

THE CHILDREN OF REDBRICKS EARLY YEARS PROGRAM  
AND REDBRICKS PRE-SCHOOL PRESENT...

# ART

## IMMERSION

Art as a way of inquiry and learning . . .



REDBRICKS  
EDUCATION  
FOUNDATION  
SHIKSHA • SAADHANA • SWARA



## ABOUT THE BOOK:

Children at Redbricks Early Years Centre (1.5 to 3.5 year olds) and Pre-school (3.5 to 5.5 year olds) conducted 5-week research projects on the Art design and craft themes of 'Colours', 'Textures', 'Paper' and 'Weaving' in September–October 2017. 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.

The projects culminated in the form of a Community exhibition from 3rd to 5th November 2017 at Kanoria Centre for Arts, Ahmedabad.

At Redbricks, we firmly believe in the power of Art in developing important understandings, skills, dispositions and attitudes in young children. We use Arts as a means of inquiry, learning and expression throughout the curriculum. Through this book, we are sharing with the community about approaches related to Project Based Learning, Design Thinking and Art Education in the early years.



*Outdoor display of children's models at Kanoria Centre for Arts, Ahmedabad*

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The word "ART" is rendered in a playful, hand-drawn style. The letter 'A' is red, 'R' is orange, and 'T' is blue. The letters are surrounded by a cloud of small, multi-colored confetti or paper scraps, giving it a festive and creative appearance.

**I M M E R S I O N**

**Art as a way of inquiry and learning . . .**



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Human learning is a fascinating natural process. A person's mind, body and emotions interact in amazing ways to develop learning. It is an educator's delight and responsibility to design and use pedagogical methods, which bring learning come alive for children.

In recent decades, research from various fields such as cognitive science, psychology and human development have increased our understanding regarding the fascinating process of 'how we learn.' This research proves that true learning is an act of inquiry and discovery, where curiosity is the raw material. Learning also requires deliberate practice, focus and perseverance. Learning is a social process, which involves a reciprocal exchange between a learner and others- such as peers and other experts. Technology cannot replace human interactions in establishing learning, but in fact its over-use or mindless-use can hamper learning.

Brain research is also showing that our genes determine one aspect of our potential, but our life experiences help us to shape and expand our potential further. Our brain has plasticity, and it can grow with stimulating and deliberate experiences. At the same time, lack of stimulating experiences can affect the brain by loosening neuronal connections in under-utilized areas. Developmental research shows that there is a sequence of development milestones, and the pace of acquiring these milestones will vary for all individuals.

On the other hand, educational practitioners are realizing the failures of the modern educational system. In today's schools, we are covering content

but not developing effective thinkers and problem-solvers. Our institutions are heavily focused on 'core subjects', and adopt a 'sage-on-the-stage' approach to impart education. We are putting early pressure on young children to learn 'content' when it is their age to develop life-building 'skills' and 'dispositions' in a play and inquiry based manner. Our children are not getting prepared to face and perform in an ever-changing 21st century world.

There is a huge disconnect between 'how we teach' and 'how children learn.' Reinventing teaching in today's schools requires us to understand the research-based principles of learning, and to adopt pedagogical methods that build on children's natural curiosity to learn.

Project Approach is one such method. A project is defined as 'an in-depth investigation of a particular topic.' It is NOT model-making. The Project approach requires a child to adopt the role of a 'researcher.' Through a rigorous, hand-on research process, the child questions, predicts, investigates, collects and analyses data, draws conclusions and communicates his/her findings in multiple ways. In order to complete a project successfully, children are required to communicate & collaborate - not just with each other but also with their teachers and other experts.

It follows three phases

- **Phase 1- Beginning the project**
- **Phase 2- Developing the project**
- **Phase 3- Concluding the project**

During Phase 1, children share their prior knowledge and experiences. They raise questions from their curiosity about what they want to find out about the topic.

During Phase 2, children plan and conduct investigations to find answers to their questions. They use primary and secondary research methods to explore and investigate. They also start organizing their findings in order to communicate their newfound learning.

During Phase 3, children reflect back on their project journey to identify how their learning has progressed from Phase 1 to Phase 3. They discuss, plan, select and create evidences to communicate their findings to a larger audience in the form of a culminating exhibition. At the end of the project, some new questions may emerge and the cycle of learning continues.

At Redbricks, we follow this method for selected topics/themes in a year. We have observed an immense jump in children's overall development- across physical, cognitive, language, social, emotional and creative areas- during the periods of project approach. Letting children's curiosity drive the direction of the project also brings forth a deep sense of purpose and involvement in learning from them. We hope that education everywhere keeps pace with the changing needs of the world, in developing thinkers, problem-solvers, innovators, communicators and responsible individuals.

**Renita Handa**

Founder - Redbricks Education Foundation

Pablo Picasso, a famous artist, once said, *“Every child is an artist. The problem is how to remain an artist once we grow up.”* All educators would believe that young children are immensely creative. They look at the world differently than adults, without many boundaries that an adult brain has rigidly developed.

A research study conducted by George Land in 1968, to test the creativity of 1,600 children ranging in ages from three to five years old, showed astounding results. He re-tested the same children at 10 year and 15 years of age to track how their creativity had changed.

Test results amongst 5 years olds: 98%

Test results amongst 10 year olds: 30%

Test results amongst 15 year olds: 12%

Same test given to 280,000 adults: 2%

This proved that children lost their creativity, as they grew older! Land wrote, *“What we have concluded is that non-creative behavior is learned.”*

*(Source: George Land and Beth Jarman, Breaking Point and Beyond. San Francisco: HarperBusiness, 1993)*

As Sir Ken Robinson has put it, what this means in education, is that in today’s schools we are *‘educating children out of creativity’*.

Creativity is an essential skill to succeed in any facet

of life. Howard Gardner, a cognitive scientist and the founder of the multiple intelligences theory has defined Intelligence as *“An ability to solve problems, or to create products, that are valued within one or more cultural settings.”*

Being intelligent means being able to think both divergently and convergently. An intelligent person is able to look at a problem or a situation in multiple ways, and can fashion long-term solutions that bring an effective and systemic change. Every leader or a professional requires this ability to succeed. The world’s most pressing problems cannot be solved in the absence of creative thinking.

Design thinking is a structured process for problem-solving, which uses creative thinking to generate potential solutions to challenges, and also helps to refine, test and execute the best solutions. Such problem-solving approach originated from the field of Design, but it is applicable and essential to solving problems or creating products in any other field.

During this project our teachers planned experiences using the design thinking process cycle, in addition to the Project approach framework. It includes five stages: **Researching, Visualizing, Prototyping, Creating and Sharing**. Children researched intensively on their particular topics and developed important technical knowledge and skills. Using these skills and understanding, they visualized various products, generated product blueprints and

prototypes, tested their feasibility and finally created their main products.

The design thinking cycle structure was superimposed on the Project Approach model described in the previous chapter in the following manner:

Project Approach Phase	Design Thinking Process Stage
Phase 1- Beginning the project	Sharing prior knowledge, Raising questions  Getting ready for Design Thinking
Phase 2- Developing the project	Stage 1- Researching the topic  Stage 2 - Visualizing the product  Stage 3- Prototyping the product
Phase 3- Concluding the project	Stage 4- Creating the product  Stage 5- Sharing the product and understanding

The integration of both these frameworks was quite natural as they follow a similar inquiry-based, problem-solving approach. The Design thinking process helped to specifically focus on product design as the project challenge. The Project approach model helped to bring an emergent, learner-led, inquiry approach to the entire process.

Another aspect of these projects was that the selected topics were related to the domain of 'Art and Design.' Art Education is an integral part of early childhood education as it leads to a natural learning process and holistic development of young children.

The process of Art creation helps children to be thinkers, risk-takers, problem-solvers, collaborators and communicators. Working with a variety of art tools and materials gives them immense internal pleasure and joy. They are able to express their emotions and ideas in multiple, age-appropriate ways through drawings, model-making, creating rhymes, enactments, and much more.

Although it is too early to teach toddlers about 'Elements of Art' and 'Principles of Design', as educators we can create well-planned environment and offer sensorial experiences that help them to explore Art through these lenses. For instance, in the 'Colours' project, children were exposed to primary colours, secondary colours, black, white and transparent spread across different days. The way the environment was set-up, materials presented, and

sensorial experiences given, gave children a sense of the similarities and differences between these colours.

Art involves not just creation, but also observation and appreciation. These projects were focused on not just product designing but aimed to develop the skills of observation and appreciation in the discipline of Art. Children explored paintings of famous painters, observed a canvas painting made in action, interacted with and appreciated the work of heritage craft artisans, and much more.

All in all, Design Thinking and Art Education are highly impactful tools for educating young children. Their importance cannot be emphasized enough in developing a strong foundation for young children. Our observations in these projects about children's enthusiasm, engagement and potential have reinforced our belief in the power of these tools in the early childhood classroom.

**Renita Handa**  
Founder - Redbricks Education Foundation



**PROJECT: COLOURS**

Young children, from birth, are naturally attracted to the variety of colours around them. Toddlers experience a sense of stimulation when they explore colours of various objects and use colours to create their own imaginative works. We chose this project topic to give our toddlers various opportunities to experience and appreciate colours around them.

**STAGE 1- RESEARCHING**

During this stage, teachers carefully placed materials in the environment for children's unstructured exploration and closely observed their reactions. They also planned and conducted various sensorial experiences with children for initial explorations of colours.

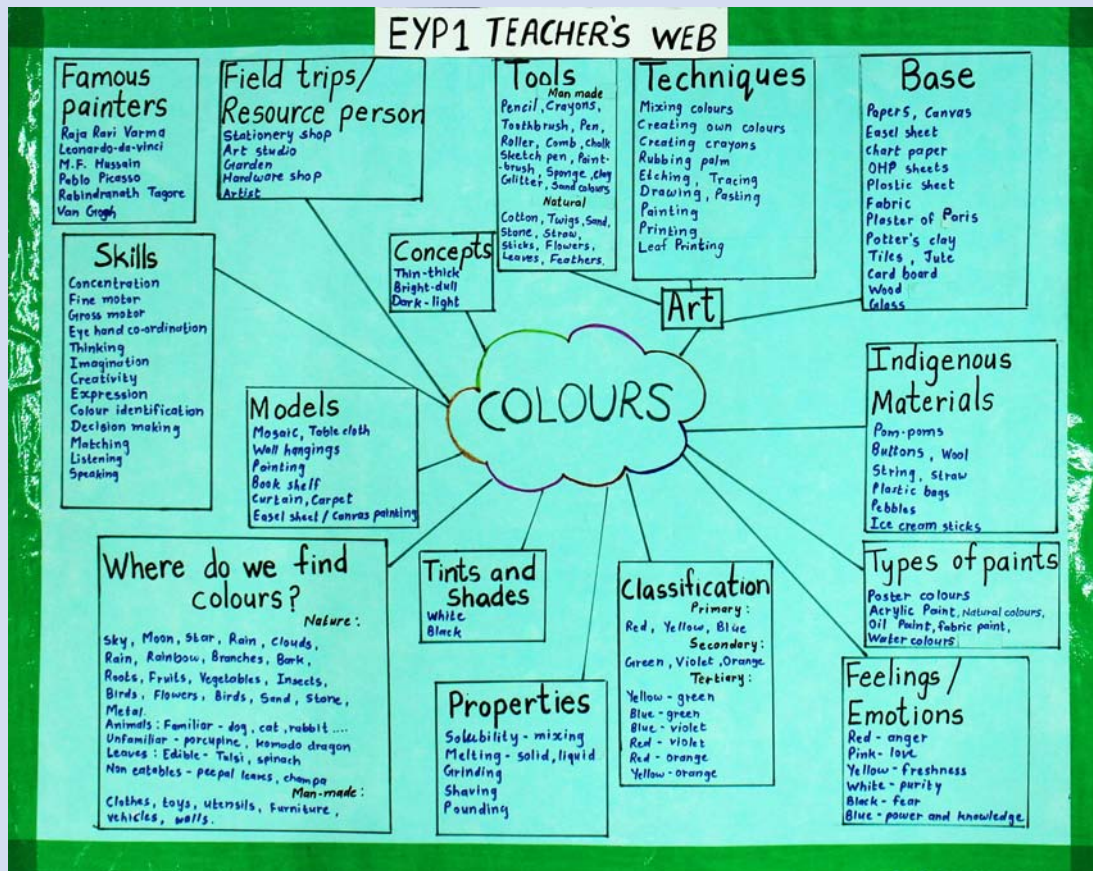


*Exploring black and white coloured objects during indoor free play*

**Exploratory Experiences of Children:**

Day 1	Day 2	Day 3	Day 4	Day 5
Objects with primary colours (yellow, red, blue)	Objects with secondary colours (orange, violet, green)	Objects of white colour	Objects of black colour	Transparent objects without any colour (absence of colour)





Art Corner Experiences	Sense Table Experiences
Exploring tints and shades of primary and secondary colours by adding white/black colours	Using all senses to explore materials of primary colours: Red rose, Yellow turmeric, Blue pebbles
Exploring creation of secondary colours from primary colours	Using all senses to explore White materials: White flowers, Salt, Sugar, Cotton
Mixing primary colours in zip lock bags	Using all senses to explore Black materials: Kohl, Black pepper in bottles, Cloves
Exploring effects of primary and secondary colours on transparent material	Using all senses to explore Transparent materials: Transparent sheet, Oil, Water
-	Exploring visual colours, feel of textures, taste, smell of various fruits and vegetables



Exploring Tints and Shades of primary and secondary colours



Mixing primary colours in zip lock bags



Exploring mixing of dry colours with water



Exploring primary colours in fruits and juices

### Verbatims of Children during exploration:

**"Red is turning pink"** exclaimed one child as she mixed white paint in red paint.

**Maanya:** "Aa sugar che, aa galyu che, aa khaawanu che." (This is sugar, it is sweet, it is food.)

**Hrihaan:** "Ye green apple hai." (This is a green apple.)

**Hridhan:** "Isme se sab dikhta hai." – while exploring – while exploring transparent material (I can see everything through this.)

### Likes and dislikes expressed during exploration:

**Anaya:** "Aa colour fine dekhay che, aa colour fine nathi dekhathu." (This colour looks good, the other colour does not look good.)

**Mahiman:** "Salt gandu che." (Salt does not taste good.)



Group Art with primary colours

## STAGE 2- VISUALIZING

During this stage, the teachers planned to give children more deeper exploratory experiences related to colours through experiments, field trips and demonstration by visiting experts.

### Experiments conducted with children:

- Using different tools and indigenous materials such as- brushes, plastic, knives, cotton, stone, etc.- to explore painting with colours
- Exploring properties of colours through simple experiments on
  - solubility,
  - extracting coloured juices from fruits/ vegetables,
  - melting crayons,
  - exploring transparent sound boxes made with different coloured pulses,
  - seeing light dispersion through a prism
- creating coloured clay with dough and food colour
- breaking, pounding and shaving crayons and using it for creating art
- pounding discarded chalk pieces and using it for art
- Art techniques – pasting, printing, drawing, painting, etc.- with various coloured indigenous materials



*Scribbles by Shiven Mittal as an expression of his ideas regarding Colours*



*Group Art using indigenous tools*



*Group Art using paper glasses and fingers*



*Teacher demonstrating melting of crayons with a hair dryer.*

### Children describing colours around them:

**Anaisha:** "Orange chair che. Green ball che." (This is an orange chair. This is a green ball.)

**Zara:** "Black umbrella, Black shoes che." (An umbrella is black. These are black shoes.)

**Naisha:** "Aa white sheep che." (This sheep is white.)

### Reactions during Prism Experiment:

**Tanishka:** "Rainbow thayo." (A rainbow is made.)

**Maanya:** "Aa kaach che. Aama thi colour aave. Jaadu karo." (This is glass. Colour comes out of this. Do magic with this.)

### Children exclaiming on the transformations:

**Mahiman:** "Mix mix thai giyu water oil." (Water and oil got mixed.)

### Children estimating needs/seeking specific materials for exploration.

**Kavya:** "Ma'am pani aapo mixing mixing." (Ma'am, give me water for mixing.)



Prism experiment visualizing rainbow colour



*Ice cream in red color as visualized by Tanishka Shah*



*Solving 2 piece puzzles of coloured objects*



*Paper pasting in an outline of 'M F Hussain' drawing*



*Pebble painting by children*



*Visualization of a Blue Bangle by Naisha Jasani*



*Exploring effects of white on black*

Expert Visit: Mrs. Priyadarshini Gandhi (Artist)



**Field Trip to Sky Blue Art Center:**



*Wow! Look what we created!!*



*Blue is my favourite color!*



*Children hard at work creating their own masterpieces*



### STAGE 3- PROTOTYPING

During this stage, teachers continued to provide open-ended sensorial experiences to children during indoor free play. This time it was natural materials such as leaves, flowers, wood pieces, pebbles, feather, sand, feathers, etc. of different colours, shapes and sizes which were used for exploration. Teachers also gave children various Art visualization and creation experiences.

**Mahiman:** "Mane stone apo ne." (Give me that stone please.)



*Group composition of natural coloured materials*

## Art visualization and creation experiences:

Observing Van Gogh's 'Starry Night' painting and creating own art on its outline drawing



Painting like Van Gogh using ear buds



Siaraa Karia's own art of Van Gogh's 'Starry Night'



Starry Night Painting by Van Gogh (used for observation and printing)

## While observing Van Gogh's painting:

**Shrina:** "Blue colour, black colour."

**Bani:** "Ye sun hai. Isme fish kaha hai? Ye pani hai." (This is a sun. Where is the fish here? This is water.)

**Hrihaan:** "Aa moti ship che." (This is a big ship.)

*Painting on a tile using various shades of colours*



*Bubble sheet printing*



*Pasting natural materials on a wooden base*



## PRODUCT 1 JUTE WALL HANGING

### Process:

Pasting colourful indigenous materials on a Jute base. Combining individual pieces to create a wall hanging.



## PRODUCT 2 MOSAIC ARTWORK



**Process: Black on Black:** pasting indigenous black materials on black chart paper



**Process: White on White:** pasting indigenous white materials on white chart paper



**Process: Transparent on Transparent:** pasting indigenous transparent materials on transparent sheet



**Process: White & Transparent on Black:** pasting white and transparent indigenous materials on black chart paper



## PRODUCT 3 TABLECLOTH

**Process:** Printing with wooden blocks to make tree leaves on a canvas cloth and stitching all pieces together by teachers.



Fabric colour painting for final product

**Verbatims of children during product making:**

**Dhyana:** "Dip-Dap"  
(while dipping  
bottle lids in paints)

**Rihaani:** "Dab dab  
dab" (while dipping  
bottle lids in paints)

**Kavya:** "Mane  
button aapo."  
(Give me that  
button.)

**Shanaya:** "ye table  
ka frock hai." (This is  
a frock for the table.  
- looking at table  
cloth)

**Shrina:** "Hun  
su banau chu."  
(See, what am I  
making.)

**Bani:** "Accha  
hai" (This is  
good.- looking  
at the final  
model)



## STAGE 5- SHARING

Teachers recalled the entire project journey with children and asked them to share about their experiences. Teachers then discussed with the children about displaying their art work for visitors at the exhibition.

Children's understanding about colours had significantly increased, and now they could recall more objects with colours in their surroundings.

**Mahiman:** On Navaratri, "Jabbho pehru chu, Purple colour nu" (I have worn a purple coloured attire.)

**Mahiman:** "Mari navi book che, Red colour ni." (This is my new red book.)

**Kavya:** (Took Hand made brush): "Lakdi vagi jay." (This stick can hurt.)

Along with the world of colours, children's socio-emotional perspectives also took an interesting shape:

**Anaya:** "Kavya mane shu keh che, have maro turn?" (Kavya, what are you telling me? Now it is my turn.)

**Kavya:** "Mara blue colour na kapda che. Blue ha ve maro thai gayo." (My clothes are of blue colour. Blue is now mine.)



Group discussion on assembling and sharing final products



Group discussion on assembling and sharing final products





EYP 1 A - Teachers: Khyati Shah, Jaylaxmi Rajpurohit



EYP 1 B - Teachers: Mital Raval, Niti Sharma, Riddhi Adawadkar.



EYP Coordinator: Shivani Majmudar

## PROJECT: TEXTURES

*"Texture is one palette as vivid as one's imagination, from smooth to rough, concrete or sand to green moss or leaves, and every unique method to overlay or mix gives us the infinite permutation in textures."*

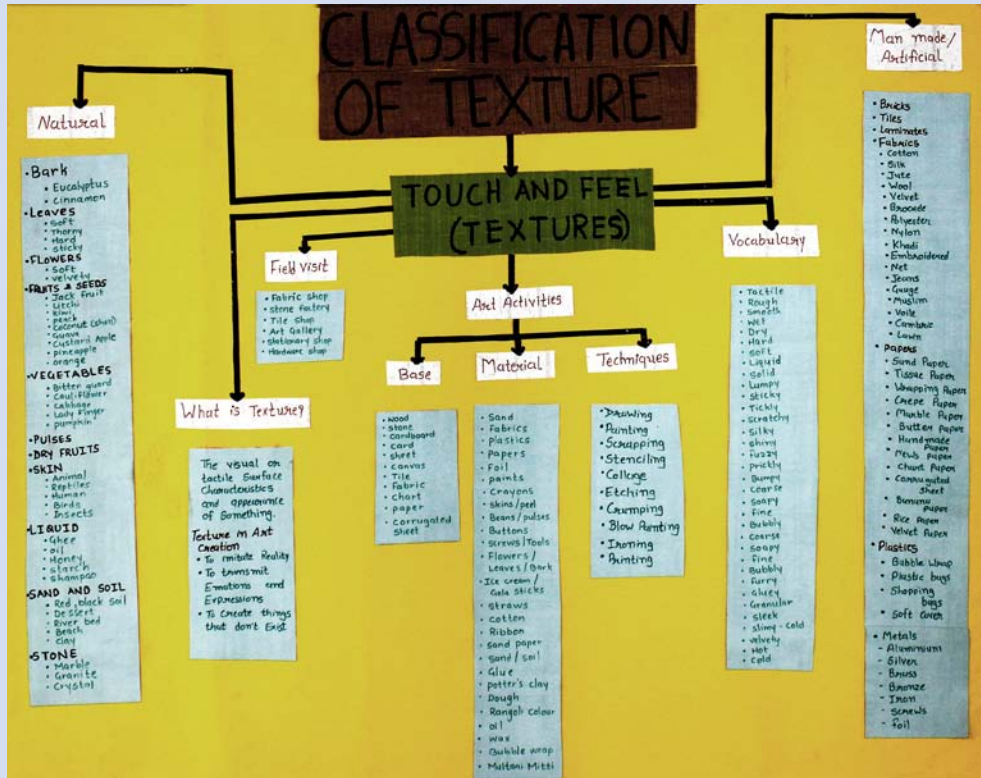
Children are born explorers and they have an impulsive need to touch and feel objects. An in-depth study of the topic 'Textures' was undertaken to develop in children a deeper sense of understanding of the materials & forms of various objects and environment around them.

## STAGE 1- RESEARCHING

Teachers carefully provided a variety of natural and man-made materials for children to explore textures during free play. Teachers keenly observed and dialogued with children about these textures. (hard-soft, wet-dry, rough-smooth, etc.) They used various body parts such as hands and feet to explore the textures.

Children also explored and discussed the textures of objects found in the classroom, corridors, kitchen and the outer school campus. Children used their own bodies and also described textures of various body parts. Children then visited a 'Tile shop' to explore textured tiles, and saw a textured wall being painted by a visiting expert, Mr. Virendra, at the school.

## Pre-planning: Teachers Brainstorming on the Topic



## Exploratory Experiences of Children in the school



Exploring textures in nature



Exploring textures of food items at the school kitchen



Exploring textures within the classroom



Using feet to feel different textures during texture walk

## Verbatims of Children during exploration:

**Anaya:** "Hair silky hain." (Hair is silky).

**Dishen:** Pointing towards pine seed said "Yeah prickly hai." (This is prickly.)

**Vihaan:** touching at one of the laminate he said "Aa rough che." (This is rough.)

**Vrinda:** "Feather soft soft lagta hain." (Feather feels soft.)

## Texture Words from Children During this Stage:

Hard, Smooth,

Rough, Soft,

Sticky, Pricky,

Silky, Shiny

**Textures created during Art Work:**



*Pounding chalks to create various textures*



*Creating visual textures through dropper painting*



*Creating textures through a collage of natural materials*



*Creating visual textures through dropper painting*

### Field Work at Tile Shop- 'Shivazza Tiles Pvt.Ltd':

- First hand exploration of tiles
- Questioning and Interviewing at the site (example: " Uncle is tile main yeah kya move ho raha hain, yeah to magic ho raha hain.")
- Counting, measuring and etching for data collection
- Creating Observational Drawings



Touching and feeling textured tiles



Touching and feeling textured tiles



Etching on textured tiles at field site



Observational drawing by Dwisha Thakkar



Observational drawing by Dhiyan Patel

## Some Rhymes and Stories from Children:

### Anaya:

*"Stones are hard hard hard  
Hairs are soft soft, soft*

*Block is hard, hard, hard  
Pine seeds are prickly, prickly, prickly*

*Mickey is soft soft, soft  
Mickey says "chu chu chu chu"*

### Prasann:

*"Jab meri mummy aata banaati hai na  
to usme pani dalti hai aur woh soft soft ho jata hai*

*Aur yellow colour ka belan se pakaati hain hard  
hota hai.*

*Aur phir gas pe chadati hai aur roti ban jati hai."*

### Myra Vaidya:

*"Hum bowl mein soup pite hain,  
Ek chote mein ham ice lete hain*

*Soup garam hota hai  
Ice cold hota hai,*

*Phir Bhagwan hote hain woh soft hote hain."*

### Tishya:

*"Yeh board hard hai,  
Yeh sticks hard hai,*

*Yeh kapda soft hai,  
Yeh kitna soft hai."*



Exploring texture of liquid soap water



A textured collage using old fabrics

## STAGE 2- VISUALIZING

During this stage, children explored & experimented with creating their own textures using various types of materials and art techniques – etching, printing, pasting, pounding, clay modeling, etc.



Using wet clay for textured art creation



Using hammer on cotton to create printed textures



Visualizing the texture of tree bark through etching



Using pounded chalks of various textures to create art

They also explored materials such as raw and boiled potato/ carrot, coconut, wet and dry sand, soft and hard balls, etc., to compare various textures of the same object.



Texture visualized by Aryamaan Singh



Texture visualized by Arian Dey

Finally, teachers encouraged children to visualize the models they want to create using various textures and materials. Children decided their models as a group through discussions.



Ideas of Children for the Model:

**Hridaya:** "Hum texture path banayenge." (We will make a texture path.)

**Viona:** "Ma'am ek animal banayenge." (We will make an animal.)

**Jia:** "Window banayenge open-shut, Mere ghar mein do window hain." (We will make a window that opens and shuts. There are two windows in my house.)

**Jayantika:** "Ma'am hum log caterpillar banayenge." (We will make a caterpillar)

## THE FINAL MODELS DECIDED TO CREATE WERE:

- EYP2A – A Caterpillar
- EYP2B – A Lion
- EYP2C – A House
- EYP2D – A Textured Garden



Caption required

## Some Rhymes and Stories from Children:

**Atharw Shiva:**

*"Flower is so green  
Rose is so smooth  
Stone is hard  
Bubble is so bubbly"*

**Drihaan:**

*"Mere kapde soft soft  
Mere cheeks soft soft  
Mera head hard hard  
Andar ka hard Bahar ka soft"*

**Pratik:**

*"Ye mere papa ka juta  
Papa ka juta hard hain  
Black hain. Achcha juta hain"*

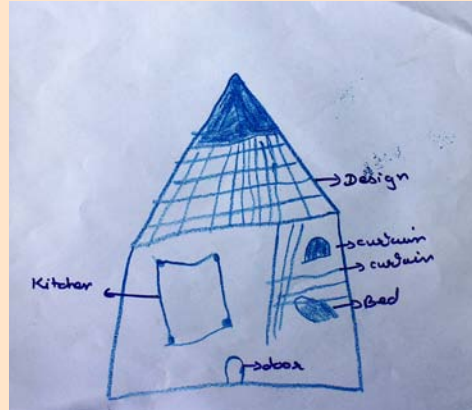


### STAGE 3- PROTOTYPING

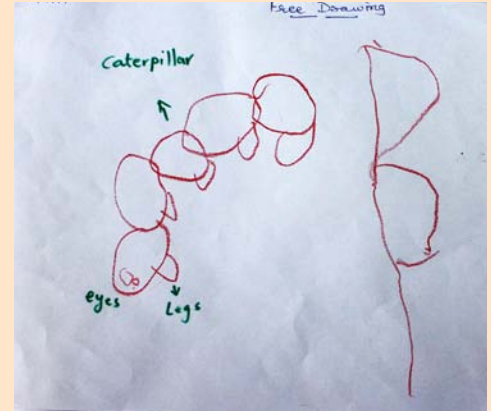
During this stage, teachers shared various materials explored during the project and asked children which materials they would like to use for their product. What kind of textures they would like to create? What could be the size of their model?, etc. Apart from verbal dialogues, children created individual drawings and clay models to share their ideas. A group blueprint was then made by reviewing the individual ideas and deciding on the group ideas.

Children then created a small prototype of the final product using various indigenous materials. Teachers divided roles and split children into different groups according to their preferences.

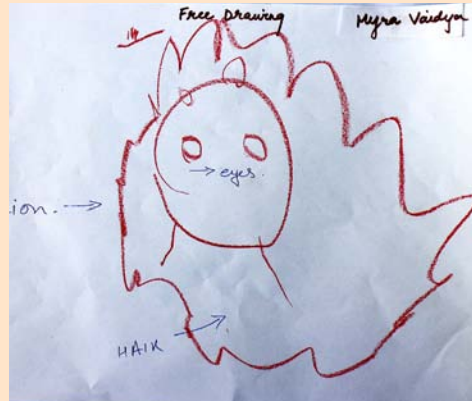
### Visualizing Individual Blueprints:



House blueprint by Tishya Ajmani



Caterpillar blueprint by Viona Shah



Lion blueprint by Myra Vaidya



Textured Garden blueprint by Hridaya Acharya

### Creating a common Group Blueprint:



### Creating a Smaller Prototype:



Making of the lion prototype



Making of the caterpillar prototype

## Ideas of Children for the Prototype:

**Ekaksh :** " Ek wall ma tile lagadishu" (House) (We will put a tile on one wall.)

**Hridhaan :** " Paper ka roll karenge phir dusra roll karenge, phir stone eyes agayenge" (Caterpillar) (We will roll the paper, and then put eyes of stone.)

**Viyona:**  
"Pine seed se eye bana de." (Make the eye with a pine seed.)

**Myra :** "Texture walk ma pebbles mukish." (I will put pebbles in the texture walk.)



Making of the caterpillar prototype



Making of the lion prototype

## STAGE 4- CREATING

After creating their prototypes, children started working on making their bigger models. A lot of questions and challenges arose during this process. With support from the teachers, children themselves came up with a lot of solutions to their challenges. They tried and tested various ways to make their models work.

### Some challenges that arose were:

- How to assemble the legs of the caterpillar to make it stand of its own?
- On which side to put the windows and door of the house?
- How long the texture path will be and how to arrange so that the garden has enough place for play equipment, grass and an open space to play?
- What textured materials to be used to make the mane of the lion to make it look a bit real and convincing?

### Verbatims of children during product making:

**Myra V.:** "Isko stick karne ke liye fevicol lagana padega." (We will need fevicol to stick this.)

**Dia:** "Caterpillar ke upar kaan (antenna) hote hain." (Caterpillar has ears on the top.)

**Shanaya:** "Main purple wala tile lagaungi." (I will stick the purple tile.)

**Jaisha:** "Lamba Lamba kaapo papers." (Cut papers long, long)



Creating the hair of the lion



*Finger printing on foil paper for caterpillar making*



*Making the body of the lion by newspaper tearing and pasting*



*Pasting stones on the house roof*

## STAGE 5- SHARING

Children were excited to see their final products take shape. Teachers recalled the entire project journey with children and asked them to share about their experiences. Teachers then discussed with the children about displaying their art work for visitors at the exhibition.

### Views of Children for visitors at the exhibition:

**Arian:**  
"Mamma papa  
will walk on  
texture path."

**Drihaan:** "Ham ghar ke  
andar Jayenge." (We will  
go inside the house.)

**Aadhira:** "  
Our mummy  
papa will  
come to see  
the model."



Group discussion on project journey reflection

**Anaya:** "Mere mummy -papa  
ayenge aur mere nana bhi  
aayenge." (My mother, father  
and grandfather will come.)

### Some Rhymes and Stories from Children:

**Atharw Shiva:**  
(describing the process of  
creating a lion):

*Ek lion tha. Box se banaya tha.  
Box pe paper lagaya.  
Fevicol lagaya.  
Phir yellow colour se painting  
sponge kar diya.  
Hair lagaya yellow wool ka.  
Bottle cap se eye bana diya.  
Phir lion ban gaya.*

**Vidhan:**  
*Butterfly, Butterfly,  
fly, fly  
Bird, Bird,  
fly, fly  
Flower, Flower  
fly, fly*





EYP 2 A - Teachers: Zeba Saiyad, Twinkle Sujal Shah



EYP 2 B - Teachers: Rachael Gaikwad, Sweta Raghuvansh



EYP 2 C - Teachers: Kruti Khakhar, Puja Raval



EYP 2 D - Teachers: Darshana Darji, Shivani Chaudhary. (Coordinator for EYP 1 & EYP 2 : Shivani Majmudar)



## PROJECT: PAPERS

Paper is used extensively by young children for various activities. We felt it would be interesting for children to conduct an in-depth study of paper. They could learn about where paper comes from, what are its different kinds and uses, how we should practice responsible use, and they could make hand-made paper!

## STAGE 1 - RESEARCHING

At the start, teachers made an extensive list of papers around them and presented those papers to children for initial exploration.

Teachers posed questions to children regarding sources of paper; its types and uses. Children seemed to be aware of common uses but were unable to think of its wider application. Most children knew that paper comes from trees but were unaware of the actual process.



## Pre-planning: Teachers Brainstorming on the Topic

**What is Paper?**

- Tool for communication
- Thin layer of tree/bark

**Vocabulary**

- Paper Mache
- Coiling
- Rolling
- Quilling
- Squozing
- Crumpling
- Teasing
- Folding
- Moulding
- Paper clay
- Shredding
- Fiber paper
- Blotting paper

**Possible Products**

- Books
- Cards
- Pen stands
- Containers
- Envelopes
- Bookmarks
- Postcard/Gift Cover
- Dairy
- Calendar
- Gift/Party Bags
- Paper Craft 2D, 3D
- Photographs
- Organizers

**People Associated with Paper**

- Making
- Woodcutter
- Handmade Paper artists
- Factory People

**Setting**

- Shop/Keepers/Businesses

**Using**

- Publishers
- Students/Teachers
- Writers
- Artists
- Architects
- Engineers

**Concepts to be covered**

- Thick/Thin
- Big/Small
- Rough/Smooth
- Plain/Printed
- Colors
- Numbers
- Patterns
- Shapes
- Size/Measurement

**Skills**

- Concentration
- Fine Motor
- Eye-Hand Co-ordination
- Imagination
- Creativity
- Expression

**Places associated with Paper**

- School
- Banks
- Offices
- Hospitals
- Printing Press
- Factory

**Tools**

- Sieve
- Paper making tools
- Cutting tools
- Pulping tools (Sand Paper)
- Paper shredder

**Responsibility**

- Saving Trees
- Recycling
- Reuse
- Reduce

**Field Trips/Resource Person**

- Kalam Khali (paper factory - making handmade paper from cloth scraps)
- Vinoda Naker (process)
- Artists (Use of paper)
- packaging factory
- Stationery shop
- Curators of paper (Shubina)

**How is Paper made?**

- Factory
- Tree - Wood
- Pulp
- Filter
- Chemicals
- Water/moisture content
- Handmade
- Old papers (recycling)
- Pulp
- Softener/Blender
- Frame

**Types of Paper**

- velvet Paper
- Marble Paper
- Butter Paper
- Crepe Paper
- Paper towels
- Tissue Paper
- Plain paper (writing, drawing)
- Origami paper
- Buled/lined paper (Notebooks, pad, loose sheets)
- Gelatin paper
- Recycled paper
- Chart paper
- Handmade paper
- Sand paper
- Electrical insulation paper
- Litmus Paper
- Blotting Paper
- Drawing Paper
- Parchment paper
- Wrapping paper
- News paper
- Magazine paper
- Cardboard
- Card sheet/stock
- Carbon paper
- Satin paper
- Corrugated paper
- Clitter paper
- patterned paper
- Kite paper

**Uses of Paper**

- 1. Medium of Expression and communication, Storing Information
  - Writing & Printing
  - Literature
  - Books
  - Magazines
  - Newspaper
  - Brochures
- 2. Art & Craft
  - Drawing
  - Painting
  - Paper mache, clay
  - 3D Models
  - Quilling
  - Decorative/Useful products
- 3. cleaning (Toilet papers, paper towels, facial tissues)
- 4. Baking
- 5. For representing value: Currency, tickets, bills
- 6. Packaging, Conveying objects
  - wrapping
  - Paper bag
  - Envelopes
  - Carton boxes
  - Paper plates
  - Paper bowls
  - Spoons, Forks, Trays
- 7. Utensils (Sewing)
- 8. Construction
  - Paper engineering
  - Paper honeycomb
  - 3D models

**Categories according to:**

- Size (length)
- Textures
- Thickness
- Colours
- Use
- Design patterns on paper

**From where do we get Paper?**

- Raw Materials
  - Trees - Wood
  - Old Papers
  - Cardboard
- Processed
  - Factory
  - Printing Press
  - Shops
  - Handmade
- Distribution
  - Shops
  - Mall

**Teachers Web Jr kg**

### Verbatims of children on types and uses of paper:

**Dheer:** "Saare papers same nahi hote. Koi koi smooth aur koi koi rough hote hain." (All papers are not same. Some are smooth and some are rough.)

**Riyaan:** "Photos paper se bante hain". (Photos are made from paper.)

**Khyati:** "Agar paper nahi hoga to Ma'am attendance nahi likh payegi". (Ma'am cannot take attendance without paper.)

**Harshil:** "Main colouring karta hoon paper main." (I do colouring on paper.)

**Myra Patel:** "Paper mein hum likh sakte hain, drawing and read kar sakte hain, hum worksheet Bhi kar sakte hain." (We can write and draw on paper. We can also do worksheet.)

### Verbatims of children on sources of paper:

**Khushi:** "Mein poochungi ki tree mein se paper kaun nikalta hai?" (I will ask that: Who makes paper from tree?)

**Shubhi:** "Paper tree se banta hai. Uncle cut karte hai book ban jati hai." (Paper is made from tree. Uncle cuts paper from tree and then it becomes a book.)

**Kyra:** "Ma'am log is very big, so how will it go in the machine?"

This doubt was clarified by children watching a video on the process of papermaking from trees. A visiting expert, **Mrs. Vineeta Nahar**, demonstrated the process of recycling paper to make another hand-made paper. Each child also tried his/her hands at making a hand-made paper.



Demonstration by Mrs. Vineeta Nahar



Children making their own hand-made paper using old waste papers

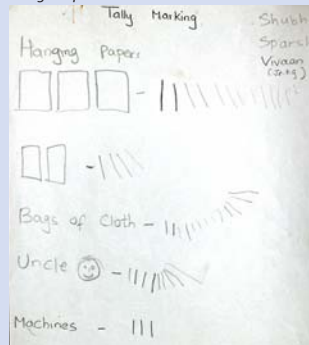
Children also explored various techniques that can be used to create paper products through videos and field trip to '**Kalamkhush Hand-Made Paper Centre**.' At the field site, they also observed how paper is made using scrap fabric pieces. Children recorded their field observations through representational drawings, measurement, etching and tally marking.



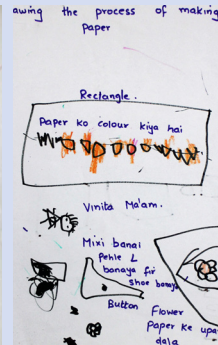
Zooming in to see the paper!



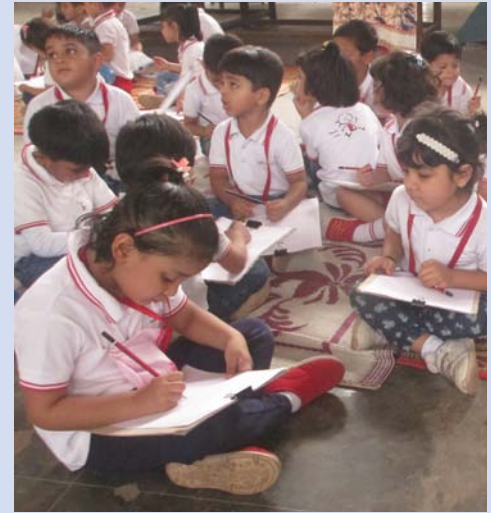
Using a tape to measure



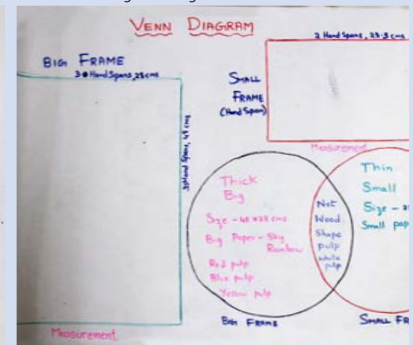
Counting and tally marking from observation



Paper making process by Shubhi Bhatt



Recording observations through drawing at Kalamkhush



Measuring and comparing tools used for making paper

Children also interacted with an environmentalist **Mr. Hardik Brahmhatt (RB Parent)** to learn about the importance of not cutting down trees and various ways of saving paper.



Learning about our responsibility towards environment from Mr. Hardik Brahmhatt

### Verbatims after discussion with Mr. Hardik and Mrs. Vineeta:

**Vivaan:** "Hum trees cut karenge to hamein oxygen nahi milega." (If we cut trees, then we won't get oxygen.)

**Krish:** "First we put water in paper, then dry it. We keep it for 10 then take it out we stick it up and Paper is made."

### Some Rhymes and Stories from Children:

#### Rudra:

*"Ek Paper tha, machine mein daala.  
Mumma ne paper pulp banaya.  
Paper ko pani me daala.  
Phir mix kiya, usko sun mein sukhaya."*

#### Hridaan:

*"Paper Paper, my Paper,  
Papa use to read Paper,  
Pachi night ma pan read kare,  
Morning ma pan read kare."*

**Saanvi Dholakia:** "If we cut the trees, they will feel sad".

**Meer:** "Paper ko recycle karne ke liye machine mein daalenge." (We will put paper in a machine to recycle it.)

### Riddles on Paper:

**Kyra:** I am grinded in a mixer. Paper is made of me. Who am I?

**Meha:** Tree pulp

**Teacher:** I am a Paper, you can make a fish, an aeroplane and a kite with me. Who am I?

**Shubhi:** Tissue Paper; Kyra: Kite Paper; Meha: Origami Paper

**Teacher:** You can make kite from me. Who am I?  
Pranav: Kite paper

**Teacher:** I am made of paper and you can play with me?

**Diya:** Paper clay

**Teacher:** You can fold me & make an aeroplane, boat, or animals?

**Advait:** Origami Paper

**Teacher:** You wrap with me on a birthday party?

**Ahaan:** Gift paper

## STAGE 2- VISUALIZING

By this time, children had learnt various art techniques with paper. They selected four techniques for their model-making: coiling, paper mache, paper clay and origami. Teachers of all 4 sections divided these techniques, and encouraged children to visualize what model they wanted to make using the selected technique.

After group discussion, children of each class narrowed down on following models:

- **Jr.kg A: Wall Clock (Coiling)**
- **Jr.kg B: Rocket (Paper Mache)**
- **Jr.kg C: Scenery (Combining techniques)**
- **Jr.kg D: Dinner set (Paper Clay)**



Group discussion on 'how the model will look like'



A child demonstrating how to make a clock using paper coiling

### Ideas of Children for the Model:

**Jisha:** Hum paper ki clock banayenge. (We will make a clock from paper.)

**Dhiyan:** Class jitni badi clock banana hain. (I want to make a clock as big as the class.)

**Harshit:** Hum blue colour paper se pani bana sakte hain. (We can make water with blue coloured paper.)

**Shaurya:** "Paper mache se banayenge rocket." (We will use paper mache to make a rocket.) Lamba kaapo papers." (Cut papers long, long)

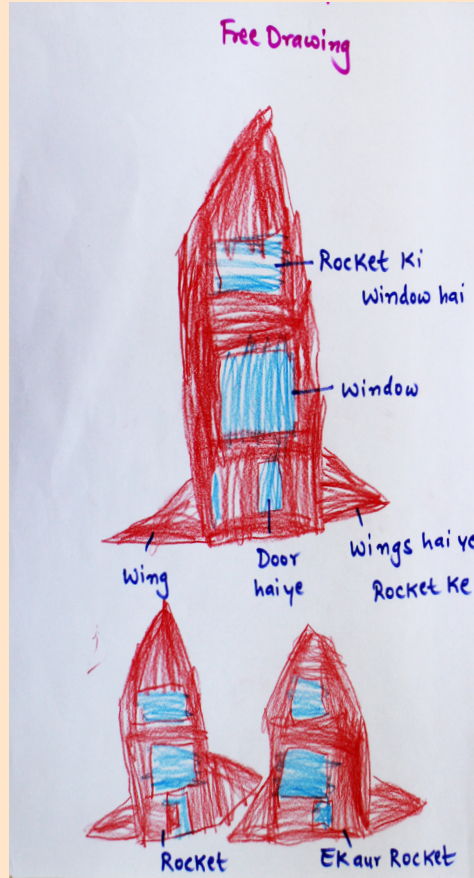
### STAGE 3- PROTOTYPING

Children now started visualizing the details of their model: size, shape, materials to be used, process, etc. They created individual drawings, clay models and finally a group blueprint to represent their ideas. Children then created a small prototype of the final product using the materials and techniques decided.

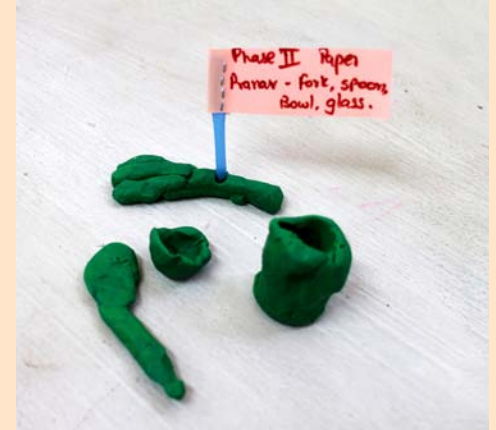
#### Visualizing Individual Blueprints and Models:



Rainbow fish drawing by Meha Patel



A rocket blueprint by Gobind Sachdeva



Utensil prototypes by Pranav Kartik



A clock prototype by Yukta Raval

### Creating a common Group Blueprint:



Creating group blueprint for the paper utensils



Creating group blueprint for a paper clock

### Creating a Smaller Prototype:



Making a rocket prototype



'Rainbow Fish' story prototype

### Ideas of Children during Prototype making:

**Sri Raagnya :**  
"Will stick it by strong tape, we will stick the wings."

**Mishita :** "Kaante aur machine bhi hoti hain clock mein." (A clock also has hands and machine.)

**Pranav :** "Hum plate aur spoon banayenge." (We will make plates and spoons.)

**Meha:** "Cut a paper and make star fish."

## STAGE 4- CREATING

After creating their prototypes, children started working on making their bigger models. Children faced many challenges, which were solved by group problem-solving. Their fine motor skills and eye-hand coordination were extensively challenged during the finer steps in the product making process.

### Processes used to make models:

- **Jr.kg A:** Coiling newspaper rolls to make a circular clock, adding a machine and hands
- **Jr.kg B:** Using a big carton and Paper mache technique to make a rocket
- **Jr.kg C:** Quilling, Origami and Paper mache for 3D scenery on 'The Rainbow Fish.'
- **Jr.kg D:** Making paper clay, moulding and colouring it to make utensils.



*Creating a dinner set made out of paper clay*



*Creating a clock by paper coiling*



*Rainbow fish model made using different techniques on paper*



**Some challenges shared by children during product making:**

**Aahan :** " Ma'am ye plate to nikal nahi rahi hain." (Ma'am this plate is not coming out.)

**Sparsh :** "Boy ko hum pani mei kaise rakh sakte hain?" (How can we keep the boy in water?)

**Riyaan:** "Itna bada rocket kaise paint karenge?" (How will we paint such a big rocket?)



*Rocket making by Paper mache*

**Some ideas of children during product making:**

**Mishita :** "Battery uske piche aayegi." (Battery will come behind.-Clock)

**Saanvi :** "Kaante aur numbers bhi kar." (Add numbers and hands.-Clock)

**Gobind :** "15 hand span jitna bada banayenge." (We will make it 15 hand spans long.-Rocket)

**Dhwani :** "10 foot span jitna bada aur window gelatin paper se banayenge." (We will make it 10 foot span long, and make a window from gelatin paper.-Rocket)

**Chhavi :** "Upar ka cone Tissue paper se banayenge." (We will make the cone on the top with tissue paper.-Rocket)

## STAGE 5- SHARING

Teachers recalled the entire project journey with children and asked them to share about their experiences. Children had deeply understood the importance of saving paper by not cutting down trees, and learnt how to reuse paper. They were excited and eager to show their project journey to their parents and others.

### Views of Children for visitors at the exhibition:

**Khushi:** "Hamein paper ko tear nahi karna chahiye." (We should not tear paper.)

**Shlok:** "Agar paper nahi hoga to hum koi bhi activity nahi kar sakenge." (If there is no paper, then we cannot be any activity.)

**Anushka:** "Paper mein dono side drawing karna chahiye waste nahi karna chahiye." (We should draw on both sides of the paper. We should not waste it.)



Recalling the project journey and challenges faced during model making

### Views of Children on saving paper:

**Samanvi:** "Hamara clock hum class me rakhenge." (We will keep our clock in the class.)

**Vrudhdi:** "Plate mein paper clay chipak gaya tha, nikalta nahi tha." (Paper clay was stuck in the plate. It was not coming out.)

**Chhavi:** "Corn flour aur rice flour aur paper pulp se humne paper clay banana sikha." (We learnt how to make paper clay from corn flour, rice flour, and paper pulp.)

**Ahaan:** "Spoon difficult tha because it broke." (Making the spoon was difficult because it broke.)

**Dev:** "Fibre paper aur recycle paper ke bare mein sikha, resource person uncle ne bataya tha." (We learnt about fibre paper and recycled paper. The resource person uncle told us.)

## Some Stories and Riddles from Children:

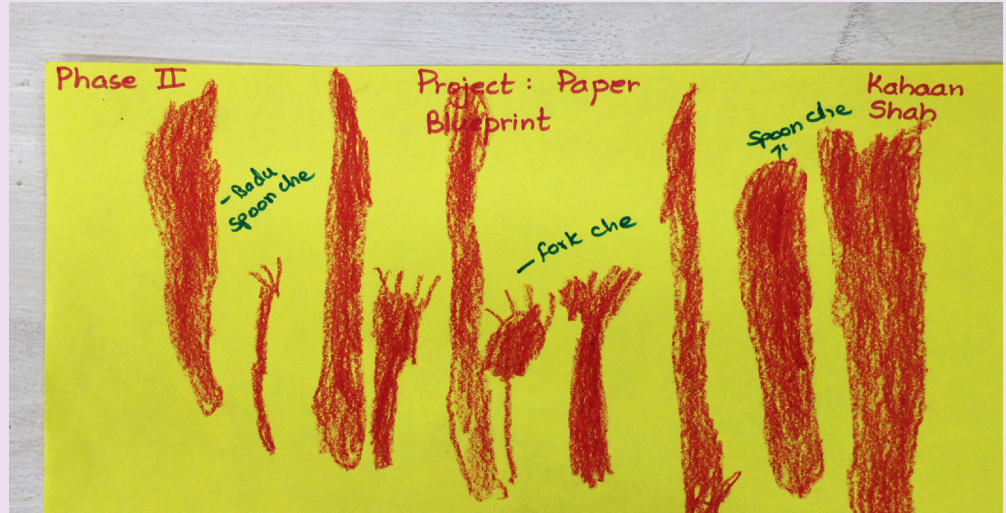
**Krishiv:** "Pehle humne foot span aur hand span se measure kiya. Phir humne draw kiya rocket, Phir humne ek bada box leke windows ko circle banaye. Phir humne ek door banaya. Phir humne ek newspaper water + fevicol mein dala. Phir humne rocket ke upar thap - thap kiya. Usko dry kiya. Phir uske baad humne paint kiya."

**Teacher:** I am a machine in which people put paper & it comes out as small pieces.

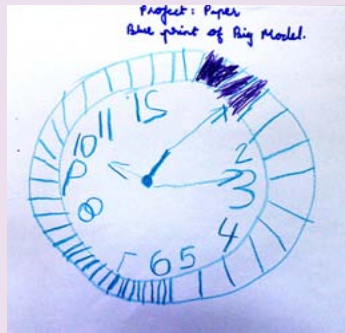
**Parva:** Paper Shredder Machine

**Teacher:** Which paper absorbs oil?

**Mishita:** Blotting paper



Visualizing paper utensils by Kahaan Shah



Clock blueprint by Mishita Math



Paper making process drawing by Khushi Metaliya



Clay model prototypes of paper utensils by Myra Khimani and Pranav Karthik



Clay model prototype of Rainbow Fish by Kyra Dave, Shubhi Bhatt and Muskan Jangra.



Jr KG A - Teachers: Jhama Matani, Shimoli Sheth



Jr KG B - Teachers: Kiran Sonavane, Priya Sant



Jr KG C - Teacher: Ramya Chandrashekhar, Teacher & Sr. KG Coordinator - Pooja Kapur



Jr KG D - Teachers: Jignasha Makwana, Jenisha Karvat

## PROJECT: WEAVING

Children come across a range of woven things in their daily life-the shorts they wear, the mats on which they sit, sheets and pillows, tablecloths etc. Hence it was felt that it would be interesting for children to know about the technique, process and people involved in weaving craft. Weaving can be effortlessly intertwined with math and language learning, besides enhancing eye-hand coordination, concentration, creativity, fine motor skills, focus and attention span of children. It also offers children a relaxing tactile experience.

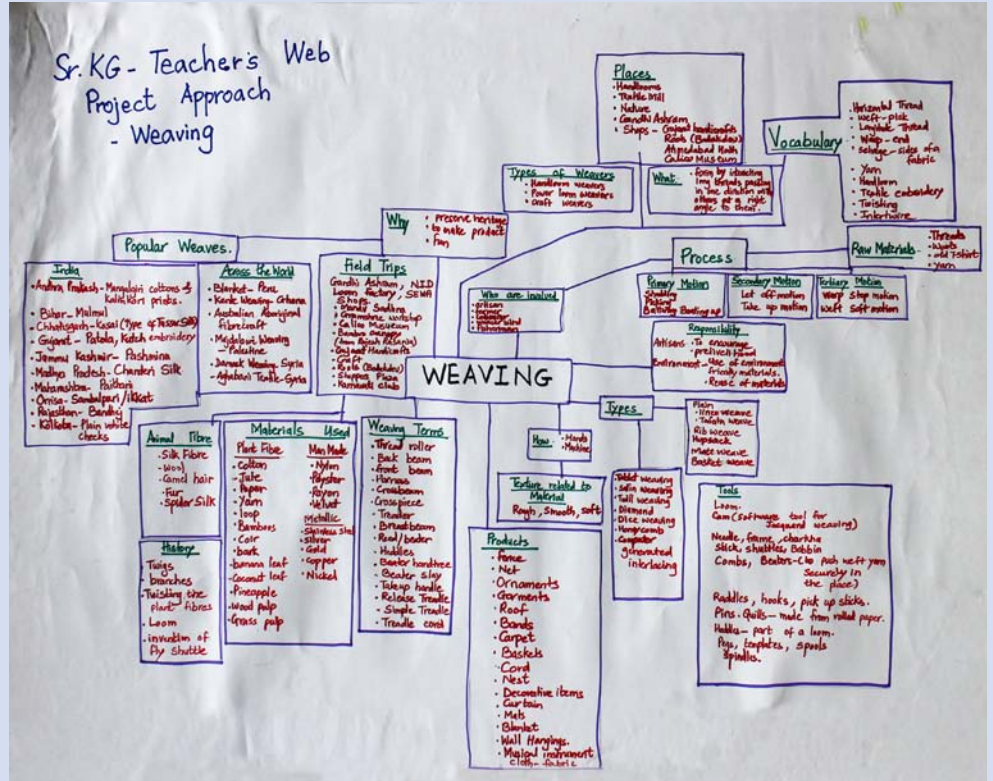
## STAGE 1 - RESEARCHING

Teachers started by themselves undergoing a workshop on Weaving craft. Having learnt the technique, they brainstormed and pre-planned the project.

Teachers created a weaving corner and presented many woven materials – baskets, mats, fabrics, weaver bird's nest, etc. – to children for exploration. Children shared their views about 'Art and Craft' and shared any prior experiences they had with weaving

Teachers also presented children with basic weaving activities using paper plates and small cardboard frames.

## Pre-planning: Teachers Brainstorming on the Topic





*Exploring products made of weaving*



*Initial explorations with weaving on paper plates*

**Verbatims of children on craft and weaving:**

**Dhanvi:** "Jo bhi hum banate hai use craft kehte hain." (Whatever we make is called craft.)

**Tejas:** "Basket is made up of sticks."

**Myra:** "My grandma does weaving with needle. Needle is made of Iron. She does up and down."

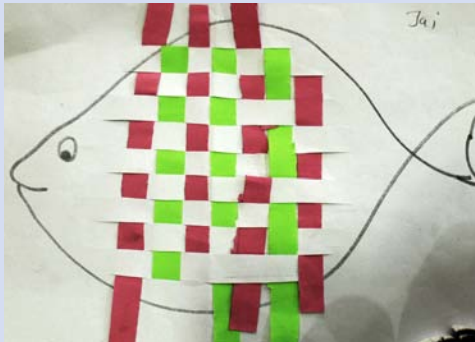
**Chahel:** Looking at the basket, she said, "inside there is a standing line. I think they put fevicol on the standing line and stick. The sleeping line on it."

Children saw videos and did first hand explorations to learn more about weaving.

### Demonstration of Basket Weaving by an Artisan:



Learning how to weave baskets from Kantibhai and Rajubhai



Weaving with paper strips

### Interacting with Mrs. Vineeta Nahar to learn Weaving technique



Learning how to weave on cardboard from Mrs. Vineeta Nahar



Weaving on paper cups using threads

**Field Trip to National Institute of Design (NID) to see weaving on manual looms and electronic looms**



*Observing and recording the process through drawing*



*Counting colourful yarns*



*Trying our hands at weaving*



## Questions asked to Resource People:

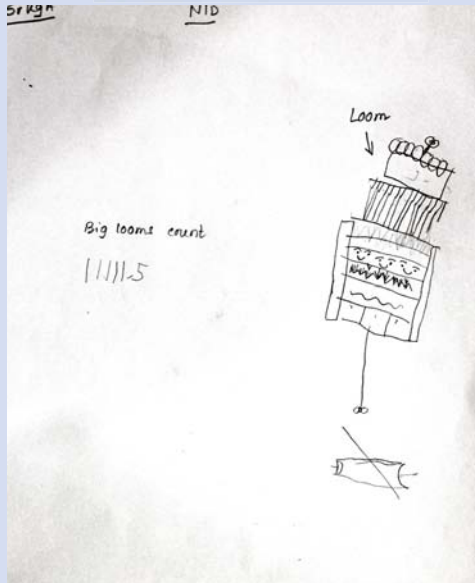
**Tejas:** "Where do you get threads from?"

**Chahel:** "Alag alag colour ke liye thread phir loge?" (For different colours will you take thread again?)

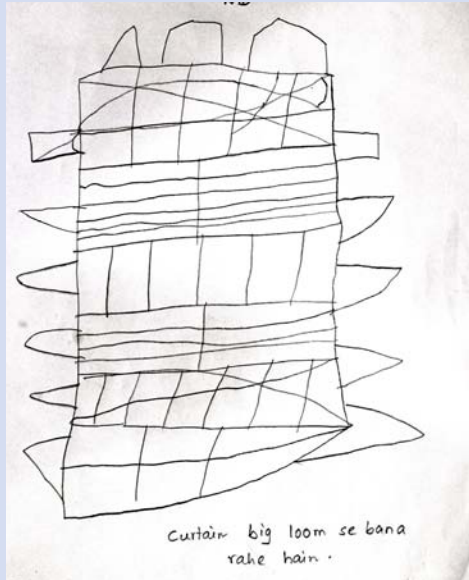
**Kahinee:** "Agar aap machine se nahi banate to haath se kaise banate ho?" (If you are not making with a machine, then how do you make it with hands?)

**Kiaan:** "Uncle aapne yeh basket banana kaha se sikha?" (Uncle, where did you learn to make this basket?)

**Arham Bhabha:** "Electric loom electricity se chalta hai?" (Does electric loom run on electricity?)



Count of Big looms and representational drawing by Joel Thakkar



Representational drawing by Het Choksi

## Some Rhymes and Stories from Children:

### Madhva:

"There was a weaver. He was weaving basket.

Weaver was doing with leaves up and down.

He made many baskets. He made baskets with many different using wooden sticks and paper. He sold them."

### Soham:

"One day suddenly come rain. Weaver birds go in house then monkey broke his nest and weaver birds go to king and say king king my house is broken. Monkeys go in jungle."

## STAGE 2- VISUALIZING

Children had started picking up the skill of weaving through various art activities using indigenous materials. They were now familiar with warp and weft and could work with small wooden and cardboard frames.

Children and teachers decided on four models and divided themselves in four mixed-section interest based groups to work further on these models.

- **Group 1: A Cot**
- **Group 2: A Basket**
- **Group 3: A Carpet**
- **Group 4: A Woven Wheel**



Visualizing how our model will look like

## Ideas of Children for the Model:

**Nathan:** "We can make a big carpet by weaving."

**Shaivi:** "I think we should make a basket."

**Prabjot:** "We can make bird nest with weaving. We can use cotton rope."

**Reyansh:** "We can go to some village because we can learn about weaving."

**Rishabh:** "When we will push the thread it will become tight."



Visualizing a tree of woven wheels

## Rhymes and Riddles made by Children:

**Shaivi:**

*"I love weaving, I love weaving,  
It is true, It is true,  
I can make a basket, And a mat too."*

**Aadi Hirani:**

*"I am a weaving product,  
I come in rectangle, square or circle  
shape. People put me on floor. I am in  
many colours.*

*Who am I?"*

**Vivaan:** "Carpet"

**Chahel:**

*"I am a frame, I am a frame,  
All weaves through me,  
And all make things of me."*

**Samyak:** "I am used to weave. Weaver makes it. It is there in machine, it is very long. We have used in cup weaving and plate weaving. Who am I?"

**Tejas:** "Yarn"

### STAGE 3- PROTOTYPING

Children now started visualizing the details of their model: size, shape, materials to be used, process, etc. They created individual drawings, clay models and finally a group blueprint to represent their ideas. Children then created a small prototype of the final product using the materials and techniques decided.

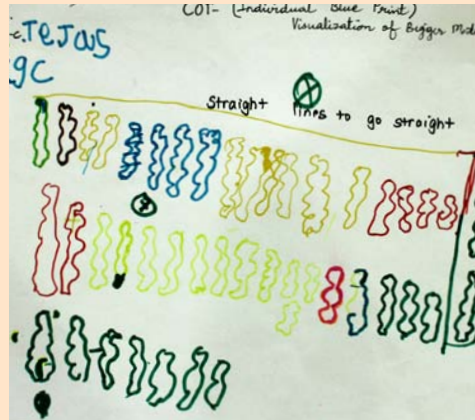
#### Visualizing Individual Blueprints and Models:



Basket prototype by Aarna Mehta



Carpet prototype by Niranjana B Menon



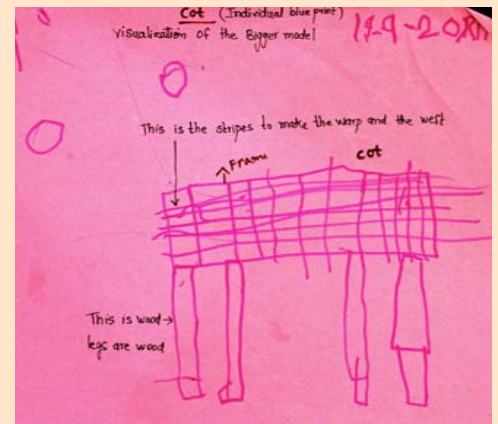
Cot blueprint by Tejas Muttineni



Basket blueprint by Anisha Agrawal



Cot blueprint by Ananya Hemplani



Cot blueprint by Vyoam Parekh

## Creating a common Group Blueprint:



Making a common blueprint for the basket



Creating a smaller prototype



Weaving in circular frames (Tree prototype)



Weaving a cot prototype



Creating a Basket prototype

Children tried placing the small circular frames in different ways to make it resemble a tree and then brainstormed as to how to make it stand.

The group making the carpet wanted to make their carpet colourful hence selected the old sari yarn accordingly. To decide on the size of the carpet, children placed the big frames on the floor and measured the preferred size with foot span and now started working on larger frames.

### Ideas of Children during Prototype making:

**Joel:** "Hum small carpet banayenge then join karke make a big carpet." (We will make small carpets and then join them to make a big carpet.)

**Myra:** "We can use satin ribbon. It is thick and we will complete fast."

**Aadi:** "Use thick and more strong gum to stick the legs of cot."

**Manta:** "This straw is folding while weaving but cycle spokes will not fold".

**Het:** "Circular weaving mein edge nahi hoti." (Circular weaving does not have an edge.)



Visualizing the size of the big carpet model using foot span and weaving



Visualizing the size of the big model of the cot

#### STAGE 4- CREATING

After creating their prototypes, children started working on making their bigger models in pairs or small groups. They recalled all the challenges which they faced while making the prototype models.



*Circular weaving on a wheel*

During carpet weaving, children were facing a problem of knots in the yarn.



*Carpet weaving in progress*



*Making the cot frame with Suresh uncle*

The frame of the cot was made by the carpenter and children faced a problem when the warp got loose after tying.



*Taking turns at weaving on the basket frame*

The basket weaver made a frame with bamboos and children used colourful yarns to weave the basket.



Counting the colourful threads on the cot

## Some ideas of children during product making:

### **Kahinee :**

"Ma'am, can we use black strips? It will look good?"

### **Keshav :**

"Taking turn in circle is a problem."

**Dhyan:** "Iske legs bahar aa rahe hai, to fevicol lagate hai." (The legs are coming out, so let us put fevicol.)

**Aadi:** "There are 48 peach lines in this cot." (after counting)

**Ananya:** "In this big model cot, we can use big thread so we can do fast."

**Arham V:** Light to dark kiye ab fir dark to light yarn lenge. (We made a light to dark pattern, now we will take dark to light yarn.)

**Sanvi C.:** "There are 39 spokes." (after counting)



## STAGE 5- SHARING

By the end of the project, children had a clarity on the entire process of weaving. To share their experiences, they prepared a story narration on the project. They selected the work done by them to be displayed and the whole project got recalled, reviewed and evaluated. Children's focus, thinking, creativity, eye-hand coordination and problem-solving skills were highly boosted through this project.

### Feelings shared by children:

**Prisha:** "We enjoyed doing cardboard weaving and paper weaving."

**Sanvi Sancheti:** "I loved doing blueprint on chart paper. So that big model can be done."

**Madhva:** "We now have cot in our class. We can read books sitting on it and not on mat."

**Rishav Khatnani:** "I enjoyed weaving. I taught mummy at home."

**Ira:** "Mujhe paper plate pe weaving karna achha laga." (I enjoyed weaving on paper plates.)

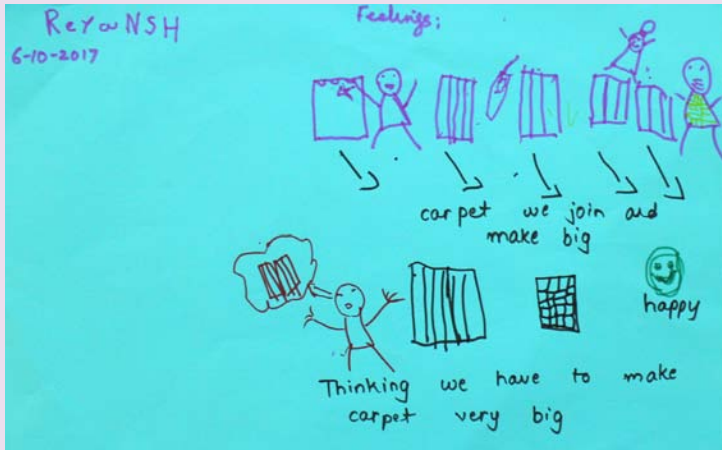


Group discussion on project journey reflection

### Project Journey reflections from Children:

**Medha:** "Hum NID gaye the, humne vaha bahot sari machines dekhi thi, weaving machine. Ek uncle ne clay se carpet banaya tha". (We went to NID. We saw a lot of machines there, weaving machine. One uncle made a carpet from clay.)

**Kiaan:** "Humne Paper plate pe weaving kiya. Baskets dekhe." (We did weaving with paper plates. We saw baskets.)



Feelings of model making by Reyansh Dave



Baskets drawing by Anisha Agrawal

### Some Stories, Rhymes and Riddles from Children:

#### Rishabh Khatnani:

"Once upon a time there was a man. He was making a mat, Weaver bird asked what are you doing? Man said weaving mat. Weaverbird said I also weave my nest. They both become friends."

#### Khush:

"Weaving o weaving, Babies and weaving,  
Up and down, Up and down, Down and up,  
Down and up, Mat has a weaving, Mat has a weaving."

#### Allen:

"I am weaver, I am weaver.  
I make mats, I make baskets, I make doormats  
Everyone loves to look m, when I am making the doormat."

**Shaivi:** "I am made by weaving, I have many shapes, I am colorful, I am kept out of the house. Who am I?"

**Neel:** "Doormat"

**Anisha:** "I am in NID, I am big and small, I am of two types, I help in weaving. Who am I?"

**Aditya:** "Handloom"

**Nitya:** "Electric loom"





Sr KG A - Teachers: Krishnakali Dey, Heli Mehta



Sr KG B - Teachers: Paanisha Patel, Nabagata Debnath. Teacher & Coordinator - Pratibha Todawal



Sr KG C - Teachers: Kajal Shah, Suhani Shah

**CHAPTER 7****ACKNOWLEDGEMENT OF ALL THE CHILDREN INVOLVED IN THE PROJECT**

<b>EYP Stage- 1A</b>	
S.No.	Name of the Child
1	Anaisha Desai
2	Arhaan Shah
3	Bani Kaur Bhatia
4	Charvi Kasat
5	Hridhan Valeja
6	Hrihaan Sheth
7	Kahaan Shah
8	Kiyana Patelv
9	Maanya Patel
10	Raanya Patel
11	Shanaya Shah
12	Shiven Mittal
13	Siaraa Karia
14	Tanishka Shah
15	Vian Angom

<b>EYP Stage- 1B</b>	
S.No.	Name of the Child
1	Anaya Vadher
2	Dhyana Vaishyak
3	Havisha Shah
4	Jovitha Juneja
5	Kavya Patel
6	Mahiman Patel
7	Naisha Jasani
8	Rihaani Lahoty
9	Shaanvi Shah
10	Shiv Dangayach
11	Shrina Sheth
12	Zara Parmar
13	Siaraa Karia
14	Tanishka Shah
15	Vian Angom

<b>EYP Stage- 2A</b>	
S.No.	Name of the Child
1	Aaradhya Patel
2	Anaya Mehta
3	Avyan Goyal
4	Dia Jajal
5	Divyam Atreya
6	Dwisha Thakkar
7	Hashya Patel
8	Hridhaan Jhaveri
9	Jayantika Afuwale
10	Pahi Swadia
11	Prasann Agrawal
12	Rehan Thakker
13	Renee Sajit
14	Reyansh Dolia
15	Smayan Singhvi
16	Vihaan S. Shah
17	Viona Shah
18	Vivaan Shah
19	Vrinda Sharma

<b>EYP Stage- 2B</b>	
S.No.	Name of the Child
1	Aadhira Iyer
2	Aanush Jaiswal
3	Aarav Sagar
4	Aashi Prajapati
5	Anshika Nishant
6	Atharw Shiva
7	Deeva Nihalani
8	Dhruvansh Chunara
9	Dishen Pachori
10	Hrehaan Kherani
11	Keyan Shah
12	Mirraya Mankodi
13	Myra Desai
14	Myra Vaidya
15	Sahen Dasgupta
16	Vihaan P. Shah
17	Vihan Thakkar
18	Viyona Jagani

<b>EYP Stage- 2C</b>	
S.No.	Name of the Child
1	Aadeesh Bharadwaj
2	Aarush Vora
3	Aashvi Nair
4	Abhiveer Menon
5	Anay Singh Anant
6	Datti Bagra
7	Drihaan Agrawal
8	Ekaksh Talati
9	Hitika Patel
10	Jaisha Daruwala
11	Jia Kapoor
12	Kaira Patel
13	Kairavi Rungta
14	Kaivalya Dube
15	Maurya Bosamia
16	Pranjala Tandon
17	Riddhima Yadav
18	Taraana Zaveri
19	Tishya Ajmani
20	Vansh Nahata

EYP Stage- 2D	
S.No.	Name of the Child
1	Ananya Vachhani
2	Anay Vachhani
3	Arian Dey
4	Aryamaan Singh
5	Devarsh Doshi
6	Dhayan Patel
7	Diyanshi Chokshi
8	Hridaya Acharya
9	Jiyanshi Dalal
10	Kanasu Sanghvi
11	Mahira Jadeja
12	Myra Shah
13	Pratik Jangra
14	Punya Khatri
15	Sarthika Pandey
16	Shanaya Mittal
17	Trisha Mavani
18	Vidhan Patel
19	Vihaan Chokshi

Junior Kg A	
S.No.	Name of the Child
1	Aarjav Bharadwaj
2	Anushka Rajan
3	C. Girish
4	Chhavi Radia
5	Dev Patel
6	Dhwani Goyal
7	Diptanshu Prajapati
8	Gobind Sachdeva
9	Hridaan Mistry
10	Khushi Gandhi
11	Khyati Mendiratta
12	Krishiv Pujara
13	Mahi Kanwar
14	Mourya Dave
15	Prisha Shah
16	Riyaan Sharma
17	Shaurya K Shah
18	Sri Raagnya Muttineni
19	Vihaan Joshi
20	Vihaan Tulsiani
21	Yukta Raval

Junior Kg B	
S.No.	Name of the Child
1	Aarjav Bharadwaj
2	Anushka Rajan
3	C. Girish
4	Chhavi Radia
5	Dev Patel
6	Dhwani Goyal
7	Diptanshu Prajapati
8	Gobind Sachdeva
9	Hridaan Mistry
10	Khushi Gandhi
11	Khyati Mendiratta
12	Krishiv Pujara
13	Mahi Kanwar
14	Mourya Dave
15	Prisha Shah
16	Riyaan Sharma
17	Shaurya K Shah
18	Sri Raagnya Muttineni
19	Vihaan Joshi
20	Vihaan Tulsiani

Junior Kg C	
S.No.	Name of the Child
1	Aadhya Patel
2	Aaradhya Khandelwal
3	Anaya Devdiwala
4	Atharwa Joshi
5	Devaarth Brahmhatt
6	Dhiaan Jasani
7	Fatemah Khan
8	Harshit Thakkar
9	Khushi Metaliya
10	Kyra Dave
11	Meha Patel
12	Muskan Jangra
13	Rishva Dodhiwala
14	Saanvi Ezhava
15	Shubhi Bhatt
16	Sparsh Vaidya
17	Vivaan Parmar
18	Yu-Ling Huang (Fiona)

Junior Kg D	
S.No.	Name of the Child
1	Adarsh Iyer
2	Advait Pandit
3	Ahaan Khan
4	Diya Shetty
5	Dreena Gandhi
6	Jazmin Faruki
7	Kahaan Gaglani
8	Kahaan Shah
9	Krish Mahadevia
10	Myra Khimani
11	Myra Patel
12	Pranav Karthik
13	Sanaya Sindhvi
14	Shanaya Shah
15	Shlok Patel
16	Triaksha Kumar
17	Vihaan Shah
18	Vruddhi Mehta

<b>Senior Kg A</b>	
1	Arham Vora
2	Allen Gadhvi
3	Arham Bhabha
4	Aum Shah
5	Avani Gupta
6	Bhavya Mahetaliya
7	Het Chokshi
8	Ira Jiwade
9	Jai Panchal
10	Joel Thakkar
11	Khush Kamdar
12	Kiaan Karathia
13	Medha Agarwal
14	Nathan Fernandez
15	Prabjot Walia
16	Prachi Bosamia
17	Priyanshi Bansal
18	Reyansh Dave
19	Rutanshi Shah
20	Samaira Kohli
21	Sara Gandhi
22	Soham Dholakia
23	Suhana Oza
24	Vihaan Shah

<b>Senior Kg B</b>	
S.No.	Name of the Child
1	Aanya Viradiya
2	Aarjav Garg
3	Aarna Mehta
4	Aaryan Doshi
5	Aditya Bhatt
6	Anisha Agrawal
7	Chahel Goswami
8	Dhanvi Sheth
9	Dhyan Vyas
10	Het Parekh
11	Kahinee Vora
12	Mishka Javeri
13	Neeil Khanna
14	Nihit Kapdi
15	Nitya Patel
16	Prihaan Shah
17	Prisha Gandhi
18	Shaivi Desai
19	Siddhartha Hasija
20	Vihaa Jain
21	Vyoam Parekh
22	Yashi Pandya

<b>Senior Kg C</b>	
S.No.	Name of the Child
1	Aadi Hirani
2	Aadit Patel
3	Aditi Chandrashekar
4	Ananya Hemlani
5	Dhyana Sanghavi
6	Gaayan Ghosh
7	Keshav Aggarwal
8	Krishita Khamar
9	Madhva Dave
10	Mantra Shah
11	Mihika Panda
12	Mrigaanka Goel
13	Myra Shrivastava
14	Nevaan Ganju
15	Niranjana B Menon
16	Reyansh Vasava
17	Rishabh Khatnani
18	Saanvi Sancheti
19	Samika Mandavat
20	Samyak Kumar
21	Sanvi Chaudhary
22	Tejas Muttineni
23	Vivaan Moudgil

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Class	Field Trip Locations	External Resource People visiting our classes
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EYP Stage 2	Shivazza Tiles Pvt.Ltd	Mr. Adhar Talati (Architect) parent of Ekaksh Talati
Junior Kg	Kalam Khush Hand-made paper centre Indian Space Research Organisation (ISRO)	Mrs.Vineeta Nahar (Artist) Parent of Dhyan Vyas - Mrs.Hemangini Vyas (Artist) Parent of Devarth Bhrambhatt - Mr. Hardik Brambhatt (Environmentalist) Parent of Divyam Atreya - Mr. Ravi Atreya (Scientist)
Senior Kg	National Institute of Design (NID)	Parent of Siddharth Hasija - Mrs.Nilima Hasija (Designer) Mrs.Vineeta Nahar - Artist Kantibhai and Rajubhai - Artisans-Basket Weavers Ms. Rachel Gaekwad - Redbricks Teacher

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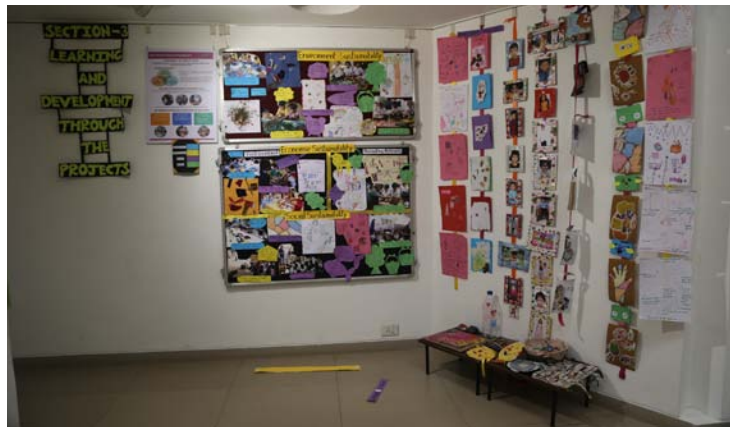
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