

THE TOUCH BOARD



AMI Primary Montessori Orientation Course - Chennai

- Aditi Ganesh

The three week orientation course at the Navadisha Montessori Foundation commenced on June 28, 2021. The 35 all-women batch included mothers and educators with an interest in implementing Montessori education at home or aspiring to become Montessori guides. The online course not only had participants from India, but also Singapore, Japan and Egypt, among others. Ashwini Raman found the discussions and activities enlightening. “Each day was loaded with quality information with practical examples”, adds Methila Ghorpade.

The course left the participants intrigued about the Montessori philosophy, stirring an interest to learn more about it.



AMI Primary Trainers Rukmini Ramachandran, Hemalatha Rangarajan and Ramya Sridhar along with participants

Call for Photographs

The Indian Montessori Foundation (IMF) invites you to submit photographs of your child for use in our Printed and Digital publications. Please send in photographs of your children in their element of independence in various scenarios at home along with photo captions. The entries which best align with our articles will be published.

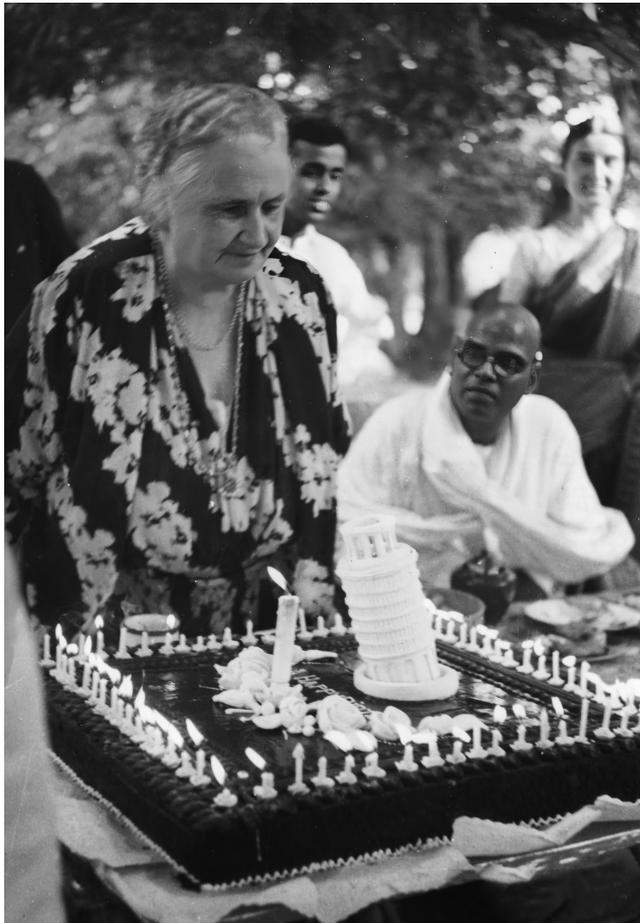
Submit your photos and captions here : <https://forms.gle/snwBc3fR4ck1CMX6A>

Maria Montessori's 151st Birthday

Montessori's birthday on August 31st is celebrated worldwide every year in remembrance of the wonderful philosophy she has left behind for us to reflect on and implement in our lives. The time Maria and Mario Montessori spent in India (1939 and 1947) is very valuable to us even today. We share some beautifully captured moments of Montessori's time in India.

You can also watch her interview when she returned to Italy from India in 1947 - <https://www.youtube.com/watch?v=oBKzrHwnfMQ>

*Maria Montessori with her son
Mario in 1928*



*Maria Montessori celebrating her birthday
in 1942, India*



*Maria Montessori working with
children, India*



What's in the IMF Store ?

In the quest to bring Montessori philosophy and principles to families and communities and supporting schools and training centres in their work, the Indian Montessori Foundation (IMF) has on sale Montessori books, didactic language material and furniture that aids independence in young children.

Montessori books are an invaluable resource for students of Montessori practice and parents who wish to understand the developmental needs of the child to better support them. All the books are easy on the eyes with their large font and carry extensive and useful footnotes for the readers. The publications under the IMF banner are listed below :



The Child in the Family

Published : May 2012
ISBN : 978-81-929891-0-5
Price : Rs.370

‘Full of anecdotes, this book offers a sharp observation of society and families. Despite the changes world we live in, the relationship between child and adult is still fraught with difficulties. The questions raised in the book are amazingly as relevant today as when it was first published. Maria Montessori stresses the importance of the respect we must have for the young. Montessori principles are presented practically by critically examining the situations described. It is a book suitable for parents, teachers and anyone involved in childcare and education.

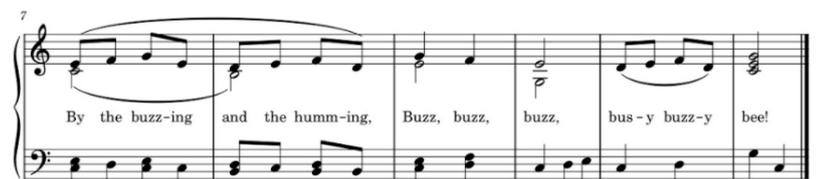
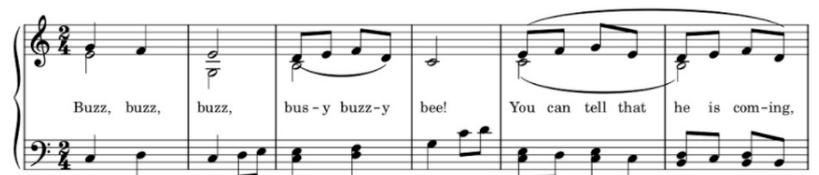
All our books can be purchased at events organised by the IMF in your city or at <https://montessori-india.org/store/>

Notes & Notations



We bring to you songs for young children with their tunes.
Take out an instrument and play along!

Busy Bee



Good Reels

- Vidhya Ramalingam

One of the complications of the current age is abundancy in choice, which makes children and even us as adults overwhelmed. In this series, we narrow down and bring to you reviews of a handful of documentaries that are suitable for children/parents.



. BRAINCHILD .

'Brainchild' is a science inspired educational series which will feed curiosities of how and why things work the way they do. The 13 episode series which plays for approximately 23 minutes each, introduces a number of tangible and intangible scientific topics from germs to hidden forces like gravity, magnetism and electricity.

The series helps children to think and find answers to simple everyday science questions like 'Are there good germs and bad germs?', 'Why do we get dreams?', 'How can we learn to think quicker?' to puzzling questions like 'What are the stars made of?', 'Are there aliens out in space?', 'Do humans have super senses?' and many more.

The series is presented by Sahana Srinivasan who shares a wealth of information through entertaining visual aids, creative presentation strategies, experiments and fun facts at the level relatable for young children. The 'Science Friend' (Alie Ward) comes along and adds her expertise about the different topics and also asks more questions which paves the way for further investigations.



The Brainchild series that has been produced by Pharrell Williams who previously created National Geographic's 'Brain Games' is available on Netflix and is suitable for children above 9.



AMI Montessori 3-6 Diploma Course

Commencing on August 18, 2021

Registrations Open

The 3-6 Diploma Course is an intensive full time programme designed to help students study closely the theory and practice of the Montessori approach to education. The course of study spread over 8 months will help prepare students for working with children from 3 to 6 years of age. Dr. Montessori developed her core philosophy with this age group and the course deals with seminal ideas of her pedagogy.

For further details and to apply visit www.navadisha.org
Phone: 988 466 9104 Email: course@navadisha.org






THE MONTESSORI TRAINING AND RESEARCH TRUST

is offering the internationally recognized

AMI PRIMARY DIPLOMA COURSE
(3-6 Age level)

Director of Training
Teenaz Reporter

Dates
August 2021 to April 2022

Timings
8:45AM to 3:15PM
(Monday to Friday)

Venue
Montessori Training and Research Trust
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Helping Children Build Self-Esteem

- Karen Gelson

Strong self-esteem is something that all parents wish their children to have and is an essential element of good mental health. Recent research shows that overpraising children for the things they do, rather than building their confidence in their innate value actually undermines children's confidence in themselves. What has been found to have a direct positive effect on self-esteem is a feeling of acceptance (warmth and unconditional regard) and competence (ability to face and overcome challenges and build capability).

Montessori said: *"Feeling one's own value, being appreciated and loved by others, feeling useful and capable of production are all factors of enormous value for the human soul."* From the smallest child to the oldest adult we all need to feel that we have a reason for being.

At our School we help to build self-esteem by providing children with an environment that enables them to develop freely. This is an environment created with detailed intentionality, laid out to provide a framework of experiences and exploration that builds physical, intellectual, social, and emotional engagement and growth for the children.

In the Children's House this environment contains delicate and cherished items representing many cultures and designed to entice the children: dainty porcelain jugs and bowls; woven baskets from faraway lands; an iridescent silver teapot; a glass paperweight with an intricate pattern; a carved figure of solid wood smoothed by the hands of generations; a gleaming brass candlestick; and a pair of soft, leather shoes. The Elementary environment is brimful of glassware, microscopes and fragile specimens; the children have to navigate their way between rooms, tables and friends occupied with collaborative work. And as those attending our Montessori in the Home courses will find, parents and caregivers can create a home environment that allows children to explore materials in a similar way at home.



By trusting children with cherished items, they are attracted to them and want to work with them; to lovingly polish, pour, scrub, take care of, create, and be inspired by. These activities, amongst many others that they will continuously engage with throughout their Montessori experience, lead to increased capability and independence and the ability to participate and make a positive impact on their environment. Above all, children develop within themselves an *"I can"* mindset leading to soaring self-confidence and the feeling that they are capable of making a significant contribution to the family or community that they live in.

Montessori said *"the consciousness of knowing how to make oneself useful, how to help mankind in many ways, fills the soul with noble confidence..."* and *"all work is noble; the only ignoble thing is to live without working"*.

Whether we are three or ninety-three what we all need is to feel valued for what we can do and for who we are, and these feelings are based not on what we are told we can do but on what we actually do, it is this experience that lets us know what we are capable of. Our self-esteem grows when we feel a valued member of a community and that is based on what we can personally contribute to the communities that we belong to. Whatever form the community takes - our school environment, our place of work or our home. Children with healthy self-esteem not only feel capable in themselves but do not feel the need to judge themselves as better or worse than others.



Karen Gelson comes with a lot of experience, having been a guide in the Children's House for over twenty years. She currently works for the Maria Montessori Institute in London.

*** A sincere thank you to Karen Gelson for permission to publish this article.**

Demystifying Montessori Materials

- Archana Narayanan & Khyati Shah

Many times, the child's reply to 'What did you do in class today?' mystifies the adult even more. Either incomprehensible names or mundane activities are encountered. This series brings to light how and why some materials are set up and how they are used by the children in a Primary Montessori community (3-6 years).

THE GEOMETRY CABINET



The geometry cabinet holds 33 different shapes and matching frames in drawers. Each shape has a knob just the size of a pencil. When children hold them, their hand is prepared for the control they need when they write. The activity also involves a lot of movements. The children engage in large movements as they need to move across the room carrying the tray and open and close the drawers of the cabinet. They run their fingers around the edge of each shape involving finer movements as well.

But why geometric shapes and why so many? Montessori understood that the little children have tremendous capacity to take in details from their environment. They do not need to be taught - they just take in the shapes with their eyes, with their finger movements and begin to identify them. When they are familiar with the shapes following lots of experience with them, they learn their names easily. As to a child of this age, no vocabulary is easy or difficult.

They also have the chance to play games in groups of 2 or 3 using the shapes and their corresponding cards. Through this, they learn to collaborate with each other and problem-solve when cards go 'missing' (the adult hides a card as part of one of the games). The children wind up the work together as well. It also satisfies their need to constantly be on the move, which geometry doesn't usually have scope for! The goal is not to introduce geometry, that is just an indirect benefit.



IMF EVENTS

2021-22



Register now
on
montessori-india.org

Day	Month	Time	Online Event	Topic	Speaker
Saturday	24-Jul-21	4 PM - 5 PM	Talk	Supporting Children through the Pandemic	Rukmini Ramachandran
Saturday	28-Aug-21	4 PM - 5 PM	Workshop	Helping Children deal with Disappointment	Hemalatha Rangarajan
Thursday	16-Sep-21	9 AM - 12 PM	AMI Students	Orientation to IMF	IMF Events Team
Saturday	25-Sep-21	4 PM - 5 PM	Talk	Real Life: Getting Beyond the Screen	Suneeta Madnani
Saturday	23-Oct-21	9 AM - 12 PM	Workshop	Joy of Mathematics	Vibhuti Jain, Ruby Lau, Madhavi Gaddam
Thursday	18-Nov-21	9 AM - 12 PM	AMI Students	Art Appreciation	Gowri Ramnarayan
Saturday	27-Nov-21	5:30 PM - 8:30 PM	Workshop	Introduction to Montessori Elementary	Alison Awes
Saturday	18-Dec-21	4 PM - 5 PM	School Heads	TBD	-
Saturday	22-Jan-22	4 PM - 5 PM	Talk	Consistency - the Key to Parenting	Amy Kirkham
Saturday	26-Feb-22	3 PM - 6 PM	Conference	TBD	TBD
Saturday	26-Mar-22	4 PM - 5 PM	Talk	Education beyond Worksheets	Teenaz Reporter

A Play with Numbers

- Kavneet Chadha & Jezreena Jezer

In this era of technology where online games have become the 'go to' option this series aims to bring back the charm of playing traditional games that build memories, allow for families to bond as well as build cognitive skills, laying a foundation for mathematics for children under 6.

Hopscotch



Hopscotch, is an age-old children's game based on an idea of not treading on lines. Variations of the game are played in many countries. The game's English name expresses its object: to hop over the "scotch," a line, or scratch, drawn on the ground. Lines are drawn in a variety of patterns. Spaces in the diagrams are numbered, and they must be traversed in order.

This game helps children master body control, manage body rhythm, build body strength, balance as well as eye/hand coordination. As this game involves numbers, counting skills are naturally developed. For young children, it is suggested to hop from 1 to 5; then from 1 to 10. As children get older and more number-savvy, they can hop on even/odd numbers only.

What you'll need :

- A piece of chalk
- A stone

How to Play

- The player tosses a small, flat marker such as a stone or a beanbag into the first numbered space. If the marker does not land clearly in the correct space, without touching a line, the player loses a turn. If the stone does land fairly, the player hops on one foot to the second square and then through the succeeding squares, in order and without touching a line, falling, or dropping the trailing foot.
- In some diagrams there are certain pairs of squares where the player jumps with both feet. In other diagrams, certain squares may designate rest spaces, in which the player may put both feet down.
- Upon reaching the last numbered square, the player turns and moves through the spaces as before, lifts the marker, and hops out of the diagram.
- A player who completes the diagram without making a mistake may continue, tossing the marker into the second square, hopping into the first space then over the second and into the third, and so on, until the whole diagram has been played in this manner.
- The first player to get the marker on 10 and successfully hop to the end of the board and back, wins.



"Only 'normalised' children, aided by their environment, show in their subsequent development those wonderful powers that we describe: spontaneous discipline, continuous and happy work, social sentiments of help and sympathy for others. Activity freely chosen becomes their regular way of living. The healing of their disorders is the doorway to this new kind of life."

(Montessori, Maria, The Absorbent Mind Kalakshetra Publications, India 2003, Chapter 19, Page 212)

FROM GLOWING LIGHTHOUSES TO HUNGRY DRAGONS !

Tales from Elementary Children

This series brings to you stories conceived, written, edited and illustrated by elementary children!



Galaxy Players

Written + Illustrated by Shourya Vinayak K, 9 years

In 3070, Earth 118 was totally high-tech and the No.1 planet in Galaxy XI. It was ruled by King Oscar. The people loved their King who was always interactive with them. He wanted to do good and was never proud of his work or achievements. This made the planet dynamic, rich, and strong.

At the same time in Galaxy XXXIV, Earth 328 was a developing society, ruled by King Warner. He was jealous by nature. He learnt about the greatness of planet Earth 118 and developed a grudge against it, wanting to defeat it. But he knew that he couldn't do it directly as King Oscar had super military commandos in a big army. So, King Warner planned a football match between the two planets and proposed that his team would be represented by robots. With this plan he thought of winning over Earth 118 and proving that his planet was great.

King Oscar accepted the request as it appeared thrilling to play against robots. He selected his team of 11 players under the captaincy of Chrono. Captain Chrono doubted the use of robots by Earth 328 and started spying on them. He came to know about the use of war robots as players. These war robots were more aggressive with super fast modes than normal robots. This shocked King Oscar and they plan to teach King Warner a lesson.

On the day of the match, Chrono and his team began playing cautiously and tactfully. They scored 2 goals early in the match. By seeing this, King Warner activated the aggressive mode and scored 4 goals, with the robots playing rudely and physically hurting opponent players. The first half of the match came to an end.

During the break, Captain Chrono tactfully extirpated the main core antenna of chieftain robot of team Earth 328. With this, all the other robots started losing their energy and control over the match. Taking advantage, the players Earth 118 scored 5 goals in the second half and won the match by a lead of 7-4 goals.

After the match, King Warner felt guilty and ashamed. He apologised to King Oscar for foul play. Accepting his apology, King Oscar asked why he did this? King Warner replied that he wanted to be a great king like him. After hearing this King Oscar told King Warner that he had to improve Earth 328 with planning and hard work and not with fighting.

Experiences & Explorations

In this segment, Christina Dias shares her thoughts and experiences with young children and how adults can support their love for work and exploration of their environment.

Christina Dias Remedios is currently a Montessori Elementary directress at the Chiang Mai Montessori International School, Thailand. Her 16-year journey includes working in Primary (3-6 years) and Elementary (6-12 years) classrooms in Vietnam, Belgium, Thailand and across India. Her passion lies in being an advocate for Montessori principles and holistic education that are child and community centric.



Nurture with Nature



“What’s in your hand, Mishti?”, I asked. Seeing a yellow spotted beetle was probably Mishti’s first encounter with a beautiful entity. This field trip made our children’s bags heavier, only for us to find them filled with baby coconut shells, rocks, blades of fine grass, dried peach pits and even ladybirds in a lunchbox.

“The child has a different relation to the environment from ours...the child absorbs it. The things he sees are not just remembered...he incarnates in himself all in the world about him that his eyes see and his ears hear.”

(Maria Montessori, The Absorbent Mind)

Nature is a repository, a haven; something which the child unconsciously seeks, draws and absorbs from in the first six years of his life.

Share -n- Experience

Nature can inspire awe; at seeing a whole Gulmohar tree blossom or looking at how enormous the banyan tree is. Nature instills wonder, when you see an army of ants at work. A child used to being fed pre-cut and cleaned food, can be shown the whole fruit. With your help he can touch, feel, peel and even cut the fruit.

These rich sensorial impressions where all their physical senses – touch, sight, smell, and feeling are evoked, indelible learning is carved. We can provide opportunities for them to walk barefoot on soil and grass; to be able to still explore, run, play, dig, search, and seek real experiences and make deeper connections.

Creating Spaces Together

A place where you and your child can grow small potted plants. It could all begin with a simple suggestion of planting the watermelon or orange seeds that you collected after breakfast. Instead of getting a bouquet of flowers decked up in plastic, get a flowering potted plant. The child can observe the life cycle of a flower, when it blooms, what care it needs from us to live.

Observations and Distinctions in Daily Life

During different seasons, draw their attention to the skyline, the cloud formations, how the wind blows or a call to look out, *“Do you see something white in that corner, is it possible that a pigeon has laid eggs in the nest?”* Or just sharing; *“I think I saw a green-coloured butterfly visit our balcony, did you? Do you notice the smell of the earth when it first rains?”*

Imagine the possibilities, by sheer observation and interaction with the plants, insects, the animals, the soil, that surrounds us. For indeed, *“there is no description, no image in any book that is capable of replacing a real tree, and all the life to be found around them...”*

(Maria Montessori, From Childhood to Adolescence)

The Montessori philosophy and many progressive education systems clearly delineate how nature is an integral source of learning and inspiration. The current world status has its restrictions, but we as guardians of this generation can help open our windows from a small screen to a large panorama of a rich natural world and life for our children.

Silver Lining Stories

- Aditi Ganesh

The past year has been challenging. It has also been an opportunity for children to spend more time with parents and for parents to observe their little ones like never before. In this series, parents share moments of learning during these homebound times.

Children express a deep desire to participate in the work that the adults around are involved in. But many times, the rush of everyday life comes in the way of providing those opportunities. This has taken a turn around in the current scenario.

Shruti Ravindran, mother of four year old Krishav, feels that over the past year her son has started helping a lot more at home and even developed an interest in cooking as they have been able to involve him in making chapathis and eggs. *"He enjoys adding the powder during tea preparation"*, she adds. They have also made wipes available, with which he busies himself in cleaning mirrors, cabinets, fridge and tables.



This has also been a time when children have a lot more time by themselves, which Shruti feels has led to self-play. *"He likes cars and recreates scenes and adds his own touch to it"*, observes his mother who is sometimes called to participate in his little role play games as well. They have also set up a space for him to play in the room and a blackboard running through the room for him to draw. *"Everyone needs their space to bring out their creativity"*.

Everyday Wonders !

Kamini Kapur, Elementary Trainer in training and nature enthusiast, takes us on a photo trail as she ponders on the marvels of nature in everyday life. Join her in exploring your own backyards with children !



'Peek-a-Boo between the leaves and sun !'

Frequently asked Questions answered by AMI Trainers!

We often wonder during the developmental years if we, as caretakers of young children, are making the right decisions and providing our children with the support they need. In this segment, we have trained educationalists answer a series of queries and help us in this journey.



Teenaz Reporter, is the Director of Training of the MTRT AMI 3-6 Course in Hyderabad. She gained her AMI Montessori Diploma in 1999 and has worked in Hyderabad, New York and Maryland. She is currently on the faculty of AMI courses in Shenzhen and Chongqing, China.

Question:

How can we get out of the culture of praising and rewarding children constantly?

Answered by Teenaz Reporter :

To get out of practices, which have trapped the adult and child in a pattern, becoming aware of the pattern is the first step. Notice when you praise the child, if it is done impulsively. Practice the words you can use instead of praise. For example you could say, "You made a lot of effort." Or "You have been working for a very long time." Or "Where would you like to store this" Or "Let's put away the things you have used now." If the child asks you for praise turn the question towards mundane and practical things. Ultimately you just have to stop. If you consistently watch yourself for a week or so, the child and you will get used to it. Self awareness is the key. Also remind yourself constant praise is not good for the child. We need to help the child towards self evaluation.

***Become a donor to access Teenaz's article 'The Child's Need for Time' with other interesting questions raised. Visit the donor's section in our website <https://montessori-india.org/>**



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Registrations Open

AMI Primary Diploma Course
3-6 Age Level
Course Duration: August 2021 to March 2023
Timings: 8:45am to 3:15pm

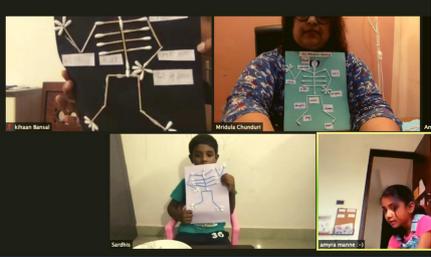
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Job Requirement

- AMI Elementary 6-12 Diploma.
- Working knowledge of computers with feasibility to work from home and online.
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The Montessori community is growing! Parents are more aware of Montessori education than ever before.

The Indian Montessori Foundation (IMF) publishes The Touch Board (newsletter, 8 issues: July, August, September, October, November, January, February, March) and Montessori Matters (Annual Journal).

Communication to target the Montessori community can be published as per the following tariff.

The Touch Board (colour; 6 x 8 cms)

1 issue	₹ 500
4 issues	₹1500
7 issues	₹2800

Montessori Matters (black and white; [full page] 20 x 12cms)

1 issue	₹1000
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The advertisements can be sent to thetouchboard@gmail.com to reach us on or before the 5th of the previous month.

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Your donation will help us keep our work of reaching Montessori ideas to children and families alive.

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AMI MEMBERSHIP

Membership of AMI is open to all individuals. AMI members are a stronghold in the Montessori community, putting Montessori education in the spotlight and making a difference to the lives of children. AMI membership brings with it: educational publications such as the AMI Journal, digital newsletters keeping you up to date with the latest on AMI's work and news from across the globe, and discounted offers at congresses, refreshers and other events.

Become part of a worldwide community dedicated to the rights of the child and to supporting human development.

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