



GMS NEWSLETTER

EDITION #3

MAY 18, 2022



We were all deeply saddened by the passing of H.H. Sheikh Khalifa Bin Zayed Al Nahyan, the second President of the UAE. It was under Sheikh Khalifa's guidance and wise leadership that the city of Abu Dhabi emerged into the modern city that it is today. He was a figurehead of transformation and progress, driving forward the vision and extraordinary legacy passed on to him by his visionary father and Father of the Nation, H.H. Sheikh Zayed Bin Sultan Al Nahyan.

Leading transformational change involves challenging status quo and transcending current positioning, performance, and capabilities. It calls for visionary thinking, the ability to tackle complex problems, and the courage to make difficult choices. It means having to think deeply while remaining detached and managing one's own emotions in intense situations, and yet being immersed in the details when required. Ergo, transformational *leadership is not* about control. *It is* about influence.

As our student leaders for AY 2022-2023 prepare to be invested into positions of influence, the school is committed to devoting time, effort and energy to groom and develop them as leaders. Since we (s)elect our student leaders carefully, we trust that our investment will yield results that we can all be proud of – and that is, having dedicated leaders who are ready to step up and serve the school in the various capacities, and strong leaders who set themselves up as outstanding role models for their peers every day.

Here, I would like to propose three simple ways in which our students can try to improve their leadership qualities. First of all, be proactive to look out for opportunities every single day in which you can practise being a leader. Secondly, challenge yourself to take even greater initiative to serve your peers and your school. Thirdly, dare yourself to communicate effectively and confidently as you carry out your duty. These are three basic hallmark features of a good leader.

It is my sincere hope that our student leaders will break out of their comfort zone and set out to distinguish themselves through these three simple ways on a daily basis. I am certain that by the time they leave GEMS Millennium School, Sharjah, they will have grown admirably as a leader and will be ready to serve a larger community.



Open Shuttle Badminton Tournament (BWF recognized)

We are extremely delighted to share that Sreya Binesh of Grade 9G2 has won following medals in the Open Shuttle Badminton Tournament (BWF recognized) conducted by UAE Sports Council in Dubai Sports World.

Under 15 Girls Singles Runner-up.

Under 15 Mixed Doubles winner.

XC Winner

What a huge accomplishment Sreya! One of your many achievements!

You own it. Act on it. Become it. Your success is because you have never let limitations or boundaries come between you and your dreams. May you continue to achieve BIG!



CONGRATULATIONS



STUDENT ACHIEVEMENT

ICMDA SEASON 2 ONLINE COMPETITIONS RESULTS

ID SB801

Name Priyanka

Prize 2ND PRIZE



Your Photo



Art Category VOCAL

ArtForm VOCAL

Participation Category JUNIOR (9 - 12 YRS)

Priyanka Gopinath has won the **2nd Prize** in the **International Music Competition** conducted by International Carnatic Music and Dancers Association (ICMDA) for Season 2 International Music Competition. She was one among the 1000+ participants.

She has also won the **2nd Prize** in the **International Dance Competition** conducted by International Carnatic Music and Dancers Association (ICMDA). She was one among the 1000+ participants in the season 2 International Dance Competition.

ICMDA SEASON 2 ONLINE COMPETITIONS RESULTS

ID SB610

Name Priyanka Gopinath

Prize 2ND PRIZE



Your Photo



Art Category DANCE

ArtForm BHARATHANATYAM

Participation JUNIOR (9 - 12 YRS)



Certificate of Participation

This certificate is awarded to **PRIYANKA GOPINATH**

Class **D4** Roll no. **IAE98504001**

student of **GEMS MILLENNIUM SCHOOL**

SHARJAH SCHOOL ZONE AREA, PO BOX-31910, SHARJAH, U.A.E

SHARJAH, U.A.E.

He/She participated in SOF International Mathematics Olympiad conducted during November 2021 - February 2022 & secured International Rank **5**

Regional Rank **5** Zonal Rank **5** & School Rank **1**

He/She is also awarded a Zonal Silver Medal for Performance Excellence at the Zonal level.

New Delhi | Gurugram
April, 2022

Mahabir Singh
Mahabir Singh
Founder Director

Dr. Narindra Virmani
Dr. Narindra Virmani
Chairman

Priyanka Gopinath participated in the **International Mathematics Olympiad** conducted by the Science Olympiad Foundation (SOF) and has secured an **International Rank 5**.



COLLABORATING IS FUN





KINDERGARTEN CLASSROOM GLIMPSES

We play, learn and grow together!





The
Innovation
Corner



*"There's a way to do
it better - find it."*



Makerspace



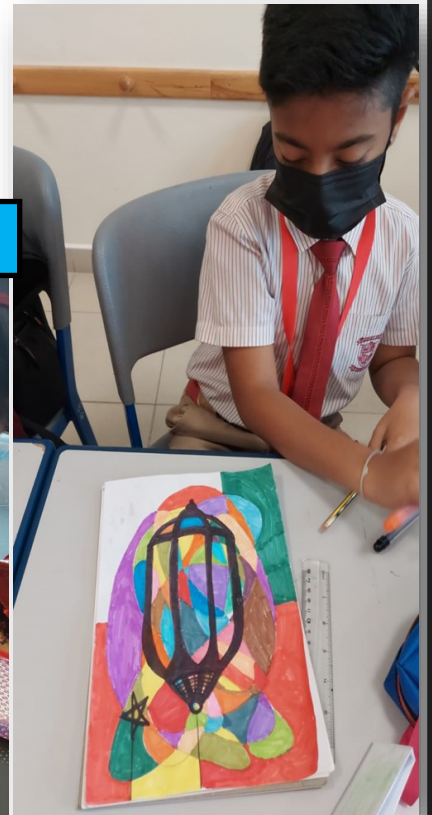


PARTHIV SABARINATHAN 5B1

NIVEDIT SANTHOSH 5B1

MOHAMMED IMAAD 5B1

NIVEDA SOUMYA 6G

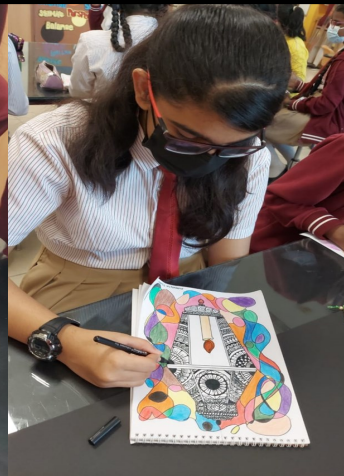
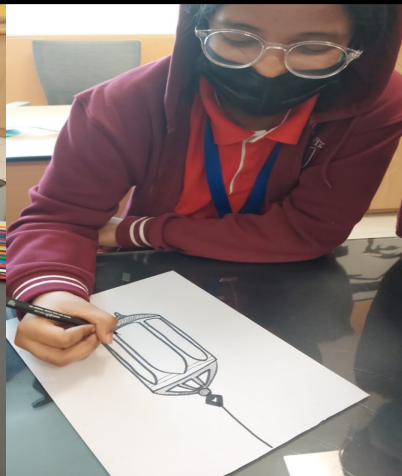


AAYESHA ADAMJI 8G1

SUDIKSHA GOUD 6G

ZOBIA ZUBAIR 6G

ALLANKRITA BINU 8G1



DRITIMAN DAS 3F

POSTER

CALEB GLADWIN 4B



SELF PORTRAITS



NOORDEEP KHICHY 4BG



YUNUS KAZI 4B



ARYADEV AJISH 4B



ARADHYA RANJITH 4G



VIDHUSHREE CHANDRASHEKAR 3D



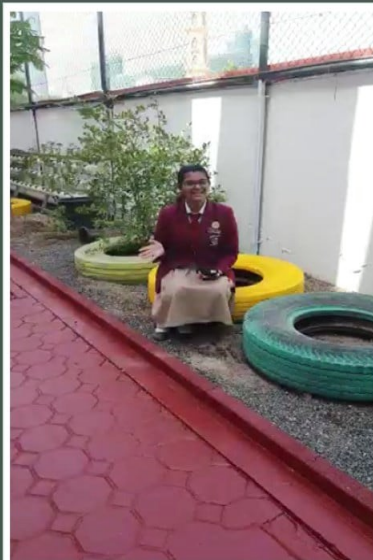
KELLY PARKER 3F

Plant a Legacy!

Act for nature on Earth day...



**Hydroponics
inauguration
ceremony at GLS
and the plantation
drive at National
Charity School.**





We are so very proud of our Parent Forum for donating toys and gifts to foster children at the International Charity Organisation, Ajman for Eid. What a wonderful way of saying Eid Mubarak!





ACT OF KINDNESS



"Kindness is a language which the deaf can hear and the blind can see".

Vanshika Agarwal Grade 5G1 always treats everyone with respect & kindness because she believes that if one is kind to others, it not only changes them, but also changes the world. Kindness is a golden chain by which society is bound together.

Vanshika loves spreading kindness wherever she goes and leaves an imprint of kindness by being a rainbow in someone's sky.



Psy Mural Spring Edition!

Psy Mural was a brain child of collective efforts by the Grade 11 Psychology students (batch of 2021-22) under the guidance of Ms. Srimonti Guha. In the last edition, as the school was preparing for winter holidays they covered the topic, **Taking a Break**. In 2022, Psy Mural is back again with another exciting edition– **The Psy Mural Spring Edition!** This edition was curated with respect to April, being the Month for Sexual Assault Awareness and Autism. Both topics are dynamic and Stigmatised. Hence, we wanted to highlight on all the authentic information we could research on to create an impactful awareness among students. The Edition is meant to educate, spread awareness and provide a source of comfort. Mindfully made just for you! Read ,share and let's make a difference!



RAPE TRAUMA SYNDROME

The most common response to sexual assault is PTSD (Post traumatic stress disorder). The most common form of PTSD among people who were victims of sexual assault is Rape Trauma Syndrome (RTS). RTS is most associated with rape but also different forms of sexual abuse such as attempted rape.

The term rape trauma syndrome was coined by nurse Anna Wolbert Burgess and sociologist Lynda Lytle Holmstrom in 1974.

There are 3 stages of RTS, which are:

- 1) Acute phase
- 2) The Outward adjustment phase
- 3) The Resolution phase

1) Acute Phase

The acute phase occurs immediately after the assault and lasts up to days or weeks. The reactions the survivors have can broadly be classified into three types, they include

- i) **Expressed** – this is when the survivor is outwardly emotional about their experience. They may seem agitated or hysterical and can have frequent anxiety attacks or crying spells
- ii) **Controlled** – when the survivor doesn't express any emotion and pretend that "everything is fine", it may be that they are still in shock and are still processing or accepting their situation.
- iii) **Shocked disbelief** – this is when the survivor seems disoriented. They may have a hard time concentrating and making a decision. They will also have a very poor recollection of the assault.

2) Outward adjustment phase

After the acute phase, the next linear stage of RTS is the Outward Adjustment stage. During this stage, which can last anywhere from weeks to months, or even longer.

During this phase, the individual resumes what appears to be his or her "normal" life but inside is suffering from considerable turmoil. In this phase there are five primary coping techniques:

1. **Minimization**- Pretends that "everything is fine".
2. **Dramatization**- Cannot stop talking about the assault.
3. **Suppression**- Acts as if it did not happen.
4. **Explanation**- Analyzes what happened.
5. **Flight**- Tries to escape the pain (moving, changing jobs, changing appearance, changing relationships, etc.)

3) The Resolution Phase

During this phase the assault is no longer the central focus of the individual's life. While he or she may recognize that he or she will never forget the assault; the pain and negative outcomes lessen over time. Often the individual will begin to accept the rape as part of his or her life and chooses to move on.

They may never forgive their assailant or feel entirely comfortable sexually again, but they make a concerted effort to move forward with their life regardless. Unfortunately, this phase is indefinite, and some people may experience a relapse into one of the two previous stages.

- Kashish Kishore 12G2

"In Learning, you will Teach, In Teaching, you will Learn" ~Phil Collins

I have been teaching students with autism for many years and they have also taught me a lot of things just by being themselves. The slogan for the Autism awareness month is 'Awareness, Acceptance & Understanding' and as a special educator, I took pride in inculcating these qualities in me. Teaching these students helped me realize that along with all that, an extremely crucial quality to possess is reaching out. Going into their bubble, being with them, getting to know them, and bringing them out of it at their own pace is the key to including them in the learning process

I also understood that it is essential to give them the option and means to go back into their bubble when they are overwhelmed, to self-regulate. Many individuals with autism avoid eye contact and I can vouch for the fact that their 'not looking' in no way means not listening or learning. Once they are comfortable with the people around and are interested enough, the eye contact improves without really working on it. We see students with autism display stereotypical behavior and a lot of us in our enthusiasm to make them like their typical peers work extensively on these behaviors. In my experience, I've learned that if it doesn't hamper their learning and functioning in society it's more effective to work on building and developing the skills that they possess. A few other mentionable qualities I learned from them are

Students with autism might take what you say to them very literally and might not get the hidden meaning, but they tend to be very intuitive and can feel your vibe.

- Giving them means for communication can reduce a lot of behavior and anxiety issues.
- They want the same thing as the other children but don't know how to do it or ask for it as per societal standards.
- Their skills don't develop linearly and are extremely scattered so we need to be open-minded and think out of the box to bring out the best in them. Some of them also possess savant skills.
- Once you have instructional control and they know you are on their team, working with them is very enjoyable.

Working with students having Autism is no doubt extremely demanding, tests your abilities, and makes you challenge your expertise every day, but it is also tremendously rewarding they motivate you to do better and be better."

"Bless those who see life through a different window and those who understand their view"- Unknown



Seema Ganesh
Special Educator
P.G.D.SE(Multiple Disabilities)
B.A.B.Ed, M.A, M.Ed(Special and Inclusive Education)



SPEECH AND LANGUAGE DELAY IN CHILDREN

As our children grow from an infant stage to toddler, then to an older stage, they go through various phases of development. These include physical, cognitive and speech development. Most children will reach some milestones at a certain age. Speech and language is one of the most common areas of development that can be delayed. About 20% of children learn to talk or use words later than other children of their age.

Speech delay and language disorders are two distinct but interrelated conditions. A child with speech delay will have difficulty forming words or articulating certain sounds. Language disorder refers to a difficulty in communicating and understanding language (receptive and expressive language)

Milestones of Speech Development

- 1 year: Able to point, wave, use gestures, say dada or mama.
- 1-2 years: Name common objects, start to imitate sounds, point or say body parts when asked.
- 3 years: Says most of the common words, speaks clearly, starts to communicate in simple sentences, follows simple instructions.
- 4 years: Speaks in clear sentences, people should be able to understand the child.

If your child is delayed in many areas, this may be a sign of Speech and Language Delay. Sometimes, a delay is temporary; spend more time with your children, play, talk, read to them - they progress well with these extra assistance.

In some cases, your child may need assistance of a Speech Therapist. The trained professional will support your child to develop speech patterns.

In some cases, delay in speech may be a sign of serious problems; such as developmental delay, learning difficulties, hearing problems or autism.

If you are a first time parent, you may not really recognize the difference, as you don't usually see your child with other children of the same age.

Commonly observed concern related to Speech Delay is behaviour problem; such as temper tantrums, because they are frustrated and not able to express themselves. It might lead to anxiety and low self-esteem.

How can you help your child at home?

- Early identification and intervention is important for your child's speech development.
- Talk to your child, while doing things and going places.
- Reduce the use of gadgets (during pandemic, communication was less in families and children spent more time on gadgets).
- Ask 'wh' questions (who, what, when or why). Prompt them to speak.
- Build on your child's vocabulary. Use different pictures/ objects and monitor progress.
- Expand on words – if your child says 'ball', respond to it by saying 'Yes, it's a red ball'!
- Try to find time for regular story time – use books with large pictures, encourage the child to describe the pictures.
- Use everyday situations to talk to your child . Keep it simple, but avoid 'baby talk'.

★HAPPY★ BIRTHDAY! GMS

MAY 10, 2022

