

SAIIR Annual Report – Project

Reporting period: 2017-18

This form is for reporting on a **Project** (in contrast to a **SAIIR Sub-unit**) which was supported by SAIIR over the last financial year. Please use as much space as you need for the report.

Please submit this report to SAIIR by **May 14, 2018**. For any questions or clarifications, please send an email to saiier@auroville.org.in.

1. Title of project:

Effective learning environments by utilization of LIAP (Leadership In Action Programs) in STEM (Science Technology Engineering Mathematics) Education

2. Project holder:

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Guide:

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3. Report writer:

As above

4. Introduction:

A few sentences. What was the purpose of the project?

At STEM Land we wish to create an effective learning environment. We want children to take charge of their learning, by giving them the freedom of choice with the responsibility to focus on what they want to learn. Sri. Aurobindo [Aurobindo, 1910] indicates that nothing can be taught, but the teacher can support and encourage a child in the process of learning, thus guiding them towards perfection. We believe we are being true to this first principle of true education.

Research [Waters, 2003] indicates that there is an impact of leadership on student achievement in both individuals and groups. The aim of this research is to study co-created effective learning environments with children by utilization of LIAP (Leadership In Action Programs) that connects the children to what they care about most, how they perceive patterns in society and community and how they act. The effectiveness of such a LIAP with 12-14 yr old's to foster leadership skills and creating a collaborative learning community in STEM based on interdependence will be explored.

5. Description of project:

We conducted LIAP programs for the children at the iSMART classroom. The program was conducted over 5 weeks a session on each Monday.

Audience: 7th and 8th grade students from Udavi school and 3 interns at STEM land-AAD (Aura Auro Design).

Organization: Students were split in groups of 6 with 1 to 2 table PC's (Practitioner Coaches) per group. The exercises are usually practiced within a group and even in pairs. The insights are generally shared on the stage.

Resource Persons: Those who introduced the tools, set up the exercises and processed the insights. We felt that for the workshop to be effective we should have resource people who are external to our current work and enrolled Bridget, Helena and Ahmed who are part of conducting the main program.

Time: Each session was from 12:45 p.m. to 2:00 p.m. on Mondays

Group PC's: Those who are at with the smaller group and help clarify and support the flow of exercises with the children. These were the STEM lead team of Arun, Bala, Pratap, Poovizhi, Naveen, Sundar, Sanjeev

Venue: We used the newly setup iSMART class room Udavi campus

Here were the sessions that were conducted:

Day1: Stand and Fears

The day started with introducing the Resource persons. Then ground rules for the entire workshop was created by the participants – children and PC for children and PC. These included

1. Switch off mobile phones
2. Respect the material and others and yourself
3. Be responsible
4. Only one person talking at a time
5. Be engaged and interactive
6. Raise your hand if you want to say something
7. Don't waste time
8. Concentrate on the session
9. Speak Softly and Clearly
10. Help others
11. No clapping or chit chatting/whispering
12. Don't ridicule others
13. Be joyful
14. Don't Play
15. No judgment

To source our inner power, the session was handled by Ahmed. The children were asked to think of super hero he or she admires and the powers those super hero's possess for the wellbeing of all the beings in the world.

The children came up with different hero's of their imaginations(see attachment),

The values that each of the different hero's embodied were:

Happiness + 16

Kindness+2

Truth+1

Courage+5	Love+5	Handwork
Equality+5	Wisdom	Freedom
Joy+3	Respect	Intelligence
Care	Perseverance	
Compassion	Confidence	
Creative	Harmony	

According to psychology what you see outside is what one possesses for oneself.

Each and every one declared their values on stage.

Once all the participants had grounded themselves with their stands the next tool was introduced. Everyone in the room was asked to find the social fear each one has, so that in a day to day life one can realize and act from possibilities rather than fear (which is a default state).

Failure + 10	Not being good enough + 4	Rejection
Loss + 10	Not being respected	
Making mistakes +7	Ridicule + 2	
Judgment + 13	Loneliness + 1	

The children drew and colored their superheros before the next session.

The day closed as each day does with organization group feedback - what went well, what could have be done differently for the next session. We felt we could do more thought breaks.

Day2: Background conversation and deep listening

The day started with insights from the previous session (look at the link for the video) - what I learnt about myself (distinguished from what I have understood about the theory). This was done so that each of the participants could inspire others through their own learning.

Some insights:

N: When I get fear I think of Tanjor doll and can move to other side.

B: I notice my fear and come to my stand

The children were introduced to the most common forms of background conversation, which constantly distract the listener from really connecting with the speaker. This gave the children reflections on how it feels when someone listens to you and when someone does not.

This was followed by an exercise done in teams demonstrating deep listening and not and how we have a choice to listen deeply or not and can impact people around us.

Day3: 4 Profiles

Insights from background conversation and deep listening were processed on stage.

S: I noticed that when I do not listen to others, they stop talking to me.

N: I respect others when they are speaking by listening to them.

Wisdom, Social, Personality, Professional

The profiles were introduced and an exercise of when were people speaking based on these profiles was done in groups and table sharing. Two insights from each table was processed on stage.

Children came with insights based on how segregation based on religion occurs and how to notice it and speak up, different food habits of different cultures. At the end a child came up with everyone has to be respected.

Day4: Movie on Creativity

Insights from 4 profiles were processed on stage.

G: We are all human beings we should be kind, I noticed social profile by going to a wedding of a different religion.

M: I notice we see others profiles and compare, profiles are just like dresses, I don't judge people by their dress.

V: Equality is important, food dress and habits is not important.

The short documentary was projected, with a powerful sight of how to view different events or opportunities in life with different perspectives.

Insights that came from participants on what I need to do to be creative:

1. Free mind and imagination
2. Look from different angles and persevere
3. Different styles of thinking
4. To see extraordinary in ordinary
5. Discover and have my own way

Day5: Story of Stuff

Insights from the last session on were processed on stage.

A: Not stop trying in any situation.

D: Do something new every day.

P: Make the ordinary to extraordinary.

System thinking was introduced to the children, an example of how the lunch break works was explained. Once the children found out what a system was and how it was designed we moved to watch a documentary call Story of Stuffs.

Here the participants were asked to find different system principals they could identify, and the list that they had come up with was:

1. Recycling
2. System which is harming the environment
3. System with perceived Obsolescence and planned Obsolescence
4. A pattern of production - consumption - disposal.
5. Intervene system at any place
6. Economics in the system
7. System without responsibility or values
8. System has external cost
9. System can be designed to benefit few only
10. The system delivers what it is designed for
11. System has limits
12. System is inter connected
13. Design systems based on values

Towards the end of session 1:

Children were given triad sheets to color and instructions how to attend each triads.

Triad groups were posted In STEMLand and a PC had two triads. With 4 children in each

This process is ongoing and being documented for insights from the children. On how they act now after knowing the tools and putting them in practice.

The completion of workshop for session 1 was celebrated with refreshments.

6. Outcomes:

What was created; who benefited and how?

Children realized how social profile was segregating them, and decided to act from wisdom profile and said it is not right to treat people based on caste and religion.

They had found out the importance and benefits when listening to other people attentively and not being distracted or letting their background conversation and judgments take over.

To not be afraid of making mistakes, and after getting one answer they look for the next right answer.

Children were able to reflect on their daily progress and create their own weekly plans to execute.

Children reflecting themselves in weekly triads, to inspire and grow with the learning of others.

7. Reflections:

What was most meaningful about this project? What was challenging and what was learned?

I notice the ability of all the children and adults who are on the path to competence and perfection to work from a source of universal values and creating a collaborative community of ones.

To source ones inner values and act from a space of possibilities requires us to take up responsibility in making our own choices and being given the freedom to do so.

When in a social surrounding to be aware of ones background conversations and looking out for profiles on how each acts. Being aware of them and to act from our stand.

8. Conclusion:

Any final remarks, and/or intentions for the future.

This work shop had given me the opportunity to work with children and see their inner values. It will be continuing in the form of triads and documenting the reflection of the children for over a period of time to see the changes each student finds in his day to day life.

9. Links and attachments:

Link to workshop videos:

Link to workshop work sheets:

Link to insights recorded from triads:

Photos (please attach as separate files), links to videos and websites, any other supplementary material that you would like to share.