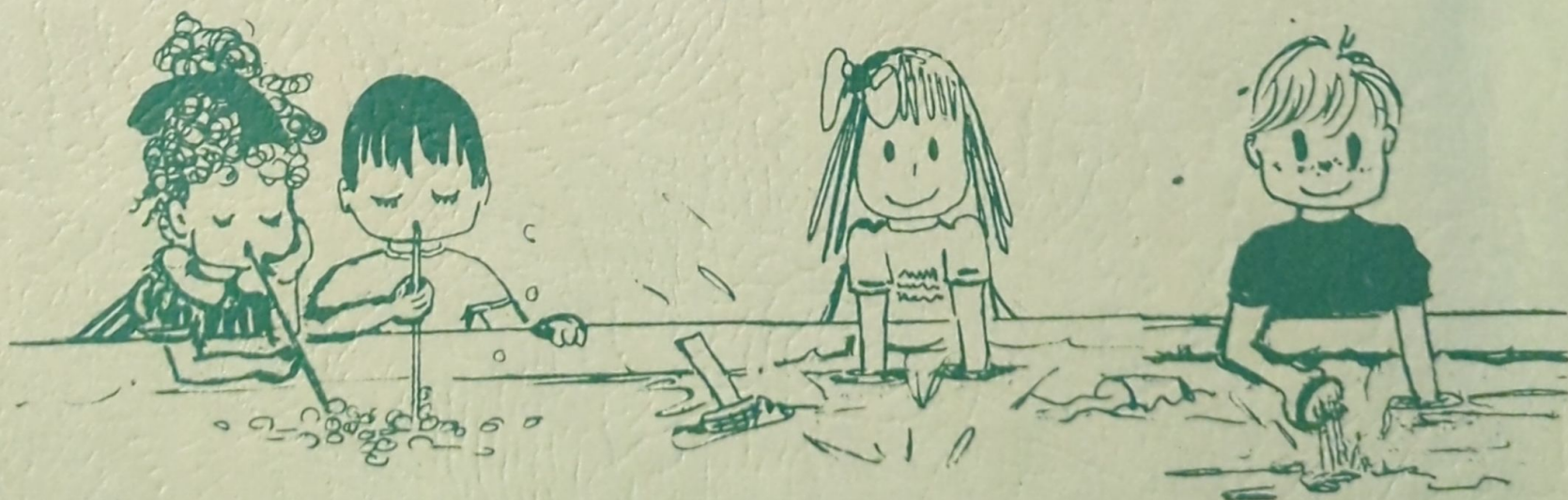


A SURVIVAL KIT



Hot Weather
Duststorms Wet Days
or Anytime!



Foreward:

This "kit" is intended to provide some new thoughts and ideas on pre-school programmes.

Although activity-oriented, it is hoped that it will be used in conjunction with children's ability levels and interests. It is not a replacement for individual planning and thoughtful programming.

It's what it says it is - A Survival Kit - handy when things aren't going as planned or when you're looking for something extra. It also provides some guidelines for those who are working in part-time situations where programmes cannot be implemented regularly.

Pre-School Teachers and Pre-School Playleaders of the Mallee Region have been the main contributors, so the ideas are well-tried and tested.

ECDP staff, in particular, Sue Iredale and Paula Gordon have also provided invaluable assistance in typing, layout and illustration areas.

This kit is intended to be added to, so include your own ideas and pass them on to others. Add additional sections too, if you think they're missing.

Enjoy it.

Gayle Hardie,
Pre-School Adviser , Mallee Region

CONTENTS:

ACTIVITY IDEAS AND RECIPES

BASIC ACTIVITY AREAS

IDEAS FOR DUSTSTORMS, HOT WEATHER AND WET DAYS

Points to remember:

1. Consider timing of presentation of activities.
2. Ensure that you know all about the activity provided by doing it yourself first, before planning for children to do it.
3. Remember that just keeping the children happy and occupied is not the ultimate aim. What objectives could be taught through the activities?
4. Allow for adequate supervision of special activities.
5. Avoid overstimulation through appropriate planning.

Some Teacher's comments....

- "Arrange the timetable by planning so as not to confuse children with too many diverse, unusual activities at once."
- "I find rainy days provide more opportunity to get involved with the children; usually there's no need to try to think up ideas as extension of current activities is very valuable. We usually have a great deal of fun and thoroughly enjoy ourselves."
- "Actually a wet day programme is often just an extending of activities for a longer period. In our centre with all the children going to school next year we tend to extend the normal indoor period prior to milk and fruit and have a singing time and more active music period later in the session, which seems to compensate for lack of outdoor play."
- "We have quiet activities early allowing the children to get into more noisy activities as the morning goes on - it uses up energy and makes children more relaxed when they go home."

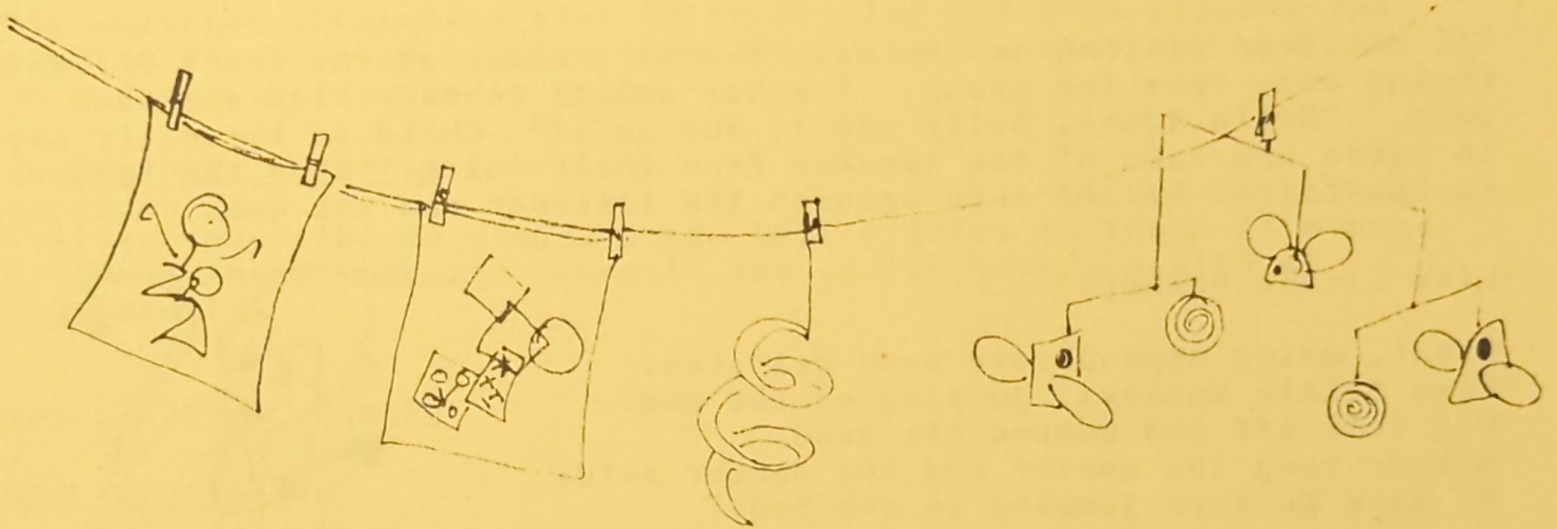
FOR FURTHER INFORMATION CONTACT THE PRE SCHOOL ADVISER
EARLY CHILDHOOD DEVELOPMENT PROGRAMME
PHONE 232775

**THEIR VALUE AND YOUR CONTRIBUTION
PROGRAMMES FOR PART-TIME PRE-SCHOOL**

ACTIVITY IDEAS

AND

RECIPES



ON THE MAT

* "Doggy Doggy..."

All children in a circle. One goes in the middle, hides his face, with a set of bells beside him. Teacher points to another child, who must "steal" the bone (bells) as quietly as possible and take them back to their place.

All children put hands behind backs and chant/sing -

"Doggy, doggy whose got the bone"

Child has to see if he can guess who has the bone from listening to where the sound went. When the bone is located, the two involved swap places and the game continues.

* "Hello, Who Am I?"

All children sitting on the mat, one on a chair at the front of, and facing away from the group. Teacher points to one child who then says. "Hello (John, Sally etc.), Who am I?" Child on the chair has to guess the name of the speaker from their voice. When the speaker is identified he/she then becomes the listener and the game continues.

* "Five Little Monkeys"

Chant, using appropriate hand gestures:

"Five little monkeys, jumping on the bed.

One fell off and bumped his head.

Mother rang the doctor and the doctor said:

No more monkeys jumping on the bed."



* "Five Currant Buns:"

Five children standing in a row. Teacher and rest of group chant/sing.

"Five currant buns in the baker's shop,

Round and fat, with a cherry on top,

Along came Paul (Joanne etc.) with a cent one day,

He/she bought a currant bun, and took it right away"

Child named comes out, 'pays' a cent to the teacher, selects a 'bun' and takes it back to the group. When no buns are left -

" No currant buns in the bakers' shop,

No currant buns with a cherry on top,

Along came Tania with a cent one day,

Oh sorry tania'. No currant buns today".

* Musical statues or freezes - Children move around to music. When the music stops, they have to stop completely too. An addition to this would be freeze into a position of some kind.

* Crossing the River

Need: 1 piece of heavy black plastic approx 12' x 3' coloured shapes, (square, circle, triangle) cut out of coloured contact. Each different shape, a different colour, as illustrated. Place shapes at child's stepping distance.

The Idea of the game is for the children to hop (across the river) on all the blue or triangle shapes or maybe step on all the yellow or circle shapes etc. This is a great game to assist children with balance and/or co-ordination.

2.



(c) CHILDREN MAKING MUSIC

1. Instruments

Have plenty of all types of instruments, and allow free experimentation. But encourage careful use, as you do with other materials. Use the instruments indoors and outdoors, making sure children listen to the sounds as they make them. Instruments you can make with the children:

Shakers, sets of bells, drums, clappers - coconut shell, and other kinds, rhythm sticks.

2. Melodies

The teacher with a musical background can encourage creative expression in singing in the children by jotting down the songs that the children themselves sing in their play and then playing and singing these songs back to them later, in the same way that she encourages their stories poems.

3. Impromptu Concerts

Children may like to sing a song, tell riddles in front of others. Encourage these impromptu concerts and you'll have a wealth of enjoyment.

(d) LISTENING GROUPS

Use records:

1. As an accompaniment for singing or learning basic rhythms.
2. To listen to different instruments.
3. For stories, poems, etc...
4. To relax children after strenuous activity.

Have listening groups

Indoors - children on the mat in the playroom
in the office
in the porch
in the house corner

Outdoors - under a tree
on a mat
in a circle on blocks or logs etc.

Use the radio: Kindergarten of the Air
Let's have Music
Music Box

Use local resources: parents
local music teachers
High School music students
A neighbouring Kindergarten teacher

Have "solitary" listening too:

Can you provide a place for an individual child to listen to music when she wants to?



MAKING MUSIC: Extracts from Health Commission Publication
"Making Music" by Joan Waters

(a) SONG GROUPS

1. Have a wide range of songs listed in your programme book - possibly under headings: seasons, animals, festivals, etc...
 2. Plan the group carefully.
Sing well known songs before you begin to teach a new one.
Plan some linking commentary.
Use pictures sometimes to introduce songs.
 3. Know songs well before you teach them.
 4. Sing the song through as a whole - then line by line.
Use variations to teach the tune - hum, whistle, all boys sing, etc.
 5. Sing often - indoors and outdoors.
 6. Keep a scrap book with pictures of songs as children learn them.
 7. Learn new songs yourself.
Listen to "Kindergarten of the Air", Let's Join In", "Music Box", whenever you can.
 8. Sing at every opportunity. There should be plenty of singing by the children and the teachers in the playground and through all areas of play activity.
- * For more suggestions about song groups, see the pamphlet "Song groups and Singing Games". Ask your Adviser for a copy.

(b) CREATIVE MOVEMENT GROUPS

1. Plan carefully.
Ensure a balance between stimulating and relaxing activities e.g. run followed by rest, gallop followed by sway.
2. Get space ready first - move tables, chairs, shelves.
3. Have children take off shoes and socks. Put them away tidily.
4. Establish the direction of movement of the group. Teach this early in the year.
5. Teach the limits of the movement -e.g. nobody may go behind chairs, or into the House Corner.
6. Use a combination of methods, formal, informal creative.
Setting patterns should be avoided. The values we seek are those which come with creativity.
7. Include in each group some work on basic rhythms and some interpretation.
8. Vary the music. Don't always use the same tune for a particular rhythm.

For more suggestions about Movement Groups see the pamphlet "Movement in the Pre-school Centre". Ask your Adviser for a copy.

NB. Movement groups without music should also be part of your programme. Think about using your voice or your hands sometimes.

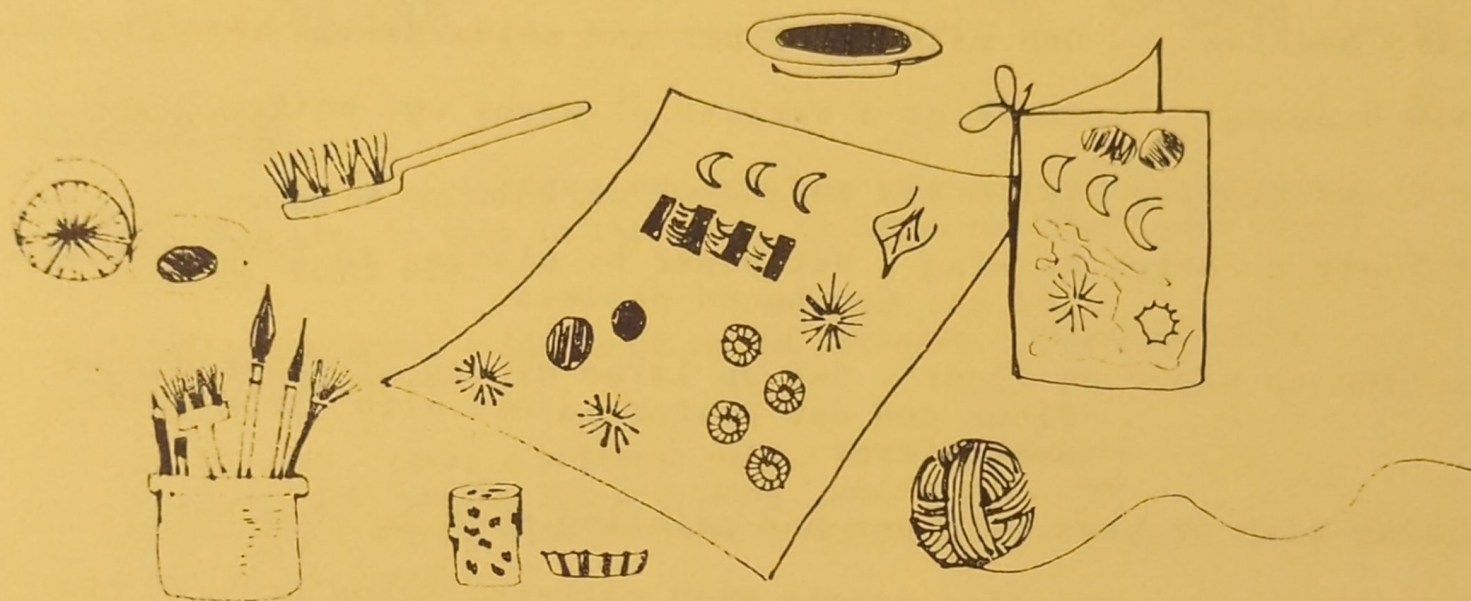
ART AREAS: Don't forget to cover floor and children:

Painting and Drawing:

- * Painting on balloons - Blow up balloons and use tempera paint/textas colours.
 - * Spatter painting - Wire stretched on a wooden frame, toothbrush, paint, objects to place under screen on paper (e.g. leaves, beads etc.) or place object on paper and spatter paint over using stick and toothbrush facing down to paper.
 - * String painting - Dip paint on paper and slide string through paint.
 - * Chalk Drawing - Chalk on a variety of paper eg. white, black
 - * Wet Chalk Drawing - Wet chalk and use on paper
 - * Wet Paper & Pastel Drawing - Wet paper by placing in tray of water and use Greyhound pastels.
 - * Painting on paper on floor - Set up large pieces of paper on the floor and use poster paints with large brushes or rollers.
 - * Drawing with crayons on paper and painting over it at easel
 - * Group projects - painting murals with rollers, large brushes etc.
 - * Roller painting - small paint rollers (available at hardware shops) put paint in meat trays, paint on paper.
 - * Butterfly painting - paint dropped on paper, then paper folded and pressed.
 - * Blow painting - dabs of paint on paper. Children blow on paint through straw
 - * Painting on newspaper - use edicol dye or poster paint.
 - * Sponge painting - Dip sponges into paint on trays, and print with sponge on paper.
 - * Marble painting - Flat shape box eg. shirt box with paper inside, put in drops of paint, (different colours) and 4-5 marbles, roll marbles back and forward in the box.
 - * Painting on different textured materials eg. corrugated cardboard foam.
 - * Painting on windows - use powder paint as base.
 - * Hand prints, feet prints - children dip hands/feet in paint and place on paper.
 - * Charcoal drawing - use charcoal on a variety of paper
 - * Body painting - put moisturizer on skin and use tempera paints. Wash off in cold water.
 - * Painting at a table with small paper and small brushes.
 - * Tracing around children on large paper then painting in face clothes etc.
- NB: When washing paint from clothing use cold water.

Printing

Meat trays are excellent for holding sponges soaked in paint..
A variety of items can be used to print with - vegetables cut into halves, quarters etc., sticks, bark, cotton reels, wooden shapes, sponges cut into shapes etc.



Clay

Huge lump of clay on the floor for children to work on.

Playdough

Adding items such as macaroni, stones, coconut to playdough for different textures.

Crafts

- * Parrafin wax - soft and manageable - excellent for sculpture.
- * Soap carvings - soap, end of shoe horns/clay utensils.
- * Weaving - 3 dimensional. Weave string, different materials in and out of trestle then place all sorts of materials in it. e.g. twigs, feathers.
- * Making animals out of vegetables, using toothpicks, beads etc.

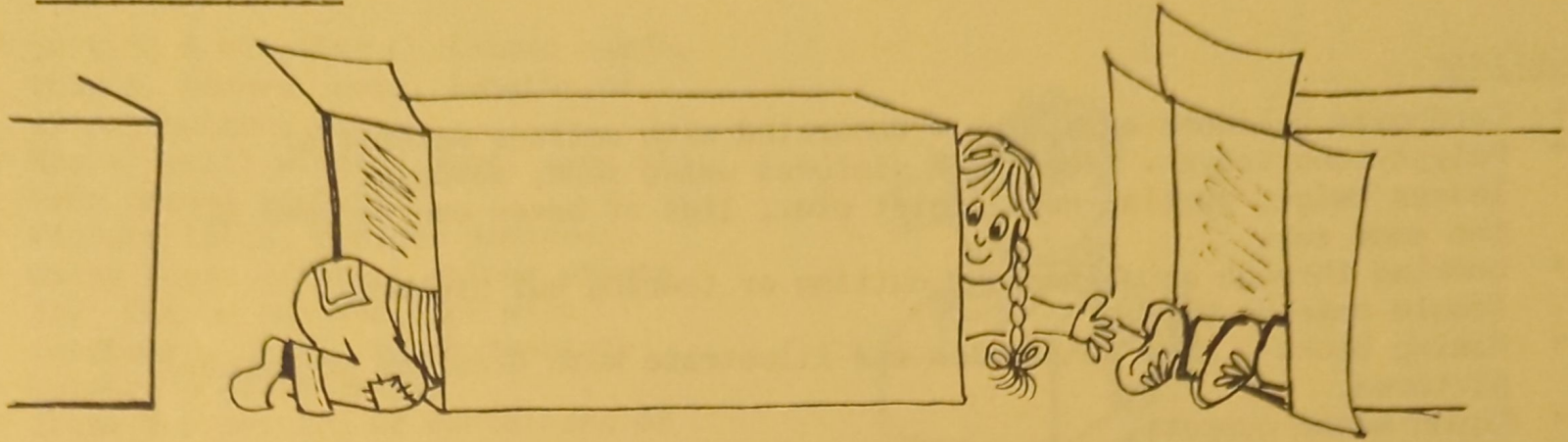
Sewing

- * Sewing with a bodkin in and out of open weave curtains.
- * Sewing cards - a rough drawings on cardboard with holes punched.
- * Sew objects onto hessian (best if used on a wooden frame) e.g. bottle tops, buttons, straws etc.
- * Sock puppets - Sewing buttons on for eyes etc.

Knitting:

Large needles and thick wool.

OTHER ACTIVITIES



Vigorous Play

- * Small groups of children can venture out in gumboots and raincoats, umbrellas etc. to walk in the rain. Children can share each others clothing, boots etc.
- * Climbing equipment - inside or on the verandah - trestles, slide, balancing board etc.
- * Tumbling mat - cover a mattress with a fitted sheet —
- * Mattress - for jumping on, wrestling, somersaults. —
- * Make stepping stones with outdoor blocks. —
- * Punching bag inside. —
- * Obstacle course - make use of whole room.
- * Large foam blocks - Clark Rubber will cut up foam mattress.
- * Coloured skittles and ball. —
- * Throwing bean bags into a basket.
- * Tin can stilts - punch a hole in top of 2 cans and thread strong twine through - enough length so the child can hold it.
- * Wading pool filled with autumn leaves, polystyrene, material etc.

Water/Sand/Sawdust Play

- * Objects hidden in sawdust - magnets to get them out.
- * Mud-moulding, squeezing, etc.
- * Water with lux flakes with whisks (bucket or basins).
- * Steam on windows.
- * Bubble pipes, wire rings for making bubbles. —
- * Pebbles in water tray - colours show up under water - can sort into piles, make mountains, roads, etc.
- * Sawdust in a deep tray with twigs, stones, leaves etc.

Fine Motor Activities

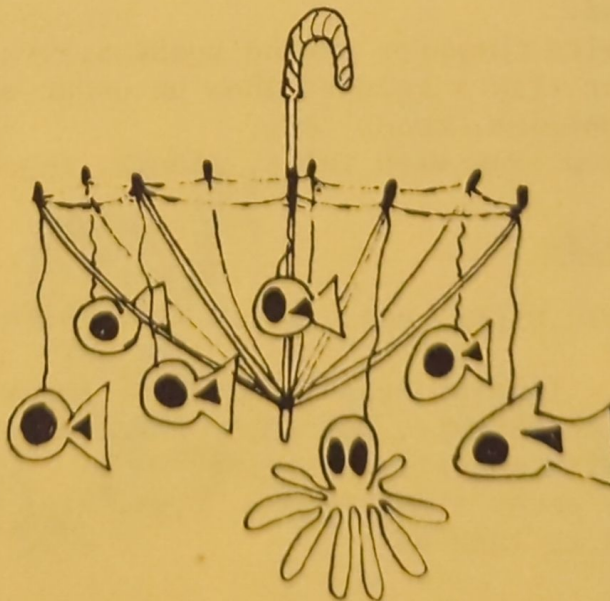
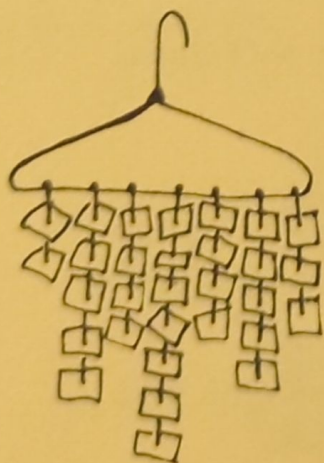
- * Collection of old pipes, nuts, bolts etc. which children can assemble, sort etc.
- * Locks and keys - finding keys to open the locks.
- * Fishing rods with magnets, put paper clips on cut out shapes of fish.
- * Guilding cars with magnets on string.
- * "Thing" board - press studs, hooks, eyes, zips etc.
- * Cardboard shoes to lace up.

Collage.

- * Cardboard balloons on string - decorated with collage materials.
- * Polystyrene trays - frames for pictures using sand, sawdust, leaves twigs, shells, nuts, paint etc., lids of boxes can be used in the same way.
- * Looking through magazines and cutting or tearing out pictures. (could make books).
- * Making books - make up stories and illustrate with drawings or collage pictures.
- * Papier mache puppets.
- * Coloured sand in salt and pepper shakers, sprinkle onto paper dotted with glue.
- * Stables - paper, cardboard, polystyrene shapes, material, etc., pushed on thick bent wire on a polystyrene or wooden base.
- * Pinning collage materials on to caneite to make constructions.
- * Covering boxes with pictures.
- * Masks made from balloons covered in papier mache, then cut in half.
- * Pasting collage materials onto paintings at the easel.
- * Group collage on large pieces of cardboard.
- * Large box constructions - large cartons with a wide variety of accessories such as cardboard rolls, ice cream lids, smaller boxes. Painting construction then occurs - add a little detergent to the paint as this helps paint over waxed or treated surfaces.

Mobiles:

- * Milk bottle tops, coloured paper, foil etc. strung on lengths of cotton (once in and out of each item) using a fine needle, and the strings hung from a coat hanger.
- * Polystyrene scraps (some cut small) coloured toothpicks and florists wire, combined to make individual components which can be hung from coathangers or an old umbrella.
- * Objects of one colour hung from coat hangers, rafters, umbrella frames etc.
- * Use coat hanger bent into desired shape and covered with stockings - can decorate with collage materials, paint etc.
- * Dried peas soaked overnight can be used in small mobiles with toothpicks.



Sorting and Matching Games:

- * Sorting & matching Christmas cards, leaves, stones, nuts, lengths of stick, buttons etc.
- * Box of small plastic dogs, cars etc. from cereal packets.
- * Picture lotto, picture dominoes.
- * Using large painters colour charts (2) Cut up one and back with cardboard. Match to appropriate colour on other chart.
- * Screw top bottles or containers of different sizes - matching lids and bottles.
- * Using scales for weighing - sorting weights, balancing.



Sense Games:

- * Feeling box - Large box with hole big enough for child's hand. Fill the box with objects and have child guess what they are by feeling.
- * Kim's Game - 5 or 6 objects. After short look, cover, and ask children to remember what was there.

Group of objects - take away one, how many left:

- what is missing etc?

What is making this sound - hidden objects behind screen, scissors cutting paper, pouring water etc.



Threading Activities

- * Using tapestry needle - double thread or small knot tied behind eye of needles, with bottle tops, straws, cardboard shapes, material, macaroni, cellophane, pasta, buttons, reels etc.



Cooking

- * Pikelets - are quick and easy. Grated apple or mashed banana add to the taste.
- * Popcorn in an electric frypan
- * Making jelly
- * Baking cakes
- * Cracking walnuts
- * Fruit salad
- * Chocolate crackles
- * Soup
- * Bread
- * Vegetables of all sorts
- * Scones
- * A Good Reference: Strawberry Shortcakes Cooking Fun
Michael J Smollin
A Random House Pictureback

Dramatic Play:

- * Outdoor blocks, corrugated cardboard, carpets, old sheets etc. used in conjunction with home corner, indoor blocks etc.
- * Shop play - can make money by tracing over real money - stock on cardboard.
- * Hospital in doll's corner - signs for X-ray etc.
- * Hairdresser, supermarket, office etc in dolls corner.
- * Weeties, raisins and other such things in doll's corner.
- * Oatmeal with water for pretend cooking.
- * Use all chairs - make train, bus, or plane, provide hats for various roles, money, dress ups.
- * Adding make-up (face paint etc.) to develop particular characters.

Miscellaneous

- * "Name tree" - Painted on door or window. Print children's names and adhere to tree.
- * Treasure trove - amassed over the year from children's contributions.
- * Watching suitable slides e.g. animals, kindergarten activities.
- * "Games Day" - table of Lotto, Snap, Dominoes etc.
- * Australian Broadcasting Commission - ABC Box 487, GPO, Sydney, 2001
Some excellent resources can be obtained from ABC.
- * "The Useful Book" - Songs (with music) to learn and ideas for related activities (most of which require no more than materials usually found in a pre-school).
- * "The Green Book" Pages of coloured pages which can be extended to group activities.
(Things to discuss, improvise.)
- * "Hickory Dickory & Hey Diddle Diddle" Cassettes/records. Familiar playschool songs including games and a story.

RECIPES

Playdough Uncooked

8oz flour
1oz salt
2 tblsps. Vegetable Oil
1 tblsp. Vegetable Colouring
Warm Water



Place flour and salt in the bowl and mix a little with hands. Put the oil and colouring into a measuring cup. Pour in warm water until you have 5 fluid ounces of liquid. Pour into the flour and really mix well with your hands. Work and knead it until it is smooth. You may need to add a very little more water if the dough is too stiff - or a tiny bit more flour if you find the dough too sticky. Roll out to make shapes. Or mould it the way you would play with plasticine.

Cooked

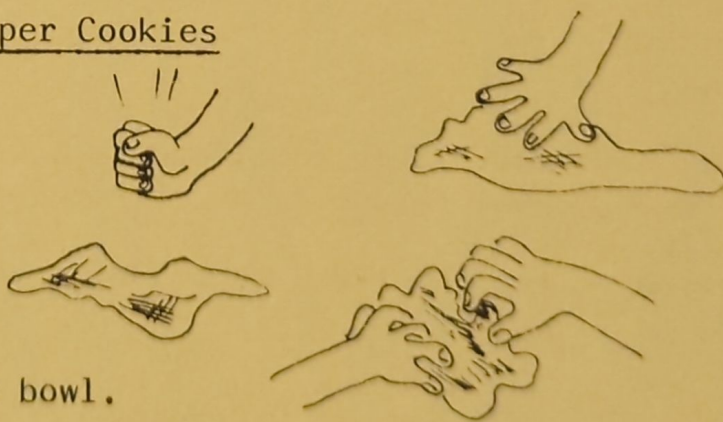
1 cup flour
 $\frac{1}{2}$ cup salt
1 cup water
1 tblsp. oil
2 tblsps. Cream of Tartar
Few drops of food colouring and disinfectant.



Mix all ingredients together. Cook over low heat 3 - 5 minutes. Especially nice to handle while still warm.

Thumper Cookies

3 cups oatmeal
 $1\frac{1}{2}$ cups brown sugar
 $1\frac{1}{2}$ cups flour
 $1\frac{1}{2}$ cups butter
 $1\frac{1}{2}$ teaspoons baking powder
1 teaspoon vanilla



Dump all ingredients in large bowl.
Mash it!
Knead it!
Pound it!

The longer and harder you mix it, the better it tastes!
Roll dough into small balls.
Bake on cookie sheet at 350° for 10 - 12 minutes.



RECIPES

Glue

Dissolve $\frac{1}{2}$ cup starch, flour or cornflour in a cup of cold water. Add 3 cups boiling water. Boil until it plops (about 1 minute). If you intend to keep it for a while, add a few drops of disinfectant to keep it from going mouldy. In hot weather, keep in the fridge overnight.

Fingerpaint Recipe (1)

As for the glue recipe but leave out the disinfectant. When boiled divide the mixture into sections and stir in 1 - 2 teaspoons of powder paint, a different colour for each section.

Fingerpaint Recipe (2)

Base: Blend 12 tablespoons cornflour with 1 cup of cold water and add sufficient boiling water to bring the whole to 1 quart.

Boil for 1 minute till clear and thick. Then dissolve in $\frac{1}{2}$ cup of soapflakes. Add 1 tablespoon of Dettol to the mixture. We Colour it with a little fluorescent paint or food dyes.

Salt Ceramic

1 cup salt
 $\frac{1}{2}$ cup water
 $\frac{1}{2}$ cup cornflour
dash of dettol

Mix together and heat. Stir continuously until the mixture resembles bread dough. Place in an airtight container until needed. Use soon after making. This is very good for modelling as it dries very hard and may then be painted.

To Dye Paper

Bulky Newsprint
1 teaspoon Edicol Dye (any colour) mixed in
1 gallon of water

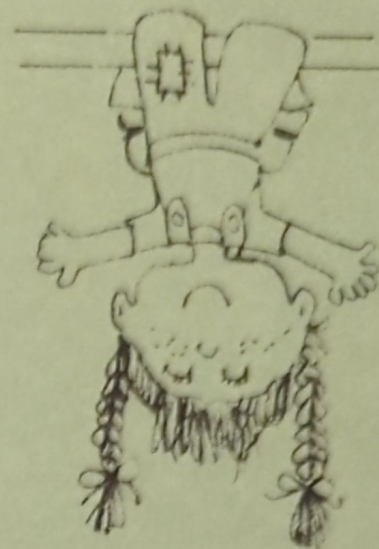
Put coloured water into water tray. Place sheets of paper into water-completely flat and immersed.
Dry on ground, clothes rack or painting holders.

BASIC ACTIVITY AREAS
THEIR VALUE AND YOUR CONTRIBUTION



BASIC ACTIVITY AREAS

- Their value and your contribution

CLIMBINGValue to the child -

1. Develops large muscle
2. Develops confidence
3. Develops awareness of body - space relationships.
4. Gives opportunity for dramatic play.

How you can help -

1. Check equipment for safety - e.g. cleats in place
2. Give verbal help rather than physical help, but assist if child needs you.
3. Be constantly alert.
4. Be appreciative of children's achievements.
5. Do not allow children to climb in long skirts, thongs or clogs.
6. Use appropriate vocabulary - e.g. high, up, lower than steep, etc

LIBRARY CORNER:Value to the child -

1. Helps the child appreciate good books and to care for them correctly.
2. Helps child to use books as a source of enjoyment, information and new words.

How you can help -

1. Sit near the child and share his enjoyment.
2. Read the book if requested to do so.
3. See that the child abides by the library rules:
 - Hands must be clean.
 - Keep books flat on the table.
 - Turn pages carefully from top right hand corner.
 - Put books away when finished
 - Take only one book at a time.

WATER PLAYValue to the child -

1. Opportunity to experiment.
2. Opportunity to discover the properties of water.
3. Opportunity to acquire scientific and mathematical concepts.
4. Provides for sensory experience, relation and enjoyment.
5. Provides for legitimate messy play.
6. Blowing bubbles can help develop breath control and speech muscles.

How can you help -

1. See that children have protective clothing and that sleeves are rolled up.
2. Limit number at activity.
3. Show interest in what children are doing.
4. In conversation use words such as - heavy, light, full, empty, more than, less than, pour, sink, float, absorb, drain, siphon, pump, shallow, deep, etc.

SAND:Value to the child -

1. Helps develop muscular co-ordination.
2. Provides sensory experience.
3. Offers opportunity to acquire basic scientific knowledge.
4. Provides opportunity for imaginative play.
5. Provides opportunity for social play.
6. Provides opportunity for language development.

How you can help -

1. Sand must never be thrown.
2. Children should not sit on wet sand.
3. Children should ask for extra water.
4. Encourage children to use their own ideas.
5. In talking to children use words such as - more than, less than, deep, shallow, full, empty, heavy, light, wet, dry, runny, sticky.

CLAY:Value to the child -

1. Gives satisfaction through legitimate messy play.
2. Provides an acceptable outlet for expressing feelings.
3. The child can use his own ideas creatively.

How you can help -

1. Sit with the child. Handle the clay if you wish.
2. Avoid making models or giving suggestions.
3. Encourage children to see what the clay will do.
4. Talk with the children about the movements they make eg. pushing, pulling, squeezing, poking, banging, rolling, building-up, breaking-down.
5. If children draw your attention to what they have done, make functional comments such as "that is big" "is long" etc.
6. To start with children's HANDS should be clean.
7. Sleeves should be rolled up and smock worn.
8. Children should return clay to bin when finished, then hand up smock and wash hands.

WASTE MATERIALS:

13.

Value to the child -

1. It provides an opportunity for seeing, feeling and using a variety of materials.
2. It provides an opportunity to use a variety of tools and techniques.
3. It develops eye-hand co-ordination.
4. It provides an opportunity for self-expression in two or three dimensions.

How you can help -

1. When necessary, children are shown techniques in using tools such as brushes, scissors, paper fasteners, punch stapler.
2. Children are encouraged to work out their own ideas so do not make models for them.
3. If a child asks for help, make suggestions that could enable him to solve the problem himself.

WOODWORK:

Value to the child -

This is a learning situation in which a child may:

1. Use grown-up tools.
2. Meet difficulties and overcome them.
3. Gain practice for the co-ordination of eye and hand.
4. Gain practice in development of muscular control.
5. Use his own ideas creatively.
6. Gain satisfaction - the doing and the experience are often more important than the end result.
7. Have a necessary noise acceptance.
8. Learn many different concepts which are vital as a foundation for further learning.

How you can help -

Help children to observe safety rules and supervise them carefully.

1. Limit number of children.
2. Keep onlookers at a safe distance.
3. Tools are to be kept at the bench.
4. Help children to use tools correctly.
5. Help children only if in difficulty and encourage them to finish work.

DIGGING:

Value to the child -

1. Develops large muscles.
2. Possible science experiences involving texture of soil, effect of water, weight of soil and water.
3. Nature discoveries.
4. Opportunity for creative and dramatic play.
5. Emotional satisfaction and achievement.

How you can help -

1. Dirt and mud to be kept in defined area.
2. Spades to be used for digging only and never raised above waist height. Stand them up when not in use.
3. Some kindergartens use protective clothing - ask teacher if this is applicable.

PAINTINGValue to the child -

1. Allows expression of creative ideas.
2. Allows experimentation with colour.
3. Is a means of expressing feelings.
4. The doing and the experience are more important to the child than the finished product.

How you can help -

1. Print in small letters the child's name, in the top left hand corner of the paper.
2. Allow child to put on and take off own smock. Assist only if child in difficulty.
3. If necessary, remind children to wipe brush.
4. Encourage child to wipe up spills.
5. Do not suggest what a child might paint, or paint anything for him.
6. You may ask him to tell you about his finished painting, but do not ask what he has painted.
7. When finished, hang painting to dry.

PUZZLES AND MANIPULATIVE EQUIPMENTValue to the child -

1. Develops small muscle and eye-hand co-ordination.
2. Develops awareness of shape, colour, size, number.
3. Gives opportunity for problem solving and satisfaction of achievement.
4. Develops concentration.
5. Construction sets give opportunity for creativity.

How you can help -

1. Sit with the child who needs encouragement. Give verbal help if necessary - eg. "Can you find a curved piece like this?"
2. Use vocabulary appropriate to the situation - eg. same as, different from, smaller than, screw, nut, bolt, pliers, round, square etc.
3. If a child is in difficulties with a construction set, advise him about techniques.
4. Do not make models for him to copy.
5. Children are expected to return equipment to shelf when finished.
6. Check that all pieces of puzzles are there.



BLOCKS:Value to the child -

1. Blocks can be used by an individual child or by several children working alongside each other or together.
2. Enables child to develop desirable social habits by working co-operatively and happily alongside another.
3. Provides an opportunity to share equipment, ideas, and knowledge.
4. Provides opportunity to develop skill at balance, judgement, observation and hand eye co-ordination.
5. Can teach many mathematical concepts - e.g. weight size, proportion and number.
6. Enables child to play dramatically and creatively. Knowledge and interest can be extended.
7. Helps develop medium muscles.

How you can help -

1. Blocks are not to be thrown.
2. Encourage children not to build immediately in front of cupboard - leave 3' for access.
3. Make children aware of others in same area.
4. Blocks not in use should be packed away.
5. Provide supplementary material if needed.
6. Allow child to leave completed building to stand overnight if possible.
7. Encourage child to assist in putting away.

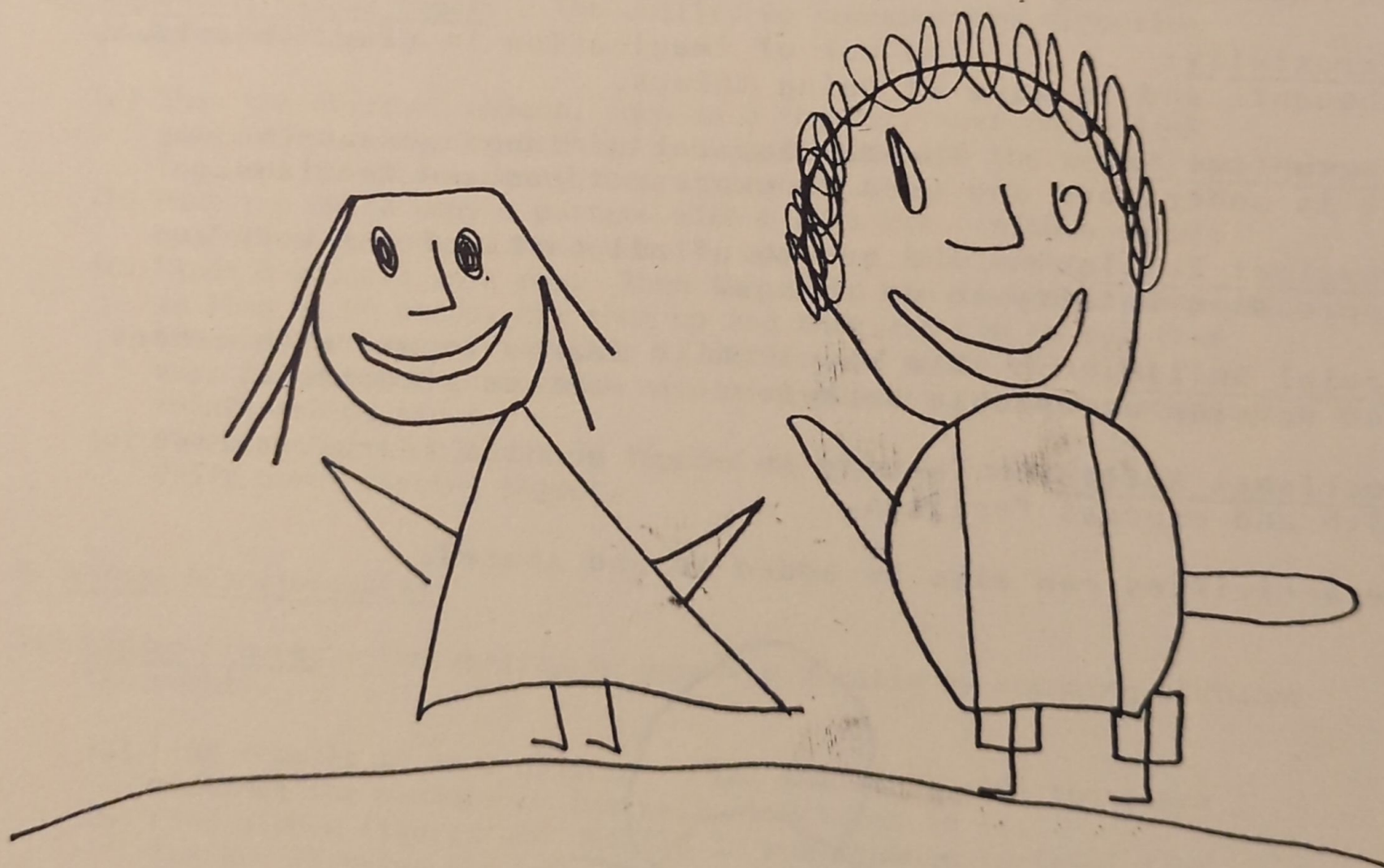
DRAMATIC PLAY:Value to the child -

1. Provides opportunity to play out experiences, thus clarifying concepts and expressing thoughts.
2. Provides an emotional outlet.
3. Provides an opportunity for language development.
4. Child can identify with adult world. He may play alone or with others.

How you can help -

1. If necessary help with fastenings etc. in dressing up clothes.
2. Be receptive if a child wants to talk.
3. Water in home corner may be used only in vinyl covered area.
4. Outdoor blocks must not be taken up climbing frame.
5. Children should not climb wearing long skirts, thongs or clogs.

PROGRAMMES FOR PART-TIME PRE-SCHOOLS



PROGRAMMES FOR PART-TIME PRE-SCHOOLS

The aim of the following programme is to provide activities in areas of development that are considered important for the pre-school child.

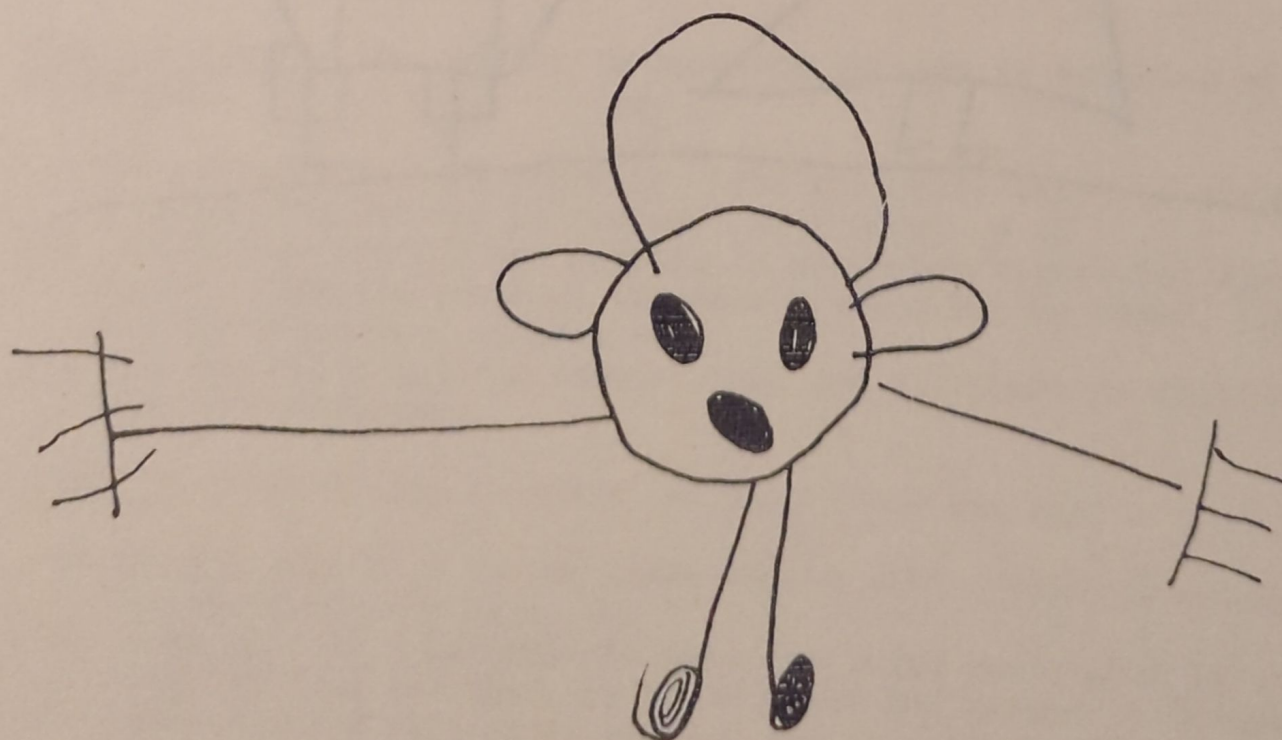
Providing programmes based on themes has been quite inadequate due to the irregular times of the sessions and attendance of children.

Programmes based on activities that will strengthen overall development provide more opportunities for the child to develop important and necessary skills.

Activities have been placed into categories of:

1. Perceptual Skills: The accurate development of the child's senses and how they can be used in the world around him.
2. Thinking Skills: The knowledge and skills a child gains in understanding and problem solving.
3. Creativity: The use of imagination in play, individual thoughts and in ways of doing things.
4. Communication: The development of language and the way it is understood and used to express ideas and feelings.
5. Physical Skills: The growth of all parts of the body and increasing ability to do things.
6. Social Skills: The way a child learns to mix with others and develop acceptable behaviour in various situations.
7. Emotional Skills: The way in which a child learns to cope with and express feelings.

These activities can also be added to and shared.



1. Perceptual Skills

A. Visual Memory

(i) Rote Visual Memory - The ability to remember that which has been observed.

- (a) Child puts familiar items away where they belong eg. blocks, paper.
- (b) Child finds familiar items that are needed eg. scissors, tape.
- (c) Child describes what he had for breakfast, who he came with to pre-school, what he saw on the way.
- (d) Child closes eyes and describes what he is wearing, you are wearing, what is in a certain place.
- (e) Reading to child: Periodically close the book and ask questions about the pictures - what colour was the dog? What was in the sky?
- (f) Child can match pictures for towel and bag pegs.
- (g) Child knows own bus to catch.
- (h) Child recognizes his own shoes.

(ii) Sequential Visual Memory - The ability to remember the direction or order of objects.

- (a) Show the child an object, such as a toy car, have child look away, when ready, have child look and place car the way it was (eg. put it upside down, turn it around).
- (b) Have the child copy a pattern with blocks etc. (with a sample to follow as long as he needs it, and then from memory).
- (c) Place 3 objects in a row. When the child has looked at them as long as he needs, mix them up and then ask him to put them the way they were. (If this is difficult, teach child to find ways to remember them, such as naming objects, colours, shapes, relationships etc.).
- (d) Place number of objects or figures in group - remove one. Child names missing object.

B. Visual Discrimination

(i) Hidden Figures - The ability to perceive details by scanning pictures thoroughly.

- (a) Find details in real objects. Find the chair with the screw missing; the picture on the wall with trees in it.
- (b) Find hidden figures and details in published materials; find the boy carrying the bag, the bird setting in the tree, find all the triangles, squares etc.
- (c) Have the child outline figures that are difficult to distinguish from the background.

(ii) Closure - The ability to infer the whole from the part

- (a) Cover a part of a toy or other object with a towel and have the child guess what it is.
- (b) Cover part of a picture and have the child guess what it is; show the tail and have the child guess the animal it belongs to.
- (c) Show pictures with parts missing and have the child tell you what should be there.
- (d) Show part of clothing or part of body and have child guess the person.

C. Auditory - Memory(i) Rhythmic Sequencing - The ability to reproduce a rhythmic pattern

- (a) Using rhythm instruments to copy rhythms.
- (b) Clap out rhythms to nursery rhymes, songs, children's names, words etc.
- (c) Play games with clapping sequences.

(ii) Auditory, Visual and Verbal Sequencing - The ability to repeat what was heard in the same order.

- (a) Talk about events as they happen. Discuss with the child, help child describe them, review the day together, letting the child fill in. Stress the points of what happened next, what happened before that.
- (b) Use visual clues to remind child of a sequence. When reading to a child, discuss the story, talk about what will happen next, what happened first, last, what happened to make the girl laugh. Take turns telling the story to each other.
- (c) Sing building songs eg. "Old MacDonald".

(iii) Auditory Motor Sequencing - The ability to carry out a series of directions.

- (a) Discuss familiar routines eg. Milk and Fruit - have the child carry out the actions.
- (b) Have the child follow a series of simple instructions eg. crawl to the sandpit then run back to me.

D. Auditory Discrimination(i) Sound Recognition - The ability to relate a sound to the object making it.

- (a) Listening Walks - what can you hear? Where is the sound coming from - direction, animal?
- (b) Have the child imitate noises, animals, activities and others guess what they are.
- (c) Noises behind the child's back - have him identify them.
- (d) Tape recorder - build up a repertoire of known sounds.

(ii) Sound Discrimination - The ability to distinguish two similar sounds.

- (a) When making noises with objects, make two noises and have the child tell whether they are the same or different.
- (b) Encourage the child to make up rhyming games eg. Ann, Ann put on the pan.

(iii) Response to Sound Cues - The ability to distinguish and respond to key sounds

- (a) Child should answer to his name when called.
- (b) Children sit in circle - one in middle. One child makes a noise - child in middle has to guess where it came from, what it was, who made it.
- (c) Find the sound - hide a clock, transistor radio - child finds where it is.
- (d) Play "Freeze" - everyone stops when the music stops.

E. Sensory Perception

- (i) Matching - The ability to match objects by shape, size, colour, feel etc.
 - (a) Feeling bags - place several objects in an old sock; place a duplicate of one of the objects on the table. Have the child find the one that matches.
 - (b) Feel Boards - have the child glue objects to boards according to qualities such as texture, colour, shape etc.
 - (c) Imitate someone in the room who is sitting in the same position and have the child guess who it is.
 - (d) Sensory surprise - close eyes and put hand into soapy water, sand mud, fingerpaint etc.
 - (e) See Sense Games (Page 8)
- (ii) Size Constancy - The ability to tell whether two objects are the same size.
 - (a) Child finds the right size container for putting away toys, other objects.
 - (b) Place two nesting toys in the child's hands (behind him) and have him say which one is smaller, larger etc.
 - (c) Child finds pairs of shoes that are the same size.
 - (d) Packing up in home corner - big plates together etc.
 - (e) Packing up blocks.
- (iii) Directionality - The ability to tell whether an object has been reversed.
 - (a) Place a group of identical objects in a row. Have all facing the same way except one. Have the child pick out one that is different.
 - (b) See Sequential Visual Memory.

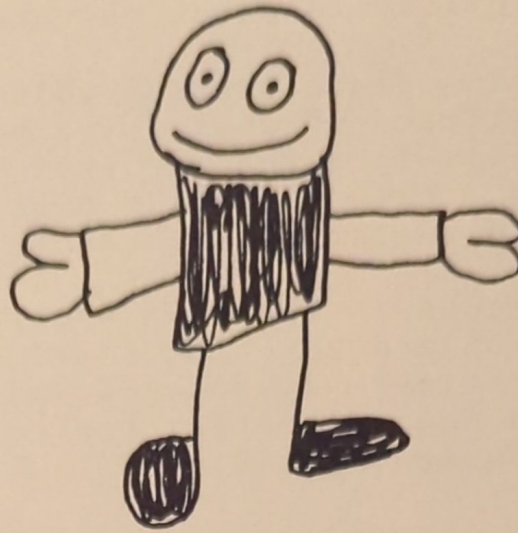
2. Thinking Skills

This area would be as close to the ideas of themes in a normal programme.

However, rather than concentrate on a particular idea eg. Houses, a broader approach is encouraged. This allows as many ideas as possible to flow from one area.

- a. Patterns - Look for patterns everywhere - are the leaves on a stem opposite each other or do they alternate? Dots on a dice are in patterns, tiger stripes have a pattern, so do windows, fences, caterpillars.
- b. Gardens - provide opportunities for planning, gathering equipment, measuring, watching weather and plant growth, using the product.
- c. Cleaning Up - provides opportunities for co-operating, discriminating, knowing orders of objects, following routines, etc.
- d. Stories - Each time you read a story the child will learn something new. His thinking may go through several stages: getting the general idea, putting the story into his own words, seeing how it is similar to or different from other situations, imagining a different ending, how parts of the story relate to each other, evaluating the story - whether it was enjoyable or not and why.

Other broad areas include senses, food, shapes, colour etc



3. Creativity

This areas covers any extension of the childs imagination, thoughts and ways of doing things in every area.

Creativity is usually associated with art, however, the way the child attempts any activity involves some degree of using his own mental resources - he can't rely on others all the time.

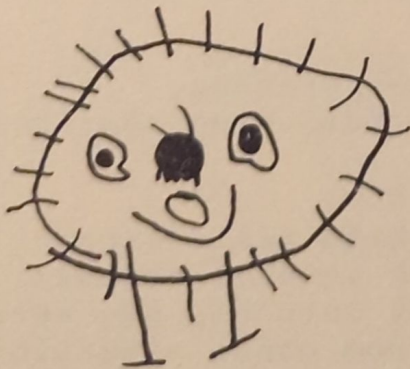
Extension of imagination, thoughts and ways of doing things involve knowing the child and what he is capable of and therefore involves good observations.

For example, if the child can do every puzzle in the pre-school, tip all the puzzles out together and get him to sort them out again, hold the puzzle upside down in the air and see if he can match the pieces, turn the puzzle around on the table.

If a child is painting very recognizable pictures offer material eg. cloth, wool, twigs, feathers etc. to paste onto the paper to add to the picture.

Every area can be added to by you and often by the children themselves. Watch how they attempt an activity that you haven't explained - by using their creative thoughts and ideas, there will soon be a way to use it!

Jot down things that you have used to extend creativity - they are worth remembering.



4. Communication

A. Receptive Language

- (i) Understanding Spoken Words - The ability to indicate items named and carry out spoken directions. (See Auditory Memory and Auditory Discrimination).
- (ii) Nouns - The ability to recognize objects by name.
 - (a) Name body parts in games etc.
 - (b) Describing objects - An orange is larger than a mandarin.
 - (c) Use specific names for familiar things eg. rug, carpet, mat
 - (d) Play - What goes with it Hammer/nail, cup/saucer,
 - (d) Picture charts
- (iii) Adjectives - The ability to recognize descriptive words.
 - (a) Colours - Bring the red jumper - it matches the red pants you're wearing.
 - (b) Descriptive terms - sort objects by size, shape, colour, material.
 - (c) Comparative terms - place objects in order by size, shade of colour, rough to smooth.
- (iv) Verbs - The ability to recognize and carry out an action.
 - (a) Show object (spoon, needle) and child acts out how to use it.
 - (b) Play charades using actions
 - (c) Movement - Swim like a fish
 - (d) Prop boxes - articles suggest certain actions e.g. a hose becomes a fire hose.
- (v) Prepositions, Adverbs - The ability to recognize words indicating location, time and means.
 - (a) Play position games - put the doll in front of the chair, walk between the table and the door etc.
- (vi) Negatives - The ability to recognize negatives in directions.
 - (a) Give directions using negatives - get me an empty cup, but not from the kitchen.
 - (b) Good opportunities for using negatives in sand play, water play.

B. Expressive Language

- (i) Adult Listening - The ability to use complete sentences and find own words to express ideas.
 - (a) Be sure the child is listened to and given time to express himself without other people finishing his sentences for him or interrupting him.
 - (b) Take time for the child to tell you about his day, his ideas, fears and wishes - things he needs to learn to put into words.
 - (c) Listen to the child talk about an event, and see where he is and how he grows in his ability to: stick to the point, to exchange ideas, to tell real from make-believe, to tell the central issue or problem.
- (ii) Role Playing - The ability to act out and express interests.
 - (a) Allow the child to play imaginative games where he is able to try various roles and ideas.
 - (b) Have a variety of props available for this play.
- (iii) Conversation - The ability to exchange ideas.
 - (a) Discuss things the child discovers - bugs, rocks, sticks.
Look them up in books at pre-school to enlarge the concepts.
 - (b) Talk about: what does it feel like to be sad, hungry, little, big?
How are people alike, different, what different ways are there to solve problems such as to mail a letter when you cannot reach the box, to solve an argument with a friend?
 - (c) Ask the child's opinion: do you think it needs more water? Is it hot now?
- (iv) Analytical Speech - The ability to use vocabulary to classify and compare items and events.
 - (a) Show an object and the child describes it: pencil - long, made of wood, you write with it, it has a rubber at the end etc.
 - (b) Let child explain how things are used: manhole cover tow truck etc.
 - (c) Child names things that: live under water, crawl, are tiny etc.
 - (d) Ask child to describe how he made his own construction.
- (v) Dictation - The ability to express thoughts formally
 - (a) Let the child dictate letters to relatives and friends.
 - (b) Let the child draw pictures and dictate the story to you.

A. Gross motor co-ordination

(i) Targeting-The ability to keep the eyes on a target when the target is stationary or moving and the body is stationary or moving.

- (a) Keep eyes on a target such as a tree, picture while walking, running, animal walks etc.
- (b) Walk on balance beam, gutter or edge of something, large tyres.
- (c) Throw bean bags/balls at a target either stationary or moving.
- (d) Punching bag-difficult when swaying.
- (e) Ball Games-throwing, catching, rolling, kicking.

(ii) Eye-Hand-Foot Co-ordination - The ability to maintain total body control and co-ordination.

- (a) Creeping-playing games on the floor, making tents with furniture.
- (b) Animal Walks-duck, crocodile, make up your own, elephant.
- (c) Balance games-walk a straight line, walk on ropes, walk on boards, carry a bean bag on your head etc.
- ☒ (d) With a skipping rope-skipping jumping over the "snake".
- ☒ (e) Tumbling on mats etc.

(iii) Whole Arm Movements - the ability to co-ordinate large arm movements and are-eye movements.

- (a) Encourage activities such as painting, crayons at easels.
- (b) Making circles with both hands at the same time.
- (c) Finger paint.
- (d) Swinging on climbing equipment-monkey bars, ladder.
- (e) Climbing trees, climbing ladders.
- (f) Pulling themselves up onto swings.

(iv) Movements in Space - The ability to visualize and plan body movements in a given space or design.

- (a) Child should be able to move body through a small space without touching the edges (under a table, a chair etc.)
- (b) Moving around obstacles eg. several chairs, block buildings while walking, running etc.
- (c) Play follow the leader.

B. Fine Motor and Eye-Hand Co-ordination

(i) Eyes-The ability to focus eyes and control eye movements.

- (a) Child can creep, walk, run etc. while looking at a target-an object he is going after or any fixed point.
- (b) Ball games.

(ii) Hands - The ability to hold and grip objects.

- (a) Hand strengtheners-squeezing paper into balls, placing pegs onto the lid of a shoebox etc.
- (b) Pegging "washing" on line (different types of pegs).
- (c) Moving onto swings, across monkey bars, up ladders etc.

(iii) Eye-Hand - The ability to sequence fine motor movements of the hands through spatial constructions.

- (a) All sorts of manipulative equipment and construction sets can be used eg. Lego, threading beads, pick up sticks, buttons on clothes, puzzles, collage etc.

6. Social Skills

A. Attitudes to others:

(i) Recognition of the rights of others: The ability to share material and equipment, taking turns, listening when spoken to and protecting others.

- (a) Participation in singing games eg. Ten Little Indians.
- (b) Group projects eg. large collages, painting, body drawing.
- (c) Giving simple directions and have children follow them.
- (d) Small groups of children working at an activity, with some of the children having particular skills that can help others.

(ii) Recognition of other's achievements: the ability to show interest in and acknowledge other's achievements.

- (a) Small group discussions about other people's contributions.
- (b) Children giving impromptu concerts eg. singing songs - others watching.

(iii) Recognition of social rules: the ability to accept rules governing group living.

- (a) Discussing reasons behind particular rules eg. sand throwing.

7. Emotional Skills

A. Attitudes to Self

(i) Emotional Expression - the ability to express various reactions eg. affection, pleasure, wonder, sympathy, anger, fear in socially acceptable ways.

- (a) Picture discussions about children's feelings.
- (b) Games, movement that allows children to express feelings.

(ii) Independence - the ability to work independently of others at times.

- (a) Activities that involve one child at a time eg. puzzles, drawing, listening to a cassette through headphones.

(iii) Self-reliance - the ability to rely on ones own skills and thoughts where appropriate.

- (a) Ask questions back to a child who asks you how to do something (in a way that stimulates his thinking) eg. "What do you think?" "How would you do it?"

(iv) Responsibilities for actions - To be accountable for ones own actions.

- (a) Provide opportunities where a child is able to discuss what he has done eg. completed a puzzle, finished a painting or attempted to finish something. Discuss what possibilities come after that eg. choose another one, ask for help to finish it.

W A T E R P L A Y I N W I N T E R



With Sand:

- * Remove water tray and place on floor. Fill with dry sand. Using jugs/ beakers for pouring. Very relaxing activity, especially with 3 year olds.
- * Scoops, spoons, moulds, containers, cups, water wheels work just as well in both wet and dry sand.
- * Use scales for weighing and comparing wet and dry sand.
- * Farm houses, animals, plastic people and cars, houses, trees and blocks can be used for imaginative play.
- * Dampen sand with hot water - a great sensory experience.
- * Natural materials - leaves, branches, stones, twigs, flowers shells create amazing gardens.

With Sawdust:

White coarse sawdust is the best. Red sawdust tends to be splintery and dusty.

- * Use similar accessories as you did for sand, but note the difference in how children use them.

With Water:

Filling and replacing warm water can be time consuming. Have it close to the water source. Also make sure the smocks are waterproof. Placing the tray in front of the heater helps prevent children getting cold and helps dry the floor and smocks.

- * Have it warm and coloured .
- * Add some diswashing detergent and make it bubbly.
- * Small amount with detergent and let the children blow bubbles. (Bubble blowers can be made from florist wire with plastic tape on the handle).
- * Warm water and buttons or similar objects can be used as a calming activity.
- * Heavy and light objects to observe floating and sinking.
- * Soft and solid objects can be used to observe absorption.
- * Lux flakes and beaters can be used to "whip" up some suds.
- * Make some suds then use various types of sponges.

With Imagination:

- * OOBlick (Cornflour & water) would be great in a water tray. Imagine how many hands could fit and it's easy to clean as well.
- * Set up a system of tubes, containers etc. to demonstrate Rain → Reservoir → Pipes → taps cycle.
- * Autumn leaves that can be crunched up.
- * Collect some garden dirt, add some water → MUD!
- * 2 Large plastic dishes in the tray, fill them with water and use as a basic sensory activity or for washing dolls, clothes, dishes etc.
- * Use the tray to sort items that would go well on a table eg. a collection of gum nuts, all your collage boxes.
- * Fill with small pieces of packing foam, a large quantity of light plastic beads, blocks or polystyrene balls.
- * Shredded paper adds to "tray" play.
- * Filling with wheat or rice provides different textures and can be poured easily. (WARNING - Check to make sure wheat is safe to use).
- * Use as a cubby structure inside. Tip tray upside down and drape a blanket over it or fill in sides with indoor blocks.
- * Use the tray as a boat on the mat in block area.
- * Great for the "bridge" in the 3 Billy Goats Gruff story.

