

Peoples Foundation for Scientific Socio Economic Development (PeFSSSED)

Estd : Dec 10, 2001

Regn No. Society : 1689/2002

Trust [Mumbai] : FF-25581

C-301, Minoo Minar, Veera Desai Rd, Andheri (W), Mumbai-400053

☎ 91-9867582994 ☎ 91-9923252573

✉ info@pefsssed.org 🌐 www.pefsssed.org

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EVENT DOCUMENT

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Event Title	Child Talent Enhancement Program with Pre-School Children on the Theme of 'Science of Daily Life'		
Venue	PEN Centers of PeFSSSED at Dharavi	Conducted On	16 th /23 rd July 11
Participants	Deepti G, Hippu SKN, Kiran HS, Raunaq P, Saibaba N, Vinaykumar S.		
Related Project	Dharavi Child Talent Enhancement Project		
Document drafted by	Deepti G	Drafted on	2 nd Aug 2011
Document reviewed by	Hippu SKN	Reviewed on	8 th Aug 2011
Remarks			

-Detail description of the event-

On Saturday mornings of 16th and 23rd of July a few PeFSSSEDians along with some volunteers from Geometric Global, Mumbai braved the Mumbai monsoon and got together at Dharavi for a cause close to their hearts. UDAAN, the corporate social responsibility wing of Geometric Global (Mumbai) has joined hands with us to launch Science workshop at our Balwadis (Pre-schools) under our Child Talent Enhancement Program. The objective of the current two sessions was to develop a spirit of enquiry and affection for Science among kids of age group 4 to 6 years. The event was organized in two parts to cover two PEN (PeFSSSED Education Network) centers at Dharavi, one at Rajiv Gandhi Nagar and other at Prem Nagar.

The content of program, which was focused on scientific learning by use of small live experiments, remained same for both the PEN Balwadi centers. The program was divided into four sections – Living and nonliving, States of matter, Space and earth, and Shape recognition. The activities in the program were based on daily life happenings so as to develop curiosity of children towards their immediate surroundings through a sense of observation and reasoning.



Knowing each other

The program got started with an informal introductory session with the kids. This is followed by the session on living creatures and nonliving things. The lead discussant of the session, Raunaq used a toy doll to distinguish the behavior of living and nonliving. He asked kids questions regarding their daily activities such as eating, talking and playing. He then asked all the same question for the toy doll. This made kids understand that, unlike them a toy doll cannot eat, walk or talk. The kids are also explained how they grow over time in height in same way as trees grow. It was emphasized that like humans, trees have life and one should not harm

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them. Then the kids were asked about all the gifts which we get from tree in the form of fruits, flowers, shades and fresh air. The kids were encouraged to save trees.

The next session on 'State of the matter' was spearheaded by Deepti and other members assisted her in conducting experiments. The session reminded us of the fact that science, particularly physics is best understood through live experiments. The experiments were chosen in such a way that those are easy to perform and not harmful if kids try to do it at their home.



The session on living and non-living

First the kids were shown a rock and explained the properties of a solid body. Then the same exercise was done again with the water for explaining liquid body's properties. Different shapes of glass containers were used to demonstrate the fact that liquid does not have its own shape, but takes the shape of the container, which carries it. When kids were able to distinguish between liquid and solid a third matter, gas was added in the study. It was explained that there is air around us—that we can't see, but feel—which helps us breathe and smell. This was illustrated with the fragrance of a scented stick filling the room space. Another experiment was conducted to demonstrate how air helps in burning. A candle



How solid doesn't change shape



How liquid changes shape

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was lit up and made to stand on a plate. Then it was covered with a transparent glass, which cut the air supply to the candle, for which it got extinguished in few seconds.

Air also fills all empty space. In order to experience this, kids participated in next experiment in which they tried to put a pot head down inside a bucket filled with water. Kids felt how



The candle experiment – where it blows out due to absence of air



Straight push exerts pressure, tilted push generates bubble

the trapped air inside the pot prevents water to go inside. Then the kids were asked to tilt the pot and observe water going inside the pot and air coming out as bubbles. This experiment was repeated with different group of kids and let them perform also. It helped them to experience the

pressure of air and made them curious towards different facets of matter. At this stage children were asked to identify objects those float in water and those sink. They were made to realize that solid body with less size and more weight are likely to sink, whereas hollow body with light weight are likely to float.

Next, the topic of how matter changes form from solid to liquid and then to gas was explained with the example of ice, water and steam. Kids were aware about ice being a cold and solidified form of water and they understood that when ice melts it gets transformed back to water. They were told how steams are formed from boiling water, which becomes less in amount if left to boil. To demonstrate steam-water cycle an experiment was performed with boiling water, which was allowed to cool and droplets formed beneath the plate held above the steam. Kids were explained that the occurrence of rain follows the same

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principle. They were given brief ideas about the seasons. Kids showed lot of enthusiasm about this rain experiment and asked lots of questions.



The experiment on rain

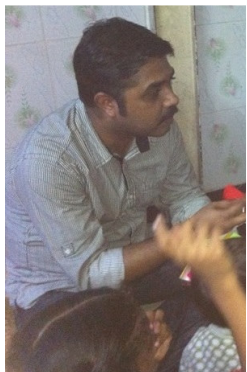


Explaining the shape of Earth



The following session was on earth and space. With a help of a globe, Hippu, the lead discussant for the session, explained the kids how the earth is round and why it appears flat to us. The kids were told about Magellan's expedition around the earth to practically confirm its sphericity. The kids were also made aware of the relative closeness of sun and moon from earth. Taking daily life examples, kids were explained how things appearing tiny from a far off distance may actually be huge.

The last session of the day was a learning activity through game. Kids were explained different shapes and a game was played where they were to find blocks of different shapes and fixed them to their respective grooves. It was interesting to find small kids motivating and encouraging each other to do the feat. Everybody was greeted with a generous round of applause after doing their share of matching blocks with grooves.



The Game underway

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Spending time with kids

After whole session we gave kids bananas and spent some quality time with them in playing together and explaining their doubts, listening to their poems and stories and making fun of each other.
