

VOLUME 12, DARUSHIFA CAMPUS EDITION, OCT 2021

# *fenestra*

A WINDOW TO OUR CULTURE OF LEARNING AND SHARING

CURIOUS MINDS - CARING HEARTS



Art by Sakina Hunaid, C7A

## FOCUSING INWARD: THE PEN AS A TOOL FOR SPIRITUAL GROWTH

By Minhaj Arastu, Principal

We always knew that the pen is mightier than the sword. But its might does not only come from media, books and speeches that convince an opponent. The pen has a very silent power as well: the power to bring mind and body into creative harmony.

In the Fenestra of November 2020, I had explained that our school is committed to holistic education, especially its spiritual dimension. Because of the pandemic, we were not able to implement the curriculum. But we were able to start developing elements of this programme.



One requirement of the spirituality curriculum was to

give it a name and an orientation. Because the core beliefs of the programme revolve around God, the soul, and the purpose of our life, we settled on the name 'WAI'.

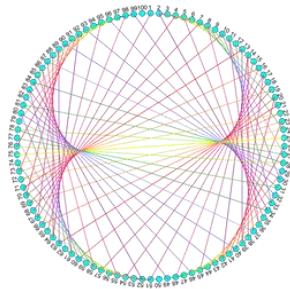
All the ancient spiritual traditions emphasise that to inquire about WAI, we must clear the clutter from our mind to make room for pure intentions. I had written in the previous article that, "We will create time, place, and methods for establishing our intentions and purifying our minds before any action or event, such as the school day, lessons, meetings, meals, etc."

So let us use the pen, one of the most potent tools granted by our Creator, to silence worldly and egoistic noises and to focus inward. Here are four fascinating examples of pen activities with which you can experiment. Take a small piece of drawing paper, a fine tipped pen, and open your heart to discover inner worlds.

See if you can identify each example of pen art. Find out more about them and create your own beautiful examples.



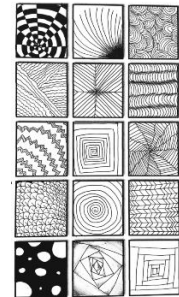
Calligraphy



Nephroid



Mandala



Zentangle

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## SERVICE LEARNING: HOW IB ENCOURAGES STUDENTS TO ENGAGE WITH THE COMMUNITY

By Mustafa Zaidi, Vice Principal & MYPC

One of the outcomes of a holistic academic programme is to enable students' engagement with the community and the world. How can students connect with the community to apply what they have acquired in and outside the classroom? How can students connect with self and grow to extend their area of influence beyond the self?

Service learning is built into the MYP curriculum (illustrated on the right). Therefore, the opportunities for responsible action are offered in subject courses and the units of study. Teachers must provide opportunities for students to initiate a meaningful action through unit-aligned or standalone projects. It is an ongoing process of involving the students with the community to make a positive difference to the lives of others and to the environment.



supporting rehabilitation - opportunities for community engagement are endless.

The *Service as Action Coordinator* and the teachers guide and support students to achieve these 7 learning outcomes:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

### Types of service actions that students can take:

**Direct Service**  
involves interaction with people, animals or the environment

**Indirect service**  
students don't see recipients during the service but their actions will benefit the community

**Advocacy**  
students speak on behalf of a cause or a concern to promote action

**Research**  
students collect information, analyse and report to influence policies or practices

Some examples of service projects can be

- students teaching younger students to support remediation in or outside the campus
- hosting the Model United Nations
- service at old age home through visits or fundraising for bettering the quality of life
- kitchen for the homeless
- social media campaign against child labour, domestic violence, corruption or any other issue
- engage in civil discourse on race, gender and well-being
- designing communications for substance abuse, addictions and

### ***IB learners grow into caring members of the society.***

The school and the family-support work hand in glove to allow students to apply in the real world what they have learned in the classroom. Students will be required to do at least 2 service projects per year. As our students embark on this journey, the school is also prepared to financially support the student actions in building capacity, commitment, leadership, and vision for an effective service framework.

“ Fulfilment of the school's expectations for participation in community service is a requirement of the IB MYP certificate.

### References

- MYP: From principles into practice (2014)
- Service as Action in the MYP in different modes of teaching and learning (2020)

## AGE OF LIGHT OR AGE OF DARKNESS?

By Vaseema Sultana, Asst. MYPC & English HOD

It's been two years since the pandemic. Change was inevitable. We changed routines. But has it changed our perspectives? If yes, has that made us a better person than the earlier us?

The two big changes that we saw in our routines were:

1. Most of us started working from home
2. Education became online

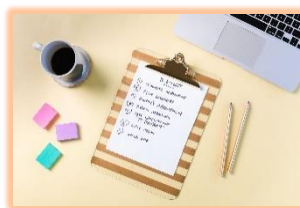
The impact of these changes, good or bad, affected children the most. The worst of all being a high number of students dropping out of school while others lost out on learning. Not only that but these children might also be losing out on the development of essential life skills due to the change in their daily routines. For example,

1. Most children nowadays go to bed late since they don't have to rush to school.
2. Though taking care of hygiene was an essential during COVID, a lot of children are still not conditioned to follow a personal hygiene routine.
3. The internet has become more accessible.

The outcome of this could be adults who won't be independent, critical thinkers and problem solvers. This in turn would increase depression, violence and abuse which then has a domino effect on the development of society. So how do we ensure that our child grows to be a happy, independent, and caring individual? The following list might help you do just that:

### 1. Build routines:

Create a simple routine list for your child to follow daily. It could include things that you want him/her to get habituated to. For example: Making the bed when they wake up, hanging clothes properly, cutting their nails etc. An effective way to do this is, take two mugs/glasses and stick the labels 'To do' and 'Done' on each one of them. Take ice cream sticks and write their daily chores on each of the sticks. These sticks are put in the 'To do' cup. Your child then shifts an ice cream stick to the 'Done' cup once he/she finishes



that chore. This must be done daily. This will help the child become self-reliant.

### 2. Connect with family:

This is very important and teaches children how to be tolerant of differences in others.



Take time to go meet ALL relatives without giving into biases and prejudices. This will in turn teach children how to overcome grudges while ensuring a socially healthy person.

### 3. Develop hobbies:



Create opportunities so that your child develops a hobby. For example, create a garden in your home and take care of the plants with your child or

read out loud with your child. This helps the child develop liking for activities that will relax them and make them happy.

### 4. Teach the importance of hygiene and nutrition:

Physical health is often the most ignored component of a person's well-being, but it contributes to one's happiness as much. In fact, poor physical health leads to poor mental health and vice versa. So, make sure your child has a healthy diet and knows how to take care of their hygiene.



It is important that we all realise the fact that our children have more challenges than us despite all the developments and amazing inventions. A quote that aptly defines the present time is from 'The Tale of Two Cities' by Charles Dickens - "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way."

So, in the age of contradictions let's all train our children to become happy, responsible humans who can bring about the necessary changes for attaining world peace.

## References

- ✚ Dickens, Charles. "The Period." *The Tale of Two Cities, A Tale of Two Cities*, 2021, p. 1.

طلبہ کو سیکھایا اور پڑھایا جاتا ہے وہ مذکورہ باتوں سے مربوط ہوتا ہے۔ طلبہ کو سننے، پڑھنے، بولنے اور لکھنے کے مقاصد کے تحت سرگرمیاں طے کی جاتی ہیں۔ اس طرح طلبہ کے لیے سرگرمیوں کو تحصیل زبان کے مقاصد سے ہم آہنگ کیا جاتا ہے۔

جن مقاصد کے تحت تدریس ہوئی ہے ان کا لحاظ رکھتے ہوئے اسمنٹ لیا جاتا ہے۔ اسمنٹ کی ایک نمایاں خوبی روبرک ہے۔ اسمنٹ میں روبرک بنانا ضروری ہوتا ہے۔ اس میں اساتذہ اسمنٹ کے معیارات سے طلبہ کو واقف کرواتے ہیں۔ آپ کی آگاہی کیے لیے یہاں صرف ایک معیار کا ذکر مقصود ہے۔ مثلاً اگر طلبہ سے کہانی لکھوانا ہو تو ہم انھیں روبرک میں الفاظ کی حدود بتاتے ہیں۔ اگر کہانی 220 الفاظ پر مشتمل ہوگی تو انھیں کامیابی کی آخری سطح 7-8 ملے گی۔ اگر 200 سے کم الفاظ کا استعمال ہوگا تو انھیں 5-6 کی سطح نصیب ہوگی وغیرہ وغیرہ۔ واضح رہے کہ آئی بی میں نشانات (Marks) نہیں دیے جاتے بلکہ کامیابی کی سطح کے عنوان سے 1 سے 8 تک نمبر دیے جاتے ہیں۔ آئی بی کا امتحانی اسلوب کاغذ اور قلم تک محدود نہیں بلکہ وہ مختلف اور متنوع طریقوں سے طلبہ کی آگاہی کی جانچ کی ہدایات دیتا ہے۔

حکومت تلنگانہ کی جانب مرتب کردہ نصاب میں بھی مذکورہ چار مقاصد مقرر کیے ہیں یعنی سن کر سمجھنا، بولنا، پڑھنا اور لکھنا۔ انھیں صلاحیتوں میں اضافہ کے لیے تخلیقی اظہار، توصیفی کام، لفظیات، زبان شناسی اور منصوبہ کام کے زیر عنوان تحریری اور زبانی اظہار خیال سے مربوط سرگرمیوں کو نصاب میں شامل کیا ہے تاکہ اس لحاظ سے طلبہ کی صلاحیتوں میں اضافہ ہوتا رہے۔

مختصر یہ کہ شعبہ اردو نے اس بات کو یقینی بنانے کی کوشش کی ہے کہ اردو تدریس کو آئی بی طریقہ اور تلنگانہ کے اردو نصاب کے مقاصد سے ہم آہنگ کریں تاکہ طلبہ کی صلاحیتوں اور مہارتوں میں روز افزاں اضافہ ہوتا رہے۔ ہمارا پہلا ہدف یہ ہے کہ طلبہ اصناف نظم و نثر کو تفہیم و آگاہی کے ساتھ پڑھ سکیں اور نثر میں مندرجہ ذیل اصناف میں لکھنے کے قابل ہو سکیں: مکالمہ، کہانی، سوال نامہ، سفر نامہ، مضمون نگاری، خطوط نویسی، ورقہ، توصیف نامہ، کتاب کا تعارف، کہانی کا خلاصہ، نعرہ، اشتہار، آپ بیتی اور اظہار رائے وغیرہ وغیرہ۔ اختصار کے سبب صرف چند نکات ہی تحریر کیے گئے ہیں۔

## تلنگانہ کا اردو نصاب اور آئی بی کا طریقہ کار

میر شجاعت علی، صدر شعبہ اردو فونکس ہائی اسکول



اکثر اولیاء طلبہ ہم سے سوال کرتے ہیں کہ آئی بی ریاست تلنگانہ کے نصاب میں کیا فرق ہے؟ اس کے جواب میں راقم الحروف نے "اردو تدریس کے مشترکہ مقاصد" کے زیر عنوان ایک مختصر دستاویز مرتب کیا ہے۔ جس میں دونوں کا تقابلی جائزہ لیا گیا اور بعد ازاں اس کی روشنی میں اسکول کے لیے مشترکہ مقاصد کے وصول کے لیے لائحہ عمل مرتب بھی کیا۔

قارئین کے اطلاع کے لیے عرض ہے کہ تلنگانہ کا اردو نصاب اور آئی بی کے تدریس زبان کے چار مقاصد مشترکہ اور ایک ہی ہیں، اور وہ چار مشترکہ مقاصد یہ ہیں: 1- سن کر سمجھنا، 2- بولنا، 3- پڑھنا اور 4- لکھنا۔ یعنی طالب علم بات یا گفتگو سن کر سمجھ سکے، زبان کو واضح اور اچھی طرح بول سکے، اصناف نظم اور نثر کو تفہیم کے ساتھ پڑھ سکے اور مختلف اصناف نثر میں لکھ سکے۔ بس فرق طریقہ تدریس اور نظریات کا ہے۔ مشترکہ مقاصد کی مختصر وضاحت کے بعد اب کچھ آئی بی کے طریقہ کار کے بارے میں جانتے ہیں۔

آئی بی کے تعلق سے عرض ہے کہ وہ ہمیں کوئی مرتب کردہ نصاب فراہم نہیں کرتے بلکہ وہ فریم ورک بتاتا ہے، خدوخال اور معیارات کی نشان دہی کرتا ہے۔ آئی بی معیارات کے مطابق تدریس کے لیے پہلے ایک یونٹ تیار کیا جاتا ہے جس میں کلید تصور، مربوط تصور، عالمی سیاق و سباق جیسے مرکزی نکات کا تذکرہ کیا جاتا ہے۔ یونٹ میں تمام تدریس کی تفصیلات درج کی جاتی ہیں۔ معیاری تدریسی مواد کا خاص خیال رکھا جاتا ہے۔ یونٹ میں جو کچھ

## TEACHING ATL'S THROUGH DESIGN

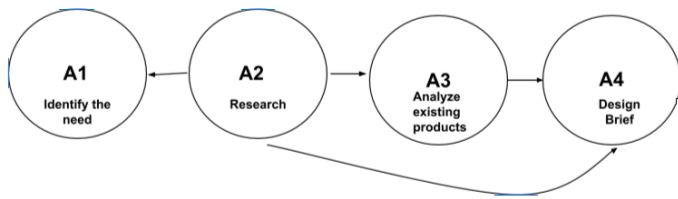
By Masooma Fatima, Design Teacher

“Design is an opportunity to explore the concept of community.”

- By Abril Dulude

The above quote inspired me to be a Design Teacher. So, what do students learn through Design? Now, they are being trained to become researchers. In MYP, ‘research skills’ is one of the categories of ATL skills and that is my area of focus through this unit. Skills are an important tool that supports students in their career development. In Design, students use research in order to understand the problem, situation, and the needs of the user. Research informs the other steps of **criteria A** and helps develop a strong ‘Design Brief’.

While teaching the unit **Eating patterns** in class 7, students were given a design problem to solve. The problem was ‘Most people prefer food which commonly contains trans-fat such as processed and fried food’. To solve this problem, they prepare an *ancestor's diet meal recipe* by following the *Design Cycle*. In *Criteria A-Inquiring and Analysing* they explain the need for each point of inquiry and formulate a research plan that identifies, prioritizes, and determines which data is relevant to the development of a solution. They find information about their food product using **ACCESS FM**, a designer's tool which is used to make them critically think about the food product. Using a list of headings from **ACCESS FM**, students created questions to ask details about the food product. Here is a partial glimpse of *ACCESS FM*.



### Criteria Aii- Identify and Prioritize Research

#### Using ACCESS FM

<i>You will need to find out things about your product in <b>general</b> and about your <b>particular</b> product.</i>		
<b>Example: Creating a Recipe reflecting Ancestor's Diet</b>	<b>General:</b>	What is a healthy diet? What are the benefits of eating healthy food? What foods are unhealthy? What materials are safe to use when creating healthy food?
	<b>Particular:</b>	What is my client's favourite food from Ancestor's Diet ? What is my client's favorite food ingredient? What stops my client from following Healthy Diet?

- To solve the problem (Making Unique Recipe) you need to find information using ACCESS FM.
- **Write 6 SMART questions in each Row. Questions that you need to find out about your Food Product.**
- Specify Which source is it, whether Primary Source or Secondary Source

Type of product you want to make: <u>soups</u> Food reflecting Ancestor's Diet					
Problem you are trying to solve : <b>PREFERRING FOODS WHICH COMMONLY CONTAIN TRANS FATS SUCH AS PROCESSED AND FRIED FOODS.</b>					Mention Primary/Secondary Research
	<b>A is for Aesthetics</b>				
	<b>What do you need to know to help you plan the appearance of your product?</b> Include colour, shape, texture, pattern, feel, weight, style.  Question examples: 1. "What food texture/pattern is most	<b>1.The texture of a soup is a luxurious and creamy type of structure.Vegetable soups are pureed and run through a sieve, straining them to create a smooth texture.</b>	<b>Where/How will you find this information?</b>  <a href="https://brainly.p">https://brainly.p</a>	<b>This information was asked by my mother .</b>	<b>This is primary research.I took an interview with my mother to ask the pattern and texture of a soup.</b>

**“NO RESEARCH WITHOUT ACTION, NO ACTION WITHOUT RESEARCH.”**

## ACTION THROUGH PERFORMING ARTS

By Syeda Shaher Bano, Performing Arts Teacher

Class 8 is currently studying Theories of Drama. One of the theories being Epic Theatre by Bertolt Brecht. The main purpose of Epic theatre is not to encourage the audience to suspend their belief, but rather to get them to see the world as it is. Another important aspect of this theory is that it aims to build awareness on socio-political issues, and Bertolt Brecht wanted his audiences to adopt a critical perspective in order to recognize social injustice and exploitation and to be moved to go forth from the theatre and affect change in the world outside. For this purpose, Brecht employed the use of techniques that remind the spectator that the play is a representation of reality and not reality itself.

In order to gain a deeper understanding of the theory, the students engaged in a class discussion on the current socio-political issues in India and came up with the following:

- Discrimination in the society
- Justice delayed is justice denied
- How safe are women in India?
- Rich getting richer, poor getting poorer
- Brain Drain
- Problems unite us, religion divides us
- Criminalization of politics

- Corruption is the price we pay for democracy

Students were grouped in teams of five members. They collaboratively zeroed down on one issue for their group. They researched on their topic to gather substantial information and developed a plot using a graphic organizer, to demonstrate their understanding of the process of creating a plot and a script. Also, this is MYP Service as Action where students are advocating for a cause.

**Performance:** Students performed their skit with minimal usage of props and costumes, included narration as part of their presentation, both of which are Brechtian techniques (Epic Theatre). Each group practiced advocacy by spreading awareness on the issue they had chosen and highlighted the way these issues impacted the society unfavourably.

**My take:** When I started planning for this topic, I was a bit sceptical about students' understanding of socio-political issues. The students surprised me with the depth of their knowledge and collaboration skills. I'm happy that my students are well on their way to become informed and responsible citizens of our country.



## CHILD SAFETY MATTERS THE MOST

By Syed Murthuza Hussaini, HOD SEN & Counselling & MYP Personal Project Coordinator

*"Children are the world's most valuable resource and its best hope for the future."*

- John F. Kennedy

It's the birth right of all to have a beautiful, secure, and nurturing childhood. It is especially true since a child today will be an adult in a decade or two and will be an important element of the society. Statistically speaking, it has been seen that the children who grew up in caring, secure, and nurturing environments ended up being positive, valuable, and contributing member of society. Whereas children with an abusive and unloved childhood did not always flourish or succeed. Also, they didn't contribute much to the society.

School is a place where children come to learn all the skills required to succeed in life. In fact, children spend more time at school than at home. Hence, it is significantly important for the schools to provide a caring, nurturing, secure and holistic environment to the children. Child safety is an important aspect of child growth and development and we take this very seriously. Our child safety procedures and protocols are guided by **FHS Child Safety Policy**.

### What is the need for a Child Safety Policy?

Just having good intentions and ideas about child safety is not enough. In an unlikely situation where child safety is threatened, an organisation without a set of rules and guidelines will be clueless in its mitigation and response. Focus School's **Child Safety Policy** is a comprehensive document that dictates our behaviour, actions, protocols, and response to prevent and mitigate, especially, the Child Abuse.

This policy provides definitions of the terms used, describes types of child abuses, our prevention mechanisms, describes the child protection committee and its members, their roles and responsibilities, general instructions, the dos, and don'ts for all the staff, different scenarios and responsibilities and the protocols invoked during those scenarios. In short, adherence to this policy will not only prevent the child abuse, but also provide a redressal mechanism if an actual abuse happens.

This policy is an open document and can be accessed by all the stakeholders of the Focus Schools. All the staff is required to read this policy thoroughly and take a quiz to show complete understanding. This policy is a proof of our highest level of commitment to Child Safety.

## Students in ACTION

*This story was submitted as a work for Summative Assessment in Language and Literature.*

### THE MYSTERIOUS GOODBYE

**By Ameer Kirmani, C9A**

It was a loud and busy Monday morning in the crowded city of Wellington. Everyone was rushing to work. My apartment is opposite the noisy road, because of which I need no alarm to wake up in the morning. The honking during traffic hours and the screams of traffic cops are enough to wake up even the long-slept zombies from the graveyard. Frankly, it feels like the zoo! Annoyed with the noises coming from the road, I finally got up from my bed to attend my school. While I was getting ready, I kept thinking about the last weekend.

I had been looking forward to the previous weekend since my dad and I were going to visit the planetarium. It was cancelled because my father had an urgent meeting. I was high-strung to visit the planetarium as I am passionate about astrophysics, and I always wanted to be a scientist in NASA in the branch of astrophysics. Carl Sagan, an Astronomer, has been someone whom I have always idolized. Therefore, I was excited to visit the planetarium, and the disappointment I felt when the trip was cancelled was immense.

I almost got ready for school except for shoes and the socks. I have about eighteen socks in my shoe rack, but none of them matched. After five minutes of mismatching, I finally found the perfect pair of socks and completed getting ready to attend my school. While having breakfast, I looked at calendar and realised that today was going to be a special day.

As I kept staring at the calendar, I realized that I forgot a very important date. The calendar read Monday 2nd May, the day when schools in New Zealand close for vacations. I said to myself, "Oh God! this just slipped off my mind!" The whole year it felt like school was never going to end, but now it felt like school started just a while ago and closed within a couple of weeks. Just as I realised this, I heard my school bus honking near my apartment and the bus conductor screaming out "Hey come on fast, we are running late for the school!". I quickly ate the last bite of my cereal and hopped on the bus.

There was a lot of excited chattering in the bus while I sat by the window seat alone. My classmates were allotted different buses and I was the only one from my class in this bus. Even if my friends would have been on the bus, I most probably would have remained silent as I am a shy kid. I looked outside, watching the surroundings and it didn't take long until we reached our school. I hopped off the bus and walked to my classroom.

In the classroom, intense discussions about World Test Championship final were going on. All the cricket enthusiasts looked sleepy since the match lasted up to midnight. The last day was the best day I had this year since we spent all day playing games and having fun. Even the teachers did not scold us for any of the mess we made. Time flew by and it was time to go home. I went home tired but looking forward to the two-month long vacation.

Back home, something was out of place. It was dead silent, and no one was to be seen. I searched everywhere, but I could not see anyone, anywhere. I screamed, loud enough to give chills to the people on the rooftop. I have never been alone before, and I was a coward who didn't know what to do in these situations. It was 11 in the night, yet no one returned home. I was scared enough to doubt my own shadow. I remembered Hasnain telling me, "When someone is scared, they may jump when they think their own shadow is another person."

To make the situation worse, dark clouds covered the city like a blanket. Lighting started to strike the nearby areas, and I kept shivering. Despite the fear, I somehow cheered myself up for a couple of hours by whispering to myself, "Mom and dad must have gone for some work, and they may return anytime soon." Meanwhile it started to rain cats and dogs. I locked myself in the room, wrapped myself in my blanket and started praying to God that everything should be fine, and my parents come back home safe and sound. My fingers were crossed, my teeth started chattering,



my hands were shivering, and I could not hear anything because of the constant lighting sounds.

It was about to be 12am and by this time I knew my parents weren't returning and something was wrong. I may be a coward, but that does not stop me from being smart. I have read and watched a lot of detective books and films, Sherlock Holmes being my favourite one. I knew if a crime takes place, the criminal always leaves out some or the other clue. I resisted my cowardness, came out of my room and started looking for clues. As I was searching everywhere, I heard a noise just outside the door. Someone started knocking out the door hard. The door was moving as if a sledgehammer was hitting it. I peeked out using the keyhole to see who was knocking the door, but no one was around except a strange shadow. A large horrifying dark man like

shadow was knocking the door with all the power it had. In a moment, it also started to scream out loud.

"Open the door fast!" It said in a deep and distorted tone. I decided not to open the door and instead place heavy things in front of the door, so it doesn't open, and I stay safe inside. I moved the shelves, tables and chairs and kept them just near the door hinge, so the door does not open or break. I was really scared because of the horrific looks and the voice of the shadow. The shadow kept calling out my name, but I chose to be brave and not to run away from challenges, instead accept them and overcome those challenges. As I was moving the final two chairs, the shadow stopped for a moment or two. After some awkward silence the shadow finally said "GOODBYE!" and left the place.

*The voyage of discovery is not  
in seeking new landscapes but  
in having new eyes.*



C7 students created nature poems using at least three figures of speech. They also identified the figures of speech by highlighting them.

### BEAUTIFUL NATURE

By Mir Asgar Abbas, C7A

Nature beautiful nature,  
It is heaven's beautiful treasure.  
Whose beauty we can't measure,  
That is why nature is major.

The stars, the mountains, and the moons,  
It gives our life a beautiful tune.  
The seasons give a beautiful call RING RING,  
Then comes the beautiful spring.

Every morning there comes the sun  
With a beautiful smile on its face  
Then the moon is raised  
By the God's grace

When we see beautiful flying birds  
We have no words  
Birds do not act like slug  
Because they are as fast as a truck

#### Key:

- Onomatopoeia
- Personification
- Simile



In Science, C8 students planned a menu which constitutes of well-planned healthy food items. This activity was a diagnostic test that gave an insight to students' concept of healthy food, for the unit 'What should I eat?'



1  
ایک ریگستان جو سوکھا  
تھا گرمی کی تپش بڑھتے  
جا رہی تھی۔ دور در تک  
سوکھی مٹی نظر آرہی  
تھی۔



2  
وہ ریگستان سے ایک کوئے  
کا گزر ہوا جو باکل پیاسا ار  
بہت تھکا ہوا تھا پیاس کے  
مارے اس کی حالت خراب  
-بورہی تھی۔



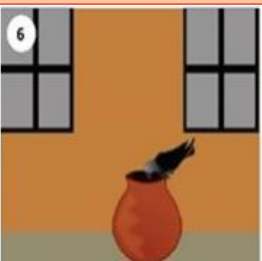
3  
وہ پانی کی تلاش میں  
دائیں جانب گیا لیکن اسے  
پانی کی کوئی نشانی نہیں  
ملی۔



4  
پھر وہ پانی کی تلاش میں  
بائیں جانب گیا اسے دور  
سے ایک گھر دکھائی دیا  
وہ گھر کے جانب گیا۔



5  
اسکو ایک گھڑا دکھائی دیا  
جس میں پانی تو تھا لیکن  
-بہت نیچے تھا۔



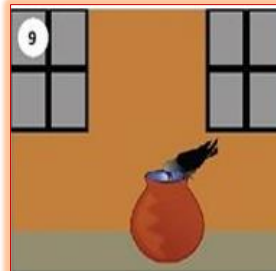
6  
اس کے دماغ میں ایک  
ترکیب آئی اس نے پاس  
بی سے کنکر اٹھانا شروع  
کیا۔



7  
دھیرے دھیرے اسنے  
کنکر اٹھا کر گھڑے میں  
ڈال دئے۔



8  
پانی اوپر آگیا اور  
کوئے نے پانی پی لیا۔



9  
تو اس کہانی کا اخلاقی  
سبق یہ ہے کہ ہمیں  
مشکل اوقات میں بھی  
ہوشیاری اور اقل مندی  
سے کام لینا چاہئے۔

In **Language Acquisition (Hindi)**, C7 students wrote poems describing the *weather* as one of the learning activities in the unit 'Seasons and Climate'. They had to use rhyming words and other figures of speech while creating the poem.

### ऋतुओं की कविता

Marzia Fatima and Mariyam Abbas, C7A

शीत ऋतु आया  
 सर्दी का मौसम लाया  
 ठंडी ठंडी हवाएँ आयी  
 ओढ़ो कम्बल और रज़ाई।  
 गर्मी आयी गर्मी आयी  
 ठंडी ठंडी आइसक्रीम लायी  
 गर्मी में हम गोले खाते  
 गोले सबका दिल बहलाते।  
 बारिश आयी बारिश आयी  
 फसलों में वो रंग जमाई  
 मिट्टी की भीनी सुगंध लायी  
 धरती को प्यारी बनाई

### ग्रीष्म ऋतु की कविता

Mir Asgar Abbas and Mohammed Aariz, C7A

गर्मी आयी गर्मी आयी  
 अपने साथ छुट्टियाँ लायी  
 तापमान का है ये आलम  
 हर घर में है कूलर ऑन अब  
 चलो बर्फ का गोला खाये  
 ढेले से आम ले आये  
 कॉटन के कपड़े करले तैयार  
 बहुत गर्म है अब देखो यार  
 गर्मी आयी गर्मी आयी  
 अपने साथ छुट्टियाँ लायी

In **Mathematics**, C6-9 students did a 'Get to Know Me' activity which was also a reflection task. The purpose was to know the students' motivation towards learning Mathematics.

**How do you feel about school? What is your relationship like with other students and teachers?**  
 I always look forward for school & I have a good bond & relationship with my peers & teachers.

**What do you expect from Me?**  
 I would want clearance of my doubts and more examples of topics.

**What do you think my expectations are of my students? List at least three:**  
 I think your expectations for us (students) are:  
 • Should be attentive  
 • Should respond  
 • Should participate in activities.

**Name:** ALIA FATIMA ZIAFF

**Describe yourself using only one word:**  
 Caring

**Tell me a little bit about yourself. are your pet peeves? Likes? Ho?**  
**Likes:**  
 • reading  
 • playing  
 • singing & reciting  
**Likes:**  
 • I like to spend time with my family.  
 • I like Harry Potter & Percy Jackson.  
 • I like to do journaling.

**Use one word to describe how you feel about mathematics:**  
 INTERESTING

**I chose that word that even though mathematics can sometimes get confusing, it can be really interesting at times.**

**pet peeves:**  
 • I do not like being wet  
 • I do not like if someone chases me  
 • I do not like stepping in mud

In **Individuals and Societies**, C9 students did case studies in the unit "Settlements and Migration". Case studies help students develop perspectives by examining different situations. Case studies are an in-depth investigation of one individual, group, time-period or event. They encompass a range of qualitative and quantitative research tools to investigate underlying principles of an occurrence within a real-life context. Given below are case studies done by Alina Rushada to understand what factors affect settlements.

**Case Study 1 - Hong Kong, SAR CHINA**

**Type of factor: Economical and Political**

**Economical** because the Sea Port became a major trading hub, and this had a subsequent impact on the city. Hong Kong has also developed as a major financial centre.

**Political** because Hong Kong Island after the war was governed by the British. Britain expanded its control to include Kowloon and finally the New Territories in the north of the region. Hong Kong was handed over from the UK to the People's Republic of China in 1997 but it has a system of government different from the rest of China because it is a special administrative region, giving it more economic and political freedom.

**Case Study 2 - London, UK**

**Type of factor: Environmental and Social**

**Environmental** because many wars have happened in this case. The city has constantly changed over the years as can be seen in the wide variety of distinct architectural styles present in the city skyline. London has frequently been struck by disaster including outbreaks of bubonic plague and a monumental fire in 1666. This led to large amounts of cities being rebuilt. London also faced conflicts during civil wars. In the 20th century London was bombed in the second world war.

**Social** because many people are migrating, London developed significantly during the industrial revolution in the 19th century and expanded rapidly with increasing levels of migration of people from the surrounding countryside to the city

**Case study 3- Mexico City, Mexico**

**Type of factor: Environmental and Cultural**

**Environmental** because the growth of population has brought a variety of challenges to the city including overcrowding and crime. In 1985, an earthquake struck causing damage to a large part of the city.

**Culturally** because every year people in the city celebrate the 'Day of the Dead' to pay respect and support to family and friends who have died. It is an important cultural tradition in the city and throughout Mexico.

**Construct/Design a routine for Students to Perform Better & Develop Physically.**

As the saying goes "Hard work, discipline and determination leads to success." Keeping this in mind, the upcoming event of 100mts Sprint, I would like you to follow a routine that will boost your confidence level to perform better and improve your physical health. So, let's gear up for the event.

Let me give you a few tips to improve your performance and understand the Schedule.

**Tips to enhance performance**

- ⇒ Follow a training plan.
- ⇒ Run more often.
- ⇒ Do speed work.
- ⇒ Stretch regularly.
- ⇒ Let your body recover.

**Tips to improve physical health**

- ⇒ Improve your eating habits.
- ⇒ Consider your BMI
- ⇒ Get enough sleep.

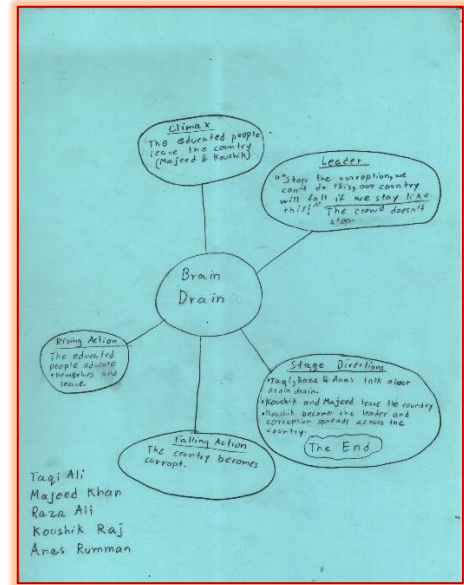
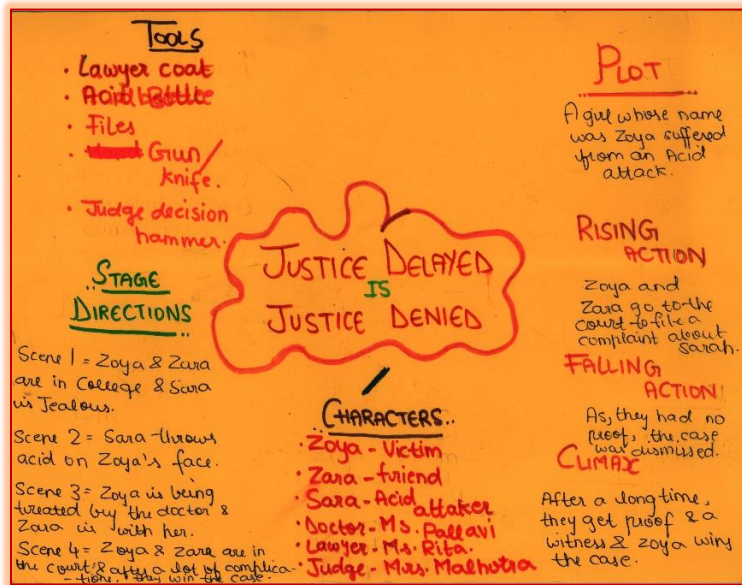
**Follow the 4-Week Schedule For Success in 100mts Sprint.**

<b>SUNDAY</b> 1	Start your day with ⇒ Warm-up - 10min ⇒ Walk for - 20min	8	⇒ Warm-up - 20 min ⇒ Jogging - 15 min ⇒ hopping - 10 min	15	⇒ Warm-up - 30 min ⇒ Running - 10 min ⇒ cycling - 30 min	22	⇒ Apart from this routine Run for Sprints, take a break of 10min and then run for another Sprints.
<b>MONDAY</b> 2	⇒ Take a break of 5min between Each activity	9	⇒ Warm-up - 20min ⇒ Jogging - 20 min ⇒ skipping - 10 min	16	⇒ Warm-up - 30 min ⇒ Running - 15 min ⇒ cycling - 30 min	23	Repeat this twice daily.
<b>TUESDAY</b> 3	⇒ Continue this activity for 3 days.	10	⇒ Warm-up - 20min ⇒ Jogging - 20min ⇒ stretching - 10 min	17	⇒ Do warm-up everyday Incorporate cycling, stretching and breathing exercises, daily.	24	⇒ Run more often
<b>WEDNESDAY</b> 4	⇒ Continue warm- up for 20 minutes every day.	11	⇒ Warm-up - 25min ⇒ Jogging - 25 min ⇒ breathing exercise - 10min	18	⇒ Do yoga as a routine.	25	⇒ Do speed work
<b>THURSDAY</b> 5	⇒ Give 5min break. ⇒ Brisk walk for 10 min.	12	⇒ Yoga - 15min ⇒ Warm-up - 25 min ⇒ Jogging - 30min	19	⇒ Play outdoor game like badminton, cricket, foot-ball at evenings.	26	⇒ Do squat jumps
<b>FRIDAY</b> 6	⇒ Do star jumps for the count of 20.	13	⇒ Yoga - 20min ⇒ Warm-up - 30 min ⇒ Jogging - 30 min	20	⇒ To strengthen your muscles do push-up & dot-drills.	27	⇒ Do high-knees.
<b>SATURDAY</b> 7	⇒ Warm up - 20 min ⇒ Jogging - 10 min ⇒ Do jumping exercise	14	⇒ Do Jogging and cycling for 30 min each.	21		28	⇒ Do sit-ups & crunches ⇒ Run 100mts with break

**Note:** Include Yoga, warm-up stretching in your Schedule.  
Focus on your diet Keenly. Include proteins, Carbohydrates, Vitamins & minerals in your daily diet. Be stress free & sleep well. This Schedule will help you build more endurance & train your body to run faster.

In **Physical and Health Education**, students learned concepts that helped them plan for better performance when running. The unit 'Run for Fun' developed self-management skills. This is the work that Ibrahim Waliullah, C6B submitted for the unit's summative assessment.

In **Performing Arts**, as a part of their Service as Action, C8 students are advocating for socio-political issue which will be presented in the form of a skit for the school community as an audience. This is the initial step where they are brainstorming ideas.



C7 students had to write their 'Artistic Intention' as a part of their Performing Arts Unit "Storytelling through Shadow Puppetry" and list out the criteria for success. Artistic Intention refers to decisions made by theatre makers, to communicate deeper meaning through their work. Following are few student samples:

- “ **My Artistic Intention:** I want to bring stories to life by sparking the imagination of students through creative drama.

**Criteria for success:** The narration should be clear to the audience, and it must be in sync with the movement of the shadows.

- **Mariyam Abbas, C7A**
- “ **My Artistic Intention:** I will create a plot that makes sense and appeals to the audience.

**Criteria for success:** use of varied material to create puppets, use of characters to perform a story, collaboration in the team

- **Bushra Hamed, C7A**
- “ **My Artistic Intention:** I will present an aesthetic shadow puppet theatre with precise hand-eye coordination, collaboration, communication skills, lighting and shadow projections.

**Criteria for success:** shadow movement must completely align with the story, creative use of light to vary the shadow intensity and length, hand movement must be flawless.

- **Syeda Batool Begum, C7A**
- “ **My Artistic intention:** My artistic intention is to creatively display all the skills that I have learnt in this unit.

**Criteria for success:** Collaborate with the group, create puppets, hand movement, narration

- **Mir Qasim Ali, C7B**
- “ **My Artistic intention:** My artistic intention is to artistically present a story while making skilful use of puppets, hand-movements, and narration.

**Criteria for success:** Skill of moving puppets, timing of the story and movement of puppets, narration must be in sync, relevant background of the story

- **Syed Mohammed Hussain Ali, C7B**
- “ **My Artistic intention:** My artistic intention is to perform shadow puppet theatre using the skills and techniques that I have learnt in this unit.

**Criteria for success:** Handling puppets, story flow must be smooth, light source must be used effectively, shadows must be clearly reflected.

- **Syeda Zehra Fatima, C7B**

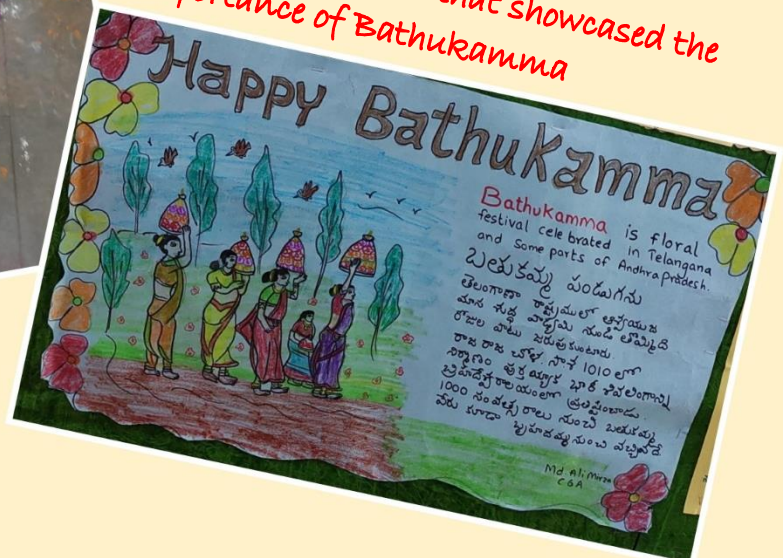


C6-C9 girls celebrated Bathukamma which is a major regional festival of Telangana. They made the Bathukamma.

C7 students participated in the Rangoli competition.



Boys made posters that showcased the importance of Bathukamma



ART GALLERY



Oil on canvas by  
**Murthuz Hussaini,**  
HOD SEN and Counselling & MYP Personal Project Coordinator



**Janish Kothia, C6B**



Insiya Syeda Abedi, C7A



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