



RED GROUP PROJECTS

**Christmas, Thand ki Rani &
Hamari Sundar kahaniyaan**



Christmas & Thand Ki Rani

- To develop awareness of the environment
- To be aware about the changes in the body
- To be aware about the changes in the food habit and cloth
- To develop friendship with Baby Jesus and Santa Claus
- To develop the habit of giving

Activities-

Listening to Story of baby Jesus and Santa Claus

Skill related to Christmas like snowman, christmas tree, bell, star

Making cookies for whole school



Hamari Sundar Kahaniyaan

- To develop the power of expression
- To nurture fantasy
- To develop positive thinking
- To make puppets

Activities:

- Making different kinds of puppets like stick puppet, envelop puppet, hand puppet
- Storytelling by Diyas and Children



Meera Maa



Dramatization on Meera Ma ka Bagicha



Maa ka Bagicha



BLUE GROUP PROJECTS

My Body



My Body - The main aim of the topic was to grow in awareness.

- To consider the body and its parts as our friends who always help us.
- To know their name and to be aware about how they help us
- To help children recognize and develop their physical abilities
- To enhance their sensory development
- To develop self-awareness
- To remind about Andar ka dost



**Know about the body parts through songs,
rhymes & games**



**Shared with each other how
the different body parts help
them**



Children drew self-portrait while observing themselves in the mirror

Sensory Development Games

Listening: Children listened to various musical instruments and identified their sounds.

They created their own rhythms and beats, like "**tick-tick**," "**tuk-tuk**," "**ting-tang**," etc.

Made musical instruments and created rhythm with utensils, sticks



Sight



Touch



They played different blind fold games, recognizing objects before them

With Nature





Conclusion

The "My Body" topic not only made children aware of their body's capabilities but also strengthened their sensory development and self-reflection skills. This experience provided them with a new direction in sensitivity, observation skills, and self awareness.

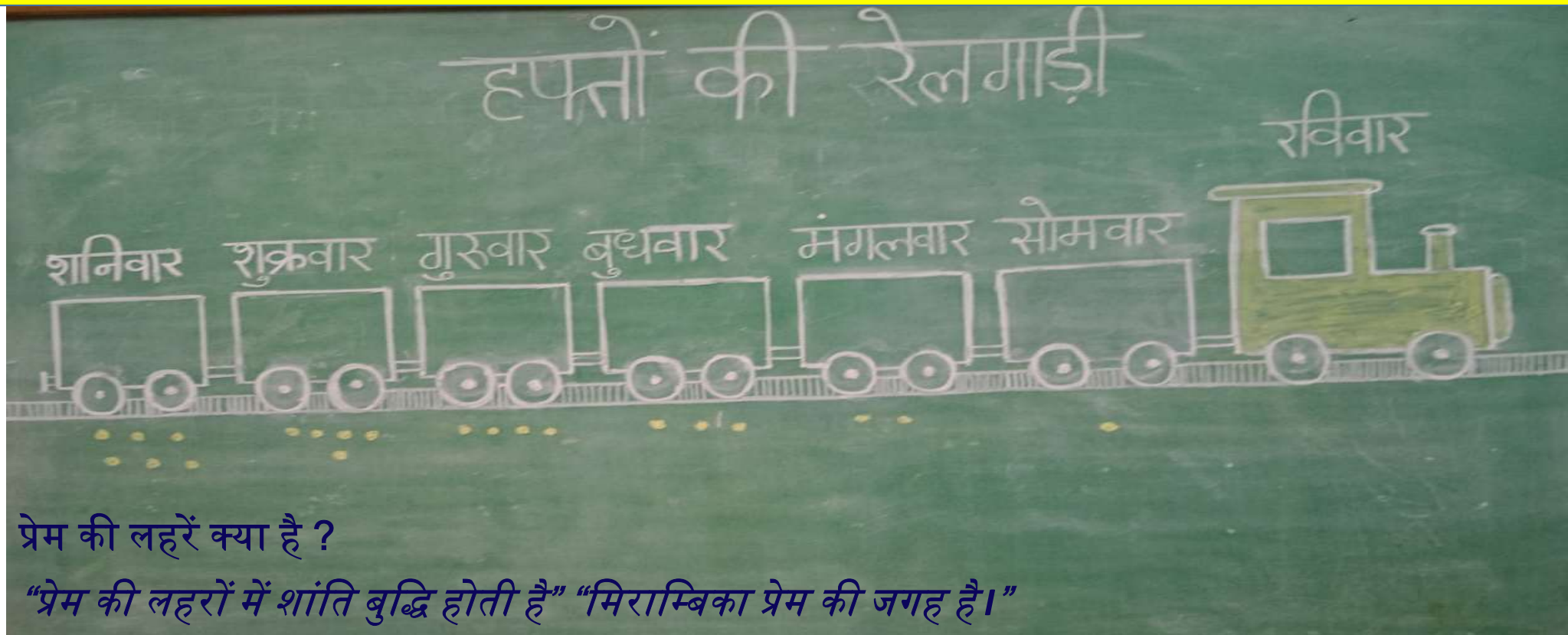
GREEN GROUP PROJECTS

हफ्तों की रेलगाड़ी
(Hafton kee Railgaadi)

Hafton kee Railgaadi - Children started talking about the days of the week as they made the connection with what games will be played on what days during our outdoor play. We introduced the song – ‘हफ्तों की रेलगाड़ी’ This song, along with the process of learning the Hindi language but also inspires us to reflect on what days mean to us in relation to physical activities. Some days also led us to other inner reflections such as on गुरुवार we asked...

Many reflections came up from the children's world like – आपके गुरु कौन है

*“भगवान का पैर मेरे गुरु है क्योंकि वो सुन्दरता सिखाते हैं तभी तो मैं सुन्दर लिखता हूँ।”
“मेरी family वाले गुरु है क्योंकि उन्होंने मेरा ख्याल रखा है।” हमारे घर के ऊपर एक dog है वो जल्दी उठना सिखाते हैं।*



प्रेम की लहरें क्या है ?

“प्रेम की लहरों में शांति बुद्धि होती है” “मिराम्बिका प्रेम की जगह है।”

सुन्दरता की बगिया क्या है ?

“एक जंगल है”, चिड़िया की आवाज़ जहाँ शांति और ध्यान लगाते हैं”, पेड़ों का बगीचा सुन्दरता की बगिया है।”



During this topic, as children progressed in their Hindi language learning journey, they wrote letters, words, sentences, and even complete sentences. They also shared their own imaginative stories about the days of the week. While engaging in craft activities, they created a paper train and also made trains using waste materials from home, writing the names of the days of the week on them.



YELLOW GROUP PROJECTS

Our Garden



Our Garden - While exploring nature in the Ashram campus, the children were attracted to different plants and gardens. We decided to work on the topic '**Our Garden**' to provide an opportunity for practical and experiential learning. We started this work by creating an environment to awaken curiosity in the children and to take up learning as an integral living practice. We told them the stories from The Mother's work.

The children heard some real-life stories of The Mother - how the plants, trees and flowers were responding to The Mother and expressing their emotions. The Mother also was taking care of them. After listening to the stories, the children were inspired and encouraged to make their own garden.

- We selected the ashram plots where vegetables were cultivated.
- Children enjoyed digging soil with trowels and levelling the ground with a rake.
- They planted daisy and poppy flower plants. Sowing seeds of mustard, fenugreek and coriander was a happy and interesting activity for them.
- Watering the plants, sending good wishes and love to the plants and watching their growth were their regular actions for them.





The extended learning environment was created for the children to spend a school day in the 'Sow Good Learning Farm'. Inculcating love for nature and Mother Earth and making those vibrations more meaningful were also the aims of this visit. They spent a whole day on the farm closely watching the vegetable plants growing in different beds and identifying them. Digging soil with a trowel, making beds like train lines and sowing amaranth seeds in them were enjoyable moments for them. They liked harvesting some vegetables like potatoes, radishes, beetroot, and coriander leaves. They were happy to eat their own harvested vegetables at lunch served to them over there in nature. The children expressed that this was a new experience for them.

Through different activities, the children learnt about the gardens, the tools used in the gardens and how to use them with care, taking care of the plants and developing their sensitivity towards nature and plants.





**Sow Good
Learning Farm**



ORANGE GROUP PROJECTS

Calendar & Transport



Calendar - The initial discussion focused on what a calendar is and why we use it. The children learnt about different types of calendars, the names of months, and the days of the week in both Hindi and English.

During this time, they also explored the Indian calendar system. They learnt about the two *pakshas*—***Krishna Paksha*** and ***Shukla Paksha***—which are used to count days in a month. Through Hindi poems, they discovered the Indian concepts of time, seasons, and months. All of the children learnt how to create a calendar. They reuse the old calendars. It was a long and detailed process that helped to develop their perseverance and attention to detail. After completing their calendars, they designed colourful cover pages with creative patterns and took them home just before the winter vacation.



Checking Dates, After Making



Final Version by Children

***T*ransport** - Children had decided this project to learn about the three categories of transport—**land, water, and air**—and identifying different vehicles in each category, both in Hindi and English, was an exciting experience for them. They made models of cars, trucks, trains, airplanes, and boats and were also encouraged to build vehicles using LEGO. It was fascinating to observe their skills and imagination as they worked together in small groups to create vehicles with impressive details and features. Along with this, they learnt about various traffic signs, advantages and disadvantages of vehicles, imagining and writing about their own innovative vehicle, how they feel when they see all around them vehicles, smoke, traffic jam and hear the honking sounds. They also imagined and wrote about a city without any vehicle. Composing poems about vehicles, writing about their favorite vehicle, reading transport related stories, making quiz questions and building a large transport museum model were activities in which they took interest. The topic concluded with a visit to the Heritage Transport Museum and a reflection writing

MODEL MAKING BY CHILDREN





Learning About Traffic Signs



Visit to Transport Museum



GOODNESS GROUP PROJECTS

Constitution of India

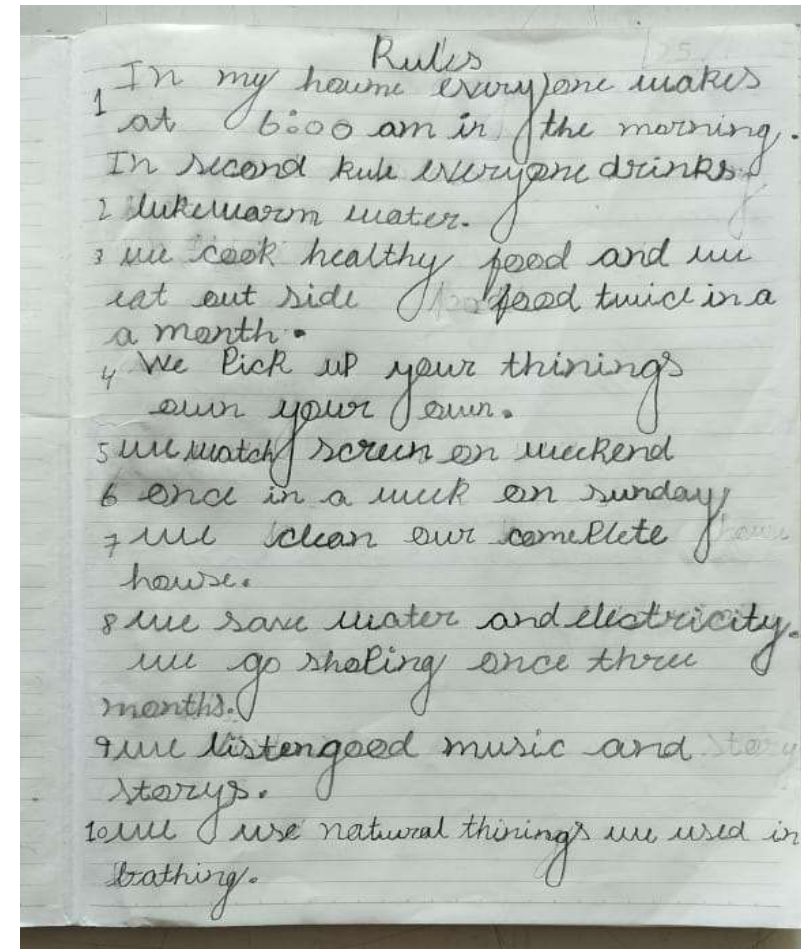


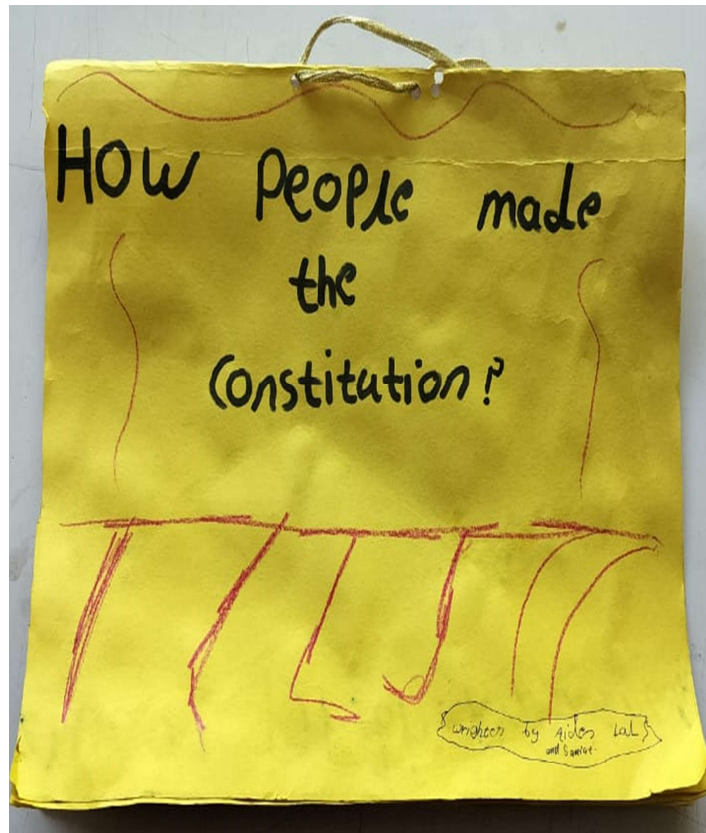
Constitution of India - To introduce children with the meaning and thought involved in the word itself first “Constitution” then “of India”

- To inculcate the values of life at this age beginning from “Family” and then at “School” (foundation building)
 - Learning to be experiential, not reading or speaking only.
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Method of work :

- Use of right time 26 January "Republic day" when the country is busy with it.
- Involving parents to make children observe the program and involve with "Home Constitution making".
- All children make a book on home constitution
- Children work on knowing their 'needs' and 'rights' in their life situation also think for their duties.
- How to be free from self-interest and think in a wider way to make a 'rule' to live in harmony with others. (through discussion, real life situations, example and stories)
- Children got to read 'The Preamble of our Constitution' a book written by Leila Seth. It was simple and up to their age level to comprehend.





Children made their Home Constitution

Thanksgiving Preparation

Aim: Preparing children and strengthening their learning towards integrated personality building during this one-month time by offering gratitude to everyone, everything and each other for the support that has enabled us to blossom through the year.

Activities:

- Children listened to stories, watched videos of 'नचिकेता'
- Nachiketa is not a story only, it is the symbol of human aspiration given in a story form to the human civilization by the ancient Rishis. This helps the earthly beings to grow in awareness about the aim of living, so that consciously they bring values to their life. Human aspiration to discover the meaning of '**birth and death**' made the ancients to grow as '**जिज्ञाशू**', the **self-initiated learner**.

This age group of children are developing logical mind. The value of life needs to be introduced in individual and in collective living environment from practical point of view also they need to grow in awareness of the spiritual history of the nation by listening to and reading the stories in an interesting & creative manner.

This was the effort through the year & towards the end to awaken an aspiration from within the story of Nachiketa was introduced to the group. It was not for mere teaching but to be self-aware in everyday living situation. Example, there is a line they use in their conversation, “So Nachiketa tells us to discriminate & be dispassionate”, and they talk of its meaning like:

“Discriminate”

“Dispassionate

Children work on these two words extended way to look into their thoughts, emotions & actions. They have done observation, discussion, & reflection writing in the school & at home in regular basis.

Another area plays important role in Indian society is “to be obedient”.

Ancient India has wisdom behind every thought & action. “Nachiketa reminds his father, “not to give old cows as gift.” He questions his father for valid reason & he keeps his father’s promise. Aiden in the role of Nachiketa got this inspiration & when he observed his father doing similar mistake while giving things to the house helpers. He questioned him “The father got angry & told him to sit quietly.

So we have discussion in the group further. “How to observe & know oneself”. This will be a long process.

- Some children write a lot but letter formation makes his writing not readable. So he was helped to use the faculty discrimination. Whether his writing is readable or not or bring change in one’s own work.
- Communicate and discuss with children about how ‘Nachiketa’ lives within each of us. Children were made to think how Nachiketa follows his father’s words and went to yamlog. How they are responsible for their behaviour without any sense of ego and listen to others. How to discriminate between right and wrong.



Preparation for the drama 'नचिकेता'



HARMONY GROUP PROJECTS

Universe & Environment Project





Universe - The project was initiated to explore the mysteries of space, including stars, constellations, and the planets in our solar system. Children studied each planet to understand its unique characteristics. The project aimed to develop scientific understanding, critical thinking, teamwork, creativity, and communication skills. Additionally, exploring the universe sparked curiosity and naturally motivated children to learn.

Initially, the children conducted in-depth studies of each planet, focusing on characteristics such as composition, atmosphere, number of natural satellites, revolution and rotation periods, diameter, interplanetary distances, and distinctions between inner and outer planets, as well as terrestrial and gaseous planets. They utilised library resources and individual research, they improved their scientific understanding, reasoning, writing, and research skills.





Next, children embarked on a meticulous group project to create a model of the solar system along the sunlit path. They began by measuring and marking the scaled-down sizes and distances between each planet and the sun, using measuring tapes for accuracy. Carefully painting the planets, they demonstrated patience and determination. This collaborative effort aimed to enhance teamwork, fine motor skills, hand-eye coordination, and artistic expression.

For their individual projects, each child selected a universe-related topic, allowing them to improve research abilities, logical reasoning, comprehension, and project quality. These projects also helped improve writing, artistic, and presentation skills







Environment This project aimed to explore the natural world, motivating children to observe and learn about different species, fostering empathy, and deepening their appreciation for all living beings. It also emphasized environmental awareness and experiential learning through nature walks and educational trips.

Children began by listing fruits, vegetables, flowers, birds, insects, and animals found in different seasons. They also noted special drinks consumed during summer and winter, clothes worn, and festivals celebrated in each season. Initially, they created individual lists, which were later compiled into a large chart through collaboration. They then presented the information in paragraph form, explaining the availability of certain fruits, vegetables, and insects during specific seasons, as well as the reasons behind seasonal clothing choices, beverage preferences, and festival celebrations. This project fostered observation skills, understanding of biodiversity, logical reasoning, contextual understanding, communication skills, teamwork, artistic expression, and presentation abilities



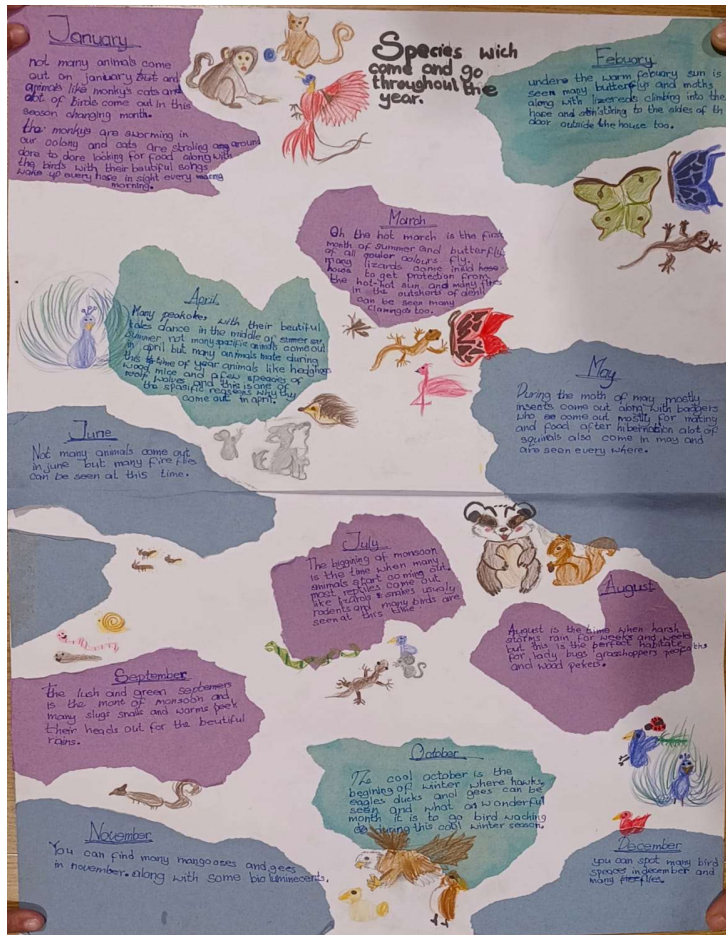


Engaging in nature walks to identify birds, observe physical features, and learn their names provided hands-on learning experiences. A nature walk within the ashram campus was organized to observe and identify different kinds of birds and trees. While identifying the birds, children observed their physical features and learned their names. They also learned to identify different types of trees, such as deciduous and evergreen. After the walk, they recorded the names of the birds and trees observed. Additionally, children artistically drew various types of bird beaks, legs, and toes, explaining their features and purposes. Discussions included identifying and categorizing animals based on their diet (herbivores, carnivores, omnivores) and understanding the differences between warm-blooded and cold-blooded animals, as well as exploring the functions of birds, mammals, reptiles, amphibians, and fish.

An educational trip to Panna was organized to explore birds, animals, trees, plants, food chains, and ecosystems, offering immersive learning opportunities.















INTEGRATED GROUP PROJECT BY EQUALITY.HUMILITY.TRINITY

The Environment



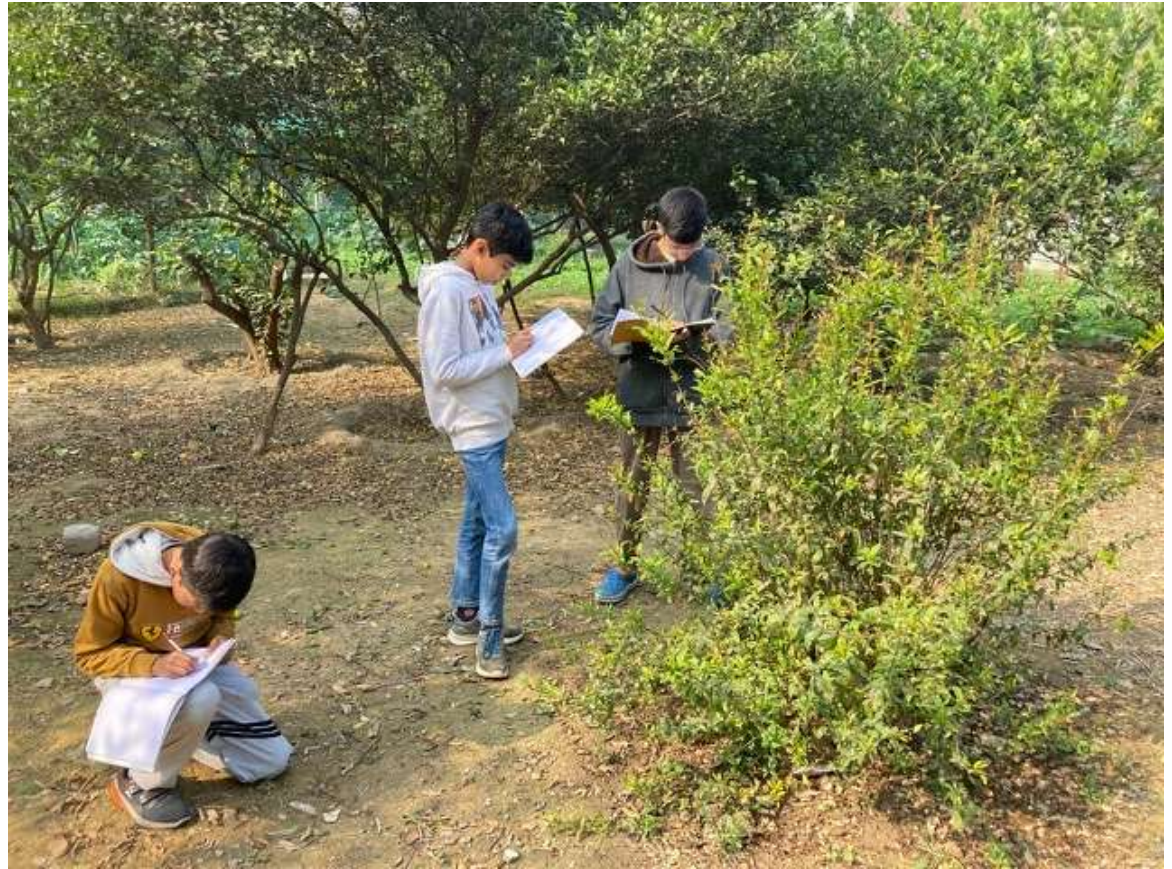


Equality - The Environment project is a sprawling exploration which requires making connections between various concepts and understanding causal relationships. However, that is possible only if there is adequate scaffolding in the first place. To tap into the children's native inclination towards Nature and to formalise their intuitive understanding, we embarked on a loose series of explorations that embodied going from the near to the far.

- Observation of plants/trees in the child's immediate neighbourhood, either at home or while on holiday during the winter break
 - Observations in the Neem Grove, progressing from the wide to the minute
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- Recognising differences, such as between plants with trunks, climbers, creepers
- Speculating on the reasons why different plants have different structures
- Speculating on the nature of soil and its composition
- Observing patterns across plants and/or their parts
- Recognising processes in plants
- Observing roots, stems, leaves up close
- Microscopy
- Introduction to formal structures of roots, stems, leaves
- Planting seeds under controlled conditions and observing the effects of varying parameters (in progress)

- . Visit to Ashram vegetable garden to identify plants we eat and to view them in the light of recently acquired knowledge
- . Observing plant growth in a disused sandpit and speculating on how seeds reached there and how plants took root
- . Understanding changes in conditions
- . Understanding how Nature takes back spaces
- Planting seeds under controlled conditions and observing the effects of varying parameters (in progress)
- Theatrical exploration of a tree and how we can embody it
- Seed meditation
- Flower arrangement
- Reflection on flowers and deeper connection







Humility

- The project covers different aspects of the Earth and its Environment

through various disciplines and appreciation through language, literature and art.

- The origin of the Earth
- The creation of the environment
- Formation of the Earth's surface features – mountains , plains, coastal regions, and ocean floor.
- Soil, its formation and composition
- Recalling study on heat and weather in different seasons
- Effect of seasons on duration of day and night
- Climatic regions of the world.
- Ocean floor and water movement
- How atmosphere, ocean water and landforms create the variety of climates on our earth
- Early civilisations in river valleys – role of water and agriculture in development of civilisations

- The Middle ages in India and the world and its response to environment .
- Colonial world – spread of plants in the world. The exploitation of the different environment for colonial needs. The settlement of farming in England and Germany, Extensive farming on the prairies of USA.
- Living in the desert – Sahara, Arabia, Ladakh-Tibet. Gobi desert Nevada.
- Life in the mountains of the Alps, Himalayas, Andes.
- Reading travelogues, and writing blogs on places visited.
- Mark twain Following the equator.
- Excerpts from writings in Hindi or Sanskrit
- Painting landscapes, study of perspectives, expressing perceptions and using the tool of emphasis to for expression

Activities



**A study of soil sedimentation
in the lab**



**Setting up a quadrant in the cricket patch of the
playfield, identifying different species of plants, feathers,
bird-droppings etc., observing their numbers and making
sketches**

Resources

1. Self and Neem Grove as a space for initial study using one's own power of observation involving all senses.
2. Resource Books in library
3. Various textbooks (NCERT, CBSE, NIOS)
4. Worksheets
5. Maps and Atlases
6. Science Lab – Rocks and Minerals, Soil Experiments

Evaluation

- Discussions
- Presentations
- Quizzes
- Worksheets



TRINITY GROUP PROJECTS

Fiber and Fabric Project



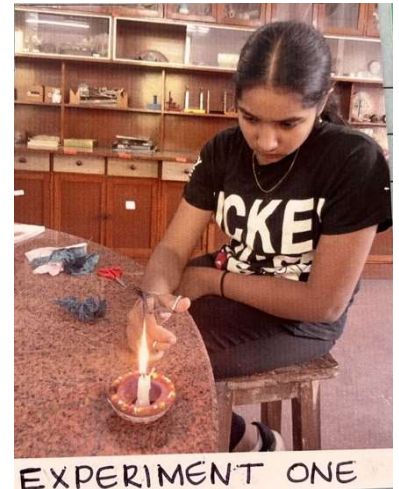
Fibre and Fabric

A wide topic with great scope for learning

- Sources of fibres
- Types of fibres – natural and manmade
- A study on silk from origin to the product
- Ancient Silk Trade Route – From China to Arab
- Impact of Fibres on our body
- Seasons and Fibres through a survey work →
Presentation of a Bar Graph
- Experiments were carried out investigating the properties of different types of fibre – burning, wearing off by rubbing, stretching, filtering through different fibres, surface tension formation

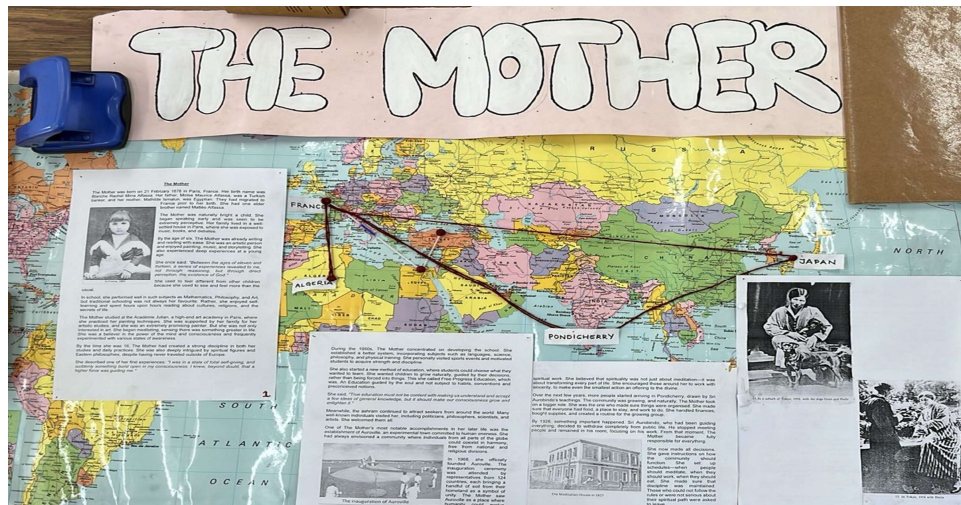


- Fibres under microscope.
- Studied in Hindi, Kabeer the Weaver
- Compiled her findings into a booklet and presented this to the school
- In this topic Ahaana, reflected that she now knows and is aware more about fibres and is aware of the impact of fibres on the human being and with test the theory



Language – English

- Research Work Done on The Mother's life
- Prepared a display Board with write-ups, pictures, and maps and presented her findings to Equality Group children on Mother's Birthday
- Her audience were with her in rapt attention



Presentation by Ahaana on The Mother's Birthday

Thanksgiving

Ahaana choreographed the dance set to the chant of Shyamala Dandakam, in Bharatnatyam Style

Took part in dance where 14 children from the top three groups danced

Reflections

Ahaana has reflected her own growth in mirambika on different field.

Mathematics R.S Aggarwal, NCERT, Oxford

WORKING WITH FLOWERS
EQUALITY, HUMILITY & TRINITY

- Included short exchange on flowers, an ashram walk and a samadhi settlement for a few minutes
- Senses were especially invoked
- Shared single words about what flowers brought across to them
- Children selected the stage at Gate No.7 and the Pavillion to work with the flowers.
- One group selected the Sri Aurobindo symbol and the other Ther Mother's symbol.
- Children assigned tasks to themselves - making a heap of the florets of marigolds, separating the corolla and the stamen, also keeping aside intact flowers, cleaning rose petals



