

Receptivity group

Report for 2024-25 (Second term)



Introduction- The Receptivity group comprises twenty-eight children, with ten boys and eighteen girls, all residing in the hostel and demonstrating a keen enthusiasm for their daily activities. The day commences with a yoga session at 6:00 am, followed by an hour of Shramdan, encompassing various tasks such as toilet cleaning, kitchen work and vegetable cutting, school and hostel area cleaning, and gardening. The children are divided into subgroups and actively engage in their assigned responsibilities. Additionally, on the first day of each month and on special occasions, they participate in meditation at the ashram at 8:30 am.

Mathematics- In our maths class this session, we have dedicated considerable effort to reinforcing foundational concepts and practising a variety of activities from previous lessons. All children have mastered solving regrouping problems involving five-digit numbers,



as well as tackling word problems with four digits. Additionally, they have been engaged in expanding and reducing forms. In our maths lab sessions, all Receptivity children have actively participated in using the abacus, learning both addition and subtraction techniques.



In the measurement topic, we have introduced the concept of measuring body parts such as fingers, hands, and feet before progressing to measuring objects like pencils, books, classroom dimensions, windows, and even the width and breadth of their surroundings. The children have also gained understanding in mass measurement and unit conversion. Following comprehension of these concepts, they have been diligently practising from their textbooks.



Emphasis has been placed on the importance of fractions and their significant role in daily life. To facilitate more advanced mathematical learning, various classroom activities have been introduced. All children are now proficient in comparing unit fractions, placing proper signs between them, arranging them in order, identifying differences between numerator and denominator, and shading shapes based on given fractions. Additionally, they have all learned how to express fractions in their lowest form, find equivalent fractions, and solve problems involving different types of fractions, including addition and subtraction. We have implemented subgrouping strategies to observe individual learning interests and provide tailored attention to those in need.

Currently, eight children are working with class four books, two children with class five books, and fifteen children with class three books. Textbooks are provided for independent study, with teachers readily available to offer assistance when needed. Occasionally, children enjoy creating their own word problems and sharing them with their peers. Overall, all children have demonstrated a keen interest in learning mathematics and have actively participated in class activities.

Projects-

Bicycle: Throughout the bicycle project, we have emphasized various activities aimed at deepening the children's understanding of the concepts involved. Activities such as drawing, chart making, and arranging display boards have consistently heightened their enthusiasm to complete their work. Children have enthusiastically collected diverse pictures of bicycles and have shown keen interest in designing their own models. With guidance, all children have learnt about the history of bicycles and have successfully constructed their own models. They have gained insights into the different parts of a bicycle and their respective functions. Creative storytelling and riddles related to bicycles have further enriched their learning experience. We have encouraged them to ask questions and share their



thoughts, providing ample opportunities for group work and collaboration. Notably, there has been a significant improvement in their vocabulary and writing skills, and they have confidently presented their work in the assembly hall. They have been fascinated to learn about different types of bicycles such as mountain bicycles and road bicycles, and have observed how the chain, pedals, brakes, and wheels work together to propel the bicycle forward. Overall, this project has provided the children with a rich learning experience that has helped them develop their thinking and reasoning skills.

Time: Our focus on the topic of time aimed to help children understand its importance in their daily lives through hands-on activities. Children learnt how to observe sun shadows, and all observed the sun's movements from sunrise to sunset, keeping hourly records. Each child made a sundial using a piece of wood. We covered the history of timekeeping, starting from ancient methods such as shadow clocks, water clocks, and candle clocks, to modern innovations like mechanical clocks, atomic clocks, and sunrise and sunset timekeeping. Additionally, we introduced the inventors of the clock and highlighted its essential role as a tool relied upon by society today. We explored different types of watches, including pocket watches, wristwatches, and quarter watches. To enhance learning engagement, we conducted video experiments on the use of sundials, which served as timekeepers before the invention of clocks.



Flowers: The topic of flowers was chosen based on the children's curiosity and interest, particularly in flower offerings. Their questions about flowers guided our selection of the topic. Some children even took the initiative to beautify our school garden. To create an immersive environment, we adorned the group with pictures of different flower paintings and drawings. During this topic, children learnt the names of various flowers, progressing from common names to a few flowers with simple botanical names. We discussed the significance of carefully observing each flower, according to its nature. Children studied the usage of flowers and referred to different books to comprehend the facts. To enhance their thinking skills, we included activities such as drawing, chart making, and visiting the ashram garden to explore various flowers, examining their size, colour, shape of their petals, and leaves. The children also learned about the parts of a flower and how they work together to produce a seed. They were curious to experiment with flower juice, collecting red hibiscus flowers to make juice. Additionally, they engaged in plantation activities and took care of the plants, with each child adopting one plant. They also learned about seasonal bloom patterns and the year-round flowering of certain plants.



During this topic, children fluently expressed their thoughts and posed numerous questions about flowers, including how they bloom, why they have petals, which flowers have seeds, how flower plants grow, why flowers have fragrances, and their role in the environment. They actively enjoyed learning about the different parts of a flower (sepal, petals, carpel, stamens, and pollen) and understood how flowers attract insects for pollination. Group discussions facilitated understanding, with

children demonstrating attentiveness and providing answers to questions. They also learned about pistils and stamens, and could distinguish between male and female flowers. By observing pumpkin and papaya flowers, they could differentiate between male and female flowers. They developed sensitivity towards flowers, carefully plucking them without causing harm. They formed connections with their plants and spent time conversing with the flowers. Throughout the topic, children took turns decorating their group with different flowers on different days. They learned about the importance of caring for fresh flowers and wrote beautiful poems about different flowers in English. By the end of the topic, all children had their questions answered even before they had asked their teacher.

English- All children have shown interest in reading storybooks and are eager to learn new words and phrases. To break the monotony of reading, we have incorporated various activities into our sessions. During group reading sessions, we encourage children to concentrate on their books,



and we assist them in understanding difficult words with expressions and simple explanations. Carefully selected books, based on the children's interests, have been read in the group, including "Puri Ran Away," "Sunlight for Amma," "Puchak Puchak," "Cinderella," "Sleeping Beauty," and "Peter Pan." After reading, we engage in interactive activities such as comprehension and retelling the story. Our



language lab provides a fun and engaging space where children can play spelling games and create words with their peers once a week.

Our drama class offers children an opportunity to showcase their creativity. They select stories, read them, create their own dialogues, and practise the drama.

Sometimes, they perform in front of an audience in the assembly hall. We guide them through the process and offer assistance as needed. This season, we introduced second-grade communication and grammar books, which the children have enjoyed individually. Occasionally, they write small essays on topics such as "My School," "My Hobby," and "My Favourite Flowers."

Over the last six months, children have made great progress in learning Sri Aurobindo's poems, such as "Surrender".

Hindi- These children have shown remarkable progress over the past few months, demonstrating great enthusiasm for their studies and writing endeavours. During this period, all of them have made significant strides in reading, achieving fluency and the ability to comprehend stories independently. Their pronunciation has also noticeably improved.

Once a week, they engage in both free reading and group reading sessions. If they encounter difficulty with certain words, they readily seek assistance from teachers and endeavour to memorize the meanings. Following group reading, they undertake dictation exercises, with the majority demonstrating strong spelling abilities.

Their capacity for crafting imaginative stories has improved considerably. They have successfully completed question-answer exercises from both Gyan Sarovar and Abhyas Pustika, finishing these books in just a few weeks due to their eagerness to progress. Additionally, some of the children have commenced studying material from the 2nd and 3rd-grade Gunjan books.



Their enthusiasm is evident in their work, and they consistently ensure their notebooks are checked regularly. Twice a week, they have grammar sessions, where they have all mastered the basics. When presented with random grammar questions, most of them provide correct answers.

On December 25th, these children performed the song "Dekho Aayi Hai Raat Christmas Ki" after learning it within just three days, driven by their eagerness to excel. They have also learned to write poems, despite finding it challenging at first. Despite encountering numerous obstacles, they persevered, and some of the children successfully composed poems for the Mother's birthday, while others wrote short stories about the Mother.

Odia- The children of the Receptivity Group attend their Odia class once a week, where they display a keen interest in learning the language. They are characterized as



obedient and attentive learners, actively participating in class activities. While they may encounter difficulties in speaking Odia fluently, they make efforts to communicate using broken words and simple sentences.

Most of the children demonstrate confidence in recognizing Odia alphabets and have begun writing them as well. Some can read words without matras and attempt to write them independently. They engage in word games designed to enhance their vocabulary, enjoying the interactive learning experience.

Counting from 1 to 20 in Odia is facilitated through the use of a song, "Eko janha mamu dekho," which aids their learning process. Additionally, the children enthusiastically engage with stories and moral videos, attentively listening and watching before attempting to retell them. They also learn and sing Odia songs with enthusiasm and beauty.

Puzzles-The Receptivity Group comprises children from the Courage Group who engage in puzzle-solving activities once a week, specifically on Wednesdays. These children exhibit a strong interest in puzzles and eagerly participate in solving them.

They particularly enjoy tackling challenging puzzles and demonstrate the ability to solve puzzles ranging from 100 to 500 pieces. Some members of the group also exhibit interest in attempting more complex puzzles with up to 1000 pieces.

Attendance for puzzle class is consistent, with children arriving punctually. While most children are adept at solving puzzles, some may encounter difficulties with easier puzzles. In such cases, assistance is provided to help them overcome obstacles and continue their progress.



Occasionally, the children may become restless during the class, but upon encouragement, they refocus their efforts to complete the assigned puzzles before concluding the session. In the absence of the children due to a trip, they were treated to a viewing of the "Rabbit School" movie, providing them with an engaging and entertaining alternative activity.

Overall, the Receptivity Group displays enthusiasm and commitment towards puzzle-solving activities, showcasing their receptiveness to challenges and their willingness to engage in collaborative problem-solving.

Arts and crafts- The children in the Receptivity group thoroughly enjoy their art class, engaging in various creative activities such as paper folding, craftwork, and drawing with pastels. They often incorporate their artistic skills into their projects, creating drawings that reflect their themes and concepts. Some of their notable creations include paper butterflies crafted through folding techniques and painted cycles. Additionally, they produce drawings depicting different seasons, sports events, and depictions of Saraswati Maa. Their enthusiasm for art is palpable, and they show a commitment to improvement, particularly evident in their concentrated efforts during puzzle activities. Currently, they are focusing on craftwork, crafting items like flowers and butterflies, further honing their artistic abilities.



Games- Physical activities play a vital role in a child's development, and sports offer an excellent avenue for learning, growth, and enjoyment. At 4:00 pm, all children gather on the sports field, demonstrating commendable punctuality. The Receptivity children are divided into different groups named hydrogen, helium, boron, and carbon, and they exhibit enthusiasm for the planned activities.

Prior to commencing activities, the teacher ensures that the children adequately warm up their bodies with a series of running rounds, helping prevent injuries and preparing them for the forthcoming activities. Subsequently, the children engage in a fifteen-minute exercise session aimed at enhancing their overall fitness levels.





After the exercise session, children have the freedom to choose their preferred activity corner, whether it be football, base-kickball, yoga, or minor games. They are encouraged to showcase their talents, with equal opportunities provided to all. It is noted, however, that some children may exhibit anxiety about winning games, a sentiment that is actively discouraged.

Sports day, a highlight of the annual calendar, is eagerly anticipated by all. This year's event, scheduled for 3rd February, saw children divided into various corners such as skating, gymnastics, Lazium dance, army drill, and mass yoga. With diligent practise over the preceding month, children perfected their skills and techniques, eager to demonstrate their abilities in front of an audience. Sports day serves as an invaluable opportunity for children to engage in physical activities, acquire new skills, and cultivate confidence and self-esteem.

In summary, the Receptivity group has exhibited commendable progress and enthusiasm across various subjects and activities, demonstrating a holistic approach to learning and personal development.



Celebrations-

The children of the Receptivity group actively participate in programmes that take place at the school. They take an interest in showcasing plays, songs, poems, and dances on the stage.

On November 29th, the children performed two plays, namely 'The Emperor's New Clothes' and 'The Washing Machine'. They were divided into two groups, and each



group performed one play. The group that performed the play 'The Washing Machine' did very well, although they only had four days to practise. The other group needed more practise for a better performance.



On December 25th (Christmas), they sang two carols, one in Hindi and one in English. They learnt the carol 'Dekho Aayi Hai Raat' during their Hindi class, while they learnt 'Joy to the World' during their English period. They took an interest in learning both these carols, so they learnt them in just a few days. They sang both carols very well with confidence.



On February 14th (Basant Panchami), they performed a chant 'Ya Kundendu' on the stage. They gave a remarkable performance with just three days of practise. They dedicated their time to satsang and practised it with Bina Didi.

On February 21st (The Mother's birthday), the children showcased their talent on the stage through a play 'In Search of Riches'. All the children were involved in the play. Most of the characters had only a few lines in the play, while a few of the main characters had a little more. They took some time to learn to speak with expressions but tried to do it well. They had about a week to practise the play, as it was a bit long. Initially, they did not understand the moral and the deeper meaning of the story, but with repetition and practise, they understood. All of them put their best into the play and did quite well.



On March 8th (Holi), all of them enjoyed playing with colours and eating delicious food items organised by the Faith group students.