



328en29B



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29

PLANNING AND CONDUCTING PROGRAMMES

Children below five years are in the most impressionable period. The foundation for future personality is laid during these impressionable years. Whatever is learnt at this age gets so deeply embedded that it becomes difficult to change it later on. It is, therefore, the duty of adults to provide rich experience to the child and help in the development of good habits, proper attitudes and questioning mind.

A large majority of the pre-schools are run on the same pattern as the primary schools. This is rather unfortunate as the needs of these young children are very different and an entirely different approach is necessary particularly if we want to stimulate their optimum development.

In this lesson, you will get to know about programme planning and play-way education in a play centre.



OBJECTIVES

After studying this lesson, you will be able to:

- explain programme planning;
- state the principles involved in programme planning; describe short term and long term planning;
- develop programmes for different age-groups (below 3 years and 3-5 years); and
- explain the steps involved in organizing feeding programme.



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29.1 PROGRAMME PLANNING—CONCEPTS AND PRINCIPLES

For play centre, programme planning is very important to reach the desired goal. It involves chalking out programmes for a play centre, collecting things required and executing the planned programmes. There are certain principles to be considered while planning programmes for children under five.

A. Consideration of the Needs of Children

1. Plan age appropriate activities.

A child is ready for certain activities only at a particular age. If these activities are introduced to the child before s/he is ready for them, it becomes difficult for the child to master them.

2. Introduce the activity at an appropriate time.

When the child is ready for an activity, introduce it, so that the child enjoys doing it and masters it with ease. For example, for the new entrants, ball play should be arranged before offering organized games.

3. The programme should be flexible to serve the needs of children.

The length and nature of the activities should depend on the interests of the children. Sometimes, the children may get engrossed in an activity for a long period of time. In such an instance, teacher should be ready to change his/her plan and give the children the opportunity to continue the work for a longer period of time. Sometime, the visit of some animals/birds (cat, dog, squirrel, parrot, sparrow, rabbit, dove, monkey) or rainfall may disturb the programme. The teacher has to utilize the incidents effectively.

4. The programme planned should be meaningful and help the children to learn habits, concepts and values.

For instance, music and stories help children in their language development. Informal talk on certain animals themes help children to acquire information on animals. Each activity planned for children should have meaning and be related to community life.

5. The programme should provide first hand and concrete experiences.

For example, digging, preparing the soil, sowing seeds and watering are first hand experiences related to gardening. Other experiences like lifting, pouring, filling,

carrying, and categorizing are also first hand experiences.

6. Associate old experiences with new ones.

For instance blocks of assorted shapes may be given and children be asked to find out objects of similar shapes in the immediate environment.

7. Allow time for rest and sleep.

Children require time for rest and sleep. In a play centre, at last an hour and a half should be allowed for rest and sleep.

B. The Programme should have Variety

1. The activities can be of different kinds.

The programme for children should include songs, stories, dramatization, activities for cognitive development and creative activities, organized games, science experiences, field trips and cultural programmes.

2. The programmes should include both the individual as well as group activities.

The physical and motor activities planned in the programme should have individual acts like drawing, painting, creative play etc. and also group play like follow the leader, find the treasure etc.

3. Maintain a balance between free play and guided activity.

The children should be allowed certain amount of time to enjoy play on their own without adult interference. It gives them an opportunity to explore, investigate and find out different possibilities of using play material. The teacher-initiated or guided play must also find a place in the programme as they promote specific concepts in children.

4. The programme should alternate between active play and quiet play.

Too much physical activity exhaust the children. Hence, it is necessary to provide some restful activity after a spell of active work. Children will also enjoy an active game or play after sedentary work or play.

C. Overall Planning

1. The programmes should be planned according to certain specific themes.

The themes can be based on the events in a particular week or the month. In the



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2nd and 3rd week of January, Pongal (Harvest festival) can be a theme for the project as the celebration falls during this month. In March, it is Holi.

Some Themes for Play Centre Programme

| | | |
|------------------|----------------------|------------------|
| Family | Colours | Art festival |
| Health & hygiene | River | Freedom fighters |
| Animals | Water | Christmas |
| Pet animals | Mountains | Deepawali |
| Domestic animals | Seasons | Rakshabandhan |
| Wild animals | Milk & milk products | Dussehra |
| Insects | | Republic Day |
| Birds | Light | Independence Day |
| Plants/Trees | Independence Day | Transport |
| Flowers | Gandhi Jayanti | -Land |
| Vegetables | Janamasthami | -Sea |
| Fruits | Policeman | -Air |
| Dhobi | Nurse | Teacher |
| Farmer | Carpenter | Moon & Sun |
| Potter | Tailor | Day and Night |
| Gardner | Postman | Our country |
| Fisherman | Weaver | Metals |
| Soldier | Sounds | Directions |
| Hot and Cold | | Magnetism |

2. Consider the facilities available in the centre.

Success of a play centre programme depends upon the facilities available. Hence, for children, one must take into account availability of facilities such as the shady area in the outdoor, indoor space, equipment and caretakers.

3. Plan the programme in advance and make necessary arrangements.

Planning the programme in advance facilitates collection of materials for activities, execution and evaluation of activities without any difficulty or confusion. For instance,

planning for a film show or field trip in advance makes it possible for the teacher to organize it successfully.

Try it Yourself

Visit a play centre and list the different kinds of activities offered.

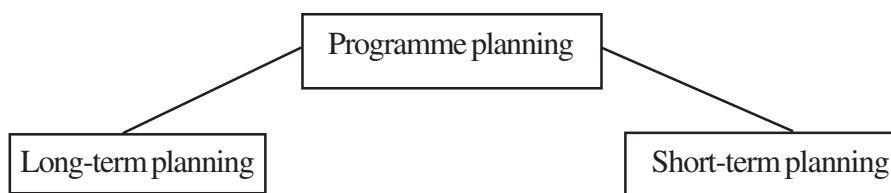
Assignment 34.2

Interview a play centre teacher and record the activities she has planned in advance.



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29.2 LONG AND SHORT TERM PLANNING



Long-term Planning

Planning the programme for a whole year in advance is called long-term planning. Long-term plans systematize the programme considerably. It relates to planning for learning experiences of children, keeping in mind their development needs the teaching aids, materials, and play equipments, organizing finance, fixing with resource persons, etc.

Long-term planning helps to have new equipment purchased, old items repaired or replaced.

Short-term Planning

For effective functioning, it is necessary that the programme for the whole year be divided into smaller units, say a month or a week or a day. There are certain experiences to be offered during special occasions. Month-wise planning enables the teacher to include special events and programmes. It also aids in making the programme flexible and need based. Weekly planning helps in including variety and taking care that all developmental needs are taken care of. Daywise planning is necessary to set a time schedule. One knows clearly as to what is to be done now and during next half an hour and the following half an hour.

Daily Programme

The daily programme in a play centre may include the activities listed below:



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| | |
|---------------------------|-----------------------------|
| 9.00 a. m. – 9.30 a. m. | Arrival of children |
| 9.30 a. m. – 10.10 a. m. | Outdoor play |
| 10.10 a. m. – 10.20 a. m. | Prayer and informal talk |
| 10.20 a. m. – 10.30 a. m. | Mid-morning break |
| 10.30 a. m. – 10.45 a. m. | Readiness programme-general |
| 10.45 a. m. – 11.00 a. m. | Music |
| 11.00 a. m. – 11.15 a. m. | Creative experiences |
| 11.15 a. m. – 11.30 a. m. | Science experiences |
| 11.30 a. m. – 11.45 a. m. | Organised games |
| 11.45 a. m. – 12 noon | Story |
| 12.30 p.m. – 12.45 p.m | Feeding programme |
| 12.45 p.m. – 2.45 p.m | Rest and sleep |
| 2.45 p.m. – 3.00 p.m | Toilet-Evening snacks |
| 3.00 p.m. – 3.30 p.m | Outdoor play and departure |

Weekly Programme

The themes for the week need to be decided and planned ahead. The day’s activities must take into account the individual and group needs of the children.

Table 29.1 below details play centre programme for a week on a specific theme ‘flower’.

Table 29.1: *An example of weekly programme of a Play Centre*

| Theme: Flowers | | Group 4 –5 years | | | | |
|------------------------|----------------------------------|--|--------------------|------------------|------------------|-----------------|
| Timing | Activities | Monday | Tuesday | Wednesday | Thursday | Friday |
| 9.15 a.m. - 9.30 a.m. | Arrival of children | | | | | |
| 9.30 a.m. - 10.00 a.m. | | Outdoor play* Indoor activities Physical exercises/General readiness activities | | | | |
| 10.00 a.m.- 10.20 a.m. | Prayer Informal talk Songs | Names of flowers | colours of flowers | Smell of flowers | Parts of flowers | Uses of flowers |
| 10.20 a.m.- | Readiness | Programme | Writing | Reading and | Number | General |
| | | ‘Ring a ring roses’ - Songs related with flowers and others | | | | |

| | | | | | | |
|-------------|-------------------------------------|-------------------------------|-----------------|----------------------------|-----------|------------|
| 10.45 a.m. | | | | writing | work | concepts |
| | Exercises | | | Physical exercise | | |
| 10.45 a.m.- | Washing up and mid morning juice | | | | | |
| 10.20 a.m.- | ** Creative | Crayon | Thread | Block Printing | Threading | Floral |
| 11.30 a.m. | activities | drawing | printing, | flower | flowers | design |
| | Basic/ | pasting | colouring, | printing | beads | |
| | Special | of flower | making | | | |
| | theme | petals with | flowers with | | | |
| | related | leaves | coloured papers | | | |
| 11.30 a.m.- | Story time | Stories incorporating flowers | | Dramatization with flowers | | |
| 11.40 a.m. | | | | | | |
| 11.40 a.m.- | Science | Flowering | Sowing | Flower and | Flower | Field trip |
| | experiences | stages | flower | products | arrange- | to a |
| | | | seeds | | ment | garden |
| 11.50 a.m.- | Organised game Flower related games | | | | | |
| 12.15 p.m. | | | | | | |
| 12.15 p.m.- | Washing up and | | | | | |
| 12.45 p.m. | feeding programme | | | | | |
| 12.45 p.m.- | Rest and sleep | | | | | |
| 2.45 p.m. | | | | | | |
| 2.45 p.m.- | Washing up and evening snack | | | | | |
| 3.00 p.m. | | | | | | |
| 3.00 p.m.- | Outdoor play and | | | | | |
| 3.30 p.m. | Departure | | | | | |

* Play on swings, slide and jungle gym, sand play, play with tricycle, scooter, ball and bat, balance board, sea-saw etc.

** Creative activities include play in the doll's corner, play with constructive material, drawing and painting, paper cutting, tearing and pasting, collage work, problem solving, play with jig-saw puzzles, clay and plasticine play, dancing, threading beads etc.



INTEXT QUESTION 29.1

1. Define programme planning.
2. State the principles of programme planning.
3. Give one point of difference and one point of similarity between long-term and short-term planning.
4. Choose the correct answer:
 - i) The play centre programme should be



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- a) flexible
 - b) rigid
 - c) momentary
 - d) permanent
- ii) The programme should provide
- a) rich experiences
 - b) interesting experiences
 - c) first-hand concrete experiences
 - d) adequate skill
- iii) The programme should alternate between
- a) social and parallel play
 - b) individual and parallel play
 - c) active and quiet play
 - d) associative and group play
- iv) Suitable theme for the week's programme in the last week of January can be
- a) animals
 - b) national leaders
 - c) water
 - d) flowers
5. List any ten themes for programme planning.
6. Plan a weekly programme for a play centre.

29.3 ORGANISING THE FEEDING PROGRAMME

Good nutrition is the foundation stone of good development. The play centre programme must allow for a snack time in its schedule along with provision of food during the same. The aim of this feeding programme is basically to provide young children with an adequate meal which will meet at least one third of the daily requirement of all nutrients. What children bring from home may or may not be adequate.



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Eating in school together with other children also provides an opportunity for children to learn manners, appreciate cleanliness and practice independence in eating on their own. Besides, it also gives them a habit to eat whatever is served and not fuss. Let us now consider the factors to be kept in mind while organizing the feeding programme. Can you think of some? Take a piece of paper and note them down. Now ensure the following:

- a) Body size and age of the children who are to be fed,
- b) Availability and cost of food,
- c) Food customs and traditions of the families from where children come, and
- d) Availability of labour and supervisory services.

The actual organization and conducting of a feeding programme involves the following steps:

- (i) **Secure financial assistance:** Can you think of anyone who would give money regularly for this fund? Yes, there are various options. You can charge parents if you know that they can afford. Ask community to donate in cash or kind. Help can also be sought from local, state and government organizations. Sometimes some philanthropists also contribute a handsome amount of money.
- (ii) **Ensure that there is a provision of space for kitchen and food service:** As discussed earlier this place needs to be clean and ventilated. There should be place for cooking, storing and processing food.
- (iii) **Procuring kitchen equipment:** This will be required for cooking, storing and processing food.
- (iv) **Menu planning and estimating quantity:** Menu for feeding must be planned carefully in terms of
 - nutritional adequacy,
 - use of seasonally available food,
 - minimum expenditure of time and labour in cooking and serving,
 - varied and interesting items based on family's food patterns,
 - attractiveness and appetizing qualities, and
 - minimum loss of nutrients in the cooking procedure employed.

Steps Involved in Planning the Menu for the Feeding Programme

Do you remember about the nutritional requirements of children between 0—6 years of age? ICMR (Indian Council for Medical Research) has provided the R.D.A. (Recommended Daily Allowance).



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(i) Calculation of the food requirements

From the food allowances recommended by ICMR for children below six years (Table 29.2), one third of the daily requirements per child is computed and by multiplying this by total number of children the total amount to be cooked for the children of the play centre is arrived at.

Table 29.2: *Quantities of foods recommended for a day*

| Food Items | Required for a day (in grams) | |
|-------------------|-------------------------------|-----------|
| | 1—3 years | 4—6 years |
| Cereals | 175 | 270 |
| Pulses | 35 | 35 |
| Leafy vegetables | 40 | 50 |
| Other vegetables | 20 | 30 |
| Roots and tubers | 10 | 30 |
| Milk | 300 | 250 |
| Oil and Fat | 15 | 25 |
| Sugar and Jaggery | 30 | 40 |

(ii) Selection of food to supply the nutritional requirements

The next step is to select the food which will provide the nutrients needed, giving priority to the local, low cost and nutritious seasonal food.

(iii) Menu Planning

The next step is to select a menu of the food products that are of children's taste and are simple to prepare. This will ensure that children will eat.

(iv) Estimating quantities of food to be cooked

Once the menu is settled, it is important to estimate the quantities of food to be cooked taking into account the number of children to be fed. You know how this is decided.

(v) Procurement and storage of provisions

Great care must be exercised in the estimation of quantities, selection, purchasing and storage of ingredients required. The estimated quantities of the ingredients are



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classified as those which would be purchased monthly, fortnightly, weekly and daily depending upon their storability and the containers available for storing. This is also important for the simple reason that some foods are perishable and others are not. Perishable food items are bought everyday and in small adequate quantities. Others can be bought in bulk and stored.

(vi) Training the cook

The training must be in terms of the cooking procedures applied, hygienic methods used for food preparation and serving. Can you say why these are important? Well yes, young children are very vulnerable to food infections and must be protected from these at all cost. Moreover, the product prepared must have adequate nutrition.

(vii) Maintenance of cleanliness in the lunch area

Proper care must be taken to ensure the hygienic condition of the kitchen, lunch area, wash place and utensils for cooking and serving. What can happen if these are not clean?

(viii) Conducting nutrition education activities

Any feeding programme must include nutrition education in order to make it effective. Feeding programme in a play centre not only facilitates adequate amount of food intake by the children, but also helps the children to learn about food, nutrients and their relation to health along with environmental sanitation.

Nutrition education is essential for combating malnutrition. Nutrition education is concerned with persuading children and parents to modify their food practices in order to improve their health and nutritional status by wiser use of the available food resources.

Mothers may be ignorant about the basic principles of nutrition, desirable methods of food preparation and cooking to conserve maximum nutrients, hence the need to be educated.



INTEXT QUESTIONS 29.2

1. Define feeding programme.
2. State one function of the feeding programme.
3. State four points to be kept in mind while organizing feeding programme.



Notes

4. Select the most suitable alternative:
- i) A feeding programme must essentially have a trained
 - a) Teacher
 - b) Cook
 - c) Assistant
 - d) Worker
 - ii) Estimating quantity of food stuff is to be done
 - a) before cooking
 - b) before purchasing
 - c) before serving
 - d) before storing
 - iii) Feeding programme turns out to be more successful when it is teamed with
 - a) health check-up
 - b) nutrition education
 - c) procurement programme
 - d) sanitation programme
5. Match the information in column A with that in column B

Food items

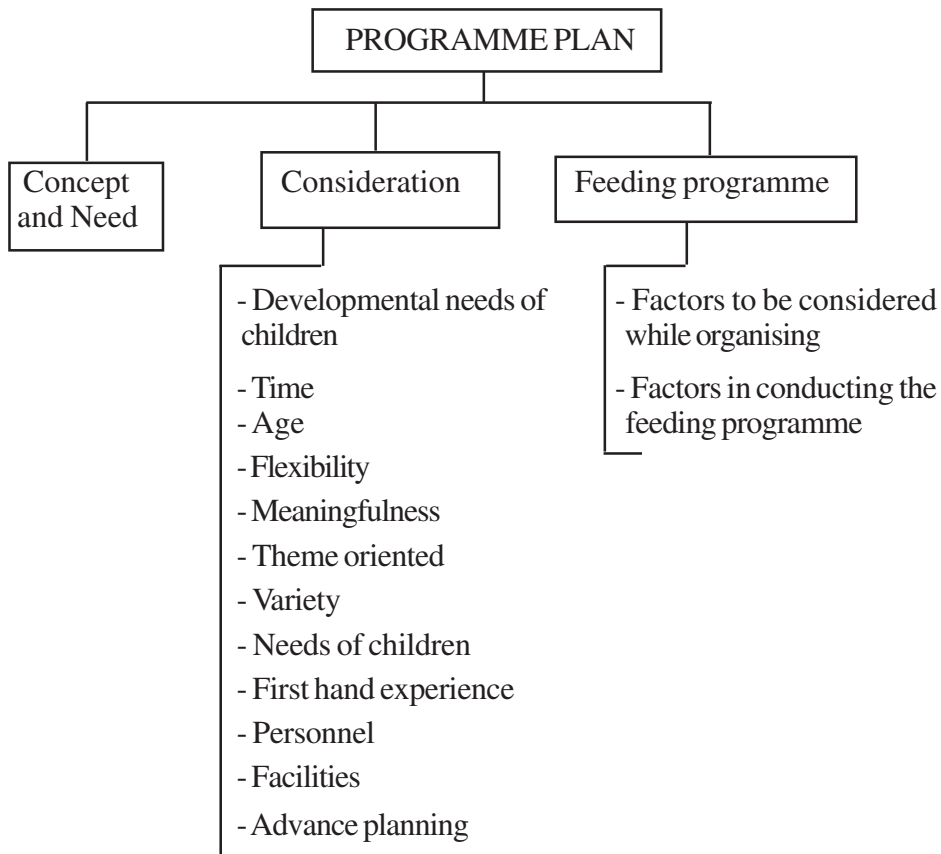
Recommended daily allowances

(in gms. for 1 – 3 years)

- | | |
|--------------------|----------|
| 1. Leafy vegetable | (i) 300 |
| 2. Milk | (ii) 35 |
| 3. Root vegetable | (iii) 20 |
| 4. Pulses | (iv) 10 |
| 5. Cereals | (v) 30 |
| | (vi) 175 |
| | (vii) 40 |



WHAT YOU HAVE LEARNT



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TERMINAL EXERCISE

1. Prepare a list of titles and themes for different age groups in a play centre.
2. Observe the feeding programme in a nearby play centre and note the menu for a week. Analyse the same on the basis and factors involved in menu planning.



ANSWERS TO INTEXT QUESTIONS

29.1

1. Refer to text
2. Refer to text
3. Difference: Long-term planning is done for whole year in advance whereas



short-term planning refers to the planning for the immediate short-period and helps in providing variety.

Similarity: Planning helps to take care of all the developmental needs of children.

4. (i) (a) (ii) (c) (iii) (c) (iv) (b)

29.2

1. Refer to text
2. The function of a feeding programme is to provide young children with an adequate meal which will meet at least one-third of the daily requirement of all nutrients.
3. Refer to text
4. (i) (b) (ii) (b) (iii) (b)
5. 1. (vii) 2. (i) 3. (iv) 4. (ii) 5. (vi)