



## From the Principal's Desk

### Collaboration

“संगच्छध्वं संवदध्वम्” “Move together and speak in harmony”

I believe no place captures the essence of this famous Rigveda mantra better than a school. It perfectly reflects this month's theme of my article: Collaboration. Without collaboration, a school cannot write its success stories. It is the collaboration between students and teachers that creates a thriving learning environment and brings out the best learning outcomes. When both work together in harmony, the result is a collaborated effort visible in the student's learning.

This spirit of moving together later inspires students to work effectively as a team, leading to greater success. In any sporting event, it is the collaboration between players, coaches, and support staff that drives the team or individual player to victory. Similarly, in companies, collaboration is the key factor that contributes to long-term success.

I believe school is the foundation where this spirit of collaboration is developed in students. In our school, when different departments work together. The senior students support the junior students during cultural events. One can feel the success of

occasions like Monkey's Business or Annual Day.

When students collaborate among themselves, they achieve remarkable success in events such as SHISMUN, SHISTECH, and SHISFEST. It was the consistent collaboration of our teachers that led us to secure successful authorization for IBDP and IBPYP last year—without any recommendations.

Therefore, it is important for all of us to help students develop the vital life skill of collaboration. Through this, they will be able to build stronger bonds, appreciate diversity, improve their efficiency, and ultimately achieve the best outcomes in their learning.

*I would like to end this article with some famous quotes on Collaboration:*

*“Coming together is a beginning. Keeping together is progress. Working together is success”*

**- Henry Ford**

*“Alone we can do so little, together we can do so much”*

**- Walt Disney**

*“Talent wins games, but teamwork and intelligence win championships”*

**- Aristotle**

*“Great things in business are never done by one person. They are done by a team of people.”*

**Dr. Sanjay Sachdeva (School Principal)**

## New Year Mindset: Same Us, Better Choices



A new year doesn't always require a new version of ourselves. Sometimes, growth isn't about changing who we are, but about changing how we choose. Same us, better choices is a mind-set rooted in honesty, self-awareness, and progress. Over the past year, we all made decisions that taught us something, what worked, what didn't, and what we wish we had handled differently. Those experiences aren't failures, they are lessons. Carrying them into the New Year means recognizing patterns, setting clearer

boundaries, and being more intentional with time, energy, and relationships.

This attitude removes the pressure to completely reinvent ourselves. We don't need a new personality, a new identity, or unrealistic goals. We just need to pause before repeating old habits. Better choices can be small, choosing rest over burnout, honesty over avoidance, consistency over motivation, and self-respect over short-term comfort. It also means

accepting accountability. Better choices require awareness of triggers, discipline in moments of weakness, and courage to choose long-term growth over instant delight. Progress doesn't always look dramatic, sometimes it is found in setting boundaries, choosing peace, and moving forward with greater clarity.

The power of this approach is sustainability. Small, thoughtful decisions made daily create lasting change. When we stay true to ourselves while choosing wiser paths, growth feels natural instead of forced. A new year is not a reset button, it's a continuation, and with the same strengths, the same values, and a clearer understanding of ourselves, better choices can lead to a better year.

**Ms. Seema Bhati (Primary School Director)  
PYP Coordinator**



# PYP

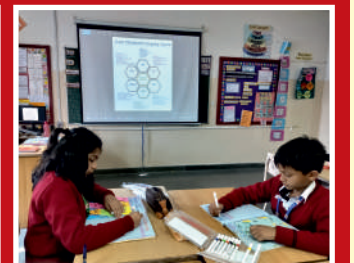
## The IB PYP Exhibition: Let the Journey Begin - Every big journey begins with a single step

The preparation for the much-awaited IB PYP Exhibition has officially begun, and there's a buzz of excitement in the Grade V corridors! The journey kicked off with an engaging briefing by Primary School Director Ms. Seema Bhati, who introduced students to the significance of the Exhibition and what makes it such a meaningful milestone in their PYP years. From understanding the purpose of the exhibition to getting a glimpse of what lies ahead, students set about this expedition, more curious, more motivated, and eager to begin.

The Homeroom Tutors set forth on the inquiry guiding the students to look inwards by explaining their passions, interests, talents and strengths. Making connections with the world around us and motivated by the Sustainable Development Goals (SDGs), the Highlanders were encouraged to recognize their uniqueness in finding creative ways to take action to make a positive impact on the planet. This session also marked the beginning of their PYP journals, which the agentic learners were encouraged to design in their own unique style — a space that will soon be filled with ideas, questions, sketches, reflections, and learning moments.

As the journey unfolded, students explored the School and IB Mission, reflecting on the values that the learning community wants to inculcate. They drew connections between past units and the Exhibition theme, How We Express Ourselves, recognising how their learning has been building towards this moment. To support their exploration, students were introduced to the Kath Murdoch Inquiry Cycle, helping them understand the stages of inquiry they will navigate as they research, reflect, and take action.

With strong foundations laid and excitement in the air, our Grade V students are now ready to dive into a journey of voice, choice, creativity, and action. The PYP Exhibition has begun — and we're excited to see it come alive!



## Welcoming Parents to the Front Desk Programme - Young minds, bold voices, and learning in action!

The Front Desk Programme was a truly enriching, student-led event that offered a glimpse into learners confidently taking ownership of their learning. It beautifully showcased the skills acquired, conceptual understanding developed, and knowledge gained across various areas of learning- be it language, numeracy, or the units of inquiry, all of which was presented with remarkable confidence and enthusiasm. Students from, Grade I, Upper Kindergarten, along with a few sections of Lower Kindergarten, captivated the audience as they performed skits, enacted role

plays, sang songs, and actively demonstrated their numeracy and language skills through quizzes and play-based engagements, all in front of their proud parents. The programme was further energized by a range of engaging experiences such as gross motor challenges along an obstacle path, team-building games, movement breaks, and vibrant, high-energy dances that kept parents glued to their seats, clapping and cheering every step of the way.



Particularly empowering was witnessing these young Highlanders confidently advocate for meaningful causes such as healthy habits, saving trees, and conserving water through ramp walks, nukkad naatika, and expressive performances. Parents greatly appreciated the visible growth, confidence, and holistic development of their children, making the event a memorable celebration of learning.





### Coffee Morning with the Parent Community- Play, purpose and proud little Nursery Highlanders!

The Coffee Morning was a heart-warming celebration of early learning, where the young Highlanders of Nursery proudly shared their joyful journey of growth and discovery with their parents. The morning beautifully highlighted how learning in the Early Years is playful, meaningful, and experiential. The students set an energetic tone with cheerful rhymes, songs, movement break, yoga asanas, and a fun team game that filled the space with enthusiasm and laughter. Parents then joined their children at various learning stations such as Numeracy, Hindi, English, and Unit of Inquiry where students confidently showcased their conceptual understanding through hands-on engagements. From letter-object matching, playing bingo, to demonstrating numeracy concepts like more and less, to exploring heavy and light, sorting shapes, and naming fruits, vegetables, and colours in Hindi, classifying animals, reflecting on emotions and more, every interaction reflected purposeful learning in action.

The delightful dance performances and radiant smiles perfectly captured the spirit of the morning- happy, confident learners creating moments that were truly cherished by parents.



### Little hearts, big Christmas cheer!

The Christmas celebration in Early Years and Primary Wing was a delightful tapestry of joy, learning, and festive magic. The little ones listened with rapt attention to a heart-warming Christmas story, kindling their imagination and gently conveying the true message of the season. Their creativity shone as they joyfully crafted Christmas-themed artwork, decorated stockings, admired the beautifully adorned Christmas tree at the reception, and thoughtfully prepared their own wish lists, adding a personal and meaningful touch to the festivities. The Christmas celebration in the Primary Wing was filled with joy and cheer. The children sang carols with great zeal, their infectious enthusiasm filling the air and warming every heart. The grand entry of Santa Claus added to the excitement, creating a truly festive and magical atmosphere for everyone. The air resonated with melodious carols as cheerful voices sang with pure delight, spreading happiness and cheer all around. Filled with smiles, laughter, and a sense of togetherness, the celebration truly captured the spirit of Christmas- a season of love, giving, sharing, and caring.







## Celebrating Cultural Expression: Unity in Diversity

As part of the unit - How We Express Ourselves, Grade III Highlanders exercised student agency by independently selecting an Indian state to explore. They brought meaningful artefacts representing the rich culture and traditions of their chosen region. Demonstrating their understanding, students dressed in traditional attire and confidently presented folk songs and folk dances unique to each state. This immersive learning experience enabled learners to celebrate India's cultural diversity while strengthening their creativity, communication skills, and appreciation for our cultural heritage.



## Exploring Energy in Action: Grade II Inquires into How the World Works

The enthusiastic Highlanders of Grade II participated in an enriching learning experience at the Energy Fest, an event thoughtfully curated and presented by the grade teachers. Aligned with the Transdisciplinary Theme- How the World Works, the Homeroom Teachers showcased a variety of working models and objects to deepen students' understanding of different forms and uses of energy. Students observed musical instruments such as the Jal Tarang and discovered that sound energy travels through vibrations or waves. By making real-life connections, children explored and identified various forms of energy—including mechanical, electrical, light, solar, and thermal—through the gadgets and models displayed. The session sparked curiosity and strengthened conceptual understanding through hands-on inquiry.



## Voices and Visions: Exploring Self-Expression through Words and Art

As part of the Transdisciplinary Theme - How We Express Ourselves, Grade III students engaged in enriching learning experiences that deepened their understanding of self-expression and creativity. Ms. Aarushi Mohan led an interactive and hands-on session where students explored the power of words as tools to express their thoughts, feelings, and ideas. Through active participation, learners discovered how communication helps convey emotions and build confidence in expressing themselves.

Further enriching the unit, Ms. Swasti Jain, mother of Asmita Jain (Grade III), conducted an insightful session on art as a form of creative expression. Linking her discussion to the lines of inquiry, she highlighted the dynamic relationship between art and culture and how each influences the other. Through engaging visuals and explanations, students were introduced to traditional Indian art forms such as Gond, Madhubani, and Warli, fostering appreciation for cultural diversity and artistic heritage.

Together, these sessions inspired students to express themselves confidently, think creatively, and develop a deeper understanding of how people communicate ideas and emotions through different forms of expression.



## Food Fiesta: Celebrating Culture, Language, and International Mindedness

Children of Grade IV and V engaged in a vibrant Food Fiesta that celebrated cultural diversity and fostered multilingual learning through student agency and authentic experiences. By presenting traditional dishes from different countries in their additional languages—Spanish, French, German, and Sanskrit—students made real-life connections, strengthening their communication skills and confidence. The event reflected international mindedness as learners explored global cuisines while appreciating India's classical linguistic heritage, making the Food Fiesta a meaningful and successful inquiry experience.





## Young Highlander Shines on the International Stage

Shuling Tran Ngoc Thien An of Grade III participated in All-star Competition Group A Vietnam Youth Talents Festival 2025 held in Vietnam and achieved First Winner Trophy. Well done, a proud moment for SHIS.



## Primary Highlanders in Action: A Day of Energy and Endurance

The Annual Sports Day for the Primary Wing, held on 4th and 5th December 2025 was a vibrant celebration of energy, skill, and teamwork. Our young Highlanders demonstrated strength, endurance, and determination as they participated enthusiastically in a variety of athletic races. Showcasing true sportsmanship, they encouraged one another, stayed motivated, and gave their best in every event. The day beautifully reflected the IB Learner Profile attributes of being balanced, risk-takers, and communicators.



## Celebrating Educators as Lifelong Learners and Change-Makers

*Dr. Shveta Vohra was honoured with the Leader of Change Award (Haryana) at the Education Supply and Franchise Expo, Mumbai, and the Starr Education Excellence Award at the Dr. B. R. Ambedkar Centre, New Delhi, recognizing her innovative leadership and impactful contributions to Socio-Emotional Learning and education.*



*Congratulations to Mr. Sumit Gupta, HOD Primary School Activity and ICT Coordinator, and Ms. Shveta Vohra, Primary HRT, on their stellar achievement in the Crest Teacher Olympiad! They've bagged Gold Medals and proficiency certificates in Math and English Olympiad, respectively.*

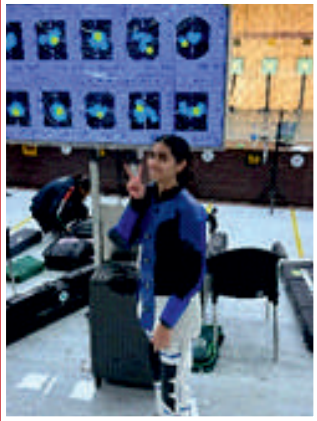


**Ms. Virender Bhullar (Primary School Coordinator),  
(Deputy PYP Coordinator)  
Ms. Shivani Johri (Initial School Head),  
(Deputy PYP Coordinator)**

## News From The Sports Arena

The Month of December started with the preparations of Annual Athletic Meet for Primary School. School Principal Dr. Sanjay Sachdeva and Primary School Director Ms. Seema Bhati declared the meet open.

Highlander Parisa Chopra and Anusha Gupta got selected for the 68th National Shooting Championship and are now representing Scottish High in the same at Bhopal.



**Parisa Chopra**



**Anusha Gupta**

Scottish High under 17 Basketball team participated in the(AARAMBH 3.0) Inter School Basketball Competition hosted by DPS Sector 67 A and got 1st position. Mairav Rehan (IX), Vaibhav Sarin (X), Samarth Gulia (X), Vivaan Motwani (X), Naman Gulati (X), Rishit (IX), Anirudh (X) and Swastik (IX). Mairav Rehan was also declared the Most Valuable Player of the tournament.

SHIS Football team also (AARAMBH 3.0) Inter School Basketball Competition hosted by DPS Sector 67 and stood runners up. Vihaan Arora (VI), Anirudh Agarwal (VI), Nihit Agarwal (VI). Ayaana Srivastava (VI), Sarah Anya Subba (VI), Raunav Bhatia (VI), Udayraj (VI), Vrisaan Mehra (VI), Smayan Yadav (VI) and Aarav Ramkrishnan (VI).



SHIS under 12 football team got 2nd Runner Up Position in KR Mangalam Khel Mahotsav.

Arihan Handa (VI), Aarav Ram (VI), Nihit Agarwal (VI), Smayan Yadav (VI), Aniruddh (VI), Virsaaj (VI), Aadvik (VI), Vihaan Arora (VI), Manan Gupta (VI), Visraan (VI) and Arayan (VI).



**Mr Darshan Singh Gahallot**  
HoD Sports

## Senior School Head

### Carrying the Light Forward, A Journey Remembered

Graduation Day and the Farewell Ceremony unfolded as an emotional tapestry of memories, gratitude, and hope. The school campus resonated with a quiet nostalgia as the outgoing batch prepared to turn the page to a new chapter of life, while holding close the moments that shaped them.

One of the most moving highlights of the ceremony was the passing of candles from the graduating students to the current batch. In that gentle glow lay unspoken promises, to carry forward values, traditions, and the spirit of the school. The simple act stirred deep emotions, reminding everyone that while batches change, the legacy continues.

The atmosphere grew even more heartfelt as Highlanders shared personal anecdotes, stories of laughter in classrooms, lessons learned beyond books, and the unwavering support of their teachers. These reflections touched many teachers, bringing smiles, moist eyes, and a sense of pride that words could hardly capture. Adding depth and inspiration to the occasion was the School Chairman's motivating address, rich with life lessons. His words encouraged students to embrace challenges with courage, remain grounded in values, and move forward with confidence and purpose, leaving a lasting impression on young minds.

As emotions settled, the celebration found its rhythm through soulful music and energetic dance performances. The stage came alive with talent and joy, offering a perfect balance to the reflective moments and reminding everyone that farewells, though bittersweet, are also celebrations of growth.

The ceremony concluded with heavy hearts yet hopeful smiles. The graduating students stepped forward carrying memories etched forever, while the school watched on with pride. It was not just a farewell, but a promise that no matter where life leads, the bond with the school will always remain glowing, much like the candles passed that day.



## Modern Foreign Languages

### Educators' Meet at the French Institute, New Delhi

On Tuesday, 2nd December 2025, Ms. Priyam Matreja and I attended an insightful Educators' Meet at the French Institute in New Delhi, organized by Campus France. The session focussed on higher education opportunities in France for students after Grade XII.

The meet featured two distinguished speakers and the director of AMU University, Marseille, who shared detailed information about various prospects for students, including eligibility criteria, fee structures, and admission processes. They also provided valuable guidance on the different bachelor's programs students can pursue after Grade XII, as well as master's programs for higher studies.

The discussion offered comprehensive insights into pursuing higher education in France and explored the academic pathways available to students. The interaction was engaging and informative, fostering a productive exchange between French teachers and counselling educators. It proved to be a meaningful experience providing guidance that will greatly benefit our students in making informed decisions about their future academic pursuits abroad.



**Ms Nupur Verma**  
French Teacher

**Ms. Isha Verma**  
Senior School Head,  
HoD - Modern Foreign Languages

## IGCSE

### Sound Wave Cup Phone Activity

To help students understand that sound travels through vibrations and needs a medium to move, the students of Grade VI–CS B took part in an engaging hands-on classroom activity. In this activity, each group was provided with two paper cups connected by a string. Small holes were made at the base of each cup, through which the string was passed and secured with knots. Students stood at a distance from one another while keeping the string tight. One student spoke into one cup while the other listened through the second cup.

The activity was then repeated by loosening the string and by gently touching it to feel the vibrations. Through this experiment, students observed how sound travels through different mediums. When a student spoke into the cup, vibrations from the voice created sound waves. These vibrations caused the base of the cup to vibrate, and the vibrations then travelled along the string, which acted as a solid medium. When the vibrations reached the second cup, they produced sound waves again, allowing the listener to hear the sound clearly.

Students also discovered that the sound became fainter when the distance between the cups was increased or when the string was kept loose, as the sound waves could not travel effectively. Ms. Jyoti Sharma, the Science teacher, explained how sound travels differently through air and solid objects, highlighting the role of the string as a medium for sound transmission. This simple yet effective experiment encouraged curiosity, strengthened conceptual understanding of sound waves, and helped students develop their observational and experimental skills.



**Ms. Jyoti Sharma**  
Science Teacher

## ICSE / ISC Bulletin

The month of December proved to be academically intensive for our Highlanders, as students across various grades were deeply engaged in key assessment activities. Students of Grades X and XII appeared for the ICSE and ISC Pre-Board examinations, after which evaluated answer scripts were shared to help them identify strengths and areas for improvement. Grades VI and VIII also appeared for their Unit Test II during this period. A Parent-Teacher Meeting followed for the senior grades, providing a platform to review academic performance,

discuss progress, and suggest focused strategies for enhancement.

Post Pre-Boards, expert sessions were arranged for Grade X ICSE students to reinforce important concepts and support last-phase preparation. Teachers emphasized critical topics and exam-oriented notes to boost students' confidence ahead of the Board examinations. At the same time, Grade XII students were actively engaged in completing their Internal Assessments and project work. To strengthen their preparedness, mock practical examinations and viva sessions were conducted, during which students received valuable feedback from their subject teachers. These efforts culminated in the Final Board Practical Examinations and Project/Viva Evaluations, held in the third week of December under the supervision of external examiners appointed by the Council.

Additionally, the Pre-Board II date sheets were shared with students of Grades X and XII, while the Final Examination date sheets were issued to students of Grades IX and XI to help them plan their preparation effectively. These examinations are scheduled to be conducted after the winter break, in the month of January.

In preparation for the upcoming academic session, an extensive ISC Orientation Programmed was conducted for parents of current Grade X students. The session offered detailed guidance on subject selection, the ISC curriculum framework, and future career pathways. Developed in line with CISCE guidelines and expert consultation, the Subject Option Form and curriculum overview were shared. Parents actively engaged in discussions related to higher education opportunities in India and abroad, with their queries addressed comprehensively. Additionally, individual counselling sessions with parents are ongoing to support informed and thoughtful subject choices for Grade XI.

Overall, the month of December was marked by rigorous academics and meaningful transitions. We eagerly look forward to the many opportunities and milestones that lie ahead for our Highlanders in the coming months.

**Ms. Barkha Anand**  
ICSE & ISC Curriculum Head

## IBDP / IBCP

Our Annual Day celebration was a lively manifestation of the values we cultivate during the IB learning journey. A myriad of performances — Indian and Western music, hip-hop, classical dance, and bhangra — highlighted creativity, collaboration, and perseverance, reflecting the spirit of CAS through artistic and physical engagement.

The skit that interconnected all the performances excellently, marked reflection and empathy, as the future Highlanders came together to recall their school days. It promoted students to consider relationships, cherish twilight years of interaction, and evolve as loving, thoughtful beings.

The launch of The Highwriter recognized communication and thought skills, grants a platform for student voice, originality and expression. Recognising teachers for their commitment to education reaffirmed the values of integrity, respect and service, acknowledging the educators as perpetual learners and mentors.



The proclamation of the new Scottish High International School branch on the Dwarka Expressway represented the value of vision and global mindedness, which motivated the students to accept change, to be the ones who take initiative and to always contribute positively to the expanding learning community— values that are at the core of IB philosophy.

*By: Rishika Abrol, Grade XI DP B (CAS)*

### **Nagaland's amazing conservation success story**

Nagaland is now known worldwide for protecting the Amur Falcon, a small migratory bird that travels one of the longest routes on Earth. But this success story began with a serious problem. In 2012, conservation groups discovered that tens of thousands of these falcons were being hunted and sold as meat in Nagaland each year. The birds stopped in the state during their long journey to Africa, not aware of the danger they faced.

The reports from 2012 shocked conservationists, the media and the public. However, the biggest change came from the people living in the affected areas. Instead of ignoring the problem, local communities decided to act. Villages such as Pangti and Ashaa introduced strict rules banning the hunting of Amur Falcons. Youth groups, church bodies, and village councils worked together to spread awareness and explain why the birds needed protection.

Volunteers began protecting the roosting sites, especially around the Doyang reservoir, where thousands of falcons gather each year. Schools held programs to teach students about the importance of conservation. The state government and NGOs supported these efforts by providing training and building eco-tourism opportunities so that communities could benefit from protecting the birds rather than hunting them.

Nagaland's transformation shows how powerful community action can be. What was once a site of mass hunting is now a global example for conservation. This story proves that when local people take responsibility, real and lasting change is possible.

*By: Omina Agnatova, Grade XI DP B (ESS HL)*

### **Why Memory Is Not a Video Camera**

Many people believe memory works like a recording device, accurately storing events exactly as they happened. Psychology shows this assumption is deeply flawed. Human memory is reconstructive, not reproductive, meaning we rebuild memories each time we recall them rather than replay them

Research by Elizabeth Loftus demonstrated how easily memories can be altered. In her famous experiments, participants who were asked how fast cars were “smashed” rather than “hit” into each other later reported seeing broken glass that never existed. The wording of a question subtly reshaped their memory. This suggests memory is

influenced by language, expectations, and social cues. Emotions also play a major role. Highly emotional events are often remembered with strong confidence, but not necessarily with high accuracy. While people may vividly recall how they felt, details such as timing or sequence are frequently distorted. Over time, new information blends with the original memory, changing it without conscious awareness.

This has serious implications for eyewitness testimony. Courts often treat confident witnesses as reliable, yet psychology shows confidence and accuracy are weakly related. Understanding memory as a fragile, flexible process helps explain why human recollection is powerful, persuasive...and sometimes wrong.

*By: Vamika Banssal,  
Grade XI DP B (Psychology SL)*

### **The future is green: Is sustainable chemistry truly the future?**

Chemistry plays a pivotal role in our modern lifestyle, contributing to the production of medicines, plastics, fuels, and fertilizers. However, many traditional chemical processes have caused significant environmental damage through toxic waste, pollution, and excessive energy use. To combat these problems, the concept of green chemistry has emerged, focusing on designing chemical processes that mitigate environmental harm while maintaining efficiency.

A key principle of green chemistry is waste prevention. Rather than treating pollution after it is produced, green chemistry aims to prevent waste formation altogether. This idea is closely related to atom economy, which measures how effectively reactants are converted into useful products. Reactions with high atom economy are preferred because they generate less waste and make better use of raw materials.

Green chemistry also promotes the use of safer solvents and milder reaction conditions. Many traditional solvents are toxic and hazardous, whereas alternatives such as water or biodegradable solvents reduce risks to both human health and ecosystems. Additionally, energy-efficient reactions carried out at lower temperatures and pressures help reduce greenhouse gas emissions.

Another important application of green chemistry is the use of catalysts instead of stoichiometric reagents. Catalysts increase reaction efficiency, can be reused, and often allow reactions to occur under less extreme conditions. Furthermore, the development of biodegradable plastics and renewable raw materials reduces dependence on fossil fuels.

Although the adoption of green chemistry can be costly and technically challenging, its long-term environmental and economic benefits are substantial. As sustainability becomes a global priority, green chemistry is likely to play an essential role in the future of industry.

*By: Kartikeya Arora,  
Grade XI DP B (Chemistry HL)*

## Community Outreach and CAS

Under the soft glow of our latest CAS adventures, our Highlanders turned everyday wonders into heart-melting memories. Picture them in the school garden, dirt under their nails and grins wide as they snipped fresh coriander from their organic patch, shyly handing it over to the School Food Committee- suddenly, every cafeteria bite tasted like their own little miracle of care.

Then came the tie-dye magic for Scottpride, where older hands steadied younger ones, swirling dyes into rainbows on fabric. Laughter bubbled up like fizzy joy, as plain shirts bloomed into treasures, stitching new friendships in every twist and tie.



Christmas whispered in, and the Highlanders transformed into wide-eyed Secret Santas for the kids at Pure Hearts NGO. They hunted treasures to match wishlists, wrapped them with secretive giggles, and spent a day bursting with hugs, carols, and games-leaving those little ones with dreams that sparkled long after the lights dimmed.

Crowning it all, they shone at the IB Festival of Hope – Ek Pehchan, scooping up four prizes with the quiet thrill of teamwork's glow.



**Ms. Purva Sanduja**  
**SUPW Teacher**  
**CAS Coordinator (IBDP)**



## From The Counsellor's Desk

### Rewards That Motivate, Not Control

From the earliest stages of childhood, parents and caregivers naturally use rewards as a way to connect with children and encourage positive behaviour. Imagine a three-year-old who has just learned a new rhyme—some children may be met with words of praise like “We are so proud of you,” while others might be rewarded with their favourite treat. In both cases, the intention is the same: to reinforce positive behaviour and celebrate the achievement of a new skill.



Rewards therefore become the foundation for setting expectations around learning and accomplishments.

As children grow, reward systems also evolve. Parents and caregivers move from a trial-and-error approach to a more consistent and structured system. Over time, rewards are used not only to encourage academic effort and good habits, but also to support the development of social skills and emotional regulation.

Every family creates a reward system that reflects their values and responds to the individual needs of their child. As children mature, they begin to exercise greater independence and agency, even setting personal goals and deciding how they wish to reward themselves. Broadly, rewards can be categorised into two types: tangible and intangible. Tangible rewards include items such as gifts, toys, or treats, while intangible rewards involve praise, privileges, and quality time. The long-term aim of any reward system should not be short-term compliance, but the internalisation of positive behaviours that contribute to a child's overall personality development.

While rewards are useful in highlighting the importance of learning a particular skill or completing a task, many parents tend to focus more on giving rewards rather than creating a rewarding experience.

Children, in turn, may concentrate on simply finishing the task—either to meet a requirement or to gain a material reward. It is therefore essential for parents to co-create reward systems with their children, emphasise intangible rewards, and ensure that tangible rewards are limited and age-appropriate.

Children should also be encouraged to reflect on whether rewards enhance their enjoyment of learning or make them overly dependent. Ultimately, the goal is to nurture intrinsic motivation—a love for learning and self-improvement—rather than reliance on external rewards.

Counseling Department

## The World of Economics

### Knowing the Economics of Falling Currency, Lower Interest Rates and Surging Gold Prices

When people say that the rupee is “falling”, it means you need more rupees to buy 1 US dollar than before. Recently, the rupee has become weaker against the dollar, touching record lows around 90–91 per dollar. This means that if earlier 1-dollar cost about 80 rupees so now it will cost around 90 rupees, which means that the rupee has lost its value or is “depreciated”.

There are two major reasons for this fall, first, when the foreign investors take out their money out of India, then the demand for dollars rises and the rupee falls. A weaker rupee makes Indian imports (like crude oil, electronics, gold and some food items) costlier, which push up their prices (Inflation) in the Indian markets, further reducing the real purchasing power



of people. However, the exporters may benefit from depreciation because they receive more rupees for every dollar they earn from selling goods abroad. Secondly, the recent cut in interest rates by RBI in India makes it less attractive for the foreign investors to invest in India, which leads to more pull out of foreign investors money from Indian market leading to weaker rupee.

But despite all this happening in India how and why are gold and silver prices rising?

Its answer lies in global uncertainty and strong investor demand. Because India imports most of its gold, a weaker rupee makes imported gold costlier, so domestic gold prices shoot up even more. Moreover, many people buy gold and silver as a “safe” store of value when they are worried about inflation, currency weakness or future economic problems. This further increases the demand of such metals leading to more imports and weaken rupee

Ms. Neha Gupta  
Economics Teacher



## From Our Budding Writers

### Title: Living Sustainably: Caring for Our Planet, Our Future.

Sustainability is more than just a term—it is a way of life that encourages us to care for the Earth while fulfilling our own needs. It means using natural resources wisely so they remain available for future generations. Our planet gifts us clean air, fresh water, fertile soil, forests, and countless other resources. However, when these gifts are overused, polluted, or damaged, the delicate balance of nature is disturbed. Sustainability guides us to live responsibly, make mindful choices, and protect the environment for the long run.

Today, our planet faces many serious challenges. Climate change has made weather patterns unpredictable, glaciers are melting, forests are shrinking, and oceans are increasingly polluted with plastic waste. Many animals are losing their natural habitats, and cities are becoming more crowded and polluted. These issues are largely the result of careless human actions and short-term thinking. Sustainability offers hope and solutions. By using renewable sources of energy such as solar and wind power, reducing waste, recycling, and planting trees, we can help protect the environment. Even small steps—like switching off lights, conserving water, using reusable bags, or planting a sapling—can create a big impact when practiced by many. Every small action matters, and together they can lead to a healthier and safer planet.

Sustainability is not just the duty of governments or organizations; it is a shared responsibility. Students can play an important role by spreading awareness, participating in cleanliness drives, and adopting eco-friendly habits at school and at home. Families can contribute by saving water, reducing food and plastic waste, and teaching children to respect nature.

Living sustainably does not mean giving up comfort or progress; it means making smart choices that benefit both people and the planet. By taking action today, we can create a greener, cleaner, and healthier world for future generations. The Earth is our only home, and protecting it is our responsibility. As the saying goes, “We do not inherit the Earth from our ancestors; we borrow it from our children.” Sustainability is not just an idea—it is a promise we must keep.

*By: Samaira Dhiman, Grade VII – E*

## Darkness is not the end of the story, it's where the light learns to rise



**Artwork By: Kartik Chaudhary, Grade VII-E**

## Embracing Impermanence

Have you ever noticed that almost everything around us is constantly changing? Very little remains the same—except change itself. Impermanence is the understanding that nothing in the universe lasts forever; everything is temporary and continuously evolving. When we recognise this truth, we are better equipped to make thoughtful decisions and respond calmly to life's situations.

Change occurs all the time. Some changes are so small that we hardly notice them, such as slight shifts in the weather, the uniqueness of every sunset, or the smooth transition of seasons. Shop displays quietly change, our daily routines evolve, and even our preferences transform over time. However, major life changes—like moving to a new school, relocating to another country, watching traditions fade, losing friendships, or experiencing the loss of a loved one—often leave a deep emotional impact.

Impermanence can feel uncomfortable because familiarity gives us comfort and a sense of control. Change, even when positive, can push us out of our comfort zones and feel unsettling. Our attachments to people, memories, and possessions make it harder to accept change or endings, causing even small shifts to feel heavy.

Yet impermanence is not something negative. It quietly shapes our lives and offers hope during difficult times. It reminds us that challenges and hardships are temporary and will eventually pass. This awareness helps us breathe through difficult moments with greater strength.

Impermanence also teaches us to let go, take risks, and continue moving forward. It prevents us from becoming emotionally or mentally stuck and encourages growth. When we understand that nothing lasts forever, we begin to value moments more deeply and enjoy them while they last.

Change is a natural part of life, not a flaw. Impermanence is not something to fear; it is a reminder to live mindfully and appreciate the present. Those who truly understand this often find that life becomes more meaningful and precious.

*By: Parisa Singh, Grade VIII-E*

## Do You Really Remember?

Do you remember, when you celebrated your eighth birthday with your friends, with uncontrollable laughter and scrumptious cake? Or that day in the supermarket when you wandered off, and your mother found you, worried as she pulled you into a hug? Do you remember your first day of school? Unfamiliar faces all around, you wondered; who was going to be your new friend?

Chances are, you haven't lived through these moments. But for a second, didn't they seem familiar? That's a trick your brain plays. Memory doesn't work like a camera; it's not an exact playback. It's more like a puzzle, reconstructing the experience every time you recall it.

Whenever you recall a memory, you reactivate the neural patterns associated with that experience. But a key feature of our brains is that they are not perfect. It cannot store every detail and moment, so our minds must improvise. Using our imagination, our emotions and our own expectations, it fills in the gaps. Time causes memories to fade and reshape, and so they're edited, subtly, by our current feelings.

That's why two people may recall the same incident differently, or why we sometimes are confident in memories that never actually happened.

So... how much of our past is fact? And how much of it is fiction?



That's the beauty of memory. Ultimately, our memories aren't flawless movies of our lives. Instead, they shift and change with us. Every time we revisit our memories, we don't just see our past, but an essence of who we are and what we're becoming.

*By: Samika Jain, Grade X-C*

## **Influence Without Coercion: The Rise of Soft Power**

In contemporary diplomacy, military prestige is not the sole yardstick for assessing a nation's might, but rather its ability to shape global perception. This phenomenon, known as soft power, operates through cultural, ideological and institutional means. Unlike hard power, which relies on force or economic leverage, soft power is based on appeal and shared values. Through cultural exchange, educational initiatives, and humanitarian provisions, states are now able to achieve diplomatic objectives and forge alliances without confrontation.

Soft power can be manifested in many ways such as government communication through digital platforms or media education programmes, which enhance image and foster trust through international dialogue; providing humanitarian aid and disaster relief, building goodwill and strengthening diplomatic ties to leverage it for international cooperation; and many more. The most proven approach is cultural influence — the spread of value and identity like the unprecedented reach of Japanese anime worldwide.

The surge in soft power lies in its efficiency against expensive and often, counter-productive military or economic sanctions. Soft power is used by NGOs and international organisations like the UN to promote human rights and health campaigns which appear more appealing than state-led hard power initiatives. Moreover, in this digital age, influencers project a country's culture and values via digital platforms like YouTube videos or Instagram reels, which not only creates familiarity but also helps governments maneuver global opinion in their favour during crises.

Soft Power benefits from its potential for long-term stability. It elevates a nation's international reputation, attracting foreign investment and tourism. However, it is criticised for being a vague concept, not demonstrating immediate results hence making its impact difficult to measure. Additionally, inconsistent soft power can reduce credibility and effectiveness.

Sustainable development of a country can be achieved by striking the strategic balance between soft power which enables an environment for economic growth and social well-being, and hard power which protects its interests.

*By: Suhanee Achra, Grade XI-E*

## **The Butterfly Effect**

For many centuries, the world was explained through the laws of Isaac Newton and classical physics. According to these laws, if the current state of an object is known, its future behaviour can be predicted with relative ease. Chaos theory questions this deterministic vision: not everything is predictable anymore, nor does it work like clockwork. Since the 1800s, mathematicians raised the idea that not all phenomena could be predicted by Newtonian laws.

Chaos theory became visible through the work of meteorologist Edward Lorenz. In 1961, he was working on

a mathematical model to forecast the weather. Lorenz entered data such as temperature, humidity, pressure, and wind direction into his computer. The computer would draw a graph modelling what the weather would be like, not always accurate, but very close to reality.

One morning, Lorenz decided to verify some results. He stopped the computer, entered the numbers himself, and went to grab a coffee. When he returned, the chart was incredibly different from the original. At first it started out pretty similar, but in the middle it presented a completely different trajectory. The number he had entered was three tenths less than the number used by the computer. That difference is equivalent to a particle of dust on the Eiffel Tower. In fact, in Lorenz's model, the trajectory created a pattern that resembled the wings of a butterfly, which is why this phenomenon is called the butterfly effect. As a result, Lorenz deduced that tiny differences produced, over time, monumental changes, making everything seem unpredictable.

Chaos is not the same as disorder. Although chaos makes predictions difficult, the universe is not random, and effects still follow causes. A system always follows a trajectory towards a certain point. Understanding these patterns has practical applications. In the stock market, a slight fluctuation can cause a crisis; in the human body, it allows us to understand cardiac arrhythmia; even in human behaviour, the butterfly effect can analyse social phenomena. Over time, chaos theory introduces an element of uncertainty into our reading of the universe and reveals the limits of our knowledge.

*By: Prisha Abrol, Grade XI IBDP B*

## **Recomendación de películas en español para estudiantes jóvenes: Diecisiete**

Algunas veces nosotros, en la sociedad, nos podemos sentir solos e incomprendidos. Incluso si pensamos poder soportarlo solamente, una poca ayuda es inocua. Pasando tiempo con alguien que nos cuida y nos ama nos puede curar más allá de la explicación. Cuando ví la película "Diecisiete", me emocioné mucho.

La historia es pura y modesta, como un abrazo amable y cariñoso. No fue una película que crea expectativas poco realistas. Mientras tenga a mi familia en mi vida es un recuerdo de pasar más tiempo con ellos.



La descubrí absolutamente de golpe en Netflix. Buscaba una película apropiada para aprender español. Ví que era apropiada para mi edad y no tenía ninguna matanza (¡Que bueno!). Además, mi corazón se derritió cuando ví Oveja (el perro) en el tráiler. Tengo que admitir que al terminar la película quise abrazar a mi madre, con quien peleé hace solo una

hora. Aun hoy en día pienso en las conversaciones de esta película que todavía están conmigo en mis pensamientos puede ser para siempre.

En mis pensamientos, quise esta historia ser vista por la gente especialmente en su viaje a un lugar nuevo o cuando se están acostando en la cama por la noche después de un día estresante. Quiero que esto sea un abrazo amable y cariñoso para todos.

*By: Snigdha Saxena, Grade XII IB DP B*

### Conflict of Interest



Night in Manhattan does not fall—it consolidates, compressing itself into a dense, deliberate atmosphere where light sharpens rather than softens. After dark, the city draws back its illusions to bare a skeleton of glass and steel in a gleam of disciplined indifference. Windows burn in stacked constellations, each one a private assertion of relevance, each tower rising not in hope but in defiance of erasure. From this height, the avenues are not streets anymore but arterial ways, glowing with relentless circulation, carrying intent forward without pause or mercy.

This office exists above that current, suspended in an altitude where noise dissolves and clarity becomes severe. Glass walls do not invite the skyline; they restrain it, rendering excess into geometry, movement into symmetry. Manhattan beyond the pane appears less like a city than a calibrated machine, every illuminated floor a cog, every shadowed gap a necessary omission. Here, darkness is not an absence but an instrument, employed to sharpen contrast, to outline authority. The interior is absolutely still. The desk anchors the room like a black monolith, its surface arranged with surgical restraint.

Shadows fall obediently, folded into corners with consequence unvoiced, heavy. The air itself seems aware that this is not a place for uncertainty but one of alignment. He stands motionless before the glass, his reflection intertwined with the skyline, until the distinction becomes irrelevant.

From this elevation, humanity collapses into pattern, morality into mechanics, ambition into structure.

Manhattan does not sleep.

It watches.

*By: Agastya Sumeer Kaul,  
Grade XII IB DP B*

### The Divine Shades of Buddha



This piece represents Buddha as a quiet yet powerful force. His face shows calmness where he is surrounded by vibrant hues. This symbolises enlightenment spreading into the world encouraging new ideas, perspectives, and visions. This contrast represents the true balance of life.

*Artwork by Ananshya Dhar,  
Grade XI IB DP*



## When the Jungle spoke: A Commonwealth tale of hope

It was the last day of my exams, and I was completely exhausted. I had just thirty minutes before bedtime, so I picked up my favorite book — The Jungle Book. I was at a very exciting part where Mowgli had just learned how to throw a boomerang! Just as I turned the page, I heard my mom call, "Aashvi, can you come to the kitchen for a minute?"

As I opened my bedroom door, something strange happened. The floor felt wet and mossy. I looked up — and to my surprise, I saw a boy throwing a boomerang and a big brown bear laughing with him. A sleek black panther walked toward me and said, "Aashvi, what are you doing here? Come, let's congratulate Mowgli!"

That's when I realized — I was inside The Jungle Book!

I ran to Mowgli and said, "Congrats! You've learned a new skill!"

"Thanks, Aashvi!" he smiled.

Suddenly, Chil the kite swooped down and whispered something to Bagheera. They spoke quietly in a corner. When they returned, Bagheera looked serious.

"Chil, go find more information. And tell Hathi too," he said.

"What's going on?" I asked.

Bagheera sighed. "Humans are coming with machines to cut down this beautiful jungle."

"But why?" I asked.

"To build their ugly buildings and deathly factories," Baloo said sadly.

We couldn't let that happen. This jungle was our home. But we were just a few animals, one girl, and one boy. What could we do?

That's when I had an idea. "What if we unite all the jungles? If we stand together, we can protect our home — just like Commonwealth countries do!"

Everyone looked curious.

I explained, "The Commonwealth is a group of countries that support each other. They've helped each other during big challenges — like the COVID-19 pandemic, the 2004 tsunami in India, and even during wars. If they can unite, so can we!"

Suddenly, everyone's eyes lit up with hope.

"I'll go with some leopards to ask other jungles for help," said Bagheera.

"I want to come too!" said Mowgli.

Bagheera shook his head. "It's dangerous. Are you sure you want to go with me? I would be very happy if you stayed in the jungle with Baloo, but you

children are so stubborn."

But I said, "It's not stubbornness. It's determination!"

Bagheera smiled. "Alright. Let's go at dawn."

The next morning, we set off for the nearest jungle — Pawalgarh. We travelled for days, barely stopping to rest. One night, a tired leopard said, "Bagheera, we need food and sleep."

Bagheera nodded. "You're right. We'll rest here tonight."

After a good night's sleep, we continued our journey. We travelled 1,000 kilometers east to the Sundarbans, then to Kaziranga, 1,000 kilometers south to Kanha, and 500 kilometers west to Ranthambore. Riding on the back of cheetahs was more thrilling than any rollercoaster!

In each jungle, we met brave animals — lions, elephants, nilgais, and more. They all agreed to help. Their roars together could shake the ground!

Finally, we returned to our jungle with our new friends.

The next morning, we heard machines and saw fires in the distance. Hundreds of humans were coming.

But we were ready.

When thousands of animals roared together, the sound was so powerful that the humans froze. Then, they turned and ran — never to return.

We had saved the jungle.

Mowgli and I lay down by the lake, watching the stars.

"We did it," he whispered.

As I looked at the sky, a soft cloud drifted over me. I felt sleepy... and when I opened my eyes, I was back in my bed.

My mom stood over me, frowning. "Aashvi! I've been calling you. Come help me in the kitchen!"

I smiled and nodded, still unsure if it had all been a dream. But something inside me said it was real.

Later, as I turned on the TV, there it was — the Commonwealth Games. The screen flashed with the words:

**"Unity. Equality. Destiny."**

I smiled again. Because I knew — whether in the jungle or in the real world — unity can protect what we love.

*By: Aashvi Aggrawal, Grade VI - F*



## Clan News



### Beyond Winning: How Competitions Build Team Spirit

Competitions play a vital role in shaping an individual's personality and preparing them for real-life challenges. From classrooms and playgrounds to professional spaces, they encourage individuals to test their abilities, set goals, and strive for excellence. When combined with teamwork and a healthy competitive spirit, competitions become powerful tools for personal growth and social development. Inter-clan competitions lie at the heart of our school's vibrant spirit. They push Highlanders beyond their comfort zones, enabling them to discover hidden talents and sharpen existing skills. Whether through academic quizzes, sports events, or cultural contests, competitions instill discipline, focus, and perseverance. They also teach students to embrace both success and failure with grace, recognising every experience as an opportunity to learn and grow.

Teamwork adds a meaningful dimension to competition. Many activities require students to collaborate towards a shared goal, reinforcing the importance of cooperation, communication, and mutual respect. Teamwork encourages participants to listen to one another, share responsibilities, and value diverse strengths. A successful team is not one where everyone excels at the same skill, but one where individual ability complements each other. Through such experiences, students learn that collective effort often leads to greater success than individual achievement alone.

Team-based competitions also bring forth leadership qualities. Natural leaders emerge—those who motivate peers, make informed decisions, and manage pressure effectively. At the same time, participants learn the significance of being responsible team members by following guidance, supporting peers, and contributing positively. These experiences prepare students for future roles where collaboration and leadership go hand in hand.

Moreover, competitions foster social bonding and cultural exchange. As students from diverse backgrounds come together, they gain exposure to varied perspectives and build meaningful relationships. The shared journey of preparation, participation, and reflection strengthens connections and nurtures a sense of belonging.

In conclusion, competitions guided by teamwork and a healthy competitive spirit contribute significantly to holistic development. They nurture confidence, cooperation, discipline, and ethical values. Rather than fostering rivalry, meaningful competitions inspire individuals to grow, work together, and strive for excellence while respecting others. Such experiences help shape well-rounded individuals who are equipped to face life's challenges with courage and integrity.

Clan Elders

## Results of the Month

### Inter Clan Competitions Results

Inter Clan Hindi Poem Recitation Competition Grade VI		
Aanya Sehgal VI C	I	Boyd
Aashvi Aggrawal VI F	II	MacArthur
Samaira Jain VI C	III	Anderson

Inter Clan Tech Debate Competition Grade IX-X		
Samaira Goel IX E	I	MacArthur
Aaradhya Nigam IX C	II	MacArthur
Shivina Nagwanshi IX IGCSE A	III	Anderson

Inter Clan MFL Poetry Recitation Competition Spanish Grade VII		
Vinisha Aggarwal VII CS B	I	Lamont
Aarna Misra VII D	II	Boyd
Saisha Anand VII D	III	Anderson

Inter Clan MFL Poetry Recitation Competition French Grade VII		
Rhea Mendiratta VII A	I	Lamont
Rishita Malhotra VII B	II	MacArthur
Prishaa Sharma VII A	III	Boyd

Inter Clan MFL Poetry Recitation Competition German Grade VII		
Hunar Puri VII CS B	I	Lamont
Puranjay Attri VII CS B	II	MacArthur
Tvisha Singh VII G	III	Anderson
Bhumeet Malik VII G	III	Boyd

Inter Clan Science Quiz Competition Grade VIII		
Nilyaya Mantri VIII D Arunima Sharma VIII B	I	Boyd
Aadya Maheshwari VIII B Gaurika Sharma VIII B	II	MacArthur
Akshaj Bajaj VIII B Harshvardhan Naik VIII D	III	Anderson

Inter Clan GK Quiz Competition Grade XI		
Riksheet Singh Phougat XI A Kartikeya Arora XI IBDP	I	Lamont
Arav Bajpai XI C Jaikrit Bijlani XI C	II	Boyd
Yaashna Duggal XI D Aaroh Sarvesh XI D	III	MacArthur



Inter Clan Hindi Vigyapan Competition Grade IX		
Swastik Kanwal Garg IX C Kaira Kapoor IX D Krishay Yadav IX E Naaomi Mudgil IX E	I	MacArthur
Herein Solanki IX B Anika Jain IX D Advita Airi IX A Devanshi Kaul IX E	II	Boyd
Samidh Bhatia IX D Aaira Bashar IX C Arjun Sinsinwar IX D Aaryveer Sahni IX F	III	Anderson

Inter Clan GK Quiz Competition Grade VI		
Aarav Kaushik VI F Aaradhya Gour VI G	I	Anderson
Ruhaan Sardana VI A Hridaan Sharma VI G	II	Boyd
Elina Sindhwani VI C Dheera Swami VI A	III	MacArthur

Inter Clan GK Quiz Competition Grade IX		
Advita Airi IX A Arnav Goel IX A	I	Boyd
Kyan Kapoor IX D Swastik Kanwal Garg IX C	II	MacArthur
Angadbir Singh Sethi IX D Shrity Jain IX D	III	Lamont

Inter Clan Digital Story Telling Competition Grade VII		
Aira Singhal VII CS A	I	Lamont
Jivansh Chopra VII D	I	Anderson
Yohaam Cacoria VII C	II	MacArthur
Jinisha Sharma VII G	III	Boyd

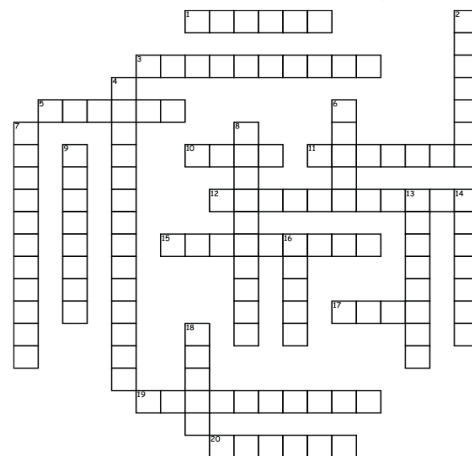
Inter Clan Historical Speech Recitation Competition Grade VIII		
Laura Anika VIII D	I	Anderson
Parisa Singh VIII E	II	MacArthur
Vikrant Sinha VIII D	III	Boyd

Inter Clan Hindi and Sanskrit Quiz Competition Grade VI		
Samaira Arora VI C Aarav Gupta VI C	I	Anderson
Adhrit Banerjee VI G Hridhaan Sharma VI G	II	Boyd
Mayukh Loharuka VI A Saanvi Ahuja VI F	III	MacArthur

Inter Clan Dance Competition Grade VII		
Akshara Bansal - VII A Amaira Budhraj- VII E Vinisha Aggarwal- VII CS B Saisha Bahal VII CS A Irunar Puri VII CS B Urvee Repaswal VII E Rhea Mendiratta VII A	I	Lamont
Samaira Kumar VII C Esh Saraswat VII CSA Kaahina Singh VII A Anaya Bangar VII CSA Kimaya Abrol VII CSA Prabhleen Narang VII E .	II	MacArthur
Aada Kalra VII CS B Prisha Dua VII E Jiana Saini VII E Aarima Bhutani VII CS B Samaira Gupta VII B Mannat Upadhyay VII A Myrah Bajaj VII CS B	III	Boyd

Inter Clan Hindi and English Translation Competition Grade VII		
Ridhaan Chawla VII A Yug Sachdeva VII CS B Rudhrakh Bhargava VII B	I	Anderson
Urvee Repaswal VII E Aira Singhal VII CS A Viraj Vatsyayan VII CS B	II	Lamont
Rishita Malhotra VII B Pragnay Bagadia VII G Suhana Singh VII G	III	MacArthur

## Crossword



**Across**

- 1. Sudden or unexpected
- 3. Roomy
- 5. To let someone know
- 10. Skilled
- 11. Rhythm
- 12. To astound or stupefy

- 15. The art of public speaking
  - 17. Gloomy or harsh
  - 19. To speed up
  - 20. Strong or healthy
- Down**
- 2. To break or burst
  - 4. Indirect language
  - 6. Make or become less in amount

- 7. Not willing to believe
- 8. The cause of serious pain
- 9. To come aware of through senses
- 13. Not normal
- 14. Not important
- 16. To pound or beat
- 18. To move back in pain

## Beat the pollution with Dyson air purifiers

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<sup>1</sup>Tested for filtration efficiency (EN1822) at 0.1 microns. Virus testing conducted on H1N1

## Golf

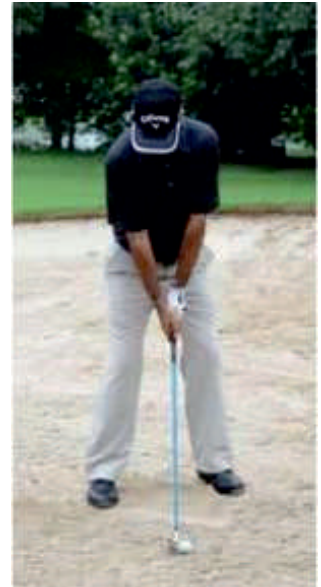
### ANITYA'S TIP OF THE MONTH

HERE IS MY TIP FOR THIS MONTH.

#### PLAYING FROM THE FAIRWAY BUNKER

As opposed to an ordinary shot from the fairway, a fairway bunker shot requires clean and precise contact, as the surface offers no forgiveness. For this, the following steps should be followed-

- **Set Up** - This is key towards making good contact and not catching sand before the ball. Start by shuffling your feet into the sand, as this will provide a stable base to swing the club. Choke down on the club slightly to compensate for this. Make sure the ball is in the middle of your stance and the swing center is slightly ahead of the ball, as this will encourage you to make contact with the ball first.



- **Swing** - You must stay centered in your backswing with not sway or lateral movement. The lower body should remain still and only your body and arms should be used to swing the club. In the downswing, drive with your left side, as this will help the club to strike the ball before the sand in the bunker.

**Mr. Anitya Chand,**  
HoD - Golf Coordinator



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Block- G, Sushant Lok - II, Sector 57, Gurugram 122011 (Haryana)

Phone: +91 124 4112781 to 90 Fax: +91 124 2573590

Email: [info@scottishhigh.com](mailto:info@scottishhigh.com), Website: [www.scottishhigh.com](http://www.scottishhigh.com)

**Editor :** Ms. Kanchan Khanna  
**Editorial Team :** Ms. Virender Bhullar, Ms. Shivani Johri, Ms. Anshu Bhatnagar, Ms. Bhawna Rajput, Mr. Sumit Gupta, Mr. Ashok Mahakur

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