



Diploma
Programme



DON BOSCO
INTERNATIONAL SCHOOL

IBDP

NEWSLETTER

Grade 11

JULY & AUGUST

Volume:2 Issue:1



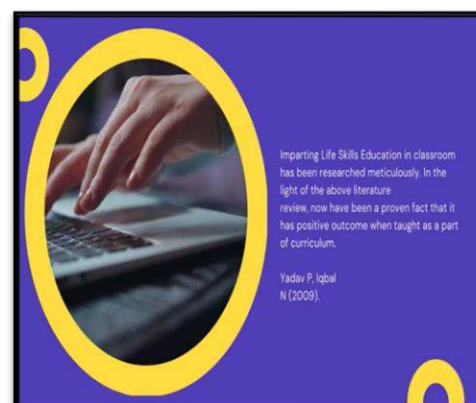
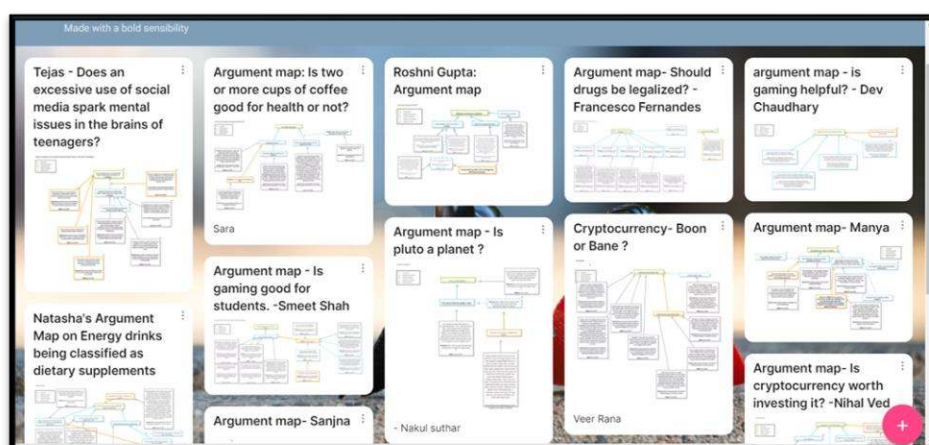
EVENTS

- **Multidisciplinary Guest Lecture:9th August**
- **Framing Gender:11th August**
- **Brain Museum:12th August**
- **Open Letter:13th August**
- **Versatile Verses:24th August**
- **Vectors in everyday life:26th August**
- **Stem Cell Tourism:27th August**
- **Computer Science Panel Discussion:27th August**

Callido Online DP Foundation

The IBDP students embarked on their journey with Callido IBDP online Foundation. The program conducted from 21st June- 3rd July was designed to develop the foundational skills for the IBDP: critical thinking, research, writing, and self-management skills. The students covered various skill-based modules and learnt about logical fallacies, building an argument map, creating surveys, framing research questions, and researching honestly and credibly.

The programme culminated with a group Passion Project where each group had presented their idea for improving teaching and learning at DBIS. The culminating endline assessment indicated the progress of each student from their respective baseline assessment. The students on successful completion have received a certificate from Professor Dr. Lina Fruzzetti(Brown University).



JULY & AUGUST**Volume:2 Issue:1**

IBDP Jumpstart

IBDP students had been introduced to each subject that is being offered at the IBDP from 5th July to 9th July through the IBDP JumpStart. The teachers had introduced their respective subjects and integrated the IB philosophy like international mindedness, approaches to learning skills. The students experienced and got the taste of each subject, its content, subject-specific assessment pattern and understood multi-disciplinary links before submitting their final subject choices.

Ms. Sharon in a session covered the basics of note taking and annotations. The IBDP Jumpstart ended and students selected their subjects based on their choices, undergraduate eligibility requirements and country destination.

ENGLISH A: LANGUAGE AND LITERATURE

The year commenced with the students engaging in an Ice Breaker where they got to know more about each other and the teacher. They were also introduced to the various aspects of the course and the range of assessments they will be attempting.

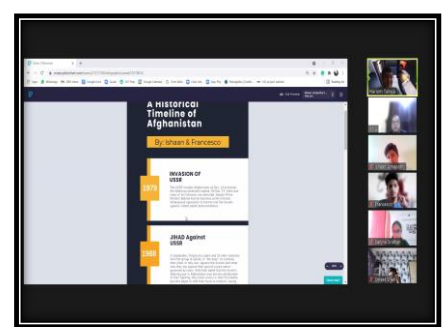
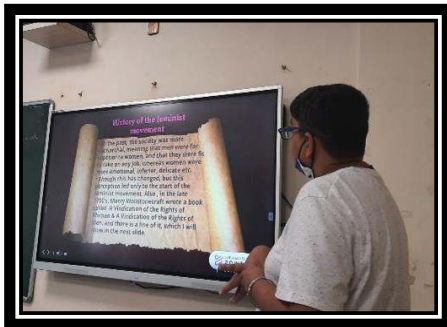
To begin with their Paper 1 assessment, they began by analysing persuasive techniques in Print Advertisements. Over a series of classes they developed skills to analyse not only a written text but also a visual one. They annotated and explored a sample and discussed the positive and negative aspects of the response in conjunction to the assessment criteria. This enabled them to make themselves aware of the intricacies of the criteria. Following this, they attempted an analysis of a Print Advertisement of Campbell's Tomato Soup. They next moved onto the text conventions that governed comic strips. They understood stylistic and thematic elements. Post this, they also attempted a Paper 1 style practice worksheet which was graded.

The 7 recommended concepts by the IB were introduced to the class through a Dictionary Game where they had to frame definitions for the concepts without any external help. They could rely only on their own understanding and knowledge of the term. The students also undertook an exploration of the various topics like Language & Gender, Language & Censorship, and Language & Humour to explore the recommended 7 concepts. They also watched an insightful Ted Talk by Nigerian author, Chimamanda Ngozi Adichie who warned against the dangers of believing a single story. This was fruitful as students could identify many concepts in the speech. Students made wonderful presentations on the Feminist critical perspective from which to view any text. They analysed pop songs, new gender terminology (regarding to the LGBTQ+ community), and learned about the history of the Feminist movement.

JULY & AUGUST

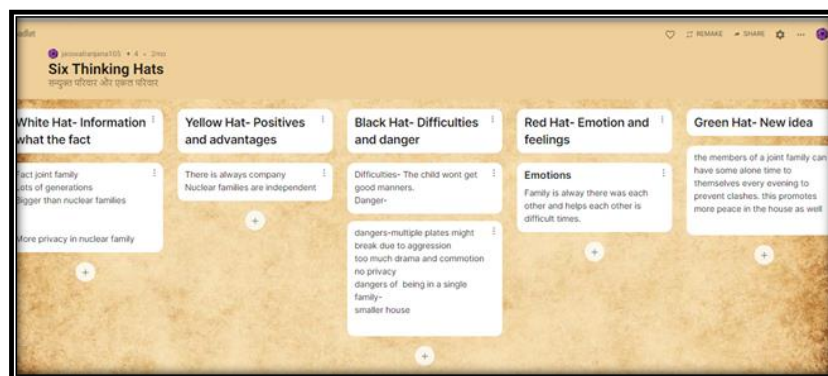
Volume:2 Issue:1

At the start of the study of the novel, Persepolis, students related the historical and social context of the novel to the current event of the Taliban take over of Afghanistan. They presented a role play where they portrayed the characters of the US President, Joe Biden and a Taliban leader to explain the politics of what is happening.

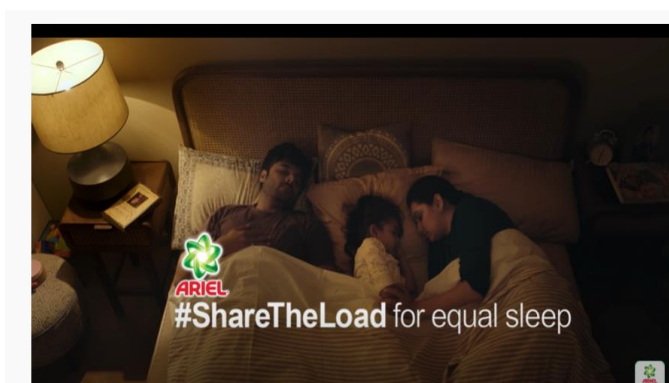


HINDI B

The IBDP year I students began with the JumpStart week where they explored the family system and got to know about the IBDP learning objectives of the subject, assessment format and expectations. Students discovered the theme 'सामाजिक संस्थाएँ'- through a brainstorming session followed by discussion and sharing personal experiences. They read and comprehended many articles related to the theme which helped them to enrich their vocabulary and language skills. They practiced various listening and comprehension tasks too. Students learned the art of the text type: letter writing and email writing. Students discovered Mumbai and its impact on literature during the Literature Appreciation Week in August.

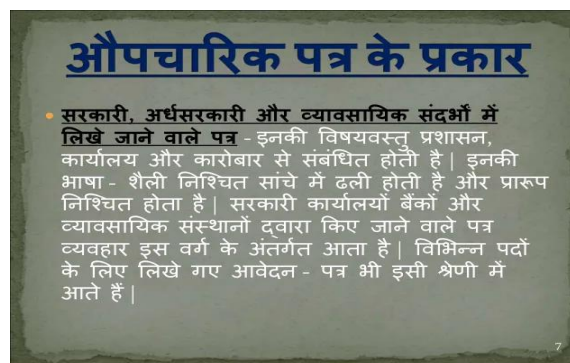
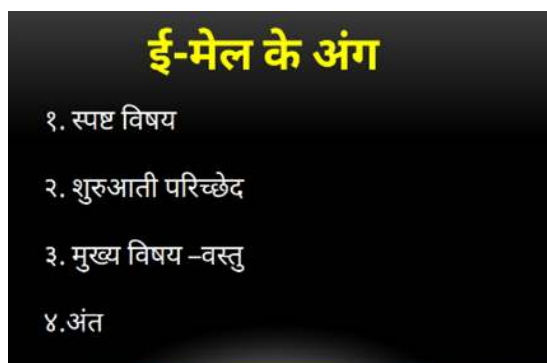


Starter activity- Family system



JULY & AUGUST

Volume:2 Issue:1



Text type- Letter writing , Email writing

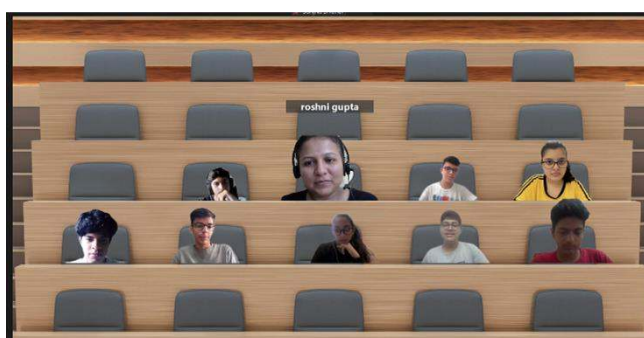
SPANISH B SL

It was a refreshing start of our academic year when we saw familiar but excited faces in IBDP year 1 during the jumpstart week. The introductory session was divided into two parts, 'Why Spanish B SL' and 'What it comprises of'. In the session we first discussed why Spanish B SL is important for building a better profile followed by the understanding of course content, requirements, expectations, and assessments.

Under our ongoing theme, 'Social Organization', in the month of July, we worked on the topic 'Social Relationships' where we explored ideas about relationships, gender roles, and family relationships in-depth. Also, they have approached the analysis of couples from distinct cultures, emotions and explored the role technology plays in relationships.

Students got an exposure to two text types- informal and formal letter writing. We also revised different tenses to strengthen the base of the language, like 'El presente', 'El preterito perfecto' and a few grammar concepts like 'los articulos', 'los pronombres de objeto directo e indirecto.' We read a text on a 'monoparental family', where we compared how a normal day can be different, in the life of kids from a monoparental family and a normal family, and also the challenges faced by the parents. In order to gauge their understanding about the topic, students were given situations where they performed role plays. They played different roles where they had to resolve a conflict or convince each other based on the given situation. In the month of August, we started with our new topic - 'The education and working world' where students are exposed to different written and audio texts.

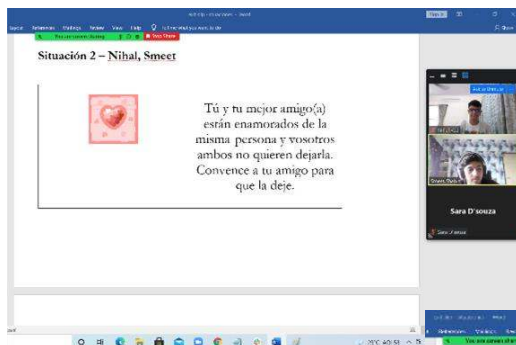
During the last week of August, we celebrated "Literature Appreciation Week, " where students depicted literature in various forms. They performed an analysis of a Hindi poem in Spanish and also integrated Art with Literature. They analysed artwork of two famous painters from different cultures, Frida Kahlo (Mexico) and Amrita Shergill (India) and further connected it to the perception of beauty.



Literature appreciation presentation- Versatile verses

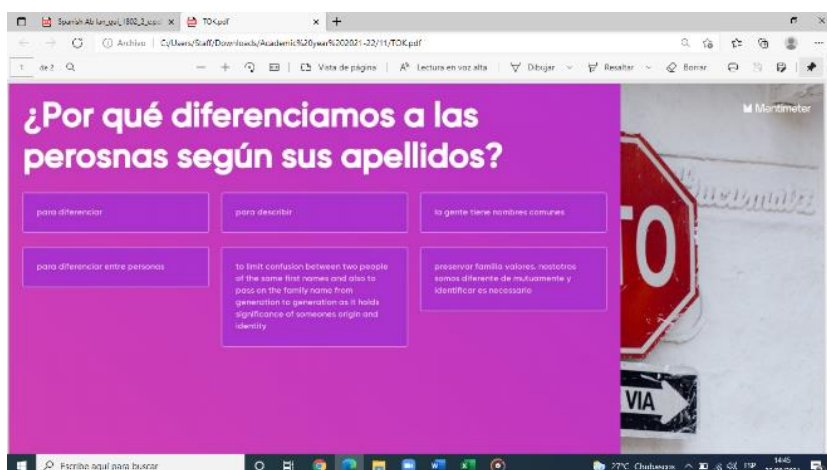
JULY & AUGUST

Volume:2 Issue:1



SPANISH AB INITIO

Starting with the JumpStart, students explored the alphabets, pronunciations and went through the ab initio course pattern. They enjoyed an activity based on a song about Latin America. In continuation, we started with the theme of Identities, wherein students have learned about personal attributes and personal relationships. They have explored the concept of ser vs estar (to be), tener (to have) and regular verbs conjugations, they have also learned some irregular verbs like jugar (to play) and dormir (to sleep). They can also describe themselves and other people by their physical characteristics and talk about their personality, describe the school timetable and talk about the subjects they study, they have learned vocabulary topics like body parts, colours, days of the week and months of the year. Furthermore, their participation in the literature appreciation celebration has helped them go through various pieces and forms of literature.



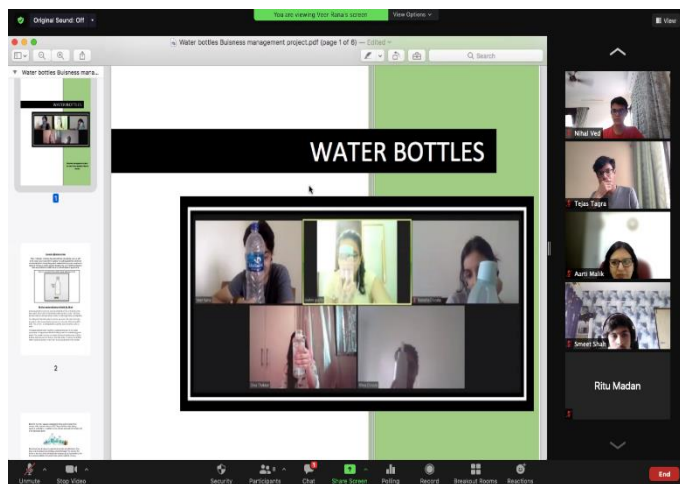
JULY & AUGUST

Volume:2 Issue:1

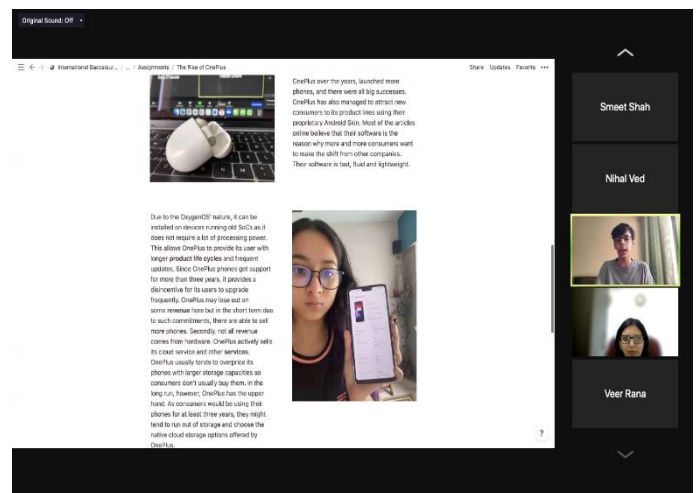
BUSINESS MANAGEMENT

The year started with the jumpstart session where students engaged in an ice breaker of introducing themselves as a brand they identify with which enabled them to get to know each other and the teacher better. They were also introduced to the various aspects of the Business Management course and the range of assessments they will be attempting. The concept of a 'Selfie' was turned into an instructional tool in the form of a BM selfie assignment where the students had to click a 'SELFIE' that would illustrate connections to different Business Management concepts .

Group-1 Plastic Bottles (Sustainability,Ethics etc)



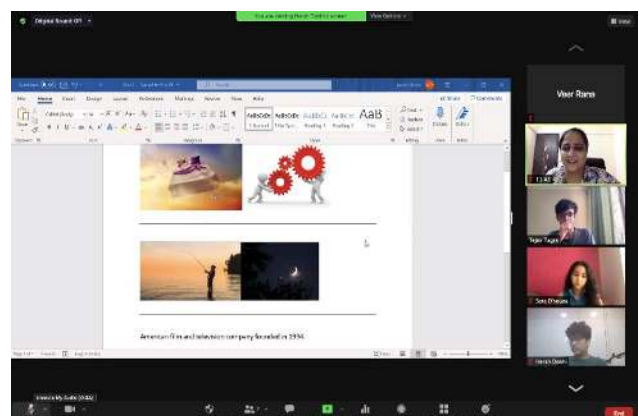
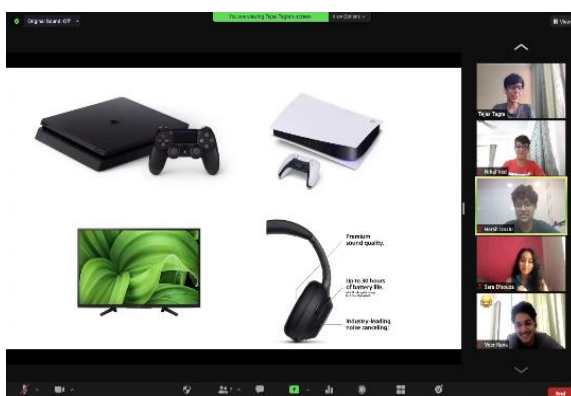
Group 2-Rise of One Plus (Marketing mix,External Environment etc)



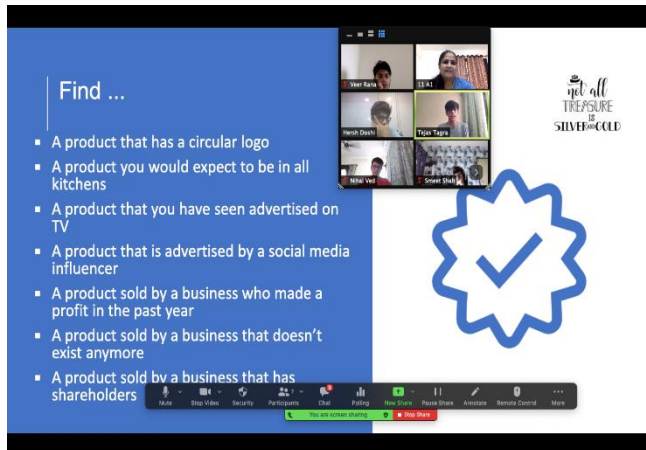
Students explored the concept of opportunity cost with an “I would rather dilemma” activity where they had to make a choice of one dilemma question from a set of questions and explain their considerations for the final choice of question.

The topic of entrepreneurship was explored through Quizzes, one which helped the students identify, “Which type of entrepreneur are you?” and the other Quiz tested them on their knowledge of “Guess the famous Indian entrepreneurs.” This was followed by watching the trailer of the movie “Jobs” and a discussion on Steve Jobs’ journey as an entrepreneur.

The concept of entrepreneurship versus intrapreneurship was done through a picture charades game, “The Aliens have landed” where each team had to upload 5 simple images to the other teams that best describes and communicate an intrapreneurship product.



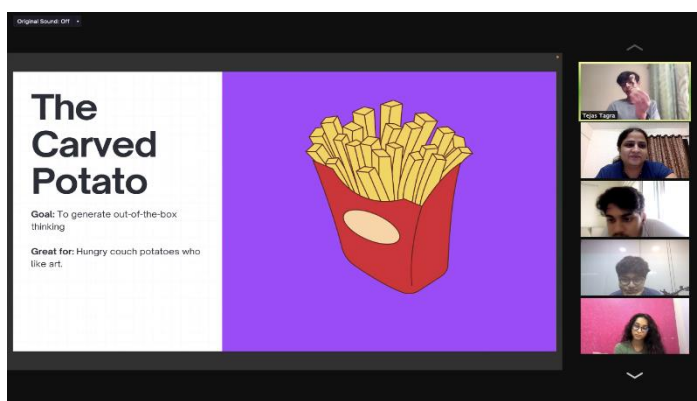
Students also played a “Scavenger hunt game” in order to explore multiple concepts of business like products, promotions, branding etc. as part of the introduction to Business Management as a unit.



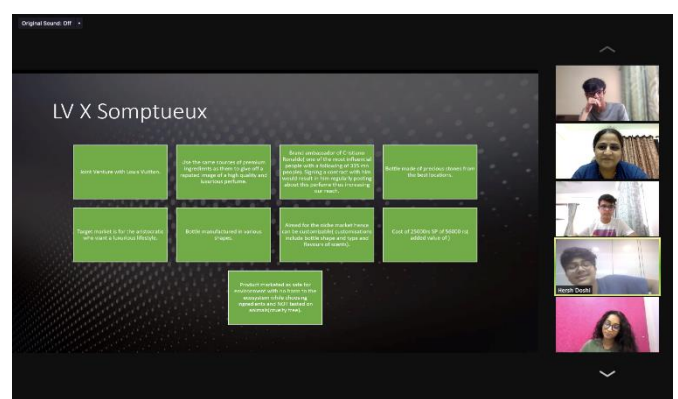
The concept of 'value added' was introduced through the case study of Lego bricks where students saw a video on how lego bricks are made along with exploring the website of Lego to understand the various value added products offered by the brand, followed by watching the trailer of the Lego Star Wars Movie.

As an extension activity, two tasks were given to the students which asked them to identify their strengths and weaknesses and ways in which they could add value to themselves. The second task involved giving each team one product, a potato and an empty perfume bottle where they had to brainstorm different ways in which they could add value to the products and present to the class along with the price break-up that showed how value added was calculated.

Team A -Product Potato



Team B-Product Empty Perfume Bottle



JULY & AUGUST

Volume:2 Issue:1

ECONOMICS

Students explored the unit Foundation of Economics. They completed the nature of economics, basic economic questions, opportunity cost and PPC. An activity to understand the IBDP Economics - economic systems was undertaken where students watched videos to analyse the differences between planned and market economies. An online formative assessment on www.socrative.com was completed by the students based on the first unit.

On 12th August 2021, students of Grade 11 Economics played an interesting game to learn about supply and demand in action through a virtual market place. This game was played in 4 rounds, where the students acted as buyers and sellers of gold and negotiated the price. At the end of each round, students recorded the price that they either purchase or sell their gold for, individually. Purchases are confirmed with a handshake and a record of the transaction was made on the whiteboard. Each student could only make one transaction per round. In other words they could not buy or sell more than once during the round. Any seller that was unable to sell their gold would automatically be deducted the minimum price from their score while any purchaser unable to find gold is deducted the maximum price. At the end of the 4th round, students did comprehend how price fluctuates in any market, given the change in price. This helped the students to understand the topic Market Equilibrium. The students have also completed the topics: Demand, Supply and Market Equilibrium with the help of images, videos and news articles.



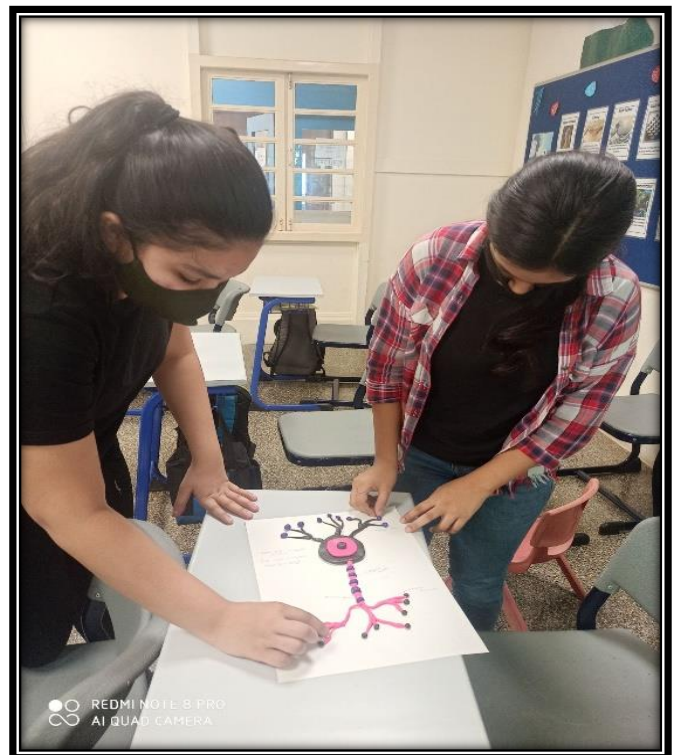
JULY & AUGUST

Volume:2 Issue:1

PSYCHOLOGY

Post the exciting activities during JumpStart, we delved into understanding research methodology-The Whys, Whats, Hows and Whens of psychological research. Students were introduced to terminologies- variables, correlations, causation experiments, surveys and observations. They designed a survey called 'Influencers or Influenced?' to explore the lives of social media influencers and how they influence the users of social media. This was administered to the Grades 11 & 12 students. Additionally, they viewed experiments on bystander effect, conformity and obedience and its impact on dictatorship, cults, etc.

Exploring the brain- the lesson commenced with clay models of neurons and their transmission. This helped to understand the impact of neurotransmitters- drugs and their subsequent effect on behavior. Brain scanning techniques to understand the impact of injuries on behavior were well-illustrated with case studies, presented by the students.



JULY & AUGUST

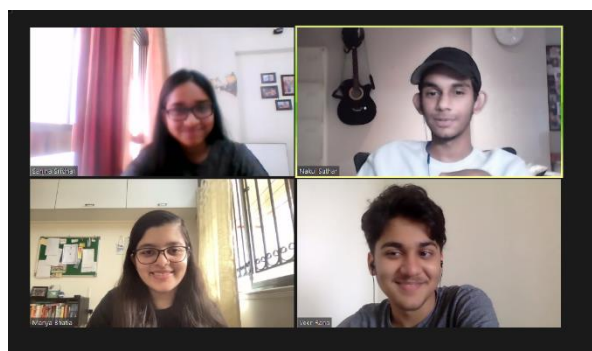
Volume:2 Issue:1

ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

During the jumpstart week grade 11 students were asked to present their views on the recent environmental disaster which was later connected to their environmental value system.

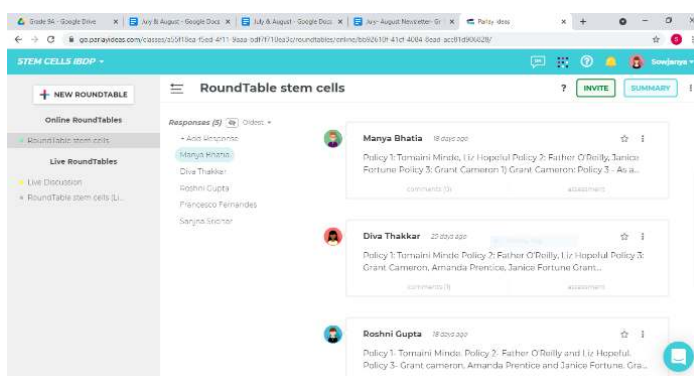
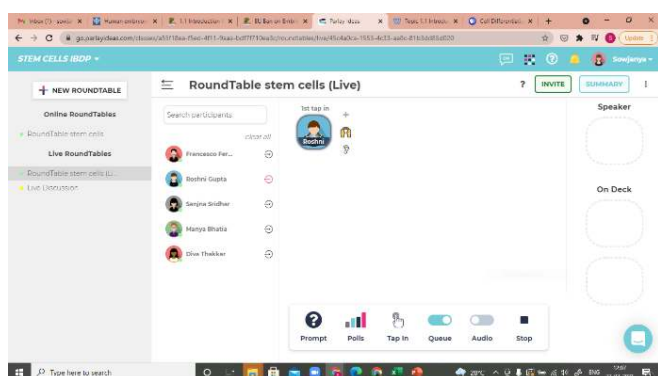
After the JumpStart week the three major environmental value systems were explained to them using videos and real-life examples. They were shown a video on 'Controversial Whaling in Japan' and the facilitator gave them a padlet link to express their EVS on the issue. They gave excellent strategies like using GPS trackers and removing subsidies on the whale products to protect the endangered whale species.

They were asked to express their EVS on local issues like 'Aarey forest cutting' where they discussed the role of government and NGOs on the environmental issue. They were shown videos on the major environmental disasters of the 19th century. They learnt about complexity of the systems, equilibrium, feedback loops and tipping point in the same unit. They studied various pollutants and calculated their own ecological footprints through online calculators. They were shocked to see that if everyone on the Earth continued utilizing the resources in the similar manner to them then we would at least require 4.5 Earths to survive.



BIOLOGY

This term began with the introduction of biology to all the Grade 11 students during their JumpStart week. As a part of the class, students discussed bioethics and debates on topics like 'Abortion' and 'Gene Sequencing/Modification'. During their first month of online class, the students were introduced to cell theories and its exceptions. They learnt how to use a microscope through a simulation and focus of different slides.

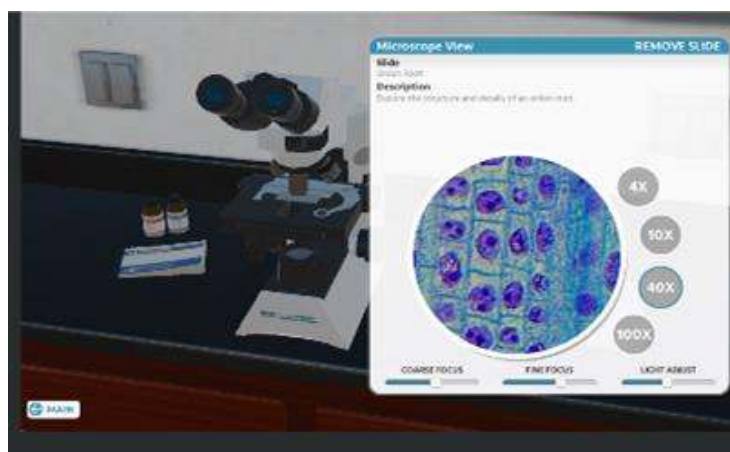


JULY & AUGUST

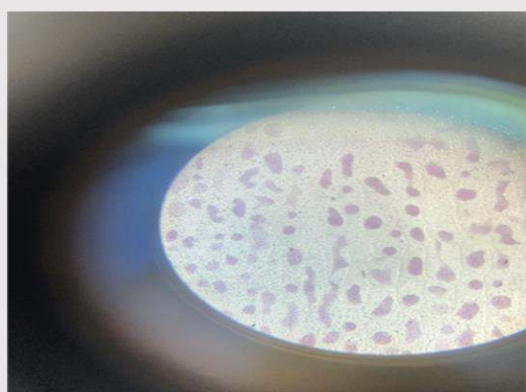
Volume:2 Issue:1



They also did research on different types of stem cells and discussed and evaluated different perspectives about stem cell research through an online platform-Parlayideas. They also learnt about the ultrastructure of different cell organelles and drew diagrams of prokaryotic and eukaryotic cells



In August, the students studied the structure of the membrane and how it helps in the movement of substances in and out of the cell. Through an activity, they discussed the different nature of science aspects in the discovery of membrane structure. The students also conducted a laboratory experiment to observe the plasmolysis in onion cells under the microscope. They learnt how to prepare solutions of different concentrations.



-Plasmolysed cells viewed under the microscope. Slide prepared by Sanjna and Roshni

JULY & AUGUST

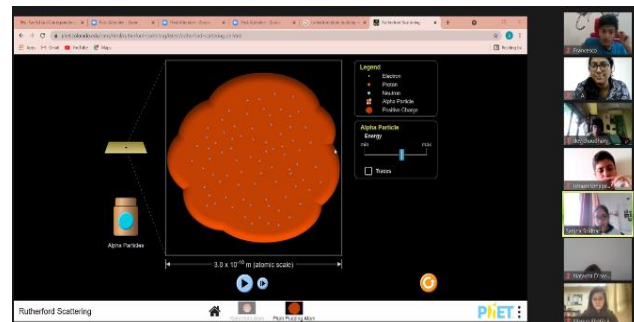
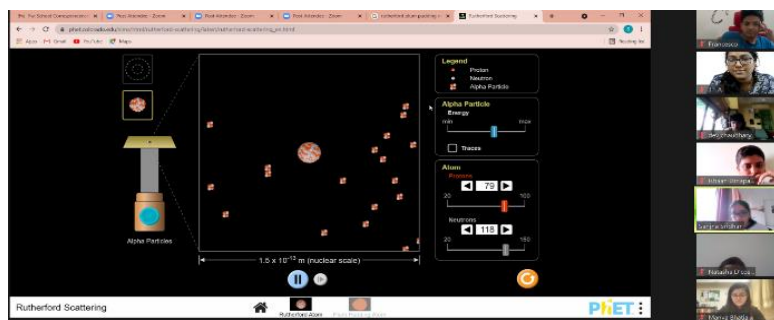
Volume:2 Issue:1

CHEMISTRY

The new academic year began with the JumpStart week. Students were introduced to the subject with a fun activity. They were given sentences from the Chemistry textbook and were asked to translate them in one foreign and one national language. The first topic taught to them in an online class was 'Atomic Structure.' Students were divided into different teams of scientists and were asked to research and present their findings with respect to the Atomic Models proposed by them.

Online simulations used to explain J. J. Thomson's and Rutherford's Model of an atom. In the month of August, with students coming to school, a new topic 'Stoichiometric Relationships' was introduced. Manya Bhatia and Sanjna Sridhar took the onus of peer teaching a subtopic- 'Particulate Nature of Matter.'

Students also did research work incorporating 'Concepts in TOK' to the central theme of 'Atomic Models'. Students were taught how to prepare standard solutions in the lab and how to make dilutions.



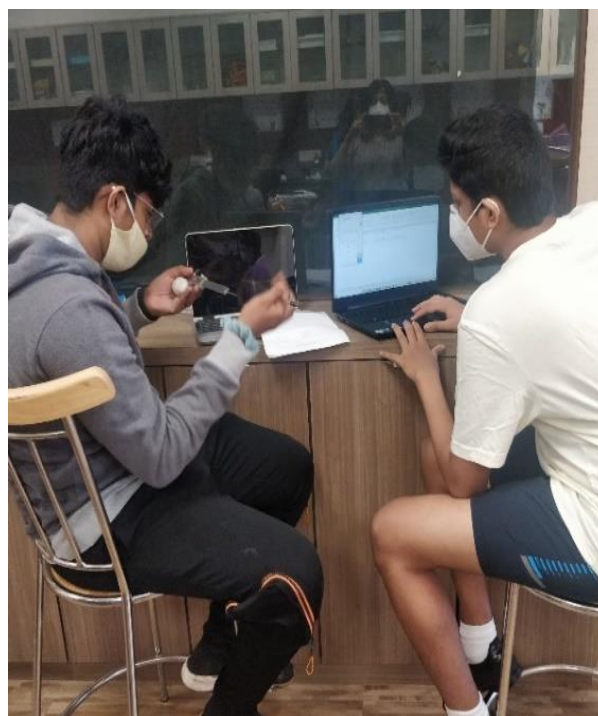
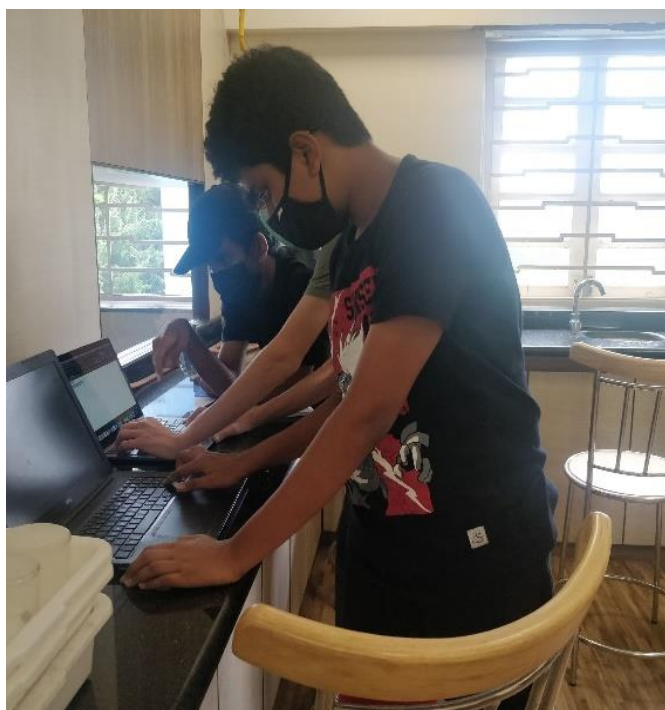
JULY & AUGUST

Volume:2 Issue:1

PHYSICS

This term began with an introduction to Physics during the JumpStart week to all the Grade 11 students. The students were then exposed to different unit systems in measurement and were also introduced to uncertainties in measurements, types of errors and the methods to minimize the errors. The students plotted graphs on MS Excel. The students plotted trendlines and the error bars on the trendlines.

In the month of August the students were introduced to different types of graphs and linearisation of graphs. The students also learnt the method of finding errors in slopes and intercepts. The students also did a prescribed practical on finding the relationship between mass and the diameter of plasticine balls.



COMPUTER SCIENCE

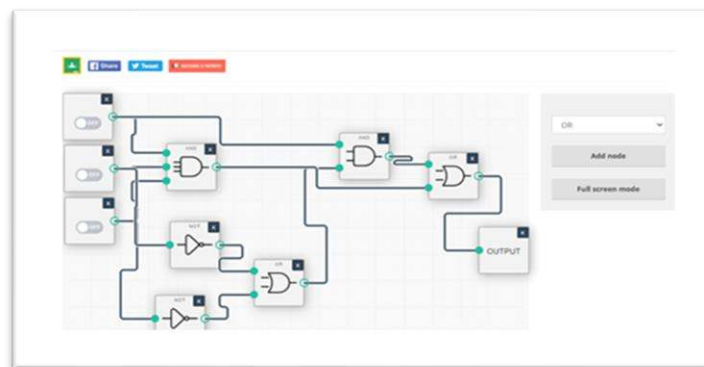
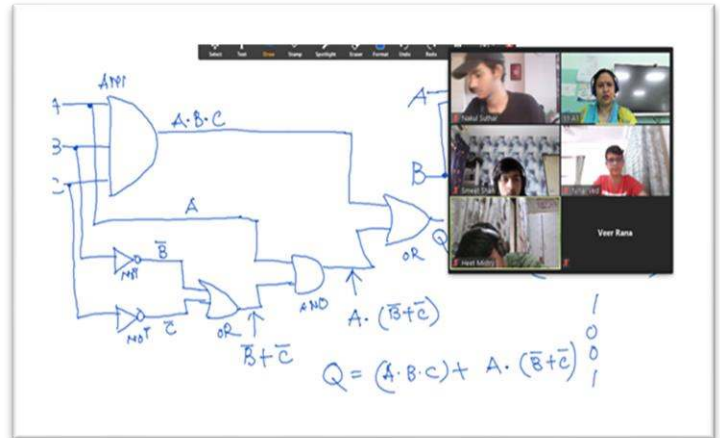
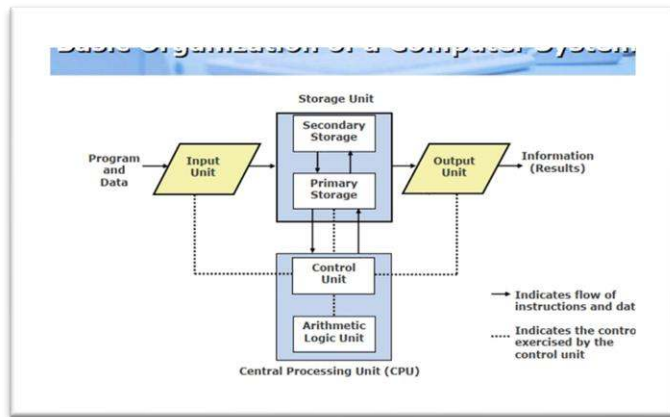
Game based introduction of the computer science subject elements was conducted during the JumpStart week. Students analysed and understood the various components related to the topic 'Computer Organisation'.

Students understood how logic gates are physical components in a circuit that control the flow of a signal by implementing a Boolean function, processing a signal to binary information. Logic gates are foundational in logic circuits, or in any electronic circuit process that involves digital to analogue signal conversion, or the flow of digital information.

Videos were shown on how logic gates are primarily implemented using diodes or transistors as electrical switches, but can also be constructed using electromagnetic relays (relay logic), vacuum tubes, optics, molecules, fluidic logic, pneumatic logic, or even mechanical elements. students used simulators to create circuits using various gates.

JULY & AUGUST

Volume:2 Issue:1



In order to gauge the student's prior knowledge on various components of the network, a quiz was conducted in the class. Terms like local area network, wide area network, storage area network, wireless local area network, internet, extranet, virtual private network, personal area network and peer to peer were discussed in class. For better understanding of the concept OSI (open systems interconnection) model, a lab session was conducted with the help of Alston Sir (DBIS Network specialist). This session helped students to understand how intranet and internet works, what an IP address is and why it is important. For reference students used this [website](#).



MATHEMATICS: ANALYSIS AND APPROACHES(AA)

During the JumpStart week, the students were introduced to the two Mathematics subjects in the IBDP and were informed of the differences between them.

Once the regular classes started, the students learned about Logarithms and Exponents, Counting Principles, Permutations and Combinations, Binomial Expansion, Summation Notation, and Sequences and Series.

ToK discussions included topics like history and ethics in Mathematics (and attributing historical contributions to all the correct contributors). A short (two-lectures) exploration into the Koch's snowflake was undertaken as an introduction to Sequences and Series.

Activities on Counting Principles were conducted in a combined Maths AA and Maths AI class when we resumed school in person. The students have been shown examples of exam style questions as well as the relevant marking schemes. Homework is assigned regularly and students are given help with the homework in class. Class tests have started and will be conducted regularly as well. Students are adjusting to the new GDC as well.

Exam Style question

[Maximum points: 6]

The coefficient of the x^2 term in the expansion of $\left(ax - \frac{2}{a}\right)^5$ is $-5a$. Find the values of a .

Power of $x = 5 - r$
 $\therefore 2 = 5 - r \quad \therefore r = 3$
 \therefore coefficient of x^2
 $= {}^5C_3 (a)^2 \left(-\frac{2}{a}\right)^3$
 $= \frac{5 \times 4}{1 \times 2} a^2 \times \frac{-8}{a^3}$

$= -\frac{80}{a}$
 We know this coeff is also equal to $-5a$
 $\Rightarrow -\frac{80}{a} = -5a$
 $\therefore a^2 = \frac{80}{5} = 16$
 $\therefore a = +4 \text{ or } -4 \quad (\pm 4)$

62

Consider this: Koch's Snowflake

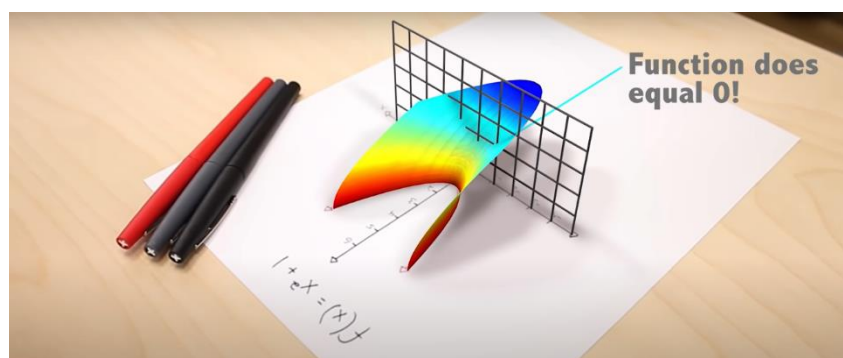
Gif Source: Wikipedia

JULY & AUGUST

Volume:2 Issue:1

MATHEMATICS: APPLICATION AND INTERPRETATION(AI)

Icebreaker activities were conducted during the JumpStart week. They were oriented towards the comparison between MAA and MAI. Course requirements were discussed in detail. During these two months, the students were introduced to numerical concepts and techniques of number and algebra topics such as arithmetic and geometric sequences and series. We particularly focussed on the role that estimation plays in understanding the world around us. Students learnt about different representations of functions, symbolically and visually as graphs, equations and tables provided different ways to communicate mathematical relationships. During this period, students were briefed about an important process of modelling and that mathematics can be used successfully to model real - world processes. They understood the significance of Mathematical financial models such as compound growth allowed computation, evaluation and interpretation of debt and investment accurately. HL students improved their understanding about complex numbers and learnt that utilizing complex numbers provided a system to efficiently simplify and solve problems.



VISUAL ARTS

Students were introduced to the components and assessments of visual arts. They were also introduced to the various art making practices which they could select during their course. They created mind maps and brainstormed for ideas and themes. They were introduced to starting strategies of how to illustrate their ideas and concepts. They were introduced to drawing techniques in one, two and three point perspectives. They also learnt the concept of distortion in perspective and exaggeration. They were introduced to three dimensional forms of art where they are in the process of exploring structures and materials. They were introduced to the medium of clay where they are in the process of exploring and experimenting with different techniques. They are in the process of theme selection and brainstorming for ideas and concepts.

JULY & AUGUST

Volume:2 Issue:1



THEORY OF KNOWLEDGE (TOK)

JUMPSTART WEEK: Our students' journey in this brand new subject called Theory of Knowledge (TOK) began with online sessions on understanding the term knowledge and followed by discussion on 'How do you know what you know?' TOK sessions were jump started with learners critically thinking of the three Trolley Dilemma scenarios. They discussed, debated and presented their perspectives on the issues by highlighting the importance of ethics (BQ: What role do our own moral principles play in knowing about and acting in the world?) and they made connections to real life situations (RLS) like the pandemic, World Wars and combating terrorism, etc. Through this ethical moral dilemma learners were introduced to the philosophical theories by Bentham and Kant. Several concepts were covered during the discussions like moral reasoning, altruism, moral absolutism, moral relativism/self-interest theory, etc.

TOK 12 Concepts: Learners were engaged in a group activity called 'The Check Lab.' This Nature-of-Science simulation activity helped learners to experience how science works when figuring out past events, and that it is built on evidence that can be observed or inferred from clues in the natural world. Learners demonstrated the value of collaboration within each group and with other groups in order to arrive at a reasonable explanation of the problem. They reflected on the role of Historian/Scientist/Researcher (experts) in the production and acquisition of knowledge. Through this activity students drew connections to 12 TOK concepts and IA prompts.

JULY & AUGUST

Volume:2 Issue:1

TOK newsletter Workshop: Learners were provided with the login details of the TOK newsletter resource which is subscribed by the school for the students and staff. This monthly TOK newsletter connects to what's going on in the world right now, and helps you to explore it meaningfully through the lens of the TOK framework. Through group tasks the learners explored the digital newsletter and the unique and interesting features of the resource.

TOK Core theme: Knowledge and the knower:

1. Map is not a territory: Learners were introduced to the unit by analyzing the famous poem by John Godfrey Saxe 1816- 1887 'The Blind Men and the Elephant' and made connections to problems in knowledge. Learners analyzed several map projections like the Mercator, Hobo-Dyer, equal area, conceptual maps, graphical enhancement maps, etc. This analysis led to discussions on contrasting conceptual schemes, the legacy of history in our knowledge, the association of knowledge with power and map as a metaphor for knowledge. (KQ: How is current knowledge shaped by its historical development?)

2. Knowing that..... Knowledge claims: Learners gained understanding on the types of claims: First order and second order claims and identification of claim statements. A drill work was conducted on recognition and identification of TOK terminologies.

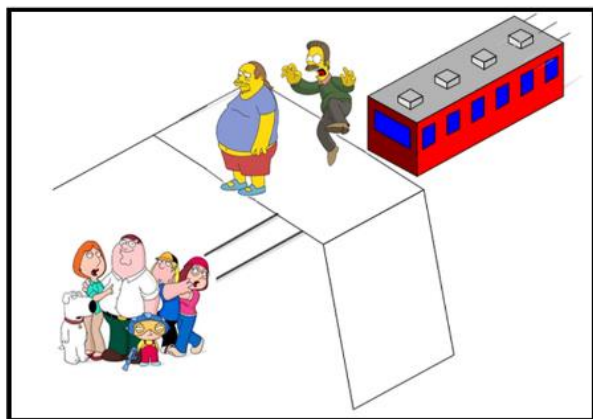
3. Personal and Shared Knowledge: Through PPT and graphic representations, students gained understanding of personal and shared knowledge. (KQ- How important are the opinions of experts in the search of knowledge?)



Coffee with me session

The Coffee with me session for Grade 11 parents was scheduled on Friday, 16th July at 5:00 pm. This interactive session was introduced with a discussion on 'What's the difference between Knowledge, Understanding, and Wisdom?' The focus of the session was for parents to gain valuable insight into the IBDP core subjects and closely explore Theory of Knowledge as a flagship element of the Diploma Programme. The TOK course encourages critical thinking about knowledge itself and helps young people make sense of what they encounter in the world.

To gain an in-depth understanding of TOK, parents were exposed to several simulated tasks based on perception, perspectives and value judgments to comprehend the problems and complexity of knowledge. Finally, the parents participated in the Trolley Problem Dilemma. They put on their thinking caps and expressed their forthright opinions on the three moral dilemmas. The three problems were a brilliant puzzle for the mind which led to connections being made to the moral reasoning principles namely the Utilitarianism and Deontology, doctors and health workers dilemma during the pandemic and the dilemma faced by leaders of the country to enforce lockdowns and SOPs. The session culminated with parents making connections to several TOK concepts dealt with through the simulated activities.



TROLLEY DILEMMA CASE 2

Footbridge Dilemma

Should you push the fat man to stop the runaway trolley before it kills the five people?



TROLLEY DILEMMA CASE 3

Do you sedate the healthy man and take his organs to save your five patients?

• Melicia Fernandes
TOK Coordinator

JULY & AUGUST

Volume:2 Issue:1

EXTENDED ESSAY

The students were introduced to the research skills by exploring a clipping of a movie, *The Man Who Knew Infinity*. This film explores how Indian Mathematician S. Ramanujan proved his theories in a foreign educational context. They participated in a discussion led by guiding questions by the facilitator, Ms. Aarti Malik. The importance of the IBDP Core was highlighted and how it helps in developing 21st century skills and learner profile attributes.

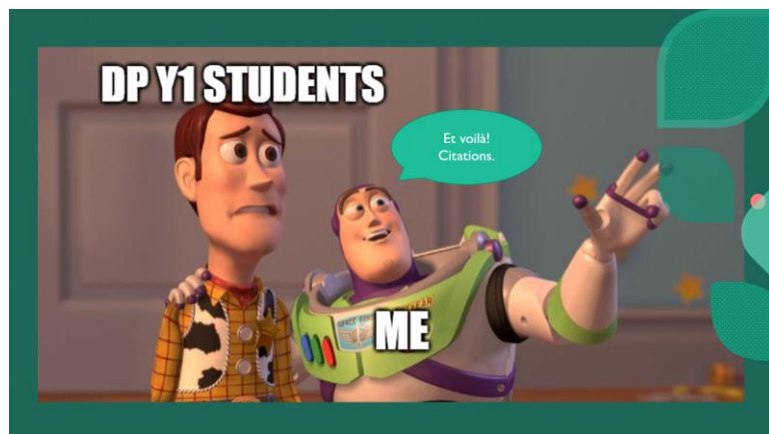
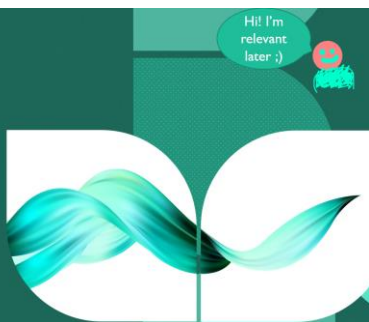


The students had to bring an artefact in the class which demonstrates integrity in personal context. The students have also been introduced to the DBIS Academic Integrity Policy. They had deconstructed the aspects of the policy like: Why Cite, Consequences of academic dishonesty. The students attended a session facilitated by IBDP Year 2 student, **Joshua Noronha**. He explained the onboarding process to a subscribed resource, [Noodle tool](#). He had also given a hands-on training session on creating MLA Citations.

• Aarti Malik
EE Coordinator

Citations using NoodleTools

Joshua Noronha



The general structure

Last name, First name. Article title, Title of container,

version, volume/issue number, date of publication,

location. Title of database, DOI /URL. Access date.

Greig, Jonathan. "UK Lawmakers Propose Law Banning Retail Bots After PS5 Fiasco."

TechRepublic, ZDNET, 22 Dec 2020. www.techrepublic.com/article/uk-lawmakers-propose-law-banning-retail-bots-after-ps5-fiasco/. Accessed 10 Feb. 2021.

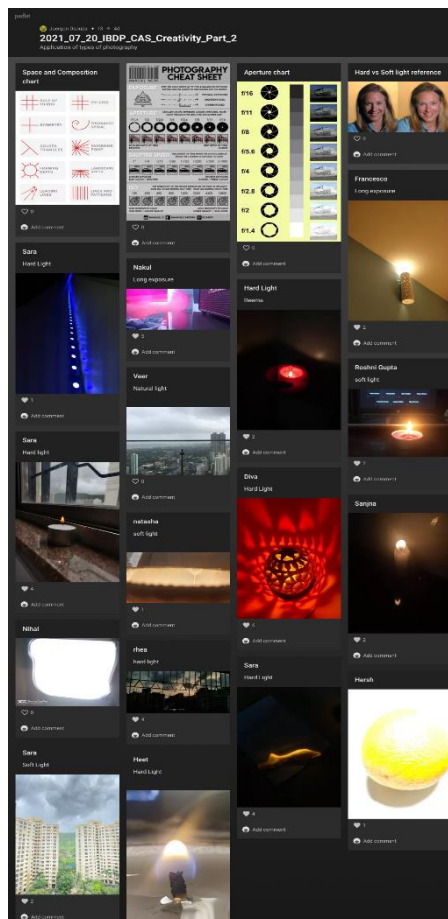
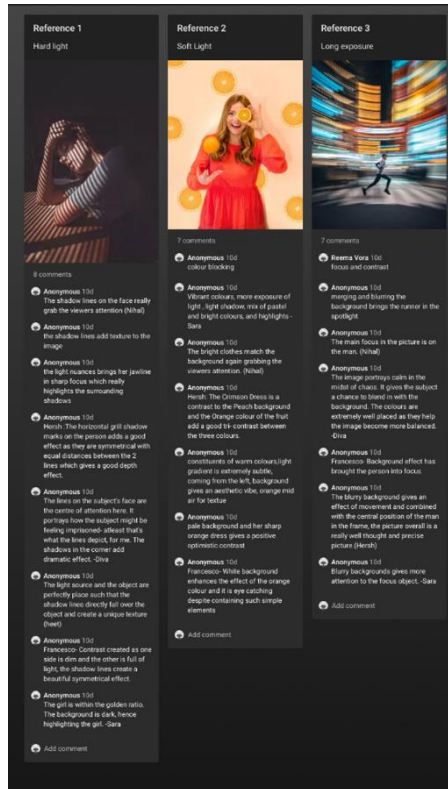
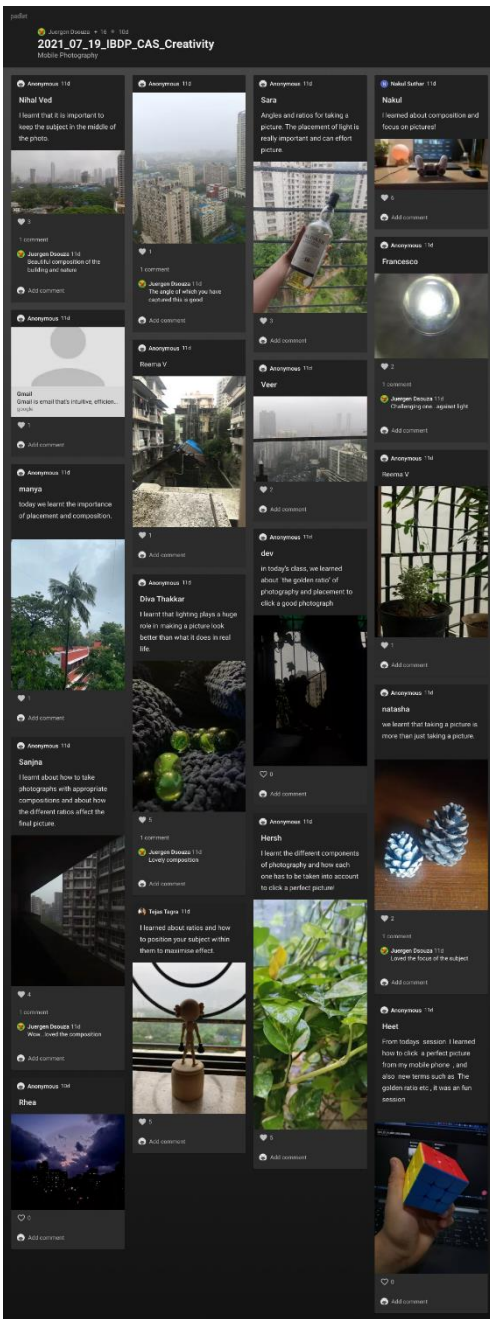
JULY & AUGUST

Volume:2 Issue:1

CAS (CREATIVITY, ACTIVITY AND SERVICE)

CREATIVITY

Students were introduced to composing images through mobile phone photography. They explored the concepts of hard light, soft light and other light manipulation techniques. They also learned how to use grids and spaces to compose an image.



THEATRE

Students were introduced to theatre by Mr. Sudeep Modak. He shed light on what the process for the next few months would be and how they would go about creating a piece where each student would be responsible in creating something based on a skill they are good at or would like to develop through the course of this workshop. Students performed and created some acting and music pieces. They are currently working on the script for the piece they would perform in December.

ACTIVITY

Students were engaged in a variety of activities which were conducted on the school campus. They participated in Handball, Football, Basketball and Cricket. Most students rotated between their favorite sports, taking part in at least two activities during the months of July and August. Students seem completely engaged in the sports activities in spite of some really wet and rainy days.

-Ms. Reema Vora
CAS Coordinator

JULY & AUGUST

Volume:2 Issue:1

MULTIDISCIPLINARY LEARNING ENGAGEMENTS

Brain Museum

Psychology and Biology

The Psychology and Biology students of Grade 11 attended an interactive and educational presentation by the grade 12 students and learnt about the deep insights into the working of the brain- different areas of the brain- amygdala, nucleus accumbens, parietal lobe, insular cortex, etc. were discussed via interactive presentations.



It was pivotal to understand the role of each part as it affects memory, cognition, and brain injuries to a large extent, altering behavior. They participated in a student-led CODE NAME game that pitted one team against the other testing their knowledge about the role of biology in psychology and vice versa. They also addressed the age-old myth of the 10 % functionality of the brain through the movie “Lucy” and learnt the biological explanation behind the concept.



GapMinder World Map Card Game

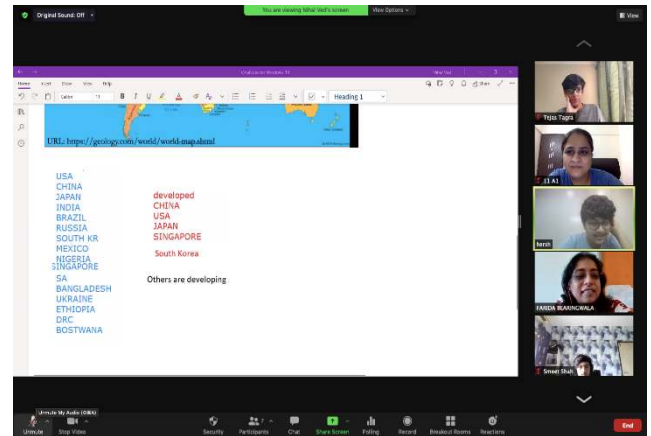
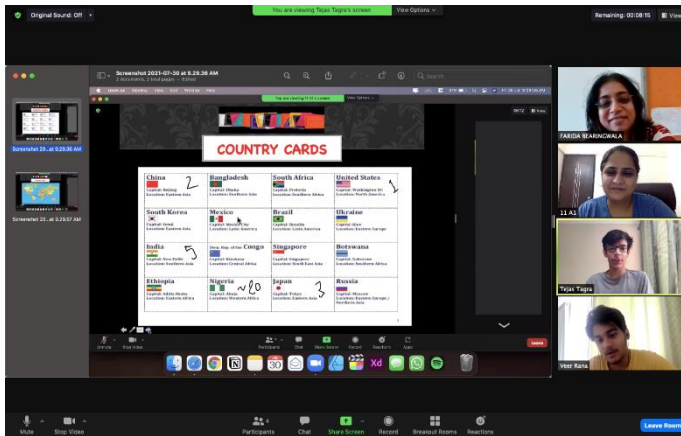
Business Management and Economics

The Business Management students played a Gapminder Card game to explore the topic of LEDC'S and MEDC'S where they were divided into groups and were given a set of different country cards. They had to arrange the Country Cards according to the development level of the countries and explain their reasons for the same. In the end a debriefing was done from the economics perspective by the economics teacher and the students were asked to mark the countries on the interactive Gapminder World Map that compares all UN members and other countries and territories with more than 1 million people, by income and health.

The key learning outcome from playing the game was to enable the students to think about the Gaps in the world today and challenge their preconceived notions about how the contemporary world looks. The game was also used to stimulate their interest in using statistics to understand the world.

JULY & AUGUST

Volume:2 Issue:1

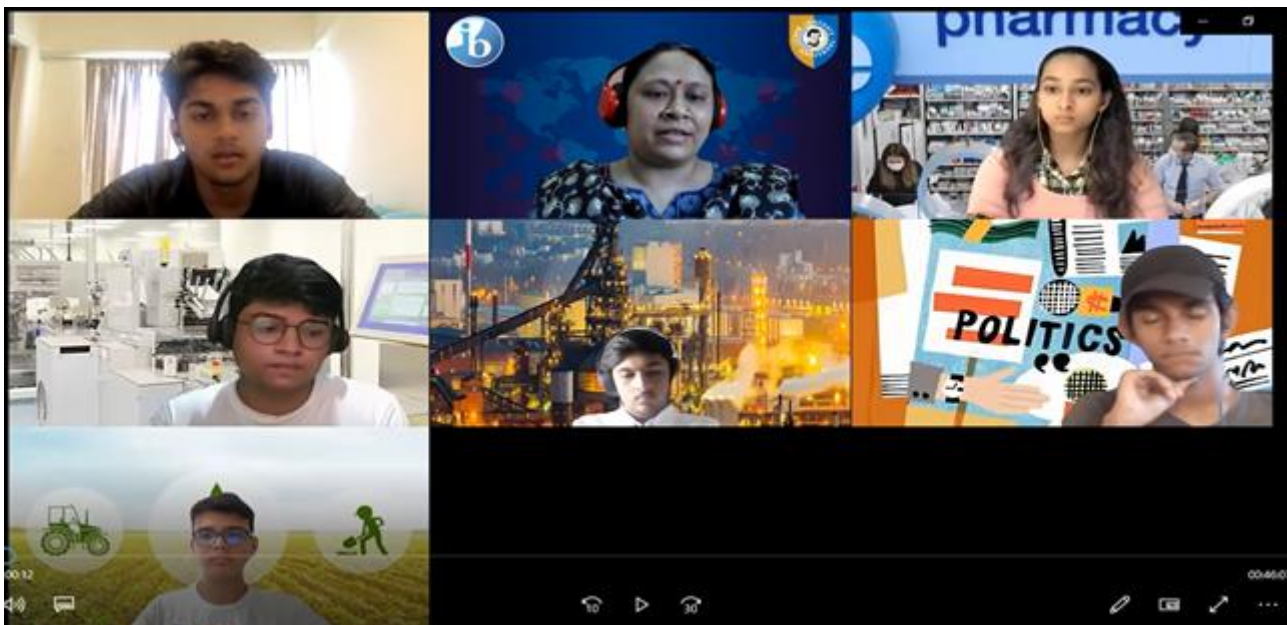


Changing lives through technology

Computer Science and impact on sectors

“The advance of technology is based on making it fit in so that you don't really even notice it, so it's part of everyday life.” Bill Gates, Co-founder of Microsoft.

Over the years, technology has revolutionized our world and daily lives. Additionally, we have created amazing tools and resources with the help of technology, putting useful information at our fingertips. Modern technology has paved the way for multi-functional devices like the smartwatch and the smartphone. Computers are increasingly faster, more portable, and higher-powered than ever before. With all of these revolutions, technology has also made our lives easier, faster, better, and more fun.



JULY & AUGUST

Volume:2 Issue:1

On 27th August 2021, Computer Science students of Grade 11 participated in a panel discussion on how technology has impacted different sectors like Education, Agriculture, Industry, Research, Pharmacy, and Politics of our society. Students researched different sectors and presented their key points to the audience. As a panellist everyone spoke about how any new technology implementation, presents both an opportunity and challenge to organisations, whether a corporate enterprise, or public sector body.

Veer Rana in the role of teacher explained how technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together



Nihal Ved in the role of a farmer explained benefits of use of technology in agriculture and the initiatives by corporate, government and local bodies to incorporate technology into agriculture show a promising future

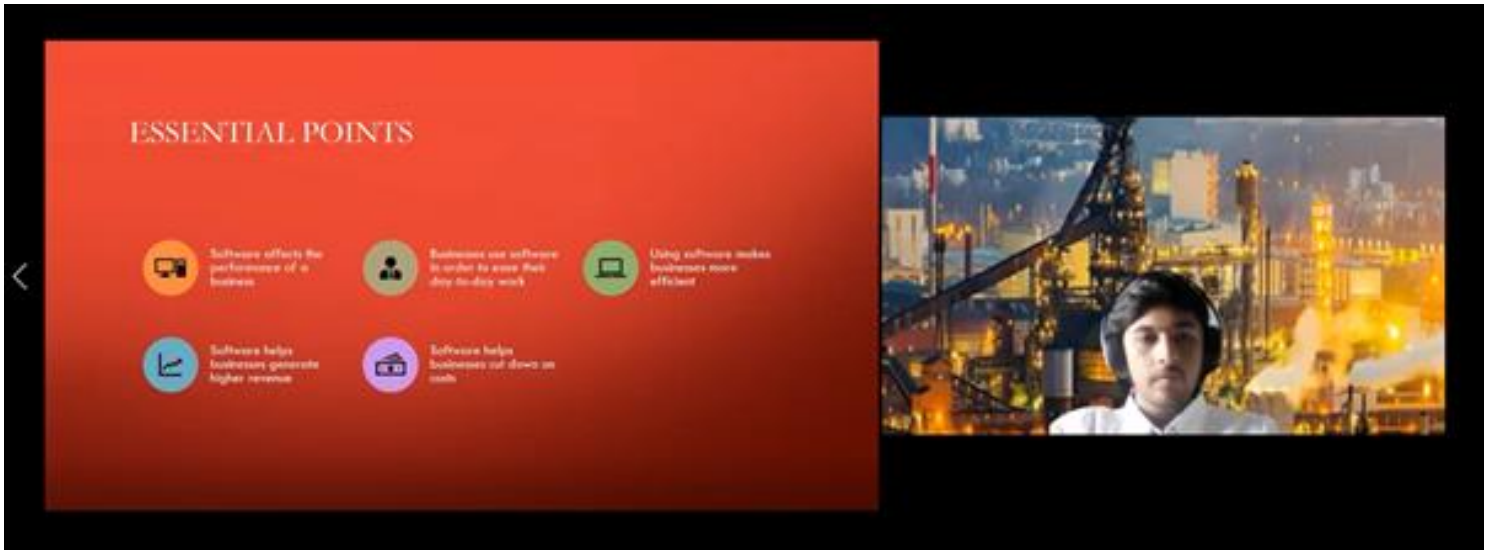


Smeet Shah in the role of a businessman explained how technology has revolutionized the way companies conduct business by enabling small businesses to level the playing field with larger organizations. Small businesses use an array of tech – everything from servers to mobile devices – to develop competitive advantages in the economic marketplace.

JULY & AUGUST

Volume:2 Issue:1

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ESSENTIAL POINTS

- Software affects the performance of a business
- Businesses use software in order to ease their day-to-day work
- Using software makes businesses more efficient
- Software helps businesses generate higher revenue
- Software helps businesses cut down on costs

The video inset shows Smeet Shah, a man with dark hair wearing a headset, speaking in front of a city skyline at night.

Sara D'Souza in the role of a pharmacist explained that beyond patient-related technology, like apps and step trackers, the pharmacy sector has been making big moves to make the entire profession much more advanced. The first major shift in technological advancements were focused on keeping track of prescriptions, minimizing paperwork, automating prescription refills, and a new form of record keeping.



Case studies

Smart pill dispensers

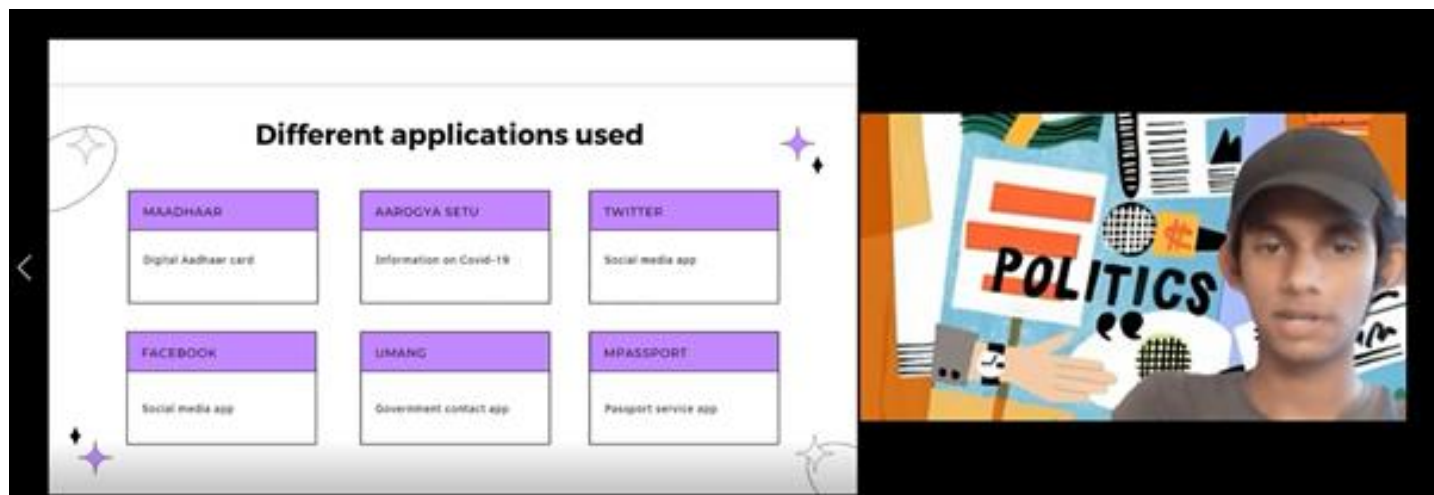
application is connected to any smart home voice assistants, like Amazon's Alexa or Google assist incorporate in the consumer's home. This application provides remote access to all nearby healthcare departments and professionals assist when in need.

The video inset shows Sara D'Souza, a woman with long dark hair, speaking in front of a pharmacy background.

Nakul Suttar in the role of a politician explained how two of the most powerful methods for using technology as a tool include data collection and the use of digital media. He spoke how technology acts as a tool for political actors such as politicians, governments and other organizations to better identify, engage with, and rally members of the public to their cause, as well as broadcast political messaging.

JULY & AUGUST

Volume:2 Issue:1



Heet Mistry in the role of a scientist explained how at the R&D labs, scientists incubate new concepts and apply the latest technologies to deliver breakthrough solutions for business and society, today.



At the end everyone shared their thoughts and reflected on the quote “It turns out the hardest thing at the different sectors isn’t building the technology but getting people to use it properly,” by Chris Dixon, a venture capitalist at Andreessen Horowitz.

[Please click to watch the recording.](#)

An Open Letter to My Entrepreneurial Inspiration

Business Management and English

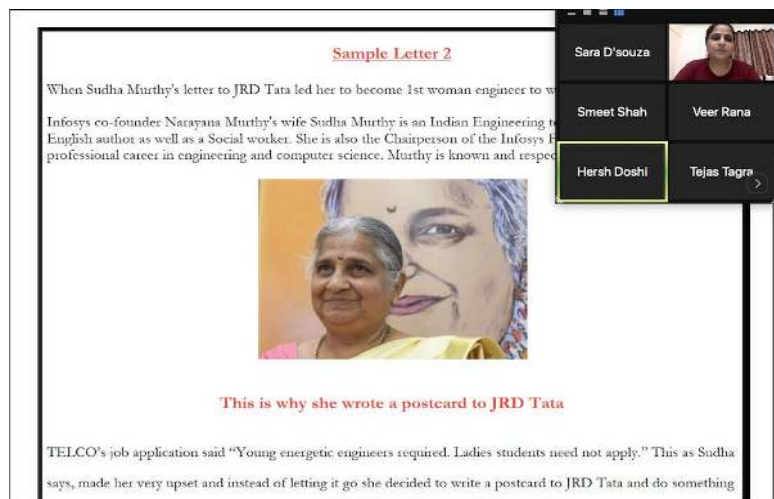
The Business Management students were given an Open Letter writing assignment where they were asked to hand write letters to their entrepreneur inspiration and later present them to the rest of the class. In this age of digital communication, writing letters is becoming something of a lost art. Letters are a physical thing and their increasing rarity makes them seem even more intimate today. This idea of Open Letter writing was adapted to a new context in Business Management by linking it to the topic of entrepreneurship.

JULY & AUGUST

Volume:2 Issue:1

To inspire students to undertake this assignment some sample Open Letters written to entrepreneurs like Anand Mahindra, Mukesh Ambani, JRD Tata were shown to the students, a reading exercise which the students thoroughly enjoyed. In order to guide the students on how to draft an Open Letter a session was conducted in collaboration with the English teacher, Ms. Sharon which equipped the students in understanding the key aspects of open letter writing.

Teja Tagra presenting his open Letter An open letter to JRD TATA written by Sudha Murthy



Versatile Verses

On Tuesday, 24th August, 2021, in Don Bosco International School, the event Versatile Verses was held which was all about bringing global universal themes of language and literature to a local context suited to the city of Mumbai. The audience was composed of all the subject teachers, the IBDP year 2 students, the IBDP coordinator, Miss Aarti Malik, our respected Director, Reverend Fr. Crispino D'Souza and our principal, Miss Meena Saldanha. The event was held online in the form of a zoom webinar and conducted by the IBDP year 1 students.

It began with the introduction and the aim of the event by Tejas Tagra. He stated, "We turn to stories, poetry and the beauty of language whenever we want to feel something expressively human. In fact, writing literature is one aspect that truly makes us human! We pass on ideas and imagine and create." Immediately after this, a video was shown that contained all the favourite books of each of the IBDP year 1 students. This was followed by the beginning of a role play where the two taxi drivers in Mumbai take a Spanish tourist on a journey through Mumbai where the different and unique aspects of the city are explored. In between this role play more insights were given into some of the topics discussed by the characters, firstly the movie Omkara was analysed with the help of a video and an image, the true meaning of the situations highlighted were explained, the same was done with the work of Shakespeare, the focus was on the piece Othello. The role play then continued further where the guides took the Spanish tourist to explore more about Mumbai. The next part was a video of putting the words of a poem by Shakespeare into the rap format and informing the audience that Hip Hop and Shakespeare are actually a form of rap, this was concluded with a poll presented to the audience with certain sentences taken from Hip Hop or Shakespeare and the correct option was then chosen.

JULY & AUGUST

Volume:2 Issue:1

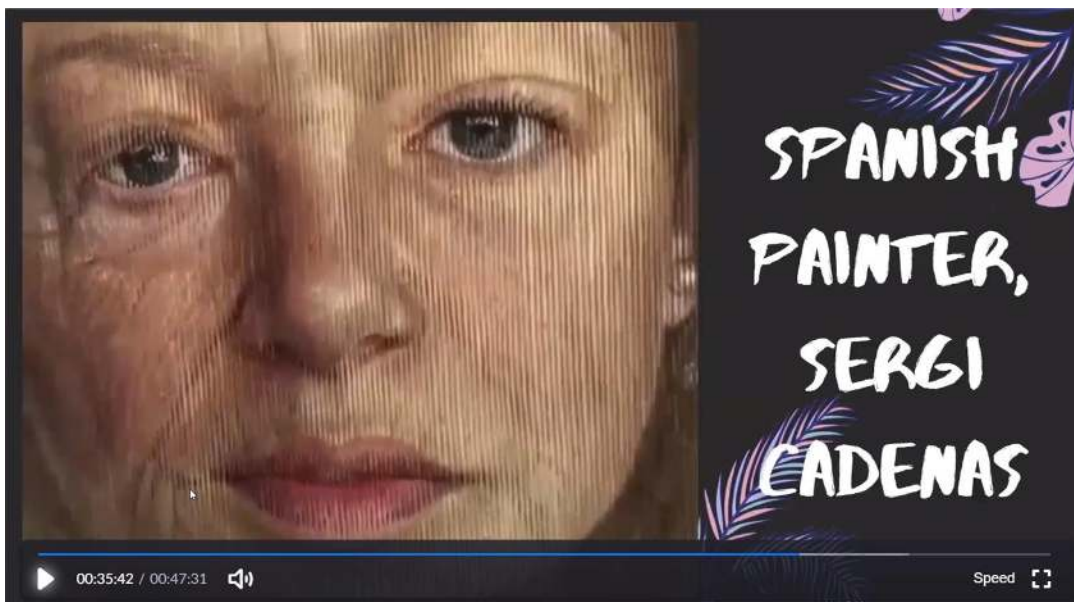
The role play then continued where the Spanish tourist mentions about famous Indian authors and some of their books, and they then progress to visit the restaurant Pizza by the Bay where they share a meal. While this happens, there is a conversation between the works of two different Indian authors, and how exactly the language used impacts the reader and why the book is a classic.

Towards the end of the role play the taxi drivers take the tourist back to his hotel and he invites them for dinner, at the end of it they actually charge him much extra than the normal rate and the role play is then concluded once the payment is made for the tour.

Our Director and Principal shared their thoughts on the event and what they liked about the event and the content presented, following this the Vote of Thanks was given where the language teachers especially were thanked for their efforts which resulted in such a successful event which took considerable time to prepare for. Some of the teachers shared their views too about the student's performance and the event in general. After all the feedback of the audience, the event Versatile Verses was concluded.

[Please click to watch the recording.](#)

-Francesco Fernandes (IBDP Year 1 student)



JULY & AUGUST

Volume:2 Issue:1

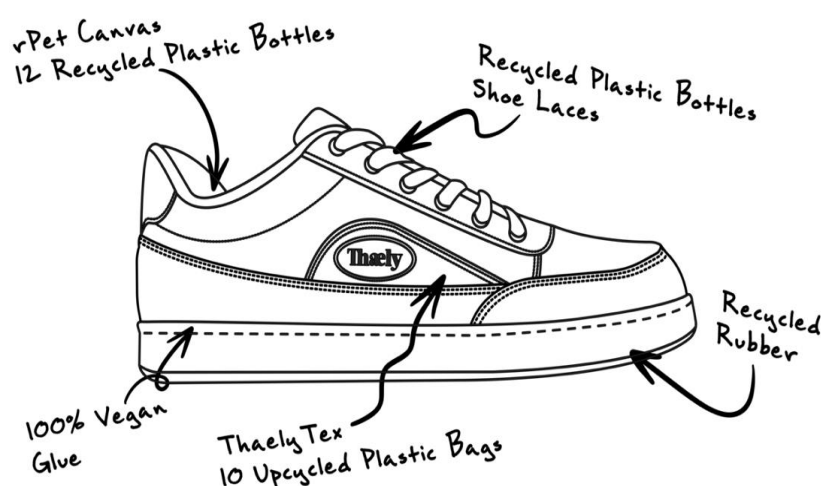
Guest Lecture

A multi-disciplinary (Business Management, Computer Science, ESS, Economics, Physics, Hindi) interactive guest speaker session was organised for the Grade -11 IBDP students on the the topic of decoding entrepreneurship by Mr. Ashay Bhawe, a 22-year-old former student of Amity University, founder of the startup Thaely- a word for plastic bag in Hindi, that ironically confronts the growing issue of plastic waste in the ocean. Thaely was initially developed as a design exercise by Ashay to develop an ethically produced sneaker that only uses components recycled from waste materials.

He is a recipient of the Eureka Startup Award at Amity University and his work gained attention from Matteo Boffa, one of the judges at the Amity University Eureka Startup Award. Boffa went on to become Ashay's mentor and business partner. His story was also published in the Khaleej Times.

Ashay shared his inspiring journey from being an IBDP student to becoming a social entrepreneur. The aim of the exercise was to find a solution to the problem of the 100 billion plastic bags used each year that use 12 million barrels of oil and kill 100,000 marine animals annually. Ashay answered the students' questions and interacted with the audience.

He showed a video on how his startup makes upcycled and vegan sneakers which are packed in reusable shopping totes with a basil plant embedded shoebox (simply cut the box and the plant will grow in a matter of days); a whole ecosystem of products that clearly mirrors a high level of creative genius.



JULY & AUGUST

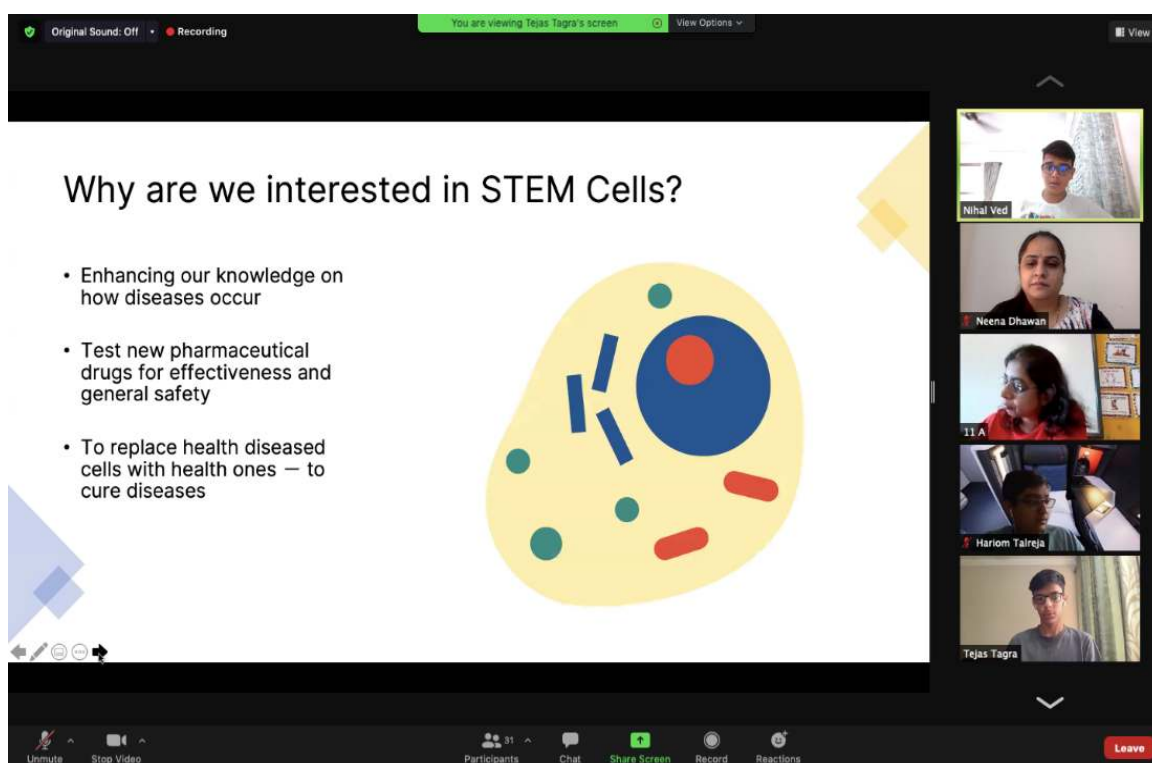
Volume:2 Issue:1

Stem Cell Tourism

Biology, Business Management, Economics and TOK

To understand the importance and ethics of the much talked about Stem Cell Therapy from the point of economics and business, the students of Grade 11 were divided into different stakeholder groups of- Domestic Firm (Not allowed research), International Firm (Allowed research in their country), Policy formulating Govt 1 (Not funding research), Govt 2 (Funding research), Doctors/Scientists and Patients/Consumers/General public. Each group presented their perspective on whether and why Stem Cell Research and Therapy should be funded by their government. Each stakeholder elaborated about the importance of research on health as well as their perspective on how it would affect their business and economy of the country.

Grade 12 students were also invited to be a part of the session and different TOK elements were discussed and explored. Students gave their perspective on the ethics of stem cell research and TOK concepts such as evidence, justification, explanation, perspective, culture were applied to question the need for this research.



Emotional Well Being Sessions

Time management

The students had sessions with the School Counsellor, Ms. Bindu. The first session was related to Time Management. Ms. Bindu covered the meaning of time management through an interactive group activity in the breakout room where the students discussed their strategies to enhance time management. Ms. Bindu discussed the benefits, effects (positive /negative), poor time management, psychology behind the same, reasons and action plan for efficient time management for maximum effective productivity.

-Ms. Bindu Chaddha

JULY & AUGUST

Volume:2 Issue:1



Norms of Collaboration

A session was conducted on the Norms of Collaboration for the students. It started with an ice breaker where the students had to give a word or phrase for collaboration. The students were divided into random groups .They had to read the norms of collaboration, discuss the two most important norms. As an extended activity they had to prepare a role play to showcase the importance of the opted two norms. As a culminating reflection, the students analysed the importance of these norms in group work and everyday lives.

- Ms. Sowjanya Ghosh

Bro-Code:The Buddy Program

Bro-code is a buddy programme initiated by the IBDP year 2 students and the IBDP homeroom teachers. It aims to establish a healthy mentor-mentee relationship, maintain a safe space to provide support and guidance to allow the new students of IBDP to become self-reliant.



Ms Bindu, our School Counsellor met the Grade 12 mentors to facilitate a session on guidelines and the protocols for peer mentoring. Each IBDP year 1 student was allotted to one of the IBDP year 2 students. Up until now the overstudies and understudies met twice formally where they discussed their ongoing in school. This programme has been beneficial to both parties as they can talk and gain a better understanding of what IBDP is really about and have a fellow IBDP student to help each other along the process.

Even at an introductory stage, it has effectively benefitted the DP students not only to bond but has allowed the DP Year 1 students guidance through their first few months in IBDP. It is a programme that hopefully will be carried on each year when new IBDP students are welcomed into DBIS.

A collaborative initiative by the students, for the students to support one another, gain insights and develop communication and social skills for both the overstudies and understudies.

-Zahra Gonsalves (IBDP Year 2 student) and Manya Bhatia (IBDP Year 1 student)

JULY & AUGUST

Volume:2 Issue:1

CAREER AND COLLEGE COUNSELLING

The Career and College Counselling department decided to make student and parent engagement sessions more meaningful by conducting Workshops, Information Sessions, Guest Lectures, etc. based on interest and feedback received from the students.

Introduction to Cialfo ~ Application Management Platform

This session was planned for the grade 11 students to effectively use the application platform. We went through an Introduction to Cialfo, Platform Navigation & using the features. Lastly students were also encouraged to make use of the platform to track and register for the upcoming university visits and sessions organized.



AIS LEGACY SCHOOL[™]
DON BOSCO INTERNATIONAL SCHOOL MANTHAN[™] INTERNATIONAL SCHOOL

Global Perspectives on Medical Admissions
"Inviting students and counsellors to learn about studying medicine in 7 different countries across the world"
7th August 2021 4:00 pm - 5:30 pm IST
[Register Now](#)

*Seats are limited and registration is required.
Contact janhavir@dbis.in*

University of St Andrews | FOUNDED 1413 | St. George's University SCHOOL OF MEDICINE
CHARLES UNIVERSITY | AMERICAN UNIVERSITY of ANTIGUA COLLEGE OF MEDICINE | UNIVERSITY OF MEDICINE AND HEALTH SCIENCES | THE UNIVERSITY OF QUEENSLAND AUSTRALIA

Janhavi Ruparel
Don Bosco International School
Mumbai

Ramya Modukuri
Career Counselor
Manthan International School
Hyderabad

Sameer Arora
Vice Principal
Legacy School Bangalore

Shivangi Panchal
Career Counselor
Ahmedabad International School
Ahmedabad

Global Perspectives on Medical Admissions

An amazing collaboration with Ahmedabad International School, Legacy School Bangalore and Manthan School Hyderabad. A one-of-a-kind webinar with a truly global look at studying medicine. Leading medical schools from 7 different countries, spanning 4 continents, talked about the program structures, medical licensing and admissions requirements for their countries.

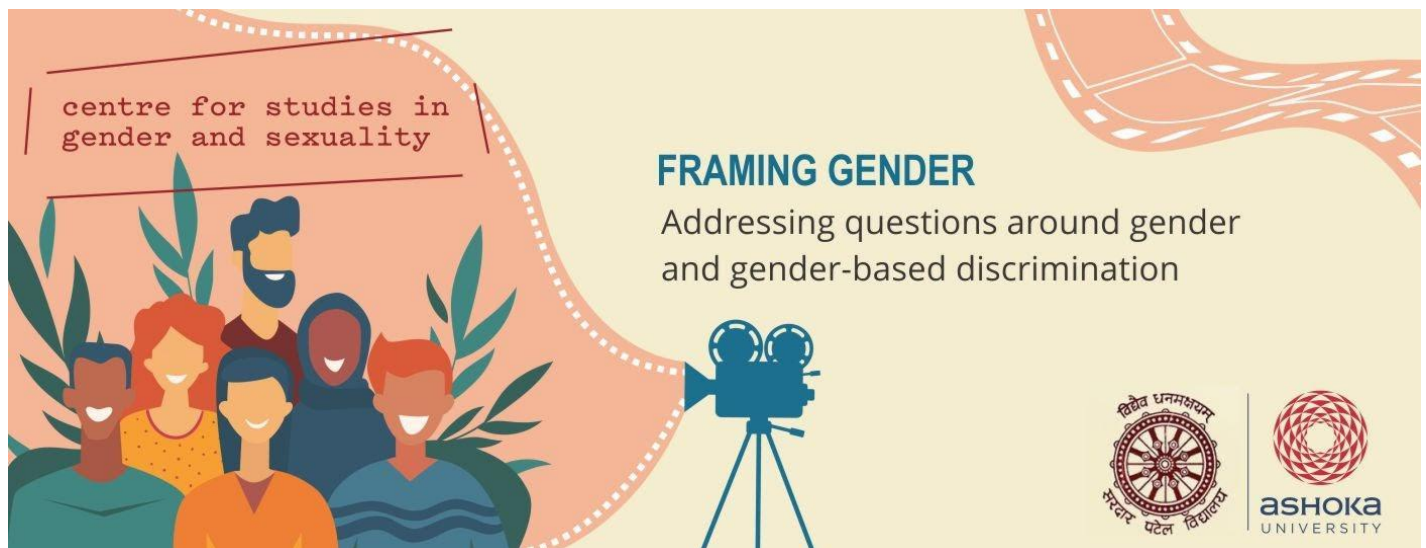
JULY & AUGUST

Volume:2 Issue:1

Framing Gender by Ashoka University ~ Grade 11

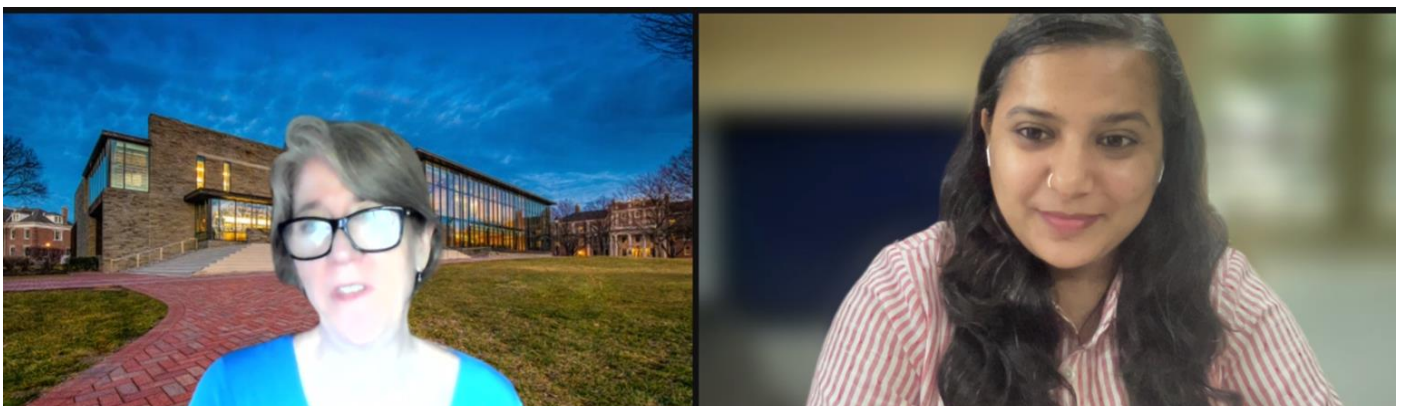
The workshop covered

- Gender and Culture : looking at the existing gendered stereotypes and how they impact us in our daily lives
- Beyond the Binary: Understanding the basic concepts of gender and interrogating the reasons behind gender biased bullying
- Gender and the Virtual Space



Lafayette College

A private Liberal Arts College located in Easton, Pennsylvania - USA. Lafayette offers 51 areas of study across four academic divisions: Humanities, Social Sciences, Natural sciences, and Engineering

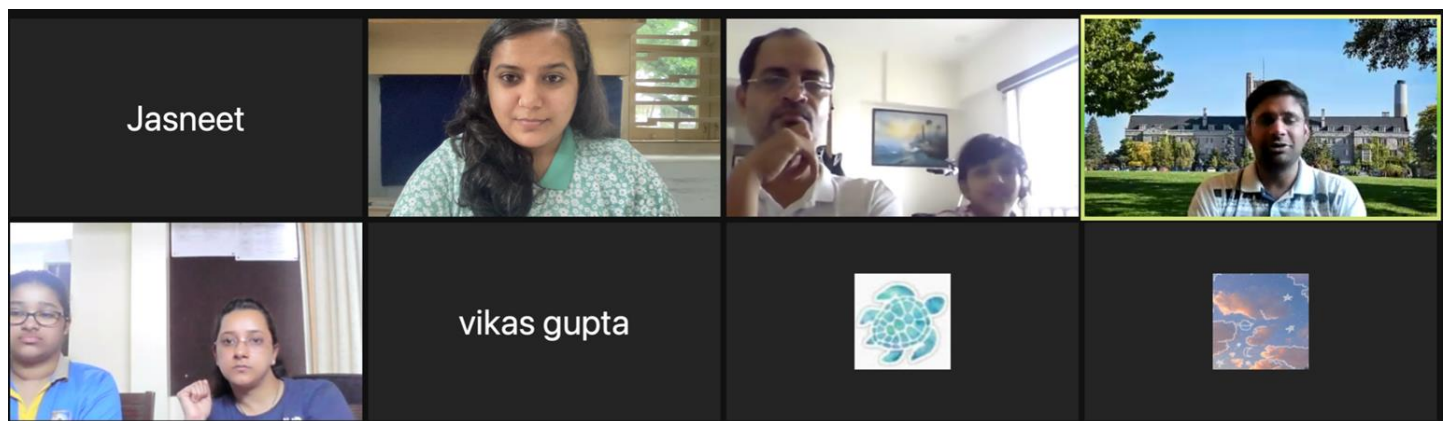


JULY & AUGUST

Volume:2 Issue:1

University of Guelph

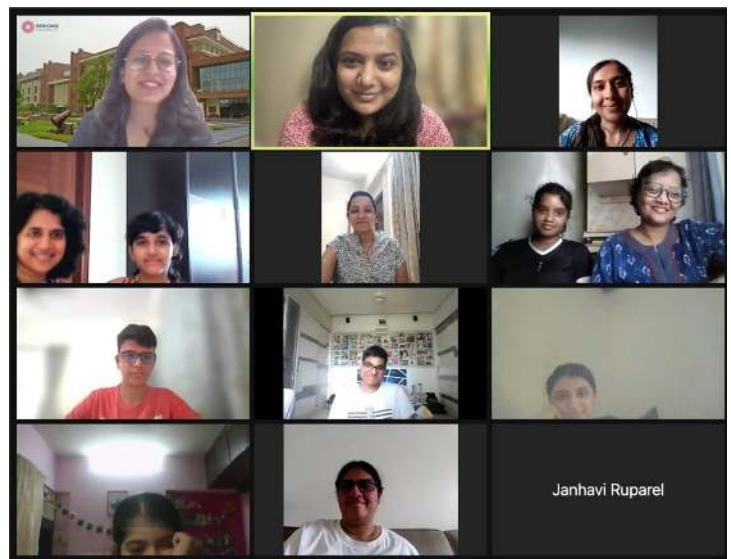
The University of Guelph is a comprehensive public research university in Guelph, Ontario, Canada. Research-intensive and learner-centred, their campuses span urban hubs and rural communities. U of G has 29,507 undergraduate and graduate students, including 1,500 international students.



Ashoka University

Ms. Jinal Shah discussed the concept of liberal education, its relevance to India and the world vis-a-vis the future of work. Session included:

- The Undergraduate Programme
- Faculty and Pedagogy
- Placements & Careers
- Admissions & Need-based Financial Aid
- Internships, Study Abroad and Research opportunities



The University of Alabama





This is where legends are made. Founded in 1831 as the state's first public college, The University of Alabama is dedicated to excellence in teaching, research and service. UA Over 70 undergraduate programs across 12 colleges and schools

Our Legends

- Marilyn Hewson (CEO, Lockheed Martin)
- WW Clements (CEO, Dr. Pepper Company)
- Sam DiPiazza (CEO, PricewaterhouseCoopers)
- Vicki Hollub (CEO, Occidental Petroleum)
- Jimmy Wales (Founder, Wikipedia)
- John Hendricks (Founder, The Discovery Channel)
- Winston Groom (Author, Forrest Gump)
- Derrick Henry (NFL Star and Heisman Trophy Winner)
- Sonequa Martin Green (Actress, Star Trek: Discovery, Space Jam)
- Nan Boden (COO, Google)

Source: <https://www.ua.edu/legends/>

WHERE LEGENDS ARE MADE

JULY & AUGUST

Volume:2 Issue:1

Atlas SkillTech University Mumbai, Indian School of Business and Finance Delhi , Podar World College, Mumbai, Russell Square International College Mumbai ~ Grades 9 – 12

The session introduced the attendees to three Academic programs that give them the opportunity to study courses following academic direction from The London School of Economics and Political Science, UK. They were also introduced to Atlas SkillTech University Mumbai offering new age education in Design & Innovation, Management & Entrepreneurship, Media & Communication, Film & Animation and Digital Technology.

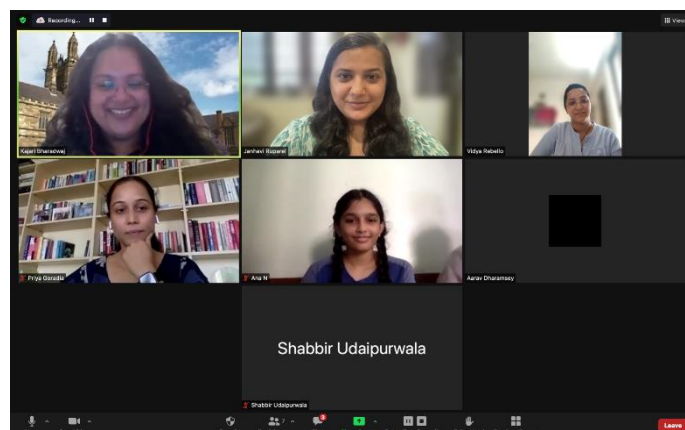


University of Sydney

The University of Sydney was founded in 1850 as a public institution of higher education. We're consistently ranked in the top 50 universities in the world, and are known internationally as leaders in education, research, student experience and graduate employability. They have many courses students can choose from the following Areas of Academic Interest:

Arts and social sciences, Architecture, design and planning, Business, Education and social work, Engineering and computer science, Law, Medicine and health, Music and Science

-Jahanvi Ruparel
College and Career Counsellor



JULY & AUGUST

Volume:2 Issue:1

IBDP Happenings.....

Computer Science Panel Discussion



Vectors in Everyday Life

join us to explore the how vectors
play a key-role on our lives everyday

Thursday, 26th August at 10 am



physics
ibdp year 1

Vectors in everyday life

Multidisciplinary Guest Lecture

DON BOSCO
INTERNATIONAL SCHOOL

SPEAKER

TOPIC:
**Decoding
Entrepreneurship**

ASHAY BHAVE
Founder at Thaely, Social Entrepreneur and Designer

Founder of Thaely a vegan sneaker brand that manufactures sneakers from waste plastic bag.

- Studied accessory design at the Fashion Institute of Technology NYC
- BBA Entrepreneurship at Amity University Dubai.
- Winner of the 2019 Eureka startup competition Amity University
- Exhibited work at Dubai Design District, Al Serkal Avenue and Tashkeel Design Studio.

Monday, 9TH August 2021
11:00 am-11:45 am
Venue –AV room

JULY & AUGUST

Volume:2 Issue:1

Open Letter

**Business Management
Open Letter writing
Assignment**

In this age of digital communication, writing letters is becoming something of a lost art. There is something extremely personal and intimate about the letter that email is incapable of capturing. Letters are a physical thing and their increasing rarity makes them seem even more intimate today.

We have adapted this Idea of an Open Letter to a new Context in business management by linking it with the topic of Entrepreneurship.

As a part of our assignment we have hand written an open letter to an entrepreneur of our choice whose work has been an inspiration to us.

Applying Ideas to new context

**An open letter to my
entrepreneurial
inspiration**

The class of IBDP
Grade 11 invites
you



Friday, 13th August 2021
11:45am onwards

Venue - Grade 11 Classroom

Stem Cell Tourism

 **DON BOSCO**
INTERNATIONAL SCHOOL

GRADE 11 INVITES YOU TO

STEM CELL

TOURISM

AN ECONOMICS, BIOLOGY AND
BUSINESS MANAGEMENT
COLLABORATION.

AUGUST 27 2021, FRIDAY
9AM TO 10AM
VIA ZOOM



Diploma
Programme

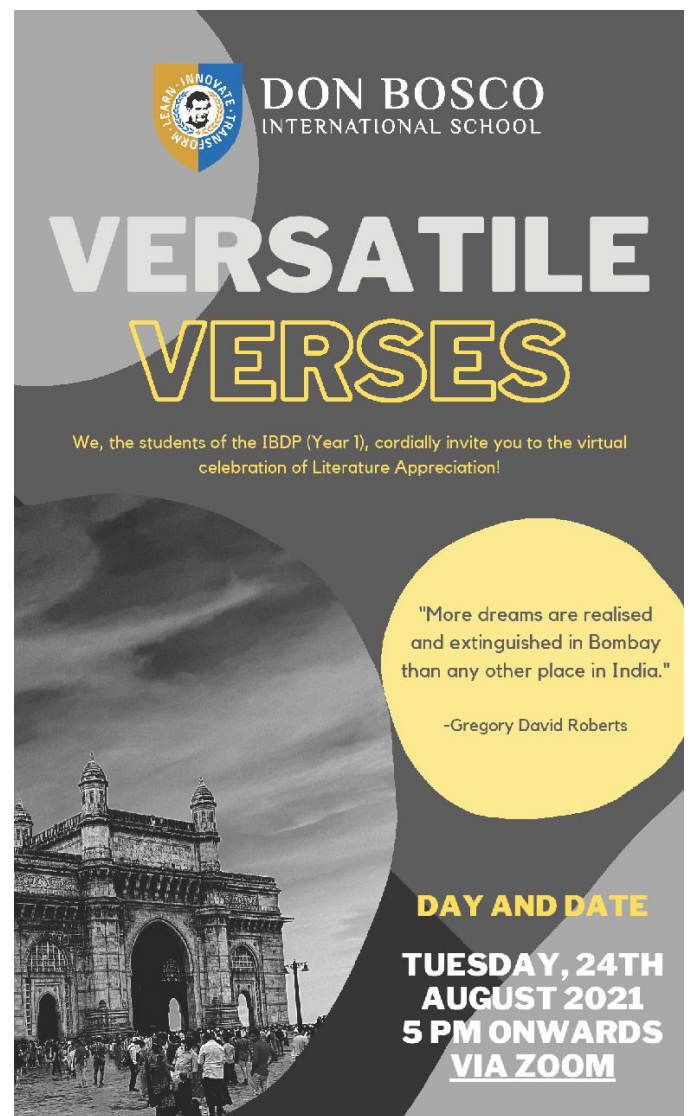


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