

Related Activities and Projects



1. Preparing a Resource File

1.1 Creative activity

Creativity must necessarily be viewed as a 'process' by which something new, either an idea or a object in a new form or arrangement is produced. In other words 'process' is of prime importance unlike the 'end product'.

There is a difference between a 'creative' activity and a 'craft' activity. While creativity is

display of free ideas craft activities are usually modeled by guidance from the teacher.

Graded activities work well with young children as they tend to be developmentally appropriate.

Creative activities give children tremendous personal pleasure and satisfaction.

Name of the activity	Objectives	Material	Method
Drawing <ul style="list-style-type: none"> • Crayons • Wet chalk • Color pencils • Sketch pens • Charcoal 	<ul style="list-style-type: none"> • Provides a means for motor expression. • Cultivates creative expression and a sense of form. 	Crayons/ Wet chalk/ Color pencils/ Sketch pens/ Charcoal Papers	Provide crayons/ Wet chalk/Color pencils/Sketch pens/ Charcoal and paper to the children and ask them to draw using their own ideas and imagination.
Coloring <ul style="list-style-type: none"> • Brush • Blot • Blow • Thread • Stencil • Spray • Wax 	<ul style="list-style-type: none"> • Offers opportunity to experiment, explore and express feelings which the young child finds difficult to put into words. • Allows the child opportunity to work alone 	Brush (tooth brush & painting brush which is made from reusable material or ready-made)/ thread/ candle/ straw/ stencil Papers, colors, bowls	Provide brush, papers, colors (in a bowl) to children and ask them to paint with these materials
Printing <ul style="list-style-type: none"> • Thumb • Finger • Vegetable • Palm, foot • Block • Other materials e.g. bubble wrap 	<ul style="list-style-type: none"> • Allows release from home pressure to keep clean by offering an acceptable means to mess. • Encourages creative expressions and a chance for self-discovery 	Water colors Papers Material for block printing	Print on paper using thumb, fingers, vegetables or any other material dipped in or coated with color

Paper activity <ul style="list-style-type: none"> • Tearing • Crumpling • Twisting • Folding (Origami) 	<ul style="list-style-type: none"> • Builds muscle control and eye - hand coordination • Provides a means for release of tension 	Colored papers from old magazines, newspapers Glaze and crape papers	Give old newspaper or magazine paper for tearing Give glaze paper for folding Give crape paper for crumpling and twisting
Pasting <ul style="list-style-type: none"> • Pictures • Colored papers • Collage 	<ul style="list-style-type: none"> • Provides tactile experience and opportunities for manipulation and coordination • Offers emotional release and opportunity to acquire motor skills. 	Pictures Glue Papers Cotton, Wool, Cloth Sticks, Leaves, flowers	Ask the children to apply glue on pictures or bits of picture or other material and paste it on paper
Clay activity <ul style="list-style-type: none"> • Shadoo • Plasticine • Dough 	<ul style="list-style-type: none"> • Develops large and small muscles and eye - hand coordination • Permits messing in a controlled form and helps the child ease into the activity. • Provides direct sensory experiences which are deeply satisfying 	Shadoo Plasticine Dough made from wheat flour/ Maida	<ul style="list-style-type: none"> • Give children clay that is soft and pliable and not too wet. • Give children dough made from wheat flour/ refined flour mixed with salt and edible food color. • Give children plasticine.

Prepare a Resource file with a sample for each of the activities and their variation. Clay work sample is not expected in the resource file.

1.2 Word Riddles

Word riddles are used for reinforcement of concepts related to birds, animals, fruits and many others. It is also useful for promoting language development. Riddles should be related to day-to-day life. Use of simple rhyming words adds interest. Word riddles encourage curiosity, increase reasoning and vocabulary. However, they should be age appropriate. The riddle could end with the following line. ‘..... Who am I?’ Collect clear & bold pictures relevant to riddles. These pictures can be obtained from newspapers,

old magazines or books

1.3 Physical and Motor activities

- List activities and games for gross & fine motor development with variation for each.
- List traditional games and related material like Lagori (tiles or flat stones), Spinning Top.

1.4 Collection of articles

- Children with special needs.
- Handling of emotions in pre-school years
- Parenting

Collect articles from newspapers and magazines and paste them in your Resource File

1.5 Interview considering disciplinary techniques

Select five families and interview them regarding the following aspects

- a. Age group of children in the family
- b. When you discipline your child do you take his/her age into account?
- c. Before disciplining your child, do you consider why he/she acted out?
- d. Does the child have freedom to take decision or express his/her opinion?
- e. How is the child punished if he/she makes a mistake?
- f. How is the child rewarded for good behavior?

2. Collection of rhymes and songs

Select a rhyme appropriate to the age group of 3 to 6 years. Initially the rhyme should be limited to three or four lines because younger children often get bored of lengthy songs. Choose some longer rhymes for older children. There should be some repetitive words in the rhyme. There can be few new words but most of the words should be familiar ones. This helps children react spontaneously. Rhymes should have rhythm and should be helpful for building vocabulary.

a. Finger rhymes

1. One little finger, one little finger, one little finger
tap tap tap.
Point to the ceiling.
Point to the floor.
Put them in your lap
(Repeat for 2 to 5 fingers)

2. Incy Wincy spider climbing up the spout

Down came the rain and washed the spider out

Out came the sunshine and dried up all the rain

And Incy Wincy spider climbed up the spout again

b. Concept based songs

1. Where is Thumbkin? (2)
Here I am! (2)
How are you this morning?
Very well, I thank you.
Run away home (2)
Where is Pointer? (2)
Here I am! (2)
How are you this morning?
Very well, I thank you.
Run away home (2)
Where is Middle finger? (2)
Here I am! (2)
How are you this morning?
Very well, I thank you.
Run away home (2)
Where is Ring finger? (2)
Here I am! (2)
How are you this morning?
Very well, I thank you.
Run away home (2)
Where is little finger? (2)
Here I am! (2)
How are you this morning?

Very well, I thank you.

Run away home (2)

Where are all fingers? (2)

Here we are! (2)

How are you this morning?

Very well, I thank you.

Run away home (2)

2. Old MacDonald had a farm, E-I-E-I-O
And on his farm he had a cow, E-I-E-I-O
With a moo-moo here and a moo-moo
there
Here a moo There a moo
Everywhere a moo-moo
Old MacDonald had a farm, E-I-E-I-O
Old MacDonald had a farm, E-I-E-I-O
And on his farm he had a pig, E-I-E-I-O
With an oink-oink here and an oink-oink
there
Here an oink There an oink
Everywhere an oink-oink
Old MacDonald had a farm, E-I-E-I-O
Old MacDonald had a farm, E-I-E-I-O
And on his farm he had a duck, E-I-E-I-O
With a moo-moo here and a quack-quack
there
Here a quack There a quack
Everywhere a quack-quack
Old MacDonald had a farm, E-I-E-I-O
Old MacDonald had a farm, E-I-E-I-O
And on his farm he had a horse, E-I-E-I-O
With a neigh-neigh here and a neigh-neigh
there

Here a neigh There a neigh

Everywhere a neigh-neigh

Old MacDonald had a farm, E-I-E-I-O

c. **Story based songs**

Swallowed a Peanut (3)

Just Now....

Swallowed a Peanut (3)

Just Now....

Stomach is Paining(3)

Just Now....

Stomach is Paining(3)

Just Now....

Call the Doctor (3)

Just Now....

Call the Doctor (3)

Just Now....

Operation (3)

Just Now....

Operation (3)

Just Now....

Feeling better (3)

Just Now....

Feeling better (3)

Just Now....

Thank You Doctor (3)

Just Now....

Thank You Doctor (3)

Just Now....

Bye Bye Doctor (3)

Just Now....

3. Collection of stories

Techniques

a. Books

Select books with short stories. Stories should be age appropriate. Appropriate sized colored pictures are most suitable. There should be a balance between illustrations and text.

b. Flash cards

Pictures are arranged in a specific sequence, and appropriate pictures sequentially shown to the children. The story is divided over each card. It is necessary to number the cards. Related information or part of the story is written behind each picture card. While using a set of Flash cards, the language should be kept simple and more attention should be given to gestures and facial expressions. The card should be held properly so that children can see them easily. The size should be 30 cm x 42 cm (A3) size. In preschool, flash cards are used for story-telling, information or picture reading.

c. Stick puppets

These are easy to make and use. It is called stick puppet because it is made from sticks. The puppet size is important. The pictures pasted on sticks are made from chart paper or other appropriate material. Picture outlines are cut and pasted on sticks. Care is taken to see that the puppet is identical on both the sides. Children usually get attracted to big sized puppets.

d. Sand tray

Story telling is the main purpose of this technique. Stick puppets are used in this technique as well. The puppets and sticks used in this technique are slightly smaller than those mentioned in the technique earlier. A tray is filled with sand and puppets are placed in it and are moved as per the story.

e. Flannel board

This board is made by using flannel cloth. It is like a Display board. This is very useful in a pre-school. It is used for concept formation, display of pictures and story-telling. A piece of velcro or sand paper is used at the back of the pictures made for the flannel board.

f. Glove puppets

Younger children like this technique very much. They like the idea of puppets talking to them. These puppets are used for story-telling, singing songs or talking with children. We can use any material such as poplin, terry cloth, fur or casement to make these puppets. They are made as per the characters in a story or song. Birds and animals are made with their specific characteristics.

g. Dramatization

In this technique a story or an incident is dramatized. Each person plays a specific character. This is presented in front of children.

Activity :

Make a set of flash cards

1. For giving information on a specific topic
2. For story-telling

Use any one of above to make a set of flash cards (six to eight)

4. Preparing Musical Instrument/ Toy/ Puppet

Using the principal of “Reuse-Recycle-Recreate”, make any one of the items. We can use material like coconut shells, old cloth, buttons, sticks or cotton.

5. Making a Poster

The use of pictures must dominate over the written text. The size of the picture should be eye catching, attractive and colorful.

Choose any one of the topics

- Characteristics of preschool children
- Rights of children
- Needs of children

* Observation of Centre

Name of the Centre:

Type of the Centre:

Director's Name:

Year of establishment:

- Pictures related to sensory stimulation
- Explaining one behavior problem with reason with the help of appropriate pictures.

6. Preparing a Report

Select any one Centre from the following

- Pre-school,
- Day-care,
- Play-ground,
- Recreation Centre,
- Activity Centre,
- Play Centre.

Prepare a report on it, based on the points given below.

1. Available Space

Indoor Space

Enough Insufficient

Outdoor Space

Enough Insufficient

- Number of children in the Centre
- Availability of play and other material as per type of the Centre : Sufficient / Enough / minimal / none
- Room of the Centre : Airy and with sufficient Light / Small / Low Light
- Arrangement of Charts / Pictures / Play material : On floor / On table / On Wall / On Side table
- Use of available material & resources : Plenty / Average / Poor
- Proper balance in the planning of the following activities :
 - Physical activities & activities while being seated
 - Silent activities & vocal activities
 - Indoor activities & Outdoor activities
 - Free play activities & Teacher directed activities
 - Individual activities & Group activities
 - Active activities & Passive activities

8. Celebration of festivals : Yes / No
 9. How do teachers interact with children?
 - a. Love & affection
 - b. Firmness
 - c. Overly strict
 - d. Friendly
 - e. Interactive
 10. Environment in the Centre : Authoritarian/ Democratic/ Permissive
 11. Parent's involvement in the Centre activity : Always/ Often/minimal/ lacking
 12. Does the center / teacher upgrade to the new technology learning?
 - a. Use of computer
 - b. Use of social media
 - c. Appropriate use of internet for children
 - d. Use of new technology for parent communication
 13. Is there any display corner for parents in the Centre : Yes / No
 14. Does the teacher read any new research material related to children : Yes / No
 15. Do teachers experiment new things : Yes / No
- * Observation of Children :**
- a. Name of the child
 - b. Type of Centre
 - c. Date
 - d. Age group
 - e. About the centre in brief
 - f. Tick (✓) activities mentioned below that you observed in the Centre
 1. Walking
 2. Running
 3. Jumping
 4. Slide
 5. Tricycle
 6. Different types of out-door games e.g. Langdi, Lagori
 7. Block building
 8. Stringing beads
 9. Coloring or Drawing
 10. Origami
 11. Listening to stories
 12. Singing songs
 13. Picture reading
 14. Doing or showing experiments
 15. Activities for stimulating sensory organs
 16. Introduction to natural resources
 17. Comparative concepts
 18. Drawing lines in the sand
 19. Throwing/catching a ball with precision
 20. Competitions
 - g. Which types of material / resources / equipment are used?
 - h. Your opinion OR remarks



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