

Auro Mira Vidya Mandir
Kechla, Dist Koraput, Odisha
Concentration group report
Report April-September 2012



Season

After short discussion children chose topics like water, rain, clothes, house, season, festivals etc, on which they wanted to work. As children are not independent, we decided to work on the topic “season” which could be integrated with all other topics. As it was raining a lot, so we started from the rainy season. Through the drawings children explained about the changes in the rainy season and what they liked to do in this season. They shared it amongst themselves through their drawing and stories.

They asked some questions like Why it rains ? From where does the water come? What fruits and vegetables do we get in this season? etc.

Changing of Season

Through this topic children learnt that in our solar family there are nine planets, one sun and many moons etc. The planets are revolving around the sun on its individual oval path. Due to this movement seasons are also changing. When planets goes near the sun, it becomes summer season, when the planet are little far away then it becomes spring season and when the planet remain far from sun then it become winter season.

Changing of day and night and Years

Our earth is doing two types of movements (I) Rotation & (ii) Revolution. The earth is bended at 23.5 degree and it is rotating on its axis continuously. So the side which gets sun light directly, day happen and on the opposite side there is night.

Due to the revolution of the earth year's changes. Our earth takes 365day and 6 hours to complete one revolution. That is known as one year. We also discussed about the reason why the seasons changed. Children also knew about the rotation and revolution. By using globe we showed them how day and night happens? Most of the children could understand, but for some it was very abstract.

Children got the concept of year, month, week, days and hours. But to make this clearer, it should be done on a regular basis. Children remembered the name of days and months both in English and Hindi.

Water Cycle: Children learnt about the water cycle. How the rainy season comes. Through this topic children learnt that water form resources like ponds, rivers, lakes, dams, seas, oceans etc, evaporates and changes into water vapors with the help of the sun. Then it goes up condenses and forms clouds, and when these water droplets become heavy they falls down on the ground as rain.

Initially they had an idea that lord Indra gives us rain and some children were puzzled. To explain this concept we did an experiment in the kitchen.





Children got a first-hand experience on evaporation, condensation and precipitation. The same was repeated through pictures, drawings and charts.



As it was the month of Lord Krishna and Sri Aurobindo's birthday and the season of Raksha Bandhan we also discussed about various reasons for celebrating it.



The group was divided into four sub groups and they worked on four different groups.

They created their own songs and stories through which they shared their ideas about different seasons amongst each other.

To present this topic children did a dance drama program and performed it on Raksha Bandhan. Some children could create songs and stories spontaneously and some of them had to struggle. But at last with the help of the facilitators they expressed their imagination. The songs included were about the scenic beauty of different seasons. Some children went to nearby village to learn the reason for celebrating different festivals in different seasons and songs they sing in that particular festival but the villagers were not open to it and some of them said, that if they don't drink, they can't sing and some said that, they should not sing if it is not the festival time, since the village god will become angry. But a child from the older group knew some songs and we added them to our script.

I. Me and myself

During our short conversation with the children we tried to find out the names of their family members but as the children are not staying at home and there is hardly any issue of caste in the village, the children didn't even know the names of their grandparents. So this was a right time to start this topic.

Family members- mother, father, brother, sister, though most of the children knew their parent's name but some of them were confused. Only a few of them could tell their grandparents name. The children did not know about their family relations. They did not know about their aunts, uncles and cousins. So we took them to their village and so the children could easily get to know about their grandfather, grandmother, aunty, uncle and cousin brothers and sisters. Though it took a long time to understand the family relations, the children did it with a lot of patience. They drew the family tree and put a lot of pictures of their family members.



Then we started this topic me and myself. We worked on some reflective topics such as what makes me happy? What do we like? Who is my best friend and why? When do I feel scared? When do I feel sad? A memorable day of my childhood. How I helped my parents? What I want to be? I wish I were..... A story by me. Children were taken to the lake side where they sat quietly and reflected on it. On these children made a book, it was a stepping stone to make the children free with

facilitators. Though a few children needed special attention but most of them expressed themselves either in Hindi or in English.



We also focused on different parts and functions of the human body. They knew the names of different body parts in Hindi, English and Sanskrit. Children related the Sanskrit words with their mother tongue so it did not take much time to understand and remember them. Everyday we discussed the function of both internal and external organs, it helped them to understand some basic system. After a discussion with the whole group, children wanted to present this topic. So the group

was divided into four sub groups and they chose to work on three systems, circulatory system, digestive system and nervous system.

They drew the pictures of different body parts and learnt some songs on the functions of those parts. They also made charts. The other groups made charts on various systems and presented through plays. The group who was working on the circulatory system, showed how does blood circulates in our body through an experiment which they could do very efficiently.



Final presentation

Children did some plays and games to present the topic for the children of other groups. Most of the children did the games on their own and some children made the games with some help from the Didis. The games were based on language, riddle, memory and senses. All the children made a book based on the topic Me and Myself. They used different arts and crafts to make

a book which they exhibited in the exhibition. It made the children more confident and alert.



The first thing we did was to introduce the children to different sounds of the English language. Though the phonetics is not something that has been done much with the children, however they were familiar with most the pronunciations, as and when they made mistake we corrected them.

We played many games in which we tried to see if the children could comprehend the sound, and reproduce it accurately. While it took effort with some of the children, most were able to pick up the sounds well. If not reproduce it, they could at least tell that there was a difference between what they said and what the correct sound was.



Another area we have been working is increasing the children's vocabulary. To do this we have tried to stay within the words that come up in everyday life as well as words related to the topics we take up in the group.



Every once in a while we read out stories and also made the children read them. The reading speed and pronunciation of most of the children was good. But a lot more practice is required. Comprehension of what they were reading, was quite good. Almost everyone could follow the stories and did not need much explanation. The children dramatize the stories like The Jungle Book and Heidi and presented it in the group.

To work on their speaking skills we made the children prepare an English play on Krishna and Sudama which was presented on Janmashtami. All the children participated in the play. Those who were not sure about memorizing the dialogs and English speaking, they were given smaller roles. The aim was primarily to build their confidence.

Only this year the children were taught to write in English. They did a lot of writing for Me and Myself topic. They were able to form most of the words without trouble, although there were issues with certain more common words.

The children were able to express their thoughts quite accurately. Some of the children made minor errors of spellings and grammar. They were encouraged to make their sentences small and direct so as to reduce the possibility of making the mistakes.



little older can solve some difficult calculations mentally.

They can add the two digit numbers quite easily and some are in the level of solving the two digit simple addition. The children who are bit older, we can introduce the code in abacus, although initially children found it little difficult, but after a short

Mathematics : The group has proceeded forward from concrete to abstract. Most of them can solve simple four operation based problems. Some children still need objects to solve the queries. Children in this group are in different age group. Children who are





time they could recognize the numbers in the code of three and four.

The three dimensional shapes have been introduced and children can differentiate between two dimensional and a three dimensional. Still it needs more practice. A few of them can measure the height and weight of their friends. During the topics we have tried to clear the concept of measurement, however they need more practice to clear their concepts.

Hindi

Almost the entire group is very comfortable with Hindi. Most of them are quite fluent in speaking, reading and writing however, few of them are still in the initial stage. They need special attention for reading and writing. These children can recognize the letters, read simple stories and do the copy writing. While talking children hardly think of gender or the number. They can express their feelings in Hindi quite easily than in English. All of them can create their own stories in Hindi. While reading and writing we are trying to emphasize on their pronunciation and spellings. The writing of the children is mostly influenced by their mother tongue. The way they speak they write in the same way. So we are trying to emphasize more on their reading than the writing part.



FESTIVALS



DRAMA

We divided the children in four groups and they created their own stories and songs. They worked on different festivals and how they are celebrated, they created stories and presented as dramas.



JANMASTAMI:-

This day all the children did their dramas nicely. Everyone remembered their dialogues easily. They decide who would be Krishna and take makhan pot. Children also wanted to decorate there room so they arranged the room with their friends.

GANESH POOJA:-

Every one made their Ganesh murti with clay. And colored it nicely without the help of the teachers. They brought the clay from their village in kaudi. Most of the children had drawn the Ganesh murti on the paper in different styles. Children create their stories and shared the stories within their group.



RAKSHYA BANDHAN:-

Children made their Rakhis with thread, wool, beads and colored papers. They made rakhis and said “Didi we made lot of Rakhis for the flower group”.

SRI AUROBINDO’S BIRTHDAY:-

Children went to the meditation hall before 6.A.M. in the morning for flag hosting and meditation. They prepared songs and dramas. They decorated the meditation room with Rangoli.



SCHOOL'S BIRTHDAY:-

This day the children did march-past for the first time. They did it nicely and remembered the steps. And some children played musical instruments nicely. They did a school drama where swings, garden, children, Sonu (porcupine), Reetam (deer) Gudlu (hare) were there.

TREE

Children like to climb the trees, play and do their work under the trees. So they decide to take this topic.

Children choose one tree and became friends with them.

- Clean the area near the tree.
- Every day they go near their tree friends and talk with them.
- Give water to their friend.
- Tell story and song.
- Decorate the tree with drawings.
- Listen to what their friends say and gives suggestion.



In this topic children worked on:

- They found out about different types of trees near the hostel and in the ashram surroundings.
- Noted the names of the trees.
- They found out about the colors we can see in the tree. They can see yellow, red, white, brown, black, light and dark green, orange, pink and some other colors that could not be identified.
- They made trees with clay, drawing and paper folding.
- They observed different parts of the trees.

Children views on the trees: Both have nervous system, body parts, life, growth, eat, talk, take air, water, sun and many things.

THEIR EXPERIMENTS:

1. **Trees need sun rays and wind:** They took the plant and kept it inside the close room after some days they found that the tree was dead. They know trees need sunrays and wind.
2. **Trees needs clay:** They took a plant and put it in the polythine with only water and leaf. After sometime the tree was dead .They knows trees need clay.
3. **Trees need water:** They sow some plants at two places. At one place they gave water every day. At other place they did not give anything. After someday the plant which did not get water died and the plant which got water grew.

4. Trees take water and give it to all his parts. They took a plant and added red color



water in the jar, after some time they observed that the tree became red. Now they know that trees take water and give it to different parts.

5. A good seeds are needed for growing trees. They took variety of seeds like dry, wet, real, boil, fried with oil, broken, soke with sugar, turmeric, masala and chilly

water. Then they sow them in the soil. They know only real seeds will soke in water and germinate.



OCCUPATION

AIM:

- To know about their work and duty.
- To know what work is done by the villagers.
- To know what they want to do.



SOME QUESTIONS FROM THEIR MIND

- Why people do some works.
- How they choose which work they should do.
- If they don't do their work then what will happen.
- Whatever work we want, we can do it.
- When the problems come during the work, how to solved them?

Children choose some occupation to work



Carpenter: - They know what instruments are needed for the carpentry. Everyone makes their furniture with hard paper and saw.

Gardener: - They do the digging, watering and sowing of the seeds. Twice in a day they go and observe that what happen at their fields.

Boatman: - They go near the boat man and asked many questions. They went for boating and learnt how to do the boating, and solve the problems they face in the river.

Fisherman: - They know how to weave the net, use the fishing rod. Go near the river and collect some tiny fishes and toddlers.

Goldsmith: - They made mala with beads for hands, legs, fingers, ears and neck. They measured how much thread they need.

Shopkeeper: - Everyone choose what shop they will open. Then they arranged all the



things (they collect the things through drawing, paper folding, pasting, stitching and other works) and started their shop for selling the goods.

Washer man: - They collected the dirty cloths from other groups, washed and dried them in the sun. They folded them properly and return them to the group. They became very happy and excited in this work.

Cook: - They were very excited. They cooked rice, dal, curry, salad and khir. Before lunch they arranged clean plates, glasses, small bowl and water for the children.

Wood cutter- They went near the school field and collect the wood, made bundles and then took them to the kitchen.

Sweeper: - They cleaned the hostel area.

Teacher: - Everyone became teacher and before coming to the group they prepared, what they wanted to teach and if some problem come then how to overcome it.





One of group story in this topic

There was a village and many people lived there. One day one washer man came. At that time a sweeper was sweeping the road, and when sweeper saw the washer man coming, he called the police man and said "look, my friend one washer man is coming. So the police man went to him and asked, "Why did you come here?" the washer man said "I wanted to stay in this village and came by a rocket. The washer man needed to wear some

nice dress. He gave a letter to the tailor by the policeman. The tailor sent the clothes to the washer man by the milk man. Now the washer man wore new clothes and called the boat man to collect some dirty clothes. They saw a fisher man catching fishes. The washer man told fisher man "You give me your dirty dress." At that time a policeman was standing near the river bank. The policeman told the fisherman "Why did you catch so many fish today?" the fisherman said "Sorry Sir, I will leave some fishes in the river." The washer man saw a Goldsmith has fallen down and bleeding badly. Quickly he called a doctor to give take care of him. The doctor suggested to the washer man "You give your friends green vegetables and milk." So they went near the grocer and milk man. Then the washer man took her home. The washer man said to his watch man "Friend watch man you will watch the Goldsmith, I will go to do my work." On the way the washer man told a book shopkeeper "Friend, come and give me your note book for writing my list."