



Training Handbook and Activity Bank for Pre School Education Programme

A Sourcebook for Training of ECCE Educators

Credits

CARE India would like to thank Dr Amita Govinda for writing this document as also for her continuous support to the ECE program in Andaman and Nicobar Islands

It would also like to acknowledge the support of the Social Welfare Department and ICDS, without whose continuous support and engagement this endeavour would not be possible.

Further to also acknowledge the field team of community resource persons and CARE staff based in Andaman and Nicobar islands, UNNATI Foundation who helped to bring in local context and diversity within the fold of this experience and realize this manual for children coming to the ICDS centres in Andaman and Nicobar Islands.

Acknowledgments to Archana Jha, Alok Shukla and Dr. Amita Govinda for photographs used.

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June, 2008

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Preface

On the morning of December 26, 2004, people of Andaman and Nicobar Islands experienced one of the worst furies of nature, Tsunami. The 2004 Indian Ocean earthquake, known by the scientific community as the Sumatra-Andaman earthquake, was an undersea earthquake that triggered a series of Tsunamis that spread throughout the Indian Ocean killing a large number people and devastating communities. After Tsunami, rebuilding the life of children affected by the disaster became the priority for the Government as well as NGOs. In this context, CARE India began its work in the Andaman and Nicobar Islands in March 2005. Based on a situational analysis of post Tsunami, CARE India decided to strengthen the pre-school education component of the Integrated Child Development Scheme (ICDS) programme already in operation besides several other initiatives.

It was considered essential that the learning environment of a young child be arranged in a manner where there is ample scope and adequate opportunities for holistic development. Within an agreement between Social welfare Department and CARE called *Sanjog*, it was decided that both players would join hands to strengthen the preschool education within the ICDS across the Andaman & Nicobar Islands (ANI).

Given this task it was felt that capacity building of the ICDS workers is key in revitalizing this significant component. In order that local capacities within and outside of the government system was built to operationalise this support the task was taken up in co-operation with *Unnati*, a local NGO and Department of Social Welfare of the Government of Andaman and Nicobar Islands. Community resource persons were identified from across the Islands who were provided capacity building support. They in turn provided support towards training and regular onsite support to all the *anganwadis* for pre-school component. They have been working with ICDS supervisors too in mainstreaming the lessons learnt and provide institutional support to ICDS centres.

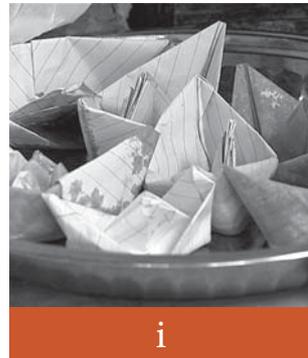
Thus evolved this “**Training Handbook and Activity Bank for Pre School Education Programme**” as a ready reference guide for resource persons, supervisors, and administrators. The may serve as a reference guide to practioners who would like to operationalise the Early Childhood component, especially within the ICDS.

This handbook outlines the training framework and develops understanding on child’s growth and development and its role in designing pre-school curricular inputs. It also develops skills required for preparing age appropriate curriculum inputs for pre school children. The handbook is divided into two parts, first part consists of training framework and second part provides the activity banks for preschool education.

We would welcome your feedback to this handbook.

Elizabeth Sime

Country Director
CARE India



Acknowledgements from the author

About the Handbook : The handbook presents an ECE programme developed post Tsunami and has been one which is participatory and interactive in nature. An attempt has been made to develop a training framework and keep its content simple enough to be easily understood and utilized by trainers and anganwadi workers. An activity bank which follows provides for suggested activities that can be used to take forward the training inputs.

There is an emphasis on reflective, introspective techniques, collective discourse, brainstorming exercises and hands-on experiences in the source book. Within its design, there has been scope for the resource persons and anganwadi workers to build and evolve subsidiary activities based on the responses of participants. This helps in instilling confidence in them and to develop themselves as creative trainers and teachers. There is a conscious attempt to address various social and education issues through role play, dramatization and advocacy songs in order to bring attitudinal change not only in the trainers but also facilitate similar changes in community at large. Contents of the activity bank are designed keeping in view the local physical and social contexts. Again, the attempt has been to use simple vocabulary and examples avoiding the use of technical jargons.

The development of this handbook would not have been possible without the active cooperation and support lent by many persons in the field and from the CARE team. I take this opportunity to record my sincere thanks to the national CARE team and in particular to Daniel Sinnathamby, Additional Country Director, Social and Economic Development, Dr. Geeta Menon, Program Director, Girls Education Programme, for entrusting this task to me. I am also grateful to Kokila Gulati, Technical Specialist, Ina Batheja, Program Assistant, and Malathy Dharmambal, Administrative Assistant from the Girls Education Programme for providing constant technical and administrative support through out the work.

I also thank the members of the CARE team of Andaman and Nicobar Islands - Satish Kumar, Project Director, Rajesh K. Srivastava, District Coordinator, B. Radhika Kiran, Project Officer, Alok Shukla, Project Officer, Brajesh Kumar Das, Project Officer for their proactive role in implementing and adapting the contents of the Handbook which were tried out during the programmes of Training of Trainers held in 2005-06. Their contributions along with that of the participants of the programme were critical in making the Handbook truly relevant to the context of Andaman and Nicobar Islands. I should also acknowledge the support and cooperation of the local NGO, Unnati and Department of Social Welfare, Andaman and Nicobar Islands for facilitating this work through their on-field support.

Let me also express my thanks to Dr. Mona Sedwal who despite her busy work schedule readily agreed to go through the manuscript and offered very valuable suggestions.



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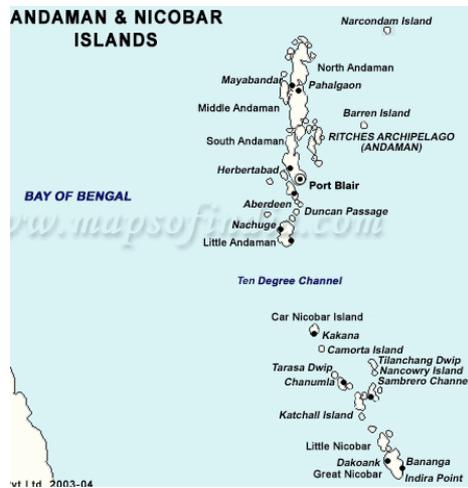
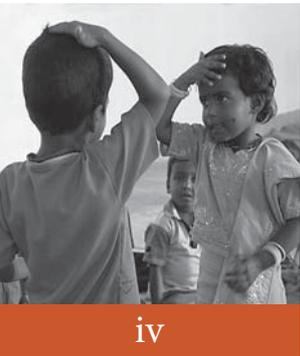
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About the Training Handbook and Activity Bank



The Handbook including the Activity Bank has been developed specially keeping in view the context of Andaman and Nicobar Islands. The fact that the tsunami literally wiped out almost all existing resources has guided the exercise. The presentation of inputs is done in two interrelated parts as Training Handbook and Activity Bank. The first part, namely, the Training Handbook consists of four sections. The first section presents the “Training Framework” for local resource persons and training plan for Anganwadi workers (AWWs). It also discusses different training techniques used in the actual training programme for training of local resource persons. Some illustrative activities are also presented to capture the basic features of the training programme.

The Second section of the handbook presents “Training Inputs”. It covers a wide range of themes such as understanding dif-

ferent aspects of development, development perspective of the curriculum, organizing learning space, classroom processes, development and use of various play materials, and profiling of children.

Third section of the handbook is on “Programme Planning”. It attempts to delineate the components and inputs with illustrative plans and framework for designing activities.

The fourth section discusses the Designing of Curricular Experiences and Activities. An attempt is made in this section to suggest some broad principles for designing activities and to indicate possible ways of examining the suitability of the activities and curricular experiences through concept maps, development indicators, and illustrative framework for nature of engagement. Further, it also presents and discusses an illustrative Proforma for Observing Child Development and Monitoring the Programme.

Part II of the volume consists of the Activity Bank. It presents a large collection of activities that could be used for both training of resource persons and anganwadi workers as well as in conducting actual pre-school programme. The activities are grouped under different themes. An attempt has been made to design activities keeping in mind the developmental aspects and the need for integration with different learning areas.

PART ONE



Training Handbook

“ The teacher whose child within has become like dead wood is not qualified to take responsibility of children. There ought to be not only closeness but also identity and mental similitude, otherwise there cannot be any exchange between the two.... The *eternal* child in a born teacher comes out in the open at the first call of the children.”

- Rabindranath Tagore

Section 1

Framework for Training

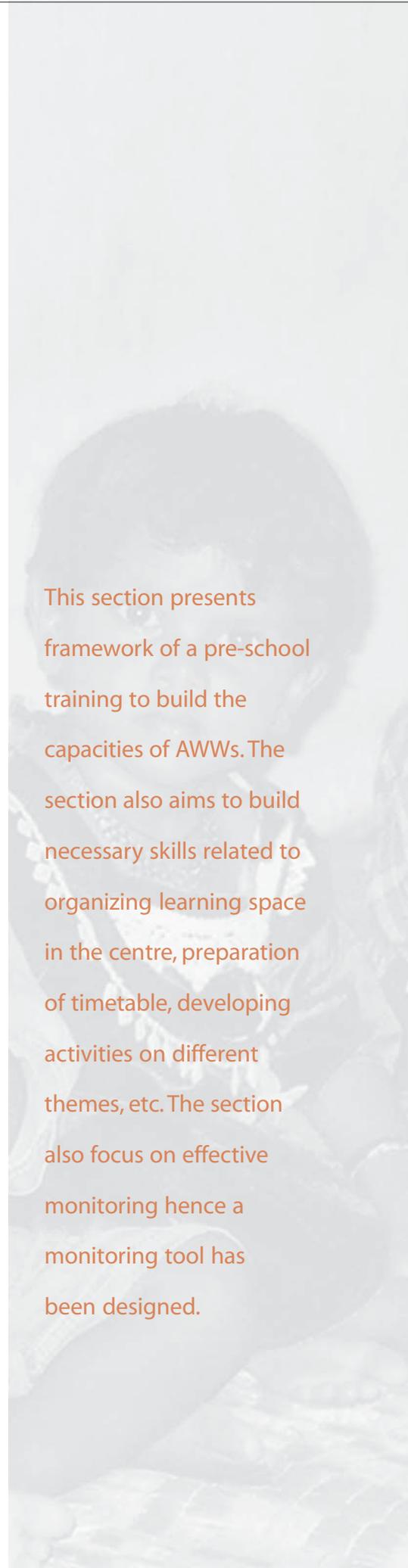
A framework for training of *Anganwadi* workers in various aspects of preschool education has been envisioned in this manual. It has a two stage cascade. The first stage consists of Training of Trainers/Resource Persons. The second stage consists of training of *Anganwadi* workers by resource persons who have the final responsibility for implementing planned programmes in ICDS Centres.

This handbook is essentially addressed to Resource Persons (RPs) and the contents are organised so as to help RPs design and conduct training programmes for Anganwadi Workers (AWWs). This training framework has been specifically planned keeping in view the local context of The Andaman and Nicobar Islands, the background of resource persons¹, need for and the level of community participation, and the feasibility of implementing the programme with other field based partners. However we hope that by sharing the same it will lend to others as well.

It is envisaged that the training of Resource Persons (RPs) is best achieved by actually taking them through a typical 'training programme' meant for AWWs and helping them to reflect on the contents and processes of the training programme. The **first section** presents the **framework of a training programme**. The **second section** of the handbook presents an **elaboration of theoretical, practical and material inputs that constitute training and orientation of AWWs**. The **third section** introduces the resource persons to **principles and processes of programme planning and designing of activities for implementing an effective preschool education programme at ICDS centres**. Finally, the handbook presents an **Activity Bank with illustrative activities**, classified in terms of themes and competencies they address, which could be used by AWWs in their daily work.

Specifically, the handbook has been designed is ready reference for resource persons as they continue to provide support to the AWWs through training and onsite interaction.

¹ Considering that most of the trained human resources had been lost to the fury of nature caused by the tsunami, the Resource Persons (RPs) group to be selected for Training of Trainers Programme would generally consist of fresh female graduates and post graduates. No field experience is assumed for most of them. The emphasis for selection is mainly on their commitment, capacity to communicate and readiness for learning.



This section presents framework of a pre-school training to build the capacities of AWWs. The section also aims to build necessary skills related to organizing learning space in the centre, preparation of timetable, developing activities on different themes, etc. The section also focus on effective monitoring hence a monitoring tool has been designed.



Having participated in the Training of Trainers (TOT) Programme and utilizing the inputs provided in the handbook, it is expected that the resource persons will be able to:

- * Develop understanding of child's growth and development and its role in designing pre-school curricular inputs
- * Develop skills required for preparing age appropriate curriculum inputs for preschool children
- * Gain an understanding of use and relevance of different techniques of training through observation of demonstrations and participatory learning opportunities
- * Acquire a capacity for developing locally relevant inputs and play material for the activity banks for AWWs
- * Develop an ability to guide Anganwadi workers (AWWs) in strengthening the pre-school component of ICDS
- * Draw up a training plan for capacity building of AWWs
- * Appreciate and mobilize community participation to support the work of the ICDS Centres, particularly with respect to pre-school education.

Integrated Child Development Services Programme (ICDS): A Brief Introduction

The Integrated Child Development Services Programme was launched by Government of India in 1975. The programme with a history of over 30 years has grown to have very wide coverage throughout the country. The State support for the programme

of intervention came through the Fifth Five Year Plan wherein an integrated package of essential services to young children and pregnant and lactating mothers was conceived. Unlike the earlier government sponsored programmes which were marked by an underlying social welfare concern bereft of any educational or child development focus, ICDS recognised the need to address children's physical, mental and social-emotional development simultaneously in a holistic and integrated manner. Though the programme effectiveness is uneven across the country, it has in general proved to be an effective scheme reaching out to women and children. Studies have, however, shown the need to strengthen the psychological and cognitive aspects, implying the need to pay more attention to the pre-school component of ICDS.

The main objectives of the ICDS Programme are:

- * To improve the nutritional and health status of children in the age group of 0-6 years
- * To lay the foundation for proper psychological, physical and social development of the child
- * To reduce the incidence of mortality, morbidity, malnutrition and school dropout
- * To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education
- * To co-ordinate with different departments for promoting child development.



Based on these objectives, a package of six services is delivered to children and their mothers and other women in the community. These services are:

- * Non Formal Preschool Education
- * Supplementary Nutrition
- * Health Check up
- * Referral Services
- * Immunization
- * Nutrition and Health Education.

Preschool Component of ICDS

As already mentioned, one of the objectives of ICDS is to lay the foundation for proper psychological, physical and social development of the child. To achieve this objective, the focus of preschool component is envisaged to be on:

- * Total development of the child
- * Child centred activity based programme of teaching-learning
- * Provision of a variety of experiences through play, drama, songs, storytelling, music and movement.

Developing a Framework for Training of AWWs

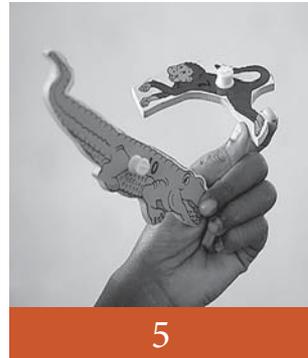
The training of AWWs has to cover a variety of themes ranging from a theoretical understanding of the preschool child's developmental needs to practical skills involved in running a preschool education programme under ICDS. The knowledge of child development is considered critical for understanding the importance of designing and organising age appropriate activities for

preschool children. Skill related activities in the training would focus on preparing activity cards, story cards, flash cards on different themes, masks and puppets, collection and composition of rhymes, songs, stories, development of play material from locally available material. Hands-on experience in these activities is expected to enable them to be competent in handling preschool age children. Keeping the nature of local conditions in mind, alternative approaches have to be presented in organising classroom setting, classroom interaction processes, long term and short term planning, use of a variety of pedagogy in dealing with children. The emphasis should also be on developing competencies to enable them to work effectively with communities and strengthening partnership.

Thus, broadly, a training programme for AWWs would consist of three major components:

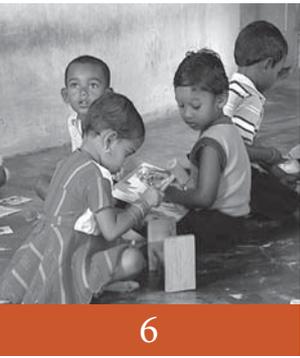
1. Understanding Principles of Child Development
2. Skill Development Activities
3. Hands on Experiences

These major components included in the training framework have been briefly explained in the following sections keeping particular focus on transaction processes. Attempt has been made to reduce information burden and to illustrate and elaborate each idea through participatory activities. This has been done largely through presentation of illustrative activities.



1. Understanding Principles of Child Development

With a brief presentation on core principles, followed by many activities the resource persons' understanding of the principles was developed, this also illustrated to them its application in real life conditions. The following set of activities, namely, sharing of childhood experiences, understanding the inner world of children, understanding milestones of development and games and films, are only illustrative of the possibilities. It is expected that Resource Persons (RPs) would design and use similar activities in conducting training programmes for AWWs.



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Sharing Childhood Experiences

The activity began by asking each participant to share his or her experiences of schooling/education in their early years. It helps the adult participants to understand children, their feelings, emotions and behaviours through a childhood perspective instead of applying an adult yardstick. Since



adults would have passed through that stage of development, sharing of their feelings and experiences helps the participants to understand children's feelings and patterns of behaviour in a personalized manner. This is also likely to help them express their feelings freely and develop a sense of belongingness. The knowledge of child development gained through discussion of childhood experiences should help in designing activities in a manner that corresponds to the age and stage of development during pre-school years.

Participants sit in a circle. Each participant shares with the group an experience/anecdote, (pleasant/unpleasant) from her early years. The resource person may begin to set the tone and help open up others to speak. Invariably, some of the participants would talk about their own experience of rearing children; they would also bring out the differences between the way they have been brought up and how they bring up their children. The whole experience of relating to their own life makes the process highly meaningful and relevant. Generally, the atmosphere remains relaxed and introspective as participants express freely without being judged as right or wrong.

Understanding the Inner World of Children

This activity is about understanding different aspects of development of children through their drawings. In this activity, participants are asked to sit in small groups.



Each group is provided with drawings of children of the age group four to six. They have to observe these drawings, mentally note what they find in the drawings and share their observation in a large group. Through this exercise, participants understand the inner world of children of pre-school age, their feelings, emotions, frustrations and so on. Participants also recognise how children who may lack the capacity to express in words often express themselves through creative art. If carefully used, drawings of a child could be used to assess the mental ability of the child. At a very gross level, drawing could also help one to find out the level of fine motor development of the child.

Understanding Milestones of Development

The purpose of this activity is to help the participant understand milestones of development in terms of various development indicators. The activity consists of playing the game of passing the parcel involving all the participants. Slips are prepared keeping in mind the developmental indicators with respect to all aspects of development for the age group 3 to 6. Music is played while a bowl containing all the slips is passed around. When the music stops, whosoever gets the bowl should pick a slip and speak her understanding of the development indicator as reflected in the growth and development of children in the age group 3-6. Through the game the whole group engag-

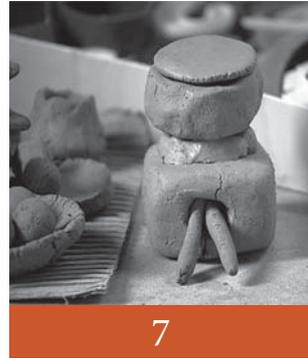
es in discussion and comes to a common understanding of age specific development indicators. The exercise serves two purposes for the resource person. One is to get an assessment of the level of understanding of child development among the participants and second is to strengthen the participants' skill in identifying age appropriate activities corresponding to various development indicators.

Screening of Films

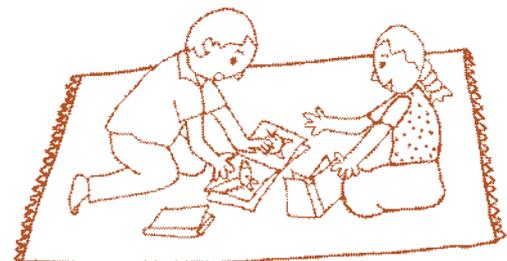
Films could be screened on a variety of themes related to understanding children, creativity, and organising learning space. This is to help clarify many concepts and provide ideas for organising the learning space for young children creatively.

Presentations and Interactive Sessions on Various Aspects of Child Development

Resource Persons (RPs) would also make presentations followed by discussions covering different aspects of child development, developmental needs of children and milestones of development. One could also supplement this with open house discussions – freewheeling interactive sessions on various issues arising out of the participatory activities, film shows and presentations. Such open discussions would help participants to organise and internalize their knowledge and understanding of child development in a more contextualized fashion according to their conditions of work and style of learning.



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2. Skill Development Activities

Imparting basic skills necessary for a teacher/ Anganwadi Worker (AWW) in dealing with a preschool age child is done through a number of activities involving hands on experience. These would include such activities as preparing activity cards, story cards, flash cards on different themes, masks and puppets, collection and composition of rhymes, songs, stories, development of play material from locally available material. Hands on experiences in these activities enable them to be competent in handling preschool age children. The emphasis is also on developing competencies to enable them to work effectively with communities and strengthening partnership.

Organising Learning Space

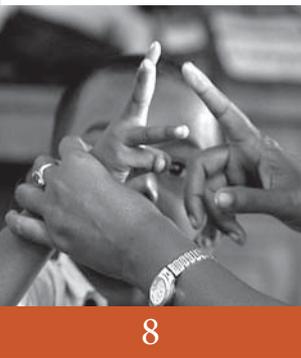
Participants are divided into small groups and are allotted different corners. They are then asked to organise the corner as a learning space for children. Before this exercise, participants are taken to visit an Anganwadi to grasp the real condition and context in which the programme is being implemented. Participants also view a film showing the varying situations that actually prevail and the possibilities they provide for organising the learning setting for children. Through these they are made familiar with the processes in the classroom and space required to organise various activities based on their nature and relevance for the age and stage of development of the children.

Preparation of Activity Schedule/Time Table

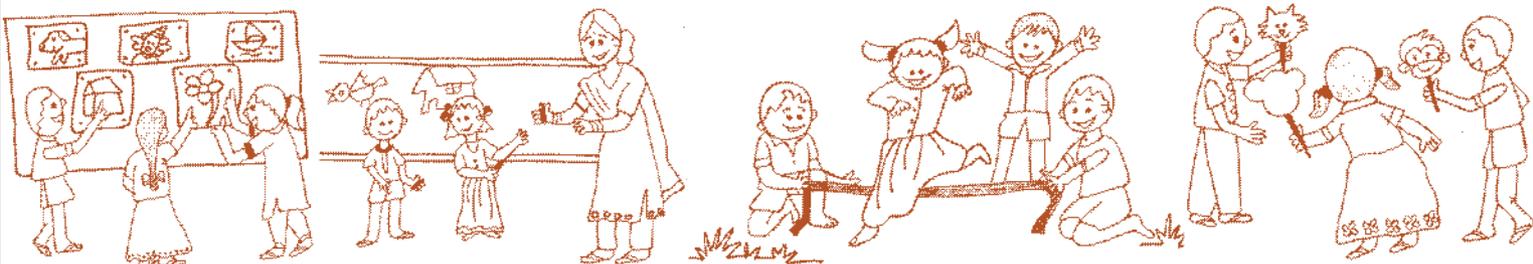
Each participant is asked to prepare an activity schedule for a typical day in the Anganwadi keeping in mind the criteria as decided by the group. The schedule needs to balance various activities – quiet and interactive play, individual and group activity, indoor and outdoor activities, experiences for art, drama, storytelling and music and movement. Each participant presents the activity schedule in the large group followed by discussion.

Developing Activities on Different Themes

This exercise is done in two parts. The first part of the exercise uses a large set of activity cards. The cards cover a wide range of creative activities like conversation between tree and plant, composing song on sea, dramatizing a day without water, performing a puppet show for children. Each participant is given a card and is required to perform/demonstrate the activity given in the card as if he/she is a child. This is done to give them a vicarious experience of how children would feel in doing the particular activity. After this, in the second part of the exercise, participants are divided into several groups. They are then allotted different themes. They have to design activities involving the theme keeping in mind different aspects of development of children. After designing activities, participants are required to make a presentation in the large



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er group. Focus of the discussion in the larger group is on examining the activity's age and stage appropriateness. The overall purpose of the activity is to help the participants develop the skill to independently design activities and establish a locally relevant activity bank.

Demonstration of Storytelling

Participants are divided into different groups and each group is given a set of story books for children. After a quick review of the story books, each group either selects a known story or writes a new story. Then the group members jointly prepare appropriate masks, puppets and other materials for the characters in the story. Each group presents story in a story telling session as though the listeners are children. Participants are free to narrate, read and dramatise stories. Through this, each participant gets an opportunity to compose as well as tell stories, promoting his/her creative potential to adapt to local conditions.

Developing Creative Thinking

All participants stand in a circle. An object (say, a piece of cloth or a stick) is placed in the middle of the circle. Each participant has to show how differently she/he can use the object. The rule of the game is that nobody repeats. The purpose of this activity is to make participants think in a divergent manner and understand what is involved in presenting creative and divergent thinking experiences to children and also to understand child creativity in a meaningful manner.

The following is another exercise of this kind. Participants are given a piece of paper. A small circle has been drawn in each paper. They are required to make any design/figure using the circle. Participants are encouraged to develop similar kind of exercises for children.

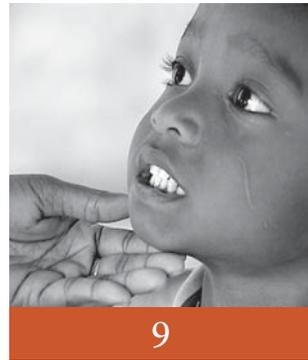
Composing Songs

Participants are encouraged to compose songs on any theme - plants, animals, myself, sun, moon, etc. They can compose in their mother tongue, or any other language in which they feel comfortable. They are also encouraged to use their own childhood memories and experiences. For instance, as a child, one may have liked a certain folk song, tune etc.

The objective is to encourage and promote traditional songs, folk songs for the continuity of culture. This interests children as they find them to be relevant and meaningful activities directly touching their lives instead of depending on borrowed songs from textbooks.

Role Play on Community Linkages and Problem Solving

Participants are divided into different groups and script the theme for a role play involving Anganwadi Workers (AWWs) and community members. Some participants assume the roles of parents and community members and others act as Anganwadi workers. The role play/discussion is around a variety of issues concerning the commu-



nity and the Anganwadi activities – water problem, health and hygiene of children, organising space for Anganwadi etc. The objective is to help them appreciate the importance of working closely with community members and parents of children attending the Anganwadi;

Following the role play, participants are divided into small groups. Each group selects a situation/theme/ problem. They discuss and brainstorm their theme. Each group would then make a presentation followed by discussion. The theme can be based on convincing parents to send their children to the centre, problems of community, health and hygiene of children, social issues and so on. Through this, participants learn to work in a group. Roleplay helps to articulate their ideas in a creative way and learn to solve problems collectively.

3. Hands on Experiences

Participants are given opportunity to develop a variety of play materials - sound boxes, feel bag, flash cards, puppets, story cards, activity cards, masks etc, individually as well as in groups. Every day different groups are required to do a presentation demonstrating the use of play material developed by them. This helps them to relate to and integrate the meaningful use of various play materials in the preschool.

Preparation of Play Materials - Feel Bag, Sound Boxes, Touch Boards

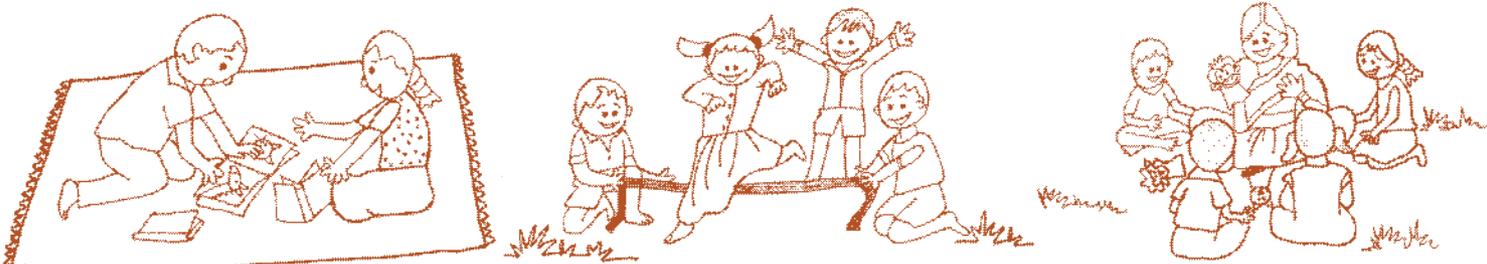
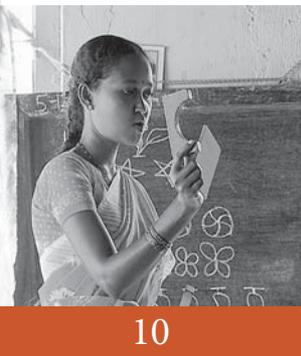
During the training programme, participants are required to develop play materials which can be used by them for the training of Anganwadi Workers (AWWs). Each participant demonstrates to the group the method of using the material and its relevance for children of preschool age. By doing this, they also develop the skills to use the material. For making the play material some stationery and other inputs are provided to them. However, participants are also encouraged to bring materials locally available so that children can relate to the material.

Preparation of Activity Cards

Participants have been given a set of cards. They work in a group to prepare activity cards on different themes keeping in mind different aspects of development and a variety of experiences.

Puppet and Mask Making

Participants are given demonstrations of puppet making and of actually conducting a puppet show. During the training programme, participants make a variety of puppets –finger puppets, glove puppets, and masks of animals, birds, means of transport etc. They also use these puppets, masks and other material developed, in their presentation of rhymes, storytelling and concept development.



Printing

As mentioned earlier, art work is an important component of the programme. Resource Persons (RPs) help to learn various forms of art. As part of the skill development for making material, they are given demonstrations of various kinds of printing – spray printing, vegetable printing, etc. for locally relevant preparation of material. They are also given hands-on experience during the training programme to use such material.

Organising Training for Seven Days: An Exemplar Timetable

Resource Persons (RPs) could be given a seven-day training consisting of all these experiences in the sequence illustrated below. Their experiences in the training and the illustrative framework given below are also expected to help them design training programmes for Anganwadi workers (AWWs).

An Exemplar Timetable

Day 1

Morning

- * Welcome
- * Sharing childhood experiences
- * Understanding inner world of children (Through drawing of children)
- * Building on their responses, understanding different dimensions of development

Noon

- * Games and Songs
- * Story telling and follow up activities
- * Material development

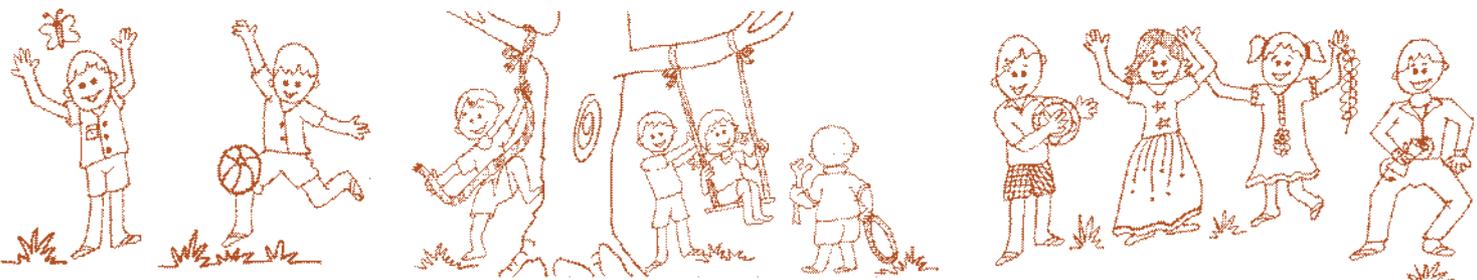
Day 2

Morning

- * Reflection/games/recitation of rhymes with actions followed by discussion
- * Understanding child centered activity based teaching
- * Designing activities

Noon

- * Distribution of activity cards in different groups
- * Carrying out activities specified on the cards Presentation and discussion of activities
- * Workshop on story telling/storyline approach
- * Development of learning material





Day 3

- Morning**
- * Reflection/games/recitation of rhymes with actions followed by discussion
 - * Designing activities on
 - * Plant life/Transport/Water/Season

- Noon**
- * Continuation of group work
 - * Presentation and discussion of activities
 - * Story telling
 - * Development of learning material

Day 4

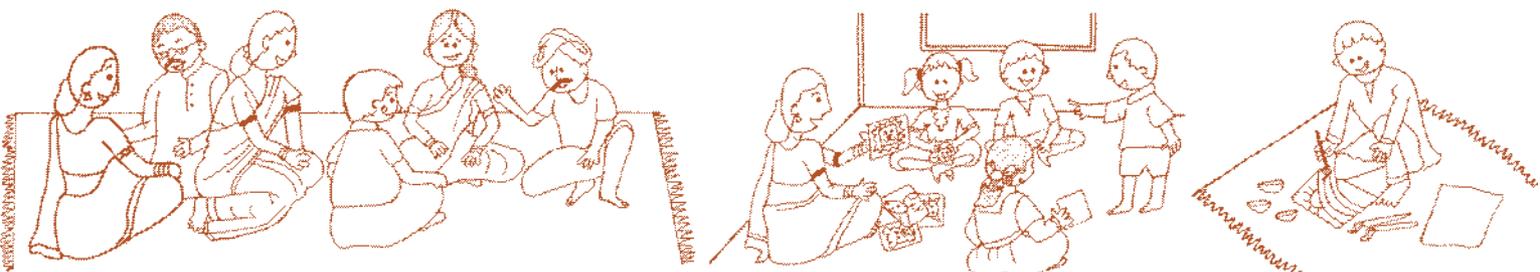
- Morning**
- * Journey through the world of imagination (language development exercise)
 - * Understanding developmental needs of children and profiling of the child
 - * Planning the activity schedule and designing theme based activities in different groups

- Noon**
- * Continuation of group work
 - * Presentation and discussion of activities
 - * Film show on " Creativity and Aesthetic Development" followed by discussion
 - * Preparation of play material required for the activities
 - * Collection of local specific rhymes/songs/games/ stories (five from each group)

Day 5

- Morning**
- * Music and movement (presentation and demonstration by different groups)
 - * Understanding developmental problems of children and how to deal with them

- Noon**
- * Reading selected articles on understanding the child, story telling, language development in children, environmental approach/ Workshop on writing rhymes/songs for children
 - * Material development



Day 6

- Morning**
- * Recitation of rhymes composed by them
 - * Film show on 'Music, Movement and Rhythm' followed by discussion
- Noon**
- * Role play on Community linkages followed by discussion
 - * Preparation of play materials

Day 7

- Morning**
- * Demonstration of indoor and outdoor games
 - * Development of activity bank
- Noon**
- * Presentation of the activities
 - * Preparing training programme for Anganwadi workers (AWWs) (group work)
 - * Presentation of training schedule

An attempt has been made to incorporate all the core components on every training day. Perhaps, the most challenging part of the training framework is to develop a theoretical understanding of child development and classroom processes in the Resource Persons (RPs) as they are likely to be from

diverse academic background, without any formal introduction to pedagogy. It is with this in mind that the training framework proposes to transact various inputs mainly using their own experiences and observations in a participatory manner.



13

Follow Up and Monitoring

Training of AWWs cannot be viewed as a one-off affair. Resource Persons (RPs) and supervisors have to act as mentors who follow up the training and ensure that the AWWs plan and implement educational

activities at the ICDS Centre in a systematic manner. This would require them to periodically visit ICDS Centres, observe the overall functioning of the centre and in particular the work of the AWW, and provide feedback for improved functioning. For this, one could follow a standard pro forma as illustrated below.



Proforma for Observation and Monitoring for ICDS Centres*

General Background

Date of Visit	Time of Visit
Opening Time	Closing Time
Name of the CRP	
Name of the Village	
Block	District
Name of the AWW	
Theme being followed	<input type="checkbox"/> Yes <input type="checkbox"/> No
Name of the theme being covered during the visit:	



14

Age Group	Enrolled		Total	Present		Total
	Boys	Girls		Boys	Girls	
1-3 yrs						
3-6 yrs						
Above 6 yrs						
SC/ST						
Total						

Rating Scale for Recording Observations

Rating	0-4 scale
Nil	0
Poor	1
Average	2
Good	3
Very good	4

Scoring Instructions:

There are 7 major categories in the pro forma. The “categories” broadly define the features to be observed during a visit to an Anganwadi Centres (AWC). For instance some of the categories are Physical Infrastructure, Planning and administration, classroom processes etc. In the Monitoring Pro forma these broad categories are further divided into “Subcategories”. For instance the subcategories for “Physical Infra-

* Draft version of the pro forma was developed during a training programme jointly by Resource Persons undergoing training along with supervisors and the CARE ECCE Resource Team.



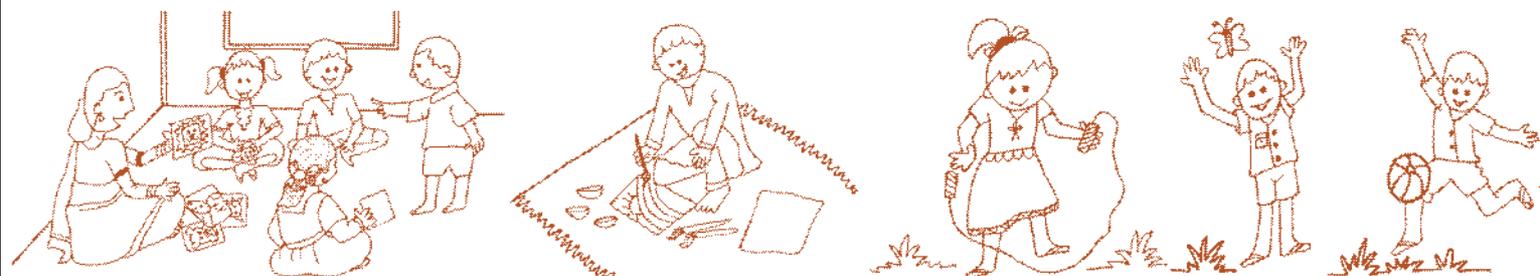
structure” are Outdoor space, Indoor Space, Drinking water and Sanitation. The subcategories are continuously numbered and the total number of subcategories is 17. Each subcategory is further classified into some indicators, which aid the observer to give a

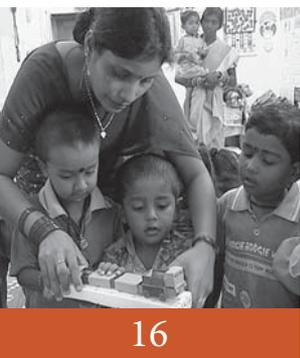
score to each of them on a scale of 0-4. For instance during a visit if the observer finds the indoor space to be clean, teaching learning material kept in an organised manner and children’s work displayed in the centre s/he would give a score of 4 to “indoor space”.

Sl.No	Statement	Score
1.	<p>Outdoor space</p> <ul style="list-style-type: none"> * Daily Cleaning. * Availability and Use of the outdoor space (swings, sandpit) for play. * Creation of alternate outdoor space where needed <p>Comments:</p>	
2.	<p>Indoor space</p> <ul style="list-style-type: none"> * Daily Cleaning * Adequate use of space * Accessibility and use of play material * Safety of play material * Display of children’s work and their use in regular programme * Innovative use of indoor space if it is not adequate <p>Comments:</p>	
3	<p>Drinking Water</p> <p>Availability of clean and safe drinking water</p> <p>Comments:</p>	



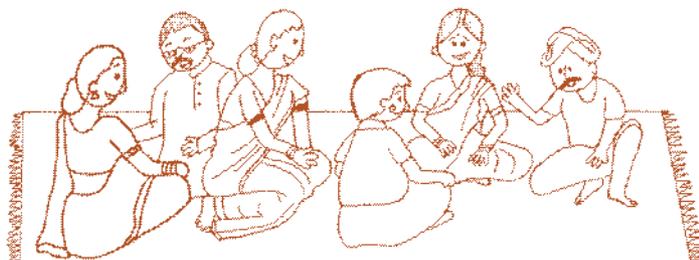
15





Sl.No	Statement	Score
B. Programme Planning		
4	<ul style="list-style-type: none"> * Yearly planning keeping in view the wholistic nature of the programme * Monthly and weekly planning covering different themes and skills of development * Display of Planning schedule in the centre * Daily planning in the form of teacher's diary. 	
Comments:		
5	<p>Records and registers</p> <ul style="list-style-type: none"> * Availability of different records and registers * Regular updating of records * Daily planning record, * Attendance record * Community meeting record * Stock register of Pre school Supplies. 	
Comments:		
C Material: Availability and Usage		
6	<p>Teaching Learning and Play Material¹</p> <ul style="list-style-type: none"> * Adequate and age appropriate play material is available for children's use in the center. * Children use play material for different activities in the center. 	
Comments:		

¹ **Teaching, Learning and Play Material:** (Puppets, Masks, Picture Books, Beads, Blocks and Puzzles, Clay, Sand, Flannels, flannel board, flashcards, flip book, Picture Books, Story Books)



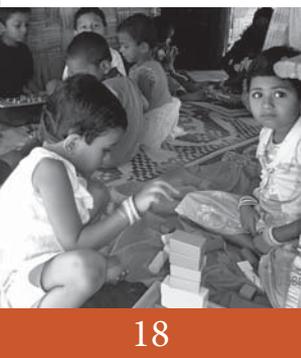
Sl.No	Statement	Score
7	<p>Recurring Material²</p> <ul style="list-style-type: none"> * Adequate Recurring material is available in the center. * AWW and children use recurring material everyday in the center for different activities. 	
Comments:		
8	<p>Black Board</p> <ul style="list-style-type: none"> * Use of Blackboard * Provision of low level black boards/black painting of lower part of wall * Encouraging children to use low level blackboard for free expression 	
Comments:		
D Classroom processes		
9	<p>Free Conversation /circle time</p> <ul style="list-style-type: none"> * Use of different medium and material for conversation * Show and tell * Game of King and Queen * Journey to different locations like, Seaside, Garden, Forest, Mountains etc * Role play and dramatization using puppets and masks * Story telling and story building * Conversation on different themes, events, things in the environment 	
Comments:		



17

² **Recurring Material:** (chalks, charts, felt pens, crayons, paper, pencils, sharpeners, eraser, stapler and stapler pins, glue)

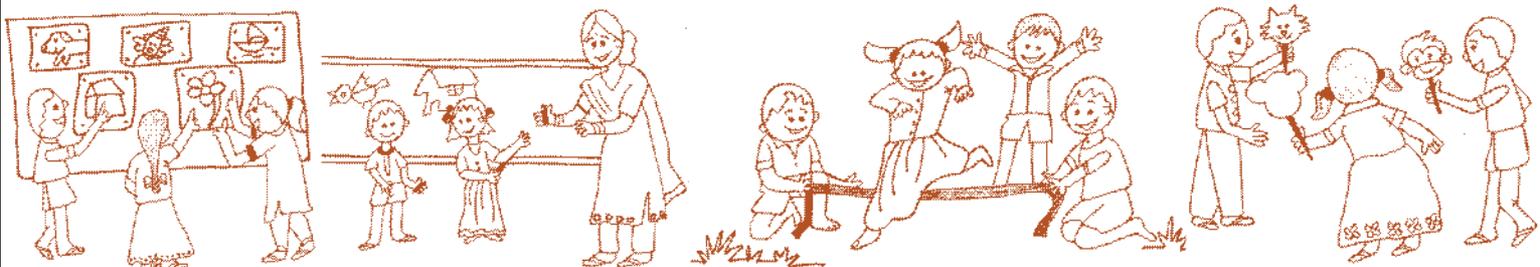


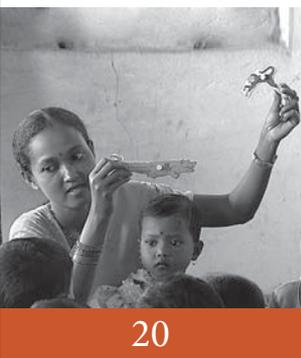


Sl.No	Statement	Score
10	<p>Learning by doing</p> <ul style="list-style-type: none"> * Children are engaged in a variety of activities like * Drawing * Painting * Printing (vegetable, spray etc) * Making things from paper, clay and any other local material * Making theme related objects like animal masks, paper boats, puppets etc 	
Comments:		
11	<p>Story Telling</p> <ul style="list-style-type: none"> * AWW organizes the space for children during the narration of a story. * Voice modulation and expressions while narrating the story. * Follow up activities like * Story illustration * Retelling story * Dramatization of the story * Story building * Picture reading * Conversation on different characters of the stories they like and reason for liking/disliking 	
Comments:		
12	<p>Music and Movement</p> <ul style="list-style-type: none"> * Recitation of rhymes, folk songs * Rhythmic exercises * Action songs * Movements of different birds, animals, * Dancing 	
Comments:		



Sl.No	Statement	Score
13	<p>Indoor and Outdoor Play</p> <ul style="list-style-type: none"> * Indoor Play * Playing with different play material individually and in a group * Blocks and beads * Puzzles * Matching/ classification of Flash cards on vegetables/fruits * Birds/animals * Wild/pet/domestic animals * Means of transport * Outdoor Play * Free play * Structured play for gross motor development like running, balancing,jumping,hopping etc * Rhythmic exercises 	
Comments:		
E Behavior of AWW		
14	<ul style="list-style-type: none"> * Act as a facilitator * Rapport with children * Affectionate, friendly, understanding the needs of children * Listen to what children try to tell * Clarity in instructions and directions to children * Carries out age appropriate tasks and activities * Does not discriminate between children * Observes children carefully for any signs of distress and provides solace. 	
Comments:		





Sl.No	Statement	Score
F Child Behavior		
15	<ul style="list-style-type: none"> * Enjoys coming to the centre * Participates actively in all the activities * Takes initiatives * Relates to other children and the AWW * Listens carefully * Speaks freely * Asks and answers questions 	
Comments:		
G Community Relationship		
16	<ul style="list-style-type: none"> * Parents and community members participate regularly in the meetings convened by AWW on various aspects of the ICDS. * Parents and community support the AWW (service delivery, creating awareness, arranging resources) 	
Comments:		

As already pointed out, the pro forma gives a framework for the Supervisors and Resource Persons (RPs) to observe and record their observations. But the main purpose is to help improve the work of the AWW and the overall functioning of the ICDS Centre. Therefore, the pro forma should be used in an adaptive fashion according to the context and conditions in which the centre is located and operating. The rating arrived at through the pro forma should be used carefully for the purpose of determining the

general level of functioning of the centre and the AWW. Specific feedback should be provided to the AWW in a more descriptive and qualitative manner. From this point of view, the space provided in the pro forma for Comments for each Category is very important in achieving improvement in ECCE service provisioning through ICDS Centres. Specifically, AWWs supervisors should discuss their comments with the AWWs regarding their approach to organising the work and interacting with children.



Section 2

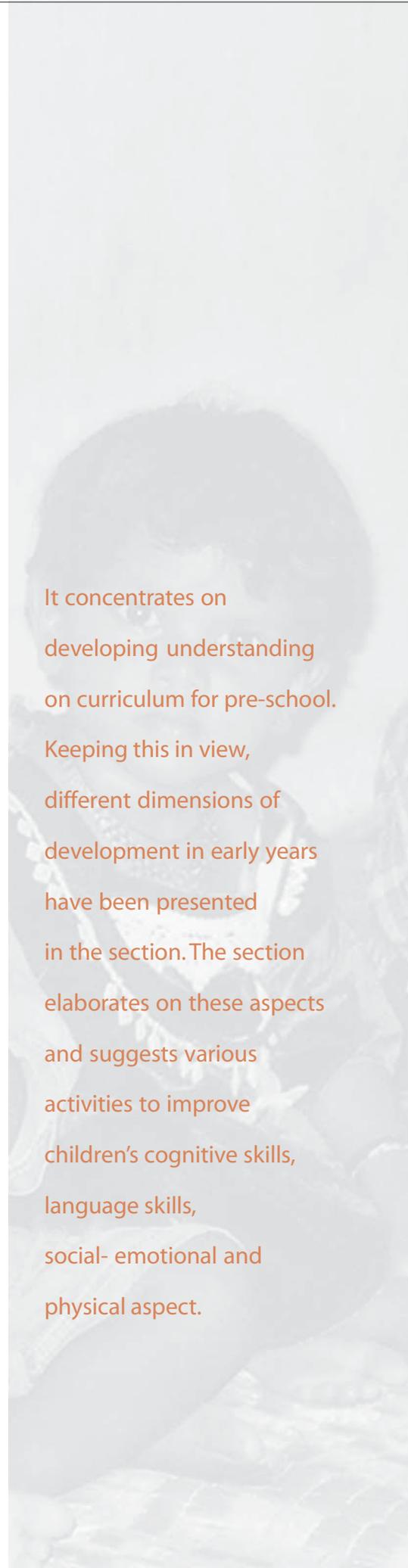
Training Inputs

The early years in a child's life are critically significant for growth and development as changes during this period are more rapid than any other period in the child's lifespan. Understanding how children develop physically, socially, emotionally, cognitively and how they acquire language competencies is essential for designing and implementing development oriented curriculum for preschool age children.

Such knowledge and understanding of different aspects of development will guide us in the following:

- * Preparing age appropriate activities for children in the early years of schooling
- * Anticipating children's responses to various inputs according to their age and stage of development
- * Understanding the ways and means of preparing children for the changes that take place in their body, interest, behaviour and environment
- * Recognising various milestones of development common to all children and identifying cases of delayed development.

Keeping these goals in view, **different dimensions of human development in early years have been presented below.** The purpose is to introduce resource persons (RPs) as well as Anganwadi workers (AWWs) to basic concepts and processes of child development.



It concentrates on developing understanding on curriculum for pre-school. Keeping this in view, different dimensions of development in early years have been presented in the section. The section elaborates on these aspects and suggests various activities to improve children's cognitive skills, language skills, social- emotional and physical aspect.

Understanding Different Aspects of Development

(a) Physical and Motor Development

Physical development refers to physical changes that take place in the size, structure and body proportion. A height-weight chart is a good way of keeping track of the health and physical development of the child, although it varies from child to child within a broad range. A steady increase in both is a good indicator of normal growth. The other indicators of satisfactory physical development are the activity level of children, stamina, agility and grace.

In early years of child's life, the dramatic changes take place in motor development. Basic movement skills are developed during this period. It is important to observe if the movements are well coordinated and smooth. Children also develop greater control over their muscles and movements. They learn to run, jump, catch and throw, kick the ball with better control. All these gross motor skills give children freedom to explore the world around them.

Integrating Activities for Physical Development in the Daily Routine

Conscious efforts should be made to provide opportunities for using small and large muscles. Children need to get a balance of perceptual motor experiences every day. Development of large motor skills would normally be observed in daily life activities

or play situations such as walking, jumping, climbing, holding, drawing, etc. However, assessing the development of fine motor skills may require us to involve the children in specially designed activities. In general, most parents and teachers find it relatively easy to follow growth and development indicators with respect to physical development with the help of standard charts and activities.

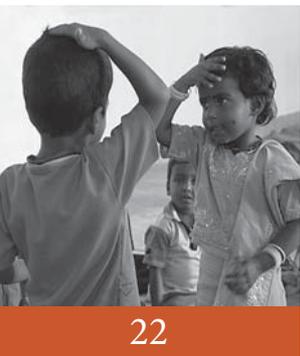
Illustrative Activities for Large and Fine Motor Skills

Large Motor Skills

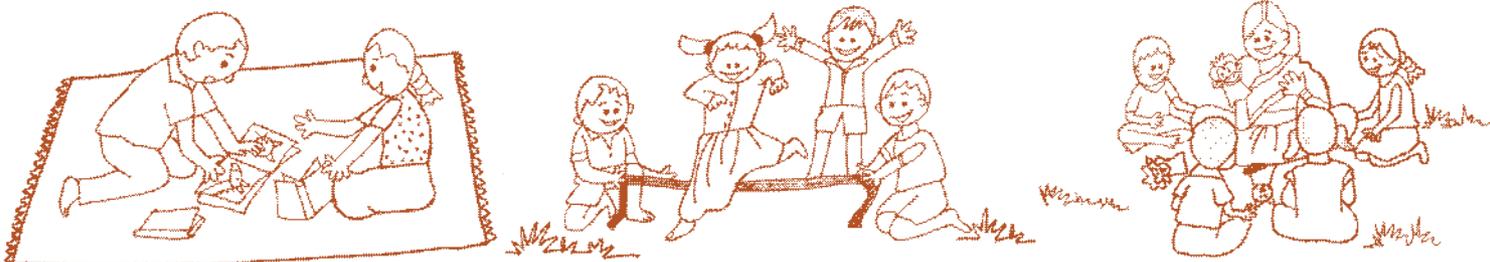
- * Walking in a straight/curved line
- * Throwing/catching a ball
- * Balancing
- * Hopping/jumping on one foot/two feet
- * Running forward/backward
- * Skipping
- * Climbing steps/ladder/jungle gym
- * Dancing

Fine Motor Activities

- * Threading beads
- * Tying laces
- * Buttoning
- * Cutting
- * Pasting
- * Colouring
- * Tracing
- * Drawing/painting
- * Pouring
- * Inserting
- * Scribbling



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(b) Social-Emotional Development

Social development refers to the ability of children to relate with others and form social relationships. It is about children's relationship with other people and the ways of interacting with them. In the normal course, children begin to make friends and learn to play in group as they get settled in the pre-school/centre. Their social space begins to expand beyond the immediate family members. They learn to be independent and begin to make choices in terms of finding their play companions or those to sit with, in the class or to eat together. One has to observe and assess if children are making such choices and interacting freely with other children and adults. It is important to see if children are friendly towards others and are not aggressive and disruptive in their relationships.

Emotional development refers to the overt expression of a variety of emotions like joy, delight, happiness, fear, anger, sorrow etc. As children grow and begin facing new situations outside their homes and meet new people other than their own parents and immediate family members, their emotional responses begin to take shape in a natural fashion. Emotional expressions of children have to be observed in a variety of situations. This could be when they are playing alone with toys and play material or during drawing and painting; when they are interacting with other adults including the teacher; when they are interacting and playing with other children.

In observing and assessing social-emotional development of children, the teacher has to be very careful. Firstly, unlike other aspects of development, it is difficult to establish any benchmark or milestones with respect to social and emotional aspects. There can only be a broad framework for determining if a child's social and emotional behaviour patterns are on expected lines. Such expectations are also influenced by cultural factors. What is considered socially acceptable in one cultural context may be considered unacceptable in another. Secondly, even though we are concerned mainly with natural development patterns of behaviour and not those learnt specifically from their environment, it is difficult to separate these two. Teachers, therefore, carry greater responsibility in observing and judging children in their social-emotional development. Finally, individual differences in nature as well as the pace of change are highest in these aspects of development. Therefore, flexibility and accommodation will be the hallmark of assessment. Specifically, in the absence of commonly determined benchmarks or milestones, teachers have to observe and assess within a broad range of expectations. One should also keep in view that some of the aberrations found in the social and emotional behaviour of children could often be temporary and self-correcting. Undue attention and coercive measures of change and correction could distort natural development of social and emotional development in the children. Observations have to be done through flexibly construct-



ed situational activities and group exercises. Situations in which children could express their relationships and emotions freely should also be the basis for observing and assessing their development.

Illustrative Activities for Social–Emotional Development

- * Ask children to draw their own portraits and talk about them.
- * Ask children to talk about their likes and dislikes of various things like food, clothes, colours, people and reasons for their liking them.
- * Allow children to draw and talk about what makes them happy, sad, angry and fearful. Ask them to describe how they would behave in such situations.
- * Provide suitable scripts and ask children to dramatise different emotions.
- * Create a doll corner and allow them to play. Listen to their monologues. Record what they speak.
- * Provide opportunities for freehand drawing. Write down what they say about their drawing.
- * Let them listen to stories and songs/ rhymes. Encourage them to illustrate with sketches and drawings.
- * Provide them with problem situations. Ask them what they will do in such situations. Record their responses.
- * Allow them to imagine different kinds of birds, animals, and people. Let them create dialogues and dramatise.

(c) Language Development

Language Development refers to the journey of a child from crying as means of communication to expressing through words

and then sentences to converse with others.

Illustrative Activities for Language

- * Provide a print rich environment to children. Label all the objects in the environment.
- * Create a reading corner, encourage children to browse picture books and other story books.
- * Display labels of familiar items like food packets, tooth paste tubes and wrappers, and encourage them for sight reading.
- * Storytelling, narration, illustration of stories.
- * Write dictated stories on their drawing. Read out to them what they dictated.
- * Make them listen to rhymes and songs, and to sounds in the environment.
- * Play with them the game of matching sounds and letters.
- * Provide low level blackboards and allow them to scribble and draw, make patterns.

(d) Cognitive Development

Cognitive development refers to changes in the thinking capacity of children and their understanding of the world around them through constant interaction with it. During

preschool and early years of primary schooling, children learn concepts through concrete objects and focus on one characteristic at a time. Their reasoning is limited to colour, size, texture, shape of the object. They can understand concepts like tall, short, long, short, heavy, light, etc.



Illustrative Activities for Cognitive Development

- * Provide children with a variety of material to sort on the basis of colour, shape and size.
- * Allow children to find similarities and differences between various objects.
- * Provide children with objects like pebbles, beads, twigs, leaves etc. Ask them to classify them as big, small, heavy and light.
- * Allow children to measure different objects with hand span, string or stick to get an idea of non standard measurement (their own height, and height of teachers and friends).
- * Provide children with a jug of water and a glass. Allow them to estimate the number of glasses the jug can contain. Let them actually measure and check the accuracy of their estimation.
- * Play games and action songs based on in-out, front-back and far-near for understanding locations.
- * Recite number songs with children.

ing concepts, skills and competencies through rhymes, stories, dramatisation, free conversation, learning by doing and a variety of different activities.

Basic Principles of Preparing a Development Centred Curriculum

- * Recognising each child as a unique individual and respecting that individuality.
- * Planning age appropriate tasks that help create a sense of achievement and therefore develop positive self-concept.
- * Freedom for children to choose activities that they would like to do.
- * Thematic integration of all learning areas so that learning is made meaningful and relevant to children.
- * Providing a variety of activities like storytelling, drawing, dramatisation, music and movement.



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2. Preparing a Curriculum with Focus on the Age and Stage of Development

As already mentioned, age appropriate tasks help children to get a feeling of success and build their confidence. This is also linked to the stage of development. When activities appropriate to the age and stage of development are given, children enjoy the whole process of learning. The medium of such learning is essentially a child friendly play setting. The focus has to be on learn-

Organising Learning Space

In the early stages of education, it is not the content of learning that should be the focus of consideration. More important are the context and conditions in which the learning process is organised and transacted. In fact, the way the context of learning is organised and transacted influences as much as the contents of transaction. Therefore, the organisation of learning space should be a major concern in early childhood education as it significantly influences children's learning and their feeling of autonomy and inde-



pendence. Also, for creating a pleasant environment in the ICDS Centre, the centre must look attractive besides neat, clean and safe.

Seating Arrangement of Children

Seating arrangement in the centre should be flexible and modifiable allowing for small group and large group activities. It should be organised in such a way that there is adequate space for children to move around and provide opportunities to children to explore play materials. This is important as often one finds inadequate space for children to carry out activities even while a variety of materials are made available. This is necessary in order to ensure that best possible use of the available resources is done in an imaginative and innovative manner.

Depending on the availability of space, one could organise the room as learning areas or corners. Learning areas allow children to be able to make choices in playing or to be engaged in activities that they like. For this, play materials in each corner have to be organised in such a way as to match the developmental stage of the children and the curricular theme being transacted. For instance, the block and beads corner would include wooden toys, blocks and beads, puzzles, lacing and peg boards. It can also have manipulative and fine motor construction materials. With such material, children will have daily opportunities to develop small muscle skills and psycho-motor co-

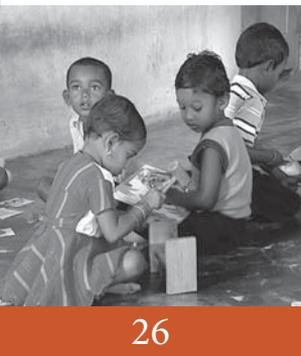
ordination. The doll corner could be equipped with dolls, kitchen utensils, props for dramatic play like old clothes, and objects used in daily life in order to facilitate socio-dramatic play. The quiet area can include picture, story books and a variety of material for art and craft activities. There has to be low level blackboard where children can draw freely.

Learning corners promote self directed learning and develop independence in children. There should, of course, be no rigidity in organising the classroom. One can organise the classroom in different ways depending on the availability of space and play materials.

If a room is small, and it is not feasible to create learning areas, we have to select material according to the specific theme and make them accessible to children. At the end of the play session pack up these play material and organise the classroom for other activities like story telling or recitation of rhymes. The important thing is that children should have freedom to choose the play material. After the play session, children should be encouraged to put the materials back in the right places.

Display of Children's Work

The learning space in the centre belongs to children. Use that space to display the children's work such as their drawings, pictures they collect, masks, puppets and clay model they make. The display on walls should



be at the eye level of children. Allow them to talk about what they have displayed. Use the display for further discussion in the classroom. Age appropriate print material like pictures of fruits, vegetables, animals, birds, flowers etc. relevant to the theme being transacted could also be displayed. Change the charts and other display material regularly according to the theme.

Organising Outdoor Space

Organising outdoor space is as important as preparing indoor space for learning. Children love to play outdoors. If there is no space for outdoor play, then children can be taken out to nearby park, field or open space available on regular basis. One can also create conditions even with limited space by suitable selection of play material and game equipment. For example hanging rope ladders, rope swings, wooden boards can be used as slides.

Creative use of the available space for different kinds of physical activities and games is an important skill that all teachers have to focus on. There should be space and equipment to carry out activities like jumping, climbing, sliding and swinging. Old tyres make interesting swings. Large concrete pipes can be used as tunnels. A tree trunk can be used for children for balancing. Rope ladders can be used for climbing. One needs to be careful that areas around the swing, slides are soft enough to avoid injury to children. For instance, a sand pit could be lo-

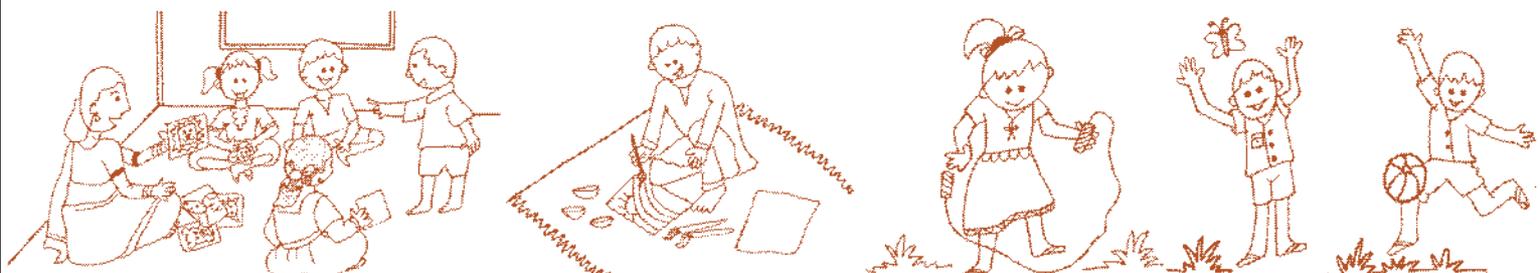
cated near these play equipment. If space is limited, plan the daily schedule in such a way that children go outside by turn and the playing area does not get crowded.

Play Material

Children need a stimulating environment where they can explore, experiment, and play freely. Free play provides opportunities for children to learn various concepts and skills. Children learn to classify, match, measure, sort, label through play. While children enjoy free play in a natural setting using freely available material, properly designed play material would aid and facilitate stimulation of socio-emotional and intellectual processes. It is important to ensure that all play materials are easily accessible to every child and are used by every one of them to explore, manipulate and learn. There should be no rigidity about playing in a particular way.

How will you Select Play Material?

- * Play material should be developmentally appropriate.
- * Play material for manipulation like wooden toys, blocks and puzzles.
- * Play material for imaginative play like kitchen set, dolls, old dresses, traditional toys and games.
- * Musical instruments (locally available).
- * It should be attractive, colourful.
- * It should be regularly checked for its safety.





It is not essential that good play materials are purchased from market. Teachers can also prepare simple and low cost material using locally available objects. For instance, teachers can prepare:

- * Picture books
- * Flash cards of vegetables, fruits, animals, birds, vehicles
- * Feel bag
- * Touch board
- * Sound boxes
- * Picture dominoes
- * Story cards
- * Puppets
- * Masks
- * Picture cards

It should be noted that while dealing with young children there can be no rigid distinction between play material and learning material.

Storage of Play Material

Play material should be placed on low, open shelves so that children can select, use and replace toys and other play materials. If there is no space for open shelves, we may use boxes for storage. Paste large slips or pictures on the boxes indicating the material kept inside them. Encourage children to use the material from the boxes. Take care that the boxes are such that children can easily open and shut the boxes and do not get hurt in the process.

Ensure that the classroom environment facilitates active learning in children and support children's choices and activities and

child's reconstruction of knowledge. Engagement with play materials in different corners provides such experiences that enable children to integrate and make sense of the vast amount of information to which they are exposed to in everyday life.

Records and Registers

As a part of the organisation and management of Anganwadi, there is a need to maintain some records and registers.

* Attendance Register of Children

This register will include the names of all children who come to the centre and will be used for marking daily attendance.

* Stock Register

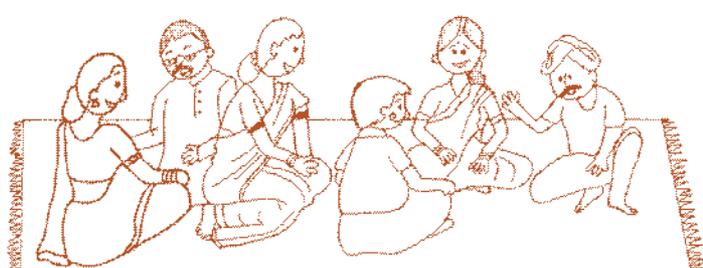
This will be used to maintain a record of the equipment in the centre, which includes table, chair, boxes, play materials, and other stationary items.

* Food Register

This will include the amount of food items purchased and consumed.

* Portfolio of Each Child's Progress

This consists of the record of your observations of each child's growth and development. This has to be maintained at regular intervals. Observations could be recorded once in six months for children in the age group 4-6 years. However, this will have to be done at shorter intervals for younger children below four years. There should be a separate page or file for each child. You may begin by making a note of all the things a child could do in the beginning of the year, when the child gets enrolled in the centre.



* Teacher's Diary

Every teacher/Anganwadi worker (AWW) prepares a weekly plan of activities. Keeping this weekly plan as the framework, teachers could maintain a diary of noting which serves as a record of completed work and also as record of observations of significant events during the day. This will include specification of thematic activities, activities related to different dimensions of development and the nature of engagement with children. The diary would specify the level and nature of involvement of different children in the day's activities. Teachers could also note unique episodes during the day involving children. It could also contain teacher's observation of unusual behaviour of particular children for further follow up.

Organisation of Learning Process

The effectiveness of any programme depends on its transaction in real settings. Learning processes have to be child centred. For this, it is essential to prepare for every day a well designed but flexible activity schedule. The activity schedule should include small group and large group activities. The daily schedule needs to provide opportunities for indoor and outdoor play activities. It should balance the teacher directed and child initiated activities. Various combinations of schedule can be used.

Large group activities can be used for sharing of experiences, recitation of rhymes and songs, discussing concepts, and telling stories. There has to be a time for playing with

play material. This can be done in different play corners or children are allowed to play with the material and then recall and talk individually or in small group. The teacher may guide children who have difficulty in making choice. Indoor play can be done either through corners or by providing play material depending on the availability of space.

Small group activities offer an opportunity to work in a group of four or five children. Children work on concepts and art and craft work.

Outdoor activities provide an opportunity for playing in open space. In these periods, there is a need to balance structured and free play. It is not necessary that all outdoor action has to involve physical activity. It should also have variety involving different games, action songs, individual and team games, competitive and cooperative play. The basic consideration should be that no child feels disinterested in the activities. Children should also be encouraged to play with outdoor play equipment. Outdoor play has a twofold purpose. One, it provides opportunity for children to enjoy freedom of movement and engage in free play. Second, it provides for physical activity as an integral part of the educational curriculum. Keeping this perspective in view, in cases where the space for outdoor activities is inadequate, space for physical activity and free play should be created within the premises of the classroom using the space in an innovative manner and designing furniture in a flexible manner.



Section 3

Programme Planning

Earlier Sections have highlighted the need for giving adequate freedom to the children in terms of choice of activities. Providing such opportunities to children at the centre demands that the teacher or Anganwadi Worker (AWW) makes available carefully designed activities that facilitate growth and development processes. This would obviously involve careful planning of the programme by the teacher. What would be the nature and periodicity of such programme planning? What should be the components and inputs of such plans? This section will attempt to answer these questions by presenting illustrative plans and framework for designing activities.

The main purpose of planning is to determine allocation of time for different activities in such a way that their transaction together would bring about all round development of the children. One should keep in view the various aspects of development – cognitive, socio-emotional and psychomotor aspect, in terms of various competencies to be acquired by the children as they grow. Planning the programme of preschool education at the centre should not be viewed as pre-determining every activity to be carried out at the centre in a rigid fashion. Furthermore, one has to keep in view individual differences among children and the social and economic contexts in which the centre is functioning.

The first question to be examined is: “what should be the timeframe for programme planning?” Again, there is no rigid rule. However, the teacher will have to view the planning from both long term and short term points of view. For instance, one could prepare plans at three levels – yearly, weekly and daily.

1. Yearly Planning

Curriculum implementation begins with programme planning with a long term perspective on yearly basis. Long term planning provides direction and a concrete framework for achieving desired goals of preschool education. The focus is on wholesome development of

This section focuses on various types of planning for the preschool.

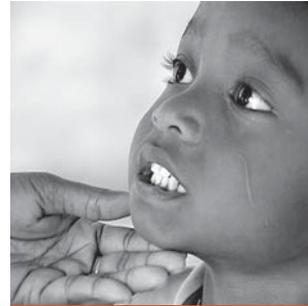
It builds participants understanding on yearly, weekly and daily planning and its relevance and relation with pre-school curriculum. It points out that planning of preschool education should not be viewed as predetermining every activity in a rigid fashion.

the child over a period of 10-12 months and not mere completion of the prescribed syllabus. The goal is to foster optimal development in the physical, socio-emotional, language and intellectual domains. The long term plan is also based on clearly defined development indicators. These indicators in turn guide the classroom processes and organisation, daily schedule and learning activities to be carried out. Allotment of time for different activities in the yearly plan should be flexible leaving scope for modification depending upon children's interest and possible activities that might arise during the course of the year.

There can be no one perfect scheme of yearly plan preparation. This could be based on different aspects of development; it could be

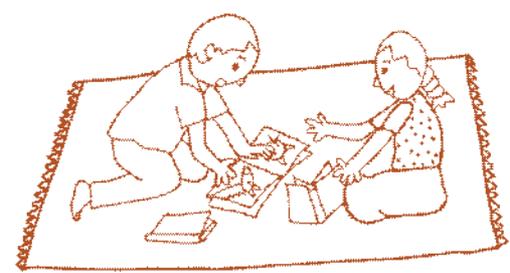
based on different types of activities to be carried out; or it could be in terms of a series of themes to be transacted during the year. Whatever be the approach adopted, it is essential to ensure that it covers various competencies corresponding to different aspects of development. Also, it is important to ensure that the programme components designed correspond to the age and stage of development of the children.

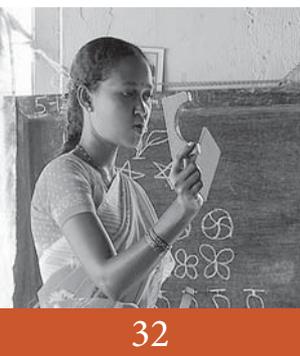
A simple way of preparing the programme plan for the whole year would be to identify the theme of transaction for each month of the year in a sequential fashion and to specify the language, arithmetic and other age specific competencies to be pursued. The following is an illustrative yearly plan suitable for engaging 4-5 year old children.



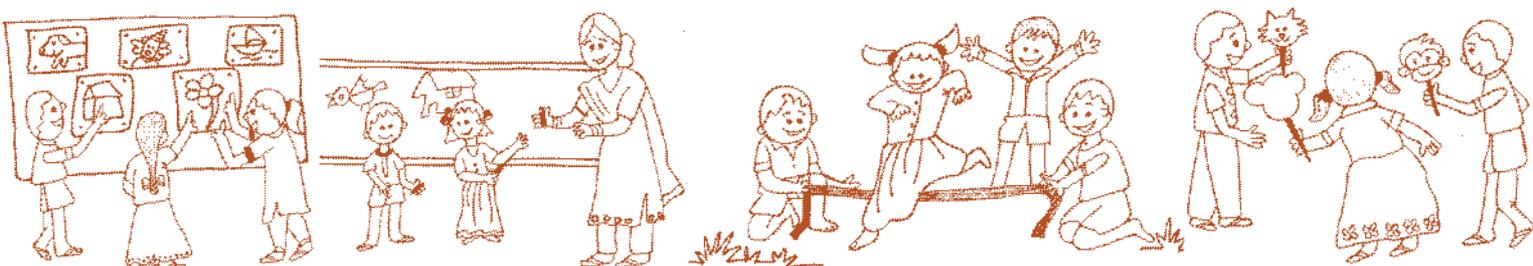
Yearly Plan for 4-5 years old (Illustrative)

Months	Themes	Language	Arithmetic	Art/craft	Music
Apr-May	Myself, Parts of the body, senses	Focus on language skills/listen to stories/ picture reading/ recitation of rhymes/ conversation/ scribbles/makes pattern	Activities on classification and sorting	Drawing one self, Making finger puppets	Rhymes on Myself, parts of the body/ listening to music
Jun-Jul	My family, My home, My school,	Language readiness activities-sound discrimination/ Matching sounds with letters/story telling/ rhymes/ conversation/ draws things of the environment	Revisiting activities on classification/ sorting	Drawing of family, Making glove puppets of family members	Rhythmic exercises, action songs, rhymes on family





Months	Themes	Language	Arithmetic	Art/craft	Music
Aug-Sept	Plant life, Food Autumn	Recognize Alphabets phonetic sounds/ making words with different sounds through sound games/story telling/ hymes/rconversation/ talks draws and about what is drawn	Big, small, tall, short counting and matching till number 5	Drawing plants seen in the environment	Rhythmic movements, action songs and rhymes on vegetables, fruits, plants, food
Oct-Nov	Animal world	Recognize Alphabets phonetic sounds/ classification of sounds using different alphabets/identifies letters from print around-newspaper, story book, wrappers/ picture reading/draws/ paints/ makes pattern	Matching and sequencing numbers/pre number concepts-heavy-light, left, right	Making mobiles/ Masks/ puppets of animals/ Birds/ insects	Rhythmic movements of different animals, Action Songs and rhymes on animals, birds, insects
Dec-Jan	Water, Air, Spring	Making words with Alphabets cards/ attempts to decode print on hoardings, news paper/tells stories using picture cards/attempts to write his/her name	Sequential thinking, pre number concepts like-far-near,	Makes paper boats, Wind mill,	Listening to cassette on sounds of water, air and make movements accordingly, songs and rhymes
Feb-Mar	Transport/ Helpers	Attempts to read from simple basal book/story book/ write own name and names of friends/ narrates anecdotes/ builds stories/ expresses ideas and thoughts freely	Problem solving, pre number concepts-low-high, thick-thin	Mobile	Listening to sounds of means of transport and make movements, songs and rhymes on means of transport



The illustrative “Yearly plan” gives a broad outline indicating the themes to be covered throughout the year indicating readiness activities for language development, activities for developing pre-number concepts, integrated activities for art and craft and music and movement. Such a plan helps in identifying age appropriate activities for children of different age groups. In fact, same themes could be used for planning activities for children of other age groups also provided the activities are of increasing difficulty and competencies required are age appropriate. For example, if one takes the theme “myself”, one finds that the drawing of self portrait of three years old children will be different from that of four and five year old children. As children grow, one finds changes in the way they bring in details in their drawings. Even when you ask them to talk about themselves, a three year old may just say their names, but as they grow older they begin to express themselves better stating their likes and dislikes and many more details about themselves.

The illustrative yearly plan given here is only a guideline and is not to be followed rigidly. It has to be adapted and changed according to the local context. One could even replace the themes or add new ones according to the local context. These broader units/themes can also be divided into smaller units and details in terms of development competencies and skills and can be presented in a weekly and daily plan of activities. However, there are certain activities which are considered core activities like storytelling, music and movement, drawing, dramatisation, learning by doing and play which should form an integral part of any pre-school programme.

For transaction of curriculum, there are various possibilities for designing long term activity schedules. One could prepare half yearly or quarterly schedules in addition to the yearly plan. While such additional long term planning could be considered optional, it is essential that each teacher prepares an Activity Schedule for every week and for every day. What could such weekly and daily plans of activities consist of is illustrated in the following section.



2. Illustrative Weekly and Daily Schedule of Activities

The weekly and daily activity schedule presented here suggests only one possibility. It is essential that the weekly schedule is drawn keeping in view the local context and the

conditions in which the curriculum is being transacted. Considering the age of the children the schedule suggests dividing the day into half an hour slots. But there should be no such rigidity on this count. If you find that the children are enjoying a particular activity, you could extend the duration.

Illustrative Weekly Schedule

Days	9.00-9.30	9.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30-12.00
Monday	Welcome and Greetings	Conversation (free and structured)	Theme related activity	Meal Time	Free outdoor play/nature walk	Story telling and winding up
Tuesday	Welcome and Greetings	Free indoor play / conversation	Story telling and dramatization	Meal Time	Theme related activity	Music/Art and Craft
Wednesday	Welcome and Greetings	Outdoor play (free and structured/ nature walk)	Theme related activity	Meal Time	Conversation (free/ structured)	Story telling recitation of rhymes/ indoor play
Thursday	Welcome and Greetings	Story telling and dramatization	Conversation (free/ structured)	Meal Time	Theme related activity	Music/ indoor play
Friday	Welcome and Greetings	Conversation/ indoor play	Theme related activity	Meal Time	Outdoor play /nature walk	Story telling/ recitation of rhymes



3. A Typical Day in a Child's Life in the Centre

Let us try and understand the classroom processes through the descriptions given below. Generally ECCE centres function for three to four hours. Let us suppose that it is three hours programme and the centre starts at 9.00 a.m. This is the time when you welcome and greet all the children. If you like you can have a small assembly or prayer time collecting all children of the centre together, depending on the availability of time and space. During this session, children get opportunities to recite rhymes, for storytelling, and role play or sharing anecdotes. You may spend fifteen to twenty minutes. This may be done every day or you may have assembly sessions only on specified days of the week, say thrice a week.

After greeting children, the next activity can be free conversation or circle time. Children are seated in a semicircle or in a circle. Free conversation may include King and Queen activity, indoor games like passing a parcel and talking about things, likes or dislikes, show and tell, dialogues through puppets. All children should get an opportunity to

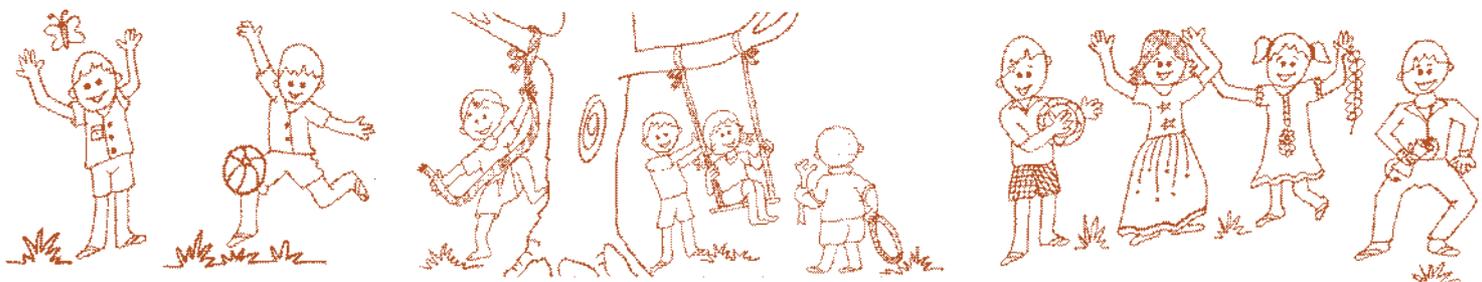


express freely without any fear. For example, in the activity 'King and Queen' of the day, every child should get an opportunity to be king and/or queen of the day. All the activities in free conversation or circle time help children in their language development, socio-emotional and intellectual development. Varied concrete material should be used to break the monotony and make it interesting for children.

After free conversation, you can start with theme related activities. Children may work in small groups of four or five. Depending on the theme, children carry out a variety of activities like drawing, making objects, puppets, role play, creating dialogues and group presentation. They also play with materials to learn to sort, classify, count, manipulate, and experiment. By doing this, children learn various concepts of size, shapes, colours, pre number and various theme related concepts. For example the theme is 'Animal World'. You may create an animal world with help of locally available material like sand, stones, twigs, with puppets of animals inserted in the sand in a corner of the classroom.

There will be break for meal. During meal time you can talk about food, its taste, likes dislikes nutrition etc. They are encouraged to keep things hygienically clean.

After meals time it could be time for story telling or reciting rhymes and songs. It could very well depend on the children's choice. You may also take them out for outdoor play.



Section 4

Designing Curricular Experiences and Activities

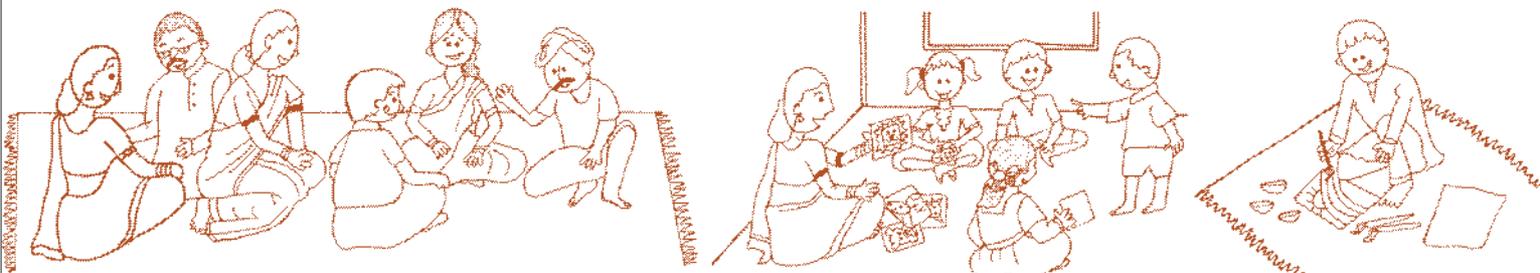
The nature and content of activities that children engage in at the preschool/ICDS Centre form the curricular experiences influencing their growth and development. These activities have to be carefully designed so as to correspond to the needs of the growing child. Furthermore, children even without attending the centre experience informal influences from the family and the environment in which they grow.

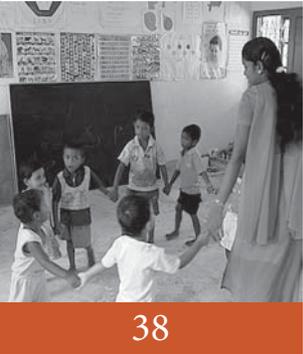
Therefore, the activities at the centre have to be designed to match the variety children bring to the school/centre. How does one design such activities suitable for the preschool age children? What activities can be considered appropriate to the needs of the growing child? There cannot be a standard answer to this. Every teacher has to determine the background of children they have to deal with and the context in learning and development is being transacted. Therefore, an attempt is made to suggest some broad principles for designing activities and indicate possible ways of examining the suitability of the activities and curricular experiences to be provided.

It was suggested in the yearly planning section that the curricular experiences to be provided during the whole year could be conceived in terms of various themes relevant to the life of the young child. This could be such as Myself, My Family, Water, Plant Life and so on. For designing curricular experiences around these themes, it will be useful to analyze each theme into sub-concepts and skills that are appropriate to the needs of the children and contextually relevant to the environment in which the themes are to be dealt with. For instance, one could create concept/skill webs for each theme as illustrated in the accompanying figures.

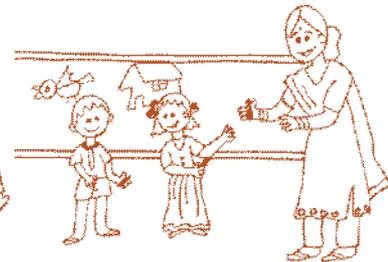
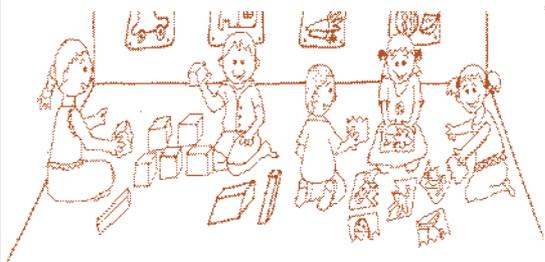
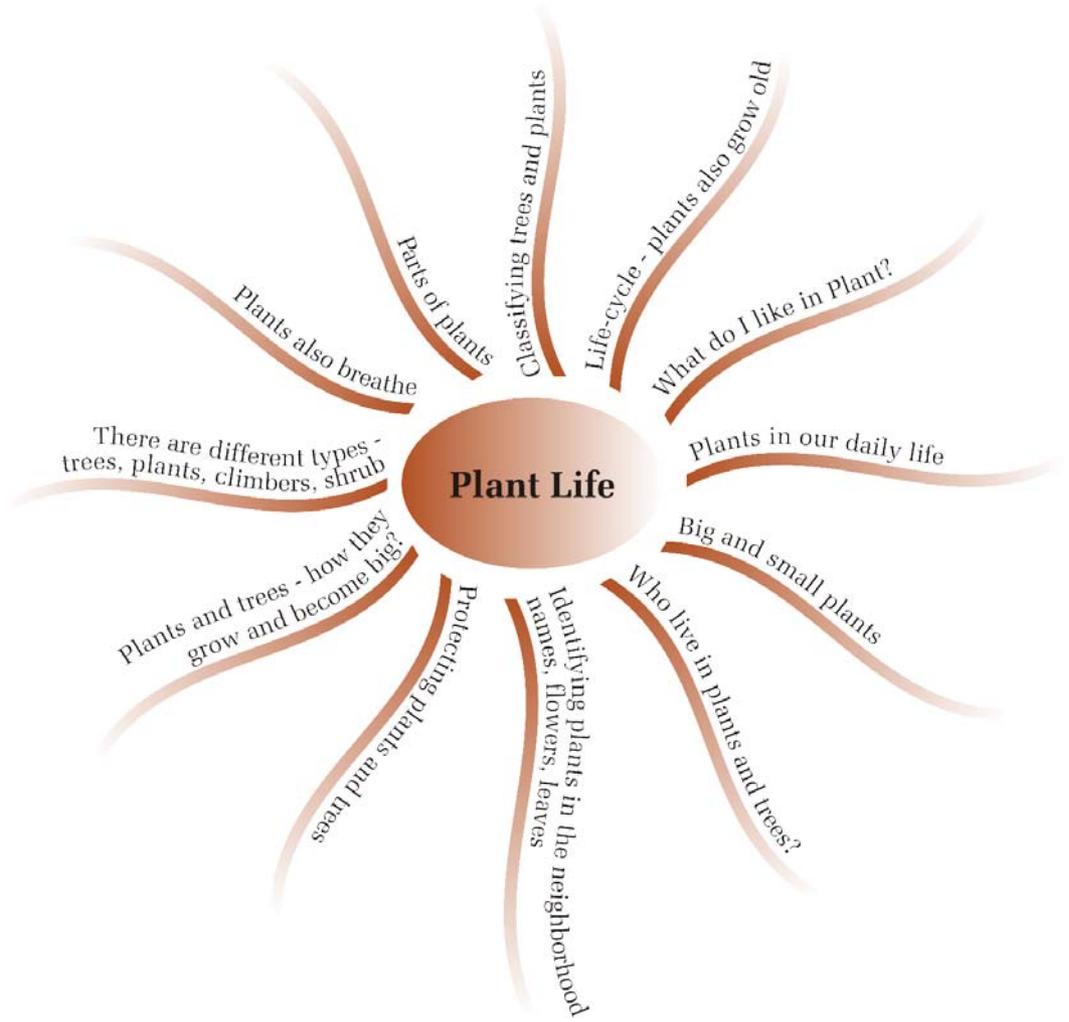
This section provides broad guideline to prepare various curricular activities for the preschool children. It presents the nature and content of activities to be imparted at preschool/ICDS Centre. Main aim of the section is on designing such activities which are suitable for the preschool age children.

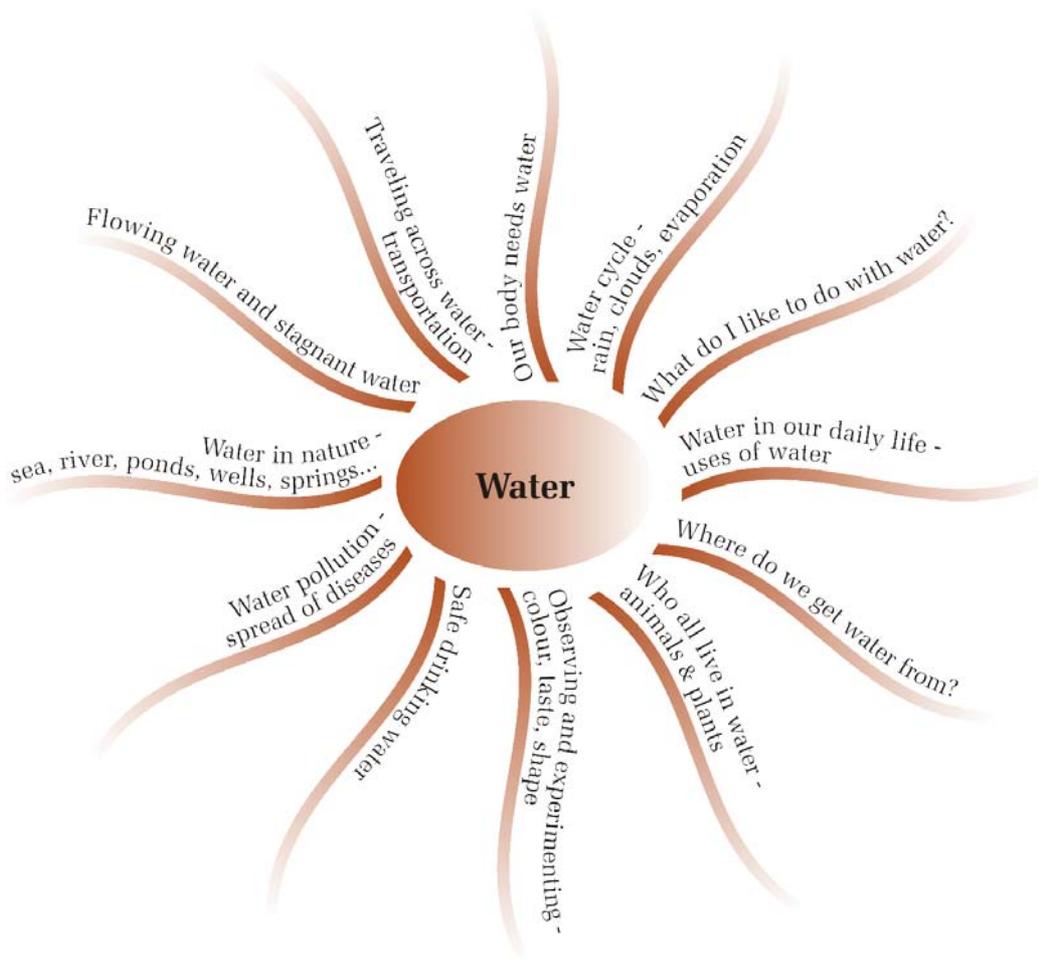
1. Illustrative Concept/Skill Maps





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2. Development Indicators

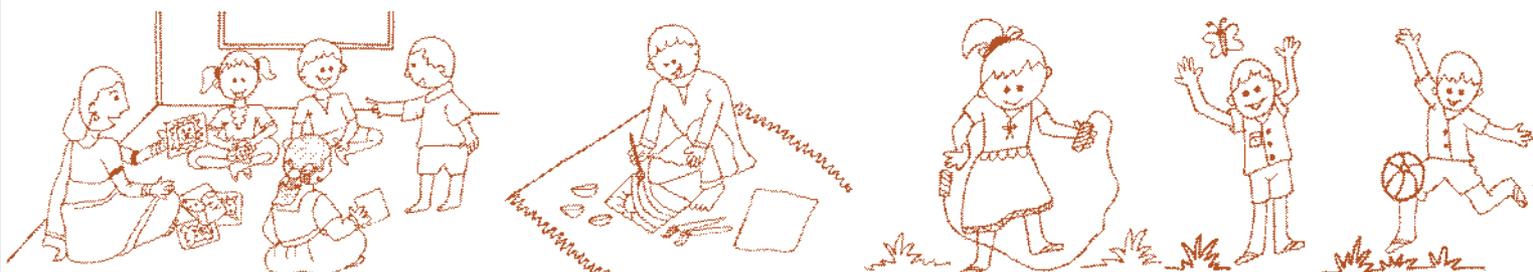
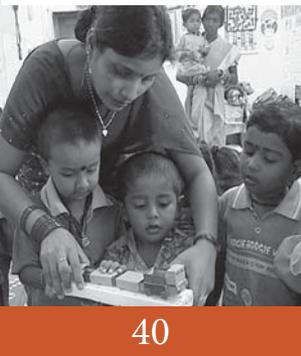
Another guiding consideration in designing curricular experiences is the age of the child and different aspects of development. An ICDS centre would bring together children of a wide range of age groups, but it should be remembered that children grow and develop quite fast in the early ages of life. Therefore, activities and educational inputs provided at the centre should be varied enough to accommodate the needs and abilities of different age groups. Secondly, it is important that the activities are care-

fully chosen so as to correspond to different dimensions of development of the growing child – cognitive, socio-emotional, and psycho-motor and so on.

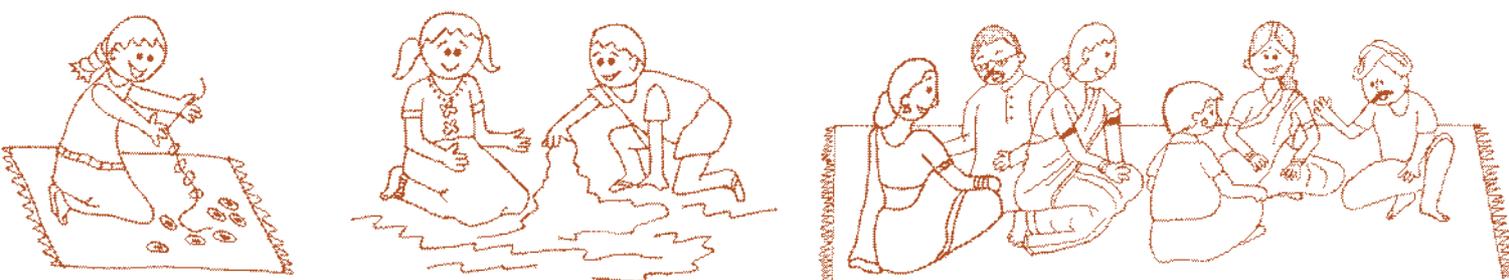
The following Table 4.1 gives broad indications of how to design or select appropriate activities for different age groups and ensure that they provide for all round development of the children. The guiding principle is to ensure that the activities correspond to various development indicators appropriate for the age and stage of development.

Table 4.1 Development Indicators for Different Dimensions of Development

3-4 Years	4-5 Years	5-6 Years
Physical and Motor Development		
Gross Motor Skills		
<ul style="list-style-type: none"> ■ Walks and runs confidently ■ Catches ball with two hands ■ Throws ball with two hands ■ Jumps in a place with two feet together ■ Tries to undress on his own ■ Moves body, arms and legs in rhythm 	<ul style="list-style-type: none"> ■ Runs forward slow and fast ■ Jumps in a place with two feet together ■ Catches bounced ball ■ Throws ball freely ■ Moves rhythmically to music ■ Tries to dress and undress on his own 	<ul style="list-style-type: none"> ■ Stops running suddenly ■ Catches bounced ball with two hands ■ Walks backward ■ Throws ball with one hand ■ Hops on one foot ■ Dances to music ■ Draws human figure
Fine Motor Skills		
<ul style="list-style-type: none"> ■ Threads beads with strings ■ Tears and pastes papers with some shape in mind ■ Draws simple human face ■ Scribbles with crayons 	<ul style="list-style-type: none"> ■ Threads beads with a string and makes pattern ■ Cuts paper along the given line ■ Constructs horizontal structure with blocks ■ Draws and paints freely ■ Draws simple human figure 	<ul style="list-style-type: none"> ■ Threads objects in a pattern ■ Cuts paper in a given line ■ Assembles 7 to 15 piece puzzles ■ Constructs buildings, bridges and other blocks structures with



3-4 Years	4-5 Years	5-6 Years
Language Development		
<ul style="list-style-type: none"> ■ Listens to stories and rhymes ■ Follows simple instructions ■ Speaks clearly ■ Asks questions ■ Recognizes own name ■ Matches letters with pictures ■ Recognizes alphabets letters ■ Attempts to recognize own name ■ Describes simple picture 	<ul style="list-style-type: none"> ■ Listens attentively to stories and rhymes ■ Follows and responds to the simple instructions ■ Speaks clearly with proper pronunciation ■ Asks a variety of questions ■ Recognizes own name ■ Recognizes alphabet letters ■ Reads three letter words ■ Matches words with pictures ■ Describes simple pictures 	<ul style="list-style-type: none"> ■ Listens to stories and retells ■ Narrates events of daily life ■ Asks why and how questions ■ Answers questions ■ Attempts to read simple story books ■ Recognizes names of family members and friends ■ Makes simple sentences through word cards
Socio-Emotional Development		
<ul style="list-style-type: none"> ■ Relates to other children/adults ■ Attends to toilet needs independently ■ Expresses emotions freely ■ Participates in indoor/outdoor games ■ Co-operates with others ■ Feels comfortable playing with others ■ Helps others 	<ul style="list-style-type: none"> ■ Maintains personal cleanliness ■ Participates and takes initiatives in all activities ■ Relates well with other children/adult ■ Feels comfortable playing with other children ■ Displays a variety of feelings in different situations ■ Helps and co-operates with others 	<ul style="list-style-type: none"> ■ Relates well with adults ■ Shares and plays with others ■ Understands others' feeling ■ Helps and co-operates with others ■ Follows rules ■ Expresses feelings appropriate to situations ■ Takes initiative





3-4 Years	4-5 Years	5-6 Years
Cognitive Development		
<ul style="list-style-type: none"> ■ Listens to and identifies sounds in the environment ■ Differentiates objects by colour, size, shapes ■ Identifies missing part in a given picture ■ Identifies odd one from objects and pictures ■ Differentiates between more, less, long, short ■ Matches names with objects ■ Put three piece puzzle together 	<ul style="list-style-type: none"> ■ Listens to and imitates different sounds ■ Classifies objects into different groups ■ Differentiates and groups objects by colour, size, shape ■ Identifies missing parts in a picture ■ Concentrates on an activity for ten to fifteen minutes ■ Differentiates between few, many, more, less ■ Matches number with objects ■ Counts number of objects in a given group ■ Puts five piece puzzle together 	<ul style="list-style-type: none"> ■ Listens to sounds in the environment and differentiates ■ Observes changes in the nature ■ Solves given problems of daily life ■ Classifies objects according to size, shape and colour ■ Understands number from 1 to 20 ■ Matches number with objects ■ Put 10 to 12 piece puzzle together ■ Understands the concepts of few, many more

3. Nature of Activities for Engagement

Third principle to be borne in mind while designing curricular experiences is the nature of educational engagement of children during the time they are at the centre. As already noted, children should enjoy every activity they are involved if learning and development has to take place. This again requires that a variety of approaches are adopted for engaging children at the cen-

tre, simultaneously keeping in view the development competencies and knowledge and awareness to be imparted. In general, five sets of activities have been found to be most effective in engaging young children in a meaningful way. These are given in the Table along with illustrative competencies that they help develop in the children. These are only illustrative and not exhaustive. It is desirable that all these kinds of activities/processes form an integral part of experiences provided to the children every day.

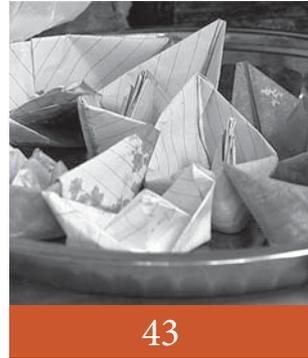


Table 4.2 Nature of Engagement: Illustrative Framework

Nature of Teacher–Child Engagement	Illustrative Competencies
Free Conversation	<ul style="list-style-type: none"> ■ Develops skills of speaking ■ Develops confidence ■ Feels a sense of achievement
Learning by Doing	<ul style="list-style-type: none"> ■ Develops psycho-motor co-ordination
Story Telling	<ul style="list-style-type: none"> ■ Talks about her/his story ■ Develops listening skills
Music and Movement	<ul style="list-style-type: none"> ■ Develops a sense of rhythm ■ Develops new vocabulary
Drama and Play Acting	<ul style="list-style-type: none"> ■ Enacts the role of different family members ■ Understands the chores different people do at home
Indoor/Outdoor Play	<ul style="list-style-type: none"> ■ Develops fine and gross motor skills ■ Follows commands

As mentioned earlier, while incorporating all these processes such as free conversation, learning by doing, stories and recitation of rhymes and songs, indoor and outdoor play gives a basis for the teacher to divide the day's programme. However, there has to be

a scope for innovations to make the daily experience vibrant and meaningful to children. It is important to ensure that the daily routine involving these activities and processes does not become ritualistic and monotonous.



4. Guidelines for Organising Core Activities

Storytelling and Reading

It is worthwhile to have a special time for storytelling. Storytelling (or reading stories from books) with necessary animation and dramatisation establishes an emotional bond between teachers and children. You

can also follow up storytelling with additional activities:

- * Discuss the characters in the story - Let children express reasons for their liking or not liking particular characters in the story.
- * Encourage them to imagine themselves as those characters. By doing this, we help them develop their thinking and understanding of relationships.





- * Children are always ready to act out or play-act the parts of favourite stories. Give an appropriate voice to each character and read their words in that voice.
- * Allow them to express freely in assuming the role of the character and share the character's emotions and feelings. While listening to stories, children learn more than just about the characters and plots in the stories; they learn about life, their family and their place in the world.
- * Help them to relate events of everyday life in the story. Children learn the values of courage, honesty, and loyalties played out in stories and recognise that they can live true to these values.
- * Ask them to illustrate the stories that they have heard.

Music and Movement

Music and movement help in exploration of time, space and energy. Developmentally, children explore the environment through movement and learn about the body and how it can move. It fosters physical muscular development. It also helps in channeling their emotions. Learning through movements can provide excitement and allows creativity in the integration of various themes.

- * Children are fascinated by the various sounds in the environment - sounds of birds, animals, and pitter-patter of rain, rustling of leaves and blowing of wind.

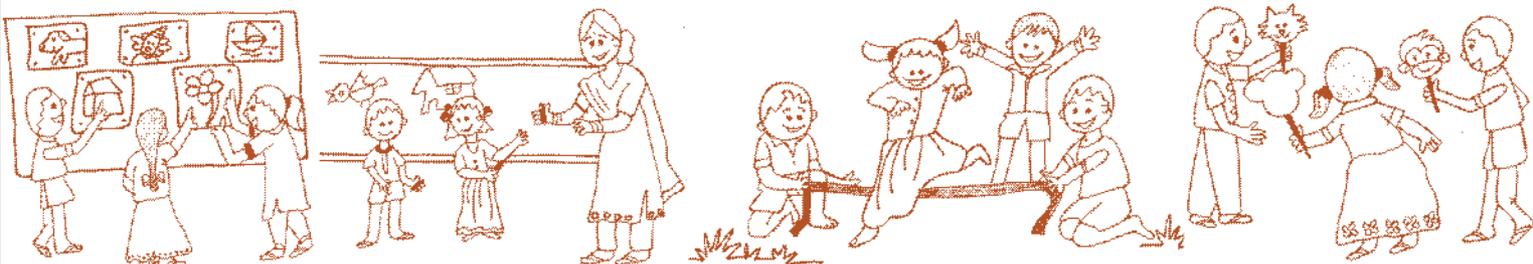
Allow them to identify and discriminate the sounds in the environment.

- * Children enjoy different tunes, repetitive words and rhythm in the songs. Encourage them to experiment with sounds and even make their own tunes.
- * Ask children to illustrate the songs, rhymes, poems that they have heard.

Nature Walk

Children learn many things from nature study - concepts of colour, size, shape, and so on. The facts in nature study are so interesting and attractive, full of life and variety, that children enjoy amassing them. A young child is a voracious knowledge gatherer, particularly from nature.

- * Help children to learn to look as there is no end to what can be learned about nature.
- * Children feel close to birds and animals and flowers. For children themselves feel part of the nature. And these are the lessons that children find easier to learn. Once you start showing the living world to the child, you will be surprised to realise how much of it is already a part of your own experiences.
- * Help them to appreciate the natural environment around them. Walking with children provides the right opportunity for not only observation by children but to also share with them the joy of being part of nature and learning from nature in an interactive manner.



Dramatisation/Pretend Play

- * Enacting and dramatising is a natural expression of children. You must have heard the running commentary from children while playing alone with their play material or their dialogue with their playmates while assuming different roles.
- * Give them opportunity to indulge in pretend play. The monologues and dialogues sharpen their language and communication skills. They, often, rehearse the use of new words and expand their vocabulary. It gives them an opportunity to express themselves coordinating their body movements with the words and the emotions they carry.
- * It helps us to understand the inner world of the children - what they think and how they feel.

Drawing/Painting

- * Children love to draw at every age and express themselves through symbols. Giving them opportunities to draw and paint helps them to master their motor skills, develops their imagination and divergent thinking. Furthermore, it helps

them to channel their emotions in a constructive way.

- * Allow children to talk about what they have drawn. Listening to the stories one gets to know what they have to say about their creations. It helps us to understand children better.
- * It is fascinating to observe the changes that emerge in the drawing of children as they grow. One finds changes in terms of co-ordination, form, lines, colours, detailing of the objects, and clarity of various concepts.

Play Activities

- * Provide activities like threading beads, paper cutting and pasting, and colouring help in developing small muscles.
- * Create a doll corner. Allow children to make believe play. This helps in channeling their emotions.
- * Allow children to play with blocks, puzzles and other play materials. Children learn various concepts like shapes, size, colours, numbers, and reasoning ability. It also helps in developing observation and concentration.



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5. Monitoring the Programme and Observing Child Development

Even though there can be no rigid curriculum to be followed in a centre, it should be worthwhile to ensure that various themes identified and the corresponding curricular activities are completed during the year in a planned fashion. Therefore, it is desir-

able to draw up a pro forma showing the number of days/weeks to be devoted to different themes and the accompanying activities. The pro forma could become the basis for monitoring the overall work of the centre with respect to provision of educational inputs.

Similarly, the daily work of the centre could be observed and monitored based on the nature of experiences provided or the process-



es of engagement adopted during the day. In particular, attention will have to be paid to ensure that each day offers variety of experiences and brings in innovation and avoids undue reutilization.

Finally, the most important aspect of observing and monitoring is the development of each child attending the centre. It is desirable to develop a 'Development Profile' Form that allows observing and recording different aspects of development of each child in a periodical fashion.

Observations on different aspects of development of the child should help the teacher to get a clearer perspective on the child's strong and weak points and help him/her decide what type and range of activities may

help the child to progress better. It is very important to look closely at their progress from time to time, to check that their abilities are growing; their mastery of skills are normal according to their age and stage of development; and to note if there is little or lower than expected change in any aspect of development. Cumulatively, observations in the development profile have to unfold the personal life history of the young evolving individual.

For developing the profile one could refer to the development indicators listed according to age group in Table 4.1. As given in the Table, development indicators have to be listed in an age appropriate order. The profile should be designed in such a way that

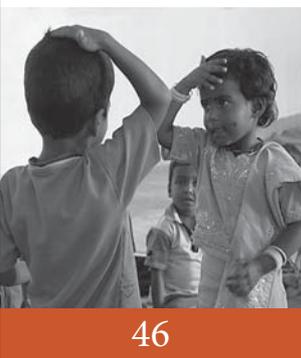


Table 4.3 Framework for Observing and Recording Development

Dimensions of Development	Developmental Indicators/ Competencies	Observations			
		1 st Term	2 nd Term	3 rd Term	4 th Term
Physical and Motor					
Socio-emotional					
Language					
Intellectual					
Creative					

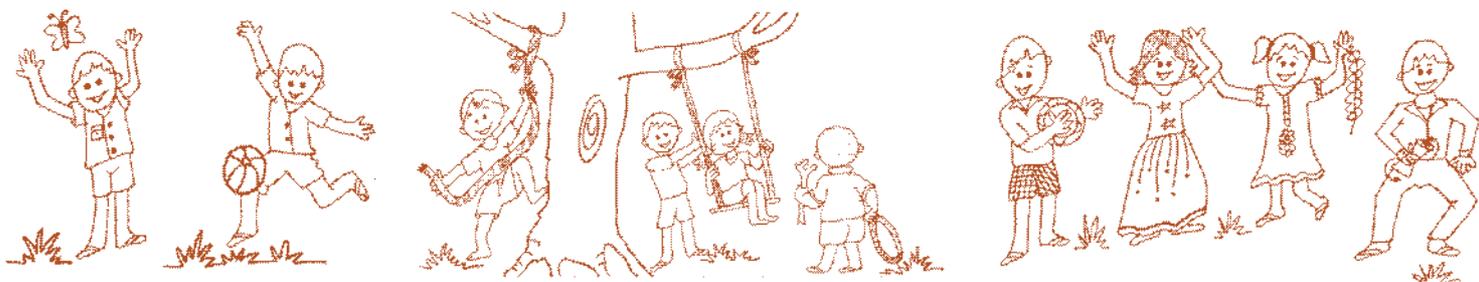


the teacher can rate each child by marking the appropriate box for each item based on her observation of the child. No scoring is to be done and there is no norm fixed for each item. Entries should be used only for profiling the child in different areas. It may not be possible to fully capture some observations through mere marking. The teacher may also therefore write descriptive observations, if necessary.

The profile may include a description of the wide range of skills which the child had at the beginning of the observation period. Effort may be made to support the observations about any problem or difficulty faced by a child by giving the descriptions of the child's behaviour through anecdotal references. For instance, what was it about the child that gave the impression that she lacked confidence at a certain point of time; or that her concentration was poor. Such statements have to be accompanied by ex-

planations of the context in which the observations are made, and also specifying what would be reasonable to expect from a child of the age being observed.

There are two basic ways of making sense of the information derived from such a developmental profile. Firstly, it is possible to compare a child's skills, abilities and behaviour against the yardstick of the average for his/her age. Secondly, the way of interpreting information on the child's development is to compare the child against her earlier performances rather than against developmental norms. The observations in the developmental profile should be used to view each child as a unique individual and to monitor her progress in a longitudinal perspective. There should be adequate scope to accommodate individual differences in the nature and pace of progress and acquiring various developmental competencies.



PART TWO



Activity Bank

This part of the handbook presents a collection of illustrative activities organised according to themes relevant for preschool age children. Along with the activities, development indicators have also been shared to understand the purpose of carrying out activities. Themes and Activities presented in the Activity Bank are only illustrative and there is enormous scope for expanding them further.



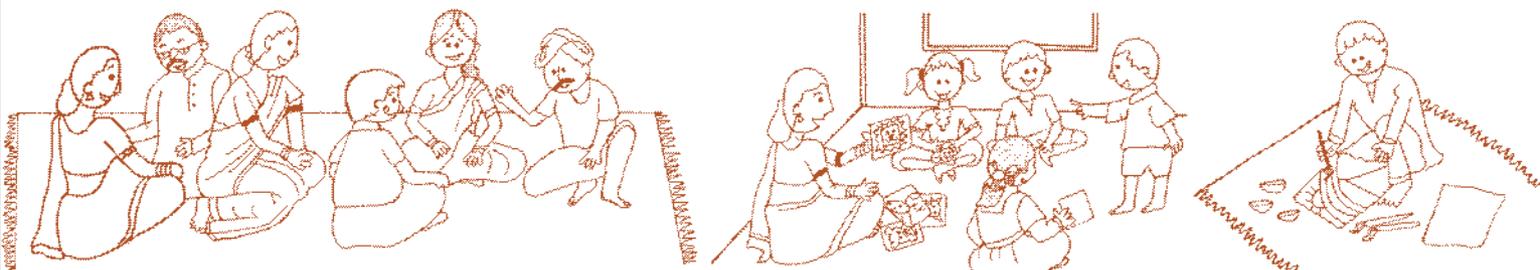
This part presents a collection of illustrative activities organised according to themes relevant for pre-school age children. The guiding principles for designing activities are: age and stage of development, covering all aspects of development, acquisition of different skills, providing a variety of experiences using different media such as drawing, role play, puppet show, storytelling, music and movement. Along with the activities, development indicators have also been listed to understand the purpose of carrying out activities. Of course, there is no one to one rela-

tionship with the activity and the indicator. One activity may achieve many development indicators. A wide range of themes are included in the activity bank.

The themes range from concept of myself, my family, and sense organs to animal and plant life, food, air, water, season, and means of transport. It is like a spiral, it starts from understanding of self to extending to the outside world. Themes and Activities presented in the Activity Bank are only illustrative and there is enormous scope for expanding them further.

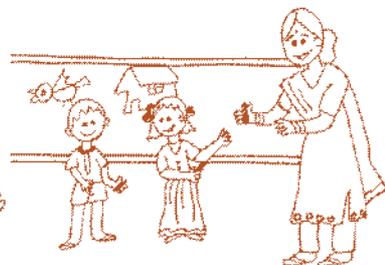
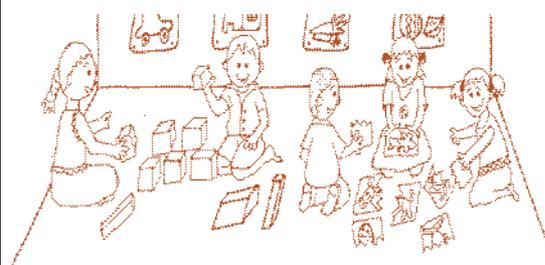
MYSELF

Development Indicators	Illustrative Activities
Speak about oneself in full sentence	Teacher introduces herself to the group with the help of a puppet. She asks all children in turn, to introduce themselves-name, the meaning of their name, who has given them that name.
Recognize other children	Play a game in the classroom, “Guess who am I?” A child will be blindfolded. She/he will be led to another child. The child has to recognize the other child by touch—if she/he does not succeed other clues may be given—like hair colour, height or further description of the child.
Identify big, small, tall, short (pre-number concept)	Allow children to measure the height of the other children through their hand span. Let them compare and find out who is tall/ short in the class, whose hand is big/small.
Identify parts of the body and state its use	Allow children to draw themselves. Display children’s drawings. Encourage them to talk about what they have drawn.



... contd. MYSELF

Development Indicators	Illustrative Activities
Point out similarities between parts of the body and parts of the plant	<p>Encourage children to make a little book called “ME”. Let them draw themselves and family members. Ask them to write their name, address, height, weight, likes and dislikes. (older children)</p> <p>Draw a human figure on one side and on the other side draw the picture of a plant. Find out the similarities between parts of the body and parts of the plant. Let children think, discuss and write three such things: which we can do but a plant cannot and a plant can do but we cannot. (older children)</p> <p>Draw an outline of a human figure. Cut it out. Have cut outs of different parts of the body like head, eyes, nose, mouth, lips, ears, hands legs, fingers. etc. Allow children to place them appropriately.</p>
Talk about the functions of various sense organs	Ask the children to see themselves in the mirror - their face, sense organs and then draw them. Let them talk about the functions of the sense organs e.g.:- I have two eyes. I see with my eyes.
Classify various things according to size, shapes, colours	Allow children to play in a play corner with a variety of play material like dolls, blocks, puzzles, beads, kitchen set etc. After the play, let children talk about what they have played with. In your conversation bring out various concepts like colors, size, shapes, likes, dislikes of playing with various play material.
Develop eye hand co-ordination	Children form a circle. You stand in the centre and throw a ball calling each child’s name. Later, a child stands in the centre and throws the ball calling the names of different children.
Recognize and learn the names of all the children	Allow children to trace the outline of their palm. Let them colour. Encourage them to observe and talk about the size of the palms of different children.
Differentiate big, small	



... contd. MYSELF

Development Indicators

Express a variety of emotions

Understand the functions of the parts of the body

Observe the difference in look and behaviour as small baby and now

Illustrative Activities

Allow children to talk about what makes them happy, sad, angry, fear. What do they do when they are happy, sad, angry and feared? Encourage them to draw different emotions. Listen to what each child has to say and write down on a piece of paper responses of all children. Cover all emotions over a period of two months. Revisit again towards the end of the year. Report the change in the responses of children in their report card.

Recite rhymes related to human body parts.

Provide children with worksheets like-

- Complete the other half
- Complete the picture
- Identify the missing
- Make a human figure - using basic shapes.

Ask children to imitate various stages of physical development from lying down stage to sitting, crawling, standing, walking and running.

Every living being has a life cycle. We human beings also go through different stages of life cycle. Encourage children to discuss with their friends about various stages of human life cycle. Older children could be asked to depict different stages through dramatization.

Have a conversation with children as to how they looked and behaved when they were very small. Let them recall and draw a picture and find out how different they look and behave now (older children).

Narrate stories on "myself" and "my body parts".

Ask them riddles describing the functions of different body parts.

Allow children to observe and identify which parts of the body are in pairs and which are in singles. Pose a question such as if you would have two noses? Record their responses.

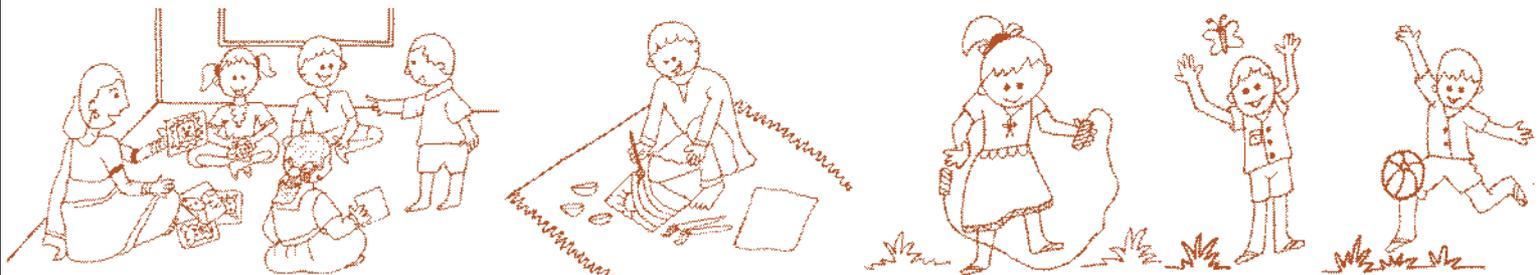


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... contd. MYSELF

Development Indicators	Illustrative Activities
Follow instructions	Play a game of following the commands. e.g. touch your eyes, raise your hands, move your head, turn around. Play fast and slow by increasing and decreasing the speed of speaking. One can have variations with guessing as to identifying the child who initiates to change the actions.
Develop problem solving	<p>Ask children, 'You have gone to the market with your mother. You get lost. What will you do?' Record the responses of children. Let them understand all possible alternatives(older children). Create many more situations of their daily life. Some of them are given below.</p> <p>Your best-friend becomes friends with someone else. They do not involve you in their talks. What will you do?</p> <p>Your best friend gets scolded for a mistake which you have done. What will you do?</p>
Associate the daily life activities with time	<p>Ask children at what time they:</p> <ol style="list-style-type: none"> 1. Get up in the morning 2. Go to the Centre 3. Have lunch 4. Go for play in the evening 5. Have dinner 6. Go to sleep at night <p>Encourage them to draw these activities.</p> <p>Ask children to have an imaginary conversation between a healthy tooth and the one which is attacked by germs.</p>
Develop imagination	Allow children to create design using impressions of thumb and the other fingers.



MY FAMILY

Development Indicators

Illustrative Activities

Identify different family members and their roles in the family

Ask children to draw and talk about their family members who live with them.

Allow children to enact the roles of different family members.

Verbalise preferences of the family members and reasons of liking or not liking them

Ask children to talk about what they like in their family members.

Ask children to make a list of all that they do at home every day. For example eat, play, shout, and sing, and so on. Let them act out each of these in the class.

Ask children to write a short story or a poem imagining that “you are your mother’s eyes” (For older children).

Recite rhymes and narrate stories related to family theme using finger and stick puppets.

Talk about their home and family

Allow children to talk about their home, its surroundings. Let them draw a picture of their home and the things they see around it.

Ask children to draw a major land mark on their route from home to the centre/school.

Locate the state they belong to in the map of India

Show a map of India. Ask the children which state they belong to. What type of food they eat, clothes they wear, language they speak. (For older children).

Express likes and dislikes on various things like food, clothes, games etc.

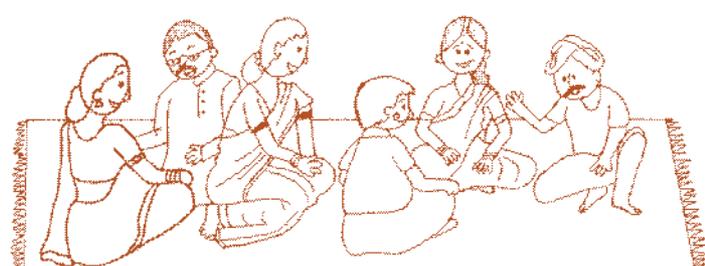
Ask the children to state their likes and dislikes regarding food items, clothes they wear, games, places they like to visit on a holiday.

Ask them to draw the things they like to eat, clothes they like to wear.

Use non standard measurement for measuring different things

Let children measure their father’s height by their hand span. Ask them to count the number of hand spans. Do the same with other family members.

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... contd. MY FAMILY

Development Indicators	Illustrative Activities
<p>Appreciate things children like in different family members</p>	<p>Allow them to draw and make finger puppets of different family members. Recite rhymes with the help of finger puppets on the members of the family.</p> <p>Help them to make a card for the family members. Allow them to draw and speak about what message they want to write. Listen to them and write down for all children.</p> <p>Ask children to listen to the stories, folk songs at home. Encourage them to narrate them in the classroom.</p>
<p>Point out the similarities and differences between their parents and the other family members</p>	<p>Ask children to find out and talk about the similarities and differences between their parents and the other family members.</p> <p>Encourage children to enact different scenes from everyday life situations. For example, the scene in the morning. Who makes them get up, what they do before coming to the school/centre.</p> <p>Encourage children to do role play of different family members. Provide them with appropriate material for “home” play.</p> <p>Take children out. Divide them into groups. Give cut outs of different family members. Ask them to find out the other family members through cards given to them and form the family.</p> <p>Ask children to draw and count the number of family members they have at home.</p> <p>Find out from children the way they address different family members. For example, mother is called by different people as <i>Mama, Aai, Ba, Amma</i> etc.</p> <p>Have conversation with children about the kinds of work different members of the family do.</p>



SENSES



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Development Indicators

Identify rough and smooth

Classify various materials according to their size, shape, colour, texture

Identify different taste-sweet, sour, bitter, salty

Differentiate between pleasant and unpleasant smells

Illustrative Activities

Take the children out and encourage them to feel the grass, sand, brick or stone and dry leaves. Let them identify smooth and rough.

Make touch cards with different kinds of cloth pieces, for example, satin, jute, cotton and wool. Let children match them according to the texture.

Play with a feel bag. Allow the children to feel the objects like ball, pen, sponge, wooden toy, stone in feel bag.

Take them out and allow them to feel the texture of various objects in the environment, like, leaves, petals, stone, sand, bark of a tree etc. Collect these materials and let them classify according to shape, size colours and textures.

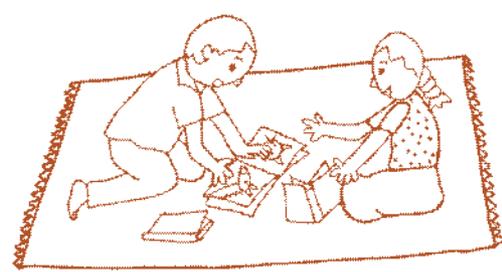
During meal time discuss the taste of various food items.

Ask the children to bring food articles such as lime, sugar, salt from home. Let them try and identify the taste.

Allow the children to smell items like perfume, *dettol*, flowers and *agarbatti*. Encourage them to talk about it and act out their reactions to various smells in a game situation.

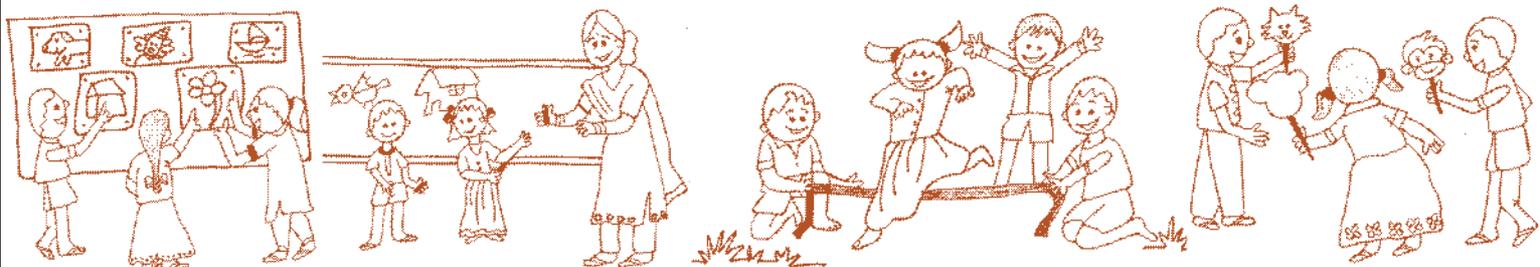
Take the children on a nature walk and ask them to observe and point out objects with pleasant and unpleasant smells.

Draw the face of a clown and ask the children to observe it for a second. Individually tie a piece of cloth on the child's eyes and let him/her place a stone on the clown's eyes, nose or lips.



... contd. SENSES

Development Indicators	Illustrative Activities
Listen and recognise different sounds in the environment	<p>Play a memory game with children. Let them sit in a semi-circle. Put three or four objects familiar to them. Call one child at a time. Let the child name the objects one by one. Ask the child to go in a corner. Remove one object and ask the child to name which one is missing.</p> <p>Take the children to different parts of the school building and ask them to speak about what they see and hear. Let the children speak and mimic different sounds in the environment like chirping of birds, closing of doors.</p> <p>Allow children to play with sound boxes. Help them identify different sounds.</p>
Recognise and identify the voice of the other children in the classroom	<p>Allow children to listen to the voices of the other children in the classroom. Let them identify the voice blindfolded.</p>
Identify different sounds of musical instruments	<p>Encourage children to identify the sounds of different locally available musical instruments.</p>
Develop a sense of rhythm	<p>Take them out. Make a circle. Play a game where you make different sounds, softest to loudest. Let children enjoy the rhythm.</p> <p>Recite rhymes on different senses.</p>
Develop imagination	<p>Let children use a big news paper. Help them to create a design using palm, finger and feet impressions.</p>
Match sense organ with their function	<p>Make a cut out of various sense organs. Allow children to play and match sense organs with their functions.</p> <p>Collect pictures of various food items. Allow them to classify the items according to different tastes.</p>



COLOURS

Development Indicators

Match colours

Recognise colours in the environment

Identify different colours and name them

Illustrative Activities

Allow children to play with blocks and beads. Let them sort out blocks and beads according to different colours.

Take children out in the garden for a nature walk. Allow them to observe different things in the garden like flowers, plants, trees, leaves, and butterflies. Point out different colours in the environment.

Allow them to recognise these colours inside the classroom. For example, the colour of the door is blue, the colour of the board is black, the colour of the dress is green, the colour of the dustbin is red etc.

Recite rhyme with actions on various colours.

Ask children to draw different fruits they like. Let them colour the fruits drawn and talk about the colours they like most and their reason for liking those colours.

Make a scrap book for children. Cut out pictures of different colours from old magazines (red, yellow, blue, and green, black, white) and stick them in their scrap book or in the chart paper placed in the class under the heading of that particular colour. (For green colour, children will be asked to collect different sizes of green leaves and paste in the scrap book). (Red flowers for the colour red etc.). Let children talk about different colours.

Allow children to thread beads in a pattern; e.g. one red, one blue, two white one green, etc.

Play a 'music game' with the children. Make a circle using chalk powder and place flags on it. Let the children run slowly around the circle on the beat of *dhapli* and stop suddenly accordingly to the sound of *dhapli*. One child will be asked to pick up a chit. If yellow picture is on the chit then all those who are standing in front on the yellow flag will be out of the game. In this way, the game will continue.



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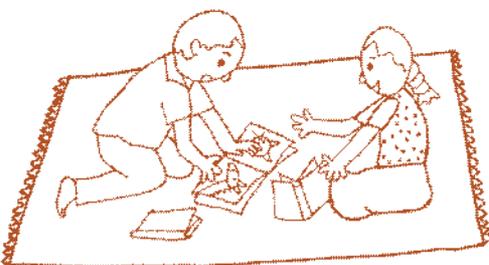


SHAPES

Development Indicators	Illustrative Activities
<p>Identify various shapes</p> <p>Match the shapes with objects</p> <p>Create different shapes through matchsticks</p>	<p>Draw different types of shapes on the floor. Ask children to walk around to the sound of a drumbeat. When the drum stops they have to stop. Allow them to enjoy hopping, skipping while moving around the shapes.</p> <p>Ask children to walk following the path indicated on the card. Pretend that the card is a map showing the route to get to a new place. Ask them to keep practicing until they have the right shape.</p> <p>Give children cut outs of shapes like circle, triangle, rectangle and square. Make pictures of different objects. Show them pictures and encourage them to identify shapes in various objects.</p> <p>Allow children to think and name the objects of the same shape inside the classroom; e.g. the middle of the fan is round, the black board is rectangular etc.</p> <p>Allow children to trace their finger over the shapes drawn one by one.</p> <p>Let children stand inside the shapes drawn on the playground and play games like jumping like a rabbit, flying like a bird, catching and throwing a ball or reciting rhymes inside the shape at the beat of the <i>dhapli</i>.</p> <p>Let the children identify, draw and colour the missing shape in the picture; e.g.</p> <ul style="list-style-type: none"> * Round wheels of an engine. * Triangular trees. * Square windows of an engine. * Rectangular traffic light signal. <p>Provide children with matchsticks and ask them to make different shapes using them.</p>



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SPATIAL SKILLS

Development Indicators

Develop ability to relate movement of objects and persons in space

Develop ability to perceive themselves in relation to other people and objects in spatial terms

Illustrative Activities

Ask children to pretend that they are on a tree. There are other animals watching them. Ask them to stretch their arms and move other parts of the body if they can.

Ask children to find space for themselves in the room where they cannot touch anyone else. When the teacher says 'go', let them walk around the room, trying to avoid coming near anyone else and at the same time not leave any empty space in the room. You can bring variations in the game by asking children to run, hop, skip etc.

Divide the children into two groups. Let children imagine that they are in a crowded market place. Ask them to walk in such a way that they do not bump into others.

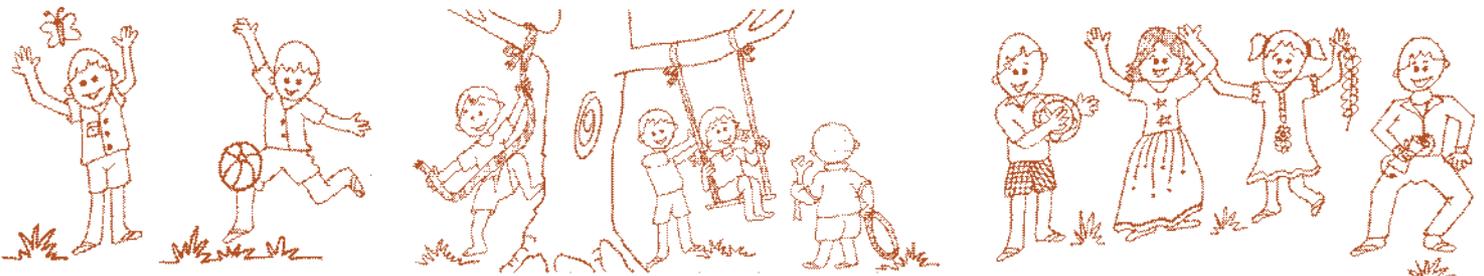
Make children stand in a line holding a rope. Now make them walk around in the form of a train. Sing a song about a train while they are walking around. The train can go fast and slow and stop at stations. Children can also be asked to move around like a snake.

Ask children to stand in a single place. Ask them to explore the space near them with their hands. This is near. Then ask them to explore further by stretching their hands. This is farther.

Tie a rope at the height of around a foot in the corner of the classroom. Ask the children to come one by one and jump over it. Let them explore different ways of jumping over it. At times, taking off on two feet and landing on two, at other times, take off on one foot and landing on two, etc. Ask them to jump as high as they can.

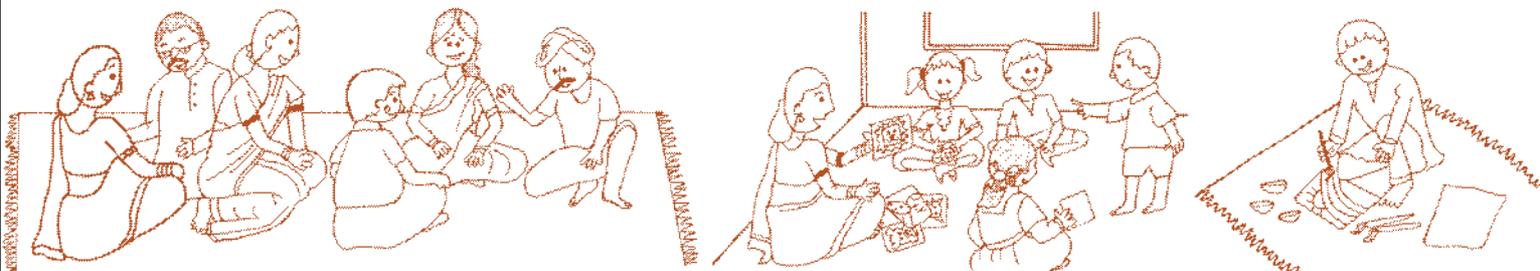


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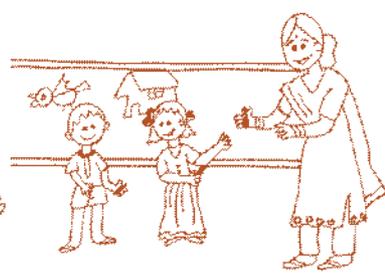
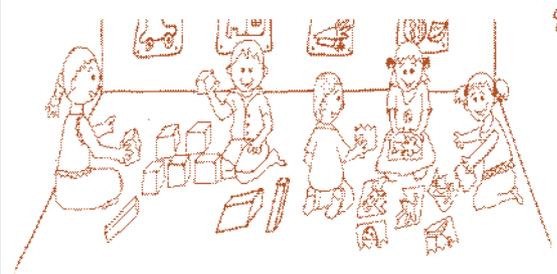
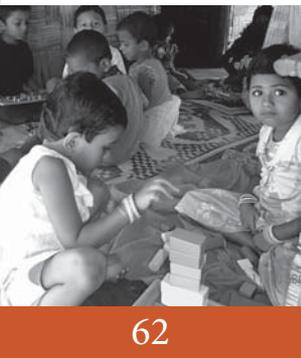
FOOD

Development Indicators	Illustrative Activities
Express likes and dislikes about the food and give reasons	<p>Allow children to draw and talk about the food they like to eat every day.</p> <p>Collect covers of different food items. Paste them on the big paper. Allow children to identify the products. Help them in sight reading and talk about it.</p> <p>Show the children a puppet show on proper food habits, showing washing hands before meals, covering food, and eating the right kind of food.</p>
Recognise the value of food	<p>Ask each child to imagine what will happen if she/he does not eat. Record the responses given by the children.</p> <p>Play a game. Blindfold children and make them taste various food items. Allow them to guess and name them.</p>
Identify different types of food	<p>Collect pictures of various food items from old magazines. Make food cards. Divide the children in the class. Give them a set of cards. Let them play and classify according to the types of food. (For older children)</p> <p>Make a collage of pictures of different food items. Display on the board. Allow children to talk about the different food items.</p> <p>Make cut-outs of different fruits, vegetables and food items with the help of the children. Allow them to draw and paint. Put all the cut outs in a basket. Play a game of passing the parcel. Let each child talk about the cut out he/she picks up.</p> <p>Make masks on various fruits and vegetables. Allow children to wear different masks. Encourage conversation on</p> <ul style="list-style-type: none"> * Fruits and vegetables * Sweet and sour food * Healthy diet and diet of chips * Healthy child and sick child <p>Compose and recite rhymes on different food items.</p>



PLANT LIFE

Development Indicators	Illustrative Activities
Classify leaves according to shape, size, colour	Take children out and let them observe different trees and plants in their immediate environment. Encourage them to draw and talk about what they have observed. Let them look for similarities and differences in different plants and trees.
Differentiate between textures	Encourage them to collect fallen leaves and twigs. Ask them to classify different leaves according to shape, size, and colours.
Identify parts of trees/plants	<p>Take an old calendar. Ask children to collectively make a collage of different leaves. Encourage them to talk about what they have made.</p> <p>Make picture cards of different trees. Distribute the picture to a group of children. Let them classify according to size: big and small.</p> <p>Take children out for a feeling walk. Allow them to feel the texture of different plants and trees. Let them take trunk impressions by rubbing crayon over paper. Encourage them to explore different textures. Ask each child to share his/her experiences.</p> <p>Make a puzzle with a card board covering different parts of a tree. Allow children to join the pieces and make the tree. Let them learn to identify different parts of a tree. Encourage them to talk about the various parts of tree.</p> <p>Divide the class into two groups. One group of children is trees and the other is plants. Help them to point out the similarities and differences between the two.</p>
Talk about fruits and vegetables	Let each child talk about the vegetables he/she likes most. Let them identify and categorise the vegetables in to leaves, trunk, flower, roots.

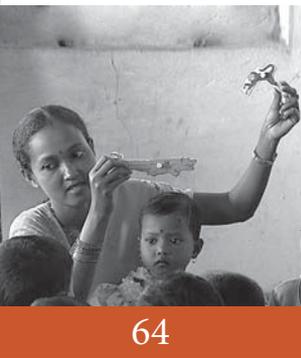


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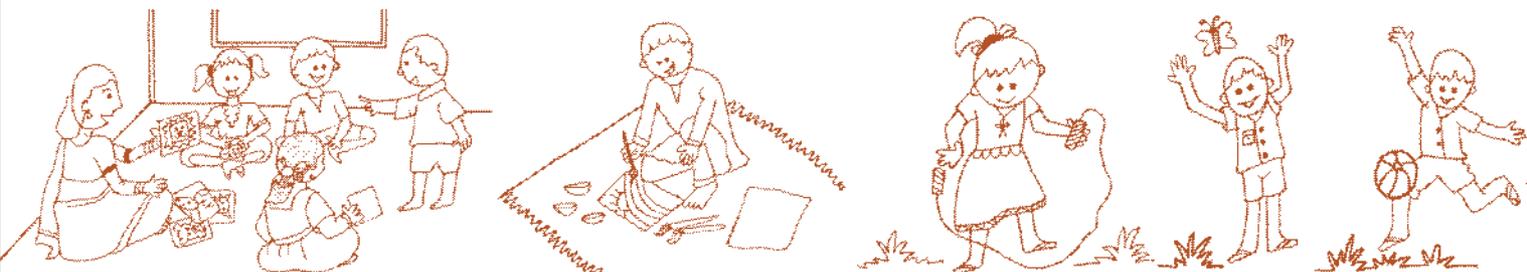
Development Indicators	Illustrative Activities
Classify fruits and vegetables	<p>Give them picture cards of fruits and vegetables. Let them classify the fruits and vegetables.</p> <p>Put all the picture cards of fruits and vegetables in a basket. Play a game of passing the parcel. The child who gets the parcel should pick up the card and talk about the vegetable or fruit on the card. Encourage children to speak about their likes and dislikes, shape, colour, taste, etc. Try and cover all children. It may require a few days.</p> <p>Recite rhymes and poems on different fruits and vegetables.</p> <p>Take children out in the garden. Allow them to walk barefoot and feel fresh grass. Explore the possibility of walking on dry leaves and hearing the crunching sound. Encourage them to talk about their feelings.</p> <p>Help them to make masks/stick puppets of different fruits and vegetables. Let them wear different masks and dramatise particular fruits or vegetables.</p> <p>Collect flowers available in the local environment. Ask children to sit in a circle. Allow each child to pick the flower he/she likes and talk about its colour, shape, size, smell.</p>
Observe plant growth	<p>Plant seeds in a pot. Allow children to water the plant every day. Encourage them to observe the plant growing.</p> <p>Discuss the conditions required for a plant to grow. Let them talk about the changes in the plant. Compare those changes with those of growth in human beings. (For older children)</p>



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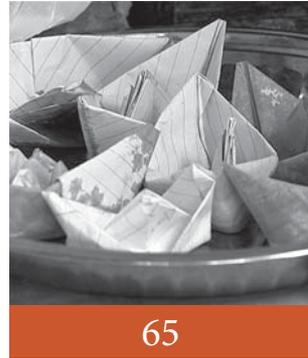


Development Indicators	Illustrative Activities
Compare the changes in the growth of a plant and that of a human being	Take two containers. One filled with water and the other with grains. Place these containers outside the centre. Allow children to observe birds coming for drinking water and eating grains. Let them share their observations. (For older children)
Identify the things one gets from plants	<p>Take the children out to a nearby park. Let them observe nests of different birds on different trees. Let them identify the materials used to make nests by different birds.</p> <p>Give children a big sheet of paper. Allow children to draw the trees. Ask them to paste different things that they get from tree. A variety of materials can be collected like gum, rubber, pieces of wood, cut-outs of vegetables and fruits etc.</p> <p>Ask children to find out about the plants used at home as medicine, for example, <i>tulsi</i> leaves for cold.</p>
Understand the use of plants in our daily life	<p>Bring some leaves, roots, stems of plants in the classroom. Put these in a basket. Ask each child to pick up any one of the things and talk about its use in his/her home.</p> <p>Take children for a nature walk. Ask children to observe who all live on and under the tree. Allow children to draw, and share their observations.</p> <p>Play music on the sounds of the environment. Allow them to dance on the tune and rhythm and to enjoy pretending to be trees and to swing in the air.</p>
Develop ability to imagination and articulate	<p>Ask children to imagine and speak on how it would be:</p> <ul style="list-style-type: none"> * If there were no trees on Earth. * If we could get chocolates from trees * If elephants lived on trees * If trees could walk <p>Record the responses of the children and read them out aloud to the class.</p>



ANIMALS AND BIRDS

Development Indicators	Illustrative Activities
Identify different animals	<p>Introduce animals by asking different questions to the children during free conversation.</p> <p>Example</p> <ul style="list-style-type: none"> * Do you have pets at home? * (If they have) what do they eat? * What do they look like? * What is their colour? * Do you play with them? Etc. <p>Allow the children to talk freely about animals they have seen in their surroundings.</p> <p>Let the teacher narrate a story using the flannel board/ calendar from 'Panchtantra.'</p> <p>Recite rhymes on different animals with actions using stick puppet/ glove puppet.</p> <p>Draw a cat with the basic shapes; circle and triangle and ask the children to draw the same kind, colour it and draw scenery of their own imagination.</p>
Recognise sounds, movements of different animals	<p>Show big pictures of animals and ask the children to identify them. And also ask them specifically what they observe in the figure; e.g. Elephant - long nose (trunk).</p> <p>Take the children outdoors and allow them to imitate the animals they are familiar with. This could be followed by a rhyme.</p> <p>Allow the children to tell stories of animals from their own imagination.</p> <p>Take the children outdoors, tell them that they are in the forest and ask them to go forward and backward, creeping and crawling like animals.</p>
Identify physical features of animals	<p>Arrange a puppet show on animals highlighting their physical characteristics, living and eating habits.</p>



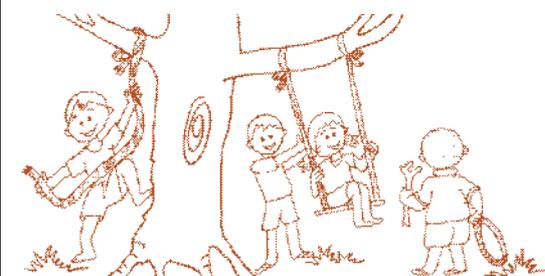
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Development Indicators	Illustrative Activities
<p>Observe animals, their living and eating habits</p>	<p>Divide the animals in 4 categories, viz. wild animals, land and water animals, domestic animals and pet animals. Discuss each animal, state their uses and talk about their characteristics and special features with the help of picture charts/mobiles; e.g.</p> <p>(a) The elephant is very big and strong. It has a long nose called trunk.</p> <p>(b) The giraffe is very tall and has a long neck.</p> <p>(c) The zebra has black and white stripes on its body.</p> <p>Let the children wear the mask of different animals and recite rhymes with actions:</p> <ul style="list-style-type: none"> * The elephant is so big and fat. * The giraffe ate my peanuts. <p>Draw a lion/elephant/deer/zebra and ask the children to complete it by using different mediums like paper tearing or crushing/thread dubbing/onion impression etc.</p> <p>Play the audio cassette and ask the children to identify the different sound of animals.</p>
<p>Identify and name animals and their young ones</p>	<p>Talk about the sounds, home and young ones of different animals. Let the children make finger puppets of the animals they like.</p> <p>Ask children a few riddles.</p> <p>E.g. I am the tallest animal I run very fast. And my body is yellow in colour with brown patches. Guess, who am I?</p> <p>Narrate a story to the children and ask them to give an alternate ending.</p>



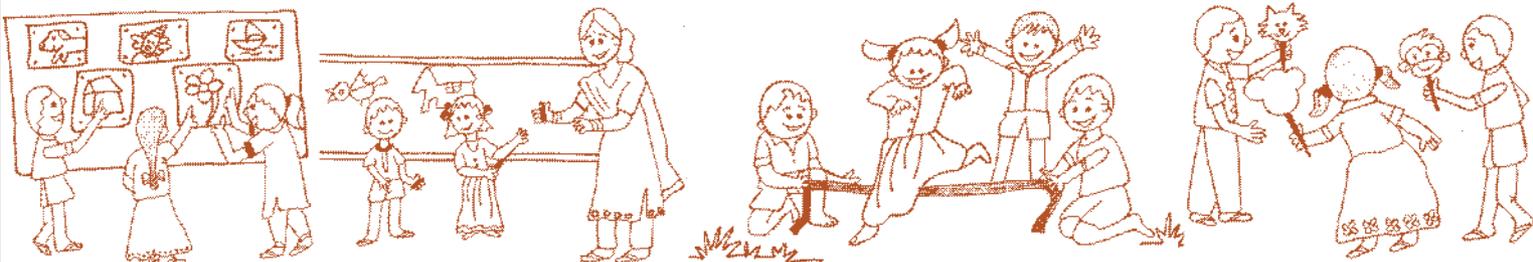
... contd. ANIMALS AND BIRDS

Development Indicators	Illustrative Activities
Differentiate between wild, domestic, pet, land and water animals	<p>Allow the children to do collage work on any animal using old cloth pieces, dried leaves, brown paper and other waste material.</p> <p>Take the children for outdoors and arrange a race called 'Frog Jump.' Divide them in 2 groups and ask them to jump like a frog and move forward.</p> <p>Ask the children to collect pictures of different kinds of animals from home and make a collage displaying wild, domestic, and pet, land and water animals.</p> <p>Divide the children into groups. A big chart paper will be put in the centre. Draw 2 lines horizontally, making 3 sections - above, centre and below. Stick a picture of an animal in each section; e.g. a wild animal, a land and water animal, domestic and pet animal. Ask the children to place them accordingly on the chart paper.</p> <p>Let children dramatise different stories of animals.</p> <p>Show the children a picture story and ask them to tell what all is happening in the picture. Help them in completing the story.</p>
Develop auditory discrimination	Encourage the children to dramatise rhymes on animals by using paper bag masks of animals. Also do a puppet show on the same rhymes highlighting animals and their sounds.



... contd. ANIMALS AND BIRDS

Development Indicators	Illustrative Activities
<p>Birds</p> <p>Identify common birds from the picture book</p>	<p>Show pictures, charts, cut outs, of familiar birds. Let children identify and talk about their physical features and living and eating habits.</p> <p>Ask children to draw a bird of their choice. Allow them to talk about it.</p>
<p>Identify different parts of the bird</p>	<p>Show the cut outs of different parts of the bird's body on the flannel board.</p> <p>Take the children out in the garden and let them flap their hands like the wings of a bird. Recite rhymes on birds with actions.</p> <p>Ask children to collect different feathers from their surroundings and make a collage using feathers.</p> <p>Dramatise stories related to animals and birds using masks.</p>
<p>Identify physical characteristics and eating habits of common birds</p>	<p>Talk about certain characteristics of birds; e.g. ducks have webbed feet that help them to swim in water.</p> <p>Take children out for nature walk. Encourage them to listen to the sounds of different birds. Let them reproduce the sounds.</p>
<p>Recognise, identify and produce sounds of various birds</p>	<p>Play a game on the sounds of different birds. Make chits with pictures and names of different birds. Ask children to pick up the chits. Let them produce sounds of the bird on the chit and find their family members.</p> <p>Let children stand in a circle and ask them to imitate the sounds of different birds - sparrow, parrot, peacock, and owl.</p>
<p>Tear and paste paper and make a collage</p>	<p>Let children make a collage of birds they find in their environment using different materials and mediums like spray painting, stick wool in sparrow, and cotton on duck.</p> <p>Ask riddles on birds like parrot, peacock and cock.</p>



... contd. ANIMALS AND BIRDS

Development Indicators	Illustrative Activities
Dramatise stories wearing masks	<p>Provide the children with masks and let them hop like a sparrow, run like an ostrich and dance like a peacock.</p> <p>Talk about bird's nests and their importance. Help children to make a bird's nest. Paste bamboo sticks on the nest and stick cotton balls as eggs in it.</p>
Identify living habits of birds	<p>Take the children around the school/centre building. Let them recognise and name the birds. Allow them to observe the eating habits of birds. Ask them which birds are in a big group and which ones in a small group.</p> <p>Make cut-outs of different birds. Ask children to colour them. Encourage them to play and make imaginary birds.</p>
Differentiate between the birds who fly and who do not fly	<p>Make picture cards of common birds. Show the pictures of the birds. Let them classify them into which can fly and which cannot fly.</p> <p>Let them talk about their eating habits - some eat insects, some eat nuts, vegetables, grains, flesh etc.</p> <p>Point out nests of different birds, e g, tailor bird/owl/wood pecker/crow etc.</p> <p>Talk about the peculiar characteristics of birds such as hunting birds/thief birds/dancing birds/sleeping birds.</p> <p>Narrate stories of birds with dramatisation. Allow the children to draw the images depicting different scenes.</p> <p>Draw different birds by using different mediums like collage work, bird mask, paper folding, origami, thumb printing, palm impression, leaf, feather pasting, mobiles.</p>



WATER

Development Indicators

Illustrative Activities

Recognise the importance of water in daily life

Ask the children what the word water brings to their mind. List all responses as given. Read the entire list aloud and display in the classroom. Have them draw three of the items listed and talk about them. This will help in building on what children know and think about the theme.

Recognise the need to drink water

Let children sit in a circle with their eyes closed in a meditative position. Ask them to imagine that they are at the riverside and to experience what they see and feel. After doing this exercise, ask them how they felt about it.

Encourage them to narrate their experience. Talk about what they liked most.

Ask children to sit in a semicircle and put a glass of water in the middle. Give each of them an opportunity to talk about how they can use that water in different ways. The rule of the game is that they cannot repeat the same thing. This will help them to think differently and promote their imagination while learning about the uses of water.

Dramatise the life without water

Ask children to speak about and draw various activities in daily life for which one needs water. Also ask them what would happen if there were no water.

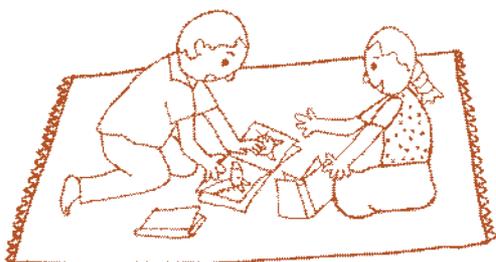
Ask children to count the number of glasses of water they drink every day. Compare with other family members. Find out the difference if any. Share this information with your friends in the centre

Make a group of five children. Ask them to make a pictograph of the number of glasses of water they drink every day (for older children).

Help children to find out how many glasses of water their body requires them to drink every day. Let them find out whether they drink more or less as per the requirement? Discuss in the classroom.

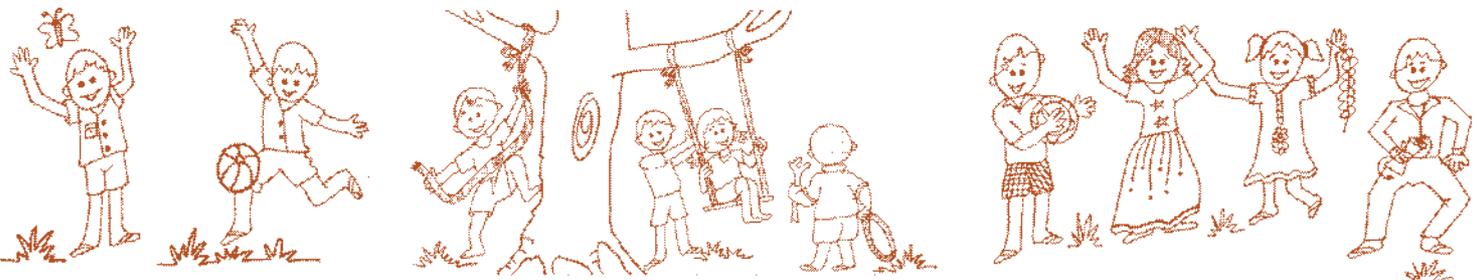


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... contd. WATER

Development Indicators	Illustrative Activities
Recognise the value of water	<p>Ask children to act out a scene in the classroom showing that there was no water in their home in the morning. Ask them how each member of their family would have reacted to it?</p> <p>Collect different types of pictures related to water. Make picture-reading cards. Give children these cards. Carry out activities with them using these cards.</p> <p>Ask the children to observe the picture given in the card and to speak about what they have observed. For children below five, the teacher should write down whatever the children say about the picture and later on read it out aloud in the class. By doing this, children get the feeling of empowerment that whatever they speak can be written and read.</p> <p>For older children, first ask them to observe the picture. Allow them to speak about the picture. Ask them to write about the picture.</p>
Listen to the sounds of music related to water	<p>Pour water in containers of different shapes and sizes and make sound with a stick or a spoon. Allow them to listen and enjoy rhythmic music and help them to identify the different sounds. Allow them to play with them and talk about how they feel?</p> <p>Allow them to talk about different sounds of water they have listened to in the environment, like dripping of tap water, sounds of water at river side, sound created by waves of sea, sounds of water falling from mountains.</p> <p>Ask them to draw and talk about the same. Let older children make different types of scenery and write about it.</p> <p>Ask children to make a paper boat. Have a big container of water. Allow them to observe the boat floating.</p>



... contd. WATER

Development Indicators

Learn to estimate

Recognise the need to save water

Understand the properties of water as water is colourless, shapeless and tasteless

Illustrative Activities

Collect different materials which float and sink in water. Allow children to experiment and find out which object floats and which object sinks in water. Let older children find out and discuss the reason for floating and sinking.

Take a jug. Fill it with water. Ask the children to guess how many glasses of water it contains? Write the number of glasses. Now measure the water in the jug by pouring it into the glass. Find out whether your guess is right.

Collect advertisements or other pictures from newspapers and magazines showing different ways of saving water. Paste them on a large sheet of paper. Allow children to talk about it. Make posters and slogans on saving water.

Allow children to observe being plants watered. Bring to the class a pot which is not watered. Allow them to observe what will happen to the plant after a day or two.

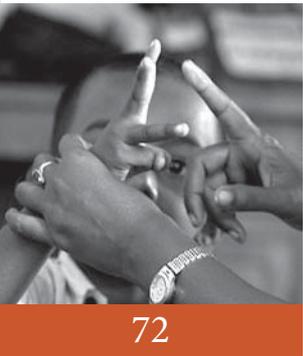
Take different containers. Add different colours to water in different containers. Let children observe and find out whether the colour of water is changing. Allow them to find out that water is colourless.

Help children to do blow painting with the same water.

Take three different shapes of containers. Pour water from one to the other and show how water fits in all three. Talk about how water can take any shape.

Ask children to observe water boiling. Talk about what happens when you heat water. Allow them to share their observation. Explain them how water becomes steam and evaporates.

Let the older group of children write their observation of boiling water and what happens to water.



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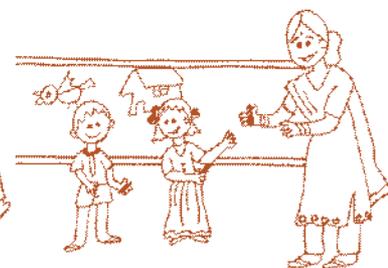
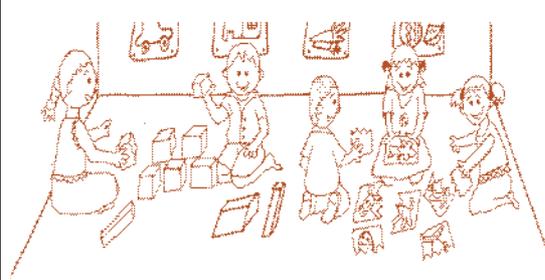


AIR

Development Indicators	Illustrative Activities
Recognise the importance of air in life	<p>Ask children to sit in a circle with their eyes closed. Ask them to breathe in and breathe out slowly. After doing breathing exercises, ask them how do they feel? Listen to their responses. Lead the discussion to the importance of air in our life.</p> <p>Take a balloon. Blow air into it. Let children observe and talk about what happens to the balloon.</p>
Understand that air occupies space and has weight	<p>Take two identical balloons. Place them on a weighing machine. Observe that the weighing machine is balanced. Now inflate one of the balloons. Place it on the weighing scale again and observe.</p> <p>Ask children to observe and find out which balloon is heavier. Record their responses and the reasons they offer.</p> <p>Ask children to prick a fully blown balloon with a pin or a needle and find out what happens and to share their observations with their friends.</p> <p>Cover a burning candle with a glass jar. Allow children to observe and find out what happens to the burning candle and why?</p> <p>Collect the pictures showing air pollution. Make a picture reading card. Divide children into different groups. Encourage them to make a skit on prevention of air pollution and to enact it in the classroom.</p> <p>Bring a container of water in the classroom. Give a straw to each child. Ask children to blow air through a straw into the container and watch the bubbles being formed.</p>



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... contd. AIR

Development Indicators

Illustrative Activities

Help children to make a fan by folding paper. Ask them to move the fan and feel the air.

Ask children to draw the scene of a garden on a windy day. Allow them to talk about what they have drawn. Listen to them and write their responses.

Take an empty bottle. Turn the bottle upside down and dip it into the water in the bucket. Tilt it slightly. Allow children to observe. Let them find out the reason why bubbles come out from the bottle.

Help children to make a paper pin wheel. Fix it on a stick. Allow children to run with it and enjoy.

Help children to make a kite. Allow them to enjoy kite flying. Let them share their experience. Encourage them to talk about their experience.

Take children to the seaside. Ask them to see the boats sailing with the help of the wind. Ask them to draw the scene and talk about it.

Ask children to imagine what will happen to them if there were to be no air. Record their responses on a piece of paper.

Ask children how they feel on a hot summer day. Let them enact the situation.

Collect and compose rhymes on the importance of air in our life. Enjoy singing with children.

Take children outside the classroom. Ask them to watch how trees sway. Let them find the reason.

Ask children to enact a situation where they are caught in a storm.

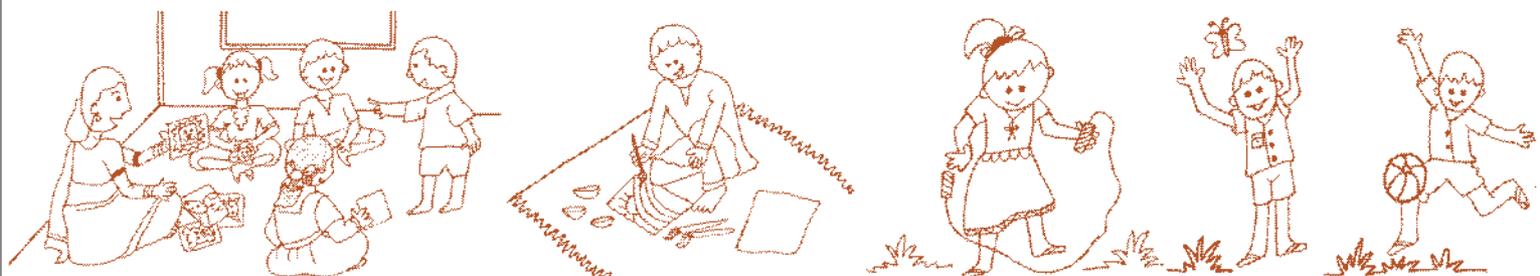


TRANSPORT

Development Indicators	Illustrative Activities
Classify the means of transport	<p>Collect pictures of different means of transport. Make flash cards. Play a game of passing the parcel. Let them pick up the card and talk about it. Encourage them to talk about various vehicles by which we travel on the road - car, scooter, bus, cycle, bullock cart, truck etc. Some vehicles need petrol, diesel to move and some are pulled by animals. Let them describe the car, bus - it has four wheels, runs on petrol. Ask them about heavy and light vehicles - trucks and tempos carry heavy goods. Let one child enact a particular vehicle. Allow children to guess.</p>
Differentiate various modes of transport	<p>Place all the flash cards in the basket. Divide children into different groups. Distribute flash cards to the groups of children. Let them classify in various ways. Motivate them to classify more ways than - roadways, airways waterways, railways.</p> <p>Make a mask of different vehicles. Help them to create their own dialogue and enact. For example, let one child become a train and the other one become a ship. They are talking to each other. What will they say? Help them to bring out similarities and differences in the different modes of transport.</p> <p>Let them imagine that they are on a railway platform/ inside a ship/ at the air port. Divide children for different situations. Allow them to enact.</p>
Visualize and imagine different places	<p>Collect pictures from old magazines/draw pictures depicting various scenes related to modes of transport. Encourage children to observe and do picture reading.</p>



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... contd. TRANSPORT



Development Indicators	Illustrative Activities
Dramatise the scene	Allow children to make paper boats. Fill the tub with water. Let them enjoy boat play by floating paper boats in the water. Encourage them to share their experience. Find out what they like the most. Record their responses.
Develop fine motor development	Allow them to draw the vehicle by which they would like to travel, the place they like to travel to and the reason for their preference for that particular vehicle.
Develop skills of observation and listening	Go for a walk. Let them listen to the sounds of different vehicles. Let them play a game. Ask the children to stand in a circle. Each child gets an opportunity to move and make sounds corresponding to various vehicles.
Develop creativity	Give various card board cut-outs of various basic shapes like circle, triangle, square, rectangle. Let them play and create different means of transport using the cut-outs. Let children sit in groups. Give them cardboard cut outs of three circles. Help them to make traffic lights.
Develop skills of problem solving	Let them make wheels from old note book cover. Ask questions such as what will happen if they make wheels squares or any other shape. Allow them to make and find out. Record their responses. Collect rhymes on various means of transport. Recite rhymes with actions with the children. Encourage children to illustrate the rhyme and talk about the illustration. Make children sit in a circle. Show them toys (toy car, bus, train, airplane, ships / or picture card of the same). Cover the material and ask each child to tell the objects that were shown.



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