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A GDGWS Newsletter For November to January

GAS MAX





MESSAGE FROM Director Principal

CAS is a core component of the IB Diploma Programme. The word core itself is an indicator that it is very significant and integral to the IB Diploma. To start with, CAS doesn't focus on the academic output of a student. CAS is rather an opportunity for a student to explore beyond academic work. CAS is very integral to the holistic perspective that the IB Diploma provides to a learner because it allows one to indulge in different activities in different forms, gives one a platform for self-expression and provides the gratification of having contributed to a cause.

I think these are activities that are driven by inherent human values which should be part of the learning ethos of any great institution or any good curriculum. So, it's not so much the activities, but the hidden curriculum of CAS which is more significant. The 21st century skills and values that one picks up, the value of being able to work with people from different backgrounds, accepting that other people with their differences can also be right, the desire to contribute to someone's life and to make it better are all significant outcomes of CAS. Therefore, philanthropic work is definitely an essential part of CAS activities.

Apart from that, activity is for self-actualization, discovering and unraveling one's hidden talent and then showcasing it before others. With this, confidence is likely to go up many notches. So this is preparation for life. Creativity in any form: art, dance, drama, is very important because it provides a vent for a lot of pent up feeling. It is through creativity that a lot of young people are not merely able to explore their talent, but are also able to give vent to their innate talent. So, it is very important and I would recommend that every student should take advantage of the CAS program.

-Dr. Neeta Bali



MESSAGE FROM IB Coordinator

CAS at GDGWS ushers its students into a journey of self-discovery and enriches student life. Engaging in CAS primarily nurtures students' interests and potential. By monitoring the accomplishment of the 7 learning outcomes of CAS, we help our students extend their abilities and build a variety of personal skills. The CAS guidance ensures that the program requirements have been met and the learning outcomes accomplished successfully.

A variety of CAS opportunities are provided to students. Such opportunities include CAS lessons, events like annual day, inter-school events like Trident, COMCON, Silver fiesta, experiential trips, both local and international, the Student led Activity program (SAP) and several others which offer exposure and help them discover their potential. The CAS activities help develop IB profiles in students as it makes them principled, caring and reflective. They become effective communicators as they interact with society and learn more and more through CAS. Our students' CAS portfolios rich with variety of valuable experiences throughout their diploma years reflect a proactive, balanced and committed student body.

-Dr.Manisha Mehta

Rainwater Harvesting Project

A CAS Project and Exchange with Wasatch Academy

Being a part of an international collaborative CAS project regarding water harvesting gave me the opportunity to explore worldwide issues with an open-minded perspective. Seeing the scarcity of water become a prominent danger in our country inspired me to take up the project with the intention of giving back to the environment and contribute to a change. We initially discussed the planning of our project and the steps we'd like to go through. This gave us the chance to work collaboratively in a team, and incorporate different ideas. It was a knowledgeable experience as I learnt the benefits of sharing thoughts and inculcating them to form a plan.



This leads us to the skype session with Wasatch Academy, Utah, USA. During this interaction we were able to share the developments of our project, and in turn discuss the projects they had been working on. As they emphasised on the amount of fun they had during their projects, I learnt the significance of being balanced in terms of hard work and enjoying myself. The students were incredibly welcoming and I had a great time being able to communicate my opinions.



After this we visited the school's rainwater harvesting system to understand the method and its effects. Seeing the sites in actuality helped me to develop as an inquirer as I raised questions and obtained important information that would contribute to the next stages of the project. This trip was followed by an intensive research session on the various methods of water harvesting implemented in the world, which was a very interesting process as we were able to think about the potential paths that we could pursue.





We then built our own rain water harvesting model to help determine the most efficient technique to implement the system in the village. This phase helped me evolve as a risk-taker as I stepped out of my comfort zone to explore different prototypes and ultimately, construct my own. The village trip to Kurdila was conducted after a series of planning, after which we finally implemented the system, providing the villagers with a feasible and effective solution. As we educated the villagers about the importance of recycling water, we were deeply inspired by how the villagers were themselves inclined to take up an initiative to take a step forward towards a change in the situation of water scarcity in the country. This reminded me of the importance of being a caring individual and giving back to society.



After this we conducted a final online session with Wasatch Academy where we shared how our project is helping the community. The conversation went past the project as we discussed sustainability in our respective countries, helping us evolve as global citizens as we were able to reflect on the importance of intercultural understanding and respect. The project itself greatly inspired me, as I am extremely eager to take up such initiatives in the future, and contribute towards a positive change.

Nishka Mittal

11A



GOENKAN TRIDENT

FROM 28TH TO 30TH NOVEMBER, GD GOENKA WORLD SCHOOL HOSTED THE ANNUAL GOENKAN TRIDENT SPORTS TOURNAMENT. SCHOOLS FROM ALL ACROSS THE DELHI NCR PARTICIPATED IN CRICKET, FOOTBALL AND BASKETBALL. THE THREE-DAY TOURNAMENT WAS A THRILLING AND ADRENALINE FILLED CONTEST BETWEEN THE DIFFERENT TEAMS, ALLOWING STUDENTS FROM DIFFERENT SCHOOLS TO SHOWCASE THEIR TALENT, WHILE MAKING NEW FRIENDS AND BUILDING SPORTSMANSHIP THROUGHOUT. REPRESENTING THE SCHOOL FOOTBALL TEAM IN THE GOENKAN TRIDENT WAS A WORTHWHILE AND REWARDING EXPERIENCE AS IT HELPED ME ACQUIRE MANY SKILLS AND LEARNINGS. HAVING PRACTICED WEEKS BEFORE THE TOURNAMENT, I WAS ABLE TO CHALLENGE MYSELF TO IMPROVE MY FITNESS, ENDURANCE AND MY INDIVIDUAL SKILL IN THE SPORT. FURTHERMORE, I DEVELOPED KEY COLLABORATIVE VALUES SUCH AS TEAMWORK, COMMUNICATION AND RISK-TAKING. DURING THE TOURNAMENT, WE FACED MANY STRONG TEAMS, BUT EVENTUALLY OUR HARD WORK PAID OFF AS WE WON THE TOURNAMENT. WORKING TOGETHER AS A TEAM WITH STRONG MOTIVATION AND A REFLECTIVE ATTITUDE DEFINITELY HELPED US WIN. OVERALL, THE GOENKAN TRIDENT ALLOWED US TO DEVELOP ESSENTIAL SKILLS AND, MOST IMPORTANTLY, ENJOY THE GAME.

Jusjeev (Grade-11)

Football Team



CAS TRIP 2019



Our CAS trip was an unforgettable experience consisting of various memorable moments, that helped me evolve as an IB student. As we arrived at Nainital after a ten-hour long journey, we had to trek for about an hour to reach our camp. This was extremely exhausting but simultaneously an opportunity to develop as balanced individuals as we all got to wander in nature and give our bodies the chance to familiarize with a completely different environment, a reminder of the importance of engaging in physical activity alongside mental exertion.



The following day I woke up early in the morning to participate in the adventure course. This was particularly one of my favorite parts of the trip as I was able to be a risk-taker and experience new activities such as zip lining, and even climbing ladders and trees. In the evening we all embarked on a trek in groups. This was a very exciting experience for all of us as we learnt the importance of team work and encouragement, helping each other through the difficult aspects and sometimes even stopping one another from falling off the cliff! Upon coming back to our camp, we all participated in team building activities that taught us the significance of being principled in our actions and even tested our thinking skills as we participated in challenging mind games.



The following morning, we trekked to visit a village where we were educated about the significance of planting trees and the technique in how to do so, which ended up being a very knowledgeable experience. The leaders of the project had even shared personal stories, which greatly touched my heart and encouraged me to take up such initiatives in the future. We formed small teams and dug holes, planted trees and gave them water, reminding me of the importance of being a caring individual. This was a fantastic experience for all of us as we learnt the importance of giving back to nature and how small contributions can help save our environment.

This led to the ultimate part of our trip where we all got extremely nostalgic as we reflected on our learning experiences. The bus ride back was amazing for we got to relax and communicate our thoughts about the once in a lifetime experience and the memories that we'd always keep with us. I learnt so much about myself from this trip, including my strengths and weaknesses, and a life beyond the four walls of a classroom. I'd love to go on such a trip in the future as it gave me the chance to connect with my friends and grow both physically and mentally as a person.

NISHKA MITTAL

11A



Diwali Fundraiser

For the Diwali fair held at G.D Goenka World school, we the students of IBDP put up a CAS fundraiser. As a part of the fundraiser, we collected donations from students and faculty members and put them for sale. As it was Diwali season and the exchange of gifts is an integral part of this festival, we urged teachers and students to donate gifts that were not of their use so that we could sell them to the parents to raise funds. This initiative was an absolute success as we collected a large amount of money, which was used to buy medicines that were going to be donated through the World Health Organization, to the villages in Sikkim that were adversely affected by the floods. The contentment that I felt upon the completion of this experience is one that I can never articulate.



One of the goals of CAS is to address the Planning and Initiate the Outcome and as I had not done an individual event like this, it was all up to me, and therefore made me overcome the challenge of organizing everything myself. Through this experience, I became an effective communicator as I had to actively persuade the visitors of my stall to buy something to help contribute to the cause. Time management is another issue that I faced as the fair was held during our exams. However, I became a more balanced person as I effectively managed the collection of the donations along with my studies. Most importantly this project greatly inspired me to take up more such initiatives and help contribute to the betterment of society.

*Saloni Mohan (Grade-11)
Vice Cas Secretary*



ANTI-BULLYING

CAS PROJECT

GDGWS encourages its students to never be bullied into silence. Never allow themselves to be made a victim. Accept no one's definition of their life, but defining their own self. Keeping this encouragement in mind, a session on Anti-bullying was conducted for Grades 3rd to 5th by Grade 12th CAS students. A lot of engaging and interactive activities were planned by the CAS students of the school to spread awareness about the essentials of maintaining a peaceful and joyful environment around ourselves and not engaging in bullying malpractices.



The aim of the session was to highlight the malpractices of bullying and how we should prevent and speak about it. Bullying is a normal part of childhood and is a problem that can be detrimental to a student's well-being. Bullying can occur anywhere, in little adult supervision or non-existent. When children experience bullying, they have a tendency to become emotionally withdrawn. On the other hand, bullies often have trouble relating to their peers that contributes to their emotional problems. The session guided the students that one should respect the feelings of others. They learned that strong people stand up for themselves but the strongest people stand up for others. They concluded the session by understanding that pulling someone down will never help them reach the top.

Cold Days, Warm Hearts

Although we started this CAS Project on 6th November 2019, in reality, we had started thinking about it a month ago. The idea for this project came to my mind when I was watching a news bulletin one Sunday afternoon in October 2019. I read that meteorologists predicted the 2019 winter in Delhi NCR to be the harshest one in the last 10 years, and this really got my mind thinking! The thought of a harsh winter brought goosebumps to my arms and it was then that I thought about collecting warm clothes for the underprivileged.



We started researching about the various NGOs where we could donate the warm clothes to make sure that they were distributed in the most effective way to the needy. We found 3 NGOs: Goonj, Adaa and The Earth Saviours Foundation, and we read about them on their website and contacted them as well. We found out that The Earth Saviours Foundation was a home for abandoned and homeless senior citizens, and we also found out that this NGO was entirely funded by private individuals and not the government. In addition, Earth Saviours, unlike the others, gave shelter to people on their own campus and as a result were in direct contact with the individuals whom we wanted to donate warm clothes to. As a result, we finalized The Earth Saviours Foundation as the NGO we would donate the collected warm clothes to.

After deciding the NGO, we contacted them and told them about our purpose and plans, which they were very delighted to hear! Reflecting on what I've learnt, this CAS project has taught me to be caring. When interacting with senior citizens at the NGO, many of whom were mentally challenged, I showed compassion and respect, as I truly wanted to make them feel more comfortable at the NGO and make a positive difference in their lives. I was a thinker throughout the CAS project and especially during the investigation and preparation CAS stages when I kept brainstorming with my friends on ways to improve the project, specifically on how to collect donations in a more effective manner. I was a risk-taker when I visited the NGO because I knew about the risk of infections involved and that many of the senior citizens at the NGO were mentally challenged and could behave in an unpredictable manner. However, I was determined to personally donate these warm clothes and interact with the old people to make a positive impact in their lives. I was reflective at the time we were getting very few donations from our school's students. I realized that bringing clothes to school must be a tedious task for them so I tried my best to make the entire process seamless and efficient. Furthermore, during the bus ride back to school, I reflected on what I had learnt at the NGO and planned to share my learning with my juniors who could do similar projects in the future.



Yashraj Nanda (Grade-12)
Interact Club President

#Orangetheworld

The United Nation had marked a 16-day campaign: orange the world: to end violence against women and girls starting from 25th November to 10th December, to galvanize action and end violence. GDGWS participated in this campaign by conducting a special assembly and addressing violence against women and changing gender attitudes. Through a thoughtful skit and a song, the students spread a clear message that "the change in the society's mindset is crucial to ensure gender equality and initiatives at the grassroots level should be taken which will help abate incident of violence against women."



The #Orangetheworld assembly was a great opportunity and learning experience which allowed students of IB to work together to express a prominent and much ignored global issue using their creativity and wits. The assembly gave students the opportunity to reflect and think about the current predicament of our society. Furthermore, the assembly gave students of all genders the freedom to speak and inquire about this issue without being judged. It was truly an informative session which left everyone with food for thought. The #Orangetheworld assembly was a thought-provoking assembly and a much needed one in this time and age. It is a session which is necessary for every school and educational institute to create a world with a level playing field for all genders.





Animal Shelter



GD Goenka World School interactors always strive to do their best to support others, so we thought why not help out some furry friends as well? We conducted a bake sale during the Trident. After working together collectively we raised a respectable amount for charity and as per the requirement of the Friendicoes Manager bought 180 kgs of rice and went to the shelter to meet our newly made friends. We were glad to see that things are constantly improving for the betterment of the animals; we spent times with dogs, cats, horses and mules and found there is no one to care for these animals. They are constantly being exploited by humans.



The trip was a real eye-opener. After inquiring and looking around we realized that there are organizations like PETA (People for the Ethical Treatment of Animals) who have over the years called out animal abuse in all its forms. At the shelter we learned and realized how we use and make animals suffer often for our materialistic gains. Did you know that simians (the family of monkeys, chimpanzees etc) have been used for years as surrogates for humans to test experimental drugs and treatments on them? Can you imagine a poor monkey in a cage being probed daily and force fed just so lab experiments on new research drugs can be made more accurate? Can you imagine the suffering of a fox whose skin is shredded so that a leather coat is made for a supermodel or a socialite to wear? Can you imagine the plight of animals that are treated as objects and “farmed”?

This trip helped us realize the sheer magnitude of this global issue and more importantly it sensitized us to start noticing animal abuse by being more conscious about it. It is our job not just as Goenkans, but as human beings to spread and communicate knowledge about animal rights. We have to start taking animal rights as seriously as human rights. It is time to reflect on our actions and work together to spread knowledge to make the world not just a better but a safer place. So, let's take a step, a step toward a world safer for humans and animals.



The Paper Recycling Project

The paper wise project "Be Paperwise" is a project with an aim of saving the environment by recycling waste paper and spreading awareness about the environmental problems that are occurring due to deforestation. In the first phase of the project, the group of students put up posters in the school campus to spread awareness. Moreover, workshops were conducted by the same group of students to expand on the existing knowledge regarding environmental problems. Furthermore, they asked all the teachers and students to donate their old books, notebooks and waste paper that were no longer of use to them. The paper collected by the group of students was then given to an NGO that recycles waste paper into small notebooks.



The paper recycling project helped me develop my research and communication skills as I was able to explain my paper recycling project in different creative ways, such as presenting it in the form of a ppt and even through attractive posters. Being able to display the notebooks produced by the non profit organization served as a motivator as we were encouraged to continue and expand the project. It was truly inspirational to be able to make a positive difference in the lives of others and the environment.

Overall it was a great experience!

Ravi Ranjan (Grade 11)

GDGWMUN

Recently we hosted the second edition of GDGWMUN, which also turned out to be a grand success like its maiden edition. This time, we had fewer committees, but more participation from students who came from all over India. I served as USG Media for the conference, where I was expected to create posts and videos for the meeting. I also served on the executive board of UEFA as the rapporteur, which was my 2nd experience on the executive committee. After the conference, however, I can say that it was probably the best conference I ever had, as it was at this conference where I got to learn the most and make the greatest number of friends, compared to any other place. Also, the level of debate and the active participation I got to witness from the first-timers here is incomparable.



I believe that every MUNer's journey is unique and special, and everyone gets to learn something new in each conference - may it be about a social issue, global issue, history, communication, collaboration, influencing, forming arguments, or making friends. It is an experience which one remembers for a lifetime.

Mikul Manocha
Grade 11

I started MUN in grade 9 at GD Goenka World School, where I took it up as an activity. I, an introvert, preferred not to engage in debates and public speaking, but it all changed after my first conference. My first conference, which was a mock MUN organized in the school itself, opened me up. It taught me how to research, understand the rules and procedures of a committee, and even form draft resolutions. I knew right then that this was for me, mainly because its main principle was discipline. However, it was during the first inter-school conference that I got to know that MUN includes a lot more: making friends, collaborating, thinking, and most importantly, listening. MUNs have taught me how to listen to people with a new perspective, how to interpret knowledge and ultimately, use it to form arguments, which is an integral part of our lives. Since then, my MUN journey at GD Goenka World School has been tremendously fun. I have attended dozens of conferences as a delegate, an executive board member, and a secretariat.



CAS MAX

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