



February 2019

Letter from the Editor –

This month was filled with several opportunities for the students. Firstly, the sports' day was a testament of the champions, where different houses were competing for the house trophy. The cultural secretaries organized another house event called the 'board-making' competition, where the members of each house, were supposed to collaborate and express their ideas about their houses.

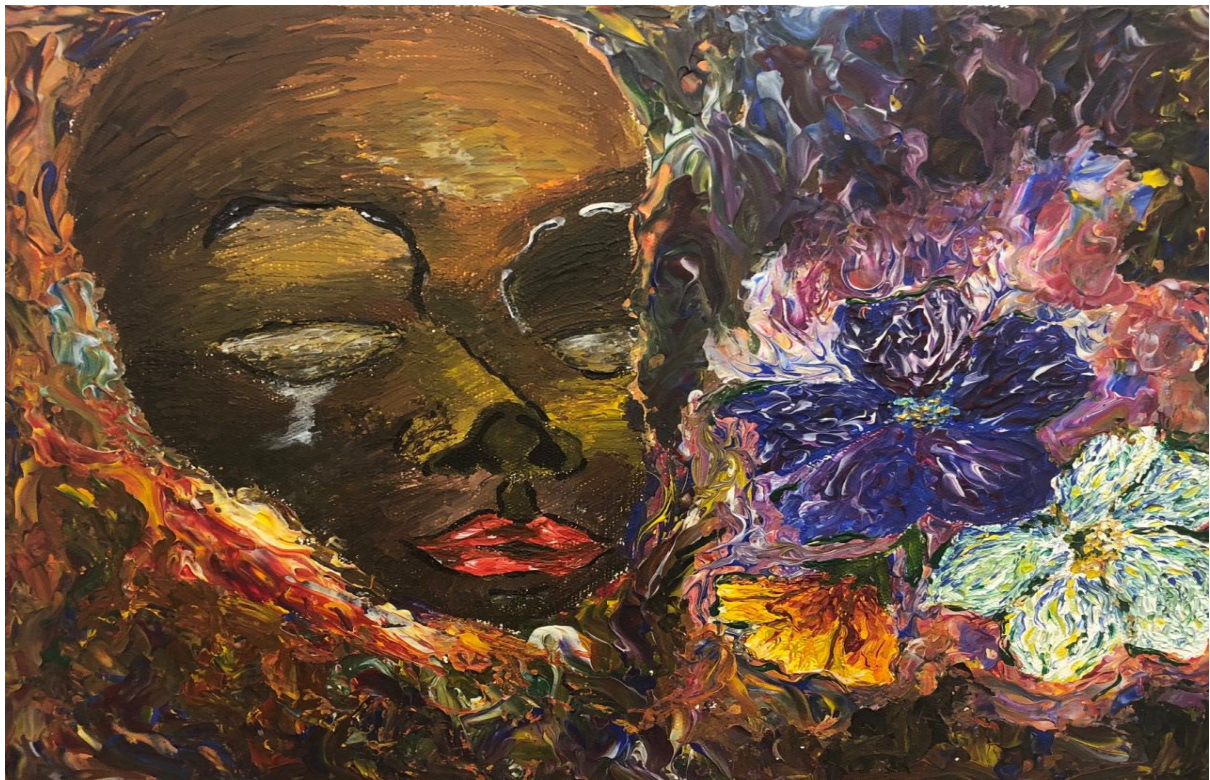
In addition, Grade 11 through their 'Group-4' project, learnt to make a greenhouse and the various facets behind it. An exhibition was held in order to showcase their hard work, with which they ensured the completion of the prototype on time. While Grade 12, with not even a second to breathe, were busy with their submissions. Overall, this month was a race against time, which passed by in a jiffy.

Thus, we have the February issue of Monochrome, with different shades of house spirit and hard work.

Stay Tuned!

Prachi Sharma & Chitrali Tewari

Expressions:





-Kihwa Kim

Grade -11

Dear me from the past

Dear me from the past,

I wish this was like the open letter john-green style from the countless crash course videos on YouTube but it isn't. Instead this is the most literal condensed 3 minute crash course of life. I wish there was a soft metaphor to lower you into this grief gently, a cotton pillow padding spread for when you fall head first because you will. But there isn't. So here is an instruction manual of sorts FOR WHEN THE WORLD MAKES YOU CRY.

For when the world makes you nervous

Even if it is about raising your hand for attendance and saying your name, I want you to remember that your name, is an earthquake in waiting. Hold it in your mouth like the most dangerous secret the world is yet to know. Or those moments just before going on stage, when your throat starts to close up, your mouth becomes dry, beads of sweat shine on your forehead, know that behind your words, you'll go up there and learn to make your arguments so airtight that breath forgets the audience and nerves forget you.

For when the world makes you ugly

In your world you are the artist, this is the life sewn across your own eye-lids, see it the way you want to. Ultramarine shades of blue, color of your shoe, black inks of that tattoo... Abstract the mere idea of perfection and whitewash it till your every curve and flaw has the same color and hue. When they tell you that you are stars in the sky that burned too bright, show them you are the supernovas that force the roads you walk on say "I bet the streetlights shine a little brighter simply because she is standing underneath them."

For when the world makes you deaf

Constant overwhelming pulsating noise in the form of irrelevant opinions will splinter your ears like pieces of glass. I want you to turn yourself/become deaf and create a new walk just to exit this room of misplaced definitions and ulterior denotations. When people say "man Up" or that "boys will be boys" I want you to Michael Jackson moonwalk off the hate and distance yourself from people who

teach you "why fight to remove our chains when we can simply compare their lengths?"

For when you meet Mr. Right/ Or Ms. Right

Because however many 377s may pass, loving the same gender will still be a territory trespass, smudge of dirt on an already stained glass, birth of a new target for society to harass, because they'll never stop hoping it's a phase.

Remember to be patient. Love stutters when it gets nervous. Love trips over its own show-laces, love is clumsy and your heart will refuse to wear a helmet. Love will come like riding a bicycle for the first time; scared and reckless so that your scars can tell the story of how you fell for her in the first place.

For when the world makes you drift

Mind you, you're entering a high school world where slogans on clothes carve out personalities so when you drift from your goals and have that first whiff of cigarette, know that Mum would smell it on you and give you a black eye. She'd say, "if God had wanted you to suck on a cancer stick, He would've made it legal, and did you really think Jesus died for you so that you could pollute your lungs and then get addicted to needles."

For when the world is moving too fast

And you find yourself becoming me

Know that this today will very quickly join the history class full of yesterdays. And you will have yet to face a space where everything we do does not mingle and interlace itself into everything and

forms the mysterious thing that is time. So when life gets overwhelming and finds 13832 ways to make you cry, and quickly begin to resemble school detention, I want you to remember that we all face life at sixty minutes an hour, it's never too late to close your eyes, listen to yourself and take a mini-vacation.

after all, a parallel universe doesn't have to exist in another dimension.

Nehal Agarwal

Dead-Poet Society

Grade 11th

Black History Month:

What is different? The interaction. This year we didn't just intend 'Black History Month' to be another 'hash tagged word' in our posts or another message or linked article left rotting in our mailboxes. This time we attempted to engage with the students and made them understand the very significance of 'Black History' which including information about historical courageous figures such as Martin Luther King Jr. , Malcolm X and Rosa Parks. Not only did we spread awareness about such figures, but as a team we contributed our attention onto oppression and discrimination in India as well. This included conversing on 'The Untouchables' and the flaws of our orthodox and unsurprisingly still-existent caste system. Combined with the sessions we had with our fellow pathwaysians to the knowledge we ourselves gained as students with the budding assistance of our teachers, it is safe to say we are yet to have a very successful month not only as an individual but as a team.

Avyakt Jaiswal
Grade- 8B

Black history month has been productive because of various activities going around the school. It's fun to interact with my juniors/friends, it feels like I am talking to myself a year back. When I am in sessions with them, I learn so many new things. They all have a lot of creative ideas and interesting things to share. I have grown in so many ways in terms of my patience level, interacting with them and taking initiative of what should be done keeping every bodies interests in mind, team spirit & collaboration skills. It's a lot of pleasure in being with them and it actually feels like we are teachers.

Navyaa Singhal
Grade-8D

Black History Month has been really educational and interactive for me as it cleared the mindset of racism from my mind without having any doubt and I got to know what people think about people who are dark skinned or the place they are originated. It also allowed me share information with juniors and my class to

know about Black History Month. By doing all of this, I also learnt many various perspective people carry, which was fascinating.

Aishwarya Sangal

Grade- 8D

What difference can a few starry-eyed eighth graders make? A lot. Black history is a vital part of global history, and it is a crucial topic to know of, but not a lot of our classmates believed so. It was our goal to sensitize our peers to the feeling of oppression, what it felt like to be insignificant, even meaningless in the eyes of society. We used mediums that we knew our friends from all 6th, 7th and 8th grades were passionate about to get through to them, and used problems that applied to them and that they knew of, like the treatment of Dalits in India, as a connection point. And when people started sharing videos with us, when everyone participated in activities and discussions, not because their friends were, but because they wanted to, when we knew that they *understood*, that was the greatest reward a starry-eyed eighth grader could ask for.

Aanya Sharma

Grade- 8B

Group 4

Group 4 project is an integral part of the IBDP, this type of collaborative project teaches us crucial skills that we need to develop over the course of the IB. Group 4 mainly focuses on the way the students are able to create a project with little to no teacher aid. This year's project was to create an environmentally sustainable green house. This project was the integration of the science disciplines with the collaboration of the economics and the business students. This project was intended to be a proposal for the school to change and rebuild the existing green house, to make it green and sustainable for a longer duration. The existing green house was made of cloth which was not the best material to use, as where the school is located there is constant unannounced rain which can contaminate and create an extraneous cleaning process. There were other discrepancies, as this green house was an open greenhouse without elements of an enclosed environment or ecosystem.

The main idea was to create a better version of the existing green house, that would satisfy the needs of all the disciplines. The idea had to be moderately priced, the inside temperature should be accommodating to the plants, addition of new elements that would increase the yield of the green house, most of all the right materials to use and how to make use of the latest technology. I was part of the Design and Technology group; we were the bridge between all the disciplines and were responsible for liaising with everyone. We had to build a model that would accommodate the needed specifications, the model had to be 5 by 4 by 3 feet. We planned to use materials such as PVC roofing, polyethylene, polycarbonate for the other clear cover. The inner structure was to be made with either aluminium or steel. The final material was decided after the physics and chemistry students had experimented with all the materials. Inside the greenhouse there needs to be plants, which were experimented by the biology and the environmental sciences, this gave the design students the specifications of the environment that we were supposed to create for the longevity plants.

The process began with writing down research points. the research points were an integral part of the process as it gave us a direction that we could hypothetically take in the way we design our greenhouse. In the points, we looked at the existing designs, what material was used, the pros and cons of each of them, how they were built and what were the key features that a greenhouse needs. After gathering all the information, the group discussed the possible features that we want to provide in the green house and what is feasible in the time span given. Then we came up with 3-4 design ideas, we checked them against the specifications to see which one was the best option. When we had finalized the design, we had to create a cutting list which included all the materials that we needed from the aluminium to the hinges. This also helped us narrow down on the material that we will be using, we ended up with an aluminium structure and polycarbonate as the cover. This lead to us making a Gantt chart, which helped us track our progress plan, it also helped up create a timeline that we need to follow in order to compete the task on time. This was not like the projects that the students of our school have attempted in the past therefore we had very limited references for the time management aspects to create a project like that. After we had planned everything the economics and the business students joined us to calculate the costing of everything that was being used. The next step of the process was to start measuring and marking all the aluminium angle bars. As I was one of the group leaders it was our job to make sure everything ran smoothly therefore I was responsible for cutting the aluminium bars to make the structure. The team assembled the base and then they started attaching all the metal bars to the base. It took us a whole day to complete the metal framework.

After we had the metal base ready we measured and marked we started working with the polycarbonate, this created challenges for us that we were not expecting. The challenges ranged from the movement of a massive piece of polycarbonate to the fact that it took 3-4 people to cut the polycarbonate. We had to measure the exact areas of polycarbonate as the resources we had were limited. Later in the process we cut the polycarbonate, we went on and riveted everything together, the riveting process took a lot of time yet we drilled and rivet a lot in the time we had. Finally, we had to clean up all the edges and add the draining system to the green house. The draining system was a PVC pipe cut into half and attached to the slanted roof for rain water harvesting, this water would be filtered and used for the water based plants that go inside the greenhouse. The final project took 3 days with 6-7 students working on the green house. On the final day, as we had 2 team leaders both him and I stayed back in school till 6 pm to finish up the model, that was exhausting as we had been working in the workshop nonstop since the morning as well.

This was a stimulating project for the brain as it required a lot of the skills that are needed in the real world, collaboration, communication, problem solving skills and logical thinking. This project helped enhance these aspects of my learning as well as the learning I had for the subject. There were many challenges we faced with the equipment not working as we would like it to but that gave us the opportunity to learn to improvise and adapt to the requirements of the situation.

Snigdha Khurana
Grade-11

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