

CREATIVE CORNER



Soham & Ayushi - Class 1



Aditya - Class 2



Arghya, Ansh, Aayush & Krisha - Class 1



Prerna - Class 7



Paras - Class 7



Rajsi - Class 5



Jeet - Class 4



Group Activity - Class 6
Diesstive system



Veli - Class 4



"Brick-Beat"

Vol. 5 No. 2 Nov. 2014

Dear Parents,

Hope you had a wonderful Diwali and here's wishing a you a very happy new year.

It was a great personal experience to interact with all the new parents at the Academic Orientation, who were so very enthusiastically involved. One of the major highlights of the first semester was the Children's Project Work Exhibition organized at Kanoria Art Gallery. The students of Pre-school and Class 1 to Class 6 also undertook many other projects, using the unique Project Based learning methodology. Recently I was reading about the need to develop "Executive Function" in children and saw wonderful connections with our project learning outcomes.



As each of us goes about daily life, numerous *mental processes* and skills help us plan for — and respond to — the tasks, challenges, and opportunities we face. Researchers and psychologists have coined the term executive function to describe this constellation of cognitive controls. The dynamics of executive function affect every one of us and it influences our performance at school, workplace, and our social and emotional skills.

Experts describe it as: "*Executive functioning involves activating, orchestrating, monitoring, evaluating, and adapting different strategies to accomplish different tasks.... It requires the ability to analyze situations, plan and take action, focus and maintain attention, and adjust actions as needed to get the job done.*" Students need to develop these executive functioning capacities along with content understanding at school for academic and overall success. For example, if a child hasn't developed the skill of *strategizing*, then she can't develop an appropriate plan of attack by skimming the instructions before taking the test. In a traditional system, students are passive recipients of a teacher's lecture and hardly get opportunities to develop these cognitive processes.

Teaching methodologies such as Project-based learning develop these processes through a student-centered approach. Students plan what they want to know and how they want to know. They plan, organize, prioritize and execute actions to do investigations and find out the answers. They work individually and collaboratively in groups to discuss, gather, analyze & represent information. Important cognitive skills such as enquiry, problem solving, decision-making, focus and attention are developed. Parents can extend such learning further by providing real-life opportunities to their children where they need to apply such skills.

As teachers and parents, let us give equal emphasis to "how to learn" and not just on "what to learn." These cognitive capacities will then help children in succeeding not only academically but also in real life.

Best wishes,

Renita Handa
Founder & Director-Academics
Redbricks Education Foundation

redbricks | Junior

Play Group | Nursery | Junior KG | Senior KG

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Project Approach

With the objective of spreading the message of conserving the natural environment and protecting our birds, insects and trees, our preschoolers successfully executed a Project on "Living Nature" wherein a comprehensive exploration and investigation about birds, insects and trees was carried out.

Children shared their prior experiences and knowledge which came as a surprise for the teachers to know about their high levels of understanding. As the Project moved on, more and more new facts and concepts emerged and extensive learning took place. This project has boosted children's confidence and language skills to a great degree. It was evident that their logical thinking and reasoning seemed to be operating at a much higher level than their age.

This Project evoked the feelings of sensitivity and responsibility towards birds, insects and trees in children. They expressed their emotions by saying "If we cut the trees, they will cry and they will not be able to breathe fresh air and Bees should be protected because they give us honey". The projects concluded with a wonderful 3-day exhibition of children's work at Kanoria Art Gallery.



Field Visits

Junior KG: With the objective of understanding different types of plants, Junior KG children visited a Plant Nursery where they observed, counted and did representational drawings of different plants.

As a part of theme 'Communication', the children had an opportunity to visit Post Office, where they understood the entire process from taking out letters from the Post Box and delivering it.

During the project-Insects, they went to Santej School campus and Serenity Gardens to explore various insects. They had a chance to understand the entire life cycle of butterfly. They also did representational drawings of insects.

Senior KG: Senior KG children had a chance to visit BSNL and Doordarshan during the Project-'Modes of Communication' to gain knowledge about phones and Televisions. They understood the entire process of voice transmission in phones and News telecast on television.

They also went to TDW furniture as a part of theme 'Furniture', where the children were very excited to see modular sofas, cupboards, different chairs and tables.

They also gained hands on experience by touching and observing different trees and their parts in Serenity Gardens during the Project-'Trees'. They took measurements of the tree trunk, did etching and rubbing activities and also clicked photos. The final adventure of the senior KG children was the experience of climbing trees in the school campus during their Project on trees!



Field Visits

Playgroup: As a part of theme 'Food' Playgroup children visited 'Star Bazaar' to explore different types of fruits and vegetables, raw & cooked food, packaged and unpackaged food items. They also verbally shared their thoughts and expressed their excitement through their gestures.

Playgroup children also had an opportunity to visit Sundervan during the "Birds" Project, where they enjoyed watching different birds. They also fed the ducks and rabbits.

Nursery: To give hands on experience on different kinds of fruits, for the ongoing theme 'Fruits', Nursery children were taken to Star Bazaar – Fruit section where they explored different characteristics of fruits like smell, colour, texture etc. Nursery children even counted them and did representational drawing of fruits.

They also visited Sundervan and Madhuban Farm as a part of the "Birds" Project where they saw different types of birds and were fascinated to see their eggs. They also did representational drawings of birds.

Celebrations At Redbricks Junior

Rakshabandhan:

To bind the most beautiful relationship of brother-sister in an inseparable bond of love and trust, Rakshabandhan was celebrated where girls did teeka and tied rakhi to the boys and in return, the boys gave cards to them. The teachers also explained the importance of Rakhi to the children.



Janmasthanmi:

The celebration started with the Aarti of Lord Krishna and children took initiative to distribute prashad to everyone. This was followed by garba where the children danced on the tunes of different songs. Kindergarten children had an amazing experience of breaking the "dahi handi" where they also expressed their joy and excitement by cheering and dancing.



Parent Week:

With the objective of strengthening the School-Parent Connect and to give the parents an opportunity to observe the class activities, the Parent week was organized. The parents were given different time slots as per the various sessions. The parents were curious and happy to see their child's performance in the class. Some of the parents even contributed by participating in story telling and rhyme sessions.



Hindi Diwas:

To mark the importance of the Hindi language in our day to day life, Hindi Diwas was planned and implemented for Kindergarten children. The teacher explained the importance of Hindi to the children and the children sang different Hindi rhymes in the class. Senior KG children learnt Hindi names of different trees as a part of Trees Project.



Plantation Day:

Plantation is our ethical responsibility and to make the children understand their duty, they were asked to bring saplings and pots from their home. They filled the pots with sand and placed the saplings inside and then gave water to them. They were aware of the growing process of the plant and also shared the importance of plants and trees in the environment.



Innovative Classroom Practices

Class 1: The technique of using flashcards was given a twist to guide the students on the basic technique of story creation. Children were asked to create a story and large fonts were used to display the sentences of a story that they created impromptu on the board. The students were able to comfortably and confidently share snippets to build on the story with other students pitching in to help their peers at times when the latter was stuck. At the end of the activity they created a story book on their own.

Class 2A: As part of the ongoing water project, students along with their teacher assembled a working model to demonstrate the water cycle. They took a wide neck transparent container and created a miniature city with clay. Inside the a lake was created with real water in the centre.. The top of the container was sealed with a transparent plastic sheet and the whole set-up was kept in the sun. Evaporation was evident with the signs of condensation noticed on the plastic sheet, which the students were able to relate to and discuss further in the class.

Class 2B: As part of the project 'Water' the students were divided into different groups to do group research on individual stages of the water cycle. Children researched through books and encyclopedias. After this process the students compiled their findings on a sheet of cardboard using clay showing each stage in sequence i.e. evaporation, condensation, precipitation in the form of a continuous circle. After assembling the stages children explained the entire process of water cycle and were also able to link one process with the other.



Class 5: Students researched on body systems such as digestive, respiratory, reproductive systems etc, using the internet and numerous reference books. They then presented the information of each system in an innovative way like creating working models of the excretory system and skeletal system. The students were able to appreciate the incredible roles that our body systems play, and their interdependence to sustain normal human functioning.

Celebrations at Redbricks School

Rakshabandhan: Rakshabandhan was celebrated with great enthusiasm. A play based on the story of Rani Karnavati and Mughal ruler Humayun was performed in the assembly. All the children made colorful rakhis.

Independence Day: On 15th August our Independence Day was celebrated. The entire school paid respect to the National flag by hoisting it. The day started with patriotic songs and speeches by children. All of them wore the tricolor badge. The celebration ended by singing our National Anthem. Children enjoyed their favorite sweet, Laddoos.

Janmashtami - Janmashtami celebration began with dance performances on “Hey Krishna” and “wo krishna hai”. The celebration continued traditionally by breaking of “matki” and “jhoola”.



Teacher's Day -5th September, the teachers' day was celebrated with a surprise assembly for teachers. Children honored their teachers with crowns, sashes and cards. Every teacher was asked to light a candle marking their contribution in the lives of their students. Parents of class 1 to 4 surprised the teachers with cakes and brownies. Students of Class 5, 6 and 7 arranged a special celebration by conducting basket ball competition for teachers and creating “The knowledge cafe” where lunch was served to the teachers by the students.

Hindi Divas- Hindi Divas witnessed the love of children for our national language. All the classes did multiple presentations like kawwali, Hindi recitation, speeches of various leaders and a quiz. An interesting drama was performed in Hindi by the students.

Navratri Celebration : The students celebrated Navaratri with great enthusiasm. Dressed in traditional attire, the students sang and did ‘Garba’ to different traditional Navaratri songs.

Field Visits

Class 1 children visited a bookshop “Reading Tree” to explore different types and genres of books. They explored various fiction and nonfiction books. In fiction books they explored different types of story books available for different age groups and pop up books. They also explored different magazines, management books, spiritual books, Encyclopedias and also the section of new arrivals. Integrating it with Maths they counted the books and number of people in the shop. They also measured the shelves and books using the measuring tape and hand span.



Students of **class 2 B** visited A.S. Beverages – Mineral Water Packaged unit. Students were guided and explained about the whole process of purifying the water. Students also explored the way water is measured in the unit.



Students of **class 3** as a part of their project community places visited Guru Gobind Dham Gurudwara and St Jude's church. Students had framed and asked numerous questions on religious proceeding and customs to people.

Class 4 children as a part of the Project- Materials went to visit the Coca-Cola Plant where they were able to explore different materials like acrylic, plastic, alloy, glass, steel etc. Children got a clear understanding about the usage of various materials and re usage of glass bottles.

Experts' Visits

Class 1: **Mrs. Priya Narayanan (Mother of Mitra Dave from class 3)** was invited as a resource person to explain in detail the process of writing a book. She shared and interesting power point presentation wherein the process of writing the book was covered as well it answered children's questions related to illustrator , printing and method of writing.



Class 2B: **Mr and Mrs Modi (parents of Aachal Modi)** were invited as a resource person for their Project Water. They demonstrated the experiment of the way water flows in the river and it gets absorbed underground. They explained about distribution of water in Ahmedabad city .

Class 5 & 6: **Dr Anand** had an interactive session wherein he spoke about the real meaning of "Body systems" and told children that why our body parts can't work separately. He also explained the interdependence of body systems on each other, telling the relevance of each body system and the way each system coordinates with the other for continuous functioning.

Physics in Action- Observational Learning

The students of Class 7 made a booklet as a part of the concept - Motion done in physics. The children had to observe their school bus and make a list of motions that they see in the bus. The children made an extensive list of the motions that the bus undergoes when it is stationary or in movement based on their observation. The children also justified their answers and explained the characteristics of each type of motion.



Student Achivement

Ananya Nambiar from class 2 won the Champions trophy at the Gujarat Regional Abacus competition organised by Brain-o-Brain on 23-11-2014. She solved around 22 sums in just three minutes to win the trophy.

Redbricks School Bags Two Achievements In A Row

Redbricks School has been ranked as one of the best schools in India (second year in a row), in the annual national school rankings published by *Education World Magazine* in September 2014. Redbricks School is ranked the 8th Best School in Ahmedabad and 11th Best School in Gujarat in 2014. This ranking is done by a reputed survey agency through an extensive survey of educationists, parents, school principals, etc., across the country.



Rank		Total score (1500)
India 2014	State 2014	City 2014
13	1	1
75	2	2
79	3	3
79	3	3
81	4	4
95	5	5
103	8	6
104	9	7
123	11	8
125	12	9
143	14	10

Ahmedabad

1224	Ekavya School
1062	Udgan School
1054	Rachna High School
1054	Anand Niketan, Thaltej
1050	The New Tulp International School
1033	Delhi Public School, Bopal
1025	Prakash Higher Secondary School
1024	St. Kabir School, Drive-in Road
1003	Redbricks School
1001	Anand Niketan International, Satellite
978	DPS (East)

Redbricks School has also been recently awarded the coveted *International School Award (ISA)* by *The British Council*, which will be conferred in a ceremony in December. This award recognizes and celebrates exemplary practices of internationalism in schools.

Congratulations to the Team, Students and Parents of Redbricks Junior & Redbricks School.

We look forward to many more achievements in the near future.



Redbricks School Hosts A Children's Exhibition At Kanoria Art Gallery

Redbricks Junior and School hosted a unique children's exhibition from 10th to 12th October 14 at at "Kanoria Gallery for Arts." The exhibition was a display of preschooler's project work and perspectives from their projects on Birds, Insects and Trees. Their stories, rhymes, models, drawings, verbatims, etc., left all visitors astounded with the level of thinking and expression displayed at such a young age.

The exhibition also included a Museum Gallery walk though on "Evolution of Life" and "Mural Mosaic Art" put up by Class 5 to 7 students. This was a culmination of their three month long Enrichment clusters in which they learnt about how humans have evolved and creating mural art from expert facilitators.

The exhibition was inaugurated by Mr. Sushil Handa – Founder & Chairman, Flourish Pure Foods as well as Mr. Aditya Handa – Managing Director, Abellon along with our Academic Director Mrs. Renita Handa and Principals. More than 300 visitors across the city with various backgrounds visited the exhibition and motivated our students.



Special Needs Workshop at AMA

Redbricks Teachers Institute organized a Workshop on "Understanding Learning difficulties of Children" at AMA on 20th September 2014 which was attended by more than 20 people from different backgrounds. The workshop started with the 30 minute documentary Screening on "I Can't Do This, But I Can Do That" followed by a presentation on children with learning difficulties and their Struggles by Mrs. Hiral Dholakia and Mrs. Mudita Belani.



New Parent Orientation By Academic Director And Mentor



An academic orientation for all new parents was conducted by our academic director, Mrs. Renita Handa along with our academic mentors- Dr. Jigisha Shastri and Dr. Shruti Bhargava. The preschool orientation started with a workshop on "Understanding Early Years and Child Development" followed by an orientation to the Redbricks Junior academic program. The primary and middle school orientation started with understanding children's development in those years, ways in which children learn and ended with a detailed orientation to the curriculum and teaching methodology at Redbricks School. The engagement of all attending parents throughout the workshop and activities was wonderful and praiseworthy.

However, a lot many parents didn't register for the workshop while many parents who had registered didn't attend it. As a school, it is our sincere request to parents to attend such important workshops for your own benefit.

Yoga And Nutrition Workshops For Teachers

A teacher's job is physically and mentally exhausting and continuous work can take a toll on teacher's health and energy. In order to rejuvenate and motivate our teachers, we hosted an IYENGER YOGA workshop by senior Iyenger yoga trainer Ms. Arti Mehta from Mumbai. This was followed by a Nutrition workshop by Ms. Sohini Shah- a leading nutritionist, which covered guidelines for healthy eating. These workshops helped us to reinitiate our work post Diwali break with renewed energy and passion.



In The News



The Animal School

By George H. Reavis

Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world." So they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact better than his instructor, but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming. The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed a "charlie horse" from overexertion and then got a C in climbing and a "D" in running. The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

It's Not How Smart You Are - It's How You Are Smart!

Howard Gardner's Theory of Multiple Intelligences

There is a constant flow of new information on how the human brain operates, how it differs in function between genders, how emotions impact on intellectual acuity, even on how genetics and environment each impact our children's cognitive abilities.

While each area of study has its merits, Howard Gardner of Harvard University has identified different KINDS of intelligence we possess. This has particularly strong ramifications in the classroom, because if we can identify children's different strengths among these intelligences, we can accommodate different children more successfully according to their orientation to learning.

Thus far Gardner has identified nine intelligences. He speculates that there may be many more yet to be identified. Time will tell. These are the paths to children's learning teachers can address in their classrooms and parents at home right now.



They are:

VISUAL/SPATIAL - children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, costumes - anything eye catching.

VERBAL/LINGUISTIC - children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.

MATHEMATICAL/LOGICAL - children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.

BODILY/KINESTHETIC - children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled "overly active" in traditional classrooms where they were told to sit and be still!

MUSICAL/RHYTHMIC - children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.

INTRAPERSONAL - children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.

INTERPERSONAL - children who are noticeably people oriented and outgoing, and do their learning cooperatively in groups or with a partner. These children may have typically been identified as "talkative" or "too concerned about being social" in a traditional setting.

NATURALIST - children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.

EXISTENTIAL - children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.

Teachers are now working on assimilating this knowledge into their strategies for helping children learn. While it is too early to tell all the ramifications for this research, it is clear that the day is past where educators teach the text book and it is the dawn of educators teaching each child according to their orientation to the world.



Today I unfolded some pages of my role as a teacher .

Schools are one of the first places where the behaviour of the children and further educational success takes shape and here the role of a teacher is the most important . Yes we, teachers, are the second mother to our children as they spend major chunk of their day with us.

It is very important that teachers encourage students as the latter will be benefited. There are all types of teachers and each one has their own style. I think that one way for a teacher to get students involved in the classroom is to ask them questions and moreover make teaching and learning a two way process. I remembered there were some students in the class who were shy, including me who did not have the chance to get involved in the class or to participate.

Therefore, I believe the way students act depends on the teacher's attitude. That is why I strongly recommend all teachers to invite the student to participate in the class.

If the teacher feels joy or feels anger, it will be reflected by the children because the attitude of the teacher gets contagious. If the teacher laughs, students also laugh, why? Because teachers are responsible for the social behaviour in the classroom.

I think that school is a place where one goes to learn but I also believe that there should be times where fun is a necessity that is why creative lessons must be planned ahead.

There should be interest in what people want to learn says Mr. Spayed in his article "Learning the Key of Life.

I believe a teacher should also be someone who guides students rather than someone who is a totalitarian in the classroom. The teacher needs to show respect toward the students so the students also respect the teacher. Teachers need to create a curriculum that guides students to a path of success. Consequently, they need to receive guidance depending on their students need.

Often there is a debate about if a teacher should be a role model for students. Role Models are people who set good examples by the words they speak and by the actions they take .Students tend to copy the behaviour and mannerism of the teachers. The teachers' entire personality is a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as a ideal conduct unconsciously.

In the end I just want to say that It shall be our primary duty to understand Children, to be just, courteous, to promote a spirit of inquiry, fellowship and joy in them.....

Hindi Teacher, RBS
Amrita Khetan



Arjun Mittal - Nur. C
Origami Paper Folding



Daksh Ajwani -Nur. B Sand Pasting



Kanak Shah -Nur. C
Clay Rolling and Pasting



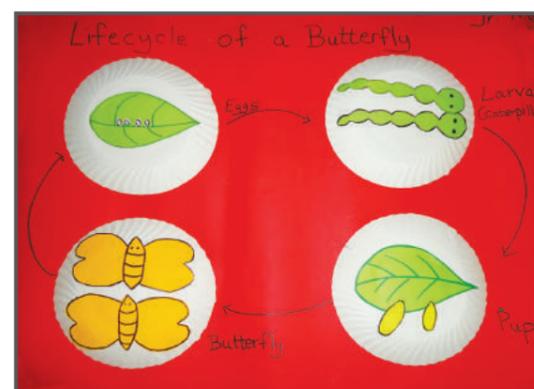
Hitarth Shah - Sr.Kg B
Clay Moulding



Pheona Patel -P.G. Palm Printing



Gurbani Parayani - Sr.Kg B
Clay Moulding



Group Activity - Jr.Kg. C
Butterfly Life Cycle



Group Activity - Jr.Kg. A
Caterpillar Making