



JANUARY 2019 ISSUE 11

# Neev Times

The Newsletter of Neev Academy

## Contents

- Founder's Note
- Campus Buzz
- Learning Journeys
- Sports
- Students' Voice
- Teachers' Voice
- Creativity, Activity, Service (CAS)
- Junkyard

## The Team

Aditi Magesh  
Amodini Waddehra  
Ananya Manglik  
Arya Varma  
Isha Chawla  
Kriti Sarawgi  
Maya Ganesh  
Mehr Sohal  
Navya Sahay  
Noor Sabharwal  
Riya Mehta  
Rohini Chakraborty  
Saania Kaushik  
Samara Prabhakar  
Samitha Sri Bhaskara  
Shriya Karuturi  
Suhaani Haque  
Shiza Mehreen (Advisor)  
Shubha Jain (Advisor)  
Ushita Banerjee (Advisor)



# Founder's Note

Dear Neev Community,

Reading is a pillar of development at Neev for many reasons. Readers are better prepared for a world that changes everyday. Readers are more able to find and learn about something they need to know. Reading is a form of travel that expands the surface area of your mind. But the most important reason is that small differences become big differences over time; the lasting impact of the distance between a reader and a non-reader is evident in our classrooms (particularly our older ones). Learn to read-read to learn builds life-long learning skills like nothing else does.



Neev tries to develop this in three ways. First is reading@school, which is a quiet celebration and getting deeper as we grow older. Second is reading@home, which is nudged by book lists, library visits, and homework based on books. Third is Litfest@Neev with its explosion of author events, discussions, book prize, and book market place.

Our in-school reading - so far most successful in PYP - comes from the enhanced efforts of our library and teaching teams. In-class reading has stepped up; novel studies have grown 2.5x, adding new genres/titles and some Indian authors; class libraries, student reading conferences, daily read-alouds and USSR (uninterrupted silent sustained reading) time are building stronger readers. The library is developing as a hub of learning; an ever-increasing collection of literature - bridge titles, new titles/genres - is taken further with making the library more engaging, focus on authors and themes, and events like the recent world-read aloud day where 30 parents - moms and dads!! - joined hands with teachers. The MYP reading is also growing, but more quietly; avid readers are accessing the enhanced collections more, but we need to do more with the reluctant readers.

NLF has learnt that a children's litfest is an intellectual buffet for parents, children and teachers. NLF also recognises that the world of reading is changing in many ways:

- The stories of today have different plots, language, themes, formats and genres
- The information age means the pace of writing has changed; stories are shorter, messages often quicker and arguably more powerful
- The pace of reading has changed; stories travel around the world and move faster
- There is no paradox between stories being more globally owned and the increasing importance of Identity i.e. 'missing stories' are missed more
- The digital revolution understands the bi-literate brain as different from the text reading one, in structure, function and affective development
- Images in books are no longer supporting text, but a different medium of communication in itself, creating another kind of bi-literate 'reader'

NLF 3.0 aims to synthesize this with Indian writers experimenting with the changing world of stories and International writers that up the standard. Three large themes for deep conversations are - The Futurist (Consciousness awakening - AI, Conflicts, Dystopia as a commentary on where we are headed, Taming the modern beast), Learn / Unlearn from History (How missing stories impact perspective, Revisionist history, etc. ), and Reading (Digital brain Vs Text brain, Visual communication vs Text, Changing language complexity and its impact, etc.). We will also continue the short interactive sessions, building on last years feedback from kids, parents, authors, illustrators and librarians, on our 'Circus tent' sessions.

With an aim of extending NLF 3.0 beyond the two days we are imagining weekend author curated walks on nature, history, adventure, mobile reading in shared community spaces, etc.....still thinking...we have aspirations towards this, but we'd love to hear your thoughts. Neev Children's Book Award 2019 has kicked off; starting early, we will also build children's voices into the Book prizes.

We must take cognition of what is not working too. Gender focus in publishing is not changing - boys reading lesser than girls, which research shows impacts reading and writing scores. While repercussions are still emerging, workplaces are changing finally. 50 percent of new lawyers are women, and increasingly so for doctors and engineers. History has long shadows, but the arc of history bends towards justice even if it takes longer than we would like to think. Change should always be measured at the margins; look at flow, rather than at stock - the gender ratios in intellectual careers is a definite trend. How are we preparing our children? How can we flip them all to being avid readers...to being life-long learners?

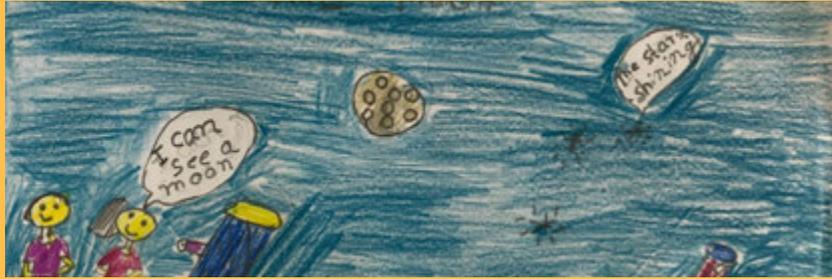
Someone at Neev said to me 'I can confidently say that the Neev parent cohort is on average aligned with focus on reading. And even if they aren't, you are nudging us to think about it'. Our hope lies in the aspirations of our kids and the dedication of our parent community.

Basically our one goal is - get everybody reading more! So pick up that book. Read to kids. Read with kids. Reading is a modeled habit. Reading is the only deceptively solitary habit that is completely social. Focus on what kids are reading; the what, why and how matter as much as how much they are reading. One of my favorite quotes is an author who imagines heaven as some kind of library; Now I'm off to read!

**Kavita Gupta Sabharwal**  
**Founder & Managing Trustee**  
**Acting Head of School**

# Learning Journeys

## Talking to the Stars



On 19th January, Saturday, I went for a sleepover. It was not a normal sleepover, it was a... SCHOOL sleepover. I went by car with my parents as there was no school transport. We had dinner at school and we played a game called spider web where we shared our understanding of the moon with each other. After we finished our dinner, we went to the sleeping area and opened our sleeping bags. After the lights were put off, we chatted and slept.

Students of G1

## The Temple with a Hanging Pillar



I was very excited! On 18th January we were going to Lepakshi for a field trip. I went to school with my friend Ishi. When I entered school, 'Hello!' I shouted to my friends! We were standing in a line so Miss could choose partners for us. Miss chose me to be with Akshita.

We took three buses. One was for 3A, other was for 3B and 3C. Akshita and I chose a seat in front of our friend Ishi. We played and talked throughout the bus ride. "We reached," I said. We unfastened our seatbelts. We took the things we needed and formed a line. We started walking towards the temple. The experts there told us about how the temple was slowly built. The people who started building the temple were two men named Veerupana and Veerana. The whole temple was made out of granite. Then we moved forward and saw many beautiful carvings of different gods and goddesses holding different instruments, doing various dance forms, etc. Inside the temple there were lots of paintings from the olden days. That was also a beautiful way to express different social issues and stories. On one ceiling there was a story expressed by art. The story was about justice. We all understood fair judgement from this story. When we walked a bit further, we saw a pillar called the hanging pillar. To test that it was hanging, sir took a sheet and a scarf and slid it under. It was really hanging! I was amazed. Then we chose a pattern to draw from the people's clothes carved on the ceiling. After drawing we went for lunch. Then we went to see Sita's footprints, but we actually don't know if it's true. We also went up and saw some blood marks, but again we don't know if it was actual blood. After that we saw a few more things and left. We said thank you to the experts and boarded the bus. After some time we reached. It was an amazing trip!

Tara (G3-A)



G5 gears up for the trek



Moon observation and sleepover for G1 students

## For it is not the Mountain that we Conquer: Field Trip to Horagina Betta

It was a day away from the humdrum of the city. Our hike in Horagina Betta, which stands at 1,440 m above sea level, began at about 9:00 am. We could see a myriad of expressions on the faces of our preadolescents. Some were curious, some intimidated and some too caught up in conversations to care about what lay ahead.

As we climbed, some students required a hand at places where they were required to take a large leap on the rocks. There were points where the ones leading had to stop and wait for the rest of the team. The teachers reinforced the fact that this was a team activity which required us to show cooperation and empathy.

At this point, we saw that some students felt a sense of achievement for making it this far and were excited to explore what lay ahead, whereas some were extremely exhausted. Our coordinator, Miss Soumya encouraged the students, who wanted to give up, to change their attitude towards the activity and take it up as a challenge. They finally agreed to continue.

Once again the group continued, sipping water throughout the way. Sweating and panting, they maintained their momentum as they climbed. On the way, they spotted some geckos and birds of different kinds. The hillside gave us a bird's eye view of the surrounding landscape. The hill itself glowed with the tall, golden grass. The wind soaked the sweat from our foreheads as we neared the summit. Our fatigue began to wear off with thoughts of accomplishment. When we reached the top, we saw how exhilarated each student felt. They hopped and jumped with elation.

In that moment, every member of the group felt, a rush of adrenaline. There were no worries in this moment, just a sense of contentment. Edmund Hillary's quote rang true in this moment, "It is not the mountain that we conquer, but ourselves." The trek was all about overcoming the obstacles that we have in our minds about our abilities.

Grade 5 Team

# Learning Journeys

## A Visit to the Land of Diversity

On the 29th of January, the Grade 6 students set out for Gujarat. This was a trip to show us urbanisation in the states of India. The state of Gujarat also has a great history that has layers of empires and civilizations under it.

Walking through the streets of the cities we visited, I saw a great blend of religion and art. For example, while walking through the historical places of Ahmedabad, we saw the most beautiful mosque that the city has, the Sidi Saiyyed mosque, a great Islamic work piece. Here, there is a blend of two religions as seen in the famous 'tree of life' jali work. These jalis were built by Hindus and they created forms that they knew - flowers and leaves of temples, showing us the blend of Indo-Islamic art. These artisans made two trees - one showing life and happiness with flowers and one with no leaves that shows sadness and death. People might not see any difference in this, but usually there is no depiction of nature involved in mosques .

In the last few days, we saw a lot of different art forms - Lacquer art, Rogan art and copper bells. I saw how artisans all over Gujarat came to this one area, because Rogan art is a widely popular form. I loved the way all these art forms eventually interconnect and that each one helps the other survive. I enjoyed the Lacquer art more, as these are being lifted from areas of poverty. I enjoyed how this art was probably very small at the beginning, but now few families have been able to earn from what they already know. This reminded me of a good leader (Rogan art) lifting others (Lacquer) who were in need and helped them be their own leader.

Another thing that caught my eye was how the Amul factory helped create many jobs and helped women from that area to be educated in what they already knew. People from Anand learnt new technology about pasteurization, which helped them in getting better milk. It almost felt like Amul was a dye that spread across the wet cloth, being Anand.

In conclusion, this trip answered many questions I had about Indian culture, filled every part of my stomach and made me respect Indian states even more for their unique characteristics. Overall, from the salt deserts to the delicious butter - I saw whole and whole, Gujarat .

**Meghna Ganesh (G6-B)**



## Students' Voice

### Lit Circle Club (Senior School) - Delving into the Depth of Literature

We grew up reading and loving our 'Cinderella', but did you know that the original 'Cinderella' was a story quite grim in which two sisters cut their toes off to fit into a glass slipper? And then there's another older 'Cinderella' from Egypt and China. Is Cinderella then about the painful and enslaving foot-binding culture in China? What are fairy tales really? How and why have they changed over time? The secondary school Literature circle has focused on these questions while reading tales from the Brothers Grimm, George MacDonald, Angela Carter and recent adaptations by authors like Marissa Mayer, Adam Gidwitz and Donna Jo Napoli. Here are some impressions:

**No definite definition** - Before starting this exploration into fairy tales, my idea was that fairy tales are meant for children and are always happy. However, after reading the original fairy tales, collected by the Grimm brothers, and other tales by Angela Carter, George Macdonald and Adam Gidwitz, I was confused about what a fairy tale is. Some stories had a few similar characteristics, but at first, I could see nothing consistent between the stories. An essay in the George Macdonald book, called 'The Fantastic Imagination' said that fairy tales are what you see them as and there is no point calling them something that they are not. I am still confused about what fairy tales are, but at least now I know they can be anything I want them to be.

**Bandana Bajaj (G-10)**

**Language** - Angela Carter's language in 'The Bloody Chamber' was so fluid and compelling that it was impossible for me to put the book down. She perfectly kneaded together gothic imagery and dark descriptions that gave me a 360 degrees tour on the gothic architecture of the place. And like diving into a pool, I dove straight into this magical world. Her description of the characters made me feel as though I was embodying their experiences. For instance, when the protagonist found the pile of dead bodies in her husband room, I felt chills run down my spine as I experienced second-hand horror.

**Naviya Jain (G-9)**

**Time** - I was able to get a sense of the impact time and mindsets had on fairy tales. The evolution of relationships, both within families and romantic, was explicitly reflected through these fairytales. It started off with Grimm's tales where girls seemed to have the daunting task of bringing the family together, sons were turned into frogs for disobeying their fathers, and daughters were forced to marry their fathers. Things slowly progressed in George MacDonald's 'Light Princess' where the female protagonist was given the liberty to take onus of her life, and pursue her own love interests. And lastly, Angela Carter's feminist writing empowered women and subtly attacked sexist mindsets. All this makes me wonder- aren't fairytales far more powerful than we reckon them to be?

**Mehr Sohal (G-9)**

# Students' Voice

## Learning Centers

We construct, we connect and we create. We make a lot of things and it is always so much fun. Sometimes we work together and sometimes we work by ourselves. I always have fun in the centers. There are many centers to explore like DIY, art and craft, math manipulative, class library, science experiments, word playing games, and Mechanix. We can go to the center anytime and choose anything that makes us happy.

**Prisha Modi (G1 North campus)**



## We Stood United In Spirit

The idea of spirit week was something I was personally very excited about. Last year, the student community had been promised that a wacky week would be celebrated in our school. Finally, this was brought up in the Student Council at the beginning of December. Discussing this in the Council was fun because everybody had so many ideas and encouraged many people to speak up. However, this week was meant for the student community to have fun, get creative and, most importantly, raise school spirit. The Student Council sent out a google form asking students for their suggestions for themes. Needless to say, we got an overwhelming number of ideas. However, since we only had 4 days to implement this, we had to choose the most popular and most relevant themes. The final decisions were - Role Model day, Retro day, Pajama day and Christmas day.

The best part about Spirit week was to see so many people participating, and putting both effort and creativity into their outfits. The students were all pumped up and I heard many compliments go around. Even the teachers were dressed according to the themes! In my opinion, spirit week was a great success and I hope everyone enjoyed it.

**Bandana Bajaj (G10)**

## Sharing the planet

A Few of our students have written poems to showcase their learning from their unit of inquiry which was about disasters and the impact they have on people, Students were also introduced to the importance of preparedness and response. Through these poems, they want to spread awareness and depict how they empathize and care about the victims of disasters. They want to spread the message - that we are a part of a community and each of us can make a difference .

### **POEM INSPIRED BY TWINKLE TWINKLE LITTLE STAR**

There it is standing in our midst,  
Across a great blanket of darkness, alone and free,  
A mere speck of light, in an ocean more vast than the sea.

One lonely star, a diamond purely placing itself in the middle  
of the great sky  
A creation of light a gazing wonder  
Twinkle little star how I wonder what you are

## A whirlwind of learning - G6 Spotlight

The two main skills I developed in Greek Theater during our Performing Arts trimester were collaboration and chorus work. I was exposed to a lot of things that were initially out of my comfort zone. Over time, I began to come out of my shell, and put myself out there. In my group, there were a lot of interesting personalities: some timid and quiet; some intense and overall very "present." It took a few months for us to strengthen the bond that kept us depending on each other throughout the process. Greek Chorus was a large chunk of our unit that allowed plays to have a cohesive feel and added power to the emotional scenes in our plays. My scene was meant to be interpreted in a way that displayed agony, death, and the strength of a mother's love. It took some hard work to make the arrangement look visually appealing, and convey the message.

I would utilize more poetic and descriptive dialogues if I were to redo the play. Since we were not given detailed sets or props, it was up to us to paint a picture of a setting with creative elements. It would heavily influence my performance if I were to have my character's thoughts course through my head rather than my own, as I sink to my knees, with an expression that is imbalanced with my emotion at that moment. One of the biggest pieces of feedback during my conference is that the planning shows on my face while I act. I tend to be afraid of things that might go wrong, and it shows. I watch my own movements, trying to match them with my character's, which just doesn't display "authenticity."

My overall experience was a whirlwind of new learning, unfamiliar situations, and ultimately, newly acquired skills. Vineet Sir was patient and guided us every step of the way. Although he was there to lead us to the crossroads, the path we took was our decision. In the end, it was amazing to see the piece we had created, and all the unique interpretations we had of classic Greek myths.

**Isha Chawla (G6)**

### **Imagination**

We go into a dreamland never been  
So come come  
Explore with me  
What you have never seen.

We use a scale to measure  
A part of math  
We will go get treasure  
Eat maintained sugar  
Or you will become fat.

Oh! Light please come back  
You make our dark bright  
The bag needs to be packed.

**Bhumi Bhandari (G1 North campus)**

### **The World**

The Earth is round and  
the sky is blue,  
Everything in the world is  
new.

There are people  
everywhere,  
You see things here and  
there.

In the morning it is  
shining bright,  
It's very dark late at night

Everybody is very happy,  
Everything is comfy.

**Keerat (G3-B)**

A planet of light?  
A piece of the sun?  
The eye of a giant?

Keep imagining, a gaze into  
your heart to go on and on  
because there might be a day  
when the shining star is gone!

**Mythri Swaminathan (G4-B)**

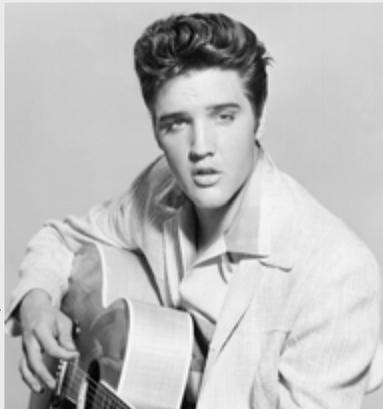
# Students' Voice

## Tribute

### It's written in the stars, your destiny is cast

I hadn't known about Elvis Presley until last year when my dad was singing along to a song on the radio during the retro hour. Turns out that song was one of Elvis' most popular songs, "Jailhouse Rock". Elvis sang various genres ranging from pop, country, and blues. However, he was and still is known as the King of Rock and Roll.

If you listen to one of his songs today, you might not find it that fascinating, but many artists even today are inspired by his talent and creative work. In fact, the genre of rock that we know about today wouldn't have been the same without the musical genius of Elvis.



He is famously known for the way he performed on stage and the way he dressed. His famous shiny coat and a sample of his hairstyle are even kept in a museum today. It's not really possible to explain Elvis' popularity in just a paragraph. But here's the gist of it... One of the main reasons for Elvis' popularity was that he combined the music of the blacks and whites. This widened his audience and his listeners also enjoyed the new take on the music they were used to hearing on the radio. Another reason is that he addressed topics that not many people used to talk about very openly, and listeners could relate to this.

I personally have been deeply motivated and influenced by the works of Elvis. Being a part of various bands, I have analyzed and performed many works of his, including 'Jailhouse Rock', 'Hound Dog', and 'It's Now or Never'. My style of playing the guitar has changed ever since I saw him play, and by studying his past I have learned that anything is possible.

At first, he may not seem that great, but if studied closely, Elvis is a man who will always inspire musicians all around the globe.

**Adi Kuchlous (G8-B)**

### Grade 4 on a musical journey

Our music assembly was super fun! The purpose of this assembly was to showcase what we had learned in music. We were nervous, excited and happy that we got the chance to play new instruments which we learned in front of a crowd. We would like to thank our music teacher Neill sir who spent his time and his patience in helping us learn music. During the music trimester, we developed many skills like music reading, vocal skills and instrument playing skills like the ukulele. We had fun singing too. We sang songs like 'Bare Necessities', 'Let's go fly a kite' and 'Do Re Mi'. It was a wonderful experience and new learning that we got from this memorable assembly. We learned new music theory and showed it to the whole PYP during the assembly and we are happy that we performed well and the assembly went great. Now that the music trimester is over, we will miss the fun and frolic we had in the class.

**Arin & Saanvi (G4)**

## Respect

The Oxford Dictionary defines respect as, "a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements." From a very young age, we come across this word in numerous contexts- "Respect your elders" and "Have self-respect" are common examples. In our Indian society, where we hold societal and familial morals with high value, this is drilled into us. If we do not respect someone or something, we are punished. At the same time, younger ones are tutored not to retaliate when disrespected. And life goes on.

On first glance, this seems perfectly okay. Respecting someone is the right. Furthermore, if someone disrespects us, we mustn't stoop to their level and behave like them. Hence, it looks fair and we all try to abide by it. Let's add two factors into the mix - deservedness and mutuality. Deservedness is whether the people we respect actually deserve our respect. Simply put, do we respect people due to merit or title? Mutuality refers to reciprocation of respect. Firstly, let's think about self-respect. At the most basic level, to have self-respect is to have your own standards and dignity. Self-respect is quite intricately linked to the mutuality of respect.

Thinking about respect like this blurs the line between whom to and whom not to respect. With that, either you have achieved enlightenment, or I've fed you utter nonsense. Or, I may have, most likely, confused you completely. What next? Well, the safest thing to do is to stick with the societal norms. That aside, the reasons as to why I took the effort to convey this is - Firstly, it's so that you're aware of what you're doing and why. Secondly, it's so that we, as the future generation, truly earn the respect we are shown.

**Advaith Prakash (G11)**

## Neevotsav

To me, Neevotsav means acting with emotions and confidence. You have to practice a lot to get it right and be good. Last year in Neev Jatre at the preschool, I was the Raja in 'Raja's Moustache'. My mother and father said that I was amazing and everyone laughed at me. It was fun. In this year's practice, I'm playing Pook, a boy who does something wrong all the time. He switches on the light when he sleeps and wastes electricity which leads to global warming.

I'm a bit shy, but I like the performance.

**Ishaan Shivam (G1 North Campus)**

### Compassion and Diversity

A story always starts with a word,  
I am quite sure you have heard.  
Life is written quite like that,  
From bacteria to the fruit bat.

There is a small branch in the tree  
of life, in fact too small to see.  
That branch, I can tell with accuracy  
is known as humanity.

Currently, parts of this branch  
are trying to destroy each other.  
If this continues a little further,  
Then this branch will smother.

You want to stop this, don't you?  
I will tell you what to do.  
If a man who differs is behind,  
Turn around, say "Hi" and be kind.

**Ishaan Varior (G 7-B)**



# Sports at Neev

## Sarvajeet Divas at North Campus

The First Sarvajeet Divas of Neev Academy, North Campus on the 20th of December showcased children displaying qualities like "discipline, principle and the courage to do the best to their ability and translate these lessons to wider life.

To make the Sports day even more collaborative, we involved parent volunteers who helped us and also gave a lot of encouragement to children to do their best. To ensure children notice their parents' enthusiasm and sporty attitude on the field, we invited them to take part in similar races that their children participated in. It was wonderful to see children cheering and in-turn encouraging their parents throughout these events.

Parents were very happy to see their children's determination and went back feeling proud of their participation, thereby marking this day as a memorable one, being their 'First ever' Sports day!



### Team North Campus

### The Day when Everyone Wins



Sarvajeet Divas means sports day in my school Neev. Sports means being mindful, disciplined, teamwork and having a lot of fun. In the practice, we exercised a lot so we can do our best. On the day I participated in many races and never gave up. I won two gold medals. I won in the pastry race and pyramid relay. The pastry was very yummy. My mamma felt happy and she kissed me.

**Aadhya Suresh (G1 North campus)**

## The Gym Below the Blue Sky

Development in sports is entirely dependent on the development of the infrastructure provided. This is why Neev Academy has created a unique sports programme and facility structure based on scientifically proven methods and systems. We feel that this provision would bring out certain qualities in students rather than just teaching them the sport itself. Encouraging strength development and the outdoor gym has resulted in an enthusiasm among children to participate and has resulted in the fitness, strength, and endurance of the participating students to drastically increase, hence bringing out their full potential and capability. Malik's words, "You don't get fit by playing the game, you get fit to play the game", are the backbone in proving the importance of these newly implemented facilities towards enhancing the skills of our athletes. The outdoor gym, in fact, was a training technique used by the Indian army in opposition to regular indoor gyms. Being blessed with Bangalore weather, it is the perfect opportunity to get in a workout in the great outdoors within close proximity to the field. It truly is a gym strategically positioned below the blue sky. All facilities are being used for regular sports classes as well as for the staybacks.

Yoga has also been incorporated into the students sports schedule as it teaches them focus, and helps all individuals alike in keeping their minds and body balanced. It teaches students that you can't always control what goes on outside, but you can always control what goes on inside- a skill crucial to any sportsman.

We encourage all to utilize the field during lunch breaks in order to make good use of time, develop new skills while having fun, and most importantly, head towards being more fit, active and physically/ mentally capable individuals.

**Brig. Ravinder Malik (Director PHE) and Kriti Sarawgi (Senior sports captain)**



# Teachers' Voice

## "Inclusion is about creating a better world for everyone"

**"Inclusion is not a strategy to help people fit into the systems and structure which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone."**

Kristen Pelletier is an independent educational consultant, coach, co-creator and teacher trainer driven by a mission of supporting exemplary inclusive cultures and practices in international schools. Her company, Redefining Access, is based in Brussels following 19 years at the International School of Brussels where she was most recently the Director of Student Support Services. Ms. Kristen now works full time supporting international schools with inclusive practices.

From 10th to 12th January 2019, the Students Support Services team which includes the Learning Support/ Academic Coaching team and Counselling team (Socio-emotional and Career counseling) from Neev Academy and our Early Years branches along with the Leadership team had the privilege to attend a workshop conducted by Ms. Kristen Pelletier. This was our second workshop with her in a series of ongoing professional development sessions, planned over two years.

She has been helping us relook at what inclusion means to us as a school and how we can create a framework to support learning for all students collaboratively. We worked towards developing and fine-tuning our 'Multi-tiered Support Services' (MTSS) model which involves outlining shared responsibilities of the whole school team to effectively cater to the needs of all students in our school.

With the help of Kristen, Neev is working towards becoming more a proactive and responsive system which will support both ongoing professional development and meet the needs of all students. The workshop has helped us to develop learning opportunities designed to develop self-directed learners while supporting curriculum access for all.



## My learning, my way

"One size fits all" – funny isn't it? Well certainly doesn't work with our kids at the North Campus.

This approach to education does not support the diverse needs of all our learners and learning centers can be a great first step to personalize learning for students. In our classroom, students come in having a spectrum of abilities, talents, and growth areas and thus the emergence of learning centers. These centers allow our children to be self-motivated by concentrating on things that interest them intensely. It allows them to freely choose, move, explore and experiment with materials that they find interesting.

As they engage in self-selected tasks, we as facilitators observe their habits of selection, the nature of the activity chosen and the growth of social skills. These learning centers provide our children with time to cultivate ideas, a place to preserve it, and opportunities to share with peers and other adults.

### Team North Campus



Practice Session- Neevotsav

## Neevotsav - Curtain Raiser



The theater team is very excited to present this year's Neevotsav. As always, this year's event is also spread across three days from the 26th to 28th of Feb '19.

On day one, children of grade one will present to you a unique tale showcasing their unit of inquiry – human-nature interaction. Inspired by the famous book – 'Lafaccio' by Shel Silverstein, the story examines the influence of humans and animals, more specifically a lion. Do come to cheer them on as all of grade one morph in and out of characters to portray and weave one fascinating tale.

On day two, you can expect to see all seventy-two students of second-graders take you through their process of inquiry and share three different and original stories of survival, adaptation, and migration. Come and find out if the Agumbe forest mice find respite to the ever-threatening Naga or can they find other ways of survival? Will the Bathukolis' manage to find a safe home for their very precious ducklings and will Khari, a demoiselle crane, survive her first ever migration, also considered to be the longest and most dangerous, and discover something new?

Day three of Neevotsav has a lot in store for you too! Of the many role models that have changed the course of how the world works, this particular explorer proved that the world was round but in due course of time became a controversial and disputed character. Come watch the students of Grade 3 showcase the story and some surprising facts about Christopher Columbus. Another class of Grade 3 will be delving deep and raise some hard-pressing questions to raise awareness into an issue that concerns all of us – WATER! Looking forward to seeing all of you and celebrate Neevotsav and all our children's learning.

# Teachers' Voice

## 5 Tips to Speak Your Mind in a New Language: Spontaneous and Fluent

Have you already learned a foreign language and wondering why you are not fluent enough? Believe me, you are not alone. This is one of the most common problems that foreign language enthusiasts face.

But we need to remember, when there is a problem, there is a solution. Here are 5 tips for people who have already reached an intermediate level in any foreign language.

### 1. Look, Listen and Imitate

The first and foremost thing which we tend to ignore is to 'listen'. Where listening is the most important skill to learn and master pronunciation. Watching mother tongue speakers carefully helps to understand the art of pronunciation. It takes some patience initially to watch the movement of facial muscles and lips. Then imitate. Train your mouth and facial muscles to produce the exact sound of an alphabet or a word.

### 2. Watch Movies: Indulge in the Language

One of the most effective methods of foreign language teaching and learning is called 'Immersion method'. A student is provided with the circumstances/environment where the foreign language is spoken. The student starts living the language.

Of course, it is supposed to be a wonderful method. But is it possible for everyone to go to Germany to learn German or to France to learn French?

No, it is not. The best alternative to create little Germany or France around you at least for two hours is to watch a movie. You can watch it with subtitles. That does not harm the process. Understand the actors, hear what they have to say, feel emotional, laugh, cry and live the language.

### 3. Stop Translating: Think

What makes a language someone's mother tongue? When you learn a language without translating it to another one, that language becomes the primary medium to express yourself. You can compare your mother tongue as the OS (operating system) of your brain. So as you know that there can be multiple operating systems installed on your computer. But no two of them can work together. There can be only one at a time. Only then it can function flawlessly.

### 4. Listen to Podcasts and repeat after

Yes, sure. But why? Here is why. Given that you have learned the language theories, most of us face problems when it comes to using them in real life. We don't come up with the right grammar and right vocabulary at the right time. Listening to podcasts and repeating them after trains the brain to learn the vocabulary and the right grammar with it. Do it for five days, you will see the difference.

### 5. Expose yourself to the language: Speak

After the above four steps, I believe you are already getting better at your vocabulary and grammar. You are almost there. Only one thing is holding you back now. Lack of confidence. You need to trust me on this. It doesn't matter. Everyone makes mistakes while trying anything new. But if you give up on trying, then fear has won over you. Would you really want that to happen? After all your efforts to come till here? Let it go. Remember what Rocky Balboa said? "Keep moving forward."

Even if you do all the above and do not step out there and start speaking, the work will go in vain. Use every opportunity to speak. Be it a native speaker or a fellow student or simply someone who speaks the language. You will get better at speaking in no time. I promise you that.

Saborni Mondal (Teacher)

## READING CORNER

### The Magic of Reading aloud

'The Read Aloud is an absolutely magical and profound tool for inspiring, motivating and engaging readers of all ages'. - Pam Allyn

Children huddled together around a story-teller, words and phrases from different books echoing in the school's classrooms, hallways and even the lawn. A few children giggling as a humorous plot is unveiled to them, while others sit in rapt attention as the suspense builds up in theirs. The immersive power of a good story for both, the story teller and the listener, is fascinating.

Neev has always aimed at raising good readers and we had just the right opportunity for parents to get on board with us and encourage this idea further. On 'World Read Aloud Day' (February 1st), we hosted a parents' session in the PYP which saw an overwhelming number of volunteers. The parents brought books of their own choice and were allotted classes and reading corners all around the school premises to read to the students.

It was a magical experience for parents to get inside the classroom and see how students interact with each other as readers. Some said the children had 'brilliant perspective' while others were amazed at how they were 'full of questions' and listened 'so actively'.

The students had a wonderful day too. Although they enjoy the everyday read aloud by their teachers, they loved the idea of their parents reading aloud to them in school, and were so excited that some even tried to discreetly sweet talk the library team into allotting their own parents to their class.

This event confirmed our belief in the power of reading as a community. As one parent put it, 'Reading has become a family affair, thanks to Neev'. We would like to thank all you parents too for your towering support! After all, 'you're never too old, too wacky or too wise, to pick up a book and read to a child!' - Dr. Seuss.

Nidhi Shah (Teacher Librarian)



Celebrating the magic of reading aloud

# Creativity, Activity, Service (CAS)

## A Lesson on Animal Compassion

When we went on our CAS trip to CUPA, we got to meet a number of rescued dogs. It was really fun spending time with them. We got to bathe them too. But the real learning was when we heard each dog's story. There were a few cases where the dog was ill-treated, in some they were found abandoned.



The one that was the most eye-opening and sad story was that of Hope. She was a 'bad-bred dog', meaning she was randomly bred with two dogs and had some genetic deficiency and hers was having brittle bones. When CUPA found her, she had broken bones as a result of throwing her from a one-story building. All the vets there said that she was going to die but only one of them said that they could do an experimental surgery where they would put steel rods in places where she had very badly broken bones.

We, the students of Grade 6, chose to fund her as a class. Why this was so eye-opening was because it helped me understand how we treat everything around us may it be non-living or living. We don't think about long term consequences and the impact of every movement that we make or even our thoughts. Most people in the world are like this. Evidence of this fact is the number of rescued dogs in CUPA. It proves that so many dogs were treated brutally. Not only dogs, think about every other material, every other living being - what do we do to them in Bangalore. Now imagine the world and how it is degenerating. That's my takeaway from this trip - the impact we create as human beings in this world.

**Adhavan S Kumar (G6-A)**

## A Hand of Compassion



Muhammad Ali once said, "Service to others is the rent you pay for the room here on Earth." At Neev Academy when we learn and through practical attempts, work on CAS we try to pay our rent as he said.

Our school has always provided us with great opportunities for us to improve ourselves and find our true passion. One such opportunity for Grade 7 was the visit to Nightingale Old Age Home. It was a day old-age home. This visit showed me that there are people out there who are struggling and need help. As people grow in age, difficulties rise - they may be physical, mental, social or others. Even small gestures could potentially make a huge impact. We simply sang for them, smiled, and helped them make paper bags which was a way for them to earn money. Although the amount of money they earn is minimal, they manage to put in as much love and care into it as possible. Through the visit, I learned about some of the physical and mental struggles of the elderly. Meeting and communicating with them was fun, though I did not know Kannada, Telugu or Tamil. I overcame this barrier with the help of my friends who are familiar with these languages. This gave me a great opportunity to understand how much I loved spending time with them and learning about myself. Through this, I have changed my mindset about the stereotype that all old people are very dependent. They taught us how to make paper bags and manage ourselves. I felt that this entire visit would not be possible without discipline, enthusiasm, and respect. More such service projects that we can execute together will eventually help everyone find a purpose for himself.

**Sunav Bajaj (G7-A)**

## Joy to the World

On the 19th of December 2018, students of grade 8 visited the Parikrma Institute for Learning in Koramangala to spread the joy and cheer of Christmas through carol singing, decorations and interactions with the students. For me, this experience has been a truly eye-opening one that revealed the problems in the world around me and the compassion and love that can be spread for sheer happiness. This was a revelation for us and encouraged us to take more action.

This experience has changed my worldview and has made me more focused on others rather than myself. It has taught me that for a successful and happy society, it is important for every member of the society to be happy, educated, understanding and a philanthropist. I have also discovered something about myself through my interactions and communications with others that I can build meaningful and lasting relationships. For example, multiple students at Parikrma became friends rather than acquaintances. What I learned about others is that happiness is relative. Children at Parikrma, who do not have quality nutrition or the conducive environment at home, are still prepared to share their joy with others because they are content. The value inculcated in me through this is that "Strangers are just friends you haven't met yet". This activity benefited the Parikrma Institute for Learning as it was an experience for students to share their work and for us Neev students to spread the festive spirit. My learning in this activity has made me more aware of my surroundings and I believe this is applicable in other situations to solve real-life problems. I believe the learner profile attribute that I have demonstrated and developed through this has been being caring since I made an effort to be helpful to others. My work in this activity has made me more determined to solve global issues like uneducation.

**Pranav Gupta (G8-B)**



# Creativity, Activity, Service (CAS)

## Reaching out to the Community

On the 18th of December, 2018, we the students of Grade 9 and 10 went on a CAS trip to a nearby community school. This CAS experience truly was teamwork at its best. This being my first visit to a community school, I indeed had the opportunity to learn immensely. I had the chance to view the condition of the classrooms, the campus and also interact with the students. It allowed me to see the students enjoy themselves and every bit of their learning with only their basic needs of a roof above their heads, a teacher and a pencil in hand. I could see them overcome every challenge with a smile on their face and the will to learn and do better. During this experience, I also was able to further develop my leadership skills as I was taking the lead for the activity allocated to my group. I was also able to develop myself as a communicator as I knew Kannada, which was the medium of teaching and hence they were comfortable to interact in that language. I believe I was caring during our time there and showed my love and kindness towards them.

During this trip, I could feel and see the love and compassion I felt towards those children and also towards all children, which made my passion for my perseverance project much stronger. I saw their condition and how there was a definite scope for improvement for their facilities. Despite this, the children had made peace with the basics they enjoyed the available resources to the fullest. This, for me, validated the saying of "Money doesn't buy you happiness". This saying now makes sense to me, money doesn't buy you happiness but choices, which can be found even with or without money, and these children chose to enjoy life and cherish its every moment and find happiness in everything that happens to them.

Now, I arrive at another question: how did this activity help the institution? I believe that for any educational institution the well-being and the education of their students are at the top of their list of priorities. By allowing the students to have fun and explore new learnings, it plays a part in their well-being and education and hence, should help the institution. Also, a little fun and a break from their daily schedule could really help increase their focus in future, I have seen this tactic work on me.

All in all, I believe this CAS experience has been enriching and has fuelled my passion for my perseverance project and can be considered as a small part in helping child rights and nutrition. It has helped develop myself as a communicator, inquirer and showing compassion and being caring as well as open-minded.



### Anika Hiremath (G9)



Thank you parents for your generous contributions and helping us bring smile on many faces!

## Success Stories

**Home for Hope** - Grade 6 visit to CUPA found a new meaning when our student Zara (G6-A) brought Hope home. She was greatly moved by the story of Hope and took it back to her family members, only to agree upon unanimously on adopting her actively. We are happy to share that Hope is happy in her new home and spreading hope for animal compassion even more strongly.

**Joy of giving** - Joy becomes manifold when shared with others. Our students strongly experienced this joy when we collected one lakh eleven thousand rupees through our fundraiser activity. We gifted nine overhead projectors for their classrooms to Parikrma Centre for Learning. Eight thousand five hundred rupees was given to CUPA towards meal days and passive adoption of Hope. The Community School was given stationery and basic classroom supplies for the students. A few board games were given to Nightingale Old Age Home for the Alzheimer patients.

## CAMPUS BUZZ

**Delhi - Agra Trip:** Students of Grade 5 are inquiring into the unit 'Where we are in place and time'. As part of experiential learning for this, they will be going on a field trip to Delhi and Agra, from 17 to 22 February, where they will explore the migratory events in history (including the advent of Mughals and British in India). They will also make connections to the unit 'How we organize ourselves' in which they learned about governments systems, rights, and responsibilities of citizens.

**Delhi - Rajasthan Trip:** Grade 8 students will be going on a trip to Delhi and Rajasthan. The Delhi-Rajasthan trip, from 26 February to 8 March, is planned to inquire into the topic, 'Governance in India through Time'. This will be done through the study of known histories, and understanding the concept of government (right from its origin to our current governance) and citizenship models. They will make connections to the state and central government during their stay in Delhi and Rajasthan (the land of the Rajas). By inquiring into the past and present, they will emerge better equipped to understand and appreciate the future of governance.

**Neevotsav:** Creativity and Expression are at the heart of the arts. It allows for innovation, interpretation, research, analysis, and transfer. Learning through the arts has a positive influence on self-esteem and creative development, which carries over to all aspects of learning. Valuing imagination and celebrating original thinking promotes initiative and a lifelong love of learning.

'Neevotsav' AY 2018-19 has been conceptualized in a way where the students of Grades 1 - 3 will be putting up a music and drama stage production, for their parents. This event, spread over 3 consecutive days (26-28 February 2019) is a celebration of the student's learning in the Performing Arts (Music and Drama).

# JUNKYARD

## Short Story Competition - Best Entries

He talked, she listened  
He studied, she worked  
Untapped potential  
**Navya Sahay (G9)**

Are you a Hindu or a  
Muslim? I'm hungry sir.  
**Ved Kaura (G9)**

This time he was killed at the  
police station.  
**Meher Bhunia (G6-A)**

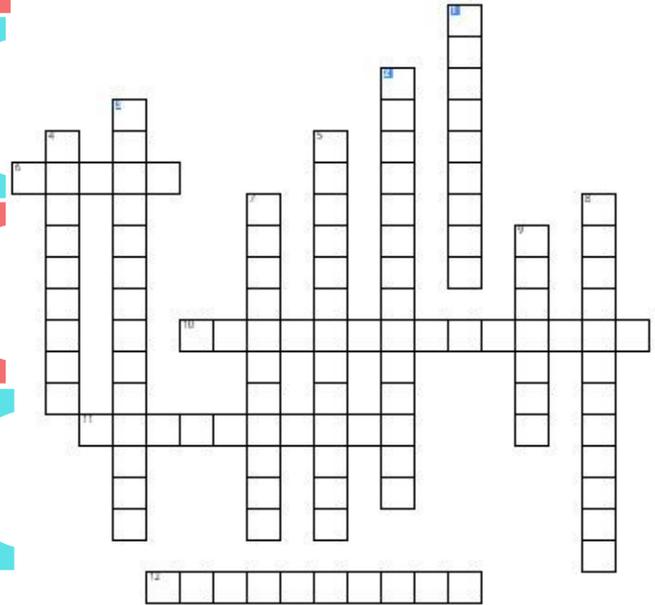
How does it feel to be  
13.....for 73 years  
**Mehr Sohal (G9)**

Broken soul in a broken doll  
locked away no more  
**Tanaya Mehta (G8-A)**

## Famous Books and Authors Crossword

Born April 19, 2019. Died  
April 19, 1919.  
**Amshul Ninan (G9)**

She read the black print and  
turned around. No colours.  
**Noor Sabharwal (G8-A)**



He laughed and the scars on  
her wrist burned.  
**Sarah Samad (G9)**

"Suzy!"  
I rushed downstairs.  
Mom whispered,  
"I heard it too."  
**Yashashree Mahajan (G6-A)**

She opened the door, and  
the world was no more.  
**Saania Kaushik (G8-A)**

A shot sounded,  
a woman screamed,  
a rose was engraved.  
**Arjun Bose (G6-A)**



Organs donated - two lungs  
and a heart.  
**Dhruv Ramu (G6-A)**

### Down

- Who wrote the 'Harry Potter' series of books?
- This man wrote 'A Christmas Carol'.
- Suzanne Collins wrote this trilogy of books which is now also a series of films.
- Michelle Magorian wrote '\_\_\_\_\_ Mr Tom'.
- Who wrote 'Mr Stink' and 'Gangsta Granny'?
- This is the surname of the man who wrote 'Romeo and Juliet'.
- 'The \_\_\_\_\_' was the first of the 'Series of Unfortunate Events' series.
- What is the first name of the main character in 'Holes'?

### Across

- This is the name given to a fiction book.
- This is the name of a famous book by Roald Dahl.
- \_\_\_\_\_ Wilson wrote about Tracy Beaker.
- Which creepy series of books did R. L. Stine write?

Let your pen and imagination play the  
best buddies...

Create a 5 frame comic-strip and submit  
the same to any of the Neev Advisors by  
**12 March, 2019**



WINNER  
Comic-strip Competition



## RIDDLES

- You bought me for dinner but never ate me, what am I?
- What word begins and ends with an E but only has one letter?
- What begins with T, finishes with T, and has T in it?
- What goes up but never comes back down?
- What is so fragile that saying its name breaks it?
- Where can you find cities, towns, shops, and streets but no people?
- Mary has 4 daughters, each of her daughters has a brother, how many children does Mary have?



## SORRY!

To err is human, but to admit it, is a new beginning.  
Team Neev Times deeply apologizes the  
unintended errors that stopped the smile on some  
faces. Please bear with us with your good will to  
help us strive towards perfection.

- Omar (not Amar) of Grade 1 from North Campus
- Mythri of Grade 4B who wrote a poem titled 'Tomorrow':  
... spread (not spend) its wings.
- My Resolution - By Avni (not Anvi) and Niyathi