

the newsletter

from the school

Krishnamurti Foundation India



Issue 9

April
2019

From the editor

Welcome to the 9th issue of The School's newsletter for the academic year 2018-19. A time to pause, reflect and celebrate the academic year that has passed by in the brand new campus of Thazhambur. This newsletter takes you through the several happenings and cheer that has transpired through the year. It is unique for two reasons. One, articles in the newsletter are all student contributions. Two, it is the first of many more newsletters to come from the Thazhambur campus.

"You must understand the whole of life, not just one little part of it. That is why you must read, that is why you must look at the skies, that is why you must sing, and dance, and write poems, and suffer, and understand, for all that is life."

—J. Krishnamurti

Thazhambur Days

As I got into the school bus at Rajaji Bhavan, it was a new feeling. I knew we were to go to our new campus in Thazhambur, yet when we passed Damodar Gardens I was wondering why we were going past school. It was all new- waking up early, putting on a new dress, seeing my mother dress up, the long journey to school. But when I came in and saw the Akkas and my friends, it did not feel so new anymore. I felt a pang of excitement! The first day at school was exciting, busy and tiring. I felt confident and I thought to myself, "It's just the beginning!" On one hand, I felt excited that we moved to a new school campus in Thazhambur, but on the other hand, I felt sad because I missed our school campus in Adayar.

I saw lots of trees. The Jamun tree had lots of fruits. I loved this sight very much. Our last period on Monday is clay. I enjoy clay class a lot, so I run as fast as I can from SAG, go to fruit then I rush to clay, settle down, stretch out my hand for clay. Once I get some clay, my brain is full of ideas! For Math, on a Wednesday, an Akka came to our class to teach us how to solve a magic square easily. I thoroughly enjoyed the class. Then she told us a story of Ramanujan, the great mathematician who solved Math problems in his sickbed.

On one Friday, we were studying about seashores. For this, we had to make something out of shells. That Saturday, I went to the beach and collected many shells! We came home and put them in cold water. Then we poked holes with a board pin. My mother and I made a wind chime with the shells!

I am getting used to the new campus very well and now it feels as if I have been here for years!

-Student of Junior School

MIDDLE SCHOOL
STUDENTS ON WHAT
'ACTIVITY TIME'
MEANS TO THEM

"Over the years I have learnt to challenge myself by trying out harder things"

"When choosing an activity, I look for activities I have not heard of before and ones I cannot do by myself outside school."

"I have never found an activity 'boring'. Even if it wasn't at the top of my list, I have always ended up liking it over time. Sometimes, I have some pretty unrealistic expectations of myself when starting an activity and get disappointed when I don't reach it. Over time, I have learned to work hard and set small milestones for myself to achieve. Through the years, I have learnt to be more patient and accept mistakes. "

"These activities helped me learn how to work hard without being too perfectionist. I also learnt how to approach activities without forming judgements immediately. "

"I am going to miss my activity periods when I become a class 8. But Class 8 student life may have something different and more exciting to offer."

Parched Leaf Art

As February turned to March, we found fallen leaves all around the campus. We painted leaves during free play time and art class. Painting leaves is fun because we love painting and we like collecting leaves! From small ones to broad ones to narrow ones, we collected leaves of various shapes and sizes! We made them into masks, kites and bookmarks. We also tied them on the tree barks and decorated the trees.

-Student of Junior School



A collaborative art display using dried-up leaves

MAZDOOR KISAN KIRANA STORES



A moment from the Class 11 Rajasthan trip

As part of the Class 11 trip to Delhi and Rajasthan in November 2018, we visited the Mazdoor Kisan Shakti Sangathan (MKSS). The MKSS is a non-party political organization based out of Devdungri in the Rajsamand district, that deals with social and governmental issues all over the country. Their journey began with the struggle for minimum wages in the late 1980s.

One of their social interventions is the Mazdoor Kisan Kirana Store (MKKS), a grocery store run by wage labourers who took only minimum wages. All goods in the store were marked up to 1-2% net profit, and all accounts were made public. As the prices in the MKKS were much lower than average market prices, sales picked up, prompting others to bring their prices down.

The MKKS effectively helped combat inflation at the grassroots. By enforcing lower prices, the MKKS controlled the overall market pricing strategy, ultimately benefitting the general public showing the dividends transparency can bring in business.

-Class 11 Student

NILAKOTTAI TRIP

The Class 9 students visited Nilakottai, a rain shadow region, to study the watershed management there as part of a geography study from 5th to 11th January . It was a great learning experience for us to understand the various aspects of the place. We interacted with various farmers, performed a road transact, did many hands-on work activities like making contour bunds and preparing bio inputs for the plants. We went on walks and saw the different kinds of structures for watershed management and learnt how their structure serves their purpose. We stayed at an NGO called CIRHEP. We had several discussions about the happenings the day. It was great to just sit at the end of the day and compile all the work. We learnt a great deal about the multiple aspects of a village, it's governance (local self-government), it's people, etc. We all enjoyed interacting with the local people, visiting farms, working on it and most of all staying at CIRHEP, a very hospitable place.

-Class 9 Student



MYSTERIES OF PLAY WRITING

Our class was keen on staging a murder mystery for our middle school play. Due to a paucity of time, we agreed to adapt a story of the popular British mystery writer Agatha Christie. After sifting through some of her stories we zeroed in on the story titled 'The murder of Roger Ackroyd.' Besides having the famous detective Hercule Poirot in the story, the narrative provided enough characters to involve the entire class in the play. Some of us decided to sculpt the script by taking turns to add dialogues, chisel the language and add our own flourishes and interpretations. For instance the story did not have any narrators. However, we felt it would be necessary to have a few commentators for the audience to have clarity about the plot. It also seemed important to insert a scene in the middle of the play where the audience gets a peek into the master sleuth, Hercule Poirot's mind when all the characters stand together on the stage.

Poirot being Poirot had to have a central role but it was a bit tough for one student to master all the dialogues. So we split the role between two students. Halfway through the play, the moustache bearing Belgian detective's baton was passed to the second student, giving respite to the first role player. The most enjoyable part of creating this play was working with our classmates. Thoughts of extreme frustration while directing the play was offset by the sweet sensation of losing track of time while writing the script. Often, we would glance at the watch at the end of the day to be shocked to get on the bus. Inevitably, we would end up scrambling and stuff our bags with books before dashing towards the vehicle.

Watching our ideas turn into words which in turn were woven as dialogues that were played out for an audience to watch was a mind-blowing experience.

-Students of Middle School

The Joy of Juicing!

What I learnt from cooking

I enjoyed the time when we cooked. It was fun taking out all the pomegranate seeds and juicing out the orange. We made and drank mocktails. It was such fun!

I learnt that boys and girls can be equally involved in cooking.

I thought that adding orange and pomegranate will make the juice a different colour but it remained pinkish just like pomegranate juice. I always thought juices were made with one fruit only but we made it with two different fruits.

I learnt to peel the pomegranate nicely.

I learnt to squeeze the orange juice using the juicer.

I did not realise that the pomegranate leaves so much pulp after juicing!

The juice my mother gave me was always clear and I thought that is how juice comes from fruit but now I know that the pulp has to be strained to get clear juice.

I always thought we have to add sugar to juice but now I know a sweet fruit can make the juice taste sweet and we do not need to add sugar.

Maybe I can use fruits to sweeten my dishes rather than sugar?

-Student of Junior School

TRIP TO KOTHAGIRI

"To go up the hills, singing songs that my father sang and his father before him, with my buffaloes ahead of me, and my family waiting back home – that's what I would like to do." – Aradukuttan Anna

During our trip to Kothagiri, we worked with the Keystone Foundation that has been working in the Nilgiris Biosphere Reserve with indigenous communities to improve their livelihood and preserving their unique culture. Through a holistic approach towards livelihoods and conservation, Keystone maintains the principle of eco-development and aims to support and empower indigenous groups. During the trip, I learnt a lot about the problems caused by chemical farming- the fertilizers used were finally washed into the streams thereby contaminating it. The drainage system in Nilgiris is rather poor and we heard that 97% of the water was contaminated with fecal sludge. All this startled me as the greenery all around made me think that Nilgiris has a lot of water.

In the days that followed, we listened to the local volunteers on their perspective of the situation. They spoke about raising awareness among the farmers in converting them from chemical-based farming to organic methods. My class was split into groups. Each group went to their respective location and worked on a particular subject. For instance, in Kooduthurai, a group of us were engaged in clearing out the invasive plants and planting the native ones. This experience made me realise the intensity of how much of our land was covered with invasive species, leaving no space for native plants to grow! We also came to learn about the tribes who still live there. They were the Todas, Kurumbas and Irulas, to name a few. Aradukuttan Anna, a man from the Toda community, spoke to us about his tribe, their rituals and ideologies. On the whole, this trip also gave me an overview on sustainable living and ...

"I realised that we can bring about immense change with what we already have if we stop craving for more."

-Class 11 Student

ONE LAST HURRAH

"Therefore, be of good cheer, for truly, I think you are damned."

I must have quoted this line to my friends over a hundred times in the past few months. A line from William Shakespeare's 'The Merchant of Venice'. December 19th, 2018. The day us tenth graders staged the play we had been studying as part of our English subject for the past two years. That evening was a display of class spirit at its finest. Not one of us, even those who had been sceptical at first, gave anything less than our best that day. Hundred-year-old English felt like second tongue. The buzz of fervour before the play, the collective feeling of being wound up hanging in the air was unparalleled. Preparation for the play commenced as soon as we had wrapped up our term exams. Of course, there were sceptics at first. But, within a few days of Akka's expert direction, even they were seen fervently memorising their lines. Our class, if I may say so, has been a little infamous for not taking up responsibility for things. So, when everyone rose to the occasion, making props, helping out with the stage backdrops, and directing one another – it was quite a pleasant change. The staging of the play brought us tenth graders together in a way only overnight trips had. For a school environment, it was a first. This play was staged on our last day of school, the day before we descended into preparation for the pre-boards. It was a day of euphoria. 'The Merchant of Venice' was Class 10's parting gift, a memory I'll cherish forever.

-Class 10 Student

Seashore Study

We went by bus to the seashore in Karikatu (Kovalam) and a kuppam there. We went in December. It was a day trip. We went to study the beach, the fishermen and their homes. At the sea, the waves were huge, rolling and overlapping. There were fishing nets, fishermen, dead fish, boats, parked, shells, stray dogs, along the shore. The village has 150 families. Most of the houses were one or two storeys. A few houses were being built. There were beautiful Rangolis on the cow dung plastered ground. Some houses had a thatched portion. A lot of chickens and dogs ran around. The village had only one shop, a day care centre, 4 streets and a garbage dump.

-Students of Junior School

Through mixed groupings, the whole school came together to make artful calendars that were exchanged as gifts as a token to welcome the new year!



'TOOLS OF WORK'

MODELS MADE BY KINDERGARTENERS



'LITTLE ILLUSTRATORS'
KG TRIP TO THE
VEGETABLE MARKET



It was a long bus ride to reach Mahabalipuram. We were going to see Arjuna's penance and tiger's cave. On our way, we enjoyed ourselves on the bus, listening to stories, singing songs and looking at the birds outside. We were fascinated by the sculptures on the stone. It was a huge carving on a monolith- a single stone. We identified many animals on the relief sculptures such as lions, elephants, deers. We saw a cat meditating, a strange serpent with a body of a man. Some were funny and some looked like they were praying behind Arjuna's penance. We were amazed by how the 'butterball' was standing so still!

-Student of Junior School

A Day of Historical Marvel

Two Accounts of the Mahabalipuram trip

Why?

The purpose of the trip was to discover the various forms and techniques of the Pallava architecture and to study the several aspects of the Pallava rule. As preparation for this trip, we read a book called The Age of the Pallavas. This book informed us about the Pallava dynasty and their rule.

What?

When we went to Mamallapuram, a mere 45-minute drive from school, we visited monuments such as the 5 Rathas, The Great Penance and The Shore Temple. In pairs, we were asked to act as docents, volunteer guides, for the rest of the class. We prepared speeches beforehand and guided the rest of the class when they reached their respective monument. The speech included the monuments' historical and mythological significance. One visit took about 5 hours to complete.

Outcome

After we returned from Mamallapuram, we were asked to compose a booklet. This booklet constituted the research findings, a detailed sketch of the monument and one thing to appreciate about their respective monument. This trip led to many intriguing discussions about the Mamallapuram and Pallava architecture.

Learning

We learnt numerous things about the Pallava architecture. There was a lot of learning not only about history and mythology, but also about art appreciation. On the topic of art appreciation, I would like to include one thing. In all the carving panels, the scenes were represented at the exact right moment in the story. By that I mean, the entire story could be derived and understood from just that one single frame.

-Class 8 Student

Journey Through Simple Toys

Simple toys have always been a part of my life, even before the school. When I was in Delhi, they called real toymakers to come teach us how to make simple toys. The prospect of designing a working simple toy has always been exciting for me. When I was in class V, during the middle school science fair, I had made a boat. The boat's structure was made from different sheets of Styrofoam, 3 cm thick, fused together. I also added two DC motors so it would work. The puppeteers whistle that I made this year was something I had learnt at my previous school. It is an ideal simple toy because it can be reused and if one uses only plastic sheets instead of paper and metal stubs, it would work for a long time. My second toy this year was a periscope. I had seen it when I was in Kindergarten and was puzzled by its mechanism. It took me three drafts to get the proportions right and I had to roam around Saidapet for three hours to find the right mirror!

-Student of Middle School

Over the past two terms, I have worked on many simple toys, some of which have turned into experiments. I like to finish my simple toys very soon as I love to do crafts and models. My first simple toy was a Harmonica which was made from straws and tape which worked well. I got the idea last year, when I was in Class 5 by looking at a Class 7 student. Some other toys that I did in the first term were cardboard shooter, slingshot and floating egg, which was an experiment.

In the second term I did quite a few experiments more than make a toy. They were rising water, spreading milk and floating lemon. The toys I made were bubble machine and smoke ring. I have learnt a lot while making simple toys. I learned to be patient and wait for anything that takes time to form like a toy or to wait for something to get dissolved, like for the egg and lemon experiments. They floated because I waited and patiently mixed the salt for it to float.

I am still doing my toys and trying to improve my knowledge in science and crafts. Making toys is fun for me because seeing them work the way you want it to is more fun.

-Student of Middle School

THE 'BOOK WORM' REPORT

The 'book worm' format of the book report was explored in English. Each student had to pick a book from the library and write out the summary, the meanings of difficult words, description of a central character in the book and an ending they would like for the story. In addition to that, a sketch of a character they enjoyed reading about was also part of the book report. It was an interesting and creative exercise and each one came up with their own version of the 'book worm'. All the book reports were displayed in class at the end of this task and everyone got to read about a new book they had not read before.

-Student of Middle School

PLATO'S SHAPES

In Math, we explored "Platonic" shapes. These are three dimensional shapes that were discovered by Plato and hence the name. The students worked with a given template to create the five Platonic shapes which are tetrahedron, cube, octahedron, dodecahedron and icosahedron. There were a lot of challenges for everyone as the shapes had to be cut out, folded and then pasted to give the final output. Each student also added colours and designs they wished to while cutting out the template of the Platonic shapes. All the students worked on each of these shapes and then put them together to create a geometrical structure. The activity was followed up with the students creating a booklet to explain these shapes.

-Student of Middle School

"Simple toys exercises your mind and is an excellent way to implement ideas."

Folk Dance With the Neighbourhood School

Since we moved to our new campus at Thazhambur, we have made friends with few of our neighbours. HLC or Headstart Learning Center was one of the first schools who visited us at our new campus.

So, we decided we must also visit them and that is exactly what we did. Our aim was to have an interaction between all of us. To do this, we planned to teach them some folk dances we had learned from one of the Annas at school. And we practiced for it. Somewhere along the way, we became doubtful if we would be capable to teach them the dances considering our performance during the practice sessions!

Anyhow, we kept at it and soon, we got the hang of it. Then, we planned our visit to HLC. It was a rainy day and there was loud chatter. Around 50 students of Class 9 stood in pairs and waited for the music to begin. As soon as we heard the familiar shynamic beats, we started dancing, completely ignorant to the fact that our HLC peers did not know the dance so well!

The mood was merry and we were dancing without inhibitions, enjoying ourselves thoroughly. After a song and some lemon juice at HLC, we took a tour of their campus and vowed to return to use their football field. We felt accomplished to have taught some simple folk dances. A thoroughly exciting experience on the whole!

-Class 9 Student

THAZHAMBUR AREA STUDY

The new campus of The School KFI is located in the area of Thazhambur on OMR Road. As we have moved into the new campus recently, we thought it would be relevant to understand the neighbourhood and familiarise ourselves with the new location. So the 27 students of Class 8 ,along with the guidance of five teachers ,undertook the 'Area Study'. The purpose of this project was to get familiar with our neighbourhood and study the different aspects such as the culture, cultural heritage if any, places of worship, livelihood and so on. We started off by splitting our selves into five small groups, comprising of 5 to 6 people each. It was decided that 3 of the 5 groups would study the North, West and South side of our school. While the other 2 groups would study the East side as the East side had relatively more aspects to cover. Each group was guided by one teacher. The study was done over a span of three weeks.

The first few days we took a walk orienting and observing the neighbourhood and jotting down notable points of interest. Each group then mapped the route they took, with particular detailing about the distance and landmarks. Then, we categorised the topics that would be explored and studied by worship, social issues if any, environmental issues, employment/occupation and urbanisation. Once categorisation was decided , we deliberated on various modes and methods of gathering the data to its accurate measure. A multi-pronged approach using:

- Interviews
 - Sketching/drawing
 - Survey
 - Observation
 - Discussions
 - Photographs
- "an intensive exercise that gave us an overview and valuable perspectives on various new aspects like unurbanisation and environmental issues."**

was adopted to gather the required information. As a last step, the challenge was now to present the data that was collected and collated. We decided various ways of presenting the data to make it more interesting and easily comprehensible. This was achieved through charts, essays, personal reflective sharing, graphs, recording interviews, photographs and maps.

It was an intensive exercise that gave us an overview and valuable perspectives on various new aspects like unurbanisation and environmental issues.

-Class 8 Student



Students immersed in their area study

AUROVILLE TRIP

The Auroville trip was a wonderful experience for me to interact with different people. Being in Sadhana forest, it allowed me to meet people from different parts of the world, and it was very interesting to understand their story and what made them come to Auroville. The Auroville trip also gave me the opportunity to get to know my peers better. I spoke with them so much more than I would've in school and it really helped my relationship with my classmates. One difficulty which I faced on the trip was adjusting to the vegan food that was served at Sadhana forest. Milk has always been a major part of my meals and this made it difficult to adjust to the food there. Another difficulty I faced was adjusting to the lifestyle in Sadhana forest. Taking a bath and going to the bathroom were challenges for me because it was different from what I am used to.

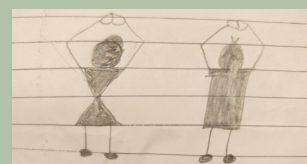
Even though I faced all these difficulties, it helped me learn to adapt to my surroundings and to make it as comfortable for myself as possible.

-Class 10 Student

'Kunbi' Dance

We presented a dance called 'kunbi' to our parents. It is a tribal dance from Goa in which coconut shells are used. We practised for 3 weeks. There were 2 Akkas who came to help us with the dance. At first, we laughed when we heard the song and after sometime, we became ok. We practiced very hard- we fell, we sprained our legs and hands but we did not stop. We liked the sound of the coconut shells we used as a prop for the dance. At last, we performed it and it was awesome! All the other groups also performed well!

-Student of Junior School



Nature observations of class 1 students

Kochi-Muziris Biennale Trip

I have always had a limited definition of art - a story that is communicated on paper through drawings or paintings. A common perception one has about art is that art resonates with beauty. When someone call something 'a piece of art', it is believed that it had to look beautiful or attractive. I believed all this until I got the opportunity to visit the Kochi Biennale which is an art festival where artists around the world display their art works using various mediums.

This trip has really made me rethink my definition of art. I have now understood that everything in this world can be viewed as art but it doesn't necessarily mean that everything is art. Each one's eye interprets whether what they see is a work of art or not. In other words, art is what the eyes perceive. For example, during this trip we saw a film which had shots of different people going about their daily work such as digging soil, collecting garbage, selling items, etc. The people in the film didn't seem to be aware of a camera capturing them. The filmmaker had portrayed this reflection of everyday life as art. The work I saw in the Biennale was indeed a beautiful revelation for me. Every single artist had something to say and they have used art to express it.

To be honest, I still cannot define art but one thing has become clear - Art is not just about colours. It is about life and our perception of it.

-Class 11 Student

"Art is not just about colours. It is about life and our perception of it."



MECHANICS OF THE 'WHISPERING DISH'

We saw an interesting model called the 'Whispering Dish'. The Whispering Dish has two dishes shaped as a parabola. The two parabolas are put at a certain distance away from each other. There is a guided focus where a person can speak into and the parabola will collect the sound waves and reflect it towards the opposite parabola. The sound waves travel at 343 metres per second and reaches the ears of the person to hear the whisper.

How does it work?

You speak into the focus point and the sound emanates from the mouth and reflects on the parabola. When the sound waves reflect on the parabola, they travel perpendicular to the other parabola. Then, the sound waves reflect again to the focus point on the other parabola where the person can hear the whisper. The amplitude will increase due to the parabola's reflection so you can hear clearly. We found the Whispering Dish interesting because of the way it works. It was fascinating to talk in a soft whisper and how it could be heard at the other end of the hall.

To listen to a whisper so clearly amidst so many sounds and obstacles was surprising.

It was exciting to talk to my friends in a soft pitch and that it travelled a long distance. The Whispering Dish looked majestic due its size and shape. A stage-like platform led us to the focus point where we could whisper in. The experience felt very satisfying and was eye-opening and that is why we choose to write about it.

-Students of Middle School

HERITAGE VISITS

As part of a history study, Class 9 made a trip to Kanchipuram to study religious and architectural history of its temples. The temples at Kanchipuram which are intricately designed are an architectural marvel and one is overwhelmed by the legends, history and historical monuments of the city.

We visited 2 temples in particular - the Kailasanathar temple and the Trailokanathar temple. In the Kailasanathar temple built by King Rajasimhan, a ruler of the Pallava dynasty, there were many panels portraying the different forms of Lord Shiva. Over here, we spent time drawing some of the panels. In the Trailokyanathar temple, we spent time studying about the 14 Tirthankaras some old inscriptions and had a talk with the caretaker of the temple.

As a prelude to this trip, we had a guest lecturer talk to us about the history of Kanchipuram, history of the temples and about the dynasties of which rulers built the temples. Overall, it was a highly educational trip.

-Class 9 Student



Learning about Landforms

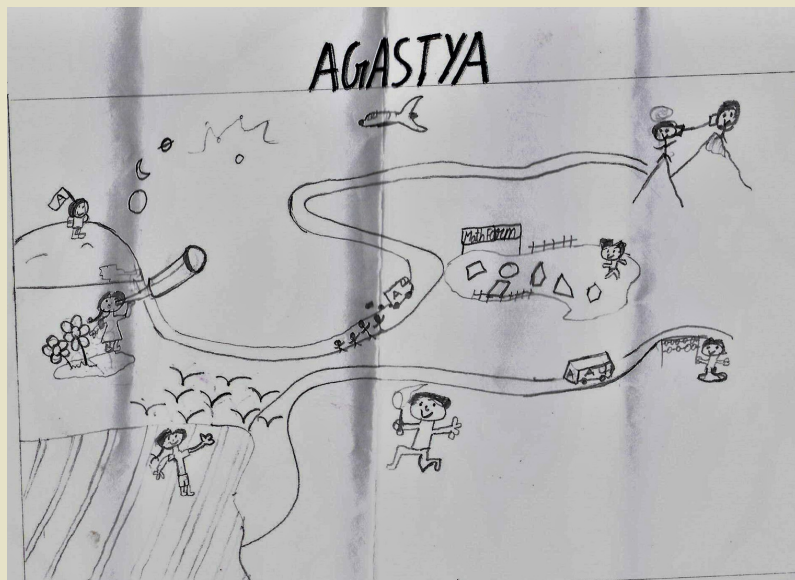
A guest Akka had come to talk to us about landforms. She explained how mountains are formed. She helped us understand plains, mountains, plateaus. After that, we made mountains and other landforms out of clay. We listed stuff like marshlands and grasslands. Mountains are things that are formed out of two or more pieces of land colliding with each other. Hills are the smaller version of mountains. Valleys are the space between two hills. A piece of land that is moved in sea is an island. A peninsula is a piece of land surrounded on 3 sides by water. Marshlands are places where it is very wet and is very slippery. Grasslands are places that are open areas covered with grass all around.

-Student of Junior School

What is the Agastya Foundation?

Agastya is a science and Math Foundation in Andhra Pradesh, a forty-five minute drive from Kuppam. It is spread across 172 acres and has twenty-two labs. The labs have working models, charts, puzzles and some other interesting hand-made instruments. Some are housed in rooms while others are placed out in the open. There is also a human-sized chess board, a football field and a basketball court. Their architecture is also interesting because many of the buildings are shaped as insects; for example, the auditorium is shaped like a beetle. The rooms are well maintained, they have bunk beds with western toilets and a shower. The rooms also have something like a balcony to step out, where you can see the natural view. There were vans that helped us reach the different labs at the different locations. They also gave us spectacular food and they changed their spice level for us which was very thoughtful.

-Student of Middle School



Insides of Dakshinchitra

The students of Class 5 went to Dakshinchitra on 14 March. As they entered Dakshinchitra, they saw a table on which different materials (plastic, thermocol) were placed and it was written the duration of time each of the materials takes to decompose. Later that day, we were divided into three groups. One of the groups went to the section with Tamil Nadu houses. Here, we saw that most of the houses had an open air veranda. We also learnt the different art forms and occupations of Tamil Nadu. We got lots of information from boards indicating the different meanings of patterns, what the houses are made of etc. We also found out about machines and tools used in the primary occupation "weaving" and learnt that the houses had courtyards.



The second group visited the section with the Kerala houses. We learned about different dances of Kerala. We also found that the houses were made of wood and it had pillars and attics. The third group went to the section with the Andhra Pradesh and Karnataka houses. We found out that they were very much religious. The house walls were made of a thick layer of lime paste. We observed that their windows were made of coloured glass and had grills. This was a great opportunity for class fives to learn about different cultures.



-Student of Middle School

Slice of Your Life

The Class 12 farewell brought a lot of excitement amongst the middle schoolers.

Each class wanted to make something unique and special. During circle time, multiple ideas came up - bookmarks, paper boxes, music, mash-ups, paper planes, cookies and many more exciting ideas. We settled on cards since we could make it on our own but we wanted to make them feel special. And that was when we came up with an interesting idea. The idea was that we could ask teachers and students about a memorable incident in the class twelve students' school life. The class started gathering information for the 'slice of your life' cards. We asked Annas and Akkas about a few interesting points about the class twelve students - most of them were from junior school, middle school plays or class twelve assemblies (in these assemblies, each class twelve student gets an opportunity to talk about something that interests them). Some teachers did not know much since they did not teach class twelve. We made the points into simple sentences. In class, we extended them and wrote them down on cards. We got so many articles for the 'slice of your life' cards so it was a challenge to fit all of them on the cards, keeping it neat and legible. The cards were finished just in time. The whole class was pleased and the cards were ready for presentation. We learned a lot during the activity.

So many memories, so many smiles, so many reflections. It was heart-warming to hear teachers speak with so much passion and interest about a batch of students they had taught so many years ago. We realised the true importance of observation and discovered the relevance of memories.

-Students of Middle School

COOKING FOR THE WHOLE SCHOOL BY CLASS 12

Cooking in school in any class is exciting as you have to work as a group, follow instructions, do things you haven't done much, if at all and then get all of it ready by lunch time for juniors and seniors. Class 12 cooking, however, is always special. This class has the privilege to choose the menu for the day. Over the years, we have had a wide range of menus, from continental Italian to Mexican to Indian menus.

The cooking this year happened on a very tight schedule given the school year. The day after their pre-board exams the class twelve did their cooking. We had an additional challenge: there was to be an assembly presentation that needed to begin by 1.15PM. So, that meant we had to be rather efficient in our work. Some of it, we had begun the previous day. We cut some of the vegetables, made a batch of brownies and got a lot of preliminary work out of the way. The next day, we began work from 6.30 with the kitchen staff doing the additional work that they had to always do, and yet chipping in when they could, the children were divided into groups.

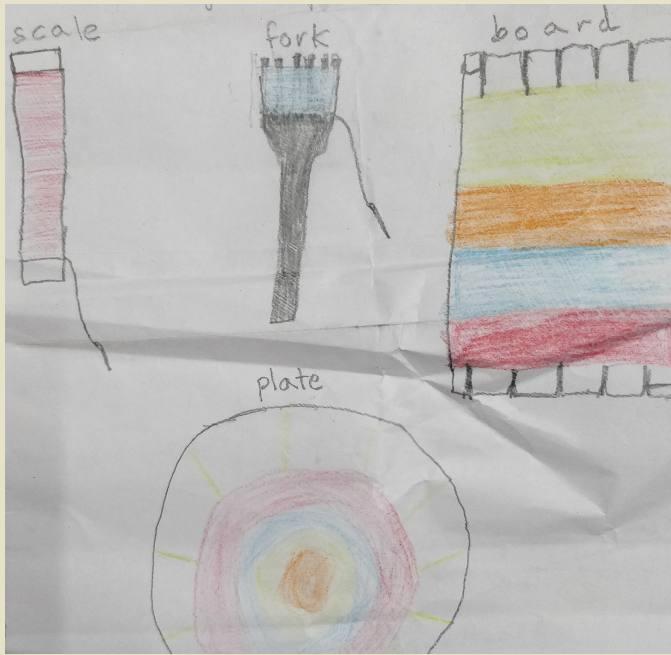
In each group, one person had an overall sense of what had to happen. We put up sticky notes, wrote out the recipes and stuck them on the walls and then began our work. All the Akkas and Annas helped us locate our ingredients. At one time, we needed more basil and we needed to order it urgently from the shop. Thankfully, Anna had purchased cheese that was grated. Many of the children had brought additional knives, peelers, graters and so on.



The menu was Pasta of two types to ensure children with nut allergy or dairy allergy could have a choice. There was also risotto, deep fried potato wedges and of course brownies. Additionally, the kitchen staff ensured that curd rice was there along with paruppusaadam and rasam. The work went on in a frenzied manner till the junior school children came in for lunch. We were on schedule. The next challenge was to ensure that the senior lunch happened just as the junior one was: absolutely on time. With all of us sweating, running around working as hard as we could, we got it ready with a few minutes to spare. The thrill in cooking is when those that one cooks for eat with enjoyment. The class felt that their food and cooking was appreciated. Of course we had over-estimated the brownies needed and there was enough spare to use for the next day's staff outing!

-Class Teacher of Class 12

Weaving Methods Demystified By a 9 Year Old



Types of weaving illustrated

Our class did four types of weaving. We did scale weaving, fork weaving, plate weaving and board weaving. I did board weaving. There were 4 people for board weaving, 4 people for plate weaving, 7 people for scale weaving and 6 people for fork weaving.

For board weaving, we need to go up and down over the thread which is tied to the board.

For plate weaving, we need to go up and down with a bunch of thread in your hand, over the thread tied to the plate.

For fork weaving, we need to go zigzag on the fork.

For scale weaving, we need to tie the scale with knots.

Then, we need to cut the thread which is tied to the board.

On finishing this, you'll get a mat.

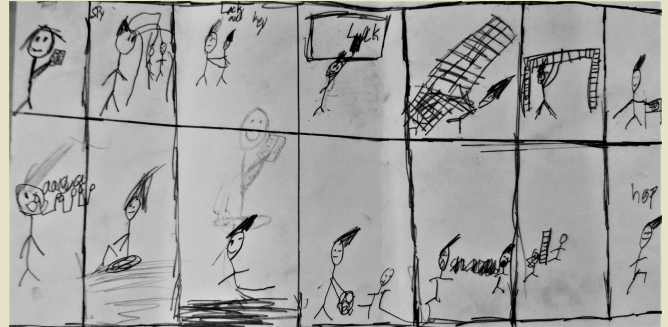
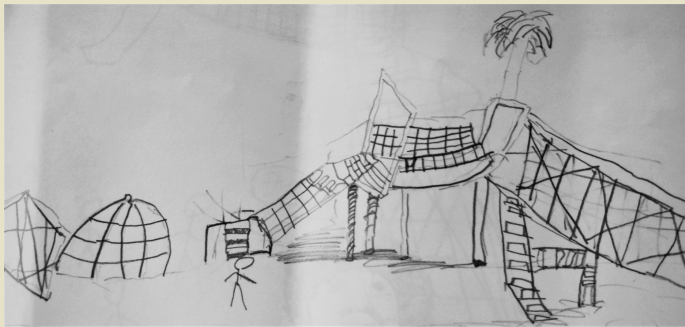
Remove the thread tied to the plate and you will get a round mat.

Remove the thread tied zigzag to the fork. Then stitch it. You'll get a petal.

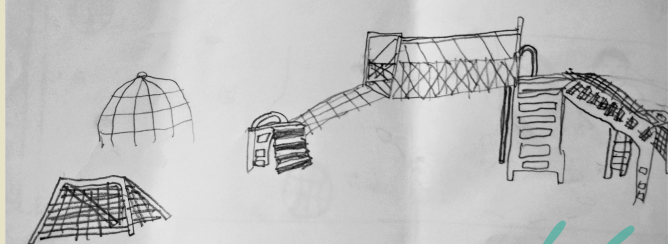
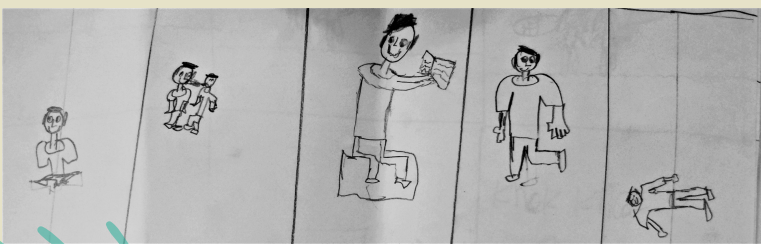
Make five of these and you'll get a flower.

Stitch the thread knotted to the scale. Remove it and you'll get a flower.

-Student of Junior School



Junior Schoolers' sketches on 'FREE PLAY'



LEARNING FROM HISTORY

For the academic year 2018-19, we learned about the Rise of Christianity, Birth of Islam, the Delhi Sultanate and the Vijayanagara and Bahmani kingdoms, our visit to Kerala to study Muziris and Mahabalipuram to learn about the Pallavas. These were very interesting because I understood the diversity of culture and religion, for example while studying about Christianity, we learned how it spread. While studying the Delhi Sultanate, we learned the power the rulers had. We also did projects and essays. For our projects, we wrote about the various features of the Delhi Sultanate, the monument in Mahabalipuram. For our essays, we wrote about our take on religion, the childhood of our parents/grandparents and what we look forward to learning in History. History has given me a broader understanding of culture, religion and the importance of power.

-Class 8 Student

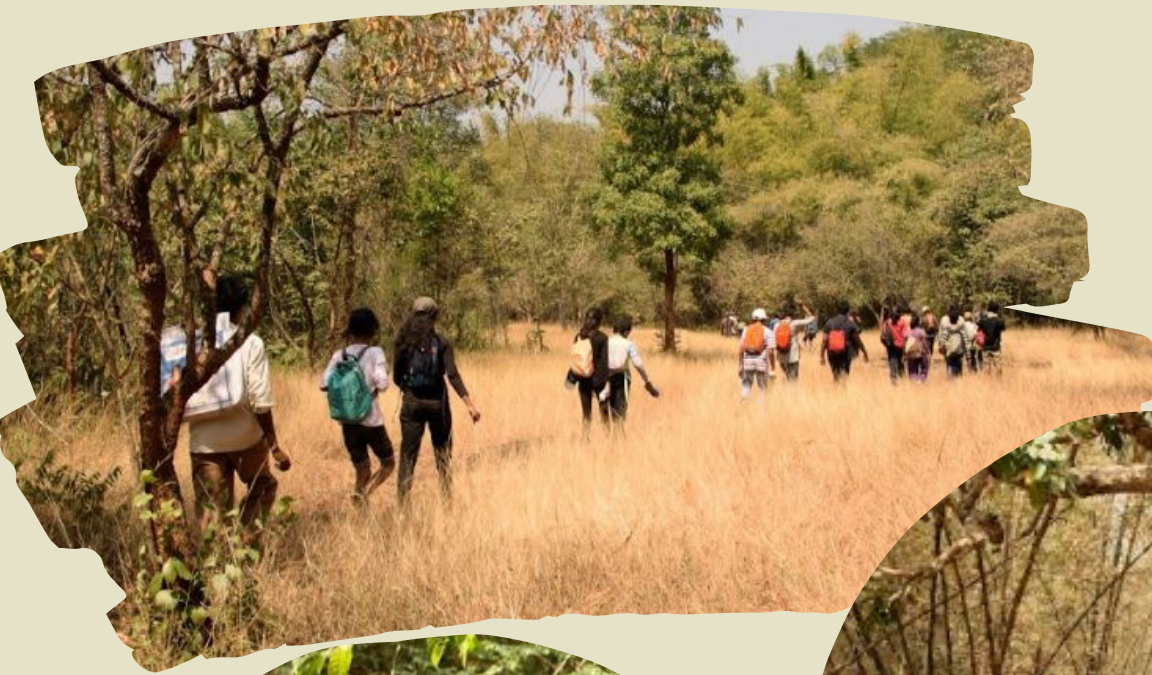
Animal Adaptation through games

We enjoyed learning about how animals adapt-how they see in the dark and how they protect themselves from danger. We played a game in which we had to find out animals which were hidden in a book. As part of our learning, we had to make a scrapbook on how animals adapt and we especially loved reading from our scrap books to the class. We also loved playing the 'guess the animal' game, where we gave clues about an animal and the others had to guess which one it was.

-Student of Junior School

GLIMPSES

*Middle school
trip to
Mamundur*



*Class 9 exhibit: 'The Happenings'
An experiential installation*





Creating a bridge and then walking on it-Class I making the most of the construction clutter

Middle school students making practice nets for cricket



Harvested Compost

Older students painting murals on campus walls





*Freshly laid
Basketball court*



*An insect that looks
like dried leaf*



*Teaching others what you
know- Class 8 teaching
Math concepts to Class I*



*Preparation on for
Class 12 viva voce*

*Campus Care
in full swing*



Studying a plant

Memories of the previous campus

