



EKLAVYA SAMACHARA

email: contact@eklavyaearlyyears.com

website: www.eklavyaearlyyears.com

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EKLAVYA EARLY YEARS

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FORTHCOMING EVENTS

Maha Shivratri	8 March
Albert Einstein's Birthday	14 March
Shaheed Divas	23 March
Holi	24 March
Dhuleti	25 March
Good Friday	29 March
Vincent Van Gogh's Birthday	30 March

ANNOUNCEMENTS

Parents' Workshop Dates: 9 March, Sat 10am – 11am
23 March, Sat 10am – 11am

IPEM: 2 March, Sat

Field Visits

1 Feb: Field Visit to Jakkur Aerodrome - Children of PG and KG visited Jakkur Aerodrome this month and learnt all about aeroplanes. They were fortunate to see aircrafts up close and also get the opportunity to sit inside and move the steering. It was a truly fantastic experience for the little ones and their excitement was palpable.



Curriculum

Practical Life Skills : Washing Handkerchief - Children learnt how to wash their handkerchiefs this month. They were diligent in their efforts to scrub the handkerchiefs clean and then very meticulously hung them out to dry on a drying rack.





Transferring water from bucket to bucket using a mug - Children learnt to transfer water using a mug from bucket to bucket. Children were thrilled to work with water, and were transferring the water with great concentration, careful not to spill any on the floor. They even watched with utmost fascination the last drop that fell out of the mug.



Laying the Table - Children had a novel experience this month. They had brought a plate, bowl, cutlery and glass from home and groups of four children at a time had a sit-down lunch on a beautiful round table clad with a table cloth. Children were very excited to have a proper sit-down lunch with their friends. They learnt not only how to lay the table properly but also how to wash their vessels after eating.



GMS : Jumping on the line - Children practiced jumping on a very interesting and challenging line created in their classroom. The many twists and turns on the line made it a difficult but enjoyable task for the children and one could see the children trying to put in their best efforts.



FMS : Transferring balls using a sieve - Children enjoyed transferring balls from one trough to another using a sieve. Since the first trough was filled with water, the children enjoyed the water activity as well and watched the water drip out of the sieve with great interest.



Block Room - This month, children worked with many different and interesting materials during Block Room, from creating matching coloured bead towers to making designs with the Grimms Rainbow stackers. This month we have seen considerable improvement in their ability to sustain their attention on a particular task and to work in relative silence with concentration. It is a beautiful sight to see children engaged in deep focused work with only a gentle and harmonious hum of whispered conversations in the learning environment.



Working with Dominoes - Our Kindergarteners learnt logical thinking skills, patience, concentration and perseverance through work with Dominoes. Figuring out how much space to maintain between two dominoes, what kind of shape will allow for continuous falling of the dominoes requires tremendous skill and patience from a kindergartener. Not giving up and regulating your emotions when you accidentally knock over the chain of dominoes are also incredibly important life skills.



Clay work: Making lollipops and painting them - Children learnt how to make lollipops using wet clay and then painted them. Children learnt how to roll the wet clay into balls, then flatten them and finally insert a stick into it. Their efforts showed a great focus on precision and neatness.

After the lollipops were dry, children painted them in beautiful and vibrant hues. They were proud to show each other their lollipop and enjoyed the process very much.



Value Education Class - In our weekly VE class, we focused on learning about emotions and emotional regulation. We began with listening to the beautiful story, "The Rabbit Listened", which teaches us that empathy begins with listening.

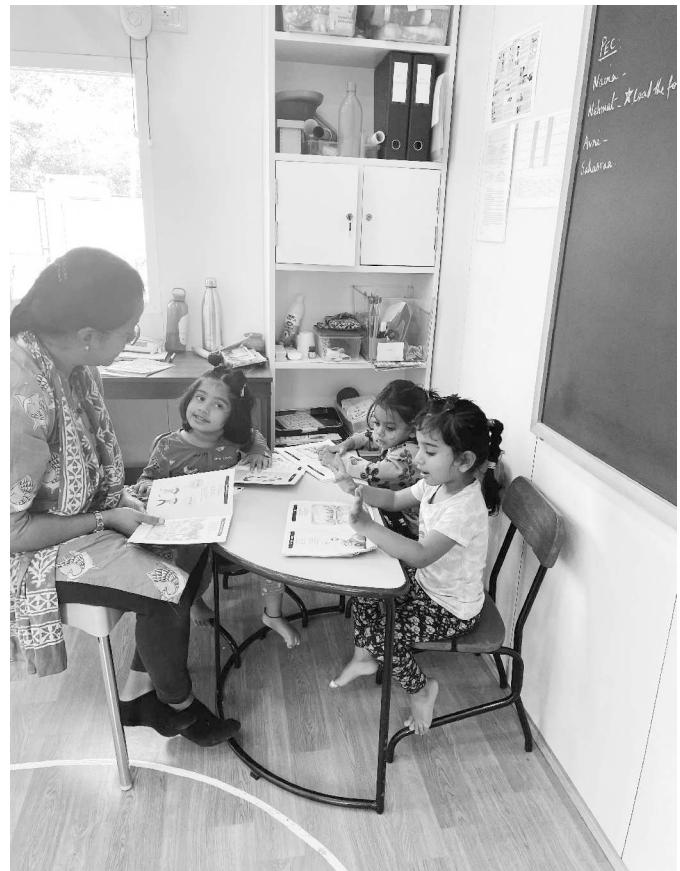


14 Feb, Orange Day - Children celebrated Orange Day on Vasant Panchami. Children wore orange coloured clothes on the day, and participated in many orange related activities. First, they collected all orange items in their surroundings. Then they sang the "Orange Song". They sponge painted carrots and stuck orange pieces of paper on an 'orange'. They also saw the world through 'orange lenses', through a viewfinder made using orange cellophane. Children also observed a science experiment where a white flower turned orange over a day's time when placed in orange water. They inquired as to why this would have happened, and learnt the basics of capillary action.





Sensorial - Touch Tablets: Children of KG worked with the Touch Tablets this month. The Touch Tablets are Montessori materials that refine the tactile sense of the child. Each tablet is identical in appearance and weight. The only difference between them is the roughness of the sandpaper. This encourages the child to focus singularly on how the texture of each tablet feels on her finger tips. As the child feels the texture of the sandpaper on each board, she learns to grade the roughness of each board from smoothest to roughest.



Storytelling - Children enjoyed reading the following books this month.

PG:

1. Touch and Feel Farm Friends
2. Say Hello to the Baby Animals
3. Say Hello to the Animals
4. That's Not My Cow
5. Big Picture Board Books - Shapes

KG:

1. Tina Finds a Coin
2. The Ant and the Grasshopper
3. From Head to Toe
4. We're Going On a Picnic



Rhymes and Songs - This month PG and KG began revising all the rhymes they have learnt so far in a particular sequence. Additionally, they have also learnt a few new ones.

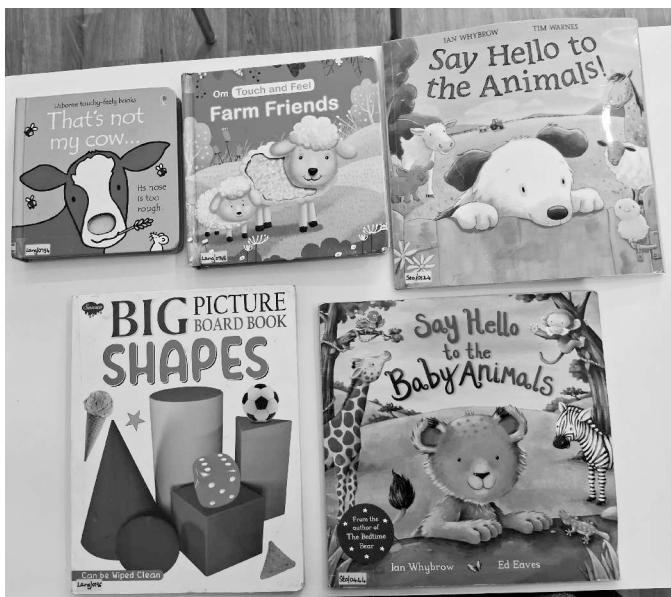
PG:

1. Two Little Keys

KG:

1. ममर बाडी
2. Frere Jacques





Art: Painting Pots - Children of PG and KG enjoyed painting small earthen pots this month. They were quite meticulous in their work and were very proud to show off their beautiful pots to each other.



Farming: - Children of PG and KG worked hard on their farm this month. Apart from de-weeding, harvesting and planting more seeds, they also spread organic vermicompost to help their plants grow better.



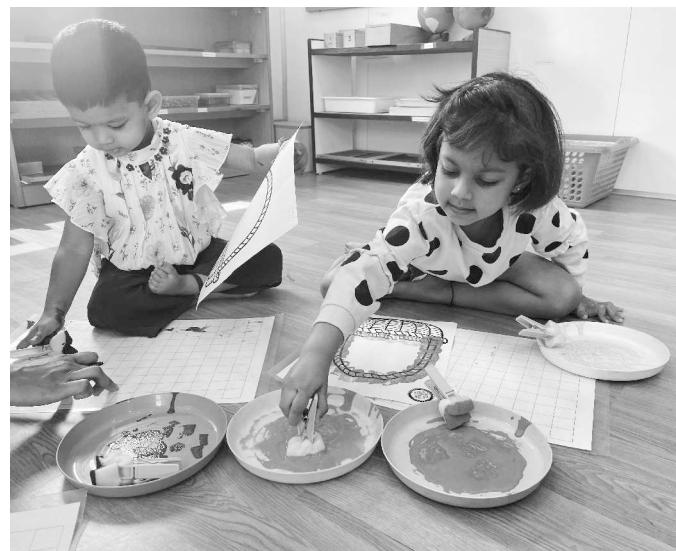
EEY Outreach

3 Feb: Nikoo Homes 1 Event - Children aged 2-6 of Nikoo Homes 1 were invited to a fun event on 3 February. Children participated in many activities ranging from 'a fun with shapes' art activity, to 'Four Friends' storytelling and Balancing the ball GMS activity.





STEAM - This month, in our STEAM workshops we worked with wooden blocks, played special, fun games that required immense concentration, patience and accuracy, invoked curiosity through watching and doing the 'Blooming Flower' science experiment, and finally did a lot of engaging and enjoyable messy, process art.



P A R E N T C O R N E R



Social & Emotional Health

Social and emotional skills are vital for a child's future, and in young children these skills are undergoing great expansion. The child lives in the present moment and in a world of wonder which can make social and behavioural obstacles challenging. Wonderful opportunities present themselves during the child's time in the classroom and at home, and adults can help support learning while meeting the child at the developmental stage that he or she is in. This topic is at the heart of Waldorf education.

It is easy to categorize things into good and bad, right and wrong; but human interactions and social relationships are much more complex than that.

Here are some tips for all adults who deal with children.

The adult's tone is important and should be relaxed and practical, stating observations or asking a needed question.

Approaching conflict without judgement can be one of the most difficult things for adults to do, especially when they clearly see a child do something unkind or hurtful. However, we have found that this is key to creating a space for growth to happen. By observing or sportscasting what you saw, without tones of judgement, a child can feel less defensive and better able to reveal the reasons behind their struggle. This can help take them out of the feelings of fight or flight and into a realm of learning and reflection

Possible active observer statements: I saw that Sally had it and Jim grabbed it.

I have not heard you ask him for it.

I see that Julie has many rocks and Jerry does not have any.

Possible prompts:

You may ask him for a turn when he is done.

You may talk to her first about that.

When we have our coats on, we can go outside to play.

When we are sing and everyone is ready, we will pass the snack.

Redirecting and engagement are great tools.

When situations are emotional, sometimes some breathing space and a shift of focus can make a world of difference. Redirecting the focus to a different activity with a child can shift the focus to practical work and engagement. Once the child is ready, the adult can invite other children to join. Often good work can bring two children together with a purposeful task and hard feelings start to dissolve

Acknowledging someone's feelings can be powerful.

Whether a child is sad, angry or upset, stating that out loud gives the message to the child that you see that something is bothering them and can help them learn about identifying and coping with their emotions. Sometimes it is helpful to recognize the child's feelings simply before moving into practical ways to resolve the situations. An adult saying an acknowledging phrase helps the child feel connected to the adult or group. Here are some example phrases:
It looks like you are upset.
I'm sorry that happened. That must have felt....

Reconnecting is key.

Showing that you care about a child in the moment of struggle lets them know that you still have a positive view of them and they are valuable. Reconnecting could be as simple as saying: "I know that you are such a kind and loving person. I remember how you found that beautiful rock the other day and brought it home for your brother. It's okay to get mad, but we need to make sure no one gets hurt."

Adults make mistakes too let them see how you handle it!

It is important that the children can see that adults can make mistakes too, and that we are always trying to do our best. We work to be a model worthy of imitation, and that extends to our social interactions with the children and other adults. It is powerful for a child to see an adult make a mistake and then work to fix it, whether it be apologizing or having honest communication with someone.

It is ideal for the child to initiate resolution.

When children have a social conflict, it is ideal for the child to initiate resolution first. Ideally, they will grow the capacities and skills to navigate all the social and emotional struggles that will happen throughout their childhood and adult life. However, sometimes an adult is needed to help facilitate. This is one of the hardest things to get right. Once an adult starts to see a pattern emerging then he/she moves towards more direct forms of interventions. Otherwise, simple redirection or a listening ear can be just the right tool. Not every moment needs to be talked about with an adult, and sometimes the children can come up with a compromise that is unfair in adult eyes but perfectly fair in theirs.

Being accountable is an important thing to learn.

Taking accountability when someone does something wrong can be hard: no one wants to do something mean or wrong to those they love. Accountability without blame can be accomplished if we can help children to feel comfortable in a somewhat uncomfortable situation. Reminding in a firm but loving way that unkind words and actions can and do hurt. This can be truly recognized when the children can be brought together in a safe and productive way through meaningful activities.

(Resource - <https://www.steiner-school.org/about-us/blog/060821/>)