



Class 2 - Shaped Birds - Saanvi



Class 6 - Starry night brush painting-Armaan



Class 4 - Lines composition - Prakhar



Class 4 - Wash technique and Lines in action - Shreeya



Class 7 - Atmospheric perspective - Kathan



Class 1 - Facial Expressions - Jenish



Class 8 - Still life in colours - Isha



Class 3 - Vacation Drawing - Aanya



Class 5 - Value forest painting- Ashvin



"Brick-Beat"

Vol. 6 No. 3 July, 2015

Dear Parents,

As we transition into the New Academic Year 2015-16, this newsletter shares with you happenings from last academic year end- March 2015 to May 2015.

It was a busy summer for our team. We attended many trainings and undertook an intensive process of reflection and improvement across all areas. We are happy to see children back in our campuses, with high enthusiasm and curiosity to learn. The Annual Day was successfully held in March amidst the Swine Flu scare, thanks to the strong support from our parents.



This June, I had attended a School Leadership Program at Harvard University, USA. It was energizing to be in the company of experienced school leaders from across the world. It was also highly transformational to learn from the great minds at Harvard, most of whom are renowned educationists such as Dr. Howard Gardner. Having learnt many aspects, I would like to share one particular concept that I feel is quite simple yet powerful.

Our Mission as parents and educators is to- **Help students develop expertise in academics and a good character, isn't it?** But how do we do that? It is commonly believed that inborn talent/intelligence decides whether or not the child will succeed in his/her school life. We label some children as above average, some as average and some as below average. But there is a fundamental flaw in this thinking.

Research shows that highly successful people have been able to succeed because of a multitude of factors. Inborn ability is just one part of the equation. The new model proves this relationship for an expertise development in any field.

Confidence → Effective Effort → Development

This means that the **more confident** the student, the **more effective effort** he/she will put in learning, and the **higher** will be his/her **development**. It also means that the **less confident** the student, the **lesser effective effort** he/she will put in learning, and the **lesser** will be his/her **development**.

This raises certain important reflective questions for us- parents and educators. How do we help our children/students develop good self-confidence? How do we help them to put ongoing effective effort in to their work? How do we help them to accept failures and learn from feedback? On the other hand, what do we as adults do that weakens children's confidence? How do we react when children fail/do not perform as per our expectations? How does this affect their development?

It is important to reflect on the messages we give to our children consciously and unconsciously. Because we have the power to make or break their confidence and hence their future. On that note, I wish all our students a highly confident and successful academic year. We are all here to support and guide them towards a high level of development.

Best wishes,

Renita Handa
Founder and Director-Academics
Redbricks Education Foundation

redbricks | Junior
PLAYGROUP | NURSERY | Jr. KG | Sr. KG

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Innovative Activities: Learning Through Fun

Playgroup- Squeezing Activity: During the theme 'Water', children had sensorial experiences while doing squeezing activity using sponges and water. The children were excited to touch the bath toys. They dipped the sponges in the water and then squeezed it.

Nursery-Exploration of fragrances in air: As a part of the theme, 'Air', children were asked to bring different types of fragrances like perfume, deodorant, shampoo, talcum powder, hair oil, soap from their home. They smelt these different things and expressed their feelings verbally and excitedly.



Junior KG-Making of Utensils: During the Project 'Utensils', children made utensils like bowl, glass, plate, pressure cooker, boiler by using Potters Clay and coloring the same. They also created utensils out of Paper Mache using fevicol and real utensils.

Senior KG-Experiments to explain the States and Properties of water: In the school kitchen, children saw a cube of ice being converted into liquid by heating, and into water vapor upon further boiling. They were also told names of these states. The teacher simultaneously asked the children to taste and smell the water and explained that water is tasteless, odorless and colorless.

Field Visits: Learning From The Society

Playgroup Picnic: Becoming familiar with living nature helps the children to grow holistically, and taking this approach in mind, our tiny toddlers were taken to an animal farm for a picnic. They saw different animals like horses, goats, rabbits, sheep, and many more. They enjoyed feeding and petting them.

Junior KG: As a part of the theme, 'Food', Junior KG children visited 'Star Bazaar', where they explored raw and cooked, packed and unpacked food items, even they observed the billing process and asked logical questions to the manager.

Senior KG: Senior KG children went to 'Hypercity' to explore various cooking gadgets. They observed different gadgets and also asked about their usage and material. They were curious and amazed to see barbecue and food processor. The sales person explained the complete process of using these gadgets.



Playgroup



Jr.KG



Sr.KG

Celebration Time: Learning The Cultures And Values

Art Day: Art is a medium to express our emotions and feelings. To mark its importance, Art Day was celebrated for Playgroup and Nursery children with Parent involvement. They did different types of art activities like Paper Pasting on an easel sheet, Magic Painting and even made models using Potters Clay, which was a sensorial experience for the little ones. They loved observing and exploring colored sand on the light table.



Parent Cooking Day: Parents are our stakeholders and to make them feel special and involved, they were invited to do non-fire cooking along with the children. They actively made delicious food items like cookies, Monaco toppings, sandwiches and many more tasty snacks.



Mother Language Day: "We should never forget our roots", keeping this in mind, we celebrated Mother Language Day with children. India is the land of diversities and our little ones showed these cultural differences by dressing up in their regional dress. They also brought some of the pictures of their native land and shared few special features about their region in their Mother Language.

Holi: To celebrate the festival of Colors, Redbricks campus was decorated with the art works of children like palm printing, paper pasting and decorating, finger printing, etc. All the children came in colored dresses and played Holi with each other and with the teachers using gulal and danced on the tunes of melodious music. The teachers also discussed about the importance of celebrating Holi with the children.

My Favorite Story Day: Stories are an integral part of our life. To celebrate this spirit, Favorite Story Day was organized wherein the children were dressed up in their favorite story character dress like Cinderella, Spiderman, Doremon, Chota Bheem, Red Riding hood, etc., and also brought toys and books with them. They narrated the stories, even did role plays and dramas which showed their creativity and imagination.



Foundation Day: On 14th March, 2009 the school Foundation had been laid. We celebrate this day with great enthusiasm. With the objective of involving the community, some of the small children from Baal Vatika and old people from Old Age Home were called to become a part of this celebration. The Redbricks children welcomed them warmly and shared the class resources with the Baal Vatika children. The old people showed their love and care by narrating stories and singing rhymes with the children.

Memorable moments of Year End Celebrations in April

Splash Pool and Rain Dance: Splash, splash, bubble, pop! Water play is the medium by which children not only enjoy, but their gross motor, interpersonal and language skills are also enhanced. We organized a Splash-pool and Rain-dance Activity wherein children brought swimming costumes, raincoat and umbrella from home. They were all excited to show their dresses and other props to their peers and teachers. Children also splashed water on each other and enjoyed a Rain Dance along with Music. They jumped, clapped and danced on the tunes of chirpy songs.



Horse Cart Ride: A ride on a horse cart is always fun for kids. We called a Horse Cart for children to observe a horse closely and to also enjoy a ride on the cart. Initially, the little ones were scared but then they laughed with joy during the entire ride. They also sang the rhyme "Lakdi Ki Kathi, Kathi Pe Ghoda" while taking the round.

Dabba Party: A "Dabba Party" was organized wherein the children brought food from home. All of them expressed happily what they have brought for the party. They even shared their food items with their peers. Some of the children were able to give the recipe of the pasta, fruit salad, noodles, sandwiches, etc. Through this party, they also learned to share and express their feelings.



Parents as Stakeholders: To keep the Parents connected with the school, Redbricks provides a strong platform where the parents are given opportunities to participate in the school sessions according to their interest. Most of them volunteered for the art, story and music activities. As a part of it, they themselves planned the activity, organized the resources and also used their imagination to make the aids. All the children welcomed them warmly and showed interest in working with them. We thank all volunteering parents for their wonderful involvement and interactions with the children.

Innovative Classroom Practices:

Class 1:

During classroom interactions on the theme 'Food', students discussed about the need for production of food in a large-scale manner. It was interesting for them to explore in-depth about food items that are manufactured in factories. For instance, they said that some food stuffs are required in larger amounts or are time consuming to prepare; hence large scale manufacturing is important. A video was shown on preparation of bread at home and in a factory. A discussion was done on the resources used at home and in the factory, error minimization while cooking, efficient and effective use of machinery, thus leading to in-depth understanding of the importance of modern technology in our fast paced lives.



Class 2A:

As a part of the project approach theme 'Living Things - Habitats And Their Adaptations', a scavenger hunt was done during which various cards were hidden all around the classroom with information bearing some facts of the animal with a picture. These cards had a hidden clue, which they had to decipher to locate the next one. This led to a deeper understanding of various facts regarding animal habitats and adaptations.

Class 5:

The intriguing topic of 'Light, Shadow And Reflections' was taken as a project. Students explored properties of light, through an experiment. Pencils were placed in the direction of torch light to create a shadow on the ground. They thus measured the approximate angle of reflection in relation with the angle of incidence, thereby concluding that the angle of incidence is equal to the angle of reflection.



Class 7:

Students demonstrated their understanding of usage of figures of speech, with an integration of Science and Math concepts, by creating their own board games. For instance, one student created a circuit board game wherein touching the correct answer on the board would cause the bulb to glow. Similarly, students created games such as Hoop in a hula-hoop, Monopoly, Word-search, crosswords and snake and ladder board games. They presented their work to the peers and the teachers. The games demonstrated their understanding of concepts and cognitive skills.

Celebrations at Redbricks School



Martyrs' Day –

To mark the death anniversary of the father of Nation, Mohandas Karamchand Gandhi children showed their concern by being a part of the campaign of 'Swachh Bharat'. They made posters to show their feelings and their responsibilities towards 'Swachh Bharat'. Their creativity, innovation, and responsibility being the citizen of the country was reflected very well in their colorful pieces of work.

Uttarayan-

Students engaged in the spirit of Uttarayan by understanding the significance and importance of the festival. The ground of Redbricks witnessed the students and the teachers flying colorful kites. Some were busy in preparation like making holes and tying kanni, some making an attempt to fly and some happy seeing their kites soaring high.

Field Visits

Class 1

Children visited Rancharda to explore the types of houses in the village. They drew representational drawings of different houses and temples, interviewed people, counted the number of houses, measured the floor, doors, windows, chulah, tiles using measuring tapes and rulers. They also observed the materials used to make those houses. It was interesting to see children connect with the life and lifestyle of villagers.



Class 2

Children visited CEE to explore and understand the plant life and the interdependence between animals and plants. During the field work, they explored differences between herbs, shrubs, trees and climbers. They also witnessed life size models of wild animals like Bison, Lion killing the Deer, Tigers, etc. This drew them closer towards an in depth understanding of various habitats and their adaptations. They engaged in multiple activities like nature walk, exploring the spider web through magnifying glass and measuring various trees.



Class 3

To help the students understand variation and similarities in Jain and Hindu culture and the infusion of Zodiac signs in our past, a visit to LD Museum for the project 'Sign and Symbols' was done. Students keenly observed and compared the sculptures of various Hindu deities with Jain sculptures. They came across the significance of 'Om' in both the religions. Also the coins of ancient dynasties were studied to compare the inscriptions or symbols used in relation to the ruler of the time. They came across the terms 'century', 'A.D.' 'B.C.' etc. These made them relate with the dates of the coins and how the faith or background of the ruler influenced the coin design.



Experts' Visits to the Classroom

Class 3

Ms. Amrita Khetan, our Hindi teacher, was invited as a **resource person** to the class to introduce the origin of Indian languages and their link with scripts during 'Signs and Symbols' theme. The students were fascinated to see 17 main Indian languages displayed on a hundred-rupee note. The significance of these and their origin i.e. the script that they were derived from was briefly introduced so as to give the children an idea as to how some languages seem akin with each other and the 'symbols' used to write the languages have similarities. For instance, Hindi, Sanskrit and Gujarati are derived from Devnagari script.

Class 4

During the theme of 'Machines', children had an interactive session with Ms. Hem, a Robotic expert who explained to them about various ways in which simple machines makes our life easy. She showed a presentation to the children and emphasized more on the working of simple machines like wedge, inclined plane, working of gears, etc., through which children were able to understand the working mechanism in detail. Further she also demonstrated few simple machines with the help of Leggos, which helped the children to connect with working of simple machines and gain a hands on experience on their movement.

School Leadership Program at Harvard School of Education, USA

It was a moment of pride for our team that our Founder and Director-Academics, Mrs. Renita Handa, was accepted into a one-week School Leadership Program in June at the Harvard Graduate School of Education, Cambridge, U.S.A. Mrs. Handa was among an exclusive cohort consisting of School Principals, District Superintendents, and School Directors from U.S.A and other countries. The program helped her understand the nuances of quality school management from a global perspective. She also had an opportunity to meet with Dr. Howard Gardner, the theorist behind Multiple Intelligences, who is a Professor at Harvard and understand his ideas about education and pedagogy. She shares that it was a humbling experience to learn from passionate school leaders from across the world and to reflect on best school leadership practices under the guidance of the best thinkers and professors in education.



Annual Day Celebration On 'Navrasa'

Life has different shades, which was displayed in the Annual Concert held on 27 Feb, 2015 at Tagore hall. The theme chosen was "Navrasa". Navrasa depicts nine emotions of human mind being sensitive (perception of love, shringar), comic (hasya), heroic (veer), furious (raudra), apprehensive (vibhatsa), compassionate (karuna), horrific (bhayanak), marvelous (adbhut), and calmed (shaant). A matured performance from the tiny ones showed the unparalleled potential of the learners of Redbricks. Different dance performances were based on the different rasas/emotions of life. The programme was further enhanced with a speech by the Chief Guest Padmashri Reema Nanavaty- SEWA and Abellon Group Founder Mr. Aditya Handa. The highlight was a play based on the life of Arjuna, directed by National School of Drama graduate Ms. Arpita Dhagat, which revolved

around different phases of his life. Students from Class 3 to Class 7 did a tremendous job in bringing out the flavor of the play. The show ended with a musical concert where students made a place in audience's heart with their classical note. The confidence, the spontaneity, the passion, the cooperation showcased by our students left everyone in admiration. Best Student of the Year Awards were given to Yash Pandya (middle school) and Karunay Saundh (primary school- CL. 3 & 4). Best Teacher of the Year Awards were given to Ms. Pratibha Todawal (RBJ) and Ms. Juhi Mishra (RBS) for their overall contribution.



International Exchange:

Create to Inspire Programme with CEE

Redbricks Middle school students participated in the Create to Inspire programme by CEE under which students from various school conducted environmental projects related to various topics and submitted their project documents to CEE. On 22nd April 2015, during the closing ceremony at CEE, Redbricks School teachers were acknowledged with a certificate for the successful planning and implementation of this program. Children from Classes 5,6 and 7 were also present at the event. They presented their activities done as a part of the programme through an interactive display for visitors. They were also a part of the poster making and slogan writing competitions, which proved out to be an enriching experience for them. It was a proud moment for the teachers Ms. Meghna Chawla and Ms. Juhi Mishra who were awarded under the category of "inspiring leadership by a teacher" in the presence of Mr. Kartikeya Sarabhai and other dignitaries.



Video Conference between RBS and U.S.A Students

Once again, an interaction was arranged for the middle school students of Redbricks with the students of Y.E. Smith Elementary School, Durham, U. S. A. The cross - cultural exchange programme took place at Duke Corporate Education office in Ahmadabad. The students came together to share some interesting facts about the "Culture Of Gujarat", "Ahmedabad As A Clean And Green City" and "A Day At Redbricks School." Apart of this they also discussed about the House system, School council, subjects included in the school in India and U. S. In addition, the eight student participants from Victoria Robinson's AIG student group at YE Smith presented about North Carolina.



The facilitators Ms. Preeti Gaur and Ms. Pearl Lobo took active part in the interaction with Jennifer Nobles from Durham Convention Center. Letisha Judd, Principal of Y.E. Smith, described the project as great experience for kids at Y.E. Smith. Ms. Sutapa Mishra, Principal at Redbricks, added that Video conferencing is improving education now and holds even more promise for the future. It was indeed an enriching experience for the learners from both the ends.

Workshops

Maths Workshop For Parents

A Math workshop was conducted for the parents of Classes 5 to 7 by Redbricks Maths educators Ms. Meghna Chawla and Ms. Juhi Mishra in order to orient them to the age appropriate content and teaching methodologies for Maths subject in Middle school section.

Summer Workshops For Children

This summer, Redbricks School played a host to a series of Summer Workshops at Redbricks Satellite Campus. Experts from varied backgrounds were invited to conduct the evening Summer workshops. The school saw a participation of a good mix of Redbricks students and students from other schools. Helen O'Grady facilitators trained children in Dramatics, Irobokid facilitators focused on understanding and applying basics of Robotics, and Sporty Bean facilitators engaged children in a variety of sports such as Soccer, Basketball, Volleyball, Baseball, Golf, Cricket, Tennis and Rugby.



Training and Development for Teachers

Teachers are learners first; the more they learn the better their students learn. At Redbricks, a lot of emphasis is placed on teacher development. Every summer, the teachers undergo a series of workshops and interactive sessions with experts on various technical and reflective topics. The pre-school team focused on learning about ways to enhance mathematical skills in children, questioning and discussion techniques with young children, guiding children's behavior positively, conducting effective inquiry projects, reflective practice, first aid with children, I.T. skills building, etc., among many topics. The primary and middle school team focused on English language teaching approach, Maths content and pedagogy, Science and Social studies curriculum, I.T. skills building, Reflective practice, amongst many topics. All the new joinee teachers of RBJ and RBS underwent a series of induction workshops to equip them with the school's philosophy, methods and approaches. A Vision session with our Founder- Ms. Renita Handa and Director Mr. Rajkumar Joshi was a platform for the entire Redbricks Education team to come together and learn about Performance Excellence in their work.



1. Guidelines For Parent/Child Communication

Good communication is an important parenting skill. Parenting can be more enjoyable when positive parent – child relationship is established. Whether you are parenting a toddler or a teenager, good communication is the key to building self-esteem as well a mutual respect.

Basic Principles of Good Parent/Child Communication

- Let the child know that you are interested and involved and that you will help when needed.
- Turn off the television or put the newspaper down when your child wants to converse.
- Avoid taking a telephone call when the child has something important to tell you.
- Unless other people are specifically meant to be included, hold conversations in privacy. The best communication between you and the child will occur when others are not around.
- Embarrassing the child or putting him on the spot in front of others will lead only to resentment and hostility, not good communication.
- Don't tower over your child. Physically get down to the child's level then talk.
- If you are very angry about a behavior or an incident, don't attempt communication until you regain your cool, because you cannot be objective until then. It is better to stop, settle down, and talk to the child later.
- If you are very tired, you will have to make an extra effort to be an active listener. Genuine active listening is hard work and is very difficult when your mind and body are already tired.
- Listen carefully and politely. Don't interrupt the child when he is trying to tell his story. Be as courteous to your child as you would be to your best friend.
- Don't ask why, but do ask what happened.
- If you have knowledge of the situation, confront the child with the information that you know or have been told.
- Keep adult talking ("You'll talk when I'm finished." "I know what's best for you." "Just do what I say and that will solve the problem"), preaching and moralizing to a minimum because they are not helpful in getting communication open and keeping it open.
- Don't use put-down words or statements: dumb, stupid, lazy: "Stupid, that makes no sense at all" or "What do you know, you're just a child."
- Assist the child in planning some specific steps to the solution.
- Show that you accept the child himself, regardless of what he has or has not done.
- Reinforce the child for keeping communication open. Do this by accepting him and praising his efforts to communicate.

Words of Encouragement and Praise

Children thrive on positive attention. Children need to feel loved and appreciated. Most parents find that it is easier to provide negative feedback rather than positive feedback. By selecting and using some of the phrases below on a daily basis with your child, you will find that he will start paying more attention to you and will try harder to please.

Yes Good Fine Very good Very fine Excellent Marvelous At-a-boy Right

That's right Correct Wonderful I like the way you do that I'm pleased with (proud of) you

That's good Wow Oh boy Very nice Good work Great going Good for you That's the way

Much better O.K. You're doing better That's perfect Good idea What a clever idea

That's it Good job Great job controlling yourself I like the way you _____

I noticed that you _____ Keep it up I had fun _____ with you

You are improving at _____ more and more You showed a lot of responsibility when you _____

Way to go I appreciate the way you _____ You are great at that You're the best

Good remembering That's beautiful I like your _____

I like the way you _____ with out having to be asked (reminded)

I'm sure glad you are my son/daughter Now you've got it I love you

Words of Encouragement and Praise

You can SHOW them how you feel as well as tell them:

Smile Nod Part on shoulder, head, knee Wink

Signal or gesture to signify approval High five Touch cheek

Tickle Laugh (with, not at) Pat on the back Hug

One Final Touch

- If a child lives with criticism, he learns to condemn.
- If a child lives with hostility, he learns to fight.
- If a child lives with ridicule, he learns to be shy.
- If a child lives with fear, he learns to be apprehensive.
- If a child lives with shame, he learns to feel guilty.
- If a child lives with tolerance, he learns to be patient.
- If a child lives with encouragement he learns to be confident.
- If a child lives with acceptance, he learns to love.
- If a child lives with recognition, he learns it is good to have a goal.
- If a child lives with honesty he learns what truth is.
- If a child lives with fairness, he learns justice.
- If a child lives with security, he learns to have faith in himself and those about him.
- If a child lives with friendliness, he learns the world is a nice place in which to live to love and be loved.

(Anonymous)

Source: <http://childdevelopmentinfo.com>

2. Stages of Social-Emotional Development – Erik Erikson

This article presents an overview of the developmental tasks involved in the social and emotional development of children and teenagers which continues into adulthood. It is based on the Eight Stages of Development developed by psychiatrist, **Erik Erikson** in 1956.

According to Erikson, the socialization process consists of eight phases – the “eight stages of man.” His eight stages of man were formulated, not through experimental work, but through wide – ranging experience in psychotherapy, including extensive experience with children and adolescents from low – as well as upper – and middle – social classes.

Each stage is regarded by Erikson as a “psychosocial crisis,” which arises and demands resolution before the next stage can be satisfactorily negotiated. These stages are conceived in an almost architectural sense: satisfactory learning and resolution of each crisis is necessary if the child is to manage the next and subsequent ones satisfactorily, just as the foundation of a house is essential to the first floor, which in turn must be structurally sound to support and the second story, and so on.

Erikson's Eight Stages of Development

1. Learning Basic Trust Versus Basic Mistrust (Hope)

Chronologically, this is the period of infancy through the first one or two years of life. The child, well – handled, nurtured, and loved, develops trust and security and a basic optimism. Badly handled, he becomes insecure and mistrustful.

2. Learning Autonomy Versus Shame (Will)

The second psychosocial crisis, Erikson believes, occurs during early childhood, probably between about 18 months or 2 years and 3½ to 4 years of age. The “well – parented” child emerges from this stage sure of himself, elated with his new found control, and proud rather than ashamed. Autonomy is not, however, entirely synonymous with assured self – possession, initiative, and independence but, at least for children in the early part of this psychosocial crisis, includes stormy self – will, tantrums, stubbornness, and negativism. For example, one sees may 2 year olds resolutely folding their arms to prevent their mothers from holding their hands as they cross the street. Also, the sound of “NO” rings through the house or the grocery store.



Stages of Social-Emotional Development – Erik Erikson

3. Learning Initiative Versus Guilt (Purpose)

Erikson believes that this third psychosocial crisis occurs during what he calls the “play age,” or the later preschool years (from about 3½ to, in the United States culture, entry into formal school). During it, the healthily developing child learns: (1) to imagine, to broaden his skills through active play of all sorts, including fantasy (2) to cooperate with others (3) to lead as well as to follow. Immobilized by guilt, he is: (1) fearful (2) hangs on the fringes of groups (3) continues to depend unduly on adults and (4) is restricted both in the development of play skills and in imagination.

4. Industry Versus Inferiority (Competence)

Erikson believes that the fourth psychosocial crisis is handled, for better or worse, during what he calls the “school age,” presumably up to and possibly including some of junior high school. Here the child learns to master the more formal skills of life: (1) relating with peers according to rules (2) progressing from free play to play that may be elaborately structured by rules and may demand formal teamwork, such as baseball and (3) mastering social studies, reading, arithmetic.

Homework is a necessity, and the need for self-discipline increases yearly. The child who, because of his successive and successful resolutions of earlier psychosocial crisis, is trusting, autonomous, and full of initiative will learn easily enough to be industrious. However, the mistrusting child will doubt the future. The shame – and guilt-filled child will experience defeat and inferiority.

5. Learning Identity Versus Identity Diffusion (Fidelity)

During the fifth psychosocial crisis (adolescence, from about 13 or 14 to about 20) the child, now an adolescent, learns how to answer satisfactorily and happily the question of “Who am I?” But even the best – adjusted of adolescents experiences some role identity diffusion: most boys and probably most girls experiment with minor delinquency; rebellion flourishes; self – doubts flood the youngster, and so on.

Erikson believes that during successful early adolescence, mature time perspective is developed; the young person acquires self-certainty as opposed to self-consciousness and self-doubt. He comes to experiment with different – usually constructive – roles rather than adopting a “negative identity” (such as delinquency). He actually anticipates achievement, and achieves, rather than being “paralyzed” by feelings of inferiority or by an inadequate time perspective. The adolescent seeks leadership (someone to inspire him), and gradually develops a set of ideals (socially congruent and desirable, in the case of the successful adolescent).

6. Learning Intimacy Versus Isolation (Love)

The successful young adult, for the first time, can experience true intimacy – the sort of intimacy that makes possible good marriage or a genuine and enduring friendship.

7. Learning Generativity Versus Self-Absorption (Care)

In adulthood, the psychosocial crisis demands generativity, both in the sense of marriage and parenthood, and in the sense of working productively and creatively.

8. Integrity Versus Despair (Wisdom)

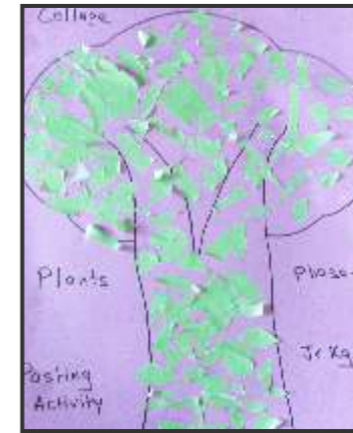
If the other seven psychosocial crisis have been successfully resolved, the mature adult develops the peak of adjustment; integrity. He trusts, he is independent and dares the new. He works hard, has found a well – defined role in life, and has developed a self-concept with which he is happy. He can be intimate without strain, guilt, regret, or lack of realism; and he is proud of what he creates – his children, his work, or his hobbies. If one or more of the earlier psychosocial crises have not been resolved, he may view himself and his life with disgust and despair.

These eight stages of man, or the psychosocial crises, are plausible and insightful descriptions of how personality develops but at present they are descriptions only. We possess at best rudimentary and tentative knowledge of just what sort of environment will result, for example, in traits of trust versus distrust, or clear personal identity versus diffusion.

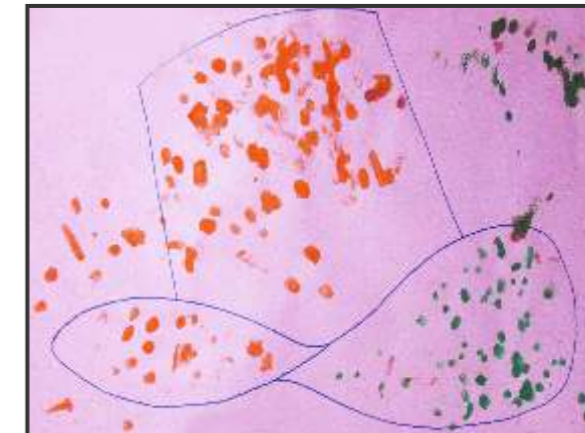
Helping the child through the various stages and the positive learning that should accompany them is a complex and difficult task, as any worried parent or teacher knows. Search for the best ways of accomplishing this task accounts for much of the research in the field of child development.

Socialization, then is a learning – teaching process that, when successful, results in the human organism’s moving from its infant state of helpless but total egocentricity to its ideal adult state of sensible conformity coupled with independent creativity.

Source: <http://childdevelopmentinfo.com>



Group Activity- Jr.Kg B
Pasting Activity



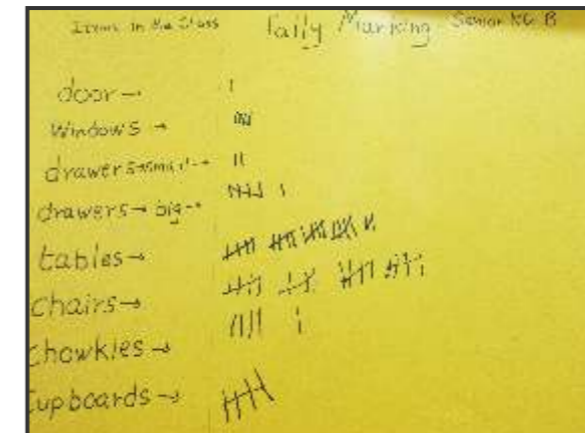
Group Activity - Nur. C
Finger Printing



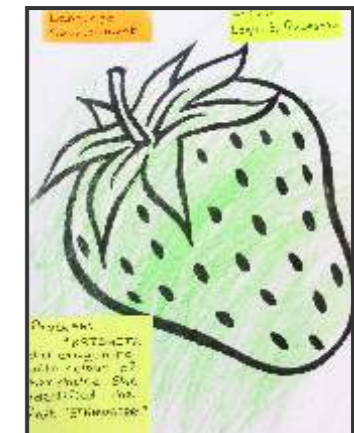
Jahal- Jr.Kg A
Free Drawing



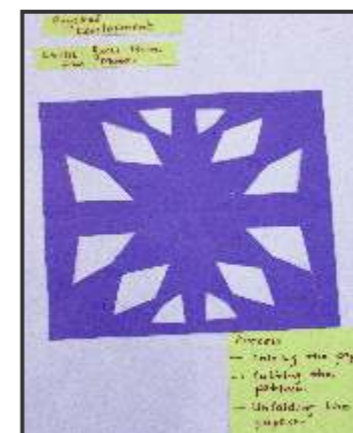
Piya- Jr.Kg C
Free Drawing



Group Activity- Sr.Kg B
Tally Marking



Krishita- Nur B
Colouring



Lavanya- Sr.Kg B
Paper Folding
and Cutting



Group Activity- Playgroup
Free Scribbling



Daksh- Sr.Kg C
Origami