

RIVERSIDE

# THE RIVERSIDE TIMES

<https://schoolriverside.com/>



**July 2024**

*“Tell me and I forget, teach me and I may remember,  
involve me and I learn.”*

**-Benjamin Franklin**

# SCHOOL HAPPY'NINGS

## School Fire Drill



By conducting an all-school fire drill we learnt how essential it is to make sure we evacuate quickly but to also make a conscious effort to stay together as a class. We also learnt about the appropriate responses should there be an emergency.

## ASSET prep & review for KS2 & KS3



Keystages 2 & 3 have been having around 3 practice assets followed by thorough reviews every week. The reviews have helped us understand how to go about asset questions and the areas we need to work on. This practise has helped us identify our strengths and weaknesses and has helped in preparing us for the final asset, additionally it has helped us build various skills, like analysis and application of knowledge, and enhanced our time management and problem-solving skills.

-Yuvika Dotwani, Gr.10

# KEYSTAGE 1 HAPPY'NINGS

## PRE-K

*BEAR time*



Little Minds, Big Adventures:  
Dive into Storytime Magic!

*Problem solving*



*I CAN challenge*



Growing Minds, Finding Solutions:  
Pre-K Problem Solving Fun!

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# K-1

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## Discoveries in Nature



Little ones being **empathetic** to other little one, the curious eyes observing and gentle hands pampering

Look what we found!

**A MUSHROOM!!!**

*Curious Minds ready to explore further*



## Small hands. much love



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# K-2

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## Scientific Thinking



Learners are deeply engaged in hands-on scientific activity. They are carefully stacking a series of nuts, demonstrating principles of balance, gravity, and structural integrity. This activity encourages critical thinking and problem-solving as the students experiment with the positioning and alignment of the nuts to create a stable tower.

The children enthusiastically took on the ICAN challenge by devising ways to support and express gratitude to the support staff who built their new classroom. They interviewed the workers and empathized with their hard work, especially under the summer heat. They also had coffee with the Admin staff to understand the working hours, conditions under which they worked, hazards of working with tools etc. The K2 students showed great enthusiasm in making the juice and serving it later on.

## I CAN challenge



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# Grade 1

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## Visit to the museum



Young minds delving into history and empathy at the conflictorium museum

Our little makers are crafting unique musical instruments and mastering fine motor skills

## Inventing Harmony



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# Grade 2

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## Nature walk in monsoon



Children had a sensorial experience where they played with water and sand making sand pits while having loads of fun

The class went to Mahatma Mandir for a visit to experience what an audio tour feels like, and it inspired them to design an audio tour for our school.

## Visit to Mahatma Mandir



# KEYSTAGE 2 HAPPY'NINGS

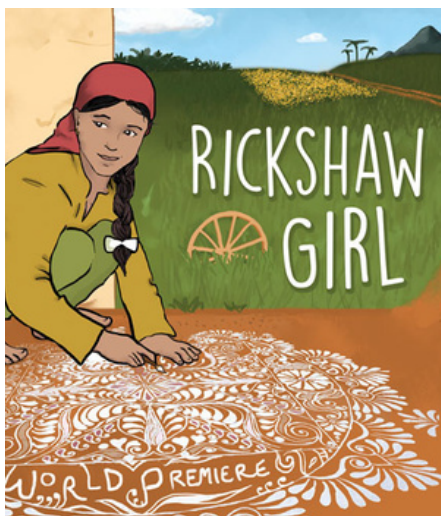
## GRADE 3

### *Hunger Experience*



Grade 3 students went through the 'Hunger Experience' as they stayed hungry during school hours to understand the pressing issue of world hunger. This helped them understand and empathize with the less fortunate. Moreover, allowed them to be mindful before making a choice that could lead to wastage of food.

Grade 3 students rode a rickshaw to get introduced to the book "Rickshaw Girl" by Mitali Perkins, exploring themes of courage, creativity, and perseverance through Naima's inspiring story set in a Bangladeshi village.



### *Hook to their Book*



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# GRADE 4

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## Ragg-picking Experience

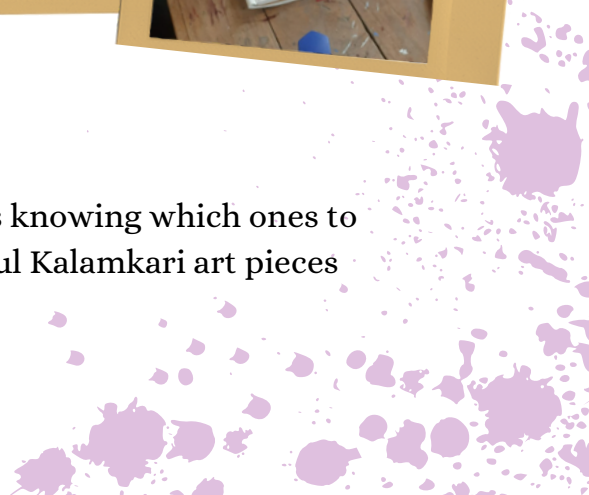


The image show our Grade 4 students engaging in a rag-picking activity, experiencing the same struggles as daily rag- pickers. This fostered empathy and showcased their strength and pride. Known as food warriors, they also emerged as cleanliness warriors. Let's applaud these young students for their sincere and efficient efforts, resulting in amazing reflections.

## Kalamkari Art Exploration



Creativity is allowing oneself to make mistakes. Art is knowing which ones to keep. Grade 4 students engrossed in making beautiful Kalamkari art pieces



# GRADE 5

Grade 5 visited a school for less privileged students, learning the value of privilege and the importance of respecting all children's rights. They witnessed challenges in accessing quality education, fostering empathy, understanding, and a commitment to inclusivity and equity.

*Visit to Municipal School*



*Nature walk for hook to 'flowering plants'*



Experience precedes understanding





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# GRADE 6

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## Shuttle Experience



The image shows how the class of Grade 6 had the shuttle experience.

The aim was to expose the children to the 'shuttle' idea of travelling, where many people are 'stuffed' into limited space for either managing time or to save money.

## Hands on activity

### Light and Shadows



The secret to understanding light and shadow in a smart way involves keeping two things in mind: purpose and subtlety

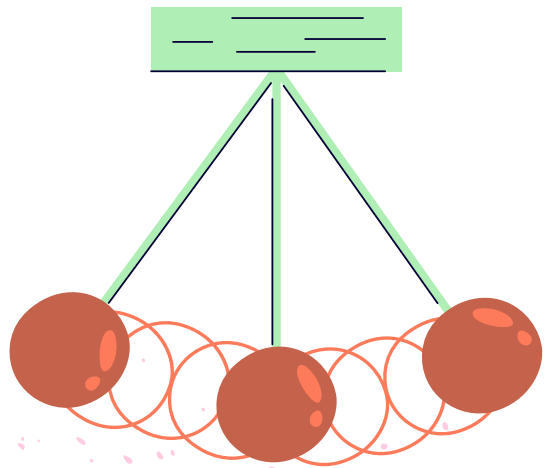
# GRADE 7

Grade 7 students participated in a thought-provoking 'mouth shut' and 'carrying a bag' challenge throughout the school day. This fostered empathy, appreciation for communication, inclusivity, and resources, and deepened their respect for others, especially those with special needs.

## Mouth shut and Bag Experience



## Hook to FORCE Unit



$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

# KEYSTAGE 3 HAPPY'NINGS

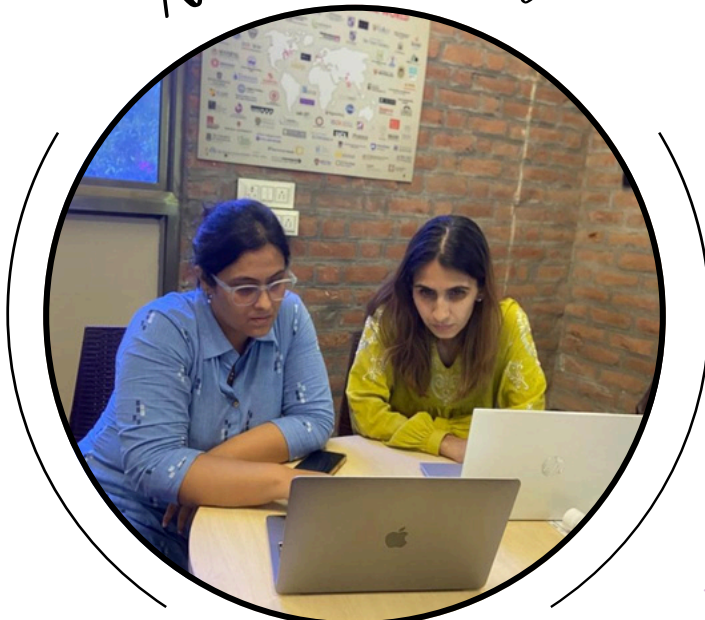
*Imun Prep with Raag Sir*



*Using Prime Books for AI*



*Career Counseling with Ankita Ma'am*



This month, Grade 12 students, along with their parents, had a productive session with Ankita Ma'am, our in-house counselor. They discussed their college aspirations and created detailed plans to achieve their goals. This collaborative effort provided clear direction for the students and helped them begin their preparations early, setting a strong foundation for their future success.

## Life Skills Session- Grade 12



As Grade 12 prepares to move on from high school into the new phase of our lives, certain basic and important skills can help us keep ourselves and other people safe. This month we had CPR training from health specialists that came in to explain the procedure and how having this type of awareness can quite literally the difference between life and death. We learned about proper procedure, the steps to identify and respond to dire situations. It was an eye opener about how putting in a little bit of effort to become educated can alter the course of someone's life, and how step by step we can become better, more responsible citizens of this planet.

**-Sahana Patel, Gr. 12**

We recently had the privilege of hosting an enlightening conglom session led by Mr. Niraj, a highly accomplished gender-fluid gay activist who serves as the Lead Manager of the Supply Chain at Panasonic in Gujarat. As a successful professional and a member of the LGBTQ+ community, Mr. Niraj was the perfect speaker for this session, which focused on LGBTQ+ awareness and inclusivity.

Mr. Niraj's session was particularly significant for all of us as it threw light on the importance of understanding and respecting diversity as we prepare to enter the real world. Such knowledge is crucial for fostering safe spaces for LGBTQ+ individuals and ensuring that all members of society feel valued and respected. This aligns with Riverside's values of promoting inclusive environment and serves as a powerful reminder for all students to uphold these principles.

Mr. Niraj explained the difference between gender identity, explaining how individuals perceive themselves, and consider their sexual orientation. They also introduced key terms to help us understand how to use more inclusive language and discussed the importance of breaking down gender stereotypes as well.

The insights provided by Mr. Niraj have equipped us with a deeper understanding of LGBTQ+ issues, promoting empathy and inclusivity. By learning from an expert, we are better prepared to become compassionate and empathetic global citizens, ready to contribute to a more accepting and equitable world.

**-Dhairya Rami, Gr.12**

## LGBTQ+ awareness Keystage conglom



# Birding Conglom with an Expert



This month, we had an enlightening conglom about the birds that are native to India and Gujarat. An expert had led the conglom; we had an enriching discussion about how it is possible to travel and live life in a sustainable way, emphasizing how we must start adapting to a sustainable life, as that will be the only way of living in the future. We were surprised to find out that we knew the names of 10 different clothing brands, but not of 10 birds! He had shown us the pictures and calls of several birds native to India such as the Black Drongo, the Rock Pigeon, and the Golden-Backed Woodpecker. It was a wonderful start to the morning and an important reminder to stop and take a look at the wonders of nature all around us.

**-Rithva Menon, Gr.12**



# Democracy Challenge with Raag Sir

Do you think you could do a better job than the Indian government? This was the question posed to the 11th and 12th graders of Riverside this month. The response was a chorus of 'yes', 'obviously', and 'even a kindergartener could do a better job than the current government'.

To test out this hypothesis, the students took part in a simulation of the Indian government as part of this month's **I Can Challenge** on democracy. As part of the simulation, a miniature parliamentary body comprised entirely of students was formed. The students had dominion over all the laws and policies that governed our nation. As such, they had the extraordinary pleasure of experiencing bureaucratic tedium firsthand.

Take a move to make paid maternity leave mandatory. First a student might file a motion to look at the current state of maternity leave. If there is a second to this motion, then it would be put up to a vote. If the vote passes, then the student might file a motion to make paid maternity leave mandatory. The chair would then ask for two pros and two cons for this motion. After both pros and cons have spoken their piece, it would be put up to a vote once more. If this vote passes then paid maternity leave would be mandatory for businesses, assuming that within this process nobody chose to amend the motion, file a new motion, request a presidential statement, or any number of other things. As the students have now learned, when following parliamentary procedure, what seems like a simple 'yes' or 'no' vote can take upwards of 20 minutes.

Going back to the original question: Do you think you can do a better job than the Indian government? While the initial response was a resounding yes, when asked to reflect on the simulation, students' responses changed considerably. They found that making positive changes for the nation wasn't as easy as it looked. Solving large problems like poverty and pollution takes investment, effort, and, most importantly, time.

We often find ourselves scratching our heads, trying to arrange all the puzzle pieces so that we can make sense of the government's seemingly senseless decisions. We feel that by the time the government gets around to taking action, the issue is already paleolithic. It's easy to bemoan the inefficiency of paper pushing bureaucrats reigning from up atop their high horses, clearly unaware of the ground reality until you yourself are placed astride that high horse, the fate of 1.4 billion people resting in your hands. Then you realize, it's not as easy as it looks, it takes way longer than it feels like it should, and maybe there is a little bit of sense to these decisions after all.

-Garima Biyani, Gr.11



# Book Reviews



## 'Life Of Pi' by Yann Martel

Grade 10 was presented with the task of reading the book 'Life of Pi' by Yann Martel over the summer break. Little did we know that not only was this a great read, but that it would take us on a journey of self-discovery assisted by the book's infamous humour.

Part one of this book hit home, as it was the part I connected with the most. In this, we learn about the main character, Piscine Molitor 'Pi' Patel, and the humorous story behind his name and more importantly, his strange faith and beliefs. I was surprised to find that the character believed in three separate religions at once. His beliefs sparked questions about faith, religion, and spirituality. The idea of this practice even led to a formal debate taking place in my class. This section of the book left all its readers with a fresh perspective.

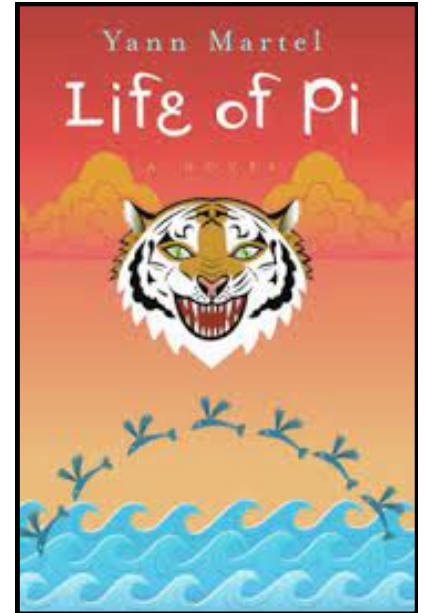
Part Two ventured the readers into the 227 days Pi spent at sea in the presence of a Bengal Tiger. We watch how Pi discovers the workings of the creature, while gaining a deeper understanding of himself. When Pi isn't battling starvation and thirst, he's battling his inner-conscious. Throughout this section, Pi is found fighting off fear and doubt, debating whether it is easier to give up or continue to live this torturous life. As one reads about the absurd and outlandish things Pi has done in the name of survival, one certainly begins to question human nature. How far can the will to survive push you?

Part three of the book, however, came as a shock to me. Everything I thought to be true in the book was suddenly up for question.

This certainly has been one of my favorite reads. At several points in the book I felt the main character seemed real and not just a part of one's imagination. How could Martel craft someone so real who had no part in real life?

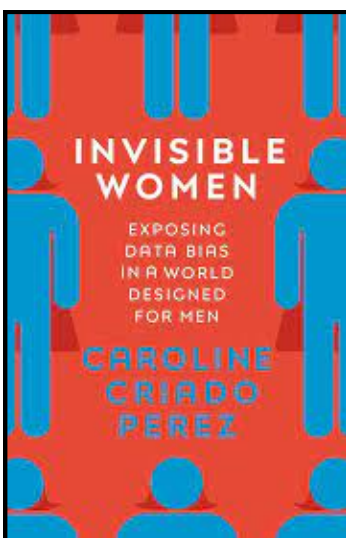
The book takes the reader through a journey filled of humour, excitement and self-discovery, with each page being a piece of the puzzle to the "life of Pi" and I highly recommend this book!

**Advaya Joshi, Gr.10**



'Life Of Pi'  
- Yann Martel

## 'Invisible Women' by Caroline Criado Perez



'Invisible Women'  
- Caroline Criado Perez

Caroline Criado Perez's 'Invisible Women: Data Bias in a World Designed For Men' achieves what it has aimed for- making a devastating case about the damages of unconscious data bias in a world that caters only to men. Perez bombards the reader with the overwhelming number of facts that serve to terrify the reader but also render the issue impossible to ignore.

The author argues that the 'default male' is the system our world revolves around and unwittingly is a substitution for "human" as well. This takes generations of women and makes their lives forgotten as issues range from mildly inconveniencing- longer queues in the loo, phones that are too big to fit in our hands, to extremely lethal like car accidents that are 47% more likely to be fatal for a woman. What is most impelling is the unconscious nature of these biases that are so intrinsically systematic that it is almost a lost cause if one does not know the depth of desolation the world faces when you fail to account for half of humanity.

Perez, however, calls for a simple solution. Think again, collect more data, study that data and merely ask women what they want. The book calls for changed practices and infrastructure that takes women into account, but more than anything it calls for a change in people. It won't all fix itself by adding more street lights for safety or by making cell phones smaller, for a truly equal world, people's mindsets, attitudes and behaviour need to shift. Overall Invisible Women is an essential if enraging read.

**Dhaani Joshi, Gr.12**

# Language Labyrinth

## Riddle #1:

I have cities, but no houses. I have forests, but no trees. I have rivers, but no water. What am I?

## Riddle #2:

I speak without a mouth and hear without ears. I have no body, but I come alive with the wind. What am I?

## Riddle #3:

What is so delicate that saying its name breaks it?

## Riddle #4:

If two's company and three's a crowd, what are four and five?

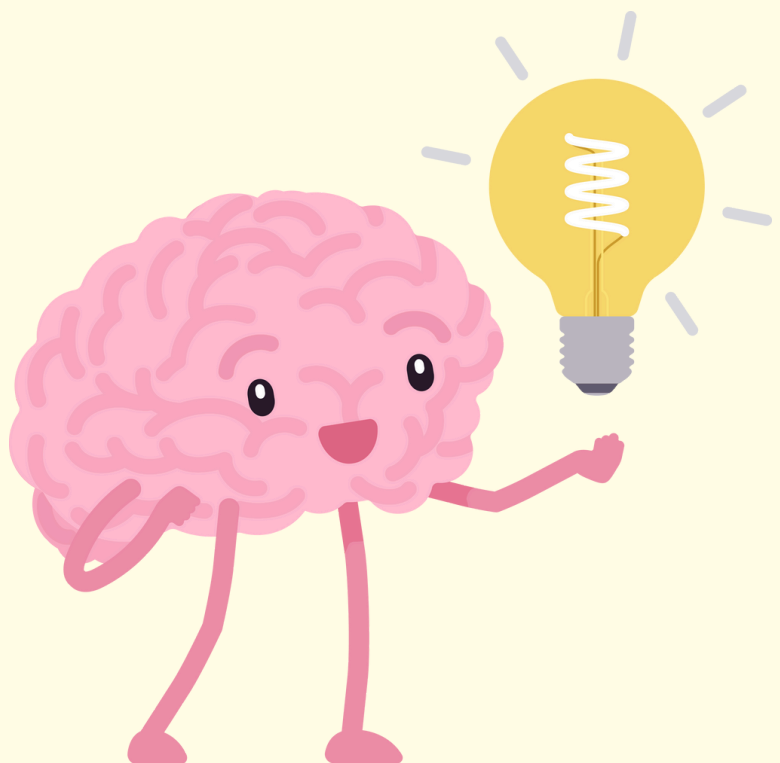
## Answers:

Riddle #1: Map

Riddle #2: Echo

Riddle #3: Silence

Riddle #4: Nine





# Professional Development of our Eduheroes

Steps towards a Sustainable world - A visit to paryaavaran mitra



At MICA for a classroom immersion



A Visit to VSK to understand command and control in Gujarat's education sector



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# Community Lunch with Buddies



“**Community** is much more than belonging to something; it’s about doing something together that ***makes belonging matter.***”

*-Brian Solis*



*Knowing our Bus Drivers and Conductors  
Better*