

# NEWSLETTER



## JUNE

### A Message from the Diploma Program Coordinator

Academic honesty is a principle that values personal integrity and respect for others and their work. It is a key skill that you need to develop as learners and future scholars. It means that you acknowledge any source materials or ideas that are not your own and that you use proper citation methods to give credit to the original authors. Also means that you do not engage in any form of malpractice or misconduct, such as plagiarism, collusion, cheating, stealing, or disruption.

Academic honesty is important because it shows that you are principled, one of the attributes of the IB learner profile. It also helps you to learn effectively, to develop your own voice and ideas, and to demonstrate your understanding and skills. Academic honesty also ensures that your work is authentic, legitimate, and trustworthy.

The IB and AS level programmes have clear policies and guidelines on academic honesty that you are expected to follow. You can find them on the IB website or on your school website. You can also seek guidance from your teachers, librarians, or coordinators on how to avoid academic dishonesty and how to cite your sources correctly. If you are unsure about anything related to academic honesty, please ask for help before submitting your work.

Remember, academic honesty is not only a requirement but also a responsibility. It reflects your values and character as a learner and a member of the academic community. By being academically honest, you are showing respect for yourself and others, and you are contributing to the advancement of knowledge.

Sincerely,  
DPC, Ibson T Arimbur



## ACTIVITIES OF THE MONTH

IS IT MAGIC OR  
SCIENCE

PROJECT ALIEN

MOBIL OIL

RECIPROCAL  
TEACHING

# IS IT MAGIC OR SCIENCE? - PSYCHOLOGY

Ananya Arun, DP-1

The results of a study conducted by psychology students are often abstruse.

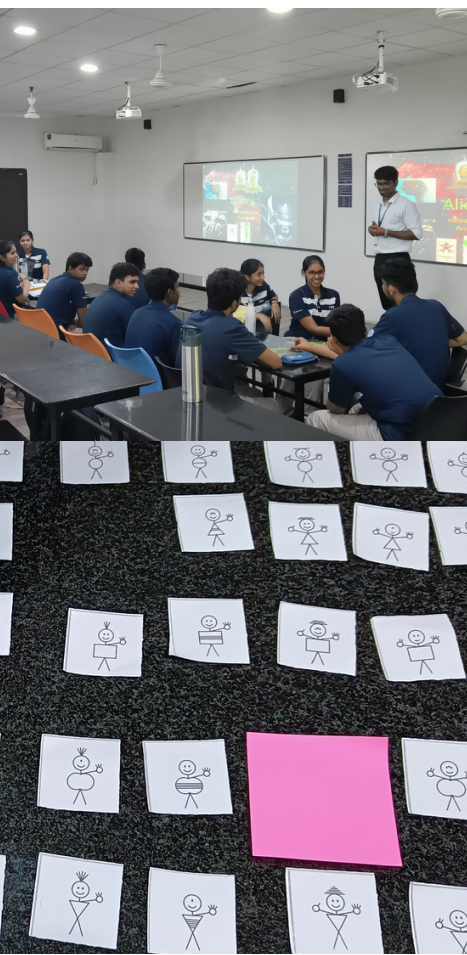
In a recent activity done in our psychology class, 6 volunteers were chosen of which 5 of us were asked to take off our shoes and choose a person amongst ourselves. We recited that individual's name in our minds while another student, (unaware of the chosen person), stood in the middle of the group. The person in the middle of the circle was only required to focus on their breathing and stand still. We had to completely focus on the name that we were chanting, keeping our right hand on the body of the student in the centre and our left hand on our neighbour. The student in the middle started leaning towards the person we (the students in the circle) were thinking of.

Bizarre right? We were bewildered by this odd phenomenon. There is no explanation for this occurrence, however it has been hypothesised that the electromagnetic waves pass through each individual participating in the experiment. What do you think is the cause of this mind-boggling occurrence?



# PROJECT ALIEN - CHEMISTRY

Ameshini Paravatham, DP-1



We kicked off the new chapter "Periodicity" in chemistry through an engaging activity that awakened the inner Mendeleev in us. As part of that activity, we arranged photographs of a variety of peculiar aliens according to their physical traits: the number of hands and legs, the odd forms of their bodies, the style of their hair and so forth. We then carefully organised them into periods and groups just like the periodic table. Together, we creatively collaborated with our group mates to meticulously come up with an arrangement which presented trends in every possible direction. A few of the aliens were also missing, so to finish the activity, we had to sketch out the missing aliens based on any patterns we noticed while sorting out the other aliens.

Since we worked on identifying patterns to solve this puzzle I had to combine critical thinking with logical problem-solving skills to help obtain a solution. And just like how we grouped the aliens, Mendeleev used this exact concept to categorise the elements of the periodic table and left gaps in between for the elements yet to be discovered, while still predicting their properties based on the trends he found. As the years went by, the new elements were later filled in and the predicted properties and the actual properties were extraordinarily similar.

# Mobil Oil

Sadhya Sri, DP-1



When the company 'Mobil oil' came to our school, I got really excited to learn about their advancements in the field. We were shown a video where we learned the history of how oils were extracted and how they are used today (like in observatories). After the video, we were given a concise explanation about the company's products. I found out that Mobil oil is more efficient and longer lasting than its alternatives.

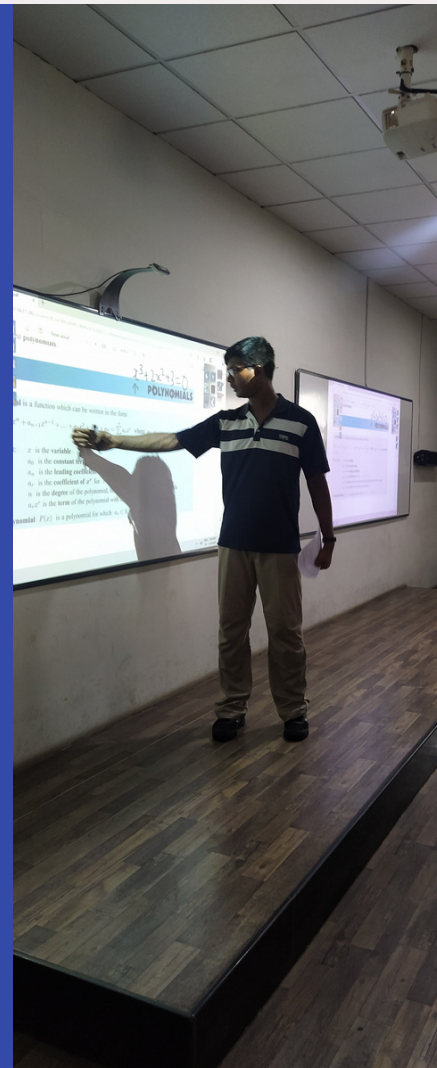
We were then given demonstrations, in the first one 2 greases were heated. While its alternative melted completely, Mobil oil's grease remained unchanged, which proved it can withstand higher temperatures, exhibiting its high durability. Then came the next demo- Two hydraulic presses with two different samples of oil. Less energy was required to compress the Mobil oil, resulting in less heat loss and therefore more efficiency. The representative also explained how it's more sustainable as the carbon emissions from the oil are minimal. Overall I learnt that Mobil Oil has a long and rich history of introducing fresh, innovative and dynamic concepts to the automobile industry.

## Reciprocal Teaching

Akilan Ramesh - DP1

We were each given topics to conduct a seminar in our maths class, mine was "polynomials" and I was the first to present before my classmates. Even though I expected the presentation to be much more difficult than the chart work I had done, it turned out to be quite the opposite. The way I managed this seminar was to first understand the concept, then map out the chart to include definitions, examples, and a small quiz for people to test what they learnt.

As the day came, my uneasiness grew. Fortunately I was able to make my friends understand the topic. It was stressful, but I was reassured when one of my friends told me that I did really well. My maths teacher was very supportive of me. I think I have overcome my fear of public speech and am more confident to voice my thoughts. After this experience of mine, I am extremely grateful to not only my maths teacher but the whole faculty, for rooting and never giving up on us (students).



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