



## Highlights of the Month

- › Leadership Development Program for IISH Grade 8 B1 & B2
- › Leadership Development Program for 10X Mysuru Grade 9
- › Leadership Development Program for 10X Mysuru Teachers
- › Leadership Development Program for IISH Grade 5
- › Leadership Development Program for IAIS Grade 10
- › Leadership Development Program for IAIS Grade 11 & 12
- › Leadership Development Program for IISB Grade 5

## Dear Leaders,

March at ISL was a month of dynamic growth, learning, and transformation. This edition highlights our inspiring leadership programs, which challenged and empowered students. Every experience was crafted to foster resilience, adaptability, and purpose - essential qualities for tomorrow's leaders. Join us as we reflect on the strides we've made together.

## IISH Grade 8 & 10X Mysuru Grade 9

Two batches of grade 8 from Indus International School Hyderabad embarked on an enriching five-day Leadership Development Programs from 2nd to 6th and 9th to 13th March 2026 - at the Indus School of Leadership campus. They went through the immersive experience focused on fostering active listening, teamwork, and creative problem-solving. This immersive program focused on leadership competencies like critical thinking, communication, collaboration, and teamwork through experiential training activities.

The dynamic students of grade 9 from 10X Mysuru participated in a five days leadership program which focused on the essential leadership skill required to lead one-self and teams in the 21st Century.



## 10X Mysuru Teachers

A team of 10 faculty members from 10X Mysuru participated in a 24-hour Faculty Leadership Development Program at ISL from 07th to 08th March 2026. Designed around experiential learning, the program blended outdoor challenges, collaborative problem-solving, and reflective conversations to deepen leadership understanding. Through activities such as the Leadership Disposition Course (LDC), Converging Acid River (CAR), and Map Reading & Navigation, participants engaged with key competencies like collaboration, resilience, risk-taking, situational awareness, and self-reflection. The experience reinforced the idea that leadership is not positional, but emerges through shared responsibility and teamwork. The safe learning environment enabled open reflection on both successes and failures, with challenges becoming powerful moments of growth. Overall, the experience inspired participants to embrace challenges, reflect deeply, and lead with greater awareness, trust, and openness in their professional journeys.



## IISB Grade 5

A batch of 73 students of grade 5 from Indus International School, Bangalore, reported at the ISL campus on 23rd March 2026. Over the next three days, students actively participated in activities including mid-rope courses, junior obstacle course, tent pitching, and a leadership movie session. Each activity was followed by dedicated reflection sessions, helping students internalize key takeaways in communication, collaboration, critical thinking, and creativity. The trek and camp fun moments added a rejuvenating touch to this well-rounded learning experience.



## IAIS Grade 10

From 16–20 March 2026, Leadership Development Program for IAIS grade 10 students was successfully held at ISL, bringing together 28 motivated students for an immersive five-day experience. Designed to move beyond traditional classroom learning, the program focused on building real-world leadership skills through the 4Cs—Communication, Collaboration, Creativity, and Critical Thinking—alongside the Man 2 framework, which emphasizes self-mastery and team effectiveness.



## IISH Grade 5

The Leadership Development Program for 63 students of Grade 5 from Indus International School Hyderabad, was conducted from 13-16 March 2026 at the ISL campus. This immersive outdoor experiential learning initiative, designed to nurture key competencies like collaboration, critical thinking and creativity, through structured activities and guided reflection. Students developed practical leadership through hands-on challenges like hiking and team puzzles, fostering self-awareness, teamwork, and problem-solving in a supportive environment. The program successfully built confidence and environmental awareness, with logistics enabling focused immersion.



## IAIS Grade 11 & 12

Indus Altum International School, Belgaum (IAIS) students participated in a transformative Leadership Development Program from March 20-24, 2026. The high-stakes immersion followed the "Me to We" philosophy, challenging individualistic views toward collective stewardship. Grounded in the 4Cs-Critical Thinking, Creativity, Communication, and Collaboration, students tackled professional-grade simulations and outbound challenges. Activities demanded rapid decision-making, ethical judgment, and emotional intelligence under pressure, shifting focus from personal achievement to team vision. This experiential curriculum fostered strategic leadership skills through real-time application, preparing students for accountable roles beyond theory.



## **“Passion as the Ultimate Asset in Outdoor Education”**

In outdoor education, technical skills and risk management are non-negotiable. However, the most transformative programs recognize another critical asset: authentic passion.

Passion is contagious. When a facilitator speaks about tree identification with genuine wonder or navigates a trail with palpable excitement, they do more than transfer knowledge—they ignite curiosity. A student who senses an educator’s deep love for the environment is far more likely to step away from a screen and lean into the discomfort of a rainy hike or a chilly campsite. Passion transforms a mandatory outing into an adventures and challenges.

Moreover, passion fosters resilience. Outdoor learning is unpredictable: gear fails, weather turns, and students get tired. In these moments, technical manuals offer little comfort. It is the facilitator’s heartfelt commitment to the experience that models’ perseverance. When a leader exclaims, “Look at that sunset-worth every drop of rain!” they teach a profound lesson: challenge and beauty coexist. This emotional asset helps students reframe adversity as part of the journey, not a reason to quit.

Finally, passion deepens ecological stewardship. Facts about erosion or biodiversity can inform, but only passion inspires action. An educator who weeps at the sight of a polluted stream or celebrates the return of a native bird instills a moral connection to place. Students internalize that the natural world is not a resource to be managed, but a home to be loved.

In outdoor education, gear can be rented and skills learned from a book. Passion, however, is the irreplaceable asset that turns a trip into a lifelong relationship with the wild.

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