

IB PYP newsletter

GD GOENKA WORLD SCHOOL
an IB and Cambridge International School
Gurugram, Sohna Road



Message from the Director Principal,

Dear Parents, Empowerment is about supporting students in leading and in ensuring that they learn as they lead. Here at IB PYP, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding, compassion and respect. Our first exclusive PYP newsletter begins with the International Baccalaureate Primary Years Programme Mission Statement. We thought this the perfect way to begin as it voices our collective goal to improve and better the outcomes for all our students.

As a school, we recognise the importance for teachers and parents to work together and be role models. It is through watching others around us that we, as well as students, learn. It is when teachers and parents question, students will learn how to ask questions. It is when teachers and adults model curiosity that students will learn how to inquire and find knowledge. It is when teachers and adults show care towards others that the students will endeavour to do the same.

Message from the Head of Programme-IBPYP

Reigniting School enthusiasm - With the new Academic session comes the new plans, newer strategies, motivation to make the teaching and learning as interesting as possible for our youngest group of students. They are the ones who are brimming with enthusiasm, the much needed energy and eager to explore and learn in their own ways. Their zeal for life keeps them buoyed up in the sea of events; they can sail through the rough seas that come along because children are enthusiastic and positive by nature towards life. At GD Goenka World School, we help our students construct the brain circuits and become lifelong learners, be able to transfer and apply what they learn to real world situations. And thus teachers' enthusiasm sparks their curiosity and jumpstarts their motivation to learn and then there's no stopping... Children are ready to dive and face the challenges in the world they live in. We look forward to a wonderful, exciting academic year with all our stakeholders in the journey of learning which will be full of joy, excitement, rigour and commitment.

PYP Spotlight AGENCY



The IB defines Agency as, "the power to take meaningful and intentional action, and acknowledge the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community."

PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others. The job of the teacher is to facilitate opportunities with their learning that enable more active participation.

Students take initiative, express interest and wonderings, make choices and are aware of their learning goals. They are actively engaged, and monitor and adjust their learning as needed. Students offer feedback to others and consult on decisions that affect them. In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs.



GD Goenka World School believes in a shared collaborative learning environment as it helps foster a great association between the parent and school community in the well being of the students. It is an annual feature at GDGWS to connect on a quarterly basis and join us in the journey of understanding the nuances of the Primary Years Programme better. The first Coffee Morning of the academic session 2022 -23 was held in April, 2022 in the school campus which was very interactive and the parents got an opportunity to experience the learning process in the IB PYP

Coffee Morning

Recognition Day



Praise and recognition are crucial components in the life of anyone, from a child to a grown up. We at GDGWS believe that each child is special in his/her own way. PYP "Recognition Day" for Grades Nursery - 5, an annual feature, was organized on April 2, 2022 for the batch of 2021-2022. Each child was facilitated for displaying the IBPYP Learners Profile and ATLs in their learning journey. Each child was given a certificate by the Director Principal, PYP Head of Programme and the Form Tutors. Parents were invited to witness such a wonderful achievement of their children.



Mother's Day

Mother's day is a special day as it celebrates the bond of love and affection that is everlasting. Mothers are the emotional backbone of the family, who have the magic touch to heal all wounds and make all things beautiful. The staff of GD Goenka World School, Sohna hosted their mothers on this special occasion. The event was held on 6th of May, as mothers were specially invited to spend a memorable day filled with activities and fun. A host of performances were planned to honor and appreciate all mothers. The venue was aptly decorated in keeping with the Hawaiian theme. The event commenced with the lovely messages sent by their kids to all the students. Later on the gathering was addressed by Director Principal Dr. Neeta Bali ma'am followed by a fashion show by the dynamic mothers who rocked the stage. Later on the mothers were grouped and gave performances like an enactment of a movie scene, singing a lullaby to a patriotic song. The show ended with a game of tambola with the moms taking back fond memories of a day well spent.



Pool Bash

Come Summers and children look forward to having fun playing in the water. A pool bash was organized for students of Grades Nursery to 5 where they played some water games like treasure hunt, filling the can, water polo. Students thoroughly enjoyed the day playing in the pool with their friends.

Parent-teacher meeting

An in person parent teacher meeting was held on May 28, 2022, an opportunity for all parents to interact with the teachers and understand the progress made by the children in all the dimensions of their learning journey. Parents were happy to be connecting with the teachers in person after 2 long years of being online.



Earth Day is an event celebrated every year on April 22. The event is held world wide to celebrate support for protection of the environment. Students of Grades Nursery to 5 engaged in varied activities towards making a greener Earth. Students of Grades Nursery and KG participated in Go Gardening. They created their own garden in the school premises, sowed seeds and planted saplings of different types of plants, watered them and taken a pledge to take care of their garden. Students of Grade 2 created bird feeders and brought bird feed and hung the feeders and water containers at different points in the school premises. Students insist that they replenish the feeders frequently so that the birds get food and water. Grade 4 students took to a Plantation Drive. They brought saplings of trees like Mulberry, Gulmohar, Peepal and Neem trees which will allow for pollination and attract more birds and insects in the school ecosystem, a step forward towards the betterment of the environment. Grade 5 students participated in creating art from trash under the guidance of a volunteer parent, Ms. Deeksha Mahajan



Earth Day Celebrations

Grade nursery

TD Theme: Who We Are

Central Idea: Exploration of our body helps to understand ourselves

Lines of Inquiry:

LOI 1 - Role of our body parts

LOI 2 - Taking care of body parts

LOI 3 - Consequences of choices

Key Concepts: Function, Responsibility, Causation

ATLs developed: ATL's: Communication skills (Exchanging information) Self Management Skills- Gross and Fine motor skills

IB Learner Profiles developed: Caring, Open minded, Inquirer, Reflective.

How we express ourselves



A Quick Peek into Learning: Students did tuning in by arranging the body parts using cut outs , they identified their five body parts. They identified cut outs of body parts. They assembled body parts to make a body. They traced the eyes, nose and mouth with a marker on the plastic lid in pairs as a part of SEL learning and to strengthen their eye hand coordination. They painted a paper plate and made a face by pasting eyes, nose, lips and ears. They learnt about the five senses - eyes - to see, nose -to smell, ears-to hear, tongue- to taste, skin - to feel. They smelled different fragrances like a rose flower, perfume to make connections with smell, got different food items like laddoo, chocolate, cake, chips, salt, lemon, imli candy, kurkure etc. to make further connections related to taste.They also explored different materials for learning the concept of soft, rough, smooth, bumpy, cold, hot. As a language integration ,students learnt and recited the rhymes- "Ten little fingers, Ten little toes , Two little ears and one little nose.Two little eyes that shine so bright , One little mouth to kiss mummy good night" and "Head, shoulder, knees and toes -knees and toes and eyes and ears and mouth and nose. Head shoulder....", "Chubby cheeks, dimple chin, rosy lips, teeth within...." which was thoroughly enjoyed, thus making them confident communicators.



Trace the Face and Eye - Hand Coordination Activity

**“Play gives children a
chance to practice
what they are
learning”- Fred Rogers**

Play is the most important way of learning new skills. Hands-on learning develops thinking skills by encouraging little ones to learn through exploration. As a part of unit integration, “Trace the Face” SEL activity was conducted with the students. Our youngest learners reflected on their understanding of the facial features through a fun filled activity. While working in pairs, students identified, named and traced facial parts of their friends. Little ones demonstrated the IB Learner attributes of taking turns thus being Principled and caring during the activity. Playful activities also enhanced eye-hand coordination and motor skills of our young learners.



Grade KG

A Quick Peek into Learning : Children explored nuclear and joint families. They enjoyed singing the rhymes " families are big" and " You are my family" with actions. They were excited to share the number of members in their family with their peers. They enthusiastically drew their family members and understood that families come in all shapes and sizes. A survey was also conducted by the students on the family member's interests which got them aware of how to take a survey and the same was shared in front their friends. A bar graph was also made in the class with the data collected by the students on their family members which further helped them in making connections to their learning and enhanced their knowledge on family and friends.



TD Theme: Who We Are

Central Idea: Communities influence the beliefs and values of an individual.

Lines of Inquiry

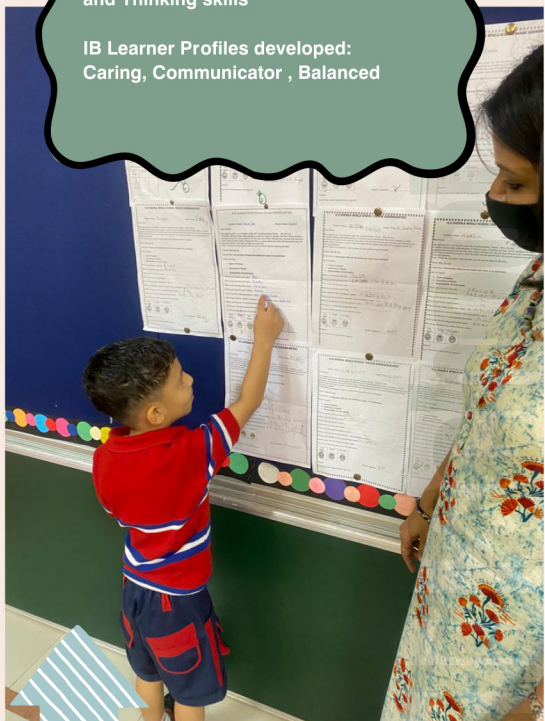
1. Role of family and friends
2. Beliefs and values within a family
3. Responsibility towards family

ATLs developed:

**Communication skills, Social skills
and Thinking skills**

IB Learner Profiles developed:

Caring, Communicator , Balanced





Feelings Play Dough Mats



Recognizing facial expressions is crucial for the success of social interactions. We generally use our face to express our emotions as a way to communicate. When kids learn to manage their emotions in childhood, it leads to positive attitudes and behaviours later in life. SEL activity was conducted with an aim of developing emotional vocabulary for children to identify and talk about their feelings and read others through facial expression. Play dough Faces Mats – a fun activity helped kids work on their social and emotional, their creativity and fine motor skills. Students demonstrated various emotions using play dough and matched it with their facial expression.

Topic- Good and Bad Touch



“Touch is the first language we speak.”

A session on 'Good and Bad Touch', an effort to teach our children recognize and protect themselves against dangers from an early age was organized for grade Nursery and KG students. It was held as a part of their ongoing unit integration to support the cause of creating awareness on child safety. The session highlighted how to handle a bad touch by shouting 'NO', running away from the person and informing a safe adult about the same. They also shared about people who are in their safe circle.

Library

A storytelling session *Elephant Learns To Share* which helped them to understand the importance of being “Caring”.

Grade 1



TD Theme: How we organize ourselves

Central Idea: Development in transportation system may change the world

Lines of Inquiry:

Role of different transportation systems

Development of transportation system

Transportation systems and the environment

Concepts

Function, Change and Connection

ATLs developed: Thinking (analyzing and evaluating ideas) and communication skills (Listening and speaking)

IB Learner Profiles developed: Inquirer and Communicator

A Quick Peek into Learning

The unit began with a provocation story - 'The Train Journey'. Children brainstormed on different ways to travel to places like school, mall, vacations etc. Children watched videos on modes and means of transport and inquired about different ways to travel on air, water and land. They understood the reasons for having different types of transportation systems and its importance. Children further explored transportation when they visited the "The Heritage Transport museum". They saw the evolution of wheels and development in transportation systems. They learned to take surveys and used the data to make Bar Graph. They learnt new vocabulary related to the transportation system across the world. They developed their oral communication skills by taking part in various discussions. Through various activities, they acquired knowledge and reflected on the best practices for a better world.





Social
Emotional
Learning
SEL



Circle of compliment

"Compliment magnifies people's strengths, not their weaknesses."

Praise can have a powerful effect on the way children think, boost their confidence level and sense of self-esteem. Compliments are the best way of ensuring that each and every one is loved and valued. Students learnt a kind act of giving and receiving compliments. Circle of compliment is an effective way to transform a classroom into a compliment giving, respecting and kind environment. Students learnt to give compliments to their classmates as they noticed them doing something nice, working hard or just following directions. Students showed IB PYP learner profile Caring by practicing circle of compliment in their lives.



Specialist
Subject



HINDI

Akshar & Shabd

Students co-constructed Essential Agreements. They revised Hindi akshar and two letter and three letter words and simple sentences with these words through different class engagements: match the picture, write the name/ first letter of the pictures. They also learnt about different modes of transportation (hindi names), they made 3D models of airplane and boat using paper as art integration followed by writing the akshars used in the names of different transports. They also played Tambola of akshar.



Grade 2

A Quick Peek into Learning

The students began with provocation and brainstormed through a mind map on food, where they named various food items and categorized them into Healthy and Unhealthy food. Children read books and did comprehension passages under the concept "Form". They learnt new vocabulary based on the topic. The students were excited to do hands-on activity to understand the what, why and how of learning. They brought various food items, wrappers and pictures from home and showcased their thinking skills by putting them under the correct Food groups - Carbohydrates, Proteins, Fats, Vitamins, Minerals. Further, they inquired about the consequences of choices we make and factors that lead to healthy well being by delving deeper into the conceptual lens of "Causation" and "Responsibility". For in-depth understanding they made connections with real time and reflected on their daily routines and daily meals to understand the difference between active and passive lifestyle. They investigated the food pyramid and became knowledgeable about balanced diet. To become international minded learners they researched local and global cuisines in ICT class and broadened the horizon of their learning and thinking and hence, enhanced research skills. Since assessment is the celebration of learning, grade 2 inquirers assessed their in-depth knowledge, understanding and skills by playing a quiz using Kahoot tool, which was a thrilling experience for them. Grade 2 Thinkers made their own checklist (action plan) for sustainable development goal no. 3 - Good Health and Well being, in order to understand their responsibilities and roles in the accomplishment of the goal. This engagement fostered their IB learner profile attributes of being Caring and Open minded. They demonstrated their creative thinking skills by creating posters to spread awareness about good health and wellbeing and made assertive presentations. They were exposed to various Visible thinking routines and graphic organizers to document their learning and to create a culture of thinking in the classroom ecosystem.

As SEL integration, students of grade 2 attended a session about maintaining a healthy lifestyle and the importance of physical activities in order to enjoy the benefits of a healthy living. Students were engaged in an activity 'eating a rainbow' and discussed various ways to maintain a healthy balanced diet and to stay fit. Session concluded with the aim for the students to be better learners and become healthy by making small changes in everyday routines.



TD Theme
Who We Are

Central Idea
The choices people make play a vital role in health and well being

Lines of Inquiry
Components of Food
Consequences of choices we make
Factors that lead to a healthy well being

Concepts
Form, Causation, Responsibility

ATL's Developed
Thinking (Analyzing and Evaluating ideas),
Communication (Reading, writing, Speaking),
Research (Gathering data)

IB Learner Profiles developed
Thinker, Reflective, Knowledgeable.





"Our feelings are our most genuine paths to knowledge."
Coming back to the school after the pandemic triggered different emotions among children. Sometimes, a picture really is worth a thousand words. An SEL (Social Emotional Learning) Activity was conducted with students of Grade 2 with a motive to recognize the emotions they have experienced returning to the school. Students drew their emotions and used it as a mask to name their feelings with their peers. This activity helped students to acknowledge that it's okay to feel these emotions. They learnt to be a better communicator and be more caring towards their friends.

Social Emotional Learning SEL

Emoji Mask

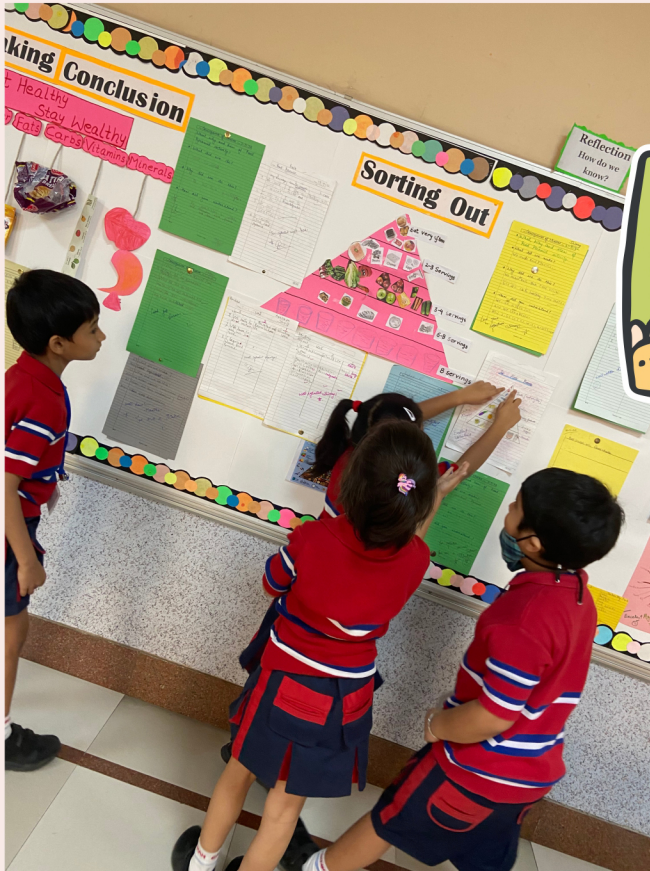
Principled..

Specialist Subject



Hindi - Students co-constructed Essential Agreements for Hindi class.

They revised ओ, ई, मातृ through words, sentences and passages. They did recap of colour names, number names(1-10) and names of body parts. They read different stories and watched an educational video on healthy food habits as unit integration.



ART Textured Landscapes

Students learnt about textured landscapes, expressive possibilities of lines, shapes and patterns. Students drew simple landscapes (rocks, grass, hills, tree, lake with boats etc). They learned to manipulate patterns and understood the repetition principle.



ICT

Students practiced Typing Skills. They made a beautiful storyboard on Tux paint. As a standalone inquiry, M S Word and its features were introduced to them.



Grade

3

TD Theme

Sharing the Planet

Central Idea

Change in the attitude towards minimizing waste may lead to a sustainable environment

Lines of Inquiry

Sources of waste

Impact of waste on the environment

Our responsibility towards waste management

Concepts

Form, Change, Responsibility

ATLs developed

Research, Thinking and Social Skills

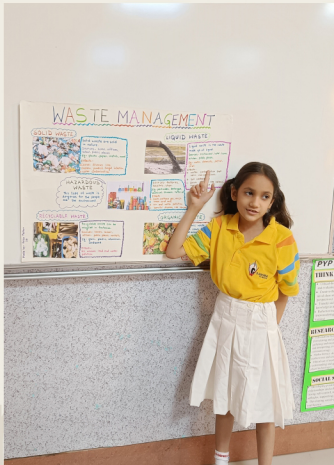
IB Learner Profiles developed

Knowledgeable, Reflective, Communicator, Inquirer



A Quick Peek into Learning

Students started provocation with Visible Thinking Routine. They saw a picture of trash and expressed what they see, think and wonder. They were paired through clock partners and created a Central idea and mind map of the unit. Under the concept "Form" they read books and comprehension passages on 3R's. They gained knowledge by learning the sources and types of waste. Under the concept "Change", they learnt the effects of waste on the environment. They did research work through the internet, books and magazines. After an extensive brainstorming, they prepared PPT and Charts and presented before the class thus displaying their enhanced communication and research skills. Under the concept "Responsibility", children participated by sharing their responsibility towards waste management. They learnt about 5 R's. They prepared posters and conducted a "No plastic" campaign in school and spread their message to all PYP children and teachers.





ICT

Students practiced Typing Skills. They learnt various terminologies related to Computers. As a standalone inquiry they learnt MS Powerpoint .



Social Emotional Learning SEL

Hindi

Students co-constructed Essential Agreements for Hindi class. They learnt number names in words and numeral forms (math integration). They revised names of days and months. as a part of Hindi integration, students read different stories followed by verbal class discussion and graphic organizers to showcase their understanding of the same. Students also took the responsibility to spread awareness among the students of other grades to minimize the usage of 'Plastic'. Students of grade 3 also participated in Hindi poetry recitation competition with utmost enthusiasm as they showcased their poetic talent.

ART

Dot Art

Students learned a new technique of pointillism that is by putting dots they had to complete the artwork. They drew scenery and put dots and worked patiently to see the desired effect which helped to strengthen grasp and manual control. They experimented and understood how dots can be used to create an artwork.

Identifying and labelling feelings in self and others is an important life skill. Students engaged in a "Monster Emotions Catch Game" by identifying their friends' faces while moving around the room that demonstrated each feeling. Through this activity, students learned to observe and interpret other people's body language when experiencing different feelings.

Another session was conducted on Growth Mindset which focused on the fact that everything happens on a mental level before it manifests on the physical level. This is why it's so important to get ones mindset right. This session was an insight into the fact that nothing is impossible in life and that one has to believe in oneself, no matter what the external circumstances are. Students discussed fixed and growth mindset. Through an activity, they also analyzed different situations given on the flash cards and came up with solutions with a growth mindset. Students had a take away of staying positive and overcoming life challenges.

Grade



4

A Quick Peek into Learning

The unit started with co-constructing the Central Idea and Lines of Inquiry. Students mapped the TD theme with the unit and Key concepts with Lines of Inquiries. Under the IB PYP Key Concept Form, students collaborated to discuss the various challenges faced by the children across the globe which was further brainstormed in the class. A session by the School Counselor was conducted on challenges faced by children across the globe followed by a few related exercises.

They explored information on Sustainable Development Goals through videos which they connected with the challenges that they had brainstormed with their team members. Session with CAS students on SDG 1 and 4 was very informative as the children were educated on what actions they can take at their age to contribute to reducing these global challenges. The Goal booklet was created by the students where they wrote their goals on global challenges that they would like to achieve during a week with the evidence. As Art integration, students made posters and wrote slogans on Sustainable Development Goals 1 (No Poverty), 4 (Quality Education) and 5 (Gender Equality). They wrote an acrostic poem to exhibit their communication skills. As ICT integration, the students researched some of the important global challenges and reasons behind them. They also learnt to create posters on Canva.



TD Theme: Sharing the planet

Central Idea: Children across the globe may face different challenges that affect quality of life

Lines of Inquiry:

Challenges faced by children across the globe
Reasons behind the challenges children face
Our role in bringing about changes in their lives

Concepts: Form, Causation, Responsibility

ATLs developed

Communication skills - (Exchanging - information skills - speaking listening, interpreting), Research skills (Ethical use of media/information, Information-literacy skills and Thinking skills (Critical-thinking skills, Creative- thinking, Transfer skills, Reflection/metacognitive skills)

IB Learner Profiles developed

Communicator, Thinker, Caring and Inquirer





ART

Mix Media Collage

Students explored and experimented with a variety of techniques using paints, dry brush, oil pastels and texture application. Inspired by the magic of nature they learned about collage techniques to create beautiful artwork. This gave them an understanding that different tools and materials result in different outcomes.

HINDI

Students co-constructed Essential Agreements for Hindi class. They did pair and share activities to get to know each other a little more. They learnt number names in words and numeral forms (math integration). Students read different stories of their own choice from "Akbar and Birbal" followed by verbal class discussion and story map. They also read about the festival "Baisakhi" followed by discussion and follow up activity. They read different stories and did "Peel the Fruit" activity to understand the different elements of the story. They also learnt about different types of nouns and can identify them in any given text.

ICT

Students learnt a new tool canva wherein they learnt to make various e-posters. UOI Integration-Students researched about the ways different food items are processed and created a presentation on it.

LIBRARY

Students participated in a collaborative session with Clayton Huey Elementary School, USA on International Mindedness.



Asking for Help

As a part of UOI unit integration Grade 4 students reflected on bullying and discrimination as some of the major global challenges faced by children around the world. Helping each other is all part of giving and receiving that makes up good interpersonal relationships. Through the SEL session, students learnt about one of the major skills of 'Asking for Help.' Learning when to ask for help and how, is a lifelong skill that shows our maturity and confidence. Students shared their challenges and strengths with their classmates and felt free to seek support to overcome their challenges. Everyone feels good when they can support a friend and develop empathy and generosity towards others.

Grade 5

TD Theme

Sharing the planet

Central Idea

Cooperation between communities may help resolve conflicts for a peaceful world

Lines of Inquiry:

Causes of conflict
Impact of conflict
Ways to resolve conflicts

Concepts

Causation, Change, Perspective
ATLs developed: communication, thinking(reflection), social(positive interpersonal relationship and collaboration)

IB Learner Profiles developed

Reflective, Caring, Thinker

A Quick Peek into Learning

Students explored the meaning of the key words from the central idea. They prepared a list of synonyms for the terms- peace and conflict. They also reflected on 'How peace feels like, sounds like and looks like' using a Y-chart. They read a few classical tales, shared the story in their own words by stating the conflict in the story and how it was resolved. As part of language integration, they read a short stories 'Caught in a conflict', "Dealing with bullies" and reflected the same using the Visual Thinking Routine template "Conflict Cycle", they also created an acrostic poem on the term "PEACE". To further make the unit transdisciplinary, they read a comprehension passage and listed their takeaways from it. They showed their creative thinking skills while creating their own stories in groups focusing on conflict and its solution.

To strengthen their capacity to evaluate the problems and become good decision makers, a session on 'Ways to Resolve Conflict' was conducted by the school counselor as an SEL integration. The students understood the right way to respond to conflicts, to use self- control and calm themselves to be more assertive and make an effective use of 'I-message' technique to carry out healthy communication, if in conflict.

While exploring the second line of inquiry the students watched a comprehensive video on the impact of war followed by making a fishbone graphic organizer to write strong points. They used research skills while gathering information on causes and impact of various Global conflicts like Russia Ukraine, Afghanistan, Israel Palestine followed by presenting their research findings in front of their classmates. While inquiring about the third line of inquiry they learnt to find healthy solutions to various conflicts by making a solution wheel. They sorted out words for peace maker and peace breaker.

As part of math integration, they analyzed data of Afghan refugees in neighboring countries, created and solved word problems related to LCM, and made a timeline for Indo Pak conflicts/war.

Culminating the unit, students presented their understanding of the central idea through a class assembly for parents and student audience through songs, role play, dance and Yoga. They were Principled and Courageous throughout.





ART

Silhouette Art

Students experimented with two different mediums and demonstrated controlled use of art tools, materials and techniques. Developed awareness of how different mediums are used to create different effects. Choice was given to create the background with the medium they liked. They learned about silhouette art which is an outline of an object uniformly filled in black against a lighter background.

Music

Students of Grades 3-5 have been learning the song- 500 miles away on Keyboard and Ukelele. They also learned to sing the song -It's a beautiful Day.

Students learnt different components of computers through educational video and discussion. A new tool storyboard in Canva was introduced to them which can be used to summarize stories with related pictures.



ICT

Integration of UOI - Students researched about conflicts in the cyber world and represented it on a padlet. They also made their own logo and explained their understanding on it.

STEM

Students culminated their technology unit in stem by working on ping Pong games.



Ways to resolve conflicts

Conflicts with self and others can disrupt a student's ability to learn and can affect their self-esteem. As a part of UOI integration, students shared their understanding of the topic peace and conflict. To strengthen our student's capacity to evaluate their problems and become good decision makers, a session on 'Ways to Resolve Conflict' was conducted by the school counsellor. The idea behind the session was to teach our students the right way to respond to conflicts, to use self-control and calm themselves. Students learnt to be more assertive and make an effective use of 'I-message' technique to carry out healthy communication, if in conflict. Apart from this, they also learnt various ways to resolve conflicts and to become a better problem solver.

- Self - Affirmation - Positive affirmations are the encouraging words to encourage and motivate ourselves. Students learned the art and importance of self-talk and how simple words have a big impact on our minds. Students were encouraged to make self affirmations daily to boost their self esteem and self-worth. As a part of SEL activity, students made a flower with self affirmation that keeps them moving towards their goals and have a more positive outlook.



Social
Emotional
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SEL



Physical Education



PSPE -Students practiced yoga poses for stretching like tadasana, trikonasana, butterfly ,forward stretch etc. Fun learning games with hula hoops were played during the PE classes followed by stretching and warm up exercises to strengthen and tone up their muscles.



GD GOENKA
— WORLD SCHOOL —

