



SPOTLIGHT ON PYP
2023-24
ISSUE 1



Distinguished School

FOCUS : ACTION AND COLLABORATION



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CI Vision and IB Mission

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

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CI Mission

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

चोइथराम इंटरनेशनल का उद्देश्य समग्र शिक्षा के माध्यम से छात्रों को आजीवन शिक्षार्थी बने रहने के लिए विकसित करना है, जिससे वे जिम्मेदार, करुणावान उदारचित्त बने, और दुनिया में व्यक्तियों के भिन्न - भिन्न विचारों के प्रति सम्मानजनक स्वीकृति देने में सक्षम हो। साथ ही हम मानवीय मूल्यों और नैतिकता पर आधारित वैश्विक समुदाय बनाने के प्रति प्रयासरत हैं ।

Choithram International par son enseignement holistique, a pour but de former des apprenants perpétuels, qui deviennent des individus responsables, compatissants et ouverts d'esprit passionnés d'accepter les différences du monde et s'efforçant de créer une communauté mondiale fondée sur l'éthique et les valeurs.

ACTION BY EY 2

To promote a positive and happy learning environment, learners of EY2 were a part of a series of well being celebrations for our early years students.

Throughout the week, learning experiences were organized on various aspects of well-being, including physical health, emotional intelligence, social connections, and mindfulness. In connection with the global text students explored the concept of well-being and spread awareness on eating healthy food. They also spread awareness on not wasting water and drink lots of water through an awareness campaign, “Drip Drop Stop the Water Drop, Drip Drop drink lots of water”.



ACTION IN PYP

Nelson Mandela Day- By Tiny Tots Of PYP-1 and 2

On the occasion of **Nelson Mandela Day** and to **promote kindness and empathy**, learners in PYP 1 and 2 organised an event for support staff. Collaborating with them is just one way to show kindness to them. Compassion and kindness are deeply rooted in human nature; our first impulse is to cooperate rather than compete. Compassionate learners spontaneously realised that the Didi's who take care of them are their family, and we need to help, share, and promote acts of kindness for their welfare and exhibit equality among us. They arranged breakfast and showed gratitude to them, reflecting their caring profile.



ACTION IN PYP

Manavta Ki Pehchan- NGO- PYP3 to 5

The best way to find yourself is to lose yourself in the service of others."

-Mahatma Gandhi

At Choithram International, we believe that those who sustain human beings and serve humanity are truly serving God. To promote this belief, we organized a service activity in which students from PYP 3 to 5 taught students from the NGO 'Manavta Ki Pehchan.' The planned engagements included a yoga session to emphasize the importance of meditation, responsible energy consumption, and a dance performance. To conclude the service, activities and sessions were held to raise awareness about mental, social, and emotional well-being. To facilitate communication and promote multilingualism, both Hindi and English were used. This embodies the essence of all worship: to be pure and to contribute positively to others.



COLLABORATION IN PYP

Seniors Nurturing Juniors



"The bond between seniors and juniors is special—a connection that transcends age and time."

At Choithram International, we believe that sharing knowledge is the best way to enhance learning. In the beautiful journey of passing on knowledge, PYP learners have been exemplary mentors to their juniors. An engagement was planned in which learners taught and assisted students one grade younger. With a blend of compassion and creativity, they created an environment of mutual respect and support. Guest lectures and collaborative sessions showcased their dedication. Their willingness to help and explain points fostered a sense of camaraderie. Through their guidance, they instilled a strong learning atmosphere and emphasized the importance of teamwork.



Achievements

Riddhima Wadhvani from PYP 5 participated in Erudition 2023 -The literary fest ,organised by our school Choithram International and grabbed first prize in the story telling competition ' Tell a tale'.



Teacher's Tent

“ My students have little hands and a BIG heart. I am proud to be an early years teacher.”

I am Ankita Talreja Surajwani, HRT of EY 1. I joined Choithram International in 2022. I started my career back in 2018, and teaching has been a learning journey for me. Every year, my little buds teach me big life lessons; they teach love, passion and care. Stepping into the world of teaching has always been my passion, and when the opportunity arose to join an International Baccalaureate (IB) school as an early years educator, I knew I was about to embark on a remarkable journey. As I entered the school's doors on my first day, a mixture of excitement and nervousness bubbled within me, eager to shape young minds in an internationally recognized program. IB has changed my perspective toward designing the lesson plan for my young learners. The IB philosophy's emphasis on inquiry-based learning and holistic development resonated deeply with me. Armed with my background in early childhood education, I was ready to embrace this new challenge.

The school's vibrant atmosphere was evident from the colorful displays adorning the corridors, showcasing the students' creativity and curiosity.



It helped generate more and more inquiry with our children rather than just delivering the concept. Every theme was meticulously designed to spark curiosity and encourage critical thinking. Collaborating with other educators to align our curricula and weaving transdisciplinary themes into lessons added depth and richness to the learning experience. I proudly say to parents that IB is the best platform for learning; you must enroll your child in an IB board.

**Thanks & Regards,
Ankita Talreja Surajwani**

HRT - EY 1

Tiny Tots of Early Years 1

Theme - Who we are

Central Idea- People are alike and different in many ways

Guiding concept- Identity

“Cherish forever what makes you unique”!

- Anonymous

“Every child embarks on their journey of a thousand steps with a single one—the first step into the world of EY 1, where the adventure of learning and growth truly begins.”

Learners dived into an ocean of exciting learning engagements to explore the significant concept of 'Identity.'

Human beings are among the most remarkable creations, and each person is unique. Our little learners have successfully developed a balanced and open-minded profile by actively participating in all the activities.

These young buds have begun to embrace themselves, as well as their peers and surroundings, which has helped them understand SDG No. 4 - Gender Equality.



Opening a book is like opening a door to a new world, where imagination soars, knowledge blooms, and stories come to life in the theater of the mind."

During reading time in EY1, the scene is a delightful blend of curiosity and wonder as the children gather around and spend time with books.

Our little learners have the choice to select a book, observe pictures, and discuss it with their peers. Book reading is the best exercise for developing research skills, communication skills, critical thinking, and self-management skills.

Sense organs

"Through our senses, we touch the world, feel its heartbeat, taste its sweetness, hear its stories, and see its beauty – a symphony of senses guiding us through life's grand tapestry."

Sense organs were introduced to our little learners through various activities. For the sense of touch, two glasses were filled, one with warm water and the other with cold water. Learners were asked to come and touch the glasses. To help our little ones understand their taste buds, they were asked to taste sweet, sour, bitter, salty, and spicy foods, which helped them grasp the sense of taste.

Perfume was sprayed on one side of the classroom, while a rotten banana was kept on the other side. Learners took turns and observed their sense of smell. Through sound jars, learners were asked to listen to loud and soft sounds, aiding their understanding of the sense of hearing. Additionally, learners were asked to close their eyes for 2 minutes, and the facilitator asked them, 'What can you see?' Oops, nothing! It's all black. Now, open your eyes and behold the beauty of Mother Nature with your sense of sight.

In connection with Visual Arts (VA), learners worked on colored worksheets related to sense organs. This activity helped them develop their communication and social skills.



Tiny Tots of Early Years 2

Theme - Who we are

Central Idea- Identity changes as we grow and develop

Guiding concept - Identity

Blooming buds of Early Years 2 have embarked on their learning journey with their first theme, exploring their identity in various ways. This theme provided them with the opportunity to become aware of their personal likes, dislikes, strengths, and weaknesses, encouraging them to be active learners through a variety of engaging activities. These young learners have developed self-management and social skills by recognizing and reflecting on their interests and capabilities. They have now begun to listen and respond to each other's activities, enjoying their small steps toward becoming effective communicators and balanced learners.

Mirror Mirror

This engagement, 'Mirror, Mirror,' took place in EY2 as part of our first theme, 'Who we are.' During this activity, the little learners of EY2 expressed their self-identity by examining themselves in the mirror. They explored questions about their appearance, what they know about themselves, and who they are. This engagement was centered around self-identity and served as a platform for learners to introduce and assess themselves individually. Each learner spoke about their likes, dislikes, hobbies, habits, and areas of interest, sharing this information with their peers as well.



Then and Now

Learners explored the changes and abilities that differ from their infancy to early childhood. In LOI 1, learners developed an understanding of themselves, including their identity (girl/boy), body parts such as the color of their eyes, height, weight, and hair. In LOI II, learners could easily identify and experience differences in their choices, habits, abilities, and changes in their food habits, clothing, daily routines, and hobbies. They also recognized that they were once entirely dependent on others but can now do things on their own.

Furthermore, they added two to three-letter words to their vocabulary and began speaking in short sentences like 'Give me food,' 'I want to sleep,' 'Drink water,' 'Open this box,' etc. Based on our observations, we noted improvements in their writing, speaking, and attention to their surroundings. Their emotional development has progressed, and they are now ready to express their feelings with others, allowing them to communicate more effectively.



Tiny Tots of Early Years 3

Theme - Who We Are

Central Idea- Self-identity develops by connecting with people and communities

Guiding concept - Identity

“Knowing yourself is the beginning of all wisdom.”

"Young learners were busy exploring the concept of 'Identity' under the theme 'Who we are.' They believed that everyone is unique in their own way and understood that despite their differences, they share some similarities. Being caring and open-minded is essential for well-being. They enjoyed various activities to enhance their social skills, such as 'Think before you speak,' 'Magical words,' and 'Turn-Taking.' They even added different attire to body cutouts to explore the aspects of identity."



A role model plays an essential role in everyone's life, representing one of the most beautiful aspects of learning and responsibility. Learners dressed up as their favorite family members who have inspired them and shared the reasons behind their choice. This activity helped them develop and demonstrate open-mindedness.

In connection with language, they were busy exploring the identity of letters (sound, formation, vowels, and consonants), two-letter and three-letter words through manipulatives, slate writing, charts, and flashcards. They practiced reading and writing using various methods and developed their vocabulary. They also enjoyed playing a game on 'Vowels and Consonants' to enhance their understanding, where they jumped inside the circle on the count of a vowel and outside of the circle on a consonant sound.



In connection with mathematics, they explored the identity of various colors and shapes. They arranged themselves from smaller to bigger and from bigger to smaller according to the number cards pasted on them. They will be given sets of numbers to arrange in ascending and descending order.



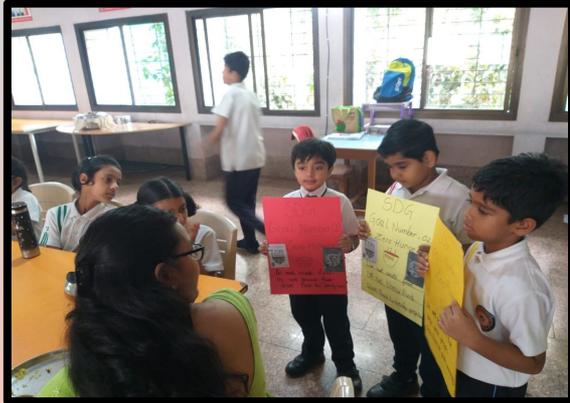
Discoverers of PYP 1

Theme - Who we are

Central Idea- Choices we make impact our well-being

Guiding concept - Choices

The new session began with great zeal and enthusiasm. Grade 1 learners started their new theme, 'Who We Are,' in high spirits. This theme included learning about the importance of food, hygiene, mental and emotional health, and exercise in our lives. They were able to differentiate between good choices and bad choices and acquired knowledge through various learning engagements such as interviews, **creating a Healthy Plate, exploring the Food Pyramid, conducting surveys, quick drawing and writing, and making posters.** Learners were also creatively involved in preparing healthy plates with the help of salad, seasonal vegetables, chapati, and rice.



The unit provided learners with a great platform to learn about **SDG 02 - Zero Hunger**. Learners understood the importance of helping those in need and developed values of compassion, empathy, and social responsibility. They created posters to raise awareness about not wasting or throwing away food and distributed fruits and food to people in need.

Pick and Speak

Our choices affect our well being. Keeping this statement in mind, great communicators of PYP 1 participated in 'Pick and Speak' where they got the opportunity to select any one picture of their choice and speak about it as per their perspective. They talked about hygiene, anger management, and healthy eating habits. They enhanced their communication skills and social skills through this learning engagement.



Yoga Session

Learners had the opportunity to attend a yoga session conducted by our facilitators. The learners were excited to participate and enthusiastically engaged in practicing various yoga postures. Additionally, the students familiarized themselves with meditation under the guidance of 'Acharya' - 'The Master.' This created an environment full of positivity and enlightened us with the knowledge of practicing Yoga in our lives. They also enhanced self-management skills by learning to manage stress and anxiety, resulting in our increased sense of calm.

Discoverers of PYP 2

Theme - Who We Are

Central Idea- Communities and culture differ across the world

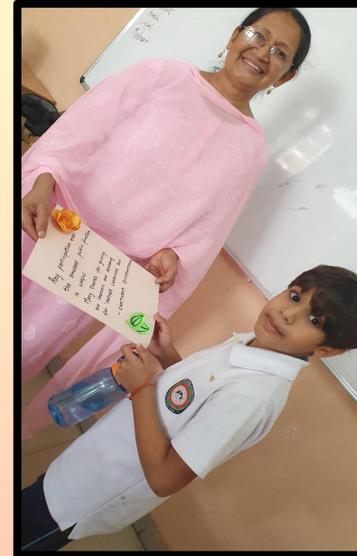
Guiding Concept - Culture

"One should embrace cultural diversity"- Anonymous

Communities and cultures exhibit fascinating diversity across the globe, shaped by history, geography, beliefs, and values. Each community's distinct identity is expressed through its language, traditions, customs, art, and social structures. PYP 2 students embarked on a captivating journey into the world of diverse cultures. Guided by a group of facilitators, each adorned in attire representing a distinct culture, the students were treated to a vivid exploration of global traditions. The facilitators, dressed in vibrant garments and accessories reflective of their respective cultures, became living embodiments of the world's rich heritage.



Mother Language DUO: This learning engagement not only targeted communication skills by letting the learners be a translator, but also gave opportunities for parental involvement.



Ms. Gazala Barnagarwala Ms. Arefa Reshamwala

Step Inside the culture:

Research and fashion were central to the event. In preparation for it, each student delved into the rich tapestry of global traditions, exploring the histories, customs, field trips, holy books, and aesthetics of various cultures. They showcased connections to Mathematics, Visual Arts, Music, PSPE (Physical, Social, and Personal Education), Language, and Dance."



Teaching kids about humanity as their first and foremost culture laid the foundation for a compassionate and inclusive society. By instilling values that prioritize empathy, kindness, and respect for all individuals, regardless of their backgrounds, children developed caring, principled, balanced, and open-minded learner profiles with an understanding of what it means to be part of a global community.

Discoverers of PYP 3

Theme - Who We Are

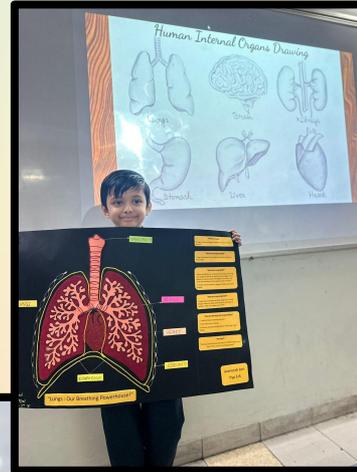
Central Idea- Identity of self is about mind and body

Guiding Concept - Development

In the social jungle of human existence, there is no feeling of being alive without a sense of identity.

The young and dynamic learners of PYP 3 were all charged up and super excited to start their learning journey again for which they began exploring an interesting and engaging transdisciplinary unit "Who We Are". The theme was all about understanding and discovering the true meaning of their identity. Learners participated in the tuning task, where they analyzed a few images and shared their interpretation, answering 'What did they observe?' in their own words. Furthermore, they discussed and learned about appearance and the body as the physical form and the mind as the non-physical form.

--Erik Erikson



Act It Out:

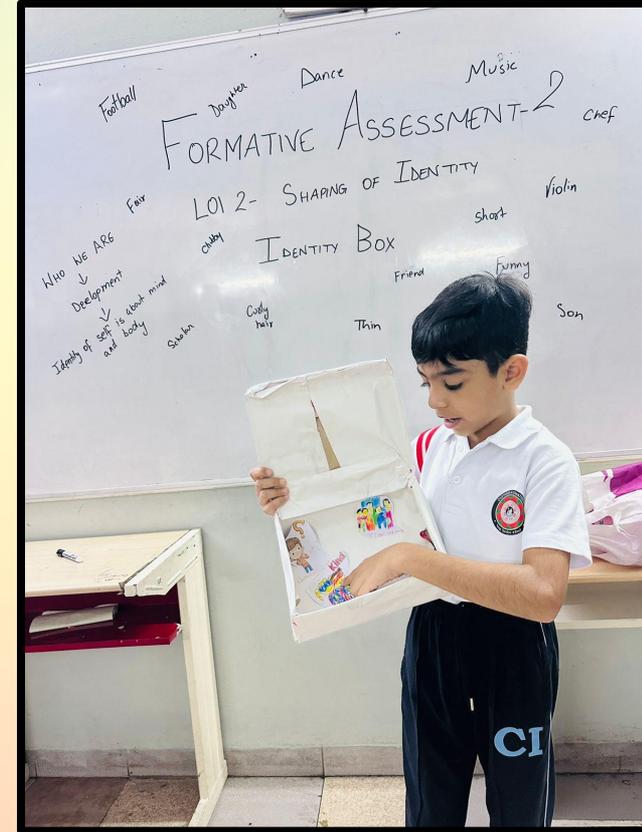
Sunday Adelaja once said - There is no organ inside our body that does not serve a vital purpose.

The young explorers delved into the role of cells, tissues, organs, and organ systems in our bodies. They further discussed the structure and function of each organ, along with the mind-body connection. Later, the curious learners enhanced their listening and speaking skills by presenting themselves as one of the six vital organs: the Brain, Heart, Lungs, Liver, Stomach and Kidney.

Identity Box

Being different isn't a bad thing. It means you're brave enough to be yourself." – Luna Lovegood

The learners delved into understanding the true meaning of their Identity by eagerly watching a few videos and an amazing brainstorming session directing them to inner and outer identity. Later, they made an Identity Box that has an inside and outside. The outside of the box was about their appearance and the things you like to do. The inside was about who they are, their feelings, memories, values, habits, (like love, friendship, laughter, etc.). Learners enthusiastically created their identity box highlighting their internal and external traits and showcased meticulously in front of their peers.



Glimpse of PYP 4

Theme- How the World Works

Central Idea -“Energy can be transformed from one form to another and stored in various ways”

Guiding Concept - Transformation

Energy never disappears from the Universe.

Albert Einstein

Energy is a universal force that cannot be created or destroyed. It just adapts its forms from one source to another. Access to energy is vital to all elements of human well-being, including health, education, food production, transportation, communication, and other creative activities. Everything requires energy. With this understanding, PYP 4 learners were tasked with investigating energy in their surroundings



Furthermore, they conducted an energy audit to determine how much energy was being used in their home and what actions could be taken to reduce energy consumption.

During their summatives, the learners came up with innovative machine inventions that would assist them in their daily activities. They also conveyed a message to conserve energy for a better future tomorrow.

Observing our young learners' enthusiastic journey through the theme was fascinating. Learners gained a better knowledge of energy forms as well as the distinction between energy transfer and energy transformation. They demonstrated how different objects require different energy forms through 3D Models', while also illustrating the forms of energy.



Glimpse of PYP 5

Theme - Who we are

Central Idea - Our well being depends on the choices we make

Guiding concept - Well-being

In this theme -Who we are , learners explored the big idea -Well-being and conducted research on various organ systems and their functions to promote health and well-being. The students had a memorable experience of visiting -Choithram nursing college which helped to gain an insight of location and function of various organs.

The Happy Self Journal

In order to promote happiness, develop healthy habits for life and nurture curiosity, students developed self-management skills by focusing a few minutes each day to express gratitude, reflect on their emotions and think about their actions. Students participated with full enthusiasm going for positive affirmations and completed the task beyond our imagination.

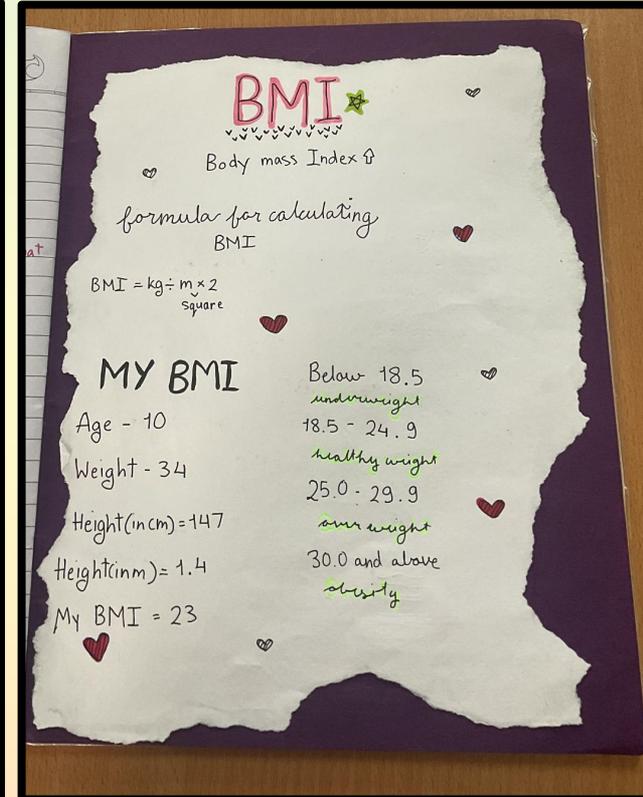


Well-being week

To understand the essence of well-being students collaborated with other grades to create awareness about the importance of well-being. They enjoyed a Zumba dance with early years, and played games to develop body-mind coordination. This engagement helped them to develop their social skills .



The students also collaborated with grade 1 students and guided them in using positive affirmations in the morning to boost their confidence. They showed care and empathy towards their juniors during this learning experience.



This unit was connected with a measurement concept in which the learners researched various fitness devices and discussed their purpose with their peers. They calculated their BMI and even their parents' BMI, realizing that some are fit, some are overweight, and others are at risk of obesity.

LITTLE INQUIRERS

EY 1

- What is a self Introduction? (Nayan Surage)
- When will we go back home?(Atharv Singh)
- What are the sense organs (Ayansh Bundela)
- How to draw an apple (Yashika Devda)
- What do you like to do?(Sanjam Kaur)
- Why must we take care of ourselves? (Nayan Surage)
- What is PSPE? (Mekal Solanki)



EY 2

- Do I paste a picture of my pet on a family portrait sheet? (Ashwat Modi)
- Why is water so important for our bodies? (Shanaya Vaidya)
- How do animal babies find their parents when all of them look the same ? (Shanaya Vaidya)
- How can I motivate my father to exercise ? (Kreesha Piyush Soni)
- Why do babies wake up earlier than their parents? (Kaabia Dawar)
- What term is used to address a sister if she is older or younger than me? (Diyana Mangal)
- In which year do babies start speaking and walking? (Diyana Mangal)

EY 3

- How is my name my identity? (Granth Sharma)
- What do you like? (Tanisha Sharma)
- Why do we need to take a bath daily? (Saira Bajaj)

PYP 1

- Why does junk food makes us fat? (Anant Kundalwal)
- Bread gives us carbohydrates, so should we eat it daily? (Honey Patel)
- Why should we brush our teeth twice a day?(Myra Gupta)
- If pasta contains carbohydrates then why is it unhealthy to eat? (Nivik Jain)
- Should we pray before each meal? (Divit Haryani)
- What is happiness?(Henith)
- What is your favourite food?(Arjun Modi)
- Is cheese healthy.? (Avni Salve)



PYP 2

- Why are all the teachers dressed up today? (Shreyan Malpani)
- Why don't we have female God? (Hussaina Reshamwala)
- Why are there too many cultures around the world? (Danish)
- What do the people of USA eat? (Avneesh)
- What is the international game of France? (Ekagra)
- Why is the letter 'S' used for boys not 'IES' for making it plural? (Mehar)
- Why are you all dressed up today? (Shreyan)
- Can we say the number 100 as 'hundred' and not 'One hundred'? (Shrey)
- What do people in China eat? (Vyom)
- How is Hussaina's mom speaking 'Gujarati', although her religion is Islam? (Yuvaan Parihar)
- What is Korea's culture? (Advait)
- What do Japanese people eat?(Avneesh)

PYP 3

- Why did you tell us to get our old pictures? (Saanvi)
- What would I look like when I will group up ? (Shaurya)
- Will the placement of the organs in my body change when I grow up? (Saransh)
- Are Atoms and cells same ? (Adhiraj)
- Does the brain sleep ? (Kiaan)
- How are IB learner profiles connected to our identity ? (Myrah)

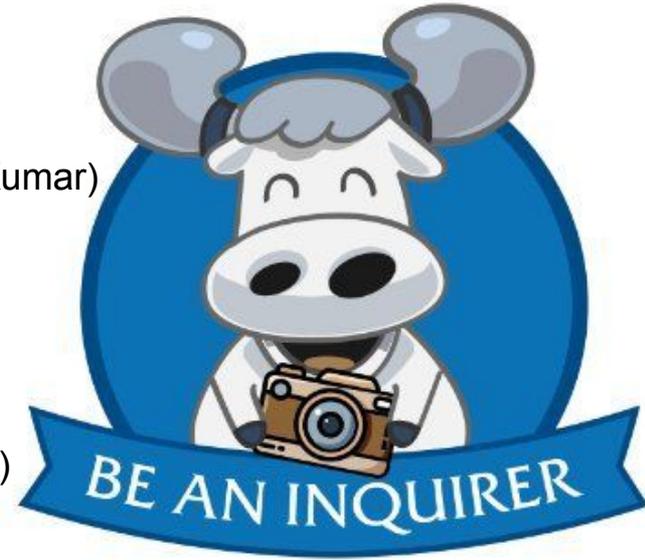


PYP 4

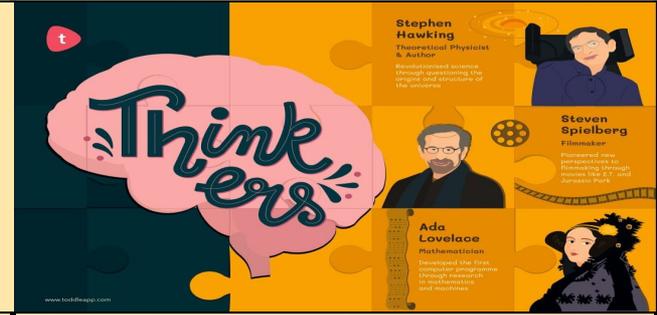
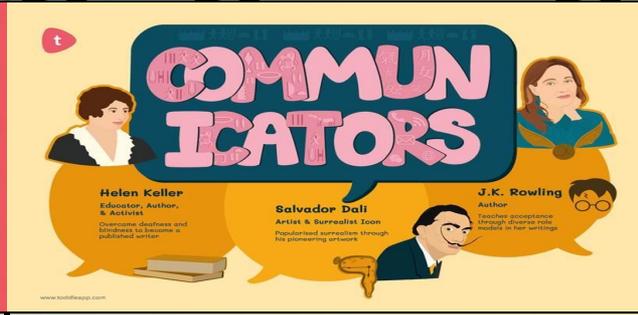
- Why can't humans live without energy?(Parth Makhijani)
- Do objects have energy?(Mohammad Bagwala)
- How much time does it take coal to replenish?(Saanvi Pariyani)
- Is there anything that can work without energy?(Druvi Rathi)
- Why is the Sun a renewable source of energy if it can run out?(Myra Kumar)

PYP 5

- Why red blood cells are produced in the bones only(Garvit Bhambhani)
- What are health check ups(Kashvi Asnanai)
- Where are the genes located?(Noor Dehlavi)
- Where are the chromosomes in our body? (Prakhar Jaiswal)
- What is the difference between emotional and mental well-being?(Parnika Jindal)
- How our brain works and gives commands? (Aadrija Mitra)
- Do affirmations really works? (Yojit Goyal)



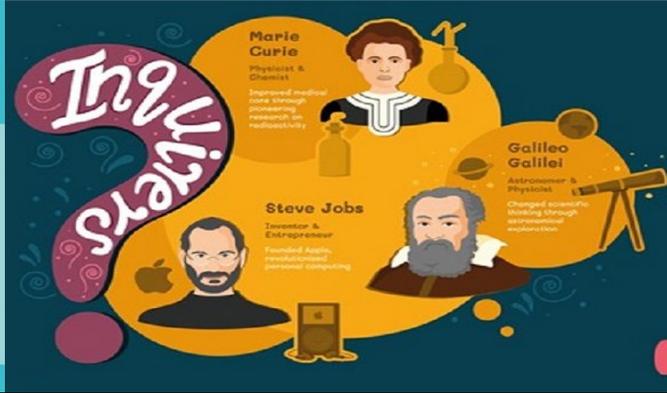
Acknowledging Young Learners



Bhagya Patel [PYP 5]
Aavya Patidar [PYP 2]
Aavya Agrawal [PYP 3B]
Aadya Sharma [PYP 3A]

Kasvi Asnani [PYP 5]
Ishaan Pakhare [PYP 1A]
Nivik Jain [PYP 1B]
Tanisha Sharma [EY 3]
Shrey Mundra [PYP 2]
Diyana Mangal [EY 2A]
Kreesha Soni [EY 2A]
Siddhant Tanve [EY 2A]
Mira Bhatia [EY 2A]
Savir Roy [PYP 4A]
Shaurya Chaudhary [PYP 3B]
Sahas Singh [PYP 3A]

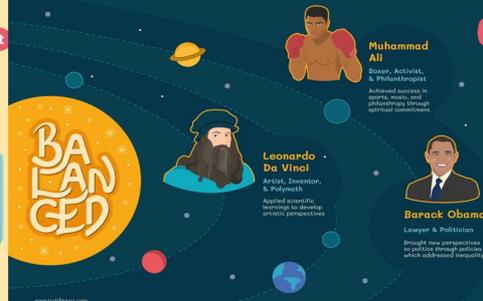
Noor Dehlavi [PYP 5]
Grisha Chaturvedi [PYP 1A]
Raza Mansuri [PYP 1B]
Mehtar Manglani [PYP 2]
Mitanshu Verma [PYP 4A]
Kiaan Bansal [PYP 3A]



Aditya Jaiswal [PYP 5]
 Lokavya Jaiswal [PYP 1A]
 Vyom Soni [PYP 1B]
 Kaina Sadhwani [EY 3]
 Danish Dewaswala [PYP 2]
 Shanaya Vaidya [EY 2A]
 Navya Makhija [EY 2A]
 Myra Kumar [PYP 4A]
 Arunima Lad [PYP 3B]
 Adhiraj Bahadur [PYP 3A]

Arnav Sharma [PYP 5]
 Anant Kundalwal [PYP 1A]
 Mekal Solanki [EY 1]
 Divit Haryani [PYP 1B]
 Rajveer Chhabra [PYP 2]
 Ekagra Gupta [PYP 2]
 Aarija Mitra [PYP 5B]
 Karan Agrawal [EY 2A]
 Divit Agrawal [EY 2A]
 Summer Goyal [PYP 3B]
 Digvijay Singh [PYP 3A]

Garvit Bhambani
 Prarup Nagar [PYP 1A]
 Nayan Surage [EY 1]
 Nivaan Jain [PYP1B]
 Safal Bishnoi [PYP 2]
 Shubh Maheshwari [PYP 5B]
 Parth Makhijani [PYP 4A]
 Saransh Gurbani [PYP 3B]
 Myrah Panchal [PYP 3A]



Riddhima Wadwani
[PYP 5]
Kiaan Jain
[EY 1]
Yuvan Patidar [PYP 2]
Parnika Jindal [PYP 5B]
Shivansh Bangeja
[PYP 3B]
Malhar Ramnani [PYP 3A]

Priansh Gupta [PYP 5]
Honey Patel [PYP 1A]
Yashika Devda [EY 1]
Devansh Gehlot [EY 1]
Avani Salve [PYP 1B]
Shreyan Malpani [PYP 2]
Sifti Bagga [PYP 5B]
Trayambika Gaur [EY 2A]
Amaira Lodi [PYP 4A]
Aarna Gupta [PYP 3B]
Avani Waghmare [PYP 3A]

Shanaya Sharma [PYP 5]
Avneesh Agrawal [PYP 2]
Mohammed Badshah
[PYP 5B]

Yashasvi Singh [PYP 5]
Ayansh Bundela [EY 1]
Yuvan Sharma [PYP 1B]
Yuvaan Parihar [PYP 2]
Saanvi Talreja [PYP 3B]
Ditya Jain [PYP 3A]

CITATION

- <https://www.teacherspayteachers.com/Product/IB-Learner-Profile-Posters-Lower-Primary-3047303>
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