

MEMOIRS

December | 2022-23

Monthly Newsletter

Reminisce, Reflect & Rebound

INSIDE THIS EDITION

EDITORIAL

MONUMENTAL ASSEMBLAGE

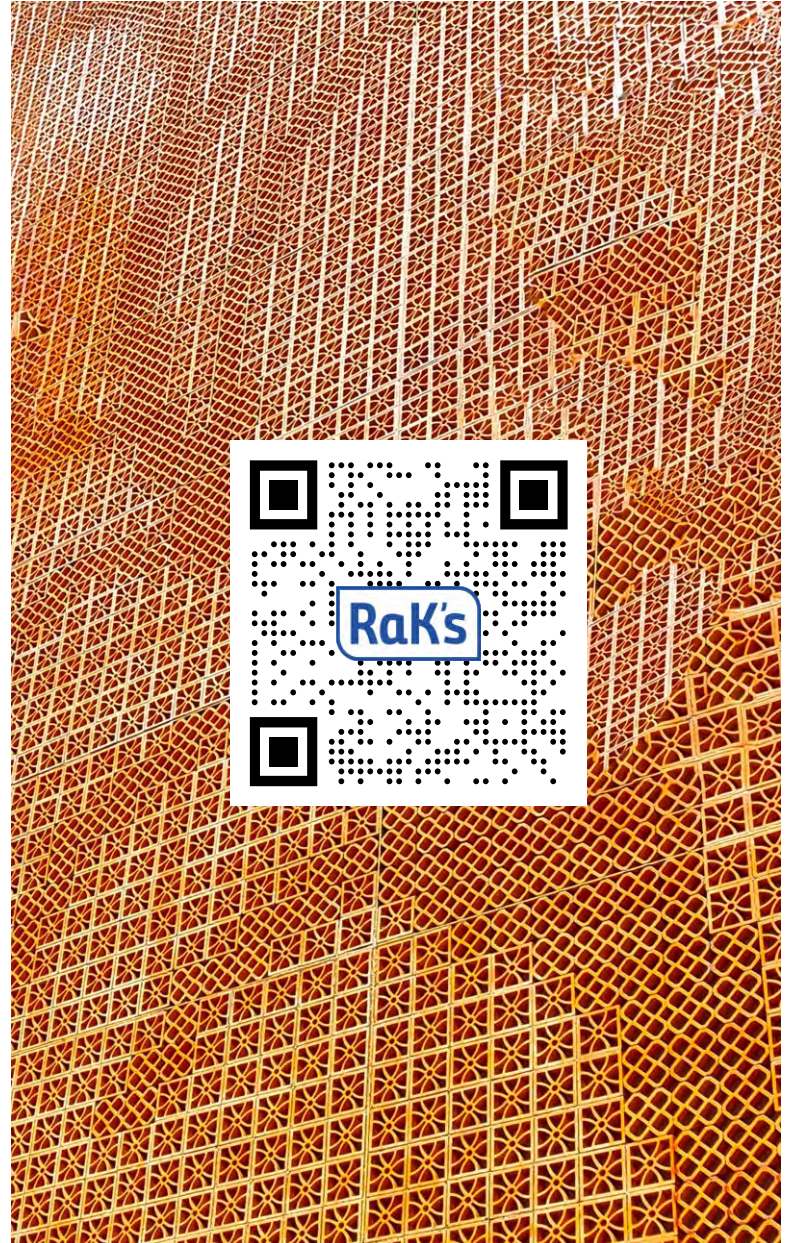
FESTIVITY AND FESTIVALS

INSIDE OUR CLASSROOMS

SPORTS - FARE & FEAT

REWIND & REPLAY

FOUNDER'S NOTE



“Time has the uncanny ability to unfold the layers of character and potential within every one of us.”

Greetings! The month of December at Raks was portaged with excitement, celebration and merriment on the one hand and academic discussions, revision and assessments on the other. What captured one’s heart and elicited wonder was the earnestness of every child who engaged in both, spreading out the joy of the season and the end of the term in one platter.



PROJECT RETHINKING RADIATION

Student-led projects are the perfect encapsulation of the spirit of learning at Pallikkoodam- they stimulate authentic inquiry, foster collaboration and inspire innovation. Term II saw our IGCSE learners immerse themselves in one such interdisciplinary project entitled 'Project Rethinking Radiation'.

The project was flagged off by learners formulating their own questions for inquiry and investigation. After much discussion and brainstorming, they narrowed down on the question '**To what extent is radiation beneficial or harmful to human health?**' to power the project.



MYTH-BUSTING RADIOACTIVITY!

There's nothing quite like thinking critically about what we think we know. To acquaint themselves with the theme of radiation, activate prior knowledge and reveal misconceptions, students participated in a Myth Busting activity during an integrated Physics lesson. Students used 'Myth busting capture sheets' showing statements that reflected both truths and misconceptions about radiation. Students worked in groups to discuss if they thought the statements should be "confirmed" or "busted."

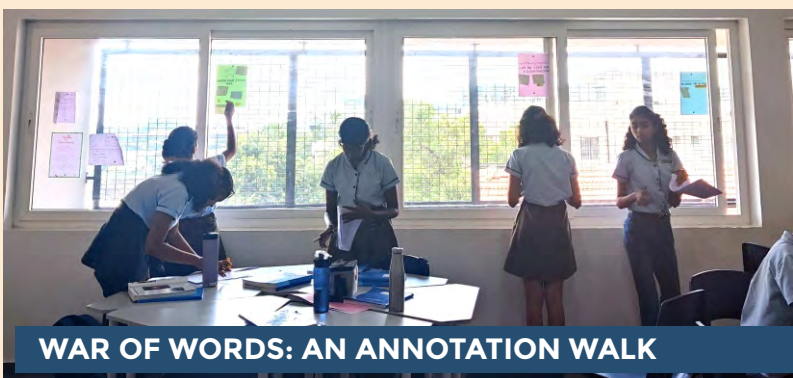
They then viewed short video segments that related to each of the statements. Finally, the student groups then gathered evidence from the videos to support their final decision to "confirm" or "bust." This warm-up learning experience helped learners take ownership of their learning goals for the project in a fun and engaging way.

INSIDE THE MARVEL UNIVERSE

Can radioactive spiders or gamma ray experiments give us superpowers? To explore the thin line between fantasy and reality, as well as learn more about the hard science behind radiation, our learners worked in four groups to conduct a deep critique of popular Marvel superheroes.

With support from their Physics facilitator, Ms.Hepzibah, learners challenged their own assumptions and misconceptions about the nature of radiation, the types of radiation and the effects of radiation by examining how superheroes apparently gained or lost their superpowers due to radiation exposure. They collaboratively examined and provided 'evidence' linked to what radiation-related events occurred around the time of the superhero's creation or destruction.

While submitting their written critiques and sharing their presentations, they were further probed to think critically about their critiques by a panel of equally curious facilitators and peers.



WAR OF WORDS: AN ANNOTATION WALK

Two world-renowned experts with two diametrically opposed views on the effects of radiation: this was the war of words our learners of IGCSE 1 walked into on 13th October 2022. Not to be fazed, our learners put their newly-minted skimming, scanning and close-reading skills to good use with a 'guided annotated walk'. They used colourful symbols to note, discuss and evaluate the experts' key ideas, supporting evidence, counter-claims, connections made by Dr.Helen Caldicott and writer, George Monbiot. They also noted unfamiliar vocabulary and concepts for further exploration and unpacking in a bid to boost their scientific literacy. Through the annotation walk, learners experienced first-hand the crux of the radiation debate and the fervour with which experts defend their stances in the scientific world. Learners also spotted logical fallacies and errors committed by the experts- such as popular appeal, appeal to ignorance and ad hominem. This war of words and deep dive into the radiation debate certainly set the stage for the challenges project 'rethinking radiation' posed in the weeks to come.

PEEKING INTO BECQUEREL'S DIARY

Antoine Henri Becquerel (born December 15, 1852 in Paris, France), known as Henri Becquerel, was a French physicist who discovered radioactivity, a process in which an atomic nucleus emits particles because it is unstable. He won the 1903 Nobel Prize in Physics with Pierre and Marie Curie, the latter of whom was Becquerel's graduate student.

In their pursuit of knowledge of radioactivity, our learners literally took a 'page from the history books'! They had a sneak-peek of scanned copies of pages from Becquerel's diary charting out his series of experiments in observing the effects of radioactivity in various conditions. This was exciting to vicariously experience, and gave our learners insight into the ups and downs, persistence and tenacity behind scientific discoveries.

Through the lens of 'Physics' learners used the Connect-Extend-Challenge visible thinking routine in pairs to identify connections with their prior learning in 'Atomic Physics' as well as new and puzzling areas. They also used their note-making skills from English to concisely capture the gist of the series of diary entries for their further use. This was a great way for our thinkers to transfer the skills and knowledge across subjects.



THE HUMANE COST IN HIROSHIMA: UNRAVELLING THE EFFECTS OF RADIATION WITH A CASE STUDY



While radiation has immense potential to be used for good, it also has immense potential to wreck havoc and destruction. During an integrated Biology lesson, our learners attended a screening of the BBC documentary 'Hiroshima' hosted by Mr Vivek. This screening was a true eye-opener as our learners understood and were moved by the magnitude of the impact nuclear attacks have.

From mass fatalities, thyroid cancer, severe burns, radiation sickness, skin disease and even loss of fertility, the lives of the victims and survivors of the Hiroshima attack were irrevocably altered by their exposure to radiation.

After hearing the accounts of survivors, bystanders and scientific experts, our learners were able to piece together the effects of radiation on the immune system, both in the short-term as well as in the long-term. Some of the learners were also moved to unpack the psychological effects of destructive obedience, trauma and subsequently, resilience through their shared verbal and written reflections.

More importantly, this learning experience underlined the need to take action to lessen and mitigate the effects of radiation on health.

Our learners were thus challenged to innovate, develop, and pitch existing or new products to do so!

BACK TO THE BASICS WITH DESIGN THINKING

Our innovators later had the opportunity to reframe their approach to product development with an introductory session on Design Thinking led by our Design and Technology facilitator, Mr Manigandan.

In the initial challenge set by Mr Manigandan, learners worked in groups to create prototypes of paper rollercoasters. It was only after a round of reflections, that learners realised that they had given very little thought to the user or their end-requirements.

Mr Manigandan then gave learners a helpful overview of the design thinking cycle. Taking a hands-on approach, learners then went on to 'empathize', 'define', 'ideate' and 'prototype' new roller-coasters, which they then 'tested' with peers.

COLLABORATING & CRITIQUING TO CREATE



Having familiarised themselves with the design thinking cycle, the next couple of weeks had our learners work intensively on brainstorming product ideas that would either lessen or eliminate radiation risks.

The initial rounds of empathizing, defining and ideating saw them thrash out and eliminate an array of product ideas including 'safe' X-Rays, windshield protectors, anti-UV sunglasses and so on. Throughout their product development journey, learners consulted with their mentors, who provided them individual and group feedback on their collaboration skills and critical thinking.

While many learners were nudged to move from 'me' to 'we', rethink their approaches to conflict resolution etc., others were challenged to question what defines true leadership. The feedback and reflection process saw learners quickly shift gears to assign roles to themselves within groups and reevaluate their balance of responsibilities. Additionally, many groups were impacted by the absence and illness of their peers- they too were challenged to work remotely, and find ways to collaborate through setbacks.

DRAWING THE BIG PICTURE WITH PRODUCT SKETCHING

It all begins with an idea. But it takes product sketching at Pallikkoodam to bring product ideas to life! Our learners were in for a surprise when they trudged into class on Friday, the 14th of October 2022. They were greeted by Mr Vimal, the Art & Design Facilitator. Their surprise turned to fascination as they were introduced to the art of product sketching. Through a simple challenge of sketching everyday objects like erasers and water bottles, learners were invited to apply some of the principles of art: shape, perspective, form etc. to transform doodles into polished sketches.

The session also saw our learners get acquainted with process sketching, ideation sketching, explanatory sketching and persuasive sketching. Through this, learners had the opportunity to closely understand how to incorporate the client's perspective and needs in the sketching process.

Equipped with these principles and process, our learners were all set to translate their product ideas into working sketches, and later prototypes, to take on the design thinking session and product pitch conclave lined up in the weeks ahead.



GETTING OUR P'S ON WITH THE MARKETING MIX

A well designed and visualised product needs equally solid brand identity and marketing. Enter Ms Sangeetha, our Business Studies facilitator, who helped our budding product developers reflect on marketing strategies for their products, their price, place and promotion!



After a run through of the marketing mix, learners had to work with their groups to create the perfect pitch. As they worked out issues with pricing, logo design and figuring out the niche requirements of their clients, they consulted and checked back in with Ms Sangeetha. Learners without a background in business studies, in particular, found the whole experience quite interesting and refreshing.

SPINNING A WEB OF WORDS



No product pitch is complete without persuasive speech. In their English lessons, our learners meanwhile continued to work on using effective openings, posing rhetorical questions and including credible data to back up their arguments while speaking. To add a layer of challenge, while learners spoke, they were encouraged to incorporate 'coordinating conjunctions' to vary their sentence structures using an interactive spinning wheel. This enabled them to practice delivering more impactful and persuasive talks and presentations that would keep their target audience 'hooked'.

THE SHARK TANK STYLE PRODUCT PITCH CONCLAVE



At the end of a series of interdisciplinary and integrated sessions that helped them build their knowledge, understanding and skills, our learners were eager to pitch their products. The Product Pitch Conclave, inspired by Shark Tank, saw Mr Rudolf and Ms Poornima take on the roles of potential investors or 'sharks'. Also present were their project mentors- Ms Hephzibah, Mr Vivek, Mr Manigandan, Mr Vimal, Ms Janet, Ms Ferzine and other faculty members and subject experts.

After the groups shared their product development journey and reflections, they proceeded to pitch their products. The products presented included 'RADICLO', a maternity apron to protect fetuses from radiation exposure; 'REMRI', an MRI machine that used rare-earth magnets to minimize radiation; a screen that minimized UV radiation, and even a sterilizer.





True to their namesakes, the 'sharks' grilled the groups with thought-provoking observations, questions and feedback about their products, their business plan and their presentation. This not only fuelled intense discussion and debate, but only went a long way in inspiring learners to think of ways to improve their product pitches.

GOING GLOBAL: THE MUN SIMULATION

The project was capped off with an MUN Simulation, which also served as a summative

assessment for the project. Entirely student-led and organised, the simulation of the IAEA was quite the buzz. The preparation for the simulation began with the election of the Organizing Committee, consisting of the Chairperson, Co-chairperson and the Rapporteur by the delegates. Interestingly, the simulation also featured the 'International Press', to cover the proceedings. Subsequent days saw the allocation of countries to delegates, review of the Rules of Procedure, the roll-out of the background guide, as well as the setting of the agenda.

Prior to the proceedings, delegates also drafted and submitted position papers outlining their countries' official policies and stance on the agenda. Held over several sessions, the committee proceedings saw delegates deliberate on radiation risks from Uranium mining. Though it was initially quite challenging, learners quickly learned to use parliamentary language and follow the diplomatic conventions associated with MUN simulations.

The moderated caucuses in particular were quite productive, and saw delegates put forth suggestions on how to protect miners from radiation linked health effects. The unmoderated caucus also helped delegates lobby to come up with draft resolutions to mitigate the impacts of radiation exposure in mining.



FESTIVITY AND FESTIVALS: **CHRISTMAS 2022: JOYOUS** **FESTIVITIES LIGHT UP** **PALLIKKODAM**



23rd December, 2022: It all began one fine morning, with the mysterious appearance of a striking, spiraling Christmas tree in the pod. Much to everyone's delight, this sculptural surprise was followed in the days to come, with an equally distinct wooden reindeer, a star, a manger, a snowman and so on. What made these installations so special was that they were created sustainably using wooden scraps, pallet boxes, truck tyres and even an old basketball! The joint handiwork of our gifted elves in the Design & Tech as well the Art & Design department, these little pop-ups did much to signify the start of the Christmas season at Pallikkoodam.

Many learners outdid even themselves with handcrafted Christmas ornaments showcasing their learning, strung as beautiful garlands around their 'trees'. Grade II even went on to create sustainable Christmas trees from reused cardboard boxes and fallen branches!

In the days leading up to Christmas, learners and mentors alike kept warm in anticipation of the day ahead despite the 'chill' of examinations. Even amidst packed schedules and deadlines, every RaKster took out the time to soak in the Christmas spirit. Mentors huddled in quiet corners to practice their carol singing, while the newly formed school band met up after-hours to fine-tune their Christmas line-up. Secret Santas and not-so-secret Santas alike took delight in putting together sweet surprises.



The fervour caught on quickly, and how! From carols resounding through the hallways in the morning, to seasonal classroom decor, the Christmas spirit was truly infectious.



On the 23rd, the school community turned out in shades of red, white and green to add an extra sparkle to the day.



The special assemblies featured a heartwarming adaptation of the Nativity Story, backed by narration and set to the tune of English, Tamil and Hindi carols sung by the mentors and learners.

Scripted and directed in-house, the production succeeded in putting a smile on everyone's faces. To add to the celebrations, the school band belted out popular Christmas classics like 'Jingle Bell Rock', 'Mary Did You Know' and others to thunderous applause. Santa's cameo too was a pleasant surprise, with our younger learners scrambling around for some candy and cheers!

After the assembly, learners gathered in their classrooms to participate in a series of Christmas-themed competitions, ranging from Christmas Card Making, Photo-frame making, Christmas Cap Making to Elf Mask Making. Needless to say, our creative learners took up the challenges enthusiastically and let their creativity take the lead. After all, what's Christmas without a little handmade touch?

Though the day drew to a close and friends parted ways for the winter break, every RaKster knew deep down that the spirit of sharing, caring and giving was certainly here to stay.



INSIDE OUR CLASSROOMS

Learners of Grade 4 were involved in the process of making pancakes as a part of an integrated math and science activity on measurements. Learners were able to find the appropriate instruments for measuring different ingredients, measured the ingredients accurately, Understood the importance of standard measurements and enjoyed a treat with their friends. Experiential learning at its best



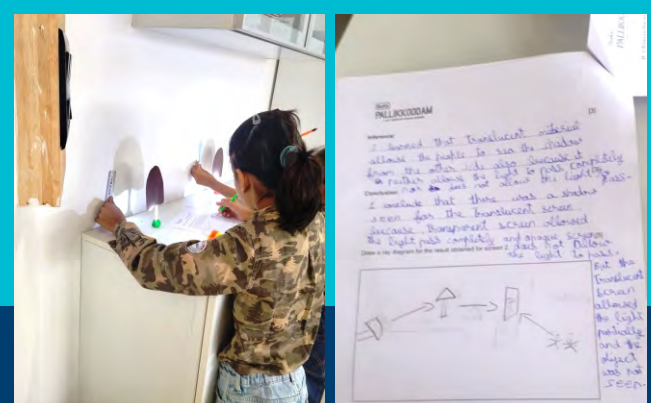
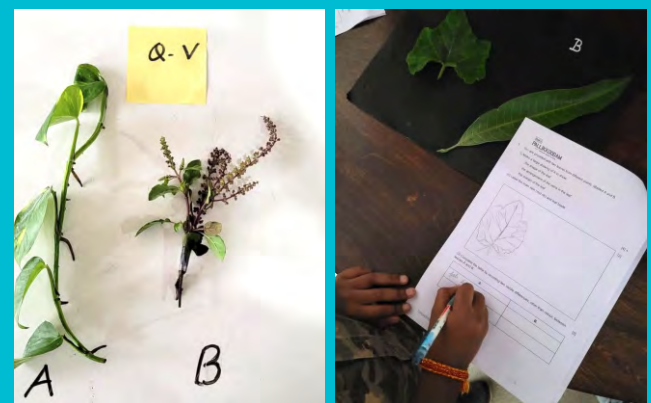
Practical Assessments conducted across Grades 3-6 . With the belief that practical's are only for higher graders, Raksters begin their hands on & minds on assessments as early as Grade3.

The objectives are not limited to assessing learners for their understanding and grading them , but also developing on the logical and intellectual understanding, independent learning and presentation, confidence, going against the norm of rote learning.

All credit goes to the Mentors at RaK's for going the extra mile to make sure the practical's were conducted systematically beginning with a Revision.

This paper is yet to be corrected , might have some mistakes in spelling and grammatical errors , may not be a perfect piece of writing , but we celebrate mistakes - as children learn from them.

Raksters either peer correct or correct on their own to identify mistakes which is finally endorsed by the mentor . The pictures shared are taken from their ongoing Revision assessment.



NAILING IT: **A YOUNG ARTIST'S** **JOURNEY OF NAVIGATING** **LANDSCAPES**

Krithic Sriram of IGCSE Y1 pens a reflection about the thought-provoking process behind his latest work of art

When I decided to work on a standalone, non-traditional piece as part of my coursework, I never imagined I would end up creating 'Scorch- The Urban Wave'. Looking back now, creating an artwork of this complexity truly took a lot of research, time and effort. However, what shaped the direction of my work the most was the inspiration and guidance that came my way.

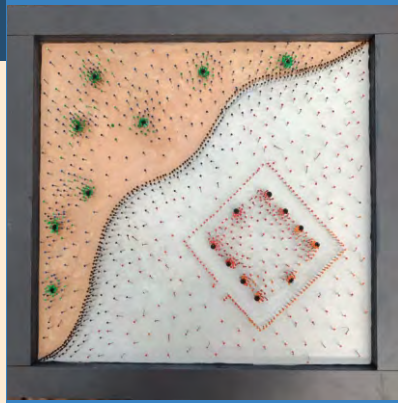
I would have not arrived at this idea but for the wonderful and inspiring interaction I had with artist, Mr Prem Kumar Singh. Mr Singh is a National Award winner, and has a distinctive body of work that features artwork that uses non-traditional materials like scraps, glass and metal.

Seeing some of his work, such as the 'White Landscape Series- 6 & 7' and his representation of global issues through 3D installations was extremely eye-opening. His consistent approach and minute work detailing were what impacted me the most.

Next, came the planning. While the idea of creating 'Scorch- The Urban Wave' -a work that showed the contrast between urban and rural marketplaces initially seemed simple enough, it was a different question as to whether it would be possible for me to execute it through the materials I had chosen- wood and nails.

Several questions came to my mind: How could I hammer the nails? How would I place them? How would I depict the rural markets through an aerial perspective? Would I be able to make changes to the placement of my nails once they were hammered?

On reflection, I decided that creating a small prototype would help me explore and answer these questions practically.



Developing the prototype also helped me work out a technique of hammering the nails so that they wouldn't bend. I was also able to tinker with the depiction of the gradient of the 'customers' in the urban and rural landscapes. This process gave me the confidence to proceed with my final work.

After two long weeks, I finally completed 'Scorch- The Urban Wave'. I felt satisfied with my attempt at showing how the urban market dominates the rural one through an aerial view. The use of different types of nails also helped me demarcate the market, the people and the traffic. My work was well-received by my mentors and peers. My Art & Design mentor felt that though I initially struggled with the choice of materials, as well as the composition of the work, I made an impact through my deliberate contrast of warm and cool colours. My class teacher felt that the work powerfully put the spotlight on the stark contrast in the 'Two Indias'. My peers thought that the barricades showed how exclusion and chaos works across urban landscapes.

The experience was entirely new and a unique one that has really helped me grow as an aspiring student artist. I now understand and appreciate the creative freedom I have in terms of the materials and media that I can work with. I also understand the impact of letting my work speak for itself. In my next work, I hope to further incorporate elements of this mixed-media technique in innovative ways, while continuing to represent issues that matter to me through my lens.



Grade 3 CAIE learners with their “Hands On & Minds On approach” with measurements. This approach paves way for the foundation required for the practical’s and experiential learning as they transit into their primary, middle and upper secondary stages ..



Our Raksters at Thailand competing @ the World Robotics event ..



2022
INTERNATIONAL
ROBOT
OLYMPIAD

It was a moment of great pride and honour for us that Easwar Kalingarayar of grade 12 participated in the Junior National Equestrian Championship U21 held in Bhopal, Madhya Pradesh during the month of December and won 3 gold medals. He obtained the first place in Show Jumping (Normal), Show Jumping (Take Your Line) and the Team Championship. This feat was no child's play: Easwar underwent one year of rigorous practice and 2 regional qualifying rounds to get his horse to gallop his way to victory!



REPLAY

CISCE
NATIONAL TABLE TENNIS TOURNAMENT
TAMIL NADU & PUDUCHERRY REGION
NPS NATIONAL, VINAI
13-16 DECEMBER 2022

Rakster Sockalingam of ICSE Grade 10 WON Bronze medal in the School Games national tournament for ICSE schools across India and he is also selected for the prestigious Khelo India SGT tournament. Congratulations

REPLAY

Rak's FC US team won the 5th State level mini football tournament conducted by tamilnadu football association at Salem. Congratulations Players and Coaches. Great show. Results: Winners Koval (Rak's FC)

REPLAY

SPORTS ARENA
NON-RANKING JUNIOR TENNIS TOURNAMENT
UNDER-10 BOYS & GIRLS MIXED CATEGORY
UNDER-14 BOYS & GIRLS MIXED CATEGORY
20th & 21st NOVEMBER 2022
ENTRY DEADLINE 25th NOVEMBER 2022
ENTRY FEE: RS.400

REPLAY

BAI RANKING UPDATES OF RAK'S ACADEMY PLAYERS ..

Congratulations!

Rank	Player Name	Score
1st	Harisharan	1000
2nd	Rubankumar	950
3rd	Nardhana	900
4th	Harisharan	850
5th	Rubankumar	800
6th	Nardhana	750
7th	Harisharan	700
8th	Rubankumar	650
9th	Nardhana	600
10th	Harisharan	550
11th	Rubankumar	500
12th	Nardhana	450

REPLAY

REWIND REPLAY 2022

REPLAY

SPORTS ARENA
NON-RANKING JUNIOR TENNIS TOURNAMENT
UNDER-10 BOYS & GIRLS MIXED CATEGORY
UNDER-14 BOYS & GIRLS MIXED CATEGORY
20th & 21st AUGUST 2022
ENTRY DEADLINE 15th AUGUST 2022
ENTRY FEE: RS.600

REPLAY

BAI SERIES ALL INDIA SENIOR NATIONALS BADMINTON RANKING TOURNAMENT 2021

Men Doubles Gold
Harisharan & Rubankumar
Mixed Doubles Bronze
Harisharan & Nardhana

REPLAY

Badminton Gurukul and Rak's SPORTS Arena players with our mentor Pulela Gopichand & Head Coach Mahendra at the Thomas & Uber Cup Selections.

REPLAY

RAK'S PALLIKOODAM WELCOMES ROHAN BOPANNA FOR AN INTERACTION WITH THE ACADEMY'S PLAYERS AND PARENTS

Time: 3:00 - 4:30pm
Date: 21-09-2022

Every year begins with promises galore. And so was it for us too - we began the year with aspirations and ambition to do the best and be the best for our learners... The year has indeed ended on a promising note - remarkable accomplishments in academics, sports and extra curricular activities. Success, we do know is a journey - a journey marked more with footprints of effort rather than footages of victory; and with our learners willing to work with their Mentors in analysing and charting out the definite pathway to the Summit, the coming year would surely beckon the skies!

REPLAY

ICSE RESULTS

Congratulations!
100% Passes for 2022

REPLAY

RAK'S ONAM SPECIAL

Happy Onam

REPLAY

PEER TIME & PLAY, MOVIE WATCHING, SLEEP

REPLAY

INVESTITURE CEREMONY 2022-23: NEW STUDENT COUNCIL MEMBERS TO LEAD BY EXAMPLE

Students represent the voice, choice and agency of the student body at large of Pallikoodam. After several rounds of rigorous interviews and a final election, the school witnessed our new student council 2022-23 take office during an invigorating investiture ceremony. The event was held at the school auditorium on the 29 August, 2022.

REPLAY

REWIND REPLAY 2022

REPLAY

RAK'S STARS ON TOP

Congratulations!
16th November 2022 Results

Category	Percentage
A-A	53%
B-A	76%
C-A	90%

REPLAY

BOOT CAMP

REPLAY

MODEL CLASSROOM AGAINST CLIMATE CHANGE

REPLAY

RAK'S STARS ON TOP

We are Proud of our Raksters!

National Semi-Finalists
India: Delhi, Karnataka & Tamil Nadu
India's 3rd ever national level public policy debate

*Heartly congratulations to the students and the Global Perspectives team of teachers at Lf & Rak's Pallikoodam for endorsing on this journey and driving the wonderful projects using the way.



From the Founder's Desk

Technology has evolved; what we eat and what we wear has probably changed. Our work spaces, our interactions at work and the nature of work too has undergone a change. Maybe even the way we think, and our perspectives have undergone change.

Therefore, we tend to assume that our children's expectations have changed too; we think that our children no longer need us; we believe that the simple, yet profound aspects of our childhood are bygone things of the past.

Nothing could be farther from the truth: children need us; they need us to enjoy and experience life with them; they need us in the "every days" - to bring meaning to each day, day after day.

10 THINGS KIDS WANT FROM PARENTS

1. Tuck me in and sing me a song. Also tell me stories about when you were little.
2. Give me hugs and kisses and sit and talk with me privately.
3. Spend quality time just with me, not with my brothers and sisters around.
4. Give me nutritious food so I can grow up healthy.
5. At dinner talk about what we could do together on the weekend.
6. At night talk to me about anything; love, school, family etc.
7. Let me play outside a lot.
8. Cuddle under a blanket and watch our favorite TV show together.
9. Discipline me. It makes me feel like you care.
10. Leave special messages in my desk or lunch bag.

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