



*Organic Schooling*



## SARVVAM believes

‘Every child is unique, and it is our duty to celebrate this uniqueness.’

We converge with parents to nurture the spirit of “Learning for Life” in children. Our schools are well planned to meet the needs of today’s child.

Every material in a Sarvvam classroom supports an aspect of child development, creating a match between the child’s natural interests and the available activities. Children can learn through their own experience and at their own pace.

Child years	Independence achieved	What Help the child needs
0-6 yrs	Functional Independence	Help me to <b>do</b> it by myself
6-12 yrs	Intellectual Independence	Help me to <b>think</b> for myself
12-18 yrs	Social/emotional Independence	Help me <b>find</b> myself
18-24 yrs	Economic Independence	Help me to <b>support</b> myself.

*“What the hand does the mind remembers”*  
- Dr. Maria Montessori

## Montessori and Traditional Education

Characteristics of Montessori Education	Characteristics of Traditional Education
1. Active Individualized Learning through stimulating, multi-sensory teaching materials.	1. Passive Class Learning through teacher-centered class lessons and paperwork.
2. Ungraded Class is a natural social environment that includes a wide range of ages and fosters self- motivation. Students enjoy working for their own sense of accomplishment.	2. Chronological Grouping produces a greater need for external rewards such as grades, competition and social conformity.
3. Freedom of Choice involves decision making. Student selects work according to individual interest.	3. Class Curriculum demands that students cover the same work at the same time with no regard to individual interest.
4. Self-Paced Learning enables students to work for long periods without interruption. Each individual works at his/her highest potential, independent of the class.	4. Group Learning limits time for each academic subject. Each student is directly affected by the progress of the class as a whole.
5. Integral Education balances academic work with freedom of movement and harmony is created between physical, social and mental activities. There is an interrelationship between subjects.	5. Fragmented Education isolates academic subjects and interrupts student work time.
6. Independence is fostered by a classroom that is specifically designed to encourage maximum engagement and personal responsibility.	6. Dependence is promoted since activities are initiated by the teacher.
7. Self-Evaluation occurs as students learn to evaluate their work objectively through the use of self- correcting teaching materials and individual work with the teacher.	7. Class Comparison occurs as work is evaluated and graded by the teacher. Students evaluate themselves against the group as best and worst in the class.
8. Reality-Oriented Education involves concrete, first- hand experience, and is the basis for creative and complex thinking.	8. Abstract Education has students learning through mechanical memorization.
9. Close Student-Teacher Interaction enables complete and precise evaluation of student's progress, both academically and psychologically.	9. Whole-Group Learning prevents close interaction between individual students and teacher. Standardized tests are necessary to determine student's progress.

## ELEMENTARY CURRICULUM

### INDEPENDENT THINKING, INTELLECTUAL GROWTH

A learning laboratory for children aged 6 to 12yrs, this multi-age environment ensures a sibling atmosphere where students learn, not only from their teachers, but also from one another as well. A dynamic curriculum, free from the pressure of examinations, allows for an atmosphere of inspired teaching and passionate learning.

The elementary program always starts with a story and then progresses into the concept. There are five Great Lessons which are presented with a sense of mystery as they set the stage for the grandeur of the drama -

Creation of the universe and the earth

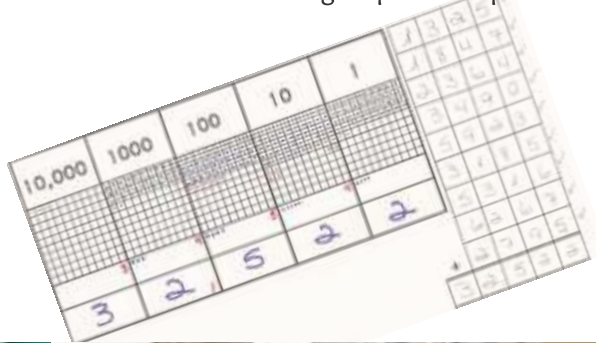
The development of life (plants and animals) on earth

The coming of human beings

Communication in Signs

Story of Numbers

The children's work frequently involves research, discussion, and large-scale projects. The teacher guides the children in individual or small-groups that explore varied facets of the subject.



## Nine Building Blocks of Elementary Curriculum

### LANGUAGE

An immersion into the history, grammar, etymology, and spelling of language including the experience of poetry, prose, drama, dialogue, discussion, debate, and research in English, Tamil and Hindi

### GEOGRAPHY

It begins with the big picture of the universe, exploring volcanoes, the work of water, wind and air, and the basic physical properties of matter that have shaped the world we inhabit.

### MATHEMATICS

A sequence of lessons leading to an understanding of abstract mathematical operations, incorporating the structure of the decimal system, the four operations and other key concepts. This also includes a rich geometry curriculum.

### BIOLOGY

A curriculum that builds on the fascination children have for plants and animals to emphasize understanding of plant and animal behavior and physiology.

### HISTORY

A study of the timeline of life, integrating natural and human history and focusing on the unique attributes of different cultures and the universality of all.

### FARMING

To educate children about organic food and bio-dynamic farming. Children learn about animals, plants and soil as a single system.

### BOTHMER GYMNASTICS

Bothmer Gymnastics plays a crucial role. It assists the development of the child's sense of movement, spatial awareness, balance, inner equilibrium and well-being through games and gross motor skills. Physical education also includes PT, horse riding and skating.

### COSMIC EDUCATION

A curriculum developed by Dr. Montessori to introduce the child to his or her place and responsibility in society.

### ART

An important form of self-expression and part of the daily life of the class, using media like watercolors, chalks, pastels, clay, colored pencil, collage.



## Sarvvam Adolescent program Curriculum areas

We will be offering all subjects specified in the syllabus, plus others that we feel need to be included. While all the content of the subjects will be 'taught', it is the 'How' that differentiates our program. All the content will be incorporated into hands-on projects [Project based learning] so that they are engaging the adolescent's mind and body in real problems and giving them much needed contexts for their learning, which in turn helps them understand and apply that knowledge. These projects will be interdisciplinary with arts, technology and life skills integrated and will often have multiple learning objectives. All areas of studies will incorporate aspects of self-reflection, self-assessment and mindfulness.



## Erdkinder / Adolescent Programme (12-18 years)

### OCCUPATIONS

[Sciences and Math]

Occupation refers to the plan of study for adolescents which is based on their immediate environment and follow a genuine inquiry. [Inquiry based learning]. They are interdisciplinary projects, with clear goals, that encompass the basic elements of academic study needed in the area and a 'hands on' approach to solving it which benefits the entire community.

### MICROECONOMY

[Economics and Vocations]

Micro economy deals with the introduction to production and exchange. It introduces to the adolescent the first glimpse into the economic value their work holds for others

### COMMUNITY SERVICE

[Life skills and socio - emotional learning]

Community service deals with the adolescents actually taking care of the environment for the benefit of the whole community. This is done through daily and weekly chores that are needed for the functioning of the place This is a key element, being able to contribute to the whole community and knowing a particular chore needed one's input to be accomplished gives adolescents the true feeling of being a valued member of the community. This also includes service learning outside of the immediate environment. Sustained interaction with the larger community and finding their individual 'worth' in society is crucial to the adolescent's self perception and personality. This section has a strong focus on inclusivity and acceptance of self and others

### HUMANITIES

[Languages and Social Sciences]

The humanities projects help build in the adolescent foundations of the culture that are needed to become a contributing member of society. This encompasses many subject areas with some common elements of history and language. As all human culture is a study of the story of humans finding ways to meet their needs, all subjects grow out of it

### PHYSICAL AND CREATIVE EXPRESSION

[Visual / Performance arts and Physical education]

Self-expression plays a large role in the creation of the character and personality. It also identifies for the adolescent the 'self' 'he/she is searching for. Through expressing his/her ideas, emotions he/she builds his/her self-image and finds his/her uniqueness.



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