education For Life

A HOW TO LIVE APPROACH



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It is 'intimacy' that brings about learning and love; it defines for us who we are. It is an expression of our relationship with the world, country, ethnicity, language and spirituality. It is particularly relevant in a classroom, where children are not really concerned with how much you know until they know how much you care. We have to endeavour to lead our selves through our head and our children through our hearts. In order to co-exist in this world we need to create a dialogue of deeds, which will help giving voice and initiative to the enormous diversity that lies in the school space.



Dr. Ameeta Mulla Wattal
Chairperson and Executive Director
Education, Innovations, and Training
DLF Foundation Schools and
Scholarship Programme

Voices



The Education for Life sessions, while emphasizing self-awareness, self-reflection, and continuous improvement, also encourage critical thinking, exploration of the universe, and learning new ideas. The intellectual curiosity which the students display as they discuss values and the sense of social responsibility, which ensures respect for differences of opinion, is wonderful to watch in the living labs.

Small things we do in our daily lives, and the ability to appreciate with gratitude all our blessings, especially during difficult times, is emphasized in the weekly sessions. I am certain our students are using their experience to make a positive impact in their communities.

Ms. Gurvinder Kang
Coordinator EFL and
Academic Teacher Practices of The DLF Schools

Voices

It has been four years since we launched the Education for Life program here at Summer Fields School. The challenge was to find a way to blend a values-based approach with the more traditional emphasis on academics and test scores. The results have been gratifying.

The method has been to set aside one, 45 minute period per week as a Living Laboratory where teachers and students have the opportunity for an in-depth and enjoyable exploration of such topics as Kindness, Gratitude, Courage, Calmness, and Self-Awareness.

This approach was first established in India in 1917 when Paramhansa Yogananda established his school in Ranchi. If you have read his Autobiography of a Yogi, you know that after three years, he was called to his larger mission of bringing yoga and meditation to the United States. At that point he wrote:

“Educational authorities deem it impossible to teach spiritual principles in public schools because they confuse them with the variety of conflicting forms of religious faith. But if they

concentrate on the universal principles of peace, love, service, tolerance, and faith that govern the spiritual life, and devise methods of practically growing such seeds in the fertile soil of the child’s mind, then the imaginary difficulty is dissolved. It is the greatest mistake to ignore this problem just because it is seemingly difficult.”

As it turned out, he needed to spend the remaining 30 years of his life helping adults cultivate their own spirituality, and it wasn’t until 1972 that the first Education for Life school could be established in California. Gradually the approach spread to other schools in the U.S. and Europe. It was at the request of the DLF FoNow with a proven track record that demonstrates how this approach can work here, the time has come to offer this program to schools outside the DLF circle.

One challenge is that the term Education for Life has been broadly adopted across India covering such disparate themes as financial literacy and basic first aid. To differentiate our offerings from these other programs, we have decided to adopt a new title, Living Wisdom. We feel that this new term will communicate that our focus is on the enduring values that have helped people in all times and cultures, and continues today as an essential core for meeting the challenges of modern life.undation that Education for Life returned to India.



NAYASWAMI NITAI









Living Labs at Summer Fields, Junior Wing



EFL values were inculcated among students through engaging games such as Saving the Balloon, Balancing the Ball, and Blindfold activities. Through these experiences, students developed important life skills like courage, trust, teamwork, and cooperation. The activities helped students understand the importance of working together and believing in themselves and others.



















Education for Life (EFL) values were inculcated among students through engaging storytelling sessions. The stories presented situations that emphasized courage, trust, teamwork, empathy, and responsibility. Students actively listened, reflected on the characters' choices, and participated in discussions. Through storytelling, they understood the importance of moral values, cooperation, and making the right decisions in daily life.













FELICITATION CEREMONY at Ridge valley













MENTOR'S TALK



The Education For Life living laboratories are enjoyable platforms of lively interactions aimed at bringing about a personality development among students wherein exchanges on various aspects of a student's life, insightful conversations, reflective musings, meditation, and exercises re-route their thought processes through a calmer zone, making them assess and reassess their understanding of life.

These sessions are marked by active engagement and joyful activities leading to students sharing their thoughts, concerns and worries unlike in regular classroom situations.At Summer Fields School, EFL is a way of life and we have weekly living laboratories of mixed batches of students. I had conducted a particularly memorable 45 minutes session with my students wherein they all made sandwiches from home and brought to school to share with their fellow mates during the EFL living laboratory. During the session, I initiated a discussion on the process and the lessons learnt during the process of making the sandwiches. To my surprise, my students spoke about some of the most values that they have learnt from this exercise of making sandwiches. From valuing the hard work of the farmer who grows the wheat, cucumber and tomatoes to the millworker who grinds the wheat into flour and the dedication of their mothers who prepare their tiffin boxes daily, the students had so much to share and discuss. I was happy to have initiated this very healthy discussion and encouraged all to speak.

Ms Pratima Singh
TGT Hindi

EFL THROUGH COMMUNITY OUTREACH PROGRAMME



Students of Summer Fields visited Gurugram Vikas Manch as part of a social outreach activity. They donated woollen clothes to support the underprivileged and spread warmth, care, and compassion through their thoughtful gesture.







Visit to Bachpanshala





Members of the Senior Section Students' Council of Summer Fields School, brought smiles on the faces of all children at 'Bachchpanshala' by gifting them with art materials and other goodies to spread the Christmas Cheer.





Sapno ke Pankh- Cupcakes Distribution













Students of Summerfields visited Sapno Ke Pankh on the occasion of Christmas, where they distributed cupcakes among the NGO students, spreading happiness, joy, and the true spirit of sharing.

Visit to Old Age Home, Vrindavan









Students of Summerfield School visited an old age home in Vrindavan, where they spent quality time with the elderly, sharing love, care, and joy, and making the visit a meaningful and heartwarming experience.









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