



All I want to be...



THIS MUCH I KNOW OF JOHNSONITES

20TH FEBRUARY
2023

9TH MARCH
2023

GROUP 4 PROJECT PRESENTATIONS :::::



The International Baccalaureate Diploma Programme (IB DP) is one of the most challenging and rigorous educational programmes in the world, designed to prepare students for success in their future academic and professional endeavors. One of the key components of the IB DP is the Group 4 project, which requires students to collaborate across different subject areas to explore a scientific theme of their choice. Recently, students of JIB presented their Group 4 project on the topic of global warming, and it is worth appreciating the hard work and dedication that went into this project.



First and foremost, it is worth mentioning the active participation of all the students, including non-science students in the Group 4 project. The project is designed to foster collaboration and interdisciplinary thinking, and it is heartening to see students from diverse backgrounds coming together to work towards a common goal. The fact that non-science students were able to contribute meaningfully to the project shows that the IB DP is truly a program that values holistic learning and encourages students to broaden their perspectives.



F A S T F A S H I O N

defined by BBC, Fast fashion is a quick turnover of fashion trends and the move towards cheap, mass-produced clothing with new lines constantly released. The Fast fashion industry has been booming in the past decade and has been continuing to achieve its zenith. Despite that, there are several environmental concerns that follow.

HOW DOES FAST FASHION IMPACT THE ENVIRONMENT ?



Fast fashion has a negative environmental impact and this mainly comes from the raw materials.

Cotton for the industry mainly comes from 2.5% of the world's farmland.

Synthetic materials like polyester require an estimate of 342 Million barrels of oil every year.

Production processes require about 43 million tonnes of chemicals every year.

Apart from these, it takes about 10,000 litres of water for the making of one kilogram of clothing!

Topic

Ocean Pollution

What is Ocean Pollution?

When human-made materials like industrial, agricultural, and residential waste, particles, noise, too much carbon dioxide, or invasive organisms reach the ocean and have a negative impact there, that is when marine pollution happens.

Project Goal

to conduct study on ocean pollution and raise awareness of its many causes and effects.

LANDFILLS GLOBAL WARMING

EFFECTS, CONSEQUENCES & SOLUTIONS

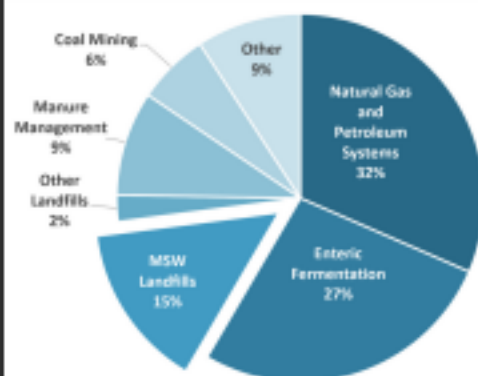


Global warming and landfill sites

Global warming is a worldwide issue, as there are innumerable causes leading to it and its hazardous effects. One of such causes is open land dumping. Without proper means for disposal, most of it is being dumped. While landfills are a societal necessity, they cause a lot of damage to the environment by contributing to global warming.



2020 U.S. Methane Emissions, By Source



Landfill sites are a considerable source of methane emissions

Source: [epa.gov/lmop/basic-information-about-landfill-gas](https://www.epa.gov/lmop/basic-information-about-landfill-gas)



The unveil of the carbon trail

-By the carbon



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- ▶ Evincing the solution.



Theme

Reducing Carbon Footprint





Of course, none of this would have been possible without the guidance and support of the Group 4 facilitators. These teachers, who come from different scientific disciplines, play a crucial role in guiding students through the research process, helping them to develop their critical thinking skills, and providing feedback on their work. Their dedication to the project is a testament to their commitment to the success of their students.

It is also important to acknowledge the efforts of the DPC in allocating time and resources for the Group 4 project. The project requires a significant amount of time and effort from both students and teachers, and the fact that the school was able to provide the necessary resources for the project is a testament to its commitment to providing a world-class education for its students.

Finally, the students themselves deserve recognition for their hard work and dedication to the project. The topic of global warming is one that is of great importance to our world today, and the fact that these students were able to engage with it in a meaningful way, and present their findings to their peers, is truly commendable. Their passion for science, their commitment to collaboration and their dedication to making a difference in the world are qualities that will serve them well in their future endeavors.

In conclusion, the Group 4 project on global warming presented by JIB's IB DP students is a shining example of the program's commitment to holistic learning and interdisciplinary thinking. The active participation of non-science students, the dedication of the Group 4 facilitators, the support of the DPC, and the hard work of the students themselves are all worthy of appreciation and recognition. The project is a testament to the fact that, with the right guidance and support, students are capable of achieving great things and making a real difference in the world.

UNPACKING TOK EXHIBITION CRITERIA :::::



Theory of Knowledge provides an opportunity for the students to explore and reflect on the nature of knowledge and the process of knowing.

The TOK exhibition assesses the ability of the student to show how this knowledge-TOK manifests in the world around us. Our grade 11 students were introduced to the assessment criteria for their TOK exhibition. The presentation aimed at showcasing the various components of exhibition commentary. We as a team began unpacking the requirements for the commentary by first mentioning the word limit. We then progressed to the next step where the students have to identify a prompt and three objects that fit naturally with the prompt.

Immediately their following question was "how do we select an object?". Mr Vamsi and I utilized the presentation to give the students a clear idea of how to select an object. We divided the students into five groups and conducted a peer review of a sample commentary. The students individually went through the sample, discussed and graded the commentary. The rubric provided allowed them to thoroughly understand the requirements for the exhibition.

The takeaway of the session was that students were equipped to identify a prompt, choose their objects and produce a convincing, lucid and precise exhibition commentary with a word limit of 950.

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THE EXHIBITION ASSESSMENT CRITERIA

Excellent 9-10	Very Good 7-8	Satisfactory 5-6	Basic 3-4	Elementary 1-2
<p>The exhibition clearly identifies three objects and their specific real-world contexts.</p> <p>Link between each of the three objects and the selected IA prompt are clearly made and well-explained.</p> <p>There is a strong justification of the particular contribution that the three objects make to the exhibition.</p> <p>All, or nearly all, of the points are well-supported by appropriate evidence and explicit references to the selected IA prompt.</p>	<p>The exhibition identifies three objects and their real-world context.</p> <p>Link between the three objects and the selected IA prompt is explained, although this explanation may lack precision and clarity in parts.</p> <p>There is a justification of the contribution that the three objects make to the exhibition.</p> <p>Many of the points are supported by appropriate evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world context of these objects may be vaguely or imprecisely stated.</p> <p>There is some explanation of the link between the three objects and the selected IA prompt.</p> <p>There is some justification for the inclusion of the three objects in the exhibition.</p> <p>Some of the points are supported by evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world context of these objects may be implied rather than explicitly stated.</p> <p>Basic link between the three objects and the selected IA prompt is made, but the explanations of this link are unconvincing and/or unfocused.</p> <p>There is a superficial justification for the inclusion of the three objects in the exhibition.</p> <p>There may be significant repetition in the justifications of the three objects.</p> <p>Reasons for the inclusion of the three objects are offered, but these are not supported by appropriate evidence and/or lack relevance to the selected IA prompt.</p>	<p>The exhibition presents three objects, but the real-world context of these objects is not stated, or the images presented may be highly generic images of types of object rather than of specific real-world objects.</p> <p>Links between the three objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey.</p> <p>There is very little justification offered for the inclusion of the three objects in the exhibition.</p> <p>The commentary on the three objects is highly descriptive or consists only of unsupported assertions.</p>
Possible Characteristics				
<p>Convincing</p> <p>Lucid</p> <p>Precise</p>	<p>Focused</p> <p>Relevant</p> <p>Coherent</p>	<p>Adequate</p> <p>Competent</p> <p>Acceptable</p>	<p>Simplistic</p> <p>Limited</p> <p>Underdeveloped</p>	<p>Ineffective</p> <p>Descriptive</p> <p>Incoherent</p>

FLIP TEACHING



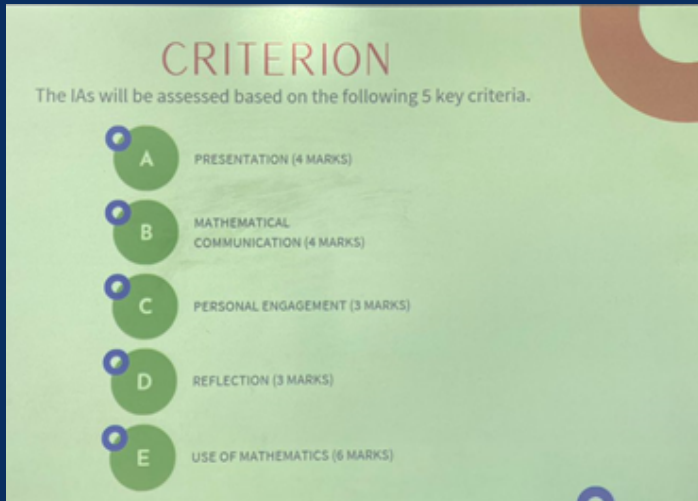
I was very happy and at the same time lucky to have conducted the session on flip teaching which was an engaging and informative experience for the participating teachers. The presentation covered the limitations of traditional teaching methods and how flip teaching provides a solution to overcome these limitations.

The basic concept of flip teaching was explained, which involves students watching instructional videos/learning content outside of class and working on assignments and projects during class time. The benefits of flip teaching, such as increased engagement, better understanding and retention of information, and more personalized learning, were also discussed.

Interactive discussion on how to choose the most effective technique based on the content being taught and the audience was the highlight for the session. The different techniques for in-class activities, such as group discussions, collaborative projects, and hands-on experiments, were also covered along with tips for facilitating in-class activities.

The session also discussed the challenges that can arise with flip teaching, such as ensuring that students have access to the necessary technology and addressing student resistance to change, and the solutions to these challenges. Overall, the session provided valuable insights into flip teaching and how it can enhance student learning.

INTRODUCTION OF MATHS IA



The Mathematics Exploration IA orientation was conducted for Grade 11 IB DP students with the aim of introducing them to the IA requirements and helping them understand how to select and research a suitable topic for their IA. The session covered the following key points:

Overview of the Mathematics Exploration IA and its purpose

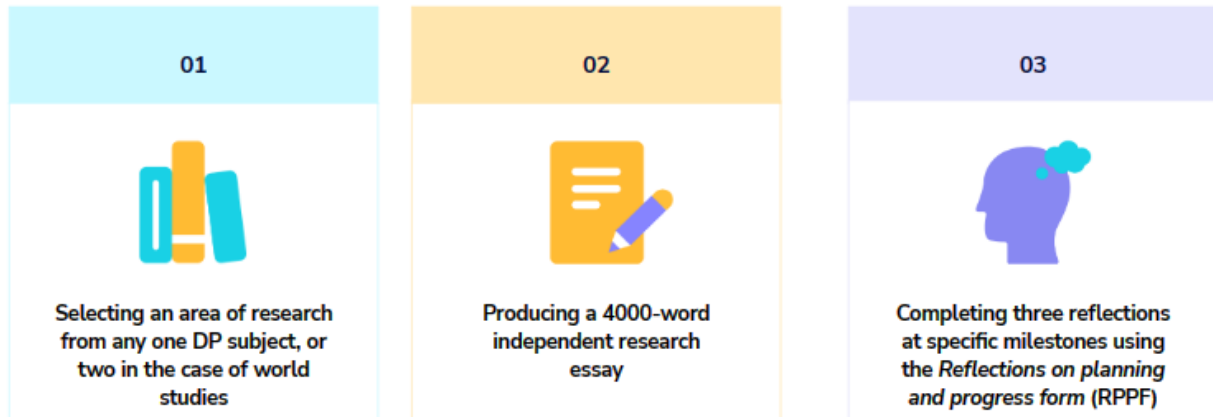
- Understanding the IA assessment criteria and expectations
- Selecting a topic for the IA based on personal interest and relevance to the course
- Tips for conducting effective research, organizing data, and analysing findings
- Formatting and presenting the IA in a clear and concise manner
- Common mistakes to avoid and strategies for improving the IA quality and scores

Overall, the orientation was a valuable opportunity for students to gain a better understanding of the IA requirements and develop the skills needed to successfully complete their Mathematics Exploration IA.

INTRODUCTION OF EE

Overview of the Extended essay

The extended essay (EE) is an opportunity for DP students to undertake independent research on a topic of their choice under the guidance of a supervisor. Over the course of their EE journey, students engage in 40 hours worth of work which entails: :



The Extended Essay Introduction was given for Grade 11 IBDP students with the aim of introducing one of the core components of IB Curriculum which is mandatory to all the students.

It is an independent, self-directed piece of research work of about 4000 words. It is a mini-thesis that they write under the supervision of a mentor/advisor. The students should investigate a topic of personal interest to them, which relates to one of the six Diploma Program subjects.

It is intended to promote academic research and writing skills, Application skills, Presentation and overall Self Management skills. Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions. The third and final mandatory reflection session is the viva voce, which is a concluding interview with the supervising teacher. A student must achieve a D grade or higher to be awarded the Diploma. The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma. The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.

MINIMAL USE OF PLASTIC INITIATIVE



Concern about plastic pollution globally is at an all-time high. We as responsible and caring citizens of this world are very much aware of ill effects of using Plastic. In spite of being reasonably knowledgeable regarding this very issue, most of us have a regret that we aren't contributing our bit to make our planet a better place to live. On these lines an initiative has been taken by the Department of Chemistry, JIB under the guidance of Mr. Pramod Raj Kumar (Chemistry Facilitator), Ms. Rita Sehgal (CAS Coordinator,) JIB and Ms. Monica Sarada Devi (Biology facilitator, JIB). This is how JIB started its ambitious and doable environmental protecting project called "Minimal Plastic Zone".

This project was officially announced open by Ms. Vidya Bhasker, DPC. JIB., on 01-03-2023. Later students were at their charismatic best where they could emphasize on why plastic should be reduced gradually and systematically courtesy of a very informative Powerpoint Presentation.

During phase-1, the emphasis would be on making JIB floor a minimal plastic zone. In later phases MPZ would extend its project beyond IB like Junior block, ICSE, ISC followed by the MPZ awareness that students would extend to their community.

HEARTFULNESS - AN HOUR OF RELAXATION AND AWARENESS



On the 25th of February Mrs. Dalal the Director of India for Reddy labs, and a parent of our student Sejal Dalal took up the initiative to take a session for us teachers. The session began with a little introduction about herself and what heartfulness means and the entire idea behind it. We were first asked to meditate without the help of a guide for about 5 minutes and most of us got distracted as is usual in meditation. We were then acquainted with the concept of heartfulness and Pranahuthi - its benefits given the hectic lives we all lead.

Mrs. Dalal is a trainer and practitioner of Heartfulness and she guided us through body relaxation followed by meditation. Through this process, I personally felt rejuvenated and relaxed. There were times when I thought I was about to fall asleep and I tried to keep myself awake. Mrs. Dala later told me that the said experience is called Yoga Nidra. On further interaction with my colleagues, I found out that all of them resonated with the feeling of being relaxed. After a long week of classes, assessments, and multiple other responsibilities, this was the perfect way to usher in the weekend. We would like to thank Ms Dalal for her time in guiding us on the importance of self-care.



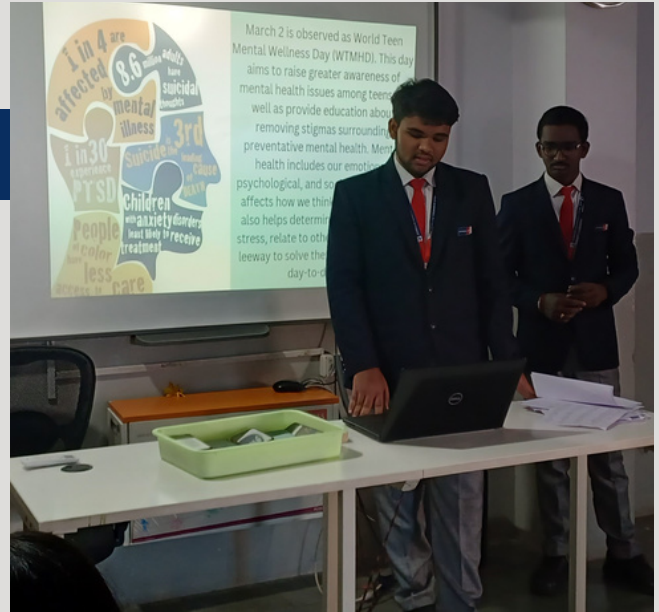
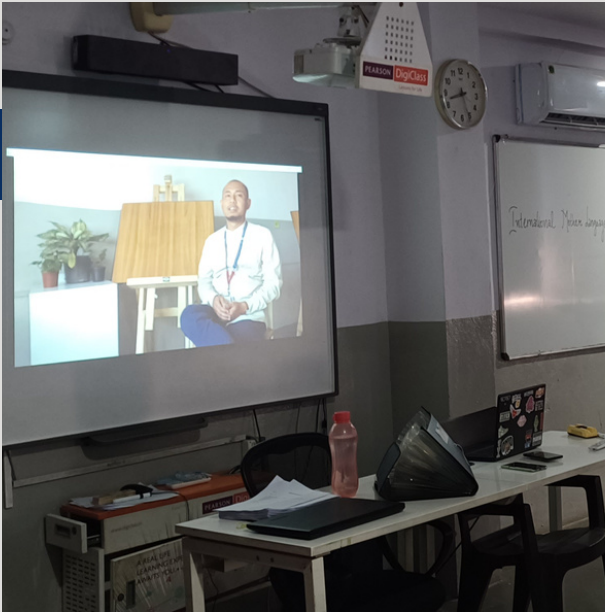
UNIVERSITY CAMPUS VISIT

The JIB students were taken to the University Campus to Narsee Monjee Institute of Management Studies, Hyderabad.

Dr. Molly Chaturvedi, Assistant Professor, Specialization: Marketing gave an insight on career options in science, management, design and also guided students for UPSC and Defence services and the preparation required. The NMIMS student community interacted with students and took them on campus tour. The student community introduced to students the programme undergraduate courses offered by NMIMS and also conducted activities Business quiz, Music, Team Building.



STUDENT LED ADVISORY SESSION



The first ten minutes of the day matter a lot. The assembly from our childhood has been handled by our teachers and all that we used to do was give a voice to all that they've prepared. But at Johnson IB, students learn to be more independent, responsible and creative on their own. And the assembly is a great platform to showcase our sense of innovation, responsibility and independence.

For the Ace-Canis assembly whose duration was 2 weeks, we had to prepare a lot. From skits to an interview to language inclusions, there was a lot that we had done. We started the first week, with an informative session on World Day of Social Justice, followed by an interview conducted to understand the different languages spoken around the world, on the occasion of World Mother Language Day, after which we had a few activity-based assemblies based on the significance of each day. We had also given our audience a glimpse of the past by showing them a hilarious Pre-recorded skit on Digital Learning Day. We had one day where we had meditation as a part of our assembly and concluded the two weeks with the assembly being conducted in Hindi.

While doing all this made our assemblies out of the box, we had to do a lot of work, in terms of filming the interview and the skit. We had to ensure all of our members were working without any hindrance to their tests and towards the end, it feels like all the hard work has been paid off. All this couldn't have been possible without our members, our core STUCO and the help of my co-house captain, Aditya Ram Reddy. Truly, conducting a combined assembly was adventurous and a wonderful experience!

The book "Surrounded by Idiots" teaches us about the four types of people and a colour is assigned to each of the four types.

To explain each colour, and ensure we have better communication with our peers, friends and foes, we, the four house captains had taken up the initiative to explain this to our fellow housemates. This also marked the first student led advisory at JIB.

We had divided the session into three parts, first the introduction icebreaker, second the explanation of the four colours and lastly, the quiz!

The first colour - red whose personality type is described as driven, ambitious and a natural leader, was taken up by the house captain of Raion House - Amolika

The next colour - yellow whose personality type is known to the world as a social butterfly, creative and optimistic, was taken up by the house captain of the Ace House - Aditya Ram

The third colour - green whose personality type is described as a selfless, friendly, and a relaxed person, was taken up by the house captain of the Canis House - Adithi

And lastly, the fourth colour - blue whose personality type is described as the one with a keen mind, an analytical and detail-oriented person, was taken up by the house captain of the Epalaurd House - Akul

Through the course of the session, we had attained our goal of passing out the message of being a good and humble person and being a good communicator.

And thus, The 4A's had a blast initiating the first-ever student-led advisory session.



First of all I want to take this opportunity to thank DPC for letting us take up the advisory session. The advisory was about the learner profile 'Inquirer' and we did a house wise activity where all the teams were given a natural phenomenon and they had to use their inquirer attribute to research about it within 5 minutes and had to speak about their research in 3 mins.

They also provided citations to their works showcasing their academic integrity in this activity. Epaulard won the activity showcasing their inquirer attribute in its full essence.