



DIRECTOR'S MESSAGE

The COVID-19 virus is spreading rapidly in India with cases increasing every day, even in Bangalore. It is realistic to assume that the Karnataka government will not allow pre-schools and primary schools to open any time soon. Therefore, we plan to continue our remote learning at least for one more month, and probably more. We still feel that online learning is better than no education and that our approach to online learning is as good as it gets under these challenging circumstances.

I know that the situation is challenging for learners. They need to have social interactions with other children and with adults other than their parents. They can feel lonely, stressed, and depressed. I also know that the situation is stressful for parents too. We need the parents to support the online sessions and the offline sessions in between. It isn't easy to do so for working parents.

We wanted the learners to get used to online learning. Therefore, we have gradually extended our online sessions from three days to five days a week. In September, we have expanded the number of subjects by introducing PE as well. We feel this has been a very successful experience which the learners enjoyed.

In October, we will introduce Indian languages – Kannada as well as Hindi, and in the subsequent months, foreign languages - French & Spanish will also be introduced. Specific sessions devoted to Arts & Music will be introduced as well. Currently, Arts is integrated along with our regular academic lessons.

We plan to continue with our Blended Approach. We will not fill the whole day with online sessions, but, have a combination of online and offline activities. We do not think that learning is efficient when the learners spend a full school day in front of a screen. The learners cannot concentrate on on-screen activities for so long. To ensure that every learner thrives and learns, the facilitators will regularly connect with every learner individually. All that being said, we cannot wait to open the school for face-to-face activities with all our fantastic learners.

Professional development

We have grand visions, and plans with our “We lead curriculum” and “We lead pedagogy”. We want the learners to learn through projects, where they use scientific concepts to solve real-life problems. Many of the projects will have the UN's Global Sustainable Development Goals as a framework. As the first part of the mid-term holiday, the facilitators will have five days of professional development sessions about these goals and how to implement them in the teaching and learning activities.

Head of Academics

I am happy to announce that our coordinator Sheeba John has been appointed as the Head of Academics. She will still be teaching grade 5, but we will recruit a new facilitator to teach some of the lessons. We will also recruit a new coordinator for grades 1-5. Sheeba will be the person to contact in the management team for parents if there are issues that need to be discussed.

Allan Andersen,
Director

LAUNCH OF STUDENT-MENTOR INITIATIVE



During these uncertain times, when learners are coping with learning via the digital medium, it becomes imperative to monitor their emotional well being. We, as a community of facilitators, have started an initiative called "The Mentor-learner Meetings (MLM)". With learning being a dynamic and personal experience, MLM helps to connect with the learners and their emotions. Our learners have a lot to say; we need to create an avenue and make the time to listen. Learners get to reflect on the quality and quantity of assignments given to them and discuss if they are manageable. They express the areas they are struggling with, so we can formulate appropriate interventions. At the end of the session, there is a mutual agreement of "Two Tiny Targets (TTT)" which the learner is encouraged to record and work towards, to be reviewed a month later. We believe that all learners need to develop a strong personal connection in the classroom and school to do their best, and we know MLM is undoubtedly one such effective tool to help our students do just that!

LAUNCH OF PHYSICAL EDUCATION SESSIONS



Our blended learning approach is a planned wholistic approach, and every aspect of the plan is being introduced phase-wise. In September, another aspect of the plan was implemented – the launch of virtual Physical Education sessions.

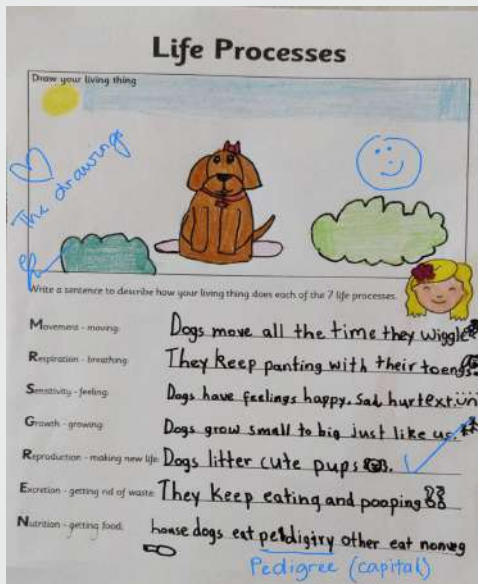
The sessions include Animal Movements (A Primal Play method – which improves mobility, builds strength, improves coordination as well as cardio-conditioning), activities to enhance hand-eye coordination, Dance/Aerobics, Yoga and Personal Challenges.

Each of the exercise modules is designed to take care of specific physical needs of a child. In combination, they contribute towards enhancing a child's overall physical development.

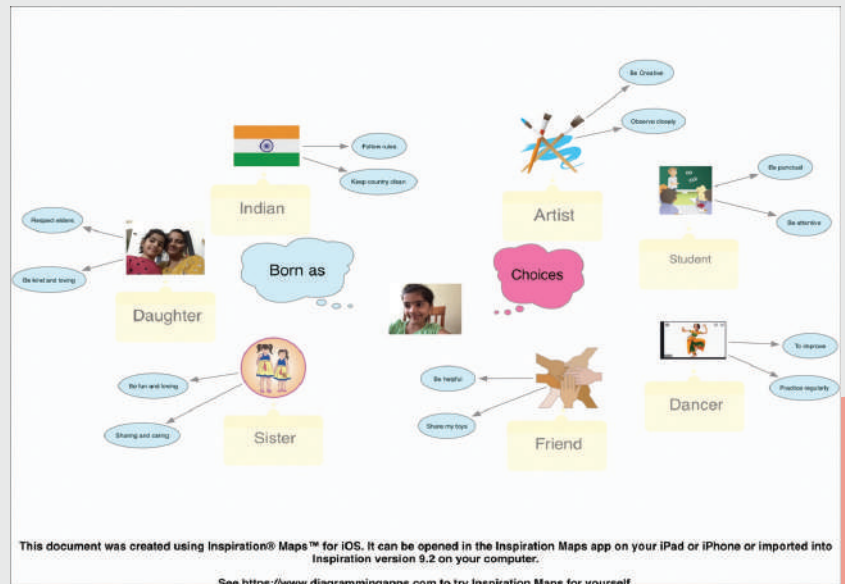
GLIMPSES OF BLENDED LEARNING



Our long term plan towards the unfolding of Blended Learning is bearing fruit, and our facilitators are incredibly thrilled with the enthusiasm displayed. In the past several weeks, we have launched our online Physical Learning, Student-Mentor Initiative, and our Collaborative Project-Based Learning.



This is an engaging science assignment to study about the 7 life processes a living thing displays, done by Abigail Lasrado of Grade 3.



An Inspiration Map created by Jyotsna Deshpande of grade 2 as part of a Social Studies lesson to understand her different roles and responsibilities.

Inspiration maps can be created with apps available on ipads and are a great tool to organize your thoughts & represent them visually.

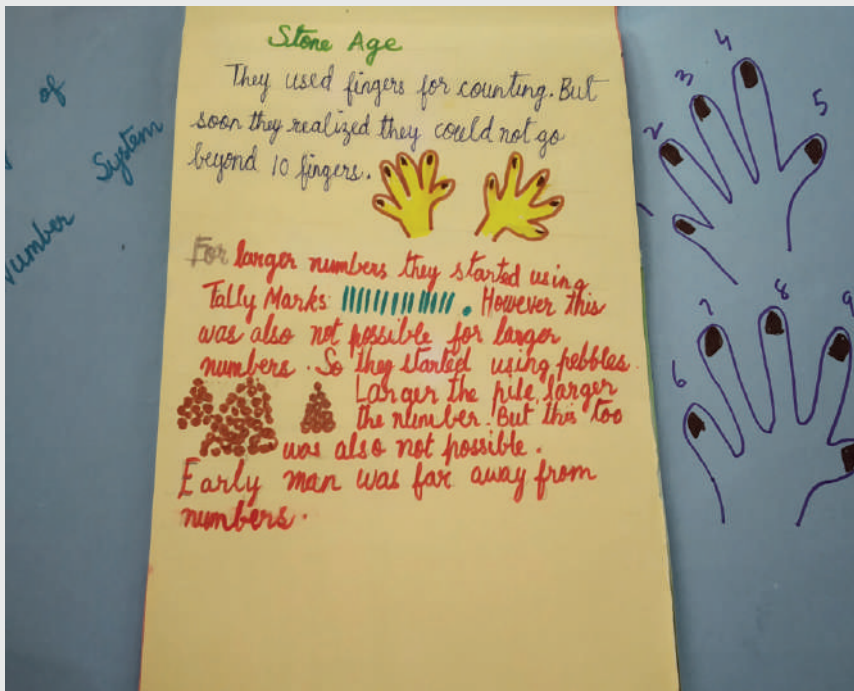
AN EXAMPLE OF OUR INTER-DISCIPLINARY APPROACH



The We Lead Curriculum emphasises on inter-disciplinary learning. In simple terms, this means that children learn by exploring connections among subjects. The curriculum enables critical thinking, cognitive development, gives children a broader perspective and enables them to apply their knowledge in different scenarios, which will allow them to succeed in their career.

The Grade 4 children created a lap book for their Math project on "The History of Numbers". The idea behind the project was to integrate the Numbers Theory with history, which is an integration of Maths & History. The children expressed their learning in the form of a lap book. A lap book is a great hands-on educational tool and highly interactive from its creation to the finished product. Each component of the lap book has allowed the learner to concentrate on a specific aspect of the greater topic. Here is an example of one of the lap books created by Pragyan Ashish Saklecha of Grade 4.

Click the image to watch the video



This lapbook has been done by Aaron Thomas John of grade 4.

SOME MORE GLIMPSSES OF BLENDED LEARNING



Grade 1 students became authors and started writing and illustrating their own story books. This was an engaging way of introducing them to the various elements of a story as well as develop their creativity.

Featured here is a cover page by Samir David Vijayashankar of grade 1.

Recently Grade 3 students were introduced to various forms through which they can express themselves. Muhammad Aariz introduced learners to cartoon-making in the form of a story. Muhammad creatively conceptualises such cartoons and develops them into stories through an app. This activity was aimed at not only exposing learners to various forms but also develop presentation and confidence skills. Dr. Anu, grade 3 facilitator feels that cartoon making can be Muhammad's passion project.

Click the image to watch the video

LAUNCH OF COLLABORATIVE PROJECT-BASED LEARNING

The Grade 5 learners engaged in a small-scaled PBL (Project Based Learning) which involved solving a Maths problem, based on the "Place Value" concept. The Learners were given the "Deca Tree Project", a multi-step question to be solved in groups of threes and fours. Through this project, learners learned to work collaboratively, gained knowledge and skills by discussing the problem, listening to the ideas and opinions of each other, and solving it. During this process, learners gained the confidence to express themselves, solve misconceptions, build their critical thinking skills, and learn to work as a team. It helped them acquire a more in-depth understanding of the place value concept through active exploration and involvement.

WHAT STUDENTS SAID ABOUT THE PROJECT

CHAMAN
BHARTIYA
SCHOOL

WHAT STUDENTS SAID ABOUT
THE PROJECT



"It made maths interesting since we did it
in a group and collaborated with each other"
- **Trisha, Grade 5**

CHAMAN
BHARTIYA
SCHOOL

WHAT STUDENTS SAID ABOUT
THE PROJECT



"It was fun working on the project
especially since it was in a group"
- **Arnav, Grade 5**

SCHOOL UPDATE:

Our language classes are set to commence in **October 2020**. The Indian languages (Kannada & Hindi) will begin in October while the foreign language classes (Spanish & French) will commence in **November 2020**.

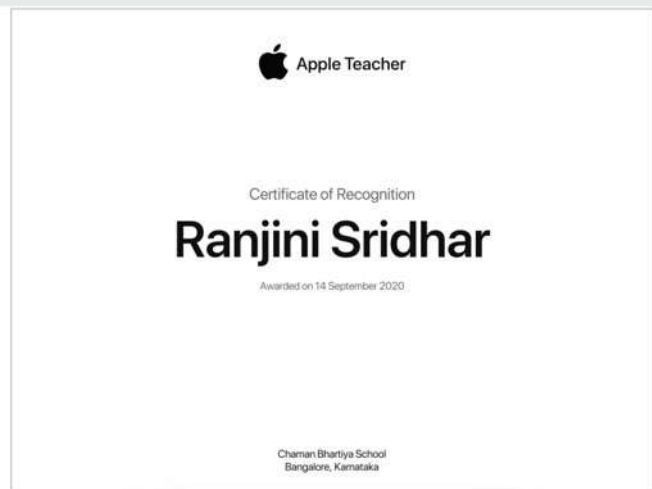
We are working towards creating an Apple enabled learning environment in which all the facilitators and students have iPads. The two softwares in use are **I-Work**, for lesson plans, and **SchoolWork**, for assessments.

FACILITATOR'S MONTH AT CBS



This month instead of Teacher's Day, we celebrated Facilitator's Month. The month-long celebration was held to commemorate the Facilitators at CBS who, during these testing times, went above and beyond to deliver the best learning experience to the students. We are truly lucky to have them around!

APPLE CERTIFIED!



As part of our mission to be an Apple distinguished school, the Facilitators at CBS undergo training by representatives from Apple to use the latest technology in education to deliver the best learning experience to the students. Recently, two members of the team completed the training program and have become certified Apple Teachers. Congratulations **Ranjini and Dilip!**

MEET OUR FACILITATOR



Deborah is a passionate Educational Therapist who believes that every child has a unique learning profile and can progress despite challenges. For this, however, the learning environment has to be both interactive and reflective. Armed with an MPhil in Learning Disabilities and certifications from NILD and FIE, she has a decade worth of experience of dealing with children with Learning Disabilities, Slow Learners and Attention deficits. As a trainer at Pearsons, and a special educator who has worked in various settings, she brings with her a diversity of experiences and a desire for employing intelligent caring. At Chaman Bhartiya School, she will be working closely with the facilitators to ensure children with learning challenges are supported inside their classrooms, besides individualised help when required.

WHAT'S HAPPENING AT THE EARLY YEARS?

The early years' classes commence with an introduction to the day, date and weather around us so that children can relate to the world around them. There is constant reinforcement about the concepts on a daily basis.



BACK TO SCHOOL!

The early years students were recently introduced to their school. They made buses out of ice-cream sticks in which they plan to come back, once school reopens.



D.Adhyathaa Shanwi Reddy has represented her school bus in a very creative manner.



Shreyansh.C.R plans to come in this school bus to school.



Aanya Shetty Saraf is extremely excited to come back to school.

SOME OTHER ACTIVITIES BY OUR TINY ONES



An activity by Aanya Shetty Saraf which emphasises on the "Shapes" Concept and encourages Creativity.



An activity by Aanya Chawla where little ones learn to identify emotions.



Learning about body parts through role play.



An innovative way of learning about heavy & light objects.

WHAT PARENTS SAY?

Assignment

Pom Pom activity : Numbers 1 to 9

Answer

Pom Pom

Vivaan totally loved working on this activity and was excited counting numbers and working on sticking Pom Pom at the same time.

 20200907_104554.jpg

Submitted by **Vivaan Kiran Honakeri**
Submitted on **07 September 2020 11:47 AM**



Click on the image to watch what Priya Rajesh had to say about Chaman Bhartiya School.

IN THE PRESS



Our Director, Allan Andersen, featured on The Print with renowned journalist Kritika Sharma. Don't miss this must-see video interview as they discuss in-depth about various aspects of education and what the future holds for learning.

Click the image to watch the video

Lockdown learning: Kids need music and art classes too, say teachers

At a time when activity-based learning for school-going kids has become the need of the hour, and has taken precedence over traditional learning methods, can institutions afford to lay off their music and art teachers?

Written by [Preerna Mitta](#) | New Delhi | September 5, 2020 5:41:03 am

Inclusion of art helps to bring in an aesthetic appeal towards learning, thereby helping the learners overcome the monotony of academics. (Source: Pixabay)

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Our Blended Learning Approach featured in a recent coverage on The Indian Express, which deliberates on the role of music and art in education. **Read the entire piece by clicking on the image.**