



# 10

# Commandments

# to unleash

# The GENIE

# Inside

# your Child

DISCOVER THE  
**Genie** INSIDE  
YOUR  
CHILD  
WITH  
**Geniekids**



# ① RESPECT

Respect each child as an individual. **Respect** their efforts, struggles, feelings, and intelligence. The more the child gets respected, the more the child respects himself or herself, and more the child starts respecting the world around.



**Respect** them by focusing not on the quality of results, but on the quality of efforts. and on the strengths used in the process.

**Respect** them by accepting their failures and their frustrations because learning can be a frustrating process. It is only when we respect our failure that we persevere, we show resilience.

**Respect** them by enjoying their wrongs as much as their rights.

**Respect** them by agreeing to their demands of working through their stronger intelligence. Remember, a dancer can learn more by moving. Also, respect their opinions, views, choices and decisions.

**Respect** them by understanding that their feelings, their emotions are most important to them. **Respect them** by not trampling their feelings, just because they are children, but by acknowledging their emotions as top priority.

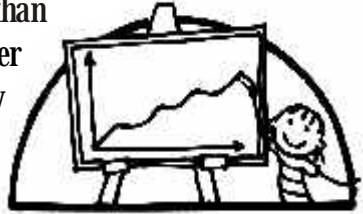
Keep asking, "How are you feeling about this?"

If you lead through fear you will have little respect;

but if you lead through respect, you will have little to fear

# ② PROGRESS

Progress is more important than performance. How much I am better than myself as compared to yesterday is more important than how much I am better than somebody else. The true competition to myself is ME!



Once we shift from result to process, from comparison to cooperation, from evaluation to reflection, we will shift from building castles to building bridges. And we reap **FREEDOM**:

**Freedom from Stress** - If expectations are low, stress is low; If stress is less, exploration is high. If exploration is high, learning is multi dimensional! Without the constant threat of 'failure', there is actually a lot more room for success.

**Freedom from Competition** - Life is not a competition, so why live it like that. Life is about cooperation, be it at home, at work or in a community - lets learn and teach that.

**Freedom from Short-Cuts** - No cheating, no lying, no pulling the other down, no favours, no temptation to breach the integrity. The head is held high.

**Freedom from Limits** - Performance puts limits, progress liberates: Did I do my best? Did I enjoy doing it? Did I learn from it? Did I stretch myself beyond my limits? Did I go beyond the edge of cliff? Did I learn how to fly?

"I am always doing that which I cannot do,  
in order that I learn how to do it" Pablo Picasso

# ③ ENJOYMENT

Enjoyment is a precondition to learning. So the most important question is not how I motivate the child, but how I motivate myself to make learning fun.



Here is the recipe:

Ensure that your bowl is open – there is no right answer (or even if there is – it isn't being worshipped). So the child decides how much and what to put and how much and what to take out. The child explores.

Ensure that you spend a lot of time whipping the knowledge through thinking. Thinking is fun, thinking is game, and thinking is unending.



The key spice here is Challenge. It adds sizzle, induces instant enthusiasm and releases loads of positive energy.

Garnish with loads of laughter, chatter, movement, and hugs!

Finally avoid eating alone – learning together is learning doubled!

"In every job that must be done, there is an element of fun.

You find the fun and SNAP the job's a game !"

Mary Poppins

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## GOALS

If they are clear of the goal of an activity or a learning, then interest is aroused followed by involvement and commitment.



If you want children to be motivated use goal based motivation. A sense of achievement is the best fire. Set challenging goals, show how they are meaningful, and let the child's ingenuity take over the effort to achieve them. Keep these two critical guidelines in mind:

**Make the goals Meaningful:** Many goals seem artificial to children – specially the way we create “shoulds” around them. My favourite is “you should learn history”.

At Geniekids when we gave the children the task of comparing ‘being a king’ to ‘being a prime minister’ – children not only could relate it to their life and hence wanted to know more about kings and their kingdoms, but also thoroughly enjoyed it.

**Make the goals exciting:** When children set their own goals they are pretty excited about them. The key is to let children set their own goals. The key to children setting goals is to give them choices. Do you want to make a book about whales, or a computer presentation or a dance - drama show or a collage in clay !

*“The starting point of all achievement is desire. Keep this constantly in mind.*

*Weak desire brings weak results, just as a small amount of fire makes a small amount of heat”*

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# DOING

**Doing leads to involved and experiential learning.** Continuous efforts, not strength or intelligence, is the key to unlocking potential.

Education is not about feeding consumers but about creating producers. Production of any kind

requires complex and higher order thinking skills at multiple levels resulting into a 'mentally wealthy' child. Lets understand that enterprise is the biggest learning, that effort is the best result, that doing is most fun and that earn is part of l'earn'.

**Teach your child the most essential secret of success - ACTION:**

Let your child not just eat – but cook simple foods.

Let your child not just listen – but tell stories, news or opinions.

Let your child not just read – but write her views, feelings or reviews to the editor.

Let your child not just laugh – but make other laugh by telling jokes, showing antics, modulating voice or dramatising.

Let your child not just play – but invent new games, new rules etc. Let your child not just be entertained – but also entertain with shows or art.

Let your child not just ask for self – but also give (service).

Let your child not just buy – but earn.

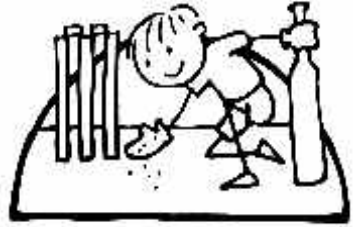


**"The great aim of education is not knowledge  
but action" Herbert Spencer**

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# INTEREST

Interests of each child are his or her focal points -direction of their energy. Channeling this energy leads to accelerated learning.



Dear mummy & papa,

You want me to excel in studies.

Even I would like it, but maybe . in a different way. I want to learn, know, do, make and understand lots of things. Just not always the way learning is dished out to me. Don't I eat most voraciously the food which I like most?

Since every child's taste buds (read learning preferences) are different, I wish you could always cook as per my preferences. I am weak in Maths but I like cricket - Can I count, add, multiply, or do fraction with my favorite cricket team -

My interests are taken care - Now I am even ready to explore why pitches need a particular type of sand? How sedimentary rocks are made? And so on.

Just as hunger is natural to my tummy, so is learning natural to my brain. I want to learn all the time. Only I want to be stimulated instead of instructed.

I want to be encouraged instead of compared. I want to be challenged instead of forced.

"What lies behind or before us are tiny matters compared to what lies within us."

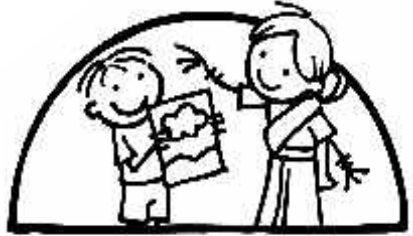
①

# REWARD

Reward them handsomely for their efforts through sincere, specific and sensitive Praise.

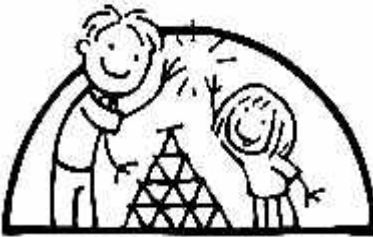
Give praise to encourage, guide and inspire.

Sensitive praise makes us go down to the child's level. It makes us look into the child's eyes. It makes us Listen. It makes us observe.



Specific praise makes us look into a child's effort and see what efforts she has put in. Instead of just saying, "very good", we say, "You must have worked with lot of concentration and imagination to have made the purple cloud so big and imposing".

Sincerity comes from being genuinely interested in the child's work. Not in evaluating the work, but looking at the work from "what kind of feeling, somebody who has made this, must be feeling".



It is because of our desire to give the best 'reward' that we step down from the right-and-wrong

'high' chair of a referee. We come to the ground and inspire the child like a COACH.

"Education is nine tenths encouragement."

⑧

# FREEDOM

Freedom with responsibility is the mantra.

When they are not being pushed to learn, they kind of push themselves to learn.

Trust them with their work - intrinsically they want to do it!

They say you can't put a man guard outside and keep the gun with you. When we give responsibility, we give the child the power to fulfill the responsibility – we give the gun in the guard's hand. This transaction of power is liberating to the child. It releases resources in the child and child responds with these resources, often, hitherto hidden from us.



When I have the power, I understand it. I learn how to use it and I grow with it.

For example, if you give me the power to decide what to eat, I understand the importance of eating the right food, I learn

when to eat, what and how much, and I grow my sense of balancing my eating habits.

**"There are no hands so small, that they cannot make a difference in the world"**

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# DIFFERENCES

Differences in children makes our work so interesting.

Thank God we have children who are different. Lets acknowledge these differences and ensure that we tune our efforts accordingly.



Howard Gardner said, "We are all so different largely because we have all different combinations of intelligence. If we recognized this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world."

Often a parent would say, "I brought up both the kids the same way, and see how the younger one shaped up compared with the older". The basic fallacy in this thinking is the assumption that both children required same parenting. The fact that they are two children – means that they would require different approaches.



Just as we cook according to the different tastes; just like that we need to vary our parenting. The essence of effectiveness is flexibility and adaptability.

"Anybody can learn anything -  
Just not the same way; Just not the same day !"

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# PEER TO PEER

Peer to Peer Learning is the most effective kind of teaching.

Let the children learn from each other. We are here, **NOT** to provide, but to guide.

Let's make a sweeping generalization. What is the best way to learn? The answer is

**TEACH**. If you want to really learn something well, go ahead teach somebody the same thing. It is always the teacher who learns the most. Which means when children teach each other – everybody wins – the teacher and the taught.

When a child asks me a doubt – if there are other children around, I say, “who can teach him”. When I am alone with a child, I say, “Teach me how you have done it.” In the child's attempt to teach, often child understands more!

Peer to peer learning is also more effective because peers accept each other more; they have a strong sense of belonging and hence high rapport. They have similar thinking process too.



Finally peers are more willing to explore, while we are too keen on teaching. Obviously, the former is more developmental.

**"A lot of people have gone further than they thought they could because someone else thought they could."**



## WHAT THEY SAY ABOUT GENIEKIDS

"Geniekids was a growing up experience for me, and the best part was that I didn't even realise it" -As told to Asian Age by Rohan, 8 yrs old

"My child has become more confident. Butterfly is coming out of cocoon".

-Mrs Mamtha, parent

Instead of being forced fed with information, child can taste all the resources & develop an interest.

-Times of India

"These kind of opportunities are really required in today's scenario".

-Ms Anne Warrior, Chairperson of Aditi Malya School

An activity club for children where nothing is taught and yet the child learns best.

-Deccan Herald

We are receiving excellent feedback for the session. Topics were interesting & you made it more interesting by giving lots of examples & simple yet useful strategies.

-Ranjana, HR. Novell Software

Simple tips leading to paradigm shift. It does not focus on giving solutions, but makes each one of us think to deal with our own solutions.

-Ms Sharmisthanath, parent



GENIEKIDS LEARNING RESOURCES PVT LTD

Bangalore India

[www.geniekids.com](http://www.geniekids.com)      [geniekids@geniekids.com](mailto:geniekids@geniekids.com)

Ph: 91-08-25202510 / 91-08- 41161575 / 91-98450-45833