

fenestra

A window to our culture of learning and sharing

High School Edition, Volume 9, April 2020

From the Leaders' Desk

Reflections on the impact of COVID-19 on our school community

By Minhaj Arastu, Principal

Just over 100 years ago, Hyderabad faced a pandemic that drove people to less crowded gardens, temples, and dargahs around the city. In my own family, I have heard tales of our *Bada Bagh* near Chandrayangutta, where hundreds of relatives and others took refuge in 1916. Hearing tales from elders, it used to sound like an extended picnic, but now that we are living through our own pandemic, I understand that spending time in *Bada Bagh* must have been a huge disruption and challenge. This issue of Fenestra is itself a mark of the disruption that COVID-19 has caused. We are publishing this edition digitally and in a simple format. Fortunately, some of our documents are available online, but most of the students' work that we wanted to present is left behind at school.

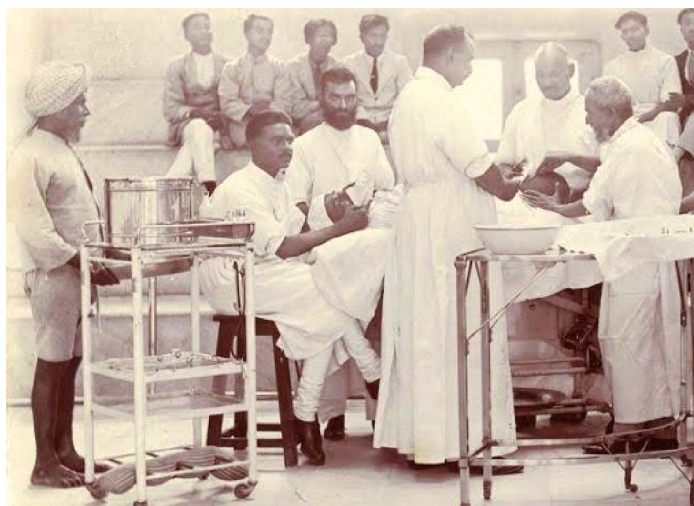
Impact on students

When the school closed in mid-March, some students were writing public examinations and others were preparing for summative assessments. Teachers shifted online and started providing revision exercises through WhatsApp, Google Forms and Google Classroom. We are happy to see that in both campuses, a majority of students completed most of the remote learning tasks.



This time, we were revising concepts already taught. But, maybe this experience will help us to use remote learning

tools to teach new concepts in flexible ways. For example, in the coming year, we hope to use online learning resources for practice and remediation.



Impact on teachers

For teachers, the lockdown has pushed them to improve their computer skills to ever greater heights. We had a webinar crash course about Google Classroom for the primary teachers. Our regular meetings moved to Zoom and Google Meet. Our online repository of data and documents, Google "Drive" has gone into "overdrive". In a priceless opportunity for self-development, teachers and admin staff are taking part in countless online courses and webinars. 'Working from home' (WFH) used to be every professional's dream, but now that we have lived it--interrupted by house chores and demanding children--I think we are all having second thoughts!

Impact on parents

We must thank and appreciate the parents. You have also learned new technologies, supported your child's learning, and remained patient as we reoriented all our operations. We know that all families are not the same and that remote learning through the internet is not accessible to all. We are trying our best to provide support through a helpline and later on, with face-to-face remedial teaching. As parents, I think we have all rediscovered that the home is the first school and that children learn so much while

cutting vegetables, folding the clothes, and conversing with family.

Many questions remain

We are signing off this year from afar. Many issues remain unclear: When will schools reopen? How will children be safe in schools? How will families, businesses and schools function after the economic lockdown? For now, we pray for our community and the world to be healthy. When we return from quarantine, God willing, we will be stronger and more determined to develop a well-educated society.

Overview of IB-MYP Implementation at Focus High School

By Mustafa Zaidi, Vice Principal & MYPC

Academic year 2020-21 will be the 2nd year of implementation of the IB Middle Years Programme (MYP). This developmental phase, also known as Candidacy Period, leads to authorization by the International Baccalaureate after a rigorous audit. Let's begin by looking at the brief timeline of our association with the International Baccalaureate:

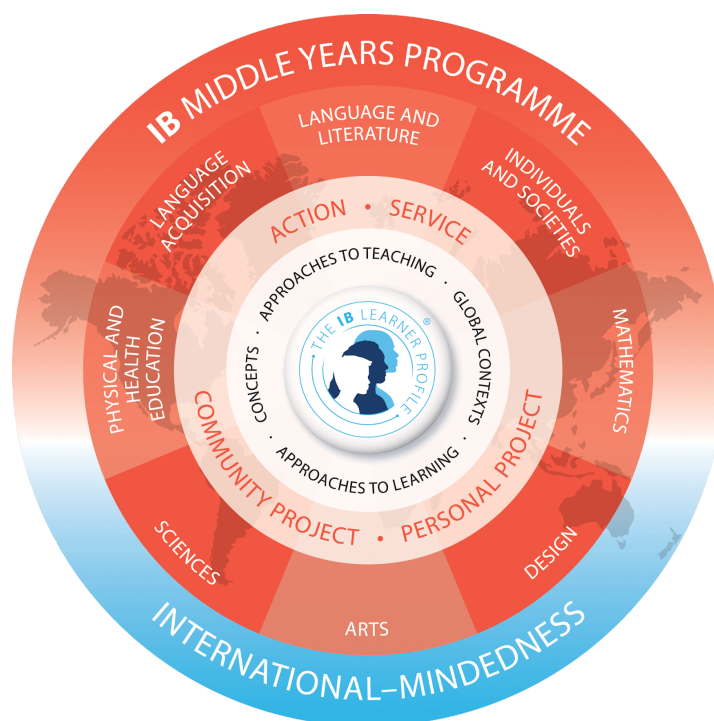
Year	Event
2013-14	FHS Darushifa Campus becomes operational
2014-15	FHS enters PYP candidacy phase
2017-18	FHS gets PYP authorisation by IB
2018-19	FHS Noorkhan Bazar Campus becomes operational for Nursery to Class 5 FHS Darushifa Campus houses only Class 6-10
2019-20	FHS enters MYP candidacy phase

Stages of IB education

To understand our strategy, it's important to know the position of the MYP in the overall continuum of IB education. This diagram shows the three interconnected stages offered by IB:

THE IB CONTINUUM





Implementing the MYP was a logical step to support and extend the PYP's inquiry-based learning. The MYP Global Contexts give meaning and context to the 6 units that are taught each year in each subject. You can find convincing connections between the MYP Global Contexts and the PYP Transdisciplinary Themes:

PYP (PP1 to Class 5)	MYP (Class 6 to 10)
Transdisciplinary themes:	Global contexts:
1. Who we are	1. Identities and relationships
2. Where we are in place and time	2. Orientation in space and time
3. How we express ourselves	3. Personal and cultural expression
4. How the world works	4. Scientific and technical innovation
5. How we organize ourselves	5. Globalization and sustainability
6. Sharing the planet	6. Fairness and development

How will we integrate MYP and SSC subjects?

Because our school will remain affiliated to the Telangana Board of Secondary Education, we are rolling out the MYP over three years as follows:

2019-20	2020-21	2021-22
C6-C8 MYP C9-C10 SSC only	C6-C9 MYP C10 SSC only	C6-C9 MYP C10 SSC with MYP Personal Project

Now, let's connect the MYP curriculum model with the requirements of the SSC and see how we plan to integrate these two systems. In the table below, there are two colours to distinguish the curricula.

- MYP School-supplied Resources Materials (SRM) will be provided to students containing readings and resources from various publishers. It will serve as a customised textbook that supports MYP teaching and learning.
- SSC textbooks will be the curricular reference material.

MYP Subject Groups	SSC Subjects	C6 YEAR 1	C7 YEAR 2	C8 YEAR 3	C9 YEAR 4	C10 YEAR 5
Language & literature (LL)	English	English LL	English LL	English LL	English LL	English
Language acquisition (LA)	Hindi or Urdu	Hindi or Urdu	Hindi or Urdu	Hindi or Urdu	Hindi or Urdu	Hindi or Urdu
Language acquisition (LA)	Telugu	Telugu	Telugu	Telugu	Telugu	Telugu
Individuals & societies (I&S)	Social Studies	I&S	I&S	I&S	I&S	Social Studies
Mathematics	Mathematics	Math	Math	Math	Math	Math
Sciences	Biological Science (BS)	Sciences	Sciences	Sciences	Sciences	BS
Sciences	Physical Sciences (PS)	--	--	--	--	PS
Arts	Arts & Cultural Education (ACE)	Visual Arts	Visual Arts	Visual Arts	Visual Arts	ACE
Arts		Performing Arts	Performing Arts	Performing Arts	Performing Arts	--
Physical and health education (PHE)	Health & Physical Education (HPE)	PHE	PHE	PHE	PHE	HPE
Design	Information & Communication Technology (ICT)	Digital Design	Digital Design	Digital Design	Digital Design	ICT
Design		Product Design	Product Design	Product Design	Product Design	--
Service as Action (SA)	Values Education & Life Skills (VELS)	VELS & SA	VELS & SA	VELS & SA	VELS & SA	VELS
Personal Project		--	--	--	--	Personal Project

How will learning be assessed?

To keep the best features of MYP teaching methodology and also prepare students for the SSC public examinations, we plan to assess students in the following way. There are two colours to distinguish assessment tools:

MYP

- Formative Assessment (FA) as prescribed by MYP assessment policy (but converted to SSC marks for reporting).
- Unit Summative Assessment (USA) as prescribed by MYP assessment policy at the end of each unit (but converted to SSC marks for reporting)
- Summative Assessment (SA) will be a teacher-made, written examination on the concepts and skills of the MYP units taught. The blueprint will be of MYP assessment policy, not DCEB/SSC. Results will be converted to SSC marks for reporting.

SSC

- FA as prescribed by SSC
- SA will be a teacher-made, written examination on the concepts and skills of the SSC textbook. The blueprint will be of DCEB/SSC, not of MYP.

MYP Assessments	SSC Assessments	C6 YEAR 1	C7 YEAR 2	C8 YEAR 3	C9 YEAR 4	C10 YEAR 5
Unit 1 SA (U1SA)	FA1	FA1 & U1SA	FA1 & U1SA	FA1 & U1SA	FA1 & U1SA & Service as Action	FA1
Unit 2 SA (U2SA)	FA2	FA2 & U2SA	FA2 & U2SA	FA2 & U2SA & Service as Action	FA2 & U2SA	FA2
Unit 3 SA (U3SA)	SA1	SA1 U1-3	SA1 U1-3	SA1 U1-3	SA1 U1-3	SA1 Personal Project
Unit 4 SA (U4SA)	FA3	FA3 & U4SA	FA3 & U4SA & Service as Action	FA3 & U4SA	FA3 & U4SA	FA3
Unit 5 SA (U5SA)	FA4	FA4 & U5SA & Service as Action	FA4 & U5SA	FA4 & U5SA	FA4 & U5SA	FA4
Unit 6 SA (U6SA)	SA2	SA2 U4-6	SA2 U4-6	Cumulative Exam U1-6	Cumulative Exam U1-6	PF1,2

FOCUS HIGH SCHOOL is a candidate school* for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org

Managing most vital component “Time”

By Ghouse Ahmed, Vice Principal

Time is the most important aspect of our lives. The one who values time, time values him. The entire world is bound to time whether it is growth of plants, human beings, healing of wounds etc. It is considered the elixir of life. If we look back in history, people who have valued it are the ones who are successful. It is considered to be very precious because once it passes by, nothing can be changed. Hence, we need to spend time wisely.

Now considering the same in the typical classroom environment, the time spent by a child is very crucial in developing his\her skills and knowledge. Whatever subject is taught in the class, the most critical question is “Did the child learn a concept that can be applied to real life?”. The traditional methods of teaching hinders the child’s learning, making it static and does not allow for real-world connections. What is the use of knowledge which cannot be practically implemented?. Therefore it is compulsory that along with concepts, the required skills are taught.

IB lists these as ATL (Approaches to learning) skills. Making a child draw a line of 10 cm with the help of a scale is an example of ATL skill. Imagine how many skills can a child learn in the timeframe of one single class. The answer is simple. Many! This will pave the way for a child's better future.

I have put this to practical implementation in ICT. While I am teaching a topic in Computer Science, for eg: Ms Word, I start with a brief outline about its impact in daily life. Next, I teach the features of Ms Word which are then practised practically. This also becomes their formative assessment for which marks are awarded. The entire learning happens in the single class. The child learns a new concept and also enjoys the same. Finally, if a child is able to acquire practical skills along with learning of concepts, in the timeframe of a single class, then he\she is sure to succeed in life.

Using Google Classroom for Remote Learning

By Zainab Taiyebi, HS Coordinator

The word ‘school’ creates a vivid picture of a room filled with students and a teacher standing at the blackboard, delivering a lesson. Come present day scenario, in an unexpected turn of events, school is now associated with remote learning. With more than 75% of the world being in ‘lockdown’, almost all schools have started online classes. Many apps and tools are being used to ensure that students don’t miss out on lessons. Our school started out with deploying learning engagements on ‘Google Classroom’. These engagements were published for classes 6 to 9.

Google Classroom is a tool that can be used by teachers to share assignments, reference materials and quiz with respective classes. It allows the creation of classes which makes it easier for teachers to manage the allocation of tasks. It also allows us to combine and use various other features like Google Drive, Google Docs, Sheets and Slides, Gmail for communication, and Google Calendar for scheduling. Students can then be invited to join a class

through a private code, or they can automatically join through the school domain.

Google Classroom saves time and paper and makes it easy to post assignments, communicate, and stay organized. Teachers can quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Google Classroom. Google Classroom makes teaching more productive, collaborative, and meaningful.

Google is also offering the premium features of **Hangouts Meet** for free to teachers and students who are at home during the coronavirus pandemic, which allows for virtual meetings of up to 250 people as well as live streaming. In addition to live video capabilities, the recording feature in Hangouts Meet enables teachers to easily create pre recorded lesson videos for students to watch in their own time

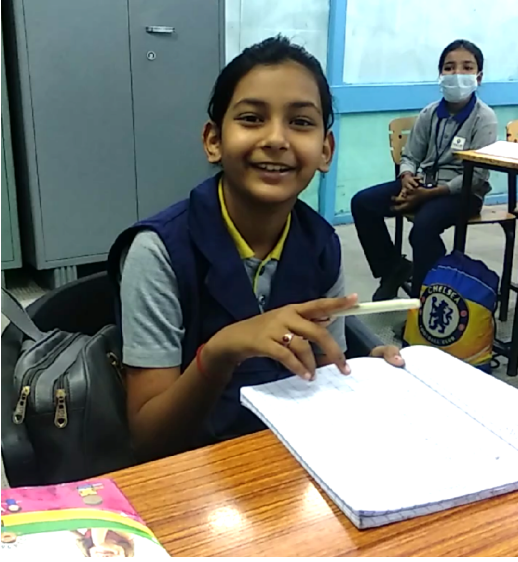
Teachers in Action

Student's Activity: Memorizing mathematical tables and recalling by heart in Maths remedial class.

By Syed Murthuza Hussaini, HOD & Counsellor

At Focus High School, we provide remedial classes to help children to achieve grade-level competencies. If it is felt that the child is missing some fundamentals necessary for the present grade, especially in Math and English, we provide appropriate remediation through a proper procedure and protocol.

This is Amina Kazmi, a sweet and witty sixth grader. Amina always carries a bright and wide smile over her face all day long. She likes to make her



friends happy. Here she can be seen reciting a mathematical table by heart in Maths remedial class. She is happy about it too!

The objective of making her memorize mathematical tables is to strengthen her fundamentals of math and

familiarize her with the operations of Division and Multiplication. The aforesaid operations look daunting to many kids as they involve multiple steps that need to be in a sequential order to obtain the correct result. This approach is a major shift from simpler operations like Addition and Subtraction. To make matters worse, it is imperative for the child to memorize mathematical tables to be able to have mastery over these operations. I try to lessen their anxiety about memorizing the mathematical tables by providing them a table book as the first step. Once the children familiarize themselves with the tables, I show them tips, shortcuts and tricks to get the right answers without even looking in the table book. In the last stage, I ask them to memorize the tables and incentivize the learning by providing gifts and tokens.

Though she struggled with the tables of 7 and 8, like most sixth graders, Amina learned her tables. With the new powers of memorized mathematical tables, she was able to do Multiplication and Division. But I like to keep table books handy for the kids, as reassurance, so they can concentrate more on the operations itself rather than panicking about the volatile and elusive tables.

I left Amina with clear instructions to memorize the tables daily, till they become second nature or else her newly vested powers will vanish as early as they came. Tables are the only thing that I recommend children to memorize by rote, rest all should be understood and enjoyed

నిత్య జీవితంలో ఉపయోగపడే చదువు

By Kavitha Akula, HOD & Telugu Teacher

మనం చదివే చదువు మనతో పాటు మన చుట్టూ ఉన్న వారికి, మన సమాజానికి ఉపయోగపడాలి. యాంత్రిక జీవనానికి, త్వరగా తయారయ్యే ఆహారానికి అలవాటు పడిన జనం చదువుని కూడా అదే ధోరణిలో ఆలోచిస్తున్నారు. చదివే చదువుకి అర్థం తెలుసుకోకుండా బట్టి విధానాన్ని అనుసరిస్తున్నారు. అనేక మంది విద్యార్థులు డిగ్రీలైతే సంపాదిస్తున్నారు కాని నిత్యజీవితం లోకి రాగానే వారి చదువుకి జీవన విధానానికి సంబంధం లేకుండా పోతుంది. ఈ తరహాలో ఆలోచించి మా పాఠశాలలో విద్యార్థులకు నేటి సమాజానికి ఉపయోగపడే విద్యను అందిస్తున్నాము.

భాషా విషయానికి వస్తే తెలంగాణలో తప్పనిసరిగా నేర్చుకోవలసిన భాష తెలుగు. తెలుగులో ప్రాథమిక సమాచారాన్ని అందించిన పిదప అంటే అక్షరాలు, గుణింతాలు, ఒత్తులు, వదాలు మరియు వాక్యాలు నేర్పించిన తర్వాత వారి నిత్య జీవితంలో ముడి పడిన కార్యకలాపాలను విద్యార్థులతో చేయిస్తాము. దీనితో వారికి ప్రస్తుత విషయాలపైన అవగాహన పెరుగుతుంది.

ఉదా:- పండుగలు

విద్యార్థులకు ఈ పండుగకు సంబంధించిన విషయాలను సేకరించి వాటిని ఒక సమీకరణ రూపంలో గాని, నాటక రూపంలో గాని, చార్ట్ పైన గాని ప్రదర్శించమని ఆదేశిస్తాము. వారు వారికి నచ్చిన రీతిలో వాటిని తరగతి గదిలో ప్రదర్శిస్తారు. పండుగకు సంబంధించి రకరకాల ప్రశ్నలను వారి ముందుంచుతాము. అవి -

- విద్యార్థులు వారివారి ఇంట్లలో ఎలాంటి పండుగలను నిర్వహిస్తారు?
- మతాల వారిగా ఏ ఏ పండుగలను జరుపుకుంటారు?
- రాష్ట్రాల వారిగా ముఖ్య పండుగలు ఏమేమి జరుపుకుంటారు?
- దేశంలో అందరూ కలిసి జరుపుకునే పండుగలు ఏముంటాయి?
- ప్రపంచ వ్యాప్తంగా ఏ పండుగలు జరుపుకుంటారు?
- ఆయా పండుగల సమయంలో వేషధారణ ఏ విధంగా ఉంటుంది?
- ఆయా పండుగలకు ఏ రకమైన వంటలు వండుతారు?

ఒకరితో ఒకరు ఏ విధంగా నడుచుకుంటారు? అనే అంశాలను విద్యార్థులతో స్వయంగా చేయించి వారి అవగాహనను పెంచుతాము.

ఇది వారి నిత్య జీవితానికి దగ్గరగా ఉండడంతో ఎంతో ఆసక్తితో ఆనందంగా ఇలాంటి కార్యకలాపాలను వారి స్వంత ఆలోచనతో

నిర్వహిస్తారు. దీనితో విద్యార్థిలో భాషా నైపుణ్యంతో పాటు రోజువారి కార్యకలాపాలపై ఒక అవగాహన ఏర్పడుతుంది. ఇది రాను రాను విద్యార్థిలో పఠనానక్తిని పెంచి భాషావగాహనకు తోడ్పడుతుంది.



మాధ్యమిక సంవత్సర విద్యా బోధన పద్ధతి By Rudrinki Pratyusha, Telugu Teacher

శతాబ్దాల భాష నా తెలుగు భాష
అమృతమైన భాష నా తెలుగు భాష
తెలుగు భాష గొప్పతనం మరువ లేనిది అలాంటి నా తెలుగు భాషకు నేటి సమాజంలో ప్రాధాన్యత తగ్గిపోతున్నది. మాతృ భాష తెలుగు అయినవారు కూడ తెలుగు భాష ఉచ్చారణ చేయడానికి విలువ తక్కువగా అనుకుంటున్నారు. అంతర్జాతీయంగా ఆంగ్లము నేర్చుకోవడం తప్పనిసరి, దేశ వ్యాప్తంగా రాజ భాషగా హిందీ భాష నేర్చుకోవడం తప్పనిసరి అదేవిధంగా తెలంగాణలో హిందీ భాష తర్వాత ఎక్కువగా మాట్లాడే భాష మన తెలుగు భాష కాబట్టి ప్రభుత్వ మరియు కొన్ని ప్రైవేటు పాఠశాలలో తెలుగు తప్పనిసరి . మా పాఠశాలలో మారుతున్న కాలానికి అనుగుణంగా విద్యా బోధన జరగాలనే ఆలోచనతో కొత్త పద్ధతులతో మేము మాధ్యమిక సంవత్సర కార్యక్రమము Middle year program [MYP] ని మా ప్రయత్నంగా మొదలు పెట్టాము. ఇందులో విద్యార్థులకు పూర్తి స్వేచ్ఛ,

స్వాతంత్ర్యాన్ని కల్పిస్తాము .తరగతి గదిలో ఉపాధ్యాయురాలు ఒక విషయాన్ని గురించి చెప్పదలచినప్పుడు, ఆ విషయాన్ని గురించి విద్యార్థికి ఎందుకు తెలిపాలి అనుకుంటున్నాడు, అందులో నుండి విద్యార్థి ఎంత మేరకు గ్రహించగలడు, గ్రహించిన విషయాన్ని తాను ఎంత వరకు ఆచరణలో ఉంచగలడు, మరియు తాను నేర్చుకున్న విషయం సమాజంలో ఎంత మేరకు ఉపయోగ పడుతుంది, అనే విషయన్ని గురించి ఆలోచన చేసి ఉపాధ్యాయులు విషయ సూచికను ఎంచుకుంటారు.

ఈ విషయ సూచికను గురించి మీకు అర్థమయ్యే విధంగా ఒక ఉదాహరణను మీకు తెలుపుతున్నాను. మా ఈ MYP మాధ్యమిక సంవత్సర కార్యక్రమములో నేను ఒకరిని గురించి మరొకరు తెలుసుకోవడం అనే విషయాన్ని ముఖ్య సూచిక [key concept]గా తెలుపుతు దానికి సంబంధిత సూచిక [Related concept]గా సందేశాన్ని తీసుకుంటాము. ఒకరినొకరు తెలుసుకోవడం వలన సందేశాన్ని ప్రపంచ వ్యాప్తంగ [Global

context] సంబంధ భాందవ్యాలను గుర్తించడంతో అందరి పట్ల ఆనందాలను విరజిమ్ముతు నలుగురికి నాలుగు మంచి విషయాలను తెలపమని చెప్పడం సమాజపు సేవ [Service of action] గా చెప్పవచ్చు[Statement of inquiry] అంటే సమాజంలో తొలి మెట్టు అయిన విద్యార్థులు వారు నేర్చుకున్న నాలుగు మంచి విషయాలు తమ ఇంట్లో వారికి చుట్టూ ఉన్న వారికి తెలుపుతారు, దీని వలన కొంత వరకు సమాజం మెరుగు పడుతుంది. దీనికి ఒక ఉదాహరణగా మా పాఠశాలలో ఒక 10 సంవత్సరాలు ఉన్న అమ్మాయి లేదా అబ్బాయికి ఉపాధ్యాయులతో ఎలా ప్రవర్తించాలి, పెద్ద వారితో ఎలా మెలగాలి, చిన్నవారితో ఎలా ఉండాలి అనే విషయాలను తెలపడం వలన వారు ఇంటిలోను, తోటివారితోను, సమాజంలోను, అలాగే నడుచుకుంటారు.

కాబట్టి ఉపాధ్యాయులు తీసుకునే విషయ సూచిక చాలా కీలకమైన పాత్ర వహిస్తుంది.

అంతే కాదు ఈ విషయాన్ని చర్చించేటప్పుడు వాస్తవికత [Factual] ఎంత ఉంది భేదాభిప్రాయాలు [Debatable] ఏమైన ఉంటాయో అనే

విషయాలపై విద్యార్థులకు ఉత్సాహాన్ని మరియు ఆసక్తిని కలిగేలా సృజనత్మకత కార్యక్రమాలను చేయిస్తాము, వీటిలో వారు స్వతహాగా ఉత్సాహంతో పాల్గొంటారు



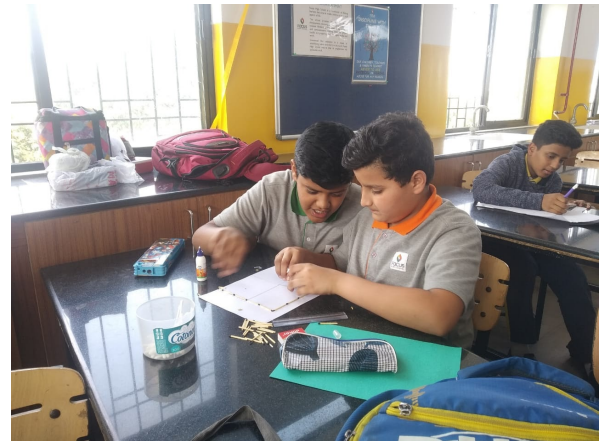
समूहकार्य का उपयोग करना

By Rohini Srivastav, HOD & Hindi Teacher

समूहकार्य एक व्यवस्थित एवं सक्रिय शिक्षण विधा है जो छात्रों के छोटे समूहों को मिलकर एक आम लक्ष्य की प्राप्ति के लिए काम करने के लिए प्रोत्साहित करती है। ये छोटे समूह नियोजित गतिविधियों के माध्यम से अधिक सक्रिय और अधिक प्रभावी सीखने की प्रक्रिया को बढ़ावा देते हैं।

समूह में कार्य करना

समूह में कार्य करना विद्यार्थियों को सोचने, संवाद कायम करने, समझने और विचारों का आदान-प्रदान करने और निर्णय लेने के लिए प्रेरित करने का प्रभावी तरीका है। आपके छात्र दूसरों को सिखा भी सकते हैं और उनसे सीख भी सकते हैं: यह सीखने का एक सशक्त और सक्रिय तरीका है। छात्रों का समूहों में बैठना ही काफी नहीं होता है; समूहकार्य में स्पष्ट उद्देश्य के साथ सीखने के लिए साथ मिलकर काम करना और उसमें योगदान देना शामिल होता है। आपको इस बात को लेकर स्पष्ट होना होगा कि आप सीखने के लिए समूहकार्य का उपयोग क्यों कर रहे हैं और जानना होगा कि यह भाषण देने, जोड़ी में कार्य या विद्यार्थियों के स्वयं अपने बलबूते पर कार्य करने के ऊपर तरजीह देने योग्य क्यों है। इस तरह समूहकार्य को सुनियोजित और प्रयोजनपूर्ण होना चाहिए।



طلبا کی خطوط نویسی

By Mir Shujath Ali, Urdu Teacher

نامہ فوکس" جو ہر ماہ اسکولی سطح پر شائع ہوتا ہے اس میں شامل کرتے ہیں تاکہ طلبا میں مزید دلچسپی میں بڑے۔

اسی ضمن میں ہم نے ایک اور اقدام کیا، جماعت ہفتم و ہشتم کے طلبا کو خطوط نویسی کے بارے پڑھایا اور ان سے خط بھی لکھوائے۔ قابل ذکر بات یہ ہے کہ ہم نے مہاتما گاندھی کی وفات کے موقع پر خود انہیں پر جماعت ہفتم کے منتخب طلبا سے فی البدلی مضمون نویسی کروائی۔ البتہ بنیادی خاکہ پہلے بتادیا گیا۔ طلبا نے قابل ستائش مضمون قلم بند کیا۔ اس طرح کے کام سے طلبا کی صلاحیتوں میں اضافہ ہو رہا ہے۔ امید ہے اگر مشق جاری رہی تو ایک دن وہ ضرور ایک اچھے قلم کار بنیں گے۔

زبان چاہے جو بھی ہو وہ اظہار خیال اور مافی الضمیر کو ادا کرنے بہترین وسیلہ و ذریعہ شمار ہوتی ہے۔ زبان کیا ہے؟ مختلف بامعنی آوازوں کا مجموعہ، دہن انسان سے نکلنے والی بامعنی صوت جس کے ذریعے انسان اپنے خیالات کا اظہار کرتا ہے اور سننے والے اسے سن کر کوئی مطلب اخذ کرتے ہیں۔ انسان اپنی خلقت کی ابتداء سے زیور تکلام و بیان سے آراستہ پیراستہ کیا گیا ہے۔ روح، عقل و علم کے علاوہ انسان کا گفتگو کرنا اسے دیگر مخلوقات اور حیوانات سے جدا کرتا ہے۔ البتہ حضرت انسان کو حیوان ناطق یعنی بولنے والا حیوان بھی کہا گیا ہے۔

بہر حال کسی بھی زبان کے سیکھنے کا بنیادی اور نہائی مقصد افہام و تفہیم ہی قرار پاتا ہے۔ اس مقصد کے حصول کا پہلا اور اہم ترین وسیلہ و واسطہ مادری زبان ہی ہے۔ مادری زبان کی افادیت سے کوئی بھی صاحب عقل و خرد، صاحب علم و دانش انکار نہیں کر سکتا۔

یوں تو بنیادی طور پر ہر انسان اپنی مادری سے واقف اور آشنا ہوتا ہی ہے مگر کہیں نہ کہیں اس پر مقامی اور علاقائی اثرات مرتب ہوتے ہیں۔ یہی سبب ہے کہ مادری زبان کو ادبی معیارات کے مطابق سیکھا جائے تاکہ ہم گفتگو اور خاص کر اپنی مادری زبان کے رسم الخط کو پہچان کر پڑھ سکیں اور اپنے خیالات و معلومات کو ضبط تحریر کر سکیں۔

ہم نے مذکورہ باتوں کا پورا پورا خیال رکھتے ہوئے طلبا میں تحریری صلاحیت کو پیدا کرنے کی کوشش کرتے ہیں اور ان سے مختلف موضوعات پر مختصر مضمون نویسی کروانے ہیں اس کے علاوہ جیسا آپ سب واقف ہیں ان مضامین کو "خبر

مہاتما گاندھی:
یہ مضمون ہمارے پیرائے اور مجاہد آزادی مہاتما گاندھی
میں کے بارے میں ہے۔
ان کا پورا نام موہن داس گاندھی تھا۔ ان کی
پیدائش ۲ اکتوبر ۱۸۶۹ء کو پوٹھ اور ان کی وفات
۳۱ جنوری ۱۹۴۸ء کو پوٹھ ان کے والد کا نام گرام
پنس گاندھی تھا۔
گاندھی کو بابائے قوم کے نام سے جانا جاتا ہے۔
ان کا لقب تھا۔ وہ پورے ہندوستان میں انگریزوں
سے آزادی دلانے والے تھے۔ ہندوستان گاندھی مجاہد آزادی تھے۔
وہ ہندوستان کی آزادی کے لیے بہت کوشش کی۔
انھوں نے سٹیوٹا اور عدم تشدد سے ہمارے ملک
کو آزاد کروایا۔ گاندھی جی بہت ہی اچھے آدمی تھے
وہ ہمارے ملک کے انصاف کے لیے سٹیوٹا کرے۔
گاندھی جی ہمارے مائے اور دن دن ہندوستان
کی آزادی کے لیے محنت کرے۔
میں گاندھی جی کے شکر گزار ہونا چاہیے۔
اور انھیں ہمیشہ یاد کرنا چاہیے۔

میں یہ مضمون ایک نیک اور سچے آدمی پر
لکھ رہی ہوں۔ جس نے ہمیں آزادی دلائی اور
بہت محنت کی ہمیں آزادی دلانے کے لیے۔ یہ
مشق اور کوئی نہیں بلکہ "مہاتما گاندھی" ہی
ہے۔ ان کا پورا نام موہن داس گاندھی ہے۔ آپ
کے والد کا نام گرام پنس گاندھی ہے۔ ان کی
پیدائش کا دن ۲ اکتوبر ۱۸۶۹ء ہے۔ اس دن
ہم ان کی یاد مناتے ہیں۔ مہاتما گاندھی کا
لقب بابائے قوم ہے۔ آپ نے آزادی کے لیے
کئی مشکلات اٹھائیں اور انصاف کے لیے سٹیوٹا
کرنا اور ملک پر حال بھی کی۔ آپ نے اچھے
اعلیٰ تعلیم آخر تک میں سٹیوٹا کی۔ جب ان کو
محکمہ چلا کے ہندوستان میں انگریزوں نے
قبضہ کر لیا ہے تو آپ نے کئی لوگوں کو چھوڑا
اور انصاف کے لیے ہندوستان کی آزادی دلائی
کی کو بخش کر رہے۔ ان کی بہت سی آزادی مل
ہی گئی تھی اور ان کی وفات ہو گئی وہ تم کا دی
۱۳ جنوری ۱۹۴۸ء ہے۔

Kulsoom-Fatima
C-7B
01-06490

Student's Activity: Creating Advertisement Posters

By Vaseema Sultana, HOD & English Teacher

Language is central to the existence of humans. It is unique to our species which when used effectively it

- empowers an individual by becoming a defining component of his\her identity
- develops critical and creative thinking
- can create art that defines power and beauty
- can influence and change society

The beauty of language is reflected through poems, stories, fables, myths, legends, etc. that gives us pleasure by transporting us to another realm. The power of language can be felt in the way it is used to influence and change thoughts, ideas, feelings and emotions.

The use of language is highly underrated. There is little or no attention given to its intricacies. It is used to communicate thoughts without much thought being given to what is being said. We often make use of a repertoire of limited vocabulary. This, in turn, limits the functionality of a language. Thus it is viable that effective or impactful communication is hindered.

At FHS, we ensure that opportunities are built-in for students to learn and use language effectively. IB MYP provides for a comprehensive study of language through the following disciplines:

- Language Acquisition
- Language and Literature

English is the subject studied in Language and Literature. IB supports Michael Halliday's (1985) description of the three strands of language and learning which are:

- Learning language
- Learning through language
- Learning about language

These components then materialize as learning outcomes in the form of aims and objectives of language and

literature. Topics are selected taking the objectives into consideration.

Our first unit was designed to do the same. The topic was "How advertisements influence the world?" The aim of this unit was to make students understand how writers use various tools of language to influence the target audience. One of the summative assessment tasks was to design an advertisement poster. Students had to advertise a product of their choice and create slogans using the various stylistic and linguistic devices they learned through the unit. The product was then assessed using the objectives stated by IB.



News paper- A Teaching Aid in the Classroom

By Munazza Fatima, Math Teacher

For teachers, the newspaper is a treasured resource. It has been called the living textbook. According to *educationworld.com*, before the advent of NIE, newspapers were used only by secondary school Social teachers. They either used it twice a week or on Fridays, since it had a current events section. Now, however, newspapers are used throughout the school year and by all subject teachers.

The Math department used the newspaper for numerous activities. These activities helped students understand chapters like Data Handling and Algebra.

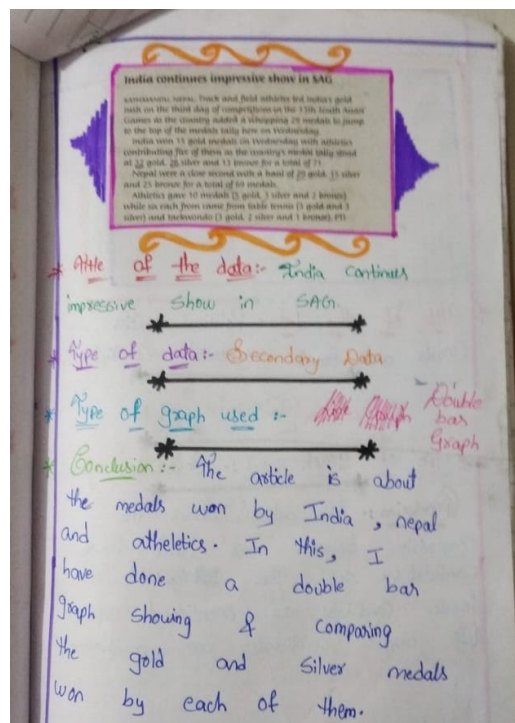
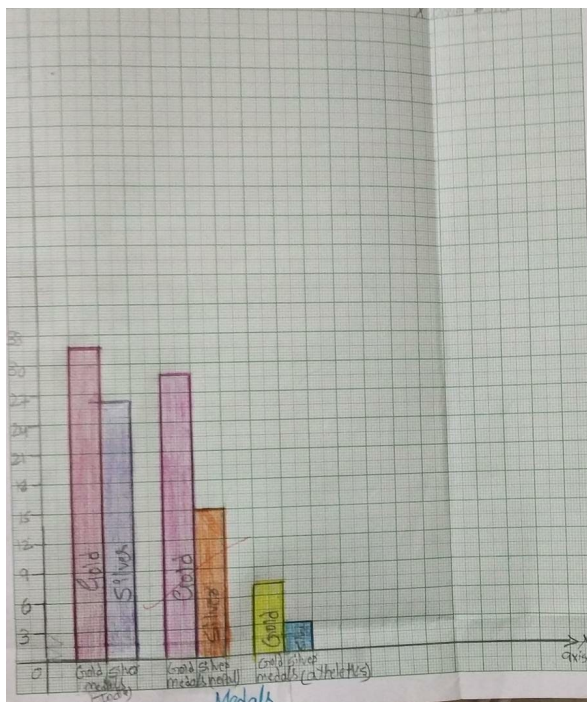
While teaching Data handling, all the activities related to the topic were done through newspapers. Be it tally marks, bar graph, double bar graph, line graph, pie chart, mean, median, mode or range. Students were asked to collect the data from the newspapers. Some activities are listed below:

- Word search in which they used tally marks to show the frequency of letters.
- Students were asked to create a bar graph and double bar graph to compare two cricket teams in

all the aspects(whether it is runs, wickets, wides etc). Since the activity utilized sports news, the students did it very enthusiastically.

- Students also had to write reflections about the same.
- Finding the 'mean' score of the match and who took the maximum number of wickets represented 'mode' etc.
- Finding Math related vocabulary

The students got habituated and even after completing the chapter they searched for data in the newspaper. Students were also encouraged to solve Sudoku, Math puzzles and one minute math questions in the class. One minute math questions(substituting the values) helped them while they were doing Algebra. While doing fractions one such activity was finding what fraction of the newspaper is composed of advertisements. I suggest that parents should motivate their kids to read the newspaper and complete activities given in it.



Students as Teachers

By Somana Fatima, HOD & Social Teacher

Communication skill is the most important skill that needs to be developed in a student. Most of the students write well but hesitate to come up and speak in front of the class.

There are several reasons for this weakness, like, lack of confidence, lack of linguistic skills, lack of sufficient knowledge, anxiousness, etc. Lack of communication skills hinders a child's progress. The strategies that I have used to improve



communication skills are as follows:

- presentations
- read aloud sessions
- group discussions
- group presentations
- short speeches
- debates
- flipped roles

I have used flipped roles strategy extensively in my classes. The outcome of it is encouraging. Students at least participate by reading the text out loud and follow that up with a class discussion. In traditional teaching, the teacher teaches and the students are involved in learning. In flipped roles, the teacher gives topics to the students in advance to prepare and teach. It helps students in the following ways:

- During preparation, the students understand, analyze and learn to apply their knowledge.
- increases "student to student" interaction.
- encourages students to overcome communication barriers.

This is just one of the many initiatives that enable a student to be a good communicator.

Mock Election

By Seema Sultana, Social Teacher

Mock elections are organized to teach students about the election procedure of our country. Mock elections give participants an understanding of democracy, the role of government and parliament. Students become aware of their voting rights, selection of the candidates for election, preparing of a manifesto, campaigning for their party while encouraging other students to vote for their party.

We conducted mock elections in grade 7. This was related to their unit 'Governance'. The students did the following:

- formed their own political party.
- named their party.
- created a party logo.
- selected a candidate who will represent their party
- created the party manifesto.

The students campaigned for their party in front of the student community. The leader was then selected through a secret ballot system. Students then wrote a report about the whole event. Through this activity, students were assessed in the following Approaches to learning (ATL) skills:

Communication, collaboration, organization and reflection.



Investigating and Communicating

By Seema Fathima, Social Teacher

Investigation is one way of achieving learning outcomes in 'Individual and Societies'. A clear and focused research question is formulated, along with explaining its relevance. The students then hypothesize an action plan to investigate the research question. They even have to record and collect relevant information. Communicating the information has to be in a way that is appropriate for the audience and purpose. The structure of information and ideas depend on the task instructions. Students need to create a reference list and cite the source of information.

This helps students to be focused and develop a deeper conceptual understanding. It meets the needs of all learners. It is one of the ways of developing international-mindedness among students. It also develops teamwork, collaboration and problem-solving skills among students. The evidence of information is collected through questionnaires. The product is in the form of presentations using slide shows, flow charts, diagrams and timelines.

Students investigated 'Elections in India' and 'Greenhouse gases'. 'Greenhouse gases' was their last investigation and

presentation. They compared the status of India and other countries with respect to greenhouse gas emissions. They then presented the information collected in front of the whole class. The presenter answered the questions asked by the listeners. The presenter then questioned the listeners, who answered his/her questions. Students' knowledge and understanding of content was reflected through description, explanations and examples given.



Cooperative Learning

By Sabiha Begum, Science Teacher

The teaching learning process becomes very productive and interesting if a variety of techniques are utilized to cater to the different types of learners. As a teacher of science, I have always used numerous techniques in my classroom transactions. Cooperative learning is one such method utilized.

Cooperative learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of a teacher. It develops students' social and communication skills, increases tolerance and acceptance of diversity, and improves academic achievement. Students are grouped in a team of four with group members being numbered off as 1, 2, 3, or 4. Each member is assigned a role in the group of either a leader/manager, the recorder, the materials manager/technician and the skeptic/reflector. After the

roles are assigned, the teacher poses a question. Group members individually consider the question and jot down their thoughts. Following this, students exchange their ideas and produce their group response or summary which is then recorded. The teacher can call the recorders from each



group to give the answer. Alternatively, the teacher can call on all the team managers to provide answers. The teacher's role is reduced with the students becoming proactive. Thereby ensuring total engagement of students.

Social Media and Kids

By Sabika Javeed, Performing Arts Teacher

In these desperate times, when there is a lockdown everywhere and people are getting connected only through WhatsApp and other social media platforms, it's inevitable to believe that our children are looking at and listening to a lot of information.

Sometimes this information is good and sometimes it's bad. We exactly do not know what our children are processing in their minds. As parents and educators, we try our level best to teach them the morally correct things. But in the techno-filled world, we are not, the only teachers left. They are getting information from a lot of different sources.

Children these days, no doubt are spending more time on their phones. They have multiple accounts on Tik-Tok and Twitter. They use Facebook hiding their identity and posing as an adult. So, with so much disparity and internet available so freely, do we, as parents, educators and responsible adults need to know what our children are listening to and doing on the phones?

The answer is 'Yes'. We must know what our children are viewing. Once we know this then we need to ask ourselves, how much does our child require this? Too much of anything could be wrong. No matter whether it's a 'game' or 'Tik-Tok' or 'Youtube'. Even watching a song these days could send out a wrong signal to the brain regarding any topic.

We must also not forget the political scenario in which our children are growing up. They are hearing hate speeches against a particular community. Is this healthy?

They are listening to daily death tolls of COVID-19 patients. In the news, along with you, they must be watching what different countries are doing to the dead bodies.

I have used this strategy in both class 9 and class 10. In class 9, the topic was 'chemical reactions'. In class 10 the topic was 'Geometrical shapes of molecules'. Students enjoyed doing the activity and they gained a deeper conceptual understanding of the topic.

What should we do? Should we shy away from children and let them understand on their own? Should we just keep telling everything will be alright and this will pass?

In this case, I rather feel that we must keep the sanest mind as adults. We must talk to our kids especially those in higher classes. Those who are more than 10 years old. There are words that they are hearing for the first time.

Don't freak out when they are trying to express their fears! Explain to them the reality. It's important to restore their faith in the diversity of the country. It's important to explain to them that education is just not a degree but it's a belief that together we have just one planet, either we destroy it or protect it.

As a parent, you must check your own moral reasoning and make your kids understand that too. Talk about previous pandemics and how the world evolved through it. Don't be the part of hate mongers. Give examples of those who look at humanity as a whole. Don't use abusive language in front of children. They will soon pick up'.

In case you are finding it difficult to discuss any topic, reach out to your school. Discuss the issues with your child's educators and restore his/her belief in democracy, scientific temperament and what the mainstream media is reporting might not be 100% true.

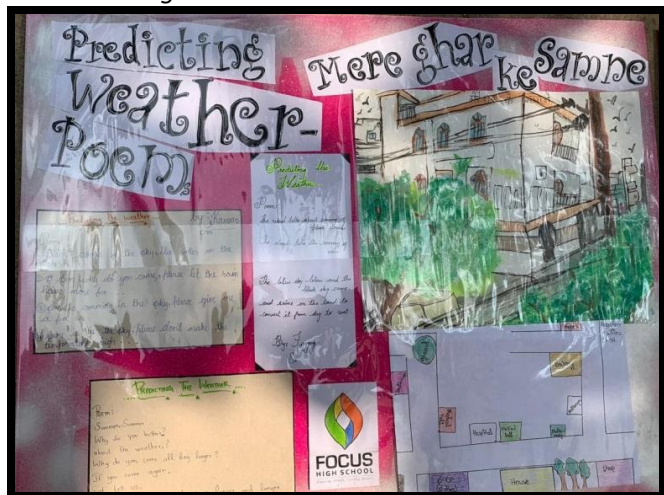
Help them seek the truth before forming opinions. In the end, I would like to quote what IB education believes, *"What matters is not the absorption and regurgitation of either facts or of predigested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of the fact as they arise."*Alec Peterson, first IB director General 2003.

Report on Heritage Workshop

By Zahra Dashtee, Math Intern

Heritage workshop was initiated by **Ms Juhee** and **Mr Feisal Alkazi** of Vidhayaranya High School to make students appreciate the importance of history. We usually ignore our past and do little to restore it. The workshop became a platform for students to revisit the past. In the workshop, sessions were scheduled after every six weeks. A hand out of activities was given to the students post the sessions. The students were expected to complete these activities and present it during the session. The activities included:

- Making meaning of what Heritage is to you
- Mind mapping of Hyderabad's heritage
- Pair & Share - stories related to our ancestors.
- Take a line for a walk
- Draw and Color Hyderabad's heritage on a paper plate.
- *Building a monument*



At the start of every session, we had to submit our students' work that they had completed in the past 6 weeks. These were followed with fun activities and finished off with hand-out of the activities that the

students had to complete in the upcoming weeks. Apart from doing all these activities, our students had to submit a model of Taj Mahal and Charminar as their final project. The models had to be made using dry waste available except plastic. The criteria for recreating these 2 monuments was to show the current conditions of them because of the environmental effect. The following students were involved in the making of the models.

- Charminar - Ameer, S. S Abbas, Nausheen, Kauser, Sirat Zehra, Maryam of C7.
- Taj Mahal -Soha, Benazeer, Sakina, Irfan, Maaz, Hashmath of C8.

It was an amazing and fun way of learning history and all the student's thoroughly enjoyed it. It was encouraging to see most of our student's work being appreciated. The workshop instilled a new perspective about learning



history in the students. History is no longer boring for them, but a subject that gives them insight of what it was.

Following teachers collaborated and supervised the students guiding and supporting them at each stage: Seema Fathima, Zahra Dashtee and Arshia Hussain

Student Leaders Speak

Election Speeches

- by **Mirza Asad Ali, 9A (School Captain)**

I am Mirza Asad Ali. I am here to express my thoughts on "the important values cultivated in a student because of co-education". Let me start by asking, "Why do we go to school or universities?" We go to schools or universities to acquire education. Then why are we uncomfortable about coeducation? My opinion about co-education is that it is the best environment for education. It is globally promoted by many schools and universities since it is highly beneficial for both boys and girls.

What is co-education? It is the education of girls and boys in the same institution without discrimination. It is essential in many ways such as:

1. When boys and girls study together, they may learn many new things and share their knowledge.
2. It fosters a spirit of competition among them which is a good thing.
3. As both girls and boys attend the same class and participate together in activities, they develop a sense of equality.

Co-education schooling not only develops the academics but also prepares students to face the world. Students who don't get educated in the mixed-gender atmosphere may find it hard to socialize with the opposite gender as they are not used to interacting with the opposite gender. But when they are made to study and interact together from a young age they may develop an understanding of gender diversity at an early age. They find it easy to adapt to a world wherein both genders coexist.

Students must be exposed to the real-world in which society is composed of both men and women. If they are motivated to interact with each other, it will help them face job interviews with confidence. Also, at their workplace, because there is a better understanding between both genders. It also creates a scope of developing communication skills as they have different ways of expressing themselves. It becomes easier to articulate in front of the opposite gender.

We all know that a coin has two faces. Similarly, co-education has its disadvantages. It is also a distraction for students in their teenage years. This can lead to unwanted arguments. I want to emphasize that it entirely depends on our mindset as to how co-education schools can benefit us. So, in conclusion, I would suggest co-education is a better idea for educational systems but it should not affect our cultures or values.

- by **Zeenath Fatima, 9A (School Captain)**

Co-education is a self-explanatory word that means the education of boys and girls together. A co-educational community allows children to develop vital life skills that support their social, emotional and physical growth. These skills have untold benefits across the whole life. In my opinion, co-education is beneficial as it builds up your confidence. You feel comfortable speaking with the opposite gender. In a co-ed environment, students learn and experience things through different perspectives of the other gender.

Co-ed provides a feeling of equality among the students in the school. It teaches both boys and girls to be tolerant and respectful of each other. With new opportunities arising for a career, it's understood that men and women contribute equally to every field of society. Hence, it is important for all to understand how to create a space where everyone has the opportunity to grow and learn.

Coeducation is rather economical. It is difficult to run separate girls and boys' schools and colleges at every place. Hence, there is no harm in giving education to boys and girls in the same institutions in the same environment. This system no doubt builds a solid base for education.

- by Syed Mohammed Aleem, 8B (School Vice-captain)

Good Morning to one and all, I am Syed Mohammed Abdul Aleem Ahmed of 8th B. Today I am going to brief you about "Important values that co-education environment cultivates in me"

Education is the key to freedom. It is a weapon with which we can change the world. In co-education both male and female perspectives will be explored in class discussions and gives a very important learning experience. Spirit of cooperation and healthy completion thrives in a co-education system. Both the genders get equal opportunity in learning.

Learning together in a coed classroom has many benefits. Whether at school or home, girls and boys co-operate in their daily lives. Students who attend a co-educational school are introduced to the benefits of this type of environment well before they enter the workplace.

Going to a school with boys and girls is encouraging the building of self esteem, social skills and is preparing me for a diverse world where boys and girls play important roles. Coed environment teaches us respect for opposite genders. It provides a feeling of equality among students in school. Sometimes our point of views are the same and sometimes they are different. So, better ideas develop and work goes on smoothly. We enhance the feeling of competition among each other.

Co-education is the powerful agent of change that improves health and livelihood. It contributes to social stability and drives long term economic growth. It helps to overcome the fear of the opposite gender. There is no space for discrimination among boys and girls. My education system is a one where both genders participate in the same learning center and prepare themselves for a diverse world.

- by Hashmath Fatima, 8B (School Vice-captain)

Good morning everyone , I'm Hashmath Fatima from class 8B . Hope you all are doing well. Today, I am here to speak about "Important values that the co-education environment cultivates in me" . So according to me, sending a child to co-education will help build their self-esteem, social skills and better prepare them for a diverse world where both genders play important roles .Learning in co-ed school has many benefits for both genders. It helps them to overcome their fears and hesitation of interacting with the opposite gender.

Co-educational environment teaches students to respect each other. Girls and boys often have different perspectives on the same issue. Collaboration in the classroom helps boys and girls to gain a fresh perspective from each other. Students develop socially and become more confident in expressing their views.Studying in co-ed school fosters a spirit of competitiveness as there is always a tendency to perform better than the opposite gender. When male and females study together, they start understanding the opposite gender which generates a sense of respect for each other. This helps them to work together and creates a better environment.

- by Mirza Mohammed Hussain Baig, 9A (Nominee)

I would like to define Co-education as "it is a system where both the genders participate in the same educational institution with the idea that both the genders would benefit equally and it would be a win-win kind of situation for both. As in the case with every system,so is the case with coeducation. It has its own merits and demerits.

Though I am an optimistic person by nature and avoid discussing the disadvantages, I realized that in order to understand the good, we should see the face of evil.Hence against my opinion, I would first discuss the disadvantages of a co-education system. They are as follows:

- Chances of students getting distracted and losing their focus from their studies are high

-
- Immoral activities could be nurtured if not kept an eye on by the teachers

Now coming to the merits of studying in a Co-education System:

- 1) It develops mutual respect between the genders . What I mean is,co-education allows both the genders to inter mingle with each other and to know how to co-exist with respect for each other. You get to know each other's strength as well as their weakness and over a period of time develop the ability to accept them as they are .
- 2) It can develop healthy competition within the class more than it would be in the case of a single gender school.
- 3) Helps to overcome the fear of the opposite gender, which "more often than not" is found in the students who are from non-co-educational backgrounds. In general, as a matter of fact, there are a lot of differences in the behavior of both the genders. Which results in kind of hesitation in striking a conversation, so if you are in a co-education system that could be taken care of up to a greater extent.
- 4) Encourages survival in the future. What I mean by that is eventually after school be it after 10th or 10+2, we go to a college or a university and the chances are bright that we would end-up in a co-educational system and if we are NOT USE TO or familiar with the environment in terms of mixed gender, then chances again are very high that we might end-up getting aloof from our peers or develop some type of complexity or uneasiness which could be quite daunting and a loss in the long run.
- 5) Human handling- Eventually, as we enter into a professional life, we have to interact with both the genders. It could be your peers or bosses or subordinates and hundred percent chances are that they could be of the opposite gender so we should gain familiarity with gender handling.
- 6) Personality enhancement- People tend to conduct themselves decently and in a polite manner in the presence of the opposite gender which can even be otherwise. So, we say that education plays a vital role in character building of a person provided they are guided by the teachers.
- 7) Last but most important of all if there is no proper control or if you don't educate the students to draw a LINE, it can create a menace. Education system should be a blessing for both the genders where we inter mingle but at the same time maintain dignity and respect for the opposite gender.

Students in Action

Practice your Way to Perfection

By Khatija Fatima, 8A

Math is a subject that requires us to have a strong number sense. Many children find it difficult and try to find ways to make it easier. The fact is that we use Maths daily without us realizing it. For example, we go to the market to buy vegetables. Both the seller and you don't require a calculator to calculate the amount. I do like to bring to your attention that this mental math application just didn't happen like that. It is through daily practice that the seller or you can achieve speed in your mental calculations. In the same way, the concepts of Math become easier when practiced regularly. To begin with, we have to condition our brain to accept that Math is easy. If we think it's tough then it will never be easy. This confidence can be gained through daily practice of the same.

The same thing needs to be applied to learning a language too. Practicing it makes it easier. For example, to master English, we practice it. Ensure that you daily write a diary. It not only helps you get into the practice of writing but also helps you reflect and learn. Listen to native speakers daily. It could be through a news channel or could be your favorite cartoon. Imitate them and speak the language regularly. This ensures the appropriate practice of the language and you will become a better speaker.

So practice is the key to success. As the saying goes- "Practice makes you perfect." So let us all practice our concepts well to attain perfection in them.

Riddles

By Nausheen Fatima, 7A

1. The more you take, the more you leave behind.
What am I?

Answer: Footprints

2. David's father has three sons: Snap, Crackle, and
-----?

Answer: David

3. Re-Arrange the letters, O O U S W T D N E J R, to
spell just one word. What is it?

Answer: "Just one word"

4. I am not alive, but I grow; I don't have lungs, but I
need air; I don't have a mouth, but water kills me.
What am I?

Answer: Fire

5. What can point in every direction but can't reach
the destination by itself. What am I?

Answer: your finger

6. What is more useful when it is broke?

Answer: an egg

7. What is black when you buy it, red when you use
it, and grey when you throw it away?

Answer: Charcoal

8. I make two people out of one. What am I?

Answer: Mirror

9. They have no flesh, nor feathers, nor scales, nor
bone.yet they have fingers and thumbs of their
own. What am I?

Best Friends

By Hiba Fatima, 6A

B - Believe in each other
E - Encourage each other
S - Share good memories
T - Tell the truth

F - Follow you
R - Rely on each other
I - Inspire you
E- Encourage you to achieve your goals
N- Never leave your side
D - Deserve you
S - Stand by you, Always

Answer: Gloves

10. This is as light as a feather, yet no man can hold it
for long. What am I?

Answer: Your Breath...

Tongue Twisters

By Syeda Umme Abiha Abidi, 6B

1. Any noise annoys an oyster but a noisy noise annoys an
oyster more.
2. If a black bug bleeds black blood, what color blood
does a blue bug bleed?
3. If two witches were watching two watches: which witch
would watch which watch?
4. Rory's lawn rake rarely rakes really right.
5. She sold six shabby sheared sheep on ship.
6. Mix a box of mixed biscuits with a boxed biscuit mixer.
7. If you notice this notice, you will notice that this notice
is not worth noticing
8. The bottom of the butter bucket is the buttered bucket
bottom.
9. Does your sport shop stock short socks with spots?
10. A big black bug bit a big black bear made the big black
bear bleed blood.

The Letter 'S'

By Sakina and Shireen, 6A

The letter S is superb!!

It is filled with so much love.

The 'S' is in the syrup, sand and snake,
without an 'S' you couldn't smell a cake,
which your mum baked.

Without an 'S', you couldn't play in the sand,
Or give your friend a friendship band.

And Summerians would be absent from the mesopotamian
land!

Or couldn't shake your besties hand.

The letter 'S' is always the best,
without an 'S' there wouldn't be a simple test.

Now you should admire the letter S
and tell the letter 'S' that you are the best!

Art Gallery



FOCUS
HIGH SCHOOL
Curious Minds, Caring Hearts

Darushifa Campus
22-8-321, Darushifa,
Hyderabad, Telangana-500024.
Ph: 040-2440 4060, 72070 35060
info@focushighschool.org
www.focushighschool.org

EDITORIAL TEAM

Editor : Vaseema Sultana

Proofreader : Sabika Javeed

Reviewers : Minhaj Arastu,
Mustafa Zaidi

Designer : Vaseema Sultana