



Superbuddy Education

Presents

Settling Week in the series of Learning Weeks





Settling Week

The time of the year when the new academic year begins is the most exciting yet exhausting for the teachers and parents both. To make this transition smooth and happy for all stakeholders here we propose a few strategies and activities.

We move from starting gradually towards establishing routine, from free play to structured activities. Taking it forward from individual play to playing in pairs, then small groups to circle time and so on!

The complete process is divided into five segments for ease of implementation and a broad perspective including preparation before the school begins.



Environment

Start gradually, from timings to activities. Increase the duration as children settle, from one hour to three hours over a period of one week to fortnight or more.



To make this even more convenient begin the session for first time school goers a week or fortnight before the others/old students start. This makes the whole premise free for the newcomers without disturbing any other program.



The age group of these learners is such that their physical self demands to be active and explore new items in their surroundings so keep this in mind.



Focus more on activities in small groups, preferably with a caregiver.



To begin with, avoid sit down or circle time activities in a large group, this can be intimidating.



More emphasis should be on music and movement, however not too loud and fast. Melody and rhythmic does the job.



For indoor activities-organise a variety of materials, so that skipping from one to another is possible without getting bored.

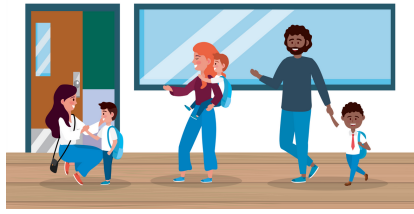


Design multiple corners with a diverse range of interests such as; clay corner, loose parts corner, books corner, art corner, mud kitchen, water pool, balls area, dance corner, drama station and a lot many more.



Interactions

Invite parents to accompany the school premise informally after the school hours a few times. Help the learners explore the physical environment.



The teacher/caregiver spends time with the learner along with the parents (one on one). The parent can help develop trust between the child and the teacher during such interactions.



During the parents routine drives or outings, they can drive around the school/centre making the learner familiar with the surroundings. This helps the learner initiate the feeling of belongingness.



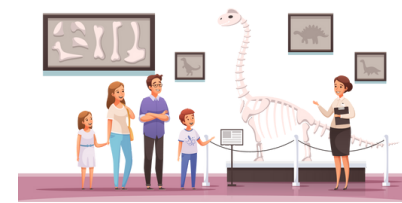
The school can gather information from parents in a document explaining about the likes, preferences, triggers, and other important information about the child.



Based on this information an orientation session can be organised. The teachers can show documents from previous years to acquaint parents with the pedagogical practices and approach.



An exhibition can be organised for new parents showcasing work and specimens from previous years records of classroom learning and teaching.






Activities





Besides these there are some activities given below which are good for establishing a routine and sharing the emotion of trust and care between the caregivers and learners.



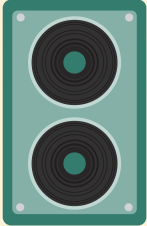
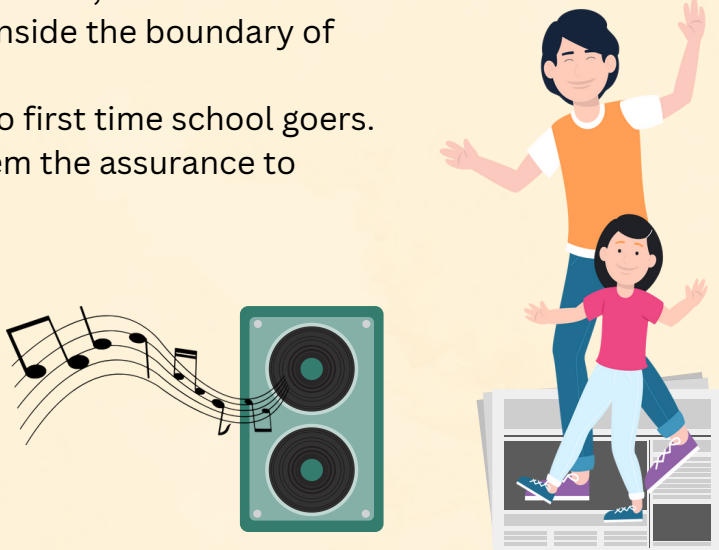
Day 1

Learning Domain	Materials required	Activity
<p>Gross Motor Fine Motor Social Development</p>	<p>Colourful old newspapers</p> 	<p>Outdoors - Walk and explore :</p> <p>On day one, facilitate the learners with their primary caregiver to explore the infra of the school. A guided tour to know the physical features of the learning space/es invokes curiosity, which wards away the fear or worry the learner might be experiencing. Spend more time outdoors and offer free opportunities for learners to let loose and exercise their motor skills.</p>  <p>Indoors - Pick and tear:</p> <p>This can help children engage in an unstructured way to exercise their freedom and gain control, which takes away the emotion of fear or worry. Organise old newspapers, let children pick these and use their imagination to spend time here.</p> 



Day 2

Learning Domain	Materials required	Activity
<p>Gross Motor Fine Motor Creative Development Social Development</p>	<p>Outdoor play equipments Mirror tables</p>  <p>Clay or Play dough</p> 	<p>Outdoors: Invite the learners to the outdoor space or play equipment they enjoyed and connected with the most the previous day. Introduce them to their peers gently around them. Use mirror tables to catch their attention and generate curiosity. Draw their attention to nature around them, and let them explore.</p>  <p>Indoors: Organise a free clay modelling session with their primary caregiver, individual or in a small group. Offer and show how to pat, knead, tap, roll the clay. This is calming and creative at the same time. Keep their creations to dry and harden, these can be used for a continuing session the next day.</p> 




Day 3

Learning Domain	Materials required	Activity
<p>Gross Motor Fine Motor Creative Development Social Development</p>	<p>Old newspapers, music player with speakers</p> 	<p>Outdoors: On day three invite children for a Music and Movement session after a brief exploration of outdoor play equipment. Play some rhythmic music and invite children to participate with their caregivers without much instructions. Show them simple actions like sway wobble, rock side to side, swing your arms, avoid clapping, or any other noise inducing actions that might unsettle some children.</p> <p>Add another step to this session. Spread some newspapers on the floor/ground, invite learners with their caregivers to dance inside the boundary of the newspaper. This is step one to introduce structure to first time school goers. The presence of the caregiver offers them the assurance to follow it without much resistance.</p> 




Day 3

Learning Domain	Materials required	Activity
<p>Gross Motor Fine Motor Creative Development Social Development</p>	<p>A variety of paint colours, bowls, cloth pieces</p> 	<p>Indoors: Extend the previous day's clay session. Let children pick their models from the assorted dried collection. Provide a variety of colourful paints in bowls and cloth pieces. Display these materials on a large table. Invite learners with their caregivers to choose the materials for colouring their clay models from the previous session. Show them to dip the piece of cloth in the paint and colour it. Encourage the learners with the help of caregivers to ask for materials they need in case not available at the main source. These are baby steps in making relationships outside their immediate environments.</p> 

Day 4

Learning Domain	Materials required	Activity
<p>Gross Motor Fine Motor Sensory Development Creative Development Social Development</p>	<p>Loose parts, trays</p> 	<p>Outdoors: Create tactile paths for learners to explore. Use pebbles, sand, mud, dry leaves, grass, water, and other child friendly materials. Encourage learners to form pairs accompanied by their caregivers and participate in this activity. Display these materials in trays to open the possibility of extended explorations by learners like mixing materials or exploring textures with hands.</p>  <p>Indoors: Extend the loose parts exploration indoors, make some of the dry materials along with more available for free and creative play indoors.</p> <p>Let children move, join, combine, pair, stick, these materials freely under the supervision of the caregivers.</p> 

Day 5

Learning Domain	Materials required	Activity
<p>Gross Motor Fine Motor Creative Development Social Development Cognitive Development</p>	<p>Balls</p> 	<p>Outdoors: Prepare the area for this session with balls. Let there be a lot of balls-setting multiple explorations in motion-rolling, tossing, catching, passing, throwing, kicking and many more. Invite children to form small groups accompanied by their primary caregivers and play.</p>  <p>Indoors - Mud kitchen explorations: Organise the indoor space offering children to explore the realms of pretend play in a free way. Help the caregivers to initiate conversations with each other and their wards. Let children work up their imagination to recreate the playful experiences picked from a cosy corner of their home taking a step towards becoming familiar and comfortable in this new space.</p> 

These are a few examples of helping children settle in the school environment. Taking cues from these the teachers can design more activities for learners that enable longer duration engagements in school. Week 2 can be centred around sit down activities as progression towards settling.



Communication

Parents feel secure and develop the relationship of trust with any second party related to their child when there is clear and transparent communication. This can be easily accessed through regular updates about the present activities and future plans designed by the school.



Timely information about any requirement from the school related to activities or events help.



Updates about ongoing activities or happenings and the role of their ward is much appreciated.



Weekly newsletters with pictures are a great tool for keeping everyone in loop and informed.



Regular formal interaction to help parents know the milestones achieved by their ward is a key formal way of partnering.



Making learning visible to parents through exhibitions, interactive music and movement shows, art fetes help parents see what it is like to be in the school for their ward.

Feedback and Suggestions

The process will be incomplete without this component. Invite feedback open mindedly-this gives people the feeling of connection and participation. Accepting the feedback opens a dialogue, implementation is not the objective, being heard is.

- These are a few suggestions that can reduce the stress and the underlying anxiety for all stakeholders.
- Preparation is the most undermined aspect of our work and personal lives.
- This along with an open mind and a kind heart can do wonders!



**Wishing everyone a great
upcoming academic year from
Team Superbuddy!**



**Ms. Emm is available for all your
queries and ideas to make this a
successful learning experience!**



Write to us at : team@superbuddy.in

