

Let's Build A Community  
Of Lifelong Learners



# THE LEARNERS HIVE



# Health and Nourishment



# Self- Nourishment is to be kind. -especially with Yourself.

(Jeanette Bronee Pathforlife.com)

Our brain is the grand conductor of the symphony of ourselves. The brain plays a role in every thought, feeling, and body sensation we experience. Our brain's health is dependent on our many lifestyle choices. At Learners International School the amalgamation of IB, SEE learning and play-based learning pedagogical practices nourish the learners with a deep understanding of valuing and acting out what they know and making it part of their identity. Our learners are constantly exploring how they can self-direct towards positive actions and self-regulate to create better mental and physical health. A typical day for our learners is packed with activities and experiences which give them a perspective and help them understand the purpose of learning.

They learn to:

- Take care of their body and connect with their conscience.
- Remove the clutter with the aim to determine what is important for them.
- Practice mindfulness and cultivate attention on purpose, in the present moment.
- Reduce stress and anxiety with the practice of relaxation techniques which are essential for a healthy mind.
- Practice yoga to improve strength, balance, and flexibility.
- Make connections and become lifelong learners with the right idea of continuous learning by connecting their knowledge and experiences to complete challenging, varied, and novel tasks.
- Balance their nutrition to improve their health and immunity as well.
- Stay positive and connect to themselves, safeguarding one's present and strengthening for the future.





At the school level, once the learners are involved in the act of doing good with others, they are also engaged in changing who they are. In the process, they learn to put self-care at work, navigate through ever-changing challenges, reclaim agency, and harness growth, without burning out.

## **Richa Pathak** **Facilitator**

(Personal Social Physical Education)

References:

[pathforlife.com](http://pathforlife.com)

[Castrips.org](http://Castrips.org)

<https://www.sustainableblissco.com/>

### Learners performing Surya Namaskar during PSPE session.





# Be Physically Fit – You Know You Will Like It!

WHO defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement, including during leisure time, for transport to get to and from places, or as part of a person's work. Regular physical activity is proven to help prevent and manage non-communicable diseases such as heart disease, stroke, diabetes, and several cancers.

## How much physical activity is recommended?

WHO guidelines and recommendations provide details for different age groups and specific population groups on how much physical activity is needed for good health.

WHO recommends:

### For children under 5 years of age

#### In a 24-hour day, infants (less than 1 year) should:

- Be physically active several times a day in various ways, mainly through interactive floor-based play; more is better. For those not yet mobile, this includes at least 30 minutes in the prone position (tummy time) spread throughout the day while awake.
- Not be restrained for more than 1 hour at a time (e.g., prams/strollers, highchairs, or strapped on a caregiver's back);
  - Screen time is not recommended.
- When sedentary, engaging in reading and storytelling with a caregiver is encouraged; and?

#### In a 24-hour day, children 1-2 years of age should:

- Spend at least 180 minutes in a variety of types of physical activities at any intensity, including moderate- to vigorous-intensity physical activity, spread throughout the day.
- Not be restrained for more than 1 hour at a time (e.g., prams/strollers, highchairs, or strapped on a caregiver's back) or sit for extended periods of time.
  - For 1-year-olds, sedentary screen time (such as watching TV or videos or playing computer games) is not recommended.
  - For those aged 2 years, sedentary screen time should be not more than 1 hour; less is better.

## **In a 24-hour day, children 3-4 years of age should:**

- Spend at least 180 minutes in a variety of types of physical activities at any intensity, of which at least 60 minutes is moderate- to vigorous-intensity physical activity, spread throughout the day; more is better.
- Not be restrained for more than 1 hour at a time (e.g., prams/strollers) or sit for extended periods.
- Sedentary screen time should be no more than 1 hour; less is better.
- When sedentary, engaging in reading and storytelling with a caregiver is encouraged
- Have 10-13 hours of good quality sleep, which may include a nap, with regular sleep and wake-up times.

## **Children and adolescents aged 5-17 years**

- Should do at least 60 minutes per day of moderate-to-vigorous intensity, primarily aerobic physical activity, across the week.
- Should incorporate vigorous-intensity aerobic activities and those that strengthen muscle and bone at least 3 days a week.
- Should limit the amount of time spent being sedentary, particularly the amount of recreational screen time.

## **Adults aged 18–64 years**

- Should do at least 150–300 minutes of moderate-intensity aerobic physical activity;
- Or at least 75–150 minutes of vigorous-intensity aerobic physical activity; or an equivalent combination of moderate- and vigorous-intensity activity throughout the week.
- Should also do muscle-strengthening activities at a moderate or greater intensity that involve all major muscle groups on 2 or more days a week, as these provide additional health benefits.



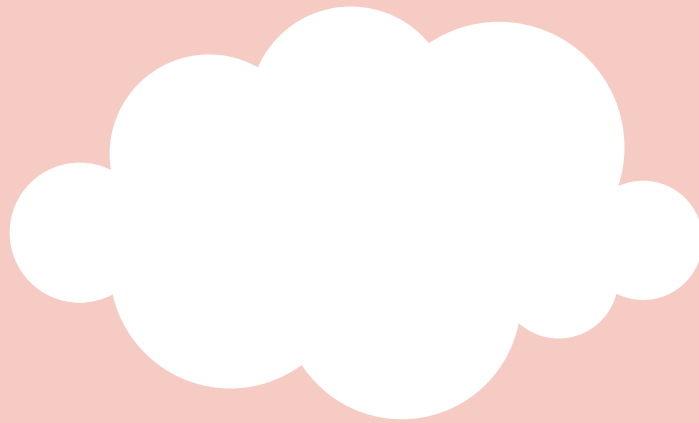


## Adults aged 65 years and above

- Same as for adults; and
- As part of their weekly physical activity, older adults should do varied multicomponent physical activity that emphasizes functional balance and strength training at the moderate or greater intensity on 3 or more days a week, to enhance functional capacity and to prevent falls.

## Parmod Taragi Facilitator

(PE)



### References:

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<https://www.who.int/news-room/fact-sheets/detail/physical-activity>



# Learners Performing Various Activities During PE Sessions.





# Kindergarten

Health and fitness- As we were at the onset of winter, the learners enjoyed an array of physical exercises focused on enhancing their gross motor skills and body balance.

## Parent and I

Kindergarten learners welcomed the parents in the class to experience the learning that happens throughout their day. Parents participated with a lot of enthusiasm and zest in all the engagements.

## Children's day

The learners were happy to spend a day dedicated to them in school. They enjoyed playing with balloons and watching movies while having popcorn and juice. They were excited to see

their parents' special messages and gifts as a surprise. Their excitement notched to another level when they saw their facilitators performing for them during the special assembly.



Learners performing various activities during PE sessions.



Learners performing various activities during PE sessions.



Learners watching a movie on Children's Day.



Parent and I session.

# Nursery

Health and Fitness - Learning to dribble, breathe in and out, balance, stretch, hop jacks, run, and jog are just a few of the physical exercises that nursery learners engage in, focusing on their coordination, balance, posture, and flexibility.

## Parent and I

Parents were warmly welcomed by nursery learners to participate in their daily learning. Parents got a sneak peek into the regular day in the school and participated in all the activities like circle time, sorting, matching, creating with rangometry, counting, and writing numbers with a lot of zeal and excitement.

## Children's day

A delightful day spent with their peers watching a movie and having popcorn with juice. To add to it, the facilitators performed for them during a special assembly. They were overjoyed to discover thoughtful notes and gifts from their parents—learners enjoying on children's day.

## Learners performing surya namaskar during PSPE session.







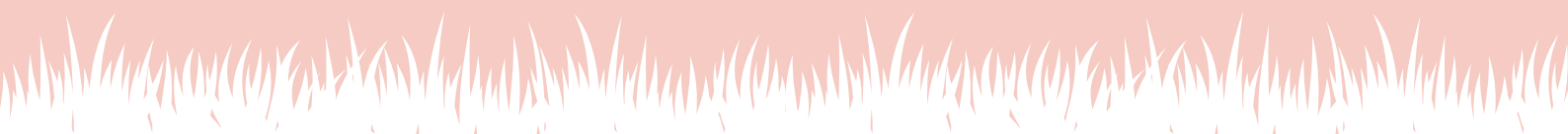
**Learners practising breathing exercises.**



**Parent and I session.**



**Parent and I session.**





# Montessori

## Parent & I Session

Parents play an essential role in a learner's day-to-day life, from learning how to walk and learning their first word. When parents get a chance to get involved in a learner's class, it builds a sense of security and increases the level of comfort. Parents actively participated during circle time and storytelling with puppets and followed the craft instructions.



Learners celebrate Children's day.



Learners enjoying story time.

# Grade 1

Laughter therapy, also known as "humour therapy," uses humour and laughter as a therapeutic technique to improve overall well-being and quality of life.

Grade I had an engaging circle time with laughter therapy and the palm breathing exercise. The session's objective was to encourage the learners to accept and understand each person's emotional ups and downs.

Laughter therapy can also help children to develop better communication and social skills, as it allows them to connect with others and share positive emotions. It was a fun way to help children cope with emotional challenges, promote overall well-being, and improve their physical and mental health.



**Learners enjoying the activity during circle time.**

## Integration with Physical Education

Sports have evolved in terms of rules, equipment, and popularity. In the past, many sports were more physically demanding and dangerous, while today's versions are often safer and more accessible to a broader range of people. For example, in the past, football helmets were not as advanced as they are today, which led to more severe head injuries.





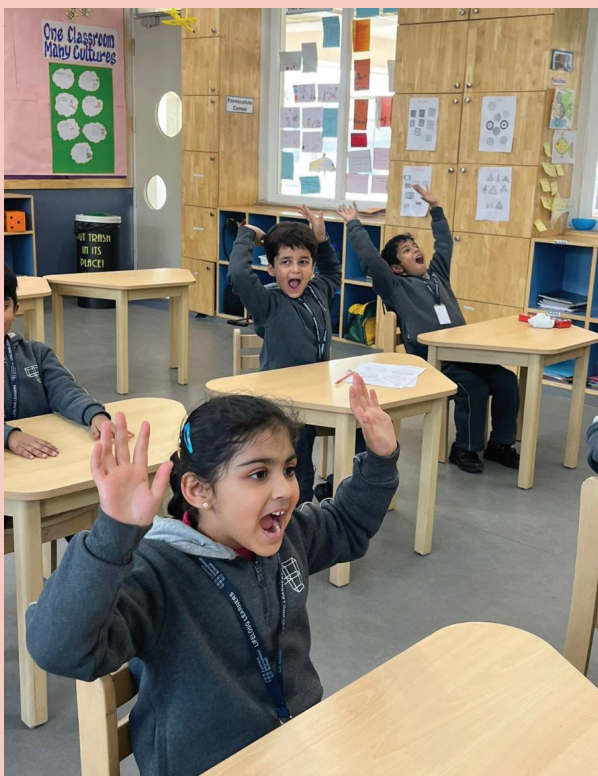
The rules of many sports have been changed to make them safer for athletes.

Additionally, the popularity of certain sports has also changed over time.

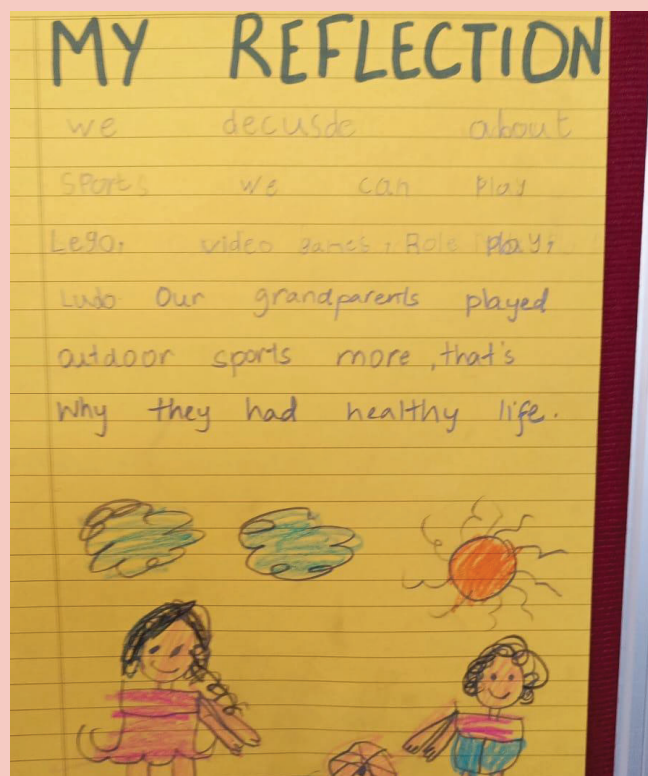
In the UOI, the central idea was to get familiar with the family history. They also got to know how things have evolved in the past few years. They got an insight on various activities which were really popular during their grandparents' time. Standard games included cards, board games, and outdoor games such as baseball, football, and croquet. Other popular games from that era were Seven Tiles and Kho Kho.



**Grade 1 Learners doing palm yoga.**



**Learners doing laughter therapy as part of PE integration with UOI.**



**Reflection of grade 1 learners.**

# Grade 2

**Do we need to nourish ourselves with wants and demands? How healthy is it? Is the change we seek having positive effects or negative?**

Grade 2 learners engaged in meaningful discussions and reflections as they moved through the UOI theme of **“Where we are in place and time”**.

Life is constantly changing but sometimes a change is harder to deal with.

Change should be a chance to stop doing what is not working, start doing things that would work better, and keep doing the things that work well!

With this understanding of ‘Change with time and place’, learners learn to adapt themselves and experience **transformation**. At the same time, they reflect the **‘positive’** and **‘negative’** aspects of embracing change.

This helps them lead a healthy and happy life as they understand that it is a chance to reset whenever any significant change happens!

## Learners reflecting on positive and negative aspects of embracing change.





# Grade 3

## Kathakar – International Storytellers Festival Field Trip to Sundar Nursery

**‘It is better to see something once than to hear about it a thousand times.’**

Field trips provide authentic, hands-on experiential learning opportunities where students can connect what they are learning in the classroom to a real-world context.

The young, enthusiastic learners of grades I to V went to Sundar Nursery on 28th November to witness a live storytelling session. This was the first outdoor trip from school after the pandemic.

The learners heard stories from Korea, Mongolia, and the UK. The storytellers brought the characters to life and mesmerized the learners with their narration, voice modulation and special effects.

The learners explored the Sundar Nursery and enjoyed nature at its best. They learnt about trees and plants and how they can be cultivated and preserved. They saw ‘Sunder Bhuj’ and admired the intricate ‘inlay plaster work.’ They learnt about the ‘Garden of Delight’ and ‘Char Bagh.’ They also saw ‘Azim Ganj Sarai’ and heard its story.

Last but not least, they reflected on their trip and shared their observations and experience. It was a day well spent!

### Learners witnessing a live storytelling session.





Learners explored the Sundar Nursery and enjoyed nature at its best.



## PE Integration with UOI

Keeping the 'Exploration' theme in mind, the learners explored the available resources in school and developed a game, displaying teamwork and collaboration. They made rules for their game and made the other team play the game. They reflected upon how the activity helped them be caring and respectful of others and how working as a team helps everyone learn.



**Learners making the rules of their games.**

## Celebrating Children's Day

The learners of grade 3 had a fun-filled day on 14th November. They came to school dressed in colourful clothes, had fun playing with balloons, reading the messages sent by their parents and watching a movie in school. They also enjoyed watching their facilitators sing and dance for them.



**Learners celebrating Children's Day.**



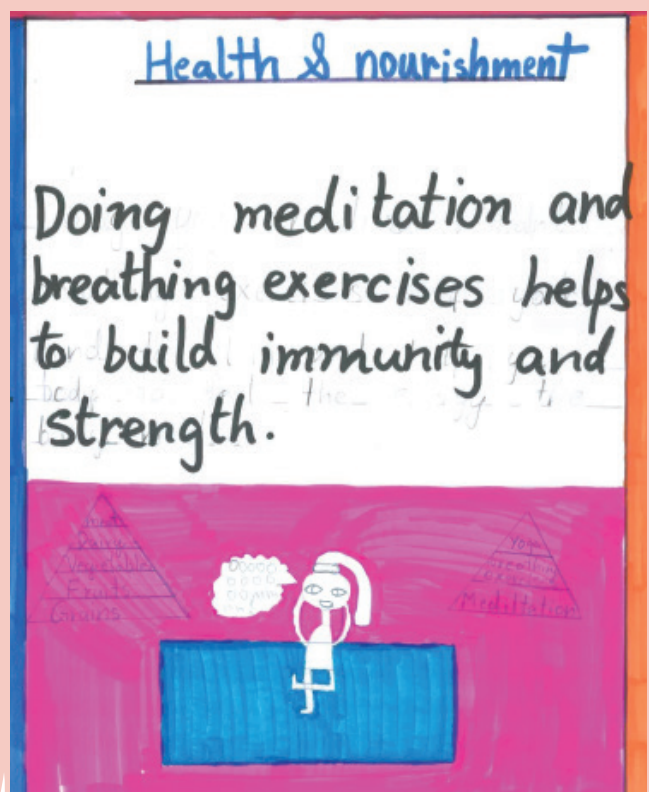
# Grade 4

On 14th November, learners celebrated Children's Day. They came in colorful and beautiful dresses. Learners were surprised to see the balloons and started playing with them. With curiosity and enthusiasm, they read the messages sent by their parents. They also enjoyed the program put up by their facilitators.

## Learners celebrating Children's Day



During circle time, learners of Grade 4 brainstormed and came up with different ways of keeping themselves fit and healthy. They felt we need to be healthy mentally and physically. They felt the best way to communicate to make others aware of health is through posters.





# Grade 5

## Product Launch - Agency in Action!

Grade 5 learners put up a Juice Stall on Children's Day. It was a week-long project. They had planned it during their unit of inquiry on Media. Learners had prepared Fruit juice with natural items and did not add preservatives. They had intended to make it healthy and nutritious. They designed a budget to estimate the cost of preparing the drink. It was planned in accordance with the scope and sequence of Financial Literacy, one of our LEEP verticals. The learners fixed the product price based on the production cost. The profit earned was saved to develop a library in the Community School. Learners created advertisements in their visual arts lesson and applied ICT skills to prepare a clip to advertise their products. The pulp of the finished product was used to make cookies. The other inedible remains were used as plant compost, keeping the sustainability goal in mind. They were delighted and promised to take up such challenging risks in future. They worked in a group and maintained balance among the group members. Each one of them demonstrated good leadership and team spirit.



# Dance

## Stay cool as cucumber!

Learners have started to add a 10-minute cool down session at the end of every dance lesson in order to promote better blood flow, and reduce stress on heart and other muscles. As soon as we finish our dance routine for the day, our immediate response is to plop into a stretch and lie down on the floor practising 'Anulom Vilom' in Gyan mudra. After a sweaty dance class this last minute of cool down helps our learners to unwind and relax their mind and body. So just like our learners, take out 10 minutes from your busy schedule every day and find what it is that gets you in your state of calm, and embrace your inner zen!

## Learners practising breathing exercises

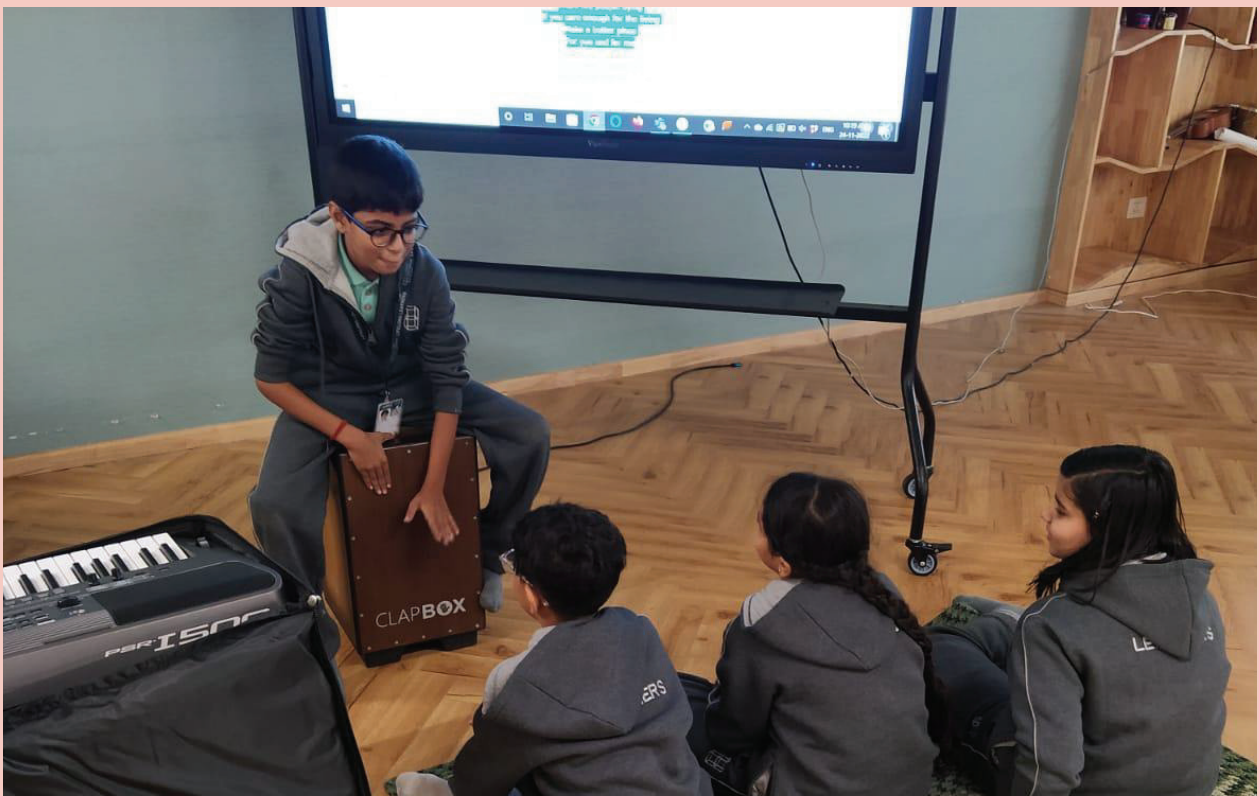




# Music

## Rhythm of Happiness

Learners explored a variety of percussion instruments and discovered the joy of playing different beats and rhythms. They understood the terms like bass and treble sound and identified the same while exploring the various musical instruments. They made their patterns and combinations of bass and treble sounds and presented the same among themselves as a self-made musical piece. The whole process helped them to enhance their confidence and bring a smile to their faces. This productive engagement brought them an undiscovered dimension of music: playing with rhythms is super fun, and a conscious inclusion of music in our daily life brings us great happiness.



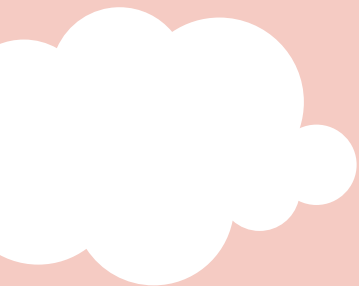
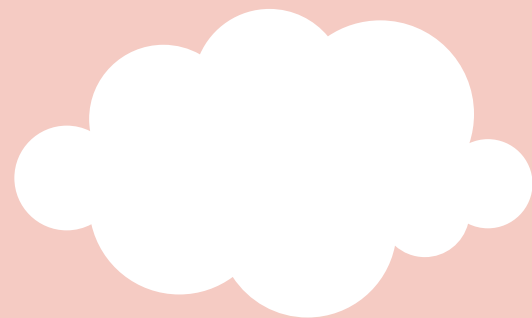


# Visual Arts

## Magic Painting

The learners of the Nursery grade were involved in an engaging activity where they explored a new medium i.e., Waterproof ink. The activity's objective was to introduce the learners to negative and positive spaces in artwork by involving their fine motor skills. The learners used brushes to apply colours and applied force to remove the excess colours by dipping the artwork in water. The activity was highly engaging and helped them develop their sensory skills.





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