

fenestra

A window to our culture of learning and sharing

Curious Minds, Caring Hearts

In Focus: Service Learning

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Fehmeed Ziaee, C7B



Restructuring of our school's leadership team

By Minhaj Arastu, Principal

When we opened our school in 2013, we did not know if parents would accept the IB curriculum. We did not know if we would be financially sustainable. We did not know if we would find teachers who shared our vision.

By the grace of God, in nine years, we have grown to three campuses, a teacher training centre, and a school improvement programme that reaches schools as far away as Ladakh. We are blessed with capable and caring leaders, teachers and administrators. Most of all, we are blessed with the responsibility of nurturing 1300 young minds and hearts.

With this growth in mind, we are making some changes that will allow our organisation to function more effectively and to grow further.

Each of our campuses will continue to be led by a **Vice-principal (Curriculum)** who is empowered to make all decisions about teaching-learning and staff. To guide and supervise the campuses, I will serve as the **Director-Principal**. My primary responsibilities will include mentoring the Vice-principals and ensuring that our schools meet international standards (of IB, Cognia, and Montessori education). To help me in this role, there will be two **Joint Directors**: Mr. Syed Mustafa Hussain (Curriculum) and Mr. Mirza Alamdar Ali (Operations). With this restructuring, each campus will strive towards excellence for its particular age group (Pre-Primary, Primary, HS) and according to its curriculum (PYP, MYP, SCERT, Montessori).



In this context, I will spend several months each year working away from Hyderabad on new projects and partnerships, confident that what we began in 2013 will

become stronger and greater. We hope for your continued support and pray that we can further our mission of establishing justice and mercy through education.

Importance of homework

By Zainab Taiyebi, HS Coordinator

In the years that I have taught, the biggest challenge that I have encountered is students completing homework. It is a herculean task to ensure that the student comes with his\her homework done. At Focus, we ensure that the child is given enough homework to ensure that there is an opportunity built in to practice skills and such that it doesn't burden the student. Homework is the best opportunity for the school and the family to be connected. It helps

- to develop good study habits.
- students to review and practice what they have learned in class and prepare for the next day.
- to extend learning by applying skills they already have to new situations.
- to integrate their learning by applying many different skills to a single task, such as book reports or science projects and learn to manage time and meet deadlines.
- foster positive attitudes towards school and a love for learning.
- teach students to work independently and develop self-discipline.
- encourage students to take initiatives and responsibility for completing their task.
- parents to have an active role in their child's education and to evaluate their child's progress.

Here are some ways parents can help with homework without getting involved in their child's homework:

- Create a dedicated homework space where your child can work without distractions -

the space doesn't necessarily have to be a whole room set- aside for your child, it can be cleared dining room table or desk.

- Set a regular time for homework. Allow sometime between school dismissal and homework for your child to blow off steam and unwind.
- Set up a schedule to complete longer-term projects - a checklist for which resources are needed to complete assignments, and a system for getting his/her completed work back into the backpack. (We can offer to help in a supportive way - "I see you have a big project coming up. Let me know if you'd like me to help you make a timeline for getting it done.")
- Do not punish your child for not doing homework - punishment builds resentment in the parent-child relationship and takes the responsibilities away from your child.
- Let the teacher give the consequences - and if they fall off the track, collaborate and brainstorm with them about how they might approach things differently next time.

We also have a homework policy in place which ensures that not more than 2 Homework assignments are scheduled for the child and talks about consequences that a child faces when he\she doesn't complete it.

Remember: Homework belongs to the child, not to the parents.

To be ready for tomorrow's opportunities, do your homework today. Learn, refine your skills, and focus of your growth.

- Anonymous

Culmination of MYP years into Personal Project
By Murthuza Hussaini, HOD SEN and counselling & MYP Personal Project Coordinator

“Children give their best when given the chance to do their best”

- Murthuza Hussaini

Have you ever wanted to display your talent, but couldn't fit it in your academics anywhere? Did you have a great project in mind but couldn't find a place for it in your regular science exhibition? Are you passionate about something and want to make a project out of it? How good would it be if your school asks you to present something that you are already good at or have personal interest or passion in? Doesn't that sound too good to be true? Well, it is true, and it is called MYP (Middle Years Programme) Personal Project.

In MYP year five, all children will get the opportunity to participate in a personal project and earn a certificate of participation from IB (International Baccalaureate). In a sense, the personal project is the culmination of all your learning and a chance to display your interests and hobbies using the knowledge and methods learnt over the five years in MYP. It is analogical to the PYP (Primary Years Programme) exhibition where children from primary years display what they have learnt over their journey in the primary years.

Does that mean you can create something that you are interested in and make a project out of it and present it as my personal project? Technically speaking that wouldn't be wrong, however, you need to see if that project meets the criteria and guidelines of IB. This means that the personal project does come with a set of guidelines and criteria and the grades are assigned to the personal project against the prescribed criteria. So, what do you think are some broad guidelines and criteria of the personal project?

To begin with, you need to show and prove that the project is aligned with your interests and hobbies. Secondly, you need to set a learning goal for the project, stating what you are planning to learn from the project. Thirdly, you need to show and prove that you have used the ATL (Approaches to learning) skills learnt over the years while making this project. These are some very broad guidelines and there are lots of finer details attached to it. Now a fun question. Why do we call this project a Personal Project? Well, you guessed it right. You are creating/making something that is aligned with your personal interest, hobby or passion and it is a project because it is a hands-on activity which is always fun.

So why a personal project in year five? Well, that is because year five is a very important milestone for the students as they graduate from high school and completing this project will give them a sense of achievement, independence and a chance to test their ability to follow guidelines and meet the required criteria and display the skills learnt over previous years. This will also set them on a path to follow their lifelong passion.

Our MYP year five batch in the AY 2022-23 will be the first to do the personal project and we are very excited about the possibilities and venues this activity will create for them. If you are in year five, then you will be seeing me a lot, as I will guide and help you to create an awesome project. If you are not in year five, but have questions regarding the personal project, you too are welcome to contact me

“You need to show and prove that you have used the ATL (Approaches to learning) skills learnt over the years while making this project.”

The Expert's Voice: Service Learning



Ms. Somana Fatima is the Service-Learning Coordinator (B.Ed., B. Com). She is a National Geographic Certified Teacher who loves reading and exploring new places. In this interview, she highlights the opportunities, challenges faced during service learning.

VS: What is service learning?

SF: Service Learning is a core element of the IB curriculum that is designed to extend student learning beyond the classroom. It embodies the spirit of learning by doing. Focus High School expects its students to become involved with their communities – an involvement that benefits both parties. In MYP this programme is called Service Learning. When students, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner it is called Service as Action.

VS: Why is it important for students?

SF: Service activities go beyond doing for others. These activities engage students with others in a shared commitment towards the common good. Meaningful service requires the understanding of a central issue, such as poverty, literacy or pollution; and the issue proves the need for the service. Additionally, meaningful service involves interactions with others, which establishes students' understanding of the rights and respect of everyone involved. This develops the students' ability to have open, clear, and collaborative communication with the community and/or individuals concerned.

VS: Comment on the learning of students through service learning.

SF: The service-learning outcomes identify the substance of students' self-reflection on service learning. All the learning outcomes are closely associated with the IB learner profile attributes and ATL skills. Through their participation in service, students can become more confident, self-regulated learners. Service learning provide a framework that enables students to:

1. increase self-awareness
2. enjoy the learning process through purposeful experiences
3. explore new and unfamiliar challenges
4. enhances understanding of knowledge, concept and skills relating to the subject

groups studied in school.

5. develop their ability to communicate and collaborate with others
6. experience and recognize personal development
7. transfer acquired skills and knowledge to new settings and situations in and out of the classroom
8. develop attributes of the IB learner profile.
9. appreciate and promote intercultural awareness and develop a sense of respect towards people in the community
10. create awareness about global issues that affect the local and/or global community

VS: Discuss the challenges faced when implementing service learning.

SF: The challenges faced by the students are:

- They have to take the sole responsibility, think critically, make decisions and solve problems.
- Interact with people outside the community.
- Initiate and engage themselves in new projects.
- To reflect on the whole learning experience and make connections with the related unit, ATL skills and IB learner profile developed.

But these challenges in turn help students develop ATL skills.

VS: What opportunities are you exploring to engage the students with the local community through service projects?

SF: There are different types of services that a student can perform. They are:

1. **Direct service:** Students engage directly with the people, environment or animals.

The opportunities that I am exploring for direct service are one-on-one tutoring, teaching a sport, volunteer work in a park clean up or to volunteer clean up after

community gatherings, fundraising for orphanages & old age homes (Sahib - a futuristic orphanage, Fatima old age home), creating a reading corner in orphanages.

2. **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment.

The opportunities that I am exploring for indirect service are: To write picture books to teach a language or Math, design brochures for future volunteers at a non-profit, participate in environment sustainability programmes, planting trees, Volunteer for a local or international organization that organizes community projects like UNESCO's projects.

3. **Research:** Students collect information from various sources, analyze data and report on a topic of importance to influence policy or practice.

The opportunities that I am exploring for research are students may conduct environmental surveys to influence their school, contribute to a study of endangered animals, compile a list of effective ways to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation, develop a fitness training programme, etc for saving heritage (with the support of Ms Madhu Votary), etc.

4. **Advocacy:** Students speak on behalf of an issue of public interest to promote awareness and understanding through dispersal of accurate information that may lead to others taking action.

The opportunities that I am exploring for advocacy are Students could lead an awareness campaign about reusable grocery bags, perform a play about replacing bullying with respect, or create a video about sustainable water solutions, promote local artisans, campaign for a pollution free environment, etc.

Service Learning in different subject groups

During the units, different subjects offered the following opportunities for students to do service.

In *Individual and Societies*, students of C6 organized a market of recycled products for fundraising for an orphanage as a part of their summative assessment for the unit - 'Trade'. From the amount collected through the sale of these products, groceries were purchased and given to 'Sahib- the futuristic orphanage'.

Purpose of this market

This market was organized to promote the idea that the major consequence of globalization and trading leads to the destruction of natural life and affects the environment and our surroundings.

The students had to record relevant information consistent with the research on 'Trade'. The students were able to calculate profit and loss made and evaluate the whole process in the form of a report.

The students were encouraged to give their earnings to a fundraiser for the orphanage because it enables them to give back to their local community. Additionally, volunteering can also be a fantastic way of pursuing self-development too, enabling them to build new interests and meet a fantastic variety of people from different backgrounds. They will develop empathy towards the deserving.

Reflection by Ibrahim Waliullah (C6B)

"The money I spent to make my products is 50 Rs. It was very challenging to make the products out of waste. By watching videos, it was easy to make the products. This was my first experience of making products and selling them. The profit of the products I sold was 130 Rs. I got back my 50 Rs which I spent on my products. I earned 80 Rs profit. I gave that profit to the teacher for the orphanage. We have given them some biscuits and useful products. Through the market I got to know that the money doesn't come easily. It takes time to get profit and I was selling products which were useful for the customers. We need to treat our customers kindly because in return the customers will give us respect. I appreciate Kaneez mam and Somana mam for their help in organizing the market for 6th class. Remember one thing that money is not easy to get. So please respect money because in these tough situations our dad or mom face every day to earn money. Thank you."



Again, C9 students did a campaign to promote Indian goods. This was service learning for the unit 'Colonization' in *Individual and Societies*. The students have studied about the effect on the sale of indigenous handicrafts, artisans and small-scale industries because of the import of manufactured goods to India by the Britishers.

Purpose of the campaign

The plan was to promote more local brands and take them to a global stage.

- Promote use of Indian handlooms and handicrafts to benefit local artisans and weavers.
- This campaign will help in creating a self-reliant (Aatma Nirbhar) nation by supporting local businesses.

- Making people aware that purchasing Indian products will help in the revival of every sphere of the economy from demand, supply to manufacturing, and make India self-reliant to sustain and tackle any Black Swan event in the future.

Activities

Students prepared posters, pamphlets, blogs, websites and speeches. They displayed the posters and pamphlets in the corridors. They went to other classes allotted by the supervisor and gave speeches.

Website link: <https://sites.google.com/view/9a-service-as-action/home>

Reflection by Syed Ameer Raza Kirmani, C9A

"Bringing in awareness about this issue in our community was essential, as the Indian economy was affected a lot by the COVID crisis, and the people who were impacted the most were the Indian good suppliers. If we don't keep supporting them and choose foreign brands over them, we are doing nothing but harming our own nation. Also, these foreign brands do not establish their industries in India, so even if we buy something like a Samsung or Apple product in India, it will directly contribute to the economy of Korea and the USA, so we also wanted to encourage these brands to establish their industries in India."

They also campaigned for create awareness about paying taxes. Students have studied about the excess taxes collected by the Britishers and its effect on the common men. They studied the effect of paying heavy taxes to Britishers on Indians.

- To highlight that hospitals, schools, roads, pensions and social security are funded by these tax revenues.
- To point out that budgetary losses caused by tax evasion can impact members of one's own family.

Purpose of the campaign:

- To enhance social awareness about the benefits of paying taxes, as well as the overall implications of undeclared work and its negative effects on the principles of solidarity and fairness in the application of social security rights.

Activities:

Students prepared posters, pamphlets, blogs and speeches. They displayed the posters and pamphlets in the corridors. They went to the other classes allotted by the supervisor and gave speeches.

Reflection by Ahmed Ali, C9B

"The need or problem that I was addressing through my service as action is to pay the taxes on time. We must pay our taxes on time, and we have to follow the income tax rules. As per the income tax rule you can carry forward losses to subsequent years if filing [ITR] before the due date. This provision will help you in reducing your tax liability from any further income. We must pay the tax before the due date so that we can be punctual. Taxation not only pays for public goods and services, but it is also a key ingredient in the social contract between citizens and the economy. Holding the government accountable encourages the effective administration of tax revenues and, more widely, good public financial management."

Lastly, they also campaigned to raise awareness about corruption. Students had studied about the corrupt landlords during colonization in India and its effect on the people and development of India.

Purpose of the campaign:

- Increase awareness of corruption and its extraordinary negative impact on Individuals and society.
- Making the people aware that fighting corruption is a global concern because corruption is found in both rich and poor countries, though poor people are the ones that suffer the most.
- Educate the public about the Government's responsibility to be corruption-free. Equal and fair justice for all is crucial to a country's stability and growth. It also helps to effectively fight crime.

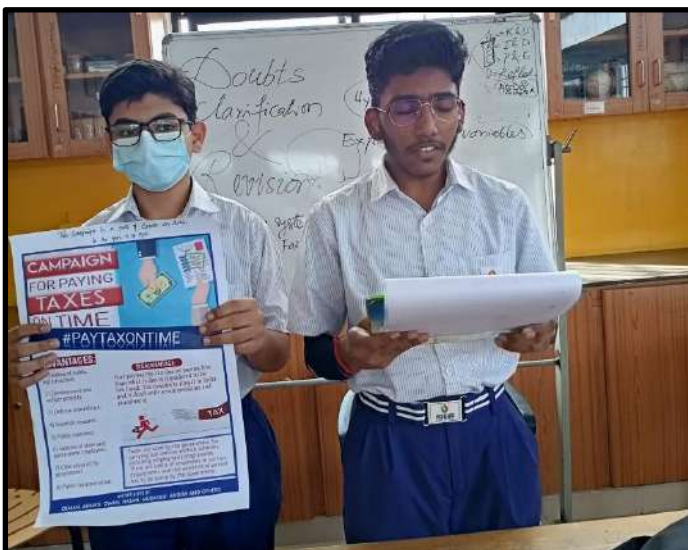
- Raise awareness among the public, the media and Governments about the costs of corruption for key services such as health and education. All of society benefits from functioning basic services.
- Educate their peers about what ethical behaviour is, what corruption is and how to fight it, and encourage them to demand their right to education. Ensuring that future generations of citizens are brought up to expect corruption-free countries is one of the best tools to ensure a brighter future.
- Create an environment where the rule of law prevails.

Activities:

Students prepared posters, pamphlets, blogs and speeches. They displayed the posters and pamphlets in the corridors. They went to other classes allotted by the supervisor and gave speeches.

Reflection by Alina Rushda, C9B

"I learnt that corruption is illegal and is happening in most of the world. The effects of corruption are very vast as it may affect economic growth. We should stop corruption as it may put the country at risk. By giving a speech against corruption to the community I helped them to become aware of corruption as it is a crime. The community became conscious of the issue. Solution for this can be by spreading awareness among the people against corruption. By spreading awareness our country will be better and secure from corruption which would have a good impact on our economic growth."



In *Language Acquisition (Hindi)*, students went to an orphanage to celebrate festivals.

अनाथावस्था बच्चों से भेंट

एक त्यौहार की परंपराएं और उद्देश्य लोगों की मान्यताओं से जुड़े होते हैं।

अभियान इकाई से कैसे संबंधित है?

इस इकाई में, छात्रों के सीखने के उद्देश्य हैं:

- क्षेत्रीय त्यौहार और उसके उत्सव
- सांस्कृतिक त्यौहार और उसके उत्सव
- राष्ट्रीय त्यौहार और उसके उत्सव
- अंतर्राष्ट्रीय त्यौहार और उसके उत्सव
- मौसमी त्यौहार और उसका उत्सव

त्यौहार पारंपरिक उत्सव हैं जो एकता, दया और मस्ती की भावना का पोषण करते हैं। ये परिवारों और दोस्तों के लिए इकट्ठा होने और एक साथ काम करने का अवसर बन जाते हैं। वंचित लोगों तक इसे फैलाने के लिए, **फोकस उच्च विद्यालय** कक्षा ६ और कक्षा ७ के छात्रों ने "साहिब, द फ्यूचरिस्टिक अनाथालय" का दौरा किया। यह छात्रों की सेवा सीखने का एक हिस्सा था, जहां हिंदी विभाग और छात्र

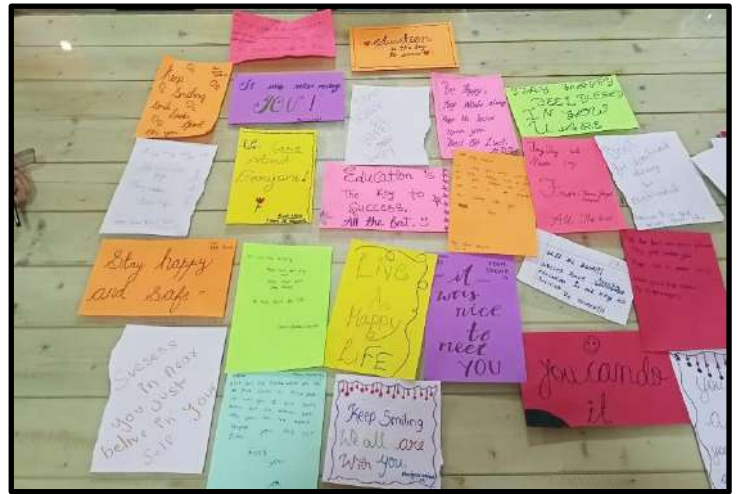
बच्चों के साथ समय बिताने गए और इसे यथासंभव उत्सवपूर्ण बनाना सुनिश्चित किया:

इस सेवा-शिक्षण गतिविधि के लिए, छात्र राशि एकत्र करे और एक चिह्नांकन-सूची (Check list) तैयार करें। चिह्नांकन-सूची में छात्रों के नाम और एकत्र की गई राशि शामिल लिखी गयी। दो सप्ताह के बाद छात्र एकत्रित राशि की गणना करें और मिठाई और टिफिन बॉक्स लाकर वे एक अनाथालय का दौरा करने का फैसला लिया गया और त्यौहार के अवसर पर अनाथालय के छात्रों को मिठाई और टिफिन बॉक्स वितरित करने का सुनिश्चित निर्णय लिया गया

छात्रों द्वारा व्यवस्थित कुछ गतिविधियाँ इस प्रकार हैं:

- छात्रों के साथ 1 मिनट का खेल जहां विजेताओं को पेंसिल, पेन आदि दिए गए।
- जोड़ियों में चित्र बनाना - यहाँ हमारे स्कूल के छात्रों ने अनाथालय के छात्रों के साथ मिलकर चित्र बनाया। अनाथालय के छात्रों के सुंदर चित्र देखकर हम चकित रह गए।

अंत में, **फोकस उच्च विद्यालय** के छात्रों ने अनाथालय के छात्रों के लिए प्रेरक उद्धरण लिखे।



In *Design*, students were involved in direct service through peer teaching.

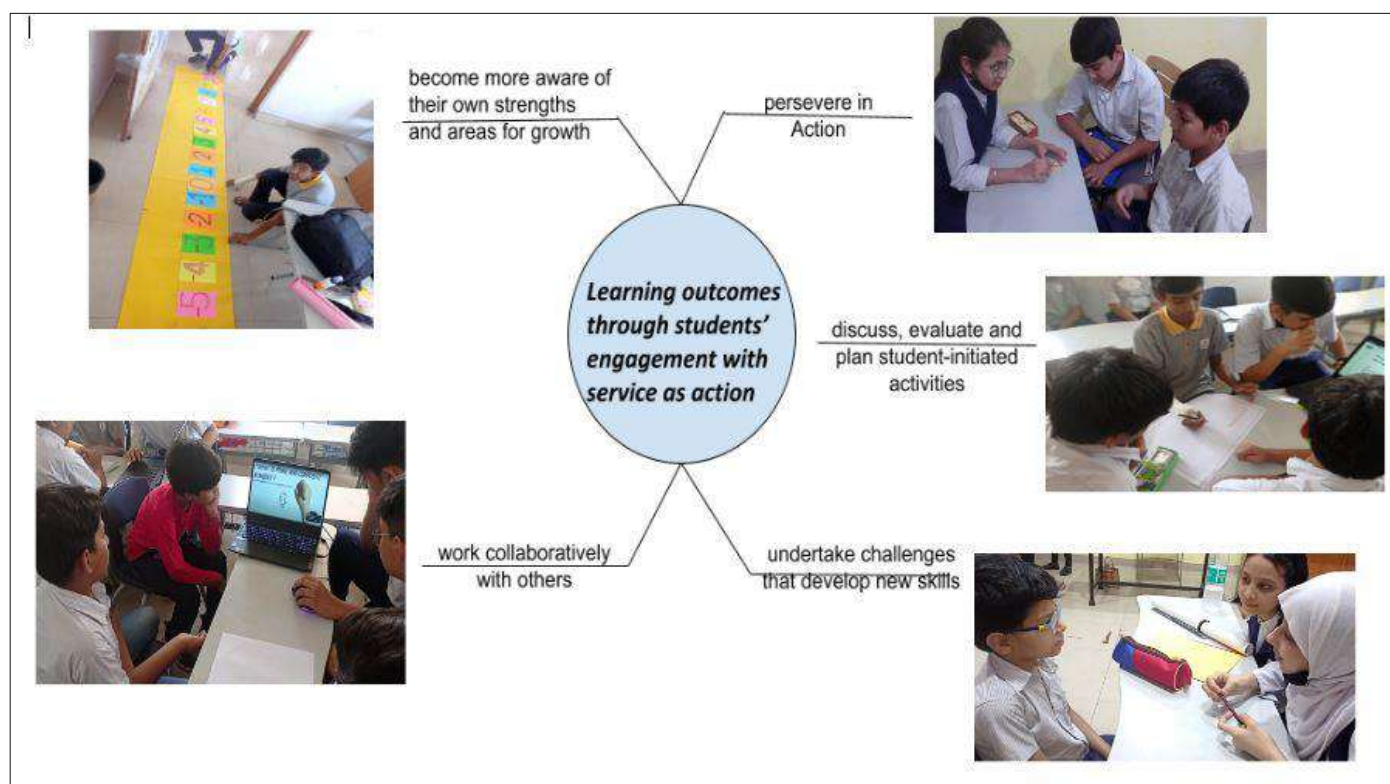
Finding out about potential of self

At Focus High School, service as action is at the core of the mission. We are a community of lifelong learners whose aim is to enable children develop in all aspects of life. To make a positive difference in the lives of individuals in the community, **Y-3 Designers** initiated a service plan to teach **SPECIAL** students at PH campus of Focus High School.

Activity - Based on the ongoing unit 'How can animation help us learn mathematics?' in Design, Y-3

students planned the activity to explain Math concepts in a simple way by creating a video presentation about it. They visited the PH campus and presented it to the students over there. This was an unpaid and voluntary exchange that had learning benefits. To develop a thorough understanding of the concept, they also planned interesting activities relevant to the concept.

Outcomes that were addressed in this service



Students identified challenges encountered during the service and thoughtfully wrote reflections

Fizza- The learner profile that I have demonstrated was communicator, As I explained about data handling to special kids in NKB.

Abiha- The learner profile that I have demonstrated was inquirer, As I inquired everything in short for small kids.

Hiba- The learner profile attributes that I demonstrated were Communicator. That is because I talked and interacted with the students to help them understand it.

Batool- I think the best profile attribute that I demonstrated is Knowledgeable (cuz I'm smart 🤓🌟)

طلبہ نوکس ہائی اسکول دارالشفاء کی جانب سے اُردو رسم الخط اور خطوط نویسی کی بابت شعور بیداری

میر شجاعت علی

نوکس ہائی اسکول دارالشفاء کی طالبات نے نائب صدر مدرس جناب ہمایون صاحب پرانی حویلی اور دیگر اساتذہ کے تعاون سے مختلف جماعتوں کے طلبہ میں خطوط نویسی اور اُردو رسم الخط میں ای میل کے زیر عنوان تدریس کے فرائض انجام دیں۔ طلبہ نے اجزائے خطوط، اقسام خطوط، خطوط نویسی کی روایت ختم ہونے کی وجوہات، فی زمانہ ای میل کی افادیت اور اُردو رسم الخط میں ای میل کرنے کے طریقے جیسے اہم موضوعات کا احاطہ کیا۔

طالبات کی اس تدریسی ٹیم میں سارا احمد، زہرا فاطمہ، معصومہ نرجس، کلثوم فاطمہ، مسکان فاطمہ، علینہ رُشدہ، ارجمند فاطمہ، ماہرہ فاطمہ اور فضا خرد مند شامل تھیں۔ واضح رہے کہ مذکورہ تمام طالبات کا تعلق جماعت نہم ہی سے ہے۔

اس منصوبے اور عملی خدمات کے نتائج

یونٹ خطوط نویسی، سروے اور عملی خدمات کے مندرجہ ذیل نتائج حاصل ہوئے۔

1- طلبہ تاریخ خطوط نویسی، اجزائے خطوط، اقسام خطوط وغیرہ سے واقف ہوئے۔

2- خود سیکھو اور دوسروں کو سیکھاؤ والی بات پر عمل کیا۔

3- علم حاصل کرنا اور اسے اپنی عملی زندگی کا حصہ بنانے کی عملی سعی کی۔

4- طلبہ نے اُردو رسم الخط میں ای میل کرنا سیکھا اور اسے دوسرے کو سیکھایا۔

5- اُردو رسم خط کی ترویج کی عملی کوشش۔

6- دیگر طلبہ کو پڑھانے کا موقع فراہم ہوا۔

7- صدر مدرس، نائب صدر مدرس اور اساتذہ کو اُردو رسم الخط میں ای میل کرنے کا موقع ملا۔ وغیرہ

وہ علم و آگاہی جو زبان کی چاشنی اور حُسنِ سماعت تک محدود ہو، ایسا علم باعثِ مسرت تو ہو سکتا ہے لیکن مفید اور نفع بخش نہیں ہو سکتا۔ کیوں کہ علم و آگاہی کے حصول کا مقصد، ہدف اور نتیجہ عملی زندگی میں بہتری ہے۔ ایسا علم کا کوئی فائدہ نہیں جو عملی حیات کا حصہ نہ بن سکے۔ علم ہو مگر اس پر عمل نہ ہو گویا یہ ایسی سعی و کوشش ہے جس کا حاصل کچھ نہیں۔

الختصر علم، علم نافع جب ہی کہلائے گا جب اس پر عمل کیا جائے۔ شاید یہی وجہ ہو سکتی ہے کہ آئی بی طلبہ کو عملی خدمات کی ترغیب دیتا ہے۔ آئی بی طریقہ تدریس میں اساتذہ بھی اس کا خیال رکھتے ہیں۔ البتہ یہ کام عملی طور پر ہر یونٹ میں ممکن نہیں۔

اس سال ہم نے ایک یونٹ بنام خطوط نویسی میں طلبہ کے لیے عملی خدمات کی پیش کش کی جسے جماعت نہم کی طالبات نے قبول کیا اور بہت ہی اچھے انداز میں مکمل بھی کیا۔ یوں تو ہر موضوع میں اساتذہ طلبہ کے لیے عملی خدمات کے مواقع فراہم کرتے ہیں، البتہ طلبہ آزادانہ طور پر اور اپنی پسند کے مطابق اس کا انتخاب کرتے ہیں۔

عملی خدمات کا منصوبہ

عملی خدمات کے منصوبے کو ہم نے دو حصوں میں تقسیم کیا تھا۔ پہلا خطوط نویسی کے بارے میں ایک سروے۔ اس سروے میں 201 افراد نے حصہ لیا۔ اس سروے میں خطوط نویسی، ای میل اور اُردو رسم الخط میں ای میل کرنے کے بارے میں پانچ سوالات پوچھے گئے۔ دوسرا حصہ اس سروے کی بنیاد پر شعور بیداری اور دیگر طلبہ میں خطوط نویسی اور اُردو رسم الخط میں ای میل کرنے کے طریقے کو متعارف کروانا تھا۔

منصوبے کے تحت پہلے ہم نے سروے کیا پھر شعور بیداری کے لیے اپنے ہی اسکول کی شاخ پرانی حویلی کا انتخاب کیا۔ جہاں

طالبات فوکس ہائی اسکول دارالشفاء کی یادگار تصاویر اور سروے کے نتائج



Students in Action

Live your life

By Kulsoom Fatima, C9B

"Don't be afraid that your life will end, be afraid that it will never begin."

- Grace Hansen

Life is the precious thing, which can't be sold neither taken nor borrowed. Life is only for one time, it is simply as a chance, this chance can't be given once again. We all have no idea when our life's thread would end, it may be any time. You have seen that there are some people who live very happily. You think it's just because of money, but there is a small secret behind it.

Let me tell you that small secret: "Positive thinking!" Yes, this is the secret. When you start taking things in this way you would seriously think that you are also one of the happiest people alive. Even when some tragedy happens with you, you first think that 'there may be something good behind it'. And whoever thinks this would be the happiest person in his/her life.

No one knows when they would die but live like you will die tomorrow. This looks a little weird, but seriously this will show you how to live your life. When you think this way, you will try to live your today in the best possible way. Your today should make people smile, your today should create happiness. And yes!!! When you make the people happy and make them smile then automatically you would feel that your everyday would be the best day of your life.

A very nice quote which sums up my thoughts is 'Plan your life like you will live forever and live your life like you will die the very next day.' At last, I would say live your life happily, who knows when we have to leave this world. "Today's Moments Would Become Tomorrows Memories". Life is the only one granted chance to you, so once again live your life king size.

My Choice

By Zoha Bilgrami, C9A

Who I am is not for you to write,
It's a choice or moreover a mindset,
That is made by me and only for me
To live a life without misery,
But I know, I know you'll never get it
I did conquer the unlighted days,
And I did ignite lighted days,
For me and only me
But I know, I know you'll never get it
It's like I am going round and round,
In a world full of chaos
Chained up with perspectives,
From my people and only mine,
But I know, I know you'll get it someday

Lost in Space

By Syed Zainul Hassan Abedi, C6B

While searching for something in space
Came suddenly across a paradise like place
It was a glowing star
But sadly too far
The star was shining right on my face

Winning Games

By Shafaat Minsaria, C6A

I have a habit of winning every single game
I don't need any money or any fame
I am confident this day
That is unstoppable today
I know you will never beat me in this game

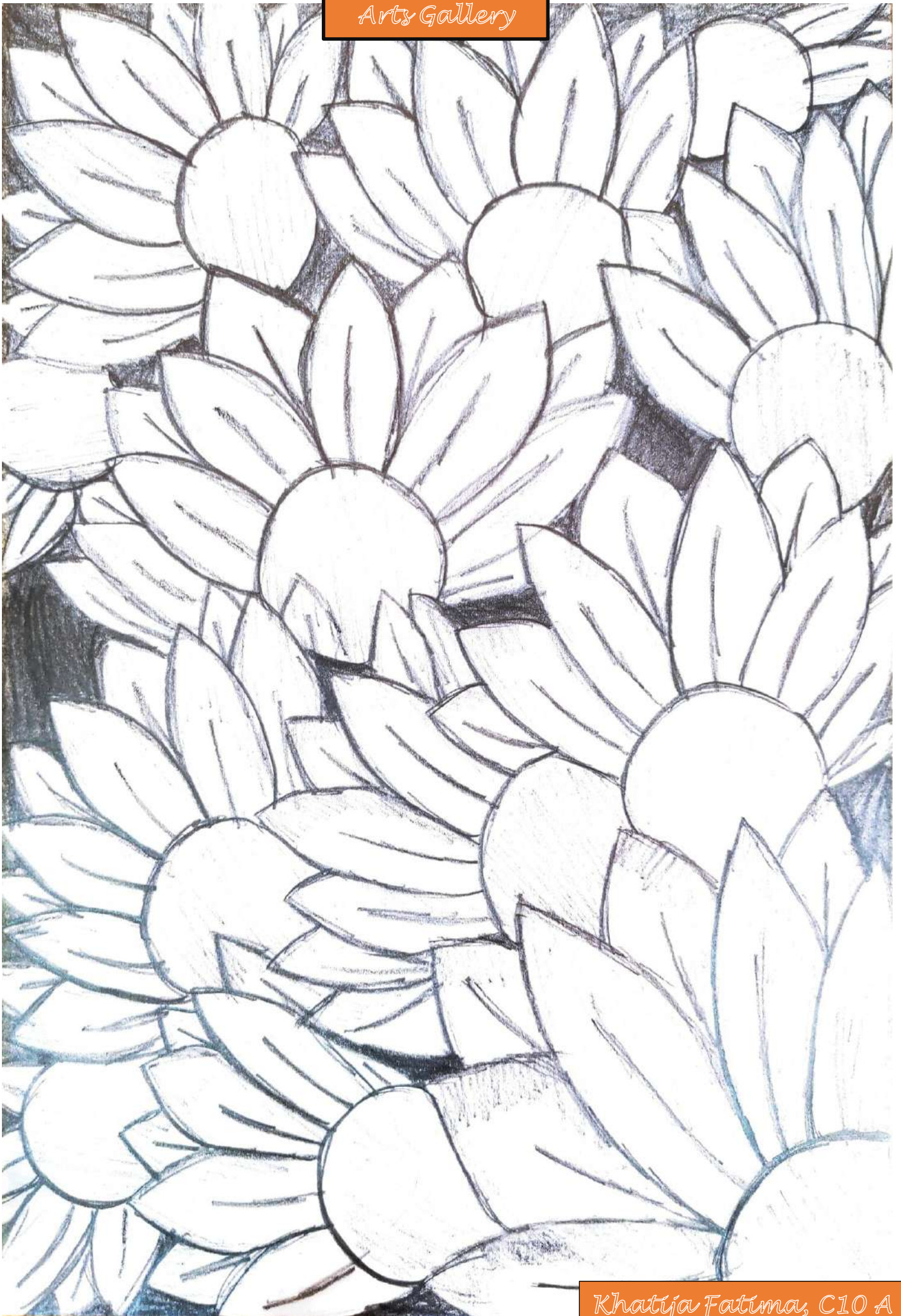
Listening matters

by Syeda Alina Rushda, C9B

Everyone in the world has their own thinking and mentality. People don't accept and agree with what others say. They only trust that whatever they are saying or believing is accurate. But in the end, they realize that they could have listened to others. There are few people who listen and respect others' ideas. Do you also respect others' ideas?

There was a deferential girl who always respected other ideas. Her name was Jane. She always listened carefully to others and respected their perspectives. One day, in the school there was a new student. Her name was Isabella. She was very cruel to everyone. She had an irritating attitude. Jane went to Isabella and said, "Hello, my name is Jane, can you be my friend." Isabella ignored Jane, she was looking around and murmured to herself *oohh, this girl is so annoying!*

Jane understood Isabella's nature. So, she went back to her place and sat on it. The teacher entered the classroom and she started teaching a lesson. The teacher announced, "Dear students, I am going to teach you a lesson and tomorrow I am going to take a test on it so listen carefully." Everyone in the class concentrated on the teacher's explanation but Isabelle was thinking of something else rather than focusing on the teacher's explanation. She said to herself *ah! This teacher is so tedious, I am fed up with listening to her wearisome lectures.* The teacher ended her explanation, and, in the end, she asked some questions regarding the lesson she explained. She pointed to Isabelle and asked to summarize whatever she explained. "Come on Isabelle, summarise the whole lesson which I explained to you." Isabelle got anxious for some time because she was not listening to her teacher. She was quiet for a minute, her teacher said to her "What happened, I am waiting for your response." Isabella didn't answer her ma'am's question, the teacher asked Jane to answer the question. Jane responded well. The teacher appreciated Jane.



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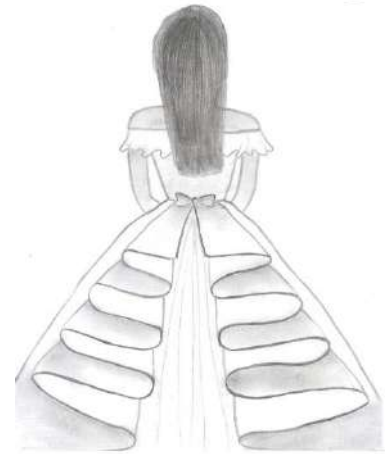
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