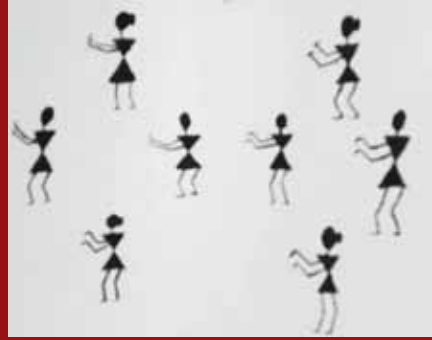


# CREATIVE CORNER



Class 5 -  
Worli art by  
Prerna  
Gajjar



Class 3 - Art work



Class 2 - Shading  
by Drashti



## "Brick-Beat"

Vol. 4 No. 2 Oct 2012

Class 1 -  
Model of  
School's  
interiors



Class 2 - Paper folding art



Class 4 and 5 - Art work  
using materials



Class 3- Model of Claris  
Headquarters

Dear Parents,

I hope you've had a wonderful last quarter filled with festivities and celebrations. Once again, we have had action packed months from July to October, full of academics, projects, activities and festival celebrations. The coming quarter will usher in more larger than life events along with winter, for which we are getting all geared up now.



For the first time on Dussehra, we had a Ravan Dahan (eco-friendly) with children and our team. Dussehra is a significant festival in our culture, which marks the victory of good over evil. Do you know why Ravana is portrayed as ten-faced? Traditional Indian wisdom places importance on the control of one's emotions and projects the intellect alone, as being supreme. The great King Mahabali, advises Ravana to shun the other nine base emotions which are represented by his extra nine heads- those of anger; pride; jealousy; happiness; sadness; fear; selfishness; passion; and ambition. Intellect alone is to be revered. But, Ravana justifies and exults in the possession of all these ten facets, as they make him a complete man. He is as good or as bad as any human being, and as nature intended man to be. Our epics have used the ten heads of Ravana to symbolize a man without control over his passions- eager to embrace and taste life- all of it. So Rama may be seen as God, and Ravana is the more complete man (Referred from Book- Asura by Anand Neelakantan).

All of us, adults and children, experience these nine emotions in our day-to-day lives. However, in order to succeed in life, it is important to be self-aware of our emotions and manage them properly through various situations. This, according to me, is one of the most difficult tasks that we face in our life, and where most of us adults fail. When children are young, they are still unable to understand and differentiate amongst these emotions. When they display negative emotions like anger, jealousy, etc., we tend to reprimand/punish them for it. However, it is important for us to dialogue with children about their feelings and understand the reasons behind those. This will make them more self-aware about their emotions and its expression. We should then also teach them strategies to face and deal with those emotions, rather than avoiding such conversations. Through such a process, we can help children to be more balanced and independent in nature as they grow up.

With this message, I wish you a very Happy Dussehra and my wishes in advance for a safe and enlightening Diwali! Hope you enjoy reading this issue of the newsletter.

Best Wishes,  
**Renita Handa**  
Founder  
Redbricks Education Foundation

redbricks | Junior

Play Group | Nursery | Junior KG | Senior KG

Ashok Nagar Bungalows 1, 3 & 4, Behind Sundarvan, Satellite, Ahmedabad - 15, India

Ph: +91 79 26925625, Mob: + 91 9979500003

Email: junior@redbricksjunior.com www.redbricksjunior.com

redbricks | school

Plot no 1385 & 1386, Near Arjun Farm, Shilaj - Rancharda Road,  
Ahmedabad- 382721, India. Ph: +91 79 26925625, Mob: +91 9979500003

Email: info@redbrickseducation.org | www.redbrickseducation.org



## Project Approach at Redbricks



A project can be defined as an in-depth study of a topic or a theme. The study maybe carried out by individual children, groups of children or by the whole class. Within the project there are three phases phase one is where children have scope to share their past experiences, phase two to explore maximum things they want to know through different people or different places around them and phase three to culminate the entire project story and journey. This time Nursery children did project on Animals, Junior kg on Plants & Senior Kg on Cellphone- method of communication the projects were carried out for four weeks. All the children across three classes finally culminated their learning on the day of the final display. Wherein parents became the key partners by attending the display and listening to their child's experiences.

## Field Visit

Field visit gives children an opportunity to gain first-hand experience of various learnings, which holds a very important place in the early education of the child. As per the research a child learns and grabs maximum by practical learning.

- **Play Group** visited the Prahladnagar garden to explore nature through various senses of seeing, smelling and touching. Children also collected various leaves, stem and flowers from the garden.
- **Nursery** visited the Kankaria Zoo to explore different animals for the Animal Project. They also visited SGVP Cow Shed to explore the aspect of animal care and people associated with it.
- **Junior Kg** visited Law Garden to explore different plants for their Plant Project and a Horticulture Nursery to explore the different stages of plant growth.
- **Senior Kg** visited a Mobile Shop to explore different types of Cellphones and to know more about it.



## Parent Buddy

Besides Educational visits various resource person visited the campus to share knowledge with the children on their field of expertise . This also helps in strengthening the parent-school connect. We had many such resource person visiting the school to take session on different such subjects and a few of them were parent buddy's.



In Nursery, Mrs. Rupal Agarwal had visited the school with their pet tortoise & Mrs Vrinda Sisodiya had visited the school with their pet dog (German Shepherd named Gracy) to share information with Nursery children about taking care of pets at home. Children expressed their excitement by asking questions and touching the pets. On various occasion parents and grandparents had volunteered to conduct story telling session with children from Playgroup and Sr.kg.

It was an interesting experience for children to hear about Lord Krishna & other stories from their own family members.

## New Parent Academic Orientation

New Parent Academic Orientation was conducted to have a clear understanding on curriculum and pedagogy at Red Bricks. The orientation was conducted by Mrs Renita Handa, Dr Jigisha Shastri & Dr. Shruti Bhargava. Overall the session helped the parents to draw linkages between developmentally appropriate programme as contributor in the holistic development of children.



## Play-Way Teaching Method Workshop

In the first PTM small parent education workshops were conducted across all the classes where respective class teachers talked about developmentally appropriate program at Redbricks with evidences of practices in the ongoing program & videos. According to the parents feedback, the workshop helped the parents to align with the practices followed at the school.

## Celebrations In Redbricks Junior



### Messy Day

Messy Day was celebrated as an experience of exploring anything and everything in the surrounding. The planned activities were conducted in the play area, wherein a marshy pond was created at one end and on the other side children made clay independently. Playgroup kids explored the texture of the clay, Nursery kids did palm printing on old newspaper, Junior Kg & Senior Kg kids played in the sand pit, played with potters clay, water pipe, in the puddle full of mud and water.

### Rakshabandhan

Children celebrated the festival by doing various art activities like creating rakhi and doing free brush painting on a big rakhi. The school decoration was done in a manner for children to feel the festival wherein a big rakhi stuck on front side of school gate was made by teachers. In all classes stories were narrated which was followed by the ceremonial process of tying rakhi to the peers. Children were very excited to show rakhi to their near ones and also they shared with the teachers to whom they tie the rakhi on the day of rakshbandhan.



### Janmashtami

On the occasion of Janmashtami, children came dressed up as Krishnas, Radhas and Gopis. They thoroughly enjoyed the celebration which involved the Jhula Jhulana to Lord Krishna, doing Garba with peers, breaking the matki and story telling session by their parents or grandparents.

### Independence Day

On the day of celebration children came dressed up as freedom fighters. Play group children flew balloons in the sky and Nursery onwards all the children performed in front of the entire group on the patriotic songs like "hum honge kamyab", "Nanha muna rahi hun". In Jr. Kg & Sr. Kg children did a role play on national symbols and danced on various patriotic songs.



### Plantation Day

Children planted various plants in various form within the school campus. Also they planted a plant for their own selves and discussed the ways they will take care of it back home. The experience of planting seeds, saplings or a bit grown plant was very interesting and joyful for children.

### Father's Day

On Father's Day children across all the classes prepared a card for their fathers. The cards were personalized by taking finger impressions of children on the card and with the kindergartners writing a word about the father on it.



## Academic Orientation for New Parents



An academic orientation for the new parents of Redbricks School was organized on 28-07-12 to make them familiar with the school philosophy and approach towards education. The facilitators of this orientation were Mrs. Renita Handa and Dr. Jigisha Shastri. The session was highly interactive and the parents' participation in the session is worth appreciating. The session was a platform where both the stakeholders- the school and the parents exchanged a shared vision for good education and on the best practices that are implemented for the optimum development of the children.

## Field Trips

- Class 1 children visited the Sundervan Park to observe birds like dove, pigeons, ducks, turkey, etc. They discovered the difference between the wings, the feathers and the shapes and colors of Birds.
- Class 3 children visited the Centre for Environmental Education (CEE) during their theme of "Life cycles". The volunteers from CEE took a lot of interest and explained the process for various Plant life cycle and children were thrilled to see a lot of creepy creatures in the campus.
- Class 4 and 5 children went on a field visit near the Torrent Power Station to see the various ways of the air getting polluted, the fuel emission from vehicles, the smoke from the chimney, etc., as a part of their EVS understanding.



## Visits By Resource People To Our Classrooms

**Class 1:** Mr. & Mrs Chawla (Dheer's parents), came as buddies to share with the children on the role of each family member and the activities that they have specially as a family. Both parents were taken aback by the kind of questions that were raised by children. One child wanted to know from them - "when there is a birthday party do you order food or make food at home?" There were a pool of questions that went on as a part of interaction in the class.

**Class 2:** During the theme "My body and its needs", Dr. J.D. Patel came to class and explained to the children about the different internal parts of the body and their functions. Dr. Patel with his humour had a wonderful way to narrate a story of the different internal organs of the body where they all lived in harmony for a better living. When teacher asked "Which body parts do we use while riding a bicycle?", One child said, "We require our eyes to see the road, ears to hear the horn, legs to paddle, brain and heart."

**Class 3:** For an expert interaction for the Interest Center sessions based on tessellation patterns and designs, Mr. Rushi Gajjar from Abellon CleanEnergy demonstrated the various ways where designs using shapes can be used and also the logic that follows when arranging such patterns.

**Class 4 & 5:** During the theme "Mass media and communication", Mr. Trivedi (Journalist from Zee News) shared very interesting points about the theme. He also talked about the popularity and the mass use of Facebook, which the children felt was mass media. To their surprise they came to know from the expert that the face book is a new form of journalism and it is called citizen journalism.



## Home Visits to Children's Homes



Home visit is an integral part of the academic program at Redbricks School. At the start of the year, teachers visited the homes of each child to meet their families and bond with children in their home environment. Children were excited to show their teachers their favorite toys and collection of books. The whole process helped teachers discover so much about each child's home environment which they often carry as experiences to the school. Parents also enjoyed the company and had an informal interaction with the teachers discussing more about the child's personality and sharing a joint vision for the child. We sincerely thank the families of all the children for such a warm welcome extended to us in your homes!

## A Peek into Our Classrooms

The Visit to AUDA garden was entirely planned and executed by Kids of **Class 1**, where they realized the Interdependency of people in an Organization. They started off with taking permission from the school principal & administration staff for transport facility. After the successful field visit, children felt a sense of achievement on organizing the trip all by themselves. For introducing the theme 'Celebrations and Traditions', in

**Class 2**, teachers started off with putting a tikka on the forehead of every child. This action made the children inquire about the reason behind it which gradually lead to the introduction of the theme. As the theme advanced the children made "festival corners" in the class depicting all the practices followed during a particular festival with the materials provided to them in class.

**Class 3** children prepared a power point presentation on "Animals and their habitats". Children independently thought of and researched using a search engine on the different animals found in that particular habitat and later on did a presentation before their peers using the same information.

**Class 4 and 5** were introduced to Interest Corners in class wherein there was a Reading corner where the children had to independently write a book, in the Mathematics corner and English corner games related to vocabulary building and functional grammar were played. All the tasks were performed by the students independently using their own ideas and thoughts. The teachers played the role of the facilitators engaging the children and helping them out with the queries that aroused from the activity. It was good to see the children choose the activities which also showed their decision making abilities.



## Celebrations Galore



**Father's Day** was celebrated with great enthusiasm in which children were thoroughly excited to express their feelings towards their 'DAD'. They actually termed their father as their role model and real life HERO, and made medals for their fathers.

**Rakshabandhan:** Class 1 and 2 performed on the song "Foolo ka taaro ka" while Class 3, 4 and 5 performed a small skit on the stories of history of Rakshabandhan. This function was followed by Rakhi making by all children from Class 1 to 5.

**Janmashtami:** Children watched a video depicting the birth of Lord Krishna followed by "matki fod" and raas garba in the school premises. Entire school cheered for natkhat Kanha as "Haathi Ghoda Palki, Jai Kanhaia Laal ki". The celebration ended with a musical Raas Garba where children and teachers danced together.

**Independence Day:** Children expressed their love for the country through patriotic songs and a beautiful dance drama portraying the historical journey from pre-independence period until the memorable Day in the year 1947, 14th of August midnight. The songs were sung in praise of the greatness and the cultural diversity that exists in our country.



## Non-School Skills Children Need

Everyone knows that there's much more to life than those basic subjects we learn in school. Think about your own experience for a moment. When you got out of high school, did you know everything you needed in order to survive in life, let alone succeed? Most likely not, unless you had parents who did you that favor.

That's a part of life, you might say, learning these lessons. But it's also possible to prepare your child a bit before they go out on their own. What follows is a basic curriculum in life that a child should know-

### A note on how to teach these things

These subjects should not be taught by lectures or textbooks. They can only be taught by setting examples, by conversation, by showing, and by allowing the child (or teenager) to do these things on their own (with supervision at first). Once you've talked about the skill, showed your child how to do it, and let them do it under supervision a few times, give your child the trust to do it on his own, and to learn from his own mistakes. Check back every now and then to talk about what he's learned.

#### Financial -

**Saving.** Teach your child from a young age to put part of money he receives or earns in the bank. Teach him how to set a savings goal, and save for it, and then purchase whatever it is he was saving for.

**Budgeting.** Many of us dread this task as adults, and suffer because of it, because we lack the understanding and skills necessary to make budgeting a breeze. Teach them simple budgeting skills, and what's involved so they won't have problems as an adult.

**Paying bills.** Give them bills to pay and have them pay it on time, online or in the real world. Learn how to write a cheque and how to make sure that you're never late with bills again.

**Investing.** What is investing and why is it necessary? How do you do it, what are the different ways of doing it, how do you research an it? How does it compound over time? A good conversation to have with your teen.

**Frugality.** This is something to teach them from an early age. How to shop around to get a good deal, to compare between products of different prices and quality, to make things last and not waste, to cook at home instead of eating out too much, to control impulse buying.

**Credit.** This is a major problem for many adults. Teach them the responsible use for credit, and how to avoid it when it's not necessary, and how to avoid getting into too much debt, and how to use a credit card responsibly.

**Retirement.** Is it better to work hard and retire or to take mini-retirements throughout life? Your child should be aware of the options and the pros and cons of each, and how to do each. Why it's important to start investing in retirement when you're young, and how much of a difference that can make through compound interest.

**Charity.** Why this is an important use of your money, and how to make it a regular habit. This should be not only a financial issue, but a social one. Show them how to volunteer their time and effort as well.

#### Thinking

**Critical thinking.** One of the most important skills to start introducing the habit of questioning why? And the skill of find out the answer. And how to question authority — there is no one right answer. Conversation is a good way to accomplish this skill.

**Reading.** Sure, we're taught to read. But schools most often make this boring. Show your child the wonderful imaginative worlds there are out there. And show them how to find out about stuff in the world through the Internet, and how to evaluate what they read for credibility, logic, factualness.



#### Success



**Positive thinking.** While critical thinking is an important skill, it's also important to have a positive outlook on life. Find solutions instead of complaints, believe in yourself, and block out negative thinking.

**Motivation.** Learn that discipline isn't the key to achieving a goal, but motivation. How to motivate yourself, different strategies, start with small, easily achievable goals, and let them develop this skill.

**Procrastination.** It's a problem we all deal with as adults (and even as kids). When there's something to do that we really need to do, how do we get ourselves to do it? Learn the reasons behind procrastination, and how to address them.

**Passion.** One of the most important ways to be successful is to find something you're passionate about, and do that for a living. At a very young age of your child, you should show him/her how to find his/her passion, how to pursue it & why it's important.

#### Social

**Anti-competition.** As kids, we're taught how to be competitive. In the adult world, that's how we behave. And that results in back-stabbing, undercutting, feelings of resentment, and other life-affirming things like that. Instead, teach your child how you're more likely to be successful if you help others to be successful, and how they'll help you in return. Learn that making friends and allies is better than making enemies. Learn cooperation and teamwork before competition.

**Compassion and Love.** Taught in very few schools. In fact, instead of teaching children how to empathize with others, some schools often teach children to increase the suffering of others. Learn to put yourself in the shoes of others, to try to understand them, and to help them end their suffering. Compassion's twin brother, love differs only in that instead of wanting to ease the suffering of others, you want their happiness. Both are crucial.

**Listening and Conversation.** Are our children taught how to listen in school? Or how to talk at someone. Learn how to truly listen to someone, to understand what they're saying, to empathize. Goes hand-in-hand with listening, A conversation is what is needed, not a lecture. Learn to converse with your child instead of talk at him.

#### Practical

**Auto.** Why cars are needed (no, not to look cool), how to buy a practical car, how to take care of it. How the engine works, what might break down, and how it's fixed.

**Household.** How to fix things around the house and keep things maintained. The tools and skills necessary to do just the basic maintenance and repairs. And how to know when to call a professional.

**Cleaning.** How to do laundry, to keep the house clean & uncluttered, have a weekly & monthly cleaning routine. Teach your child all these things instead of just telling her what to do.

**Organization.** How to keep paperwork organized, how to keep things in their place, to to keep a to-do list, how to set routines, how to focus on the important tasks.

#### Happiness

**Be present.** For some reason, this extremely important skill is never taught to us when we're kids. As we get older, we start thinking about the future and the past, and the present seems to slip away from us.

**Enjoy life.** Kids don't have much of a problem with this, but some awareness of its importance and how to do it, even as an adult, would be helpful.

**Find purpose.** Having a purpose in life is extremely important. Show how to do it yourself.

**Develop intimate relationships.** The best way to teach this is to develop an intimate relationship with your child.

Written by Leo Babauta

Courtesy : [www.dailygood.org](http://www.dailygood.org)



## Joy of Giving

Redbricks education Foundation celebrated The Joy of Giving Week (JGW) by engaging all the members through "acts of giving". The bottom line of this celebration was to spread as much awareness and joy through little deeds, which got sparked by taking the little steps towards creating happy moments for one another. We hope to sustain this enthusiasm creating a happy work environment through out the year with the motto "Let the Giving begin"



With such a beautiful thought that sparked the minds of our little ones this year we all decided to celebrate this week by "giving a smile" to one another be it at school or home that will spread happiness and wellbeing and create a happy world. Children across classes from both Junior school and primary school brought their toys to be shared with children of some of the municipal school and organizations like Visamo Kids Foundation & Arzoo Foundations. Some of the junior classes had decided to call over their friends from these places to come over and play with them sharing the joy of giving.

It was an exciting day on the 6th of October where the Children of our institute invited 25 Kids as their friends from Visamo Kids Foundation to spend some time with each other engaging in various activities like visual and performing arts, culinary skills – little chefs where they prepared choco bread rolls and tasty Monaco topping, games and activities like Musical chair, made sand castles and played free games on the school ground. Every moment through the collaborative activities they shared a bonding that got exchanged through the smiles and verbal interactions.

Children both from our school as well as from Visamo had a fulfilled time and Mustafa from Visamo said, "I wish I could stay in this school for ever". Overall the day witnessed a host of colorful and fulfilled activities that brought a big smile onto the faces of each of the members. The children of our institutes had great time sharing such friendship bonds with their new



## An Exhibition by Redbricks Junior on PLAY!!

Redbricks Junior hosted an exhibition for sharing young children's ideas, perspectives and project work on the theme of Play (1.5 to 5.5 year old children). It was held on 6th, 7th and 8th November 2012 at Kanoria center for Arts from 4 PM to 8 PM. The exhibition displayed the perspectives of young children through their various forms of expressions like – Anecdotes, Presentations, Drawings, Paintings, Clay Models, 3D Models, Installations, Stories, Rhymes, riddles, Writings, photographs, Videos, Interactive Games and much more...

The entire city and community was invited to witness this celebration of Play, and advocate for a child's right to PLAY. Redbricks Junior children also narrated self-created stories, shared their invented board games, etc, at the event with the visitors.



Right to rest, relax and play in ways that suit their ages is an important aspect of a Child's Right to Development. However, the developmental and learning value of play is often undermined by most of the people. While children love to play, adults do not attach importance to play. Knowing how to play is one of the greatest gifts given to us. Play forms an important part of a child's life, especially in the early years of life (Birth to eight years of age).

The Play Exhibition was an initiative by Redbricks, to take children's voices to all adults- parents, educators, government authorities and all citizens to wake up for children's right and need to Play across settings- school, home, outdoors, etc.

## Post Graduate Programs at Redbricks Teachers' Institute

We proudly commenced the 2nd batch of our flagship teacher education program, "Post Graduate Program in ECCE" (part-time batch) on 2nd July 2012. The batch is a mix of working teachers, aspiring teachers and young mothers enthusiastic to learn more about early childhood years education.

The students have been engaged in attended theory classes, doing on-field practice teaching, going for field visits and attending guest seminars to become thorough ECCE professionals. Field trips to places like Pratham Foundation and its slum learning centre, Shreyas Montessori School, Activity-based learning observation in Ahmedabad Municipal School, etc, have been organized in the last few months.



We are launching the 3rd batch of this program from 26th November, 2012, as another 6-month program. Given the state of Primary years education, we have also developed a robust practical and 21st century oriented teacher training curriculum for primary school educators (class 1-8). This new program called 'Building Future Educators' (BFE) is also starting from 26th November as a 6-month part-time program. We encourage working/aspiring educators and parents to join these programs and gain its benefits.

## Activities during the Project Approach at Redbricks School

**Class 1 :** In the beginning of the project 'My school' it was very surprising to know about the misconceptions that the children had about their school. They said things like the, "The school is made by the principal". However as the project began, they started exploring their concepts and in detail understood about the roles of people working in a school, its system, etc. At the end of the project, they said that it is a place where they come to learn and have fun.

**Class 2 :** For their project 'Water', children explored different properties of water by experimenting and investigating about water in detail. They created an impressive model of a real "Waterfall" in their school outdoors. Towards the end of the Project, the children realized the need of saving water too.

**Class 3 :** At the culmination of the Project 'Community Places', the children defined community as a place where people not only work, but also talk, share ideas and thoughts, communicate and socialize and have a feeling of togetherness. They came to a conclusion after the project was over, that an office is not only a place where people work but also discuss current affairs during breaktime. They had made models of AUDA garden and a Corporate Office (Claris headquarters) with detailed planning and organization.

**Class 4 and 5 :** The project on 'Materials' turned out to be very informative for the children. They were clear with the origin of materials and the process of rock cycle by the end of the project. They could associate different properties of materials and could create different objects having particular materials.





## Our Journey for the first project of 2012-13 academic year

Plants are something that the children are familiar with and so, all of us unanimously decided to take this topic as a project approach.

Initially the answers, drawings, stories, clay work, poems and role plays were very raw and included everything other than plant also.

Thus, on the basis of the discussion that was done, we prepared a questionnaire for further investigation to the topic.

In the second phase there was more of field work and field visit. The children decided to visit a garden and a nursery where they could get the answers to the questions they had probed in Phase I, after which they were able to answer those same things when asked later in the class. There was gardener who was called as a resource person, who came with his tools and gave first hand experience to the kids in using the tools and doing plantation

After all this they were probed to make stories, poems, do role plays, make 3D model and express whatever they had understood about plants, individually and in group.

In the third week, after two weeks of extensive study, research, field trip and field work in Phase II, their words and modes of expression reflected clearer, neater and more expressive than Phase I.



Whatever they have spoken right from the beginning of project approach was documented by the teachers, this was displayed on the boards by the students with the assistance and guidance of the teachers. It consisted of various answers to the questions probed, poems, stories, drawings, rhymes, clay and art work done by the children in each Phase, photos of children involved in activity and various other things.

By doing this they get a sense of ownership with the project approach.

The children decided whom they would like to call on the day of culmination, how they would display the work. They were eager to share their experiences with the visitors. On the day of culmination they would express to their visitors what they have made and feel very happy, encouraged and satisfied about their work.

We felt that the project was a success. Children gained a lot of knowledge related to plants, which is evident in their work.

We look forward to more PROJECT APPROACHES!!

From : Dipika, Nayana, Drashti, Bhumi, Pooja and Madhavi, Junior Kg team



Jr.kg - Group activity



Jr.kg - Paper Crumbling



Jr.kg - Garden



Sr.kg - Clay work



Nursery - Paper craft



Playgroup - Sponge Dabbing