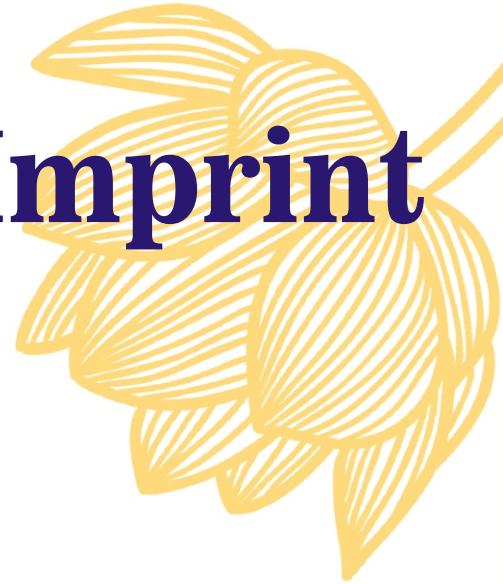




# The Sarvalokaa Imprint



August, September and October Edition



## Greetings from the Principal's desk

*We have completed 5 months of this academic year without going to school! This was unthinkable and perhaps unacceptable until the pandemic hit us. Five months ago, when we started the online classes the mood of every stakeholder was filled with nervous tension and confusion. But the tone changed within a month as we saw confident teachers and children on the screens, navigating their way through technology with amazing proficiency creating an optimal learning environment with stimulating explorations, engaging activities and interesting discussions to achieve the best possible learning outcomes. The most striking and admirable feature of this phase was that everyone was a learner and learning together!*

*Our online classes continue with the whole child approach to education, a pedagogy which cultivates three principal faculties in children: thinking, feeling and doing thus nurturing the mind, the heart and the hands. Teachers continue to collaborate, brainstorm and research to plan their learning units so that children are actively learning the concepts and working on their academic skills. The mindfulness session at the beginning of the day not only sets the tone for a positive and thriving learning environment, but also helps children connect to the core human values through thought-provoking discussions.*

*Celebrating festivals and important days are an integral part of our learning plans. These are occasions for bringing our children closer to the values of our culture and qualities of responsible citizenship. We shall continue to plan activities and immersive programs to create more awareness on the rich culture of our land.*

*I want to take a moment to thank our parents for complementing the efforts of the teachers and the school to augment the learning experience of the children. Your support has helped them connect their learning with their daily life activities. Your teacher appreciation notes mean a lot to all of us. Thank you for this lovely gesture!*

*I wish you all a happy festive season. Enjoy reading the second edition of this year's newsletter.*

- Ms. Kiran Merchant

## Table of contents

Kindergarten.....	2
Grade 1.....	6
Grade 2.....	8
Grade 3.....	10
Grade 4.....	11
Grade 6.....	14
Grade 7.....	16
Language lab.....	18
Art corner.....	21
Student expression.....	23
Celebrations.....	23
Tête-à-tête.....	28
Can you hear me?.....	30
Potpourri.....	31
Thinking out of the box.....	32
Nature & I.....	33
Coming up & credits.....	34

# Kindergarten

## What have we learnt?

*Lockdown did not in any way deter our little ones from enjoying their learning. Our youngest learners were busy developing their fine and gross motor skills, exploring their environment through sensorial activities and having fun learning numeracy, literacy and social skills.*

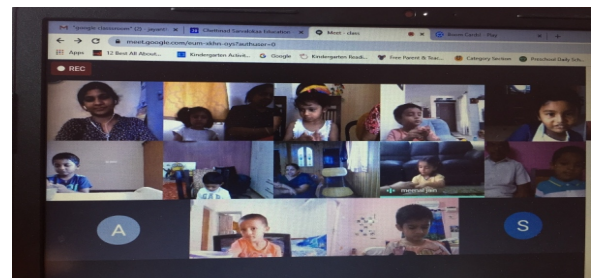
*Children in Upper Kindergarten are now more independent, are able to follow the instructions and perform the tasks with minimal guidance. They are learning to spell phonetically and are developing complex vocabulary. They are becoming confident in self-expression, in making and illustrating their own stories.*

*Here is a glimpse of what they learnt.*

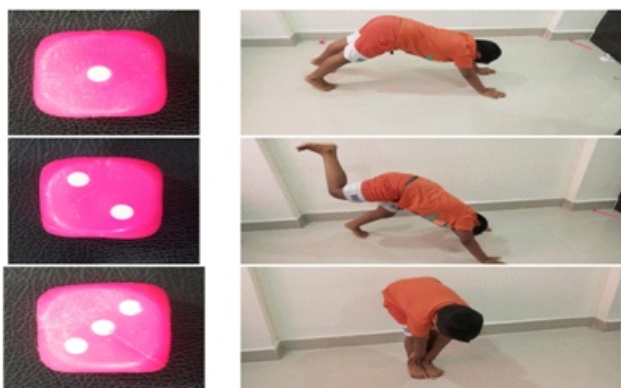


*Interesting activities made the abstract concepts in numeracy easy to comprehend. Here students are learning about three dimensional shapes using matchsticks and clay.*

*During 'Circle-Time', Kindergarten sing, chant, share their experiences and stretch as part of their daily morning ritual. Through these sessions, students build on their 5 key skills : thinking, listening, concentrating, looking and speaking. It is a time when students and teachers get an opportunity to connect with each other and start their day on a bright, positive and exciting note.*



*While learning about different jobs in the community, children lent a helping hand at home and understood the role of each family member in their house. Parents participated in the activity by talking to the class about their professions. Children learnt how people from various jobs come together to work for the community.*



*Roll the dice and perform the exercise. A great activity for teaching balance and perseverance.*





## "Showcasing their designing skills"



### *Some seriousness, some fun:*

*The Upper Kindergarten students observed animal behaviors and worked to discover a pattern: all animals seek food in order to survive. They later did an activity, "Eat Like an Animal", which included physical movement in which students acted out animal behaviors while they were eating.*

# Celebrations

## 'Better Together' Family Week

### *Raksha Bandhan*



*Celebrating brotherhood, "Raksha Bandhan" Strengthening the sibling bond with their DIY (Do it yourself) Rakhis.*

### *Grand Parents Day*

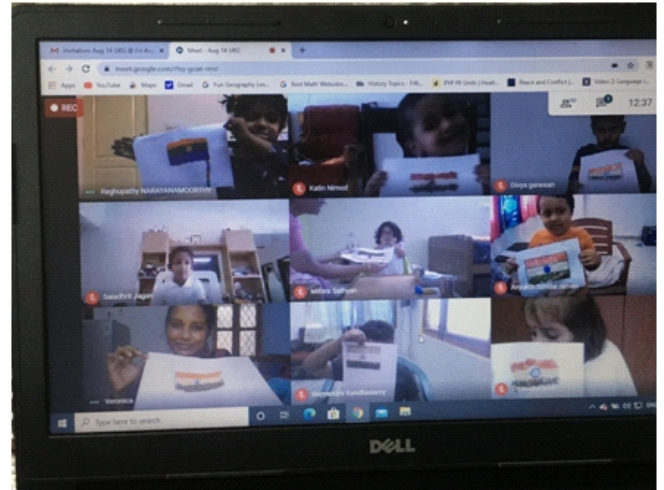


*Grandparents participated in a virtual learning environment by sharing stories, best gardening practices and taught craft to the children. It was their moment with technology!*



## Celebrations

### Independence day



*Separated by distance-connected by spirit!*

*Unity in Diversity and togetherness were celebrated on Independence Day. Children dressed up representing each state in India and performed a group dance.*

*The Upper Kindergarten children shared what freedom meant to them, dressed and spoke as famous freedom fighters, learnt about the importance of farming as an occupation and about the important geographical areas of India.*

### Halloween



*Learners of Pre-Kindergarten created a halloween pumpkin face using paper strips. Learners of Lower kindergarten created a halloween pumpkin craft which they later used as a wall hanging.*

### World Literacy Day



*Ahsan, a grade 6 student, did a read-aloud session for Upper Kindergarten to celebrate World Literacy Day. Students understood the value of books and through this activity students were encouraged to kindle their imagination and curiosity.*





Here comes the festivities

## Navaratri

Children were excited to make their own DIY doll for Navaratri, They listened to the story of 'Rani's First Day at School', and enjoyed making and naming their paper puppets.



## Little Krishnas and Radhas



## Onam



Children demonstrated their understanding of colour, texture, and patterns, as they designed their Poo-Kolams during the Onam celebration. They listened to the story of the generous King Mahabali, learnt about the state of Kerala and the significance of the Onam festival.



# Grade 1

## What have we learnt?

### Cycling Through the Life Cycle:

They say age is only a number we count, until we are old enough to know it doesn't really count. Is it really the case? Does it mean we wait until we are old enough to know about old-age? Of course not! One can study aging, compare the process with other beings, communicate the process to others, find potential problems, propose and create some solutions. That's what the first graders did, essentially cycling through the life cycle of a human being and compared it with the life cycle of a plant.



### Designing a living space for their grandparents



### Hands on learning



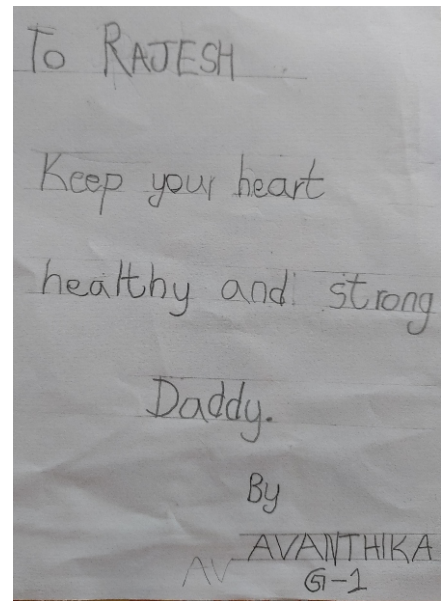
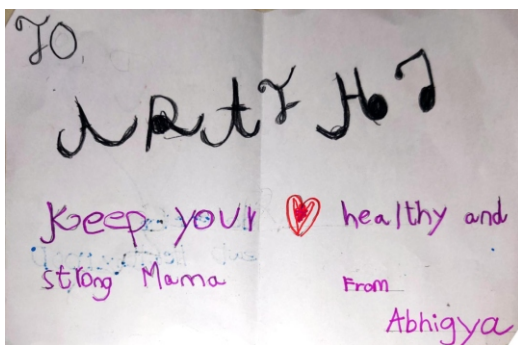
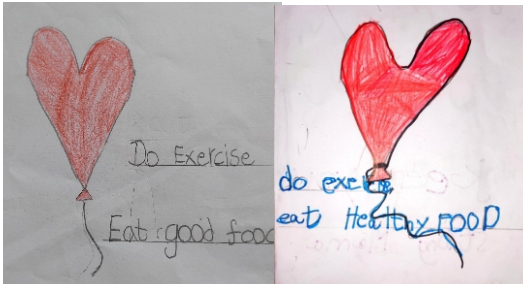
While learning about labels in English, they made their own labels and stuck them on the spice boxes, in an effort to make it easy for their mothers to identify the food items.





## What have we learnt?

*Integrating Physical Education with ICT skills, children made a healthy-heart awareness card and presented it to their parents.*



## Devouring Fruits and Vegetables in a Different Way:

*Fun with fruits might not mean anything apart from eating them, but for the first graders, fun with fruits acquired a different meaning altogether. Children conducted a scientific enquiry to discover which of the liquids- vinegar, lemon, juice, milk or water would prevent apples from browning? Do plants simply need a wet soil or do they need water to grow? How can we preserve and prolong the shelf-life of vegetables?*

*Well the young discoverers, found out and presented their observations in PowerPoint slides. Creating smiley faces using fruits and vegetables made their learning fun filled and exciting.*



*Experimenting away: Which stays longer pickled carrot or carrot left in the open?*

# Grade 2

## Change, the only constant

Students learnt the basic elements of a story through 'Thanks to Corona', a story which revolved around our theme for Unit 2-Family Matters. They listened to the story and shared their personal experiences during the lockdown period. They were happy about the lock down as it allowed them to spend more time with their parents. They also realized that home cooked food is healthier and can be as tasty as the restaurant food. Students conducted a survey on how much time they spend with their family every day in different activities and presented the information through a bar graph. Students also helped their parents with cooking; had breakfast with them and shared their thoughts on why it is important to have meals together. They developed an understanding that family members play a pivotal role in the family; it is important to respect them, appreciate their participation and be grateful for their contribution to the family.

As a part of their science activity- Exploring Senses, students did a body tracing activity, and labeled the different sense organs and their functions. They also discovered how each of the senses are connected to the brain and how they function together. They further explored the Cycle of Life by studying the different stages of life of human beings and animals.

### Body tracing activity



Students learnt about different shelters around the world and how these vary based on the regions and their weather conditions through a virtual tour to different parts around the world. As a culmination of this concept, they designed their own shelters by integrating it with Math, where they were learning the properties of 2D and 3D shapes and made a presentation to the class explaining the reasons for the chosen material for their shelter. As an extension activity, they also learnt about the famous weather scientist Anna Mani and her commendable contribution to the world through a story.





## What have we learnt?

Learners cooked a dish which had chocolate as the main ingredient and came up with their own creative dishes with guidance and adult supervision. They learnt how materials go through changes in their state before and after being cooked by closely observing the state of the chocolate change from solid to liquid as it was being heated.



*Making dishes using chocolate as a main ingredient.*

*Making and serving breakfast for their family.*



*In alignment with the theme Family Matters, the students discussed their family member's favorite games during their younger days during their Physical Education periods. To mark the National Sports Day, they discussed Hockey and its history. In addition, the learners made a healthy protein recipe-Green sprout salad and drew comparisons with professional protein shakes for bodybuilding.*



# Grade 3

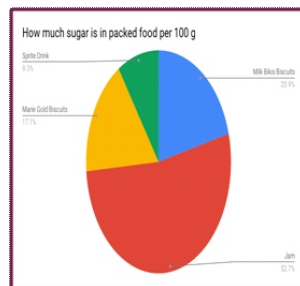
## What have we learnt?

*Wise words from the Father of Our Nation - Mahatma Gandhi  
"It is health that is real wealth and not pieces of gold and silver"*

Young learners of Grade 3 engaged in a food fact finding mission to educate themselves and their family members on what makes a healthy lifestyle. In their research on unhealthy food, they found out that sugar causes serious health issues. They realised that an increase in sugar consumption resulted in tooth decay, obesity and that it affected the overall health of an individual.

Children read the labels of different types of ready to eat food and drinks regularly consumed by them. They were surprised to note that the sugar content in each product was much higher than the daily intake recommended by the WHO.

Integrating Mathematics, English and Physical Education in their project, the students recorded the data collected by them in tables and presented their findings as a bar graph, wrote a non-chronological report on oral hygiene, explored the world of poetry, researched on poems about food and had fun reciting them in class. Last but not the least they learnt about the food intake of a sports person and planned a healthy diet in accordance with the food pyramid.



	Name	Sugar Content	No. of Spoons
	waflers	35g	7
	biscuits	37.5g	7.5
	Fizzy drinks	80g	16

Taking their research further, the learners of Grade 3 also analyzed their food habits and its impact on the environment. They traced the sources of their favorite fruits, snacks, food and were surprised by finding the food miles. They realised that though it was affordable for people to buy imported food items, the cost to the environment was high.

*Their conclusion:*

Buying locally grown food will reduce a sizable number of food miles and thus a tremendous reduction in greenhouse gases. They came up with solutions which they felt will go a long way in reducing the damage to the environment.

### Solutions

- 1) Choose locally grown food to reduce food miles.
- 2) It is better to consume food from our neighboring states.
- 3) It is healthier and better to eat seasonal food.
- 4) If you grow your own kitchen garden you will at least produce 50% of the vegetables you need.
- 5) Instead of going to a supermarket you can purchase fresh fruits and vegetables from the local farmers in your area.
- 6) If we all follow these methods we can make the earth a better place.



# Grade 4

Welcome to the world of newness!

Grade 4 explored the idea of a country - how a country is different and similar to each other.

How would one respond when asked what is a Country? "A Country is a place where people live", most of the students thought! As they investigated further they found out that the people, languages, food, traditions, culture, government systems, flags, belief system everything are also crucial elements to form a country.



Festivals help us to be creative, to learn about traditions and different cultures.

Festivals help us to explore, to learn and to dress up - a positive feeling altogether.

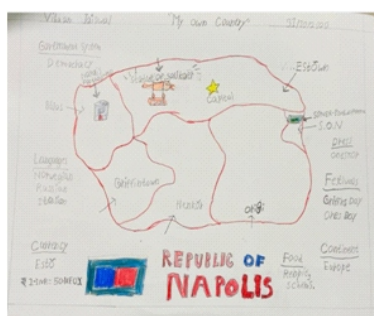


Making their own flag and government system helped the students to understand the values the colors signify and the belief that the people of a country stand by.

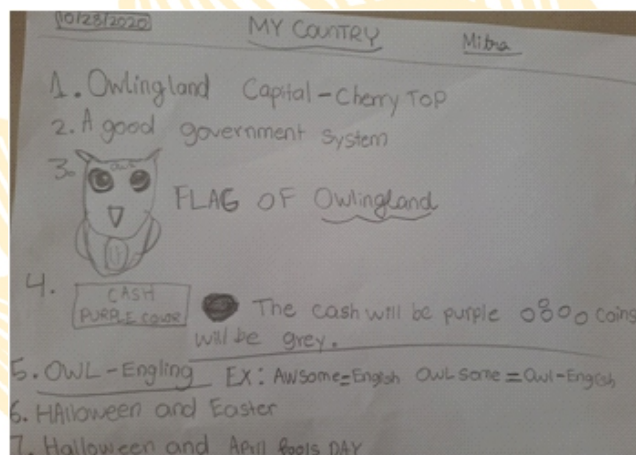
Isn't it fun to know where our coins and currency system originated from? Well our students enjoyed building their research skills and creating their own currencies too!

## History Mystery:

Coinage of India began anywhere between early 1st millennium BCE to the 6th century BCE, and consisted mainly of copper and silver coins in its initial stage. The coins of this period were Karshapanas or Pana.



## My Country

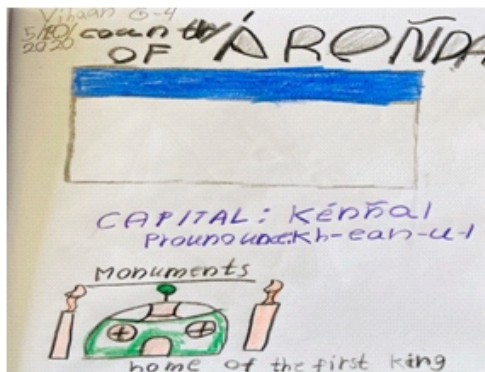


By Mitra



## What have we learnt?

*An interesting comparison of cultures and tradition gave the students the idea that all the traditions and cultures do have some underlying similarities. Be it the Thai festival of Songkran where the tradition is to splash water on each other as a sign of purifying the soul or Holi where we do something similar as well!*



*(A country designed by Agasthya)*



*(A creative piece of work by Vihaan, displaying an imaginary country of his own with a flag)*

*Integration of Math by problem solving and finding out the solutions to story sums related to countries and people was another aspect that the students enjoyed! Similarly, in Science inquiring into day and night, shadows, longitude and latitude and time zones of different countries helped students broaden their knowledge. Well as one can say, there is no end to exploring together!*

Size of the shadow can be mentioned as small or big.

Tennis Ball (closer to torch) 30cm from wall	11cm	2x2 LEGO (closer to the torch)	3cm
Tennis Ball (away from torch) 15cm from the wall	8cm	2x2 LEGO (away from torch)	2cm
Pencil box (closer to torch)	33cm	4x4 LEGO (closer to torch)	5cm
Pencil box (away from torch)	25.5 cm	4x4 LEGO (away from torch)	4cm

The shadows closer to the torch are bigger and farther from the torch are smaller.

There was a girl in a tower  
Who looked as fresh as a flower.  
Her hair was like silk,  
Her skin as smooth as milk,  
But her breath made the strongest knight cower.

Limerick by Agasthya

*Exploring the world of poems in English gave wings to the student's imagination and exposed them to the poets around the world! Writing poetry is indeed a thoughtful task. The experience of performing poetry taught them not only about poems but the oneness of poetry, how different poets from different parts of the world wrote something that is read by millions of people today in many parts of the world.*

*Fun fact: Mahabharata is the longest poem in the world. It is an Indian epic poem which has around 1.8 million words.*

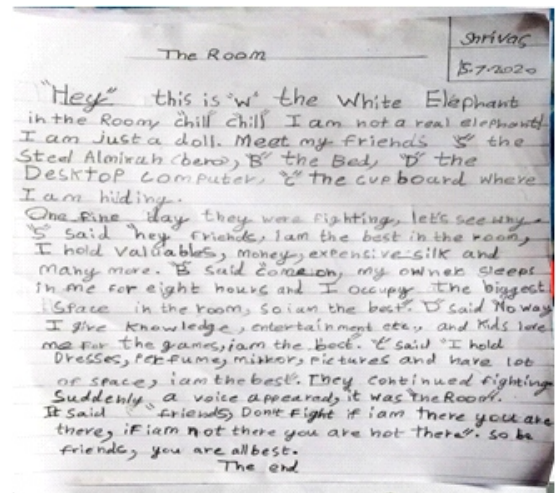
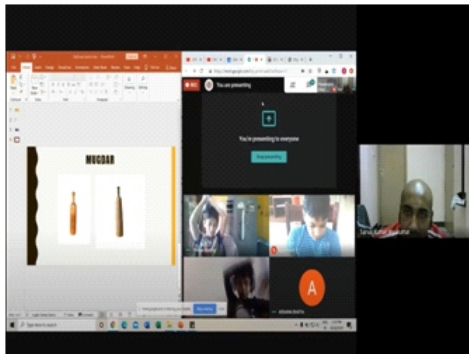




## What have we learnt?

Who knew that Physical Education had so many aspects to look into, and how creatively one can engage in it even when the playground is not accessible. Students used household materials to do their fitness exercises. For example: Broom stick was used instead of a barbell for squat exercise, buckets of water instead of dumbbells for biceps curl exercise. They enjoyed learning about different national sports such as Cricket (England) and Hockey (India).

(Children learning about 'Mugdar'- the Indian exercise equipment)



A story written by Shrivas as a part of his ICF work for the podcast

### Bringing Mindful choices to the online classroom:

Students started their day with mindfulness activities which helped them understand the importance of oneness and responsible citizenship. Ideas like brotherhood, helping each other, unity, food, wastage and traditions were explored during these sessions. Students also discussed the positive feeling one gets while celebrating festivals and how it brings the community together!

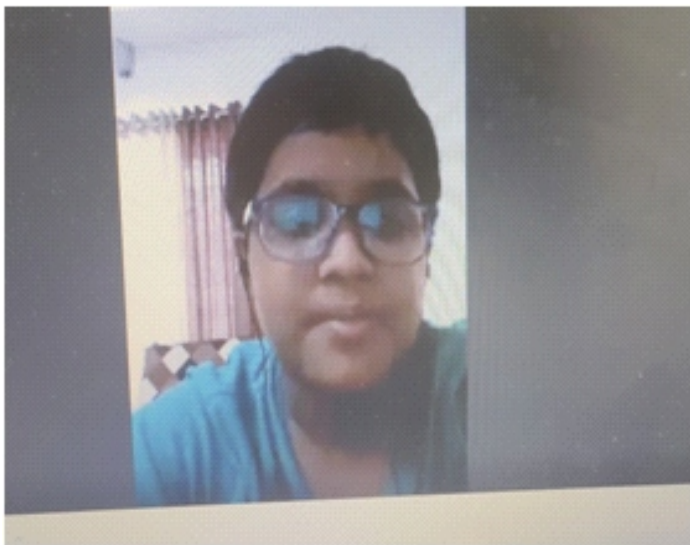


(Mindful way of celebrating - Eating healthy snacks and keeping fit! Say no to sugary candies, yes to fresh fruits!!, to avoid wastage our students also came up with eco-friendly Halloween costume designs )

# Grade 6

## What have we learnt?

### Engrossed in the Poetry workshop



#### Finally in peace - by Ahsan ( Grade 6 )

*India our great country,  
Always stand up, not sit down!  
Fighting for freedom,  
Ready to face anything!*

*India, the country of peace,  
Nothing stands in our way;  
Lose or win we never stop,  
Our hearts, filled with love for our country.*

*Standing in the way of our enemies,  
We march towards victory.  
Saving the country with all our might,  
Sacrificing ourselves to save others!*

*Creating a beautiful place to live in,  
Which is rich in glory and happiness,  
Lush greenery beaming in our eyes,  
Finally India is in peace.*

*"THE ONLY REAL PRISON  
IS FEAR, AND THE ONLY  
REAL FREEDOM IS  
FREEDOM FROM FEAR."*

AUNG SAN SUU KYI

*What does it mean to be Free? What was India during the reign of the British? Who are the heroes who helped us in the fight for liberation? Are we really free? These were fundamental questions that were explored and discussed in class for Independence Day. What better way to express our deepest emotions than through Poetry? For celebrating India's Independence Day, students of Grade 6 and 7 participated in a Poetry workshop in English class and discovered what is poetry and how to write a poem. They explored various poems on the theme of India's Independence and were able to take inspiration and write their own poems celebrating Freedom. This activity allowed the students to develop their creativity and love for their Nation!*

*Going Forward with the same means of expression - Poetry, Grade 6 explored the features of Poetry. What makes a Narrative Poem and Non Narrative Poem? What makes a Poem? Is it the rhythm, rhyme and imageries? What is the message of the Poet? Is it an experience or a feeling? Is it a story or a thought? Grade 6 students learnt to analyse a poem and learn to see the deeper meaning of a poem. The final project was to create a poetry anthology with analysis of the poem and illustrate the poem's meaning through a collage or drawing. Understanding poems gave the students an occasion to discover human emotions and connect*





## What have we learnt?

### *The Lonely Mango Tree*

*By Ahsan MA*

*Hey, have you heard about the lonely Mango tree?*

*Showing everyone, she is brave and bold,*

*Living alone but peacefully.*

*Children always played around her.*

*Happy to see the children who cared for,*

*Watering her every day.*

*Birds making nests and laying eggs.*

*The lonely Mango Tree lives happily.*

Science is best learnt through experiential learning which helps students to retain and understand concepts better.

Grade 6 student Ahsan learned about air resistance by experimenting with a paper airplane model. He made two paper airplanes, one with a flap on an end and the other without a flap. He compared the speed of both airplanes and concluded that air resistance reduces the speed of the object. This helped him a lot to explore and have a clear understanding of the concept.



*Experiments at Home!*

### *Recounting the Lonely Mango Tree!*



For Physical Education, the student developed a training plan involving different exercises such as Isometric and Plyometric, for the kids in Sport NGO's like 'Slum Soccer'. In addition, the student also looked into the concept of 'Homeless football' and its competitions in Europe.



*Training at home made Fun !*

# Grade 7

## What have we learnt?

*“Most of the collaborations of technology were done by teams. Collaboration is the key to creativity”*

*Walter Isaacson*

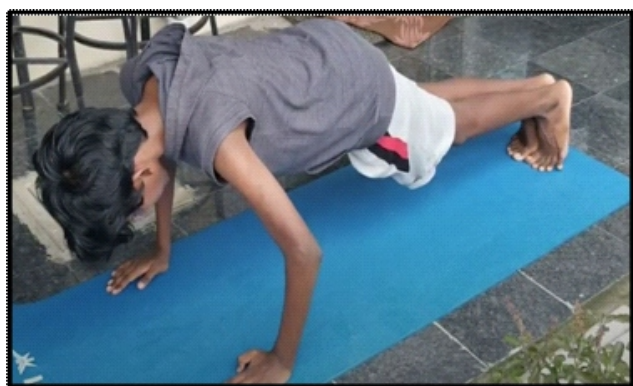
Grade 7 explored various dimensions of their learning through interesting activities in various subject areas. They collaborated and came up with creative ideas to consolidate and present their learning.

While exploring the Global Perspective topic-Trade and Aid the students worked in groups to research on how to spend a sum of money on aid. They learnt to respect each other's ideas and to concur with each other through discussions. At the end of the unit, they reflected upon their learning and their contribution to the group.

Students brought their entrepreneurial skills to the fore by converting their interest areas into a business which included selling homemade wheat cakes, baked goodies, selling golgappas (panipuris) and teaching karate. The money raised was donated for a good cause. The stimulus for this enterprise was the English class where they were learning to write business pamphlets. Later, they used their ICT skills to design it. It was truly an interdisciplinary learning by combining English, ICT, Global perspectives and Entrepreneurship! The end of unit reflection helped them to analyse their ideas, their contribution and their project planning and execution skills.

Scientists ask questions from their observations and dive deep in search of answers. Our young scientists were no less. The science classes were full of questions and investigations. Why does ice float on water? This was one of the questions the students enjoyed investigating. They concluded their finding through an explanation of the particle diagram.

As much as students strengthen their academics, they also took up challenging projects in Physical Education. Students created a training program and assigned it to their peers. The circuit training program was a task where students had to cautiously develop exercises for each of the different circuits such as upper core and lower body. Students practiced and shared their ideas and opinions on the tasks with their peers.



*Circuit training at practice!*



*Future Entrepreneurs!*





## What have we learnt?

For Unit 3 the Global Perspective challenge- Changing Communities, helped them to build on their research skills. They took a survey to identify the problems of their community and took up the most pressing problem to find solutions and make recommendations.

In Maths, students learnt to solve fractions using different methods. They found the Egyptian method very fascinating. Students realised that there are a number of ways to arrive at an answer for a mathematical question.

**Egyptian Fraction**

**Problem**  
 $16 \times 1 \frac{3}{4} = 16 \times \frac{7}{4} = 4 \times 7 = 28$

**Step 1**  
 Write down pair 1 and 2

**Step 2**  
 Half each number until 1st element equals to or exceeds it

**Step 3**  
 Check if all 1st elements that add up to A

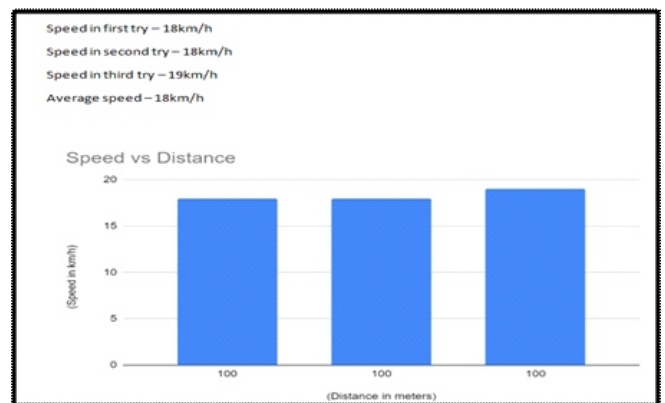
**Step 4**  
 Add up the corresponding multiples

**ANSWER**  
 $\frac{7}{64}$

## Data & Evidence!

Inspired by the characters in mythical stories studied in English class, students let their creative juices flow to create and name their own mythical creature. They illustrated their creations with interesting imagination.

Students connected their learning to a real life situation in their science class to delve into the concept of average speed by challenging each other for a race. Intrigued by this challenge, students discussed their results and collaboratively derived an explanation for the concept of average speed.



## Problems and solutions !



## Getting Creative

# Language Lab

**"To have another language is to possess a second soul" - Charlemagne**

## Hindi

We celebrated Hindi Diwas on 14th September. It was an opportunity for the students to acknowledge the importance of the language in connecting the people of our country. Students made greeting cards, recited poems, presented PPT and conducted a quiz to learn more about the language. They enjoyed exploring the different facets of the language and expressing themselves in Hindi.

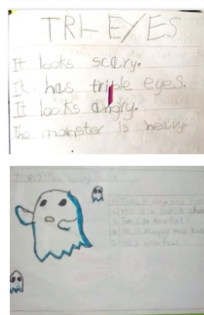


Students also related to the usage of tenses in our daily language through different activities such as looking into the tools used in the olden days and comparing them with modern ones, to use the tenses in the correct form.

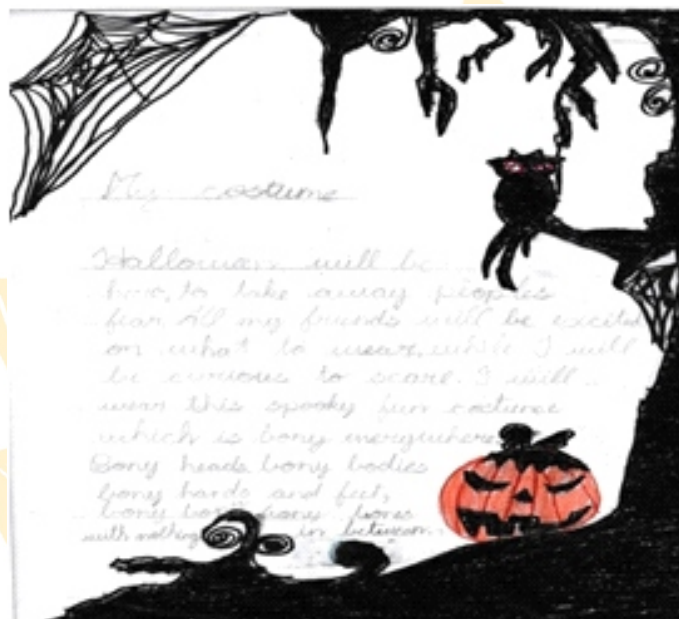


## ESL

Learning grammar can be challenging, but games and activities can make the learning interesting and fun. Learning Adjectives became a cakewalk for our first grade students when it was integrated with the Halloween celebrations. Children drew their own Halloween monster and its costumes using eco-friendly materials. They learnt describing words while explaining their creation to the class. Grade 3 students learnt future continuous tense by sharing their ideas on designing Halloween costumes. Halloween was one such event where they came up with costume designs and descriptions written in different tenses



**Students' work -  
Monster and its  
description by Grade 1**



**Grade 3 students using future continuous  
tenses, on how they will be creating their  
Halloween costumes.**

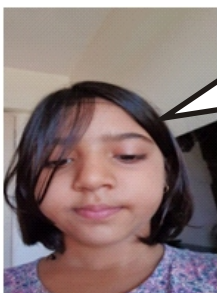
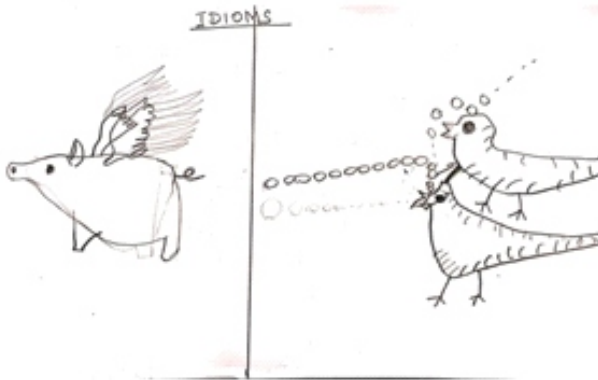




**"With languages, you are at home anywhere"**

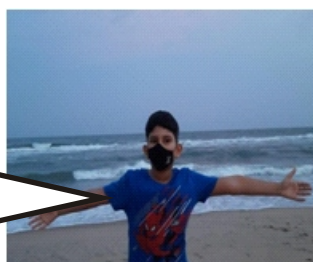
*In grade 4, learning idioms was brought to life when children created their own Idioms. How powerful can it be to create a figure of speech on your own?*

*Trivia: Idioms came into use in the English language as early as the 18th century!*



- "hmmm... my own Idiom! - how about *Close Minded* - a person who never wants to listen to anyone!"

"how about using the idiom *"a lockdown brain"*? For a person who does not think about solutions?"



*Can you guess the idioms from the pictures below??*



## Life of my maternal grandparents

By Ahsan M.A

My maternal (mother's side) grandparents are people who I am very attached to. My grandfather's name is Ali C.V and my grandmother's name is Shaila Ali. My grandfather is 60 years old and my grandmother is 55 years old. My grandparents are very kind people. They love me as much as I love them.

My grandfather buys old cars and sells them to people who need a car. My grandfather has 8 siblings and he is the ninth and the youngest among his family. My grandmother has 3 siblings and she is the 1st and the oldest. They were born in Kerala. They have never gone out of India but they have been in other states of India. My grandfather was born in 1960 and my grandmother was born in 1965. I have 3 cousins and I am the 1st and the oldest. My grandparents have 3 daughters. My mother is the 2nd child. I have never met my grandfather's oldest brother. My mother's youngest sister is in Dubai like my parents are. In my family no one has a twin brother. I love my mother and my father. I love my family and my grandparents equally.

*Descriptive writing can be fun when you can relate to a topic very closely. The students conducted an interview with their parents to know more about their family and then wrote a short passage on the information they gained. A blend of grammar, vocabulary, as well as creative writing!*

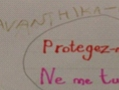


*Learning a language allows you to express your opinions and have a voice to make a change! Grade 1 acquired vocabulary around animals and designed a poster to protect an animal of their choice!*

Sauvez la tortue!

AVANTHIKA-02

Protegez-moi  
Ne me tuez  
Pas

[illegible]

*Students discovered and explored various French advertisements and learnt how to advertise a product in French. Each student chose an existing product and created a poster on it. They included the illustration, the caption, a catchword or phrase! Apart from being designers, writers and presenters, they also got an opportunity to research on the French brands and the products chosen! It gave them more knowledge about the French culture and their mind set!*

[illegible]

Découvrons New York

New York est situé aux Etats-Unis.

C'est connu pour la statue de Liberté

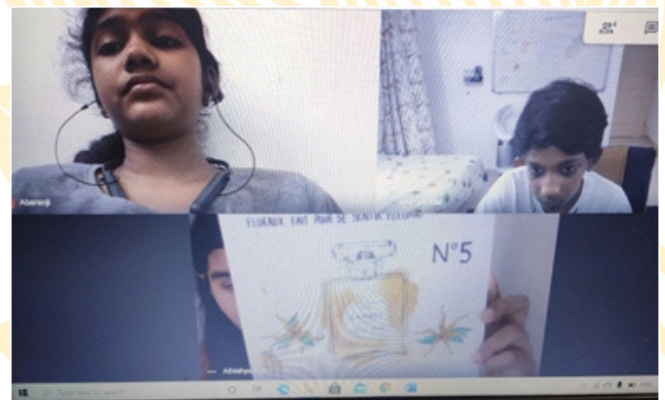
Population: 8,336, 817 gens

Les endroits à visiter

Yellow national Park

*Grade 4 enjoyed becoming travel guides, researched about different cities and designed their own travel posters!*

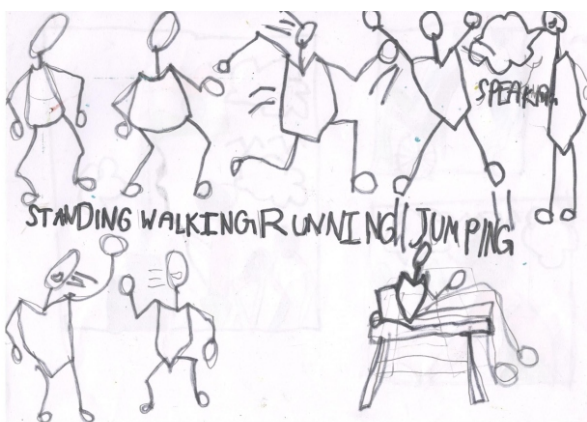
*Ad for No5 Channel Perfume!*





*Students of Grade 1 & 2 learnt Story Board drawing:*

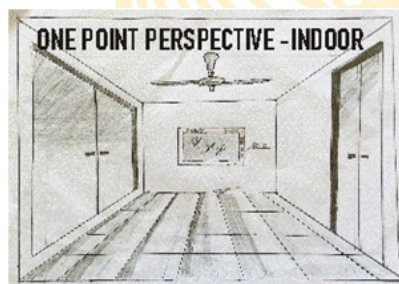
*To understand how different illustrations come together to create a sequence of a story, students learnt basic human movements and surroundings to draw a story board. This activity improved their storytelling and creative thinking abilities.*



*Students of Grade 3 & 4 learnt art techniques using different perspective:*

*They learnt One, Two, Three point perspective by doing indoor and outdoor art.*

*This activity helped them understand the realistic picture of the size and distance of objects within a piece.*







## Color, the melody of light

*Students of Grade 6 & 7 learnt about primary and secondary colors:*

*Students of Grade 6 & 7 learnt to use combinations of primary and secondary colors in pop and still life art. They also learnt to create optical illusion art by using elements of colors. This activity helped them to improve visual and cognitive skills.*



*Inspired by artist 'Danielle Foye', Mirra of Grade 7 recreated her own version of the artist's works using watercolor and pencil shading techniques.*





# Student's expression

## Heard and Quoted

*"Thank you for sharing a wonderful video for Navratri, I learnt the story behind the Festival and the creative way of using sand and art. I would love to learn the art too"*

*Abaranji. A, Grade 7 ( For Navratri sand art video )*

*"Ms. Sharan is so brave, she lives alone."*

*Aradhana Grade 2 ( Halloween discussion- How to overcome our fear. )*

*" Miss Maha, I feel so calm and relaxed after Mindfulness!"*

*( Ahsan, Grade 6 )*

*" I believe I can do it!" - Shrivias*

*( Grade 4, after understanding a concept in Math )*

## Celebrations

**"The greatness of a culture can be found in its festivals"**

*Festivals at Sarwalokaa offer us opportunities to deep dive into the culture, to understand, enquire, connect and imbibe the values these stand for. Students celebrated various festivals online through a three-fold understanding- why is the festival celebrated? what does the festival symbolize? And finally, what it means to them personally?*



*Ganesha idol made with paper cups and clay.*



## Festivals we celebrated

### *Krishna Jayanthi - sloka recital by Atharva*



### *Krishna padma kolam and savouries - Gautham*

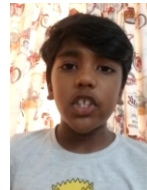


Sweet seedai and uppu seedai

Krishna's Footprints

Gautham - Grade 3

*As part of Gandhi Jayanthi celebration, children learnt about Gandhiji's virtues. They were able to reflect how it is relevant to us in our lives.*

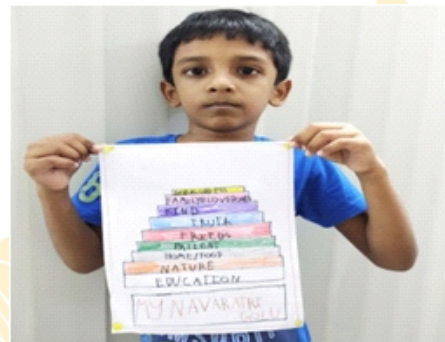


*You just be the change that you want to see in the world... Akilan reflecting on Gandhiji's words.*

*A scene from the puppetry and storytelling session by our teachers.*



*King Kamsa with his sister Devaki and brother-in-law Vasudeva.*



*'My Golu steps' by Gautham.*



*Navratri Celebrations - Mahita*





## Fun with crafts



*Garland making - Eric*

Now your kalasam is ready!!!

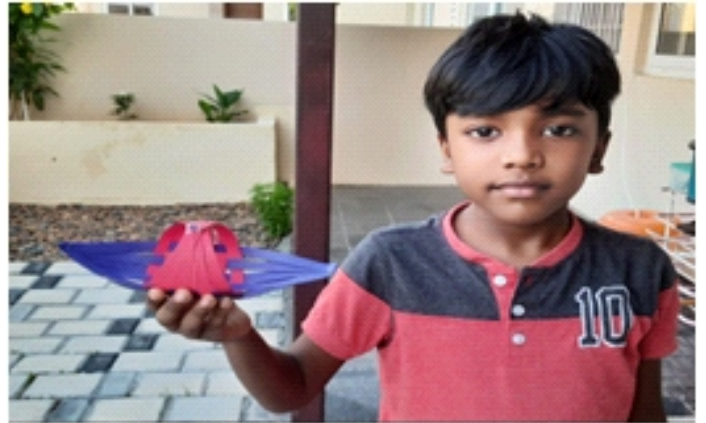


*'Kalasam' made by Akilan*

## Nutrition Week



*Gautham's rainbow plate*



*Onam - Boat quilling by Akilan*



*Akilan's rainbow plate*



*Akilan makes kozhukattai guided by his mother*



## Halloween

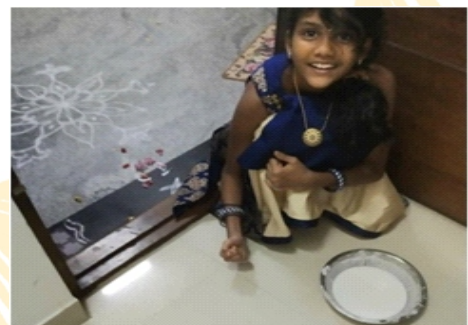
### *Halloween*



*SPIDERRR!*

## World Nutrition day

### *Celebration*



*Krishna Padma Kolam by Abhishanji (Grade 7)*



*Shloka recital by Anirudh (Grade 7)*



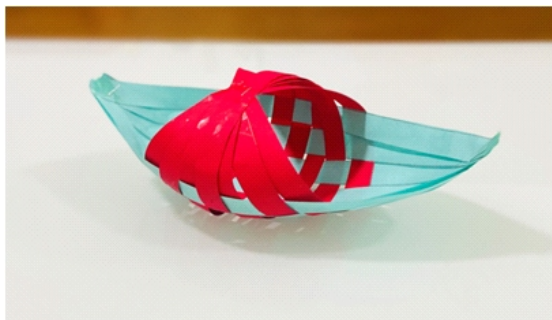


## World Literacy day

*Recounting stories to the younger students on the world Literacy Day.*



*(Halloween - How mindful can we be during festivals?)*



*(Onam - a festival of traditional boat races and King Mahabali)*

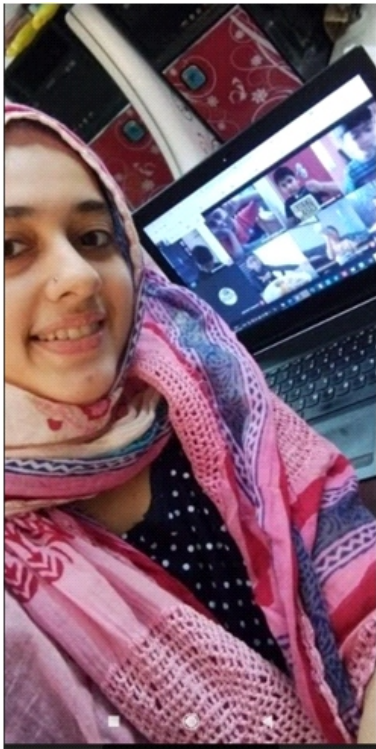


*An acrostic poem for Gandhiji on 2nd October by Vihaan - Grade 4*



# Tête-à-tête

An interview with Ms Khairoon



*Ms. Khairoon, our Grade 1 Homeroom teacher was interviewed by the students of Grade 7, Athishya and Abharanji to know about her thoughts on online teaching.*

1. Do you think the students are actively participating in the online classes?

*Yes. Initial one week was a struggle as the students were getting used to me but after that it has been a fantastic experience. The students who were shy and apprehensive in the beginning have now shed all their inhibitions and are very comfortable and interactive in the class.*

2. Which is better? - Online or Classroom teaching? Why?

*Classroom teaching is always better as there are tons of activities or games that can be done as a group. In online teaching, a lot of activities have to be planned keeping in mind that most students may not have a printer at home. So, there is much more planning involved for online classes, I would say almost double but then at the end of the day, we have to adapt ourselves to the new normal.*

3. What sort of methods do you use to make classes more interesting?

*I conduct a lot of experiments and scientific inquiry which involve making predictions, observing and recording their data in their notebook. Interactive games that help the children to meet the learning outcomes of the curriculum make learning fun for them. I also show interesting videos and PPTs to the students to further evoke their interest in the topic.*





## From an educator's perspective

### 4. Do you think online teaching has revolutionized education? why?

*When the initial cases of COVID-19 were documented in the Indian subcontinent in late January, few could have anticipated its impending course and impact on every aspect of human life over the following months. Yet here we are more than six months later, and our world has been transformed dramatically. Everything from meetings to grocery shopping is now being conducted online via laptops or smart phones, exposing our heavy dependency on stable internet availability like never before. Online teaching has given way to innovative new methods of education. As the situation does not permit the presence of the teachers and the students in the same room, online education is inevitably the only way of learning during this age of quarantines and social distancing.*

*Schools and colleges are closed indefinitely, which means millions of students are now dependent on online learning platforms to further their education and make the most of this unprecedented situation. The e-learning space, therefore, is bound to skyrocket over the next few months. Considering these massive shifts in the status quo, it is clear that technology specially the Internet has been central to our evolution and adaptability in the COVID-19 era.*

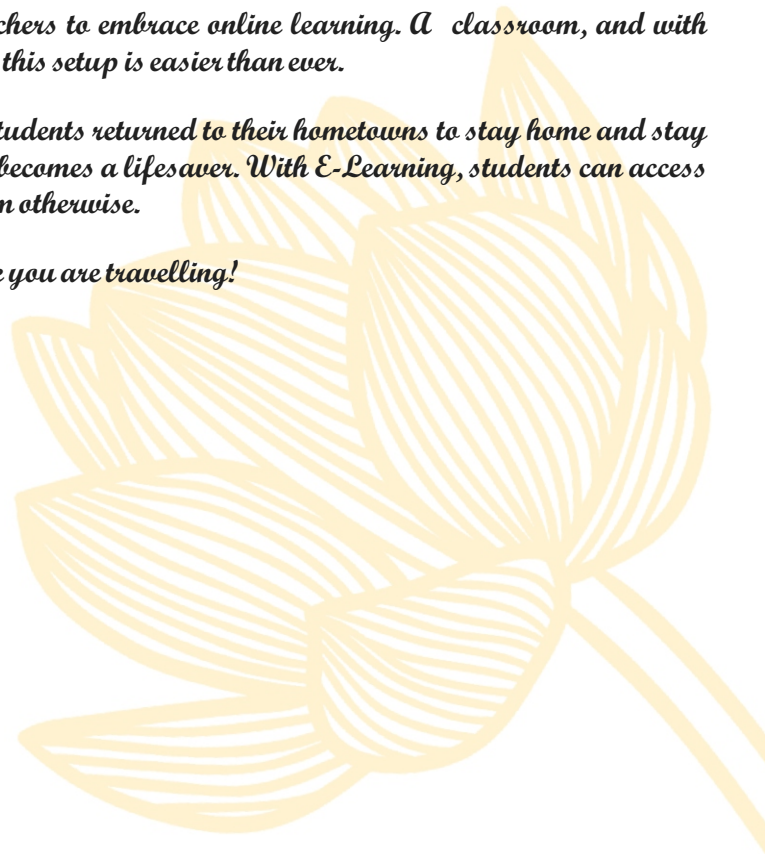
### 5. What are the positive aspects of teaching online?

*The teaching is flexible and the assignments for the students are planned in such a way that they can do it independently. So, students are becoming more independent and taking ownership of their learning. The students are also able to connect with the teacher during office hours and get their doubts clarified. More help and support is also given to the students to understand and learn the concepts better. There are several advantages of turning to online education even beyond the fact that the model is synonymous with social distancing. These include:*

*Flexibility: It is far more convenient for students and teachers to embrace online learning. A classroom, and with today's high-speed internet connections at affordable prices, this setup is easier than ever.*

*Accessibility: Before the lockdown, thousands of migrant students returned to their hometowns to stay home and stay safe with their families. In such a scenario, online learning becomes a lifesaver. With E-Learning, students can access educational opportunities that would not be available to them otherwise.*

*The best part is you can attend meetings or classes even while you are travelling!*



# Can you hear me?

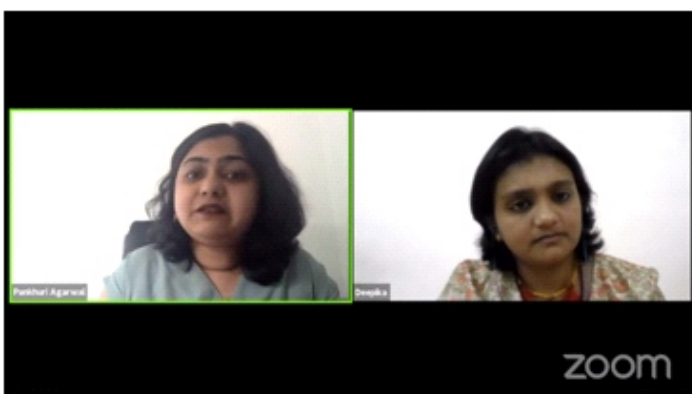
## Understanding Children



We have an inborn fear of loud sounds, therefore when someone shouts at us, our focus is on the volume and not on the content.

Ms. Deepika, a parent of Chettinad Sarwalokaa had a virtual tête-à-tête with Ms. Pankhuri Aggarwal, a psychologist & a hypnotherapist of an international repute. The talk was focused on how parents' childhood experiences affect the child, and how these experiences stored in the subconscious mind shapes the personality of the child. This talk was streamed live on the school's face book page. For more insights on child development, listen to Ms. Pankhuri

- <https://www.facebook.com/sarwalokaa.education>



### Put the feelings into words



Source : [www.goodreads.com](http://www.goodreads.com)



# Potpouri

Straight from the Students

## Fighting for an Apple

Apples are red ,  
Apples are green,  
Red or green, wash it clean.

An apple tastes very nice,  
Come and taste a slice.

This apple is strong,  
Maybe the cutter is wrong,  
But I am not going to give up,  
I want to eat it all up.

- ERIC Robinson (Grade 3)

## Chocolate

I like Chocolate  
Crunchy nutty tasty food  
Let's share it with all

- Haiku poem By Akilan (Grade 3)

## Almond & Dry fruit Energy Ball Recipe

### Ingredients

- 1 cup almonds
- 8 small dates, pitted
- 1/2 tablespoon hot water, adjust as needed
- 1/4 cup dried cranberries
- 2 tablespoons pumpkin seeds
- 2 tablespoons desiccated coconut
- 1 tablespoon sunflower seeds
- 2 teaspoons unsweetened cocoa powder (optional)

### Recipe

- 1 Add the almonds to a food processor and pulse until the mixture is coarsely chopped. Transfer to a separate bowl and set aside
- 2 In the same blender, add the pitted dates and mix until smooth, scraping sides if necessary and adding a little bit of hot water
- 3 Add the almonds in again and mix until incorporated
- 4 Add the dried cranberries, pumpkin seeds, coconut and sunflower seeds, and pulse 3-5 more times, until all ingredients are incorporated
- 5 Shape into balls using an ice cream scoop or a tablespoon and refrigerate for one hour before serving.

by Athishya Balamurugan, Grade 7

## Snails

The snail is a slow eater,  
it moves a millimeter,  
Moving around  
Safe and sound  
Are you a slimy creature?

Limerick by Akilan (Grade 3)

## Flowers

Flowers beautiful,  
They do make my life  
mindful,  
They are nature's best  
friend.

- by Sahasra (Grade 3)

## "I am"

I am sweet and cute  
I want to become a pilot  
I think about my future  
I am sweet and cute.

I understand my parents love me  
I believe one day, I will become a pilot  
My dream will become true one day  
I am sweet and cute.

- Poem by Charu (Grade 3)

@Rs50/only \*any 6 shots from 5-7 pm  
order any 6shots and get 2 shots free  
@6383909636  
6 different Flavours

**The Aum Bakery**  
"When in doubt, eat a sponge cake."  
Delicious sponge cake with the softest texture. Enjoy the soft texture and the sweet taste of the cake. You will not hesitate to take another bite.  
• Product - Vanilla sponge cake(reg)  
• Price - 150 rupees  
• Safety packed and delivered to your doorstep  
Consequences of not buying - You will miss out on a tasteful adventure and, you will be jealous of your neighbours who have bought the cake.  
For more details, call us at 9554578855  
To place your order, call us or whatsapp us  
Orders can be placed twice a month for each family on Saturdays  
Max order amount is 2 cakes.  
\*Not 3 orders per 250g

**La Saver**  
"The Order only"  
SPECIALTIES  
Fudgy Hazelnut Brownies — 600 ₹50 (Pack of 6)  
Buttery Shortbread — 600 ₹60 (Pack of 6)  
Cheesy Garlic Bread Sticks — 640 ₹59 (Pack of 6)  
Caramelized Mushroom — 620 ₹59 (Pack of 6)  
Tartlets — 620 ₹59 (Pack of 6)  
\*Order 24 hours prior  
All items are vegetarians  
Allergens may include: Milk, hazelnuts

**Mbooks**  
Read and Dream  
Get books of different genres, like fantasy, adventure, biography and many more.  
For best Rs. 20 (per week)  
Other Rs. 10 (per week)  
For more information contact

Leaflets made by Grade 7 Students as part of an English Project

# Thinking out of the box

## Thoughts without limitations

Mindfulness is a grounding ritual to start our day with peace and joy. During one of the sessions, grade 4 and grade 6 students were asked to ponder over quotes and facts about Nature. They were encouraged to think what they could learn from Sunflowers, Trees and Dragonflies.

After some serious discussion, they concluded- We can learn how to be positive from the sunflowers, how to be flexible from the trees and how to move on in life and its challenges from the dragonflies!



A profound lesson- Look around you and instill hope and faith in yourself!

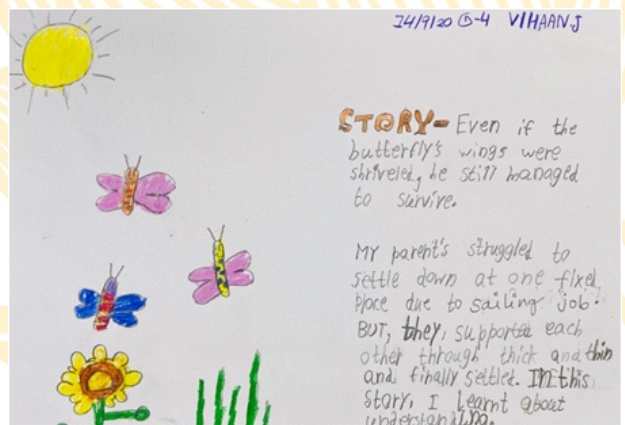
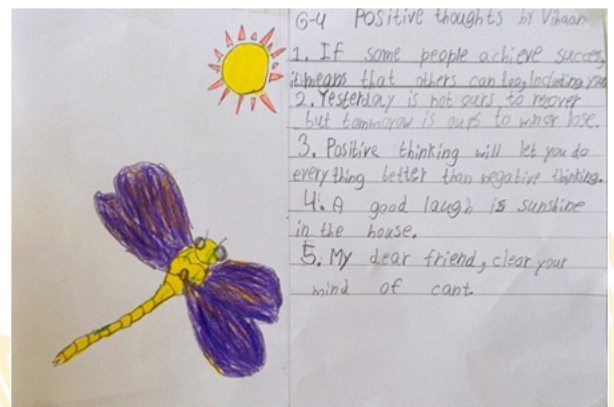
### Dragonfly

Having flown the earth for 300 million years, dragonflies symbolize our ability to overcome times of hardship. They can remind us to take time to reconnect with our own strength, courage and happiness.



Keep your face  
to the sunshine  
and you cannot see  
the shadows.  
It's what  
the sunflowers do.

Helen Keller





# Nature and I

In harmony with nature

Environmental conservation and practicing sustainability is extremely important for the health of our planet. As citizens of this planet, we need to act with responsibility and compassion to protect all life on earth. This needs concerted efforts by the young and old alike. Nature and I was launched as a program for children to be the change makers of today and tomorrow.

To champion wildlife protection and conservation, on the occasion of World Wildlife Week, children from different schools participated in poster making, caption writing and shared their ideas to protect their favourite wildlife.



On the occasion of World Nature Conservation Day, we invited students of grades 6, 7 and 8 across the country to share their thoughts on the environmental issues faced by our planet and present their solutions in visuals and words. 160 students participated in the event, 10 finalists were chosen to present their ideas to a 3-member panel on a facebook live session. Impressive solution to the universal problems poured in as these children kept themselves at the center of the solution and action.

Here are the voices of the three finalists:

Archana SR raised her concern over the depleting population of marine mammals and urged everyone to become Ocean ambassadors.

Dhaya P, emphasised on the need to save birds and make bird houses as they play a critical role in the ecosystem.

Sanjitha P believes that schools and neighbourhoods should organise events to sensitize people about the impact of depleting wildlife population. She said "Let us not be wild to wildlife, let us protect them".



Our next event under the Nature and I program is the Art Fest, an immersive and creative program for the learners to explore and reimagine art by taking all the elements from the Nature.



Coming up

# Utsav & Christmas Celebration

## Credits

*Photography credit  
goes to all the parents.  
Thank you parents  
for your contribution  
to this newsletter!*

### *Newsletter committee:*

*Ms. Saran  
Ms. Mahashweta Sengupta  
Ms. Srividhya.V  
Ms. Deepthi Sre.V*

### *Design & Technical support :*

*Ms. Shivani L Karkera  
Mr. Arun kumar.R*

### *Content team:*

*Ms. Jayanthi.S  
Ms. Khairoon Sulaiman  
Ms. Sona Joe Ammattil  
Ms. Srividya Sekar  
Ms. Karthiga Catinat  
Mr. Sarvaj kumar Jeyakumar  
Ms. C R Gayathri  
Ms. Preeti Verma  
Athishya and Alvaranji (Grade 7)*

Follow us on:



Contact:

Phone

+91 98415 92000  
+91 44 4742 9900  
+91 91235 49717

Email

info@sarvalokaa.org

QR code to visit our website

