



# EKLAVYA SAMACHARA

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EKLAVYA EARLY YEARS

Vol. 2 / Sr. 2

## FORTHCOMING EVENTS

Rath Yatra	7 July
Muharram	17 July
Guru Purnima	21 July

## ANNOUNCEMENTS

Parents' Workshop Dates: 6 July, Sat 10am – 11am  
27 July, Sat 10am – 11am

### Founders' Note

Namaste Eklavya Early Years family.

The new academic year has begun! Having welcomed many more families to Eklavya, we are excited to grow Eklavya into a thriving child-centred learning environment. Our little ones from Play Group joined us first on 17 June. We were amazed to see how quickly they settled into the routine and small rituals of learning in Eklavya – be it washing hands after sandpit play, farming on Mondays and Wednesdays, and Assembly on Mondays, Wednesdays and Thursdays. The campus is alive with the sweet chirping of the children and we can observe a lot of enthusiasm and vigour in our educators too as they interact with the little ones.

Kindergarten joined us on 24 June. Our little ones who were in PG and KG 1 just a few short months ago, suddenly seem a lot more grown up. KG 1 and 2 have settled into a wonderful rhythm of work and play. Their self-motivation and innate interest in learning has created a wonderful harmony in the classroom, which is really satisfying for all of us to observe.

Home Visits – an important pillar of our pedagogy have begun full swing. We appreciate all our parents for taking the time out to meet with the Class Teachers. We are sure that these visits will help the educators better guide and support our children. Please also adhere to our policy of not offering our educators any food or drink besides water, and to ensure that all family members who stay with the child are present during the Home Visit.

Thank you!

### Curriculum

**Outdoor Free Play** - In Eklavya, children enjoy outdoor free play every morning. Outdoor play has helped our children a lot in becoming more comfortable in a new environment. It has also helped them get to know each other and make friends. This is especially true for the children who had joined a school environment for the first time in PG. Play helped them ease their anxieties and made them feel both safe and free.





**Gross Motor Skills Walking on a straight line** - Children of PG and KG practiced walking on a straight line this month. This activity is an important preliminary Montessori activity as it helps the child learn to balance her body and strengthen her core muscles. This activity also requires a lot of concentration and focus.



**Fine Motor Skills KG: Scribbling on the chart paper** - Children of KG did free scribbling on the chart paper and then on A4 paper this month. The hand, wrist and elbow movements during free scribbling help the child prepare their muscles for writing. It was also a very enjoyable activity for KG1s as they worked in mixed groups and observed how the older children in the group were scribbling with a lot more hand control.





**Storytelling** - Children of PG and KG had many storytelling sessions with their Class Teachers. From listening to 'The Lion and the Mouse' to being read aloud many different books from their class libraries, children enjoyed listening to tales. Storytelling and read alouds are particularly effective in language development and support concentration and imagination as well.

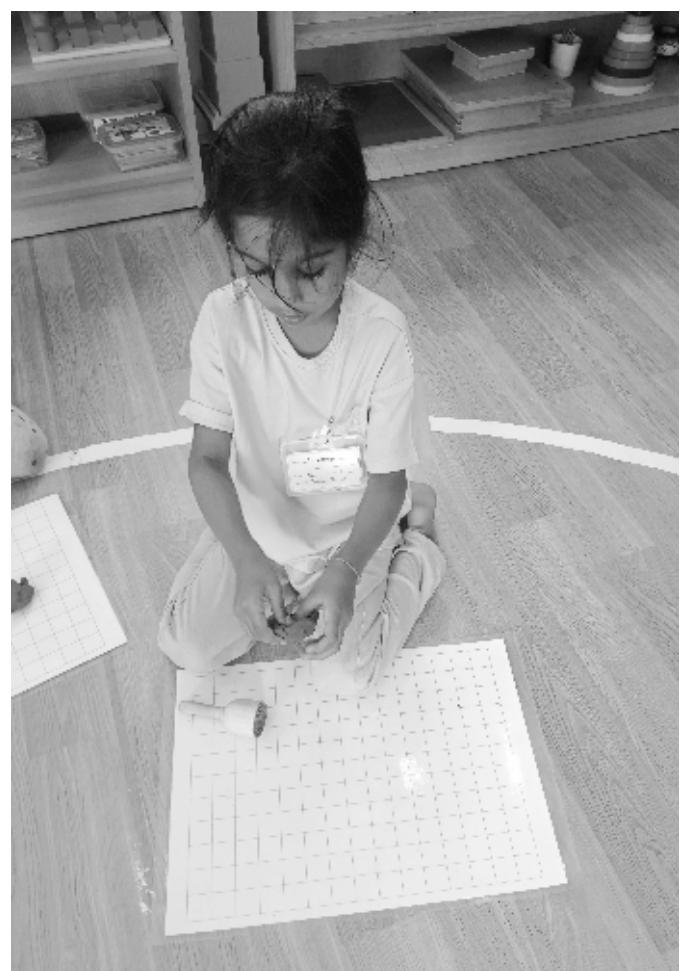


**Block Room** - PG and KG had their first two Block Room sessions this month. Block Room is an integral part of our curriculum. During this time, they freely choose from a range of materials and work on it individually or in groups. Each of the materials fosters logical thinking skills, imagination, creativity and problem-solving skills. The Block Room is also 'quiet time' so the children learn to focus on what they are doing.





**Art & Clay** - Children of PG and KG explored free painting, colouring and free clay work this month. As they were still settling down, PG and KG benefited a lot from freely expressing their creativity and enjoying the feel of paint and clay on their hands.





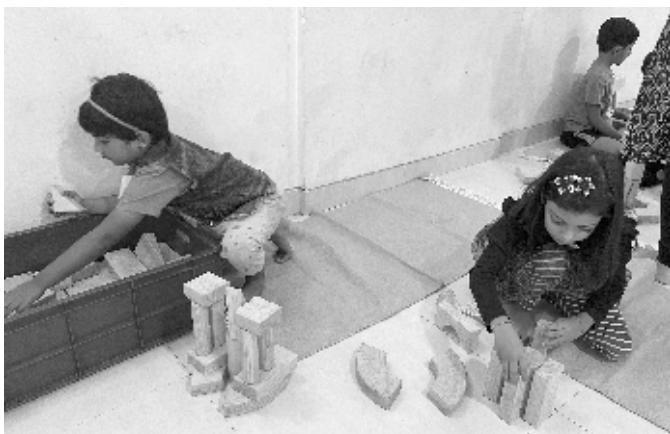
**Farming** - Children of PG and KG do farming twice a week each. Some of our little ones took to the feeling of mud between their toes immediately while others have grown to like it. Nevertheless, each one has enjoyed harvesting the lady's fingers and has learnt to identify which one's are ripened enough to be harvested and which ones should be allowed to grow a bit more. They have also begun sowing new seeds and watering the plants in the garden. They have been introduced to the various fruiting trees in the garden and can now identify guavas, passion fruits and so on.





### EEY Outreach

**15 June: Event at Purva Venezia** - Eklavya Early Years conducted an exciting workshop at Purva Venezia. Children were thrilled to be working with the Unit Blocks and were seen making beautiful structures such as Bahubali's fort and a princess's palace. They also explored their creativity through Bubble Wrap Art and Balloon Art and sang many rhymes and songs.



## PARENT CORNER

NATIONAL BESTSELLER

How  
To Talk  
So Kids  
Will  
Listen & Listen  
So Kids  
Will Talk

"The parenting bible."  
—The Boston Globe

Featuring the authors

**Adele Faber &  
Elaine Mazlish**

Authors of the #1 New York Times Bestseller *Siblings Without Rivalry*

I was a wonderful parent before I had children. I was an expert on why everyone else was having problems with theirs. Then I had three of my own.

Living with real children can be humbling. Every morning I would tell myself, "Today is going to be different," and every morning was a variation of the one before: "You gave her more than me!" .... "That's the pink cup. I want the blue cup." ... "This oatmeal looks like throw up." (...) They finally wore me down. And though it was the last thing I ever dreamed I'd be doing, I joined a parent group. The group met at a local child-guidance center and was led by a young psychologist, Dr. Haim Ginott.

The meeting was intriguing. The subject was "children's feelings," and the two hours sped by. I came home with a head spinning with new thoughts and a notebook full of undigested ideas:

*Direct connection between how kids feel and how they behave.*

*When kids feel right, they'll behave right.*

*How do we help them feel right?*

*By accepting their feelings!*

*Problem: Parents don't usually accept their children's feelings.*

*For example:*

"You don't really feel that way."

"You're just saying this because you're tired."

"There's no reason to be so upset."

*Steady denial of feelings can confuse and enrage kids. Also teaches them not to know what their feelings are – not to trust them.*

After the session I remember thinking, "Maybe other parents do that, I don't." Then I started listening to myself. Here are some sample conversations from my home – just from a single day.

CHILD: Mommy, I'm tired.

ME: You couldn't be tired. You just napped.

CHILD: (louder) But I am tired.

ME: You're not tired. You're just a little sleepy. Let's get dressed.

CHILD: (wailing) No I'm tired!

CHILD: Mommy, it's hot in here.

ME: It's cold. Keep your sweater on.

CHILD: No, I'm hot.

ME: I said, "Keep your sweater on!"

CHILD: No, I'm hot!

Can you see what was happening? Not only were all our conversations turning into arguments. I was also telling my children over and over again not to trust their own perceptions but to rely on mine instead.

Once I was aware of what I was doing, I was determined to change. (...) Over the next few weeks I tried to tune into what I thought my children might be experiencing, and when I did, my words seemed to follow naturally. I wasn't just using a technique. I really meant it when I said, "So you're still feeling tired – even though you just napped."

After all, we were two separate people, capable of having two different sets of feelings. Neither of us was right or wrong. We each felt what we felt.

For a while, my new skill was a big help. Then one day my daughter announced, "I hate Grandma," and it was my mother she was talking about. I snapped. "You know you don't mean it. I don't ever want to hear that coming out from your mouth again."

That little exchange taught me a something else about myself.

I could be very accepting about most of the feelings that my children had, but let one of them tell me something that made me angry or anxious and I'd instantly revert to my old way.

I've since learned that my reaction was not that unusual. Please read each statement below and jot down what you think a parent might say if he/she was denying the child's feelings.

1. Child: I don't like the new baby.

Parent: (denying the feeling) \_\_\_\_\_

2. Child: I had a dumb birthday party. (After you went 'all out' to make it a wonderful day)

Parent: (denying the feeling) \_\_\_\_\_

Did you find yourself writing things like: "That's not so. I know in your heart you really love the baby."

When I am upset or hurting, the last thing I want to hear is advice, philosophy, psychology, or the other fellow's point of view. That kind of talk only makes me feel worse about myself. Pity leaves me feeling pitiful, questions put me on the defensive; and most infuriating of all is to hear that I have no reason to feel what I am feeling. But let someone really listen, let someone acknowledge my inner pain and give me a chance to talk more about what's troubling me, and I begin to feel less upset, less confused, more able to cope with my feelings.

The process is no different for children. They too can help themselves if they have a listening ear and an empathic response. But the language of empathy does not come naturally to us. It's not part of our "mother tongue." Most of us grew up having our feelings denied. To become fluent in this new language of acceptance, we have to learn and practice its methods.

#### TO HELP WITH FEELINGS

1. Listen with full attention.
2. Acknowledge their feelings with a word – "Oh" ... "Mmm" ... "I see."
3. Give their feelings a name.
4. Give their wishes in fantasy

*(Excerpted from How to Talk so Kids will Listen and Listen so Kids will Talk by Adele Faber & Elaine Mazlish)*

Scenario 1



Scenario 2

