



The Children Of
Redbricks Junior present



REDBRICKS
EDUCATION
FOUNDATION
SHIKSHA • SAADHANA • SWARA



GLIMPSES INTO OUR WORLD OF ANIMALS



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ABOUT THE BOOK

Children at Redbricks Junior (1.5 to 5.5 year olds) conducted 6-week research projects on the theme of "Our World of Animals" in October 2013. This book is a collection of the stories and evidences from the projects, which showcases the processes of learning as well as the in-depth thinking of children.

At Redbricks, we firmly believe in Educating for Sustainability (EfS) and integrate different aspects of environmental sustainability into our curriculum. Through this book, we are sharing with the community about approaches related to Project Based Learning, Educating for Sustainability and Young Children's Perspectives Related to the Environment.

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Publisher

Redbricks Education Foundation, Ahmedabad
October 2013.

CONTENTS

PART ONE : OVERVIEW

- | | |
|---|----------|
| 1. Educating For Sustainability | 4 |
| Renita Handa | |
| 2. The "Animals Project" at Redbricks Junior | 9 |
| Dr. Gargi Singh | |

PART TWO : GLIMPSES OF ANIMALS PROJECT AT REDBRICKS JUNIOR

- | | |
|---|-----------|
| 3. Exploring Animals Through Our Senses | 11 |
| Project Story of the Playgroup Class | |
| 4. Our Explorations with Domestic and Wild Animals | 22 |
| Project Story of the Nursery Class | |
| 5. Let's Protect Our Little World of Animals ! | 34 |
| Project Story of the Junior Kindergarten Class | |
| 6. Fascinating Animals & Our Relations with Them | 48 |
| Project Story of the Senior Kindergarten Class | |

PART THREE : CONCLUSION

- | | |
|---|-----------|
| 7. Advocacy Messages by Children | 62 |
| 8. Name Index and Acknowledgements | 64 |

Chapter 1

Educating For Environmental Sustainability

Sustainability= Our Ability to Sustain

"Sustainability means that we meet our own needs without limiting the ability of future generations to meet their needs."

- Bruntland Report; World Commission on Environment and Development

In today's world, the meaning of education is undergoing a sea change. As a society, we are questioning not only our methods of teaching but also the objectives and outcomes of education. We are reflecting back on the most fundamental question that has been asked since centuries-

"What Is The Real Purpose Of Education?"

Historically, the purpose of education has been to teach a child "how to lead a good life" and "to do the right thing" (Dharma) keeping in mind his/her role in the society. Right from the age of Mahabharata, Education has held a larger purpose of molding the entire being of the shishya or the student so that he/she can perform his/her Dharma in society. However, with the advent of modernization, education has moved towards mass production of students with rote memorized facts and basic skills without much emphasis on the individual & holistic being. Conformity to society is viewed as a virtue resulting into a steady stream of individuals with high marks in examinations but lesser ability to think.

A school is a part of the society, and one of its main functions is to mold children into responsible and achieving citizens for the society. Education forms the foundation for building sustainable communities, and without education we cannot achieve sustainability. The global issues of today linked to the- environment, economy and society- require children who are not only fully aware of these issues but who are also capable to think systemically and take action towards solving of these issues. More importantly, our children will be able to live a happy life as adults, only if the world is in a healthy state when they grow up.

Educating For Sustainability (Efs)

Educating for Sustainability is "learning that links knowledge, inquiry, and action to help students build a healthy future for their communities and the planet."

Often, I meet individuals who pose their doubts and concerns over exposing young children to sustainability and environmental issues at a young age. The doubts relate to children's ability to understand and concerns relate to their maturity to handle the issues. So is it possible to involve children as young as pre-school and primary children in action towards sustainability? Research data and our own Experience shows that, it certainly is!

Some of the reasons why educating for sustainability should be integrated in early childhood programs -

1. In early childhood, children develop their basic values, attitudes, skills, behaviors and habits, which may be long lasting;
2. Young children are impacted by these issues (such as the weather change and pollution);
3. "Nothing that surrounds me is strange to me"- Young children are exposed to these issues (such as the floods and the famines);
4. Young children are not victims but can be active and informed participants.

According to the United Nations Convention on the Rights of the Child- "The child is a right holder, an active participant and contributing to make society's present and future, not an invisible, marginal, worthless being."

In education for sustainability, young children's perspectives and meanings are listened to, considered and shape the content and approaches of learning.

- Children act as role models for adults and community
- Children contribute ideas, energy and creativity towards solving of local issues
- Children develop knowledge, skills, attitudes and values to become responsible future citizens and decision-makers

But How Do We Achieve All Of This? How Can Schools Educate Young Children For Sustainability?

Young Children are naturally curious & their biggest asset is their sense of wonder. In Educating for Sustainability, we can leverage students' developmental needs and innate curiosity to take what is important and relevant to children and use that to build curriculum that is rigorous, relevant, and relationship-based, so that they can become citizens engaged in building sustainable communities.

Schools can adopt the "4C's Model" to integrate education for sustainability across grade levels

1. CURRICULUM CONNECTIONS : Curriculum can be framed using the lens of sustainability to integrate curricular topics/themes, to teach skills and content, and to help students make connections. For example- animals, biodiversity, ecosystems, etc.

2. COMMUNITY PARTNERSHIPS : Ongoing community partnerships are vital to connecting the curriculum to relevant, real-world issues. For example- partnerships with animal welfare organizations, municipal corporations, etc.

3. CAMPUS ECOLOGY & CULTURE : Sustainability must be modeled as well as taught. It could be integrated in everything from student-leadership and school-wide decision-making, to school lunch programs, to waste management, to cleaning products, and to purchasing policies.

4. COLLABORATION : To achieve sustainability, collaboration is an essential skill and process. Planning and learning must take place across all grade-levels, content areas, as well as with the larger community (families, businesses, government, non-profits) in order to create sustainable communities. For example- inviting visiting experts such as environmentalists to the classrooms.

Teaching Learning Strategies that can be employed in Educating for Sustainability

Experiential learning | Project Method | Storytelling | Values education | Inquiry learning | Integrating Systems Thinking | Future Problem Solving | Learning outside the classroom | Community Problem Solving

Systems Thinking : Connecting the Dots

We can't solve problems by using the same level of thinking we used when we created them. - Albert Einstein

Systems are everywhere. For example - a school, classroom, circulatory system in our body, and the predator/prey relationships in nature are all systems. A systems thinking approach can help the analysis of global issues in such a way as to account for the interconnections between environment, economy and society. Systems thinking can help people seek out underlying causes and address them in solutions, rather than merely responding to surface events and leaving the system unchanged.

Systems thinking is not analysis. In schools, we generally teach children that the best way to understand something is to analyze it- to break it down into bite-size manageable pieces. The problem arises when we use analysis mindlessly, assuming that the world stands still as we study it, and that the relationships between the pieces aren't important. As we know, problems don't stand still and inter-relationships do matter. Analysis therefore gives us a limited understanding of reality- and so it isn't the only skill kids need to handle the big challenges in their lives.

By contrast, systems thinking helps expand our understanding.
It shows us how to -

- See the world around us in terms of wholes, rather than as single events, or snapshots of life
- See and sense how the parts of systems work together rather than just a collection of unrelated pieces
- See how the relationships between the elements in a system influence the patterns of behavior and events to which we react
- Understand that life is always moving and changing, rather than static
- Understand how one event can influence another- even if the second event occurs a long time after the first, and far way from the first
- Know that what we see happening around us depends on where we are in the system
- Challenge our own assumptions about how the world works (our mental models) and become aware of how they limit us
- Think about both the long-term and the short term impact of our and others' actions
- Ask probing questions when things don't turn out the way we planned

We cannot abandon analytical thinking. But if kids know how to complement analytical thinking with systems thinking, they'll have a much more powerful set of tools with which to approach life in terms of making responsible personal choices and helping to solve the world's critical issues.

Educating For Environmental Sustainability

"Earth provides enough to satisfy every man's needs, but not every man's greed."
- Mahatma Gandhi

In today's world, the impact of human actions on the environment is one of the biggest global challenges. Humanity's annual demand on Earth's resources exceed what it can regenerate each year. It now takes the Earth one year and six months to regenerate what we use in a year. Human Actions impact the planet and the survival of its biodiversity. Most scientists believe that between 20% and 50% of all species on Earth could disappear in the next 30 years. It is time that we take action to save our planet!

We, at Redbricks Education Foundation, have undertaken this project with children as a part of our Educating for Sustainability initiative. We hope that you enjoy reading about the perspectives and work of our children emerged as a part of this project. We also hope that this project serves as an example for parents and educators, to embark upon or continue their own initiatives with children towards sustainability.



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Chapter 2

“The Animals Project” at Redbricks Junior

One fine morning while children were walking in the school, four monkeys just ran across the garden and witnessing this incident were adults and children. All the anxiety of adults was gone with the excitement that the little ones weaved in the environment. Children started shouting, monkey aaya monkey aaya, some started clapping and laughing aloud. A simple example sets the stage for the project on animals in Redbricks Junior School.

Every now and then, we all witness a special connection between animals and children. We see a special connection that children have with animals- they love them, they respond to their cues and animals hold a special place in their real and imaginary world. Even babies, as young as one year olds, start making animal sounds, observing and pointing to animals in their surroundings and connect with picture books of animals. We selected “Animals” as a topic for our research project considering children’s inherent curiosity towards animals as well as its scope to promote education for sustainability in young children.

Project by nature is an in-depth study of a topic or a theme centrally carried by individual children, or groups of children or by a whole class. A project can be conducted with young children at a preschool level and is effectively carried out with higher classes also. The project journey witnesses three stages, wherein the beginning gives opportunities to children to share their experiences, current knowledge and interest related to the topics.

Once all experiences are shared, children move to phase two to develop the project. During this time period teacher arranges multiple opportunities for the children to do field work, talk to experts, read through books and engage in first hand experiences to gather new knowledge and seek answers to the questions raised in the beginning of the project.

Finally the project is culminated in phase three. Children along with their teacher reflect back on the entire journey of the project, select evidences from their project journey and display them. This is the phase where children share their project story and connect with parents, other class children and communities at large.

Children of various age groups ranging from 1.5 years to 5.5 years carried out the project on Animals at Redbricks Junior. Overall all, the children from Play group to Senior Kindergarten participated in the project. There were six research questions, which we had planned as adults, which guided the project for all the classes.

The questions were :

- What are animals like?
- Where and how do they live?
- How are humans and animals similar and how are they different?
- What kind of a relationship do humans and animals share?
- What are the ways in which animals are cared for and treated?
- Do animals need to be protected?

The interest in animals varied across the classes. Largely for playgroup children, the animal world was discovered through their senses ie.- by seeing, touching, smelling etc. For nursery the focus of the project was their connect with animals ie.- when they see, how do they feel. Interestingly beautiful emotions of happiness and joy emerged while they all referred to animals. For Junior Kindergarten the learning and exploration moved to a bit complex and in-depth study on characteristics, uses, care and protection of animals. This also helped them to discover the way animals are treated in our city. For senior kindergarten, the project inquiry was on animal characteristics, similarities and differences and the interdependency between humans and animals. Every class also did an in depth study of one animal of their interest, and that is converted into life size models by children.

Overall across classes multiple field visits were done to the zoo, cowshed, stable, veterinary clinic, etc. Many animals like camel, dog, iguana and tortoise also walked into the school campus. Animal experts, caretakers of pets and even zoo caretakers talked to our children about animals. They addressed various questions of children about animals and their world. Multiple expressions of children emerged in forms of their clay models, drawings, stories, riddles, songs etc. The project has been documented in-depth in various stories and evidences of children's works. Also, across projects there are some beautiful advocacy messages that emerged from children that have been captured.

Children enjoyed the animal project exuberantly. The entire journey has been a great learning process for children as well as for teachers, wherein even we all discovered things about the natural world through children's exploration.



Gargi Singh, Ph.D
Principal, Redbricks Junior
Ahmedabad.

Chapter 3

Exploring Animals Through Our Senses

Project Story of the Playgroup Class (1.5 to 2.5 year old children)

Introduction- Welcome to the world of animals through the eyes of young children! This story is not only through their limited vocabulary but also through their gestures, emotions, feelings, and senses. It will take you on a ride through their most interesting moments, facts, myths, likes and dislikes, creativity, imagination and their knowledge about animals.

Children's Explorations and Expressions in the Class Environment

Our journey started by children exploring familiar animal pictures and books kept in the classroom environment. While exploring, one of the child said "Ma'am ye camel hai " (Ma'am this is a camel)- Shaurya



Some children touched and felt the animals in the books, while some fed them pretentiously by giving food and water. A big soft toy of Lion was kept in the class. Children sat on the lion, explored its texture, touched the tail and even tried to pull it. They were trying to hide the eyes of the lion and slept on it. They even fed the lion with food and milk. Children showed the roaring sound of lion and one of the child said **"Moto moto lion che"** (It is a big lion).



Some of the children were eager to share their feelings like

"Ma'am, ye Kumfu panda hai." (Ma'am, this is kumfu panda) - Yashvi

Through their drawings, body gestures, expressions, movements, sounds (Bow-wow, meow) and through their self made stories, we teachers got to know more about what the animal world means for such young children.



Nagji



Diksha

Slowly we added more pictures of animals in the class, After exploring the pictures of animals with food, children started doing pretend play like making animals sleep on the lap, feeding them food and water, making them sleep on 'dupattas', sensitizing by touching its texture and body parts, etc.

Children also came up with new vocabulary like carrot, grass, leaves, banana, horse, rabbit, camel, zebra, penguin, mouse etc. A lot of peer interaction was happening while exploring the bulletin board like "Oonth dodava jaay che" (The camel is going to run.) - Raghav



To provide children with more exposure and to familiarize them with live animals we took them to 'Sundarvan- A nature park'. They were amazed to see lots of animals like rabbit, duck, snake but the most attracting for them was a group of tortoise who were eating cucumber together and few of them were swimming.

One of the child said "Ma'am tortoise pani ma swimming kare che juo"(See the tortoise is swimming in the water) - Maitri and the other child said "Tortoise kakdi kha raha hai, usko bhukh lagi hai?"(The tortoise is hungry and is eating cucumber ?) - Children

Children tried to catch the ducks; expressed their excitement by screaming, laughing, jumping and sharing their thoughts like "Ma'am hu mara papa jode tortoise joyu hatu"(I saw tortoise with my father) - Maitri. Thus it was a fulfilling and thrilling experience for children.



Children's Interactions with Tortoise & its Pet owner at the School

Due to children's interest in tortoise, we called a resource person with a big tortoise and children had a sensorial experience of touching and feeling its texture and feeding it cucumber.

Children asked questions like "Aunty tortoise ka naam kya hai?"(Aunty what is the name of the tortoise?)- Prathmesh "Tortoise ne bhukh lagi che? (Is the tortoise hungry) - Manay. After coming back to class one of the child saw the picture of tortoise and immediately reacted "Ahiya pan tortoise che!" (There is a tortoise here also!) - Hridhan



Expressions and Representations by Children

Children expressed their care for animal soft toys by making food in utensils, feeding them and making them sleep on the cradle made with 'dupatta.'

Children showed their creativity through various mediums like block printing, free scribbling creating clay models with indigenous materials. They made various clay models of duck, crocodile, snake, tortoise, rabbit, monkey's house etc.



Friendship of animals
created by Shaurya



Mini model of monkey and duck
created by Maitri





Children were also telling stories through big picture books and from their imagination.

They invented and played games related to animals like one of the child became a lion and he tried to catch the other children who became the monkeys.

Teachers said the names of various animals and children did various body movements like crawling, hopping, jumping, running etc., as per their understanding of that animal. Games like recognizing the sounds of animals were played with the children and they all had great fun.

They danced through puppets and recognized even other animals like cat, dog, elephant, tiger, duck, deer, monkey, crocodile, squirrel, lion etc.



Creating a Clay Model of Tortoise

We teachers decided to encourage children to make a model of a tortoise for the exhibition.

Playgroup: Model of a Tortoise

Height: 1feet

Materials to be Used: Potters Clay, Playdough, Cardboard/Carton box , Poster Colours, Green Papers, Fevicol

We asked children about the materials they would need to make a tortoise.

"Mitti se banayege tortoise" (We will make the tortoise with sand) - Group of children.

Children started making their tortoise model with various materials we brought in the class. Some of them were eager to put potter's clay on the basket while some of them were anxious to make the legs of the tortoise
 "Ma'am mane tortoise na pag banava che"(I want to make legs of tortoise)
 - Manay.

Lots of peer interaction was seen amongst children like :

"Mara ghare choto tortoise che."
 (I have small tortoise at home) - Dhyey

"Isko hum paani mai dalege." (We will put it in water) - Raghav

We probed the children about the different ways in which they can make the legs, eyes and mouth of the tortoise. We also asked children about where should the tortoise be placed.

Many answers emerged like

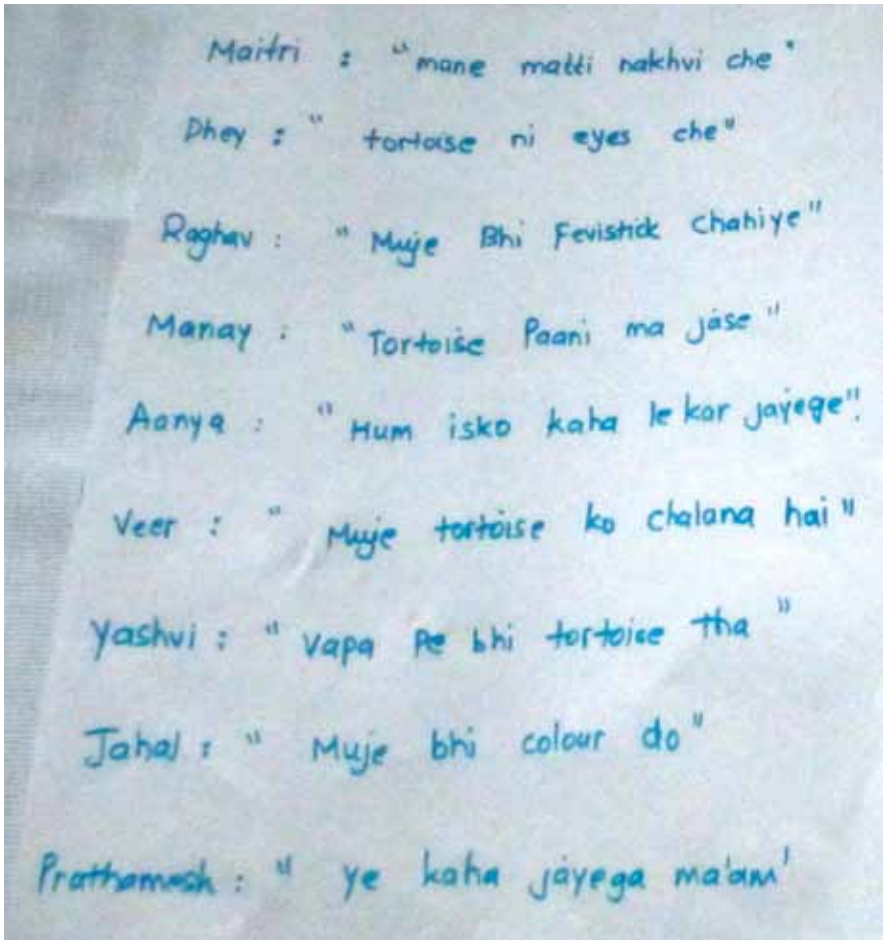
"Jungle ma" (In jungle),
 "Mummy paase" (To her mother)
 And they even shared their emotions like
 "Mujhe ispar baithna hai"(I want to sit on it)

Thus the immortal tortoise got life with the love and care of children.



Mini model of tortoise created by Yashvi & Dia

Anecdotes of children while making the Tortoise model



Reflections

This project was amazing and interesting for us because it was like watching the animal world through the eyes of young children. Children had lots of sensorial experiences and also development happened across various domains like social-emotional, language, physical, creative, and cognitive. We got to know their likes, dislikes, creativity, imagination views and their feelings and expressions. It was surprising see such young children showing sympathy to animals by taking care of them. We will cherish this project forever and now look forward to the completion of our Tortoise model with children.



Chy: ye tortoise hai (After watching the ^{toy} frog and holding it)

Diya: Nisi, ye tortoise hai
Safa Sada (cleaned the Mitt)

[Through peer learning]

Some children told to sheep that "This is a dog" Later when they saw the video related to animals they told that "This is a sheep not a dog." by teachers guidance.

As teachers, we witnessed tremendous progress in children's scribbles & clay model representations across the project. They started becoming more concrete & meaningful.



Nagji



Hridhaan



Maitri



Lion by Shaurya



Crocodile by Dia



Playgroup Teachers

Dimple Solanki

Mittal Raval

Chapter 4 Our Explorations with Domestic and Wild Animals

Project Story of the Nursery Class

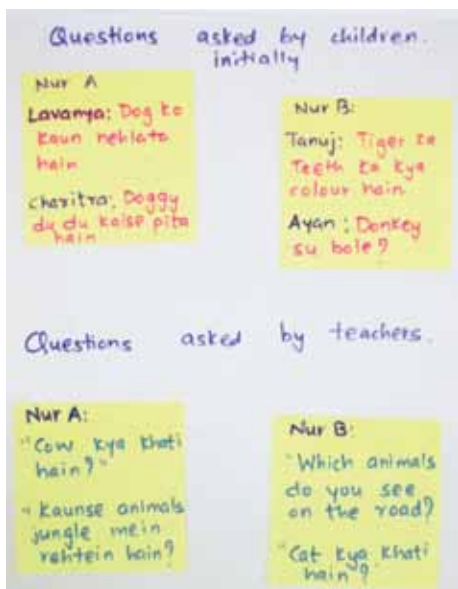
(2.5 to 3.5 year old children)

Introduction : Our Project on “Animals” started with great enthusiasm. However, we as teachers were nervous about the responses that might come from such young children. We wanted to give children a variety of experiences related to animals, while also encouraging them to conduct in-depth exploration related to the topic at their level.

Phase One: Beginning the Project

We started discussing about different animals with children, by placing familiar animal pictures in the environment. This ambiance stimulated children to talk about their past experiences related to animals, wherein they shared and discussed the names of animals, their basic characteristics, care and the special bond they share with them.

We brought various toy animals, soft toys, pictures of the animals in the environment and soon, children started sharing more of their views about animals. Interestingly, they reflected their awareness about animals by coming up with a list of various animals like- lion, cat, dog, cow, camel, tiger and elephant.



We then had various group discussions, where children came up with various interesting facts about different animals. They talked about the sizes, colours of animals, their habitats and also about their uses.

"Dog small hota hai" (Dog is small) - Vansh

"Meine aaj camel dekha tha"(I saw a camel today) - Advika

"Camel big tha" (The camel was big) - Tanuj

"Cow milk deti hai aur grass khati hai" (Cow gives us milk and eats grass)
- Rahi

"Lion jungle mein rehta hai" (Lion lives in Jungle) - Kia

It was quite fascinating to see that most of the experiences of children were direct engagement with their own pets or they saw them in the zoo or close surroundings. Very interesting experience was the one where they talked about Dinosaur and said that they saw this animal only on Television.

During this phase of the project, children also made many drawings related to their talk about animals. The representations reflected various animals they talked like cat, dog, cow, camel etc. They also tried to make animals from play dough and clay.

"Ma'am ye dekho meine dog banaya hai" (Ma'am see I made a dog) -Saarvi

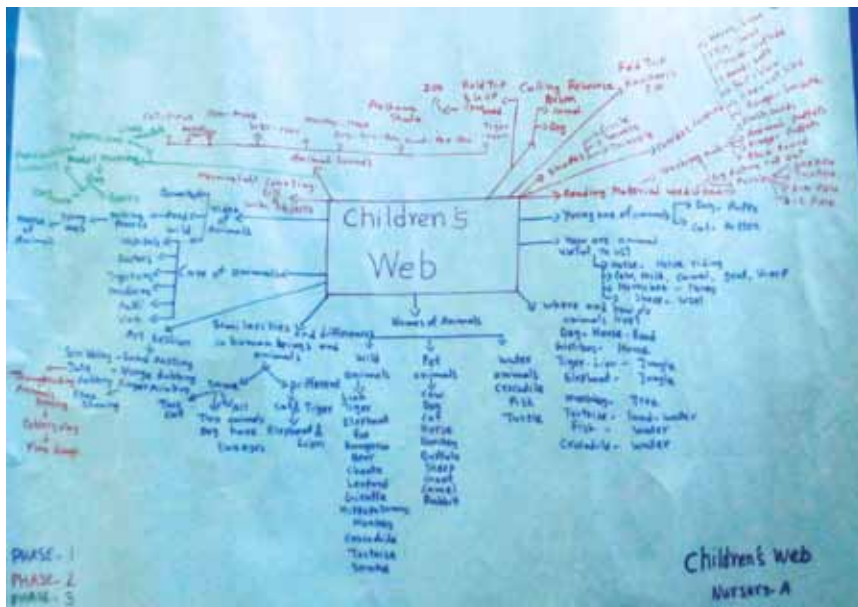
"Mein clay thi lion banavyo" (I made a lion from the clay) -Yana



Elephant by Srushti

One of our first discoveries from the discussions and drawings was that, children were excited for the animals, which are seen on road, where they live, young ones of them, characteristics, as well as care of the animals. Some of the wild animals also came in the discussion.

Children's Web



Phase Two: Developing the Project

The beginning of the project geared up all the children to explore and deepen their knowledge about various Animals. As teachers, we decided to focus on in-depth explorations related to certain domestic and wild animals specifically related to the research questions -

What are animals like?

Where and how do they live?

We planned many first hand experiences in school for children to explore animals. These included visits from a Dog, a Camel, a Tortoise and an Iguana. With these experiences, children also got many opportunities to interact with the caretakers of these animals and get answers to their questions.

"Woh chotta Crocodile tha?" (Was that small Crocodile?) -Aayush

"Totoise ke kitne legs hai?" (How many legs does tortoise have?) -Atharv

"Ye Dog girl hai ki boy? (This dog is a girl or a boy?) -Navya

"Aa camel ma upar su che?" (What is there on the camel's back?) -Dwij



We also arranged various field trips to allow the children gain first hand experiences with animals and the other things related to them. The most valuable learning experience was seeing, observing and touching animals in real life. We decided to take the children to SGVP Cowshed and SGVP Ashwashala because those were the places where they can get most of the hands on experiences. Children got the sensorial experiences at the SGVP, as they were able to touch the cow and horse. They even fed fodder and grass to the animals. They saw various things which are related to animals like milk can, fodder machine, etc. When they saw these associative things they measured them, counted the number of cans, also counted the number of animals in total and tried to measure the area through hand span in which the cows and horses were kept.

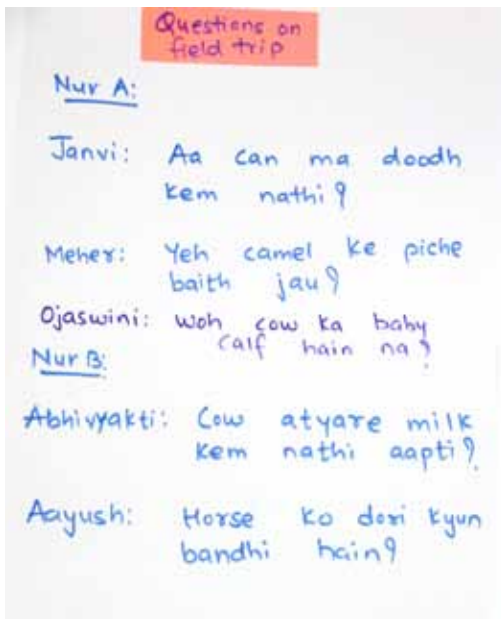


Some questions asked by children at the field trip -

"Cow atyare milk kem nathi aapti?" (Why cow is not giving milk now?)
- Abhivyakti

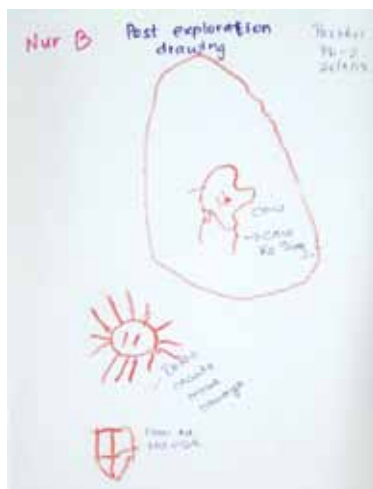
"Cow e nahyu che ke nai?" (Does the cow take shower?) - Ayan

"Yaha pe kitne horse hai?" (How many horses are there over here?) - Shivam



The children made various representational drawings and clay models related to their observations of the field visit. Once back in the school, they drew various animals they saw on the visit and also the places where they live and what they eat. They were engaged in various art activities like sponge dabbling, collage making, free drawing, finger printing etc., which gave them opportunities to represent their observations and findings related to the Animals.

Children even made various stories and riddles related to animals



Story

Ek Cow tha. Aur doggy bi tha. Doggy aur cow friends the. Cow khane gayi thi. Usse kuch nai mila toh doggy ne khana diya use. Phir elephant aaya. Elephant bi friend bann gaya. Sab khelne lage. - Jiya

(There was a cow. Also, there was a dog. Dog and cow were friends. Cow went to eat. She didn't find anything then the dog gave her food. One elephant also came. The elephant also became their friend. All started playing.)



Riddle

E white color nu hoi,
ene tail hoi,
2 sing hoi,
E milk aape,
Woh kaun hai? - Abhivyakti

(It is of white colour,
It also has a tail,
It has 2 horns,
It gives milk,
Who is it?)

Many myths/questions that were there in phase 1 were now clarified with new information being gained:

"Horse kya khata hai? Roti khata hai? (What does horse eat? Does it eat Roti?) - Samaira

"Animals ke injection small hai ya big hai?" (Are the injections of animals small or big?) - Rewa

"Cow ka milk kaha se aata hai?" (Where does the cow's milk come from?) - Saanvi

Throughout the project, we watched the children representing their ideas about animals in various ways like enacting like them & doing role-plays using animal soft toys. They also used a variety of materials like clay with leaves and sticks to create animals, their habitats and also their food. They were using these materials in order to create something meaningful to them.

Across all the activities, one interesting thing that emerged was the empathy that children expressed for animals wherein they said:

"Animals ko nai maarna chahiye usse dard hota hai" (We should not hit animals as they get hurt) - Shivam

"Cow hume milk deti hai. Agar use lagega, toh milk kaun dega?" (Cow gives us milk. If the cow is hurt, then who will give us milk?) - Ojasvini

"Dog ghar ka dhyan rakhta hai" (Dog takes care of the house) - Lavanya

During the process, children very helpful to their peers to clean up and put the materials back in place. This reflects lot of care and respect that children expressed for each other.



During this phase, children did an in-depth study of a Cow and a Dog. After doing this, they decided to create a life-size model for the same. First, children looked at the photographs and started deciding what materials they would need to make a model. Various indigenous materials like carton boxes, colors, grasses, leaves, clay etc. were kept in the environment from which children decided the materials that they can use to make a model.

"Small box che toh ena thi modhu banavay" (From the small box we can make a face) - Rahi

"Eyes banavay black paper thi" (Eyes can be made from the black paper)
- Mehar

We planned a field trip to the zoo to explore wild animals, but had to cancel it due to unexpected rains. We then showed videos of wild animals to the children in the class and helped them to explore big picture & information books related to wild animals..

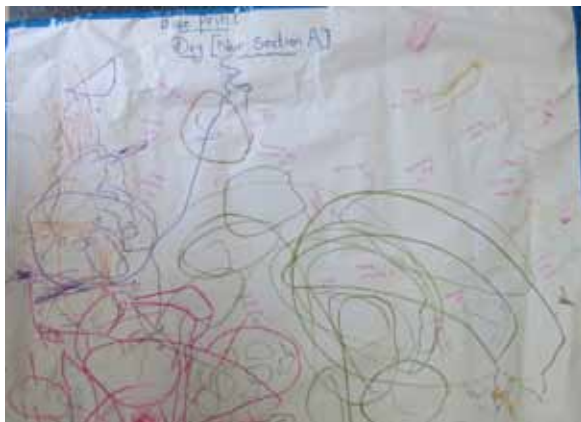


Phase Three: Concluding the Project

We now started weaving the entire project together by reflecting on the experiences gained and preparing for the exhibition. A major focus was on the creation of the life-size models of animals. We started the process by creating representations on paper and preparing a blue print of the model with the group of children. We also kept a model photo of cow and dog in the class for children to refer while making their blueprint and model.



Blueprint of a cow by children



Blueprint of a dog by children

Groups of children started working on creating smaller clay models based on the blueprint and actual photo, which would guide them to then make the bigger model. Different ideas started coming from children during the entire process of creating the model, which reflected their enhanced understanding of these animals.



Model making of a Cow in progress



Model making of a Dog in progress

With our help, children started working on making the bigger 3D models of the cow and the dog with the various indigenous materials.

Nursery A : Model of a Dog

Height: 2.5 - 3feet

Materials Used: Dustbin (Steel), Bamboos, Rope, Brown Paper, Thermocol/ Tin Box, Colours, Fevicol, Cardboard

Nursery B : Model of a Cow

Height: 4.5feet

Materials Used: AC Boxes, Bamboos, Colours, Fevicol, Cardboard, White Cloth/Papers, Colours, Playdough, Fevicol

The process of making the 3D models was extremely valuable in enhancing children's thinking skills, observation & representational skills, learning skills, collaborative skills and creativity. Then, we discussed with children about who would they want to come as visitors to view their exhibition. What kind of things do they want to put up for the exhibition? And so on...

Reflections

The project was an exciting journey and was a great learning experience not only for the children, but also for the teachers. At the end of the project, children were able to distinguish the animals on the basis of patterns and sizes. A lot of Socio-emotional Development took place as children shared about their emotions of love, sympathy and empathy related to animals. We also observed children, passing provoking messages to each other related to care of animals. The vocabulary that emerged from children and also that got developed through the project was immense. They were able to apply their math concepts such as big-small, counting skills, etc., easily in the project.



Model of cow
created by Myra during
Phase I



Model of dog by Atharv
during Phase II



Model of a cow by Aayush III



Nursery Teachers

Ayushi Shah

Pooja Rawal

Rachana Shah

Sampa Nandy

Shuchiita Sharma

Chapter 5

Let's Protect Our Little World of Animals!!

Project Story of the Junior Kindergarten Class

(3.5 to 4.5 year old children)

Introduction : We started the Animals project with a lot of excitement and we were looking forward to the responses of children to this topic, as it is one of the closest to their hearts.

Phase One: Beginning the Project

At the beginning, of the project we interacted with the children during group discussions and other informal sessions across the day to understand their perspectives and experiences related to animals. Also, the class environment was set up with familiar animals, photographs & animal toys that motivated children to talk about animals.

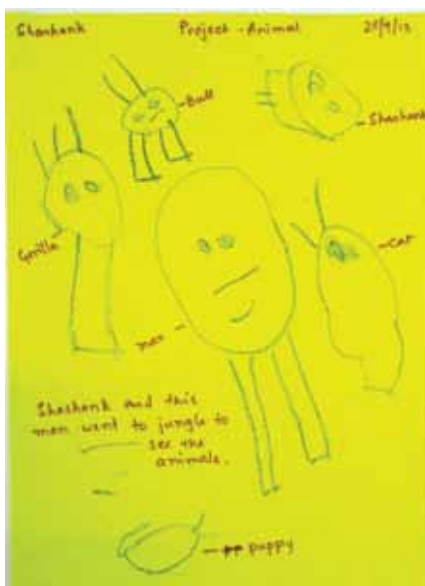
The children started sharing their knowledge about animals. They started naming the animals they were aware about and also said where they live.

Cheetah, lion, tiger, seal, giraffe, dinosaur, elephant, horse, dog, cat, etc., emerged from their responses.

We also provided opportunities to children to draw animals according to their imagination and according to what they think animals look like.



Zaina



Shashank

Phase Two: Developing the Project

The children were ready to deepen their knowledge about the features and usefulness of animals. At the same time they also wanted to know about the different ways in which animals are taken care of and are protected. To enhance children's knowledge on their interest, we arranged for field trips and visiting resource people, which gave them enriching first hand experiences for creating their own understanding about animals. The entire journey during this phase saw children getting connected with multiple places and people from community and actively learning from society.



As visiting resources to the school, we invited a Dog and a Camel along with their caretakers. Children had multiple sensorial experiences of touching the animals and personally interacted with their caretakers asking them multiple questions -

"Dog ko ball se khelna kaise sikhaya?" (Who taught the dog to play with the ball) - Drumil

"Camel ke teeth kitne bade hain" (The camel has such big teeth) - Nirvaan

"Yeh dog ko aap kab nilhate ho?" (When do you bathe the dog?) - Nakshatra

"yeh camel kya khana khata hain?" (What food does the camel eat?) - Manya

"Camel kitna lamba hain na" (The camel is so tall) - Anushka

We took the children for a field trip to a cow shed in order to address their questioning about usefulness of a cow. They interacted with the caretaker of cows and also saw the medicine shop there which had medicines made from cow dung and cow urine. After the field visit the shift was observed as now children were talking about various ways in which cows are used and not just that they give us milk.

"Arey yeh cow dekho kitni small hain" (This cow is so small) - Anaavi
"Cow kab dudh deti hain?" (When does the cow give milk?) - Yatharth
"App dawai kaise banate ho?" (How do you make medicines?) -Yashi



Making Representational Drawings at the Zoo

Another field visit was done to "Kankaria Zoo" to observe the features of animals and for exploring care aspects a visit to the "Animal Hospital" was done. In the zoo, children started differentiating animals on the basis of their patterns and sizes. After the field trip they actually got into categorization and classification of multiple sizes, body types, etc. A lot of logical thinking and mathematical skills were applied in the field work.



They also interacted with the animal helper and the zoo manager to know more about the hospital and the way animals were treated there. Children also saw the 'Treatment Cage' of the lion and tiger in which they are treated. All the children saw the treatment cage eyes wide open and after the interaction were sure about the way wild animals are treated when sick.

- "Camel ke hump mein kya hota hai?" (What is there in camel's hump?) - Mannat
- "Cow apana khana bahar kyon nikalti hai?" (Why does cow remove its food outside?) - Kavish
- "Lion, Tiger ko saath mein kyon nahi rakhte ho?" (Why don't you keep lion and tiger together?) - Devina
- "Animals kaise khelte hai?" (How do animals play?) - Ananya



We also visited the "Animal Protection Center" where the children were sensitized by seeing the animals there. They also decided and told each other that, "We should not hurt animals." Children gave provoking messages to each other, they said,

"Animals ko cage mein bandh nahi karna chahiye", (We should not put animals in cage) - Hitarth

"Cheetah abhi nahi raha hain, usko vapas laana chahiye"(Now cheetah is not there, we should bring it back) - Ananya

"Animals ko marange to bhagwan hume punish karenge" (God punishes us if we hit animals) - Gurbani

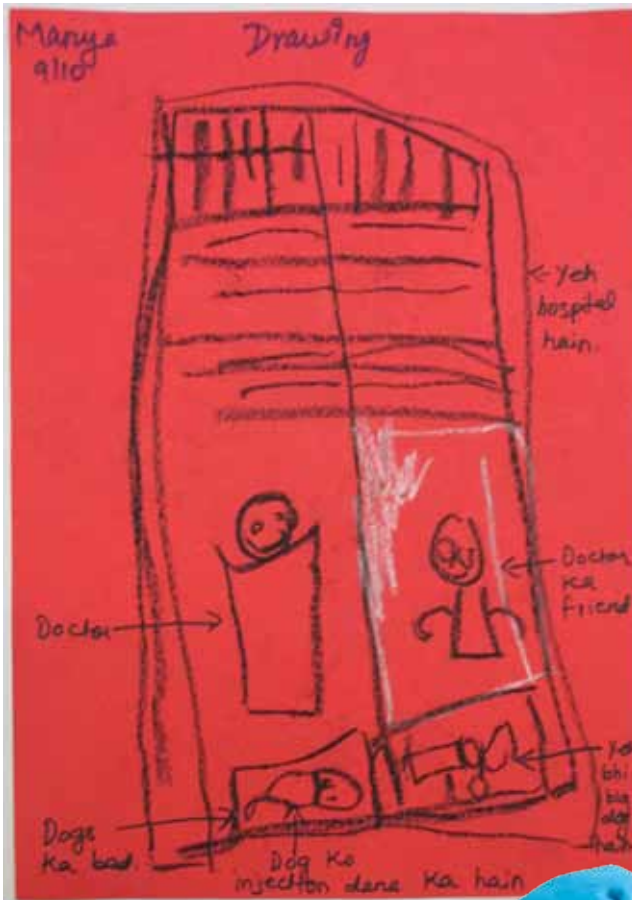
"Dinosaur khatam ho gaye hain kyunki sab logo ne usko maar diya hain" (Dinosaurs have died because everybody killed them) - Kaustubh

At the field trips, the children did not only observe and interact, but they also did representational drawings, measuring and etching everything possible. Most of their drawings depicted the insights of their field trip. After coming back to the class, they also narrated self-made stories and used clay as medium to make small models of what they saw.



Camel created by children using clay and sticks





Manya

Story

Drumil : Bau big elephant hato. Ball se khel raha tha. Hippo uska friend tha, water mein khel rahe the woh. Friends ke saath khelna chahiye.

Drumil : There was a big elephant. He was playing with a ball. Hippo was his friend. They were playing in the water. We should play with friends.



Lion created by Ayaan using clay and sticks

Interestingly, children were also given an opportunity to explore and become aware about one unusual animal "Iguana". They observed and touched the animal which was brought in the school by the resource person.



After the enriching experiences of the field trips, the children were keen on making a huge 3D model of their favourite animal, so one class decided on making a 'Lion' and the other class decided on making a 'Camel'.

Junior KG A: Model of a Camel

Height: 5feet

Materials to be Used: Carton Boxes, Bamboos/ Tubelight Boxes, Sponge, Newspapers, Colours, Fevicol, Cardboard

Junior KG B: Model of a Sitting Lion

Height: 3feet

Materials to be Used: Carton Boxes, Easel Sheet, Sand, Sutli, Thick Rope, Cotton, Colours, Fevicol, Cardboard

For making the model, the children did an in-depth study of the animal. They went through encyclopedias, saw it in real and also surfed the internet with the help of teachers. The children decided themselves as to what material they wanted to use for making the model.

"Lion tail ke liye hum 'rassi' laga sakte hain"(We can use a rope to make lion's tail) - Neev

"Camel ke legs hum sticks se banayenge"(We will make legs of camel with sticks) - Sharav

"Lion ki eyes hum clay se banayenge"(We will make the lion's eyes with clay) - Devina

Children also made blue prints before they started making the real model. They put down their ideas and the process on paper and also asked us for our suggestions.



Model making of the lion body in process



Children involved in the process of painting the legs of camel

Phase Three: Concluding the Project

After deciding upon the materials, the children finally started to make their models. A lot of collaborative learning happened as the children made the model in a group. We saw a lot of turn-taking and sharing happening amongst the children. They were continuously referring to books and pictures of the 'Lion' and 'Camel' for it's detailing. We also put up enlarged pictures of 'Lion' and 'Camel' in the class so that they can refer to the pictures daily. Children made smaller clay models before starting to work on the life size model.



Mini model of Lion,
created by Manya





Mini model of Camel,
created by children



Stories

Zaina : Ek cow tha jo cow shed mein so raha tha aur itne mein ek lion aya aur baby cow ko noch liya tha. Toh usko bahut dard hua. Mamma cow aur papa cow baby ko dhundte dhundte thak gaye aur pani piya. Phir unki baby ki awaz sunai diya. Lion ki mammi ne lion ko bahot danta. Cows unki baby cow ko leke ghar chale gaye. Baby cow ko calf bolte hain. Phir ek pari ne calf ko acha wala sapna diya aur woh khush ho gaya.

Melzar: One day ek small horse aya, phir ek cheetah aya. Cheetah ne baby horse ko kha liya. Fir baby ki mummy aur papa aye aur cheetah ne unhe bhi maar diya. Fir Dinosaur aaya, blue wala. Usne phir cheetah ko kha liya. Aur phir woh Dinosaur jungle mein chala gaya.

New words learned

Ambulance

Injection

Doctor

Zoo Keeper

Hospital

Medicine

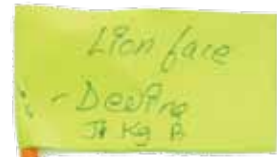
Protect

Hump

Cowshed



Hitarth

Lion face,
created by DevinaElephant,
created by Manya

Conclusion...

This was a fun filled and an exciting project for the children as well as the teachers. The field trips helped us a lot to know in detail about the animals. The children also developed social skills like that of interacting with a person confidently. It was a delight to see the children work in a group and discussing and sharing ideas like young adults.

The children also decided that they would invite their parents and friends to have a look at their project. They were very excited and wanted to speak and explain a lot to their family members and friends.



Junior KG Teachers
Dipika Panchal
Krishnakali Dey
Pooja Kapur
Shenon Patel

Chapter 6

Fascinating Animals & Our Relations with Them

Project Story of the Senior Kindergarten Class

(4.5-5.5 year old children)

Introduction : We have always observed a strong interest in animals among our children. Animals form a part of their stories and talk all the time. Since our children are the senior-most class of the pre-school, we were hopeful that they would bring more complex thinking related to the project. And we were not wrong...their holistic thinking, understanding of interdependency between humans and animals, etc., left us amazed.

Phase One: Beginning the Project

We began the project with children sharing their prior knowledge and experiences related to animals. Interestingly, we came to know that children were aware about names of so many different animals like **panda, polar bear, sea horse, unicorn, seal, and walrus**, apart from the other common animals. They were also able to explain which animal belonged to which category like - "There are pet cats, but there are also wild cats who cannot be kept as pets." "Polar bears are different from black bears."

Children had so many questions about animals, which reflected their eagerness to learn more. Few questions which were asked by children :

"Why are the teeth of wild animals sharp?" - Saanvi

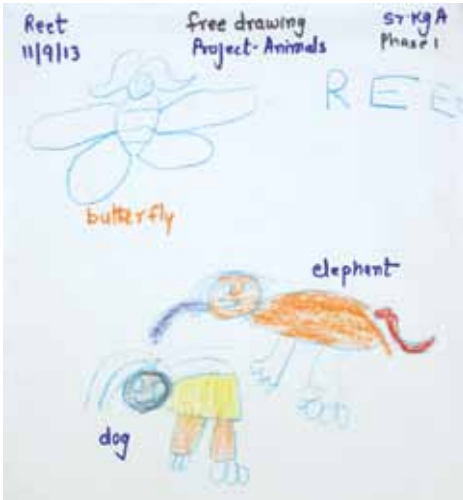
"Why is lion the king of the jungle?" - Saanjhvi

"Why do rabbits have big ears?" - Debangi

"How do animals cut their nails, specially the animals with sharp nails?"

- Niyati



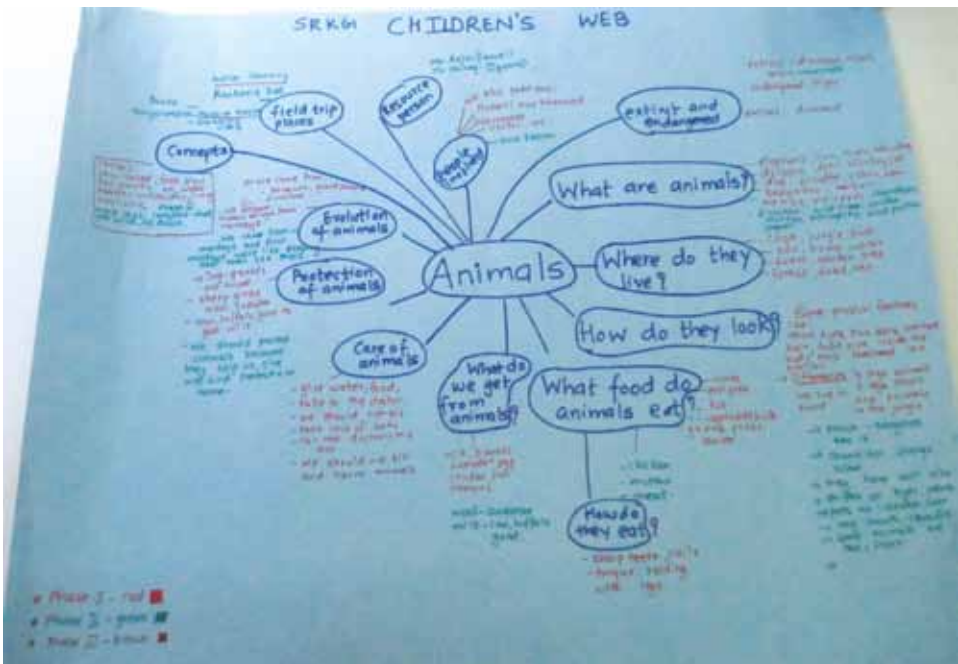


Reet



Saanjhvi

The questions, which emerged, also helped us to understand that children were interested in knowing more about the physical characteristics, similarities and differences, interesting facts related to animals and get into the process of their detailed study.



Phase Two: Developing the Project

With the start of Phase 2, children generated ideas for field trip places and pre-visit questions, which would help them to find out more about animals. We, as teachers, decided to focus on the following research questions for the in-depth inquiry based on the children's interest -

- What are animals like? (Relating to unique characteristics & evolution)
- How are humans and animals similar and how are they different?
- What kind of a relationship does humans and animals share?
(Focus on • mutual dependency & systems thinking in nature)
- What are the ways in which animals are cared for & treated?
- Do animals need to be protected? (Focus on endangered animals)

Pre-visit questions planned by children

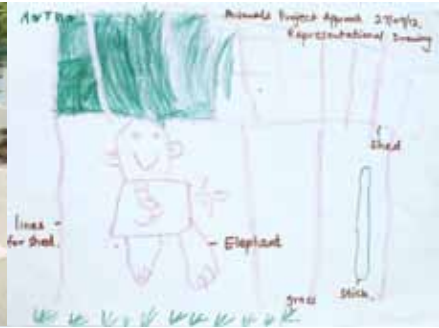
1. Why do you keep animals in zoo? - Advik
2. How do you take care of animals? - Ritisha
3. What food do you give to animals? - Ria
4. From where do you bring animals? - Aayush

They visited Kankaria Zoo as a part of their field trip and lot of learning happened there. They had first-hand experiences and various activities were undertaken in different groups such as detailed observation, counting, representational drawing, observing & talking about social behavior of animals, tally marking, interviewing zoo keeper, collecting sensorial things, as well as finding out similarities and differences between animals. Myths of children got clarified related to different animals & they also discovered many new aspects about animals.

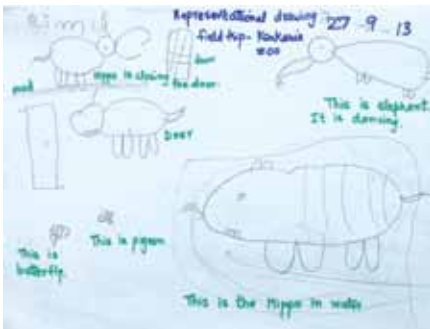




Interviewing the care-taker



Measuring length of cages



Once back in the class, they represented what they had observed and discovered in the form of drawings, clay models, stories, rhymes and riddles. They also referred encyclopedia, discussed and talked by correlating their knowledge.

Riddles Created By Children

Advik: I have two big horns. Who am I?

Krish: Deer

Kunj: Meri bahut badi trunk hain, poonch bhi hain aur bade four legs hain.

All said: elephant

Aratrika: I have many feathers long long , over my head three three sticks like thing . Who am I?

Ruhi: peacock

Raunak: Mein chhoti hoon, chooti eyes. Patli hoon.

"butterfly"

Revanth:

I am very big animal, I have very big eggs, my baby comes out from the egg .Who am I?

Ritisha: I am small animal with four legs, long ears and small tail. Who am I?

Krish: rabbit

Rhymes

Saanjhvi

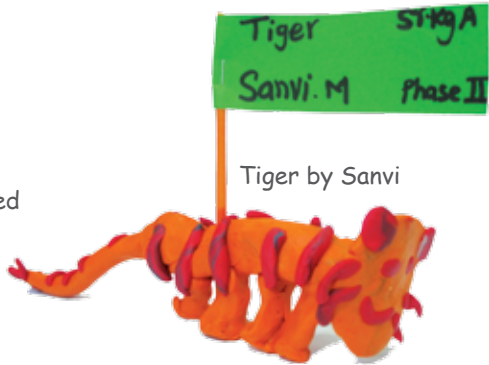
Lion

One day lion was coming to the house. Mumma lion gave milk to the lion.
But, baby lion was very sad, because papa lion scolded the baby lion.
Coming to the Red bricks, he was going to play in the garden.
Playing with the ball, He was going sad going to the house.
Mumma lion said, "No crying baby" and he started playing with the rabbit.

Story

Saanvi: "Don't hurt anyone."

One day one lion, he was walking then he think I want to sleep some time. Then he sleep. Suddenly one dinosaur come. Dinosaur walking, lion see what come this? He run away back home. Then dinosaur walk lion's back and lion see back and there were so many dinosaurs in front also then every dinosaur eat the lion. The tortoise, rabbit, tiger, zebra, monkey, giraffe are sad because lion was dead. Every animal go sadly home and they cry because lion is die. Then tortoise has no family. Tortoise sit under the tree and pray god, "Please give me family." Then all animals became family and one lion also come and so they were happy.



One group of children and teachers revisited the Kankaria Zoo to study an elephant in more detail. Whereas the second group, which was more interested in dinosaurs and endangered animals, observed the video related to the evolution of dinosaur, types, their fossils and eggs, habitat, and how they got extinct. They also followed the same processes done by the previous group except interviewing and observing the animal in real but they explored encyclopedia related to dinosaur and learned about it.



Questions asked by teachers and the responses given by children

Q: If there are no animals what will happen?

Responses by Srkg B children :

Advik: If there are no lions, then, animals will increase in thousands and enter the city and will destroy us.

Bhavya: If animals increase in number then they will become our friends.

Responses by Srkg A children :

Sanvi: With sheep we get sweater, cow gives milk so, in winter we will feel cold and we also cannot get milk to drink.

Saanvi: "Agar cock nahi hoga toh cooka-dacoo nahin bolega toh subah uth nahi payenge." (If there will be no cock, then it won't make sounds in the morning and we won't be able to wake up.)

After the enriching experiences at the field trips, the idea for creating a 3D model of an individual animal also started emerging. Each class chose a different animal ie.- an Elephant and a Dinosaur. As teachers, we were slightly nervous about how would children create a life-size model of a dinosaur. But

Children decided to observe the animal in its large form so they observed it on the internet and also referred the encyclopedias and big picture books. We teachers brought a big picture of the animal to the class for them to refer and create a blue print of the animal's model. Later they decided to first create a small model of it and came up with different ideas for the use of materials like,

"We can use a ball to create a body of an elephant." - Aratrika

"We will need lot of clay to make a dinosaur." - Debangi

"We can use buttons to make eyes and white clay to make the teeth of dinosaur." - Jiyaa

"Hum pipe se elephant ki trunk bhi bana sakte hain (We can use a pipe to make the elephant's trunk) - Suhit

"We can colour the elephant with grey colour." - Mishri



Fossil eggs of the dinosaur



Mini paper and wire model of dinosaur

Model Plans

Senior KG A: Model of a Dinosaur

Height: 6-7 feet

Materials to be used: Bamboos, Ropes, Carton Boxes, POP, Window Net, Colours, Fevicol, Papers

Senior KG B: Elephant

Height: 5 feet

Materials to be used: Big Plastic Ball, thermocol/ sofa sponge, bamboos, rope, colours, papers, fevicol



Model of Elephant in Progress



Elephant created by Raunak using clay



Children utilized their learnings and started working on the blue print of the model. With the guidance of the teachers, they also decided on the materials to be used, how to proceed, where to make, how to make, etc. Finally, the models and works for the final culmination day were getting ready.

Phase Three: Concluding the Project

Children created small clay models of the elephant and dinosaur, which served as a mini creation for the later creation of the huge model. As we are writing for this book, children's life size models are still work in progress.



Aayush created Brachiosaurus using clay



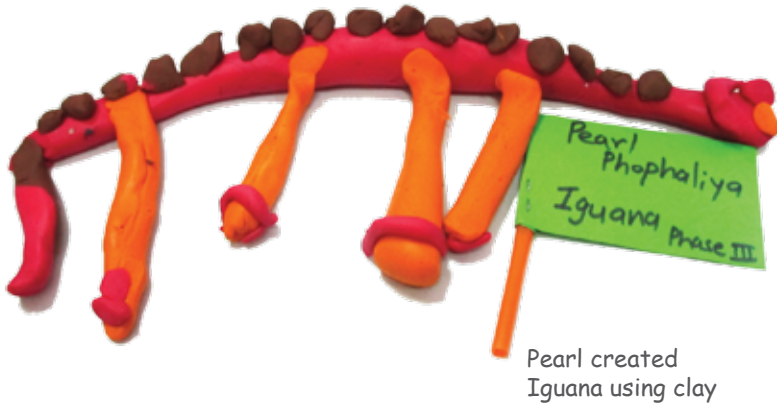
Elephant created by Kunj using clay



Elephant model created by Srkg B children

During model-making, children were taking ownership and developing their interpersonal skills by working together in groups. What surprised us was that they had transformed from the inquirers to masters. Overall their hidden potentials also came out in different areas and the participation level of each child in the creation of the model was noteworthy.

They decided to share and talk about project to their parents and took pride in their work. Children shared their learning by becoming "experts". The richness of the interaction between the peers and among the adults showed the increase in their social competence as they explained their entire learning experiences throughout the project. Later the study groups reviewed the work they had done and the answers they had found to their questions. They shared their work with the rest of the class and revisited their original webs. The children found that they could answer, with great detail, most of the initial questions they had raised.



Pearl created Iguana using clay

Learnings and Reflections from children

"Extinct means they are not there now they have gone, they will never come to see us.' - Rimil

"Dinosaur are of different types also like they can fly, swim, they have spines and they have plates and they have different names like Brachiosaurus, Stegosaurus, T-Rex, Tyrosaurus." - Krishay

"Ab mujhe pata chala ki elephant trunk mein se pani nahi pita hain. Woh toh bharke apne moonh mein dalta hain aur pita hain." (Now I know that elephant doesn't drink water from its trunk. But the trunk helps it to take the water to the mouth and through mouth it drinks the water) - Advik

"Elephant ki tongue kitni moti aur badi hain aur woh pura ladoo apne moonh mein kaise kha leta hain.' (The tongue of the elephant is so thick and big and it eats the big sized ladoo in its mouth) - Angel

Reflections

The children and teachers all felt such a sense of happiness at the end of this project. We had a lot of fun planning the animal project with the children. They had become so adept at working together in small groups that the learning happened very smoothly. We felt the fieldwork was very productive because the children were able to apply the knowledge they had gained during fieldwork in a variety of ways and were also able to connect with the community. Each group chose to share their information using different methods and different media. The project provided many opportunities for children to use a variety of skills and helped reinforce basic skills and concepts. This project left a lasting impression on the children and teachers. The project was an experience that helped the children develop in totality and teachers also gained a better understanding related to animals by working on this project.

New words learned

Camouflage

Endangered

Evolution

Extinct

Crooked

Discovered

Mammoth

Riddle

Ritisha: I am small animal with four legs, long ears and small tail. Who am I?

Krish: rabbit

Sakshi: One very big dinosaur, egg is very very big, colour of egg is white and he eat leaves.

Aayush: This dinosaur has long neck, long tail, he lives in the mountains.

Story

Debangi: "The crocodile and the elephant."

One day there was one crocodile, that crocodile go in elephant's house and said, elephant, please play with me? Crocodile said, we are playing racing. Elephant said, ok. Then elephant and crocodile had race. Then crocodile said to elephant "You are big from me, so you are winner. Then elephant win and crocodile came back in water.

Rhyme

Niyati: Deer

One day, one day, deer was going out to play,

With his three friends deer,

Thy played with the football, They played with the bat,

Then, they all went home.

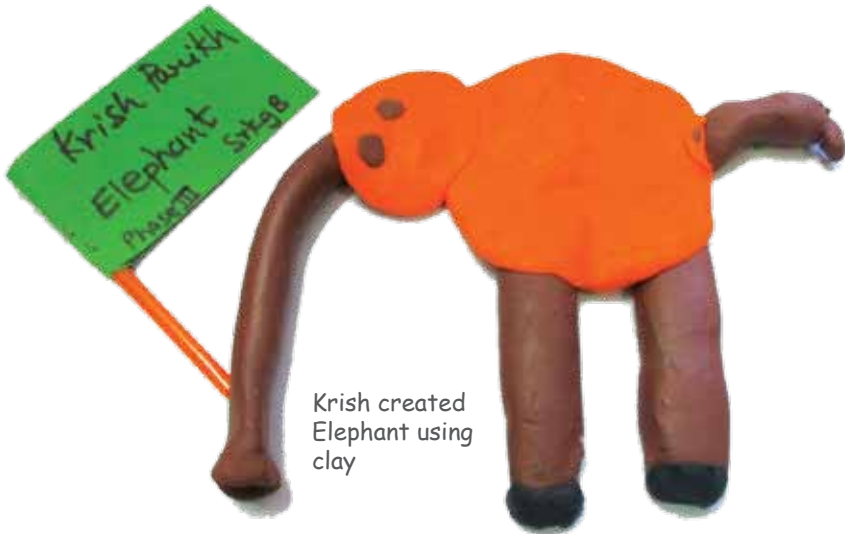
Next day, again, they went to the ground to play, they played on the slides,

They played on the wings

Then, four deer went home.



Anushka created Owllet using clay



Krish created Elephant using clay



Senior KG Teachers

Ankita Ramani

Nayana Kher

Pratibha Todwal

Shimoli Sheth

Kavya Munshi

Chapter 7 Advocacy Messages By Children

Messages from Children's Observations, Imaginations & Heart

"Little children are wiser than men...
Let us all save our world of animals by taking care of them."

Nursery A

Shivam: "Mein jungle mein gaya tha, bahut sare animals the. Tiger, aakar deer ko mar diya. Mein doctor ke paas leke javunga." (I went to the jungle where there were many animals. Tiger came and killed the deer. I will take it to the doctor)

Dakshi: "Ek truck aaya, doggy ko giraya ,khun nikla mein doctor ke paas leke jaunga, doctor patii lagaya usko aur injection bhi dena padha." (One truck came and hit the dog. It was bleeding and I took it to the doctor. The doctor applied a bandage and also gave an injection)

Ojasvini: "Jab doggy bimar padte hain toh unko bada injection lagta hain." (When dogs get sick, then they need a bigger injection)

Nursery B

Tanuj: "Ma'am, meine dekha tha cow ko lagi thi aur uncle ne dawai lagai thi." (Ma'am, I had seen it. The cow was hurt and the uncle applied medicine on it)

Saanvi G: "Cow ko lagta hain toh hospital leke janeka." (When a cow gets hurt, we should take it to the hospital)

Rewa: "Bhopal mein ek puppy rehta hai. Usko mara tha, toh mujhe nahi aacha laga tha. Marna nahi chahiye." (A puppy used to stay in Bhopal. When it was hit, I didn't like it. We should not hit it.)

Junior A

Anitra: "Mere ghar ke chat pe pigeon ka muh puri tarah se wire mein phas gaya tha . Toh use hospital leke kyun nahi gaye the? Leke jate toh who bach jata." (On my house's terrace, one pigeons face was stuck in the wire. Then why didn't we take it to the hospital? If we would have taken, then it could have been saved.)

Kaustubh: " Animals toh jungle mein rahte hain. Unko cage mein nahi rakhana chahiye." (Animals stay in the jungle. We should not put them in the cage.)

Jahan: " Animals ko pyar karenge toh woh humare friend ban jaate hain." (If we love animals, then they become our friends.)

Aarshi: " Agar cows yeh ganda kachra khana khayegi, to pet mein kide ho jayenge. Phir woh milk nahi degi." (If cows will eat this bad waste food, then there will be worms in its stomach. Then it will not give milk.)

Junior B

Nirwaan: " Dogs ko pyar karna chahiye stick se marna nahi chahiye." (We should love dogs, not hit them with a stick.)

Anushka: " Cow ko achi roti deni chahiye. Purani roti nahi deni chahiye." (We should give good roti to the cow, not an old one.)

Manya: " Maine ek aadmi ko dekha tha. Woh T.V pe sab animals ko mar raha tha, toh maine mummy ko bola ke aisa nahi karna chahiye." (I had seen a man on TV hitting animals. Then I told my mother that we should not do like this.)

Senior A

Rimil: " We should behave nicely with animals and give medicines if they are hurt."

Aditya: "We should not kill animals."

Tiana: " If animals get hurt on road, we should take them to the hospital."

Niyati: " Don't hurt animals. Be kind to them."

Anushka: " We should also take care of baby animals."

Senior B

Aarav: " Humain dog aur puppy ko marna nahi chahiye. Unko pyar karna chahiye, unko pareshan nahi karna chahiye." (We should not hit the dog and puppy. We should love them and not harass them.)

Angel: " Agar animal ko lag jaye, toh ghar le jaa kar davai lagakar band aid karna chahiye." (If an animal gets hurt, then we should take it home and apply medicine and bandaid.)

Saanjhvi: " Zoo ke animals ka bhi dhyan rakhna chahiye. Unko khana aur doodh dena chahiye." (Animals in zoo should also be taken care of. They should be given food and milk.)

Chapter 8

Name Index And Acknowledgements

Names of all the children involved in the project

Playgroup

Aanya Mehta
 Adaa Arora
 Dhyye Patel
 Dia Mehta
 Diksha Parikh
 Hridhaan Shastri
 Jahal Patel
 Maitri Shah
 Manay Patel
 Nagji Thakor
 Prathamesh Gumber
 Raghav Agrawal
 Shaurya Bahl
 Veer Agarwal
 Yashvi Joshi
 Yug Raval
 Zenil Patel

Nursery A

Aadvika Sood
 Anay Shah
 Anirudh Jhunjhunwala
 Arihaan Sheth
 Atharv Vedpathak
 Charitra Mehta
 Daksh Arora
 Diya Patel
 Jakshay Parekh
 Jaywardhansinh Gohil
 Jhanvi Gohil
 Jiya Shah
 Juana Rana
 Lavanya Bali Matta
 Mehar Narang
 Ojasvini Singh
 Prajayraj Singh
 Saanvi Saundh
 Samaira Pate
 Shivam Mittal
 Srishti Mazumdar

Nursery B

Aashman Mangal
 Aayush Yadav
 Abhivyakti Karia
 Aryaman Pillai
 Ayan Mistry
 Dhairy Patel
 Dheer Patel
 Dwij Patel
 Kia Mehta
 Maalav Agarwalla
 Myra Daruwala
 Navya Sharma
 Parthvi Vaghela
 Rahi Patel
 Rewa Malhotra
 Saanvi Gupta
 Sanvi Patel
 Tanuj Goyal
 Vansh Patil
 Yana Shah

Junior Kg A

Aarshi Amin
 Anaavi Parayani
 Anitra Kaur Bakshi
 Bhavya Patel
 Dhriti Agrawal
 Jahan Desai
 Kanishka Rathore
 Kaustubh Dave
 Kavish Agarwal
 Mannat Aggarwal
 Melzar Waghmare
 Praveer Sonavane
 Rishika Jhaveri
 Sharav Jain
 Shashank Dave
 Sudipti Asrani
 Yashi Hundia
 Yatharth Modi
 Zaina Desai

Sr Kg A

Aarav Verma
 Aayush Das
 Aditya Sagar
 Akshin Verma
 Anavi Joshi
 Anushka Sharma
 Avanti Shah
 Debangi Dey
 Flesha Patel
 Hiya Ranka
 Ishani Joshi
 Jiyaa Dhomse
 Krishay Swadia
 Niyati Keswani
 Pearl Shah
 Pratyush Acharya
 Reet Kaur
 Revanth Afuwale
 Ria Shetty
 Rimil Chattopadhyay
 Saanvi Sharma
 Sakshi Sharma
 Sanvi Maheshwari
 Soham Balshetwar
 Tiana Kapoor

Junior Kg B

Aanya Amin
 Amatya Mishra
 Ananya Purey
 Anushka Sharma
 Ayaan Raghuvanshi
 Devina Chawla
 Drumil Ashra
 Falak Chandran
 Gurbani Parayani
 Hitarth Shah
 Manya Joshi
 Nakshatra Kadia
 Nandan Patel
 Neev Shah
 Nirvaan Jain
 Prajeet Sonavane
 Shivaditya Sisodia

Sr Kg B

Aarav Patel
 Aarna Shah
 Aayushi Antani
 Advik Chauhan
 Angel Saini
 Aratrika Ghosh
 Bhavya Pandya
 Krish Parikh
 Kunj Pansari
 Mishri Kumbhani
 Niyati sharda
 Pearl Phophaliya
 Raunak Surana
 Ritisha Parikh
 Rohit Pandit
 Ruhi Shah
 Saanjhvi Vaid
 Shlok Shah
 Suhit Gala
 Swayam Sampoorna
 Tuilip Devani
 Vanshika Murali

Acknowledgements to the Community

Our heartfelt gratitude to all the places we visited in Ahmedabad and the resource people who came to our school during the project.

Class	Field trip	External person	Resource person
P.G	Sundarvan	Bhavna Pandya	Rachana Shah
Nursery	S.G.V.P	Vrinda Sisodia and Swati Goel	Dimple Solanki
Junior	Kankaria Zoo Jivraj Foundation, Veterinarian Clinic	Mr. Parth, Bharat Maratha, Raju bhai	
Senior	Kankaria Zoo	Mr. Sahu and Mr. Binod	

Our Special thanks to Mr. Kartikeya Sarabhai, Ms. Madhavi Joshi, Ms. Priya Nair and Mr. Sivkumar from Centre for Environment Education (CEE) and Sundervan Park, Ahmedabad for all the support provided to hold the culminating exhibition at their campus.

We offer our sincere regards and thanks to Dr. Jigisha Shastri and Dr. Shruti Bhargava, our mentors and Early Childhood experts who guided us immensely throughout the projects.

We also thank Mr. Aditya Handa, Founder of Redbricks and The Abellon Group to provide our team with an ongoing vision and encouragement for innovation and sustainability.

Finally, we thank all the Redbricks Team Members especially from the Admin, Support Staff and Marketing functions to arrange all the resources whenever needed and who worked extremely hard to make our projects and exhibition a success.





At the zoo we saw a bear
 He had long, dark fuzzy hair
 We saw a lion in a cage.
 He was in an awful rage.



We saw the big, long-necked giraffe,
 And the silly monkeys made us laugh.



But my favorite animal at the zoo
 Is the elephant-how about you?



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