

AKAH Expressions

Junior Academy

March 2013

From The Head of Academy



As the academy comes to the end of its fifth full term we start to look forward to a new year in August and back on a period of rapid growth and considerable success. This term is always very busy: recruitment of new staff takes a lot of senior management time as we sift through over 800 applications, and admission of new students involves hectic activity on the part of the registry. We will have over 20 new staff in August on the faculty side and many more students. We will also become a complete school in that all twelve years will be present at once for the first time and that will create opportunities to establish patterns that will hold for future years that have not been possible until now. New buildings and sports fields will expand our capacity for residential education and co-curricular activities, and virtually all of the 100 acres will come into daily use, which will free us from the inevitable constraints forced on us by construction activity. Everyone eagerly awaits the commissioning of the swimming- and diving-pools, which we expect to happen very soon.

I will be able to send more details next term, but in looking forward to new possibilities we should not overlook our achievements so far, which are due to the hard work of a great many people, especially the faculty and administrative staff, and the unfailing good spirits and enthusiasm of the students. We are in the process of creating a very special school, and I am grateful to all our parents for their trust and co-operation in this exciting and visionary adventure.

John Puddefoot

Message from the Junior Academy Principal

Dear Parents & Guardians,

We take great delight in presenting to you the first edition of the PYP newsletter. Keeping the lines of communication open between our parents and the academy is an integral aspect of our academy's success. As teachers we recognize the important contributions that parents make toward a child's success in school. Undoubtedly, success at school begins at home.

This newsletter is aimed to inform you of important events happening in the Junior Academy as well as highlighting many positive activities involving our students, which otherwise often go unnoticed. We hope that reading this will be an enriching experience for you.

Rima Singh

Principal, Junior Academy



PYP in a Nutshell

IB PYP is a programme for 3-12 year olds, and underpinned by the belief that young students learn best through inquiry in a "real world" context. The programme is based on wide ranging research and best practices from a variety of schools and curricula around the world.

At the heart of the programme is the belief that students undergoing an IB education will help to create a better, more peaceful world. The IB PYP aims to create internationally minded global citizens of the 21st century, who display the attributes of the IB learner profile.

In other words, the IB education may be defined as follows:

- Centres on learners
- Develops effective approaches to teaching and learning
- Works within global contexts
- Explores significant content
- Encourages active, compassionate lifelong learners

With this goal in mind, an IB school is expected to encourage effective team work and collaboration, help learners make reasoned ethical judgments, inspire them to ask questions and enable them to cultivate rich, personal and cultural identities.

In the PYP students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance with an emphasis on conceptual learning.

IB students are expected to excel not only in their studies but also in their personal growth. This can only be achieved by parents, teachers and other adults in the community sharing the same vision and goals, and making a commitment to work towards realizing them.

Please join us in creating students who will model international mindedness through the attributes of the learner profile.

Sreelatha Kumar
PYP Coordinator



Farm to table with Grade 1K

The Grade 1 Unit on food production led to many interesting questions from the students. They had a busy time finding out the answers. Where does chocolate come from? What do we make from milk? What foods can we eat without processing? What processes need to happen before we eat potato chips? All these questions and many more were asked and answered by our enthusiastic and energetic students.

They wrote poems on food and planted seeds, they worked in groups and individually on researching their own ideas. Food was cooked, produced and eaten in class.

They took a field trip to the Sky Chef kitchen to understand the process that is needed in a big kitchen from receiving the raw produce to cooking and packing it for transport. The trip to the bakery to observe cakes and pizza production

was a highlight for many.

The end of unit assessment involved writing instructions on how we might make *chikky*, making connections between what we know and how we can use this knowledge to construct our own ideas. This exercise ended with all the children being able to enjoy the *chikky* that was the center of their inquiry.

“Who will help me make the bread?” asked the Little Red Hen.

Ms Alison Zinsli

Grade 1A Form Tutor



Inquiring into food

प्यारभरा यादगार पल

PYP की पाठ्यक्रम शैली अद्भुत शैली है। यहाँ न कोई छोटा है न कोई बड़ा। सब एक दूसरे से मिलकर कुछ न कुछ सीखते हैं और नए युग के नई युवा पीढ़ी को आगे बढ़ने में सहयोग करते हैं। इस अद्भुत पल को क्यों न हम हिंदी में प्यारभरा यादगार पल के नाम से जाने? इन यादगार पलों का हरेक पल बहुत ही सुहावना है। इन पलों को हम कभी भी अपने शब्दों द्वारा व्यक्त नहीं कर सकते हैं। समय रूपी पंछी न जाने कब उड़कर दूर गगन की ओर चली जाती है और हम सिर्फ इन प्यारभरे पलों को अपलक दृष्टि से निहारते रहते हैं।

सुस्मिता बैनर्जी

Music for classroom management

Music is the oldest form of expression. I am a music lover and an artist who adores and respects music.

I have a vibrant and an energetic class with a bunch of creative and confident young minds. They are always bubbling with energy, therefore it is essential that I engage them effectively.

I often use Indian classical music during transition from one class to another. It has a

calming effect on students and certainly helps them focus and concentrate on their work. I have observed the benefits of Indian classical music; it definitely helps to manage a class effectively. It also enhances self-management skills amongst the little ones.

I would like to share my thoughts about a few musical instruments and Ragas. Flute

“Flute and Santoor can do wonders for relaxing and regaining the concentration”

and Santoor can do wonders for relaxing and regaining the concentration. A tabla recital as a background score can bring a big change when children are brainstorming in a group activity. I play Ragas such as ‘Rageshri’ or ‘Abhogi’ which can enhance concentration. They also develop listening and thinking skills. Indian classical music does play a vital role in class management.

Laboni Bannerjee

Grade 2 Form Tutor

Grade 3 Bazaar!!

The students of Grade 3 had a stimulating experience as businessmen/women as they set up a bazaar for their 4th Unit - Economics. The bazaar proved to be a grand success among the teachers who generously supported the event. The 3rd Graders learnt the skills of being a strategic businessman as they bargained and offered discounts and offers to their customers. There were a variety of stalls in the bazaar, as the students displayed their business skills through selling lemonade, bhel puri,



Grade 3 students doing Nail Art for their 'Bazaar'

homemade chocolates, tattoo making, beauty parlour services and other shops. There was even a library and a mini theater to entertain the customers. Their experience of dealing with the money and participation in this activity enhanced their learning about various economic activities, as they also learnt the role of Demand and Supply. The profit earned on this day will be used for a charitable cause.

Shikha Madan
Grade 3A Form Tutor

Action in the PYP

These moments should happen more often in my classroom.

My students were busy creating videos, power points, booklets, and posters in order to show their learning. Their unit of inquiry was about Health and Wellbeing.

Their task : Identify someone in your environment who is not leading a balanced lifestyle. Based on your understanding of what you have learned in this unit, create a week's plan for that person to follow.

Some students were busy borrowing glitter paint and colourful tape, other students were videotaping each other. The class was abuzz. Students were busy. Well, except one.

My eyes fell on a child who was doing nothing apart from watching others at work. At times, he would rush to their aid and hand them a pair of scissors or a crayon. When I checked up on him, he had managed to staple a few papers together...in it was written in large bold letters...MUNDAY

The deadline for submission of the assessment had arrived. Students were ready to present their work. Using the class generated rubric, they assessed each other. As I walked around the class, I realized that a few students have actually ignored many facets of their learning. They were focused on the product and had forgotten many basic facts that were needed to show their conceptual understanding

I approached my Munday's child. I asked him if he had anything to show. He told me he had left it at home. I shook my head, frowned, tutted, and walked away.

And today, I changed my mind about him. He impressed me the most. He connected with it unlike any other student in the class.

This is what he did: This child had called for a meeting at home. He lives in an extended family. Once the whole family had assembled, he explained to them that junk food was not good for them. He drew pictures of the heart and arteries and showed them how cholesterol lined the arteries and in turn caused high-blood pressure, which in

turn, results in a heart attack. (concept of Causation). Later that day, he asked his mum for her phone, and called up his dad, who travels a lot. He explained to his dad how worried he was about his unhealthy lifestyle, then suggested a few dietary changes and recommended daily exercise. Today his dad told me that for the past one week, he had stopped eating meat and was considering becoming a vegetarian. He had also started exercising. This 8 year old had used what he learnt in the unit, and changed an adult's life!

That was all I needed to hear. I was not interested in the final product. It seemed so irrelevant at this moment. The student had applied his learning to his own life and made a change for the better. He had attempted and succeeded to solve a real-life problem without creating a product!

I was speechless. I could only fumble and apologize for assuming that he had learnt nothing. I am so proud and humbled by this child.

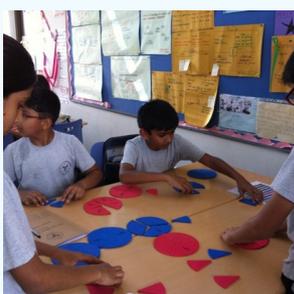
Naini Singh
Grade 3A Form Tutor

Learning by Doing in Grade 4

"For the things we have to learn before we can do them, we learn by doing them."
— Aristotle,

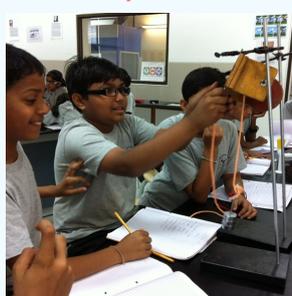
How do we enhance learning? One way to enhance learning is by doing. If you want to learn about food and wine you have to eat and drink. If you want to learn how to drive, you have to drive. If you want to learn how to fly a plane, you need to, at least, fly a simulated plane. What does this tell us? It tells us that students learn best when they do or work kinesthetically. Hence at the Academy we try to introduce new concepts using the philosophy of "Learning By Doing."

Sheherbanoo Falhi
Grade 4 Form Tutor



Understanding fractions using manipulatives

Working with pulleys in the Physics Lab



Sentence building using board games

Igniting interest in Mathematics in Grade 5



Learning through manipulatives

Differentiating instruction using 'multiple intelligence' in a Math class has worked well with the fifth grade students. Maths manipulatives have helped the 'kinesthetic learners' engage in activities. Illustrations have helped the visual learners relate to the topic instantly. This has created an inquisitiveness among students which makes the learning process exciting.

Grade 5 students were given some opportunities to explore the maths concepts such as Fractions and Decimals. In 'Fractions', students engaged in 'basic operations' (addition, subtraction and multiplication) of fractional numbers through ice-cream sticks, straws, legos etc. They had to be innovative and show their understanding through a 2D or 3D representation. They went through various trials and tribulations, before they could manage to create something of their own!

In 'Decimals', students came up with a solution to represent decimal numbers through grids of a hundred squares. They made connections with fractions, used the concept of 'equivalent fractions' and represented them on the grids.

Through these activities, they not only learnt about decimal numbers but also reflected on the interconnections between decimals and fractions. Consequently they were able to apply their understanding through complex word problems!

Reema Mitra
Grade 5A Form Tutor

Field Trip to Bamboo House India

As a part of their unit on Energy and Sustainability, the Grade five students were taken for a field trip to "Bamboo House India", Hyderabad. This is social and environmental enterprise owned by Prasanth and Aruna Lingam. Their main focus is to provide a range of eco-friendly ideas (specifically through the use of bamboo) to people. They have employed artisans to do a variety of things with bamboo: from making handicrafts and furniture to constructing an entire house!

They began their journey in 2007 and chose to work with bamboo as it a renewable resource, abundantly available in this part of the world. It does not take very long to harvest and possesses high levels of strength, post treatment and seasoning. They are in the process of increasing awareness about their products and services.



'Bamboo House' also thrives to make their practices sustainable by training villagers and tribals to construct houses with bamboo and other recyclable materials. The Grade 5 students were excited to witness the versatility of bamboo during their field trip. They were also shown how bamboo is treated using malathion. There were a few models of rural and urban building designs. ALL the furniture in the owners' house was made of bamboo, including a roof-top and flooring. There was a pent house which was entirely made of bamboo. There were many smaller articles like jewelry, paintings, toothbrush holders, baskets, fruit bowls - all made of bamboo!

Archana Gera Prashar
Grade 5K Form Tutor

Morning Assemblies @ the JA

"Morning is an important time of day, because how you spend your morning can often tell you what kind of day you are going to have." by Lemony Snicket. This quote drives the morning assemblies and each day at the Junior Academy starts with lot of enthusiasm, creativity and pleasant experiences.

Monday morning assemblies are led by our Principal Ms. Rima Singh wherein she talks about current issues, shares her experiences, inspires us for thoughtful actions. Tuesday assemblies start with news sharing by Grade 6 and sing-along music sessions. Wednesday assemblies are full of surprises and students look forward for them. Each grade takes turns to conduct the assembly. Students present their understanding of the unit through various activities like talks, song, dance, drama, quizzes, using musical instruments etc. They also share actions taken by them in class and out of the school thus making Wednesday mornings a treat. On Thursday mornings, the teachers mark upcoming national and international celebrations, share their thoughts and other experiences. Physical exercises kick start Fridays followed by news sharing by Grade 6s.

Apart from English, use of Hindi, Telugu and other languages is seen in the assembly. These assemblies mark the beginning of active days of inquiring, learning, sharing, collaborating, and reflecting at the Junior Academy.

Dhanvanti Gargav
Grade 1A Form Tutor



Home-Grown Conqueror of the Mount Everest

"Do you know the most important thing to do to start your exploration?" asked Mr. Shekhar. The students replied very enthusiastically. "Yes, Sir, we know that there are many things to be mindful of before starting any exploration".

Mr. Shekhar is the first person from South India to have climbed the summit of Mount Everest many times. It was his dream and passion to climb the world's tallest peak like Tenzing Norgay, one of the first persons to have conquered Mount Everest.

This inspiring tale made the students understand that to follow our passion, we need to be risk takers and find ways to realize our dreams and pursue our goals. They also realized the major role of physical fitness in mountaineering and trekking ventures, as we need to be prepared to face any exigencies during the journey.

When asked about exploration tools used, Mr Shekhar explained the orientation of a person in connection to the place using a contour map and a compass, and he shared the role of technology in exploration. He uses satellite enabled GPS device to find directions as this makes his exploration easy. He shared the map of basecamps to explain the distance, the journey as well as the climate. It is freezing cold as the place is a 'no habitation zone' with zero oxygen levels in the air.

He brought along some mountaineering tools such as the gas cylinder, ice axes and rope holders to show the students. They were fascinated to learn about how these tools are used. The tools are made of very light but strong metal as the explorers need to carry these while climbing. He explained the importance of being alert all the time. He also said that the food that he ate often happened to be instant food, which was ready to eat; he used glacier ice to boil the food.

It was very interesting to listen to Mr. Shekhar as he is a great example of passion and drive. He is someone who worked hard to realize his dreams, he never gave up.

Ms Safura,
Grade 6 A Form Tutor



Newsletter Team

PYP
Rigor
India
Multi-lingual
Aga Khan Academy
Respect
Youth

Student-centered
Culturally-rooted
Hyderabad
Opportunities
Open-minded
Lifelong learners

Alison Holstad
Grade 6K Form Tutor

Upcoming Events

- Term Break:
24 Mar - 15 Apr
- Student led
conference: 3 May
- PYP consultant's
visit: 7 and 8 May



Anjum



Reema



Archana