

Wadi News & Views

The Galaxy School, Wadi Campus, Rajkot

Issue # 1 - December 2015

Dear Wadians,

We are extremely excited to present you with TGS Wadi's first newsletter! This e-newsletter is the product of weeks of hard work from students and teachers alike, and we are very proud of all the effort put in by everyone. Our aim is to ensure a regular communication and interaction amongst all of us. This newsletter is a collective effort, and we would like you to get involved!

Every issue will see a new competition for submissions, and this month we are getting the ball rolling with not one but two competitions (for details see below.) We would love to hear your feedback, so if you have any comments, queries or questions, drop us an email at editor.wadi@tges.org

A great big thanks to all the student and teacher representatives who helped put this issue together, and a special thanks to the design team: Avadh Kakkad, Shubhanshi Gaudani and Advait Gosai.

We hope that you enjoy our very first issue. Happy reading! Happy New Year!!!

The editor

Contest 1 - Name our Newsletter

We think that *Wadi News and Views* needs a better name—and we want your help!

All you have to do is send in your ideas for a name for our newsletter. It could be something that you feel represents our school, newspaper writing, our city.... anything! We encourage you to be as creative as possible.

If your entry is selected, your name and photograph will be printed in the next issue, along with a short article about your ideas behind the name. There is a prize for the winner.

Submissions must be no longer than 4 words, and must be in English.

The competition is open to students & teachers of TGS Wadi from all grades.

Please submit your entry by clicking on this google form link:

<http://goo.gl/forms/1vaYJ4biGf>

Deadline for submissions: **Monday, 18th January 2016**

Contest 2 - Name a Hut

We have decided, as a school, to give names to each of our huts and domes on the theme of '*modern day achievers*', and we would like you to be a part of this process.

Each hut and dome will be named after a person, (born between 1900 and the present) who has achieved great fame and name in any particular field.

You should tell us why you have chosen this person. Your reason could be the answer to these guiding questions : why is this he/she important? what has he/she contributed? How has he/she inspired people?

The competition is open to students & teachers of TGS Wadi from all grades. Grown ups could guide students of Grades 1 - 4.

Selected entries will gain special mention in the next issue.

Please submit your entry by clicking on this google form link:

<http://goo.gl/forms/080c3zgxht>

Deadline for submissions: **Monday, 18th January 2016**

Ganesha comes calling

Ganesh Chaturthi, also known as *Vinayaka Chaturthi*, is one of the prominent Hindu festivals celebrated throughout India with great devotion. This day is celebrated as the birthday of Lord Ganesha, a symbol of wisdom, prosperity and good fortune.



This auspicious festival was celebrated in Wadi school on Saturday, 19th September 2015, by students of Grade 1 with an enthusiastic spirit. It was their maiden group performance for the academic year. The celebra-

tion began with a wonderful speech by Kaavya Bhimjani sharing the significance and importance of this festival.

Girls of grade 1 performed an energetic devotional dance to the song "*Deva Shree Ganesha*", followed by boys joining them and dancing with enthusiasm and zeal.

Grade 7 boys brought the idol of Ganesh led by grade 1 boys for *sthapna*, dancing all the way. Our very own Varsha Mam initiated the *sthapna* by lighting the lamp. They showered *gulal* and flowers. They offered prayers along with the *aarti*, with the help of one representative from each grade.

At the end of the *puja*, *prasad* was distributed to the children as it is considered to have the god's blessing.

Last but not least, the celebration would have not been possible without our Jiya from Grade 2 who compered the event and Ipsa from Grade 2 who shared with us about the importance and relevance of Jain festival '*Samvatsari*'.

May the blessings of Sri Ganesha be upon you all! May He remove all the obstacles that stand in your spiritual path! May He bestow on you all material prosperity as well as liberation!

Wish you a Happy

Ganesh Chaturthi 2015!
Ganpati Bappa Morya!

- *Foram Dhanesha, Manisha Kundalia, staff members*

Rejuvenating in the ruins

This trip, which was aligned with our history curriculum, sent grade 5 students 4400 years back in time! As we started our journey to Lothal at 6:30 am from MVD, our excitement started building up. Equipped with the information that Lothal is an archaeological site, we reached our destination at around 10:30 am. Our guides informed us that Lothal means '**The land of the dead**' and what we came across was the ruins of a well-developed ancient city.

Lothal was a large trade hub of the time. Sun-

baked bricks were used for construction, which was necessary in the humid climate, due to close-



ness to the sea. Lothal was unearthed by the archaeologist Dr SR Rao in 1954. The sites include the wells, dockyard, warehouse, public baths and drainage systems, all very thoughtfully incorporated within the infrastructure. The town planners divided the city into two parts. The upper town was the residen-

tial area and the lower town contained the work houses, the warehouse, and the bead factory. The museum houses all the artefacts excavated

from all the sites which include bead ornaments, terra cotta figures, wooden toys, tools, crockery and coins. There are also skeletal remains that show us that dead bodies were buried not cremated. There is also proof of the use of the metric system as well as the compass for navigation. The people back then were relatively advanced in knowledge and technology, for the time. Our trip was very insightful and indeed it was a great opportunity to have explored such a rich treasure and a popular destination of our own region.

- Yajat Dattani , Grade 5

Rediscovering the power of read aloud...

Reading is one of the key skill areas that needs to be developed in kids. Pursuing this ever-elusive goal is becoming more and more difficult as children are bedazzled by the growing variety of gadgets, TV shows, and ever-increasing influx of extra curricular activities. It is a rare sight to see children these days engrossed in a good book, except a rare few who have discovered the joys of the world of reading. For the teacher to test the same, it can become a nightmare.

It does not necessarily have to be this way, and a recent experience proves this. These kids are good readers, but they like something that can enrapture all their senses. Thus, books like Geronimo Stilton, for example, are well liked, and the children enjoy reading them.

To bring the children's attention back to reading and to showcase how a good book can transport you to places unknown and into deep, unexpected adventures, what we did was start read-aloud activities in class. It is a tried, tested and simple method, but it works. We started with the books by Roald Dahl and the picture that we saw was spellbind-

ing. My 3rd graders who were always so busy, were quietly settled with a stillness that was unbelievable. As the pages of the book unfolded mesmerising descriptions, it brought along amazing concentration in them.

Reading aloud brought about a change in their attitude towards books. Non-readers started becoming readers; quiet and shy ones came out of their shells to voice their ideas about the characters, and to predict what



Children immersed in the madness of concentrated reading...

would come next. Dahl's stories had them on the edge of their seats at times, while others had them rolling with laughter. During this class there were no discipline issues, nor any need to *shush* them. As stories opened doors to their wildest imagination, it also brought many nos-

talgic memories of *Dadi and Nani's story times* to the teacher's mind.

The simple, uncluttered plot of a good book is a sensory experience in itself, and exposing children to these experiences is a fantastic feeling. These read - aloud sessions have fostered a desire for books and different authors. It has opened the doors in the kids' hearts to good literature and to their skills of visualisation. Thus, our goal of opening the doors to a world of books has begun, and we will continue to reinforce it with a good book for Read Aloud time.

- Paras Govani, staff member

Overheard in the bus

G5 Student: Ma'am, who is the new sir sitting in the front?

Teacher: He is the new Biology teacher from SNK come to teach IG1.

Student: This is unfair. Everybody else is getting a new teacher. Even grade 3 got a new Hindi teacher, and we have to 'bear' the old teachers the last 2 years!

Teacher Stumped!!!

Role-play to begin the year

Grade 2 discovered this year that the first month of school isn't that boring after all! The first two days were spent settling down, meeting class friends after a long vacation, sharing experiences of visiting different places, getting accustomed to the new class and getting to know new teachers.



arrival & departure rules.

A new class also means new rules. No unit other than 'Roles and Responsibility' could have fitted better for the beginning of a new year. Students made rules for everything from where to keep their bags, how to put across their view during a class, how and from whom to seek permission for various things to on-campus rules and table rules,

Students were also introduced to the idea that there are various roles that people play on and off campus, and they came up with the idea that depending on the role people play, there are various responsibilities that they have. To have a deeper understanding of the same, children formed small groups and formally interviewed various

people on campus. Questions like 'How long have you been working here?', 'Do you like your job?', 'What type of work do you do?', 'How did you learn to do these things?' and 'How many hours do you work?' were asked. This helped them reach the common idea that different people play various roles and that one person can play several roles. They also realized that only a certain type of person can do certain types of job and the system, in this case our school, is only able to function properly when all members perform their roles responsibly.

- Yasna Jadeja, staff member

Tug of war...

This routine builds on children's familiarity with the game of tug of war to help them understand the complex forces that 'tug' at either sides of a dilemma. It encourages students to reason carefully about the two opposing sides of any debate. It also helps them appreciate the deeper complexity of fair situations that can sometimes appear black and white on the surface. Currently, with the help of their teachers, our grade 7 students are trying to understand that choices about energy made by individuals may not only affect them, but others around them too. To guide students through this inquiry, grade 7 teachers used the 'Tug of war' thinking routine. The various sources of energy were presented to the students, along with reading material, which they read as a group. After learning more about facts of energy sources, the teacher drew a tug-of-war rope across the middle of the whiteboard. The class identified and framed the two opposing sides of



the dilemma that they were exploring. They labelled one end of the rope as: 'Yes, all people should use nuclear energy' and on the other end of the rope they wrote: 'No, people should use fossil fuels.' Students then generated 'tugs' or reasons that 'pull you toward' or support each side of the dilemma. Each student was required to write a 'tug' on a sticky note, for each of the opposing sides. Students determined the strength of each tug and placed it on the tug-of-war rope, with the strongest tug at the farthest end and the weaker tugs toward the center of the rope. Students were given a chance to review their points and arguments posed by the opposite side and prepare 'what if' questions. By the end of the routine, students had an idea of how to prepare for a debate. Furthermore, this served as a very interesting method and they were enthralled with the activity.

- Sandra Gomes, staff member

Learning! Fun Unlimited!

All work and no play makes Jack a dull boy. Each of us have heard this saying or have been the ones who said it to our teachers while begging for free play, only to be reminded by the teachers of the pending syllabus. But are there actually any ways to prevent students succumbing to disinterest, a product of the routine teaching-learning pattern?

While some teachers plan various activities with kids, the charm fades off too quickly. So what next? Game-Based Learning! What starts as a quest to engage students and strengthen their concepts already learned, can turn out to be an invigorating experience for both students as well as teachers.

Recently, Grade 8 students organized a Game Fair as a part of their English project. There was a total of eight teams from Class A and Class C who designed a range of unique games based on given English topics, namely, Punctuation, Plot Diagrams, Types of Sentences and Vocabulary. The games were fun to play and at the same time assessed your English skills. This was the first venture of its kind for students as well as teachers.

A fortnight was assigned to the students to design these games,

which included 3 overview sessions with teachers. Each team had a variety of factors to keep in mind while designing their games. These included content fundamentals, good aesthetics and the 'fun-factor' for the players. The preparations began in full swing, as all teams were loaded with ideas. Thereafter, each team finalized their plans and began working on the required material. Each team was able to achieve their goal and make their game a success.



"It was a great experience and we could learn lots of skills from it. It helped us brush up our skills for our upcoming exams," said Dhruwang Akbari, a member of the Punctuations team from Class A. Yatharth Dave, who was in the Plot Diagram team of Class A felt that it was a cool, new experience and he wanted to have more of these soon.

The games were to be played

over a period of two days. Each team had different types of games which tested the players' knowledge in a fun way. The students, teachers and judges who played the games found them interesting, challenging and fun. All of them had lots of fun and regarded the event as successful.

The judges marked each team on a set of rubrics that was assigned to students.

"It was a good way to bring about learning that will stick around for a long time," said Sneha Madam, Biology Teacher, Grade-8.

Prina Madam, English teacher from Grade-5, said, "Quite a show. Fun element was visible along with engagement with the concept."

Class B played all these games and critically assessed the process as well as documented them. This helped these students strengthen their own concepts as well.

Two teams were to be selected as the top

scorers by the judges who had been invited to play. The competition was ferocious as all teams were eager to emerge as the winners. In the end, the two teams that topped the charts were Punctuations from Class A and Punctuations from Class B, with a narrow margin of 2 marks between them, as the winning team scooped a massive 167/190 points. Congratulations!

- Vedant Patel, Grade 8

ICODE Workshop — Grade 8

‘Everybody in this country should learn how to program a computer...because it teaches you how to think.’

– Steve Jobs

As complicated as it might seem, coding skill appears to be the need of the hour.

In order to break the monotony of piling exam pressure, we wished to present a learning opportunity to the students of grade 8, which would be challenging, fun, and relevant to current times. At that point, Mrs. Binal Kamdar, with her team of ex-students, Parth, Darvish and Brijesh proposed the idea of Project iCode.

So what is coding? In the simplest of forms, it is the act of reading and writing in a language that a computer can understand. Project iCode familiarizes students with the basic skill set for the same.

As a part of this project, students create a personalized e-diary in which they record their ideas, reflections, anecdotes, feelings: they basically create a haven for their expressions on their devices! By the end of the project, students have set foot into the vast world of computer programming. Not only does this project tap into their creative potential, but also helps them enhance logical thinking, practice problem solving and attain digital confidence.

Student response has been extraordinary since the very beginning of Project iCode. Everybody wants to be a part of it. The quality of their involvement in these sessions is what every subject teacher can only dream to attain.

iCode is helping students to be competent in the real world - something that all schools should aim for from the very early years.

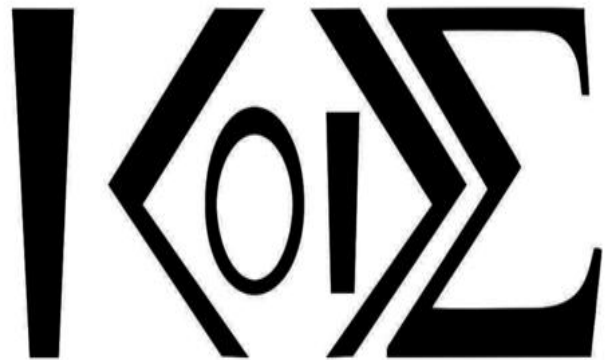
Technologies used:

- HTML (for the layout)
- CSS (for styling)
- Python (for programming)

What did the students think?

“An interesting program, very interactive and helpful. Hooked me to code and explore new things on my laptop”

-Shyamal Saparia, Grade 8



"Really enjoyed learning with the student mentors. They seemed to be 'in touch' with us."

- Vedant Patel, Grade 8

- Sneha Bhojwani, staff member

IG 1 Lends a Hand

We, the students of IG1, have recently been working on a weekly basis with the students of *Shala No.92*. It is a government-aided primary school, where we teach English and mathematics to the children of grades 3, 4 and 5. This literacy programme has been taken up by us as a part of our long term community service program at the Rotary Interact Club. Teaching these youngsters is certainly a delight, as they are genuinely interested in learning things from us.

With the help of Grade IB 2, we



divided ourselves into 3 groups - 1 group for each grade there. We were given various books and other stationery items to distribute to the children. On the first day, we introduced ourselves to them and played a few

games to break the ice.

From the next session onwards, we started teaching the basics of mathematics with an introduction to numbers in English. Interacting with the kids was quite a bit of a challenge at first. But as days passed, it grew easier each day and now we are in sync with the kids. Time seems to fly by now and we are actually sad to leave! We always look forward to the next visit and, most importantly, so do the kids.

- Ashka Popat , Grade IG1

हिंदी सप्ताह

हिंदी दिवस के उपलक्ष्य में टी.जी.एस. वाडी स्कूल में हिंदी सप्ताह का आयोजन दि. 14/09/15 से 19/09/15 तक किया गया।

हिंदी सप्ताह का उद्देश्य छात्रों में हिंदी भाषा के प्रति रुचि निर्माण करना था। सप्ताह के दौरान छात्रों ने विविध कार्यक्रम प्रस्तुत किए। जैसे - नाटक, गीत, पहेलियाँ, चुटकुले तथा विविध विषयों पर आधारित कविताएँ प्रस्तुत की गईं। कक्षा 1 से लेकर कक्षा 10 तक के छात्रों ने विविध कार्यक्रमों में हिस्सा लेकर हिंदी सप्ताह को यादगार बना दिया।

इसके अंतर्गत छात्रों ने वाडी के सभी कक्षा तथा पेड़ों का हिंदी में नामकरण किया। छात्रों के लिए यह गतिविधि बहुत ही मनोरंजक रही। कक्षा 1 के छात्रों द्वारा प्रस्तुत किए गए शिशु गीतों ने वहाँ उपस्थित सभी का मन मोह लिया। कक्षा 2 के छात्रों ने विविध विषयों पर आधारित कविता, चुटकुले तथा पहेलियाँ प्रस्तुत कीं। कक्षा 3 तथा 4 के छात्रों ने टंग ट्विस्टर, हास्य तथा व्यंग्यात्मक कविताओं के द्वारा सभी को हँसाया।

कक्षा 5 के छात्रों ने सुविचार तथा उद्धरणों के रूप में हिंदी सप्ताह में अपना योगदान दिया। कक्षा 6 के छात्रों ने हिंदी भाषा का महत्त्व तथा विविध वस्तुओं के नामकरण के द्वारा अपनी उपस्थिति दर्ज कराई। कक्षा 7 के छात्रों ने संविधान सभा में किस प्रकार से हिंदी भाषा को राजभाषा के रूप में मान्यता मिली उस पर आधारित एक नाटक प्रस्तुत किया।



कक्षा 1 से 6 के छात्रों ने हिंदी में किए गए कार्य को प्रदर्शनी के रूप में प्रस्तुत किया। सप्ताह के अंत में उन्होंने भारत के अलावा किन-किन देशों में हिंदी भाषा का प्रयोग किया जाता है इसके बारे में जानकारी प्राप्त की। जिस वजह से छात्र सभी भाषाओं को समान रूप से सम्मान देने के लिए प्रेरित हुए।

- Hindi Department

For the society, by us...

Recently, our state, Gujarat was struck by a series of social unrest and riots because of a community demanding reservation. Our school was closed for some days, and a state-wide closure was also announced. The riots included torching buses and harming government properties. The next working day we organized a conglom and discussed these recent happenings. As a class, we weren't really happy about how the society had dealt with the situation. We all agreed that although they had a motive behind their protest, destroying properties and causing social unrest wasn't the way to deal with the situation. We then decided to spread awareness about our thoughts, about what we thought was right, and make our voice heard in the society. We decided to make 3 products: a wall painting, a video, and posters. Arnav

Kalaria, Avadh Kakkad, Viraj Hirani, Ashka Popat, Avya Kakkad, Vedant Patel, Ravi Suchak comprised the video group. Before starting, we had to decide the flow of the video. We all knew that we were working on a sensitive issue, so we had to be careful throughout. Careful script writing took most of the time. We needed to be extra careful as we couldn't put any particular religion or individual in the limelight, nor didn't we want to offend anyone, but at the same time we

wanted to put our point across. Thankfully, the group was provided with constant support by the teacher team consisting of Vaidehi ma'am, Dhrupad Sir, Girish sir, and Varsha Ma'am. The script was finally complete one day prior to the shooting of the video. The location for the

video was chosen considering the lighting, voice recording, and background. It took almost 3 hours to find a perfect location for shooting. The video shooting took 4 hours in total as we had 3 different camera angles. The editing then lasted for about 6 hours! It was a tough job, but the determination of the students and the constant support and help of the teachers made this plan a huge success. The video is on YouTube for everyone to see (link given below), and it has already received more than 300 views in 2 weeks. This experience has taught us a

lot as a class: that a positive approach, a little bit of determination, decent amount of group work, and a final deadline in mind can make you do wonders!

- Ravi Suchak and Vedant Patel, Grade IG1

YouTube Video : <https://www.youtube.com/watch?v=PFLQxlpE6fY>

Do share your comments on youtube.



IG1 students working on the Wall design



જન્માષ્ટમીની ઉજવણી : માધ્યમ-ગીતા સંદેશ

જન્માષ્ટમીની ઉજવણી ટી.જી.ઈ.એસ.ની વાડી શાળામાં તારીખ: ૦૨-૦૮-૨૦૧૫ના દિવસે કરવામાં આવેલ હતી.

"કર્મ કર પણ ફળની ઈચ્છા ન રાખ" ભગવદ્ગીતા આ સંદેશને લઈને ધોરણ ૩ના બાળકો રજૂ કરી શકે એવું

એક નાનકડું નાટક અમે સાથે બેસીને બનાવ્યું. જેનો સંક્ષેપ અહીં લખું છું.

આ નાટકમાં સાત આઠ વર્ષનાં બે



બાળકો હોય છે જેને તેનાં પપ્પા જન્માષ્ટમી આવતી હોવાથી ભગવદ્ગીતાનું પુસ્તક વાંચવા આપે છે. બંને ભાઈ જ્યારે "કર્મ કર પણ ફળની ઈચ્છા ન રાખ" એ વાંચે છે ત્યારે તેમને કંઈ સમજાતું નથી. બંને મૂંઝવણમાં પડી જાય છે ત્યારે એક ભાઈ કહે છે : "હવે તો ભગવાન શ્રીકૃષ્ણ આવીને સમજાવે તો જ સમજાય" આ સાંભળીને બીજો ભાઈ કહે છે : "ભગવાન શ્રીકૃષ્ણ અહીં આપણા માટે ન આવે" ત્યારે જ વાંસળી વાગે છે ને ભગવાન શ્રીકૃષ્ણ આવે છે. બંને ભાઈના પ્રશ્નનો જવાબ ભગવાન આપતા નથી પરંતુ તેમને TGESની વાડી શાળામાં લઈ જાય છે. ત્યાં એક વર્ગમાં બે અલગ અલગ વિચાર ધરાવતા વિદ્યાર્થીઓના જૂથનું કાર્ય ભગવાન આ બંનેને બતાવે છે ત્યારે તેમને તેમના પ્રશ્નનો જવાબ મળી જાય છે. વચ્ચે વચ્ચે આવતા રમૂજી સંવાદો નાટકને રસપ્રદ બનાવે છે.

જન્માષ્ટમી હોય એટલે શ્રીકૃષ્ણના માખણની મટુકી તો ફોડવાની જ હોય. અમારા એક નાના બાળકૃષ્ણએ રમતગમતનાં શિક્ષકોની મદદથી મટુકી પણ ફોડી જે જોવાનો બધાંને ખૂબ આનંદ આવ્યો.

આ નાટકની પ્રેક્ટીસ વખતે બાળકોની અભિનય ક્ષમતા બહાર આવી. બાળકોમાં સ્ટેજ ઉપર રજૂઆત કરવાથી આત્મવિશ્વાસ

વધ્યો અને સ્ટેજ ફિઅર દૂર થયો. નાટકની ભજવણી કંઈ રીતે કરાય તે શીખ્યા. મટુકી ફોડ વખતે બાળકો એ શીખ્યા કે જે કામ સરળ દેખાય છે તે તેવું સરળ નથી હોતું. પિરામિડ બનાવવા માટે જુદા જ પ્રકારની શારીરિક મજબૂતીની જરૂર પડે છે તે સમજી શક્યા. અમારું લક્ષ્ય હતું કે ભગવાન શ્રીકૃષ્ણએ ભગવદ્ગીતામાં જે સાર આપેલો છે તેને હળવી શૈલીમાં, બાળકોને સમજાય તેમ અને બાળકોના વાસ્તવિક જીવન સાથે સુસંગત હોય તે રીતે રજૂ કરવો. બાળકો અહીં "કર્મ કર પણ ફળની ઈચ્છા ન રાખ" તે સમજ્યાં. આમ, અમારું લક્ષ્ય પર પડ્યું.

છેલ્લે એટલું જ કહીશ : "નંદ ઘેર આનંદ ભૈયો જય કનૈયા લાલ કી."

- રીના દુતિયા ગુજરાતી શિક્ષિકા

Comedy Time

Grade 1 students tried their hand at showcasing their creative side. They have come up with their own jokes to tickle your funny bone and riddles to tap your brains. This is their debut venture. Hope you like it.

TOES	Riddle	Name <u>Shubh</u>
		Subject _____ Chapter _____ Date <u>29.9.15</u> Page No. <u>Gr-1 B</u>
I am a thing that has two hands and numbers till 12. What am I?		
The answer of the riddle is a clock		
I am a game played by a board that has black and white checks. What am I?		
The answer is chess.		

The Galaxy Edu	29.9.15	Riddle	Onir	G1A	Roll no <u>714</u>	CW
I am a thing that goes away and never comes back. Who am I?						
<u>Life</u>						
Onir 1A						

The Galaxy Edu	Jokes	15
One day there was an uncle and an auntie. Auntie wanted to grow her hair and uncle wanted to grow his moustache. So they went to a shop for getting medicine. Uncle and auntie got their medicine. But when they reached home the electricity was gone. So auntie drank uncle's medicine and uncle drank auntie's medicine. In the morning auntie had moustache and uncle had long hair.		

The Galaxy Edu	Jokes	19
Name <u>Shanika</u>		
Subject _____ Chapter _____		
Date <u>28.9.15</u> Page No. _____		
There was a woman and a man. One day they went to watch a movie. The woman was doing makeup. She applied powder on the lips and lipstick on the face. Then she asked the man "How am I looking?" then the man told "You look like a post box".		

International Corner

French Expression: "Une minute, papillon! "

Pronunciation: oon min-oot pa-pee-yon

This idiomatic expression can be very useful for those who sometimes feel under pressure from someone to complete a task in a very short time. Literally it means: "'Give me one minute, butterfly! ". Can you guess why we use such idiom in France? Butterflies are the dancing queens of the animal world, as they have huge wings making them capable of flying at a very high speed, so they always seem to be in a rush. This is a sentence that you might use whenever you feel that someone lacks patience with you.

- Laetitia Falguières, staff member

Editor's note: In English, in a similar situation, we can use the expression "Hold your horses!", which also means "wait a moment". Do you know any similar expressions in any of your languages? Let us know!



- Dina Caball Olivet, staff member

Advantages & disadvantages of being young

I think it is better to be young than being old. There are many advantages of being young. Some of them are, for example, when we are young, we can have a proper education and we can learn more and more and do something good. Basically, we can take chances as we have a lot of time. Once we are old and we want to learn then we can't get that opportunity to learn as we are already caught up with so many other duties and responsibilities. When we are young, at that time we can do everything, but old people can't do all the things we are able to do because either their health does not support them or they are always worried about what people will think of them. It is my opinion that young people have very nice and cool life, but old people have a very limited and slow life.

Young people choose to go out of India, out of station to relax and enjoy, but mostly old people go to temples to relax. If young people are bored then they hear music, watch television and when old people are bored they watch religious channels and listen to old songs. If we eat some unhealthy food when we are young then also we will be OK, but once we are old then we can't prevent diseases so old people have to always be careful about what they eat, what they wear etc. When we are young, that time we have moisturized skin, but once we are old we have wrinkled and old skin. When we are young we can get almost everything, but once we are old then hardly our wishes would be fulfilled. Also adults have a lot of responsibility of paying bills and

taking care of the young people. So I think being young is better than being old, however being old is a fact which cannot be changed as each of us will grow up and will grow old some day. But I wish that things would change some day and in the future there would be better facilities for the old people.

It is not like that when we are young we have only advantages. We young people have disadvantages too, like we always have to take permission for every thing we do and we always have to be dependent.

Many young children right now don't have their parents with them to sit near them and show them right way, and some of the parents don't pay attention to their children so they go on wrong path. Adults should understand, sit near their children and show them right path. So these were some advantages and disadvantages of being young.

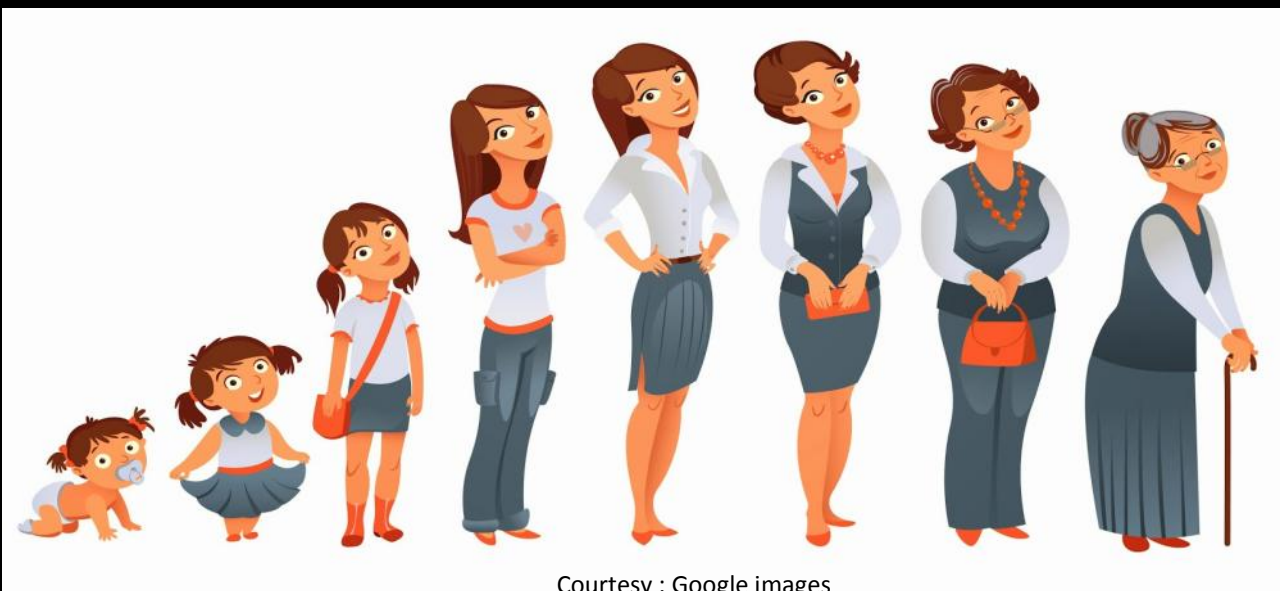
- Niyati Malani, Grade 5

Silver Award Recipient - Junior Category
Commonwealth Essay Competition 2015

Editor's note :

Do you agree with the writer?

Write to us what you think .



Courtesy : Google images

The Importance of language

Here we are today in the 21st century, taking pride in what we have achieved through thousands of years of improvement. Numerous things have changed since we used to rub together stones to cook food. One of the most important milestones, which is an example of this evolution, is Language.

With language, we can tell others and others can tell us what they feel. This is greatly beneficial for a community to understand each other faster and have more time to react to urgent situations. During the Stone Age, only sign languages were the means of communication. Later we humans discovered the way to produce different sounds from our vocal cords and thus began the revolution in language and communication. Communication through language is just like codes. A word is a code for its meaning and we humans are the machines that decode it and function accordingly.

Language has led to the Earth as we know it today. Using language, communication has become a piece of cake. Anybody can convey his or her stand/feelings in a blink of an eye. This speed of communication has given us the time that we need to do other important stuff. As the ideas of our leaders reach us so instantaneously, nations can

prosper at accelerating rates.

To explain this phenomenon better, here's an example of one language that has had an impact on Earth since the Middle Ages. English is the third most spoken language of the world. English has developed by taking words from Latin, Greek, Italian, Spanish etc. English has had many people contribute to it like William Shakespeare, Mark Twain, etc.

Humans are just an evolved species of apes that live on a dot in a stream of infinite drops in an ocean, but what makes us special is the ability to explore the whole ocean. Humans have set unbreakable milestones and language is no exception-- in fact, most of them have been achieved, *thanks to language*.

Despite all this it must not be overlooked that with our ability to convey verbally, misunderstandings still occur. Words are numerous and misinterpretation of the meaning of a word can lead to breaches in understanding— the very purpose of using language.

- Priyank Pithadia, Grade 8

If you dare, teach

Last week I was on a flight heading back to Rajkot after a short break in Mumbai. Following a two-hour delay, and with my phone out of battery, I was pleased when the young woman next to me struck up a conversation. We had a lot to chat about, discussing the best restaurants and places to visit in Rajkot and Mumbai, and before long, the conversation turned to jobs. Now, I can't remember exactly which line of work she was in (it had something to do with customer relations), but there was one thing she said that, days later, I am still unable to forget. After explaining that I had come to Rajkot to work in a school, she turned to me and announced, "You know, I've always thought that teaching is the easiest profession. You guys have no targets to meet, no clients to deal with, no pressure..." Needless to say, I was left spluttering, and I struggled to articulate my irritation at her inaccurate perception. Yet, the sad thing is that this is actually a common misconception. Of course, there are some teachers, and unfortunately too many schools, who content themselves

with the bare minimum. But to really be a teacher is not a career choice: it's a life choice. It is to take the potential of a child in your hands and be responsible for his or her progress; it is not just teaching lessons, but fostering life skills, morals and character; it is not just being an educator, but a friend, a guide, a counsellor; it is not a 9-5 job, but a constant strive to keep up to date with the most innovative pedagogical research and adapt that to the needs of each individual child. There is always room for improvement, in every school, in every class, in every lesson. Every good teacher is spurred on by this, and works around the clock to do their best by the young people whose lives they help shape. This job can be many things— frustrating yet fulfilling, stressful yet satisfying, exhausting yet exhilarating. But, my new Mumbai friend, it is certainly never easy.

By Katherine Highet, staff member

Independence has tasted Victory!

Patriots freed India from Englishmen,
Independence they gifted to their country.
The midnight, 14 Aug, 1947
Brought hopes for each and every Indian!
The Sun rose on 15 Aug, 1947
Where India stepped into an era of free Nation
All citizens felt free and bright,
And no more had any fright.
The Indian Flag soared so high,
While British flag rolled down shy,
And every Indian felt like a proud citizen.
Freedom struggle was a tough ride,
Where unlimited sacrifices were made
Keeping unity in diversity intact as India's Pride
Since 1947, India has come long way,
Leaving behind the tales on sands of time!
Let's respect our freedom fighters,
Be it famous or unsung heroes.
No more British control,
The tough ride has come to end.
Independence is to be enjoyed,
And never to be exploited,
Freedom is to be protected,
And never to be harmed!
Dear Fellow Indians,
It is time again to stand up for our country!
Jai Hind!

- Pranali Shah, Grade IG1



My School

This poem was written as part of the grade 5 English unit on onomatopoeia.

Po...
Comes the school bus blowing horn
Chatter chatter
The kids talk in the bus
Squeak
The bus door opens
Clack clack
Go the students to their classes
Swoosh
Fly their papers
Clatter clatter
The children make noise
Sh.... Sh.....
Tells the teacher
Hooray!!
Shout the children because they got freeplay
Whew!!
Whistles the security
Ahhhhhh!
The children yell
Time to go home!
Go home!
The teacher screams

- Nancy Thummar, Grade 5

"Profile of a Lady"

- Prarthna Jadeja, Grade IG1

A street market in summer..

The following text was written as class work in preparation for the descriptive writing component of the IGCSE English exam.

The late afternoon sun gave the whole scene a surreal effect. The sun rays were playing hide and seek with mirrors, bouncing on and off them. The soft wind blowing was a big relief. The wind chimes added background music and the monotony was interrupted by chattering of the crowd and shrill voices of hawkers trying to sell their wares. This made the summer market appear magical. In this enchanting scene appeared a cat stretching itself lazily and walking on the rooftops of various shops, driven by the aroma of food wafting through the air. People walked in and out of the shops, haggling and bargaining to get the best deal.

Soon, daylight gave way to dusk and was a welcome relief to one and all. The footfalls increased with more

customers coming in to buy fruits and vegetables. Young girls were busy shopping for trinkets. Children were prancing about following their mothers. The faint sound of foot-tapping music drifted in. Ah! the street dancer had arrived with her entourage. Everybody gathered around them and enjoyed the energetic performance. Young children too were dancing on the sides trying to imitate their actions. The clear sky gave way to twinkling stars shining on the shops and aiding people to find their way back home. Soon the crowd started dwindling and shops started to shut for the day. The cat too jumped down, looked back for a split second as if promising to come back the next day, then disappeared in the crowd.

- Rhea Kaul, Grade IG1

My Black Rose of Love



I had cared for it,
I provided it the best of times.
I had showered all that was mine,
Why, oh why did I then do this?

Gentle, kind and honest, I should have been,
And now the rains falling blame me,
So does the wet soil beneath, leaving me with no glee.
How come I never heard its sorrow and pain?

I know it was full of thorns,
And hurt me whenever I touched it.
But, it was rare and precious, I admit,
This happened to me; it was beautiful.

Why did I not think before I plucked,
And scattered every petal?
With no mettle it leaves me.

Grief fills me up as I lower the wreath,
Over my black rose of love.

- Aditya Sakariya, Grade 7

“Love and Life Bond with an Inkpot...”

“Oh my dear ink pot!

I be your loyal serf,

My benediction for your foreseen beauty....

For your hopes that have kept me alive!

For all that times you came to my saviour,

Indulging yourself into bitter poison,

But this time forgive me mother!

I beg my life, holy brother!

We’ll again stand together!

Fearlessly amongst every other,

That shredded us into threads from that drapery!

Don’t you worry my son, we’ll dazzle too hard.

So strong that your stylus will spark!

As soon as that happens we’ll leave the world as invincible mates...

Leaving behind a great legacy that our wards will forever remember!

For our relations that have taken great turns,

For those times that you fulfilled my family!

Oh my dear ink pot, we acclaim destiny.”

- Shubhanshi Gaudani, Grade 8

When you feel all your life summed up in a month

Student exchange always gets people nervous and excited, and I was no exception. The decision to opt for it seemed hasty and rushed at the time, but soon I was impatient to leave, and my trip to the USA was spent waiting for a response. It didn't arrive till late June though, and was very unexpected, as I was the only one selected to go, after one student had arrived here from France. He had changed his family after 2 weeks and the next 5 weeks passed quickly. The 2½ months that followed went fast and slow at the same time. On one hand, I always felt that the time sped up, whereas on the other hand, anticipation wore down the speed of time.

To most people, it may seem like an ordinary exchange program of 5 weeks in Lyon, but to me, those 5 weeks were the experience of a lifetime. There were so many new life experiences, but what I feel really stood out amongst all these was the real essence of Rotary Youth exchange - staying with a family and learning about their culture. I realized that there is so much that is different, even when we are the same species. From saying 'Hello' with two kisses on the cheeks to having so many courses in meals, life was entirely different there. Some aspects amazed me, like the amount of privacy they allowed me in my room, to the extremely polite speech at all times. Some parts were a bit shocking as well, like referring to uncles, aunts and occasionally grandparents with 'tu' (Hindi equivalent – 'tum') instead of 'vous' (Hindi equivalent – 'aap'). Some features made me want to carry them back to Indian homes, like the table manners and jokes about almost taboo topics in Indian families like sex and the use of cuss words. But in as many ways as it is different, it is similar as well. I realized that India is not the only place where the guest is equivalent to God (अतिथि देवो भवः). I also understood that social life isn't prominent only in India. I figured out that we are not the only ones who look in awe at people from other countries, and that India is not seen as only a huge nation with too many people everywhere. I recognised that we aren't the only country with unspoken rules and manners related to respect.

I also realized that everyone is affected by intolerance, stereotypes and religious conviction.

Friday, November, the 13th. I was 465 kms away from Paris when 'Pray for Paris' captured world emotions. The time wasn't as fearful as it was revealing, as I understood people's emotions in the wave of terror. When I was asked whether there are 'Muslim problems in your country' instead of 'terrorist attacks in your country', the emotions of people were clear. It may be too small a statement to base my views on, but it clearly struck me, as I understood that communal problems aren't only about violence, but about mind-sets.

This experience surely teaches us about a different culture, but about ourselves as well. It

teaches us about how ready we are to mix in with other people, how readily our mind catches another lifestyle and adapts to it, how long it takes us to go from looking at something as weird to making it a part of life, but most importantly, how ready you are for the world.

Independence, as well, is about the mind. And it made me realize that this program trains us in all aspects, not just the physical and social ones. It tells us to break the bonds of dependence; the same that would spark anxiety in a first-time exchange student. It makes us independent as the fear of making new relations is gone.

And finally, I understood that the time we realize all this is when we feel part of a family that doesn't even speak our language, when we understand every move and talk the same way they do, when we comprehend a language without knowing how to speak it, when we are no longer afraid to make a 16-hour long journey through 2 continents alone, when we long to have more, lengthier experiences even when we had dismissed the idea when it first came up, when we would do anything to get a few hours more there because after all, it is at the end that we always want a few hours more in life.

- Soham Changanani , Grade IG1



A journey of life!

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