



COHORT OF 2022

CAS JOURNAL

ALL THE CAS PROJECTS AND CLUB PROJECTS



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EXPERIENCES AND PROJECTS

PROJECTS

CAS projects include personal projects, large-scale events, and club projects. Students can either lead their projects or be a part of others' projects. These projects fulfil the three CAS strands which include Creativity, Activity, and Service. Club projects are carried out by student-led bodies called student clubs which have diverse areas of interest.

NOTE FROM THE EVENTS MANAGER

This year, we came across innumerable challenges but instead of considering them as setbacks, our grade initiated and took part in multiple impactful projects. From leading the first-ever HIXS Annual Summit to initiating multiple community service projects, our cohort has contributed to CAS and the community significantly. Being part of the CAS Core Team gave me the opportunity to work closely with my batch-mates and learn from them.

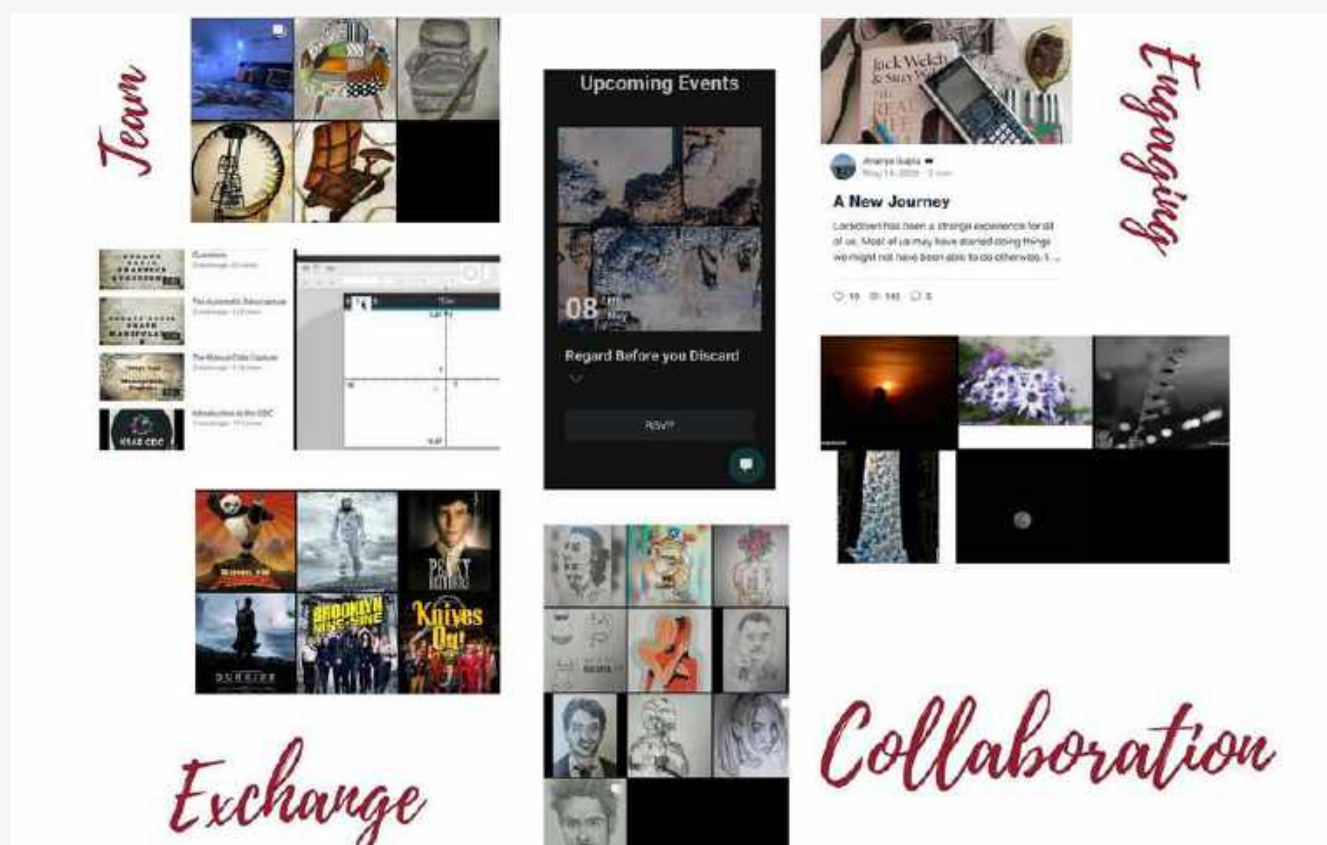
~Dhun Nishchal

EXPERIENCES

A CAS Experience is a small-scale personal involvement in certain strands of CAS. Activities such as workouts, walking, sports; Creative tasks such as painting, making prototypes, etc. come under experiences.



CAS COLLABORATION MEET



Despite the lockdown, the IBDP Batch of 2022 has been effortlessly working on different CAS activities to either enhance their own skill or to help others during these harsh times. A CAS Collaboration Meet was held on the 22nd and 23rd of May to share these ideas and work together as a team. It aimed at connecting students virtually during the lockdown period. Many teachers including Mr. Spokey Wheeler and Ms. Poonam Dahiya attended and appreciated the efforts of the students. Various projects were discussed; such as a GDC youtube channel (KrAb GDC) for beginners, a competition organised for the betterment of nature- 'Greenotopia', 'Project Smile' (Unveil) aimed to spread positivity, and even a project known as 'Volunteer for Change' where the students have been creating lesson plans for different grades of the government schools. Not only did this give them an opportunity to enhance their work, but also to understand and learn the importance of collaborating with their classmates as well as teachers.

Y.S.V. Aditya & Arnav Sharma

HACK X

HERITAGE'S FIRST-EVER HACKATHON HACK X, 2020



Heritage International School's very first hackathon: HIXS HackX 2020 was conducted by two students from grade 11 IB, Neil and Vinayak. It was a beginner-friendly event specifically for 10th grade ICT and Computer Science students. Due to the ongoing COVID-19 crisis, booking a physical venue was not possible, therefore, the event was conducted online during the summer school. The aim of the event was to teach students about emerging and significant technologies like Github and Python. In the end, the project leaders were able to conduct a successful event with complex yet impressive projects to show for, and it wouldn't have been possible without the hard work and dedication of the students and the supporting teachers.

Neil Goyal & Vinayak Kapur

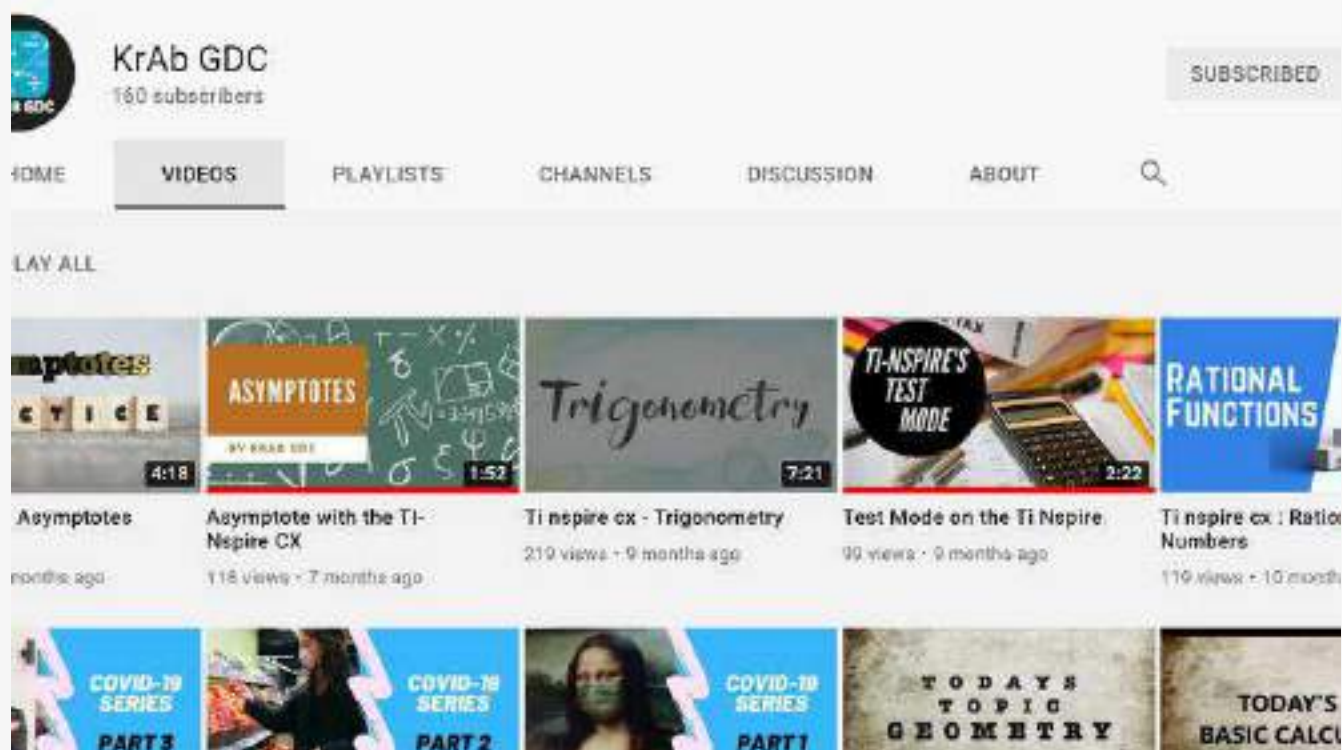


Timeline



KRAB GDC

GRAPHIC DISPLAY CALCULATOR VIDEOS FOR THE TI NSPIRE CX CALCULATOR.

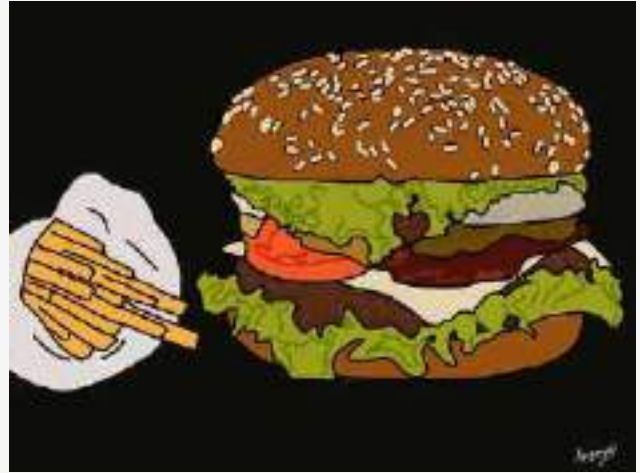


This is an initiative by Abhay Anand and Krish Aggarwal of 11th grade IB DP, to teach students about the Graphic Display Calculator, which from their experience, has been a challenge for many students. They make weekly videos on the various applications of mathematics using technology, in this case the TI-Nspire calculator.



Krish Aggarwal & Abhay Anand

UNVEIL



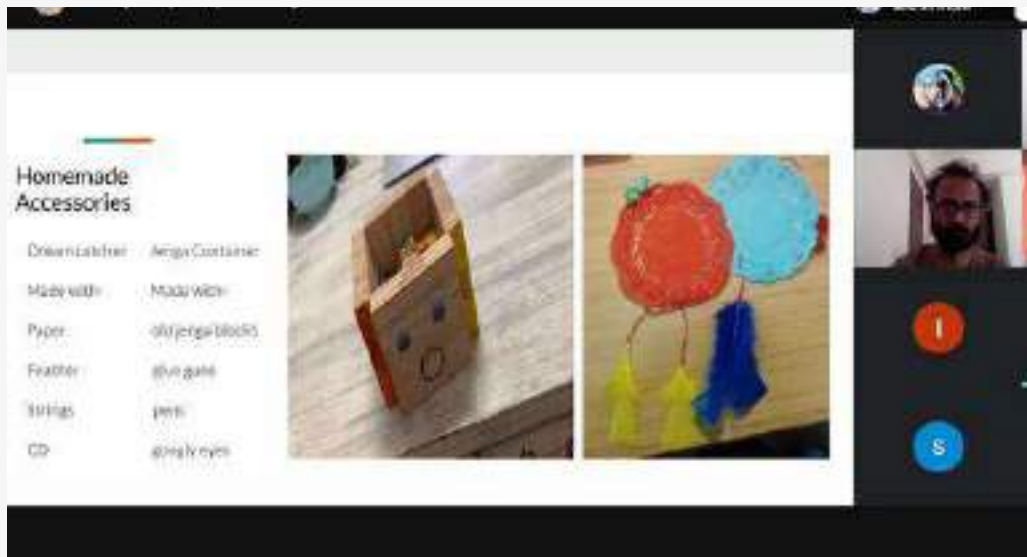
'Unveil' was an online magazine with the central theme of self-love made by our seniors and we contributed to it by collecting submissions for the content of the magazine from our classmates. The project's objective was to create positivity and spread awareness about self-love. We got over 40 submissions over 2 months ranging from articles on time management to artistic pieces on the importance of self-love. A few challenges that we faced were coordination and the lack of timely submissions. However, these challenges only helped us grow. The CAS learning outcomes that this project focussed on were strength & growth, collaborative skills, initiative & planning, and challenges & skills.



Dhun Nishchal & Ananya Gupta

REGARD B4U DISCARD

ECOLOGY SUSTENANCE PROJECT TO SPREAD AWARENESS ABOUT THE IMPORTANCE OF SAVING OUR PLANET



Students of grade 11 IBDP have initiated an Ecology sustenance Project to spread awareness about the importance of saving our planet and to put all our ideas into action. The initiative includes a competition known as "Regard before you Discard" where students make creative and useful products out of waste. To spread awareness, a project website initiating

discussions and updating blogs has been created. The most recent initiatives includes a forum discussion to encourage everyone to help spread the world by adding pictures, videos, etc.



Krish Aggarwal, Abhay Anand & Ananya Gupta



Homemade face shields

Materials - Plastic sheet from a document folder, Paper hole puncher and Elastic or stretchable piece of rope

A



M

S



n

A

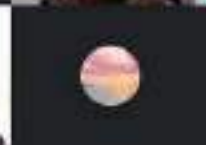
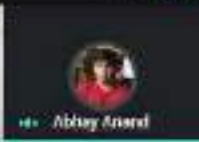
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Charger Organiser

Materials

- Cardboard box (Amazon delivery)
- Old Newspaper
- Rubber Bands
- CD
- Paints (for decoration)

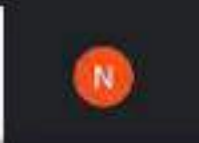


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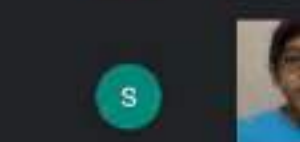
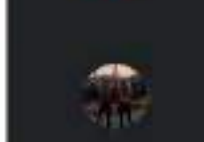
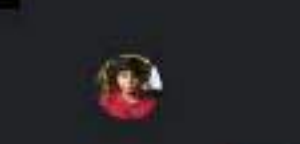
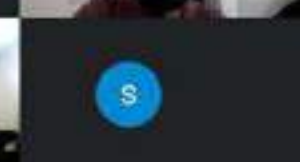
A



WASTE 2 FOOD 2000 - ORIGANICO 2000

Usefulness -

1. NO MONEY ON EXPENSIVE ONES
2. NOT ARTIFICIAL
3. ORGANIC
4. NATURAL
5. HOMEMADE
6. LESS EXPENSIVE
7. GOOD FOR YOUR PLANTS
8. EASY TO CARRY



S

N

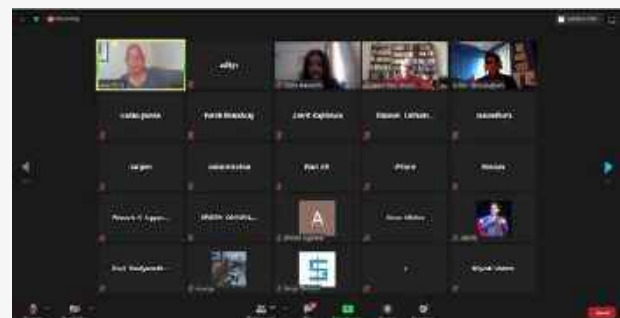
S

SPREADTHERAINBOW

TO ENSURE THAT THE LGBTQIA+ COMMUNITY CAN EXPRESS ITSELF FREELY AND FEEL PROUD OF THEIR IDENTITY.



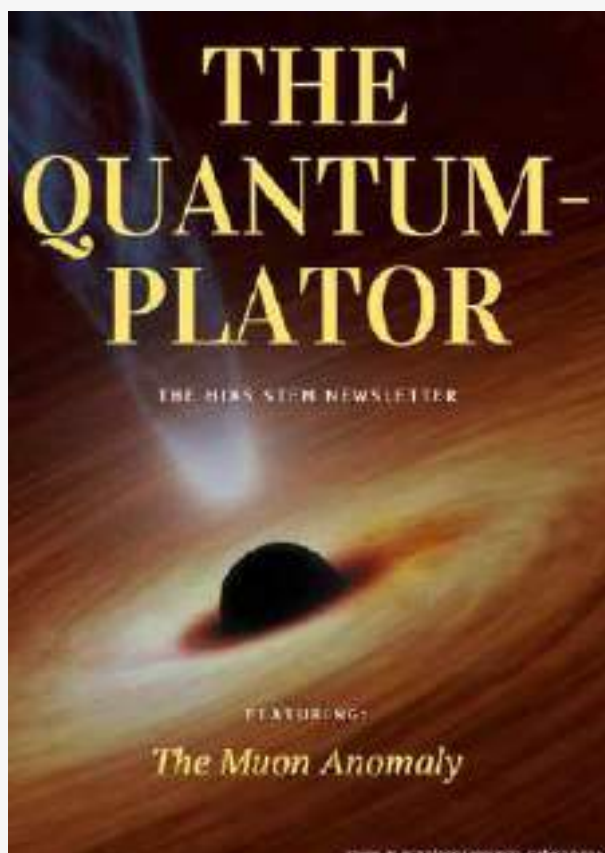
Spread the rainbows is an initiative by Sargun Saluja, Arnav Vaidyanathan and Myra Alawadhi. This project has been initiated to ensure that the LGBTQIA+ community can express itself freely and feel proud of their identity. It also debunks myths related to the community and gives sole importance to rebuking homophobia.



Sargun Saluja, Arnav Vaidyanathan & Myra Alawadhi

QUANTUM-PLATOR MAGAZINE

SCIENCE AND MATHEMATICS MAGAZINE



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The Quantum-Plator magazine was brought together to invite scientific expression from the students of the Senior Programme of the International School. Due to a lack of excitement and interest regarding the possibilities of science among students, the magazine's main aim was to showcase science as something more than a scholarly requirement. The final outcome was the first edition of HIXS's first-ever science magazine, which was sent as a digital copy to students, showcasing scientific phenomena that exists beyond the scope of the school syllabus, using comprehensive, yet, intelligible terminology.

Tonmoi Singh, Neil Goyal, Aryan Arora, Satvik Narang, & Abhay Anand

VOLUNTEER FOR CHANGE

**FACILITATE EDUCATION THROUGHOUT THE PANDEMIC
WHILE SCHOOLS REMAIN CLOSED.**



The Volunteer for Change project started with a small core team of around 5-6 members in April and has now grown to a large-scale operation. The main aim of this project was to facilitate education throughout the pandemic while schools remain closed. The team is connected with eager students (from government schools, etc) and enthusiastic parents so that this perfect pairing may continue with the learning process. Under each team there are student volunteers and a teacher incharge. The student volunteers create lesson plans for parents, who then go and teach accordingly. This project has been continuing successfully, and countless determined learners have been continuing their learning journey.

Led by Aryan Rana
Volunteers - Cohort of 2022 Students & Parents



Same or Different?

Cross out the picture that is different from the rest.



A screenshot of a mobile phone screen showing a WhatsApp chat interface. The status bar at the top shows 'Airtel' as the carrier, signal strength, Wi-Fi, and battery icons, along with the time '3:29 PM'. The chat header shows a back arrow, a profile picture of a person with glasses, the name 'Shivani CAS Buddy', and the status 'online'. Below the header is a video thumbnail with a play button and the text 'v=rJwVzXxmDmY' and '3:18 PM'. The video title is 'Let's Learn Naming Words (What are Noun - Grammar for kids - English' with the URL 'www.youtube.com'. Below the video is another video thumbnail with the text 'v=EPw-spJu73c' and '3:19 PM'. At the bottom, there is a keyboard with words like 'the', 'big', 'Tom', 'bus', 'door', 'cat', 'stick', 'ate', 'win', 'this', 'on', 'child', 'Apple', 'more', 'pen', 'rug', 'go', 'is', 'one', 'how', 'dog', 'take', 'put', 'desk', 'room', 'find', 'are', 'it', 'red'. The bottom of the screen shows a plus sign and icons for voice and video calls.

FIFTY SHADES OF FOOD: 1ST EDITION

RECIPE BOOK



'Fifty shades of food' is a recipe book, made by the club leaders of Grillz and Chillz. This recipe book includes recipes given by teachers and students of the international program. The first edition of this recipe book will be out by the end of July and will consist of 10 appetizing recipes that our students and teachers tried during the COVID-19 lockdown. The aim of this project is to showcase the talent of those who are passionate about cooking and sharing their talent with others.

Dhun Nishchal & Aryan Arora



Recipe by:
KRISH AGGARWAL



Recipe by:
NEIL GOYAL



CAN NEVER GET ENOUGH OF *Cinnamon Rolls*

Ingredients

- Dough:
 - 1 1/2 cups all purpose flour
 - 1/4 cup sugar packet
 - 2 tsp yeast - instant or active
 - 1/2 teaspoon salt
 - 1/2 cup milk (low fat or whole milk) heated to 120-130°F
 - 3 Tablespoons vegetable oil
 - 1 egg
 - About 1/4 cup additional flour
- Filling:
 - 2 Tablespoons softened butter
 - 1/4 cup brown sugar
 - 2 teaspoons cinnamon
- Frosting:
 - 1 cup powdered sugar
 - 1/4 teaspoon vanilla
 - About 2 Tablespoons milk



ONE SLICE AINT ENOUGH *Apple Pie*

Ingredients

- Green apples - 3
- Royal gala apples - 3
- All purpose flour - 1 cup
- Oats - 1 cup
- Butter - lots of it
- Salt - 1/2 tsp
- Jaggery - 2 tsp
- Cinnamon - 1 tsp
- Lemon - 2
- Water - 1/4 cup



NATIONAL SCIENCE DAY 2021

EVOLUTION OF SCIENCE



National Science Day is celebrated to commemorate the discovery of the 'Raman Effect'. The National Science Day celebrations 2021 were conducted by the club leaders of Tensor, the science and math club, and Greenotopia, the ecology club along with support from the entire science faculty. Students from sixth to eleventh grade attended the event. A host of activities and presentations were planned and conducted successfully with the theme of the event being 'Evolution of Science'. Students got a chance to witness the importance of science first-hand and they put forth their creativity in the form of posters, poems, experiments, etc. The event reminded us about the relevance of the Raman effect and the importance of science in general.

Y.S.V. Aditya, Arun Shankar, Tonmoi Singh, Abhay Anand, & Krish Aggarwal



HIXS ANNUAL SUMMIT 2020

HERITAGE INTERNATIONAL XPERIENTIAL SCHOOL'S FIRST ANNUAL SUMMIT, HIXS ANNUAL SUMMIT 2020 WAS BASED AROUND THE THEME HEAL THE WORLD.



Heritage International Xperiential School's first Annual Summit, HIXS Annual Summit 2020 was based around the theme Heal The World. During the COVID pandemic, all the eleventh-grade IBDP students worked collaboratively. The effort and sheer diligence of the students made the event a huge success, however, this would have not been possible without the tremendous help from the teachers. The students and the teachers together spent countless hours working on the event and planning everything to the finest detail. HIXS Annual Summit was a three-day event that was conducted from the 14th of December to the 16th of December. Over 8 schools attended the event and it was the largest non-competitive, collaborative event during the lockdown.

Core Team - Ananya Ashish Saxena, Dhun Nishchal & Y.S.V. Aditya,
Led by the entire Cohort of 2022.

THE HEALING TOUCH

PROVIDING FOOD AND MEDICAL SUPPLIES TO THE EARTH SAVIOURS FOUNDATION.



The Healing Touch Project is being led by Aryan Arora along with Aryan Rana, Dhun Nishchal, Satvik Narang and Ananya Ashish Saxena. The goal for the Healing Touch Project was to provide food and medical supplies to the Earth Saviours Foundation, located in the Bandhwari Village. The Earth saviours foundation has been providing food, shelter and medication to abandoned senior citizens and individuals with disabilities for over a decade. With the spread of COVID-19, the old age home was in dire need of basic amenities and food ingredients to provide meals to around 500 permanent residents. During the Covid-19 Pandemic, we initiated the first phase of this project. We first started this project on a small scale, we asked our school community to help us provide some basic food and medical supplies in order to enable the Earth Saviours foundation to continue extending their generosity and spreading positivity. Currently, we are preparing for Phase-2 of the project.

Led by Aryan Arora

Support from Ananya Ashish Saxena, Dhun Nishchal, Aryan Rana & Satvik Narang



The Earth Saviours Foundation

(Internationally Recognized NGO - Committed to Serve Humanity)

मानवता को बचाने के लिए हमें एक साथ मिलकर काम करना होगा

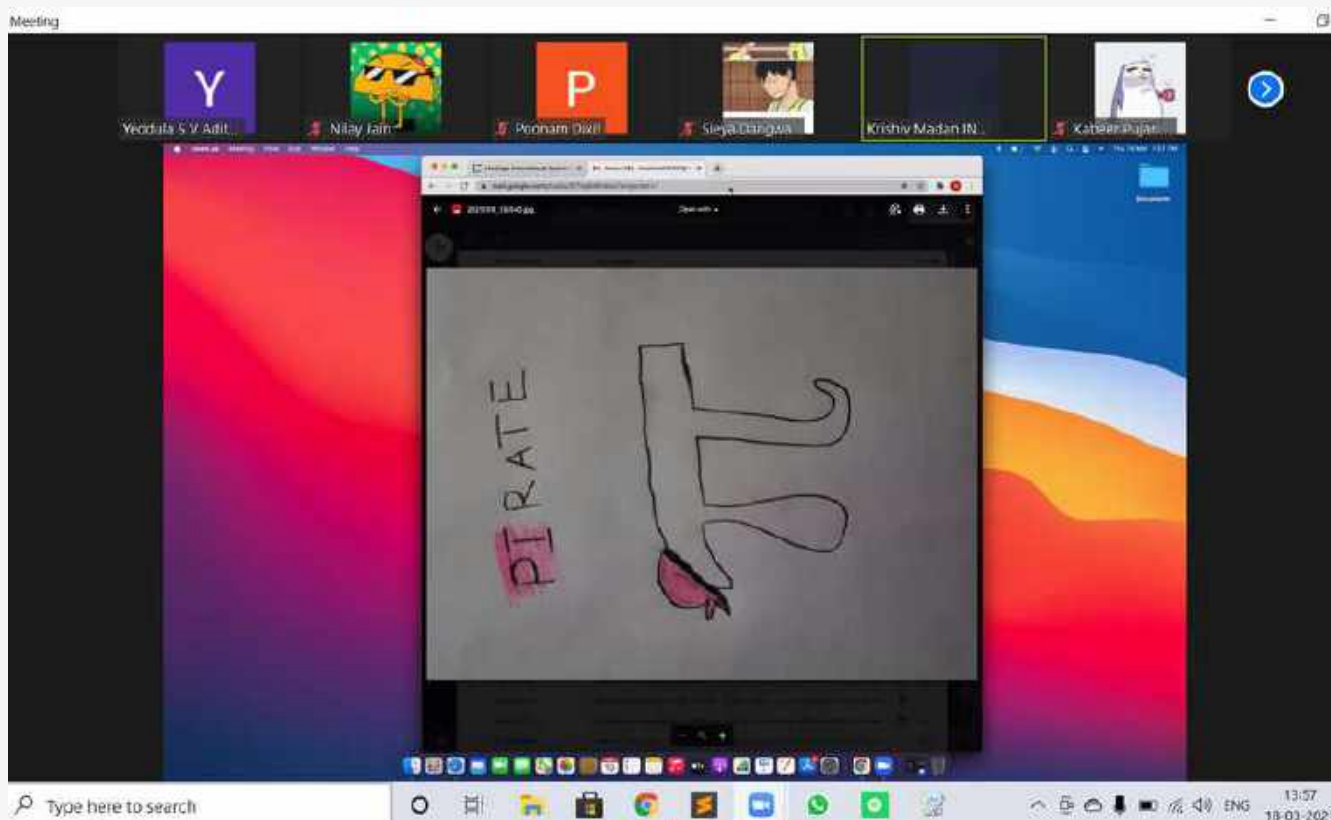


The Healing Touch Project: Supporting the Earth Saviours Foundation

The Earth Saviours Foundation is an internationally recognized NGO that has been providing food, shelter, and medication to abandoned senior citizens and individuals with disabilities for over a decade. Our team has previously led a s...

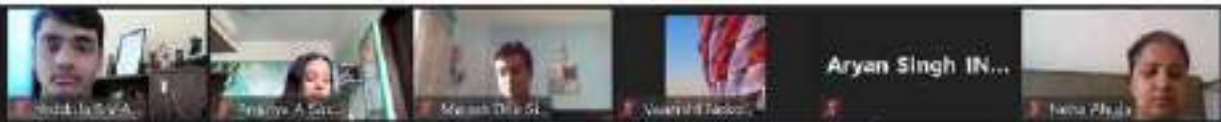
PI DAY 2021

INTERNATIONAL DAY OF MATHEMATICS 2021



Pi Day is celebrated to commemorate the progress of mathematics and its relevance in our everyday life. This celebration also highlights the integral part that the number Pi has in our society. The Pi Day 2021 celebrations were conducted by the club leaders of Tensor, the Science and Math club. Students from grade eighth, ninth, and eleventh attended the event. With a plethora of activities and presentations, the event was a massive success. Students got a platform to explore their creativity and present it in the form of posters, pictures, and Math memes. The event reminded us about the relevance of discoveries such as pi which are of paramount importance in fields such as Mathematics and Physics.

Y.S.V. Aditya, Tonmoi Singh & Arun Shankar

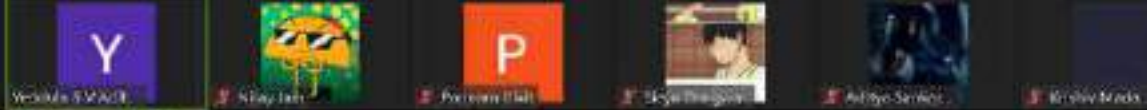


Aryan Singh IN...

Tanya Phyllis



at 10:40



Vedika S Wadh...

Nitya Jain

Praveen Datt

Rajesh Choudhary

Aditya Sankar

Rishabh Mehta

A screenshot of a presentation slide. At the top is a toolbar with various drawing tools like lines, rectangles, and eraser. Below the toolbar are three circles: an orange one on the left, a green and blue globe in the center, and a purple one on the right. Below the circles is the text: "rotation on its axis carries me on a circle 21,000 miles in a circumference which { } by latitude".

rotation on its axis carries me on a circle 21,000 miles in a circumference which { } by latitude"



Anurag Sankar



Anurag Sankar



Praveen Datt



Rajesh Choudhary



Aditya Sankar



Rishabh Mehta



Rajesh Choudhary



Praveen Datt



Rajesh Choudhary



Aditya Sankar



Anurag Sankar



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Praveen Datt



Rajesh Choudhary



Aditya Sankar



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Anurag Sankar



Praveen Datt



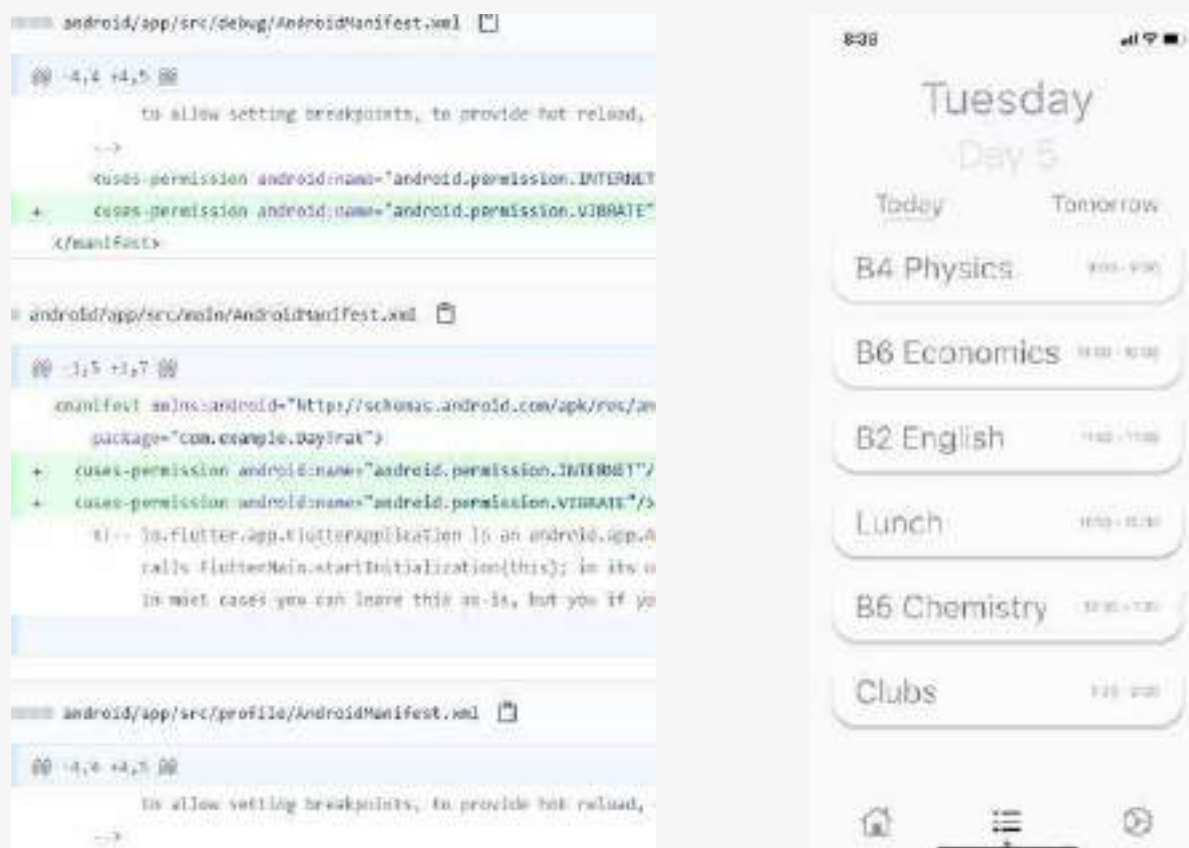
Rajesh Choudhary



Aditya Sankar

DAYTRAK APP

A CONVENIENT WAY TO KEEP TRACK OF CLASSES AND ASSIGNMENTS.



Attending school from home, we realized how students do not have access to a convenient way to keep track of their classes and assignments. While most students prioritize their tasks based on their timetable, they would often go around asking their friends about the next day's schedule, or would even be oblivious to any changes in the day order until the last minute. To help alleviate this problem in times of such hardships, we decided to put our passion for technology to good use, and after months of hard work and dedication, we released DayTrak, an application to aid students in managing their school lives. Complete with a personalized timetable and a to-do list, DayTrak helps students stay on top of their assignments and deadlines, making sure they'll never miss a class again.

Neil Goyal & Vinayak Kapur

NOURISH TO FLOURISH

NUTRITION PROJECT



The aim of this project is to help underprivileged children and women by increasing awareness about nutrition so that they can have a healthy chance of life. This is done by conducting interactive workshops with students from government schools and NGOs. The students will gain knowledge on this topic with the help of activities, skits, videos, and quizzes.



Dhun Nishchal

EDITORIAL BOARD

SENIOR SCHOOL EXPRESS MARCH 2021



The editorial board is a group of talented students who are interested in the process of making and collating various kinds of content for the new HIXS magazine - The Senior School Express. With the help of supervising teachers, we aimed to publish monthly or bi-monthly magazines which focused on events which happened in the past months, fun recipes, creative submissions and recommendations from the students themselves and interactive trivia games. Creating a magazine involves multiple people with different skill sets. After compiling content and making a template, the magazine goes through various drafts and edits before it can be published. We wouldn't have been able to come out with issues of this magazine without the help of our supervising teachers and editors. The first edition of this magazine went out this March with and received a tremendous amount of positive feedback, and although we are still trying to make the process of magazine editing more streamlined in this online environment, the process of making the more recent issues are definitely more coherent and will definitely be reads to look forward to.

Tisya Bharti & Tiesta Dangwal

MUSES

And just like that,
 he's the laughing stock of the night.
 When you get to the bottom
 of a man's love life,
 you find a man who's been
 hurt.

I have found, indeed, the world's work, if
 appropriately coupled, does make
 us free.
 For what has he said,
 When men have found
 That the world is not a lie?

By: Mehak Batra, Grade 9



In the morning, in the 19th World Water Day on March 22, Reuters' photographers used drones to capture dramatic pictures and films of polluted waterways around the world. In one image, a discarded tire lies beached in the Nile River. In Senegal's biggest city, New Ndiaye, one where hundreds of tonnes of untreated sewage and waste are spread each day, Reuters' drone showed people digging the Orinoco river in Venezuela, downstream, and sewage flowing into the Amazon in Brazil, too.

Weekend GET AWAY

Keywords: child sexual abuse; disclosure; social support

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Journal of Management Inquiry 20(4)

Distance from Guelph: 820, 4 hours
pop. 447



Credits

HEADS OF THE EDITORIAL

TEACHER SUPERVISOR



Arvidsson, Nesson



Am 1. Januar 2004



Table 10: 11-1



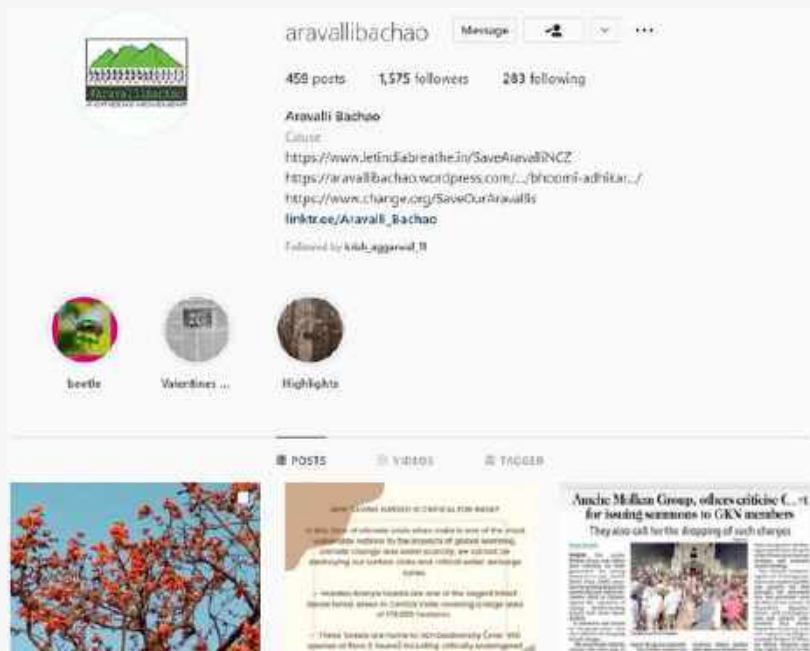
Thomas Dargatzis,
11-8



Myra Gustin 20-0

ARAVALLI BACHAO MOVEMENT

A CITIZENS' MOVEMENT TO PROTECT THE ARAVALLIS



'Aravalli Bachao is a citizens' movement to protect the Aravallis in the North-India. Haryana has merely 3.6% forest cover which is apparently the lowest in entire India. Recently 100s of trees were illegally cut to pave way for the Bandhwari landfill in the ecologically sensitive Aravallis to dump Gurugram & Faridabad's tonnes of unsegregated waste, consisting of more than 3 million+ tonnes of waste at Bandhwari.

The movement began in 2019 and is led by volunteers from various schools across Haryana, with the support of social media platforms like Twitter, and Instagram, in order to pressurize the government to take action in regards to the activities unfavorable to Aravalli. Abhay and Krish, the leaders of the Greenotopia club, led this initiative from our school. Restriction on the physical protest was a setback that we faced, however, we spread awareness about this movement on various virtual occasions such as the Science Day event, on our club website, and through our 'Green Alert Magazine', demonstrating various CAS learning outcomes like that of global engagement, ethics of choice & action, and collaborative skills.

Krish Aggarwal & Abhay Anand

UNCLOAKING HISTORY

HISTORY PODCAST



History is a subject which will never be done justice by any amount of teaching due to its perpetually lengthening content. This podcast is to open a world of new stories, revisit the world famous tales and explore the gems that have been lost through time, all while bringing a new way to learn and love the subject of history. The project focuses on the CAS Learning Outcomes of Initiative and planning, Working collaboratively with others, recognizing and consider the ethics of choices and actions, strength and growth, showing perseverance and commitment as well as challenges and skills, as this was the first ever time doing anything akin to a podcast, guiding us to learn new skills every episode. The project lasted from its creation in July 2021 to its final episode that was released in October 2021. The podcast consists of 6 episodes in total with an average length of 35 minutes each. These episodes are targeted towards avid podcast listeners on Spotify as well as people who are interested in history. The challenge faced throughout was adapting to talking casually on a podcast, ensuring it doesn't feel too cold and formal. Learning happened continuously and can be seen with each episode as the team grows more and more confident.

Manan Deo Singh, Tiesta Dangwal, Tisya Bharti, Tanishqa Bedi, Aadya Mitra
& Avanti Sethi


SPOKEN WORD

POETRY CIRCLE



The spoken word poetry team is an extra-curricular team that explores and discusses spoken word poetry after school hours. The members took it as an opportunity to write about issues that impact their lives at a personal level and as a society. Furthermore, the team went to represent the school for slam poetry intra/inter-school competitions and assemblies at the school. The team would meet once a week in the evening (after school) hours at 3:30. The project was focused on creativity and lasted one and a half years. There were many in-depth discussions and diligent follow ups in the club, such as with independence day assembly we discussed the celebration of Indian roots, generational trauma and independence struggle to portray our poetry in the most authentic light. Following our discussion Sargun hosted several individual feedback session and helped all students create a piece true to them. The students were also very passionate and followed through. Although Sargun often struggled with giving time to all students, she believes they made the most of their time and enjoyed reciting poetry in class.

Sargun Saluja



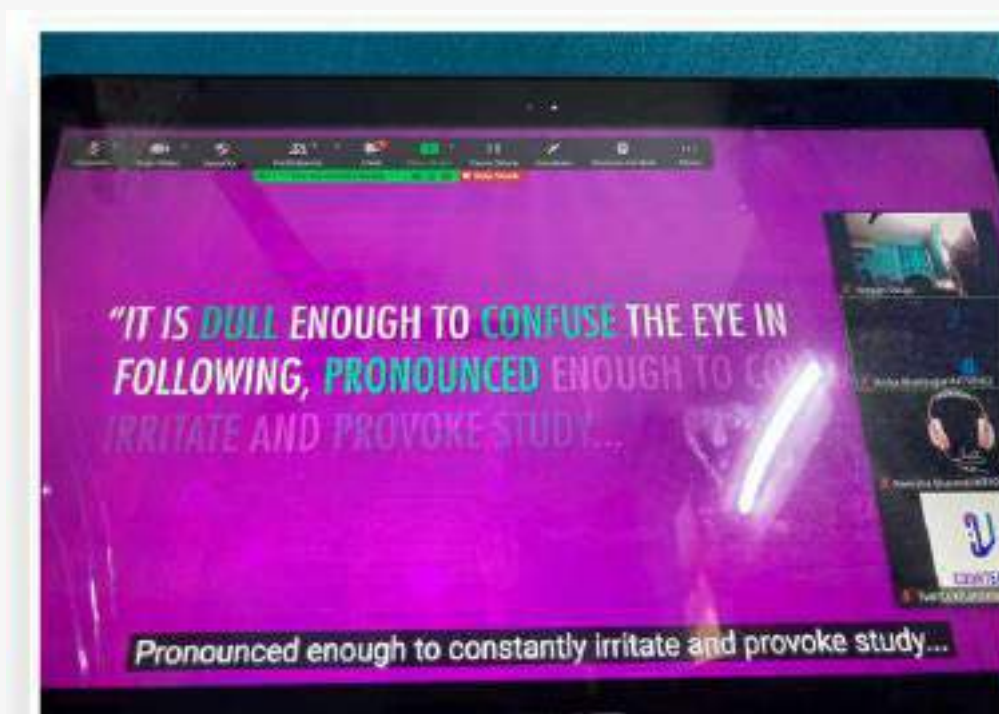
ABOUT THE CIRCLE

- is an extra-curricular team that explores and discusses spoken word poetry after school hours,
- Students in the team will get the opportunity to write about issues that impact their lives at a personal level and as a society
- The team would also go on to represent the school for slam poetry competitions and intra/inter-school assemblies
- Naima no'aim from the slam poetry workshop would guide the team.

How do we do slam ?

Examples:

- <https://www.youtube.com/watch?v=7m6d6d6d6d>
- <https://www.youtube.com/watch?v=7m6d6d6d6d>
-



CLUB PROJECTS

2ND YEAR OF HIXS CLUBS!

The Cohort of 2022 made the second year of clubs a massive success. There is no denying the fact that this experience was an amalgamation of both ups and downs. There were a lot of highlights which were worth striving for, but if it was not for those bonding moments between the club leaders and their club members, the risks and the challenges, those late-night emails from the Core team requesting you to submit your final projects, this would not have been a perfect year. Let's hold on to that feeling and go through the **final** club projects.

CLUB PROJECTS

From here on out, all the final club projects conducted by each club have been displayed. All the club leaders with the collective efforts from their club members and their supervising teachers have put together amazing club projects.

The following page lists all the club names with their final projects.

NOTE FROM THE CLUBS MANAGER

Clubs are an essential part of a students' journey at HIXS. More than an extracurricular, it is a co-curricular activity designed to let students explore their passion in and outside the classroom. This year we faced countless challenges, especially with it being only the 2nd year of clubs everything going online as well. It was an immense pleasure to be the Club Manager this year, watching people I know take on opportunities with the same amount of dedication as they would have in any other scenario. Considering our world was upside down, I would say that through working collaboratively on clubs and club events, our cohort was able to come together and set a high benchmark for the upcoming cohorts.

-Ananya Ashish Saxena



CLUBS

Byte-Size The Technology Club

Dionysus The Theater Club

Greenotopia The Ecology Club

Grillz and Chillz The Culinary Club

Ista The Health and Society Club

Meraki The Art Club

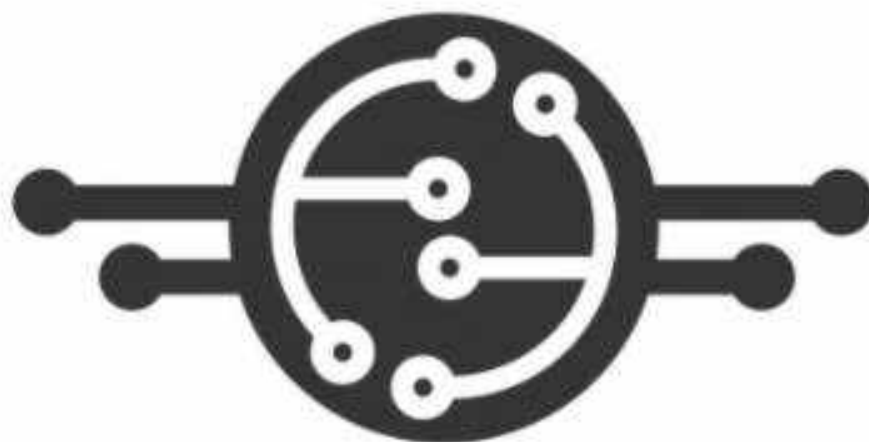
Story-Mode The Digital Storytelling Club

Tensor The Science and Math Club

Word Up The Book/Journalism Club

BYTE-SIZE

THE TECHNOLOGY CLUB



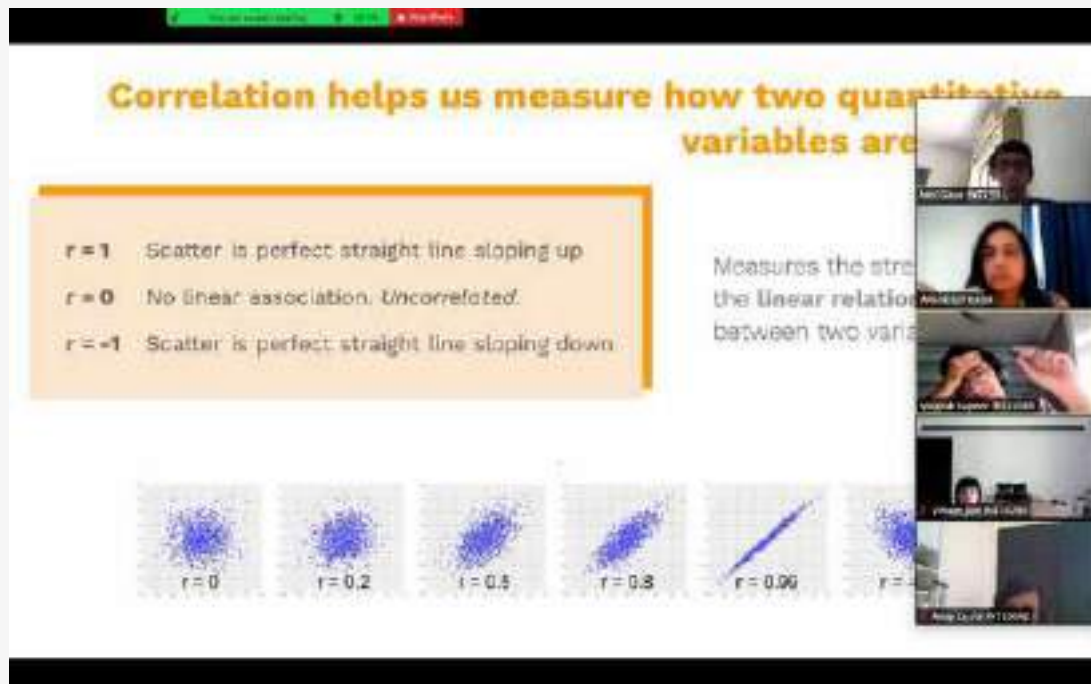
BYTE SIZE

Byte-Size aims to educate students about various 21st-century technologies and skills and how to work with them, so that they are able to get a better understanding of the technology around them. Over the course of 2 years, around 40 students delved deeper in the areas of Game development, web development and Artificial intelligence by developing interactive projects- from machine learning models that can detect cancerous cells to their own take on the classic flappy bird game. Despite the hardships posed by the virtual medium of learning, the tenacity and perseverance of the students allowed them to dexterously apply everything they learnt. Moreover, these challenges provided them opportunities to develop their abilities not only as programmers but also as leaders and team players. With the invaluable guidance of Arshdeep, Poonam and Ruchika ma'am, the club was able to foster a community of tech-enthusiasts and help them put their skills to good use.

Club leader: Neil Goyal

Final Projects:

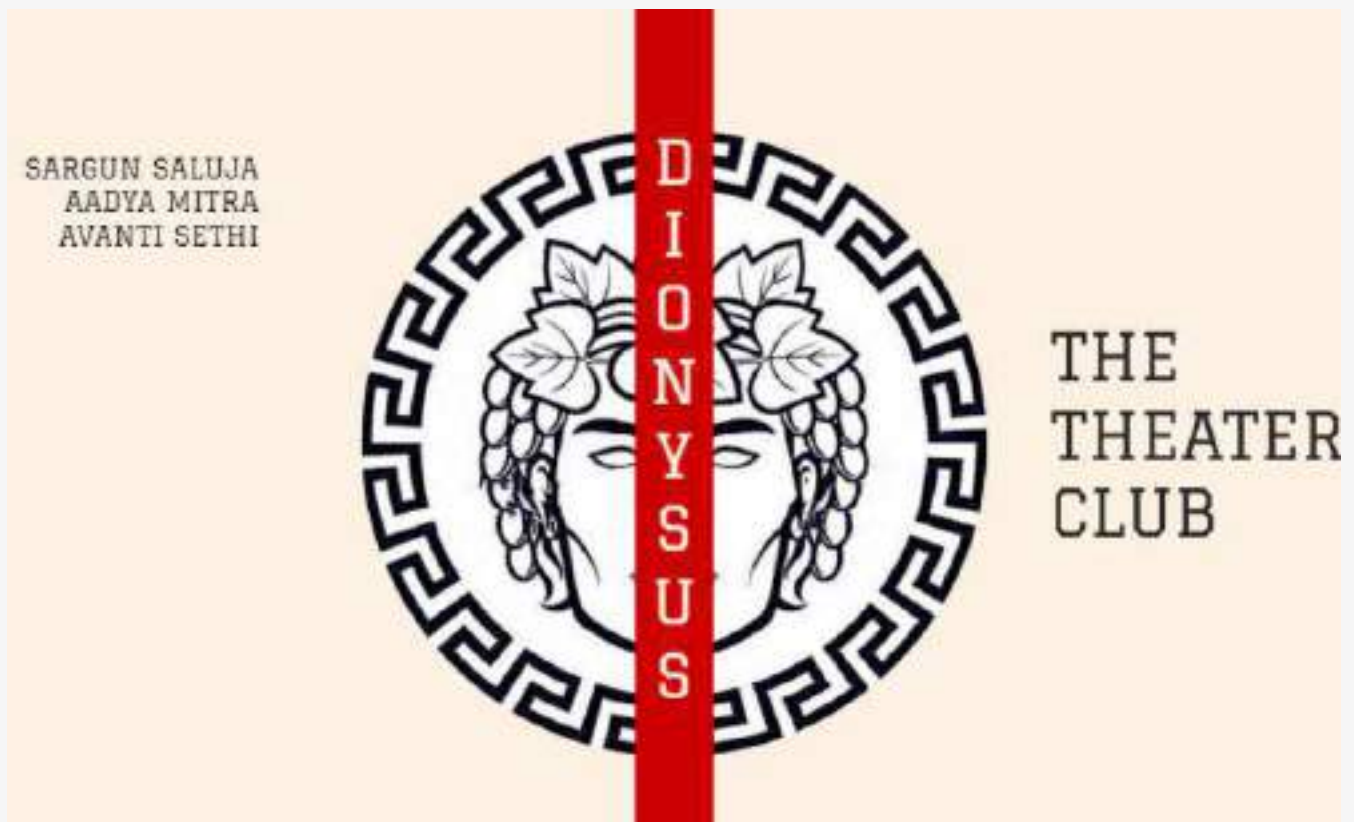
- Product development - Website, games, machine learning models, etc.



Website: <https://hixsbyte.size.github.io/members.html>

DIONYSUS

THE THEATER CLUB



Dionysus is a theatre club initiative to aid members understand theatre through their own personal and cultural perspectives, developing an appreciation of the diversity of theatre pieces, their elements and their methods of presentation. The club had 41 shortlisted members over the course of two years and we introduced them to theatre through the genre's of plays such as tragedy, comedy and more. The club then began delving into plays that fell into each genre and analyzing their differences. The final project was a compiled audio file which required a lot of consistent demanding of work from all students. Although the overall journey of learning and exploring theatre practices was thought provoking for the team and club.

Club leaders: Sargun Saluja, Aadya Mitra & Avanti Sethi

Final Projects:

- A Midsummer Night's Dream
- Dracula short script play



GREENOTOPIA

THE ECOLOGY CLUB

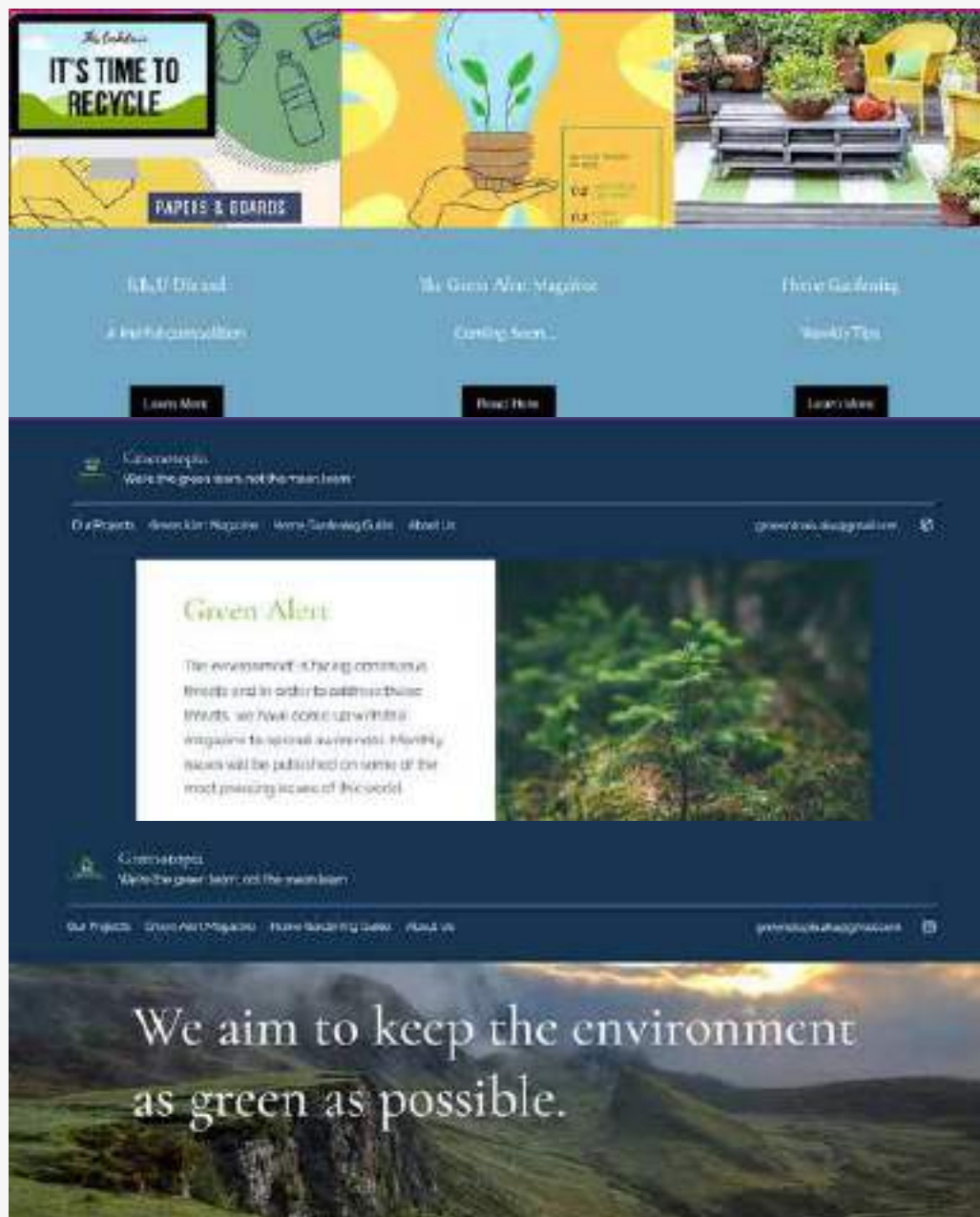


Greenotopia is a club, initiated by Krish and Abhay, to spread awareness about the importance of saving our planet and putting all our ideas to action. The common 3 R's will be put to action by the club in creative ways, and the club persuades everyone to try and make a change starting from oneself. The learning goals of the club are - investigating creative ideas to implement ideas related to sustainability into action and educating people about the importance of saving the environment by reducing the non-eco-friendly impact of human activities.

Club leaders: Abhay Anand & Krish Aggarwal

Final Projects:

- Regard B4U Discard
- The Green Alert Magazine
- Plantation for Life Project



WEBSITE: [HTTPS://GREENOTOPIA.AKA.WIXSITE.COM/WEBSITE](https://greenotopia.aka.wixsite.com/website)

INSTAGRAM: @greenotopia.aka

GRILLZ AND CHILLZ

THE CULINARY CLUB



Grillz and Chillz was a club that strived to bring new variations to the existing culinary setting! Throughout the club session, the club members along with the leaders tried out different recipes and brought new twists to them. The club challenged the children and helped them out of their comfort zone and try something new as they were ultimately encouraged to transfer their hard work in their own preferred medium. The main aim was to engage the student body through the art of culinary, especially due to Covid-19. The club supervisors were extremely helpful in helping us come up with new ideas to engage the members and keeping them motivated for the club sessions. In the end, after overcoming these obstacles and taking help from the supervisors, the club was able to accumulate the extensive knowledge that we acquired through practice and discussion during club sessions into a recipe book.

Club leaders: Tanishqa Bedi, Aryan Arora & Dhun Nishchal

Final Projects:

- Two recipe books



ISTA

THE SOCIAL SERVICE CLUB



The Ista: Health and Society is a club primarily focusing on the enrichment of our community through acts of service and advocacy, in turn enriching our members' high school experiences. The club aimed to teach the importance of community service and help members find creative ways to contribute to society. The club had a total of 21 members working on a plethora of projects. The club started off with advocacy posters for Green Diwali, then moved on to a larger project which was centered around mental health. Workshops on anxiety and yoga were conducted, along with a workshop on American Sign Language (ASL). Members also collaborated to create a website to showcase our projects. Club leaders played the role of facilitators, guiding members and refining project plans while gathering the appropriate resources. Teachers played a vital role in ensuring the deadlines are met and helped with guidance during specific projects.

Club leaders: Vinayak Kapur, Aryan Rana & Manan Deo Singh

Final Projects:

- Green Diwali Advocacy
- Mental Health Workshop
- Website
- ASL Workshop



MERAKI

THE ART CLUB



Led by Khyati Mehta and Disha Gupta, MERAKI- The Art Club of the Heritage International Xperiential School, Gurgaon, is for students who want a platform to showcase their talent in the field of art, while simultaneously allowing them to gather and collaborate while exploring and expand their mastery in different media, enhance artistic skills and creativity and gain greater knowledge of concepts and ideas in art. The main principles and goals, as a club, were to encourage the members to get in touch with their imagination and express themselves without hesitation through their artwork, gaining self-confidence. Additionally, also helping them portray all their creativity, imagination and their personality through the medium of art. Approximately 35 students signed up for our club. In between creating art pieces for the virtual gallery, the club leaders also initiated interesting sessions on different art mediums and elements, with the help of self-created presentations and activities, which gave the members an opportunity to present their own ideas.

Club leaders: Khyati Mehta & Disha Gupta

Final Projects:

- Virtual Art Exhibition
- Certificate making



WEBSITE: [HTTPS://WWW.EMAZE.COM/@AOTTIZICF/MERAKI--THE-ART-CLUB](https://www.emaze.com/@AOTTIZICF/MERAKI--THE-ART-CLUB)

STORY-MODE

THE DIGITAL STORYTELLING CLUB



Story Mode aimed to expose members to a collection of varying films and photos in order to teach them the basic skills required to share stories through the medium of film and photography. These skills were be put to use as we produced our own short-films and photography portfolio for an expanse of purposes. The production process allowed for collaboration and teamwork within members which helped foster essential skills. All members were equally enthusiastic about working on both photography and film projects. For the first few months club leaders took combined sessions where we taught them basic skills of photography and film. Over the course of the year, as their interests got clearer, club leaders divided them into specific film and photography groups.

Club leaders: Mohina Malik, Ananya Ashish Saxena & Satvik Narang

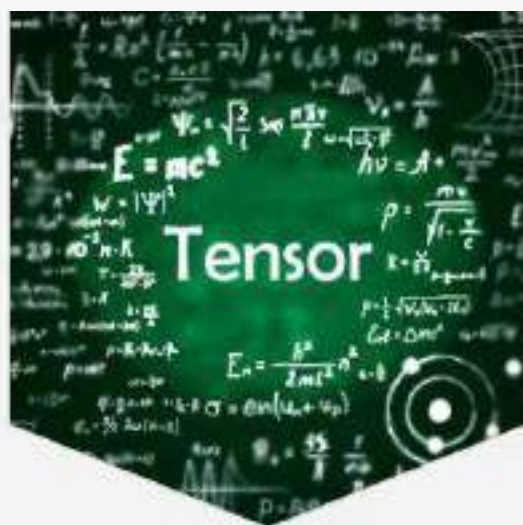
Final Projects:

- Short films
- Photography portfolio
- World Photography Day event



TENSOR

THE SCIENCE AND MATH CLUB



Tensor

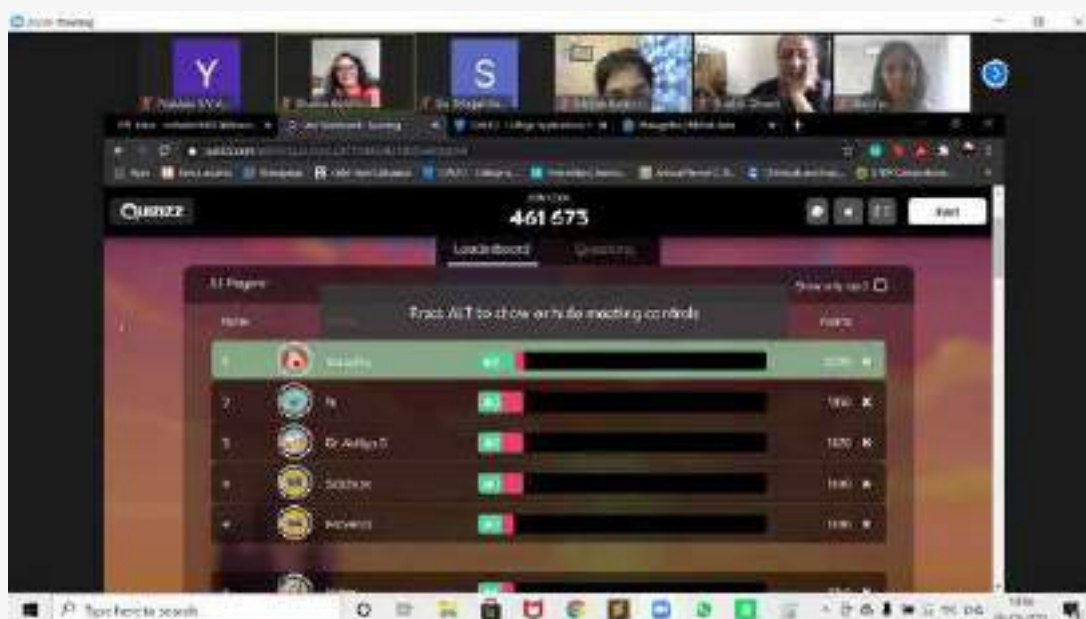
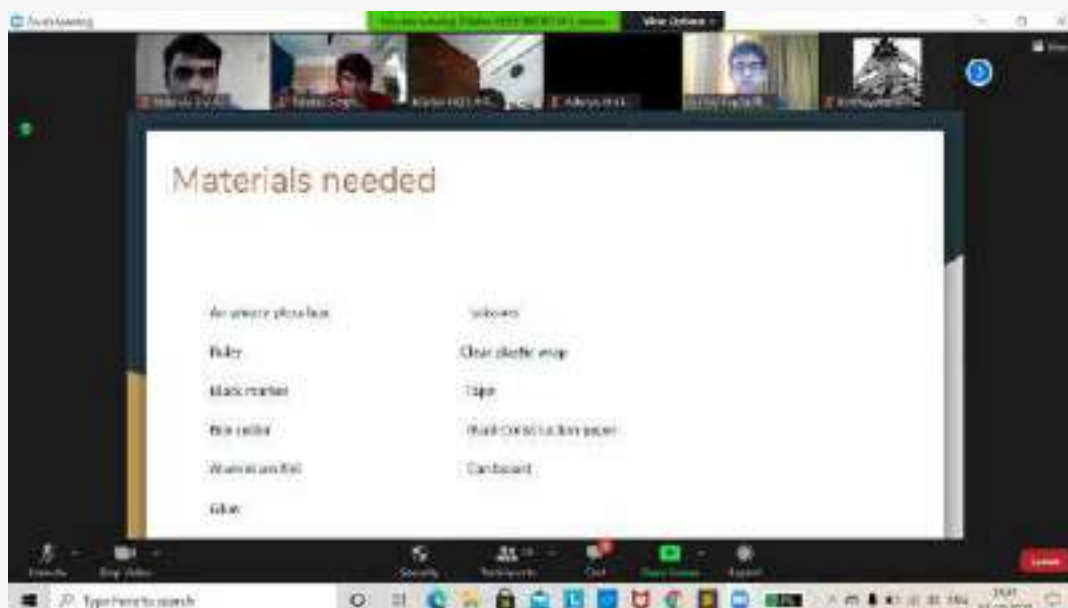
The science and mathematics club

Tensor, the science and mathematics club, is the club, home to students who are eager to explore the secrets of the universe. The club motivates self-exploration and expression as all members are encouraged to investigate ideas that they find fascinating. This, in fact, served as the primary basis for the club's final project. Curated by all 23 students under the guidance of the club leaders, Inside Tensor, the club's final project, culminated a year's worth of effort the members had put into researching ideas they found fascinating. The website consisted of various media to represent scientific knowledge ranging across numerous concepts, also offering younger members a platform to exhibit their knowledge in an otherwise creative manner.

Club leaders: Arun Shankar Kambam, Tonmoi Singh & Y.S.V. Aditya

Final Projects:

- The Tensor Website - Research Papers, blogs, activities
- National Science Day
- Math Pi Day



WEBSITE: [HTTPS://TENSORHIXS.WIXSITE.COM/INSIDETENSOR](https://tensorhixs.wixsite.com/insidetensor)

WORD UP

THE BOOK/JOURNALISM CLUB



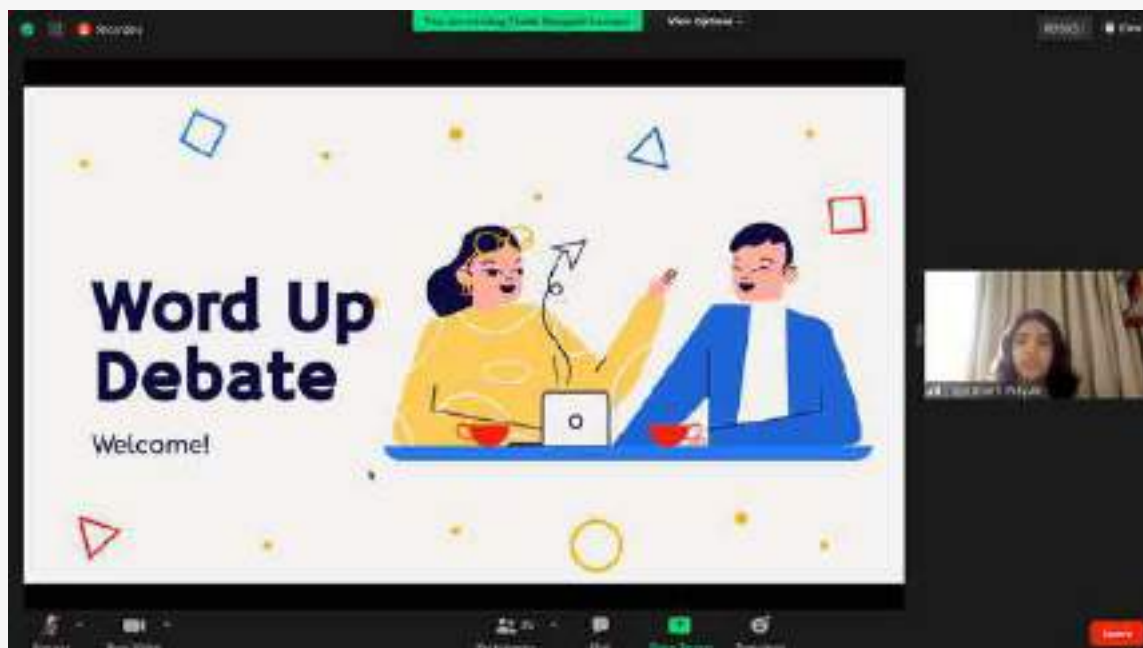
Word Up

Word up is a Journalism/Debate/Reading Club with the aim to gain skills like writing, debating and being able to appreciate books in a fun way, through activities and written pieces. The learning outcomes which were focused on were identifying personal strengths, collaborative learning and engaging with issues of global significance. This year, the club had a total of 43 members involved in a number of engaging projects. The projects were a culmination of journalism, debate and reading. The modules included reading novels and revolving journalism and debate activities around them, with the final project being a debate hosted by our club members.

Club leaders: Tiesta Dangwal & Tisya Bharti

Final Projects:

- Debate
- Book related modules
- Comic/video diary entries



ART & SOFT SKILLS

The programme aimed at bringing out the hidden artists in the underprivileged students. 150 children from 8 charity schools participated with enthusiasm to display their artistic skills.

A 3-month long training programme was conducted by the IBDP students in the 8 schools during weekends.

The Fine Arts Department of HXLS Facilitated the initiative.

This initiative is for promoting art among children from underprivileged backgrounds.



1. ART CONTEST FOR CHILDREN FROM 10 SCHOOLS FOR THE UNDERPRIVILEGED IN GURGAON

2. AS A RUN-UP TO THE CONTEST, STUDENT VOLUNTEERS CONDUCTED 5 ART WORKSHOPS TO BE HELD FOR THE PERIOD OF THREE MONTHS

3. THE WORKSHOPS WERE DESIGNED IN SUCH A MANNER THAT

THE MODULES COULD BE TAUGHT BY THE STUDENT VOLUNTEERS AND THE MODULE WOULD INCLUDE A BASIC INTRODUCTION TO WHAT IS ART, BASIC SKETCHING AND DRAWING, HOW TO USE DIFFERENT MATERIALS PENCIL SKETCHING, CRAYONS ETC. THIS WILL BE A VERY BASIC INTRODUCTION TO ART KEEPING IN MIND THAT THE CHILDREN HAVE LIMITED OR NO EXPOSURE TO ART.

HAVING CONDUCTED THE ART WORKSHOP FOR TWO YEARS, THIS YEAR THE PROJECT WAS ENHANCED TO TEACH SOFT SKILLS TO THE STUDENTS. AN ENDEAVOUR WHERE STUDENTS LEARNT TO GIVE BACK TO SOCIETY.



ART COMPETITION FOR HELPING STAFF

A great event organised by the students. It was a great experience to see the class 4 female employees of our school come out to display their artistic skills and discover a new self.

This programme was taken up as a CAS project for the IB students and has been a great success.

<https://m.facebook.com/MagoMemorialArtCompetition/photos/pcb.1814329358848961/1814328868849010/?type=3&source=49>



ART COMPETITION FOR HELPING STAFF

An event organised by the students. It was a good experience to see the Female Helping Staff of our school come out to display their artistic skills and discover a new self.

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<https://m.facebook.com/MagoMemorialArtCompetition/photos/pcb.1814329358848961/1814328868849010/?type=3&source=49>



KHAAT SE UTHKAR AATH

RUN TOGETHER - GROW TOGETHER

MARATHON

With a vision to provide equal opportunities to children of all backgrounds to excel in sports, the IBDP Batch of 2018 had started this initiative, Run Together Grow Together. The purpose of CAS to inculcate a feeling of empathy in the students was well achieved through the Marathon.

This is a great opportunity to revive the relationships broken down in our rapidly growing society, to support each other and nurture the relationships by celebrating success together.



Each of the students has been mentoring 2 students from the NGO Bagiya to build relationships, train and run together before the event, to help each other push beyond the limits and develop an understanding of different systems.

The students at Heritage Xperiential Learning school take up different activities and projects to connect to their surroundings, generate self-awareness and inculcate an empathetic mindset towards the lesser privileged members of the society.



Training sessions every Saturday ahead of "Khaath Se Uthkar Aath".

the Heritage Marathon, an initiative of IBDP grade 11 students, this marathon means more than just a 3 km race. It's symbolic of the heights that one can reach with resilience and hard work. They hope to share with the students of Bagiya (an NGO) and Rosewood government schools in Gurugram, an exposure that is difficult for them to get.



SELF DEFENSE

SURAKSHIT HUM

As a part of a commitment to social causes, students of IBDP Grades 11&12 learnt self-defence techniques as a CAS initiative. Once trained, they taught the basic techniques to NGO Schools and children at government schools across the city of Gurugram.



Students are learned modern self-defence techniques which are an amalgamation of Karate, Boxing, Wrestling, Silat, Judo, Taekwondo & Krav Maga.

THIS TRAINING ALSO HELPED STUDENTS TO ELEVATE THEIR CONFIDENCE LEVELS AND MOTIVATED THEM TOWARDS MAINTAINING A DESIRABLE LEVEL OF PHYSICAL FITNESS. THE GROUP WAS BEING TRAINED BY THE HERITAGE EXPERIENTIAL LEARNING SCHOOL COACH, MR SHIVAM TAHIN.



GREEN SCHOOL PROJECT



mother earth is what we all have in common. Caring for the environment will not only ensure that our children inherit a better place to live but also to grow and flourish. We at The Heritage School strongly believe that development can only be sustained by having environmental protection at the top of the list of priorities.



MOVING AHEAD WITH THIS VISION, THE
'GREEN SCHOOL PROJECT'
TOOK SHAPE AND WAS SOON AN INTEGRAL PART OF THE
EXPERIENTIAL LEARNING PROCESS.

VOLUNTEER FOR CHANGE

OVERVIEW OF THE INITIATIVE

Volunteer for Change is an initiative that brings together volunteers desirous of affecting multifaceted positive change in the lives of children with limited access to various kinds of resources and these children who can benefit immensely from these resources.

The Commencement:

During visits to a few government-run schools in the neighbourhood for a school project, a group of high school students were struck by the absence of extracurricular activities in some of these schools. They realised that even though Saturdays were supposed to be bag free days in these schools with the intent of promoting participation in extracurricular activities, these activities were practically absent. The kids in these schools were deprived of activities such as art, dance, music or sports, that could have brought them joy and hope and also provided a constructive outlet for their creative energies. Appreciating their own privileges and understanding the criticality of these activities to the holistic development of a child, the 16-year-olds from Heritage International Xperiential School resolved to bring about a change. They met with the authorities and realized that it was a shortage of resources, both human and material – that constrained these government schools from offering extracurricular activities.

The idea they came up with to solve this problem was simple: to connect the people who have unique skills and the desire to give back to society with opportunities where they can use their skills to make a real difference in the lives of underprivileged children.

Research shows that creative arts and physical activity have a wide-ranging positive impact on children which includes:

- Develop confidence, independence and creativity
- Learn new skills in a playful and imaginative environment
- Help express their individuality
- Improve cognitive skills, coordination, and motor skill development
- Develop social skills and better communication
- Form connections between the body and brain
- Develop hand-eye coordination and improve fine and gross motor skills
- Learn to work and play in teams
- Improve academic performance
- Develop a skill that can possibly translate into a livelihood later

Volunteer For Change was initially engaged with three government-run schools in the Gurugram area in the pilot phase after getting approval from the Directorate of Education, Haryana in December 2019. With over 70 volunteers by February 2020, the project had started impacting over 300 students by providing them with exciting learning experiences that they had only heard about. Going forward the plan was to expand to the rest of Delhi-NCR.

The Adaptation

However, as the pandemic hit, Volunteer for Change's (VFC) extracurricular classes was discontinued due to school closures. Children in the government schools that VFC had partnered with had limited access to online teaching. What they needed most in terms of their education at this difficult time was one-on-one academic tutoring and the ability to talk to a reliable adult who could mentor them during this uncertain time. After running trial classes with the core team of VFC, a model was developed to scale the reach of volunteers to all of our 300 students.

Thus, the VFC model adapted to meet the need of the hour and switched to academic tutoring through WhatsApp and phone calls. From the start of the pandemic to date, the VFC initiative has managed to bring together over 200 volunteers teaching English, Mathematics, and Hindi to primary school children in these government schools. While adult volunteers teach, student and teacher volunteers of Heritage International Xperiential School work on lesson plans and provide various kinds of logistical and content-related support to these volunteers ensuring the smooth functioning of classes. Initiated by the students of Heritage International Xperiential School (HIXS), Volunteer for Change has now grown to be a movement that is committed to providing the best possible learning experience to government school students.

The Evolution

During the course of this journey, the HIXS volunteers developed a deep connection and bond with the students that they were serving and they felt the need to touch other aspects of their lives as well. In order to do this, they started looking at the other core areas where these students could be supported such as enhancing their soft skills, increasing awareness about physical and mental health to celebrating festivals as a community. Workshops related to health and hygiene: Health is key to becoming a productive citizen, HIXS student volunteers engaged with their partners to speak to them about their health and hygiene issues, issues related to their food habits, the importance of keeping surroundings clean as well as the impact of environmental degradation on their health. After much research and subsequent discussions, children were taught to use simple home remedies to cure certain illnesses right at their onset. Girls lacked proper information on the management of their menstrual cycles so female student volunteers spoke extensively and spoke to them on this matter which otherwise was thought to be a stigma in the society.

Creative workshops: An example of a creative workshop that received overwhelming responses from children was Mandala Art. The delight and excitement amongst children that was witnessed during this workshop was motivation enough for student volunteers to come up with many more similar ideas that they would be implementing going forward.

Classroom and school environment: HIXS students are now even engaged in enhancing the classroom environment for these students by making seating changes and rearrangements and adding simple props and visual anchors created by them on classroom boards and walls. This goes a long way in making the children feel welcomed and stimulated. Student volunteers in some of the schools are working on revamping and nurturing the garden area so that students in these schools can feel the impact green spaces can make on physical and mental wellbeing.

Socio-emotional health: Apart from these their socio-emotional needs are carefully taken into consideration as it was felt that these children need someone to talk to and confide in and someone who could reassure them. This support meant a lot to each one of them to keep them feeling valued and safe.

PTMs and stakeholder feedback: Apart from educating the children on these issues, a well-structured feedback mechanism was also put in place. Student volunteers complete the loop by gathering feedback from parents and students and feeding that back into the system so that necessary adjustments can be made promptly.



Celebrate successes
Iron out concerns



Govt. Primary School, Sushant Lok & Tigra, Gurgaon



We started this project in Feb'20 with our parent & students community of Govt-School.

This project was started to teach the extra curricular activities to the kids at Govt. School



On Saturdays, Parents use to take session of the Kids

We got a great response and feedback from the Govt. School about the project.



<https://www.hindustantimes.com/gurugram/volunteers-conduct-classes-over-the-phone-for-children-who-lack-access-to-internet-smartphones/story-qOxnzrZ4wUjf8WmssXxKlM.html>

<https://blogs.ibo.org/blog/2020/08/20/when-cas-goes-virtual/>

<http://www.volunteerforchange.in/>

<https://www.facebook.com/Volunteerforchangeindia>

<https://youtu.be/-2rLgaesHrA>

https://youtu.be/bHXT7h_gdaw

https://www.youtube.com/watch?v=A_LM7o6PNjo

<https://youtu.be/5QEyfGYKkXs>

https://fb.watch/71_2vpvuQp/

<https://fb.watch/71ZbcmhPPC/>

https://drive.google.com/file/d/1v5GKIh_cEALERLkt3fPXxi_MBu5V3iHJ/view?usp=sharing

<https://drive.google.com/file/d/1djQWb825HdtJbYPCZMAixilyqmcMTvY/view?usp=sharing>

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https://drive.google.com/drive/folders/12m1aBl6nS-mSwxPADn_3y6lJQqXhXsdK?usp=sharing

<http://volunteerforchange.in/volunteer.aspx>

<https://drive.google.com/drive/folders/1CeYsM9w9HE1gQfTopZblgAVHfF-5FY8e?usp=sharing>

https://drive.google.com/file/d/17KcJwvp8TyQ8td9cdQNu_a7X3qVkw0WW/view?usp=sharing

https://drive.google.com/drive/folders/10Ahl4_dAkxhALyoXFPQYwy7vJlBEpfLu?usp=sharing

<https://www.facebook.com/107151544134328/videos/685854515332846>

<https://www.facebook.com/107151544134328/videos/310131753413692>

<https://fb.watch/71w26np8nV/>

<https://fb.watch/71widiVaNt/>

<http://www.volunteerforchange.in/testimonials.aspx>

<http://www.volunteerforchange.in/gallery.aspx>

<https://drive.google.com/file/d/13kJPTV-mpwWMF-ajffXOXsTcelyVHYTO/view?usp=sharing>

<https://drive.google.com/file/d/1k0A6-jY0jLYo7xdjifeHQ9y5bVFF6MBK/view?usp=sharing>

https://drive.google.com/file/d/1loPonCFUnKWDbXzRZdirdb_UgAXuKv5y/view?usp=sharing

THEATRE FOR SOCIAL-EMOTIONAL LEARNING

Theatre is a very powerful medium to bring about a certain culture within an institution.

The theatre that involves children in high school is part of applied theatre for it's not so much about being an actor in professional life but about the values, a child receives through high literature or also improvisation that brings about a certain spontaneity.

A process of breaking rules and creating. A safe space for expression becomes very important to develop emotional muscles and a safe space for communicating in a group setting.

This brings about a culture of communicating in an authentic way and renegotiating conflicts.

Apart from that if we use text from the curriculum and create plays and contextualise them in a modern setting, it brings about an embodiment of the play and also helps in developing the student's emotional and social needs.

The plays we have done so far are Ibsen's dollhouse twice for two batches.

T.S Elliot's love song to J Alfred Prufrock, for two batches and Romeo and Juliet in the context of honour killings in caste-ridden India.

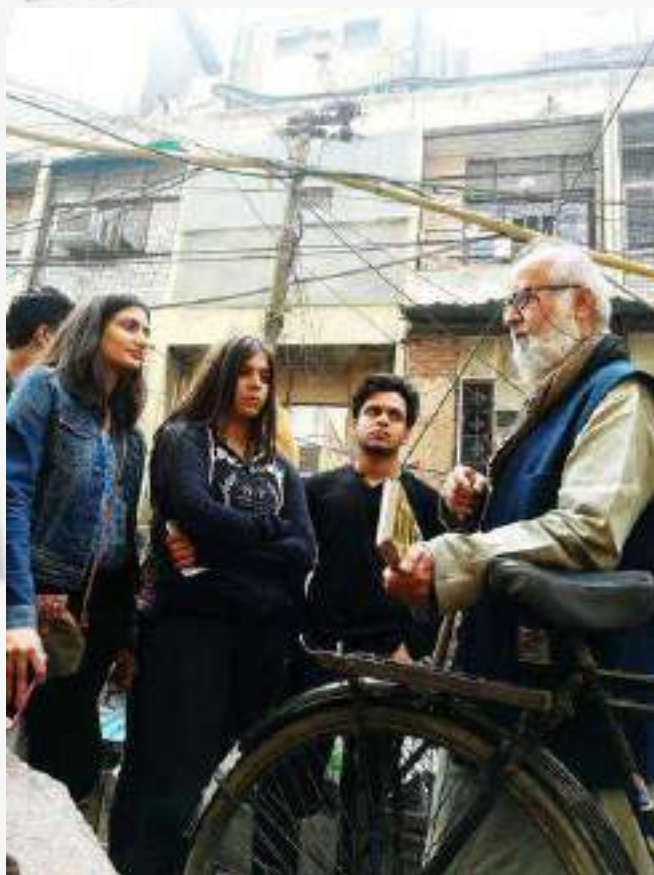
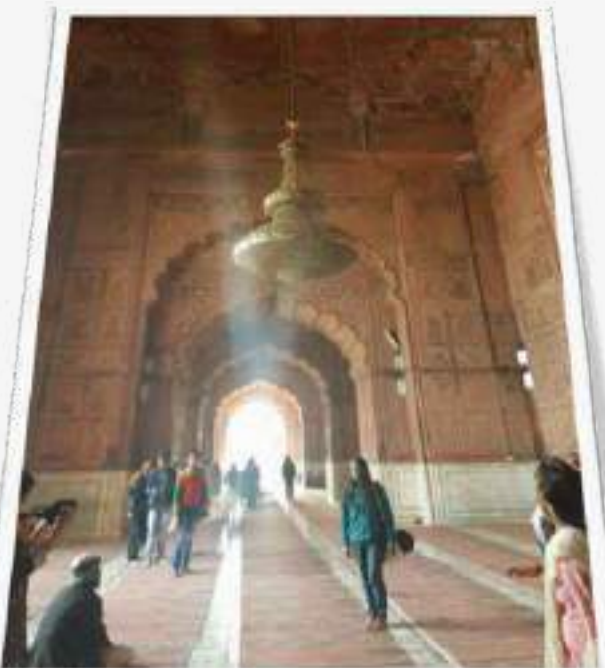
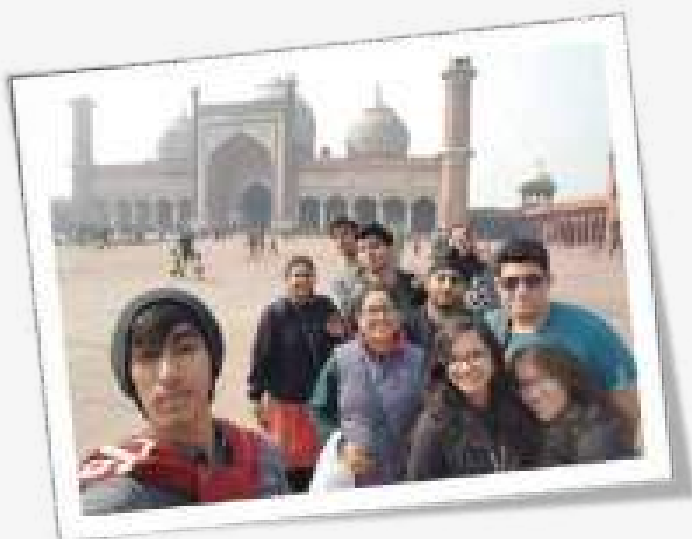
These plays help students to embody the text and see the world from different viewpoints. The student learns to find meaning in great literature and the arts then help the child to gain perspective.



IMAGINATION DURING ARTFEST



GAINING PERSPECTIVES-DELHI HERITAGE WALK



BEAT OF THE STREET

NICOLLE AND ANUSHKA STUDENTS OF IBDP BATCH OF 2020 TAUGHT UKULELE AND VOCALS TO THE CHILDREN OF AN ORPHANAGE CALLED 'IL PROGETTO'





In the spirit of ideas worth spreading, TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TED Talks videos and live speakers combine to spark deep discussion and connection. These local, self-organized events are branded TEDx, where x = independently organized TED event. The TED Conference provides general guidance for the TEDx program, but individual TEDx events are self-organized. (Subject to certain rules and regulations.)

The theme for this year's TEDx is 'Decode'. The world around us is a blend of equations and problems, an amalgamation of questions that need to be answered and situations that need to be understood. To appreciate the beauty of the world around us, we require to analyse the happenings that take place constantly. This idea was behind the conception of our theme 'Decode'. This event, through its speakers, will pose a prime opportunity to unpack stories and journeys; to decode the unfamiliarity that surrounds us. Each speaker will give the audience a glimpse of an alien concept or circumstance and decode the happenings that led to it to reveal what goes behind every little change. We wish to explain answers to the big questions that exist in the world. Join our speakers as they fix together the pieces of the giant puzzle of our world; let's decode the gibberish that masks the true mysteries of our lives.



Trail for Tails is a community project founded and led by Kshytij Luthra, Vishrut Goel, Nyssa Gupta, Ishita Jhunjhunwala, and Anannya Jaiswal of IBDP Year 1 students of HIXS Gurgaon. The project aims to work for the welfare of street dogs based in a condominium such that their service creates a secure and peaceful environment for both the street dogs as well as the residents



DOG BED PROJECT - JANUARY 2022

During the harsh winter season, they came up with the idea of making dog beds using sustainable, environmentally friendly materials like jute and hay as it provides comfort to the dogs because of their compressibility. We truly appreciate their work for the society and wish them success in their endeavours.



PET DONATION DRIVE - APRIL 2022

This spring, we conducted a donation drive in celebration of the pet day that is held on the 11th of April each year. In this drive, we asked the privileged dog owners to donate dog food, accessories, dog bowls, etc. which are no longer used by their dogs. We further used these donations to reward the street dogs with treats, provide them with the basic necessities like reflective collars that would help prevent accidents, etc. making this pet day special for them as well. Not only we got what we asked for in the donations, but we also got some additional material which we didn't imagine we will receive, and they were so lovely and wonderful.



HERITAGE INTERNATIONAL EXPERIENTIAL SCHOOL

HAPPY PET DAY!

To help us celebrate our love for pets:

Please bring Dog bowls, Old blankets, Dog beds, Old clothes, Food (rice, poha, dentastix, etc), Grooming accessories (brushes), and any other materials that could be of help.

Where: Outlets of all the floors of the SP building
When: 5th April- 15th April

Trail for Tails

CONTACT US
(Anurag, Ishita, Kshitij, Nysa and Vishrut)
trailfortails@gmail.com

SUSTAINABILITY PROJECT: CSNF MANDI

Environment and social issues form an integral part of the Learning Expeditions of the Heritage International School. Such themes help students develop a concern for the local habitat and the challenges faced by the planet today.

The revamping of CSNF or the Community Supported Natural Farming Group is a part of an 18 months-long 'CAS Service Project' of Grade 11 IBDP and 10 months-long 'GP Project' of Grade 9 IGCSE on 'Natural Farming, Farmers and Sustainability'.

This group includes members of the Heritage School Community (parents and teachers) and local farmers who grow food using organic and natural methods of farming.

The purpose of CSNF

create a platform for a consistent and long-term supply of naturally produced local and seasonal organic vegetables and grains and other food products like ghee, honey, and oil directly connect with organic farmers and support them,

provide to the local community a stable and verifiable source of the food supply that is chemical-free

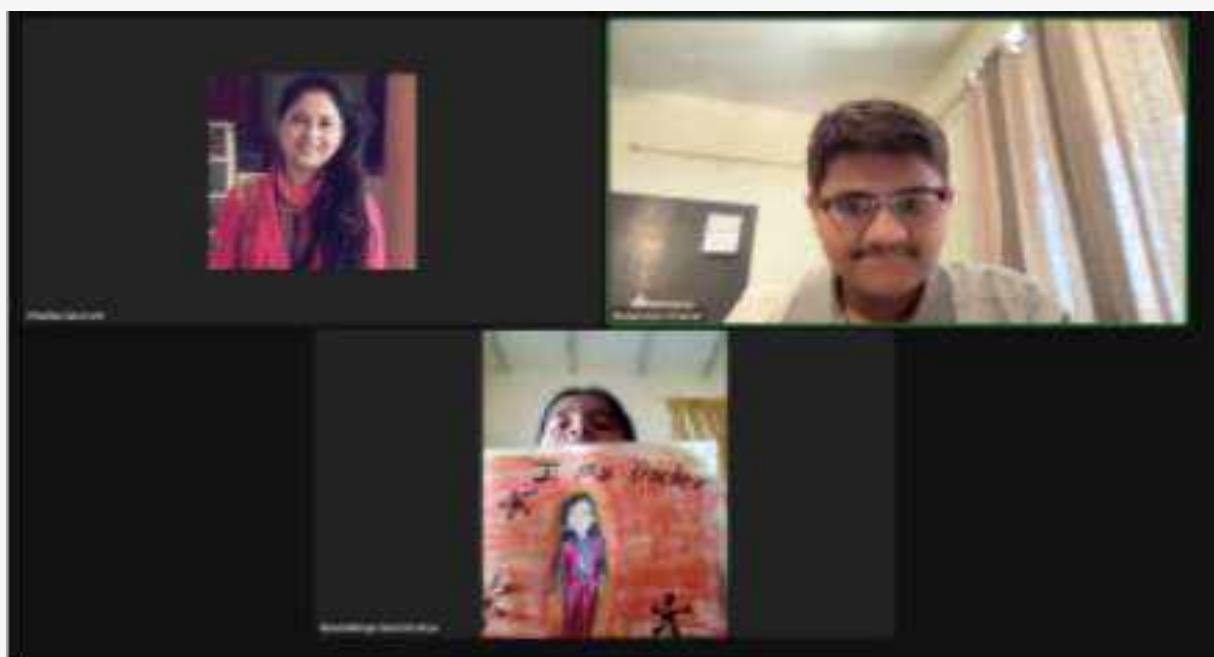
To these ends, a group of organic farmers organise a Mandi, every Saturday, at the premises of the Heritage International Xperiential School, DLF Phase 5 in the morning hours.



MY MENTOR PROJECT- SUDARSHAN

The 'My Mentor' Project is a CAS Module in which the students of Grade 11 interact with and acts as mentors to the children of several different Government Schools. In this project, 11th Grade students listen to, talk to, advise, and interconnect with children from government schools. Randomly assigned someone to connect with, I thought that this project would be extremely difficult, however, as I started to delve into it, things started becoming easier. At first, establishing a rapport with the assigned individual was key, and simultaneously the most difficult part. Many students faced problems with Zoom, WiFi connectivity, and even Audio issues. Personally, contacting my Mentee - (Simar) was quite simple. However, after having downloaded zoom, explaining how to connect to audio was a little problematic, however, once she got the hang of it, it became easier. As of this moment, I have had 5 meetings with Simar, out of which 2 went into troubleshooting. However, the other 3 meetings were successful, and I have gotten to know her. In the first meeting, we got to know each other. I got to know that she particularly enjoys drawing and so in the second meeting, we did an activity in which she drew what she aspired to become: a doctor. Finally, in the third meeting, we talked about different situations, and what kind of emotions they evoke in us. In this discussion, she made drawings about different situations and the emotions she experienced through them.



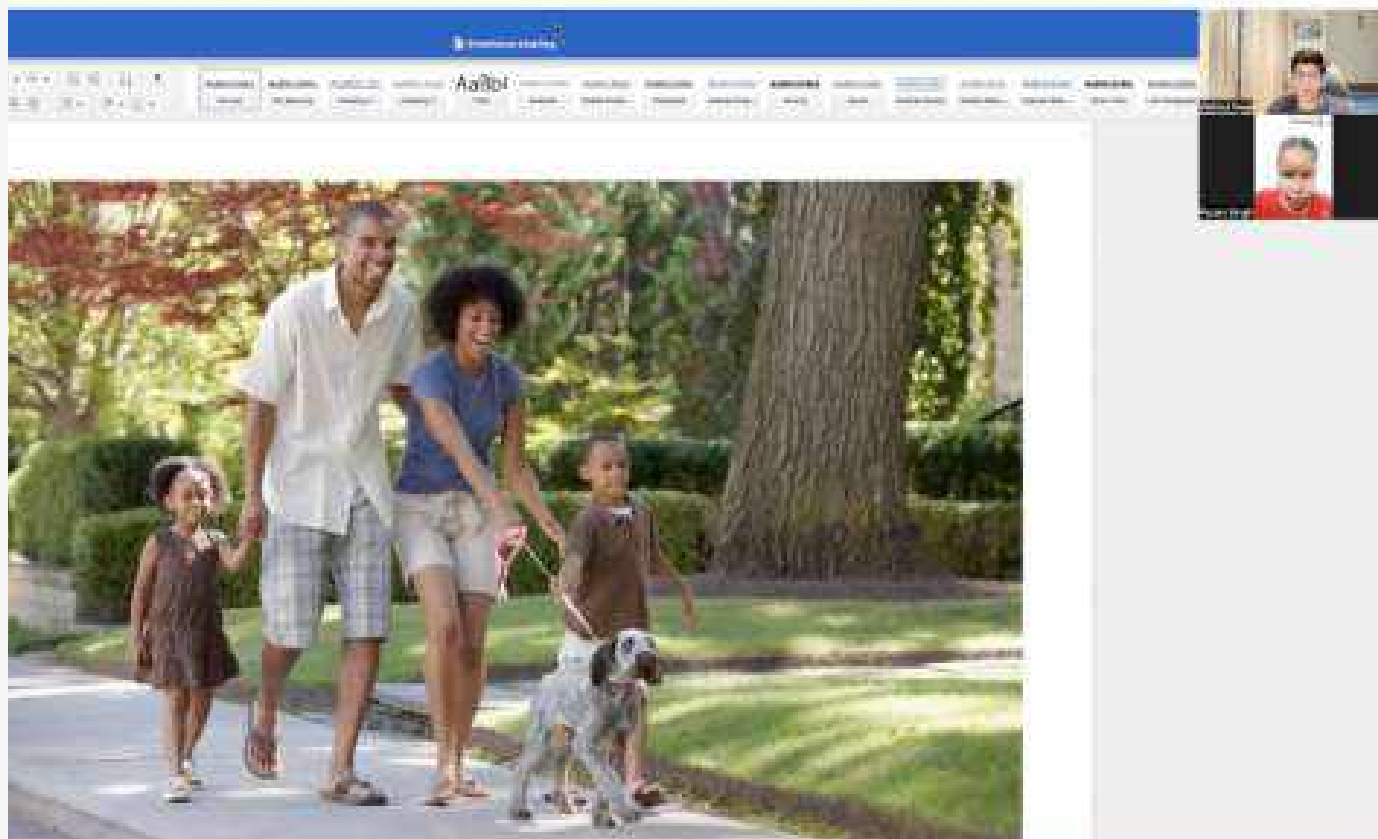


MY MENTOR PROJECT-VISHRUT- 11IBDP

The 'My Mentor' Project is a CAS Module in which the students of Grade 11 interact with and act as mentors to the children of several different Government Schools. In this project, 11th Grade students listen to, talk to, advise, and interconnect with children from government schools.

My mentee is my helper's daughter who is currently in 5th grade. Through this project, I connect with her on a weekly basis and conduct various one on one activities to help her manage her emotions and make the best use of the resources she has. In the initial sessions, my main focus was to build a comfort zone with her - so I had numerous question and answer sessions with her in which we both asked questions and got to know more about each other. More importantly, I got to know what was going on inside her mind and the things she was good at - using which I try to channel her energy and passion into doing something fruitful.

CAS has given me an opportunity to bring a positive change in the society which I believe will sustain only if everyone around us is educated hence through the mentor-mentee project I want to help my mentee gain the exposure we students gain through our extra-curricular activities which unfortunately is not given much attention in the government schools of India.



VOLUNTEER FOR CHANGE- CHILDREN'S DAY CELEBRATION-11 IBDP



VOLUNTEER FOR CHANGE- MENSTRUATION HYGIENE AWARENESS WORKSHOP

MENSTRUAL HYGIENE DAY 2021

MENSTRUATION IS ONE OF THE MOST SIGNIFICANT PROCESSES A WOMAN'S BODY UNDERGOES. IRONICALLY, PERIOD TALK IS TREATED AS THE MOST HUSH-HUSH TOPIC IN SOCIETY BUT NEEDS TO BE ADDRESSED WITH THE HIGHEST REGARD.

TO RAISE AWARENESS OF MENSTRUATION, OUR STUDENTS AT HIXS PREPARED A SKIT TO SHOW A GIRL'S DILEMMA IN THEIR DAILY LIFE ON 28TH MAY WHICH IS CELEBRATED AS MENSTRUAL HYGIENE DAY.

THEY PRESENTED THE SKIT TO THE STUDENTS OF THE GOVERNMENT SCHOOL FOLLOWED BY A FAQ SESSION.



MY MENTOR PROJECT- CLASSROOM MAKEOVER

My Mentor Project- Classroom Makeover



TEDX YOUTH HIXS-C02023

Words from the core team- Organizing this event has been no easy task. But we have had the fortune to work with a group of highly dedicated and hardworking people. This event has allowed us to gain experience in the field of leadership, and we now understand that the value of such an experience at our age is priceless. The core team and different operations committees are immensely grateful for this opportunity provided by the school; our journey through this event is one which we will never forget. As student leaders, we got to learn and develop a multitude of skills. To express this as a learning triad, we adapted to become more principled, better communicators and prompt thinkers when solving problems. Being upfront about our roles and responsibilities and not shying away from the risk of failure was one of the core beliefs with which the team operated on. Apart from witnessing the commitment and competency of our teammates in understanding and then executing their roles, We also saw integrity and honesty. This allowed us to effectively reflect on our decisions and think about a better manner of execution, bringing this vision closer to reality.



'TECHSAHAYATA,' TEACHER CODING WORKSHOP

Rakshit Kaushik an IB student of grade 11 from Jayshree Periwal International School, Jaipur and Avyukta Srikrishna an IB student of grade 11 from Heritage international Xperiential School, founded 'TechSahayata,' put together a core team involving Hiteyjit Singh Gujral and Amulya Arora from Heritage international Xperiential School. The project aims to bridge the gap of technological advancement for the underprivileged.

After teaching block coding to 20 students they partnered with NavGurukul on their initiative 'Meraki.' As part of this, they taught Python to 30 female students.

Most recently they were invited to conduct a 'Train the trainer' program in which they taught 137 government school teachers the basics of Python and how to teach programming to their students.



AGES & PAGES-LITERATURE CLUB- BOOK DONATION DRIVE

Organising a book donation drive was always a plan for the leaders of Ages of Pages- Harsha Bansiwal and Stuti Krishnagiri. This book donation drive is being organised from 25th April to 6th May in the school.

The aim of the drive is to arrange for need-based funding and donations for government schools so that educational resources can be utilised efficiently. The collected books will be sold within the drive for a low price, and the money earned will be used to sponsor equipment in government schools.



WORLD ART DAY

The Art Club (Meraki) organised “World Art Day”, on the 15th of April. All clubs assembled in their respective classes and produced a collaborative piece of art. It was an amalgamation of all their thoughts in the most creative way.

They were provided with chart papers, paints and brushes and were expected to make whatever they could think of along with their club members within the allotted time. The clubs who won were given sweets in the next club session.





CAS GLOBAL COLLABORATION (CGC)

A GLOBAL COLLABORATION FORUM

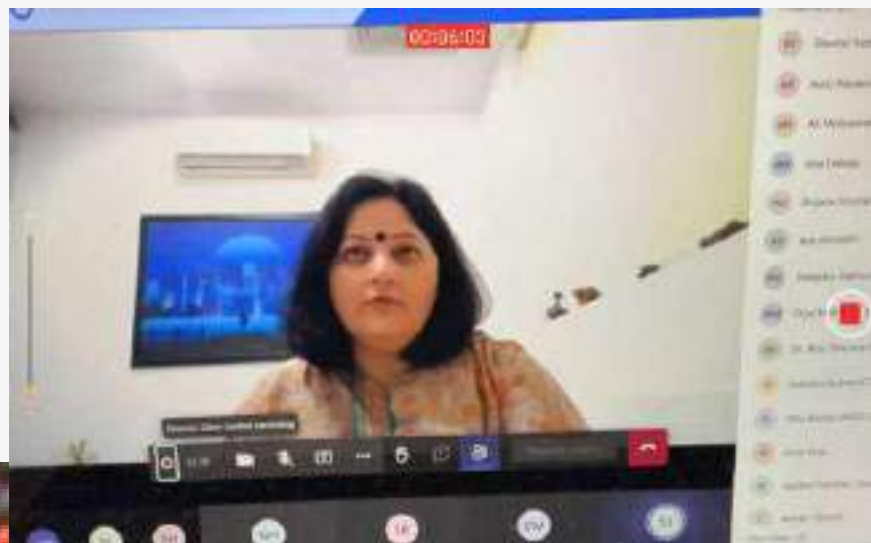
CAS Coordinators from across the globe have created this group for providing opportunities for students to involve themselves in meaningful collaborative projects even amidst the pandemic and social distancing. CGC '22 was successful in bringing 90 students and 25 teachers from 6 different schools across the globe. The students worked in teams of 6 on a project that was curated by them under their chosen category. The students were guided by the teacher supervisors and the core committee members while they planned and implemented the project.

Project Categories:

1. Business & entrepreneurship
2. Cooking across cultures
3. Environmental sustainability
4. Health & fitness
5. Mental Health & wellbeing
6. Science & technology

SDG Themes:

1. Gender Equality.
2. Quality Education.
3. Peace, Justice and Strong Institutions
4. No Poverty.5. Zero Hunger





CLOSE VIRTUAL CEREMONY

CAS GLOBAL COLABORATION 2022

Mach 19th, 2022 - 5: 30 p.m. IST

"KNOWING IS NOT ENOUGH; WE MUST APPLY. WILLING IS NOT ENOUGH; WE MUST DO." - JOHANN WOLFGANG VON GOETHE.

CGC22' Mental Health & well being Mandalas

During our CAS global Project, our topic was mental health and well being for which we decided to go ahead with conducting Mandala workshops to reduce stress in students. Mandalas, meaning "circles" in Sanskrit, are sacred symbols that are used for meditation, prayer, healing and art therapy for both adults and children. In clinical studies, mandalas have been shown to boost the immune system, reduce stress and pain, lower blood pressure, promote sleep, and ease depression. The response we got from our Global CAS project was scintillating and thus we decided to expand this project of ours. Khalida ma'am, our supervisor Ms Nidhi Lamba, had provided us with the opportunity to go to a government for conducting the workshops of the same.

During the workshops, we told the children about what Mandala artwork is and how it is beneficial for them. We also played some relaxing music to enhance the experience. We gave the children multiple colours and different types of mandala sheets. This workshop was conducted among all age groups, from 8-12 year old to even the teachers taking part in the workshop.

The response that we got from this workshop was also exceptional as each and every single child was happy and relaxed. We further plan to conduct these workshops more often and expand our project to other government schools if possible.



CGC22' #STOPTHESTIGMA – MENTAL HEALTH WELL BEING

In all our communities, we observe a deep-rooted stigma surrounding conversations about mental health. The students, therefore, came together to initiate the project, called #StopTheStigma, which aims to raise awareness about this stigma against mental health. Students used video, websites, articles and social media as mediums to achieve our aim. Have a look at our website here.

The word cloud represents a collection of various words from many languages, from English to Urdu, that holds the stigma that resides within mental health issues. We have made this to represent the impact that the use of these terms and phrases can have on those who experience mental health issues, in order to destigmatize the concept of mental health.



CGC22' SCIENCE AND TECHNOLOGY

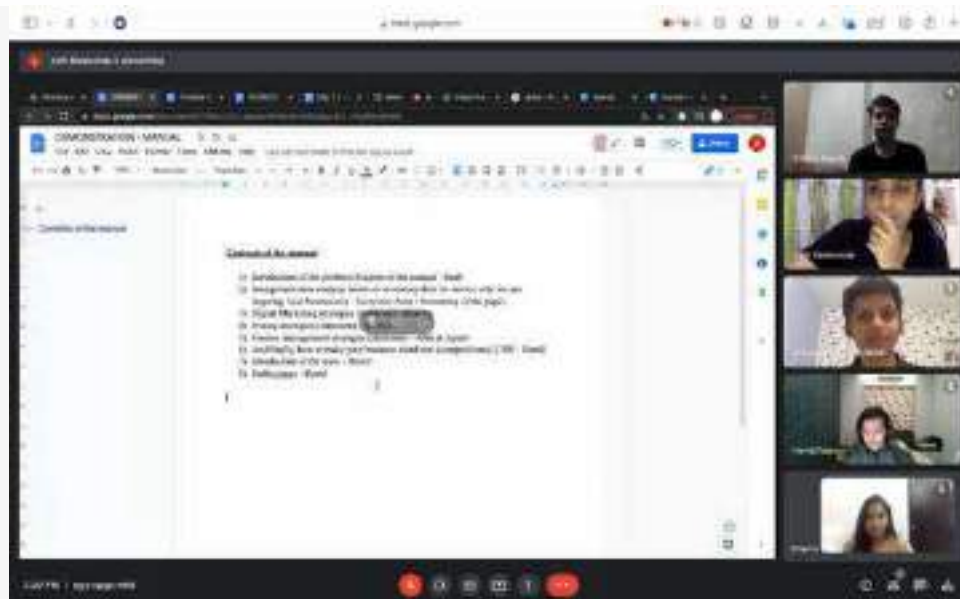
The science and technology group worked to create a handbook of scientific experiments. These experiments were from across all the sciences and were curated on the basis that they might be easily performed using materials available at students' homes. The aim of this handbook was to help enrich the science curriculum of students by giving students the means to explore science independently and using simple materials. The science and technology met multiple times and divided the work of curating experiments according to each team member's strengths and weaknesses in the sciences. These curated experiments were then compiled in a visually attractive manner (appealing to school students) in the form of a booklet.

CGC22' BUSINESS AND ENTREPRENEURSHIP

The Team project started by identifying a particular problem faced by businesses around the world and how students as global citizens can provide valuable contributions. This steered discussions into finalizing the entire project ideology.

kills and techniques.

- Identify what knowledge and subject areas we want to share - **What will you share?**
- Role allocation - Define areas, build focus and build on these areas. **Who will develop the content?**
- What will be the product? (Demonstration) -
Website/booklet/video/PPT/magazine - **We need to choose one**
- Define the business in terms of size / product and the recipient of information/training. **Who will be the audience?**



THEEB - THE HERITAGE EXPRESS

EDITORIAL BOARD

Deciding a theme for the magazine was a democratic process based on a student poll. Once 'the 90s' was selected as a theme, the next step was to assign designers and designate writers for their different writeups. The ideation and designing were ensured by constant and timely brainstorming and feedback sessions. Sharing a teaser for you before the magazine is actually published.

A SNEAK PEEK - "THE HERITAGE SCHOOL EXPRESS"



CAS AWARDS

Creativity Award:

Which creativity project did you enjoy the most?

The creativity project I enjoyed the most was my club, Story Mode, which aimed to expose participants to varying film and photography skills. It was a unique platform for me to impart my knowledge of photography to a community while simultaneously learning the art of film from these who were more skilled.

Whilst working on your CAS projects, how has reflection helped you?

Reflection has been an integral part of my CAS journey. It allowed me to develop new skills and review their effectiveness, rather than just doing things as I have always done them. For me, it was about questioning, in a positive light, what I did and why I did it and further deciding whether there was a better, or more efficient, way of doing it in the future.



Ananya Ashish Saxena

Activity Award:

During COVID-19, how did you maintain focus and motivation?

I set a schedule for myself consisting of a workout regime that I can follow in my own room without any additional equipment, as well as academic priorities and projects. I always found my motivation by being clear about my goals and made small steps that I could take every single day. I continued to do things that I love such as play the piano or go for a run during quiet hours to retain the will to get through the pandemic.

What sort of challenges did you face whilst working towards your goal, how did you overcome them?

One challenge I faced while working on achieving my goals was that of consistency. At times, due to the pandemic, I was forced to reside not only in my apartment, but my own room for majority of the day. This meant I had to put a halt in activities that I was doing such as running and football. Early on during my CAS journey I struggled to find a good balance between academics and activities. However, after creating schedules for my activities to ensure I could always find the time to fit them regardless of the academic load helped me find this balance and helped overcome my challenge of consistency.



Manan Deo Singh

CAS AWARDS

Service Award:

What is that one service project that you will never forget? Why?

The experience of publishing the first-ever magazine of the Greenotopia club, 'The Green Alert' is extremely valuable for me. From delegating tasks to tirelessly coordinating with my club members to launch the magazine, each step provided me with an opportunity to develop a plethora of skills, such as those included in the CAS learning outcomes, which are essential for consistent development.

Whilst working on these projects, what was your inspiration, and how did you keep yourself motivated?

The projects were more than just a CAS requirement for me. I was immensely motivated by the quote, "To teach is to learn twice" by Joseph Joubert. During the COVID-19 pandemic, educating was the only way I could help the community. These projects allowed me to understand more about my community by interacting with them in the 'Plantation for Life' project and KrAb GDC, providing me with essential hands-on experience.

What did you enjoy most about the Service strand of CAS?

Service is such a powerful and impactful strand of CAS because it directly impacts society and people's lives. As part of 'Nourish to Flourish', for example, I conducted workshops on topics relating to nutrition with government school students. Being able to interact with these students directly - and help them discover the importance of nutrition, something that will stand them in good stead throughout life - was a deeply fulfilling experience and something that I enjoyed the most.

If you were to continue with a service project after high school, which one would it be? Why?

I feel each project was unique and contributed to the betterment of our community, but my nutrition project was quite close to my heart as I spent quite a lot of time interacting with experts to finalize the content for each workshop, and the fact that I was able to interact with government school students directly made the project even more special.



Krish Aggarwal



Dhun Nishchal

NOTE FROM TEACHERS

CONVERSATION WITH THE DIRECTOR

Aditya: Why is CAS an integral part of an IB learner's journey, and is there a particular way one should approach this component of IB?

Mr. Wheeler: Aditya, that is an interesting question and in a moment I might just ask you to talk a little more about that, I would very much would like this to be a conversation rather than an interview, with Khalida joining in the conversation as well, She knows more about CAS than both of us. So, when the international school was being conceived I took Manit and Vishnu around the UK to see a range of different IB schools including Atlantic College, This was long before I became an integral part of HIXS, .



Mr. Spokey Wheeler

As you probably know, Atlantic College in Wales was one of the founding IB schools. It was led at the time by the expeditionary founder Kurt Haan, IB even then was not seen as an academic programme, it was seen much more as a preparation for real life and to ensure that you could actually have a learning experience which integrated the cognitive, the emotional, the social, and for me, critically the commitment to service. They had a life boat at Atlantic College which in those early days was crewed by students who would go out to help and rescue. For me the fact that CAS is a required component of the Baccalaureate qualification for the Diploma programme is the single most important characteristic that makes IB relevant and appropriate.

Aditya: Over the past two years, you have attended a plethora of CAS related events, so which was the most memorable CAS related events you have attended, and what made them so memorable for you?

Mr. Wheeler: That's challenging. Because I rarely think of CAS as individual events, what I would prefer to do is to talk about what happens in pretty much all of our CAS events. Some of them are really significant, they're huge. Sometimes they are groundbreaking. But there are some things that are common to all. All of them to a greater or lesser degree require an absolute sense of student leadership through collaboration, And while, they benefit from the safety net of the staff team led by Khalida, it really is a safety net and not a comfort blanket. They are the equivalent of the legs of the swan. They're there, but what they don't do is to diminish the leadership and the independence of the students who are taking the activity forward. If you were to listen to Jyothi or Khalida about our Annual Summits, The Butterfly effect, or Heal The World, what they talk about eloquently is the students sense of driving independence, of independent integrity working collaboratively, with a level of risk,

For me, it is the expeditionary mindset that great learning never comes without risk. CAS critically helps me understand how I need to be as a human being in collaboration with myself and others, and how I can have the confidence, and the humility to face the challenges in front of me. IB is the cauldron as we try to educate the student and not simply follow the syllabus.

Aditya: According to you, how would the CAS learning outcomes help students after high school, and what skills have you personally seen students develop on partaking in CAS and IB in general?

Mr Wheeler: It helps them to do a good job at becoming an adult. I think it does a range of different things. Because it requires us to look at our effective selves it requires us to be able to look inwards. That's one of the things we haven't talked about. It seems to me to be a critical element of CAS and I think of my first TEDx event at HIXS. A number of students really had to look inwards because they were in a difficult place. Their ability to be self-reflective, to be able to move through challenges was really important. I think if we authentically understand the nature of community, we will be able to embed ourselves conceptually in those communities, and therefore, we will be able to support them better.

Mr Wheeler: I have to thank you, Aditya, because I have really enjoyed the last 40 minutes and unsurprisingly it was a really well-thought-out session, and authentic, thank you.

Aditya: Thank you Spokey sir, before ending this interview, I would just like to mention that it was an honour to get this opportunity to interview you, and I am truly grateful that you could take some time from your busy schedule to respond to some questions for the CAS Journal.

Lastly, is there any final message that you would like to convey to the students of the Cohort of 2022?

Mr Wheeler: Have the courage to be the person you know you can be.

Aditya: Thank you, sir.

Note: This is just a small extract from the entire 30-minute long conversation. To read the entire transcript, visit the following link:

https://docs.google.com/document/d/1uNAX1kohMD0IMbaB9ByAw0W3b_kAxHq0/edit?usp=sharing&oid=104515013044687682719&rtpof=true&sd=true

NOTE FROM TEACHERS

INTERVIEWING THE INTERNATIONAL PROGRAMME SENIOR HEAD AND DP COORDINATOR

What according to you is the most common myth about CAS?

One common myth in a student's mind is that the number of CAS hours needs to be fulfilled and take it as a top priority but that is not the correct approach. The significance of the work and the passion with which it is done is far more important than hours. The passion directly translates to success in a CAS project.

Over the past two years, which were the most memorable CAS related event you have attended?



Ms. Poonam Dahiya

I have been involved with almost all of the CAS experiences either through discussions or through the reporting during the course of the projects. Although it's difficult to find time to get directly involved due to the responsibilities at school, I still make it a point to connect with the projects as much as possible. The one engagement I would like to describe is the goalsetting outbound expedition which happened in March this year. It was a great experience listening to the students about their aims, their future plans and the roadmap they drew to move ahead in life. Listening to children I could feel the immense potential, the strength and the will to move ahead in life. Sharing our experiences with the students is extremely important. It gives them an idea of varied situations which they might come across. Finally, it was a very successful programme which I would surely cherish for a long time to come.

According to you, how has CAS contributed to the growth of the IB community at HIXS?

CAS community projects compel students to collaborate as most are impossible without a strong team. These projects build a combined sense of empathy and make bonds stronger among teammates. These shared experiences build a much more interactive batch which enhances the development of students as individuals through their diploma journey.

Is there any final message that you would like to convey to the students of the Cohort of 2022?

CAS doesn't end with the diploma. Students should demonstrate their passion for a cause by passing projects on to juniors and trying to help them through a shared sense of ownership. This develops us as individuals because it is also important to feed the soul as it is to feed the mind.

NOTE FROM TEACHERS

INTERVIEWING THE SENIOR LEADER - ACADEMIC INSTRUCTION

Over the past two years, which was the most memorable CAS related event you have attended?

I have been part of your CAS journey and am extremely proud of the initiatives you have led. Yours is the cohort that initiated the HIXS Summit, which has now become part of our annual calendar. You are also that group of students who worked on meaningful projects like 'The Rainbow Project' that sensitises the community of the issues faced by the LGBT community and enables us to become more open minded and sensitive in how we look at them and accept them as our own.



Ms. Jyothi Thyagarajan

You have left an indelible mark on all that you have done and the future Heritans will be grateful that their preceding cohort of 2022 was truly balanced and principled along with being risk takers who went beyond their comfort zone and challenged themselves.

As a part of the HIXS Annual Summit Core team, you got the opportunity to work alongside the entire Cohort of 2022. How was your experience as a teacher, and according to you, how does such a huge leadership opportunity contribute towards the students' growth?

The first annual HIXS Summit, 'Heal the World' was led by the class of 2022. It was conceived as a collaborative, rather than competitive event that would bring students from international schools across the world to work with each other on select areas like Art, Music, Drama, STEM etc. it was the first of its kind that we had ever hosted with the added challenge of the pandemic, which ensured that the event would be entirely virtual. It was a tremendous opportunity for the students and they rose to the occasion. Every activity area was conceived and executed with an eye for detail and supported by the mentors the HIXS Summit was a huge success. What I saw in this cohort was the ability to think critically, work collaboratively and reflect periodically. Many of them put in hours of work that can only be imagined! It was their event and they owned it. It was truly a moment of pride for any mentor to see their students take on a challenge and accomplish it with such commitment. What shone through is the fact that here was a cohort that would continue to raise the bar high wherever they went and that is truly gratifying for any teacher. Such a leadership opportunity is what takes learning beyond the walls. We get connected globally with physical distance not being seen as a barrier anymore.

Students learn real life skills of communication, problem solving, critical and creative thinking as well as reflecting, which enables them to gauge what went well, what could have been better and how it could have been achieved. With such crucial skills of the 21st century, we rest assured that our class of 2022 is stepping out into the world with both the mindset and skill set to make a positive change.

According to you, how does CAS contribute to the growth of a student beyond IB?

CAS, according to me, is one of the key areas that enables the IBDP to be the best high school programme in the world. It not only enhances a student's personal and inter personal development through a hands-on experience but also ensures that the attributes of the IB learner profile are strengthened. Thoughtful consideration in the form of planning, reflecting and reporting allows students to gauge how they have gained and grown through the process.

Is there any final message that you would like to convey to the students of the Cohort of 2022?

Your learning over the 13 years is sure to stand you in good stead in the journey of life. I am confident that the IBDP has fine-tuned many of your skills and ensured that the attributes of the IB learner profile are ones that you embody. In addition, CAS has connected you to both the micro and macro community and helped you grow as a caring individual. How you have conducted yourself during possibly what has been the most challenging experience in our lives has filled me with optimism that the world can only get better with young people like you at the helm of affairs. God bless!

NOTE FROM TEACHERS

INTERVIEWING THE CAS COORDINATOR

As the CAS Coordinator for HIXS, please describe what the CAS Journey entails for a student, and briefly discuss the CAS learning outcomes.

The CAS is one of the most fruitful experiences for a students' IB Diploma journey. It is a long and exciting ordeal. An individual starts with working under an ongoing project and learning important leadership and collaboration skills in the process. A project entails identifying a personally meaningful cause and subsequent hard work. It is the CAS project which gives a student one of the most important lessons in early life that "the journey was much better than the destination itself".



Ms. Khalida Qureshi

What according to you is the most common myth about CAS?

The most common myth is the importance of success of a project. A project has to be meaningful, done for at least some time and most importantly done with passion for the cause. The success of a project is a cherry on top but the cake is the passionate hard work a student puts in and that is the thing most people notice.

During this two-year long CAS journey with the Cohort of 2022, what is that one memorable moment you will never forget?

The CAS annual summit 2020 was one memorable thing for me. It was a three month long endeavour and what made it memorable was that the whole batch was involved in its execution. A project with many committees brings out the best in people which was something I observed. I enjoyed connecting with the whole batch and everyone was doing things so different yet towards a common goal.

Is there any final message that you would like to convey to the students?

CAS doesn't end with IB Diplomas, it is a lifelong journey. These two years were the raining wheels for a journey an individual has to take him/herself because as much as CAS helps benefit the society, it also benefits an individual as it cleanses the soul and re-establishes what it means to be human. Humanity is a collective effort and being connected to something meaningful is a way to feel more alive.

CAS CORE TEAM

The CAS core team consists of three equally important roles:

- i) Club Manager- Ananya Ashish Saxena
- ii) Advocacy Head- Y.S.V. Aditya
- iii) Event Manager- Dhun Nishchal

The Club Manager is responsible for managing all club related activities. The Advocacy Head is responsible for the CAS Journal and communication with the school's advocacy head. The Event Manager is responsible for managing all the CAS related events that take place.

NOTE FROM THE ADVOCACY HEAD

Four years. Our journey together began four years ago, and honestly, despite my best attempts to remember, I cannot recollect how each of us was like back then, although, it is most likely due to how we have all grown. All of us have had those moments when we blamed IGCSE or IB for all the challenges we had to endure as students; however, now that I reflect and, dare I say, reminisce, I remember this timid child that I was and how I have grown in these past four years, and personally for me, CAS has been a huge part of it. Now, at the risk of being presumptuous I would like to point out the impact IB and IGCSE have had on your growth, I'm sure everyone will have something, if you think deeply enough. And finally, thank you for reading the CAS Journal!

~Y.S.V. Aditya



Credits

Author:

Y.S.V. Aditya

CAS Core Team Members:

Ananya Ashish Saxena

Dhun Nishchal

Y.S.V.Aditya

CAS Coordinator:

Ms. Khalida Qureshi

**Thanks to the entire Cohort of 2022 for making this
a wonderful journey!**

Special thanks to Ananya Ashish Saxena, Dhun Nishchal and Ms. Khalida Qureshi for reviewing the entire journal and providing valuable feedback.