

# CI IBDP NEWSLETTER

**01**  
**Volume**

**FEBRUARY, 2023**

## **MIND YOUR MIND**

("because mental health is not a destination but a process")

### **OVERVIEW**

#### **For the mind**

- Likes, Loneliness and Low Self-Esteem-Student article
- Songs for the soul
- Dilemma of the mind: Artwork
- The resilient human spirit
- Poem on Demons of the mind
- Physical Fitness and Mental Wellbeing

#### **Diploma Programme & Events**

- Group 4 Exhibition
- Student Led Conference
- CAS trip to Pondicherry
- Alumni Meet
- University Placements

The International Baccalaureate emphasises the overall development of a learner and mental well being constitutes to be a major factor for overall development. The Diploma Programme year 1 students have decided to showcase the importance of mental well being in the first edition of the newsletter series. By featuring articles on mental health awareness, stress management techniques, and resources available to students, this newsletter can help to destigmatize mental health issues and encourage students to seek help when needed.

### **OUR MISSION**

"Choithram International, through its holistic education, aims to nurture lifelong learners, who will become responsible compassionate open-minded individuals keen on accepting the differences in the world and striving to create a global community grounded in ethics and values."

### **OUR VISION**

"To be a centre of academic excellence and nurture young learners into resilient, optimistic and responsible citizens of the world."

# LIKES, LONELINESS AND SELF ESTEEM

Browsing social media can be as addictive as a bag of chips - you reach for another one and before you know it, hours have passed and you feel guilty, anxious and mentally exhausted.

It's hard to imagine a world without social media. We go there for comfort, inspiration and to tell our stories. But like everything else in life, there can be too much of a good thing. Social media can affect mental health in many ways, including promoting feelings of not being enough and low self-esteem, exacerbated by loneliness and FOMO (fear of missing out). Anxiety, depression and low self-esteem are just some of the mental health issues that have been linked to excessive use of social media.

According to a recent study published in the *Journal of Social and Clinical Psychology*, spending just 30 minutes a day on social media can make people feel lonely, depressed and anxious. According to the study, FOMO, which can lead to feelings of inadequacy and social comparison, was more prevalent among those who spent more time on social media.

Social media can negatively affect mental health for a number of reasons. First, the endless streams of content on social media platforms are designed to be addictive, keeping us scrolling for hours. This can lead to feelings of exhaustion, burnout and ineffectiveness. In addition, social media often presents an idealised version of life, where users share only the best and perfect moments. When we compare our lives to the seemingly perfect lives of others, it can lead to feelings of inadequacy and low self-esteem.

What measures can be taken to reduce the harmful effects of social media on mental health? One way is to limit the time you spend on social media. You can do this by taking short breaks from it or setting strict time limits. Another option is to watch the content we consume on social media and curate our feeds to include things that inspire and uplift us, rather than things that make us feel bad.

Social media platforms can also promote mental health in other ways. For example, some platforms have features that allow users to track how much time they spend in front of a screen and set usage goals. Positive reinforcement instructions and thank you notes are two examples of other features added to Positive Interaction.

Ultimately, how much and how much time each person spends on social media is entirely up to them. We can enjoy the benefits of social media without jeopardising our well-being by being aware of our social media use and taking steps to promote mental health.



# SONGS FOR THE SOUL

## THIS IS ME TRYING -TAYLOR SWIFT

"The song "This is me trying" from Taylor Swift's 2020 album "Folklore" addresses mental health issues. The narrator's struggles with alcoholism and addiction, both internal and external, are the subject of the song. Swift makes the story relatable to her fans by using lyrics that are simple but profound. Through stunning instrumentals and flawless songwriting, Swift and her producer Jack Antonoff capture the uncertain times of 2020 in the song.

The narrator's potential and the fact that they were unable to fully utilise it due to emotional vulnerability and fear of failure are discussed in the song's first verse. Isolationism developed as a result, and people left. Swift talks about how addicted people often fall into a vicious cycle of shame, fear, and vulnerability and turn to unhealthy coping mechanisms like alcohol. Even though they feel like they have an open wound, the narrator gets up each day despite their internal struggle.

Swift covers a wide range of mental health topics in her songs, and she doesn't just write about breakups. Swift demonstrates the versatility of her craft with sharply witted and profound lyrics that encapsulate human behaviour in a way that no other songwriter can, From the song "Tied Together With A Smile," in which she talks about her friend's struggle with eating disorders in high school, to her most recent single, "Anti Hero," in which she talks about her own struggles with depression.



The song emphasises how difficult it is to overcome addiction and how often those who do so are not praised for their efforts. The struggle and the emotions that accompany it are summed up in the lyrics, "pouring out my heart to a stranger but I didn't pour the whiskey." However, at the song's conclusion, the narrator triumphs over alcoholism by resisting its temptation.

# SONGS FOR THE SOUL

## LOVELY -BILLIE EILISH

The hauntingly beautiful song "Lovely" by Billie Eilish and Khalid explores the complex emotions that result from battling depression and isolationism. Eilish and her brother Finneas O'Connell wrote the song's lyrics, which poignantly depict the feeling of being ensnared in one's own mind, fighting internal battles with unimaginable pain and unmatched bravery.

The song's opening lines, "thought I found a way/thought I found a way out (found)," emphasise the feeling of being stuck and unable to break free from the cycle of despair and negative emotions. The song's chorus, "isn't it lovely, all alone/heart made of glass, my mind of stone," refers to depression's contradictory feelings of strength and vulnerability.

"Lovely" as a whole is a masterwork of lyricism and musicality that conveys the complex emotions that accompany depression. The song is ultimately hopeful despite the grim subject matter.



# DILEMMA OF THE HUMAN MIND

# ARTWORK



- This is my depiction of the current mental health situation of our generation (gen z).
- The issues that I have chosen for this depiction are Drug Use, Alcohol Use, Academic stress, Social Media / social anxiety and Depression.
- To represent Academic stress I have chosen pencils, clock and planets. This represents different fields of education while simultaneously showing the time crunches that they endure for every assignment they get. The bright colours also represent the idealistic dream that is promised with having education.
- The orange container of pills shows the drugs problems that students often face, depicting drugs as an unhealthy coping mechanism when one deals with an immense amount of stress.
- There are also social media logos present they and rest of the things are surrounded with scribbles and text bubbles that show social anxiety.
- All of this combined depict depression and its various manifestations which vary from person to person with one or more of these points.

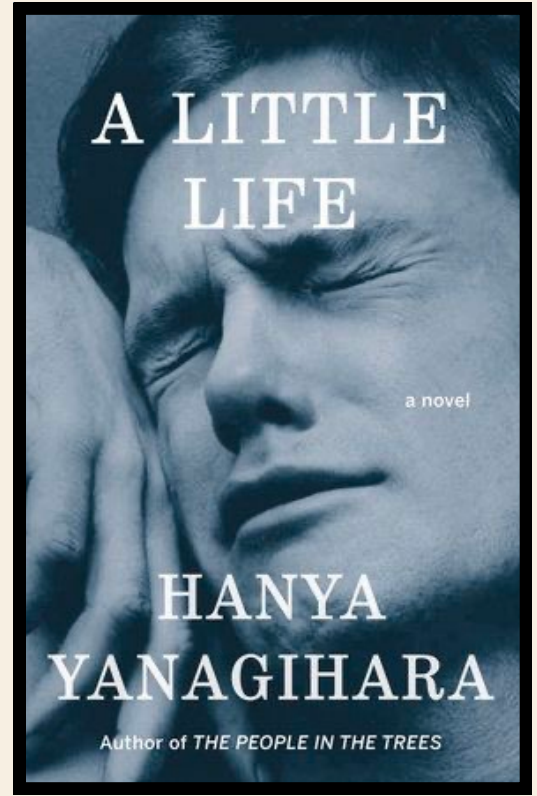
-HARSH KARNAWAT

# THE RESILIENT HUMAN SPIRIT

# A LITTLE LIFE -HANYA YANAGIHARA

"A Little Life" by Hanya Yanagihara is a deeply moving and powerful novel that explores a range of mental health issues, including trauma, abuse, addiction, depression, and suicide. At its core, the book is a portrait of four close friends - Willem, JB, Malcolm, and Jude - who graduate from college together and move to New York City to pursue their respective careers.

Throughout the novel, Yanagihara uses vivid and evocative language to convey the intense emotional pain and turmoil that Jude, one of the main characters, experiences as a result of his traumatic past. Jude is a survivor of childhood abuse and neglect, and the novel traces the long-term effects of this trauma on his mental health and well-being. Yanagihara does an excellent job of depicting the ways in which trauma can manifest itself in different ways, including through self-harm, dissociation, and an inability to form healthy relationships with others.



One of the strengths of "A Little Life" is the way in which it humanises mental illness and shows how it can impact people's lives in profound and devastating ways. Through Jude's story, Yanagihara highlights the importance of empathy, support, and understanding when it comes to mental health issues. The novel is a testament to the resilience of the human spirit, but it is also a powerful reminder of the need for greater awareness and resources when it comes to mental health care.

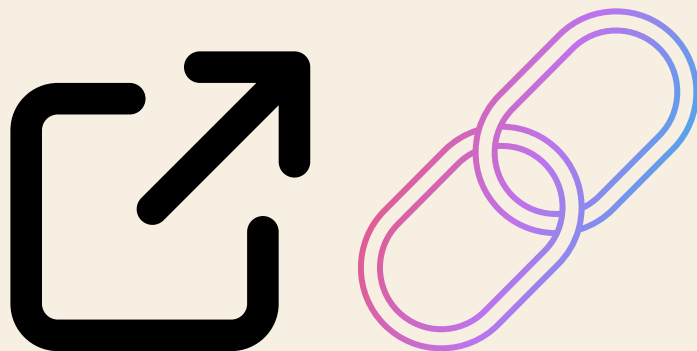
-AALYA DEORARI

# PHYSICAL FITNESS AND MENTAL WELL BEING

# INTERVIEW WITH MS. MEENAL GAWLANI

Ms. Meenal Gawlani shared her journey towards a healthy lifestyle and finding her purpose in a recent interview. Her dream and purpose motivated her to change her lifestyle, using her bike as a vehicle towards a healthy body. Meenal ma'am emphasised the importance of taking care of the body as it is the only vehicle that can take care of the soul. Her platform, Talking Friends, helps people find their purpose beyond societal norms. Ms. Meenal suggested understanding your body and making conscious food choices to eat healthily while dealing with stress and anxiety.

<https://drive.google.com/file/d/1R50U6Gl26upQCSrallRJghOvfBa8pLnF/view?usp=drivesdk>



# POEM ON DEMONS OF THE MIND

14, 14, 14  
-AALYA DEORARI

I was linked with a tightrope  
To a tower of Fourteen Windows  
Why did I ask for a reason?  
When my heart only gave me hope.

The bathroom dissolved my tears  
And put them in a bag  
It took me Fourteen years to reach  
The tower of Fourteen Spears

I begged god for mercy  
When I saw no reason  
To take me to the tower of Fourteen  
Windows  
To take away my misery

When the tightrope broke  
I fell into the woods dark and deep  
The sun had set  
And the demons of my past awoke

I opened the Fourteenth Window  
And the water rushed in  
In the water I floated  
Along me was the feather of a crow

Here I stood on a cliffside  
And the demons chased me  
Should I succumb to them?  
Or should I leap to see what I leave  
behind

An arm wrapped around me  
And whisked me through the  
woods  
Please take me to the tower of  
Fourteen Windows  
For that's where I want to be

The spears were poisoned with life  
And the ropes sucked air into me  
I could have gone to the Tower of  
Fourteen Windows  
But then again, I cut the tightrope  
with a knife

When they finally let me leave  
The Tower of Fourteen Spears  
None were better than the other  
For that's what I perceive



-AALYA DEORARI

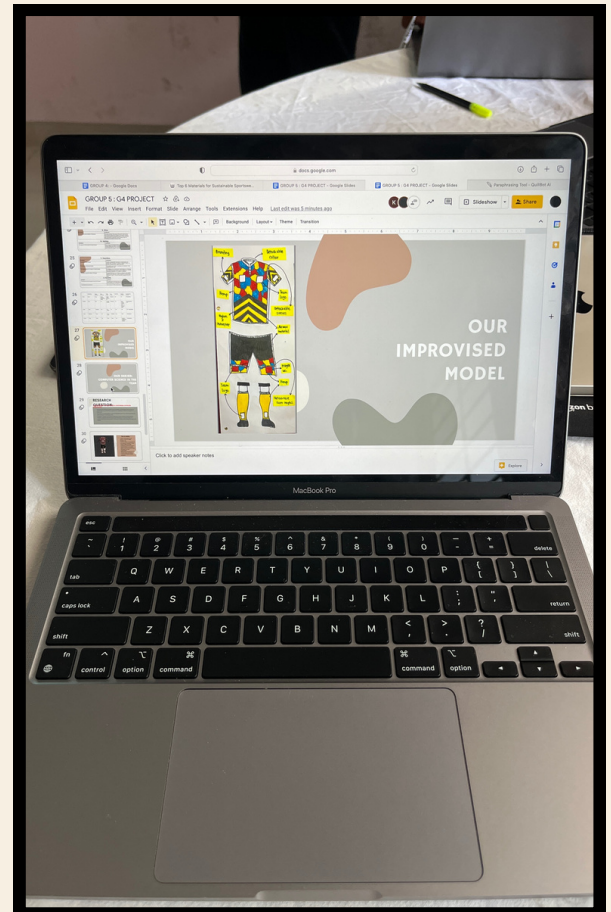


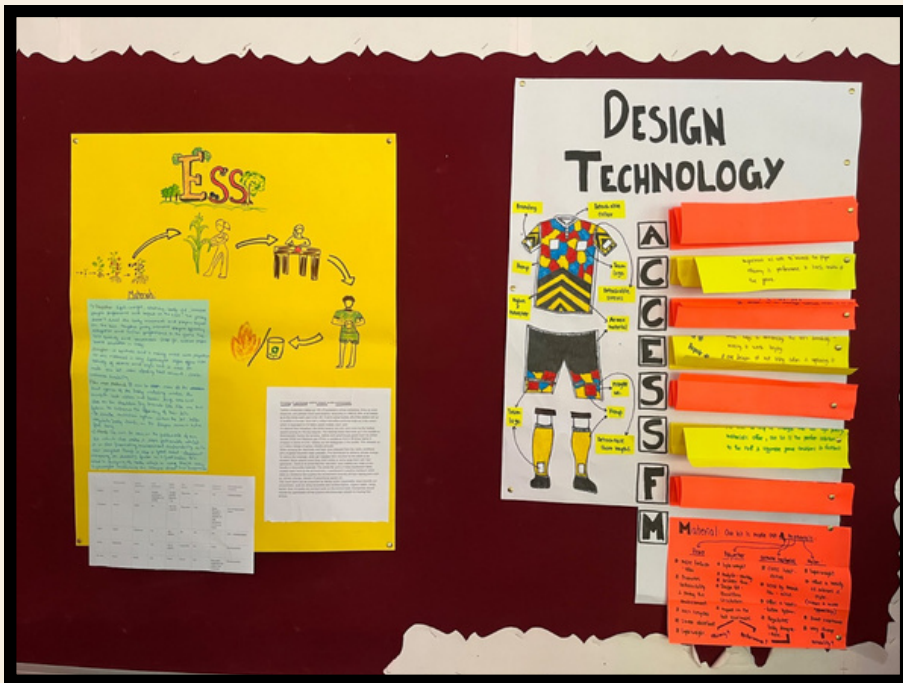
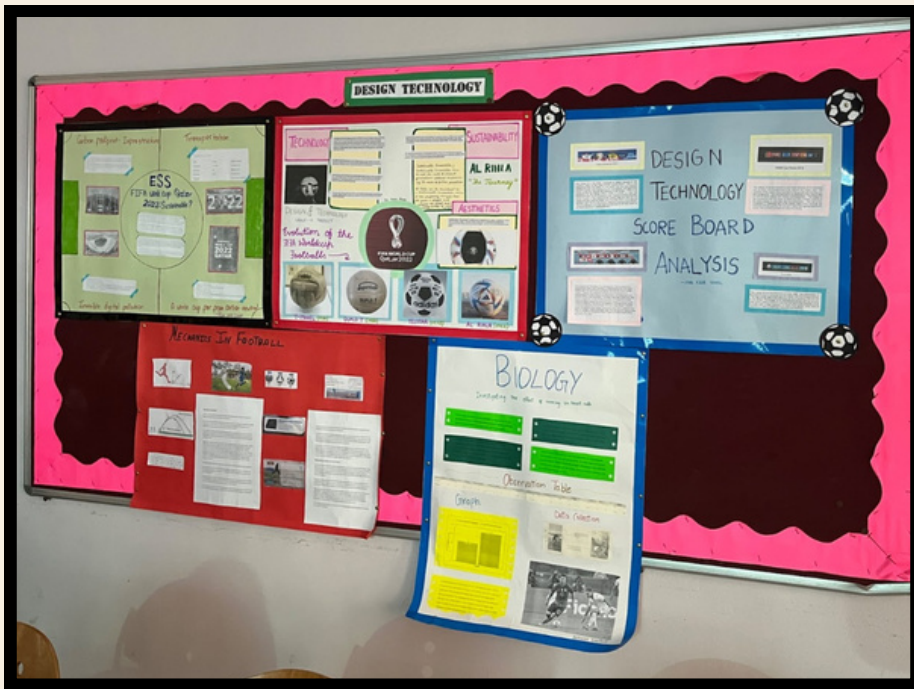
# GROUP 4 PROJECT BY DP1



The IB Programme is all about experiential learning. The Group 4 Project is one of the opportunities in the curriculum that encourages students to practise based learning, teamwork development, exchanging ideas, developing planning skills, appreciation of the implications and limitations of scientific study. The objective of the project is to provide students with an opportunity to investigate any science-related concept that piques their interest. Even though the concepts are always different, they all share a common theme, sports this year. During the planning phase of the project, students gathered in small groups with members from various scientific fields and fields of expertise.

The selection of the groups was made with the intention of introducing students to new people they might not normally interact with. Students are encouraged to improve their interpersonal skills and may gain a deeper understanding of subject-specific language when they are divided into specific groups to complete assignments. A great way to reinforce knowledge is to be able to explain yourself to other people in a way that they can comprehend. You must have learned it if you can teach it! Even though each group's projects were very different, they all had something in common: they were using the scientific method to find information. As a result, they were required to properly plan, formulate research questions, gather data, and evaluate and present the results.





# STUDENT LED CONFERENCE BY DP1

The students in DP1 were excited and had worked hard to get ready for the Student Led conference event. Our student leaders were in charge of most of the events planned for this event. Each student of DP1 became a leader, took responsibility for their own learning, and worked hard to show their parents and teachers what they had learned. Students were able to become reflective thinkers as they reflected on their learning journey thus far while working for this event. Our students will undoubtedly acquire the abilities necessary to become responsible tomorrow's leaders through this event. In this setting, we provided students with a variety of platforms and avenues to construct a solid leadership portfolio that prepared them to be effective leaders of the future. Our students will become responsible citizens who will nurture and care for their communities as they grow up.



During SLC, the students worked on an ESS project in which they used a variety of ESS concepts to investigate a global scenario called "Carbon Footprint on the Environment" and the damage that humans are causing to the environment. This project allowed the students to demonstrate their comprehension of ESS concepts. The students in DP1 developed, implemented, and tracked a strategy to lessen their family's impact on the environment by utilising measurement, data, and concepts of biodiversity. Through a survey of their relatives, the data were gathered. They were able to visually identify areas for improvement and raise awareness of this global issue thanks to this visual representation. Each student worked toward bringing about positive change in our environment and focused on using household resources responsibly.



# CAS TRIP (PONDICHERRY)

Creativity, Activity, Service (CAS) is a compulsory component of the IB, promoting learning outside the classroom, encouraging students to work on developing new skills and being a responsible part of the society. Choithram International consistently plans various experiences for students to engage in CAS. One such example is the DP1 CAS trip. The students went to Pondicherry to be a part of several experiences boosting their learning and holistic development.

Students toured the historic French colonies of Pondicherry with a local guide, visiting landmarks like the Aurobindo Ashram and Dumas Church. To enhance their creativity, students took part in an instrument making workshop where they were instructed to make unique and soothing instruments out of bamboo. Later they went on to interact with and teach the underprivileged children in a night school English, which turned out to be a very wholesome experience. The CAS trip was definitely a memorable experience for all students, where they learned the importance of teamwork and collaboration. The well planned experiences helped put learning at the forefront. This trip was a huge success balancing out enjoyment and learning immaculately.



-AANYA HINGORANI

# ALUMNI MEET 2023



Choithram International hosted its first Alumni meet in the school campus and the event was filled with nostalgia and good cheer. Alumni who attended the function beamed with excitement as they returned to their Alma Mater. The ex students were warmly welcomed by the University Guidance counsellor and the Head of School and Diploma Programme Coordinator inspired them with their motivational words. While some of the alumni shared their experience and interesting moments of their campus life with the audience, others talked about their journey after bidding adieu to school life and how Choithram International helped them become independent thinkers and responsible citizens. The camaraderie and fellowship that our ex students experienced in this meet will not be forgotten in a long time.



# UNIVERSITY PLACEMENTS

## A SUCCESS STORY BY GAURVI LOUNGANI (DP 2)



I have applied to multiple universities abroad and in India for a major in Bsc Mathematics and I must add, It was a hectic process. My preference is mainly the US for which the application portal of Common app is used. The transcripts like mark sheets and letters of recommendation had to be ready before the deadline which took a substantial amount of time. I had to answer the Common App questions based on my goals, achievements, and instances of life, reflecting upon my nature as a human being.

I focused mainly on early applications to increase my scope of scholarships. At the age of 17, I cannot assume most students to be highly clear about applications, life and career and I also was not very clear on what to do in life. My University Guidance counsellor, Neeta Mishra ma'am helped me throughout the process and cleared my doubts and fears regarding my application and career. The most important thing I learnt throughout this process is to never leave anything for the last moment. Always be prepared beforehand and organise the transcripts as early as possible. I have received offer letters from 8 universities in total, 2 in India and 6 abroad along with scholarships in 4 of the abroad universities. My top 3 choices are the University of Massachusetts Amherst, the University of Connecticut and Roger Williams University.

-GAURVI LOUNGANI

# UNIVERSITY OFFERS

- Gaurvi Loungani: UMass Amherst, USA, B.Sc Mathematics in the College of Natural Sciences.
- Anuj Bihani: - University of San Francisco ,
- Aarushi Pathak : University of Bath, UK, B.Sc. Management
- Ruana Ahuja: VIT Vellore B.tech CS
- Kartik Saraswat: University College of Cork, Ireland
- Janhavi Oturkar: Durham University, UK

Gaurvi has also received Chancellor's Award in the amount of \$16,000 per academic year.



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

- 1 It increases academic opportunity**  
Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.
- 2 IB students care about more than just results**  
Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.
- 3 It encourages you to become a confident and independent learner**  
For example, the extended essay requires independent research through an in-depth study.
- 4 It's an international qualification**  
The DP is recognized globally by universities and employers.
- 5 Graduates are globally minded**  
Language classes encourage an international mindset, key for increasingly globalized societies.
- 6 The IB encourages critical thinking**  
Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.
- 7 DP students have proven time management skills**  
Take good study habits and strong time management to further education and the working world.
- 8 It assesses more than examination techniques**  
Learn to understand, not just memorize facts or topics and prepare for exams.
- 9 Subjects are not taught in isolation**  
Theory of knowledge (TOK) classes encourage you to make connections between subjects.
- 10 It encourages breadth and depth of learning**  
You are able to choose courses from six subject groups and study subjects at different levels.

\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)  
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