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
DrawingCrayonsWet chalkColor pencilsSketch pensCharcoal	 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.
ColoringBrushBlotBlowThreadStencilSprayWax	 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 Thumb Finger Vegetable Palm, foot Block Other materials e.g. bubble wrap	 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 activityTearingCrumplingTwistingFolding (Origami)	 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
PastingPicturesColored papersCollage	 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	 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	 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.
- b. List traditional games and related material like Lagori (tiles or flat stones), Spinning Top.

1.4 Collection of articles

- a. Children with special needs.
- b. Handling of emotions in pre-school years
- c. 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?

Run away home (2) Everywhere a neigh-neigh Where are all fingers? (2) Old MacDonald had a farm, E-I-E-I-O Here we are! (2) **Story based songs** c. How are you this morning? Swallowed a Peanut (3) Very well, I thank you. Just Now.... Run away home (2) Swallowed a Peanut (3) 2. Old MacDonald had a farm, E-I-E-I-O Just Now.... And on his farm he had a cow, E-I-E-I-O Stomach is Paining(3) With a moo-moo here and a moo-moo Just Now.... there Stomach is Paining(3) Here a moo There a moo Just Now.... Everywhere a moo-moo Call the Doctor (3) Old MacDonald had a farm, E-I-E-I-O Just Now.... Old MacDonald had a farm, E-I-E-I-O Call the Doctor (3) And on his farm he had a pig, E-I-E-I-O Just Now.... With an oink-oink here and an oink-oink Operation (3) there Just Now.... Here an oink There an oink Operation (3) Everywhere an oink-oink Just Now.... Old MacDonald had a farm, E-I-E-I-O Feeling better (3) Old MacDonald had a farm, E-I-E-I-O Just Now.... And on his farm he had a duck, E-I-E-I-O Feeling better (3) With a moo-moo here and a quack-quack there Just Now.... Here a quack There a quack Thank You Doctor (3) Everywhere a quack-quack Just Now.... Old MacDonald had a farm, E-I-E-I-O Thank You Doctor (3) Old MacDonald had a farm, E-I-E-I-O Just Now.... And on his farm he had a horse, E-I-E-I-O Bye Bye Doctor (3) With a neigh-neigh here and a neigh-neigh Just Now.... there

Here a neigh There a neigh

Very well, I thank you.

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

- a. Characteristics of preschool children
- b. Rights of children
- c. Needs of children
- * Observation of Centre

- d. Pictures related to sensory stimulation
- e. 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.

Name of the Centre:

Type of the Centre:

Director's Name:

Year of establishment:

1. Available Space

Indoor Space

Enough Insufficient

- 2. Number of children in the Centre
- 3. Availability of play and other material as per type of the Centre : Sufficient / Enough / minimal / none
- 4. 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
- 6. Use of available material & resources : Plenty / Average / Poor

Outdoor Space

Enough Insufficient

- 7. Proper balance in the planning of the following activities:
- a. Physical activities & activities while being seated
- b. Silent activities & vocal activities
- c. Indoor activities & Outdoor activities
- d. Free play activities & Teacher directed activities
- e. Individual activities & Group activities
- f. 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 (\checkmark) 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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