THE HYDERABAD WALDORF SCHOOL
ANNUAL SCHOOL MAGAZINE

pálaśh
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Editorial

“Courage is being scared to death- but saddling up anyway”

- John Wayne

We saddled up anyway, knowing very well the huge mantle of work and expectation we had to take on; more so when your predecessor has set a benchmark, which you had to meet.

Well we have no qualms in confessing that we had a phlegmatic start, but when the ball started rolling, there was no stopping it- the articles from children, their artwork, pictures, riddles started pouring in and making the editor’s life a lot easier. The enthusiasm of the children was infectious and that soon caught on with the teachers too. As Kalpana teacher rightly mentioned last year, “Palash” is a reflection of the young minds at work and gives you an insight what they are thinking, their imagination, hopes and aspirations, creativity and knowledge.

“Palash” (Flame of the forest) every year tries to give its readers the privileged sneak peek into the vibrant and uncomplicated world of children. This year “Palash” turns two and baby step though not a giant leap, in its own way is truly commendable.

A big thank you to the children of Sloka; all the teachers for their support and the invaluable guidance and encouragement provided by Kalpana Teacher without whose help this would not have been possible.

A special note of thanks to Mr Ganapathy (parent of Bhavna, Class X), who has taken time off to help us in compiling and publishing and printing this magazine.

We do hope with the good wishes of the children, teachers, mentors, parents and all our well-wishers, “Palash” will see many springs ahead and bring joy to its readers.

Madhusandhya Das and Anuradha Raju
Editors
REFLECTIONS

This is the time for a veritable celebration of gratitude. In 2011-12, the children moved into their new classrooms. For an imagination to take concrete shape, it involves the coming together of many elements. It involves the hard work and forces of the community. I think that this is just what took place at Sloka and this is why we are blessed with such a feeling of abundance when we look at the Sloka Campus and the Building which is now almost complete.

In the meanwhile, children grow, classes go on as usual. The events of the year at Sloka follow each other in a colourful parade: the Bazaar, Jharokha, class trips, main lessons all fill the children and teachers’ lives with the promise that only Waldorf Education can fulfill.

This year we had Eurhythmy in the school after a long time and the children hugely benefitted.

The Classrooms were painted in their special colours by a group of us: parents and teachers, guided by Charles Andrade, a renowned Lazure artist sponsored by Stockmar.

A stream of mentors came in to share their knowledge and gave us feedback about the teaching. This helped ensure the highest standards.

We had a CBSE inspection last year that went very well and were subsequently granted the Affiliation for 11th and 12th. We are building up a teacher base of specialist teachers for Science, Mathematics, English, etc to review and build up the curriculum and start classes in 2013-14. We are looking at drawing up a holistic plan for Sports and games at Sloka.

The Class 10 of 2011-12, the first group that has passed out with Sloka’s CBSE has done us proud with some toppers and others performing exceptionally well. We hope that this enthusiasm and energy carries them well into the future. We thank every teacher and all who have helped make these School years beautiful for the children.

Now our focus will be on keeping the spirit of Waldorf alive and deepening the artistic and aesthetic content in the school. The effort should be visible both inside and on the outside in the classrooms, gardens, common spaces, labs, library and also in our selves. We would like to see an obsessive commitment to beauty and a sustained joy in researching the Waldorf Curriculum.

Once again we thank everyone who has participated in this huge endeavor.

Nirmala Diaz
Founder Trustee
Freunde der Erziehungskunst - Waldorf education worldwide

The education founded by Rudolf Steiner is no „export product“ that is imposed on other cultures. There are a number of reasons for this:

- Based on the understanding of the spiritual nature of the human being in anthroposophy the being of the child is at the centre of the Waldorf approach.

This acknowledges a universal human nature beyond the cultural level, which is at the same time essentially fully individual. Waldorf education in its fundamental approach is an „education towards freedom“.

- Rudolf Steiner provided the Waldorf School with no curriculum. In the years following the founding of the first school in 1919 in Stuttgart he gave recommendations as which themes would reflect the developmental needs of the children in the respective age groups. Even when these recommendations supplemented by the subsequent experience of teachers has come to be known as the Waldorf Curriculum this remains in essence body of experience and recommendations from which the individual teacher can draw to teach „his or her“ specific classes in an individual way.

- Waldorf initiatives worldwide arise, with few exceptions, from local initiatives. Individual people encounter the ideas of Waldorf education and are inspired and thus initiatives are founded. Often a more or less lengthy process involving parent’s involvement precedes the actual founding of the initiative. This often leads to the founding of a kindergarten and later a school.

- Whilst cultural diversity is being increasingly lost around the world and educational systems are becoming increasingly homogenous (as part of an overall process of globalisation) Waldorf Education specifically works to value and promote local cultural qualities in a context of true internationalism.

What is the essential nature of Waldorf education? What does this mean for the place I am working in and for the children with whom I work? What form does Waldorf education have to have in order to meet the needs of these children and this circumstance? These questions cannot easily and quickly be answered.

In concrete terms, making this educational approach a living one in other cultures means finding in the local cultural heritage appropriate fairy tales, legends, myths, stories which in particular are told (or used as the basis for plays) for the younger classes. This does not contradict the fact that many of Steiner’s recommendation were not merely of middle European significance but often having a universal and culturally historical importance (e.g. the myths and legends of Ancient Egypt or Greece).

Waldorf education can take many living forms in different places around the world.

In Latin America Waldorf teachers are regularly researching the question of how they can integrate the local culture more into their lessons, and they are also doing this during their large South American Conferences. This involves the natural environment or special musical elements and also the Indian Cultures (especially since official history has often overlooked pre-Columbian cultures even today). As well as this many Waldorf schools, for example in Argentina, face the special social challenge of poverty. Waldorf pupils in Buenos Aires do their social practices in community kitchens or play music with children from the poor quarters as projects.

In Brazil upper school pupils from the Waldorfschool Cuiabà are researching the unique ecosystem of the Pantanal and have won a state recognised Environmental Diploma. Several former pupils are now working as scientists.

The Waldorf schools in South Africa especially in the townships cultivate the particular character of African culture in stories, songs, and music and in other artistic fields.

The Waldorf movement in Norway has begun a renewal of the cultural heritage. The first teachers sought and found forgotten treasures within the cultural inheritance in the form of songs and stories and connected to the tradition in Nordic adult community education in which the living word was cultivated and in which they perform plays, compose poems and music and perform theatre and opera with children.

In Israel the Hebrew culture influences the way the lessons are structured. The Old Testament is studied in all classes in two or three main lesson blocks. The children learn Arabic from the first class onwards since this is the language of their neighbours.

Also in Thailand there has been much research into individualising Waldorf Education. In the Panyotai Waldorf School in Bangkok fairy tales are told in Class 1 that are locally hardly known any more. In later classes Thai legends and stories that reflect the rich Chinese and Buddhist traditions of that country are told. In Class three the pupils build their own bamboo huts and plant and harvest rice. The older classes work with the great Ramayana sagas, which have an Indian origin but which belong to the overall Asian culture. The Thai New Year’s festival of Songkran is celebrated as well as Loy Kratong, the festival of the floating candles, both with understanding, which is very important in the modern culture.
In Australia Waldorf schools try to integrate the Aborigine traditions in their lessons and many Waldorf pupils are active in the campaigns to support the Aborigines, who have suffered 200 years of injustice and persecution. In New Zealand the Waldorf schools integrate elements of Maori culture.

Association for the support of Waldorf education world-wide

The expansion of Waldorf education began originally in Europe and North America. In the 70s and 80s schools began to be founded in South America and Australia, then from 1986 onwards in Africa, in the 90s in Asia. Founded in 1971, Freunde der Erziehungskunst began helping schools with donations and have contributed in no small measure to the expansion of the movement.

Financial support

Today there are over 950 Waldorf schools, 2,000 Waldorf kindergardens, 600 remedial education institutions, over 100 Centres for the Training of Waldorf teachers and a large number of social work institutions.

About 200 projects in over 50 countries are sponsored and consulted by Friends of the Art of Education. The organisation passes every contribution directly to the project without keeping a rate for the administrative work.

International Aid funds

Most of the incoming donations (about 95%) are given to a specific project, undesignated donations form the international aid fund. These donations are spent in emergency situations and as seed money. In countries with a small Waldorf movement the Friends of the Art of Education sponsors talented students to train in Teacher Training institutions for example in Europe or pays travel fees for experienced mentors.

Friends of the Art of Education want to serve the world-wide Waldorf movement not only financially but by a conscious attitude and by our public relation work. We want to serve the Waldorf movement through establishing contacts, through information services and public relation work.

We are more than glad to having established a good and stable working relationship with the Waldorf schools in India and we are looking forward to many more and interesting task we can solve together.

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Grade 4
WALDORF (RUDOLF STEINER)
EDUCATION SYSTEM IN INDIA

By Aban Bana

What is Waldorf/Rudolf Steiner Education system, and how does it differ from our mainstream education? Dr. Rudolf Steiner (1861-1925), an Austrian initiate and universal genius, introduced Waldorf Education, on the basis of Anthroposophy, (the wisdom of the human being), in the year 1919 in Stuttgart, Germany. Waldorf is a child-centred, holistic education system, integrating the three-fold nature of the human being—the head, the heart and the hands. Waldorf does not encourage early learning, which is similar to the old Gurukul schools of our country. Waldorf provides children the opportunity to unfold their talents and their personality as happy, well-adjusted individuals, who are able to cope up with life’s problems.

Some call me the "Nani" (granny) of Waldorf Schools in India. That’s probably because I am now 61 years old! My sister Dilnawaz, a Curative Eurythmist, is 68! After finishing my schooling in Mumbai, I studied at the Goetheanum, near Basel, Switzerland, where I completed Waldorf/Rudolf Steiner Education, along with an art of movement—Eurythmy—which further helps children balance out their personality. I was offered a teaching assignment in the Basle Steiner School, and later on invited to establish the North London Rudolf Steiner School. After returning to India, I conducted various seminars, courses and workshops in different parts of our country, as well as in the neighbouring countries like Nepal, Sri Lanka and Bangladesh, in order to introduce this unique form of child education.

Today there are several Waldorf schools in India, having excellent teams of teachers and educationists, with the involvement of parents as well. The Waldorf schools in India provide the much needed holistic approach, which is sadly lacking in the mainstream system. In conventional schools the three R’s—Reading, Writing and Arithmetic—are introduced already in the kindergarten, when the children are barely three years old, and the entire education itself is highly intellectual and exam-oriented. Therefore Waldorf Education comes as a relief to parents and teachers, as well as to pupils, as it provides value-based and child-centred schooling, with an introduction to the three R’s at a later stage.

The entire teaching approach is three-fold, which provides stimulation to the thinking faculty, through the academic subjects, to the feeling, through the subjects of art and nature, and to the will, through subjects like handicrafts and gardening. The structured curriculum, which is suited to the different stages of child development, enhances the goodness of the children’s minds and hearts, in order for them to become more responsible as future world citizens.

The introduction of the three R’s in Class One, at the age of six in Waldorf schools, may present a problem to many parents who worry about the “time lost”. Some questions which may arise are: “Will the children be able to pass the board exams, will they be able to face an increasingly competitive society and also, how will they cope later on in the professional world?” It is these fears, though highly unfounded, which keep many well-meaning parents away from Waldorf schools, even though they are more than convinced about the positive results of this stress-free education.

In the meantime, many Waldorf school children in India have made the transition into the higher classes and have been able to succeed perfectly well in their board exams. These are the very children who started to read and write at the age of six-plus, and did not have any exams up to Class Seven! They are HAPPY, responsible individuals, who are able to cope and overcome hurdles.

Today many mainstream schools in India have started introducing Waldorf ideas and methodology, thereby transforming their curriculum. For all those interested to further the Waldorf education system, which provide children a stimulating ground to develop their personality in a harmonious way, there is the annual, residential Waldorf (Rudolf Steiner) Education Seminar, which will take place in D.C. School, Khandala, from May 20 to June 2, 2012. For further details, please contact: abanbana123@rediffmail.com Website: www.anthroposophyindia.org
If I were a Bird

If I were a Bird

Harshitha
Grade 4
If I were a bird, I would be free to fly anywhere I want! I would go and visit all the places I would want to go. I would not require an air-ticket or a passport to go anywhere. I would eat all the fruits that I like to have. Oh! I would love to be a bird.

If I were a Cat

If I were a Cat

Aditya
Grade 4
If I were a cat I would fly all over the world. I would be careful of bigger birds that would hunt and eat me. I would get a bird’s eye view from the sky and would enjoy that view. I would fly to the green fields when I would feel like and eat fresh grains and enjoy it. Every day I would start my day chirping and waking up the human beings.

If I were a Car I would

If I were a Car I would

Aditi
Grade 4
If I were a car I would have to carry lots and lots of load. I would carry the mothers and fathers and sisters and brothers. If another car dashed me, I would get hurt and maybe I would have some scratches and bumps too. They would soon be repaired by my owner and I would be good as new again.

If I were a Dolphin

If I were a Dolphin

Joanna
Grade 4
If I were a dolphin, I would go swimming in the open sea with my fellow friends and hunting down at the bottom of the sea. Colourful fishes I would eat and fill my tummy and go to sleep. And get up early in the morning and stretch myself up, then swim to the surface of the water to see the bright sunshine high up.

If I were a Ship

If I were a Ship

Aatmesh
Grade 4
If I were a ship, I would sail on the seven seas. I would be built of sturdy wood and my sail would dance when the wind would blow. I would venture out far and wide through rain and storm and go to any destination that I would feel like. Even if the pirate ships would chase me I would ensure the safety of all my passengers and transport them to safety.

The Flower called Lily

The Flower called Lily

Prakhyaa
Grade 3
Once upon a time there lived a princess; she had a great liking for flowers. She often used to draw different flowers and show them to her parents. One day, she drew a flower called 'Lilly' and this flower was not found in the country where she lived. She asked her parents to get that flower. The king announced in his kingdom: “Whoever will be able to get this flower (showed the picture of a Lily) will be awarded richly and will marry the princess.” Many men tried their luck but were not able to bring the right flower. One day, a man came from another land and said: “I have got the flower called Lily, see it in my hands.” He showed the right flower to the king. The king rewarded him and he got married to the princess and they lived happily ever after.

Fairy Dreams

Fairy Dreams

Harshitha
Grade 4
If I were a fairy, I would have all the power. I would help the poor people. I would help where people if they were in trouble! I would punish all the bad people and reward the good ones. Everyone would like me. Last but not the least I would use my powers to fly around. Whoosh here I go again!

If I were a Cat

If I were a Cat

Anika
Grade 4
If I were a cat I would wish to have a nice bushy tail and I would eat mice and try to escape from my sworn enemies the dogs! I would like to purr, bask in the sun and be lazy. I would not bite anybody. I would try to get a lot of attention from my owner and entertain them by playing with balls made of wool. I would like to eat as much tuna, sardines and salmons and other fish. How about you would like to be a cat? I certainly would!

Perseverance

Perseverance

Prakhyaa
Grade 3
The girl is singing,
When the bells are ringing.
She does not notice if it is night,
But sings until the sun shines bright.

9
If I were an Aeroplane

Varun
Grade 4

If I were an aeroplane,
I would have hundreds of passengers boarding me.
I would then take off and take them to their destination.
As I took off in the sky, everything shrunk on the ground.
The higher I went the smaller everything became.
No sooner the land was looking like tiny dots.
I would go zooming past the clouds and oh! What fun it would be!
But after sometime it would become quite boring for me.
Soon it would be time for me to land.
Then I started descending from the sky and everything became bigger and bigger again.
The runway looked bigger and after seconds, my wheels touched the ground and I landed and I came to a halt.
My journey came to an end and I rested till my next flight.

Which place is this?

Anjali
Grade 4

Which place is it where they teach us new things?
And prepares us to become great kings!
Which place is it where we have lots of fun?
And where loneliness is gone.
Which place is this where we gain a lot of knowledge;
And where they build our strength and mind till we go to college.
Which place is this where teachers are awesome!
And where beautiful flowers blossom.
That place also gives us experience in nature,
This gives us confidence to face obstacles in future.
Here there are many subjects to learn,
Geography, Science, English, Math
This makes us ready to go in a new path.
There are many activities indoor and outdoor
Painting, volleyball, gymnastics and many more.....
And do not forget the food which is delicious and yummy,
By smelling it we get ready to fill our tummy!
Before that place was a farm,
This place has trees like apple, banana and palm.
This place is very beautiful and calm.
Well, your mind would have a lot of thoughts......
It is not Australia, Africa or America,

Wishes

Meenal
Grade 4

If I were a doctor!
As a doctor I will heal every one.
I will practice in Hyderabad.
I will be a specialist for Stomach ailments.
I will work for Rainbow Hospital.
I will make the children exercise.
I will make them all smile and be happy.
I will keep learning new things as a doctor.

Wizardly Wishes!

Snams
Grade IV

I wish I was a wizard because I could turn into a cat or a dog or a pocket watch. I could disappear from one place to another. For example if I were on the verge of being eaten by a lion in Africa, I could use my wizardry and disappear to India in a jiffy!

If I was running out of money I would immediately take a hundred dollar bill and command “double-up” and another hundred dollar bill would appear. Being a wizard I would use my spell to cure illness of people. I would swish my wand and my grandmother would be well again. I would enjoy being a wizard and lead my life helping people in need.

Ancient Egypt

Vedant
Grade V

Ancient Egypt is the place well-known for its mummies. The first pyramid which is now called a step pyramid was built by “Imhotep”.

Hieroglyphics is the first writing. At this time Egypt was ruled by Osiris and his wife Isis. Osiris was killed by his cruel brother “Set” who invaded Egypt.

During that time every Egyptian believed that every human was made up of three parts. One was the “Ka” which is the spirit. The other one is the “Ba” which makes every person different. And last but not the least is our physical body. The most well-known pyramids are the pyramids of Giza are khufu, pyramid of khofre, pyramid of Mikaure & the great Sphinx.
Be Grateful
Shashank Raman
Class V
The main reason I am writing this is because of my mom. Lately she has been into a lot of research about organic food! Every day at dinner, she tells me how grateful I should be to eat this food, and I have realised that. Many people don’t. I am not saying you are one of those people. I am just sharing my opinion.

So let’s start with rice; one of the most common food in India. Is it easy to grow and harvest rice? No; not at all. Each grain of rice has to be taken out of its shell/husk. Each shell takes a little of time to take out. So when you are eating the thousand specks of rice, it would have taken one person 3 days work to do that.

Next, let us discuss wheat. Wheat has to be mostly hand harvested in India as there are very few machine-harvesters. By hand, you have to take out wheat grains from the plant. Fruits and vegetables also require a lot of care and effort to grow especially in the harsh weather and incursion of insects. You must be very grateful to all the farmers who toil the land for the high quality food you eat.

Try going organic. It is good for all of us.

The River
Khushi Jain
Class V
The river is kind to every living thing
It is a really nice,
It lets everybody swim
And lets water plants grow in.
The river makes me happy and smile,
As like me it is full of life.

Friends
Akshat
Class V
I have quiet friends
Noisy friends
Funny ones and sad
Many friends few friends,
Sensible and mad.
Good friends’ naughty friends
Tall friends and short.
Thank You god for giving me
Friends of every sort.

My Mother
Aahlad
Grade V
My mother is beautiful and nice,
She cooks food, and in food she cooks rice.
She takes care of me and she loves me,
God bless her and keep her happy.
With her, my life is happy and complete.
I swear mom I love you, with you every-day is a treat!
Roses are red, Violets are blue
Mom I don’t know if you know this—I Love you.

Main Lesson
Srija
Class V
Today my main lesson was very good. We wrote about “moss”. One of the mosses was called bog moss. It grows far-away and covers a lot of area. The place where it grows is called the moors. It grows in very damp places. If somebody stamps the moss the moss sticks to the shoe. Some moss can be fatal for humans and can even cause death.

We went to the ground and collected moss. When we took out the moss, some tiny creatures were there. Bog moss forms thick layers. If it remains undisturbed the bog moss keeps on growing. We also collected various kinds of leaf. We collected bamboo, guava, and gulmohar leaves. We then went to the class and then drew those leaves. In lunchtime when we saw the moss it had left water from it and had reduced in size. We got to learn a lot about moss today.
Our Class
Grade 6

We belong to class VI- a group of 33 boys and girls who don’t have a very good reputation! Wrongly so- what do people know how good we are! Our classroom is a shade of sea green. In sixth grade we participate in sports day for the first time and we also sit for exams for the first time this year. We were nervous about both, but the sports day turned out to be fun and the exams were not as difficult as we expected. We also made amazing human pyramids for the sports day. Another fun event was “star gazing” for our Astronomy block. It was an experience to remember. The only other time we saw so many stars was when we all went to salt dessert for our class trip last year! We are a rocking class once you get to know us and at times appearances can be deceptive!!

Flights of Fancy!
Chandika
Class 7

If I was a bird I would fly in the sky.
If I was a tree I would spread my branches far and wide.
If I was a flower I would give the sweetest honey.
If I was a fish, I would swim and swirl in the water.
If I was an insect I would jump and hop.
If I was a lion I would be the king of the forest.
If I am human I would stand on my own feet to prove I am a Human being.

Where is the Justice?
Tarab Ansari
Grade 7

Today I want to talk about the protests in Egypt, urging the military rule to end. The youth are back on the streets throwing rocks and chunks of metal onto the military people. They have turned to spurious protests as their voices are ignored and not heard by their government.
Eleven people have been killed and over five hundred people injured and wounded said the Egyptian health minister. Even women are being beaten up. In one case a lady called ‘Aya Emad’ was dragged by her head scarf into a room where she was slapped on the face so violently that broke her nose.
In another case a woman was beaten by iron rods and she was pushed to the ground. Her shirt was ripped off and a military person stamped on her chest with full force.
Mohammad El Banadei tweeted saying “Are you not ashamed” to the military for beating up women. People should have a chance to speak out their opinions. People should stand up for injustice. Justice should be done.

Beautiful Moon
Aila
Grade 6

The moon’s beautiful gleam and shine
Borrowed from the great sunshine
Our greatest gift in the night
Surrounded by stars; showering on us their twinkling light.

How to be a Proud Indian!
Navneet Reddy
Grade 7

If I had painted the masterpiece ‘Mona Lisa’,
I would be known as the best artist in the world,
If I had killed the worlds most wanted terrorist Bin Laden,
the President of India would have given me a soldiers medal,
If I had fought against corruption,
I would have been praised by my fellow Indians.
If I had fought for our independence with Gandhiji,
I would have been praised and remembered
as a freedom fighter,
If I was the President of India,
I would have banned plastic and killing of all animals,
If all these qualities were there in me,
I would have been a proud Indian!!
If I were God!

If I were God and God were me,
The world would have been mighty free.
If I could make the world how I wished,
I would have been enriched.
If I were God and God were me,
There wouldn't have been any poverty.
If there wasn't any poverty,
There would be only prosperity.

If I were God and God were me,
The world would have been filled with glee.
If sorrow was never there,
Happiness would exist everywhere!

But now that I am not God,
I'll change the world in my human form.

Oh! What would I be?

Shaliyanth
Grade VII

If I was an ant I would be stepped on.
If I was an Elephant I would be laughed at.
If I was a tiger I would scare men.
If I was a horse I would be ridden on.
If I was a monkey I would have a better sight.
And if I was Shakespeare I would be an inspiration!

Was This My Destiny?

Rashmi Raju
Grade VII

I was a seed,
Planted by tender hands;
Into mother earth,
Who was ready to take care of me?

Taking my time,
I sprouted two tiny leaves;
Touched by the same tender hands
Who watered and planted me.

Soon I grew,
Firm and strong;
And here was something that surprised everyone
Even the soft tender hands that gave me birth.

A bud,
That blossomed
With pure white petals,
Into a breathtaking-flower.

But then it came,
The storm,
With thunder and lightning,
And after all those happy times spent;
I lay to wither,
With no tender hands to care for me.

We are all precious!

Asha
Grade VII

If trees would not give oxygen, there would be none of us.
If animals and plants would not give meat and fruit,
there would be none of us.
If there would be no rain or water, there would be none of us.
If there was no light or sun, there would be none of us.
But most importantly, if there were no humans,
then there would be no earth!

What would happen?

Tupalli Jaya Madhav
Grade 7

I was a great artist everyone would praise me,
If I was a terrorist everyone would hate me,
If I was against corruption everyone would support me,
If I was a cheat no-one would believe me,
If I was a freedom fighter everyone
would thank and remember me,
I will despise all the bad qualities in me and try to
live up to be a good man.
American Revolution

Neeharika
Class VIII

From over the hills, the battalions are approaching.  
On they came into the land they’ve been reproaching.  
As they came, we lay in wait, Wanting nothing but for them to meet their fate.  
Fighting for freedom, for liberty, for love, Protecting this country which is our turtledove.  
Desperately we fought, hoping for victory, Needing to see the end, the end of Tory.  
At last it came! When they surrendered Proudly as few men, into our country, we re-entered.

Gratitude

Abhilasha
Grade 7

Thank you for being our well wishers,  
You are always there when we need you,  
And you are the best amongst the few.  
You teach us academics and life skills  
And whatever happens we will not let this fizz.  
Our problems are solved without a fault,  
And you work so hard without a halt.  
Sometimes instead of studying you make us have fun  
But when it comes to homework, it has to be done!  
There is a lot to say  
May be another day,  
But one thing we would like to tell you  
Is that we always love you.

The Crazy Poem

Malavika
Grade VIII

One fine morning or in the middle of the night,  
Two dead men got up to a fight  
Back to back they faced each other,  
Drew their swords and shot each other.  
The deaf policemen heard the noise,  
The dumb one raised his voice.  
If you think my tale is untrue,  
Ask the blind man he saw it too!!

Letter to my Favourite Pencil

Riha
Class VIII

Dear Pencil,  
How are you? It’s been so long I haven’t seen you around. Do you have to be sharpened or something? Anyway how are your parents? I am fine. School is also going good. My purpose of writing this letter is to tell you that I really need you. My exams are coming and you are my lucky pencil. So please pop out from where ever you are hiding and come back to me.  
Yours truly  
Riha
Class VIII

Chocolate Tales

I am a chocolate. Children relish me. I satisfy children’s cravings. I like being eaten by one and all. I am made from the best quality of coco. Almost everyone likes me. Sometimes I am taken by the children in their pockets and I get smashed there. I feel very disgusted when ants come and gush on me like an angry stream of water. I am very easily available everywhere.

Nostalgia

Class VIII

You say, “I like eating”. Precisely for the same reason, eat less.  
You say, “I like sleeping”. Precisely for the same reason, sleep less.  
You will live long enough to sleep.  
You say, “I love her a lot”. Precisely for the same reason, give her space.  
Then alone the relationship will survive the test of time.  
You say, “I want to hit the top”. Precisely for the same reason, invest enough time at the bottom to build the base.  
Then the base will sustain you at the top.  
Less will make it along.  
More will make it short.
The Dark Street

Pranvitha.M
Grade VIII

Long time ago in 1799 there was a lonely dark street with only one street lamp. A creaky carriage came along the dead street. The cobbled path was covered with dry leaves. A tall gentleman got down from the carriage spreading his shadow till the end of the street. The street felt haunted and scary. I noticed his face as he came below the street lamp. His face was half-burned and he had a small nose. He touched a creaky iron gate and pushed it open. The wind was blowing in gusto that bought the dry leaves into action and everything seemed to be wild and seemed like I was standing in a middle of a whirlwind. The scary man stood still and was looking at the pillar attached to the gate; there was a plaque on the pillar which read-’death call’. The tall man waited with a frown on his face then he walked up to the porch and opened the door of the ramshackle haunted house and stood still as the big wooden door opened, inside he was astonished to find what he saw! He saw.........

‘Wake Up’ Oh Wake Up! The master is coming today; we have a lot of work to do today” called out my wife. I felt my dream was too real. Do you know who that tall man was? It was none other than me! Wasn’t my dream exciting?

The First Day of spring

Advail Singh
Grade VIII

The first day of spring, makes me want to sing
Out to the world.
The young leaves unfurl and show themselves with pride,
They use the sun as their guide.
Through the wilderness and the mist,
There comes a beast for a drink of water
From the spring time pool of crystal clear water.

Water

Gouraavi
Grade VIII

My name is ‘water’. This name of mine is not given by my parents. It is given by old scientists. Did you know I was living on this earth since it was created. I require a lot of space to live that is why God gave me three-fourth of this earth to live. It is my nature to get adjusted anywhere. I am the daughter of earth and cloud. I mostly spend my time with my mother earth. I visit my father the cloud, but don’t stay with him for a long time. I come back to my mother as rain. When I come back from my father to my mother you would see me everywhere as my mother pulls me into her arms. I like helping others. But ‘Humans’ misuse me a lot and do not care what I do for them. They take me for granted. They dirty me and pollute me. They waste me a lot. If this keeps going on I promise I will not help them for long. The humans do not understand that they are not the only ones who require me, but there are other creatures on earth that require me to survive too. If I do not reach the creatures they too would die without having water to drink. Sometimes I become a mirror for my brother ‘Sun’ to view itself how he looks! I have many brothers and sisters. My sister is the ‘Moon’. Sister Moon looks different on different days. The day sister Moon shines bright, I open my hair on my mother’s back and the waves are formed and my hair gently moves creating the high and low tides. In my stomach you would find different fishes swimming and different water creatures resting.

My wish is that humans should not waste me and try to use me as consciously as possible so that I am available for them when they really need me!

Winter

Aditi
Grade VIII

Of all the seasons of the year,
Winter is the best, I tell you for sure.
No sun to beat, no caps to wear
Carefree I am all day long.
The chill breeze on my face,
I look up to the sun and feel its rays!
I snuggle under the blanket at night
And give in to sleep without a fight.
Summer is coming soon I fear
Oh! Winter! I wish you would stay all year.
A small prayer for my country

Anmisha
Grade IX

I wish I could see this country change. The way things are done here and the attitude of people towards their fellow men. I wish all this would change. It bothers me to see so many people especially the politicians promising the poor people different things during their election campaigns and not ever fulfilling them. Do the poorest of the poor ever benefit from any election and who comes to power? I wish people would be more proactive and India would in time become a perfect country to live in.

I wonder if this change would ever come. What would happen if really this country changed? People would live in peace and harmony and like many other leading countries and societies our country would have less poverty and less worries. I wonder if this would ever happen.

If this happens one day I would be the happiest person then.

If I Were Invisible

Nirupama
Grade IX

If I were invisible I could really do what I want. I would set bad people right and irritate the people I hate. If I were invisible there would be no restrictions on me. I would be able to watch a cricket match standing next to Dhoni and no one would notice me. I would have unlimited hours at the library and uninterrupted. I would read all the books in the library. If I were invisible I would love to stay back at school on Fridays and find out what on earth the teachers discuss on Fridays!! If I were invisible then I would check on the politicians and if they are cheating the public then I would haunt them to death. It would be fun to be invisible!!

The Golden Haul!

Ananya
Class IX

“Yes! Thank God! Mr Hercule Poirot has arrived in Hyderabad. Now, let those thieves be warned!” said the over enthusiastic police officer, while I got down from the plane.

The inspector briefed me about the robbery in ABC Bank. I asked permission to scan the area for clues. I examined the strong room and noted that there was only one small skylight in the ceiling through which no person could fit. There were only some footprints like human footprints but they lead nowhere.

Around the same time a circus had arrived in Hyderabad. I heard about the animals doing excellent acrobatics and had a lingering doubt about them. They were very athletic, so I went to watch the circus and good that I did.

There I saw a monkey performing many acrobatic tricks. It climbed poles, walls and walked the ropes. It could even open a lock, by bashing it with a rock. I had a doubt about this monkey. So I hung about the area after the show ended. I heard a man talking to another man in telegu. I could not understand what they were talking about but kept hearing the name TBZ again and again in their conversation. I went to the police station and asked if there was a bank or jewellery shop by that name. The police inspector said there was a jewellery shop by that name. I was overjoyed to hear this. I asked the inspector to send a few men over to the jewellery shop that night. I myself went there disguised as a watchman and sat on the watchman’s chair pretending to be asleep. Just after midnight I saw a monkey wearing shoes climbing he wall of the building, then he tried to get into the store through a small skylight at the side of the store. I whistled loudly and the police men who were in plain clothes keeping a watch over the building came running. The monkey was caught and so was his owner who worked in the circus but was a hard core thief! The man confessed that he had trained his monkey to break in through glass window and skylights and be an accomplice to a burglary.

The next morning the police inspector congratulated me for solving the case so quickly. All is well that ends well!
A Thousand Thoughts

Yamini
Class X

Gazing at the twinkling stars
I had a thought in my mind
What if I was there so far, amidst no mankind!
Feeling the cold chilly breeze
Run over my wide stretched arms
I watched the lonely city streets,
filled with joy and charm.
Waiting for the waves to come
And hit the shore again
I realised I had a thought and this thought came again.
A thousand thoughts come and go
But some remain for life
No matter what come and go, these special thoughts
will always bring a smile.

As an Old Mountain

Advaita
Grade X

Years pass by and all humans die
But I stay alive and stand tall and high.
People live by and all birds fly
But I stand still and I survive.
Yes, you are right, I am a mountain
Who never dies, living with pride on some country-side,
As years and centuries fly by.

Autobiography of a Pen

Nain Agarwal
Grade X

I stand at the deepest corner of her room. The darkest corner ever,
watching her smile with her new best friend. I was given as a gift to
her from her dad on her thirteenth birthday. She loved me a lot,
initially. I used to love it when she used me for writing and fed me
royal blue ink when I was hungry. One day as she was writing using
me on a very hard paper the accident happened and she dropped me
on the floor and I got a dent! After my accident she cried a lot looking
at my injury. I could not tell her I am fine and from that fateful day she
never used me again! Now I only sit a corner and watch her with her
new best friend, a cheap plastic pen that you get in any stationary
shop!! I hope one day she will want to write with me again and I
would be as happy as before.

I Wish......

Nikhil Chelluri
Grade X

I wish I were a photographer by profession. Travelling the world;
carrying my magic box with me in hand. Travelling is my passion
and I would like to eat, sleep and breathe photography. Seeing the
whole world through my viewfinder would be so exciting. I love
clicking and capturing moments which will live on through
photography forever.
I wonder how it would feel to stand with my camera and my tripod
for the sunset by the seashore. I wonder how it would feel to stand
on the summit of Mount Everest and capture the sunrise! How I wish
I would be Bob of National Geography travelling to volcanic islands
risking my life to take close pictures of these volcanoes. I wonder
how satisfied I would feel doing what I loved most -photography.
I would be surprised if all of this came true because that would be an
icing on the cake, wouldn’t it?

Faith

Hityashi
Grade X

I have to do my best,
And after that I have to leave the rest.
The sowing of the seed is my responsibility
The watering of the seed is my duty.
I will protect the seed to the best of my capability
But the little green sapling arising is god’s propensity
And faith in knowing that once I have done my best,
God will do the rest.
School Life
Azraa
Grade X

School is a daily routine for us
In the morning, we are sure to make a fuss.
Even when the sun is still not up
Here we are, awake at six am sharp.

We feel that school is such a bore
We feel that school is such a chore.
Parents say, “School is great! Now go!”
We say, “Well, what do you know?”

Late by a minute, and we have to run,
Eyes half open, shoe laces undone.
We reach school and we see our friends,
Immediately, the torture ends.

We have a chat and go with the flow
Then the bell rings, and it's time to go.
We may at times find school stressful
So, to have some fun, we have to bend some rules.

Talk back to teachers and detention is served.
No doubt, it is sometimes what we deserve.
Sometimes they are as cold as ice,
And at other times they are actually really nice!

They teach us and give us a helping hand
They are forever ready to listen and be our friend.
They have built much confidence in us,
Some of our follies, they are not harsh.

Over the years of education,
Never have we had so much learning with action,
Such as camps, experiments, trekking and activities
We have learnt so much and even saved trees.

A wise teacher once said aloud-
"Success is failure turned inside-out,
So stick to the fight when you are hardest hit,
Rest if you must, but don't you quit!

Some may see school as a torture chamber
Some cannot wait for the holidays in December
But it depends on how we look at school,
Honestly, positively, 'School' is cool!

Someday!
Pranav
Grade X

I wish I was a philanthropist. If I was one I would like to donate money and help the poor and the needy. It would be a challenge to help so many in need but maybe I could do it.

I wonder how it would be if this dream of mine were to come true! A world without poverty and slums. If everyone would help the other then there would be no poor in this world and everyone would be educated and get a job for themselves.

Everyone would be happy and no one would be angry on the other. It would be a surprise to have such a world. Hope that world would happen someday.

Waves in my Mind
Anupama
Grade X

I wish I had no worries!
I wish school life never ends and I cherish a lot of memories,
I wish that I was a red rose and a messenger of love.
I wish I was a raindrop resting on a petal.
I wish I could fly and conquer the heavens.

I wish I was a rainbow and live the colours of love and joy.
I wish I was a kitten and I would love to purr and cuddle.
I wish were as beautiful as Robert Frost in thinking
I wish I had a pure soul as Gandhi

I wonder what a baby thinks as an infant.
I wonder why the earth rotates round the sun and not the other way round.
I wonder why time never comes back once it passes by.
I wonder why a smile washes away the pain in the heart.
I wonder why friends act as they do
I wonder why it feels to be blessed by angels when we know they don't exit

I am surprised someone took a stand against corruption!
I am surprised to see what Mark Zukerberg has become today
I am surprised to see that emotions do manipulate
I am surprised how small things can bring a smile on my face
I wish all these wishes come true, I wonder when it would happen it comes as a surprise!
Grade 10

"I am burning... please save ME!!!
Stop global warming!"

Grade 10

"Is this what you want to leave for your future generation? If not, CHANGE IT!"

Grade 10

"Do you like walking here? If not, change it!"

Grade 10

"Don't leave your carbon prints in this country#
Fight Against Garbage!"
Riddles and one liners:

Mitali
Grade

1. Which stars wear sunglasses?
   Rockstars

2. What did the traffic light tell the car?
   Do not see, I am changing!

3. Why was the Egyptian boy confused?
   The boy was confused because his Daddy was a “mummy”.

4. Why is “6” afraid of “7”?
   Because seven eight (ate) nine!!

Anil
Grade II

What is a cherry yet not a cherry?
   Pondicherry.

What is the fastest, the softest and the kindest thing in the world?
   Ans: The fastest is the thought, the softest thing is mother’s lap and the kindest thing is the mother earth on which we live.

Things I Dislike!

Ria

I dislike silly hats and peculiar cats!
Also dirty rats and flapping bats;
Sneaky and noisy dogs and slimy frogs!!

Grade 9
Janmashtami
Grade VIII Play
Vanabhojanam
The Hut Inauguration
A Rendezvous with Third Grader!
Rajalakshmi Tummala
Grade III Teacher

Third grade is the most exciting year for a Waldorf student in their entire student life between grade I to grade X. They are full of energy and vigour to begin their grade III. Every day in grade III brings them a slice of the colourful spectrum and fills them with wonderful experiences. The Creation story; Building; Farming; Measurements; Professions the scope for exploration in grade III is limitless. After each experience, they add a feather to their cap.

As they come to grade III, the mystery of creation is revealed to them. The longer they stayed with the story, the deeper their involvement was. Their questions and comments - “How can the creation story end, as we are also a part of it”, “Teacher please continue the creation story” - showed their interest.

Building Block: During ‘Building Block’ each and every child was excited from day one and they were in a frenzy knowing that they were going to build something new for the school. They put in back-breaking hard work to build a ‘hut’ with bricks and mortar, that had thatched roof and they achieved this with minimum help from the teacher and the grown-ups around them.

Professions: They expressed their dreams with a twinkle in their eye about what they want to be when they grow-up. They spoke about their idol and the professions they admire. It was quite a revelation for the teacher to know such big dreams the children harbour in their hearts.

Music and Dance: This year music and dance played a key role in instilling interest in the children and they discovered melody and beat as the two happy friends they did not know well before and explored them with a lot of interest.

As a teacher it is very interesting to listen to their conversations about their experiences- “III grade is soooo exciting no”.

“I want to be in III grade forever”.

“Are we going on any new trip?”

An advice to students and teachers who would be coming to III grade next year- “put on your running shoes and pull up your socks. Get ready for grade III.”

I have a Wow moment when I see their instant appreciation for good music and literature. It’s when we’re just sitting together telling stories or making them up together as we make sentences in the morning circle. It’s when we meet each other after a long holiday. It’s when we paint together and they teach me to fly kites. (I am yet to learn and I am grateful that they are so forgiving of my shortcomings.)

It was on looking at a soft-board full of the newest guided drawings of the Goose Girl’s horse Falada and they happily said, “Some of ours are better than yours, teacher.” And they were. I remember smiling as tears of pride flowed down my eyes when I went into their Eurythmy class after a gap of a month. How my little ones had grown in a month; how much could they do now! It is when I listen to their recorder playing and their vocal music.

It has been a journey that has had its ups and downs. There have been times when I feel that I am completely unequipped for it. And just when I begin to think this way, there is a wow moment when a child who never speaks suddenly answers the attendance roll call, when a child who is scared of heights calls me to see her acrobatics in the high gym bars.

It has been about nine months of this journey and I am thankful for this little pocket of education where children can be children. Where they can sing and paint and learn and play and grow up gently.

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A scrapbook of Wow moments
Leena Thomas
Grade One Teacher

It was the opening day of school. Thirty-three little children from thirty-three families, garlands over their shiny new shirts. A brand new assistant that I had first met two days before. And a completely new career. I was excited; I was terrified.

I made a gesture and they all rose as one - perhaps as jittery and awed as I was. I said the morning verse and they all sat down at a gesture. If I was taken aback at such beautiful orderliness, I hid it and carried on as if I had been doing this all my life. I opened the blackboard to reveal the first board drawing of a Palash tree in the Moon and I told them the story as they listened with open mouths resting on their hands folded on the table.

We’ve come a long way from there. We are no longer strangers. And I have to work harder to bring the awe into their eyes. But we do have our moments when we still elicit a “Wow” from each other. In my case, it’s on an everyday basis.

It was on our first walk, when we said the morning verse and the glorious sun shone on our little circle as we stood in the middle of nowhere surrounded by fields and a sleepy white cow in the distance. It’s when the children came up with their own versions of the Mango song as they sang about the purple brinjals and the brown coconuts.

It was when we learnt Wordsworth’s Daffodils together and the children picked it up faster than me. It was when I look at the main lesson books and am awestruck that many of these were children who were being introduced to alphabets and numbers for the first time. Their steep progress humbles me.

Farming: The visit to the farm was the most exciting activity during this block. The short walk that they took to the farm invigorated and enriched them every time they visited. They became farmers themselves and experienced the entire process, beginning with toiling the land, to sowing the seeds , then harvesting the crop to threshing and ending with the crop being taken to the mills for grinding.

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It has been a journey that has had its ups and downs. There have been times when I feel that I am completely unequipped for it. And just when I begin to think this way, there is a wow moment when a child who never speaks suddenly answers the attendance roll call, when a child who is scared of heights calls me to see her acrobatics in the high gym bars.

It has been about nine months of this journey and I am thankful for this little pocket of education where children can be children. Where they can sing and paint and learn and play and grow up gently.

Someone asked me the other day how many children I had and I automatically said ‘Thirty-Three’. Only the open-mouthed, unbelieving reaction made me alter my answer "Oh, you mean my own? Two". The other thirty three call me Teacher and I am truly grateful to be a part of their lives.
Why do I want to be a Waldorf teacher?
Contributed by Maggie Yoder
(Shes been a volunteer and now staff member of Sloka for over 2 years.)

I want to be a human being with purpose and direction in her life. I have a great reason to get up in the morning, greeting kids with handshakes and smiles keeps me more than motivated. You have to show up for them, when you do not it is the responsibility of the teacher to improve upon themselves. It has to come from within. I have moved around my whole life, living in 8 different countries. I can bloom where I’m planted, but I need a path I need a system that I can understand all over the world. I want to feel like this community is connecting me to something. I also need a community to hold me accountable. When you take something from a child, even something small you have to return it or they will stop trusting you. You have to wash your dishes, when a student tells you haven’t it is very embarrassing.

I fell into Waldorf teaching in Hyderabad India. I got lucky. I went to the primary school to make pizzas with the mother of my 3 year old friend William, on the first few days I was in India. I started at the big school two October’s ago, I worked for 6 months volunteering, and the happiest I have ever been in my life. Most recently Lakshmi teacher the teacher I ride the bus with, knew I had been escaping to the school from my government job to go out to Sloka every chance I got. She told me that this was the solution to figuring out what I want to do with my life. I should have listened to her months ago.

I have lived at home for almost 2 years to be able to teach at Sloka the Waldorf School in Hyderabad. I didn’t cut and run home to the West, because that for me would be giving up something I didn’t deserve. This school has fed me and taken me on amazing outings around the city. They have adjusted me to a culture that is very foreign to a young western lady. I have gained experience, knowledge, and most of all love for 36 human beings and the ultimate respect of those fantastic men and women that work at that school. I do not think that India could have been any kinder. In exchange I have drawn little drawings, opened bus doors, written reports, and worked for 6 months part time for free. I’ve taken the kids on field trips and walked around the countryside with them. Now I’m staff and have never been happier about a job. One teacher introduced me to some representatives from Australia she said “this is Maggie and she loves to be here.” Either that means I’m the crazy lady, or that is the highest compliment someone could pay.

I would rather get up in the morning and get on that bus, and go somewhere amazing (today Golkonda fort) than sit at any desk behind a computer in the world. This has been a project that the class teacher Sarita has been doing for months. She has taken the class to different places in the city to learn the cardinal directions. We went to Charminar, Mucca, and, Birla temple. Today the 4th graders and I learned about the ancient fort where you can clap and hear the sound way at the top of the watchman’s tower. We also learned about a thief who had been imprisoned in the tower, he drew images of the god Ram on the walls. The boys left the room says that he must have done it in his own blood. Chasing my class up narrowing tunnels, with romantic vistas of ancient Hyderabad was one of the most beautiful days I have had in a long time. We also sat in front of ancient tombs though the kids were reluctant to sit there because they didn’t want to eat in front of dead bodies. On the bus ride home the girls ganged up on one of their classmates because the song was about a white girl, and she is part Indian part Canadian. She said “Maggie teacher is white too.” It’s been interesting relating to the students that are more Western, and see them cope with food differences, and their pride when I talk about things like the 4th of July or Thanksgiving. I did a project with them where we made stars on the 4th of July. The school liked them so much that on winter bizarre the stars lined the path on the way in and out. Indian people, these kids are just cool. The kids ride up to the bus on the back of scooters, and they know all the most recent Bollywood songs. The teachers are funny and smart, and know their stuff. Most are highly educated and they also work very, very hard. In India family is very important so they have many obligations, and yet they come to school and are on. You have to be in India when your dodging auto’s in the countryside. I have enjoyed my life there. I loved my job.

To them I am a story. I graduated from the Honolulu Waldorf School in 2007. I taught them all about Hawaii. I wore a sarong and drew Hanauma bay on the board. I passed around shells and taught them how to say ALOHA. I had the whole class line up to do this, nothing like seeing 36 kids who normally bob their heads do the Hawaiian shaka. I also worked with grade 3 on a whole block about houses, drawing Indian houses, African huts, and Japanese temples. To the students and teachers at the school I’m something interesting; especially when you’re new you have a kind of appeal. When you come back to a job you are a different person you have to be kinder and more appropriate with children, you have to watch yourself and how you act around them. I had a colleague politely explain to me that I had to wear Indian dress, or be a little more modest at school in
front of children. Coming from an office environment where I worked with adults I have to find my heart again. I want to take the knowledge and experience I have received from the east, and translate it into my own culture. I'm there now observing, collecting mental notes, taking as such India-centric ideas with me home.

I want to leave India with purpose. I want to leave India with ideas. I want to leave India with experience. I want to see India as a time for me to grow-up, to live with a lot less. To understand that no matter where we may be in life people around you push you forward, want the best for you, and know when it is finally time to move on. I want to let India go. I'm ready. After I have studied, I want to come back to India one day. I want to take my certification and teach again at Sloka, if they will take me. I want to finally give them back the equivalent of what I have received. For me this is a three-part triangle, it started in Hawaii, flew me to India, and is now taking me to London. I'm going from two very hot countries though so I'm hoping I won't freeze in England.

India is beautiful, it smells like cow dung.
India is beautiful, it’s festivals of colors.
India is beautiful, it’s Kanekapo flowers.
India is beautiful, it’s gold hair pieces.
India is beautiful, it’s full of people that catch you when you’re down, and that are just happy to see you.

Taking Care of Our Child’s Diet

Pooja Abhichandani
Sloka Kindergarten Teacher

As parents we naturally want to ensure that our child gets the best possible diet that nourishes both their body and their mind. But this does not seem to be such an easy task these days. The wide choice of fast food available today adds to the confusion. Further many children are picky eaters, so getting them to eat their meals, let alone eat healthy food, is often a challenge. So how do we go about this in our busy lives?

The first thing to remember is that there is no such as healthy child’s diet. There is only a healthy family diet! Therefore we should first reform our own food habits and avoid those foods that are detrimental to our health.

Adequate Sleep: If we do not get enough sleep, the adrenal glands secrets excess cortisol which leads to the accumulation of fat. Also sleep deprivation before mid-night results in liver not storing enough glycogen to supply energy for the brain. Normally the liver stores sugar in the form of glycogen starting in the mid-afternoon and continuing until 3.00 am. After 3.00 am the liver slowly breaks down the glycogen to provide the brain with a steady flow of glucose for the entire day.

Processed Food: Anything that comes in a can/jar or packed in a bottle is a class of food that should have no room in our home. All processed food used refined raw material such as white rice/ white flour/ white sugar etc. These foods have all the fibre removed from it before hand. We usually eat all these processed food-wafers, chips, biscuits and cookies and namkeens as snacks; so the simplest thing to do is to replace these processed foods with a fruit. For e.g. a humble banana is one of the most nutritious food we can give our children. Another good practice is to ensure that there is always a raw vegetable salad at the dinner table. Even if your child is only picking up a couple of tomato slices he is getting his daily dose of lycopene-one of the most potent form of antioxidants. If you can give you child a small glass of carrot juice every other day that will go a long way to keep the doctor away.

As parents if we make sure that the child is having his/her meals at the right time, as parents then we have already taken a big step in ensuring the child’s good health.

Timings of the Meals:

Breakfast- Before 9.00 am (50% of daily intake of protein should be included in this meal)
Fruit Break- 10.30 am
Lunch- 12.00noon to 1.00pm
Dinner-Before 7.00pm (in between no snacks or deep fried food instead fruit juices or fruits)

If we can ensure the child’s daily meal routine is maintained then an occasional chips packet or Pepsi at a birthday party will not be able to do that much harm to our children’s digestive system.

A proper diet provided to our children is a foundation for their lifelong good health, let us try to make the best we can towards achieving this.
One of Rudolf Steiner’s major aims was to achieve a unity of experience, a balance between the sciences, the humanities and the arts. He gave special attention to the structure of the curriculum from his point of view. Steiner opposed fragmentation and did not approve of a time-table that abruptly leaped from subject to subject. He regarded such transitions as a detriment to the pupils’ participation necessary for real learning. Therefore main lesson periods are advocated in Waldorf schools. This occupies the first two hours. The main lesson is devoted to one subject to a period of three to four weeks. This is the teacher is able to give attention to the dynamics of the subject. This kind of a main lesson also extends concentration, is valuable tool for obtaining a penetrated focus on the subject. This main lesson also enhances the economy in teaching.

A historian, Stuart Easton reflected on the Waldorf approach to history and remarked, “the magnitude of the curriculum is astonishing enough, not only does it seem, the student has to study every period of history and every major civilisation in his grade school years, but he repeats it still in a different manner”. Much thought and effort is spent by teachers in their faculty meetings on the structuring of the main lesson time. The time is used for musical experiences, recitations and other artistic activities. Each morning the teacher appeals to the child’s thinking feeling and willing. Therefore in one main lesson the teacher brings about a movement of his theme from the heart, to the head and the hand. The teacher is free to regulate and shape his/ her lessons but is expected to achieve the recommended milestones of the grade.

History is the study of past civilizations. The great civilisation of the past is different from each other, displaying a unique character permeating the whole culture and coming to expression in parts as well. This character can be compared to the way that individual character is expressed in the life of a person. Every civilisation has had a form, a cultural style that shaped its judicial and political institutions, art, literature, religions and morals as well. History points to us that every civilisation has a growth, a peak where it blossoms and then it declines leaving behind a seed to sprout a new.

If one observes where and the way history is taught in Waldorf schools one would notice that through fairy tales and folk tales the class 1 children are experiencing very ancient cultures of mankind. In class two they are experiencing the polarities that existed through fables, panchatantra’s and legends. The genesis and the ‘dashavatara’ give a picture of how everything was created and how evil was dealt with in class 3. In class four the myths of Ramayana or the Norse myths speak about certain moral laws and the beginning of the social order. Rama is the lord and the king of Ayodhya, similarly Odin is regarded as the all “Father” by the people of “Asgard”.

The child in class five is ten years old and has reached a harmonious stage in his/her development. There is an awakening of thinking and therefore the child in class five is experiencing all the major civilisations that have left and an indelible mark on the evolution of mankind. Stories of the ancient Indian who could speak of god; the ancient Persian and of Zarathustra who dreamt of Ahuramazda. The Ancient Egyptian whose Pharaoh was god and the state. The Pharaoh was revered as a bearer of the complete “Ka” or the light of life. Finally class five hears of the Ancient Greek gods, heroes and through Odysseus experience the birth of the individual.

The child in class six of a Waldorf schools is capable of conceptual thinking and therefore they learn about the Roman period and gradually chronological History is brought in. Mahabharata is introduced to the 12 year olds as it is story of cause and effects. From the fall of Rome the Dark Ages and the medieval effect history follows. The class seven children want to experiment and discover and so they do through the eyes of great explorers of medieval period. History of art is brought to them through renaissance. Class 8 culminates with the revolutions and in class 9 they learn about modern man.

Indian history is introduced in the early grades as the mythologies but the twelve year olds are ready to accept and understand the caste systems, the dynastic rulers, the invasions of the mughals and the religious movements.

Thus the history curriculum unfolds in our school and probably in other Waldorf schools in India too.

**The Waldorf Approach to History**

*Jyotsna Patnaik*

*Grade VII Teacher*

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**राष्ट्रीय हिंदी**

**सम्पादक**

कितनी सुंदर, कितनी ध्यारी।
हिंदी हर भाषा से त्यारी।
अंग्रेजी की हर आत्मारो,
पर हिंदी को हर न्यूक्सरो।
हिंदी अपनी वैश्विकतारी,
असंबंध जगत की कुलतारी।
हिंदी तीरो, तियारो जो,
हिंदी को हर दिल में घोंडो।
हिंदी अपनी वचार-व्यक्ती,
हिंदी हर भाषा से त्यारी।
Teaching Science in Sloka

Manorama Teacher

The handling of science in a Waldorf school is often called an upside down method. Why do they say so?

The simplest way of explanation can be that, most science lessons begin by giving a concept and showing an experiment to prove it. In Waldorf schools the experiment is the conclusion with which it begins the work. The child’s observations if recorded with accuracy can in itself be the leading explanation through which the concept is formed. This allows for freedom in thinking. Very often the child is an excellent observer and can sharpen its own sense of judgment through learning science.

Math Magic

Nagaratnam Sir

Magic squares have attracted many common man from the time immemorial. Here is a formula for constructing a magic square whose sum of all the numbers horizontally, vertically and diagonally is a multiples of 3, where n being the (sum÷3)

\[
\begin{array}{ccc}
n-3 & n+2 & n+1 \\
n+4 & n & n-4 \\
n-1 & n-2 & n+3 \\
\end{array}
\]

I have seen in the last 7 years how children are capable of making such accurate judgments and arriving at concepts. Something that they have found will never be lost in memory. All great scientists were first good observers. They must put to test their artistic skills in observation and then they must critically analyse the observation. On day one the child experiences a phenomenon, and the second day they arrive at the concept. The total participation of the student in the concept formation is individualised and ensures deeper learning. This is what makes this education endearing. The numerous possibilities in such an education can only be explored by individual teachers through imagination inspiration and intuition.

Have you ever asked the question why 1 is "one", 2 is "two", and 3 is "three" .... ?

Easy, very easy .... !
పాఠశాలా యొక్క సంవత్సరాలు

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ప్రతి సంవత్సరానికి 33 పాఠశాలలు ఉన్నారు. ప్రతి పాఠశాల సంవత్సరానికి 5 విభాగాల లేదా విభాగాలు ఉన్నాయి.

ప్రతి విభాగంలో అనేక సంఖ్యలు పాఠ్యాంశాలు ఉన్నాయి. ప్రతి పాఠశాల సంవత్సరానికి ప్రతి విభాగంలో సాధారణంగా 50 పాఠ్యాంశాలు ఉన్నాయి.

ప్రతి పాఠశాలలో ప్రతి విభాగంలో ప్రతి సంవత్సరంలో ప్రతి పాఠ్యాంశాలు ఉన్నాయి. ప్రతి పాఠశాల సంవత్సరానికి ప్రతి విభాగంలో సాధారణంగా 50 పాఠ్యాంశాలు ఉన్నాయి.