

IBDP

NEWSLETTER

Grade 11

November & December

Volume:2 Issue:4



EVENTS

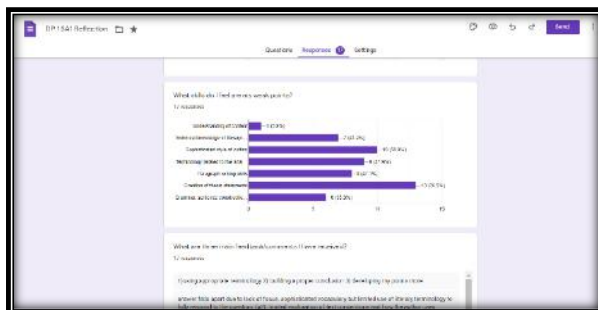
- **November 16th:**
TOK presentations
- **November 17th:**
Visual arts guest speaker
- **November 20th:**
Student led conference
- **November 26th:**
Interaction with Spanish author
- **November 29th:**
CAS initiative
- **November 30th:**
STEM guest speaker
- **December 3rd:**
Student led conference
- **December 7th – 14th**
Linguist's palette
- **December 8th**
Wise shorts

ENGLISH A: LANGUAGE AND LITERATURE

When students returned after their Diwali break, they reflected on their performance in the first summative examinations. After reviewing their written work they started preparing for the Individual Oral where they brainstormed Global Issues and practised their speaking while recording themselves to correct any issues with balance, time management, and register. The oral exam was conducted successfully.

They next charged onto the persuasive texts where they first studied speeches and their conventions. For this they deconstructed Barack Obama's speech and explored how and why he is an effective orator. The next text type they moved onto is leaflets and advertisements. They understood the factors of how propaganda becomes persuasive and created a learner portfolio reflection on the same.

Furthering their study of the literary text, Persepolis, they read and annotated and discussed the various themes and Global Issues in the novel. They watched and shared a heartfelt reflection on the rhythmic poem 'What They Took With Them' to better connect with the issue of refugees and immigration. To enhance their knowledge of the stylistic techniques of a graphic novel, we collaborated with Visual Arts. Mr. Juergen Dsouza, the Visual Arts teacher conducted an activity where the students role played and justified the artistic choices in various comic panels.



Reflection on Term 1 performance



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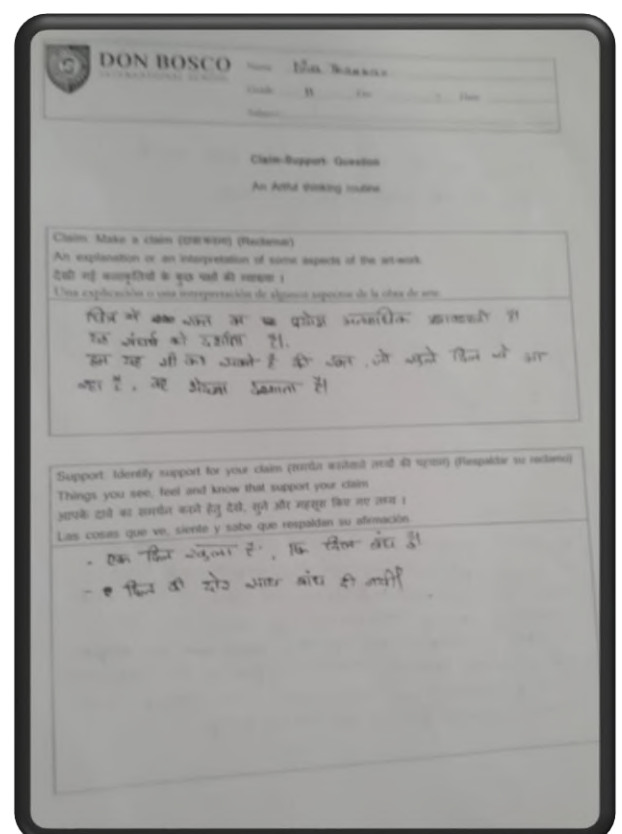
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What They Took With Them

HINDI B

At the beginning of the second term, students reflected on their performance in the First Summative examination. They discussed the errors and created an action plan to overcome them. Students learnt the art of report writing and practised writing one after attending the session by 'Ms. Tarana Puri' who spoke about her book 'Hola Vida' and shared her exciting journey of the years she spent in the Hispanic country, Panamá. We continued the theme 'Human Ingenuity' and explored the different ways of communication and its impact on our life. Various articles, comprehension and listening activities were done to know more about the theme.



SPANISH B SL

The second term began by reflecting on students' performance in the First Summative Assessments and discussing the detailed action plan with the students. We started with our second sub theme 'Historias de Vida – Life stories' under the theme 'Experiencias - Experiences' where students explored various written and spoken texts about the family and life stories of some Hispanic people.

As an extension of this theme, students attended a guest lecture by Mrs. Tarana Puri who is a passionate Spanish language expert. Our students enjoyed the session as she took us through her exciting journey of the years she spent in the Hispanic country, Panamá and how she was inspired to write her book 'Hola Vida'. She has an honour of working as a translator and an interpreter for 8 years and she has had the privilege to serve as an interpreter for the first lady of Argentina. Students practised a text type - report writing on this event. We also unwound a funny story by listening to a song 'Muerto vivo' which describes the funny incidents in Marco Herrera's life when his family assumes he is dead while he is drunk and has not returned home. We enjoyed practising the contrast between the two past tenses through this song.

El Muerto Vivo



Hola Vida por Tarana Puri



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SPANISH AB INITIO

Starting with the theme of experiences students learnt to talk about their vacations and on their own as well as other regions. Also, they read articles and blogs, heard podcasts, and learnt to write a postcard describing the things they have done while they are on their vacations using the preterito perfecto (present perfect tense - haber + participio). They have also made an attempt at presenting hispanic countries and talking about their touristic destinations, food, culture, etc through picture descriptions. Various revision sessions have been conducted to revise the use of gerunds and the immediate future (ir + a + nombre o infinitivo). Skills-based practice covering reading, listening, writing and speaking was done in class for a holistic development of their language.

Students attended a guest session along with grades 10 and 12, wherein they learnt about the country of Panama from the author of the book 'Hola Vida' and a Spanish language enthusiast, Mrs Tarana Puri, who has spent her childhood there. Later, they reflected and practised the text type of an interview based on the same.



Travel agency - Poster



Hola Vida - A session with the author - Tarana Puri



Presenting a hispanic country

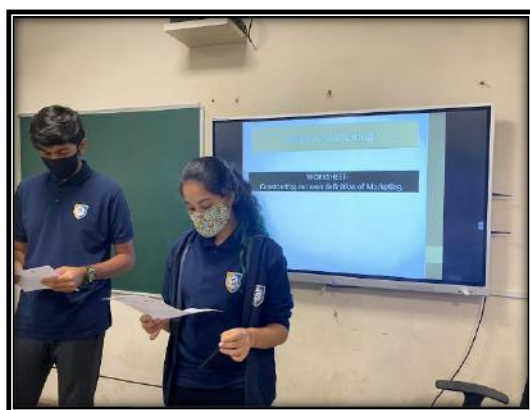
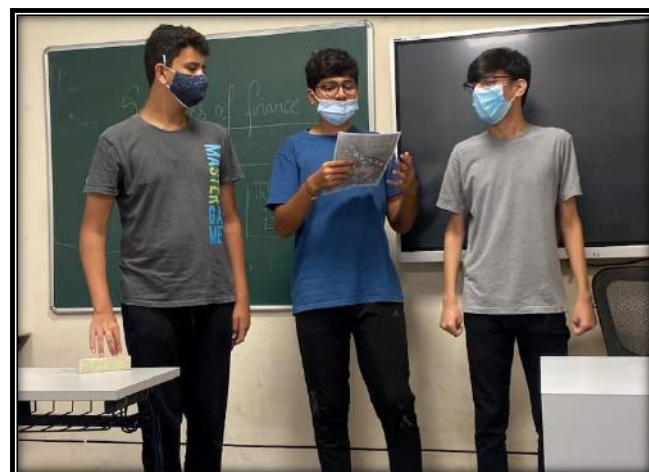
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BUSINESS MANAGEMENT

The business management students were introduced to the unit of finance this term. The topic of sources of finance was explored through a brainstorming activity - Sources of Finance Wall where the class was split into pairs and were given a set of cards of various sources of finance which had to be matched with their meanings to create a wall.

The topics of Cost and Revenue, and Break-even Analysis were explained using presentations and interactive graphs. For the topic of Final Accounts, students constructed the profit and loss account and balance sheet for different companies from a given data and interpreted the financial position of these firms. The unit of marketing was introduced through an exercise where students had to construct their own definition of marketing by reviewing the various views and perceptions of marketing from a series of conversations given and in the end students also had to reflect on how similar or different their marketing definitions were constructed from their fellow students.



The students played a fun Marketing Trivia Khaooot quiz as a class to help stimulate discussion on key brand and innovation topics such as the rise of Google and Facebook, Apple's dominance, the large scale of Nestle, Kodak's 'innovation', how some brands survive and prosper whereas others fail, how long it takes some products to become successful.

A video case study task on 'What does Marketing at McDonalds look like' was given to students where students were first shown the trailer of the movie 'The founder(2016)' - the story of the founder of McDonald's Ray Kroc. Along with this a worksheet was given to identify the reasons for their success throughout the world and contribution of marketing (if any) to their overall performance.

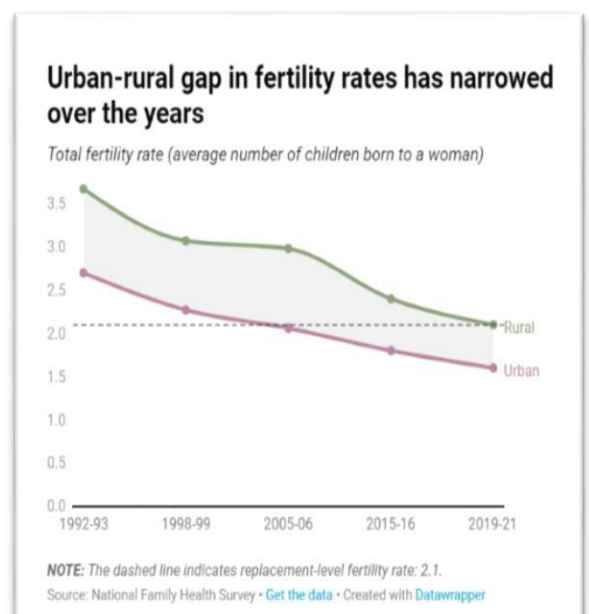
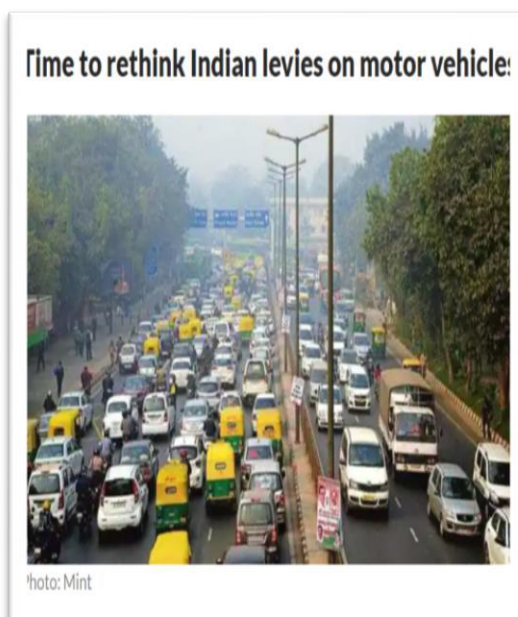


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ECONOMICS

Term II started with the topic of Government Intervention and continued with Market Failure. The students extensively discussed and debated the following objective of government intervention with the help of various activities, newspaper articles and videos. The learning outcomes which have been met are: the market mechanism may result in socially undesirable outcomes that do not achieve efficiency, environmental sustainability and/or equity, market failure, resulting in allocative inefficiency and welfare loss. Further, an inquiry was explored to learn how the resource overuse results in challenges to environmental sustainability.



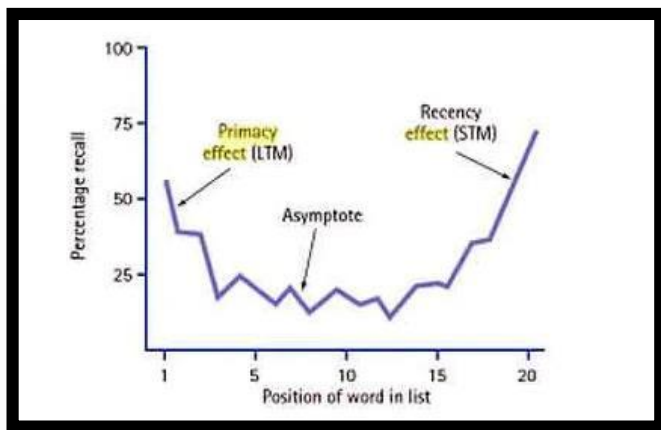
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PSYCHOLOGY

Students were introduced to the basics of an IA in psychology. The students were then introduced to the cognitive approach to behaviour in which the brain is compared to a processor and the result of the processing is behaviour.

Students were introduced to Models of memory. This was further consolidated through the conduction of a simple experiment to test the multi-store model, in class.

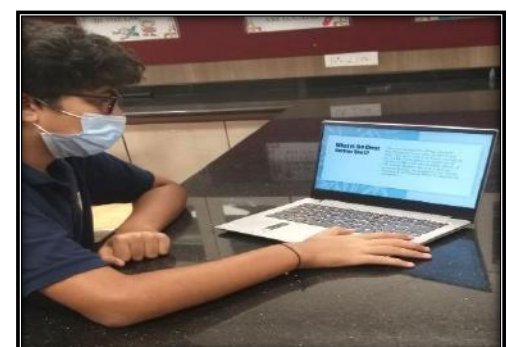


Building on the models of memory, the students were introduced to the Schema Theory through an experiment (brewer and treyens 1981 quizlet). Research studies to support the above mentioned concepts were discussed and students' understanding tested through class quiz and writing assignments.

ENVIRONMENT SYSTEMS AND SOCIETIES (ESS)

Students presented the case study on different national parks followed by a discussion on the strategies used by these national parks to conserve the threatened species

While discussing the percentage of water in different forms on the Earth, they realised that the amount of freshwater available is limited and sustainable utilisation of water is the need of the hour. They saw videos on aquatic food production systems and discussed the unsustainable extraction of resources. However, they researched and came with strategies to save natural capital. They agreed that the fishery industry needs more attention in terms of technology and education to spread awareness amongst the fisherman to stop over-exploitation of the resources. They studied the strategies to manage water pollution at different levels.



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BIOLOGY

After their Diwali break, the students reviewed their written assessments and discussed the previous concepts they were unclear about. The students then built on their knowledge of the basic structure of DNA and learnt details about the Nucleosome and different types of nuclear DNA.

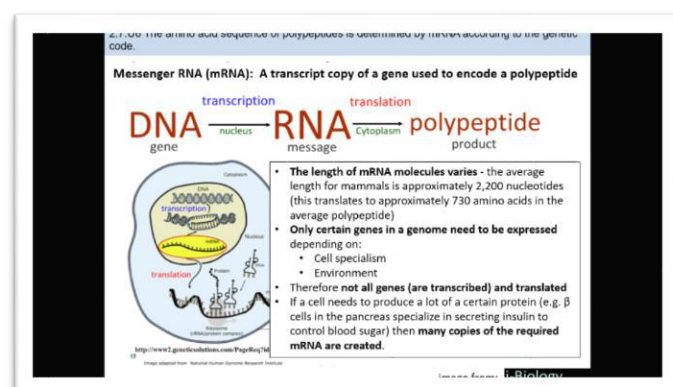
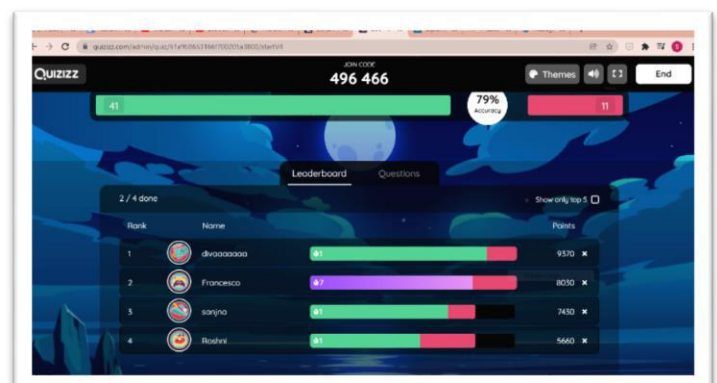
They were then introduced to the detailed process of DNA replication. This was done through various videos and images. Applying the principle of DNA replication, they became familiar with the concept of PCR and its application in diagnostics and DNA profiling. They applied the same principle to even understand the concept of human genome sequencing. The students practised structuring descriptive answers through a class activity of summary shuffle.

The class was then introduced to the “Central Dogma of Molecular Biology”. They applied their understanding of DNA replication to comprehend the process of transcription. Through various class discussions, they could detect the similarities and differences between the theory of the two processes. Epigenetics was introduced to the class through class discussions and videos. They watched TED talks to underline the role genes play in shaping humans into individuals as well as the effect of environment on the gene expressions

PCR- Virtual experiment



Quizizz to revise the process of DNA replication



Introduction to Central Dogma of Molecular Biology



TED talk- How genes control behaviour in twins

CHEMISTRY

The second term began by discussing the common errors in the Term 1 paper. Individual feedback was given on which there was an action plan recorded both by the student and the teacher. Students visited the chemistry lab every alternate Monday to perform practicals. Calcium content of the egg shells, standardisation of the burette solution, Acid base titration, determining the formula of copper sulphate were the practicals performed in the lab. The topic of Measurement and Data Processing was then introduced in class. This topic was aligned with the practical classes for better understanding of their applications in writing a lab report.



To determine Calcium carbonate content in egg shells.

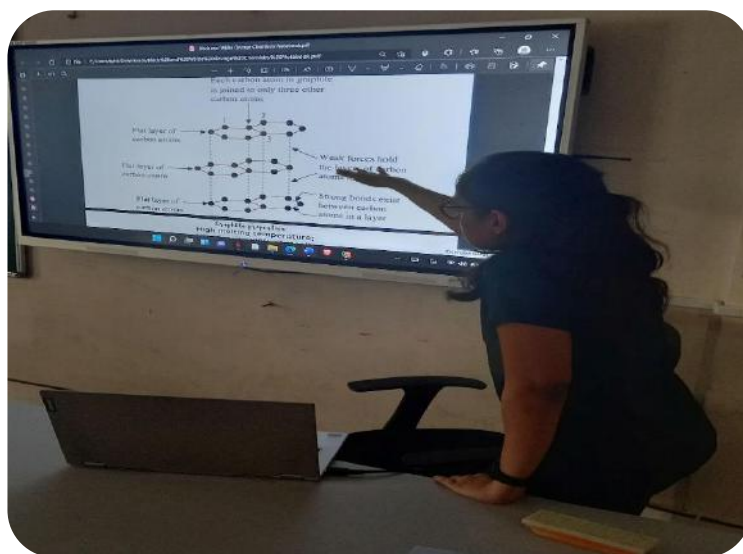
The Chemical Bonding topic was then introduced. The VSPER theory CAS activity by students of grade 12 was shared with the students in class for better understanding of the model. For the subtopic of Macromolecules students were given an opportunity to peer teach and also question their peer teacher. A test on Measurement and Data Processing was conducted to check on their conceptual understanding of the topic. To encourage a multi-lingual approach in classroom learning, we introduced a fun activity, where the students chose a sentence from the chemistry text book and translated it into one National and one International language. We had the students video record it.

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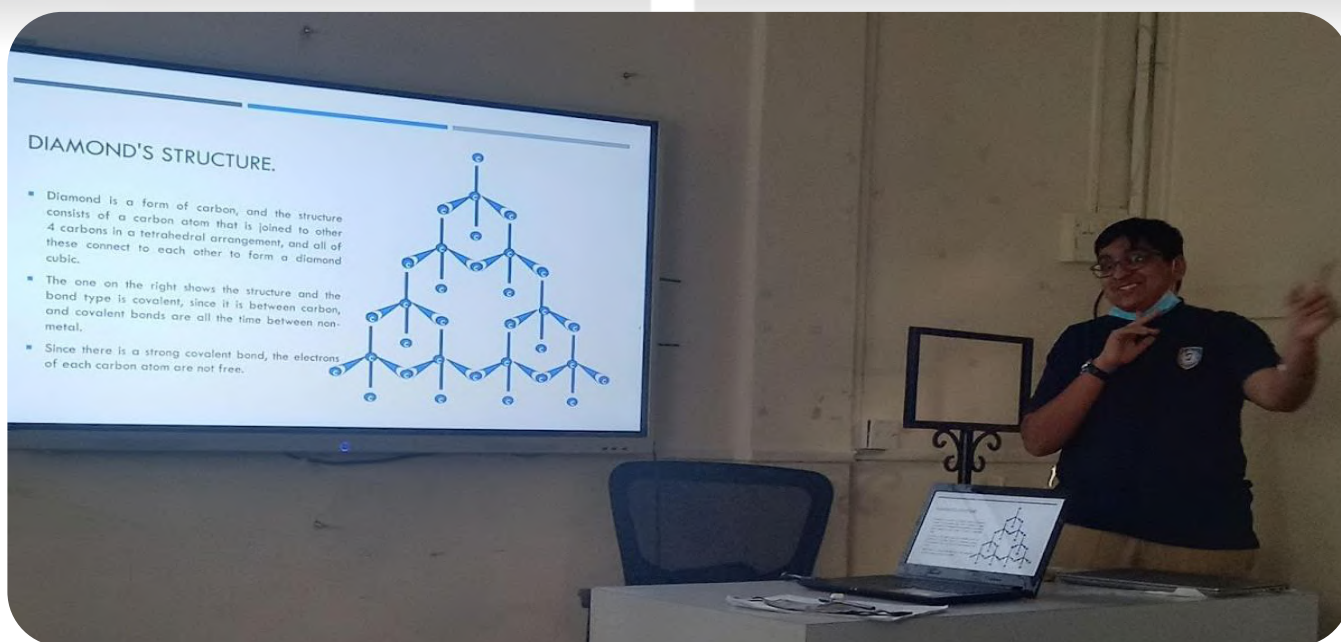
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Acid- Base Titration



Peer teaching on Graphite



Peer teaching on Diamond

PHYSICS

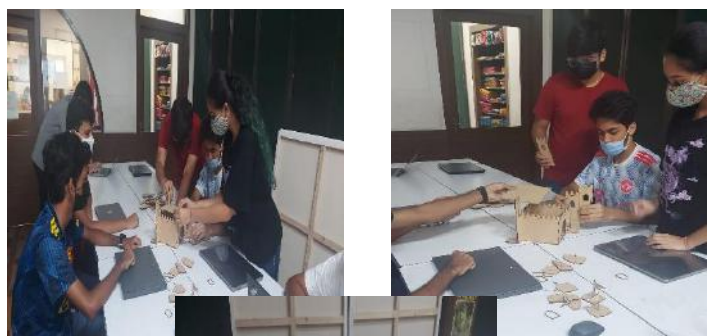
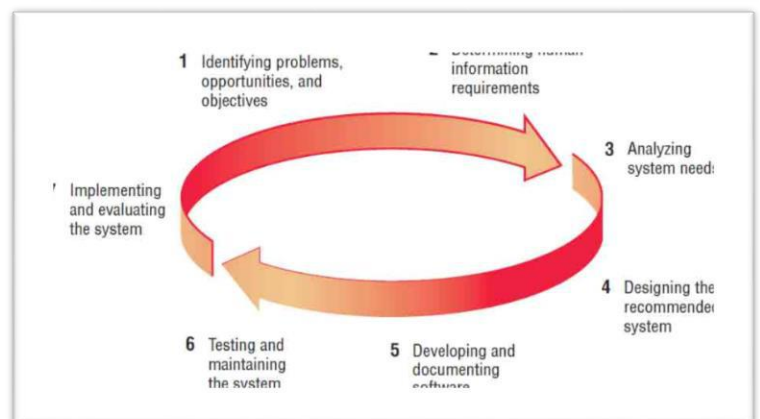
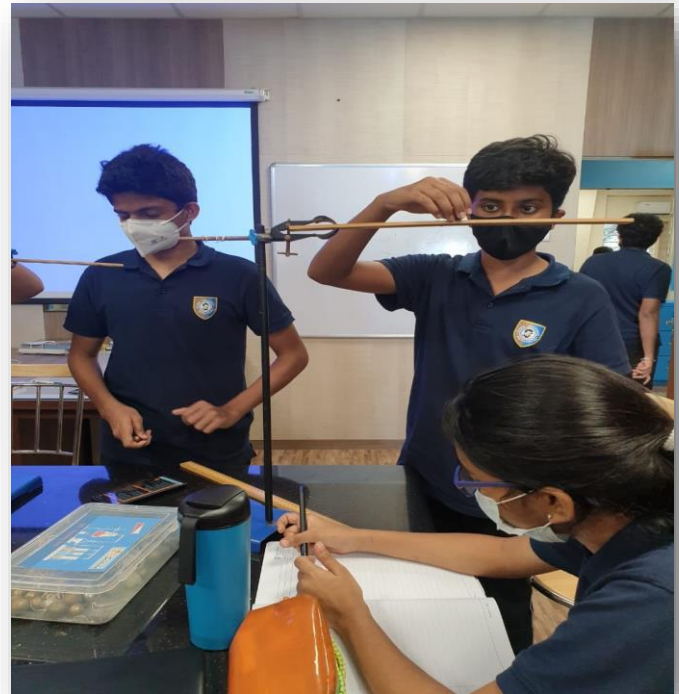
The second term began with the students reflecting on their performance in the Summative examinations. One to one feedback was given on which there was an action plan recorded both by the student and the teacher. The students explored the topics on Friction, Circular Motion, Gravitational fields and Orbits. To help students understand the concepts of free fall and field strength the students were shown a video on Space jump performed by Felix Baumgartner. The students also did a practical on free fall and were introduced to data processing and plotting of maximum and minimum slope trendlines on MS-Excel.



COMPUTER SCIENCE

We started the second term with a review of the first term assessment papers. Detailed individual feedback was provided and an action plan was generated in order to understand the learning gaps. The topic of system fundamentals was started with recapitulation of previous learned concepts of system analysis and design with the help of a [quiz](#).

To understand the topic of planning a new system, students were given an assignment of creating a structure made up of cardboard which helped them to understand the job of a system analyst that before a system is designed, it needs to be identified what the system should do. During analysis various steps can be carried out using surveys, interviewing users, observing them or by tracing how information is handled by looking at the documents produced by it. Students analysed that before designing the system, many factors of existing infrastructure, requirements of hardware and software and ethical issues need to be considered.

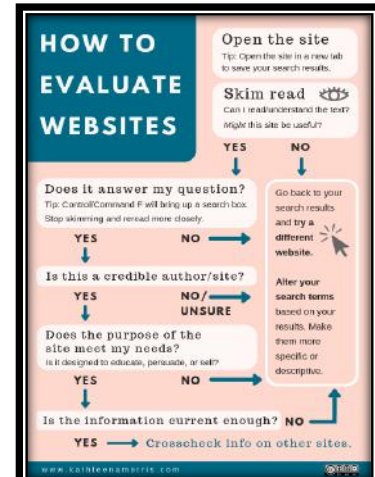
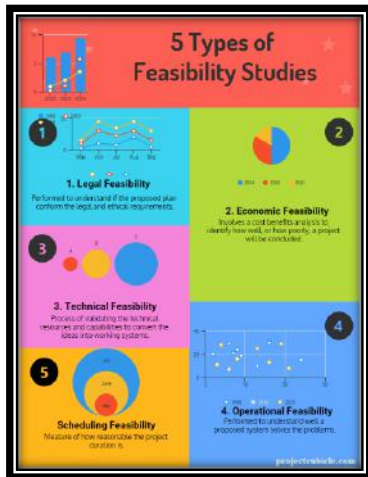


Final product

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An assignment based on evaluating the DBIS website for creating a more interactive website was provided to the students to understand how the feasibility study evaluates and analyses a project and its potential, based on various technical, economic, legal, operational, and scheduling criteria.



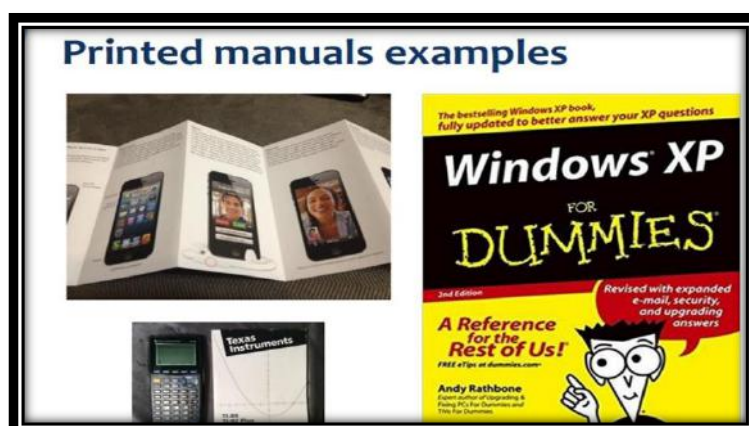
The topic of change management was discussed with a case study of how educators accepted change of teaching learning process using online platform Zoom based on various parameters and evaluated the success factors achieved to reach a desired state. Various other topics related to change like legacy systems, acquisition, merger, compatibility issues, system implementation, and installation, data migration, and types of software testing were discussed.

Describe the need for change management



To gauge the understanding of the students, quiz-test was conducted on the topic of different change over strategies (direct, phased, pilot, and parallel).

Under user documentation, students analysed the different types (internal and external) of documents required by end users as well as developers for better quality of the system implementation.



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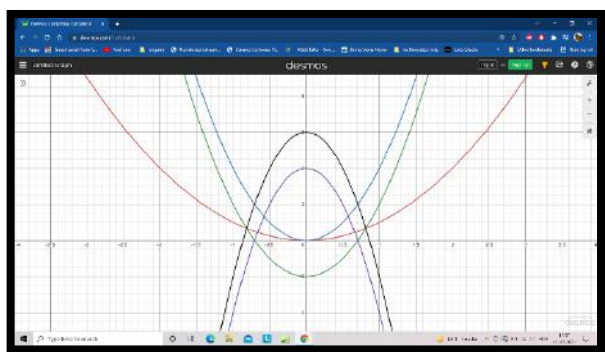
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MATHEMATICS: ANALYSIS AND APPROACHES (AA)

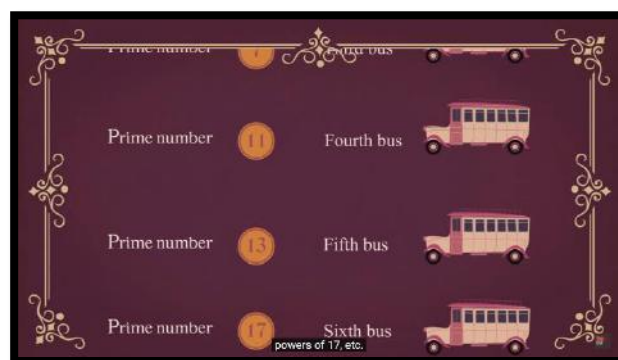
During the first week back, students were shown their first term papers and given individual feedback. The students noted their reflections in writing and made an action plan for improvement of their future performance.

We completed the unit of Functions. The students learned the analysis of graphs of functions and their transformations through extensive demonstrations using Desmos and their GDC.

Most of the students diligently completed their home assignments. The discussions on types of infinity took place and they watched videos on the same topic.



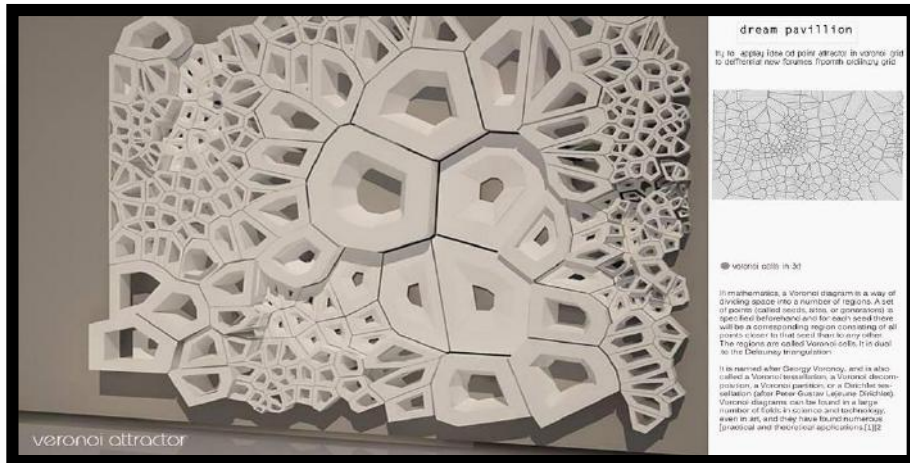
Transformation of Graphs on Desmos



Screenshot from a Ted-Ed video on infinity shown in class

MATHEMATICS: APPLICATION AND INTERPRETATION (AI)

The second term began by reflecting on students' performance in the First Summative Assessments and discussing the detailed action plan with the students. Students gained knowledge of different representations of trigonometric expressions and how they help to simplify calculations. They went on to learn about Voronoi diagrams which allowed them to navigate, path - find or establish an optimum position. The students were introduced to different representations which facilitated modelling and interpretation of physical, social, economic and mathematical phenomena which support solving real-life problems. They understood the significance of technology in playing a key role in allowing humans to represent the real world as a model and to quantify the appropriateness of the model.



Voronoi in architecture

VISUAL ARTS

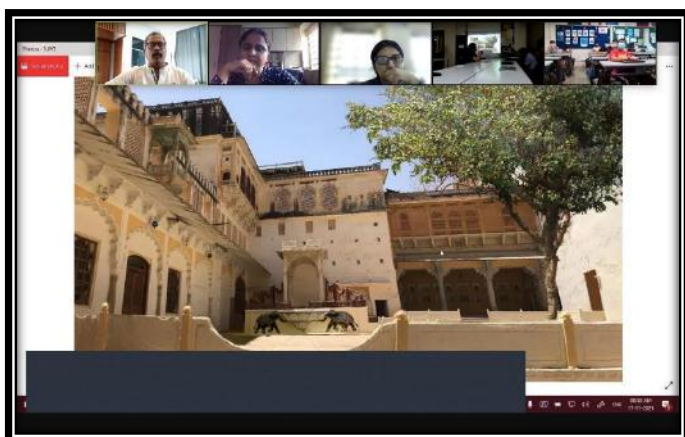
Students worked on their process portfolio where they illustrated their ideas and concepts in the form of roughs. They created a timeline for their component submission which is a work in progress.

Students were also introduced to the pottery wheel where they explored and experimented with techniques under the guidance of Ms. Leena Vaidya



They learned how to push and pull the clay on the turning wheel. They also learned how to shape pots and bowls. Students are in the process of creating designs on their clay articles with the help of tools.

Guest speaker session by Mr. Dilip More on set design where he introduced the step by step process of how a set is created for film production.



The students were also introduced to paper sculpture and design of paper cut outs. They are in the process of creating paper cut out artworks.

THEORY OF KNOWLEDGE (TOK)

Students through several activities and discussions named 'Let's TOK' gained adequate knowledge on personal and shared knowledge/what makes a real life example suitable for TOK analysis/extract knowledge claims from the RLS/ knowledge claims and counter claims/TOK 12 concepts/TOK Framework

Students worked in groups to create presentations on the prescribed titles, they also learned to use mind maps to structure their abstract links.

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Summative Assessment: One Object Exhibition:

Prior Knowledge of the students for the assigned task: During the course of teaching TOK in the first term and while tackling the core theme and optional theme students were familiarised as to how to incorporate objects and images to IA prompt and selecting specific objects to generic ones. Also looking at its appropriate linkage to the prompt. Students were encouraged to bring one object to class and link it to the IA prompt, Core theme or optional themes and TOK concept.

Individual task: The IA prompts are a set of 35 high-level knowledge questions. Students had to select any one IA prompt for their exhibition, the one object/ exhibit had to be linked to the same prompt.

Creating Mind Map: Students had to create a mind map depicting the various linkages drawn to the IA Prompt namely; link to the prompt, embed it to a core theme or one of the optional themes and display how this question manifests in the world around us.

Presentation and Commentary Writing: Students then presented to the class their mind-map and the proposed linkages to the IA prompt. Peer evaluation was conducted after the session via Padlet link. Presently students are working on writing their commentary (maximum 350 words) for the selected one object and reflecting its specific real-world context and links to the IA prompt.

3] Optional Theme~ Knowledge and Art:

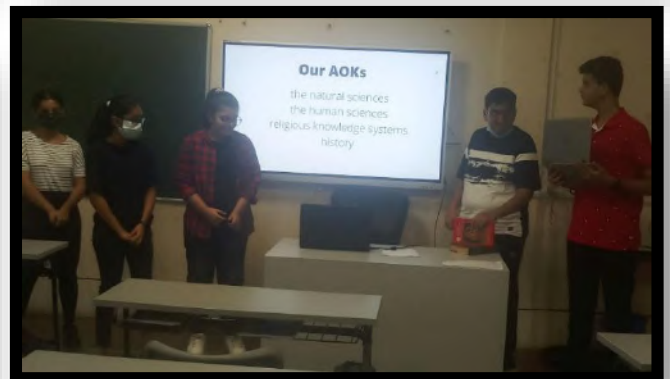
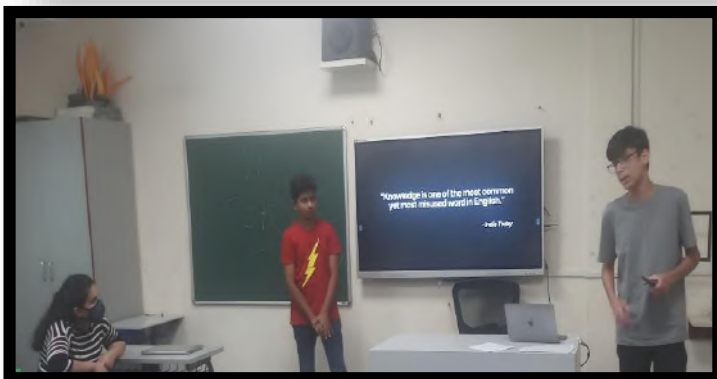
A session on what art is, its functions and how it is interpreted by diverse knowers was facilitated by Mr. Juergen D'souza (HOD of Art & Design). A Knowledge Question –‘Can *art change the way we interpret the world?*’ was explored through famous artworks from different genres. Students responded and reflected on the following Knowledge Questions through VTR, group discussion and Padlet. The TOK Framework: Scope and Perspectives were analyzed by thinking about how art can be interpreted, and how we might look for symbolism and allegory in the arts, and question whether it is possible to be too analytical.

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4] TOK Challenge: WISE SHORTS

To bring some spice and fun in the TOK classroom, the DP teachers took up the challenge of exploring TOK exhibition prompts. The entire DP teachers accepted the challenge by displaying one object and made a connection to an IA prompt, TOK concept and framework. They showcased a multi-disciplinary approach. Each teacher presented their exhibit in just 5 minutes. The objective of this session was to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge. This big collaboration was thoroughly enjoyed by students and teachers.



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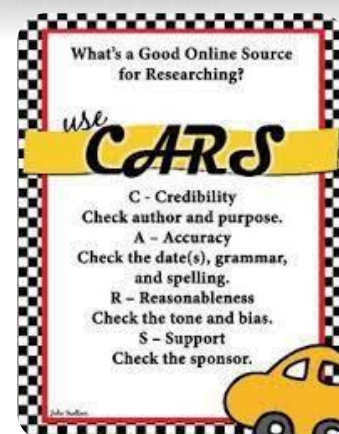
- *Ms. Melicia Fernandes*
Tok Coordinator

EXTENDED ESSAY

The students were introduced to the Primary and Secondary sources, their importance in the context of Extended essay and EE subject specific requirements were discussed.

A video of 'Essential Google Search Tricks for Research' was also shared with the students. The students participated in an activity to understand the evaluation of the secondary resources. They had adopted a role of cyber forensic evaluator to assess the validity of the given articles from different websites to answer the question: 'Is this a credible source to use for your argument on cell phone usage in the classroom?' The secondary data was evaluated using the CARS and CRAAP checklist.

C	Currency: The timeliness of the info
R	Relevance: How the info fits your needs
A	Authority: The source of the info
A	Accuracy: Reliability and correctness of the info
P	Purpose: The reason the info exists



-*Ms. Aarti Malik*
EE Coordinator

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CAS: Creativity, Activity and Service

The students' have been a part of a Theatre experience facilitated by Mr. Sudeep Modak. They were divided in three groups where they have decided the themes of Racism, Feminism and LGBTQ+. The students have written their own scripts, selected poems, and enacted their pieces.

Under the guidance of Mr. Sudeep Modak, the students recorded their plays in the recording studio. Students have displayed their creativity and collaboration. It was wonderful to see them take up the challenges and display their talents. These skits will be shared with the DBIS community during the Christmas Assembly. Please click to watch the recording.

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



*-Ms. Reema Vora
CAS Coordinator*

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MULTIDISCIPLINARY LEARNING ENGAGEMENTS:

Linguist's palette - (Hindi - Spanish-Art Departments collab)

Continuing from a text about the famous Mexican artist, **Frida Kahlo's life story**, we tuned into the new theme "**Ingenio Humano - Human Ingenuity**" and its sub theme "**Expresiones artísticas – artistic expressions**". "**Linguist's palette**" was a collaborative work of the **Art, Hindi and Spanish departments** where a series of activities were planned for the students.

Day 1 – Art Detective

Mr. Juergen D'Souza helped students analyse the two paintings "**Reclining Buddha**" by **Vasudeo Kamath** and "**The Two Fridas**" by **Frida Kahlo** and students being detectives wrote their observations and some facts about the paintings and made a claim about what must have happened in the artist's life and is very evident in the paintings.

Day 2 – Visit to the Shrine

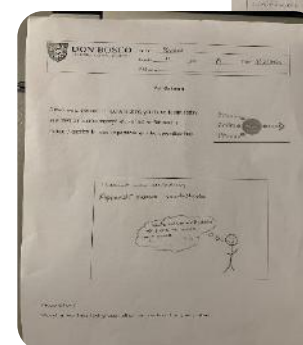
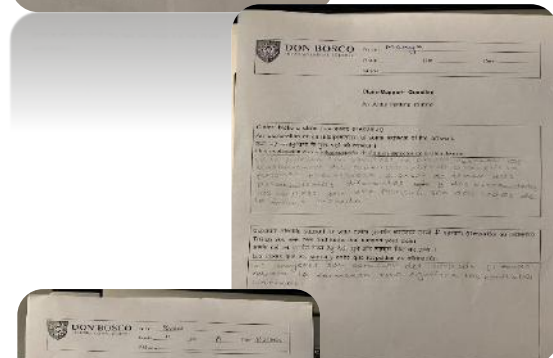
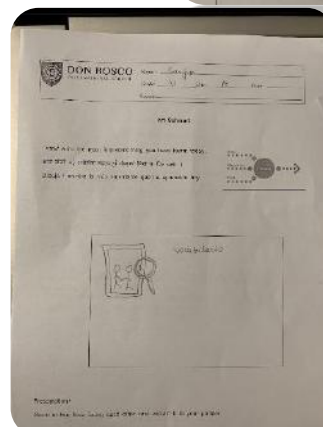
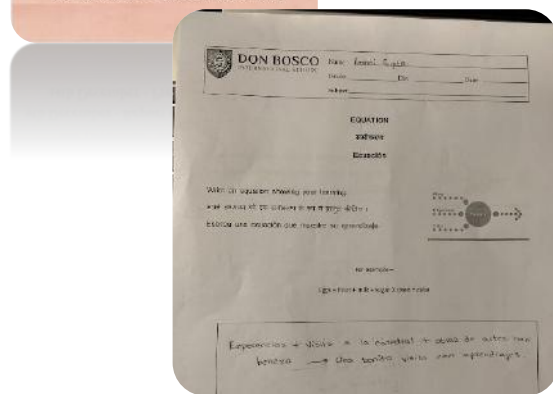
Students visited the **Don Bosco Shrine** where Juergen sir informed them about various art forms there like mosaic tiles, stained glass paintings, sculptures, etc. Students selected one art form that interested them the most and investigated the related facts.

Day 3 – Report Writing

After the enriching experience of the Shrine visit, students explored the text type of report writing and wrote a report of the visit.

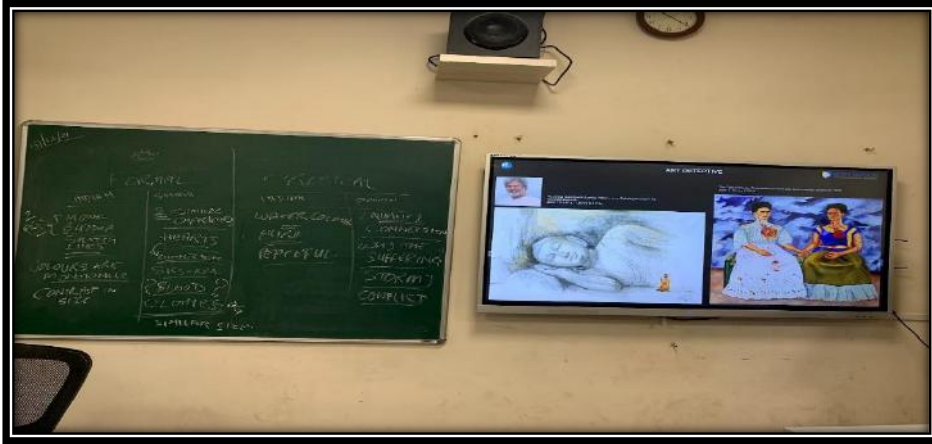
Day 4 – Presentations

Students presented the art form they selected during the Shrine visit and took us through some interesting facts about it.



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-Ms. Sushama Paranjpye

IBDP Spanish faculty & HOD Spanish

STUDENT-LED CONFERENCE

The first term review for IBDP with the parents was conducted through a student-led conference.

Instead of a traditional parent-teacher conference, this time the students played an active role in identifying their areas of concerns and improvement as well as their strengths and achievements. In preparation for this conference, students reviewed all their assessments with their respective subject teachers. They had one on one meetings, identified their weakness and chalked out action plans to improve. They worked individually on their portfolio to identify projects that they would like to showcase in academics as well as CAS and TOK. A workshop was conducted to introduce them to SMART goals. On the day of the conference, the students presented to their parents their goals, SWOT analysis and plans of action to reach their goals.

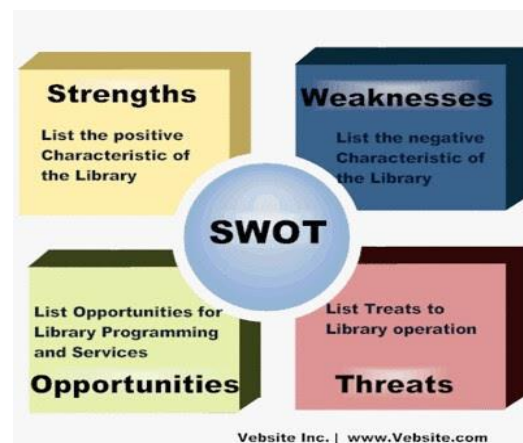
The students showcased their attitude to improve, grow and take control of their own learning goals.

-Ms. Sowjanya Ghosh

IBDP Biology faculty and Grade 11, HRT

Reflection by student, Manya Bhatia

“IBDP Year 1 had their first Student Led Conference for term 1. It was a wonderful experience wherein we got to take ownership of our work and our grades. We were required to come up with a plan of action, SMART goals, and a portfolio to present to our parents. We presented our grades and explained as to what we can and will do to improve or maintain them.



-Manya Bhatia
IBDP Year 1 Student
Representative

The SLC was a refreshing change from the usual; this time, instead of the teachers explaining and conversing with the parents, the students were to take responsibility and speak about what they thought went right and what could be improved in this term. It was an enriching experience for us as we learnt the importance of taking responsibility and ownership of our work.”

Operation “Aao chalo Shikayan Coding” Campaign – IBDP Computer Science & CAS Initiative



“Happiness comes from helping others, by being with others, and by sharing, even if it's only a smile.”

~ Zain Hashmi

Sharing from the heart fills our life with joy and nourishes our soul in turn, providing an intrinsic reward that is far more valuable than the gift. Mahatma Gandhi said, “To find yourself, lose yourself in the service of others”. As a part of CAS program, DBIS grade 11 students collaborated with students of The Stephen High School for the Deaf and Aphasic for organising a technology-based fun filled workshop. As per the requirement of the Stephen high school, grade 11 students came up with two workshop ideas to empower kids with the skills the world needs: exploring the world of coding with Scratch and enhancing the graphic skills with Canva. To display the learner profile attribute of being a communicator was a challenge at the beginning, as to effectively communicate we must realise that we all are different in a way we perceive the world and use this understanding as a guide to our communication with others.

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While planning the activities focus was on providing an opportunity to look beyond our own world and see the bigger picture. A great perspective was achieved by stepping out of our own comfort zone and venturing into the world of other people. Our worries and challenges might not seem as significant when compared to other people's situations. Both the school students collaborated beautifully breaking the barrier of language. At the end we were able to achieve what was planned for the day. We are looking forward to collaborating with The Stephen High School for the Deaf and Aphasic and creating various opportunities for sharing skilled-based programs. The gift of joy will come to us when we give ourselves to others. That's what life is all about. Let's practice and commit our lives to giving joy.

-Ms. Pratibha Bhattacharya

IBDP Computer Science faculty & ICT HOD



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Feedback from Mrs. Olivia Moraes (Principal, The Stephen High School for the Deaf and Aphasic)

“My initial apprehension about the CAS initiative was how would the communication between the two groups of strangers happen? I was pleasantly surprised and deeply touched by the way the students of DBIS, guided by their teachers, took up the challenge to impart the skills of video editing and coding. Literally beginning from scratch, the basics of SCRATCH software was taught to the Grade 10 students. Sometimes silence can itself be a great medium of communication! How one can learn through gestures, soft voices and non-verbal communication!

The grade 9 and Grade 10 students of Stephen School for the Deaf and Aphasic thoroughly enjoyed and gained so much from the video editing and coding workshop. After 18 months of imposed home exile, the human contact and in-classroom exchange of knowledge was so welcoming. I express my thanks to the Principal, Ms. Meena Saldanha, Ms. Aarti Malik IBDP coordinator and Ms. Pratibha Bhattacharya for taking the initiative to collaborate with Stephen School. On behalf of my school and my team I appreciate and look forward to continued engagement of both our student communities in the near future!”

-Mrs. Olivia Moraes (Principal, The Stephen High School for the Deaf and Aphasic)

Video editing reflection by Nakul Suttar

“Earlier this month, we, the students of IBDP students in year 1, helped and taught video editing to the students of The Stephen High School for the Deaf and Aphasic. I previously had student teaching experience but this was a different one. I had never communicated with students with hearing impairment so it was a new challenge for me and a different experience. We decided to use Canva as our application software in order to teach video editing.

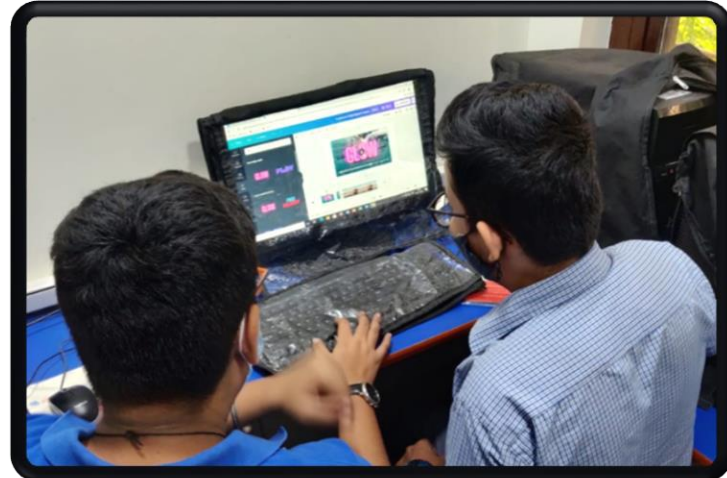
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Even though the software and the entire concept was new to them, there were no difficulties for them while using the application. Another aspect that went well for me was throughout this experience, I was able to share my knowledge and provide service to the ones in need. I learned many things while teaching them, one of them being that with time, technology advances to a level where the efforts required to use it will be minimised and will be open for anyone on this planet to learn and use it.”

-Nakul Suttar

IBDP Year 1 student



Scratch coding Reflection by Nihal Ved

“Last month, we the students of grade 11 visited the St. Stephens School for the Deaf and Aphasic. This was a part of our CAS experience. Students studying computer science had to teach a handful of students coding. Our school chose to teach coding via an app called ‘Scratch’. Scratch is an extremely user-friendly app that allows users to develop a game or a situation just by performing drag and drop on a few commands. Scratch would be an ideal app for this activity as the students of St. Stephens High School were not familiar with coding and Scratch didn’t require much explanation resulting in the students having more time to experiment with the same. Firstly, we started by explaining to them what coding is and then we taught them basic scratch commands. Further, we set a task and asked them to start making a story of their choice and show it to us.



All the students who were in the class got an Ipad which had Scratch downloaded in them and they had to make a simple story. All of them did a fantastic job designing a story. In turn we experienced that communication is also possible with words and sound. We look forward to meeting them again for another coding lesson.”

-Nihal Ved

IBDP Year 1 student

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IBDP STEM PROJECT – ‘COGNOPOLIS 2.0’

The Experimental Sciences in collaboration with the Mathematics department conducted the STEM Project, which was usually named as G4 Project.

As declared by the UN General Assembly, the year 2021 is declared as The International year of Fruits and Vegetables 2021 (IYFV). The umbrella topic for the project was hence decided to be ‘Fruits and Vegetables.’

A total of 18 IBDP students, consisting of 4 teams represented by a minimum of 4 students per team participated in the G4 STEM presentation. The students were introduced to the project and the umbrella topic in the month of August. Thereafter, they had several brainstorming sessions to decide on their area of interest. After finalising their projects, students completed the planning sheet. Each member donned different hats of a researcher, editor, creative heads, experimenter, statistical analyst, etc.

They also met Dr. Chandana Chakrabarti, an Indian Biologist to receive the feedback on their scientific approach for their final presentation. She has been with the CCMB, Hyderabad, an internationally-renowned basic research laboratory of the CSIR for a decade. As a social activist, she is the Convenor of the MARCH, a voluntary organisation based in Hyderabad. She has been associated with many other premier bodies: National Knowledge Commission, Government of India, Member, Third World Academy of Women Scientists and Fellow, World Academy of Art and Science.



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The culmination day of the project was on the 3rd of December, 2021. This was the first IBDP offline event after the pandemic. The inauguration of the event was done by the lighting of the lamp and a beautiful prayer thanking the Lord for the availability of food in abundance. Our hosts, Grade 9 students- Shruti Narayanswami, and Syd Dhawan, did a wonderful job introducing the teams and set pace for the event. First team to present was 'Meatque'. 'Meatque' team comprising Natasha D'costa, Diva Thakkar, Ishaan Umapathy, Nihaal Ved, and Franchesco Fernandes came across the idea of plant-based meat. They considered the idea of veganism to be impactful and potential in producing a brighter future.

The second team 'Linear Circle' by Tejas Tagra, Manya Bhatia, Veer Rana, Roshni Gupta, and Hariom Talreja, created a website that plays a significant role in reducing food waste. 'The Jammer's'- Rhea D'costa, Smeet Shah, Heet Mistry, and Dev Chaudhary presented a well-researched work on the new and old food preservation techniques. 'Areculture' group consisted of Nakul Suthar, Sara D'Souza, Sanjna Sridhar and Hersh Doshi and their project was about agriculture on other terrestrial planets, specifically on Mars.

Our special guest for the event was Dr Jacinta D Souza, a professor at the University of Mumbai at the Department of Atomic Energy. She has done extensive research in the field of protein-protein interaction, flagellar biology, and chlamydomonas stress physiology. Dr Jacinta also has a series of publications to her name which includes articles on topics ranging from the covid 19 pandemic to the rapid synthesis of gold and silver nanoparticles in renowned and distinguished magazines. She spoke from an amateur's point of view that enabled the audience to understand many of the complex issues and questions that she raised. These questions allowed the students to think critically about their projects. The audience, along with the students, had an enriching experience. Our Director Father Crispino D'Souza and Principal, Ms Meena Saldanha thanked our special guest Dr Jacinta D'Souza, IBDP Coordinator, Ms. Aarti Malik, the Experimental Sciences and the Mathematics Department and our students for putting up the event successfully.

-Anupa Subramanian

IBDP Chemistry faculty

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Reflection by student, Ishaan Umapathy.

“STEM PROJECT”, a unique name derived from the groups 4 and 5 of the subjects in the IBDP curriculum here at DBIS, specifically referring to the groups of sciences and mathematics. This project is a culmination of all the sciences, mathematics, art, and innovation. This event brought together groups of my peers who with their creative ideas and forward-thinking launched a think tank regarding fruits and vegetables, connecting this with multiple topics of environment, space, preservation and technology. The project provided us with an awakening of the problems of today and also helped us visualise multiple aspects of work that were previously unthought of.

The project with its eccentricities was tough but worthwhile, helping us overall in all subjects and teaching us valuable lessons about time management and its crucial importance to IBDP.

To be honest our biggest motivator apart from the teachers was the chance to impress Dr Jacinta D'Souza, who is an acclaimed biologist and works at the University of Mumbai as a professor.

After weeks of preparation we were ready for the final day and we went forward to present with all the pressure on our class. The guest Dr Jacinta also asked us tough questions but with background research and on the spot thinking, we paved through. For some questions we realised that we need to learn and keep learning more as there is no end to the depth of knowledge and research”

-Ishaan Umapathy

IBDP Year 1 student

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EMOTIONAL WELLBEING SESSION

Goal Setting was conducted for grade 11 at DBIS by Mr. Rahul Lalwani. The session was conducted face to face using a PowerPoint presentation.

The session was interactive and the students were introduced to the concept of SMART goals and the importance of goal setting. The students participated well in the session by expressing views, opinions and answering the facilitator's questions.



Coffee with me session

Coffee with me session was scheduled on Friday, 17th December at 5:00 pm. The session was facilitated by Ms. Reema Vora, our CAS Coordinator. The goal of the session was to introduce the parents to the IBDP CAS and the CAS programme at DBIS. As we should always strive to "Learn continually, there's always one more thing to learn", this session required active participation from grade 11 parents in a fun learning experience.



The session included a short Black Out poetry learning experience as a creativity endeavour, through this activity Ms. Reema introduced the various strands of CAS.

*-Ms. Sowjanya Ghosh
HRT grade 11*

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CAREER AND COLLEGE COUNSELLING

In the short span of time, the goal of the college counselling cell was to provide an interactive platform to the school community to meet the representatives of universities from India and across the world.

Ajeenkya D Y Patil University Pune

Ajeenkya DY Patil University, Pune has been established under Maharashtra Govt. Act of 2015 of Government of Maharashtra to prepare the students to meet the challenges of a rapidly changing, increasingly complex world, and to contribute to the betterment of the world.

Trinity College Dublin

Established in 1592, Trinity College Dublin, is Ireland's leading and oldest university. Their 24 Schools offer a range from programmes including a Dual BA with Columbia University. Their stunning historical campus is located in the heart of Dublin.

Foothill + DeAnza Colleges

Foothill + De Anza are community colleges where undergraduates complete the first two years of a Bachelor's program and then transfer directly into the third year of any university in the U.S. and beyond to complete the last two years and get the Bachelor's Degree.

George Mason University

Located just twenty minutes from Washington D.C. in beautiful Fairfax, Virginia, George Mason University is the largest public research institution in the Commonwealth.

SHL Schweizerische Hotelfachschule Luzern

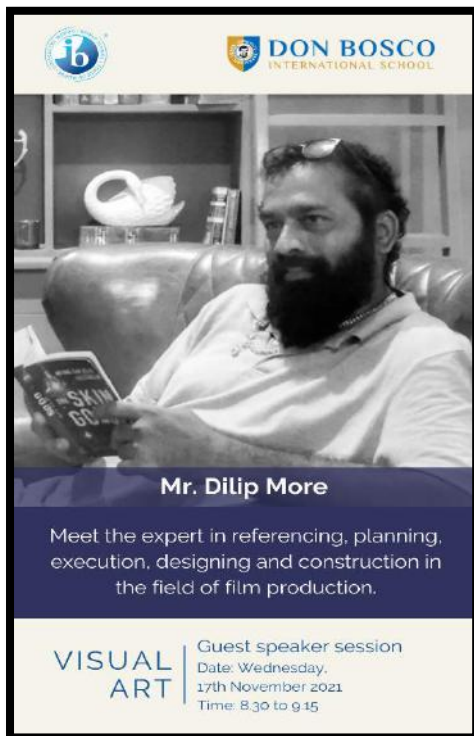
Founded in 1909, SHL is one of the two original Swiss hotel management schools, offering a worldwide accredited BSc in Hospitality Management in cooperation with the University of Applied Sciences Lucerne (HSLU).

***-Ms. Jahanvi Ruparel
Career and college counsellor***

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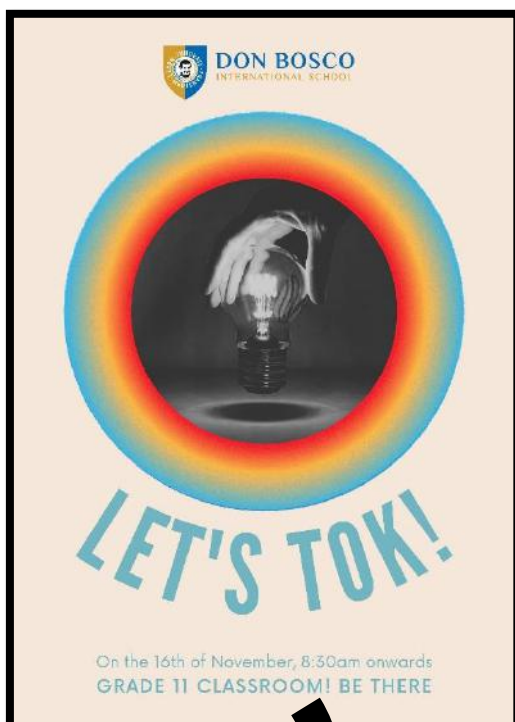
IBDP HAPPENINGS



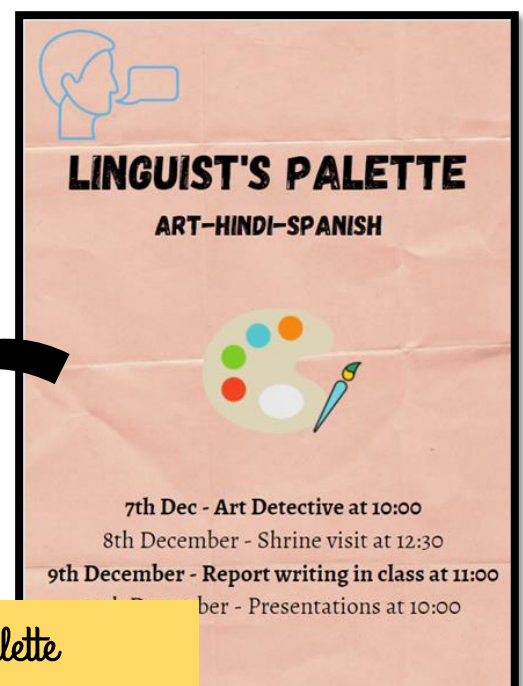
Visual arts guest speaker



Interaction with Spanish author



TOK presentations



linguist's palette

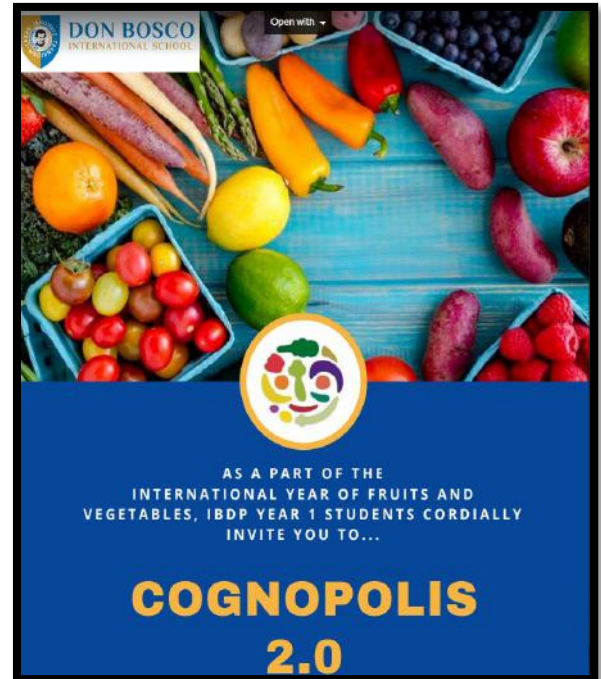
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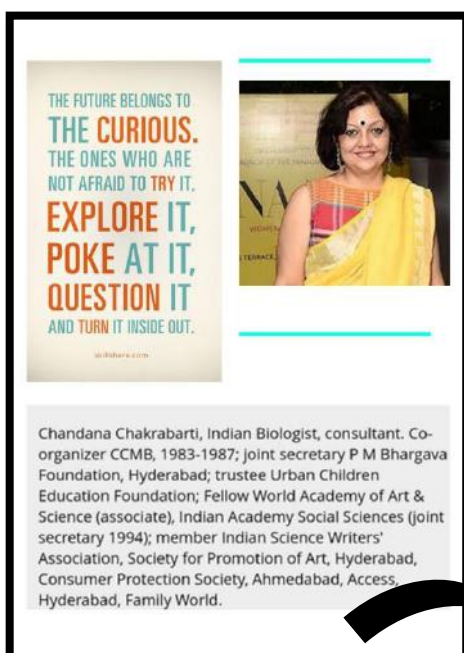
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Wise shorts



Stem Invite



Stem Guest Speaker



Student-Led Conference



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