

CREATIVE CORNER



Class 1 - Representation of Tents done by Dheer, Vihaan, Khusboo and Medhavi



Class 5 - Pencil shading done by Prerna Gajjar



Class 4 and 5 - Group Activity : Clay Model of Heart as part of the Project : Body Systems



Class 4 and 5 - Depicting Soils of India using different kinds of paper



Class 3 - Representation of Zodiac Signs in Hindi



Class 2 - Group Activity : Representation of Lifestyle of Early Mankind



Class 2 - Aluminium foil painting done by Maahi Shah



Class 1 - Representation of 'My House' done by Yash Chikara



Class 3 - Mixed Media Art done by Komal Kalal



"Brick-Beat"

Vol. 5 No. 1 June 2013

Dear Parents,

Welcome to the new Academic Year 2013, especially, to all the new children and their families who have now become a part of Redbricks family this year.

It is common knowledge that today's children face a lot of competitive pressure through constant comparisons and steadily rising adult expectations. However, there is a lot of science behind the nature of competition, which we need to understand as educators & parents. In Ancient Greece, the oldest culture with competition where the Olympic games originated, the ultimate goal of competition was to achieve something called "aretas"- it means achieving excellence through competition. Competition was seen as a virtue, which "shapes one into a better person" and helps him/her to "become best he/she could be- excellence". The element of competing against one's own self was more important than defeating others. However, in today's world, staying ahead of others has become a larger purpose, which negatively consumes us and creates constant stress/anxiety.



Research has shown that biologically not all of us are programmed to handle competitive situations in the same manner. There is a specific center in the Brain and a specific Gene (COMT), which relates to how well one can perform in a competitive situation. In a research study, 9 to 13 year old children were made to compete in two different ways- one way was to compete against a clock and beat one's own time while the other way was to compete against other children. It was found that 50% of children performed better when they competed with someone else, but for 25% of children, their performance remained the same in both situations. Most importantly, there were 25% of children whose performance became worse in the second situation because of the stress and anxiety related to competition. Numerous research studies have confirmed this pattern, which makes us think about the impact of competitive situations on children's performance. The good news is that we can train our brains and ourselves to handle competition better, but it has to happen in a systematic and long-term manner, which does not erode a child's self-esteem.

Ultimately, competition is important but children bear the brunt when we as adults keep on pushing them by constant comparisons with others. Each child is unique, and can be taught to compete with his/her own self at a younger age. Competition with others comes at a later stage, when the child is biologically and emotionally ready for it. Even when competition is introduced to children, it should be kept in mind that all children perform differently under pressure situations, and they need to be taught to positively handle competition and stress situations.

The last quarter from February to April, saw the ANNUAL DAY and KIDS MELA events. Both events were a fantastic learning experience for children, our team and hopefully also for parents. The year-end report card sharing day between teachers and parents went as another reflective day, which highlighted the achievements of children in the whole year. Summer months were busy for our team with lots of curriculum planning, trainings for teachers, and operational preparations for the new year. Redbricks Teachers Institute achieved a major milestone by gaining a university-affiliation for its postgraduate programs. We are all geared up for the new academic year, which promises to bring a host of new experiences.

Best wishes,

Renita Handa

Founder and Director - Academics

Redbricks Education Foundation

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Project Approach at Redbricks

“Every child likes to explore.”



Children enjoy learning about the world around them. The Project Approach involves children in studies of things nearby that interest them and are worth knowing more about. When teachers implement the Approach successfully, students feel highly motivated and actively involved in their own learning, leading them to produce high-quality work and to grow as individuals and collaborators. This time Nursery children did a project on Fruits, Junior kg & Senior Kg on Food, the projects were carried out for four weeks. During culmination Junior and Senior Kg put up a restaurant along with the kitchen where their clay work exhibiting the food items like burger, pizza, sandwich, roti etc was displayed. To give the feel of the restaurant, they placed small chairs, round tables also had a menu

card prepared, when parents came to see the culmination, they were offered to sit in the restaurant and their order was taken by the children themselves.

Field Visits

Playgroup : Playgroup children visited Sundarvan to explore nature and different types of animals and birds. They fed some animals and also recognised most of them. They also went to a temple nearby as part of their activity to explore public places. They experienced the serenity inside the temple, joined hands and prayed. They also relished the ‘prasad’ distributed by the pundit.

Nursery : For the theme 'fruits', children were taken to Star Bazaar, to explore different types of fruits, their smell, texture & colour. They also visited Girish Juice Centre in order to give them hands on experience for the theme, 'Fruits'. They were shown & explained the entire process of making juice, they also tasted and enjoyed the fresh juice. Children interacted with the veterinary doctor and the support workers at the Asian Clinic for the theme ‘Community Helpers’. They explored the instruments and asked a lot of questions about the same.

Junior Kg : To explore more on 'Food' project, children visited ‘Wah’ Restaurant's kitchen and saw the process of cooking; they asked a lot of questions related to cooking. They were amazed to see the size of the vessels and the different kinds of equipments in the kitchen. This helped them to gain more information regarding different food materials and its utility. For the theme 'Clothes', children were taken to a boutique called Sampoorna Boutique, where they got hands on experience on different types of cloth material, beads, buttons, laces & other accessories used for stitching.

Senior Kg : To know more about different food materials & cooking utensils, children visited ‘Hypercity’ mall. Their staff shared information on food, spices and other edible items. Children had opportunity to see the entire billing process at the billing counter.



Celebrations At Redbricks Junior

Favourite Colour Day - It was celebrated from Playgroup to Senior KG. Children came dressed in their favourite colour dresses along with favourite colour toy. All of them were very excited to show their dresses to the teachers. They also played and shared their toys with their peers in a joyful mood.

Uttarayan - Redbricks campus was decorated with small lanterns and torans which gave bright and colourful look to the school. All the children enjoyed experiencing the kite flying followed by making of small kites by Kindergarten children. All the children relished 'Til laddu' & 'Undhiyu' which was the meal of the day.



Republic Day - Children celebrated Republic Day with great enthusiasm. Playgroup and Nursery kids sang national anthem and danced on the tunes of various patriotic songs. Kindergarten children were curious and asked lots of questions. They made flags using indigenous material and were excited to show the same to the parents.

Dabba Party - After experiencing sharing day, children wanted to enjoy the spirit of sharing and togetherness all over again so Dabba party was arranged which gave an opportunity for children to share their lunch boxes among their peers & teachers. Besides children, parents appreciated the concept & all parents participated actively.

Sharing Day - Sharing day gave an opportunity to children to understand the Importance of sharing. To celebrate the spirit, children got home cooked food for their peers & shared the same with them in a joyfull manner. Kindergarten children also shared their likes and dislikes about their peers & teachers.



Holi - Children celebrated the festival of colours with great energy. On the occasion of Holi, Redbricks campus was beautifully decorated with balloons. Children played Holi with their peers using flower petals and eco friendly colours. Kindergarten children were shown the video of 'Prahlad' to make them understand the importance of “Holi”. For the meal that day 'khajur' & 'kheer' were served to enhance the spirit of celebration.

Parents Cooking Day - Celebrating the day strengthened the parent -school connect. To celebrate, parents volunteered to do non fire cooking in the class and also involved children with them. Parents made vegetable rolls, sandwiches, bhel, masala papad, basket chaat and tang. Children enjoyed the experience of cooking with their parents.

Earth Day - Due to the increase in Global Warming, Redbricks decided to celebrate 'Earth Day' to incorporate the sense of responsibility to Save Environment. As a part of the celebration children cleaned their classes & swept the campus. Through this activity, teachers explained them the importance of keeping the surrounding clean. Kindergarten children shared their thoughts about saving the environment & also depicted their ideas in the form of role plays.



Innovative Classroom Practices

Class 1: Children of Class 1 after having a first hand experience of visting a book store, they created their own book shop in the classroom. Some children played the part of the book keeper and some came in as customers. Children were able to differentiate between the different genres of book and how books are arranged accordingly in a shop for easy browsing and buying. As there was an exchange of books, the concept of money and buying and selling was also incorporated.

Class 2: Children of Class 2 for better understanding and clarity of Multiplication tables prepared Chik-choks of different tables. Each child selected a different table and made a chik-chok of the same. Later they went around during their free time and asked the children to play their game and answer their questions.

Class 3: As a part of vocabulary building during the theme "Earth and Space" the children made to read reference books and reading material to find words related to Earth and Space starting from each alphabet. Children enjoyed this activity and it also ensured the reinforcement of spellings learnt during the theme.



Class 4: Children were introduced to the concept of Area through an interesting activity of "Classroom measurement". Children measured the area of the class by counting the number of tiles. This practical exposure gave them a clear idea about area measurement and made the concept interesting and easier to understand.

Class 5: The children of Class 5 during their project "Machines" came across many inventors. This knowledge gained by them during the project was used and each child made a booklet having some important and interesting information on this inventors. Children explored the works of these inventors through various mediums like internet and books.

Field Visits

Class 1 went on a field trip to Reading tree, a leading bookstore in the city during their theme "Books". They explored various genres of books and understood how books can be classified into fiction, non-fiction, fable, informative and moral etc. They interacted with the owner of the book store and asked her questions related to different types of books, from where the books come and who decides the level of the books. They also went on a field trip to the Library of AMA. After observing the library, its environment and its book collection the children illustrated the place on paper. They sat there, read and explored some books of their choice.



Children of Class 2, during their theme "Transportation system" went on a BRTS ride from Star bazaar to Iskon. The purpose of this visit was to make children understand the working of the transport system and how it helps people to commute easily.



Children of Class 4 and 5 went on a field visit to the Clarion Factory during their theme "Machines". Children explored the various types of machines and how they are used in the process of manufacturing or production. Children along with the teachers were given special dresses to wear to explore the unit.

Resource People as Experts

1. Interaction with Traffic Police : Children of Class 2 had an interactive session with a Traffic police. All of them were very curious to know about different traffic rules and how a person is fined if he/she breaks laws. Children were also made aware about the importance of a license while driving, from where it is issued and the functions of the RTO.

2. Mr.Shekhar Ukande (Admin-RBS) and Mr.Deepak Sharma (I.T.-RBS) : They visited class 4 and 5 as experts during the project "Machines". Mr Shekhar explained to the children the working of a extension board and how it is used. Mr. Deepak Sharma made the children understand the working of a Landline tephone and a CPU by showing the internal parts of the machines and how each part is connected to the other for its smooth functioning.



3. Priya Dave : Mrs. Priya Dave (Parent of Mitra Dave of class-1) came as resource person for class 1 during their theme "BOOKS". She had an interactive session with children regarding the process of writing a book, its process of publishing and her experience of writing a book. She also gifted the children of Class 1 a book written by her named, 'The Jungle Cinema'.

When we celebrated 'EARTH DAY'...

Earth Day is an annual event, celebrated on April 22, for environmental protection. It was first celebrated in 1970. Especially in times of global warming, we should celebrate Earth Day to remind us to conserve natural resources for future use. It teaches us to "Reduce, Reuse, and Recycle!". Earth day is the day you show how much you appreciate mother Earth by "Going Green". Hence it was an important initiative taken up by Redbricks school. Children of Primary school performed a skit on -How human activities have affected the earth's atmosphere and how living on Earth has become difficult in recent times. Colourful Badges and bands on "Environmental conservation" with catchy slogans like - 'Grow more trees', 'Save the Earth', etc. were prepared and distributed among the children of all classes. Children of Senior. Kg were also made part of the celebrations. Children of Class 3, 4 and 5 initiated a "Say no to plastics" rally and went to different shops and vegetable vendors in the vicinity, distributing paper bags, that they had made.



Teachers as Learners

Just before the start of the academic session of 2013-14, RedBricks school organised a series of day long workshops for its teachers. The faculties invited were experts in their respective fields. The teachers were facilitated with innovative techniques of making maths interesting for children by Mrs. Sandhya Sitaram, an able faculty in the field of teaching young children, including those with special needs since over 2 decades. Science was made interesting even for teachers by Mrs. Joonna Sheel, who involved the adults into strategies that she would use with children otherwise and thus could make science a cake walk for kids to learn. English as a language was too on the list, conducted by Mrs. Ansuya Adhikari, running her own training center, who involved the teachers in innovative activities, where kids can grasp the complex concepts of grammar while being involved in interesting games. Dr. Jigisha Shastri conducted workshops on effective guidance and discipline and classroom management techniques with the teachers.

Days full of innovative teaching ideas prepared the teachers at RedBricks to kick start the new year with great zeal and impudence.

Annual Day - Our World of Play

Redbricks Education Foundation celebrated its Annual Day on 23rd February 2013. The Annual event created a whole new world, named as 'Our World of Play'. The audience were welcomed with great exuberance. They were taken on an amazing journey through various aspects of play. The Ingenious backdrop for the event helped the world present itself visually to the people. Children across all classes performed gracefully. The event began with the performance of children across Class 1 to 5 on the song "Aashayein". The children transited from one formation to the other very beautifully in this song. Children from Playgroup and Nursery performed adorably. It would be an incomplete ceremony if not for the 'natkhat' childhood days of Bal Krishna. The children of Junior Kg. couldn't have done a better job! Senior.Kg children gave an ode to our Country - India, by performing on the musical tunes of 'Jai ho'. Mr.Tushar Gandhi, the chief guest shared an inspirational story he had heard when he was young. Mr.Aditya Handa, founder of Redbricks Education Foundation, spoke about the importance of play and how it is rooted in learning. From the dramatic dance act of Class 2 on 'Chatte Batte', to the rocking and zealous performance of Class 1 on the 'FIFA' song, to the very dramatic 'Drama' of Class 3, 4 and 5, children performed with such galore and enthusiasm, it was indeed infectious! This was followed by the finale song and the closing ceremony. The 2013 Annual event at Redbricks has indeed become a benchmark for the coming years.



Happenings at Redbricks Teachers' Institute

The recent development at Redbricks Teachers Institute (RTI) has brought our team and its stakeholders a great sense of joy and motivation.

As you all know, at RTI, we are offering two Post Graduate Certificate Programs for educators- namely, "Early Childhood Care and Education" and "Progressive Education in Primary Years".



It has now, obtained a University- affiliation which makes these programs "Post Graduate Diploma" Programs with valid university recognition. This would help the students participants to pursue further education or further job prospects including in government and private sector.

Our tie-up is with The Global Open University of Nagaland. Technically, we have been appointed by one of their agencies- Commonwealth of Vocational Education and Research (COVER) as National Counseling cum Information cum learning center for these programs. COVER is established under aegis of the Confederation of Indian Universities (CIU). The student participants will get mark sheets and conferred diploma from this university upon completion of these programs at RTI.

Field Visits to Anganwadi and CEE

The student participants of PGPECCE 3 enriched their learnings by visiting "Anganwadi-Bopal" as part of the ECCE course and "Center for Environment and Education" as part of the course on Education for Sustainability. Both the visits were eye openers for most of them as they could connect the theories learnt and the practical application of the same in real life scenarios.



Workshops Galore at RBTI



As part of an outreach program Redbricks Teachers Institute has been conducting workshops for adults dealing with children. Similar workshops were conducted in the month of June on two prevalent topics- "Inculcating The Joy of Reading" and "Working with Exceptional Children" by the visiting faculties of our institute. It was witnessed by a range of participants with their profiles varying from housewives, teachers, program co-ordinators, free lancers in education, principals of schools etc.

Kids Mela

"We Are Four And Still Growing More", On the 23rd March, 2013, Redbricks Education Foundation celebrated its 4th Foundation Day With the annual "kids Mela" on the Redbricks Satellite Campus. The Event was aimed at being a platform for children and parents alike where fun and frolic come together with education and learning. The principle the Kids Mela is based on is Dr. Howard Gardner's "Theory of Multiple intelligences", a concept which Redbricks harbours as part of its philosophy and curriculum.

The Kids Mela has evolved over the past 3 years to become a grand and much talked about event in the education circuit. The differentiating factor of the Redbricks Kids Mela is its strong Conviction that even an atmosphere of joy can be used to impart invaluable education to children and parents. Therefore, each corner at the Mela stands for a particular intelligence, namely Linguistic, Logical, Visual-spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalistic and Musical, and the activities are also similarly designed.

The event commenced at 4.45 Pm with a galore of activities and experts at the different stalls. Each stall had an activity for age group of 1.5 to 12 years and even adults. From solving puzzles to making things out of waste items to operating robots, knowing the future from a palmist, getting health tips, the corners had something for everybody. Live animals and plants with its end products at the Naturalistic corner was a huge attraction for the children as were the jumping jacks and Balloon shoot at the bodily kinesthetic corner. Apart from the Intelligence based stalls there was a kids corner manned by the students of Classes 1 to 5. This corner had experiments and exhibits pertaining to all the Intelligences. It was a wonderful sight to see children engaging adults with their work and knowledge. The Redbricks teachers Institute also had a corner showcasing their work over the past year and also engaging children with interesting activities.

There were more than 500 adults and children over a span of 2 hours attending the event. The children were also filled with joy as they used Redbricks Coupons to purchase eatables like cotton candy and popcorn adding to the excitement. The Buzzing activities all around and the engagement at each stall filled the campus with a very warm feeling.



The Death of Pre-School

The trend in early education is to move from a play-based curriculum to a more school-like environment of directed learning. But is earlier better? And better at what?

On a perfect Southern California morning not long ago, a gaggle of children gathered in the backyard of a million-dollar home in an upscale Los Angeles neighborhood to celebrate the birthday of twin four-year old girls. Most of the kids at the party attend the same preschool. The father of one child enrolled there, where tuition is \$14,300 a year for half a day, was asked what he likes about it. "I like that my daughter can tell me what kind of whale it is we see in a movie", said the man, sporting a seersucker jacket.

"You ask them what they did in school today", chimed in another dad, "and they're like, 'Oh, today we learned about pointillism.' The first father continued his praise. "You go in there, and they are sitting down, learning something," he said. "At other preschools, they're just playing."

These parents might be surprised to learn that "just playing" is in fact what nearly all developmental psychologists, neuroscientists and education experts recommended for children up to age seven as the best way to nurture kids' development and ready them for academic success later in life. Decades of research have demonstrated that their innate curiosity leads them to develop their social, emotional and physical skills independently, through exploration that is, through play.

The trend among preschools, however, is to engage children in activities that look more and more like school for older kids. Early childhood educators are turning to a method known as direct instruction, defined as "teaching that emphasizes well-developed and carefully planned lessons.... And clearly defined and prescribed teaching tasks." So children spend more time sitting, listening and following instructions and less time playing pirates.

Although nobody is recommending either entirely free play or eliminating it altogether, experts advocate for balance. "Primarily focusing on seatwork or lecturing with little or no time for children to interact, explore, investigate and play is not effective teaching strategy for active young children." "Scientists are baffled," says Alison Gopnik, a professor of psychology at University of California, Berkley. "The more serious science we do, the more it comes out that very young children are not designed to do focused, goal-directed behavior we think of [as appropriate] for older children but are to a phenomenal degree very sophisticated about learning from the things and the people around them.

The Infant Intellect

The researchers showed two groups of children a toy that played music in response to a particular sequence of actions. With one group, an experimenter demonstrated several lengthy sequences of actions that made it play music; with the other, she pretended not to know how it worked. The kids in first group imitated the experimenter. Although they successfully got the toy to play music, they did not figure out that only two actions embedded in the sequences were needed to produce sounds. The group without direct instruction, however, discovered the more efficient solution without the "teacher" ever having showed to them.

Direct instruction, studies suggest, inhibits children's natural curiosity and their ability to learn. Such expressions of inquisitiveness reveal how children investigate their world. For example, youngsters use dramatic ("pretend") play try to exert control over their environment just as they grow strong enough to do so. Running around in circles, playing with blocks and climbing on a jungle gym may seem like exercise or goofing off to an adult, but several studies have shown that children infer a basic sense of physics through these

Fast Facts - Learning in Limbo

- 1 A growing consensus among psychologists and neuroscientists maintains that children learn best when allowed to explore their environments through play.
- 2 Preschools are increasingly turning away from play-based learning to lectures and testing.
- 3 Placing heavy emphasis on academics early in life is not only out of line with how young brains develop, it might even impede successful learning later on.

activities. Such as drawing and cutting, which coordinate finger movement with visual perception-is one of the strongest predictors of academic success, according to a study at university of Virginia's Centre for Advanced Study For Teaching and Learning.



Further evidence of children's innately sophisticated learning methods comes from long-term studies of how children acquire language. Psychologists tracked 42 families with one and two year olds and recovered every verbal interaction between parents and children. They found no instances of direct teaching among kids who went on to develop the widest vocabularies and richest use of language. "Storytelling, singing, playing, telling jokes-those are the building blocks of extensive vocabularies. Not direct teaching."

Preschool.... or Precollege?

So why the shift to direct instruction at pre school today? Mangione sees two forces at work: "The perception is the earlier you start doing formal learning experiences, the better." A second factor, is standardized testing for admissions to primary schools. This past spring a New York City mother sued her daughter's \$ 19,000 a year preschool for failing to prepare for the girl for the standardized tests that private schools rely on for kindergarten admissions.

Gopnik says the preschool teachers with whom she speaks regularly tells her they know that play is best for their small charges, but they feel squeezed between two sides. On one side, is policy makers, on the other is parents.

It might seem ironic that this shift towards direct instruction and earlier introduction of academics is most visible among the children of some of the best-educated parents. These parents have less experience playing with children but "have lots of experience with going to school and work; they are really good at that, so it's natural that they think that's what children should be doing as well. Not having seen what a three year old is like, they think that they should put children in the situations that are more academic."

Montessori Shri Hashirim, the place attended by the children of that LA birthday party, is considered one of the most exclusive preschools in the city, with pupils coming from wealthiest neighborhoods. Soon after I sit down on a small, blue stool to observe the children, someone offers me espresso. This Montessori school is ostensibly based on an educational program developed by an Italian woman of that name early in 20th century, which encourages children to discover new concepts using "materials that develop their cognitive powers through direct experience," in the words of the American Montessori Society. But in first few minutes of observation, it is clear that direct instruction is part of the program.



One five year boy is quizzed on the human skeleton. A girl pores over flash cards of words composed of two consonants surrounding the letter 'A', she sounds them slowly with the help of a teacher, who repeats the sounds more quickly and more closely together. "Sad!" the girl finally says. "Tomorrow you have to read the same words again" the teacher informs her.

Another girl aged four or five, in a long magenta skirt and a sequined T-shirt, assembles a puzzle that forms a map of Asia. After putting the largest piece on the floor in front of her, she approaches a teacher for direction. "Find Vietnam" the instructor says. The girl digs through the puzzle pieces and place Vietnam on the floor. She goes back to the teacher. "What's next to Vietnam"? asks the grown-up. The little girl's eyes dart nervously about the room as she searches the recesses of her tiny mind for an answer. "Cambodia", she says. "Good," the teacher responds. "Now find Cambodia."

As the girl does so, I ask her what she knows about Vietnam. "I don't know because I haven't been there," she tells me. "I've only been to Thailand."

Brains under Pressure



Salvatore Vascellaro teaches pre school teachers as members of the faculty at New York City's Bank Street College of Education. He says, "Nothing is as reach for kids as when they engage the world physically." I was still impressed to see a preschooler identify the countries of southeast Asia and assemble their shapes on a map. My seven-year-old sure could not do it. But, Vascellaro asks, "What would she do with that knowledge other than spout it back to the adults? We want kids to draw relationships from what they see. To think and question and act on these things" A child's play is essentially improvisation a chance to try out new concepts by imagining scenarios or thinking up ways to manipulate a toy.

More troubling is the idea that children may suffer when deprived of play. Emphasizing the acquisition of skills such as early reading and geography comes with a trade-off - less time spent on social and emotional development, which are themselves important to child's ability to learn. "When we say every five year old must leave kindergarten reading," Vascellaro adds, "we've put the some kids at distinct disadvantage." The ability can come anywhere between the ages of three and seven and be considered normal. Early academic experiences can forge dramatic long-term links mental health later on.

Perhaps most disturbing is the potential for the early exposure to academics to physiologically damage developing brains. Although the brain continues to change throughout life in response to learning, young children undergo a number of sensitive periods critical to healthy developments, learning to speak a language and responding to social cues are two such domains. Appropriate experiences can hone neural pathways that will help the child during life; by the same token, stressful experiences can change the brain's architecture to make the children significantly more susceptible to problem's later in life, including depression, anxiety disorders - even cardio vascular diseases and diabetes. Bruce McEwen, a neuroendocrinologist at Rockefeller University, notes that asking children to handle material that their brain is not yet equipped for can cause frustration. Perceiving a lack of control is a major trigger of toxic stress, which can damage the hippocampus, a brain area crucial to learning and memory.

That's probably not what the man in the seer-sucker jacket hopes for his daughter, who knows so much about whales.

Article By Paul Tullis

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Sr.Kg A
Clay
Modelling
of Gas
stove with
cylinder by
Swapneel
Sharma



Jr.Kg A
Group
Activity :
Exploring
shapes
through
pasting



Playgroup
Painting
with ball
done by
Rewa
Malhotra



Jr.Kg B
Creative
design activity
done by Rohit
Pandit



Nursery A
Colouring
done by
Jwana Patel



Jr.Kg C
Group
activity :
Colouring
and
Pasting



Sr.Kg B
Representative
drawing of
Maggi Packet
by Manya Shah



Sr.Kg A -
Group
activity :
Colouring
and
Pasting