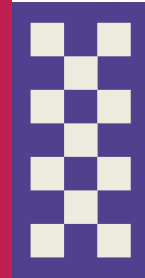




CAMPUS BUZZ



**Academic
Session
2025 - 26**



Vol 9

Principal Meets Student Leaders to Discuss Peace and Global Awareness



On 20th March 2026, Ms. Navina Chadha, Principal of GD Goenka Global School, conducted an engaging and thought-provoking interaction with student leaders on the themes of peace, discipline, and global awareness. The session was designed as an interactive dialogue, encouraging students to reflect on current global issues and their role as responsible citizens.

The interaction witnessed enthusiastic participation from young learners—Yashi Tak (Grade 1A), Aviraj Singh Arora (Grade 4A), Pargun Bhasin (Grade 4B), Anvi Soni (Grade 4A), Aashna Minhas, Reina Kashiwagi (Grade 5A), Kouki Enomoto (Grade 5A), Akshara Chaturvedi (Grade 5), and Mrigasya Tak (Grade 5). They brought fresh perspectives and thoughtful insights to the discussion.

1. Awareness of Current Affairs

Principal: Do you all regularly follow the news? Do you read newspapers?

Students: Yes, we read newspapers and also stay updated through digital apps.

Aviraj shared, "I read the newspaper in class."

Ashna added, "News is easily available on apps nowadays, so we stay informed digitally as well."

Students further mentioned, "We also watch news channels at home with our parents, and at times, we become a source of news for them."

2. War, Conflict, and Their Causes

Principal: In your view, what underlying factors—such as political, economic, social, or communication gaps—tend to lead to conflicts escalating into wars?

Students - Many wars begin due to misunderstandings, and emphasized that better communication can help prevent conflicts.

Ashna added, "Sometimes countries engage in unnecessary conflicts. Peaceful dialogue is always a better option."

Students - The ongoing conflict in the Middle East has had global implications, affecting regions such as Dubai and influencing international oil and gas supply chains.

Ms. Chadha reinforced the students' views, emphasizing that effective communication among nations can significantly reduce conflicts. The discussion also touched upon the Strait of Hormuz, highlighting how its strategic location and geopolitical tensions can impact global energy trade.

3. Thinking Globally

Principal: Can you think of a country that has maintained peace over a long period of time?

Aviraj - India has participated in wars but has also been an ally to many countries, while Switzerland has remained neutral and stayed out of wars for nearly 200 years.

Appreciating the response, Ms. Chadha elaborated on India's approach to peace. She explained that India, while having faced conflicts in the past, strongly believes in fostering harmony through cooperation and building alliances. She highlighted the philosophy of Vasudhaiva Kutumbakam — the idea that the world is one family—and cited India's support to other nations during the COVID-19 pandemic through vaccine distribution.

4. Global Challenges and Sustainability

Students - "We should focus more on recycling and using renewable energy like solar power, emphasizing the need for environmentally responsible practices to ensure a sustainable future.

Recycling helps reduce waste, conserve natural resources, and minimize pollution by reusing materials instead of discarding them. Similarly, the use of renewable energy sources such as solar power can significantly decrease dependence on fossil fuels, lower carbon emissions, and contribute to a cleaner and healthier environment. "

The Principal appreciated this thought and shared that the school has also undertaken solar energy initiatives. She further explained that India/current government is actively working towards reducing its dependence on imported oil and gas while promoting sustainable practices like solar power.

These efforts are especially important in the context of global energy disruptions and geopolitical sensitivities. She emphasized that sustainable practices contribute to a more peaceful and stable world. Even at GD Goenka Global School we have projects that support sustainable goals.



Conclusion

Throughout the session, students displayed remarkable awareness, empathy, and critical thinking—hallmarks of the IB curriculum. Ms. Navina Chadha appreciated their insightful contributions and encouraged them to continue evolving as responsible global citizens. As a gesture of appreciation, she rewarded the students with a treat and a book. The interaction was truly inspiring, demonstrating how meaningful conversations can shape young minds to value peace, understanding, and cooperation in today's interconnected world.

FROM PYP COORDINATOR



‘Parents as Partners Program’ Building a Stronger IB Community Together

This academic session, we proudly launched our ‘Parents as Partners Program’ with the vision of strengthening collaboration between school and home. We believe that education flourishes when parents and educators work together as a unified community. This initiative was created to actively seek suggestions, feedback, and meaningful engagement from our parent community, ensuring that every voice contributes to our shared journey.

A key highlight of this program has been the introduction of Saturday Clubs, designed not only for students but also to actively involve parents. Through these clubs, we have encouraged experiential and active learning every day, aligning with our IB philosophy of inquiry, reflection, and holistic development.

To further empower our parent community, we conducted an informative Cambridge Information Session, helping families better understand academic pathways and curriculum expectations. Open communication and transparency remain at the heart of this initiative.

Understanding that engagement grows through shared experiences, we thoughtfully incorporated parent-focused activities within the Saturday Clubs.

These include :

Zumba sessions to promote fitness and wellbeing

Yoga for mindfulness and balance

Art Therapy workshops to encourage creative expression

Matcha Tea Making sessions for cultural exploration and relaxation

These activities created opportunities for parents to connect, unwind, and build stronger relationships within our school community.

Additionally, we invited guest speakers to share valuable insights on parenting, student wellbeing, and academic growth. Parents have also played an active role in supporting school celebrations and events, reinforcing a spirit of collaboration and shared ownership.

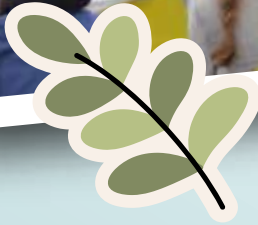
The Parents as Partners Program is not just an initiative—it is a movement toward building a vibrant, inclusive, and supportive IB community. By working together, we nurture confident, compassionate, and globally minded learners.

Together, we are not just educating students—we are building a thriving learning community.

PYP COORDINATOR

Ms. Mandeep Khaira

Parent Yoga Session





TEACHERS IN FOCUS

Planning Events and Digital Media: Supporting the Growth of GD Goenka Global School

Planning events and working with digital media play an important role in strengthening the identity and outreach of GD Goenka Global School. Being involved in event planning and the school's digital media initiatives has allowed me to contribute creatively while supporting the school's vision and values.

Event planning helps to ensure that school activities are well organised, engaging, and meaningful. By sharing ideas and assisting in the planning process, I help organise events that encourage student participation, highlight talent, and build a strong sense of community within the school. Well-planned events reflect the school's commitment to holistic development and leave a lasting impression on students, parents, and visitors. Alongside this, collaborating with the social media team helps promote the school beyond the campus. Sharing ideas and working together, creating reels, designing creatives, and planning digital content allow us to showcase school events, achievements, and everyday learning experiences in an engaging and impactful manner. Through social media platforms, the school reaches a wider audience, strengthening its visibility and reputation.

Designing creatives for different events ensures that the school's communication is visually appealing and consistent. These digital initiatives help capture attention, share information effectively, and present GD Goenka Global School as a modern, innovative, and dynamic learning environment.

As a teacher, I enjoy exploring creative ideas and innovative ways of expression, and I actively use this interest to contribute to the continuous growth and future development of our school.

PYP, Educator

Ms. Ekta Malhotra





Benefits of Collaboration

Collaboration plays a vital role in creating a meaningful and enriching learning environment. When teachers, students and the wider school community work together, learning becomes more purposeful, engaging, and impactful. Collaboration is not just about working in groups; it is about sharing ideas, respecting diverse perspectives and building collective responsibility for growth and success.

For teachers, collaboration encourages professional growth and reflective practice. When educators collaborate, **they exchange strategies, share classroom experiences** and learn from each other's strengths. This leads to improved teaching practices, innovative lesson planning, and a deeper understanding of students' needs. From a student's perspective, collaborative learning builds essential life skills. Working with peers helps children develop communication skills, empathy and respect for different opinions. Students learn to listen, take turns, solve problems together and express their ideas with confidence. Collaboration also nurtures critical thinking, as learners discuss, question and reflect on concepts together rather than learning in isolation.

Involving parents and the school community through collaboration further enhances the learning experience. When teachers and parents work as partners, children receive consistent support at school and at home. Open communication and shared goals ensure holistic development—academic, social and emotional.

Overall, collaboration strengthens relationships, enhances learning outcomes, and prepares students for real-world experiences. It empowers teachers to grow professionally and helps students develop the skills they need to become confident, responsible and compassionate individuals.

PYP, Educator

Ms. Kiran Pathak



Embracing Global Sports Exposure (Uniting the World Through Play)



In a world increasingly connected by technology and travel, sports remain one of the most powerful forces for unity, inspiration, and cultural exchange. Global sports exposure isn't just about broadcasting games across borders—it's about celebrating diversity, fostering talent, and building bridges between communities. Global sports activities in GDGGS Basketball, Football, swimming, badminton, tennis, table tennis, cricket, athletics, chess, skating and Yoga.

Why Global Sports Exposure Matters?

Cultural Exchange: Sports offer a window into the values, traditions, and spirit of different nations. From cricket in India to football in Brazil, each game tells a story.

Talent Discovery: Global platforms help uncover hidden gems—athletes from remote regions who might otherwise go unnoticed.

Youth Empowerment: Exposure to global sports inspires young people to dream big, work hard, and believe in their potential.

Strategies to Expand Global Reach

Digital Broadcasting: Streaming platforms and social media bring live action to fans worldwide, breaking down geographic barriers.

Inclusive Events: Hosting multicultural tournaments and inviting diverse participation ensures broader representation.

Grassroots Development: Investing in local sports infrastructure and training programs helps nurture talent from the ground up.

Global sports exposure isn't just about competition—it's about connection. It's about cheering for someone halfway across the globe and feeling that shared pulse of excitement. It's about recognizing that whether you're kicking a ball in Nairobi or skating in Oslo, the language of sport is universal.

PE Facilitator

Mr. Sunil Kumar Dhaka



APRICOTS

Messy Hands – Learning Through Play

Our Apricots children had an exciting 'Messy Hands' learning experience filled with fun, exploration, and discovery. Through engaging photo-based discussions, the children first identified the clean and dirty concept by observing their own hands and everyday objects. With great enthusiasm, they took part in a hands-on messy activity, where they freely explored textures and noticed how their hands changed from clean to dirty. Later, this understanding was extended to clean and dirty teeth, helping children visually identify the difference and connect it to personal hygiene. The little learners eagerly participated in cleaning activities, reinforcing the importance of keeping their hands and teeth clean. This joyful session encouraged sensory exploration, observation skills, and healthy habits—truly turning messy play into meaningful learning.



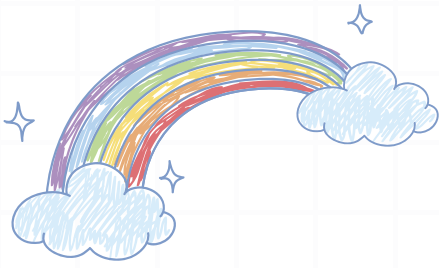
STRAWBERRIES

Little Faces, Big Feelings

In our Nursery classroom, children explored the world of emotions through drawing and craft. With simple lines and bright ideas, they created faces showing happiness, sadness, anger, and surprise. Each artwork reflected a child's unique imagination and understanding of feelings. This activity encouraged self-expression, creativity, and emotional awareness at an early age. Children joyfully shared their drawings, learning that all emotions are important.

This hands-on experience beautifully blended art with social-emotional learning. It was truly heartwarming to see such **big ideas expressed by such little hands.**





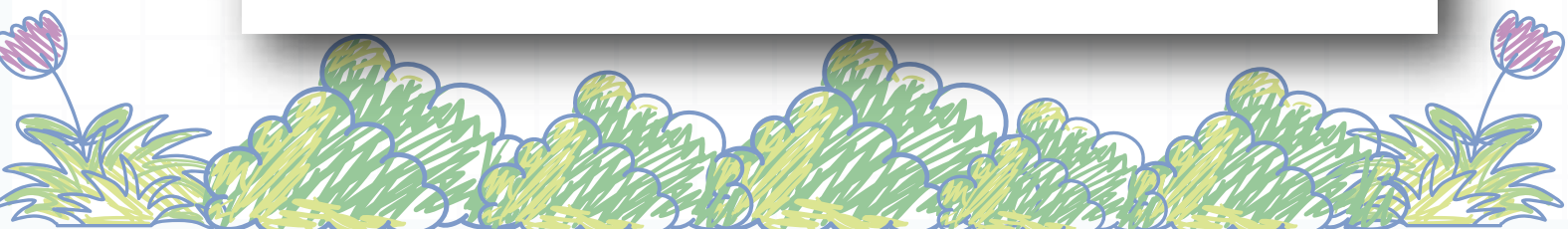
Strawberries A



Strawberries B



CLASS PHOTOGRAPH



PLUMS

Project Based Learning- Making a Farm Showing Different Animal Homes!!

Our 'Plums' children enjoyed a wonderful hands-on learning experience through a Farm Project. The aim of the activity was to help the young learners understand where farm animals live and how we take care of them. This project was done in conjunction with their unit on "Homes," helping children connect the idea of homes for people with homes for animals. The children worked together to create a beautiful model farm. They painted green fields, blue ponds, and brown barns using bright colours. With great excitement, they placed small animal models around the farm—cows near the shed, hens in their coop, horses in the stable, sheep in the pen, and ducks near the pond. The farm came alive with their creativity! The students loved painting the animal homes and arranging them in the right places. Through this project, the children learned to identify different farm animals, recognise their homes, and understand the importance of caring for animals. It was a joyful and colourful activity that helped the little ones explore, imagine, and create—turning learning into a fun experience. Our tiny farmers did a wonderful job!



PEACHES

Inquiry Based Learning- Knowing About Seasons

Students of Peaches enthusiastically exhibited the learner profile attributes of being inquirers and thinkers as they explored the concept of the four seasons through a hands-on learning experience. Using recyclable materials, students thoughtfully planned, selected, and organized a variety of resources to create meaningful representations of each season.

Through this activity, students showcased their understanding of the unique characteristics of summer, rainy, winter, and spring by carefully depicting changes in weather, clothing, food, nature, and daily activities. Their creations reflected an awareness of how seasonal changes occur and how they influence the environment and the lives of people, plants, and animals.

This inquiry-based learning experience encouraged students to **think critically**, **make connections to real-life experiences** and express their ideas creatively while **promoting sustainability** and responsible use of resources. Overall, the activity supported students in developing a deeper understanding of seasonal patterns and their impact on the world around us, aligning meaningfully with the transdisciplinary theme 'How the World Works'.



CLASS PHOTOGRAPH

Peaches A



Peaches B



Grade - 1

SDG Goals: Young changemakers in action

SDG 13 - Climate action

Grade 1 students showed how planting, caring for nature, and smart travel choices help protect our planet. They took action to care for the planet through simple, meaningful choices.

SDG 15- Life on land

Students took action through a nature clean-up drive and a seed-to-tree journey. They learned that small actions help plants, animals, and our Earth grow stronger.

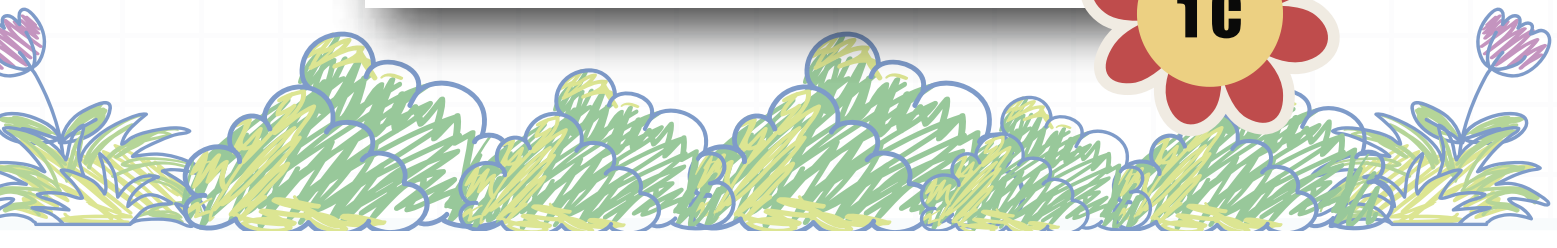
SDG 17 - Partnering for goals

Students partnered with Vidya School for a book donation and plant drive. Together, they learned that sharing knowledge and caring for nature makes the world a better place to live.





CLASS PHOTOGRAPH



Grade - 2

From Readers to Young Authors: A Journey That Began in Grade 1

Every strong writer begins as a **curious reader**—and this journey started early, in Grade 1.

From the beginning, students were nurtured as **inquirers** and **communicators**, gently encouraged to develop a love for books. Through daily reading experiences, meaningful appreciation, small rewards, and consistent encouragement, reading gradually became a joyful habit rather than a task. As confidence grew, ideas sparked, and student voice strengthened, a powerful inquiry emerged:

“What if you write your own story?”

The first attempts were tentative. One story led to another, and then another. The young writers **reflected, revised, and persisted**, often feeling unsatisfied with their early drafts. This reflection became the fuel for growth. By the end of Grade 1, their stories demonstrated clearer structure, imagination, and a developing personal voice. Most importantly, the students showed **agency**—they wanted to take ownership of their learning and their work.

With guidance and encouragement, these young authors took their learning further by creating their own storybooks. While the students stepped confidently into the role of **authors**, the teacher acted as a **facilitator**, supporting the process and illustrating the stories digitally. This collaborative process reflected key **Approaches to Learning**, including communication, self-management, and creative thinking. The books were proudly **published in-house**, marking a meaningful milestone in their learning journey.

Today, we celebrate three young authors—**Toku, Miraya, and Minato**. Miraya and Minato explored creativity through fiction, while Toku demonstrated curiosity and understanding through a **non-fiction text**.

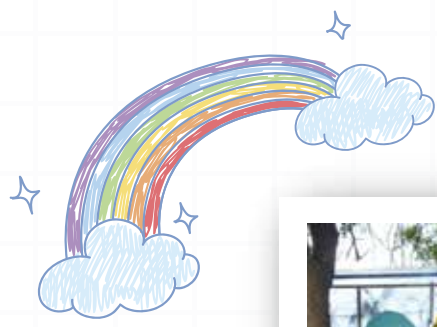
Their books are now accessible through **QR codes**, inviting readers to scan and engage with student-created texts shaped by inquiry and imagination.

This journey continues into Grade 2. The students are already developing new ideas, experimenting with different genres, and growing as confident, reflective writers. Seeing their work published has strengthened their motivation, resilience, and belief in themselves as capable learners.

These QR codes do not just lead to stories—they represent a journey of **Student Voice, Choice, and Ownership**, and the power of believing in young authors.

“When children are given the confidence to read, they find the courage to write—and the joy to share their voice with the world.”

Scan. Read. Celebrate young authors.



CLASS PHOTOGRAPH



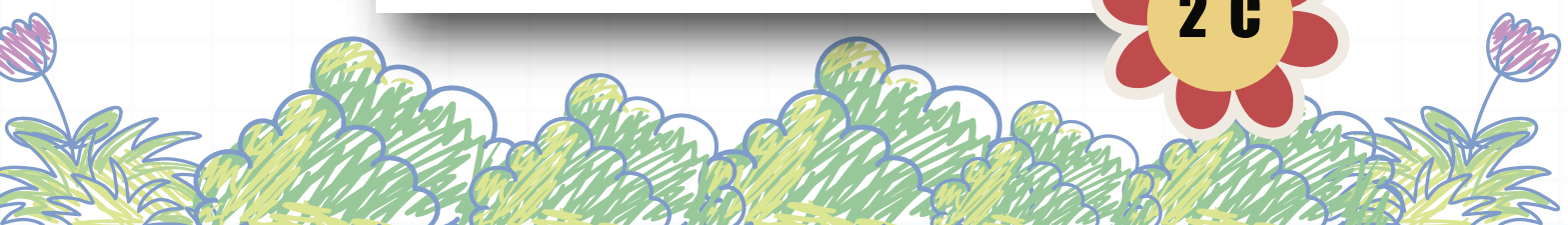
2 A



2 B



2 C





Minato Ihaya



Scan. Read.



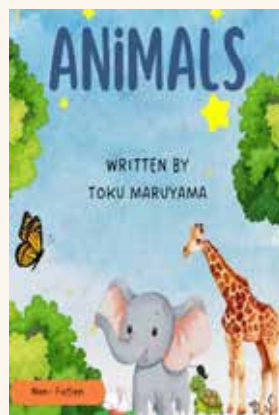
Miraya Yadav



Celebrate young authors.



Toku Maruyama



Project Based Learning

Our young inquirer Upaasya created an engaging project on light and wind energy, where he clearly showcased how wind energy can be converted into light energy. Through his thoughtful demonstration and explanation, he showed how the movement of wind helps generate power that can be used to produce light. His project reflected curiosity, scientific thinking, and a strong understanding of renewable energy concepts.

Our young science enthusiast Divit created a detailed and thoughtful model on wind energy, where he clearly explained its importance as a clean and renewable source of energy. Using a simple circuit, he demonstrated step by step how chemical energy from a battery is converted into electrical energy, which then helps in producing wind energy through movement. His confident explanation, creativity, and hands-on approach reflected strong scientific understanding and a growing curiosity about renewable energy sources.

Our young explorer Kanak created a wonderful and well-planned project on renewable sources of energy, where she step by step showcased the importance of solar panels in generating electricity and explained how sunlight is converted into usable energy. She also demonstrated how wind energy works by showing how moving air helps produce power, and thoughtfully explained light energy and its everyday uses. Her clear explanation, creativity, and confident presentation reflected a strong understanding of clean and sustainable energy sources, highlighting her curiosity and commitment to learning about how we can protect our planet. Well done, Kanak!



Upaasya Gupta



Divit Sharman



Kanak Verma

Grade - 3

Design Thinking in Mathematics: Exploring 3D Shapes

As part of their Mathematics learning, all Grade 3 students enthusiastically engaged in exploring 3D shapes through a Design Thinking approach. The learning began with students identifying 3D shapes in everyday objects around them, helping them make meaningful connections between mathematics and real life.

Students then planned and created their own 3D models using materials such as paper, cardboard, clay, and recycled items. While constructing their models, they applied strong Thinking Skills (Critical Thinking) as they observed the properties of shapes, compared features, and selected appropriate shapes for their designs. They also reflected on possible improvements, demonstrating thoughtful decision-making throughout the process.

The experience strengthened Communication Skills as students confidently shared ideas with peers and showcased their models to the entire Grade 3 community. They clearly explained the shapes used, described their design process, and listened respectfully to the feedback, using accurate mathematical vocabulary.

All Grade 3 students proudly showcased their creative 3D models, reflecting high levels of engagement, perseverance, and enjoyment. This rich learning experience nurtured the IB Learner Profile attributes of Thinkers, Communicators, and Risk-takers, as students explored new possibilities, experimented with materials, solved design challenges, and confidently presented their learning to others.



Shivaye Anand



Navyam Vashishth



Sarah Imam

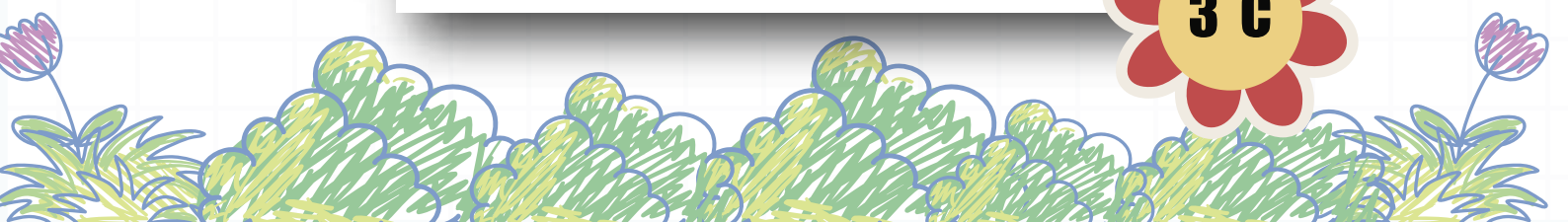
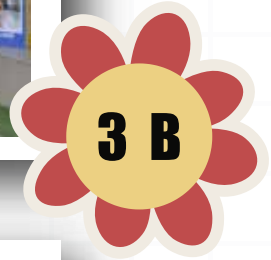


Students visited Stable Story Farm as part of their unit Sharing the Planet. They explored horse behaviour, discovered the café's behind-the-scenes story, and learned about the farm-to-plate journey. The experience encouraged them to be inquirers and caring learners, while building social and thinking skills. This visit also strengthened their understanding of communities and interdependence from their Unit of Inquiry, How We Organize Ourselves.





CLASS PHOTOGRAPH



Grade - 4

Grade 4 students are developing into keen and enthusiastic readers, showing a growing love for books across genres. They are thoughtfully reflecting on their reading by writing book reviews, sharing opinions and recommendations with their peers. Through this process, learners demonstrate the IB Learner Profile attributes of being **Communicators**, as they **express their ideas clearly**; **Thinkers**, as they analyse characters and themes; and **Open-Minded**, as they explore diverse perspectives through literature.

BOOK REVIEW ON CHARLOTTE'S WEB Author: E. B. White

Charlotte's Web is about a girl named Fern who lived on a farm. One day, her dad was about to kill a runt, but then the Fern convinced her dad not to kill the runt. Fern started to raise the runt, and soon she named it Wilbur. Wilbur was sent to a farm that is where he met Charlotte the spider.

I think the book is a fun and nice book. I also feel like part of the book is very imaginative because of the way they described each scene. And some scenes made me feel like I was on cloud nine.

The farm Fern lived on was a beautiful farmhouse with a barn, lush trees and green bushes. In summer, it was warm and very fun to play in the lovely green meadows. In fall, the leaves turn orange, red, gold etc. and in the rainy season all the plants are covered in dew.

I would, love to recommend this book to the age group 7-10 because it is a very interesting book.



Anvi Soni

By: Anvi Soni

BOOK REVIEW
THE BLUE UMBRELLA
Author: RUSKIN BOND

What was good about the book?

The story teaches an important lesson about kindness, sharing, and forgiveness.

- The setting in a village in the hills is beautifully described.
- Binya is a simple and kind character whom readers can easily like.

INTERESTING (What made me think?)

- A simple umbrella becomes very important to everyone in the village.
- Ram Bharosa changes from being jealous to feeling sorry for his actions.
- The story shows how greed can spoil relationships, but kindness can fix them.

(What could be better or was not good?)

- Ram Bharosa feels jealous instead of being happy for Binya.
- The umbrella causes problems because people value it too much.

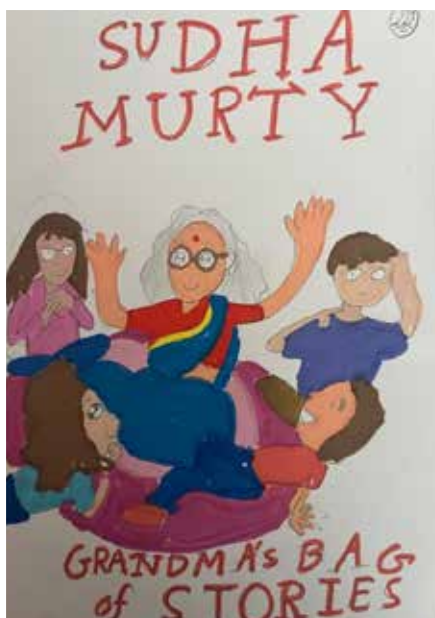
Message -The story taught me that jealousy and greed can harm us, but kindness and sharing make life happier. I liked this book because it shows how being kind is very important.

Learner Profile- Caring & Reflective The story helped me to become caring and reflective by showing kindness.



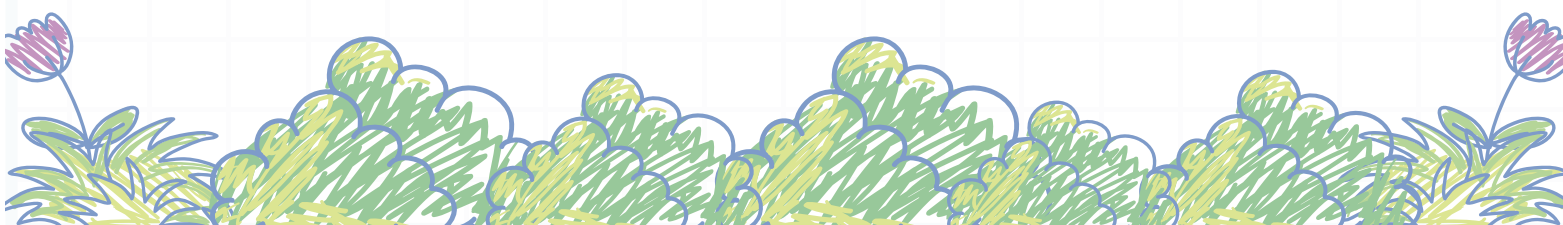
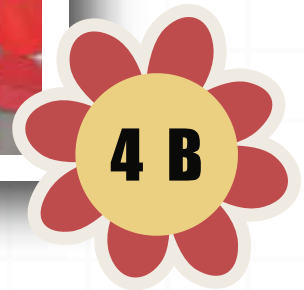
Dhanvi Singh

By- Dhanvi Singh





CLASS PHOTOGRAPH



Grade - 5

Herbal Seed Pods Initiative at Nirvana Retreat

Students of G.D. Goenka Global School took part in a meaningful green initiative at Nirvana Retreat – a Patanjali Wellness Initiative. They prepared and planted 20 herbal seed pods in the retreat's Herbal Garden, marking a thoughtful first step in promoting sustainability and environmental care.

Encouraged by this effort, the students are now preparing an additional 200 herbal seed pods to enrich the garden further and share with guests as green mementos, spreading the spirit of mindful living.

This initiative highlights the students' dedication to nature, wellness, and responsible action, showing how small steps can create a greener and more harmonious environment for all.



Inside Parliament Visit: Where Systems, People, and Technology Connect

Our visit to the Parliament helped us understand the transdisciplinary theme “How We Organize Ourselves.” We observed how systems, rules, and roles work together to run the country smoothly.

We learned that Parliament is well organized through clear responsibilities, structured procedures, and the effective use of technology. Members follow rules while debating, digital systems support voting and record-keeping, and technology such as microphones, screens, and live telecasts helps in communication and transparency.

This experience helped us see how people and technology work together within systems to make fair decisions for the community. It showed us that good organization and responsible use of technology are essential for the smooth functioning of public systems and governance.



PYPX: Rights and Responsibilities of All – Celebrating Student Voice, Choice, and Action

The PYP Exhibition (PYPX) at GDGGS marked an important milestone in our students' learning journey and was a powerful celebration of inquiry, collaboration, and student agency. Rooted in the central theme "Rights and Responsibilities of All," learners took ownership of their understanding as they explored real-world issues with confidence and clarity.

Students worked collaboratively in six interest groups, focusing on areas such as Human Rights, Digital Rights, Indigenous Communities, and other global and social concerns. Through in-depth research, thoughtful discussions, and meaningful action, they demonstrated strong critical-thinking skills, responsibility, and a deep sense of awareness.

The exhibition reflected not only academic understanding but also the development of essential skills, attitudes, and the IB Learner Profile. PYPX stood as a proud moment for the school, highlighting how young learners can think critically, work collaboratively, and contribute responsibly to the world around them.



Starry Night at GDGGS

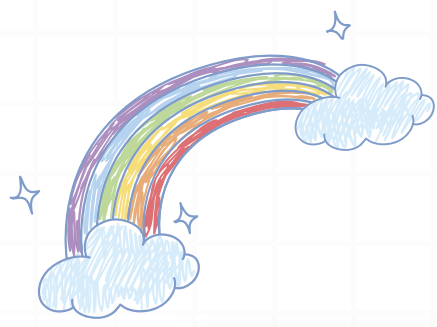
Starry Night at GDGGS was a delightful and memorable evening that brought together students and teachers in a celebration of creativity, talent, and togetherness. The school campus shimmered with beautiful lights and décor, creating a magical atmosphere that truly lived up to its name.

A special highlight of the evening was the engaging star-gazing experience, where students had the opportunity to observe the night sky through telescopes. This hands-on exploration sparked curiosity and wonder as learners identified celestial bodies and deepened their appreciation of the universe. The experience nurtured the IB Learner Profile attributes of inquirers and knowledgeable learners, as students explored scientific concepts beyond the classroom in an authentic context.

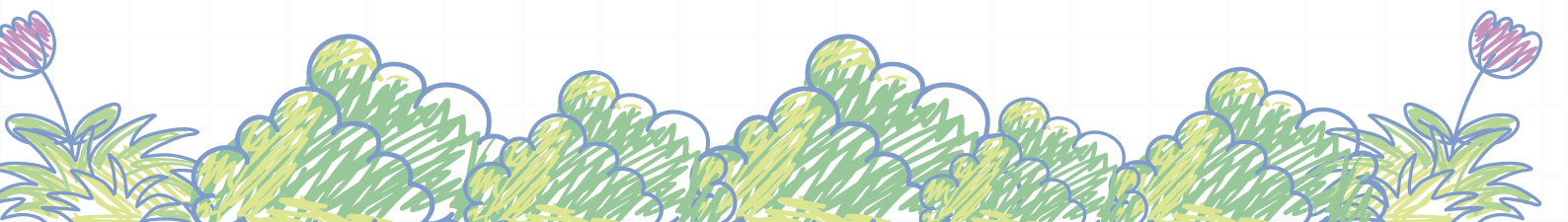
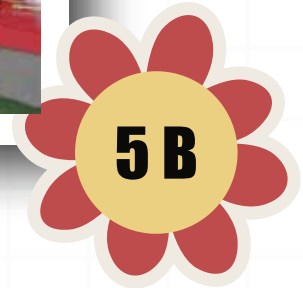
The event also featured captivating performances by our students, including dance, music, and expressive acts that reflected confidence, teamwork, and enthusiasm. Each performance showcased the students' dedication and the collaborative spirit nurtured within the school, highlighting learners as communicators and risk-takers who confidently shared their talents with the community.

Starry Night was more than an event—it was a celebration of the vibrant GDGGS community, where creativity shone bright, curiosity expanded through stargazing, and every moment felt special under the star-lit sky.





CLASS PHOTOGRAPH



The Global Sports Fiesta: A Celebration of Diversity



Daivik Sharma
Grade 4 A

The Global Sports Fiesta was nothing short of spectacular! More than just an event, it was a vibrant showcase of the Learner

Profile, being Open-Minded, as it brought together cultures from around the world. Grades represented countries such as Russia, Japan, and Saudi Arabia, showcasing their traditions, games, and cuisines, which turned the venue into a lively global village.

Each booth offered something unique—India introduced the energetic game of Kho-Kho, while Saudi Arabia delighted visitors with the sweet treat Maamoul. These experiences reminded us that sports and food are not only fun but also powerful ways to connect with one another.

Ultimately, the Fiesta was far more than a chance to win medals or enjoy delicious dishes. It was a true celebration of our diverse community, helping us appreciate the global family we all belong to. We left with full stomachs, shiny medals, and—most

importantly—a deeper understanding of the world around us.

We can't wait to see what exciting surprises the Global Sports Fiesta will bring next year!



Active Mind Active Bodies

LEARNING IN PHYSICAL EDUCATION

Apricots to Grade 1

Our students from Apricots to Grade 1 enjoyed the engaging Physical Education sessions that supported their physical development through movement, play, and exploration. These activities helped children build strength, balance, coordination, confidence, and a positive attitude towards physical activity.

Hoop Movement

Students explored simple movements by stepping into hoops, developing body awareness, balance, and listening skills.

Jumping Activities

Students practiced jumping over low obstacles, strengthening leg muscles and improving coordination.

Ball Skills

Throwing and catching activities, enhancing hand– eye coordination and focus.

Balance & control

Cone walking and balance activities, developing coordination and body control.

Outdoor Movement Session

Outdoor stretching and movement activities, promoting flexibility and spatial awareness. warm- up and stretching exercises, learning to move together safely.



We believe in the power of physical activity both for the physical wellness of our students and for its ability to teach children about principles that extend far beyond the playing field while introducing our students to mindful health practices through routine physical activities and purposeful health enhancing exercises.

Students are enrolled in two weekly Physical Education(PE) sessions.

1.The first session is to explore the development of individual to encourage the child to discover who they are, what are their interests, their talents and their limitations.

2.The second session is dedicated to the skill and game, encouraging them to identify their role within the group to collaborate with others to solve problems as per the activity.

The following listed activities are the part of our school PYP PE curriculum These all activities are from grades (2-5) in our PE academic curriculum to enhance the skill level in every child.

- 1.Basketball
2. Football
3. Tennis
4. Badminton
5. Cricket
6. Chess
7. Table tennis
8. Yoga
9. Athletics
- 10.Taekwondo
- 11.Gymnastics
12. Swimming.



Stay Agile, Stay Curious, Stay Ahead

Apart from PE classes we are also offering these engagements under our Sports Booster Programme for skill/game improvement.

- 1.Active learning
- 2.Agentic learning
- 3.Saturday club
- 4.Sports day

It helps our students to learn and participate in different inter - school tournaments.

CRICKET



Cricket is a fun sport played with a bat and a ball. Two teams play with 11 players each. Players hit the ball and run to score. The team with more runs wins. Cricket has test, ODI and T20 matches. Indians love playing cricket. Sachin Tendulkar is a cricket legend. Cricket needs teamwork and fitness. We play it at school and in parks. It's popular in many countries like Australia, England, and Pakistan. You can play cricket with friends, join a local club, or watch big tournaments like the IPL or the World Cup. Cricket teaches us about sportsmanship, discipline, and the importance of hard work.

By: Abeer Mehta
Grade 4 A



DIDAC: A Milestone for Student Innovation and Global Mindedness

We had the great opportunity to represent our school at the IB booth at DIDAC , Asia's biggest education exhibition . Our school got to represent the IB stall and our children presented Innovation and Technology showcasing that we are ready for the future .

It was a proud moment as these projects have been created by our students during the recently concluded Tech fest , mentored by Mr Pushpinder.

Alongside , we had a fire chat session with Ms Suman Sethi , Senior IB World Schools Manager, Singapore on Sustainability for shaping the future in education . We got lot of appreciation for doing a lot of commendable work right from early years in terms of well-being, mindful towards environment , social skills , being digitally responsible and aligning to the mission of international mindedness as per IB. Our senior management is already carrying out projects related to wellness, e waste management and solar energy with the govt of India and Mr Vineet also shared these with the IB team.



Tech Fest

Our campus was a vibrant hub of scientific inquiry, transformed for the annual Tech Fest! Students showcased a stunning array of working models, spanning Lemon Batteries and Robotics to AI and Cyber Security.

Projects covered Core **STEM, Next-Gen Tech, and Sustainable Energy** (Solar Windmills, Smart Farming), highlighting exceptional Design Thinking and Coding skills.

A big thank you to our dedicated teachers for managing the seamless, enriching experience!

#DesignThinking #21stCenturySkills



Well Being - Nourish your body, feed your soul!



Sarthak [3A]



Anvi [4A]

Arts - Brushstrokes of creativity!



Scan me for art work



FROM CAMBRIDGE COORDINATOR



**Intelligence plus character –
that is the goal of true education.”
–Martin Luther King Jr.**

In an era defined by constant transformation and global interconnectedness, education must transcend the mere transmission of knowledge and evolve into a force that shapes perspective, character, and capability. At GD Goenka Global School, our partnership with Cambridge International Education reflects a progressive commitment to delivering an educational experience that is rigorous, relevant, and globally benchmarked.

Education powered by Cambridge International embodies a learner-centric philosophy that nurtures intellectual curiosity and cultivates a genuine love for learning. One of the most significant milestones in a learner's academic journey at GD Goenka Global School is the transition from the IB Primary Years Programme (PYP) in Grade 5 to Cambridge Lower Secondary Grade 6. This transition represents both continuity and growth. The inquiry-based foundation nurtured during the PYP years equips students with the curiosity, confidence, and conceptual understanding necessary to thrive within the Cambridge framework.

While the spirit of inquiry remains central, Cambridge Lower Secondary introduces learners to greater academic structure, deeper subject specialisation, and increased intellectual rigour. Students begin to engage more analytically with subjects such as English, Mathematics & Science, developing precision in thinking and clarity in expression. This transition also marks the beginning of a more focused preparation for future academic pathways, while still preserving creativity, exploration, and reflective thinking.

An exciting and enriching addition to the Cambridge Lower Secondary curriculum is the subject of Global Perspectives through which learners develop essential skills in research, analysis, evaluation, communication, collaboration, and reflection. They examine issues from multiple viewpoints, learn to evaluate evidence, and form informed opinions. More importantly, they begin to understand their role and responsibility as members of a global community.

The move into Lower Secondary coincides with an equally important phase of personal development—early adolescence. Middle school is a time of significant cognitive, emotional, and social growth. Students begin to develop a stronger sense of identity, increased self-awareness, and a desire for independence. They become more capable of abstract thinking, deeper reasoning, and forming their own perspectives.

At GD Goenka Global School, we recognise that education during this phase must support not only academic advancement but also emotional wellbeing and character development. Learners are guided to become more responsible, organised, and reflective. They learn essential life skills such as time management, collaboration, resilience, and respectful communication. Middle school learners are encouraged to embrace challenges, view mistakes as opportunities for growth, and develop confidence and leadership in their abilities. The environment is carefully designed to ensure that students feel supported, valued, and empowered as they navigate this transformative stage of life. At GD Goenka Global School, education powered by Cambridge International is more than a curriculum—it is a transformative pathway that nurtures potential, strengthens character, and prepares learners to lead with knowledge, empathy, and vision in an ever-changing world.

CAMBRIDGE COORDINATOR

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**The capacity to learn
is a gift; the ability to learn
is a skill; the willingness to
learn is a choice.**

-Brian Herbert

Stay in Touch



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