



From the Principal's Desk

Geography

This month is dedicated to Geography. Geography is the study of the Earth's lands, water, air, and living people. The word 'Geography' comes from a Greek word, '*Geographia*'.

There are three main branches of Geography. Physical Geography: Focuses on natural features like mountains, rivers, weather, and animals. Human Geography: Focuses on human cultures, languages, cities, and how people use the land. Technical Geography: Focuses on tools like maps, satellite images, and data to study the Earth.

If we talk about the continents then we get some fascinating facts. Based on Size, Asia, Africa, North America, South America, Antarctica, Europe, and Australia are the seven continents that make up the world. Africa is the continent that is home to the greatest number of independent nations. Europe is the only continent that does not have any deserts. Major civilizations in Asia, with the exception of the Egyptian civilization, which was located in Africa. Australia is wider than the Moon, measuring about 4,000 kilometres across compared to the Moon's 3,400-kilometer diameter. Only Africa spans all four hemispheres, making it unique among continents. Asia is the world's largest and most populous continent with a total area of 44,579,000 square kilometres and over 4.462 million inhabitants. Antarctica may be

a frozen sheet of ice, but it has almost 90% of the world's freshwater.

Let's talk about the water bodies. There are four Oceans, The Pacific, the Atlantic, the Indian, and then the Arctic. Nile in Egypt-Africa is considered as the longest river with the length of 6650 KM however some scientists believe that its Amazon in South America is the longest. If Caspian Sea in Europe is the largest salt water lake in the world then Superior is the largest freshwater lake.

It's amazing that about 90% of all humans live in the Northern Hemisphere. Antarctica is technically the world's largest desert because it gets very little rain or snow each year and contrary the Saharan desert is the hottest in the world. The Amazon rainforest is responsible for producing more than 20% of the world's supply of oxygen.

There are so many unknown and amazing facts about world and its countries. Like Russia touches 11 different time zones. The Vatican City State is the world's smallest sovereign nation. Canada and the USA share the world's longest international border of 8890 km. The country with the maximum number of islands is Sweden with more than 257000 islands. Istanbul, in Turkey, is the only city in the world that lies on two continents—Europe and Asia.

Maps are integral part of Geography. The earliest known map of the world is widely attributed to the ancient Greek philosopher Anaximander in the 6th century BCE. The oldest surviving physical world map is the Babylonian Imago Mundi clay tablet. So we want to unlock the secrets of this world then Geography is the key.

Source: Internet

Dr. Sanjay Sachdeva
School Principal

Helping Children Navigate the Gaming World

Online gaming can be an enjoyable way for children to relax, have fun and even develop skills such as problem-solving, teamwork and strategic thinking. However, when gaming becomes excessive or unsupervised, it can have a negative impact on a child's physical, emotional and social well-being. For primary-age children, healthy boundaries are especially important.

One of the biggest concerns is excessive screen time. Long hours spent gaming can reduce time for outdoor play, reading, family interaction and creative activities. It may also affect sleep, concentration and physical health. Children can become so absorbed in a game that stopping feels frustrating, leading to arguments, irritability or difficulty managing emotions. Online games also expose children to unfamiliar people and online interactions. They may encounter inappropriate language, cyberbullying, strangers or content that is not suitable for their age. Some games encourage children to make in-app purchases,

while advertisements and reward systems can make it difficult for them to stop playing.

We can play an important role by knowing what their children are playing and who they are interacting with. Use age-appropriate games, enable parental controls and keep devices in shared family spaces. Most importantly, establish clear and consistent limits on gaming time and ensure that gaming does not replace sleep, studies, physical activity or family time. Rather than banning gaming completely, help children develop healthy digital habits. Talk to them about online safety, teach them never to share personal information and encourage them to tell a trusted adult if something online makes them uncomfortable.

The goal is not to keep children away from technology, but to help them learn to use it safely, responsibly and in balance with the real world.

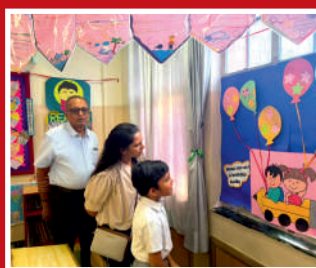
Ms. Seema Bhati
Primary School Director & PYP Coordinator



PYP

Gallery Walk: Celebrating Learning through Young Voices

On Saturday, 1st August 2026, the Early and Primary Years came alive with a joyful celebration of learning as students proudly welcomed their parents into their classrooms. The Fun Interaction for Nursery and the Gallery Walk for Lower Kindergarten to Grade 5 provided a meaningful platform for students to share their learning spaces, classroom displays, favourite corners and areas of exploration. With enthusiasm and confidence, students took the lead in showcasing their learning, sharing experiences and articulating what mattered to them. Their interactions reflected growing communication skills, learner agency, confidence and reflective thinking, as they proudly presented their learning journeys from their own perspectives. For parents, the experience offered a unique opportunity to step into the world of their children and see the classroom through their eyes. They witnessed not only what students had learnt, but also how they engaged, explored, made choices and expressed their ideas. The event also strengthened the partnership between parents and teachers through meaningful conversations. Insights shared during these interactions helped create a shared understanding of how home and school can work together to nurture every learner's continued growth and well-being.



Independence Day: The Spirit of Freedom



The Early Years came alive with patriotic fervour and youthful enthusiasm as our young Highlanders celebrated Independence Day with immense pride and joy. Dressed in the vibrant colours of the National Flag, the Highlanders embraced the spirit of the occasion, filling the air with spirited chants of 'Jai Hind' and 'Bharat Mata Ki Jai.' The celebration offered a joyful blend of creativity, movement and patriotism. Standing proudly before the hoisted National Flag, the young learners experienced a sense of pride and respect for

their nation. They expressed their love for the country through engaging artwork and danced with infectious energy to patriotic melodies. Our Primary Highlanders celebrated the spirit of freedom by dressing up as national heroes of their choice and sharing a few inspiring words about them in their respective classes. The celebration highlighted the message that freedom is hard-earned, precious, and worthy of being cherished and celebrated. Each child had the opportunity to present their chosen national hero, explain their attire, and share its significance. This meaningful experience nurtured student voice, agency, confidence, and curiosity, while inspiring their peers to learn more about the remarkable individuals who contributed to our nation's journey. A special assembly further brought the celebration to life, as students showcased their patriotic spirit and enthusiasm. Adding to the festive ambience, teachers embraced the occasion by dressing in the tricolours of the national flag, creating a vibrant





and visually striking display. As they celebrated together, the students discovered meaningful ways to connect with their nation while developing an understanding of the values of unity, belonging and respect. The celebration was truly a memorable and meaningful experience for our young Highlanders.



Front Desk Programme: Celebrating Student Agency and Talent

Grades III and IV Highlanders rose to the occasion and showcased their learning and talents during their FDP. The event provided a meaningful platform for students to exercise voice, choice, and agency, while strengthening their communication, social, and self-management skills. Embodying the attributes of

the IB Learner Profile, students demonstrated confidence as communicators and embraced the role of risk-takers as they stepped onto the stage and participated in a range of performances. Through collaboration, creativity, and purposeful interaction, they transformed the stage into a vibrant celebration of their individuality and collective talents. Their poise, enthusiasm, and confidence reflected their growth as inquirers and lifelong learners. The audience, especially the proud parents, thoroughly enjoyed witnessing the children express themselves and celebrate their learning through performance.





Celebrating the Bond of Siblinghood



The special bond between siblings was celebrated with great joy and enthusiasm in the Early Years. Students watched a heart-warming video that beautifully captured the love, care, and affection shared between siblings, setting the ambience for an engaging discussion on Raksha Bandhan. They eagerly shared their personal experiences and family traditions, bringing forth delightful anecdotes that made the

conversation lively, relatable, and meaningful. The celebration unfolded through a creative hands-on craft work, where the Highlanders enthusiastically designed and decorated their own rakhis, expressing their love and creativity. With a sense of pride and excitement, they carried their beautiful creations home, looking forward to celebrating the festival and making the occasion even more special for their beloved siblings.

Exploring Relationships and Belonging: Little Moments, Meaningful Connections!

As part of the transdisciplinary theme - Who we are, our Nursery Highlanders have embarked on an engaging inquiry into relationships and belongings, exploring what makes families unique and how family members support and care for one another. Through conversations and classroom experiences, students have been exploring similarities and differences among families, discovered the varied roles family members play, and developed an understanding of interdependence within families. To enrich this inquiry, parents from the Nursery community, representing both small and extended families, were invited to

visit the classrooms and share their experiences. The lively interactions provided students with authentic opportunities to ask questions, listen to diverse perspectives, express their ideas, enrich their vocabulary, build confidence in communication and deepen their conceptual understanding of family relationships and roles. Through engaging experiences such as a joyful family song, finger-puppet introductions, a 'Guess Who?' game, an engaging PPT and an interactive story, students explored and reinforced their understanding about different family members in playful and meaningful ways. The parent interactions not only brought the inquiry to life but also created a meaningful bridge between home and school. By welcoming families as partners in learning, the experience fostered connection, collaboration and a shared understanding of the diverse ways in which families nurture, support and belong to one another.



Connecting, Collaborating and Learning

Nita Mukesh Ambani Junior School – Early Years Campus and Don Bosco International School hosted the Pan India Association of IB Schools – Early Years and PYP Coordinators' Meet on 8 August 2026 in Mumbai.

Representing Scottish High International School, Ms. S. Lakshmi Pavade, Ms. Poornima Thakur, Ms. Pallavi Kumar, and Mr. Sumit Gupta participated in the enriching gathering. The meet brought together educators from across the region for shared learning, reflective dialogue, and collaborative exploration. It provided a valuable opportunity to exchange ideas, explore innovative practices, gain diverse perspectives, and strengthen professional connections within the IB PYP community.



Celebrating a Young Author



We are delighted to celebrate Nitara Chowdhary of Grade IV, who has written and published her first book, 'Natty Adventures – Part 1: Nuts on the Go!' The delightful story follows a cheerful bunch of nuts on an exciting adventure. Nitara's achievement reflects her creativity, imagination, and love for storytelling, inspiring young minds to dream, create, and share their voices.

Ms. Virender Bhullar (Primary School Coordinator),
(Deputy PYP Coordinator)
Ms. Shivani Johri (Initial School Head),
(Deputy PYP Coordinator)



Medley of Activities



August was a vibrant month of creativity, imagination, and artistic discovery in the art room. Across grades, Highlanders explored diverse themes, techniques, and mediums, transforming their experiences and observations into expressive artworks.

Grade I students drew inspiration from **Independence Day, kite flying, and Rakhi celebrations**. Their colourful compositions reflected the joy of familiar celebrations while developing observation and imagination.

Grade II explored **Cartoon Art and Realistic Art**. They experimented with imagination and humour in cartoons while developing accuracy, proportion, detail, and observation through realistic drawings.

Grade III explored landscapes using the **gradation technique**. They practised transitioning from light to dark shades to create depth, distance, and atmosphere.

Grade IV created beautiful flower compositions using **pencil shading**. They explored light, shadow, texture, and form, and presented their artworks to their parents as tokens of love during the **Front Desk Programme**.

Grade V continued their exploration of still life through pencil shading. By varying pressure, layering strokes, and observing light and shadow, they developed greater precision, patience, and attention to detail.

The **IBDP Visual Arts students** extended their learning through a visit to an art studio in Delhi, where they explored the printmaking technique of **etching**. They experienced the tools and processes involved and experimented with lines, textures, and tonal effects.

August therefore became a month of **creative exploration, careful observation, experimentation, and meaningful expression**, as students across grades developed their artistic skills and found their unique voices through art.

Ms. Amita Gahallot,
HoD - Visual and Performing Arts



August – A Tapestry of Dance and Celebration

As the festive season approaches, there is a beautiful feeling of celebration throughout the school corridors. August was a vibrant tapestry of dance, celebration, creativity, and national pride, with our students embracing every opportunity to express themselves through movement and performance.

The month began on a wonderful note with the Grade IV students presenting a graceful and energetic dance performance as part of their FDP. Their confidence, expressions, and coordinated movements reflected the dedication and

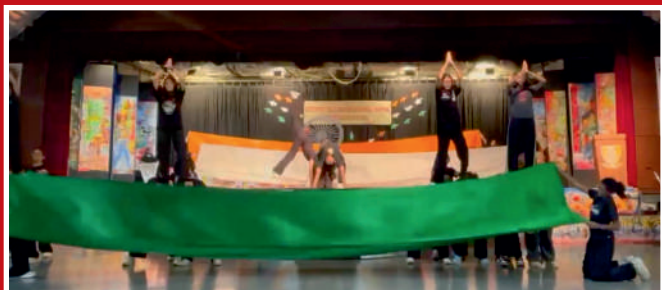
enthusiasm with which they prepared for the performance. It was a delight to see the students come together and present their work so beautifully.

The celebrations continued on 11th August, when our Western Dance Team proudly secured first position at the Inter-School Dance Competition held at Heritage International School. Their energetic performance, strong stage presence, synchronisation, and commitment brought great pride to the school. The achievement was a wonderful recognition of the talent and hard work of our young dancers.

The month reached its patriotic highlight with the Independence Day celebration on 15th August. Our Grade II and Grade IV students added colour and energy to the celebrations through their vibrant dance performances. Their enthusiasm, expressions, and spirited movements beautifully captured the essence of freedom and patriotism.

Adding grandeur to the occasion, our senior students presented exquisite Classical and Western dance performances. The classical presentation reflected grace, discipline, and tradition, while the Western performance brought vibrancy, energy, and contemporary flair to the stage. Together, the performances created a wonderful blend of tradition and modernity.

From the enthusiasm of our primary dancers to the confidence of our senior performers and the pride of a well-deserved competition victory, August truly brought dance and celebration together beautifully. Each performance was a reminder that dance is not only an art form but also a powerful means of expressing joy, culture, confidence, and togetherness





Ms. Himani Yadav
Dance Teacher



Our country, India, has come a long way since the day of independence. However, the journey was not easy. Many people struggled immensely, and several even gave their lives for the supreme objective of achieving freedom.

The drama students commemorated Independence Day by paying tribute to the martyrs through a powerful stage performance. Theatre, as a medium, helps us convey and explore the many facets of human life. This time, the drama students presented an inspiring story about an unsung freedom fighter, Pritilata Waddedar.

The play was very well received by the students, who were deeply inspired by Pritilata's passion, courage, and strong will. All the actors were appreciated for their performances and hard work. The costumes, props, compositions, and evocative background music further enhanced the impact of the play.

The audience was transported back to the era in which the events took place. They were able to connect with the times in which the people of our country lived and understand the challenges they faced in their struggle for freedom.

Mr. Vikas Sharma
Theatre Arts - Teacher



Music Sensibility

Music sensibility describes how deeply a person perceives, processes and responds emotionally and physically to music. Music is not just organized noise, music theory, or cultural expression. It is a distinct way of perceiving, organizing, and reacting to the world through sound alone. Developing a "sound sensibility" means learning to listen to the textures, spaces, and emotional frequencies of life.

A distorted guitar note feels rough; a flute note feels smooth. Listening deeply to the sonic nuances of others—their tone, cadence, and pauses—improves how we connect as humans.

Music refines our biological hardware to appreciate the symphony of existence.

Tony Stalin Fernandes
Western Music Teacher

News From The Sports Arena



Highlanders Shine in Sports

August was an action-packed month for our Highlanders, who participated in various SGFI Block/District and CISCE Regional competitions, while also preparing for the Independence Day celebrations.

NCC: NCC Cadets presented the General and National Salute to Principal Dr. Sanjay Sachdeva. Aratrika Das led the contingent, while Pehal Nagpal and Opal Sagar served as pilots.

Lawn Tennis: At the CISCE Regional Lawn Tennis Competition in Karnal, Lakshay Dhiman (XII), Adhrit Gautam (XI), Nabhya Kinha (XI) and Mehher Sharma (XII) won Gold in the U19 category and qualified for Nationals. Praneet Kapoor (X) and Aryaman Mattoo (X) also won Gold in U17 and qualified for Nationals. Gaurisha Dua (VII), Saanvi Ahuja (VII), Samanyu Vij (VIII), Krishh Wadhwa (VIII), Idhant Chawla (VIII) and Atharva Sharma (VIII) won Silver in U14. Gaurisha Dua and Saanvi Ahuja won Gold in U14 Girls' Doubles and qualified for Nationals, while Samanyu Vij and Krishh Wadhwa also earned National selection.

Basketball: The U14, U17 and U19 Girls' teams secured 1st position at the CISCE Regional Basketball Championship. The team comprised Fagun Beniwal (XI), Sara Singh (XI), Samaira Kukreja (XII), Vidisha Wadhwa (XII), Jennifer (XII), Mehher Sharma (XII), Aashna Sud (XII), Devanshi Kaul (X), Naaomi (X), Advita Airi (X) and Dhvani Kinha (VII).

Taekwondo: Abhyuday Jakhar (VI B) won Bronze at the 37th Delhi State Taekwondo Championship.

Gymnastics: Myra Satija (VIII) won Gold at both the SGFI Block and District Gymnastics Championships and qualified for the SGFI State Championship.

Yoga: At the CISCE Regional Yoga Competition, Maanvi Mohta (IX) won Silver, Iva Kaswan (IX) won one Silver and one Bronze, and Baneet Kaur (X) won Bronze. Maanvi and Iva qualified for the CISCE Nationals. At the SGFI District Yoga Competition, Maanvi, Iva and Baneet won Gold and qualified for the SGFI State Championship.

Football: The U14 Girls' team secured 1st position at the SGFI District Championship. The team included Suhana (VIII G), Mehher (VIII F), Mahi (VIII CSA), Prishaa (VIII A), Katyayni (VII D), Ayana (VII D), Sara (VII D) and Seerat (VII E). Kaira Kapoor (X) qualified for the SGFI U17 State Championship. At the CISCE Regional U19 Girls' Football Championship, the team secured 1st position and qualified for Nationals. The team comprised Kaira Kapoor (X), Anika Ishank Jain (X), Inisiya Bhardwaj (IX), Saanvi Garg (XII), Muskaan Arora (XII), Chhavi



IGCSE

Maths Decoded

Many a time, I wonder why so many of my students are engaged in a perpetual battle against the mathematics blues. Either youngsters find it difficult to master the basic rudiments of the subject, or they find it an uphill task to understand formulae and solve tricky problems.

As a Mathematics facilitator, I have looked for some long-term solutions to untie the knotty problems young ones face while learning the subject. Finding a quiet place to study Mathematics is important. Students should master the basic facts and practise solving challenging mathematical problems. Emphasis should be laid on basic concepts that can be retained for a longer duration through regular revision and practice.

Students should not attempt problems from different chapters at the same time. They should revise the exercises in an organised manner to avoid confusion. It should also be remembered that two heads are better than one. Children could study in groups to clarify their concepts and learn from one another. If a problem arises, students must note it down and raise it in class before moving on to the next set of problems.

Remember, observation and practice are the keys to achieving high scores in Mathematics.

Mr. Umesh Chandra
Maths Teacher

Finding Their Voice: Building Confident Communicators

The Cambridge curriculum is designed to nurture well-rounded learners who are prepared to thrive in an ever-changing world. At the heart of this approach are the Cambridge Learner Attributes—Confident, Responsible, Reflective, Innovative, and Engaged. These attributes help students develop not only academic excellence but also the skills, attitudes, and values needed for lifelong learning and success.

Among these attributes, being Confident plays an important role in developing effective communicators. The Cambridge curriculum encourages students to express their ideas clearly and confidently while listening attentively to others and respecting diverse perspectives. Effective communication is not only about speaking but also about understanding others and engaging in meaningful discussions.

Keeping this goal in mind, each subject incorporates monthly activities that encourage students to develop both subject knowledge and communication skills. In the Hindi language class, students participated in a Role-Play activity designed to develop a sense of respect and admiration for the freedom fighters of India's Independence movement. The activity also helped strengthen their language skills, memory, and self-confidence.

During classroom discussions, students confidently shared their opinions while respecting the views of their peers. Through group projects, they worked collaboratively to solve problems and achieve common goals. Presentations, debates, and role-plays further provided opportunities for students to develop their speaking, listening, and interpersonal skills.

Bagga, Muskaan Arora, Saanvi Garg and Kaira Kapoor earning National selection. The U14 Girls' team secured 2nd position at the CISCE Regional Championship. Seerat Gahlot (VII), Sarah (VII), Suhana Singh (VIII), Katyayani (VII), Rhea (VI), Meher Dargan (VIII), Prisha Chopra (VIII), Prishaa Sharma (VIII) and Ayaana (VII) represented SHIS, with Suhana, Prishaa Sharma, Katyayni, Saara Suba and Ayaana Srivastava selected for Nationals.

Skating: At the CISCE Regional Skating Competition in Muktsar, Siddhika Saxena (V A) won one Gold and one Silver, while Mukund Aggarwal (V A) won Bronze.

Athletics: SHIS participated in the CISCE Regional Athletic Competition with Vivaan Sharma (VIII F), Kian Chaudhary (VIII F), Aaroosh Bannerjee (X B), Aditya Kant Bhagat (X D), Paarth Lamba (IX C), Shreyas Todi (XII C), Shashwat Gupta (X C), Ahaan Agam (IX C), Hrihen Solanki (X B), Samaira Yadav, Naaomi K Mudgil (X E), Anusha Gupta (IX A), Kaira Kapoor (X F), Advita Airi (X A), Daksh K Malik (XII), Vedant Bhalla (XII B), Aryaveer Sharma (XI E), Vidisha Wadhwa (XII D), Sargun Kaur (IX E) and Insiya Bhardwaj (IX B). Aaroosh Bannerjee (100m), Kaira Kapoor (100m Hurdles) and Khanak Sharma (IX B, High Jump) won Gold and qualified for the CISCE National Athletic Championship.

Chess: Ryan Shah (VI), Advay Agarwal (XI), Vedant Gutt (XI), Kanika Suri (XI) and Ishanvi Vasant (XI) participated in the CISCE Regional Chess Competition, with Ryan Shah securing 1st position and qualifying for Nationals.

Badminton: Ekaksh Chaudhary (XII), Anaksh Nagpal (XII), Advit Sharma (X), Tamish Antil (X), Mishika Talwar (X), Eva Khurana (VII), Aashvi Yadav (VI), Khushi Malik (VII), Ginisha Sharma (VIII) and Mudil Sachdeva (IX) participated in the CISCE Regional Badminton Championship in Amritsar.

Swimming: At the CISCE Regional Swimming Competition in Barnala, Aryaman Suri (XII) and Samridhhi Verma (XII) won three Gold medals each, while Nalin Chandra (XII) won one Gold and two Silver medals. Jashn Singh Bajaj (IX), Jinisha Sharma (VIII), Tvisha (VI), Vivaan (VI), Samaira (VI), Mahika Tiwari (VI), Anvii Yadav and Harshita (VI) also secured multiple medals. The U14 Boys' and Girls' 4×100m Freestyle and Medley Relay teams won Gold.

Equestrian: Mehar Chaudhary (VII IGA) secured 1st position at the Monsoon Summer Equifest, adding another achievement to SHIS's sporting success.

The remarkable performances across disciplines reflect the dedication, discipline and sporting spirit of our Highlanders, bringing pride to the SHIS community.

Mr. Darshan Singh Gahallot
HOD – Sports



Every student is encouraged to participate actively in these learning experiences. Such activities help learners overcome hesitation, build self-confidence, and develop the ability to express their thoughts effectively before an audience. Through regular practice and meaningful participation, our students are becoming confident communicators who are better prepared to succeed both inside and outside the classroom.

Dr Rekha Srivastava
Deputy IGCSE Coordinator

ICSE / ISC Bulletin



August was a month of focused learning, regular revision, and steady academic progress as students prepared for their Half-Yearly Examinations. Revision classes were conducted regularly to revisit important topics, strengthen concepts, and clarify students' doubts. Teachers also provided regular practice and facilitated

discussions to help students prepare effectively for the examinations.

Students were advised to regularly refer to the Assignment Booklet for worksheets and sample papers. They were encouraged to practise these resources to strengthen their concepts, improve their application skills, and become familiar with different types of questions.

Alongside academics, students actively participated in various inter-school competitions. Five students represented the school at the Regional Level of the ASISC Literary Events held in Ferozepur, Punjab. Avantika Palakeezhil of Grade XII secured First Position in the Senior Category in Declamation and qualified for the National Level, while Pearl Gupta of Grade VIII secured First Position in the Sub-Junior Category in Declamation and also qualified for the Nationals. Arav Gupta of Grade XI brought further laurels to the school by securing Third Position in Debate at the Senior Level. The other participating students also gained valuable exposure and learned a great deal from the experience.

Furthermore, four more students participated in Stage II of the Frank Anthony Memorial All-India Inter-School Debate Competition. The students gained valuable experience and developed important skills in debating, communication, presentation, research, and critical thinking.

Ms Barkha Anand
ICSE & ISC Curriculum Head

IBDP / IBCP

Chemistry CAS Integration: Chromatography

Recently, as part of a Chemistry CAS Integration, we conducted an incredibly interesting activity: seeing how chromatography works in real time. We took small strips of chromatography paper with a pencil-marked baseline and put a dot on the baseline with a black marker. We then took a test tube and added a small amount of alcohol, which acted as a solvent for the marker's ink. Lowering in the chromatography paper, over the next five minutes we saw the alcohol creep up and carry the black ink in the marker up to a point on the paper! Although it makes sense in theory, it's much more fun to see how chromatography works in practice. We also saw how, for each person who used the same marker, the chromatography paper carried the dye to roughly the same spot. This helped us understand how consistent the process can be and made the concept much easier to visualize.

We spent our time thinking about the intricacies of the process, its uses, and much more, culminating the activity in a creative and engaging learning experience. It was a simple experiment, but being able to actually watch the process happen made it much more interesting and memorable than simply learning about it in a textbook.



By: Rishit Ryan Sarna, Grade XI IBDP

A Medley of Food and Culture

Scottish High International School's Cultural Food Fest, organized and directed entirely by students from the IGCSE and IBDP wings, was a vibrant celebration of cultures, traditions, and cuisines from around the world. The event brought together students from diverse backgrounds and encouraged international-mindedness and intercultural understanding through the sharing and appreciation of food.

Different groups represented different countries and cultures, allowing everyone to experience traditions that



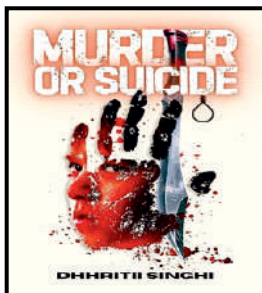
they may not have otherwise encountered. Two esteemed guests from culinary backgrounds were also invited, adding to the cultural and culinary significance of the event.

I personally assisted with half of the Spanish demographic, helping to coordinate the stall and ensure that everything ran smoothly. We served churros, torrijos, and Basque cheesecake, foods associated with breaking the fast during Semana Santa and enjoyed by members of the Spanish community. Being involved in presenting these foods gave me an opportunity to share an aspect of Spanish culture with others while also learning about the traditions represented by other groups.

Beyond the food itself, I believe the event helped bring people closer together by encouraging empathy and appreciation for cultural backgrounds different from our own. The requirement for mindful engagement made the experience particularly meaningful, as it encouraged students to approach each culture with curiosity and respect. With such a wide range of foods, traditions, and experiences to explore, the event was both enjoyable and genuinely enriching.

By: Disha Chaudhary, Grade XI IBDP

"Murder or Suicide" – How it's like writing and publishing in High School



Writing "Murder or Suicide" was an experience that started with a simple idea and slowly became something much bigger than I had originally imagined. I knew I wanted to write a murder mystery, but I also wanted to create a story where the reader constantly questioned what was real, who could be trusted, and what might be hiding beneath the surface.

One of my favorite parts of writing the book was building the mystery alongside my characters. Every chapter gave me the opportunity to introduce another clue, create another question, or make the reader reconsider what they thought they knew. I especially enjoyed writing the moments where seemingly insignificant details could eventually become important. It made me realize how much thought goes into creating suspense and keeping a reader curious. Writing the characters was another part of the process that I really enjoyed. I wanted each person to feel like they had their own story, motivations and secrets rather than simply existing to move the plot forward. This also allowed me to explore the difference between how people present themselves and who they might actually be. Looking back, "Murder or Suicide" taught me that writing a mystery isn't just about creating a crime and solving it. It is about creating questions that make people want to keep turning the page. Most importantly, writing this book showed me how much I enjoy creating stories where nothing is quite as it seems, and where the reader gets to uncover the truth for themselves.

By: Dhriti Singh, Grade XI-IBDP

PROMYS: An Adventure in Mathematics

This summer, I attended PROMYS Boston, a number-theory focused math-camp held at BU (Boston University). As my first summer program ever, I was excited to experience a taste of college life! Our day began with a light breakfast at BU's canteen, followed by a 1.5-hour lecture on number theory. After that, we received a daily problem set. At 12 pm, after starting a bit on the problem set, we visited the canteen once again for lunch. Then, at 2 pm, we had a daily one-hour meet-up with our groups for exploration labs, an additional mathematical activity where we explored a topic aside from number theory in-depth. After this, I had my daily meeting with my counselor, who gave me feedback on my write-up for the previous day's problem set, as well as general advice or guidance. The day ended with study hall in the evening after dinner at 7 pm, where we usually worked on our problem sets to submit them by 12 pm. All in all, I believe PROMYS Boston was an extremely unique and enriching experience, and I am grateful to have had the opportunity to attend this math-camp this summer!



By: Emya Jain, Grade XI-IBDP

My Community Engagement Journey

As part of CAS-O-NANZA, I had the opportunity to present my Community Engagement (C.E.) journey as an IBCP student to teachers and my fellow peers through a presentation highlighting the different community services and experiences I have been involved in and a cardboard model. Looking back, I realized how much I had grown through these experiences. When I first began exploring community engagement, I did not expect it to become such an important part of my life. I initially saw helping others as simply an activity, but over time, I understood that even small efforts can create meaningful change.

Through my visual presentation I shared the different initiatives I participated in, the people I interacted with, and the lessons I learned along the way. I also spoke about the challenges I faced while stepping outside my comfort



zone and how I gradually became more confident in contributing to my community.

To conclude my presentation, I led a short pledge encouraging everyone to become more conscious about food wastage and make responsible choices in their daily lives. It was meaningful to share my journey with the school community and reflect on how C.E. has helped me become more aware, responsible, and willing to take action. I was genuinely glad to inspire others through my experiences in the CAS-O-NANZA showcase.

By: Ananshya Dhar, Grade XII IBCP

From Context to Curiosity

Some of the best learning begins with something students already know—a situation they have seen, heard about, or experienced.

In the IB Diploma Programme, we encourage students to use these real-world contexts as starting points. A familiar situation can open the door to a deeper question: What does this help us understand? From there, curiosity takes over.

Students begin to inquire, question, investigate, and make connections. They move beyond simply learning facts to understanding why concepts matter and how they connect to the world around them.

Importantly, learning does not stop with understanding. Students are encouraged to ask, “What can I do differently?” This is where learning becomes meaningful action.

As teachers, our role is not always to provide all the answers. It is to provide the lens, guidance, and questions that help students see familiar things in new ways.

At Scottish High, we strive to make learning relevant, thoughtful, and connected to life beyond the classroom.

That is the learning journey we hope every DP student experiences.

**Ms. Pooja Sharma
IBDP Coordinator**

Tree Plantation Initiative: Ek Ped Maa Ke Naam 3.0

Participating in the tree plantation drive was a deeply rewarding experience that brought us closer to nature. Armed with enthusiasm and gardening tools, my classmates and I set out to make our city greener. Together, we planted a vibrant mix of native saplings, including Pilkhan, Ber, Amla, and Guava trees.

The process was both hands-on and educational. Guided by our teachers, we first learned the art of embedding the saplings securely into the soil. We carefully dug holes of the right depth, ensuring the roots had enough space to expand without being damaged. Gentle packing of the surrounding soil around the

stems provided the necessary support for the young trees to stand firm.

After planting, we were taught the correct techniques for watering them. We learned that overwatering can choke roots, while under watering stunts growth. Instead, pouring water gently near the base using your palm as support allows it to seep deep into the soil effectively.

Leaving the field with soil-stained hands and proud hearts, I felt a strong sense of responsibility. Planting 103 saplings wasn't just an activity, it was an investment in a greener, healthier future for our city and environment.

By: Shasya Sharma, Grade XI B

Giving Back to Mother Earth

I would like to express my heartfelt gratitude to my school Scottish High International School for providing me with the opportunity to participate in such a meaningful and insightful tree plantation drive. I am thankful to the school for creating experiences that go beyond the classroom and help us develop a deeper sense of responsibility towards our environment. This initiative gave me an opportunity not only to contribute towards a greener planet but also to reflect on our relationship with Mother Earth.

Participating in the tree plantation drive was an insightful and rewarding experience that helped me understand our relationship with Mother Earth. During the drive, we successfully planted around 103 trees belonging to four different varieties. Seeing so many saplings being planted together made me realise how collective efforts can create a meaningful impact on our environment.

What made the experience particularly valuable was that we learnt more than just how to plant a tree. We were taught how to remove trapped air from the soil after planting and the correct way to water the saplings so that they receive enough moisture without harming their roots. These small techniques showed me that planting a tree is only the beginning; it also requires patience, care and responsibility.

The experience made me think of the Earth as a mother. Just as a mother nurtures, protects and provides for her children without expecting anything in return, Mother Earth provides us with everything we need to survive—air, water, food and shelter. Yet, we often forget to care for her in return. Planting these trees felt like a small gesture of gratitude towards her.

Overall, the drive taught me that protecting the environment is not merely a responsibility but also a way of giving back to the mother who continuously takes care of us. I am grateful to my school for giving me this opportunity to learn, contribute and become a more responsible and environmentally conscious citizen.

By: Dhriti Singhi, Grade XI IBDP



The Gold in Our Cracks

Lately, I've been thinking about how quickly we tell children to fix things, do better, work harder, improve, and become the "best version" of themselves. But somewhere in all of this, do we pause to tell them that they are already enough?

That is what makes Kintsugi so beautiful to me. In this Japanese art, broken pottery is repaired with gold. The cracks are not covered up or treated as something to be ashamed of. Instead, they are embraced and become part of the story. Somehow, that feels so much like growing up.

We all have our little cracks. A mistake we still think about. When we felt we weren't good enough. Our children have these moments too, even when they don't always have the words to express them.

This is also what I love about CAS. It gives Highlanders the freedom to try something new, get it wrong, learn from it, and try again. They learn that growth doesn't always look perfect, and that is completely okay.

Perhaps we need to remind our children that a bad grade doesn't make them a failure. A mistake doesn't make them a bad person. And feeling lost for a while doesn't mean they are falling behind.

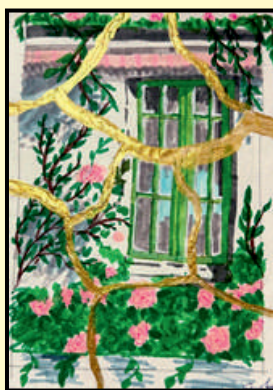
Well-being begins when we learn to be a little kinder to ourselves.

Maybe self-love isn't about loving everything about ourselves every single day. Maybe it is simply about saying, "This is me, with all my imperfections, and I am still worthy."

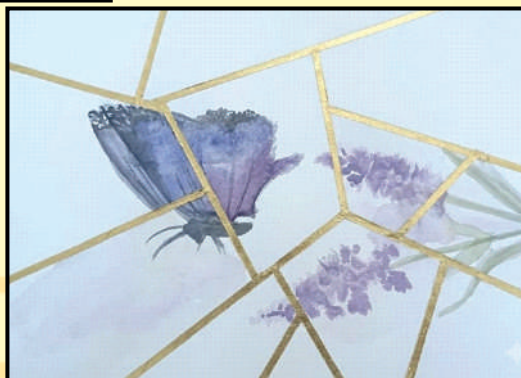
That is the lesson I take from Kintsugi.

We don't have to hide our cracks. Sometimes, with a little patience and kindness, they become our gold.

Ms Purva Sanduja
CAS Coordinator



*Artwork By:
Rida Iqbal, Grade XI IBDP
and Geashna Mehta,
Grade VI-B*



From The Counsellor's Desk

Patience and Delayed Gratification

In a world of one-click deliveries, instant messages, and on-demand entertainment, our children are growing up with fewer opportunities to 'WAIT' and this is quietly reshaping how they experience emotions. Today, almost everything arrives instantly, a video, an answer, a snack, a game. This shift isn't anyone's fault; it's simply the world we live in.

Delayed gratification is simply the ability to resist the urge for an immediate reward in order to receive a better one later. For a student, it might mean choosing to finish homework before screen time, even when the phone is right there, tempting them. It's not about denying children joy, it's about helping them understand that some of the best things in life are worth the wait, and that discomfort in that moment doesn't need to be avoided or escaped immediately.

The famous "marshmallow test" from psychology showed that children who could wait a little longer for a second treat often grew into adults with stronger focus, better emotional regulation, and healthier relationships.

We see this skill quietly building in everyday school moments like, a student waiting patiently for their turn to speak during class discussions, a child working on a project over several days instead of rushing it the night before, or a child sitting through a challenging math problem instead of giving up. Each of these small, everyday moments helps us in forming the muscle that will serve them for the rest of their lives, in friendships, in exams, in careers, and in relationships.

Patience isn't something children either have or don't have. It's a skill, and like any skill, it grows with practice and encouragement, not with pressure or punishment. Every time a child waits a little longer, tries a little harder, or manages a little disappointment, they are building the quiet inner strength that will help them navigate much bigger challenges later in life.

As we guide our young minds through these early years, let's

remember: the goal isn't to make waiting easy. It's to help children discover that they 'can wait' and that they are capable of so much more than they, or we, may realize.

Ms. Srishti Mittal
School Counsellor



*Illustration by
Students of Grade VI – Life Skills Class*



The World of Economics

The Petrodollar Economy: Why Is Everyone Talking About It?

First let's understand what is a petrodollar system. Imagine your school has a rule that "If anyone wants to buy chocolates from the only chocolate shop, they must first get blue tokens." Now, whoever wants to buy chocolates from school's chocolate shop then they have to first buy the blue tokens, even if they don't like blue tokens. Let's now apply this in real world where:

- **Oil = Chocolates**
- **US Dollar = Blue Tokens**

Now, since almost every country needs oil, they first need US dollars to buy it. This system is called the Petrodollar System.

Before 1970, the US dollar was linked to Gold, which created the trust of the countries on Dollar as it could be exchanged for gold. But in 1971, US President Richard Nixon stopped allowing countries to convert dollars into gold. So, many countries started wondering that "If dollars are no longer backed by gold, then why should they keep using them?" Hence, US needed a new reason for the world to keep demanding dollars. So, US made an agreement with the Kingdom of Saudi Arabia that Saudi Arabia would sell oil only in exchange of US dollars and US will provide its military protection and security to Saudi Arabia. Slowly and gradually all other oil-producing countries followed the same practice. This move has given enormous power to US as now countries have to keep large reserves of dollars for global trade which in turn increased the demand for dollars and hence, US gained significant influence over the global financial system.

What is happening now?

Many countries are trying to reduce dependence on the US dollar.

For example:

- BRICS countries have discussed increasing trade in their own currencies.
- China has encouraged some oil transactions using the Chinese yuan.
- India has explored settling some international trade in Indian rupees.
- Russia increasingly uses currencies other than the dollar in many of its trade relationships.

This trend is often called de-dollarisation. But this does not mean that petrodollar is ending. The US dollar is still the world's dominant currency because:

- Most global trade is still invoiced in dollars.
- Central banks continue to hold large dollar reserves.
- Investors generally view US financial markets as deep and liquid.
- So rather than disappearing overnight, the world may slowly become more multi-currency.

If the dollar becomes less dominant over time:

- Oil prices may be influenced by more than one major currency.
- Countries may gain greater flexibility in choosing how they trade.
- The US could lose some of the unique financial advantages it has enjoyed for decades.

Ms Neha Gupta
Economics Teacher



From Our Budding Writers

Model Presentation On Maya-City States

Our Grade VII historians stepped into the shoes of ancient architects and urban planners today, bringing the ancient Maya civilization to life through an immersive hands-on group activity. Following their curriculum study of pre-Columbian Mesoamerica, students collaborated in assigned teams to design and build detailed 3D models of independent Maya city-states.

Using a creative mix of recyclable items and craft materials—including cardboard, clay, paints, craft sticks, and shoeboxes—each group brought a uniquely named city-state from concept to reality.

Highlights & Key Features

The classroom transformed into a bustling ancient realm during the construction and final Gallery Walk. Students demonstrated remarkable historical accuracy and artistic flair:

- **Architectural Marvels:** Meticulously structured step-pyramid temples (Ziggurat-style structures), royal palaces, and public ceremonial plazas.
- **Agricultural & Urban Planning:** Realistic representations of steep agricultural terraces and complex trade centres reflecting how Maya city-states sustained their urban populations.
- **Cultural & Community Detail:** Expressive presentations detailing daily life, governance, trade networks, and religious customs unique to each group's fictional city-state.



Presentation & Recognition

The highlight of the day was the interactive Gallery Walk, where groups proudly displayed their completed models and delivered articulate oral presentations explaining their city-state's social structure, architecture, and geography.

**By: Vasundhra Sharma,
Grade VII CS B**

Many were separated from their loved ones and the violence turned what was already a hard situation into something even more painful. It was from this that I came to the conclusion that the Partition was not merely a decision taken by politicians—it had changed the lives of millions of ordinary people.

The book mentions several important leaders, including Mahatma Gandhi, Jawaharlal Nehru, Muhammad Ali Jinnah and Lord Mountbatten; I was especially touched by Gandhi's actions, since when people were celebrating their independence he was more worried about the sufferers of violence and had endeavoured to promote peace between the different communities.

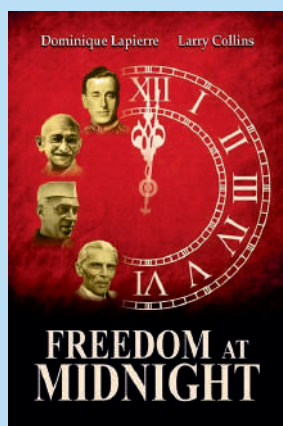
The night of 14 August and the morning of 15 August 1947 are particularly memorable. India had at last gained its freedom after many years of being under British rule, and there was happiness and celebration all over the place. Yet this happiness was accompanied by the sadness resulting from the Partition. It is this contrast which is one of the most powerful aspects of the book.

I enjoyed Freedom at Midnight since it gave history a real and personal touch; it helped me to see that behind every important historical event there are ordinary people who have families, homes, dreams and emotions.

I would in general recommend this book to anybody interested in understanding what India's independence actually meant to those who went through it; it is emotional, interesting and thought-provoking, and it caused me to see 1947 not only as a chapter in a history book but as a period when millions of lives were forever altered. I would give it 5/5 stars.

By: Baltej Singh, Grade IX IGCSE-A

Freedom at Midnight



The book *Freedom at Midnight* by Larry Collins and Dominique Lapierre tells about India's independence in 1947 and the circumstances surrounding the Partition. When I was reading it, I got the impression that it was not merely describing the history to me but was in fact making me visualize what it must have been like to have lived through those tough days.

The story starts in the last days of British rule, India is finally going to gain its independence, but there is also a great deal of

uncertainty. The country is being split up into India and Pakistan, which causes fear and tension among the people. The thing that affected me most was finding out about ordinary families who were suddenly forced to leave their homes as a result of the Partition.

Men and women who had for years lived in peace in their villages and in their neighbourhoods were made to become refugees. The families took only a small amount of possessions and had no idea what the future would hold.

ESSENCE of A CANDLE

A lit candle it was,
The kind that gave warmth,
Warmth to the cold, lifeless hearts,
Of the youth who flushed their hope, with the
tears they cried.

It started to melt,
When the stench of the departed,
Was masked with fragrances of garlands,
Given to those who should be treated with
chains,
Yet out here to rule a state.

It trickled faster,
When those who demanded revolution,
Those who took empty plates of meals each day,
Were taken away covered in sheets,
Sheets that were a shroud for the death of
democracy,
Lathis that became the pall bearers.

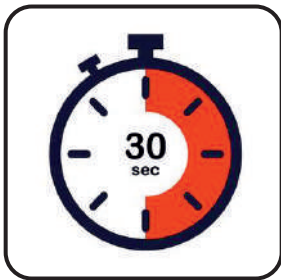
It became molten,
When people put in politics,
People put in religion,
In something that demanded human



It completely melted
When the eyes of the people watered by a caustic
haze,
The bodies of innocents bled,
When a peaceful protest was turned into a
warzone.
To those in power,
A message is this,
Save your tear gas,
As those whom you regard as "terrorists",
Weep with pride on the failure of the system,
The Death of democracy.

By: Ruhika Sethi, Grade X A

THE VALUE OF 30 SECONDS



The small grey button in the corner of our screen is seemingly harmless, but the option to skip intros has drastically changed the way we consume media. As a child, I used to use the time when the theme song played as an opportunity to curl up on my sofa, get a snack or just anticipate what this new episode held as the cast's

names flashed across my screen. Even now, whenever I hear those catchy theme songs I'm flooded with nostalgia, but when Netflix has monetised those same openings, they are now a symbol of how we can't even show patience for 30 seconds. Every second spent thinking is a second where the user could choose to simply close the show, and streaming platforms did all they could to minimise this friction. A 2025 study of Netflix users found that disabling autoplay significantly reduced both daily viewing and average session length.

As quick digital habits bleed into daily life, conversations feel rushed and shallow, we are in a constant state of stress and it becomes hard to focus for long periods of time. All this is a reflection of how different apps have capitalised on our attention spans. While it is an enjoyable thing to watch shows, human beings were made to create, not consume. We lose our sense of purpose and hence daily motivation when all we do is scroll. We expect things to be handed to us, losing interest and finding it tiresome the moment even minimal effort is required. Our lives are losing vibrance, creativity and individuality, all for what? Just to save 30 seconds per episode? Before you click that button, think about how its impact is far beyond just that moment. The brain is also a muscle, and in today's generation it's an advantage if you manage to train it right, by questioning everyday norms such as the small grey button in the corner of our screen which is seemingly harmless.

By: Inayat Kaur, Grade XI-D

MANIA BEHIND MASTERY

Vincent Van Gogh's response to praise by Albert Aurier in 1890 wasn't the expression of gratitude one might expect, but rather a message saying he didn't view himself as the genius everyone else did.

For centuries, the human mind has mistaken correlation for causation. Our history is filled with artists who suffered from psychological disorders, and we've often drawn the conclusion that madness causes brilliance, or brilliance causes madness. In truth, the two aren't as simple as cause and effect. Madness and brilliance are inter-influential—sometimes intersecting, sometimes moving in parallel.

Van Gogh's art grew more expressive during periods of psychological burden, suggesting he used his art as an outlet for thoughts he couldn't express otherwise. However, the relationship between his problems and art wasn't as linear as that. Picture it as a cycle—when one wheel moves, the other follows. His suffering shaped his art, while art provided a medium for expression as both moved alongside one another.

The roots of a tree are seldom given the same significance as the fruit. The path walked is rarely held to the same regard as the reward. In his pursuit, Van Gogh increasingly isolated himself. What began as art, soon became a fierce competition with the standards he set for himself. As his isolation grew and negativity deepened, so did his struggles. Yet alongside those, his art continued evolving. As his work grew, so did the applause, but in seeing the canvas, the artist remained unseen.

Plato, one of ancient Greece's most influential philosophers, described Theia Mania—divine madness, a state of inspiration capable of elevating human creativity to an extraordinary level. We've spent centuries in awe of the contrast between creativity and vulnerability, almost desperate to find a connection. We seek excellence but when we find it in another we search for cracks in the armour. Our history is filled with brilliant artists with different stories. Yet, we tend to remember the ones who have suffered.

Why are we so intent on romanticizing the tortured artist?

By: Tashvi Mohta, Grade XI-C

The Typography of Villains



You've opened a new comic to the bite-sized visual introduction in the first few pages. All the characters are brightly coloured, yet their headings

tell a different story. You haven't even formally met the 'big bad', so why is your guard already up? The answer may lie in typography. The tall, cascading shadows and jagged edges morphed into letters are carefully curated. It sounds ridiculous, but typography has a surprisingly powerful role in deciding first impressions.



It's human nature to identify threats and act on them, after all. And pop-culture has been exploiting this little trick for decades!

Of course, there hadn't been a universal law determining which fonts were 'evil' and which weren't. One of the biggest culprits was blackletter, the wonderfully dramatic medieval type style that was used in 12th century Europe. Eventually, the haunting strokes and fractured lines branched out and became synonymous with then 'erratic' Gothic, mysterious and supernatural. A few millennia later, and the golden age of cinema weaponised them against audiences, realising they could instil terror before the first scene even played. The 1978 Halloween marked the point where entire future generations would watch movies with an unconscious prejudice. Comics embraced the newfound tradition, and used twisted lettering as a way of giving villains their own visual identities. There's a reason we don't associate the Joker with a bubbly, pink font!

But what factors are doing the manipulating? There are many angles to look at—quite literally. Pointy, angular letterforms can visually resemble spikes, claws or weapons, which tend to feel more aggressive than the soft, rounded shapes morally 'good' characters receive. Tightly spaced fonts paired with distorted letters feel uncanny and suffocating, making the audience feel all the more uncomfortable. Others, like irregular, chaotic fonts play into a more human fear—losing control. All of these visual cues make the fictional world feel more immersive and allow the story to flow better, while letting the viewer know exactly who to trust and who to not.

So, are villains actually hiding evil intentions in their fonts? Probably not. But after centuries of Gothic lettering, horror posters and comic-book bad guys, our brains have become pretty good at spotting a suspicious-looking alphabet. Maybe villains don't need to introduce themselves anymore. Their typography already did.

By: Saranshi Rao, Grade XI IGCSE B

The Premonition Of Monsoon

The time has come
for nature's grandest shows.
The sky will blush two shades darker,
while the dramatic leaves of Peepal bow;

The tiny little dewdrops of life,
earthworms, toads, mosquitoes,
will come out from deep within,
to wiggle into warm human homes;

The wind will fumigate,
the foul odours of the man-made dust,
It will instead carry the transient scent,
petrichor blooming and burst;

The trees, grass, and vines,
will bathe for months,
the ceremonial celebration of drinking in,
the water carried from the mighty oceans;

While the rivers quench their thirst and,
mountains refurbish their roads,
some humans will open umbrellas and,
curse the rain for its melodious lows.

By: Hetavi Doshi, Grade XII A

The Evolution of the High-Five



There are very few gestures which are as universally understood as the high-five, it started as a playful celebration in sport but now it has evolved into a recognised symbol of friendship, teamwork and cooperation. The high-five is believed to

have first started in the late 1970's, one famous story traces its origin back to baseball where the Los Angeles Dodgers player Dusty Baker and his teammate Glenn Burke exchanged the first raised-hand slap in 1977. Soon after, the gesture spread like wildfire becoming highly popular among athletes to celebrate victories and acknowledge each other.

Over time, it travelled from stadiums to schools, workplaces and everyday interactions, no longer limited to sports, the gesture became widely popular without needing any shared language. A simple slap of hands could say a hundred words from achievement to greetings. The high-five also represents equality, the same amount contributed by both people, a symbol not divided by race or gender. Its simplicity made it accessible to almost everyone, turning a brief interaction into a moment of shared emotion between the two. The high-five is more than a celebration of sports now, it is a universal expression of positivity and connection, telling us that even the smallest gestures can have the deepest meanings.

By: Ahana Jacob, Grade XII-E

The Dictator's Playbook

Censorship is the most powerful tool for a dictatorship. If the populace can't have open access to information, they will believe anything that is served to them on a plate. We know it is effective, as the Francoist regime ruled in Spain for more than 35 years. Censorship can range from innocuous and seemingly harmless, to borderline doublespeak, where entire languages are altered to suit the needs of the tyrant. Let us learn from the success of the Francisco Franco, with this step by step guide on how to mislead and subjugate the populace.

Step 1: Find your antagonist

Every great dictator must first find a group to target. This group can not only act as a scapegoat for any issues



plaguing the nation, but also unite everybody else behind one banner just to deal with this great enemy. Lucky for us, since we initiate the attacks against this group, that banner will be ours. Use propaganda to further your version of events, by separating people as 'us' and 'them'. Franco went hard against foreigners, dismissing their culture as inferior to Spanish culture, and using censorship to prevent 'foreign influence'.

Step 2: Harken back to a great past

The nation is in ruins. The economy is in shambles. Can't things just go back to how they used to be? Nostalgia is the perfect weapon for a fascist. We want people to be looking at our past as glorious. Censor history books and scholars, just as Franco did. If everybody is looking through rose-tinted glasses, all the red flags will just look like flags.

Step 3: Homogenization

Citizens can never stop feeling proud. If they think they have achieved nothing as a people, their fury will be released on you. Now that they march under your banner, do not let them start their own legions. National pride is addictive, the citizens want to shine, but as the parades run, and they cry and cheer with elation, it must be one flag they salute. Franco tried to erase local identities within Spain, by banning regional languages, and forcing all citizens to converse in Spanish.

If you follow all these steps exactly, your iron fist will never rust. Good luck, may your statues stand till you die on your throne.

By: Harsh Kashyap, Grade XII IBDP

The Poisoner's Kitchen



Picture yourself in 17th century Italy, a period of strict class based hierarchy, a period where a woman's only job was to remain within and take care of the domestic sphere. Within the domestic sphere, through cosmetics, creams, and other household preparations that were often passed from household to household, Aqua Tofana became one of history's most infamous legends.

Associated with Sicily and later Rome, Aqua Tofana became an infamous poison, allegedly distributed by networks consisting of only women. The substance came under particular suspicion during a 1659 investigation in Rome, an investigation that convicted 5 women of producing and/or distributing said poison. The composition

of the said poison? The certain ingredient list still remains uncertain. However toxicologists do believe that arsenic must have been a key component.

It isn't the constituents of the poison itself that make the story of Aqua Tofana remarkable, but the ingenuity behind its means of transportation, a method that endured years of policing. Historical accounts describe toxic substances being concealed in cosmetic or devotional products. Under the facade of domestic life, the women involved operated within a wider economy of cosmetics and household remedies, allowing the circulation of the infamous Aqua Tofana.

The tales of Aqua Tofana welcome caution, describing a brilliant female poisoner who supposedly killed hundreds of men, under the sophisticated disguise of beauty products. The real identity of Guilia Tofana remains a mystery, positioning her as a faceless figure amidst the legend of Aqua Tofana.

The tale of Aqua Tofana isn't one of caution or deception; it is a story about resilience, a story about rebellion by the women who were suffocating within the very same domestic sphere that turned into their biggest weapon. Cosmetics: symbols of femininity took in a greater role within a darker historic narrative: a narrative of crime and poison.

By: Saanvi Mehta, Grade XII IBDP

How Horror Perfected the Jump Scare



The jump scare is horror's favorite weapon. Critics love to hate it, calling it a cheap parlor trick—the cinematic equivalent of jumping out from behind a couch and shouting "Boo!" But let's be honest:

reducing it to a simple reflex misses the magic. When a master pulls it off, it is a glorious piece of psychological warfare.

This beautiful nightmare was born in 1942's *Cat People*. A woman walks down a dark alley, footsteps echoing. The dread peaks, only to be shattered by a loud, metallic hiss! The monster? Nope. Just the air brakes of a city bus. This trick, the "Lewton Bus", unlocked the golden rule of terror: build tension, fake out the audience, and make them laugh right before the real monster bites.

Cinema nailed the timing, but video games turned the knife by forcing us to play along. In a theater, you can hide behind your popcorn. The movie doesn't care. But in games like *Resident Evil* or *Outlast*, you are the driver. If you don't push that joystick forward into the pitch-black hallway, the game stands still. Developers cruelly force you to be the architect of your own doom.

Today, creators love messing with genre-savvy fans through the "anti-jump scare." They build the classic, heart-pounding crescendo, cut the lights, silence the music... and



give you absolutely nothing. You exhale, your shoulders drop, and you think you're safe. Boom. That is exactly when they strike. It's a brilliant, wicked game of chess played directly against your nervous system. Happy screaming!

By: Prisha Abrol, Grade XII IBDP

SHISMUN 2026

"The Future Depends on What We Do Today"
– Mahatma Gandhi

Scottish High International School proudly hosted the eleventh edition of its annual two-day Model United Nations conference, SHISMUN 2026, on 1st and 2nd August 2026. SHISMUN '26 witnessed the enthusiastic participation of 500+ delegates across 13 committees. Upholding the legacy established over the years, the conference was executed with exceptional precision and professionalism through the relentless efforts of the Secretariat, the Organising Committee, the Executive Boards, and the unwavering support of the school administration and the Social Science Department. Months of meticulous planning, collaboration, and dedication culminated in yet again another successful edition of SHISMUN, reflecting the commitment and perseverance of every individual involved.

Scottish High International School has consistently believed in nurturing globally aware, intellectually curious, and socially responsible individuals through experiential learning. The conference featured diverse and thought-provoking committee agendas addressing contemporary global challenges, while experienced Executive Board members ensured engaging debate, meaningful discussion, and an enriching experience for both seasoned delegates and first-time participants alike.

The Opening Ceremony was held on 1st August 2026, marking the official commencement of SHISMUN '26. The ceremony began with the unveiling of the conference opening video, setting the stage for two days of stimulating debate, collaborative diplomacy, and impactful committee sessions. Delegates engaged in rigorous discussions, negotiated innovative solutions, and worked towards comprehensive resolutions while fostering an atmosphere of learning and international cooperation. The Closing Ceremony, held on 2nd August 2026, was hosted by our Director General, Avantika Palakheezhil, following which awards and recognitions were presented to outstanding delegates across every committee in appreciation of their remarkable performances throughout the conference. We are immensely proud to share that Scottish High International School emerged as the Overall Best Delegation at SHISMUN 2026, a testament to the exceptional diplomacy, and excellence demonstrated by our delegates throughout the conference. As the host school, however, we upheld the spirit of fairness and sportsmanship by presenting the Best School Delegation Award to the Runner-Up, Lotus Valley International School. Congratulations to Lotus Valley International School and to every delegate who made SHISMUN 2026 a truly inspiring celebration of global dialogue and meaningful diplomacy.

The conference concluded with an inspiring address by our Secretary General, Anvita Chakravarty, followed by the ceremonial gavel bang, officially bringing SHISMUN 2026 to a memorable close.

We extend our heartfelt gratitude to all the participating schools for sending their delegations and contributing to the remarkable success of SHISMUN 2026. We would also like to express our sincere appreciation to the school's Core Management Team and Social Science Department for their unwavering guidance, encouragement, and Estate staff for continued support in making this conference successful year after year.



Compiled by:
Sara Singh (Deputy USG Communications)
Ms Bhawna Dhull (HOD Social Science)



Clan News



“What you do today can improve all your tomorrows.”

— Ralph Marston

We take great pride in saying that all our students have put in their best efforts in the clan competitions held so far. Their enthusiasm, dedication, and determination had truly reflected their commitment to helping their clans secure the first position. Every student had worked tirelessly and contributed wholeheartedly to these competitions.

We then reminded students that, along with competitions, academics played a vital role in their overall growth. It was time for them to channel the same energy and enthusiasm towards academics and showcase their knowledge and academic potential. With renewed energy, focused preparation, and a positive attitude, students could excel on the academic front. Success came to those who worked with determination, discipline, and consistency.

The examinations provided an opportunity for students to apply their knowledge, recognise their progress, and identify areas where further growth was possible. With regular preparation, confidence, and a positive attitude, students could approach their examinations with calmness and enthusiasm. Every effort made during this journey added to their knowledge, strengthened their abilities, and brought them closer to their goals.

Every student had a unique journey. Instead of comparing themselves with others, students were encouraged to recognise their own strengths and work towards becoming better each day. Hard work, discipline, and consistency helped them make steady progress. Small efforts made regularly could eventually lead to remarkable achievements. Achievements were to be celebrated with gratitude and humility. Good marks and appreciation were encouraging, but they were also opportunities for students to set new goals and continue learning. True success was not only about marks; it was also about becoming confident, responsible, disciplined, and resilient.

Ultimately, the choices students made each day shaped the individuals they became. Choosing hard work over excuses, confidence over doubt, and perseverance over giving up helped them move steadily towards their dreams. Every step taken with sincerity brought them closer to success.

The future was shaped not by a single moment, but by the choices made, the efforts put in, and the determination shown every day. We wished all our Highlanders the very best for their Half Yearly Examinations and hoped that their hard work, dedication, and perseverance would lead them towards success.

Clan Elders

Inter Clan Competition Results August 2026

Inter Clan English Declamation Competition for grade VI

Name of Student	Clan	Position
Tiara Nagpal VII E	Boyd	I
Shanaya Saxena VI B	Anderson	II
Rishaan Yadav VI G	MacArthur	III
Aanya Sharma 6 C	Lamont	

Inter Clan Science Quiz Competition for grade IX -X

Name of Student	Clan	Position
Shaurya Singhal X A	Anderson	I
Samiddha Bhatia X D		
Harshvardhan Naik IX D		
Ritwik Hazara X A	Lamont	II
Shreya Aggarwal X A		
Naitik Beniwal IX D		
Arnav Goel X A	Boyd	III
Aditya Kant Bhagat X D		
Arunima Sharma IX B		

Inter Clan Tongue Twister Competition(Spanish) for grade VII

Name of Student	Clan	Position
Hrida Sharma VII F	Anderson	I
Aashvi Aggarwal VII F	MacArthur	II
Ida Singh VII CS B	Lamont	III

Inter Clan Tongue Twister Competition(French) for grade VII

Name of Student	Clan	Position
Jiyansh Jhamb VII CS A	Lamont	I
Shivnandini Tyagi VII B	MacArthur	II
Gurisha Dua VII B	Anderson	III

Inter Clan Tongue Twister Competition(German) for grade VII

Name of Student	Clan	Position
Kiaan Juneja VII G	Lamont	I
Aaradhya Gour VII G	Anderson	II
Adhrit Banerjee VII G	Boyd	III

Inter Clan Video Editing Competition for grade VIII

Name of Student	Clan	Position
Shadab Singh Sidhu VIII B	MacArthur	I
Advik Iyer	Boyd	II
Aira Singhal	Lamont	III

Inter Clan Mind War Competition for grade XI -XII

Name of Student	Clan	Position
Ojasvi Singla XI DP	Anderson	I
Ayan Khandelwari XI DP		
Darsh Adlalkha XI DP		
Advay Aggarwal XI A	Lamont	II
Vamika Bansal XII DP		
Racchit Arora XI A		
Kush Yadav XI A	MacArthur	III
Vivaan Daryani XI A		
Rivan Barola XI E		



Inter Clan Tongue Twister Competition(Spanish) for grade VI

Name of Student	Clan	Position
Meher Singh Rathore VI E	Lamont	I
Naisha Garg VI D	Boyd	II
Aarna Singh VI C	Anderson	III

Inter Clan Tongue Twister Competition(French) for grade VI

Name of Student	Clan	Position
Viyona Sharma VI B	Boyd	I
Aadhvan Chauhan VI A	Anderson	II
Perrin Garg -VI CSA	MacArthur	III

Inter Clan Tongue Twister Competition(German) for grade VI

Name of Student	Clan	Position
Rajvansh Rao -VI F	MacArthur	I
Shreyansh Agarwal VI G	Lamont	II
Yashika Chauhan VI F	Boyd	III

Inter Clan Solo Singing Competition(Hindi) for grade IX -_X

Name of Student	Clan	Position
Rayena Chkravarti - X E	Anderson	I
Samridhi Ahluwalia IX D	Lamont	II
Sharvani Joshi -IX E	MacArthur	III

Inter Clan Solo Singing Competition(English) for grade IX - X

Name of Student	Clan	Position
Evika Saith -X E	MacArthur	I
Sanvi Sengupta-XB	Boyd	II
Shivina Nagwanshi - X IGA	Anderson	III

Inter Clan MFL Spell Bee Competition(Spanish) for grade VII

Name of Student	Clan	Position
Aarav Kaushik VII E	Anderson	I
Aadvik Saroha VII F	MacArthur	II
Anaysha Garg VII E	Boyd	III

Inter Clan MFL Spell Bee Competition(French) for grade VII

Name of Student	Clan	Position
Saanvi Chaudhary VII B	Boyd	I
Ayaan Agarwal VII A	Lamont	II
Akshainic Uprit VII B	MacArthur	III

Inter Clan MFL Spell Bee Competition(German) for grade VII

Name of Student	Clan	Position
Karma Singh VII G	MacArthur	I
Krishay Juneja VII G	Lamont	II
Saket Aggarwal VII CSB	Anderson	III

Inter Clan Hindi & Sanskrit Quiz Competition for grade VIII

Name of Student	Clan	Position
Umika Bag VIII G	Anderson	I
Manas Dadhichi VIII G	MacArthur	II
Dhairya Garg VIII A	Boyd	III
Pragnay Bagadia VIII G		
Laksh Jain 8G		
Japneet Kumar 8E		

Inter Clan Commerce & Economics Fact Finding Competition for grade XI - XII

Name of Student	Clan	Position
Divyansh Anand XI D	Lamont	I
Shivika Pandit XI E	Boyd	II
Arav Bajpai-XII D	MacArthur	III
Khushal Schrawat-XII D		
Ojas Lath -XI B		
Harsimar Singh Dargan-XI DP		

Inter Clan Digital Story Telling Competition for grade VI

Name of Student	Clan	Position
Yusra Fatima Ansari VI G	Anderson	I
Krishang Srivastava VI C	MacArthur	II
Mahika Tiwari VI C	Lamont	III
Aarav Sapra VI A	Boyd	III

Inter Clan Maths Symposium for grade IX -X

Name of Student	Clan	Position
Rishit Jhunjhunwala X E	Lamont	I
Aaradhya Nigam XC	MacArthur	II
Saranshi Rao IX IG B	MacArthur	III

Inter Clan English Debate Competition for grade VII

Name of Student	Clan	Position
Ronav Bandopadhyay	MacArthur	I
Bhattacharya VII G	Lamont	II
Jiyansh Jhamb VII CSA	Boyd	III
Shreyas Goyal VII G		

Inter Clan Scientific RAP Competition for grade VIII

Name of Student	Clan	Position
Aarna Mishra VIII D	Boyd	I
Udant Malik VIII D	MacArthur	II
Krish Vadhavan VIII A	Boyd	III

Inter Clan English Literary Debate Competition for grade XI -XII

Name of Student	Clan	Position
Aarav Upadhyay XI B	Anderson	I
Kaira Dhinra XI C	Anderson	II
Aarav Gupta XI E	Lamont	III
Inayat Kaur XI D	MacArthur	



My Little Star at Scottish High



At Scottish High, my little star,
You've grown so much, we've seen how far!
From a little one, so shy and small,
To a confident speaker, standing tall.

Your English words have grown each day,
You speak with confidence in your own sweet way.

You've learned to share, to care and be kind,
And brought a beautiful change to your heart and mind.

Your teachers love you, care for you too,
With warmth and kindness in all that they do.
And you love your teachers with all your heart,
Their special bond is a beautiful part.

You're friendly with everyone you meet,
With happy smiles and manners so sweet.

You eat your food so well each day,
And going to school fills you with joy each day!

With horses to ride and swimming too,
There's always something exciting to do.

With music and dance, you truly shine,
On every stage, you beautifully glow and twine.

Scottish High has helped you grow,
In so many ways that make us glow.
Keep learning, laughing, shining bright—



Our little star, you are our delight!

Ms Anisha Sharma
(Mother of Avnoor Sharma, LKG-D)

Learning Beyond the Classroom

Our son started his journey at Scottish High in April, and in these few months, we have already seen how beautifully learning can happen beyond books and classrooms.

One experience that particularly touched us was the Unit of Inquiry on big and small families. Instead of simply explaining the concept, the school made it practical by inviting families to participate. We visited as a big family, while another child came with a smaller family. Seeing the children understand the difference through a real-life experience was wonderful. It also made us, as parents, an active part of his learning journey.

His participation in Monkey Business and his love for horse riding have added many joyful moments.

It is heartwarming to see him learn through experiences, play and participation.



Mr Ayush & Ms Himani Modi
(Father & Mother of Nabhith Modi, Nursery A)



Where Little Beginings Grow Into Beautiful Journeys

The early years of a child's education lay the foundation for lifelong learning, and we feel fortunate that our son, Avyukt, began his journey at Scottish High. The Nursery A teachers deserve special appreciation for their patience, warmth, and genuine care. They have created a nurturing environment where every child feels safe, encouraged, and valued.

Their dedication has helped Avyukt settle in with confidence, develop a love for learning, and grow socially and emotionally. Over time, we have witnessed remarkable positive changes in his confidence, communication, independence, and eagerness to explore new experiences. The strong partnership between the school and parents, along with the unwavering support of the teachers, has made this journey truly meaningful.

We sincerely thank the entire Scottish High family for shaping these precious early years with such care, commitment, and encouragement.



Ms Sakshi Yadav
(Mother of Avyukt Chauhan,
Nursery A)



When Learning Leads to Action

From Curiosity to Action



One of the most heartening things we have witnessed since our son, Dewik Biswas of UKG-F, began his journey at Scottish High has been the way the IB PYP encourages children to look at the world with curiosity, empathy, and a sense of responsibility.

Recently, while noticing garbage being dumped around Gurgaon, Dewik became concerned about the foul smell and the impact of an unclean environment. What began as a simple observation soon became an opportunity to inquire, understand, and take action. He participated in an initiative to create awareness about responsible waste disposal and the importance of keeping our surroundings clean.

As parents, it was wonderful to see his classroom learning extend into the real world. Scottish High is nurturing not just learners, but young thinkers who understand that even small actions can create meaningful change.



Regards,
Ms Ishita Bali
(Mother of Dewik, UKG-F)

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Golf

ANITYA'S TIP OF THE MONTH

Railway Track Drill

Have you ever seen a train travel along railway tracks? In this drill, we create our own mini railway track using two golf clubs or alignment sticks placed on the ground. The goal is to putt the golf ball, so it rolls right down the middle of the tracks without touching the sides.

This drill aids in learning and practicing how to aim correctly and make a smooth putting stroke. If the ball stays on the track, it means the putter is moving straight and with proper alignment. The Railway Track Drill is suitable for beginners and can be adapted for different ages and skill levels.

Remember, don't rush, take your time, keep your eyes on the ball, and make a gentle swing. With practice, you'll become more confident and accurate on the putting green.



**Mr. Anitya Chand,
HOD - Golf**



The Scottish High International School

(An ISO 21001:2018 Certification, a standard for Learning Services Management)

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Block- G, Sushant Lok - II, Sector 57, Gurugram 122011 (Haryana)

Phone: +91 124 4112781 to 90 Fax: +91 124 2573590

Email: info@scottishhigh.com, Website: www.scottishhigh.com

Editor	: Ms. Kanchan Khanna
Editorial Team	: Ms. Virender Bhullar, Ms. Shivani Johri, Ms. Anshu Bhatnagar, Ms. Bhawna Rajput, Mr. Sumit Gupta
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