

Vol 7 - February - 2025-2026

# *The Communiqué*



**Nahar International School**



# Inside this issue

## ACTIVE LEARNING

### Math-E-Magic

Exploring Nature's Classroom at Godrej Nursery

Karjat Edutour: An Unforgettable Adventure!

Rock-Cut Wonders and Monkey Tales @ Kanheri Caves

Galleries Without Walls: Our Day at Kala Ghoda

Math + Curiosity = Wow!

Chasing the Butterflies

Plastic Warriors – A Drive by Grade 8

Hygiene Donation Drive: Spreading Care, Dignity, and Hope

## EVENTS

Spreading Kindness, One Act at a Time

SONORA - A Symphony of Movement, Music and Dance

Random Acts of Kindness

Beneath the Sands, A Story of Becoming

The Driving Seven

Think. Question. Experiment. Discover. National Science Day

Honouring Hard Work, Dedication, and Success

Helping young children sit, listen and express emotions better

Building Teen Trust and Communication

## LEARNING BEYOND ACADEMICS

Celebrating Our Champions!

On Your Marks... Get Set... Go! .....Track Marathon

## STUDENTS' COLUMN

Narrative Poetry - Trip to Kala Ghoda

## MENTORS' COLUMN

Communicator: Expressing Ideas, Building Connections

### IBDP

Le Délice à la Suisse

The Harmony of Mathematics: Functions, Art, Colour and Music

## LIBRARY



# Math-E-Magic

Our Bees and Cubs children enjoyed a day where mathematics truly felt magical! Classrooms buzzed with excitement as children explored numbers through play, movement, and creativity.

They measured animals using blocks, counted objects with number dominoes, and twisted and turned their way through a lively number twister game. Big blocks became part of an adventurous obstacle course, while Colour by Number activities encouraged focus and artistic expression. Children also investigated animal habitats using a Venn diagram, sorting and classifying with curiosity and joy.

The day was filled with laughter, teamwork, and discovery. By turning math into hands-on adventures, children experienced how numbers connect to the world around them proving that math is not just about counting, but about exploring, creating, and having fun!



# Exploring Nature's Classroom at Godrej Nursery

As winter came to an end and spring arrived, the children enjoyed a wonderful trip to Godrej Nursery. At the entrance they were greeted by colourful flowers in full bloom.

They walked into the greenhouse where they saw cacti, orchids and many other flowering plants. The art of bonsai caught their attention as they learned how small trees can be more than 80 years old.

The children explored the vegetable patches and discovered how underground vegetables like beetroot and carrots grow. They also saw papaya plants with green papayas, lemon plants in bloom and grapefruit trees. Cabbage, cauliflower and pumpkins were growing in neat rows, while chilli plants and baby tomatoes added even more variety.

This visit gave the children a chance to see how plants grow and to appreciate the beauty of nature in spring. They returned with new knowledge, happy memories and a deeper curiosity about the world around them.



# Karjat Edutour: An Unforgettable Adventure!

Our Grade 3 students recently traded their desks for the great outdoors, embarking on an action-packed educational trip to Camp Max, Karjat. From the moment the "party bus" pulled out of the school gates, the energy was electric!

## Into the Wild

The adventure began with a hands-on lesson in sustainability. Students explored the wonders of organic farming, discovering the secrets of how plants grow naturally. The fun continued at the petting farm, where students had the chance to observe and interact with animals up close—a clear favorite for many!

## Courage and Creativity

The trip wasn't just about observation; it was about "doing." Many students faced their fears on the zip line, displaying incredible resilience and bravery as they soared through the air.

After a high-energy Zumba session to shake off the afternoon heat, the group settled in for a magical night. Under the vast Karjat sky, students participated in planet gazing, spotting constellations and sparking deep curiosity about the universe. The night ended perfectly: cozying up in tents with mugs of warm hot chocolate.

## Morning Mist and Masterpieces

The final morning saw our young explorers trekking through the hills to breathe in the fresh forest air. To wrap up the journey, students tapped into their artistic sides with a coconut shell painting activity, creating unique souvenirs to take home.



The trip was more than just a getaway; it became a classroom without walls where students learned valuable lessons beyond their textbooks. Staying in tents helped them develop a sense of independence and responsibility as they managed their own space and belongings. Activities such as trekking and zip lining encouraged them to step out of their comfort zones, building confidence and helping them trust their own strength and abilities. Engaging in farming activities and interacting with animals also deepened their appreciation for nature, allowing them to understand and respect the environment in a more meaningful way.

Overall, the Karjat trip was a beautiful blend of courage, curiosity, and connection. Our students returned with dusty shoes, tired smiles, and memories that will last a lifetime!



# Rock-Cut Wonders and Monkey Tales @ Kanheri Caves

This week, **Grade 4 students explored the ancient Kanheri Caves**, situated in **Sanjay Gandhi National Park, Mumbai**. It was an **educational and adventurous field trip** that provided experiential learning beyond the classroom.

The students learned about the **history of the Kanheri Caves**, which are more than **2,000 years old**. They were informed that these caves were used by **Buddhist monks** for meditation, prayer, and living. The students also learned about the **different types of caves**, such as **Chaityas, Viharas, and Stupas**, and that there are **109 caves** in total.

As the students entered the caves, they experienced **darkness, silence, and cool air**. They **touched the stone surfaces** and observed how the caves were carved from solid rock. This **hands-on experience** made learning history more **real and meaningful**.

The field trip gave students valuable **practical learning experiences outside the classroom**. The students showed great enthusiasm while climbing the steps to explore the caves.

Monkeys were seen during the visit, making the trip exciting and memorable. Some students felt scared initially, but they showed **confidence and courage**. The monkeys created different experiences for the students—one monkey snatched a water bottle and one even took a colourful pencil from a student.

The field trip concluded with a **reflection sheet activity**, which allowed students to share their learning and experiences. Overall, the visit to the Kanheri Caves was a **memorable experience**, and the students returned home with **stories to tell, memories to share, and a sense of adventure** that made the trip truly special.



[Back to the Contents page](#)

# Galleries Without Walls: Our Day at Kala Ghoda

Our Grade 5 students recently stepped out of the classroom and into a whirlwind of creativity at the Kala Ghoda Arts Festival (KGAF) 2026. Held around end January to early February, this iconic nine-day celebration transformed the South Mumbai precinct into the country's largest free multi-disciplinary street art festival.

## A Legacy of Art and Restoration

Since its inception, KGAF has grown from a local event into a global attraction. More than just a festival, it serves a noble purpose: all funds raised are directed toward the restoration of the cultural heritage and colonial architecture within the precinct.

## Highlights of the 2026 Edition

Our students navigated a vibrant landscape of art and history, experiencing several key verticals:

**Eco-Friendly Installations:** At Rampart Row, massive contemporary sculptures and student projects took centre stage. This year's focus on sustainability was evident in installations made from recycled materials.

**Heritage & Craft:** Guided walks allowed students to admire the city's colonial architecture, while the bustling bazaar showcased traditional Indian handicrafts.

## Learning Beyond the Classroom

This field trip was more than just a day out; it was an exercise in creative exploration and left our students amazed at the innovative designs and display of artistic genius. The visit helped students appreciate Indian art and heritage and observe different forms of artistic expression.

Such experiences encourage creative thinking, observation skills, and learning beyond the classroom. The field trip also helped students connect classroom learning with real-life experiences and promoted social interaction, teamwork, and curiosity among students. The field trip also proved that some of the best lessons are learned on the vibrant streets of our city.



[Back to the Contents page](#)

## Math + Curiosity = Wow!

Grade 1 students recently explored the concept of **position** through a fun, interactive, and hands-on activity. To make the learning meaningful and exciting, the teachers created a large grid on the classroom floor.

Students actively participated by following the teacher's instructions. One group of students stood on different squares of the grid, while another group observed and answered questions such as:

*Who is standing next to whom?*

*Who is in between?*

*Who is near?*

*Who is far?*

This helped them clearly understand positional words like **next to**, **in between**, **near**, and **far** in a practical and engaging way.

The activity became even more exciting when students were given hand puppets. They were instructed to move across the grid using directions such as:

*Take two squares to your right.*

*Move four squares forward.*

*Take one step to your left.*

After practising directions themselves, the puppets were placed at different spots within the grid. Students then guided their movements to reach the animals by describing each step clearly, for example:

*"I am moving forward three squares, then I turn left and move two squares."*

This activity not only strengthened their understanding of positional language and directions but also helped build their confidence in speaking and listening. Overall, it transformed a simple Math concept into a highly enjoyable and memorable learning experience, filled with movement, teamwork, and plenty of fun.



# Chasing the Butterflies

At NIS, it is a constant endeavour to make learning more interesting and engaging for our young learners. The introduction of **No Gadget Fridays** has given us a wonderful opportunity to take classroom learning beyond the four walls.

The topic of the day was **sensory words**, and a precursor to the session was conducted the previous day, during which students were introduced to the concept of sensory words—adjectives associated with how we experience our surroundings through the five senses.

As soon as the bell rang, our excited **Grade 3 learners** grabbed their notebooks and pencils and headed to the foyer area, where we have a small garden. After listening carefully to the teacher's instructions, they went around observing different objects and wrote appropriate sensory words associated with each one. For example: shiny, cold steel benches; rough, black tyre planters; multihued pots; plants in different shades of green; leaves that were long and short, round and pointed; colourful butterflies; honking cars; and whirring fans.

After experiencing the bounties of nature, the students returned to the classroom, where they drew and coloured the garden and wrote a **setting description** using sensory words.

Overall, it was a fun and engaging session for the students and highly effective in helping them achieve the intended learning outcomes.



[Back to the Contents page](#)

# Plastic Warriors – A Drive by Grade 8

What started as a small initiative in the month of October by the enthusiastic students of Grade 8 has now grown into a powerful movement — *Plastic Warriors*.

During the months of October and November, students actively conducted a plastic collection drive within the school community. House points were awarded to encourage participation, and the response was overwhelming. Students collected plastic waste from their homes and surroundings, ensuring that it did not end up in landfills.

However, something remarkable happened after November.

We decided to continue the drive — not for rewards, not for house points — but with a genuine urge to contribute towards society and protect our environment. The focus shifted from competition to commitment. The drive became a responsibility rather than an activity.

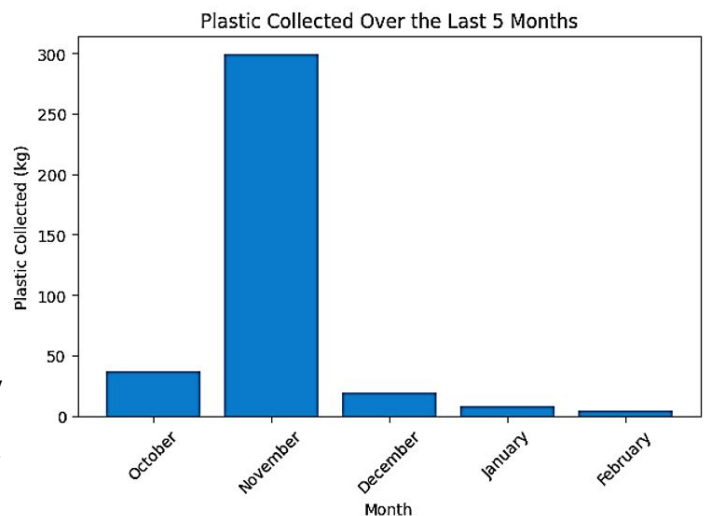
Today, we proudly call ourselves **Plastic Warriors**.

In the last five months alone, we have saved **367 kg of plastic** from going into landfills. Every kilogram collected represents awareness, teamwork, and a step towards a cleaner planet.

The statistics below reflect our journey:

- **October** – 36.6 kg
- **November** – 298.8 kg
- **December** – 19.6 kg
- **January** – 8 kg
- **February** – 4 kg

November saw the highest collection due to the house-wise campaign, but what truly matters is that the drive continues even without incentives. The numbers may fluctuate, but the spirit remains constant.



This initiative has taught us that real change begins with small, consistent actions. Protecting the environment is not a one-month campaign — it is a lifelong responsibility.

The cartons are kept on all floors for collecting the Plastic waste.

**We request every student to contribute by bringing clean plastic waste from home and dropping it into the collection cartons placed on each floor of the school.**

**Your small step today can make a big difference tomorrow — join us and become a Plastic Warrior!**

[Back to the Contents page](#)

# Hygiene Donation Drive: Spreading Care, Dignity, and Hope

The Community Welfare Committee recently organised a Hygiene Donation Drive to support students studying in a tribal school closely connected with our institution. The initiative aimed to collect basic hygiene essentials such as toothbrushes, toothpaste, bathing soap, washing soap, coconut oil, and shampoo sachets, which will be assembled into hygiene kits and donated to the school.

The response from the school community was truly heartening. With the generous support of students, parents, teachers, and staff, we were able to collect enough supplies to prepare over 400 hygiene kits for the children. What began as a small initiative quickly turned into a collective effort, with contributions steadily pouring in throughout the drive. It was inspiring to see the community come together with such enthusiasm and compassion, reminding us how even simple acts of giving can create a meaningful impact when done collectively.

This initiative reminded us that even the smallest acts of kindness can create a meaningful impact. Something as simple as a bar of soap or a toothbrush can contribute to a child's comfort, health, and confidence. We are deeply grateful to everyone who supported the drive and helped extend care and dignity to those who need it most.





# Events

[Back to the Contents page](#)

## Spreading Kindness, One Act at a Time

The students of Grade 4C presented a heartwarming and meaningful assembly titled "A Drop of Kindness Starts with You." Through engaging narrations, thoughtful skits, and a lively dance performance on the melodious *Kindness Song*, the children beautifully conveyed that kindness is not just expressed in words but shown through actions. Their presentation highlighted how small acts of care, at home, in the community, and towards animals, can create a big impact!

As a follow-up activity, each grade created a special kindness display: Grade 5 created a *Brick Pathway Kindness Wall*, Grade 4 designed a *Cloud Kindness Wall*, and Grade 3 prepared a *Balloon Kindness Wall*. Students of Grades 3, 4, and 5 were also given heart badges with the logo, "A Drop of Kindness Starts with You."

The assembly concluded with a powerful pledge and the inspiring message: "Kindness: my power, my voice, my choice."



# SONORA - A Symphony of Movement, Music and Dance

On 7th February, Nahar International School hosted Sonora 2026, its inter-house performing arts celebration. This event was a Student Council initiative designed to give students a dedicated platform to showcase their talents in dance, music, and drama.

This year's theme, "Emotions and Expressions," guided the performances. Each house interpreted the theme in its own way, presenting acts that explored a wide range of emotions, from joy and energy to conflict and vulnerability. Through coordinated choreography, powerful dialogues, and expressive musical pieces, students brought their ideas to life on stage. The variety in styles and presentation ensured that every act offered a distinct perspective while remaining connected to the central theme.

The event began with a lamp-lighting ceremony, officially opening Sonora 2026. After that, each house performed, with acts flowing smoothly throughout the event. A panel of esteemed judges evaluated the performances, appreciating the creativity and effort shown by each house, while also providing vital feedback for each performance.

Sonora 2026 highlighted the artistic talent within the NIS community. It gave students a chance to work together, express themselves creatively, and engage with the performing arts. Sonora 2026 marked an important step in strengthening performing arts at Nahar International School and set a strong foundation for future editions.



[Back to the Contents page](#)

# Random Acts of Kindness

*In a world where you can be anything, be kind.*

On 20th February, 2026 our school community celebrated Random Acts of Kindness day. A day that was intended to serve as a gentle yet powerful reminder that kindness is not merely a value to talk about, but a necessity we must practice actively. In times when days feel fast paced, uncertain and rushed, choosing compassion can not only transform individual moments but also the emotional climate around us. With this thought and motto in mind, the school day began with a deeply moving video, one that showcased the power of kindness and how it creates a ripple effect. It also became a beautiful example of humanity in action and it prompted students to pause and reflect on how the smallest acts can have a profound and lasting impact on others.

The video was followed up with meaningful discussion on why kindness is important now more than ever. Students thoughtfully shared how simple acts like offering help, listening without judgement, expressing gratitude or including someone who feels left out can ease visible burdens people carry silently. To translate reflection into action, students participated in a meaningful activity wherein each of them wrote down one act of kindness they intended to carry out during the day. These intentions were simple, sincere and thoughtful, proving that kindness does not have to be grand to be powerful. Once completed, their written promises and reflections were displayed on two symbolic installations that brought the spirit of the day to life.

The Kindness Tree represented the idea that kindness, like a tree, grows when nurtured. Its strong roots symbolize empathy and values, while its branches remind us how our actions can reach out and support many others. Alongside it, the Kindness Sky shimmered with stars, each representing a student's commitment to kindness. Just as stars illuminate even the darkest night, every compassionate act has the power to brighten someone's day, sometimes in ways we may never fully realize.



The celebration served as a powerful reminder that kindness is not confined to a single day or event. It is a daily choice! One that requires awareness, intention, and heart. A smile, a kind word, a helping hand, or simply being present for someone can create ripples far beyond the moment itself. As we move forward, may we continue to nurture deep roots of compassion while also lighting up the skies around us. Because when kindness grows, communities flourish and the world becomes a gentler, brighter place for all.



# Beneath the Sands, A Story of Becoming

When we began envisioning this year's Grade 6 Cultural Day, the theme of adventure was chosen with thoughtful intention. Adventure is often imagined as distant lands, perilous journeys, or dramatic twists of fate. Yet in its truest and most meaningful form, adventure is far more intimate. It is the quiet courage to step into the unknown, the resilience to face challenges with grace, and the discovery of inner strength. Especially the strength that blossoms through unity.

It was with this understanding that I chose to adapt *Holes* by Louis Sachar as our production, titled "*Echoes Beneath the Sands.*"

At first glance, *Holes* appears to be a simple tale: a boy sent to a correctional camp in the middle of an unforgiving desert, condemned to dig endless holes beneath a relentless sun. Yet beneath this deceptively modest premise lies a story rich with meaning. A narrative woven with themes of friendship, resilience, justice, and loyalty. It reminds us that even in the most desolate landscapes, hope finds a way to take root.

In many ways, this story mirrors the journey of our Grade 6 students. Their first year in middle school is itself an adventure. A new environment. New teachers. Greater expectations. Increased responsibility. Like the characters in the play, they are learning to navigate unfamiliar terrain. They are discovering that friendships lighten burdens, that perseverance yields quiet victories, and that every experience, joyful or challenging shapes the people they are becoming.

From the very beginning, our vision was to make Cultural Day a truly student-centric celebration. We wanted to look closely at our students, recognise their individual strengths, and create a space where those abilities could flourish.



[Back to the Contents page](#)

Some discovered their voice through powerful dialogue, delivering lines with conviction and clarity. Others expressed themselves through dance, moving across the stage with confidence and rhythm. Many brought the story alive through music, timing, and stage presence. By weaving together acting, choreography, and song, we ensured that every child found a place under the spotlight. The stage became more than a site of performance. It became a landscape of self-discovery.

As an English teacher, my choice was also guided by academic intention. Literature invites students to step beyond the boundaries of their immediate world. Through this story, they encountered a different cultural and social landscape, a distinctive dialect, and characters whose realities were far removed from their own. Certainly, their vocabulary expanded but more importantly, their perspective widened.

Stories like these nurture empathy. They allow young readers to inhabit lives that are not their own, to listen to voices that may sound unfamiliar, and to understand experiences that lie beyond their personal horizon. That is the quiet, transformative gift of reading. Yet, what unfolded during the weeks of preparation extended far beyond literary appreciation. Theatre became an education in itself.

Rehearsals were not merely about memorising lines or positioning scenes on stage. They were lessons in commitment. They were the many afternoons spent refining dialogues, repeating sequences, practising choreography, perfecting songs, and learning to project confidence. They were the early mornings of zero periods that required dedication over comfort. Above all, they were about consistency. Showing up not only for oneself, but for the entire ensemble.



Through the experience of theatre, students absorbed lessons far beyond the mechanics of performance. They learned discipline by arriving prepared, respecting cues, and understanding the delicate rhythm of timing that holds a scene together. They discovered the true meaning of teamwork, recognising that every role no matter how small, contributes to the harmony of the whole. A sense of responsibility naturally followed, as they realised that even a single missed entry could ripple across an entire scene. At the same time, the stage encouraged them to explore expression, learning how emotion can be communicated through voice, posture, and presence. Perhaps most profoundly of all, they developed empathy, stepping into the lives of their characters and understanding their struggles and motivations from within.

What moved me most was the spirit of unity that blossomed so naturally among them. I saw students gently prompting friends who momentarily forgot their lines, offering reassuring smiles before a difficult dance sequence, adjusting formations without complaint, and celebrating each other's progress with genuine joy.

Backstage was alive with nervous anticipation, shared laughter, whispered encouragement, and the quiet pride that comes only from collective effort. They were not merely performing a story about friendship and resilience, they were living it.

By the time they took their final bow, the performance itself had become only one part of the achievement. The true triumph lay in the journey: the confidence they cultivated, the patience they learned, and the bonds they strengthened. They discovered that growth often demands effort, that perseverance reveals hidden strengths, and that unity has the remarkable power to transform obstacles into opportunities.

Though the curtains may have fallen on Cultural Day, what lingers are the moments that refuse to fade. The laughter echoing through rehearsals, the exhilaration of delivering a difficult line flawlessly, the reassuring squeeze of a friend's hand before stepping onto the stage.

*"Echoes Beneath the Sands"* may tell a story about digging into the earth. But for our Grade 6 students, the experience was about digging much deeper, within themselves.

And perhaps, in doing so, they embarked upon the greatest adventure of all



# The Driving Seven

Grade 7 Brings "*The Phantom Tollbooth*" to Life

*"The stage was the outcome, but growth was always the purpose."*

Every school production tells two stories. One unfolds under the glow of stage lights, guided by script, sound, and performance. The other grows quietly behind the curtains, often in rehearsal rooms filled with questions, in moments of uncertainty, in shared laughter, and in the quiet courage it takes to try again.

This year, Grade 7's adaptation of *The Phantom Tollbooth* by Norton Juster became a celebration of both.

From the very beginning, the intention was clear: this would not be a performance striving for perfection. It would be a journey shaped by process. Rehearsals became spaces where thinking unfolded aloud. Scenes were paused and revisited, not just to correct a line but to understand a moment. Learners spoke about what their characters believed, what a scene suggested, and how an idea might be felt before it was spoken.

The choice of *The Phantom Tollbooth* was deeply intentional. Under its whimsical world of talking watchdogs, spelling bees, castle in the air, and Demons of Laziness and noise lies a thoughtful reflection on curiosity, learning, and the courage to ask *why*. Grade 7 is a year where something begins to shift in young learners. Knowledge is no longer only received, it is, as it should be, questioned, explored, and sometimes even challenged.



[Back to the Contents page](#)

During the early planning stages, many of the notes guiding this production carried a simple title: **"Driving Seven."** The phrase felt right, the phrase had a calling in the belief that the learners themselves would be the drivers of this journey. They would be steering the wheel with their questions, ideas, and growing understanding. There were times when students stepped into rehearsals quietly, unsure of their voice or presence. At first, many of the scenes felt like fragments to the learners. Characters such as Wonder, Doubt, and Confusion appeared intriguing but puzzling, their meanings not yet fully clear. Over time, hesitant voices grew steadier. Tentative steps found rhythm and confidence. Lines were no longer simply memorised; they were understood, interpreted, and gently made their own. The characters were lived, owned, and even improvised. By the final rehearsals, students were no longer moving through isolated scenes; rather, they were travelling through a story that had begun to make sense.

And perhaps the most meaningful moments happened away from the spotlight. They appeared in quiet acts of encouragement when someone forgot a line. In students staying back to rehearse a difficult transition. In the spontaneous applause that followed a peer's breakthrough. In those small, often unnoticed moments, something important was forming. A group of performers was slowly becoming a community of cheerleaders, supporters and most certainly FRIENDS. When the curtain finally rose, it revealed more than a play. It revealed a journey shaped by resilience, imagination, and effort. The applause that followed celebrated more than artistic success. It celebrated the courage to step forward, to take risks, and to keep going when something did not work the first time.

In the end, the production reminded us of something simple: when children are trusted with responsibility, they often surprise us. Long after the stage is cleared and the lights fade, it is not the performance alone that stays with us, but the journey that made it possible.



# Think. Question. Experiment. Discover. National Science Day

**National Science Day**, celebrated every year on **28th February**, marks the discovery of the Raman Effect by Indian physicist C. V. Raman in 1928. The day is observed to recognize India's scientific achievements and to highlight the importance of science in everyday life. It encourages students and the wider community to develop curiosity, scientific thinking, and a spirit of innovation. 🧪 ✨

To commemorate the occasion, **NIS**, along with **Grade 11 students**, organized an engaging **Science Week from 23rd February to 27th February 2026**. The week featured a variety of interactive activities designed to spark curiosity, promote critical thinking, and make science an enjoyable and accessible experience for students across grades. The objective was to demonstrate that science extends far beyond textbooks and laboratories—it is an exciting journey of ideas, questions, and discoveries.

To encourage participation, a series of **interactive floor games** were organized for **Grades 6–9** throughout the week. These activities were designed to be inclusive and engaging, requiring nothing more than curiosity, enthusiasm, and a willingness to explore scientific ideas.

The week began with **Day 1: Crosswords**, where students solved science-themed crossword puzzles by connecting clues with scientific terms and concepts. This activity encouraged recall of prior knowledge while strengthening problem-solving skills.

On **Day 2: Riddles**, students explored a collection of science-based riddles that challenged them to think creatively and look beyond the obvious. The activity promoted analytical thinking as students searched for hidden clues and logical connections.

**Day 3: Myth or Fact** focused on developing scientific reasoning. Students evaluated commonly heard science statements and determined whether they were scientifically accurate or misconceptions. This activity highlighted the importance of evidence and critical evaluation in science.



[Back to the Contents page](#)

During **Day 4: Connections**, participants identified the scientific relationship between seemingly unrelated items. By discovering the link between ideas, students explored how different scientific concepts are interconnected.

The week concluded with **Day 5: Pose a Question / THUNKS**, where students were encouraged to frame their own scientific questions. This activity emphasized curiosity and inquiry, reminding students that every great scientific discovery begins with a simple question.

In addition to the floor games, **Grade 11 students conducted a series of short TED-style talks**, sharing fascinating scientific ideas with younger students. These talks provided senior students with a platform to communicate scientific concepts creatively while inspiring curiosity among their peers.

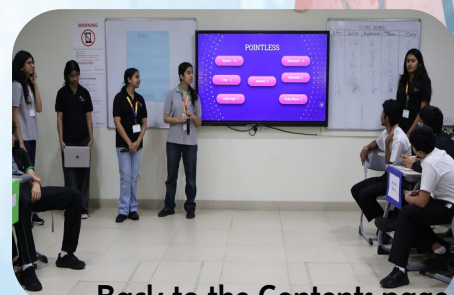
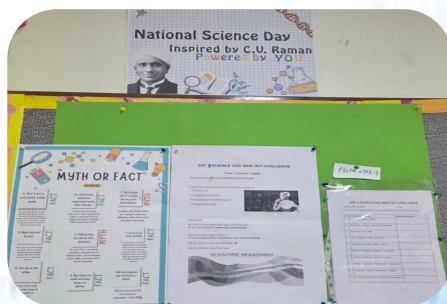
#### **TED Talks conducted:**

- **An Introduction to Artificial Intelligence** – by Malini (AS Level), Vainavi (AS Level), and Anushka (IBDP1)
- **The Large Hadron Collider** – by Arhaan Gupta (IBDP1)
- **Parallel Universe** – by Nysa (IBDP1) and Aadya (IBDP1)

Another highlight of the week was the **House-wise Science Quiz Competition**, which began with preliminary rounds for **Grades 8 and 9**. The competition culminated in an exciting **final round featuring Jeopardy and Pointless formats**, where teams demonstrated their scientific knowledge, quick thinking, and teamwork.

Additionally, **IBDP1 students created posters on Science and Sustainability**, showcasing their creativity while sharing ideas and perspectives on the role of science in building a sustainable future.

Overall, **Science Week** successfully created an atmosphere of exploration and enthusiasm, encouraging students to engage with science in meaningful and enjoyable ways. The activities fostered collaboration, curiosity, and a deeper appreciation of scientific thinking, making the celebration both educational and memorable for all participants.



[Back to the Contents page](#)

# Honouring Hard Work, Dedication, and Success

The High School Felicitation Ceremony held on **13 February 2026** celebrated the outstanding achievements of students across academic, scientific, cultural, and leadership platforms. The event recognised students who excelled in prestigious national and international competitions such as the **Cambridge Science Competition**, **Heart of Biomedicine (University of Melbourne)**, and the **ANU STEM Box Challenge**.

Students were also honoured for their accomplishments at inter-school events including **MISA Aesthetics**, where the school secured **First Place in Group Singing**, **First Place in Denim Drazzle**, **Second Place in Group Dancing**, and the **Best School Award**. Achievements in innovation, mathematics, writing, and analytical competitions such as **Tech Innova**, **LogiQids Olympiad**, and the **Avogadro Examination** were also recognised.

The ceremony further acknowledged students who completed external and in-house **internships** and members of the **Student Council** for their leadership. The event celebrated excellence, dedication, and the spirit of holistic learning within the school community .

Meher Raj, Cultural Committee Representative from the Student Council, of grade 9 , effectively served as the Master of Ceremonies, while other Grade 9 Student Council members assisted in managing audience and maintaining decorum during the ceremony.

Simultaneously, the Sports Felicitation Ceremony honoured outstanding performances in inter school and inter-house competitions. Notable highlights included the Boys' Basketball Team winning the B.D. Somani Basketball Tournament, strong performances in the Nahar Star League Basketball Tournament, and the U16 Girls' Football Team securing 2nd place. Students were also recognised for achievements in cricket, table tennis, and swimming, including a gold medal in a 12.5 km open water swimming event. The ceremony celebrated the dedication, teamwork, and perseverance of students, mentors, and coaches.



# Helping young children sit, listen and express emotions better

Ms.Urvashi Musale (Stanford certified Child and Teen Psychologist) recently conducted a workshop for parents of NIS Grades 1–3 focused on helping young children sit, listen, and express emotions more effectively. The session received an enthusiastic and deeply appreciative response, with many parents describing it as reassuring, practical, relevant and truly the need of the hour as families navigate the growing challenges faced by children today.

The overall message from Urvashi was to shift focus from **reacting** to **coaching**. By building these habits now, she urged parents to smoothen the journey for the teenage years and beyond.

Here are some of the **key highlights** from the workshop.

## 1. Decoding the Tantrum

- **Developmental vs. Manipulative:** Young kids cry because they lack words. Older kids (70% of cases) may use tantrums to test boundaries.
- **Sibling Strategy:** Instead of reprimanding, teach them to be more understanding and also learn how to ask nicely. They need to understand that you get what you give.
- **Avoid the "Threat Trap":** Using "The Police" or "No TV" creates a cycle of escalation and parenting guilt.

## 2. The Power of "Emotional Coaching"

Instead of shouting back, use these opportunities to teach:

- **The "Halt" Check:** Is the child hungry, angry, lonely, or tired? Address the physical need first.
- **Hold the Boundary:** If you give in to emotional blackmail, it becomes their go-to tool. Stay firm but calm.
- **Embrace Boredom:** Don't over-schedule. Unstructured "free play" is where children learn negotiation, leadership, and how to handle failure.



[Back to the Contents page](#)

### 3. Boosting Sitting Tolerance

Academic success in Grades 1–3 depends on the ability to focus for 30 minutes.

- **The Digital Drain:** Short-form videos and scrolling cause **neuroadaptation**, making it harder for kids to focus on "slow" classroom tasks.
- **The Board Game Fix:** Playing board games is a "workout" for the brain. It builds patience, turn-taking, and focus while strengthening your bond.

### 4. The Golden Rule: Family Alignment

Parenting is a team sport. All adults must "sing from the same hymn sheet" to prevent kids from playing one parent against the other. Create a **problem-solving environment** where you agree on how to handle anger before it happens.

To conclude, a particularly comforting message was that parents do not need to be perfect to raise well-adjusted children. What matters most is being present, patient, and emotionally available. Reducing excessive pressure, comparisons, and overscheduling, while allowing children space to move, play, and recharge, can make everyday parenting struggles far more manageable.



# Building Teen Trust and Communication

A parent engagement session on the theme **“Building Teen Trust and Communication”** was conducted by **Ms. Urvashi Musale** for the parents of **Grade 9 students** on **21st February 2026**. The session aimed to help parents better understand the emotional and developmental needs of teenagers and to strengthen communication within the parent–child relationship.

During the session, Ms. Musale addressed some of the **common concerns faced by today’s teenagers**, such as the need for independence, managing expectations, emotional fluctuations, and the challenges of expressing themselves openly. Parents resonated with many of the points shared and acknowledged that the situations discussed closely reflected the experiences they encounter with their own children. The interactive nature of the session encouraged reflection and open sharing, allowing parents to recognize that many of these concerns are part of a natural stage of adolescent growth.

The workshop emphasized how **small shifts in parenting approaches can create a significant positive impact**. Parents were encouraged to acknowledge effort more than mistakes, minimize judgment in conversations and allow natural consequences to help teenagers learn responsibility. Ms. Musale also highlighted the importance of remaining emotionally available for children, even when they appear distant or independent.



Several **simple yet meaningful practices** were shared that can gradually rebuild trust and open communication. These included asking teenagers for their opinions, showing genuine interest in their world, sharing moments of humour and maintaining small daily connections such as a gentle end-of-day check-in. Such consistent and thoughtful interactions, when practiced over time, can help create a safe and supportive environment for teenagers to express themselves more freely.

One of the most reassuring takeaways from the session was the reminder that **teenagers do not need perfect parents; they need parents who are present, patient, and willing to listen**. When parents shift from fixing to guiding, from reacting to responding and from constant correction to meaningful connection, communication naturally begins to open again.

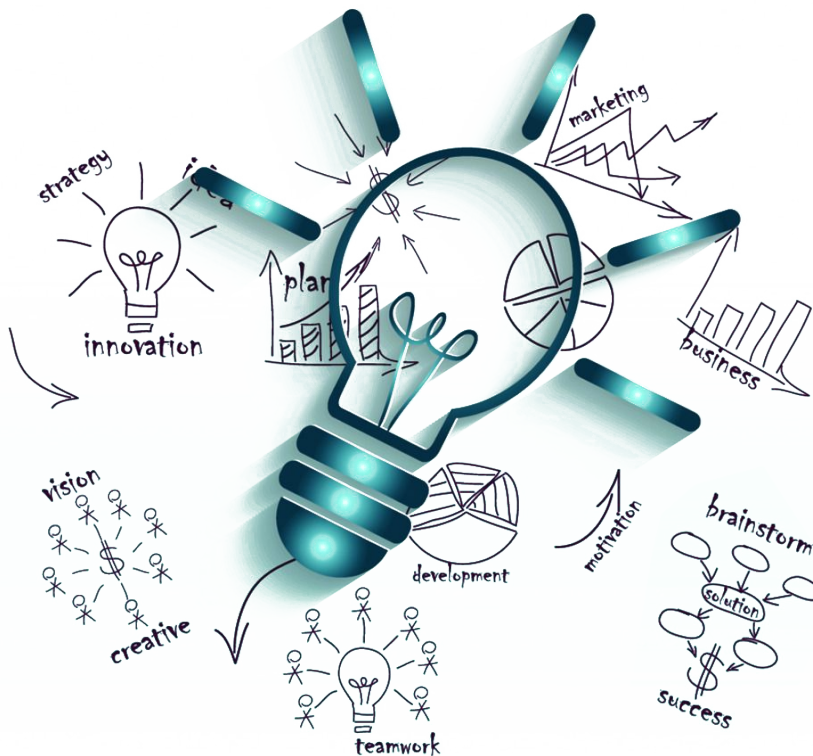
The session received a **very positive response from parents**, who appreciated the practical insights and relatable examples shared during the workshop. Many parents expressed that the discussion helped them reflect on their own communication styles and provided strategies they could immediately apply at home.

Parents also expressed a strong interest in **having more such sessions in the future**, as they felt that these interactions play an important role in empowering them to build stronger and more understanding relationships with their children.

Overall, the session served as a valuable platform for learning, reflection, and strengthening the partnership between the school and parents in supporting the well-being and growth of students.



# Learning beyond academics



[Back to the Contents page](#)

# Celebrating Our Champions!

The school teams achieved commendable success in various inter-school tournaments during the month of February 2026, reflecting dedication, teamwork, and a strong sporting spirit.

At the **MQ Basketball Tournament**, organised by Marcos Quay on 21st February 2026, our teams delivered excellent performances. The **U/12 Girls** and **U/14 Boys & Girls** teams secured **1st place**, while the **U/16 Boys** and **U/16 Girls** teams finished in **2nd place**.

In the **MQ Football Tournament**, organised by Marcos Quay on 14th February 2026, the **U/16 Boys team** achieved **1st place**, demonstrating outstanding coordination and determination on the field.

At the **MSSA Football Tournament** on 16th February 2026, the **U/14 Boys team** showed remarkable consistency by winning all five matches in the league and playoff rounds to qualify for the **semi-final**. After a closely contested semi-final, the team went on to compete in the **3rd place match**, ultimately securing **3rd place** in the tournament.

The school also performed well at the **OIS Table Tennis Tournament**, organised by Oberoi International School on 9th March 2026. **Ayaan Athar** secured **1st place** in the **Grade 5 & 6 category**, while **Moksh Shah** achieved **2nd place** in the **Grade 8 & 9 category**.

Congratulations to all the students for their remarkable achievements and for representing the school with pride and excellence.



[Back to the Contents page](#)

# On Your Marks... Get Set... Go! .....Track Marathon

On the bright clear Saturday morning of 28th February, the High School Track Meet set off with a bang. Athletes from grades 9 and 11, cheered on by friends and housemates, took to the field for a display of passion and skill. The day celebrated competitive spirit, house pride and, above all else, sportsmanship.

The events included sprints, hurdles and medley relays, but the highlight of the morning was seeing the enthusiasm of participants and audience alike. Whether it was first time runners trying something new, or seasoned athletes pushing themselves for the best, each participant was seen and appreciated for their dedication and determination. Notably, the mixed Medley Relay included volunteer runners, who joined in last minute to support their houses. The pressure at each turn, passing of the baton and sprint to the finish line made this the climax of the day.

The Inter-house Track Meet was an initiative taken by Da Vinci House Captain, Savya Sethi, and Sports Captains, Aditya Bharatiraja and Malini Mukherje





## Narrative Poetry - Trip to Kala Ghoda

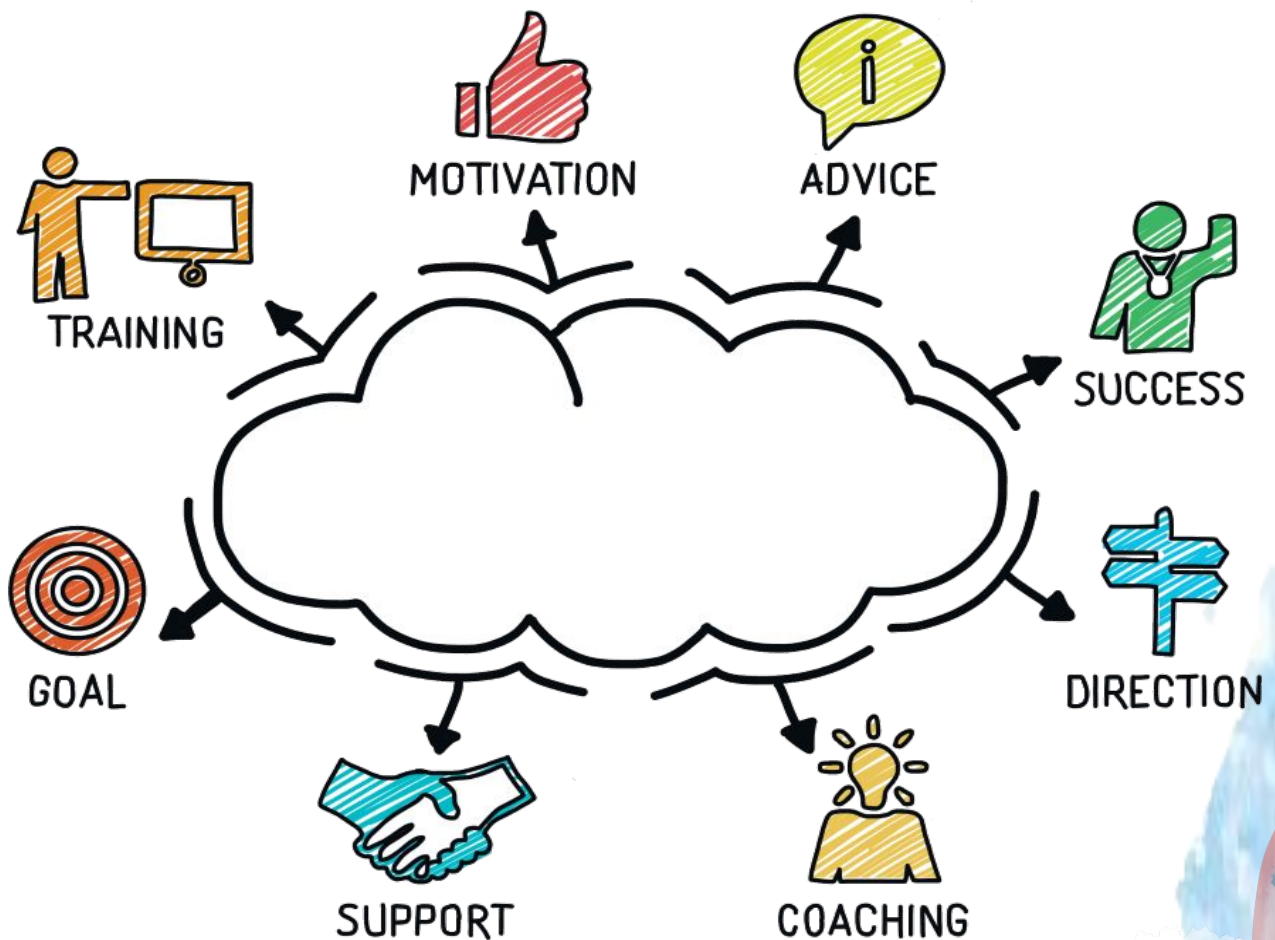
Talk about a creative high! Fresh from Kala Ghoda, two of our young Grade 5 students transformed their return trip into a poetry-writing spree, capturing this lovely poem in a whirlwind 45-minute commute back to school.

### Trip to Kala Ghoda

Today we visited the festival at Kala Ghoda,  
Where we saw two people drinking soda.  
We saw some gigantic and marvellous pieces of art,  
Which would've sold out if we had a shopping cart.  
We saw many different stalls,  
And there was a booth where we could make calls.  
Some of the installations were made by schools too,  
And some were bigger than a kangaroo!  
We saw many things related to maths,  
And we also saw four cats.  
Each artwork had its own meaning,  
They should be in a Bollywood screening.  
In the end we felt very tired,  
They should've kept a couch to retire!  
The bus journey was chaotic,  
The decibel level simply fantastic!  
We finally reached school,  
And we felt like jumping in the pool,  
It was all so much fun,  
We wrote a poem under the sun!

- Grade 5 Student

# Mentors' Column



# Communicator: Expressing Ideas, Building Connections

*"The art of communication is the language of leadership."* – James Humes

Communication lies at the heart of meaningful learning. At Nahar International School we believe that communication means more than simply speaking or writing well. It involves expressing ideas confidently and creatively, listening to others with respect, and engaging in meaningful exchanges of thoughts, emotions, and perspectives.

We believe that communication goes beyond speaking—it involves expressing ideas, thoughts, and emotions through multiple forms such as role play, music, art, presentations, and creative performances. Hence students are given opportunities to express themselves in diverse ways across academic and co-curricular experiences.

One such platform is the Annual Day, where students confidently present performances that require coordination, expression, and collaboration. Through drama, music, and presentations, students communicate stories and ideas to a wider audience, strengthening their ability to express themselves clearly and confidently.

Another example is Science Day, where students present their ideas through TED-style talks. These presentations encourage students to articulate scientific concepts in a structured and engaging manner, helping them develop both clarity of thought and confidence in public speaking.

Communication also found expression through interdisciplinary learning. While studying mathematical functions, students used transformations of sine waves on Desmos to create colourful rainbow patterns. These ideas were extended into perspective drawings of musical notes, resulting in a vibrant mural in the drum area that beautifully connects mathematics with art and design..

Communication at our school also extends to expressing empathy and kindness. During the Day of Random Acts of Kindness, students shared their experiences by writing about their acts of kindness on paper leaves. These were then placed on a Kindness Tree, symbolically communicating messages of compassion and positivity across the school community.

Above all, we strive to create an environment where students feel encouraged to express their ideas, thoughts, and emotions without fear or hesitation. When students feel safe to communicate openly, they develop confidence, empathy, and respect for diverse perspectives.

By nurturing these opportunities, we aim to develop learners who are not only articulate but also thoughtful listeners—students who understand that communication is a powerful tool for building understanding and strengthening communities.

- Ms. Jaspreet Kaur Rayat  
Head of Mathematics Department

[Back to the Contents page](#)

# IBDP



## Le Délice à la Suisse

To deepen their immersion in Francophone gastronomy, the IBDP students participated in an engaging and enriching exchange with Cynthia, a Swiss national, who offered them a closer look into the culinary traditions of Switzerland. During the session, she shared fascinating insights into how Swiss cuisine has evolved over time and how it reflects the country's unique cultural landscape. While Switzerland is strongly influenced by its neighbouring regions—particularly German, Italian, and French culinary traditions—Cynthia explained how these influences have blended to form a distinctive Swiss gastronomic identity of its own. Through anecdotes and examples, she illustrated how food in Switzerland is closely tied to geography, local produce, and long-standing traditions.

The interaction allowed students to move beyond textbook knowledge and experience culture through personal narratives and lived experiences. They were able to ask questions, explore the stories behind certain dishes, and gain a deeper appreciation for the diversity within Francophone food cultures.

The session concluded on a delightful note with a tasting experience. Cynthia prepared le délice for the students and also introduced them to Cenovis, a tangy and savoury Swiss spread, which she served as a dip. The students eagerly sampled the flavours, making the experience both educational and memorable, as they were able to connect their learning directly with taste and tradition.



[Back to the Contents page](#)

# The Harmony of Mathematics: Functions, Art, Colour and Music

At our school, we constantly strive to make subject learning meaningful by connecting it with real-world applications. This approach not only deepens conceptual understanding but also helps students see how knowledge in one discipline can meaningfully connect with another. Mathematics, which often becomes increasingly abstract as students progress through higher levels, shares a profound relationship with art. Both disciplines celebrate patterns, structures, harmony, and creativity.

As William L. Schaaf beautifully observed, *“Mathematics is on the artistic side, a creation of new rhythms, orders, designs, harmonies.”*

Keeping this connection in mind, students of the **IBDP1 (2025–27 batch)** explored mathematics beyond the classroom while studying the **unit on functions**. Using the concept of transformations of the sine function—changing amplitude and period—they created vibrant sine-wave patterns on the graphing platform Desmos. By carefully combining these transformations, students designed a colourful rainbow pattern that visually demonstrated how mathematical functions can generate artistic forms.

The activity also integrated ideas from **3D geometry and perspective drawing**. Students applied their understanding of points in space and spatial representation to design musical notes that complemented the rainbow waves. What began as a digital exploration soon evolved into something much larger.



[Back to the Contents page](#)

During a visit to the sitting area where drum classes are conducted, students envisioned recreating their mathematical artwork in that physical space. They carefully measured the area and planned the design, translating their digital model into a real-world installation. Using transformations of the sine wave—adjusting amplitude and period—they constructed the curves on the wall and, inspired by perspective drawing techniques, painted the space with colourful rainbow waves and musical notes.

The project took **three weeks of careful planning, collaboration, and execution**, but the result has transformed the drum area into a vibrant and lively space. More importantly, it stands as a beautiful example of how **mathematical thinking can extend beyond formulas and graphs to influence art, design, and our everyday environment**.

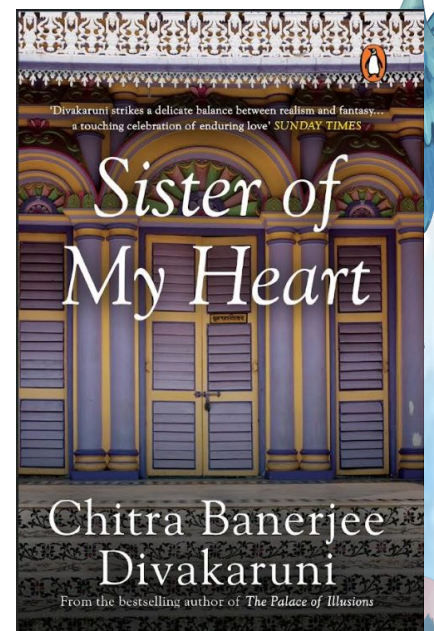
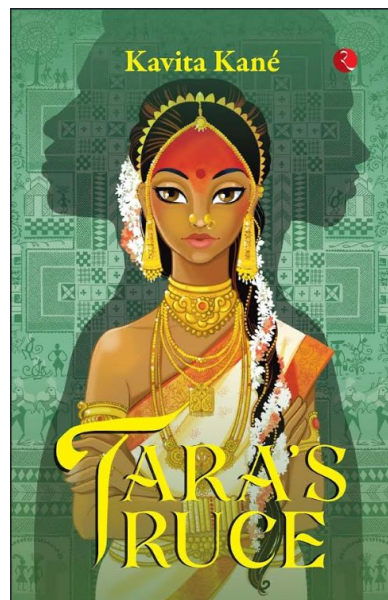
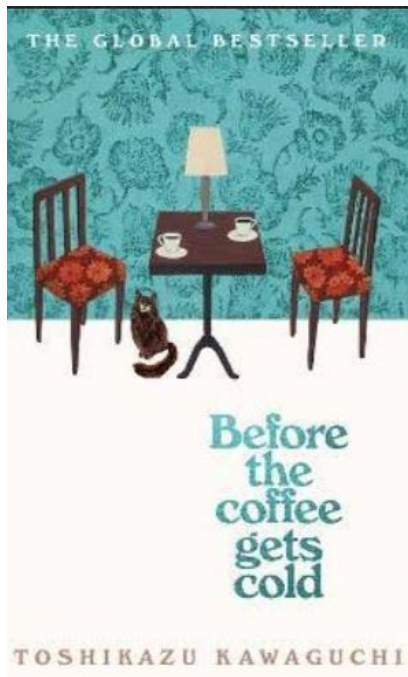
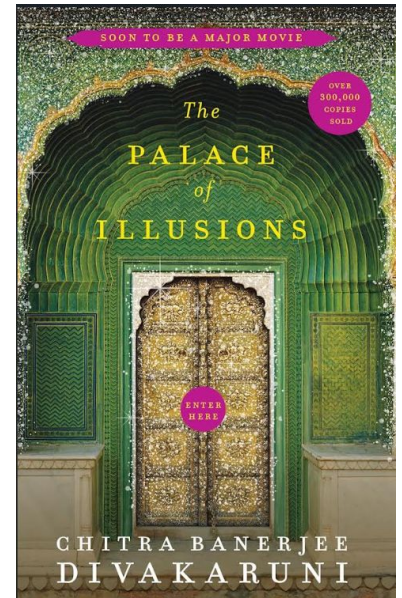
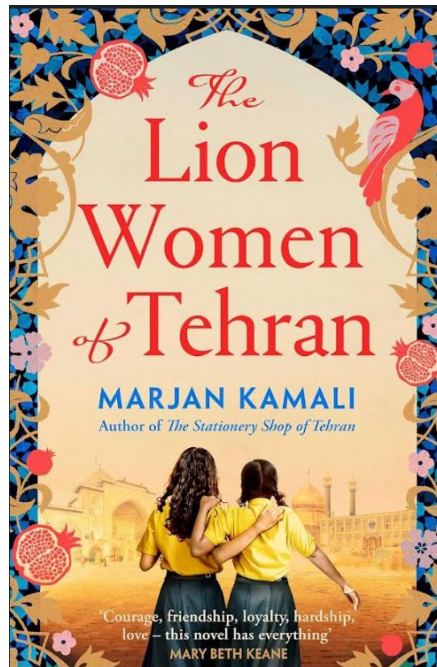
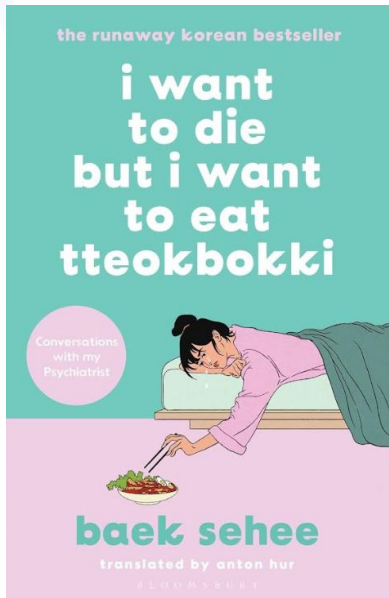
This initiative reflects the spirit of the International Baccalaureate philosophy—encouraging students to make meaningful connections between disciplines and apply their learning in creative and authentic contexts.

As the renowned mathematician G. H. Hardy once said, *“A mathematician, like a painter or poet, is a maker of patterns.”*



# Library

NEW  
ARRIVAL



[Back to the Contents page](#)



### Contact us:

Nahar's Amrit Shakti, Chandivali Farm Road, off Saki  
Vihar Road, Andheri (East), Mumbai,  
Maharashtra 400072

Phone: 022 68385500

Email: [info@nahar-is.org](mailto:info@nahar-is.org)

Web: <https://www.nahar-is.ac.in>

Acknowledgments: Teachers and Students of Nahar International School.

Editing of Articles : Ms. Leenakshi Chavan and Ms.Neha Khan

Compilation, Page setup and Design - Ms. Darshana Rawle

Teacher Coordinators - Ms.Karla Ferreira, Ms. Juveria Ghare,

Ms.Debrupa Guha, Ms.Jui Damle,

Original Concept - by slidesgo; Illustrations- by Flaticon and Freepik and content by Sandra Medina

Clipart by : <https://creativemarket.com/>

[sdgbook.com/2019/09/24/zero-hunger/pinterest.com](https://sdgbook.com/2019/09/24/zero-hunger/pinterest.com)

<https://www.pngegg.com/>

### Follow us!



Instagram: @nis.officials



Linkedin: NAHAR INTERNATIONAL SCHOOL



Twitter: @NaharNIS



Facebook :@NaharInternationalSchoolMumbai

[Back to the Contents page](#)