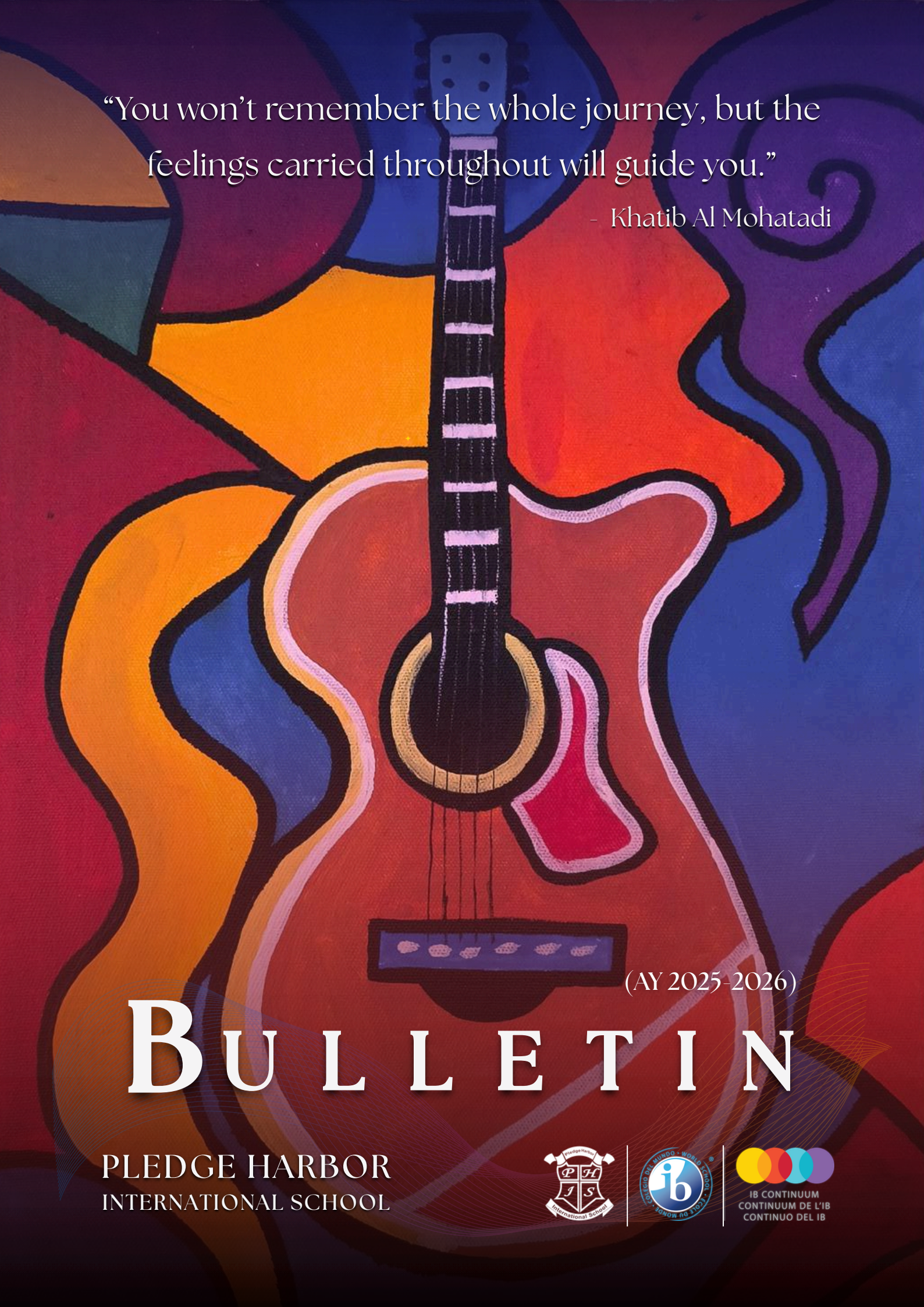




“You won’t remember the whole journey, but the feelings carried throughout will guide you.”

– Khatib Al Mohatadi

(AY 2025-2026)

BULLETIN

PLEDGE HARBOR
INTERNATIONAL SCHOOL





BULLETIN



(AY 2025-2026)

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Message from the Chairperson & Head of School



Assalamu Alaikum and Greetings to the Pledge Harbor International School Community,

Alhamdulillah, as we reflect on another year of learning and growth, I am reminded that the true strength of a school is not measured by its buildings, programs, or achievements alone. It is measured by the people who walk through its doors every day with hope, purpose, and a commitment to making a difference.

This year has been a powerful reminder that education is ultimately about people. It is about creating an environment where every child feels seen, valued, challenged, and inspired to become the best version of themselves. It is about nurturing curiosity,

encouraging resilience, and developing compassionate young people who understand their responsibility to others and to the wider world.

At Pledge Harbor International School, we continue to grow not only in numbers and accomplishments but also in our understanding of what it means to build a truly caring and inclusive learning community. Every success of our students, every milestone reached, and every challenge overcome reflects the collective effort of dedicated teachers, supportive parents, committed staff members, and students who approach each day with enthusiasm and determination.

I would like to express my heartfelt appreciation to our teachers and staff whose dedication shapes the daily experiences of our learners. My sincere gratitude also goes to our parents for their trust, partnership, and unwavering support. Together, we create the foundation upon which our children learn to dream, to lead, and to contribute positively to society.

As we look ahead, our commitment remains clear: to provide an education that balances academic excellence with character development, global-mindedness, and a strong sense of belonging. We want every learner to know that their voice matters, their potential is limitless, and their presence enriches our community.

May Allah continue to bless our school, guide our efforts, and strengthen the bonds that unite us. I look forward to all that we will achieve together in the years to come.

With gratitude and warm regards,



Kaniz Zareen
Chairperson & Head of School
Pledge Harbor International School

DIPLOMA PROGRAM COORDINATOR



The Diploma Programme represents a transformative phase in a learner's journey, preparing students not only for the next stage of their education but also for life beyond the classroom. Reflecting on the first semester of this academic year, we do so with a deep sense of fulfilment, having witnessed meaningful growth in both academic learning and learner maturity.

The journey was not without its challenges. The initial months brought adjustments and uncertainties as students and teachers navigated programme expectations. However, through collective dedication, collaboration, and teamwork, these challenges were addressed with resilience, laying a strong foundation for the months ahead.

Strengthening academic rigour has been a key focus this year, supported by refined instructional strategies and sustained student support. In an ever-evolving, technology-driven world, equipping teachers with relevant skills remains essential. With this in mind, we initiated a Professional Development Programme (PDP) focused on technology integration, supporting educators in areas such as artificial intelligence, data-informed decision-making, and the ethical and responsible use of technology.

At PHIS, we value holistic education that extends beyond academics. During PHIFT and other intra-school sports and cultural events, DP students demonstrated leadership with confidence, responsibility, and maturity, actively contributing through organisation and mentorship. As the term progressed, students increasingly focused on academic priorities, approaching examinations, internal assessments, and coursework with discipline and determination.

Professional growth within the DP team has also been strengthened through subject-specific Category 2 workshops. Looking ahead, our focus will be on academic excellence, particularly for DP2 students preparing for board examinations, through structured revision programmes, data-informed interventions, and a supportive learning environment. Building on insights from the PDP and our strengthened academic review processes, we aim to further personalise learning to meet individual student needs.

On a personal note, I am grateful to the school management for the opportunity to lead such a dedicated team, and to the Senior Leadership Team for their continued guidance and support.

Siji George

MIDDLE YEARS PROGRAM COORDINATOR



As I pause to reflect on the first half of this academic year, I do so with a deep sense of gratitude and pride. Walking through our classrooms, corridors, studios, and performance spaces over the past few months, I have witnessed learning come alive in the most meaningful ways. There has been a strong and steady focus on academics, and our MYP students have risen to the challenge with sincerity, discipline, and determination. The first-term examinations were not just a measure of performance, but a reflection of consistent effort, late nights of revision, thoughtful guidance from teachers, and a shared commitment to doing one's best.

What has made this journey even more special has been the closer connection we have built with our

parent community. Their presence, conversations, and continued trust in the school have strengthened the bridge between home and school. When parents and educators walk together, students feel supported, and it shows in their confidence and growth.

Beyond academics, our students have truly shone through their actions. The student-led Service as Action initiatives reflected empathy, leadership, and a genuine sense of responsibility. During PHIFT 2025, the energy at the student-run handkerchief stall was infectious, a beautiful example of teamwork, creativity, and initiative.

I have been especially moved by the all-round engagement of our MYP learners. From thoughtful classroom discussions to expressive drama performances, from hours of quiet focus in the art studio to vibrant cultural showcases, our students gave their best. The documentary on the Liberation War and the magazine documenting our school's history and foundation stood out as powerful reminders of how young minds can think deeply, research responsibly, and tell stories with purpose and heart. These moments have made our entire school community proud.

As we step into the second half of the academic year, I look forward to even deeper learning, more student voice, and richer experiences that will continue to shape our learners, not just as students, but as thoughtful, compassionate individuals.

My heartfelt thanks to the school management for their constant support, to our teachers for their dedication, to our parents for their partnership, and to our students for inspiring us every single day.

Rajani Roy

PRIMARY YEARS PROGRAM COORDINATOR



This academic year marks the beginning of my journey as the PYP Coordinator, a role that has come with both exciting responsibility and meaningful opportunity. With much to plan, refine, and implement, I have felt truly supported and inspired by a team of educators whose curiosity, commitment, and passion for learning are limitless. Their willingness to reflect, collaborate, and grow together has been a powerful foundation for the work we have begun, and I feel genuinely fortunate to be leading this journey alongside them.

The first half of the year was intentionally designed as a diagnostic and foundational phase. Rather than moving quickly, we focused on understanding our

learners deeply—recognising their strengths, identifying areas of need, and building a strong base for future learning. Teachers gathered data through observation, assessment, and daily classroom interactions, allowing us to plan learning experiences that were responsive and purposeful. A key focus has been smoothly bridging the transition from the playful curiosity of the Early Years to the more structured inquiry of the Primary grades, ensuring students feel confident and ready to progress.

Literacy was a major focus this term. After identifying challenges in reading, pronunciation, and spelling, we introduced the Reading Enhancement Programme (REP). Parent phonics workshops further strengthened this work by aligning school and home practices. We also strengthened our partnership with parents by sharing detailed unit curriculum outlines before each unit begins, encouraging meaningful learning conversations at home.

In mathematics and science, learning trackers and MAP Growth assessments supported informed teaching. For younger learners, science learning progressed carefully from observation to inquiry, laying strong foundations for logical thinking.

As we move into the second term, our focus will shift toward academic readiness. Continued literacy support, the Bangla Learning Enhancement Programme, Olympiads, three-way conferences, digital portfolios, and international collaborations will further enrich learning—particularly as our Grade 5 students prepare for the PYP Exhibition.

I sincerely thank our leadership, teachers, parents, and students for their trust, dedication, and enthusiasm. I look forward to a purposeful and inspiring second half of the year.

Ranjit Biswas

HEAD OF PASTORAL CARE



Warm greetings to our PHIS community. As we reflect on the first semester, we are reminded that while a degree may open doors to opportunity, it is character that truly enables growth. At PHIS Boarding, we remain committed to nurturing not only academic excellence, but also the values, habits, and relationships that shape our students into confident and compassionate individuals.

The semester has been filled with meaningful experiences that strengthened our boarding community. We began with Dorm Orientation, helping students feel settled, supported, and connected.

Throughout the term, activities such as the Inter-Dorm Chess Competition and Indoor Cricket encouraged teamwork, focus, and healthy competition, while events like the Sunset Social, Movie Nights, Open-Air Cinema, and Cultural Night created moments of joy, friendship, and cultural appreciation.

Our students also demonstrated perseverance and determination through the Sonar Bangla Marathon and the Virtual Marathon, embracing challenges with enthusiasm and resilience. Alongside these active pursuits, the "Drop Everything and Read" initiative provided a quiet pause, nurturing reflection, concentration, and a love for reading.

Each of these moments has contributed to a vibrant and supportive boarding environment where students learn to live responsibly, care for one another, and grow in character every day. We are grateful for the trust placed in us by parents and guardians, and for the dedication of our staff who walk alongside our students in their journey.

As we move forward, we look ahead with optimism and purpose, confident that the experiences shared this semester have laid a strong foundation for continued growth here at PHIS Boarding.

Vivian Vasquez Das

PLEDGE HARBOR
INTERNATIONAL SCHOOL



BULLETIN

CLASSROOM
EXPLORATION

In Learning: KG 2 Students as Active Learners

by: Jannatul Ferdous Keya



In our KG-2 Unit of Inquiry, “Light impacts the world we live in,” students actively co-constructed their learning through meaningful, hands on experiences. They planned and reflected on observations, experiments, and presentations, exploring the main sources of light and investigating how light affects daily life, making connections to both natural and human systems.

A highlight of this learning journey was the collaboration with The Giving Tree International School in Cambodia. Students shared their ideas and discoveries with peers from another country, confidently presenting their knowledge, explaining findings, and showcasing Bangladeshi culture through a Bangla song and a short dance. This collaboration demonstrated their skills in planning, reflection, and communication. Through these experiences, students were able to self-assess, adjust, and extend their learning, strengthening their independence, reflective thinking, and international-mindedness. By actively contributing to their learning and sharing it globally, they became empowered, thoughtful, and engaged learners, embodying the essence of collaboration.

Jannatul Ferdous Keya

Grade 1 UOI Class: Butterfly Life Cycle

by: *Luthfun Nahar*



G-1 Learners explored the life cycle of a butterfly as part of their Unit of Inquiry (UOI). To illustrate their understanding, they created models of the butterfly life cycle using clay. This hands-on activity helped them enjoy the process while learning about the different stages.

The focused related concepts were growth, adaptation, and transformation, which the students were able to connect to the butterfly's journey from egg to adult.

Luthfun Nahar

Grade 1 Learners: Discover Kenyan Culture

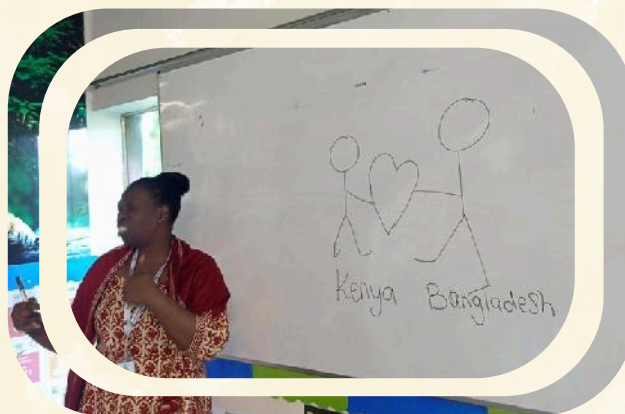
by: *Luthfun Nahar*



Grade 1 students had the wonderful opportunity to welcome Ms. Isabella as a guest speaker for their unit, "Who We Are", which explores culture and community.

Grade 1 students had the wonderful opportunity to welcome Ms. Isabella as a guest speaker for their unit, "Who We Are", which explores culture and community.

During the session, Ms. Isabella shared fascinating aspects of life in Kenya, including traditional foods, dances, and customs. Learners actively participated by asking a variety of questions, showing curiosity and



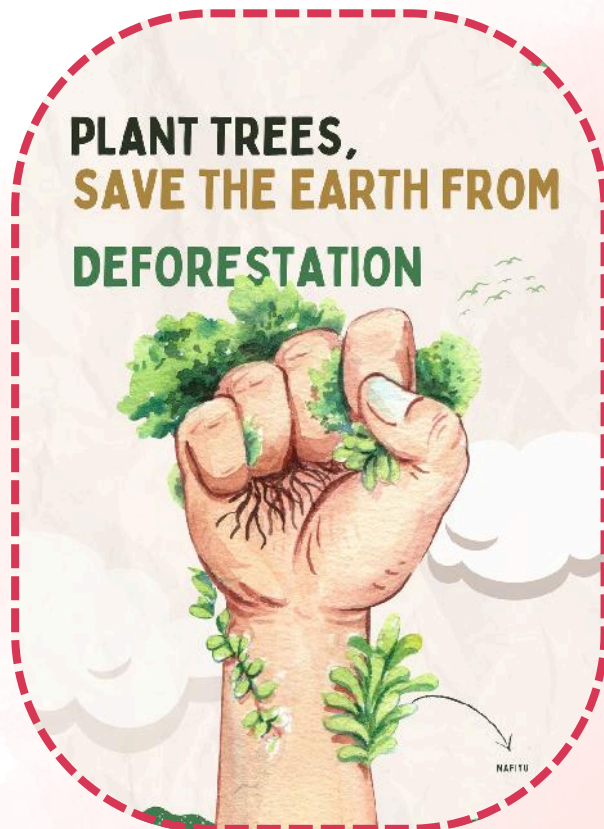
engagement throughout the session. They also practiced greetings in her native language, making the experience interactive and memorable.

This session was a perfect demonstration of international-mindedness, helping students broaden their understanding of different cultures and communities around the world.

Luthfun Nahar

Service as Action: Awareness Article

by: Nafiyu Ahmad, MYPI



Additionally, the loss of forests leads to soil erosion, decreased fertility, and disruption of natural habitats. Sadly causing many species to become endangered or extinct.

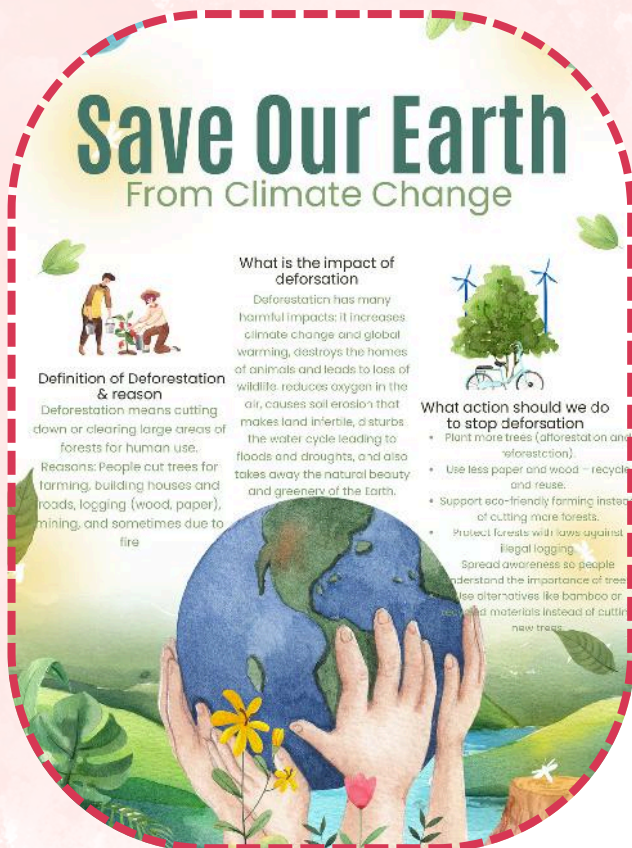
Deforestation also impacts indigenous people who rely on forests for their livelihoods and cultures.

Nafiyu Ahmad

“PLANT TREES, SAVE THE EARTH FROM DEFORESTATION!”

Deforestation is the process of clearing or removing forests and trees on a massive scale, often to make way for agricultural activities, urban development, or industrial expansion. This widespread loss of forests poses significant threats to biodiversity, climate, and local communities.

Forests are essential for maintaining ecological balance as they absorb carbon dioxide, regulate the water cycle, and provide habitat for countless species. When trees are cut down or burned, the stored carbon is released into the atmosphere, contributing to global warming and climate change.



“My First Experience of an Interdisciplinary Unit”

by: *Sompurno Rochoyta Sworno, MYP 2*



This is my first year in the MYP, and my very first IDU was a combination between Individuals and Societies and Design. The project focused on cultural representation using digital media, and I created a poster on the cultural practices of Europe.

To me, an Interdisciplinary Unit (IDU) felt like the IB MYP's yearly team-up, where two subjects high-five and create one glorious project that proves that the real world connections actually happen.

From the Individuals and Societies lens, I learned how cultural practices shape identities, personalities, and perspectives. I discovered how truly diverse the European continent is in terms of food, languages, daily habits, festivals, and celebrations. Furthermore, I realized that the blend of cultural diffusion and open-mindedness deeply helps individuals and societies develop creativity, cognitive flexibility, empathy, and innovation.

From the Design lens, I learned how posters can successfully attract attention and promote a continent's culture. I learned how to create vivid and attractive posters that can strongly represent a culture. Additionally, I developed various skills in an app called Canva, which I can now confidently use to make presentations and visually appealing posters in the future.

Combining all of this together, I learned how to create a vivid poster and how to meaningfully incorporate cultural representation into it.

Sompurno Rochoyta Sworno

PLEDGE HARBOR
INTERNATIONAL SCHOOL



BULLETIN

STUDENT'S
CORNER

“কলের ঘোড়া”

কলামে: নৈঋত বড়াল, DP 2

টগবগিয়ে খুর কাঁপিয়ে
হেঁটে যায় যান্ত্রিক ঘোড়া,
লাগাম হাতে চাবুক সাথে,
অস্বারোহী বিকট হাসে।

বিদঘুটে সে হাসি যেন ঘোড়ার
বেদনার যে আর্তচিৎকার
তাহার থেকেও কুৎসিত!

এক বদ্ধ উন্মাদ হাহাকার
যেন তার তুলনায় মুচকি হাসি।
তবে তার পাশাপাশি

মানুষের উল্লাস,
তাদের মানবতাহীন উদযাপন
আমি কখনোই ভুলে যাব না,
হারব না যতটুকু মানুষ, বেঁচে আছে আমার শরীরে।

নৈঋত বড়াল



“January 10th 2023”

by: Syed Rhian Huq, MYP 5

This was the day I arrived in Dhaka,
Nervous, jet-lagged, and wrapped in fear.
The city breathed a restless whisper.
The day began, its shadows near.

The sky wore tints of orange and blue.
A trembling dawn, both strange and new.
Who could tell what fate would spin,
What horrors slept, still tucked within?

I woke in a scurry, heart in flight,
Jet lag twisting wrong from right.
Time unraveled, mind unsteady,
My body is here, but my soul is not ready.

Syed Rhian Huq



“El Intérprete”

Por: Yashaa Nawaz, DP I

Muriendo junto al mundo,
Tal vez un vaso hueco.
Pero sobre el escenario seguimos,
Enjaulados entre rosas y oro,
Vivos o muertos.
Nos colocamos la sonrisa y actuamos.

Solo la desolación permanece,
Todo reducido a cenizas en el fuego.
No queda nada,
Salvo un espejo quebrado.

A través de él miramos
Con el alma hecha pedazos,
Hacia el vacío absoluto.

Y aun así,
El fénix
Sigue actuando.

Yashaa Nawaz

“Performer”

by: Yashaa Nawaz, DP I

Dying with the world,
Maybe an empty vessel.
But in a stage we perform,
Caged with rose 'n gold.
Alive or Dead,
We put a smile and perform.

Only desolation left behind,
All in fire burnt away.
Left with nothing but,
A broken mirror.

Looking through
A shattered soul,
To absolute void.

And yet,
The Phoenix
Still performs.

“Where did I go wrong?”

by: Khandaker Abdul Nashwaan, MyP 2

Where did I go wrong?

I lost a friend!

The words that I did not say,

Brought us to an end.

I wish I had spoken up,

Been expressive and true.

Then, communication would have happened

Between us two.

It devastated me to never hear a cheering voice ever again,

But then again, I have a vision of you.

I may never feel the same without you here,

In the back of my mind, you cried, yet you survived.

Whenever we left for home together,

It felt like an amalgamation of conversations,

But it never turned out to be a continuation.

Khandaker Abdul Nashwaan

“ইট”

কলমে: নৈঋত বড়াল, DP 2

ইট খুলে খুলে পড়া স্তুপের পাহাড়,

মাঝে তার কংক্রিটের ধুলার বাহার।

তাহার মাঝে কিছু মানুষ করে আহার,

কারবার,

তার নিদ্রাহীন স্নান।

পোড়া ডিজেলের গন্ধে পুড়ে যায় নাক,

হৃৎপিণ্ড যেন আংকে উঠে করে বাঁচার চিংকার—

মনে হয়,

যেন তাহা আজরাইলের হাঁক।

নৈঋত বড়াল





“Pocketful of Night”

by: *Sompurno Rochoyta Sworno, MYP 2*

Night unzips the city,
Let the quiet spill out like coins.
We pocket the dark,
Warm it against our ribs
And walk home richer.

Then, we have any right to be,
We pocket the dark.
Warm it against our ribs,
Let it pulse there like a second, slower heart.

By dawn the sirens sound almost gentle,
And we walk home richer,
Than we have any right to be.

Sompurno Rochoyta Sworno

“Me and My Amigo”

by: *Md Samiul Alam Raiyan, MYP 2*

We met 7 years ago,
Now we are like “lets play football yo!”
We use same technique in every game,
We partner in crime, that's what we say.

I'm like, “bro what to play?”
He is like, “I don't know what to say!”
Let's dominate a Team, cause we can.
Yeah, let's put them to dust.”

We pass the ball fast, no time to adjust,
When we score, we scream, “victory is a must”
No matter the score, we play with no fear,
We are tougher, braver than ever, and will be forever.

When we are together, calling each move
Is like what we already know,
That's just our flow, win or lose, we rise and trust
Because playing with my bro is a total must.

Md Samiul Alam Raiyan



“Iris”

by: Yashaa Nawaz, DP I

The bleeding lilacs dancing along the breeze,
A cries of a child fading into the air, drifting apart.
Suffocating Iris like an art of Van Gogh,
Fuzzy laughter buzzing away like mayfly.
Like a cat coming back yet again to life,
But only nine times,
Only this, and so on.

Running from the lamp,
Running and floating, forming the suffocation,
Heavy like the smell of soap.
Throwing paperweight Like a rock, bodies
Made of bloodwood scared and scratched,
Will only bleed blood choking on ash and vanish,
Maybe this, and evermore.

The sky's bleeding the shades of life,
Smoke's filling the skies changing it's shades,
To the color known to the people as fake,
But the river knows what to reflect.
Taking the man's side against the smokes,
Only this and maybe more.

Lazuli, dancing with opal 'neath the nightshade,
Misty mist chlorine shade in air.
Smokey skies being replaced by the bleeding ones.
May have the dancing hearts reacted to chemicals,
But the roaring ego never leaves even by the acids.
Only for the heart to start the dance of war,
Namelessly, this and blazing fury then ever before.

Yashaa Nawaz

“The Log in Rhythm”

by: *Khatib al Mohatadi, DP 2*

If I was given a dollar for every time I got a logarithmic equation wrong,
I would have an island of solid gold.

Knew a guy, who knows a guy named John Napier,
Doing the equations, it's getting bigger.
Ink ran dry, paper getting thinner,
Answers grew, stretching within.

Wait he said,
There must be another way,
Getting out of his comfort bay,
Thinking the days away, under the sun's ray.

Something hatching in his mind, the idea making me blind,
After the time of his grind, he made sets of rules for our mankind.

Multiply the equation, minus the division,
Those are the condition, got to have some observation.

Nah, we are getting too ahead!
Problems in place? Change the base!
Values in the stock market, Tellers in the state bank,
The money soaring over stack, writing it down fees in the lakh.

All of these possible for the rule, powerful be it power rule,
Quotient is a core rule, make a mistake, we call it a ভুল (Mistake).

Khatib Al Mohatadi



“জেব্রা ও শিকারি”

কলমে: ঔদ্য আবেগ, PYP 5



অনেক অনেক দিন আগের কথা, এক দেশে ছিল এক শিকারি, একদিন সে দেখে একটা জেব্রা ঘাস খাচ্ছে। তখন সে ভাবলো, আহা! আজকে আমার ভাগ্য ভালো। সে একটি জাল বিছিয়ে দেয়, এবং জেব্রাকে ধরে ফেলে। জেব্রাটাকে ধরে ফেলতে পেরে শিকারি আনন্দে হাসতে লাগলো। কিন্তু জেব্রা বেচারি বলে, “আমাকে ছেড়ে দাও।” তখন শিকারি বলে, “হা হা হা, যদি ছেড়েই দিব তাহলে ধরেছি কেন!” তখন জেব্রা বলে, “আমাকে ধরেছো কেন?” শিকারি বলে, “তোমাকে মেরে তোমার চামড়া দিয়ে জ্যাকেট বানাবো।” জেব্রা এ কথা শুনে কেঁদে কেঁদে বলে মানুষ এভাবে আমার মাকেও নিয়ে গিয়েছিল, তোমরা উলের সুতা, প্লাস্টিক ইত্যাদি দিয়ে জ্যাকেট বানাতে পারো না?” তখন শিকারি ঘাবড়ে গিয়ে বলে, “পা-পারি!” জেব্রা বলে, “তাহলে কেন করো না, যদি তোমাকে মেরে ফেলি, তোমার ভালো লাগবে? আমরা তো প্রাণ আছে, আমরা তো কষ্ট হবে!” শিকারি জেব্রার এমন কথা শুনে খুব লজ্জা পেল। এরপর সে জেব্রাকে দুঃখিত বলে ছেড়ে দিল, এবং সেইদিন থেকে সে আর কখনো শিকার করে নি।

ঔদ্য আবেগ



“How can we protect our animals from torture?”

by: *Shrabon Mojumdar, DP I*

In my point of view, many animals are held in captivity experience psychological and physical torture due to confinement and unnatural living conditions. There are a lot of animals that are getting tortured by humans. I feel that the practice of keeping sentient beings in cages for human entertainment is a violation of the ethics of sharing the planet. It's our responsibility to take care of animals because they are part of our nature. I am going to share my opinion with you all who are my peers, regarding the moral implications of animal captivity and I will suggest alternative ways that humans can engage with and protect wildlife without causing suffering.

In my hometown there is a zoo. When I went to the zoo then I saw there were different types of animals but they all were in the cage. There are some restrictions for animals that are all the time they have to stay in the cage. If any animals get hungry then they serve their food in the cage. Sometimes they don't even get food properly. They don't want to release them from the cage because they think that if they release them they will go somewhere else. I think that animals want to be free, they want to do whatever they want. In low quality zoos animals may not get better food or proper care which can harm their health. Animals want to spend their time with their partner. Animals that live in groups in the wild like elephants, Tiger, Wolf and Monkey may be kept alone which affects their mental health.

In the streets, I saw that many people may hit, kick or throw stones at animals like cats and dogs. They do it because many people don't like animals or many people do it because they want to nag them. Many animals get hit by vehicles because they live near the busy roads and have no protection. Some people don't care. In the field, I saw that there were many cows that were bound by the roof. They don't want to stay like that. I saw that many people threw stones at them. Some owners don't give crowded places without proper shelter which makes cows weak and unhealthy. Some people hit cows with sticks to make them move faster. I think that it will be so difficult to stay like that.

Most Pandas suffer from living in an artificial environment, they live in a human made environment instead of nature forest. If they live in them they will forget the bamboo forest and they will depend on humans for food. Panda will lose their natural survival skill and several other skills.

First of all, we have to stop torturing them. We have to provide good food so that they can eat properly and if they get weak we have to provide good treatment. Second of all, we have to plant trees, reduce pollution and avoid products that harm the ecosystem. Overall, healthy habits mean animals can live freely. We have to take their responsibility because they are part of our nature.

Shrabon Mojumdar

“নোনা বাতাসের কান্নাকাটি”

কলমে: সাফওয়ান মেহরাজ চৌধুরী, MYP 4

কথক: স্থানীয় জেলে, বয়স আনুমানিক ৬০।

স্থান: লাবণী পয়েন্ট ছাড়িয়ে ঝাউবনের ভেতরের একটি নির্জন চায়ের টং।

সময়: রাত ১১টা, বাইরে গুমোট আবহাওয়া, ৩ নম্বর সতর্ক সংকেত চলছে।

আপনার নাম কি বললেন? সাফওয়ান? বেশ ভারী নাম। বসেন সাফওয়ান ভাই, চা খান। এই নোনা বাতাসে চায়ের ধোঁয়া না দেখলে কলিজাটা কেমন যেন করে। আপনারা তো টুরিস্ট, আসেন দুই দিনের জন্য। সমুদ্রের নীল জল আর লাল কাঁকড়া দেখেই পাগল। ছবি তোলেন, লাফালাফি করেন। কিন্তু আমরা যারা এই দরিয়ার পাড়ে নাড়ি পুঁতে বড় হইছি, আমরা জানি—এই সমুদ্র সুন্দরী, কিন্তু বড় ভাইনি।

আজকে আকাশটা দেখছেন সাফওয়ান ভাই? কেমন কালচে বেগুনি? বাতাসের গুমোট ভাবটা টের পান? আমাদের কক্সবাজারে এমন বাতাস বইলে আমরা বলি—“দরিয়া খিদে পাইছে”।

শুটকির গন্ধটা নাকে লাগতেছে তো? না ভাই, এটা নাজিরারটেকের শুটকি মহালের গন্ধ না। এই গন্ধটা অন্য কিছু। শুনবেন গল্প? নাকি হোটেলে গিয়ে কম্বল মুড়ি দিবেন? সাহস থাকলে বসেন।

আপনারা তো দেখেন উৎসব। বিচে কত মানুষ, ফানুস ওড়ে, গান বাজনা হয়। কিন্তু আপনারা জানেন না, এই বালি—এই যে চিকচিক করা বালি, এর নিচে কত হাজার মানুষের হাড় গুঁড়ো হয়ে মিশে আছে। আমাদের এখানে ট্র্যাডিশন আছে, সমুদ্রে নামার আগে দরিয়াকে সালাম দিতে হয়। সাম্পান যখন ভাসাই, তখন 'বদর বদর' বলে পীররে ডাকি। কেন জানেন?

কারণ, ৯১-এর সেই রাতের কথা মনে আছে? আপনারা তখন হয়তো ছোট। আমি তখন যুবক, গায়ে মহিষের জোর। সেই রাতে ঘূর্ণিঝড় বা সাইক্লোন ছিল না, ছিল আজরাইল। বাতাসের শৌ শৌ শব্দে মনে হচ্ছিল হাজার হাজার রাক্ষস চিৎকার করতেছে। পানি যখন উঠল, তখন আর মানুষ, গাছ, ঘর—কিছু আলাদা ছিল না। সব একাকার।

সেই রাতে আমি আমার বাবারে হারাইছি। চোখের সামনে দেখলাম, জলোচ্ছ্বাসের একটা বিশাল ঢেউ এসে বাবারে নিয়ে গেল। বাবা শুধু একবার আমার দিকে তাকাইছিল। সেই চাহনি আমি ভুলি নাই।

এখন আসল কথায় আসি। ভয়ের কথাটা।

“নোনা বাতাসের কান্নাকাটি”

গত অমাবস্যা, আমি গেছিলাম ইনানীর ওদিকে, পাথুরে বিচের কাছে। রাত তখন ২টা হবে। মাছ ধরার জালটা ঠিক করতেছিলাম। হঠাৎ শুনি, ঝাউবনের ভেতর থেকে একটা বাঁশির সুর ভেসে আসতেছে। সুরটা আনন্দের না, কলিজা ছিঁড়ে যাওয়া কান্নার মতো।

ভাবলাম, কোনো টুরিস্ট হয়তো পথ হারাইছে। টর্চটা জ্বালালাম। কিন্তু আলো ফেলার সাথে সাথে যা দেখলাম, আমার রক্ত পানি হয়ে গেল।

দেখি, সমুদ্রের পানি থেকে উঠে আসতেছে একদল মানুষ। কিন্তু তারা সাধারণ মানুষ না। তাদের শরীর ফোলা, ফ্যাকাশে সাদা। চোখগুলো গর্তে ঢোকানো, কিন্তু সেই গর্তের ভেতর জ্বলজ্বল করতেছে আগুনের মতো লাল আলো। তাদের গায়ে জড়ানো পচা শেওলা আর ছেঁড়া জেলের জাল।

তারা হাঁটতেছিল না, ভেসে ভেসে আসতেছিল। আর বাতাস তখন অদ্ভুত আচরণ শুরু করল। টর্নেডোর মতো একটা ছোট ঘূর্ণি পাক খাচ্ছিল তাদের চারপাশে। বালু উড়ছে, কিন্তু কোনো শব্দ নাই। একদম পিনপতন নিস্তব্ধতা। শুধু সেই বাঁশির সুর, আর ফিসফিসানি—“ভিটা কই? আমার ভিটা কই?”

আমি দৌড়াতে চাইলাম, কিন্তু পা নড়ে না। মনে হলো বালির নিচ থেকে কেউ আমার পা খামচে ধরেছে। ভালো করে তাকলাম মাটির দিকে। দেখি, বালির নিচ থেকে ছোট ছোট হাত—বাম্বাদের হাত—বের হয়ে আমার গোড়ালি ধরে আছে।

সেই দলের সামনে যে লোকটা ছিল, তার মুখটা আমি চিনতে পারলাম। ৩০ বছর আগে মরে যাওয়া আমার বাবা! কিন্তু তার সেই শান্ত চেহারা আর নাই। মুখটা হাঁ করা, সেখান থেকে লোনা পানি আর কাঁকড়া বের হচ্ছে। সে আমার দিকে হাত বাড়িয়ে বলল, “বদর... ও বদর... নৌকাটা দে। বাড়ি যাব। তুফান আসতেছে, বাড়ি যাব।”

আমি চিৎকার দিতে গিয়ে দেখি গলা দিয়ে আওয়াজ বের হয় না। শুধু চোখের পানি গড়িয়ে পড়ল। আমি মনে মনে আল্লাহকে ডাকলাম। ঠিক সেই মুহুর্তে দূরের মসজিদ থেকে ফজরের আজান ভেসে এল।

সাথে সাথে একটা বিকট আর্তনাদ করে সেই ছায়ামূর্তিরা আবার সাগরের ঢেউয়ের সাথে মিশে গেল। আমি জ্ঞান হারালাম।

“নোনা বাতাসের কান্নাকাটি”

সকালে যখন জ্ঞান ফিরল, দেখি আমি ঝাউবনের এক কোণায় পড়ে আছি। আমার পায়ের গোড়ালিতে কালশিটে দাগ, যেন কেউ শক্ত করে ধরে রেখেছিল। আর আমার হাতে ধরা ছিল একটা পুরনো, জং ধরা টিনের টুকরা—যেটা আমার বাবার ঘরের চালের অংশ ছিল, যেটা ৯১-এর বন্যায় ভেসে গিয়েছিল।

সাবুওয়ান ভাই, চা জুড়িয়ে যাচ্ছে। খান।

আপনারা সমুদ্র দেখেন, আনন্দ করেন। কিন্তু মনে রাখবেন, সূর্যাস্তের পর যখন ভাটা শুরু হয়, আর ঝাউবনে বাতাস কাঁদে—তখন ভুলেও একলা বিচে যাবেন না। কারণ, এই সাগরের নিচে যারা ঘর হারিয়েছে, তারা মাঝে মাঝে উঠে আসে তাদের হারানো ভিটা খুঁজতে।

আজ রাতে আবহাওয়া খারাপ। ৩ নম্বর সংকেত। হোটেল থেকে বের হবেন না। আর যদি জানালার কাঁচে ভেজা হাতের ছাপ দেখেন... ভুলেও জানালা খুলবেন না।

দরিয়া আজ খুব অস্থির। খুব অস্থির।

কথক হঠাৎ উঠে দাঁড়ালেন। তার দৃষ্টি এখন আর আপনাদের দিকে নেই, তিনি তাকিয়ে আছেন উত্তাল সমুদ্রের দিকে। কান পেতে শোনার চেষ্টা করলেন কিছু।

"ওই শোনের... বাঁশি বাজতেছে। বাবা ডাকতেছে। আমার যাওয়ার সময় হইছে। জোয়ার আসছে।"

তিনি ধীরে ধীরে ঝাউবনের অন্ধকারের দিকে পা বাড়ালেন, ঠিক যেদিকে সমুদ্র গর্জন করছে। সাবুওয়ান, আপনি তাকে ডাক দিতে চাইলেন, "চাচা, চায়ের টাকাটা তো নিলেন না!"

কিন্তু তিনি কোনো উত্তর দিলেন না। তিনি অন্ধকারে মিলিয়ে যাওয়ার সাথে সাথেই একটা বিকট দমকা হাওয়া এল। হারিকেনের আলোটা দপ করে নিভে গেল। চারপাশ ঘুটঘুটে অন্ধকার। আপনারা ভয়ে তাড়াহুড়ো করে মোবাইলের ফ্ল্যাশ লাইট জ্বালালেন।

আলো জ্বলে উঠতেই সাবুওয়ান, আপনার গায়ের রক্ত হিম হয়ে গেল।

“নোনা বাতাসের কান্নাকাটি”

কোথাও কেউ নেই। না সেই জেলে, না সেই চায়ের টং দোকান, না কেতলি। আপনারা আসলে বসে আছেন বালির ওপর পড়ে থাকা একটা ভাঙা, জরাজীর্ণ নৌকার ধ্বংসাবশেষের ওপর। কাঠগুলো পচে গেছে বহু আগে।

আর যে মাটির চায়ের কাপটা এতক্ষণ হাতে ধরে চুমুক দিচ্ছিলেন, মোবাইলের আলোয় ভালো করে তাকিয়ে দেখেন-সেটা আসলে কোনো কাপ নয়। আপনারা ধরে আছেন একটা বড় মরা শামুকের খোলস, আর তার ভেতরে চায়ের বদলে জমে আছে ঘোলা লোনা পানি আর কিছু ভেজা বালি।

দূরে সমুদ্রের গর্জন তখন আরও জোরে শোনা যাচ্ছে। আর বাতাসের শৌ শৌ শব্দের সাথে মিশে ভেসে আসছে একটা পরিচিত গলার অশরীরী চিৎকার—“বদর... ও বদর... নৌকাটা দে... বাড়ি যাব...”

সমাপ্তি

তাপস গুহান মেহরাজ চিধুরী

“House Experience”

by: Jeremy Jordan Das, MYP I



At PHIS, we are divided into four unique Houses, each one named after a planet, creating a fun and competitive atmosphere throughout the school year. Our Houses face off in a variety of sports, including basketball, football, and volleyball, giving everyone the chance to show teamwork, determination, and school spirit.

We also compete for House points, adding excitement even though the final point totals are kept secret from us for now, which makes every competition feel mysterious and motivating.

Every school day begins with a lively assembly where we receive news, updates, and interesting topics that help us start the day well, allowing us to begin our mornings informed, curious, and connected as a community.

Altogether, PHIS brings together competition, teamwork, learning, and fun in a way that makes each day energetic and memorable.

Jeremy Jordan Das

“Life of a Volunteer”

by: Md Fatim Hasnat Ridbi, MYP I

My experience as a volunteer was really cool, exciting and full of learning. I had the chance to volunteer for two major events at school: PHIFT (Pledge Harbor Inter-Football Tournament) and PHIBT (Pledge Harbor Inter-Basketball Tournament). Being a part of both tournaments was fun but also a bit challenging. There were many things happening at the same time, and I had to stay focused, responsible and active throughout the events.

One of the biggest reasons my volunteer journey went smoothly was Imtiaz Sir. He guided me through the entire process and entrusted me with this opportunity. His support made everything easier and helped me understand how big events are managed.

I also want to thank Sohel Mama, who helped me with the scoreboard and taught me how to count points the right way. Without him, it would have been much more difficult.

Overall, this volunteering experience was perfect for me. I learned teamwork, quick decision-making, and how to handle pressure. I am really proud that I could contribute and was a part of the biggest events, our school Pledge Harbor hosted.

Fatim Hasnat Ridbi

“Dorm Life at Pledge Harbor International School”

by: *Md Alpasin Mamud Arpo, MYP 2*



Living in a dorm is not always easy. Sometimes I sit alone and think, if I was at home right now, I would enjoy it a lot. At home, everything feels warm and safe. My family is there, my own bed is there, and I can eat my favorite food. Because of this, I miss home often, and that is completely normal.

However, dorm life also taught me many good things. I learned how to take care of myself. I learned how to wake up on time, to keep my things in order, and finish my work without anyone telling me. I also made new friends in the dorm. We study together, eat together, and talk about our day. When I feel sad, they cheer me up, and I do the same.

Every Friday, we have night sports, and it's one of the most exciting segments of dorm life. Sometimes, we also have a chess tournament, and everyone gets very competitive in a fun way. After sports or playing chess, we return to our rooms tired but happy. On two nights, every week, including Friday's, we have a special routine; after 10 o'clock, all of us read a book for an hour. We issue our books from the school library and get to choose what we explore in the next sitting, so every week we get something new to read. After reading time gets over, we leave for bed.

Dorm life helps me grow and become stronger. It shows me how to handle small problems and how to stay patient. Even though I miss home, I know I am here to learn and improve myself. One day, when I go home, I feel extra happy because I know how special my home really is. Missing home is okay, and dorm life is also a part of my journey.

Md Alpasin Mamud Arpo



“My Experience on the Field and Beyond”

by: Sadman Jahir Sowad, MYP 4

Pledge Harbor Interschool Football Tournament 2025 (PHIFT) was one of the most exciting experiences of my life. As a player of the Pledge Harbor team, I had the chance to play and compete. Around 20 teams from across Bangladesh joined the tournament, including many international, English-medium schools.

The tournament took place on our beautiful campus in Mawna, Gazipur, and from the very beginning, the energy was incredible. Our first match became a moment I will never forget. We started strong and won the game by 7 goals. I scored 4 goals and provided 2 assists. When the final whistle blew, my teammates ran to me with high fives and cheers. It felt amazing to help my team start the tournament with confidence. I told my friends, “This is the best start we could ever hope for!”

Our coach, Mr. Esad, kept reminding us, “PHIFT is about teamwork and respect more than winning.” I saw this in every match. Even when games were tough, players stayed respectful and focused. After one match, a player from another school told me, “You played great today!” Hearing that made me proud and motivated me to work even harder.

PHIFT was not only about football. The Cultural Night was one of the most enjoyable parts of the event. After a long day of matches, students, teachers, and parents gathered to enjoy music from a live band. Everyone was dancing, laughing, and taking photos. I told one of my teammates, “This is the perfect way to end a day of football!” It felt like all the schools were coming together as one big family.

Playing in PHIFT taught me important lessons about communication, leadership, and staying calm under pressure. I learned that football is not only about scoring goals but also about helping teammates, trusting each other, and showing sportsmanship.

Parents and teachers praised the effort put into organizing the event. Many parents said, “PHIFT helps students grow as players and as responsible young people.” I completely agree because I felt myself grow both on and off the field.

Overall, PHIFT 2025 was an unforgettable experience. From scoring 4 goals in the opening match to enjoying the Cultural Night with my friends, every moment was special. I am proud to be a student at Pledge Harbor International School and proud that I could represent my school in one of the most exciting interschool football tournaments in Bangladesh.

Sadman Jahir Sowad

“A Journey to the CCDB Climate Centre”

by: *Khandaker Abdul Nashwaan, MYP 2*

On November 21, 2025, students from Grades 3 to 7, including myself, embarked on an educational field trip to the CCDB Climate Centre. Renowned as a premier knowledge hub for climate change mitigation and adaptation in Bangladesh, the technology park truly lived up to its reputation.

Upon our arrival, we were warmly welcomed and guided throughout our expedition. We were fortunate to have the constant support of our teachers and the dedicated CCDB staff, who generously shared their expertise and demonstrated the park's innovative technologies.



The orientation and presentations provided us with eye-opening insights into the realities of climate change. I was particularly fascinated by the adaptation inventions on display. One standout was a specialized bicycle that utilizes hydroelectricity to generate a significant volume of clean water in just one hour. Another peer favorite was the automated water vacuum robot. Designed to navigate along a net system, this device efficiently clears water bodies by drawing in and decomposing fallen organic matter, such as plants, vegetables, or deceased aquatic life, seamlessly processing them within its vacuum system.

We also observed an innovative, eco-friendly refrigeration system utilized by local farmers. This spacious storage unit employs a gentle water-droplet system to keep harvested fruits and vegetables fresh and healthy without relying on harmful chemicals.

The biodiversity within the park was remarkable. Witnessing such a thriving ecosystem made me realize how harmoniously humans and nature can coexist when given the right framework. This philosophy was mirrored in the residential designs on-site, which showcased modern, eco-friendly neighborhoods constructed entirely from renewable materials.

Following a delicious lunch, our exploration transitioned indoors, where we analyzed detailed 3D models contrasting a standard urban setup with a theorized, fully sustainable city. Nearing the end, we enjoyed our remaining time at the center's expansive playground.

Ultimately, this excursion was an adventurous and entirely novel experience for me, marking my very first visit to a dedicated climate center. I returned with a wealth of new knowledge and creative ideas that I hope to apply to my future projects.

Khandaker Abdul Nashwaan

PLEDGE HARBOR
INTERNATIONAL SCHOOL



BULLETIN

ARTISTIC
GALLERY

PYP Artistic Gallery



Drama Performance by PYP 3 students



"Racism"
Ahmed Jahir Amol
PYP5



"Equality"
Redwan Hasan Riyan
PYP5



"Deforestation"
Owdarjo Abeg
PYP5

MYP Artistic Gallery



Drama Performance by MYP I students



"Still Life"
Nafiyu Ahmad, MYP I



"Rabbit"
Ariyan Khan Sabir, MYP I



"Colorful Still Life"
Ariyan Khan Sabir, MYP I



"The Mutated Bat"
Jeremy Jordan Das, MYP I



"Stillness"
Md Fatim Hasnat Ridbi, MYP I

MYP Artistic Gallery



Drama Performance by MYP 2 students



"Perspective"
Khandaker Abdul Nashwaan, MYP 2



"Metaphorical Scene"
Md Samiul Alam Raiyan, MYP 2



"Beauty"
Sompurno Rochoyta Sworno, MYP 2

MYP Artistic Gallery



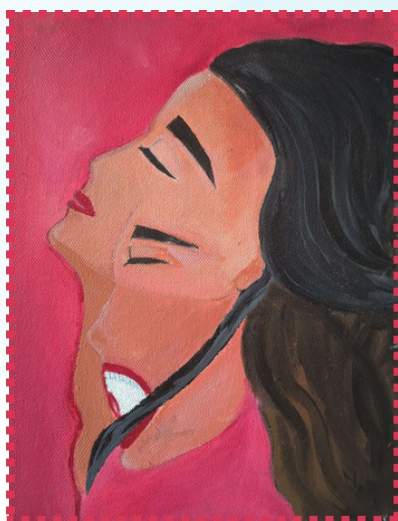
Drama Performance by MYP Performing Arts students



"Bully"
Md Samiul Alam Raiyan, MYP 2



"Metaphor"
Khandaker Abdul Nashwaan, MYP 2



"Metaphor: Faces"
Sompurno Rochoyta Sworno, MYP 2



"Ride"
Sneha Sadeeq, MYP 2

MYP Artistic Gallery



"Abstract Feelings"
MYP 4 Visual Arts Students



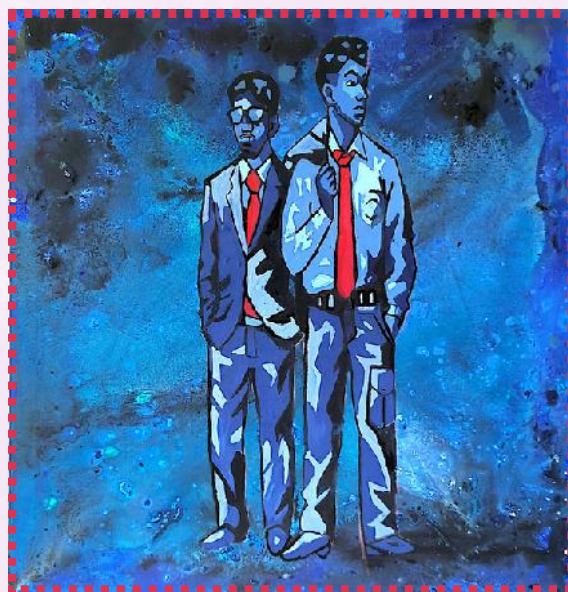
Drama Performance
Arbaaz Ibrahim, MYP 4



"Colors Play Music"
Samia Afrin Orsha, MYP 4



"Identity"
Jihad Rahman, MYP 4



"Nostalgia"
Sadman Jahir Sowad, MYP 4

PLEDGE HARBOR
INTERNATIONAL SCHOOL



BULLETIN

**FACILITATOR'S
CORNER**

“The Power of Student Voice”

by: Rajani Roy, MYP Coordinator



One of the most uplifting parts of being in a school community like ours is witnessing how students discover and express their voices. For many young people, school is not just where they learn subjects; it is where they learn to speak up, take initiative, make choices, and contribute to something larger than themselves. Every week, I am reminded that student voice is not only present in big events and milestones but also in quiet, everyday moments that often go unnoticed unless you are there to see them.

Not long ago, I witnessed a group of students planning for a special assembly. There was lively debate, dramatic hand gestures, last-minute changes, and bursts of laughter. What moved me most was not the final proposal they came up with, but how they negotiated, defended their ideas, listened to each other, and finally built something they could all take ownership of. From the outside, it looks like “just planning a performance,” but from an educator’s lens, it is communication, collaboration, and confidence in action. It is student voice taking form.

The same spirit becomes even more visible during whole-school events. Whether it’s PHIFT, Pledgeathon, food fairs, or assembly presentations, our campus comes alive when students lead. Their creativity fills the spaces where adults tend to over-structure. I remember watching a group of students run a food stall last year – they assigned roles, negotiated prices, argued about who would handle the money, and proudly explained their stall concept to parents and guests. Their excitement was contagious, and it was clear that they felt trusted and valued. That trust is what empowers student voices to flourish.

Interestingly, parents often witness student voice in its most honest form. I have had conversations with parents who were surprised, amused, and sometimes a little humbled when their children shared strong opinions about school life, global issues, or future plans. Those conversations reminded me that for students to express themselves confidently at home, they must first feel safe to do so at school.



“The Power of Student Voice”



When classroom discussions encourage multiple perspectives, when teachers allow room for questions, and when students know their ideas matter, that confidence travels with them beyond campus.

Behind many of these visible moments, there is another layer that deserves recognition - our teachers. I have seen teachers stay late after prep time, discussing strategies to encourage quieter students, revising rubrics to allow more student choice, and rehearsing presentations with nervous speakers. These backstage efforts often go unseen, but they are at the heart of how student voice becomes part of our culture rather than a one-time event.

As a community, we have every reason to be proud. Our students are not afraid to ask questions, defend opinions, share ideas, take creative risks, and lead initiatives. They are learning early that participation is not passive but it is purposeful.

Looking ahead, I hope we continue to create spaces where every student, quiet or outspoken, artistic or analytical, can communicate who they are and what they believe in. Student voice is not just a skill; it is an identity. And when young people find that voice, the world has a way of listening.



“Goal Setting in Sports: Outcome Goals versus Process Goals”

by: Khandker Imtiaz Ahmad, CAG Coordinator, HoD Sports & PHE

Goal setting is a fundamental and crucial task for any endeavor, and sports are no exception. Goal setting is a highly effective activity for achieving specific targets. Goal setting plays a crucial role in planning and preparation for sports performance; without planning, it is simply not effective. As the saying goes, "Failing to plan is planning to fail."

Now, let's discuss goal setting. There are primarily two types of goals: one is outcome goals and the other is process goals.

Outcome goals are result-based goals. For example, "I will become champion in this tournament" or "I will be the best player in this tournament," these are examples of outcome goals.

Now, let's discuss process goals. Process goals are procedure-based or process-oriented goals. For example, "In today's match, I will bowl 5 overs and deliver 15 dot balls," or "In today's match, I will give 80% of my passes accurately to the right place," or "Every time the ball goes to my teammate, I will move to an open space to create gaps."

Like in all other fields, it is necessary to set process goals in sports as well. Outcome goals should never be given priority because they create excessive pressure and expectations on coaches and players. Moreover, since outcome goals are solely result-dependent, they divert players' attention away from the minute details and processes of the game, making players inattentive to the aspects of performance they need to focus on for good play.

On the other hand, process goals work differently. Process goals essentially make players attentive to the minute details of performance, which frees them from the pressure of result expectations. By focusing on the intricate aspects of the game that need attention for better performance, players indirectly become capable of achieving the desired results.

For example, if a player sets a goal that whenever the ball goes to any of their teammates, they will immediately move to an open space so that their teammates can pass to them; this not only increases their opportunity to receive passes but also creates pressure on the opposition.

“Goal Setting in Sports: Outcome Goals versus Process Goals”

So for sports as well, it is always beneficial to set process goals. Some more examples of the process goals are

- For badminton, “After every shot, I will return to the center court position with split-step footwork before my opponent makes contact with the shuttle.”
- For basketball, “I will maintain a low defensive stance with active hands for the entire possession whenever my opponent has the ball.”
- For football, “I will make the extra pass at least 5 times during the game when a teammate is in a better scoring position than I am.”

Khandker Intesar Ahmad

“খেলাধুলায় লক্ষ্য নির্ধারণ: ফলাফল ভিত্তিক লক্ষ্য বনাম প্রক্রিয়া ভিত্তিক লক্ষ্য”

কলমে: খন্দকার ইমতিয়াজ আহমেদ, ক্যাস কো-অর্ডিনেটর এবং প্রধান (ফিজিকাল হেলথ এডুকেশন এন্ড স্পোর্টস)

যেকোনো কাজের জন্যই লক্ষ্য নির্ধারণ বা গোল সেটিং করা একটি মৌলিক এবং অত্যন্ত গুরুত্বপূর্ণ কাজ, এবং খেলাধুলাও এর ব্যতিক্রম নয়। নির্দিষ্ট লক্ষ্যে পৌঁছানোর জন্য গোল সেটিং অত্যন্ত কার্যকর একটি পদ্ধতি। খেলাধুলায় পরিকল্পনা ও প্রস্তুতির ক্ষেত্রে গোল সেটিং অত্যন্ত গুরুত্বপূর্ণ ভূমিকা পালন করে; পরিকল্পনা ছাড়া এটি একেবারেই কার্যকর নয়। কথায় আছে, “পরিকল্পনা করতে ব্যর্থ হওয়া মানে ব্যর্থ হওয়ার জন্যই পরিকল্পনা করা।”

এবার গোল সেটিং এর কথায় আসা যাক। গোল মূলত দুই প্রকার: একটি হল আউটকাম গোল বা ফলাফল ভিত্তিক লক্ষ্য এবং অপরটি হল প্রসেস গোল বা প্রক্রিয়া ভিত্তিক লক্ষ্য।

আউটকাম গোল হল ফলাফল ভিত্তিক লক্ষ্য। যেমন, “আমি এই টুর্নামেন্টে চ্যাম্পিয়ন হব” অথবা “আমি এই টুর্নামেন্টে সেরা খেলোয়াড় হব”—এগুলো হল আউটকাম গোল উদাহরণ।

এবার প্রসেস গোল নিয়ে আলোচনা করা যাক। প্রসেস গোল হল পদ্ধতি ভিত্তিক বা প্রক্রিয়াভিত্তিক লক্ষ্য। যেমন, “আজকের ম্যাচে আমি ৫ ওভার বোলিং করে ১৫টি ডট বল করব,” অথবা “আজকের ম্যাচে আমি ৮০ শতাংশ পাস সঠিক জায়গায় দেব,” অথবা “যতবার বল আমার দলের কোনো খেলোয়াড়ের কাছে যাবে, আমি খালি জায়গায় সরে গিয়ে গ্যাপ তৈরি করব।”

“খেলাধুলায় লক্ষ্য নির্ধারণ: ফলাফল ভিত্তিক লক্ষ্য বনাম প্রক্রিয়া ভিত্তিক লক্ষ্য”

অন্যান্য সব ক্ষেত্রের মতোই খেলাধুলায়ও প্রসেস গোল নির্ধারণ করা প্রয়োজন। আউটকাম গোলকে কখনোই প্রাধান্য দেওয়া উচিত নয়, কারণ এটি কোচ এবং খেলোয়াড়দের উপর অতিরিক্ত চাপ ও প্রত্যাশা তৈরি করে। তাছাড়া, আউটকাম গোল যেহেতু শুধুমাত্র ফলাফল নির্ভর, তাই এটি খেলার খুঁটিনাটি বিষয় এবং প্রক্রিয়া থেকে খেলোয়াড়দের মনোযোগ সরিয়ে দেয়, যার ফলে ভালো খেলার জন্য যে দিকগুলোতে মনোযোগী হওয়া দরকার সেদিকে তারা অমনোযোগী হয়ে পড়ে।

অন্যদিকে, প্রসেস গোল ভিন্নভাবে কাজ করে। প্রসেস গোল মূলত খেলোয়াড়দের পারফরম্যান্সের খুঁটিনাটি বিষয়ে মনোযোগী করে তোলে, যা তাদের ফলাফলের প্রত্যাশার চাপ থেকে মুক্ত রাখে। ভালো পারফরম্যান্সের জন্য খেলার যে জটিল দিকগুলোতে মনোযোগ দেওয়া প্রয়োজন, সেদিকে মনোনিবেশ করার মাধ্যমে খেলোয়াড়রা পরোক্ষভাবে কাঙ্ক্ষিত ফলাফল অর্জনে সক্ষম হয়।

উদাহরণস্বরূপ, যদি একজন খেলোয়াড় লক্ষ্য নির্ধারণ করে যে যখনই বল তার দলের কোনো খেলোয়াড়ের কাছে যাবে, সে তখনই একটি খালি জায়গায় সরে যাবে যাতে তার সতীর্থরা তাকে পাস দিতে পারে—এটি শুধু তার পাস পাওয়ার সুযোগই বৃদ্ধি করে না, বরং প্রতিপক্ষের উপরেও চাপ সৃষ্টি করে।

তাই খেলাধুলার ক্ষেত্রেও প্রসেস গোল নির্ধারণ করা সবসময় উপকারী। প্রসেস গোলার আরও কিছু উদাহরণ হল:

১. ব্যাডমিন্টনের জন্য: "প্রতিটি শট করার পর, প্রতিপক্ষ শাটলে আঘাত করার আগেই আমি স্প্লিট-স্টেপ ফুটওয়ার্কারের মাধ্যমে কোর্টের কেন্দ্রে ফিরে আসব।"
২. বাস্কেটবলের জন্য: "যখনই আমার প্রতিপক্ষের কাছে বল থাকবে, আমি পুরো পজেশন জুড়ে সক্রিয় হাত সহ নিচু ডিফেন্সিভ স্ট্যান্ড বজায় রাখব।"
৩. ফুটবলের জন্য: "খেলার সময় কমপক্ষে ৫ বার অতিরিক্ত পাস দেব যখন আমার সতীর্থ আমার চেয়ে ভালো স্কোরিং পজিশনে থাকবে।"

খন্দকার ইমতিয়াজ আহমদ



“Hoot-Who”

by: James Anthony Hazeldine, Senior Dorm Master & Day School Communicator

In the quiet center of the world's clamor, I remain.

My existence has transitioned from the heights of perceived royalty to the grace of the ordinary. I do not live extravagantly; rather, I live with a deliberate, quiet normalcy. My story finds its roots in a remote village, nestled within the protective embrace of a close-knit compound I am proud to call home.

The children here have named me Mr. Who, an affectionate nod to the cadence of my call. I live without kin, though I am surrounded by others of my species. Long ago, I chose a life of solitude, recognizing that I moved to a different rhythm than the rest of my parliament. I was drawn to this specific sanctuary because it has served as a refuge for so many before me, most notably my mentor, Mr. Hoot, who famously wandered far beyond the familiar horizons to see what lay beneath the distant sky.

This place is an educational institute, a rare haven where humans, children, and creatures of all kinds coexist in safety. It is a theater of natural harmony.

My "day" truly begins in the evening. I take my position upon the gallery of the rectangular hall, watching as the humans gather for their hour of "sports." I was content in my isolation until a young member of the Parliament approached me, possessed by a persistent curiosity regarding my solitude and my history.

Through that chance encounter, a bond was forged. Over the passing years, we looked toward the horizon and made a choice: we would leave the familiar behind. We set out together to discover the secrets held within the vast blue skies, the lush greenery, and the rugged, muddy terrains of the world.

As I told my young companion then:

"Life is either a daring adventure or nothing at all."

Moral of the Story:

True growth requires the courage to step beyond the boundaries of one's comfort zone. To explore is to experience, and to experience is to truly learn.

Parliaments: A pack of owls is commonly called a "parliament." Other less common terms include a "wisdom," "congress," "hooting," and a "stare" of owls.

The term "parliament" is thought to reflect the wisdom associated with these birds.

James Anthony Hazeldine

“সংকট”

কলমে: মোশাররফ হোসেন রনি, প্রধান (বাংলা বিভাগ)



সময়টা যেন অদ্ভুত এক নীরব আর্তনাদ,
সংস্কৃতির নামে ছড়ায় অপসংস্কৃতির বিষাদ।
নীরব ভূমিকায় দাঁড়িয়ে থাকাই যেন বুদ্ধিমানের কাজ,
সহ্য করতে পারলেই মেলে ক্ষমতার স্বাদ।

মিথ্যার পরতে পরতে ঢেকে যায় সত্যের মুখ,
বালি চাপা পড়ে থাকে বিবেকের দুঃখ।
সত্যের কথা বলতে গিয়ে যেন কণ্ঠ রোধ হয়,
জ্বালাতে গিয়ে আলো তাঁর অন্ধকারেই ক্ষয়।

মরছে মানুষ, তবু সমাজ যেন নির্বিকার,
সেবার নামে চলে শুধু মেকি অভিনয় আর প্রচার।
হৃদয়ের চেয়ে ব্যানার বড়, আত্মার চেয়ে ছবি,
মানবতার দামে কেনা হয় সম্মানের চাবি।

তবু যেন হার মানতে চাই না, এই মাটির টানে,
বেঁচে থাকুক যত সাহসী প্রাণ সত্যের পানে।

মোশাররফ হোসেন রনি

"The Silent Drizzle"

by: Tahmina, MYP-DP English Language Acquisition Facilitator

Prologue

"The singing droplets came to me,
Hunting for a song,
Humming in melancholy.
The bruised broken self of mine,
Tuned a little,
Rhythmically, affectionately."



The Silent Drizzle

The starting of a gaze,
A mute perspective,
Actions are taken,
Affections are broken.

Unstructured figures started to form,
Giving living beings no chance at all,
No breathing sounds were even heard,
But lightnings struck from above.

A multidimensional view,
In a single latitude,
A tune is humming,
The broken records stood stunning.

The curving image of mine curled,
With tainted scars all covered,
My voice rang in rhythmic light,
While the blank sky drizzled,
Throughout the night.

The silent serene notion,
Of breaths and devotion,
Tangled the vision,
Of evoked emotion.

Dripping, dripping,
Pouring in silence,
Who could be bearing,
The miles of resilience?

Startling struck across the sky,
Living hurdles rushes by,
The song of misfortune sang from within,
The darkness hummed with no sign of breathing.

Throbbing, piercing,
Unrecovered, remorse,
Of thousand buried patches of fog,
Filled with images.

Astonishment gazed at me,
Mimicking from afar,
A mystic view thanked the gloomy night,
For the alluring presence of mine.

Broken, stitched, sobered wings,
Glued with humor, unable to recover,
Haunting the existential crisis,
Inviting the dilemma,
Why is life unfair, cruel, and absurd?

Sinking down upon the dew,
Caught the freshness subdued,
Gathered fragments tilted wings,
Haphazard twisting in.

Tahmina

“Living with Books”

by: Abir Hossain, Assistant Librarian & Dorm Master



Books have always been more than just pages bound together; they have been my escape, my peace and my own universe. From the very beginning, as a child, I was lost in the thrilling mysteries of Tin Goyenda and Tintin, where every turn of the page promised adventure and wonder. My love for stories only deepened with the works of Humayun Ahmed, whose Misir Ali became a mirror to my own thoughts, while Badhshahi Namdar whispered the secrets of power and destiny.

As I journeyed further into the world of literature, I discovered the depth of Bengali classics, with Aranyak by Bibhutibhushon Bandyopadhyay drawing me into a world where every sentence held a new layer of meaning. Ahmed Sofa's contemplative prose, George Orwell's piercing insight into society, and John Green's exploration of human emotions, each book etched a new chapter in my soul.

Now, as I walk through the aisles of Pledge Harbor International School Library, with its nearly 10,000 books, I am overwhelmed by the vastness of this world I have chosen to live in. It's a place where every corner is filled with stories waiting to be discovered, every shelf a doorway to another adventure. In this sanctuary, I have lost myself, and perhaps, in the best way possible, I never want to be found again because in these pages, I find my home.

Abir Hossain

“My Journey as a Dorm Master at PHIS”

by: Jannatul Ferdous Keya, Dorm Master & KG-2 Homeroom Teacher

My first day as a Dorm Master at PHIS was filled with uncertainty. I honestly did not know what to do or how to begin. Coming from a corporate office background, stepping into a dormitory environment was a completely new experience for me.

When I was introduced to the students, I was quite surprised because they were all teenagers. Suddenly, I was no longer working behind a desk, I was living with them, sharing space, time, and responsibilities.

At first, I had to convince myself that this was my new role and a new challenge. I reminded myself that my responsibility was not just supervision, but building strong bonds with the students. Even when I was not officially assigned duties, I chose to stay with them; to connect, to observe, and to understand them better.

Within just one week, I became a part of their everyday lives. From helping them choose their dresses to combing their hair, they started coming to me naturally. Slowly, our relationship grew beyond formality. They began to see me as their mother, and I embraced them as my own children. Every morning felt like a new beginning; new thoughts, new responsibilities, and renewed love.

Of course, the journey was not always easy. There were challenging moments, emotional breakdowns, and situations that were difficult to manage. At times, dealing with their unwanted behaviors tested my patience. However, I learned, adapted, and overcame those challenges with care and understanding.

We, my girls and I, share one roof. Under this roof, we experience everything together: emotions, celebrations, tears, happiness, meals, and countless memories. We fail sometimes, we grow together, and we support one another like a family.

Now, it has been three years. What started as an unfamiliar role has become an inseparable part of my life. Being a Dorm Master at PHIS is not just a duty—it is a journey of love, patience, learning, and lifelong bonding.

Jannatul Ferdous Keya

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EDITORIAL BOARD'S MESSAGE



Tanjela Mahbub & Tahmina
Literary and Oratory Club Lead & Chief Editor

This newsletter is the result of the collective effort, dedication, and collaboration of many individuals. We would like to express our sincere gratitude to the Literary Club teachers and all the students of the Literary & Oratory Club who contributed by submitting various kinds of writings, assisting in data collection, and supporting the initial proofreading process. Their commitment and attention to detail were invaluable in shaping this publication.

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The overall coordination of the newsletter was carried out through collaboration in organizing submissions, managing data, supporting proofreading, overseeing the design and compilation process.

We sincerely thank everyone whose contributions have enriched this publication.

Tanjela Mahbub
Tahmina

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