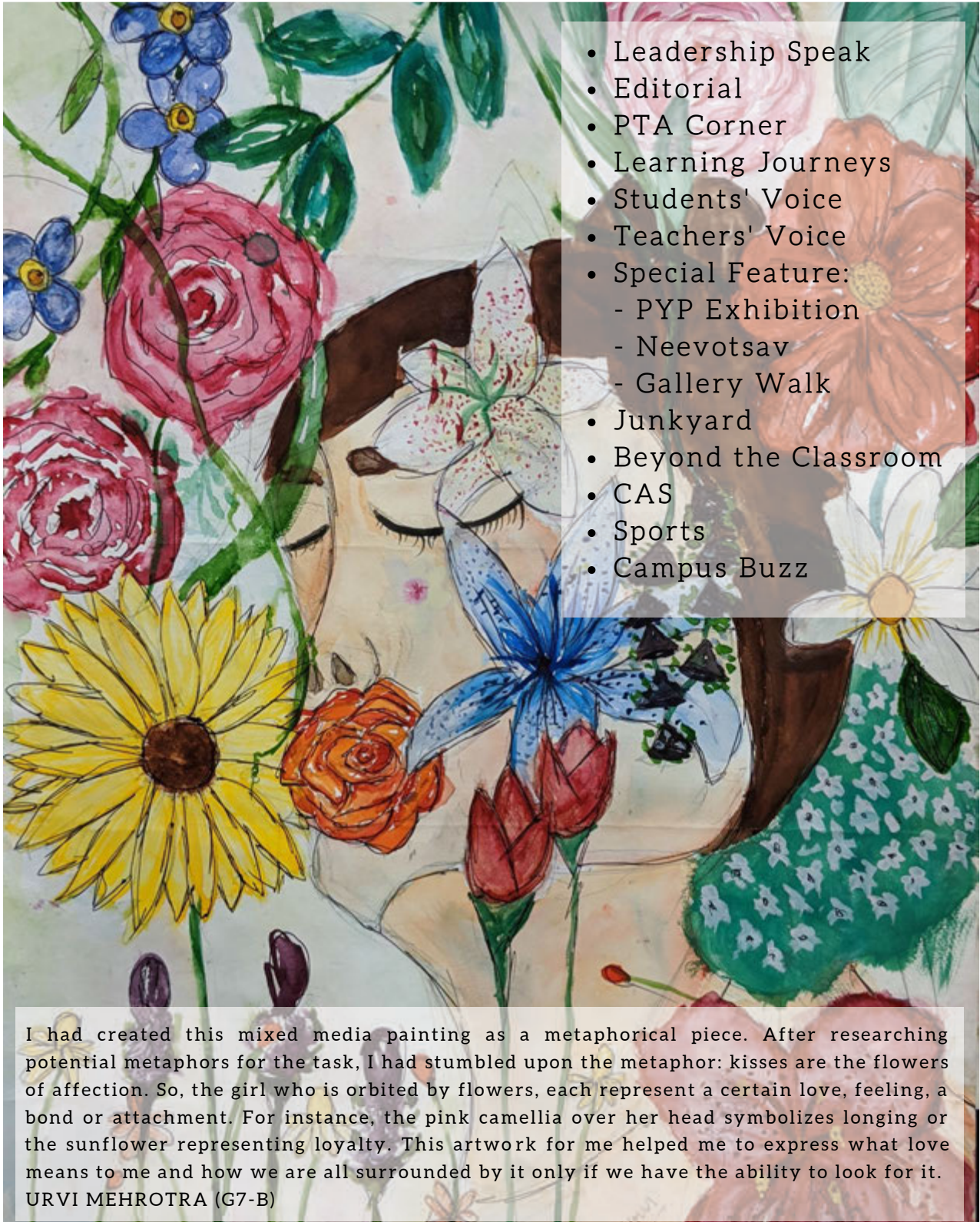
MARCH  
2020

# NEEV TIMES

ISSUE NO.  
EIGHTEEN

The Official Newsletter of Neev Academy

## EXPRESSION



- Leadership Speak
- Editorial
- PTA Corner
- Learning Journeys
- Students' Voice
- Teachers' Voice
- Special Feature:
  - PYP Exhibition
  - Neevotsav
  - Gallery Walk
- Junkyard
- Beyond the Classroom
- CAS
- Sports
- Campus Buzz

I had created this mixed media painting as a metaphorical piece. After researching potential metaphors for the task, I had stumbled upon the metaphor: kisses are the flowers of affection. So, the girl who is orbited by flowers, each represent a certain love, feeling, a bond or attachment. For instance, the pink camellia over her head symbolizes longing or the sunflower representing loyalty. This artwork for me helped me to express what love means to me and how we are all surrounded by it only if we have the ability to look for it.  
URVI MEHROTRA (G7-B)

## Safety and Discipline - Conjoined Twins

The Coronavirus is consuming everybody's attention. But not all safety is about emergency management. As Neev grows, some recent incidents force us to reflect on our community's shared understanding of physical, digital and emotional safety. The incidents are diverse - in learning journeys, sports fields, play areas, restrooms, classrooms, at events in or out of school and at home. Some are inevitable. Getting scraped up during play and even broken bones for instance. Teasing can also be an important part of relationships besides 'preparation for life'. But there are limits. Can we differentiate the inevitable from the avoidable? Can we collectively own norms that create a safe and disciplined environment before emergencies? I'd like to propose we consider 4 forces as a community:



1) Group Behaviour: We often do or say things in a crowd that we wouldn't dream of doing individually. Herd mentality is when people adopt similar behaviours as the people around them — often ignoring their own deeper thoughts. From watching a particular show to breaking limits, to excluding a peer to bullying as a group to talking when we should be listening, thinking or working, are all often examples of herd mentality. Sometimes an individual chooses to not join in but still does not call it out. The 'bystander effect' is easy to understand because of the fear of standing out. But can vicious cycles of bad behaviour be turned into virtuous cycles of good behaviour?

2) Disrespect for Rules: What happens when people assume safety standards and guidelines don't need to be followed? Imagine individuals in a group breaking rules in different ways; the result can be messy at best and risky at worst. Only institutions with the freedom to exercise intellect and creativity within a collectively disciplined group, in productive ways, leads to real innovation. None of us is capable of what all of us are capable of together. A vital 21st century skill is working in groups. And groups need rules.

3) Discipline as Values: No list of Do's and Don'ts can cover every eventuality; a sustainable code-of-conduct comes from values. An intrinsic code of conduct that our most effective citizens demonstrate consistently in their work, in interactions and relationships, with digital citizenship and emotional safety for themselves and others. These are behaviours rising from an inbuilt value system, from knowing that norms have greater impact than rules when reflected upon. Trust relies on each individual upholding not just the norms but the underlying shared values.

4) Collective Responsibility: Accidents can and will happen they must be anticipated and learnt from. But a positive school climate with a strong sense of belonging and ownership avoids accidents with the collective responsibility of all stakeholders - children, staff and parents. Last week our PYP exhibition raised many questions that exist in our children's worlds, overconsumption, well-being, valuing the environment and all life-forms, inclusiveness, and more. The MYP personal project exhibition a month ago represented the maturity of a few years but was similar. This generation talks-the-talks of impact and change more than we did. Are we willing to help them walk-the-talk by taking collective responsibility for discipline, and shared values?

As we build shared norms, some of the questions we are attempting to answer are:

- Is there a difference between Academic Honesty and Discipline?
- Are extrinsic motivators for discipline good or bad?
- Who owns bullying? Teachers, parents or children?
- Should all areas be safe by design or by staff supervision only?
- Can we shift the responsibility for negative behaviour from who to why?
- What can we do about the influence of disruptive behaviour on media or in life?
- Do people behave differently when supervised and not?
- What guides behaviour?

As entrepreneur Joseph Sugarman said, "Each problem has hidden in it an opportunity so powerful that it literally dwarfs the problem. The greatest success stories were created by people who recognized a problem and turned it into an opportunity." I am hoping the Neev community can break cultural and other stereotypes together, recognise the power of institutions and discipline, and truly imagine new worlds with creativity and imagination. I welcome your thoughts.

Of course, reading and reflection is fundamental to this journey. Have you read a book this week and thought about it?

**KAVITA GUPTA**  
**HEAD OF SCHOOL**



## The Fairytale

*There is no point in having a voice if you're going to be silent in those moments you shouldn't be. Racism is not dead.*

It isn't a "once upon a time" event. Comical YouTube videos, wordy Instagram captions, and school textbooks may make it appear to be an archaic problem of the past; however, that is an idea far from the truth. These false assumptions are nothing but speculation based on a privileged individual's experiences. Not only are they incorrect and unworldly, but they are also menacing to our growth as a society. It is as if a section of the community is waving a 'Mission Accomplished' banner above its head, as stated by Jan Miles, while many others suffer whilst being silenced by the authority; sounds a lot like a modern-day dystopia to me!

Over the last decade, many presses and social media platforms have had to tackle the challenge of offensive comments from users, while still allowing space for expression, feedback, and interaction. A 2017 Pew Research Center survey revealed that a "wide cross-section" of Americans experience online abuse, a majority of which are ethnic minorities. Predominantly, such abuse is left unpunished but it is still somehow "conventional wisdom" that free speech is under assault. This is commonly known as the myth of the free speech crisis which is linked to efforts or impulses to normalize hate speech or shut down legitimate responses to it. Freedom of expression is something all of us are legally born with, but not everyone truly has the "password" to access it. Use your voice to speak up for those who don't have that privilege because after all, "you can destroy wood and brick, but you can't destroy a movement."

Racism is not dead. Being of a different colour is not a sin. And the right to freedom of expression does not extend to the liberty to be hateful. The stories of many minorities are not fairytales, just like many other stories in our world, but by standing up for issues that we see around us, we are making it clear that we are not willing to give up on a better, peaceful, "happily-ever-after". Find your rightful purpose, and use your voice to make a difference.

## Three Feet Apart

Coronavirus (COVID-19) is a type of virus under which there are many kinds. The newly identified disease that has caused a recent outbreak of respiratory illness is called COVID-19. This disease started in China and since it is zoonotic in nature, it is thought to have spread from either a snake or bat to humans. COVID-19 made its first appearance in Wuhan, China in the month of December in 2019.

The virus has now spread across the globe and the World Health Organization (WHO) has declared its risk status to be very high even on a global scale. Common signs of the infection include respiratory symptoms, fever, cough, shortness of breath and breathing difficulties. In more severe cases, an infection can cause pneumonia, severe acute respiratory syndrome, kidney failure, and even death.

The WHO recommends that people regularly wash their hands, cover their mouth when they cough and sneeze and avoid contact with anyone who is known to have symptoms of the disease.

The WHO suggests that you remain at least 3 feet away from anyone who is sneezing or coughing as they can spray small liquid droplets that may contain the virus. People must also avoid touching their eyes, nose, and mouth as your hands could have touched a contaminated surface and may transfer the virus into your body. You must also ensure that you contact health professionals immediately if you are feeling unwell or have any symptoms of the disease.

It is important that in these trying times we follow instructions set by the WHO and Center for Disease Control (CDC) to ensure that we continue to be healthy.

**EDITORIAL TEAM**

## PTA CORNER

### PTA's Pillars - Update

Neev's first PTA launched with two broad focus areas - Community and Communications; and we've made some foundational progress in both areas.

**Communications:** Our aim was to work with the school and parent community to build a channel of communication and information-sharing. The Class Reps (CR) have been fantastic at building this communication matrix, and so far, PTA has had constructive dialogues on concerns raised by parents across grade levels - food, sports, curricular queries, subject matter engagement. Across the board, we've seen that both these communities have found these conversations very helpful for understanding perspectives and sharing insights.

A quick note on how it works - parents reach out to their CRs; CRs figure out their complexity. If required, the PTA Exec Committee helps facilitate a discussion with school to understand and resolve concerns. So, do consider this an open communications channel, and continue to reach out to CRs whenever you need help clarifying a school-related issue.

**Community:** PTA kicked off the year with a fun New Students' Ice-cream Social, followed by the blockbuster Language Day Celebrations. Next up - PTA is partnering with the school on the design and execution of our very first 12th Grade graduation. We're extremely excited to send off our graduating students in style and have already designed groups for the music, food and beverage, artwork and decoration, and more. If you have great memories of your own graduation, or inspiring ideas, do share them with us at [neevgraduationideas@gmail.com](mailto:neevgraduationideas@gmail.com)!

**PTA TEAM**

# LEARNING JOURNEYS

GRADE 10

*Kabini Trip*



"Boards ka saal hai (it's the year of the boards)" is probably the most common line every 10th grader gets to hear right now. Nights get longer as we scramble to learn the dates of the World Wars and endlessly solve 'find for x' questions. As MYP students, we have another aspect to delve into; the global context.

From Grade 6 onwards, every unit in every subject is accompanied by a global context that provides a "common language for powerful contextual learning.". This year, for the eAssessment, the global context is 'Globalization and sustainability'. From the day of the topic release, our lessons have been imperialized by environmental jargon as we tried to delve into understanding the interconnectedness of human-made systems and communities, processes, and the impact of decision-making on humankind and the environment. Although these classroom discussions gave us a fair understanding of the global context, I think it is safe to say that none of us had developed concrete knowledge or more importantly a personal connection towards the global context.

It was Charles Handy who said that the best learning happens in real life with real problems and real people and not in classrooms. The Grade 10 Global Context Retreat to Wayanad, Kabini, aimed to do just that; explore globalization and sustainability in a new environment through hands-on learning and discussions. During this trip, we took part in heated discussions, report analyses, and even multiple games, each relating to the global context in their unique way. Our final product from the trip was a 3D work of art that served as a creative, visual representation of the 'WEF Global Risk Report 2020'. One particular exercise from the trip that I feel shifted our outlook towards globalization and sustainability was a game in which the objective was to 'make the most money'. By the end of the game, we realized that every one of the team was in losses, however, all of us were competing to see who 'lost the least'. Looking at this at a larger scale, this is exactly what every nation is doing with the environment. We have come to a point where we are no longer trying to be the most sustainable but rather the least damaging. It is experiences such as this that the global context of globalization and sustainability was no longer just the theme for the exam, but rather a relevant exploration that came to life before our eyes.

**KRITI SARAWGI**



GRADE 6

*Gujarat Trip*

Recently, Grade 6 visited the state of Gujarat, to understand the concept of sustainability, urbanisation and sustainable communities. The trip took us through Ahmedabad, Little Rann, the Rann of Kutch, Dholavira and Bhuj over a course of 8 days, 2 flights and miles of pungent bus rides.

We started our journey at the Safai Vidyalaya, where we learnt that adequate sanitation is crucial for a community to be sustainable and that bio-gas can be used to produce carbon-free flames, which can greatly reduce carbon emissions. We also learnt about the importance of public domain - and how public spaces can be used for a variety of amenities including parks, malls, hotels and squares. These public spaces can be used in ingenious ways, such as how HCP used the Sabarmati riverfront project to shift the economic base of Ahmedabad from the declining textile industry to tourism. We figured that sustaining traditions can be achieved by using locally accessible and indigenous materials, not materials inappropriate to the environment of the region.

While a tour of Ahmedabad converted most of us into activists who supported environment-friendly development, Gujarat's ecosystem helped us understand that wildlife and nature need to be preserved for a community to be sustainable. Dasada Wild Ass Sanctuary is the only place where the Wild Ass can be found and it is also the resting ground for migratory flamingos.

Moving to the social side of sustainability, we used the example of Amul to understand the fundamentals of a cooperative, a system where the producers are also shareholders. We understood that this system removes the middleman, who has the potential to exploit the farmers, and so the industry works towards the recognition of farmers.

Dholavira is a Harappan site that has survived for 4500 years! The reason it has survived till today is because of the physical bonds between bricks - an interlocking system. The site also showed advanced drainage and adequate sanitation, and a road network running through the city. We also visited KHAMIR, which supports local artisans so that local art is not lost, and culture is sustained. KHAMIR is also a pioneer in waste management - it turns waste plastic into stylish bags. Finally, we visited Hunnarshala where they use locally accessible materials to create affordable housing. Physical bonds are used for construction, as cement only has a 50 year lifespan. They also use the pace frame - a lightweight frame to hold up the roof.

Armed with all this new-found knowledge and brimming with excitement to put them in practice, all 47 of us returned home, pledging to be 'eco-warriors' to save our city from the negative consequences of rapid urbanisation.

**G6 STUDENTS**

# LEARNING JOURNEYS

GRADE 4

*Nirvana Films*



The students of Grade 4 recently visited Nirvana film studios as a part of their learning journey for the unit 'How we Express Ourselves'. We have been inquiring into the concept of media and the effective messages that it conveys through various forms-one of the forms being Advertising. Nirvana Films Studios are in Business for 17 successful years now and have been graded Best Productions in India by the Economic times.

In Nirvana, we learnt about different persuasion techniques, like - Ambush Advertising. This is when you see an ad in the most unusual places and in the most unusual forms. For example in a movie there are ads everywhere called Product Placements. The other technique used is celebrity power. If a celebrity uses a product - you assume it must be good, so you get persuaded to buy the product. Another technique is making a product a limited edition. By doing this, you make the audience feel like they need to hurry up and buy the product and hence this publicity works for the sale of the product too. Nirvana has helped us expand our learning on our related concepts that are media, persuasion, message, and audience. It was a great experience for all of us especially the information on the Maslow's Hierarchy of Needs.

**KEERAT & ARUSHI (G4-B)**

## STUDENTS' VOICE

### BATTLE OF THE BANDS



The second Battle of the Bands inter-house competition took place on the 19th of February, 2020. This much-anticipated competition brought together participants and spectators based on their love for music. The result of the rigorous practice leading up to the final performance was many engaging performances; each House performed two songs of their choices in genres ranging from rock to pop. Well deservedly, the Narmada Lions came in first place playing the songs "Love the Way You Lie" by Eminem and "Dancing Queen" by ABBA. Coming in close second was the Kaveri Tuskers with "Centuries" by Fall Out Boy and "Whatever it Takes" by Imagine Dragons. Third place was taken by the Ganges Dolphins performing "Demons" by Imagine Dragons and multiple solo pieces. Brahmaputra Rhinos followed in fourth place with the songs "Shut up and Dance" by Walk the Moon and "Love Yourself" by Justin Bieber.

Battle of the Bands is a particularly memorable event because it attracts students with two different motivations; those who are competitive and those who treat music as their passion. There is no contradiction between these two motives because music is a universal language that is spoken by all.

**NOOR SABHARWAL (G9)**



Just like everyone else in the world, Mr Neeraj Kakkar wanted to be a superhero. When he was a child he dreamed of magical things like taking his cricket team to victory or catching in his village. He dreamt of living in a world where he was appreciated for contributing to society.

As he grew older, he went on to study business at Wharton School. All this while, he never let go of his dreams and returned to India with a business partner who was ready to face the ups and downs of entrepreneurship. The first few years of starting a beverage business were rough as people weren't responding as he hoped. It took him 3 years to settle on a new business idea which was Paper Boat. Paper Boat evolved from lunch meetings where he and his partners drank Aam Panna along with their colleagues. They soon discovered that their love for this traditional Indian drink would make up their new business. The company then grew to sell many traditional Indian drinks, making Paper Boat the guardian of these recipes. Paper Boat soon became a well-known company that strived to bring traditional Indian drinks to the youth, ensuring that these drinks would not fade out or become lost forever. It seems Mr Kakkar finally achieved his goal of becoming a superhero, one who doesn't save civilians who dangle from buildings but one who saves Indian history and heritage.

**EDITORIAL TEAM**





## Flowers on Your Grave

Here I am,  
Standing in front of you,  
The white chrysanthemums  
Lying against the granite

Letters carved into stone,  
The echo of your smile,  
The biting cold,  
Edging its way into my heart

A flock of crows flies above,  
Together - and not apart,  
As realization washes over me,  
Knowing that it will never again be us.



**ADRITA GANGULY (G6-B)**

## Le Weekend

Le week-end, je me réveille très tard.  
Je mange le petit déjeuner vers dix heures.

A onze heures, je vais à "BDA complex" pour mon cours de musique.  
Je joue du piano et je chante des chansons classiques.

Dans ma maison, je dessine beaucoup et je regarde des films  
Le soir, je joue avec des chiens dans mon appartement  
Après je finis mes devoirs.

Le dimanche, j'écoute de la musique de pop et de rock.  
Je nage dans le piscine avec mon ami, Arnock.

J'ai un maillot de bain rouge.  
Je porte des lunettes de plongée et des sandals de plage.

Je lis avant de me coucher.  
Le dimanche, je me couche tôt  
parce que le lendemain c'est encore lundi !

**DIYA SHETTY (G6 A)**

## बचपन

बचपन की यही कहानी,  
सुनो हमारी जुबानी।  
आजों मिलकर सुनो कहानी,  
कुछ जानी कुछ अनजानी ।

हमें याद है, बचपन की बातें,  
मस्ती करते, खेलते खाते ।  
और गटागट दूध पी जाते  
और पूरे घर में उधम मचाते ।



१... २... ३... ४... कहते थे हम,  
पर अभी यह क्यों कहते हैं कम?  
मन क्यों करता है कि अब भी,  
माँ की गोद में सर रख  
सोते रहें हरदम।

**AADYA & DISHITA (G6-A)**

## Neev Academy is Adopting a Few Trees...

### What's the Inside Scoop?

A few of you may be wondering... why are these trees here? Who's responsible? Can we play here anymore? Looks like, after a word with Ms. Shilpa, our school has taken the initiative of re-planting trees and saving them from a nearby construction site. Apparently, in 6-10 months, we shall harvest various fruits such as litchis, mangoes and rose apples. There are 5 litchi trees, 5 rose-apple trees, and 11 mango trees. We've made you hungry, haven't we? To add, some of the kids have mixed opinions, stating that the trees look "weird" and the fact they can't play here anymore. But most of us here at Neev Times love the idea. What do you think? The pale green chalk is actually an eco-friendly antiseptic on the trees, that keeps the trees from drying up and getting infested by insects. After talking to the school horticulturist, Mr. Shashikumar, we've learned that the procedure taken to arrive at the transplant had several steps. First, the Joseph Cyril Bamford (J.C.B.) had dug up holes in the spots designated for the plantations, then it was left open for 2 days. The trees were then transplanted from the Neev nursery into those holes.

We talked to several students, and arrived at the solution of making fences around the empty areas so that students can play without harming the surrounding nature. We hope we answered all your questions.

**EDITORIAL TEAM - PYP**

## Australian Bushfire

Hi, I'm nature,  
And I'm mature,  
Some people take me for granted,  
Some people think I am enchanted

In Australia, there's a bushfire,  
And it's nothing to admire,  
It's caused by us,  
And needs some fuss,

It's our Earth,  
It's where the animals still give birth,  
It's their life too,  
What can we do?

Turn off the fan,  
whenever you can,  
Less use of cars,  
It's not like you're behind bars!

Living things are losing their habitats,  
Humans, birds, cats, bats, and rats,  
Australia, act fast!  
Before your country is past.

**RUEL (G3-C)**

## **PYP IB Evaluation Process- Living An Experience!**

*"Collaboration allows teams to capture each other's fund of collective intelligence." - Mike Schmoker*

Finally, the day arrived and the IB evaluation team visited our school to evaluate our PYP program. We had earlier done an authorization from the IB in 2016. The subsequent evaluation is done four years after the authorization. Thereafter, the IB PYP recommends a periodic evaluation every 5 years.

It was truly a time for reflection for all of us. We had to do an internal assessment; conduct a Self Study with respect to our Standards and Practices so that we were prepared to handle the evaluation process.

The team painstakingly collected and organized all the evidence (in the form of pictures, videos, meeting minutes, etc), action plans, lesson plans, newsletters, unit planners, artifacts from collaboration sessions and meetings for over 12 months. Apart from this, we also collected the required documents from HR, Administration, Library, Finance and the Legal teams.

The evaluation team got a firsthand experience of the Neev culture by observing classroom sessions, the campus infrastructure, and interacting with teachers, students, the exhibition group as well as some members of the parent community. This helped them get an insight into our school's culture and appreciate how our school strives to meet the stated objectives of our mission statement. We went about the process methodically with the clear aim to present all that we do. We organized the artifacts such that our processes were enumerated with sufficient clarity to the visitors. This entire process leading up to the evaluation resulted in a clear plan for the next steps and future actions towards improved teaching and learning.

**SOUMYA ANIL - PYP COORDINATOR**

## **Shaping Identity through Opportunities for 'Expressions'**

Earlier on, the word 'sleepover' elicited responses like 'fun', 'party', 'movie', 'stories' and so on. At Neev-North Campus, our students redefined the same term themselves post their experience on 7th Friday, 2020.

The Grade 1s and 2s quickly warmed up in the lawn area with a 'Line-Up' activity that required them to avoid using words or any material.



With the ongoing unit being 'Communication' for Grade 1s, we observed the use of non-verbal means very spontaneously. Personal, Social and Physical Education (PSPE) is a part of the IB PYP curriculum and as much as we do have classes during the week and end of day reflections in their respective classrooms, a 'sleepover' could be used as a perfect setting for students to build independence, boost their social and self-advocacy skills, spend time with familiar faces as well as a wonderful opportunity to talk to that peer whom they wouldn't otherwise approach. Prior learning has definitely made them aware of themselves. However they delved deeper into similarities and differences and above all how each one would have to adapt to the situation around thereby setting a perfect practice for operating in the real world.

One of the groups was a part of an 'Obstacle Game' which they said was all about 'trust', 'clear communication', 'expressions' and 'focusing on peer strengths'. 'Life Highlights' was another activity in which students were encouraged to put their experiences in words, recall specific positive moments and analyse. This activity stemmed from the belief that positive thoughts help us develop a positive attitude towards learning, towards community and above all towards one's own self.

The session on 'Exploring Darkness' revealed some of the individual's inner fears and inhibitions and enabled them to identify and share their strategies that have helped them face it. With an open ended question like- "What does 'darkness' mean to you?", we heard responses such as, "lonely", "when someone vanishes", "dark like the solar system", "fear that makes us hide" and so on!

On digging deeper, one student spoke about how 'physical darkness' scares many but he has made it his friend by imagining having a silent conversation with it and moving on. By the end of it, a lot of them who expressed their anxieties in the dark realized that they were now boldly sitting under the night sky as they drew courage from the rest of them in the group subconsciously.

We concluded the session by reflecting on how 'darkness' could go beyond the external aspects and be associated with a person, place, or situation that one doesn't find appealing to face.

The night got interesting with a little surprise element - 'Zootopia' on the big screen with some popcorn, giving a theatrical ambience. It's the student voices that remained with us. After all, like Criss Jami says, **"Everyone has their own ways of expression. I believe we all have a lot to say, but finding ways to say it is more than half the battle."**

**CHARLOTTE, TEACHER - NORTH CAMPUS**

# THE PYP EXHIBITION - 2020

## Creative Expressions of Global Issues

Grade 5 is the culminating year of our journey in PYP. PYP has been fun and full of excitement and new learning at every stage. To add to the excitement, in Grade 5, we have the PYP Exhibition that is led by the students. This is the marking of an end and a new start. It is also a transition to MYP, preparing us for what's ahead. It teaches us to take action. Through this process, we also display different learner profiles and ATL skills.

The process of the exhibition started with us being introduced to the UN SDG. Each one of us identified an SDG we could relate to and listed all the topics and concerns under that SDG. But more important was, how does it personally impact us and what is our personal connection to the issue? This was our main driving question. Students who could relate to the same concerns with the personal connections drawn, were grouped together. This was how the interest groups were created. This year there were 13 exhibition groups. We have been working collaboratively to create a body of knowledge, our scope of inquiry which helped us in creating our Lols, related and key concepts. Then as a class, we co-created the Central Idea which is "People can express global issues through creativity." We have been given the agency to choose our assessments and also to plan for our product and process.

### G5 STUDENTS



Clean Energy group: "We are trying to encourage people to use clean energy so that our environment is not impacted negatively."



Nutrition: "We truly believe that exercising well is nothing without eating healthy."



Food Wastage: "Our motto is to love food and hate waste. We would like humans to reduce food waste in a responsible manner because every grain counts."



Over Use of Gadgets: "Do you control gadgets or gadgets control you?"



Consumerism: "Do we need it or do we want it?"



Habitat Loss: "We don't really have another world and that's what we need to tell the world."

## NEEVOTSAV

When I got my introduction lines, I was not sure if I could learn it. But I decided to give my best and practice. At the first tech run, I spoke louder. My teacher asked us to learn songs in different languages, so I tried to learn all of them.

My wow moment was when the floor microphone was not working, but I thought if I stopped, the show would get ruined, so I spoke my loudest without stopping. I thought that I wouldn't get the words of this song right. But I kept singing and I did not give up, so I got all the words correctly with practice.

My challenge in the drama was when I lost my script. I did not want to disturb my mom to check on Veracross, So I recollected all my scenes and practiced them well on my own. Even though I did not have my music script, I was able to rehearse my songs. My solution to the problem was to sit back and remember what I learned in school. Another tool that helped me was to learn from Youtube and I was able to practice my songs. I managed myself, in terms of sitting and learning, instead of quitting. I was open minded to take other's ideas to display my strengths.



Some moments to cherish

AVANTIKA (G2-A)



# GALLERY WALK

Our Second Gallery walk showed how we grew as a learner. I confidently presented my learning journey to friends and parents. The theme of the unit was 'Who we are' and we were inquiring into the Central idea-We use our body in different ways to learn about ourselves. I spoke clearly and confidently during my class presentation. This gallery walk culminated with an action goal we chose to work on, a goal our parents wrote and one our teachers wrote because we all help each other to grow as learners!

TVISHA AGARWAL (G1-A)



### Two voices, one poem

| Aadhya  | Rishaan  |
|---|--|
| We are Indian   | We are Indian  |
|   | And  |
| I am Kannadiga  | I am a Bunt  |
| Our tradition is eating on a banana leaf  |  |
| My main festival is Diwali<br>Every day I write<br>On Ganesh Chaturthi, I blow a<br>'Shanka'                        | My main festival is Onam<br>Every day I play outdoors<br>On Ganesh Chaturthi, I put 35<br>items on a banana leaf |
| We are from South India<br>We like each other's culture and respect it by tasting each other's<br>traditional food. |  |

AADHYA & RISHAAN (G2 - NORTH CAMPUS)

# JUNKYARD

Don't go by the name alone! It is not exactly full of 'junk' but it is a column to reach out and tickle that part of the brain leading to various kinds of problem solving. How about addressing a problem this time that remains in our personal cocoon - our self esteem? Are we evaluating our own strengths and weaknesses? Are we being objective about them? Is it always self love that wins over the ability to judge neutrally or lack of it that pulls us down all the while? Keeping with the theme of the issue, this is a small test that might be helpful in self evaluation and find the right way to the magic word - EXPRESSION!



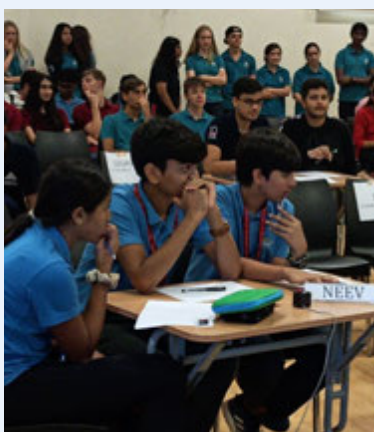
# BEYOND THE CLASSROOM

## We Didn't Start the Fire

The School Administration Team has planned a series of Safety Orientation Sessions for the members of the Student Government. For the session on 22.01.20, the topic was Fire Safety. After a very brief theoretical session explaining, causes, precautions and desired resultant actions, the students had a hands-on experience on how to use fire extinguishers and other means to contain or extinguish the fire. This was carried out in extremely controlled and well-supervised conditions. While the training doesn't equip them to handle any major event, they have surely become aware of how to act responsibly during an accident. For the bigger events, like the Australian Bushfire, I think they rely on us to do the right things. :)



**VIDYA P (STUDENT GOVERNMENT)**



## Of Newton, Hydrogen Chloride and Peninsulas

The Stonehill science bowl was an interesting and new challenge for the 3 of us who participated. Our team, comprising of Pranav, Noor and I, came in second place to DPS school. The science bowl was, although difficult, one of the most interesting experiences we have had. It gave all 3 of us a chance to exercise our knowledge of Maths, Physics, Chemistry, Biology and Earth Sciences in a stimulating environment. The bowl consisted of a buzzer round, jeopardy round and final round, in which the team was especially strong in the math, biology and earth-sciences fields. Like all of the trips we go on as a part of the school, this trip was a good learning experience for us. It taught us more about topics we didn't know. It also gave us a valuable lesson: No matter how exciting and new an experience may be, losing your composure can really hurt you!

**VEDANT RAO (G9)**

## Will you be my Valentine?

February is the month for celebrating love and since we, at Neev, love books, we decided to let the senior school students try their luck at blind dating! With books, of course. This month students came into the library and picked a book (with their eyes closed) from a special counter designed for this activity. This book was issued to the child immediately with a promise of 'trying it out' to see if it was a perfect match! The excitement surrounding this activity was so contagious, several children wanted more than one 'date' to take home. :) Mission accomplished!



**NIDHI SHAH, TEACHER LIBRARIAN**

## A Feast of Languages



A strong feeling of happiness filled the air on February 21 on the occasion of International Mother Language Day. While parents read to children in the PYP, academic leaders, teachers, and members of the CR department came together to interact with students in their chosen mother language groups in the MYP block. Across the different language groups, the teachers made it a point to discuss the connections that the texts read or recited had to students' own lives, or connections to a particular culture. A lot of the students found themselves surprised by the activities that the teachers had planned as the sessions progressed. With the Tamil group, for instance, Ms Anuradha Harikrishnan, from the ICT department, revealed that while her mother tongue was Malayalam, she chose to speak Tamil as she was good at it. Language broke all its barriers as students soaked in the glory of their mother language.



We also had a Kannada read aloud encouraging people to understand information in their mother tongue; giving listeners the opportunity to appreciate Kannada, the beautiful language it is; and helping us become better local citizens.

**JR. EDITORIAL TEAM**



## Creating Healthy, Happy and Impactful Lives

A government school, painted by us: the windows, the walls (compound and classroom), the boards and the doors, as well as diagrams related to biology in some of their classrooms. This required a lot of collaborative work as certain people were better at drawing and others at painting.

We spent the whole day there, observing the children and they, fascinated by our work.

My personal challenge was that I have never been much of an artistic person and I knew I had to put 100% to get this done. For example, when painting the windows we had to make sure that no air bubbles remained once the coats were done. Initially, I struggled a lot with this, but eventually figured out some tricks, like changing the direction of the roller. Even when painting the diagrams, I had to be cautious and slow to make sure it was accurate and precise.

Our impact on the community was created by the fact that every day when the students come to school to learn, they will now be able to learn in a colourful and beautiful environment, with interactive diagrams from their textbook. Their doors, windows, walls and boards now look new and clean and, by simply being in a better environment I think their community will be able to appreciate the school more and be motivated to learn. This issue of poorly maintained public schools being repainted may not seem like much of an action, but has an impact on the feel-good factor of people going there every day. All over the world, education is important for progress, and I hope that by this simple act we created an impact that would be felt in that small school community.

I visited an 'Anganwadi' in association with the NGO CRY (Child Rights and You). Until this visit, I had heard about Anganwadis but never exactly knew what it was. An Anganwadi is a type of rural child care system in India implementing mother and child nutrition and care programmer for children below the age of 6.

Most of the Anganwadis are in a bad shape as they lack proper infrastructure and resources. The one that I visited was a small and dim-lit room with very small children sitting around chatting and playing with each other. Interacting with them was not easy - most of us didn't know the local language and since they were very small children their attention span was extremely short. I struggled with communicating with them, because although I knew a decent amount of Kannada, I was scared to experiment with my skill. I also realised that some of the children may know my mother tongue, Tamil. So, I asked around and decided to closely interact with two children who could speak both languages. I played a clapping game, tattooed their arms and they requested me to teach them the English alphabet.

I was actually quite surprised, and realised the kind of privilege that I have of knowing English. These children are yearning to learn the language and that was visible when I was teaching them. I also went on to feed one of the children, it was probably my most wholesome and satisfying experience I have ever had. I really think I want to take this forward as my CAS project and try to change these children's lives forever.

### ANOUSHKA MANIK (G11)



### ANUSHREE ARORA (G11)



## Tiny Steps Lead to a Brighter Tomorrow

It was my mother's and my dream to make an orphanage for the poor kids who cannot afford a good education, food or shelter. Teaching has always fascinated me over time, and I have started this initiative called #Projecteducate #Omar. We are currently teaching 12 students from the age of 8-14 years.

#Projecteducate has been initiated as a humble effort to create awareness in our community to spread literacy in order to give poor kids a chance to get educated and have a chance to learn the same way we do and also to share our knowledge.

We have formed a group of interested volunteers (My mother has made a group on WhatsApp where volunteers of different expertise come over in their free time to teach the children different subjects like Computer Science, Maths, Spoken English, good manners, sentence formations, English Grammar, General Knowledge, alphabets, science, food and health etc. I find it easier to explain things to these children using live examples. Cleanliness and hygiene was a fun class where we did learning via role plays like the way we do at Neev. When we did the role play on "cover your mouth while coughing", we shared a happy moment. We also shared a moment of laughter when one of my other students, Khasim, never stopped coughing.

Whenever I meet my family and friends, they say that they are very proud of me and I have inspired many in joining the movement. People reading this article are free to join. There are also videos on social media regarding this initiative.

### MOHAMMED OMAR (G5)



# SPORTS

## Sweating Out to Success

Inventure Fest was organised for various categories of sports. In line with the theme of International Baccalaureate "being competent communicator", "taking action towards positive changes" and "taking risk" the girls football team of Neev participated in the event for the first time. The team consisted of Grade 4 and Grade 5 girls, who participated in the category "Grade 6 and Below Girls Football". They not only participated in the Inventure Fest but were declared runner up by reaching the finals.

The results of matches played by our team were as follows:

- A) We won the first knock out match against Inventure team B(3-0)
- B) We won the semi-final match against Indus(5-1)
- C) We lost the third match(final) to Inventure team A(2-1)

Thank you to the football coaches of Neev, for training the team so well.



The Tennis - NFSL at Neev Academy saw our PYP, MYP and DP students compete with students from other school. All participants were very excited to be a part of their school team and were ready to assess their skills on the court. We had organized the match in 6 categories in the format of knockout rounds. Total of 5 international school teams participated with great enthusiasm. Anushree Arora of Neev Academy was the winner in the category of Grade 12 & Below Girls. She played with great gusto.

Viraj and Jeet of MYP played with their advance skills giving out their best performance and reached the semifinals. It was a great experience for all the participants. Every competition will teach us something new and give us the chance to work hard for the next competition. There's no substitute to hard work - our champions believe in this mantra and live by this to bring success in the field!



## CAMPUS BUZZ

### Inter-House Dance Competition

The annual Inter-House Dance competition attracts students who are both competitive and want to express their love for dance. On the 8th of April, the four houses will display their talents while competing with the liberty to decide a theme, their own songs and create their own choreography. There has been much anticipation for this upcoming event and it is guaranteed that these houses will not fail to impress.

### The Odyssey

After months of rigorous preparation, the afterschool theatre team is finally set to perform their production, The Odyssey, on the 2nd of April. This play will feature the story of a young man named Odysseus who, after many grievous toils in the Trojan War, is met with struggles as he attempts to return home.

### G10 Art Exhibition

The students of grade 10 have been working exhaustively for the last few months to showcase their artistic flair in their chosen subjects. From clowning performances to art installations, this day is bound to be filled with creativity and ingenuity.

### EDITORIAL

Kriti Sarawgi  
Mehr Sohal  
Devansh Majithia  
Gauri Padmanabhan  
Indira R

### DESIGN

Anoushka Manik  
Dhwani Nair  
Gayathri Nair  
Rohini Chakraborty  
Muhammad Hashim

### ADVISORS

Shiza Mehreen  
Ushita Banerjee

### JR EDITORIAL

Sachi Vats  
Urvashi Menon  
Varun Nair  
Aanya Goenka  
Lara Nambisan  
Zara Rao  
Saahas Ajmera  
Karthika G (Teacher)