



MULYAVARDHAN
SHANTILAL MUTTHA FOUNDATION

The Mulyavardhan Voice

January 2019 Issue

FROM THE EDITORS

Hello everyone, we hope you all had a wonderful month and a Happy Republic Day! We look forward to seeing you all again in our second round of observations in February.

This month's newsletter is our Children's Special! We asked you to send us photos of your students' work, and we would like to feature all of them, but then our newsletter would be 20 pages. So we have included a sample of all the photos that we received. Thank you for sending them. We are very happy to see your students' creativity and their self-expression.

We also have this message from Shantilal Muttha Foundation that we request you read to your students in Mulyavardhan class. Tell them that it is from the people

who created the Mulyavardhan activities.

“Hello students! It is so nice to see how creative you all are. Your drawings are so beautiful! Keep making art and share your thoughts with your teacher in Mulyavardhan class. It's always nice and helpful to hear everything that you share!”

This month's issue is all about your children's work. The resource page is full of activities that will help your students develop their critical and creative thinking. On the final page, you'll see an article on the teacher forums from January.

Enjoy reading this issue and we really appreciate your feedback, so please let us know your thoughts on this newsletter.

A GALLERY OF YOUR STUDENTS' WORK!

Once again, we're sad that we can't feature each and every photo that we received of Mulyavardhan students' work. We really enjoyed seeing them all!

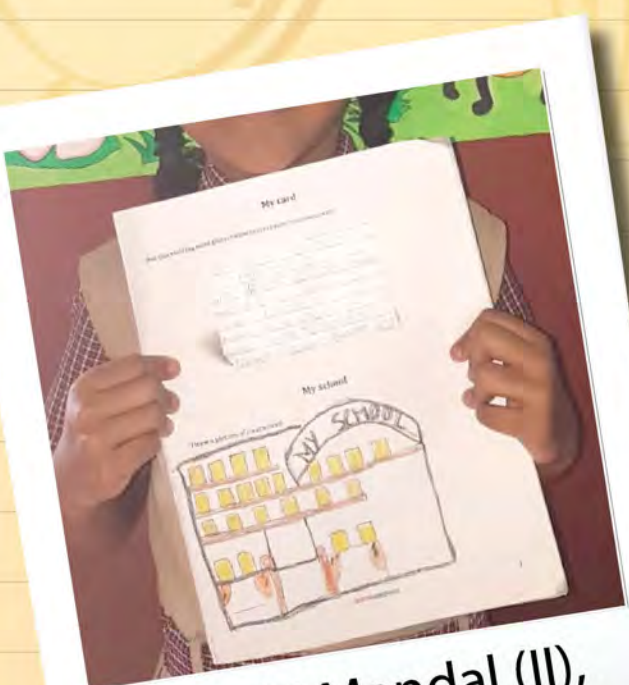
Here are just a few. Please show your students if they are featured.



Druva (II), St. Theresa's, Candolim

What did you learn in the Identity Card activity?

When parents will not come, we can show number on identity card to watchman and he can call our parents.



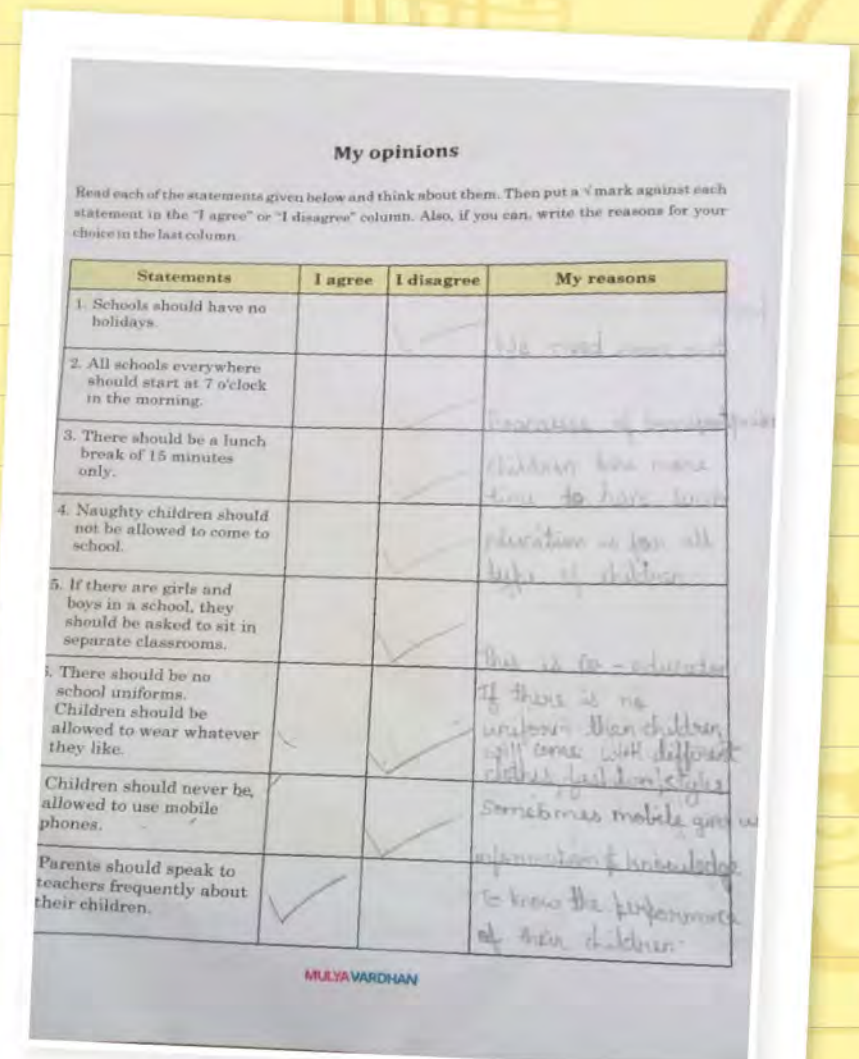
Arushi Mandal (II),
St. Andrew's, Vasco
- My School



Students of Holy Cross Convent,
Siolim (III) - Let's Re-Use Paper



Havush Pokale (III), St. John's
of the Cross, Sanquelim -
In my Village

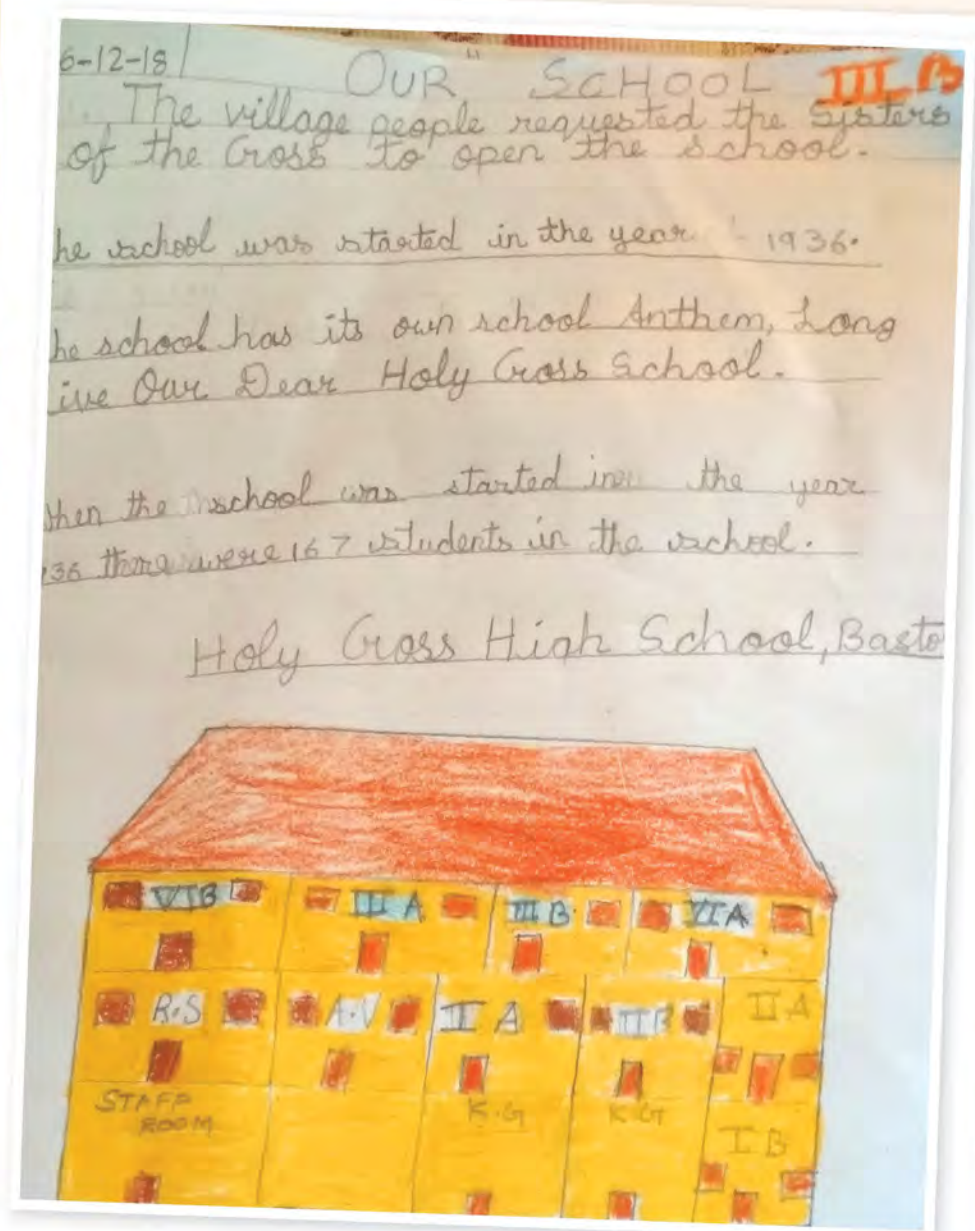


Ashmi Fernandes (IV),
Saviour of the World Loutolim
- My Opinions

A GALLERY OF YOUR STUDENTS' WORK!



Aadesh Pednekar (IV) Holy Cross Bastora -
Using Recycled Materials



Pranali Khumbar, Mohita Morajkar,
Sonia Doddamani, Shravani Chitari,
Ritkriti Irkal (III), Holy Cross Bastora -
Our school



Mohammed - Std 4 - St. Joseph's, Calangute

What did you learn in the Our Goals activity?

We learnt how we can be successful like SachinTendulkar. I want to be a soccer player. I will first learn soccer and then I will have to practice a lot. My favourite player is Ronaldo.



Joyrel D'Silva and Jeneliza Dias (III),
Our Lady of Carmel - Topic My Village



Kazia (IV), Our Lady of
Carmel- About Me



Leolyn D'Souza (IV),
St. Michael's Convent
School, Vagator



Karthik -Std 3- St. Joseph's, Calangute

What is your ambition? How will you achieve it?

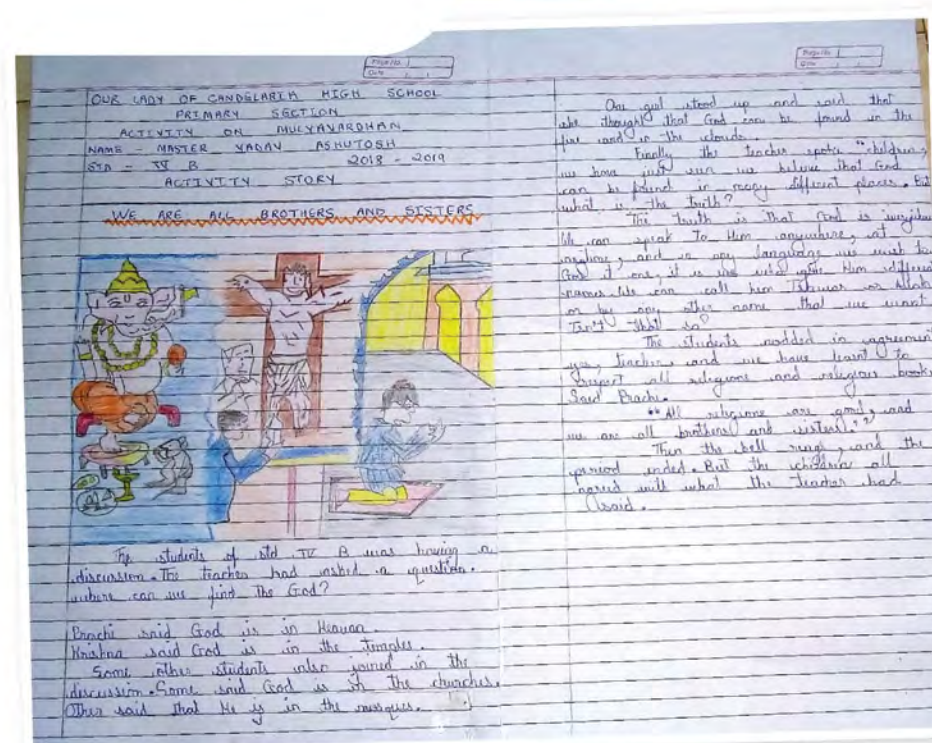
I want to be a policeman. I will study hard, behave well and learn how to become a policeman. Then I will take care of the world and keep my world safe.



The students at
St. Bartholomew's, Chorao-
My Village



Our Lady of Merces, Merces,
(III)- My Vote Activity



Ashutosh Yadav (II-B), Our Lady
of Candelaria- We are all brothers
and sisters

A GALLERY OF YOUR STUDENTS' WORK!



Nysa Gosavi (III), St Joseph pernem- Our families

My duties at home

In the table below write your main duties at home. Write your duties as sentences starting with "I should", as shown in row number 1. Then think about how well you do each of the duties and give yourself a score out of 5 stars against each duty. (5 stars mean "Excellent"; 1 star means "Poor").

No.	My duty	My rating
1.	I should respect everyone at home.	★★★★★
2.	I should listen to my parents	★★★★★
3.	I should help my mother at home	★★★★★
4.	I should respect my grand parents	★★★★★
5.	I should not fight with my brother	★
6.	I should water the plants	★★★
7.	I should share my thing with my brother	★
8.	I should finish my food	★★★★★

Saiesh Panjikar (IV), Mae de Deus, Corjuem



Sanket Chopdekar (I), St. Andrew's Institute, Vasco- Playing by the rules

My daily timetable

Make two timetables. In the first timetable make a list of what you now generally do on the days you have school. Also write the time you take to do each activity (refer to Raju's timetable). Discuss your timetable with your partner and then make your new timetable.

My current timetable		My new timetable	
Time	What I do	Time	What I will do
6.00 am	I get up	6.30	I get up
7.00 to 7.30	get ready	6.30 to 7.00	get ready
7.30 to 7.35	I eat my breakfast	7.00 to 7.15	I eat my breakfast
7.35 to 7.40	I reach school	7.15 to 7.30	reach school
7.40 to 8.00	I talk with friend	7.30 to 7.45	I talk with friend
8.00 to 8.15	we do assembly	8.00 to 8.15	we do assembly
8.15 to 1.40	School	8.15 to 1.45	School
1.40 to 1.45	I reach home	1.45 to 1.50	I reach home
1.45 to 2.00	Eat lunch	1.45 to 2.00	Eat lunch
2.00 to 2.10	get ready for tuition	2.00 to 2.15	get ready for tuition
2.10 to 2.15	reach tuition	2.15 to 2.18	reach tuition
2.15 to 2.25	we pray in tuition	2.18 to 2.25	we pray in tuition
2.25 to 4.30	tuition	2.25 to 4.30	tuition
4.30 to 6.00	I play	4.30 to 5.45	I play
6.00 to 9.00	I study	5.45 to 9.00	I study
9.00 to 9.15	eat dinner	9.00 to 9.10	eat dinner
9.15 to 9.30	go to sleep	9.10 to 9.30	go to sleep

Santosh Pawar (IV), Kiran Niketan- My Timetable

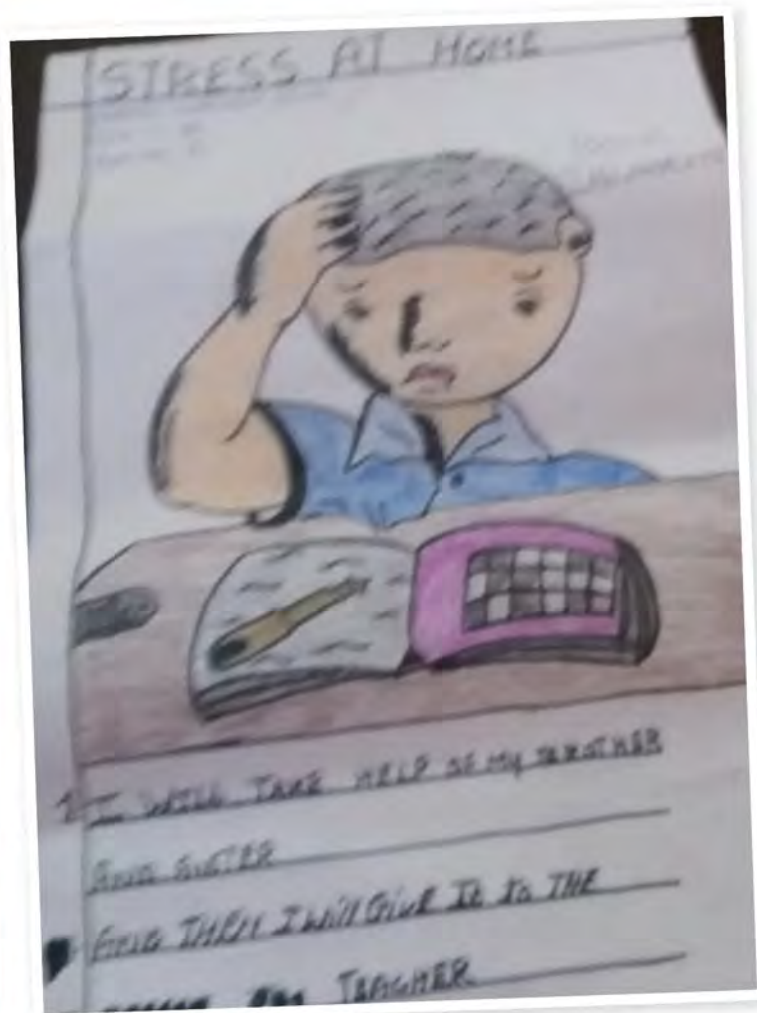


St. Thomas- Thank you cards

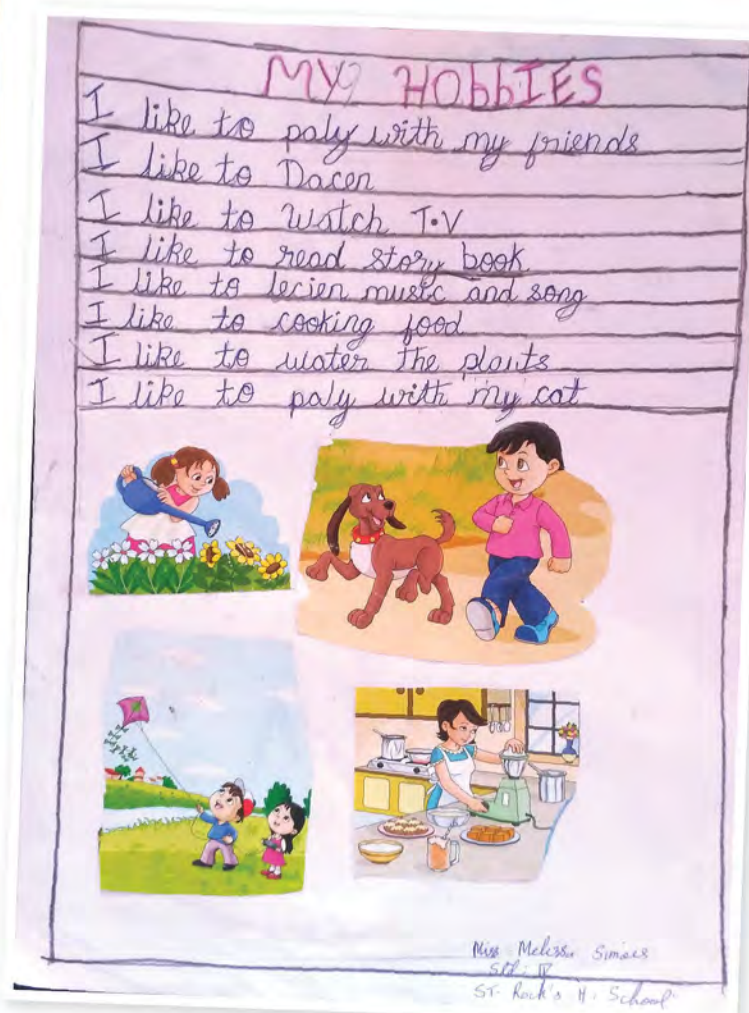
Zinnia – Std. 3 – Holy Cross, Siolim

What do you learn in Mulyavardhan class?

We learn about our friends, family, and neighbors. We play games and we also learn about what we want to be when we grow up.



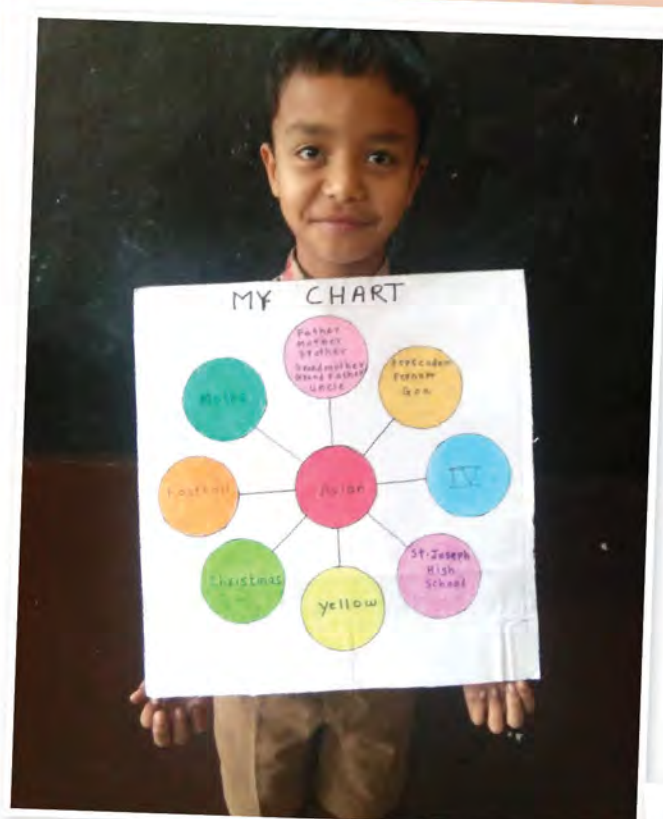
Nerissa Dias (VI), St. Mary's, Varcha- Stress at home



Melissa Simors (IV), St. Rock's, Tollecanto, Velim- Daily Time Table



Aadhya Gawandi (I), St. Joseph's, Pernem- Polite or impolite



Vivian Fernandes (IV), St. Joseph, Pernem- My chart

Feodora – Std. 4 – St. Mary of the Angels, Chinchinim

What is the difference between Math and Mulyavardhan?

Math deals with numbers but in Mulyavardhan we learn about the habits, hobbies and manners.



Scimaira D'souza (IV), St Theresa's, Candolim- Stop look go

What do you want to be when you grow up?

An artist!

This month’s resource page is a little different. It is focused on the value of **CREATIVE AND CRITICAL THINKING** and this is an activity page! We encourage you to conduct these activities with your students to help develop the value of critical and creative thinking in your students.

CRITICAL THINKING

We usually think of the word “critical” as negative, as something similar to “criticize”. But that is not the definition.

Let’s put it into simple words. When we read or hear a piece of information, our brain thinks about it. Sometimes we accept the information without question. For example, when we hear “The ocean is blue”, we know that as a fact and we move on. But other times, we ask questions about the information. We connect it to our prior knowledge.

Let’s say if someone says “Chocolate cake is the best dessert in the world.” You will probably question this.



Here are some ideas on how to practice critical thinking with your kids:

Unstructured discussions/debates

I know you’re thinking, “Debates? For primary students?” I don’t mean debates in the traditional sense, with an opening and closing argument and a rebuttal. Try the following steps:

- a. Divide the class into two teams, Team A and B, and give them a question. For example: “Which is a better pet? Dogs or cats?”
- b. Let the students discuss in their teams first. Then, ask Team A to present a sentence that says “We think dogs are a better pet because....” – The “because” is really important! It encourages them to start thinking about the “why”.
- c. Then, go to the other team. Let them say why they think cats are better pets.
- d. Ask Team A to respond to Team B. Why don’t they think cats are good pets?
- e. Go back and forth. See how far your kids can discuss. The atmosphere of the classroom during this discussion is very important. Try to make it a fun environment, one that gets the kids excited. If the environment is too serious, then they may feel shy while sharing.

Perhaps you are feeling like this is too difficult with the number of students or their age. However, even if each team says just one or two sentences, over time, they will be able to contribute more and build their self-esteem and discussion skills. A discussion provides a great “platform” for students to critically

analyze even the most simple information, like that of cats and dogs!



Your brain will think about all the various options for dessert and compare them. Then you will compare your favorite dessert to the chocolate cake and make a conclusion.



Critical thinking is all about analyzing the information that is presented to you and making conclusions about it accordingly. This is important in order to live in a democracy.

2

Make a K-W-L chart

This is a great activity for older students. At the beginning of each class (academic or Mulyavardhan), after you have introduced the new topic, you can ask the students to take five minutes as you are setting up your materials, to create “K-W-L” charts. It is something that they can write in their notebooks.

From: <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Name _____ Date _____

KWL Chart
Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned
 When you are introducing a new topic, ask them to write down anything that they KNOW about it. This is drawing from previous experiences.	 Tell them to explore their curiosity. Let them think about what they WANT to learn about this topic.	 At the end of the class, have them revise the topic that you taught that day and write down what they LEARNED .

3

What’s the word?

Write a noun on a piece of paper. Call a volunteer to the front of the class. Hold the piece of paper above his/her head so that the word is shown to the class but not the volunteer. The volunteer must ask questions in order to guess what the word is. The students in the class will answer these questions, but ensure that they do not reveal the answer.



CREATIVE THINKING

We know what creativity means and a school is the best place for students to become more creative. It not only means arts and crafts; it also means approaching a problem in innovative and thoughtful ways.

1. **50 Uses:** In ten minutes, ask students to think of 50 uses for old newspapers.

What do students learn from this?

Each student will need to contribute an idea that's different from previous responses and will need to get creative when thinking of uses for old newspapers.

From: <https://venturewell.org/open2015/wp-content/uploads/2013/10/WOOD.pdf>

2. **Blind Artist:** Pair up students and tell them to sit back to back, so that they don't face each other. Give one

student a picture and the other student a pencil and paper. The student with the picture has to describe the photo without telling the other student what is on it. The other student has to draw from his/her interpretation. After five minutes, students should face each other and see the result!

From: <https://www.edsys.in/14-fun-classroom-activities/>

3. **Free Write:** Free writing or drawing can keep students busy when you are getting your class ready. Give them five or ten minutes to draw and/or write whatever they want to. It will calm them down and help in developing self-expression skills.

From: <https://www.teachhub.com/classroom-games-other-creative-ways-start-day>



Robin and His Challenging Task

- by Pallawi Singh



Robin was a naughty 11 years old child. He was always up to some mischief and this always upset his parents. One day Robin's father thought that he should give a challenging task to Robin so that he would be completely engaged in it and would stop his mischief. With this thought, Robin's father planned a zoo trip. Robin saw a lot of animals and enjoyed it a lot. Robin was very happy and excited when he returned from the zoo.

His father said, "Robin! You are very happy today."

"Because today I saw a lot of animals and I enjoyed our trip to the zoo very much," Robin said.

His father asked, "So Robin, which animal did you like the most?"

Robin immediately replied, "The elephant is my favorite!"

"Well! I have a very challenging task with your favorite elephant, but I do not know whether you will be able to do it or not," his father said.

As soon as Robin heard this, he thought How can my father underestimate me? And said, "Give me anything and I will show you that I can do anything!"

His father asked, "Are you sure?"

"Yes I am sure! Just tell me what it is!"

Robin's father went to the kitchen, took out a big glass, and placed it in front of Robin.

His father said, "You liked the elephant so much, that

now you have to put elephant inside this glass!" Robin was shocked to hear this. How could such a big elephant fit inside such a tiny glass? It's impossible! Robin's father looked at him and said, "If you don't think you can do it, I'll tell another child to do it."

"No, I'll do this, give me some time," Robin said, and he left the room with many thoughts in his head.

For a week, Robin kept thinking about ways to put the elephant inside the glass. He was so engrossed in this task that he didn't remember to do all the mischief that he used to! His father was very happy to see this.

Finally the day came when Robin had to show his father his solution. Robin placed the same glass in front of him and put an elephant made of clay in the glass.

"See? I did it!"

His father was very happy and he asked, "How did you do this?" Robin said, "You asked me an elephant in the glass, but you never said that I have to put the real one. If I had to put the elephant then I could have put any type of elephant. That's why I brought the soil from the nearby field and made an elephant out of it and put it in the glass."

Robin's father was very happy to see Robin's creativity and his sharp thinking. He appreciated his son for such unique work!

Note for Teachers

Teachers can tell this story in class and can ask the following questions

*What would you have done if you were in Robin's place?
Would you have accepted this challenge? If so, why?*

Teachers can also create such tasks for children where they can involve themselves with excitement and joy so that their creative thinking can develop and grow.



THE JANUARY TEACHER FORUMS

-by Navjot Kohli



Anthony B. Terry Mendes (St. Rita's High School, Maina-Curtorim), Lily Z. Carralho (St Anthony's High School, Galgibaga- Canacona), Flavia Gomes (Our Lady of Health High School, Cuncolim), Swizel Miranda (St. Anthony's High School, Veroda), Ededia Barreto (Our Lady of Candalaria High School, Baina-Vasco), Joanita Pereira (St. Jude's High School, Betalbatim), Lucinda Rodrigues (St. Aloysius High School, Benaullim), Odette Martin (Infant Jesus High School, Colva), Madhavi Kalbele (SMF), Jennifer Rodrigues (Maria Bambina High School, Cuncolim)



Ms. Francisca Fernandes from St. Francis Xavier PS (Bhatpal), Mrs. Crislina V Dias from Sacred Heart of Jesus HS (Carmona), Mrs. Ana Francisca from Holy Cross Institute (Cavelossim), Ms. Jannet Gomes from Our Lady of Snows HS (Raia), Ms. Valina M Fernandes from Our Lady of Rosary HS (Fatorda), Mrs. Maria Nora Gomes from Rosary HS (Navelim), Mrs. Iona Almeida from Assumpta Convent HS (Sarzora), Mrs. Joylyn L Pereira from Our Lady Mother of the Poor HS (Tilamola), Mrs. Shubham S Bhandari from Immaculate Conception High School Dabat, Ms. Ave Maria Rodrigues from Rosary High School Navelim, Mrs. Gessie D'Costa from St. Mary of the Angle Convent High School Chinchinim.

Once again we had two very interesting Teacher Forums in January, both in the South. We would like to extend our thanks to all the teachers for their attendance and contributions. In order not to use too much space in this children's special issue we encourage all of you to read the transcripts of the forum which we have already sent on Whatsapp.

The last two forums will be on February 16 and 20 and we encourage schools unable to participate in the forums to attend one of these last forums. Please let us know if you would like to attend via whatsapp or by contacting **Madhavi at 8839073347** so that we can send you the details.

Once again we extend our thanks to Sister Jasmine for making all the arrangements and Infant Jesus High School, Colva, and Rosary High School, Navelim, for hosting the forums. Thanks also to Annabelle D'Souza from Rosary High School, Navelim, for her coordination support for all the South Forums.

Thank
you

Hope you enjoyed the issue! Our next two newsletters will be focused on the competencies. Remember those from our trainings? We love seeing the work from your students. Please continue sending photos from your Mulyavardhan class on your WhatsApp group.



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