

# THE TOUCH BOARD

indian  
montessori  
foundation



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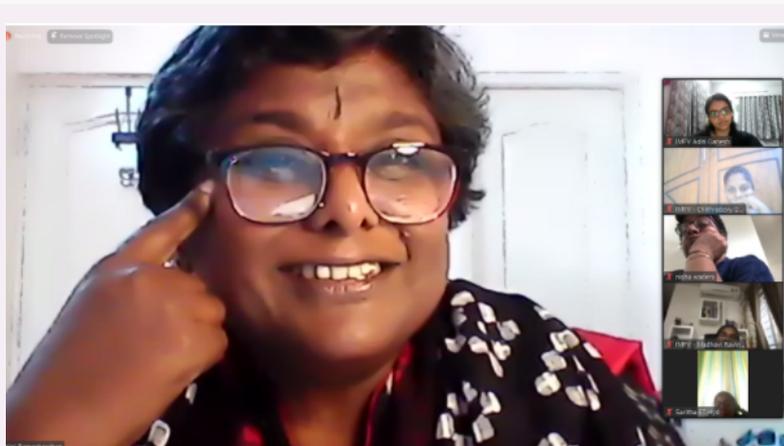


## IMF Talk - ‘Supporting Children through the Pandemic’

- Aditi Ganesh

AMI Primary Trainer, Rukmini Ramachandran spoke on July 24, 2021 about the importance of setting aside anxiety and being positive in our journey to support children in the current scenario. Participants across different fields attended this talk, the topic being one that is much needed during these challenging times.

What most impacted Riddhi Rambhia from Mumbai is the thought that what we learn is not important, but how we learn it, the emotions attached to it. *“I will keep this in mind when I am presenting a concept to my children and do it in such a way that they enjoy the process of learning”*, adds Archana PV from Chennai.



*It was a much-needed talk for parents and teachers who are working towards providing the right environment for their child in their homes.*

### Corrections & Clarifications

*In the photo collection for Maria Montessori’s 151st birthday, the photo with her son dated 1928 was not taken in India as mentioned. Maria Montessori came to India in 1939. (August, 2021)*

## AMI Assistants to Infancy Orientation Course – Bangalore

- Kavneet Chadha

The online course headed by 0-3 AMI Trainer Julia Hilson, commenced on July 2, 2021 and was spread over four weeks. 27 participants from across India and also Japan were introduced to the Montessori pedagogy and the needs of a very young child.

Amritha Sengottuvel, a soon to be mother, found the course profoundly fascinating, especially the importance and different aspects of responding to children. *“The topic for each day and the study material opened up so many overlooked parts of childhood”.*



## AMI Talks – Storytelling

AMI TALKS

# THE ART OF STORYTELLING

with Carla Foster and  
Gabrielle Ahuli'i Ferreira Holt

31 AUGUST · 2021 · 08:30 AM (CEST)



Stories are everywhere – when we talk of history, science, mathematics, and inventions, we do not only speak of facts, we also speak of wonder and speaking to the power of the mind. We used to be great storytellers: it was a way to pass on the history of our families, the animals, villages and our land.

In today's world, we have often outsourced our memories to written text. And here is a fascinating dilemma: we must not forget how to tell stories, and yet the written word has also given us the possibility to preserve and share our stories with people from the other side of the planet.

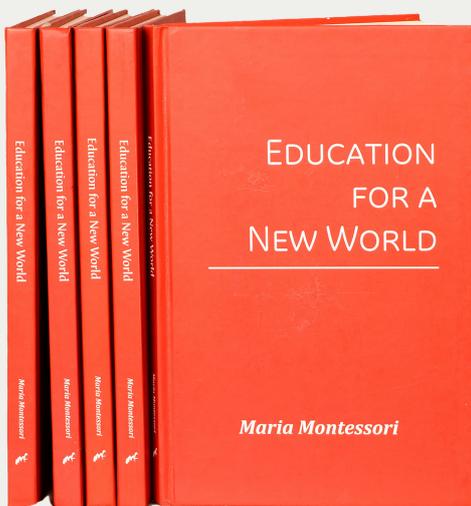
On August 31 2021, AMI Trainer Carla Foster will be speaking about the art of storytelling, how important it is for the elementary child (6-12 years), and how to perfect this art in our teachers. Gabrielle Ahuli'i Ferreira Holt will be joining Carla Foster and talking about the importance of exposure to stories and legends of cultural significance in early childhood, helping children engage deeply with their culture and also creating more meaningful connections across cultures.

If you have not registered for this event, you will be able to watch the recording on AMI's (Association Montessori Internationale) YouTube channel or listen to it on their podcasting platforms after the talk.

# 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 :



## Education for a New World

Published : May 2012  
Reprint : 2017  
ISBN : 978-81-29891-1-2  
Price : Rs.360

This book captures the essence of the spirit of a great educationist in her time. Interspersed with moving accounts of her observation of the children who led her towards a deeper understanding of humanity, Dr. Montessori explains the child's journey on the path of development. Many of the ideas later elaborated in her important work *The Absorbent Mind* find an early place. Drawing on a wealth of contemporary ideas she discusses her educational philosophy practically and yet simply.

**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!

### Tommy Thumb

Tomm - y Thumb, Tomm - y Thumb Where are you?

5  
Here I am, here I am, How do you do?

~ Peter Pointer ...  
~ Finger Tall ...  
~ Ruby Ring ...  
~ Baby Pinky ...

# Good Reels

- Kavneet Chadha & Roopa Sundar

One of the complications of the current age is abundance 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.



## THE CHILD'S WORK .

Once the child begins in Montessori, every parent wonders what happens in this space and how their child will function in a larger community. This film offers a glimpse into nido/parent and infant groups (2 months - 1.5) and toddler (1.5 - 2.5) classrooms and also how and why things are set up in a particular way, which can help parents make similar accommodations in the home front to support their child's movement and development.

This can be in the form of a floor bed or a safe space when the child is pulling up stand or using positive language like 'We walk inside' instead of 'We don't run inside' or creating spaces for things that the child can use to participate in the daily work of the adult, like a small watering can to water plants.

MONTESSORI  GUIDE®

Capturing ordinary days in Montessori environments



The Montessori Guide (<https://montessoriguide.org/>) offers a collection of similar 20 minute documentaries pertaining to child development and how Infant (0-3 years), Primary (3-6 years) and Elementary (6-12 years) Montessori communities support the child's dynamic needs. A great resource for parents, teachers and caregivers of young children, the films capture the essence of Montessori and the guiding principles of freedom, independence and collaborative effort.



NAVADISHA  
MONTESSORI FOUNDATION  
AMI  
6-12 DIPLOMA  
COURSE

Oct 6, 2021  
to  
Mar 3, 2023



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The AMI Montessori 6-12 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 16 months will help prepare students for working with children from 6-12 years of age.

REQUIREMENTS  
Bachelor's Degree  
AMI Montessori 3-6 Course  
or  
AMI Foundation Course Certificate  
(Commencing August 18, 2021)

CERTIFICATION  
Internationally recognised AMI Diploma

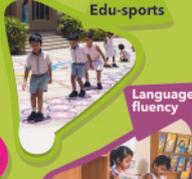
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**MONTESSORI TRAINING AND RESEARCH TRUST**



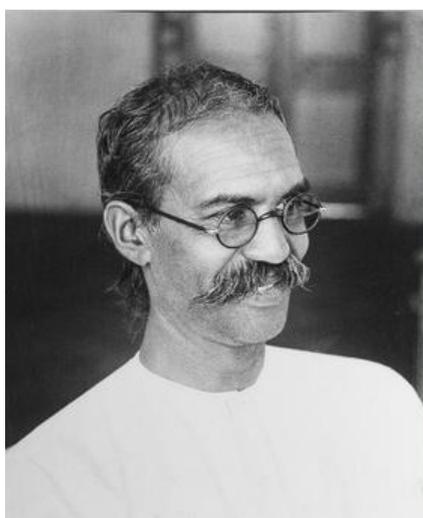
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 Telephone #: 091-8297263546  
 Landline: 91-40-23098058

## Pioneering Montessori Education in India



'The Temple on the Hill' is a 20 minute documentary introducing Gijubhai Badheka, the man who helped introduce Montessori Education in India. (Visit <https://www.youtube.com/watch?v=esBYOgaBAbA> to watch The Temple on the Hill)

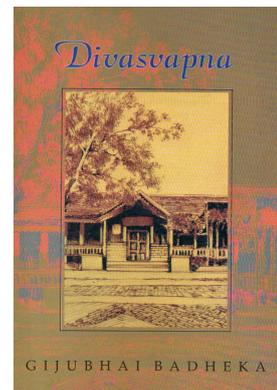
Gijubhai was a high court lawyer who developed a keen interest in childhood development after the birth of his son in 1923. He advocated for bringing about changes in the existing colonial system of education to make learning a more enjoyable experience for children, following their natural development.

The documentary brings to light the journey of Gijubhai narrated by Vimuben Badheka (Gijubhai's Daughter-in-Law) and Bharatbhai Pathak (Gijubhai's Biographer). It also beautifully captures the moments of children at Dakshinamurti Balamandir (Pre-Primary School Started by Gijubhai) and enunciates the key points Gijubhai emphasized on:

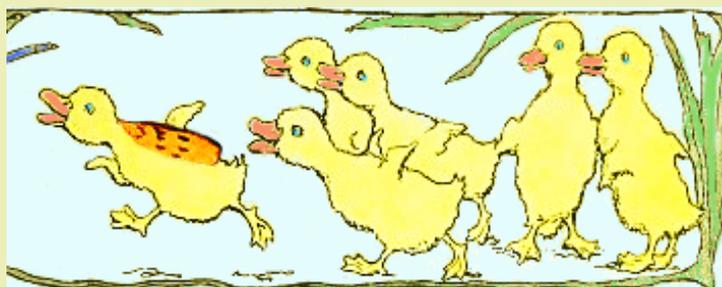
- Learning for the sake of knowing
- Learning for the sake of happiness and the satisfaction of knowing
- Learning for the sake of development and not for the sake of rewards or ranking

Gijubhai was a pioneer in bringing a new system of education to India and has written close to 200 books for children, parents and teachers. Watch Arvind Gupta- Toy Inventor, Science Expert and Padma Shri Awardee, speak about Gijubhai's Divaswapna (Daydreaming), an Indian classic on education first published in 1931 in Gujarati. <https://www.youtube.com/watch?v=-f3HaIMhjpl>

The book is an inspiring tale of a school teacher who, despite severe odds, tries to make learning fun. It tells what one teacher was able to do when given a chance and a little help. The National Book Trust (NBT), India has brought out Divaswapna into 11 Indian languages. The link to this book in English - <https://ia800208.us.archive.org/30/items/Divaswapna-English/ds.pdf>



### SONG CORNER



### SIX LITTLE DUCKS

Six little ducks that I once knew  
Big ones small ones and fat ones too  
One little duck with the feather on his back  
He led the others with a quack quack quack

Down to the pool in the meadow they go  
Widdle waddle widdle waddle to and fro  
But the one little duck with the feather on his back  
He led the others with his quack quack quack

Home from the meadow they did come  
Widdle waddle widdle waddle ho hum hum  
And the one little duck with the feather on his back  
He led the others with his quack quack quack

# 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).

## MOVABLE ALPHABET

Writing is a means of communication and expression of thoughts. In order for young children to write, there are two broad ways in which they must be prepared. First, they must develop their vocabulary and be able to organise their thoughts. The second preparation is to be able to hold and use a pencil to write.

The Montessori environment helps children to develop both right from the beginning. Many times, children have developed their vocabulary, they are able to recognise the letters of the alphabet and are eager to share their thoughts in a written form. However, their hands may still not be ready to form the letters on paper. At this point, the Movable Alphabet, a box containing cut-outs of the letters of the alphabet comes very handy. The children can now put their thoughts down without needing to know how to write the letters.

The activity involves placing the letters on a lined mat which is appropriate to the language they are writing in. Through this, they gain confidence in their ability to write, learn about making words and sentences and experience the sheer joy of writing! The main goal of the activity is self-expression rather than grammar or spelling. As they have more and more to write, there are different boxes of the Movable Alphabet, with smaller letters and punctuation as well.



## IMF EVENTS

2021-22



Register now  
on  
[montessori-india.org](http://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.*



## Dominoes

Dominoes originated in China, as early as the 10th century, while western dominoes were recorded in Italy and France in the mid 18th century and introduced into England by french soldiers. Domino is a small, flat, rectangular block used as a gaming object. Dominoes are made of rigid material such as wood, bone, or plastic and are variously referred to as bones, pieces, men, stones, or cards.

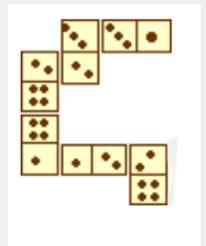
Dominoes is an ideal game to play with kids, because the rules are simple. Children can play this game with adults without feeling as though their age puts them at a disadvantage. Young children can benefit from playing dominoes as they learn to count and recognize patterns.

### What you'll need :

- A pack of dominoes

### How to Play

- Place the dominoes face down on the table and mix them up.
- Each player takes 6 dominoes; for a game with more than 3 players, each player should draw 3 dominoes.
- The remaining dominoes are left on the table (these are the "sleeping" dominoes).
- The game can start with the youngest player, in alphabetical order or reverse alphabetical order. The first player places one of their dominoes (right-side up) on the table.
- The second player tries to put a domino on the table that matches one side of what's already there. If a player cannot go, the player picks a domino from the pile and skips that turn.
- The chain of the played dominoes develops randomly, and can look a lot like a snake.
- Continue taking turns putting dominoes on the board (or picking one from the pile if you cannot go) until someone wins.
- The winner is the first person to get rid of all of their dominoes. But if no one can go out, then the person with the fewest dominos left is the winner.



*"The child comes to respect the work of others, not because someone has said he must, but because this is a reality that he meets in his daily experience. There is only one between many children, so there is nothing for it but to wait. And since this happens every hour of the day for years, the idea of respecting others and of waiting one's turn, becomes habitual part of life which always grows more mature."*

(Montessori, Maria, The Absorbent Mind Kalakshetra Publications, India 2003, Chapter 22, Page 232)

# FROM GLOWING LIGHTHOUSES TO HUNGRY DRAGONS !

## *Tales from Elementary Children*

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

### The Glowing Light House

Written + Illustrated by Bhavanashree Geethakrishnan , 9 years



One sunny morning, a little girl called Molly, was writing a story. Her stories were always adventurous. And this story was from her dream. When she was about to start, she heard thundering footsteps, her door slammed open, in came Martin. "Guess what Moll!" he exclaimed. "Mum and dad decided to take us to the lighthouse", he said, knocking everything out of its place. "Okay.... Now clean up this mess! Tin!", she said annoyed. Martin, Molly's twin brother agreed and was exhausted after cleaning Molly's room.

At dinner time, Mr. Choal entered the kitchen. "Evening Choals", he said brightly. "Evening, they replied. "Mr. Lite, the lighthouse keeper, has offered for us to spend the night with him tomorrow!" said Mr. Choal. "Super exciting", smiled Martin.

Molly was so excited she forgot to brush and fell asleep. She suddenly found herself going to brush her teeth. She went past her window and stepped back. There was a bright golden light shining through her window. She opened the door that connects to Martin's room. Martin was sitting at the window and watching the lighthouse too. "Hey Moll, Guess what!". "The light is not coming from the top tower but from the floor below it", both agreed.

"I think we should go and explore", Molly said. But Martin was halfway to his bed. Molly quickly caught him and splashed water on his face. "That ought to wake you up, sleepyhead", she said. It worked.

They went down stairs after ensuring their parents were asleep and set off on their bicycles. They went through the back passage to that gleaming room. They came to an abrupt stop. Their eyes were shut close by a gleaming light. When they squeezed it open they saw a room full of gold. Martin dashed and grabbed some gold. "Let's take this to mum and dad, they'll believe us and start investigating about it".

Coming down the stairs they heard footsteps. It was the silhouette of Mr. Lite coming up. They leaned against the wall. Mr. Lite passed without noticing them due to bad eyesight and refusing to wear glasses. Relieved that he was gone they ran down, cycled back home. Their parents were still asleep. They ate some sweets and tiptoed to their rooms.

The next morning Molly woke up and thought of the dream she had. She went to brush her teeth and stumbled upon something on the floor. It was the gold coins. She looked towards the light house. "Was it a dream?"

# 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.*



## Language – the Journey



The journey is not just about reaching our final destination, it's about every step along the way. In the same way our children must navigate through the complex yet lush terrain of language.

Language is an expression of communal living experiences; it is not a product of teaching phonics, reading and writing. It is a journey; a process a child envisages right from his mother's womb. In the early years of life, he possesses the blueprint to naturally and unconsciously absorb languages, dialects and even tonal qualities of the family and the society into which he is born.

Simon with no formal teaching at 4 years of age speaks four contrasting languages; Chinese (mother's language), Dutch and its dialect (father's language), understands Thai (language spoken in the place he lives) and continues with English at school.

Every day as adults we can offer the gift of communicating with our children; of actively talking. Talking to the child as we go about our normal daily chores. Instead of the TV or a phone playing; engaging him, showing him the objects we are using, articulating what we are doing. Of actively listening; decoding a child's babble near his grandpa, could signal his call to sit with his grandpa while he reads his daily newspaper. This might be the child's first glimpse of what reading involves.

As a family, the evening can include sharing time where we share events experienced or things observed. Children can partake and share in our hobbies of collecting coins, cooking, baking, sewing, gardening or painting. Aarav, all of five, spent his early years chatting and helping his neighbour, a mechanic. He now comes across as a talking encyclopedia of tools and their usage.

Dr. Montessori ever emphasized that adults through their culture, expressions and exchanges with their children are transmitting history and knowledge. Myths, spoken stories shared by our grandparents are a treasure. Stories, books, poems, songs are an invitation into understanding the minds, ideas of other peoples and worlds.

*“That book on the shelf might tell us about the world deep, deep beneath the sea where our eyes may never reach, let's find out what's in it.”*

The Montessori approach to learning integrates the two important E's; experience and exploration for the child's intellect to flourish. Dr. Maria Montessori studied and incorporated (French psychologist) Seguin's method of a three-period lesson, which follows the natural way we learn through a holistic experience. The first period is when we become aware of something new, contrasting objects with a physical presence are named. The second and longest period beckons the child's senses to explore a concept, words or objects e.g., by holding, placing, feeling the shape, the texture. The child then arrives at the third period, when he feels confident and now 'knows' what he names or speaks of.

Every rich sensorial experience ignites the brain thereby creating indelible memories. Dr. Maria Montessori said, we can thus look at language as a creative art with beauty, form and structure; it is the very fabric through which we humans communicate our essence and spirit.

## Silver Lining Stories

- Kavneet Chadha

*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.*

Purti Doshi feels that Maan, who is 11 years old, has become more independent, responsible and respectful towards others. As they have been working from home, he got an opportunity to see them with their professional hat on, including how much they work and what they do in the day.

With no help coming in for a while, and him contributing to the household chores, Maan has also realised the importance of every task and the effort that goes into it. He now takes care not to use many vessels and keep things at its place. He has also become very close to his brother. During lockdown, Mann had also learned to cook food and often prepared snacks/dinner on his own.



He saw how people came together to help each other, how funds were raised to help people in need and how important it is to eat healthily and stay fit – all important life lessons. This led him to go beyond assisting in the house and take up responsibility to prepare one part of a meal for Covid patients. *“It is beautiful to see him contribute to the community and living up to his commitments to date”*, adds Purti.

*“It feels good to do something for others!”*, Mann had shared with his mother.

## 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 !



*' Beauty, Symmetry, Collaboration – A visual treat ! '*

# 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.



Anahita Gandhi is an AMI primary trainer. She founded the l'Ecole Montessori International in Mumbai. She currently serves as the Co-Director of Training at the Montessori Institute of Bangalore and as an AMI faculty member in China.

## Question:

If despite encouraging the work of hands during the early years, if for some reason if there have been obstacles caused by the lack of awareness of the situation, are corrections possible later between 5.5 to 6.5 years?

## Answered by Anahita Gandhi :

When Dr. Montessori speaks of the development of the human being, she explains that development occurs in four distinct phases, from birth to six, six to twelve, twelve to eighteen, and eighteen to twenty-four. She says that each stage lays a part of the foundation for the development that is going to unfold in the subsequent plane. In each plane the child has certain needs that need to be satisfied. When favourable conditions are provided that support those developmental needs, it is then the child experiences natural development. However, if the child's development in a particular plane is hampered and the needs not met, then the development would be incomplete. Do note that it is always possible to rectify problems with awareness of the child's needs. However the development will always take additional time and effort on the part of the child and the adult. It will not be a part of the child, part of the child's personality as the development which occurred at the appropriate age.

**Become a donor to access Anahita's article 'Work of the Hand in Education' with other interesting questions. Visit the donor's section in our website <https://montessori-india.org/>**

Montessori Institute of Bangalore (MIB) has been set up in Bangalore to bring AMI Montessori training and practice to the city.

**Mission**  
The Mission of the Institute is to revive AMI training in the city and to help establish a strong school community in which the principles of child development, and educational practices set out by Maria Montessori are implemented and practiced.

**Vision**  
The Vision of the Institute is to offer a full range of Montessori Courses for different age levels. The organization hopes to reach out to serve the needs of the community through a variety of AMI courses and programmes.

**Courses Offered**

Orientation Courses	Diploma Courses
Assistants to Infancy (0-3) Primary (3-6) Elementary (6-12)	Assistants to Infancy (0-3) Primary (3-6)



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**New opportunity to reach the Montessori community!**

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](mailto: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.

Membership fees begin at 40 euros.

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