

NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Course: 12

Toy Based Pedagogy for Foundational Stage



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding Vidya Pravesh and Balvatika - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 12

**Toy Based Pedagogy
for Foundational Stage**

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COURSE OVERVIEW

Description of the Course

This course provides an overview of Toy Based Pedagogy across the Foundational Stage. Toy based pedagogy at the foundational stage is where children learn through toys and games as children learn best through play and exploring play materials. Thus this course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

Keywords

NISHTHAFLN, TOY BASED PEDAGOGY, TOYS, FOUNDATIONAL STAGE, DO TOYS, INDIGENOUS TOYS, LOW-COST TOYS, NO COST TOYS

Objectives

On completion of this course, the learners will be able to:

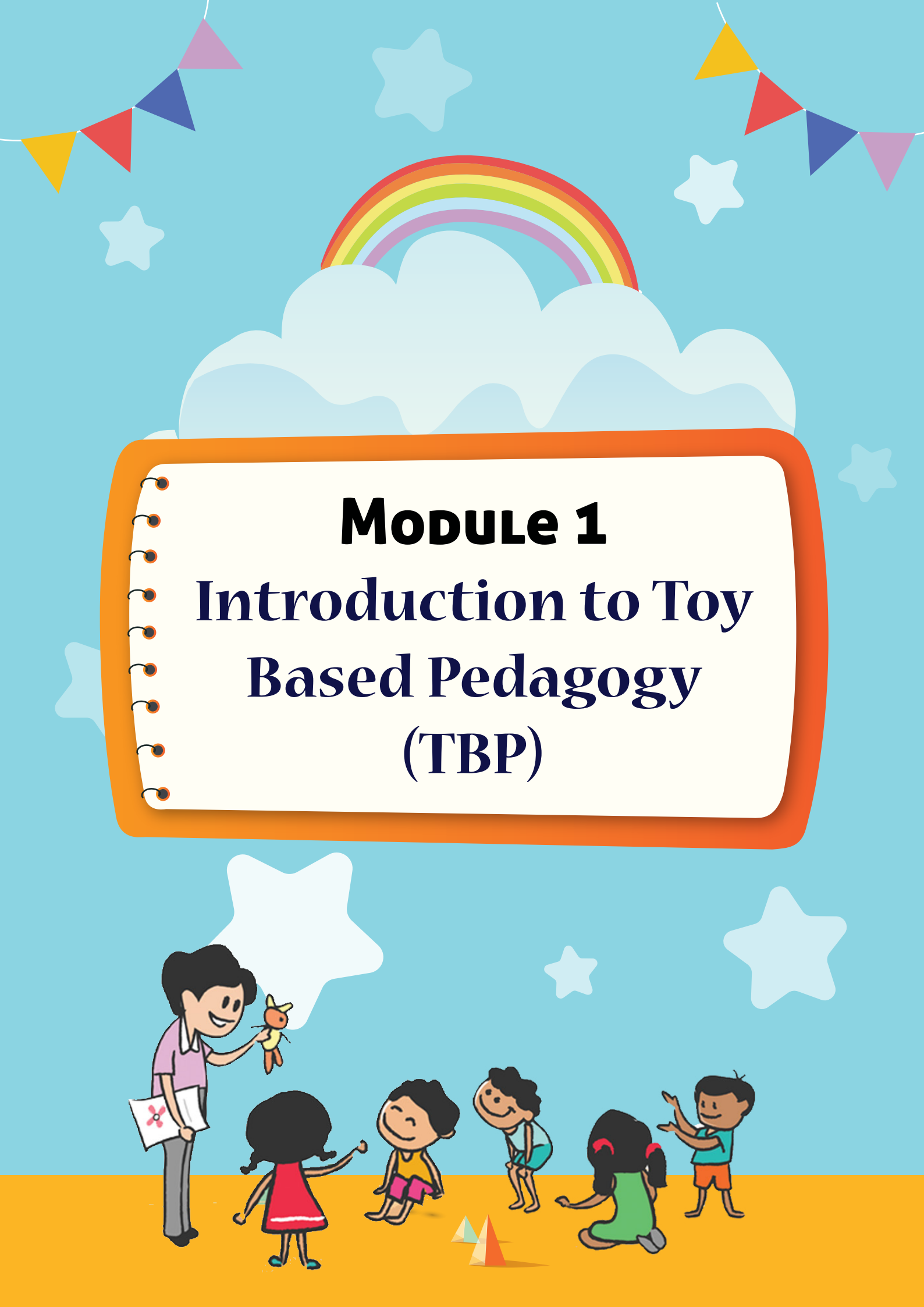
- Get familiar with Play and Toy Based Pedagogy as an integral part of experiential learning
- Develop skills to integrate TBP across the three developmental goals
- Appreciate how Toys and Play develop as Pedagogy
- Implement TBP at the Foundational and Preparatory Stage
- Map the concepts with toys, games and manipulative material
- Understand role and importance of indigenous and Indian traditional toys
- Promote cultural connect through Toy-based Pedagogy
- Setting up a Toy Area/D-I-Y Area in the classroom
- Create Do it Yourself (D-I-Y) Toys from Low cost/No cost materials/resources
- Learn about Technology aided toys



Course Outline

- Importance of Play and Toy Based Pedagogy (TBP)
- Perception on Toy Based Pedagogy
- Toys, Games as Play-based Pedagogy
- Role of Indigenous and Traditional Toys
- Promoting Cultural Connect through TBP
- Multilingualism and Toy Based Pedagogy
- Toy Based Pedagogy for inclusion
- Setting up Toy Area/ D-I-Y Area
- Creating D-I-Y toys using Low Cost /No Cost materials and resources
- Use of Technology supported toys for Learning
- Implementing TBP in classrooms
- Parents and Community participations for TBP





MODULE 1
**Introduction to Toy
Based Pedagogy
(TBP)**

Module 1: Introduction to Toy Based Pedagogy (TBP)

1.1 Importance of Play and Toy Based Pedagogy (TBP)

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348012995960012814055

Transcript

Dear learners, welcome. We are going to talk about Toy based pedagogy across the foundational stage and how it could be used in a very joyful manner for teaching - learning of concepts and skills related to the three developmental goals identified for Early Childhood Care and Education and also included in the NIPUN Bharat Guidelines. These three goals are-Goal-1 (children maintain good health and well-being), Goal-2 (children become effective communicators) and Goal-3 (children become involved learners and connect with their environment). As you know play is one of the most important ways in which children gain conceptual knowledge and important life skills. Children of all ages enjoy creating new things on their own if you provide them with sufficient and developmentally appropriate materials and toys. They make discoveries and give their own vocabulary. For example, when they use interlocking blocks and take apart materials and toys, they are found to use mathematical vocabulary. They make paper aeroplanes, boats and so many other paper toys and learn about how to fly or sail these in water. They love to watch their own creations, and this further instils critical and creative thinking in them, and they show their curiosity and eagerness to learn through toys. Similarly, children feel very empowered when they dismantle or

take apart toys (meant specially for their play) and then create something new with the separated pieces. This also teaches them how to solve problems on their own as they are engaged in such kind of free play with no/less direct teacher guidance. To understand the children's world of fantasy, we need to understand their world of play and what toys mean to them. Toys have travelled a long way to arrive at their present form. They have existed in India since the Indus Valley Civilisation. Unlike the fancy, expensive toys gaining popularity today, traditional indigenous toys and games were simple and took inspiration from nature. But currently, many children do not have access to a variety of toys.

We need to see how we can bring these toys and play to the classroom situation as play is joyful to all the children, and it becomes natural to them. Children learn from meaningful play experiences when they are provided with ample time and adequate space to engage freely in exploring the toys and manipulatives in a stimulating, enabling and well organised setting and environment. You would enjoy learning about Toy based pedagogy across the foundational and preparatory stage and also create meaningful toys for your classroom processes that would provide joy to your children.

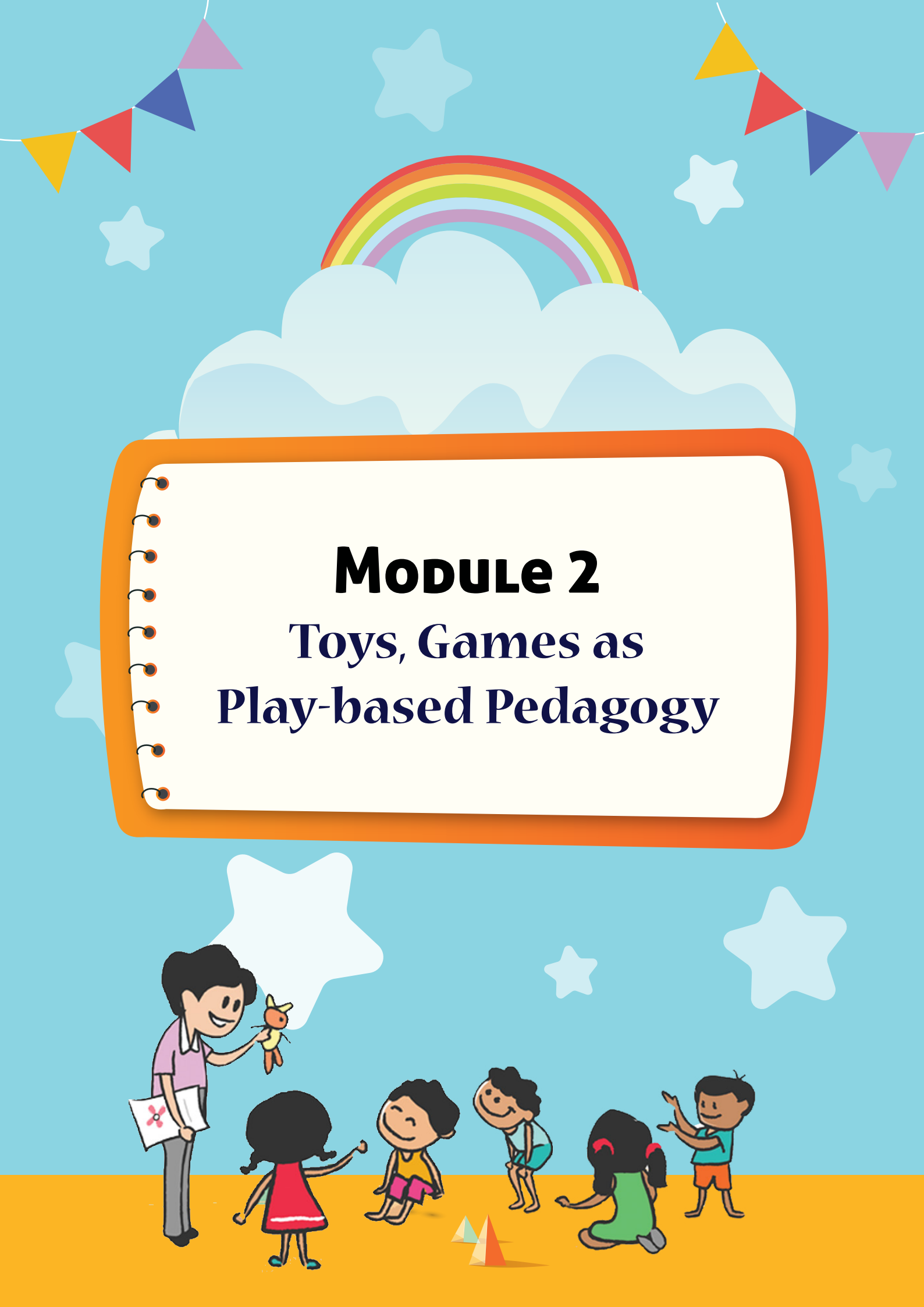
So, you will learn about how teaching-learning becomes very easy and joyful when we bring toys, games, and materials in the classroom for teaching concepts and skills. Toy, as a teaching- learning resource, has the potential to transform classroom pedagogy and toys are not just for entertaining, they play an important role in a child's overall development.

1.2 Activity 1: Try Yourself

- ▲ Recall your childhood memories and list down the kind of toys you played with.
- ▲ Count the number of childhood toys/games you have listed.
- ▲ Which one was your favourite toys/games during your childhood?
- ▲ Make another column on the right side and write down in front of each toy/game
- ▲ the skill/concept you have learned/mastered.

S. No	Name of the Toy/Game	Skill/Concept learned through the toy/game
1		

2		
3		
4		
5		
6		
7		



MODULE 2

Toys, Games as Play-based Pedagogy

Module: 2

Toys, Games as Play-based Pedagogy

2.1 Toys, Games as Component of Play-based Pedagogy

Play requires a child's active participation related to different aspects of development-social emotional, language and motor, cognitive and creativity. It gives a boost to their self-esteem. Play occurs with familiar and favourite objects which children want to explore in their own ways. Toys are such objects and tools which children love to use while playing. Thus toy based pedagogy is a component under play-based pedagogy which is most recommended for the foundational and preparatory stage. According to Vygotsky (1967) play is helpful in the development of language and thought. Mental structures are formed through the use of signs and tools, and play helps in this formation. Play also frees the child from the constraints of the real world that surrounds the child.

An educational toy is expected to educate. It should help a child to learn about a particular concept or develop a particular skill. For a child, anything can be a toy, like a piece of paper or fabric. A child loves to blow the piece of paper and watch it with curiosity. Toys and games help in providing immense joy to all children.

Toys can be classified into many categories such as rattles, dolls, classic board games, etc. Doll accessories and other toys like miniature kitchen utensils give a lot of fun in the dramatic and dolls play. Some games can be like pithoo, four corners, spinning the tops like Lattoo, Firki, etc. Toys can be used as a pedagogy from preschool to higher classes.

Toys also help children to connect with their culture. They also help in speed up language development especially as children get involved in making D-I-Y toys.

There should be toys for all stages i.e., foundational stage (3-8 years) and preparatory stage (8 to 11 years) and also for older children ages beyond 11. Generally, as we move higher in age, the toys overlap with games which may use some toys as props. There could be a variety of games and toys and the purpose of including them in classroom or outside classroom is to make learning more permanent and meaningful. Toy Based Pedagogy starts from a child of two to three years, the emphasis gradually progresses from sensory motor play to symbolic play as the child starts drawing more and more upon her imagination.

Indigenous and Traditional Games (Indoor and Outdoor)

The popular games like *ring-a ring-a-roses*, *kokila chippaki*, *Hide and Seek*, *tag games*, *circle games*, *simple board and card games* and other games with rules are especially appealing to children of all ages from 6 to 11 years depending upon the levels of the games. From age five onwards, the children start enjoying the company of their peers, find rules of games easier to follow and feel delighted in games and challenges. The children between six to eight years of age start demonstrating their willingness to play with other children in a structured manner. They enjoy action songs and games like "*posham -pa-posham pa*", "*hara samandar gopi chandar*", "*bol meri machli kitna paani*".

The examples given here can be adapted as per the context of the children. These have been mentioned to explain how games can be introduced to enhance learning and developing other skills and competencies.

For the foundational stage they need a variety of balls, Hula hoops for tossing, Slides and swings, seesaw, jumping rope. On the other hand, the popular traditional Indian games for preparatory stage children are- *posham pa -bhai-posham pa*, *tag games*, *throw and catch*, *kho-kho*, *kabaddi*, *pithoo* and so on. These games have a lot of utility for health and well-being as well as for problem solving and manipulative skills.

2.2 Activity 2: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

https://diksha.gov.in/play/content/do_3134764238743224321708

2.3 Role of Indigenous and Traditional Toys

We need to promote indigenous toys while using toy based pedagogy so that children can have easy and cost-effective access to them. Schools can create a 'Toy Library or a Toy Area'. Toy as a teaching- learning resource has the potential to

transform classroom pedagogy. In the pre-service teacher education curriculum and also in in-service teacher education programs, the use of indigenous toys as a pedagogic resource should be added.

Selection of Indigenous Toys- Important Points

The toys should be

- ▲ aligned with the Indian culture and ethos
- ▲ connected with the regional culture to get the ideas of culture of the region.
- ▲ suitable to the age and development and safety of the child



India is home to several toy clusters and thousands of artisans who produce indigenous toys which not only have cultural connect but also help in developing psychomotor and other life skills among children. The use of Indian traditional toys and games in classrooms contributes to the appreciation of indigenous products and their usefulness. Children also get introduced to Indian culture and start taking pride in their identity. This happens as a gradual process but if it starts germinating in the foundational and preparatory stage. The indigenous toys are cost effective because they are made from the locally available eco-friendly materials for instance waste clothes of tailoring units, paper toys from waste papers, cloth and rag dolls/puppets.

Wood, bamboo, newspaper, waste materials are generally used in making indigenous toys and thus this helps children to learn about the *texture, colour, size and shape* etc. Sometimes the local toymaker use seeds, feathers, coconut shell, areca, nuts etc and here children can learn the names of the different trees and learn about their environment. The indigenous toys give them emotional satisfaction because they depict the familiar figures and the children can easily connect with them. Our indigenous games are also very popular and they keep children and adults engaged for longer duration. Such games generally promote agility, strength, balance, reflexes, hand-eye coordination, accuracy, strategy, intuition and patience along with the skills of problem solving, decision making, etc.



MODULE 3

Promoting Cultural Connect through TBP



Module: 3

Promoting Cultural Connect through TBP

3.1

Promoting Multilingualism, Inclusion and Cultural Connect through Toy-based Pedagogy

India is known for its culture and depiction of cultural values in the form of toys or show pieces made by clay or wood. The country has a truly glorious tradition in toys, back to 5000 years. The excavated toys and dolls found in Harappa and Mohenjo-Daro have been preserved and re-imitated in many of the Indian museums. These indigenous toys have been used by children to entertain and understand about the world around them.

When choosing materials for toys, it is important to consider the children's communities and cultures. Teachers can bring elements of different languages, dress, and music into the classroom. For example, while choosing or making books/worksheets, one can use or provide scope for including different types of culture and language of the children in the classroom. Similarly, dolls, dress-up clothes, and pretend food should represent children's families and communities. Children in the classroom should be permitted to bring their toys and games in the classroom and share it with other children. Every child should be appreciated for such an effort and should be made to take pride in his/her local culture and ethos. In the same way folk songs, dances and props used during dance should be from children's own background. The teacher may thus induce interest among children, at the foundational and preparatory stage, in incredible Indian toys and traditions. There is a need to create a child-friendly environment to implement play way, activity based and child-centred approach to education across the foundational stage and it should continue at least till the preparatory stage of education. Teaching and learning in a very formal way does not motivate young children.

3.2

Example 1: Toys from Gujarat

Dhingli - Cotton Dolls

Dhingli is one of the traditional doll toys from Gujarat. It is made up of cotton with embroidered clothes. Used or new cloth of many kinds is cut and sewn together as a hollow form in the shape of desired toy or doll and then filled with cotton or sawdust. The process of making cloth toys is simple; The figures of these toys are

often provided with intricate dresses to make them look expressive and lively.



Some larger forms of such toys are seen in various puppet shows. The doll can be used in the dramatic play area and they are also used by children to nap with. The *Dingli* doll toys help in developing -

- ▲ creativity
- ▲ communication and self-expression skills
- ▲ problem solving skills
- ▲ fine motor skills
- ▲ social emotional skills

Rasoi



Rasoi is a set of kitchen utensils. They are made of wood and painted to look attractive and appealing. These toys, mainly soft wood, are prepared by wood carvers. These toys can also be placed in a dramatic play corner in the classroom. The kitchen toys also help in developing communication, problem solving and self-expression skills

Kaleidoscope



Kaleidoscope is a toy made up from cardboard, glass pieces, and some random pictures. With this toy children see a variety of coloured designs because of multiple images. This toy can prove to be a good D-I-Y as well as STEM toy for the children. The Kaleidoscope helps in:

- ▲ eye hand coordination,
- ▲ muscular development,
- ▲ fine motor development,
- ▲ creativity,
- ▲ concept of shape and colour,
- ▲ Science concepts of reflection and refraction

3.3 Example 2: Toys from Karnataka

Nesting Dolls

Nesting dolls are beautifully painted wooden dolls. They are made up of wood, with child friendly food coloring or vegetable dyes, to look attractive and appealing. This toy can be used to instill the learning about pre mathematical concept of seriating or ordering, counting, concept of big and small, spatial perception, etc. It also helps in developing following skills:



- ▲ creativity
- ▲ communication, like creation of stories using the dolls
- ▲ problem solving,
- ▲ self-expression,
- ▲ fine motor skills and dexterity

Ring Set Puzzle

Ring set puzzle is a toy with seriated rings; it is made up of wood, with child-friendly food coloring or vegetable dyes to look attractive and appealing. This toy can be used to introduce the learning about pre mathematical concepts of seriation and develops creativity, communication, problem solving, self-expression, fine and gross motor skills along with understanding of colour, shape etc.



Kitchen Play Set

Kitchen play set is a set of kitchen utensils. They are made of wood and painted to look attractive and appealing. These toys can also be placed in a dramatic play corner in the classroom. The kitchen toys help in developing skills, such as:

- ▲ communication
- ▲ problem solving

- ▲ self-expression
- ▲ fine motor
- ▲ social emotional
- ▲ creativity

Thus toys connect the cultures and similar kinds of toys are found in different States like 'Rasoī' toys from Gujarat and 'Kitchen play set' from karnataka.

3.4 Activity 3: Share Your Ideas

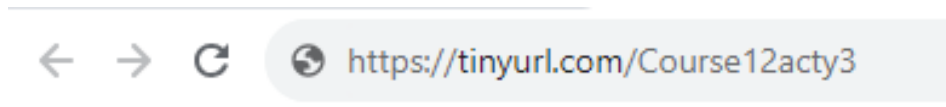
Think about indigenous toys/learning materials that are very famous from your State/ UT and share your ideas how you can use them in teaching learning of different concepts, skills etc.

Steps to be followed:

Step 1 : Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/Course12acty3>



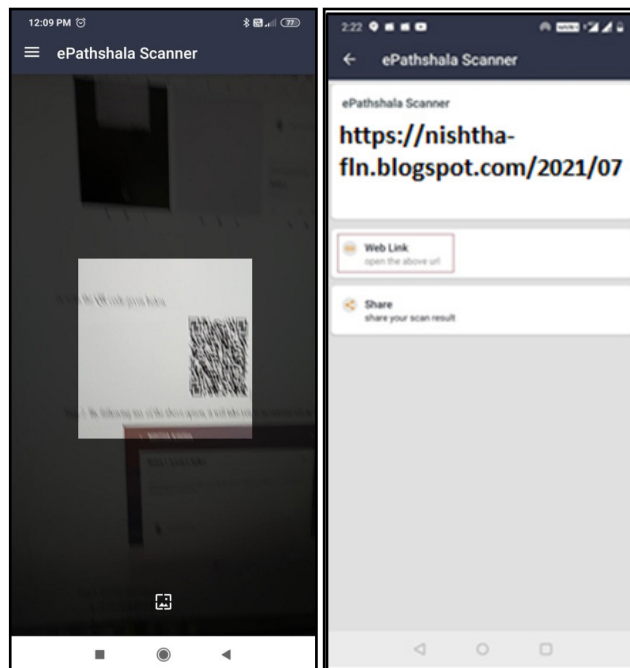
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/03/course-12-activity-3-share-your-ideas.html>

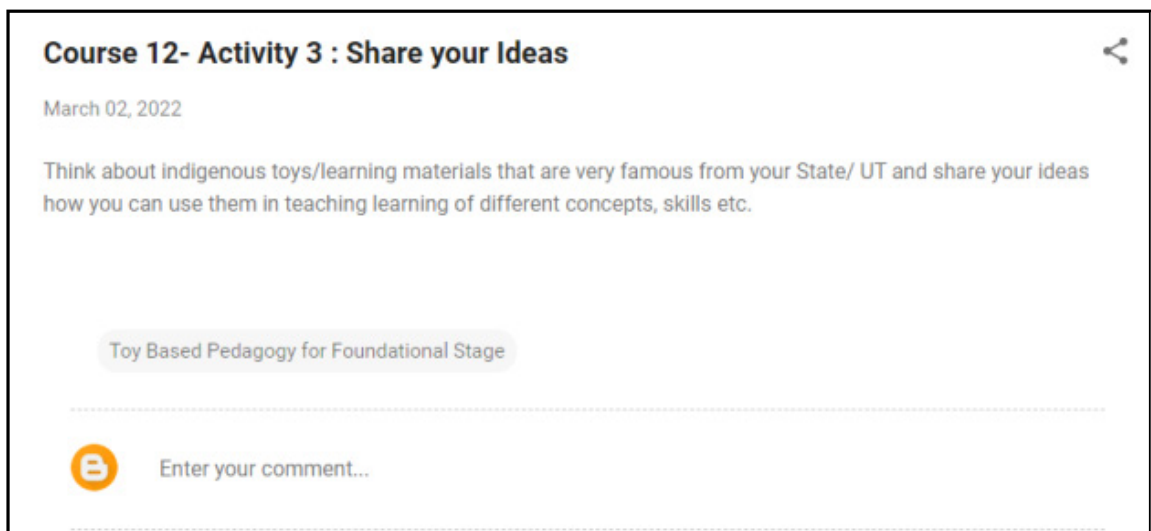


Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.





Step 2: Following any of the above option will take to an external site as shown below



Step 3: Post your response


- ☀ Read the given activity
- ☀ Click on **Enter your comment**

Course 12- Activity 3 : Share your Ideas <

March 02, 2022

Think about indigenous toys/learning materials that are very famous from your State/ UT and share your ideas how you can use them in teaching learning of different concepts, skills etc.

Toy Based Pedagogy for Foundational Stage




- ☛ Type your response in the comment box.

Course 12- Activity 3 : Share your Ideas <

March 02, 2022


Think about indigenous toys/learning materials that are very famous from your State/ UT and share your ideas how you can use them in teaching learning of different concepts, skills etc.

Toy Based Pedagogy for Foundational Stage

 Comment as: NISHTHA (Google) SIGN OUT

- ☛ Click **PUBLISH**

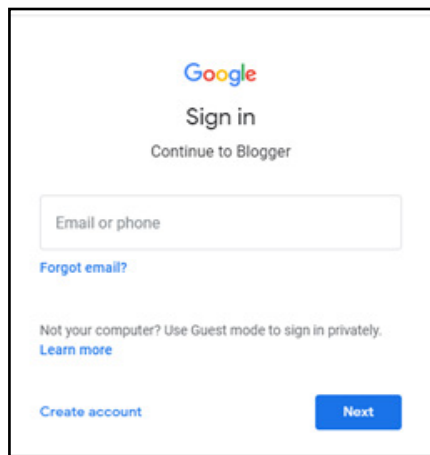
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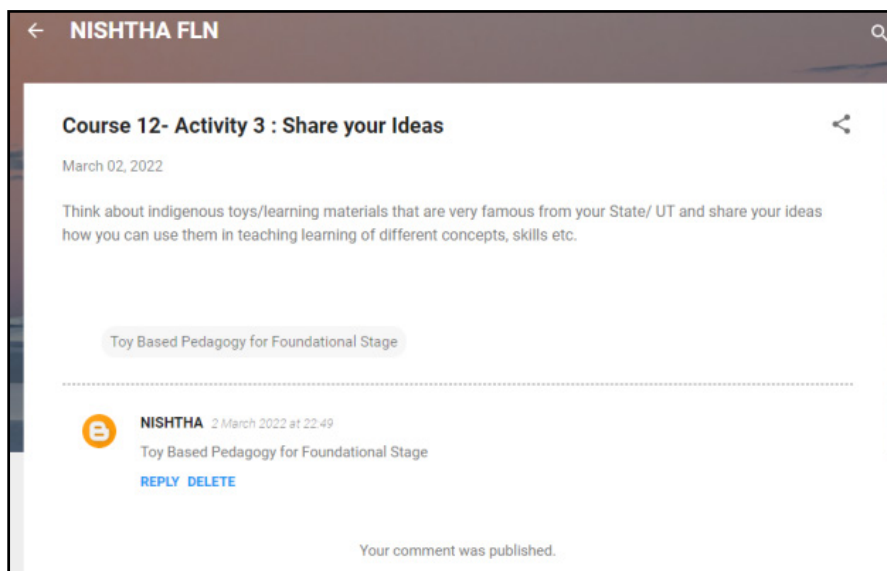
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.





MODULE 4

Do It Yourself (D-I-Y) Toys



Module: 4

Do It Yourself (D-I-Y) Toys

4.1

Creating a Do-It-Yourself (D-I-Y) Toy Area : Thinking Out of the Box and Creating the Box and Creating

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_3134801316941824001243

Transcript

Let's understand how to plan and create a toy area. This Do It Yourself toy area is one of the interest areas in addition to your block building, maths or discovery area. This area needs to have the loose materials, low-cost/no-cost materials, environment materials like cones, pines, dry leaves, seeds, feathers, bottle caps, lids, spools, paper cups and paper plates and also various sizes of bowls, cardboard boxes, child-friendly scissors, empty jars, books, straws, eye droppers, variety of papers, magazines, flexible waste wires, and so on.

This area must have age and developmentally appropriate traditional Indian toys, which has easy accessibility to all the children. These must not be too small in size keeping in mind the safety of small children.

Of course, you cannot keep all the materials in one go in this toy area, so plan to keep these in rotation observing the children's interest and need, and do not forget to label the area as –“My Toy Area”.

Then organise the toys and loose materials/props on the open shelves, that are easily accessible by children or you can also use some old cane baskets or in the waste carton boxes and how can you forget to label the boxes? So label the boxes or the shelves along with the toys or the loose materials, pictures so that the children can easily pick up and keep them back to their storage. You may also keep some 3 to 4 small rugs for sitting where two to three children in small groups can sit and design or create on their own. This you call Do It Yourself Toy area and you need to design this D-I-Y toy area in a very child -friendly manner.

- ▲ Use the walls near the toy area to hang some of their D-I-Y toys that children have develop or prepared
- ▲ Hang the children’s photograph engaged in designing something because it gives them a feeling that yes I have done this and I am going to do this
- ▲ Make sure everything in the toy area is meant for play and creating and must be developmentally appropriate
- ▲ Keep certain props that children can use in their creation
- ▲ Sort the loose parts according to the shapes, colours and size in labelled boxes or baskets

So, think out of the box and create a TOY AREA, equip it with loose materials and watch children enjoy creating and designing on their own but stay there for support wherever required. So, start thinking about how you are going to design and plan the TOY AREA.

4.2 Activity 4: Aligning Toys with Concepts and Learning Outcomes - Try Yourself

The following table shwos the connection between the toy, the concept that can be learnt using the toy and the related learning outcome. One is done for you. Try completing the following tables:

Table 1: Paper Toys

Name of the Toy	Concept/skills	Learning outcome
Paper Boat	<i>Shape</i>	IL 3.25 (As given in NIPUN Bharat Mission Guidelines) Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface
Paper Rocket		
Masks		
Pinwheel		

Table 2: Clay Toys

Name of the Toy/materials	Concept/skills	Learning outcome accomplished
Potter's Clay		
Homemade play dough		

Table 3: Cardboard

Name of the Toy	Concept/skills	Learning outcome accomplished
Spinner		
Clock		
Board games		

4.3

Creating Toys Using Low Cost/ No Cost Materials and Resources: 1

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348376606227660811978

Transcript

Dr. Romila Soni: Engaging and innovative toys are often home made from readily available materials such as fabric, bottles, cardboard boxes, yarn, lids, shoe boxes, pinecones, twigs and so many other things existing in our immediate environment. You can make sure that this happens when you make use of the

play materials with locally available resources for your children. Making toys with locally available materials is a joy itself. Using basic materials and your creativity, you can stimulate play and facilitate children development across all domains including cognitive. The best toys are selected based on their appropriateness for the child's age, development and interests. Use of low and no cost material is especially important for keeping children from economically challenged communities equally benefited. Collect: plastic bottles, old shoe boxes, used and clean toothbrushes, and what do you think? What else you can collect? However, these materials are very good for D-I-Y means Do it Yourself toys as it challenges children for their critical thinking skills, creativity, and problem-solving skills. When choosing materials and planning learning activities for children, you can consider how the toys and games will support development of children within and across domains and three developmental goals. Let's create some sample toys with the help of waste and low-cost materials.

Pramod Sharma: Hello friends, As you have seen any such material in the vicinity of our environment, any such material which we re-use, like we have this paper roll, if children want to make something from this paper roll, then they want to play more around them. Collect the materials, like we have coloured bottle caps, these are many things that once used, we can use them again to make something new.

So with this paper roll, we can also give it the form of a cart by putting four lid wheels which children can pull by tying a thread in it and can use it in playing. so this is one of the small things that we can add to our education. So there is nothing that you cannot create again if you have an idea for creative expression. Now as you see that this is a bottle puppet i have made, what is nothing that just covered a bottle with paper and made a shape by making both ears and one nose and two eyes, now as we need according to the story. We can also make a face from this paper roll that is around, it is also a bottle which is round, so there are many things of this method which we can use as our teaching tool. I saw that these are some small children who are children of pre-primary level, we give activity to them so that they also learn counting and if they come to know about a little colour, then i have found some waste material in this blank. If you had gone you can also use this empty seed, it was a small child's car, it was broken, if i found any left in the middle, then we can give it in the form of a stand, so it is not necessary that buying goods from market, we can make some of our teaching aids using any means. So according to me, there is no such thing which cannot be used and called it waste, the waste is for those who cannot use it. According to me, paper is such a simple medium that even children and teachers can make

it very easily. Now it is his, what will he teach with him, will he make his own way, then if you remember the matter of childhood, then all of you will remember that the relationship of boat has been very deep since childhood. When the water flows during the rainy season, the children make boats in different ways and play inside it, and in the way of making the boat, we can tell the shape to the children that look, we have a rectangular, we doubled this rectangle once, so what have we got, now it is rectangle but if i take one corner of it to make a boat and press it down like this, then it comes in the shape of a triangle, like this press down from the other side if i take it, it comes in the shape of another triangle and if i fold the remaining paper below it, then it will become a very simple triangle, which we can use in a very good way, that of a small child. What became a cap and at the same time we have to give it the shape of a boat, after this we can do it again so that it is spread from the other side and then we fold inside it again upwards, then make another triangle like this on the other side. If folded we get such a shape in total, we can do it once more, according to the size of the paper you get, size of that boat. Now this name got a shape, we have got it and we leave it in the water while moving, then this boat keeps on moving, so in order to teach the teacher, we are also teaching to make this boat in a simple medium and along with that the shape is a triangle, is a rectangle. We can also give a little information to the children about it being square. So here it is, connecting with our childhood the shape of a boat. I am telling you from the paper itself that there is a very simple and very interesting way to count the numbers. I tell you that from this paper I make you a jumping frog. You must have seen it made many times, so what do we have to do for the jumping frog? We need a square of double paper. If we want a double square paper, I mean to say that first we doubled the paper and then after doubling we squared it. See this, the paper is doubled and squared, once we press to square like this, we press the other side down in the same way, then it comes to your other side.

So if we open it like this, then the shape of the square is visible in the center as well, but is 1 inside and 1 is outside, we put both inside, so what is going on outside, once again we paper on the inside. If we press it, it will easily come to us in this way and then this square which is the center has to be overlapped such that this paper above will come in half of this and the other will also be in half of it, the paper will come, now we have double square paper but after doing this, what we can see is that on one side the plain paper has come to us and in the other side we have different four corners. the corner that is, it will be converted into four legs, we will bend in such a way that you will have four legs on the back side, now the legs of this frock have also become like this, if you look at it straight, then there is a visible mark at the center which is behind the face. We

have to make the part, we fold it till the center and the side which has been made 90 degrees in this way, then a shape will be seen and the back triangle which is visible. it will not be disturbed, we will put it from both the sides. till now we have talked about the shape with the child and it has become an object of the frog. but now the quality of it is that of jumping. in this way we will turn straight from behind like this once and then we will double turn it like this, here we can tell the child about the science of action, the reaction of the action that happens, if you press anything from below, then it jumps forward, then it will freeze and it will be able to bend it well. It is also to be seen that it is bent so that the back, balance is not disturbed and we can make it from any paper, we can make it from newspaper, we can make it from simple paper, now we press it from behind as many times as it will forward. So with this we can easily connect the children with counting that inside the class we have to make two frogs, teach the children and it is said that let the children run and in this you will count from 1 to 10 in the beginning you will say to the children that let everytime we say this, we can add this in our education to take with him.

4.4

Creating Toys Using Low Cost/ No Cost Materials and Resources: 2

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348376897627750411979

Transcript

Pramod Sharma: Now when it comes to the puppet, the oldest and easiest way to making puppets out of socks. What about socks and make them the shape of a puppet, then you will see that the name of the movement is puppetry. so its like i didn't do anything with socks, just put socks in my hand, but it came to me and

started seeing it, who can talk like a snake, here we can put its jib, here we can make two eyes then a snake in front of you, a very nice puppet will be ready in minutes with socks and if we want someone to make a man's face, make a woman, make a child or something like that, we want to make something like that even if we don't make snake, what can we do with socks ? or else you put cotton inside it and if by chance you do not have cotton with you then you took any old cloth inside it and have to fill it, now i had put my hand in it, then because of the hand it was attached but now if i take out my hand, a face shape like a ball should be formed for you to make the shape of the face. If we do this in this way, then i started seeing this nose too and if the cloth is also falling short with you, then you can also use the newspaper, that you made any newspaper in such a way, like a paper roll and you put it inside it, then the child can easily find material to cover the object. Now we have seen a shape, now it looks like a neck. Let me see this thing, we will put it on this stick, then this stick will become a puppet, if we connect it with the gloves for the purpose of controlling it then the gloves puppet. If you have to apply two eyes you can also use old wool for hair and children come in between toys, children old clothes they have fur on them can also use fur, means material that is easily available to you is twine, you can make it very beautiful with twine. jute is jute, old jute is found, open it and you will see that very curly hair comes out. so there are many ways that you can make that thing. This means that the content is not imported, it is important that if you get the idea of how to do it, then you can make it. So this was a fun way to make a puppet. You had a bottle of a way to make a puppet and i'll tell you how to make a hand, paper will make a puppet in it too. Now it is not necessary that we are going to class so we have a puppet and we go there and play with the children, with the puppet. If you have this idea that in a little 2 minutes. I doubled it like i did while making the boat and then folded it once again, which means i made the fourth paper. In one fourth paper half mark came, one side was taken half turn such second side was taken half turn and now you see that after doubling that 4 equal parts come back to us, if from above if we open the connected part like this, a triangle will be formed at the bottom which will give us the shape of a hut. For example, children make huts that are the size of the big one we got. After that the walls of the hut were folded backwards from both sides. There is a paper joint from below, double was above, we got two papers, we will take one as much as the one that is folded before and hold it double folded. in the same direction, fold the second paper as well and double fold it. In this way also you can adopt it, your puppet is ready and you do not necessarily have a bottle as a material. Have socks ? if you have an idea of a puppet, then you can get a paper from anywhere, then it is very good, if you get coloured, it can be made from white, it can also be made from white, it can also

be made from newspaper, can be made from magazine paper and opened it like this we pressed it down and it became a shape and it became a shape of fox, then you can do one thing. do it too can be made with paper within 2 minutes, so i told you one way to make a paper puppet. to add one to this, let me tell you that to make, we need a square paper, then if the paper is not square, then first we have to square it, it's a very simple way that the smaller one place the site on the larger site and remove the rest of the paper. Now you have got square paper, see this square paper, you doubled it by joining the opposite sides in. after doubling then you doubled it like this, then you get the mark of exactly half, you took the exide,you added up to half you took the other side like this till half and then it got the shape of a cone, put it on the top side if folded, we will get the shape of a boat but banana is crow, but we assume wings to do this and it was double paper, initially we had doubled it, so after making it single we got two triangles. pressing the front one down, now we have two papers one above the other, double the triangle then a beak will be formed. keep both of them in the same direction, we have done it here, so we will have to do it here too. Both have to keep in the same direction and then take all of them and double it on the back side. So it will appear to you in the shape of a doe, like a bird inside which there will be a movement. We used to put it in our hands and run it like this. like a hand puppet we have a moment attached to its wings. If its wings are opened, then the mouth will open, then it has become a good toy. You gave a fox to everyone and everyone knows that story or if you tell the children, let's make our own story, then it becomes a medium to play. In which this is a puppet who will take the form of our medium and in a good way children will have interest and they will also feel like doing something. Look friends, there is another very simple way that, in which you will cut two strips of a coloured paper in this way, I have doubled the paper then I got two strips together. For this some paper which is hard should be hard, so we use pastel paper and we get two strips together, so we can also stick it in the last and staple it to make it faster. You got a shape and while doing a little more than half in it, I have cut it into halves and folded it in such a way, then a circle will be formed, it will be the shape of the ellipse in front of you. The circle has come, if we connect the circle, then the body of a bird will be seen. Let us see this and this is the remaining piece if we fold it into 3 then it will work as a leg. This we folded and we can add it at the bottom where legs are at the end of it. So we got a shape in a way that we can call the shape of the bird. in this if you have come to know the method, then if you make black, then you become crow, if you made it green then you have become a parrot and if you have made colourful then it becomes a pick and this is also an advantage in paperwork that you can create more things than one at once. now as i have to make wings on top of it, i have to make wings,

have to make a beak, now i am telling you the idea of drawing a little way to make things, on which lets see how big a feather we have needed, so according to the size of our body we take the shape of the wing and we cut it out on the paper what we had drawn, we separated it on the paper. Look at this you have two wings together, as many layers as you make of paper will be made together and then stapled it above its waist, then what did we get in front of you of a pink colour? Now it is the turn of the beak of pink colour, the beak which is black will not look good so for that we take any other colour for which we make the beak and for that we also doubled two papers and a triangle it became big with us when we got bitten. If we want to show a pick we can put one too and if we want to make it look like a talking bird then we have a way to stick it with glue so it's good stapled here. It will not look like in the front. I have glued it on both sides to apply the glue like I had made and in this way added it to the place where it is sold. Put a beak. Simply put, I believe that this is such an easy method that by which you can make any colourful bird, you can make wings of another colour, make it, make a parrot that means any one and then it is called a finger puppet. You can also use it like this and make a ring and keep it on your hairband like you have stapled this over the hair band, there are many ways to play this type of game with children with colours and you can also put two buttons instead of eyes or else you can also draw eyes with the help of sketch pen. If we come here then make it so we have got an object which if you hang from the thread then it can also become hanging, means to use it in your own hands, how to use it. How beautiful will you be able to make it and for interest you can make a pancake on its head, like a peacock has a crest like this you will also put a pancake on top of this bird and it will look a bit attractive that lets go further down the side. I have given it a shape like a pen from paper so we have it. Word size found. So I think that it is a very easy and very simple way that we can easily make in our classroom and teach children that they can also make it and it is such a simple way that children can also make it easily.

Dr. Romila Soni: So, you have seen how making and creating toys using waste materials is fun and easy and you can use it for your classroom teaching-learning processes. The paper toys help to understand the folding accurately, strengthen the fine motor skills and help a child to know the shapes. It instils creativity among children and improves the attention span. Children also learn to follow instructions for example when the teacher is telling them ... now fold the square piece of paper into a triangle and then the second fold into a smaller triangle. It inspires critical thinking and promotes quality time. Paper toys offer endless possibilities as they fold, crumple, create with variety of papers. You may further make a collage using these paper toys and create a display board on

transportation. For example, you can paste paper rocket, paper airplane, boat on the chart paper and let children draw and paint the rest of the scene around these paper toys. Later, ask them to label each of the paper toys. This will also enhance FLN. For older children ask them to look at this paper vehicle board and write a few lines. Definitely children are going to enjoy their creation and they will be happy to talk about it and write about it. This itself is a hands-on activity that would help you to observe and assess the children's learning of concepts and skills. Making a theme board using a variety of paper toys helps children to target many learning outcomes. Above all, creating and designing toys using low-cost/no-cost materials spark joy among young children and promote learning of concepts and skills. Of course, young children need the support of the adults in creating toys from waste. So, engage children in such simple toy-making and craft activities where you give freedom to the children and take their ideas instead of always making and giving them toys to play with. Rather let them get involved with you and enjoy the play with their own creations!

4.5 Activity 5: Share Your Ideas

Think how you will create a TOY AREA in your classroom /school? What are some essential materials and manipulatives that you will keep for helping children to create D-I-Y toys?

Step 1 : Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/Course12acty5>

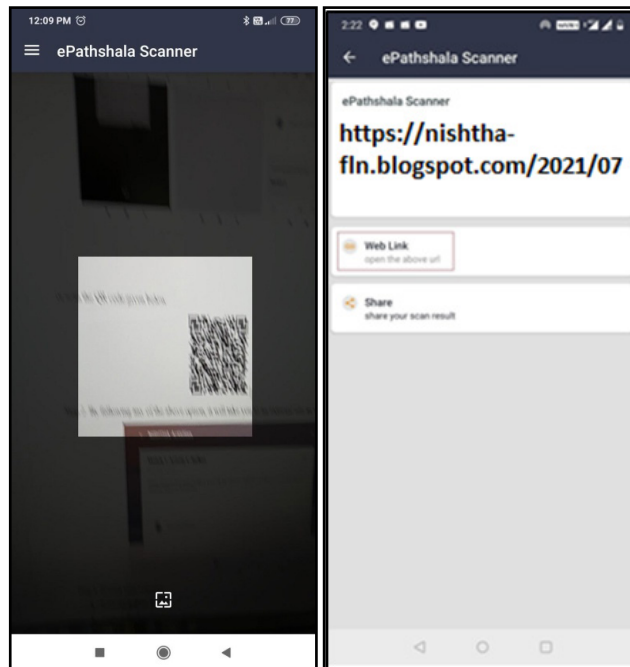


Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-fln.blogspot.com/2022/03/course-12-activity-5-creating-toy-area.html>



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.




Step 2: Following any of the above option will take to an external site as shown below

Course 12- Activity 5: Creating Toy Area - Share Your Ideas

March 02, 2022

Think how you will create a TOY AREA in your classroom /school? What are some essential materials and manipulatives that you will keep for helping children to create D-I-Y toys?

Toy Based Pedagogy for Foundational Stage

 Enter your comment...

Step 3: Post your response


- Read the given activity
- Click on **Enter your comment**

Course 12- Activity 5: Creating Toy Area - Share Your Ideas

March 02, 2022

Think how you will create a TOY AREA in your classroom /school? What are some essential materials and manipulatives that you will keep for helping children to create D-I-Y toys?

Toy Based Pedagogy for Foundational Stage

 Enter your comment...

- Type your response in the comment box.


Toy Based Pedagogy for Foundational Stage

 Comment as: NISHTHA (Google) v [SIGN OUT](#)

Toy Based Pedagogy for foundational Stage

- Click **PUBLISH**

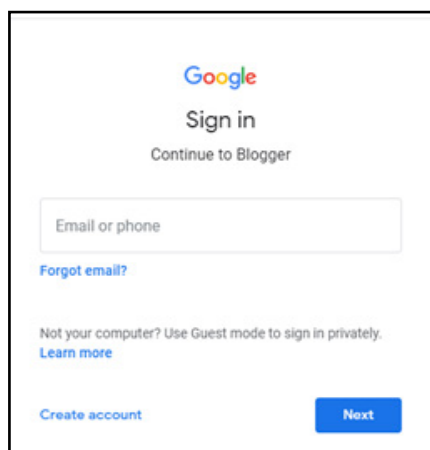
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Toy Based Pedagogy for Foundational Stage

Notify me [PUBLISH](#)

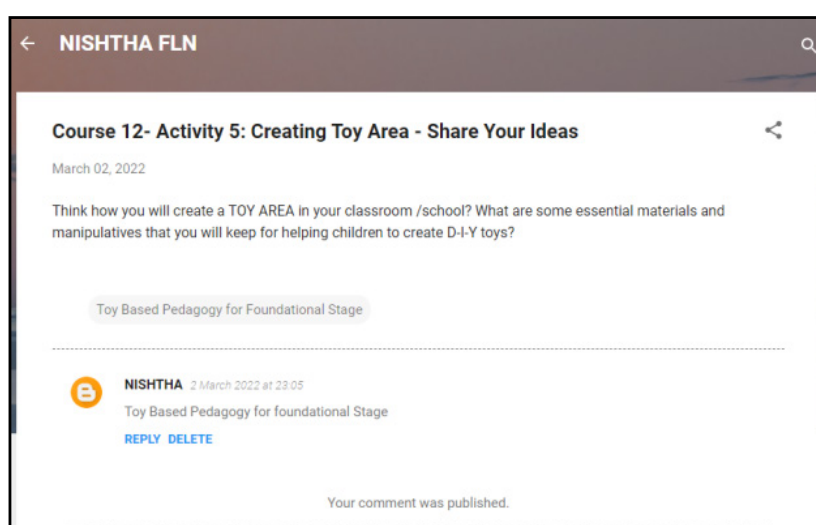
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

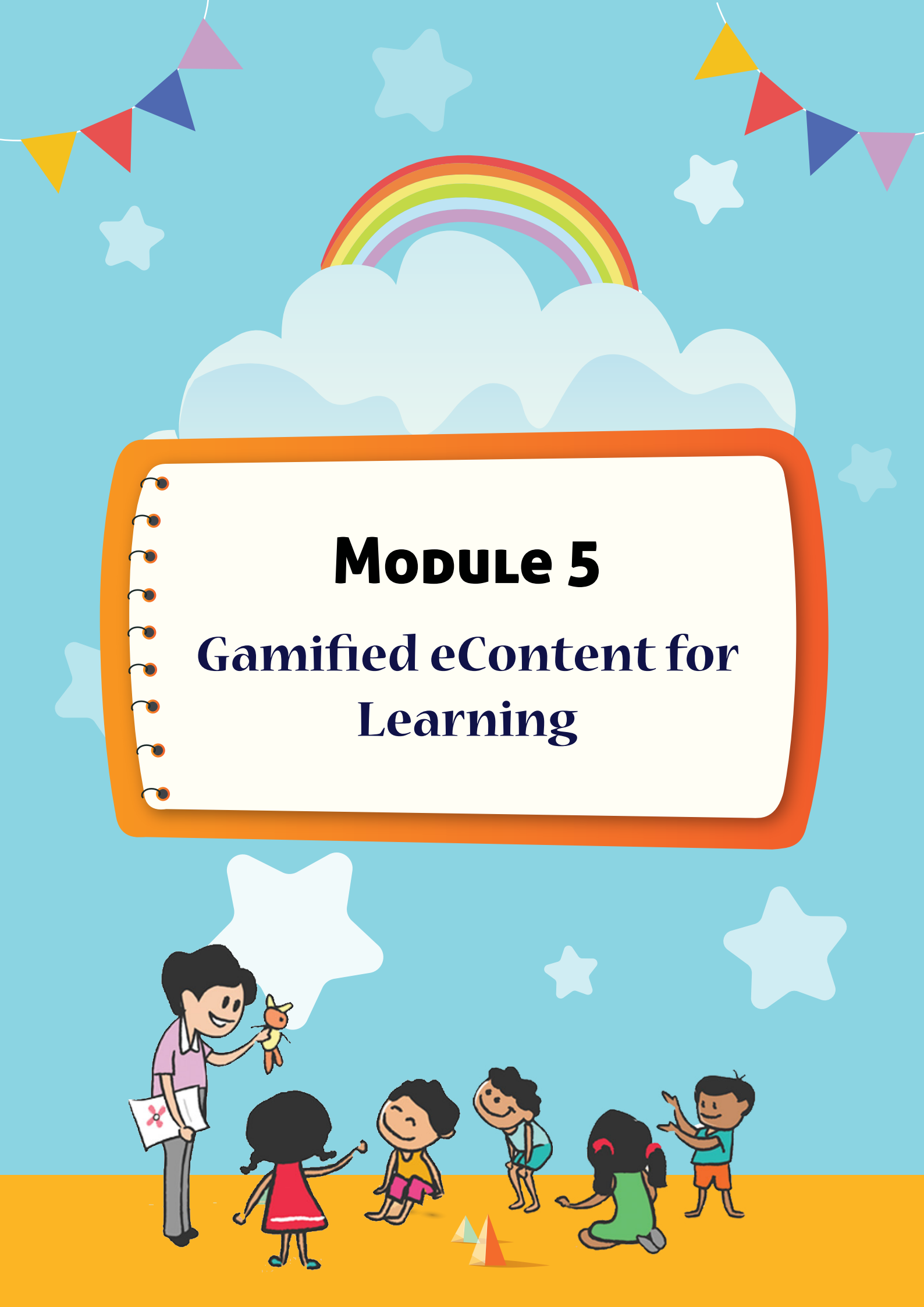


- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.





MODULE 5

Gamified eContent for Learning



Module 05:

Gamified eContent for Learning

5.1 Use of Gamified eContent for Learning

The National Education Policy 2020 recognizes the importance of technology enabled, carefully designed and well researched online and digital education. Chapter 24 of National Education Policy 2020 that is Online and Digital Education: Ensuring equitable use of Technology; page 59 point (d) states- “For fun based learning students-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instruction, will also be created.” Keeping the spirit of NEP-2020, the well-designed digital games have been displayed on the website (itfdigitalgames.ncert.org.in) developed by Central Institute of Educational Technology, NCERT. The website showcases curriculum based interactive digital games as per the curricular and pedagogical structure envisaged in NEP- 2020, viz., foundational, preparatory, middle & secondary. URL of the Website is: <https://itfdigitalgames.ncert.org.in/>. The broader aim is to promote utilization of educational and digital technologies in the era of online & digital learning so as to provide gamified learning experience and at the same time enhancing critical thinking, problem solving and creative thinking among students & teachers.

These games ‘Digital Games’ have been conceptualized and developed for the promotion of meaningful and joyful learning experiences; acquisition of concepts and gamified assessment related to various subjects leading to immersive learning and assessment and for the acquisition of digital skills. The major highlights of the website are interactive digital games, interactive e-books, accessible ebooks (for generating awareness among the stakeholders on accessibility through a gamified experience), heritage games and virtual tours. All these provided a gamified learning experience to promote self-learning habits among learners.

The use of digital play and gaming in education can help children learn many different skills; inculcate values and attitudes they will need in their future lives. This learning can range from development of fine and gross motor skills to problem solving and learning cause and effect relationships, learning how to play with others through compromise, conflict resolution and sharing, nurturing creativity and imagination and most importantly discovering their independence and positive self-esteem.

5.2 Activity 6: Explore

Do the activity by scanning the QR code



Or

Click on the link

https://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1682



MODULE 6

Toy Based Pedagogy and Developmental Goals



Module 6: Toy Based Pedagogy and Developmental Goals

6.1

Implementing Toy Based Pedagogy in classrooms in all the three developmental goals

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31348013643155046414065

Transcript

You are aware about the three Developmental Goals as mention for Foundational Literacy and Numeracy. Let's understand how the Toys and Games can be used for achieving learning outcomes of all the three Developmental Goals. A little creativity combined with basic materials can stimulate play and facilitate a young child's development across all the three developmental goals. For example, teachers can use cardboard boxes, plastic or paper plates, cookie tins and soft puppets to create DIY toys. Toys and materials help promote language and communication skills among children as well as enhance their early literacy skills, when they come across labels and print on the biscuit and cookie wrappers. This relates to Goal 2 which is, children become effective communicators. Carrom Board, Ludo, Similar other board games, Activities like joining dots, Spinning the Top, Marble Game, Dice Games, Maze, Puzzles, Building Blocks etc. should be made a part of indoor games across the foundational stage. This will come under all the three goals. Playing with toys and large group outdoor games help children in solving mutual

conflicts in their way. And this indirectly teaches them about self-regulation and managing aggressive behaviour. Games like ghar-ghar, gudiya ki shaadi are likely to take care of moral, emotional and communication skills and to some extent psychomotor development. Thus, this indirectly covers Goal 1 and Goal 2. These toys help children to explore, discover, investigate and experiment on their own. Children learn about how to figure out things, act on objects, fix on their own to some extent and thus get engaged in problem solving. I think by now you must have understood “How to select toys?”, “Play materials” and “Games”.

For all the Three developmental goals, for making the classroom processes easy, interesting and full of fun for the children to learn.

6.2

Implementing TBP at Foundational and Preparatory Stage in all the Three Developmental Goals

You need to see that every child gets ample opportunities and play materials to explore within all the three developmental goals. For example, under developmental goal-1 (*children maintain good health and well-being*), children must be given age and developmentally appropriate toys and play equipment to strengthen their gross and fine motor skills. The building block play area must have unifix blocks, interlocking blocks, soft blocks and so on.

Dress up clothes for dolls help children to explore, investigate, and experiment. Children must also be provided with toys, games and activities that teach them self-help skills and age appropriate values like sharing, caring, keeping things back to their place, cleanliness etc.

The developmental goal-2 (*children become effective communicators*) requires providing a range of toys, books, materials, talking books, big books, D-I-Y books – where children create their own small books in a pair or in a small group. You can also involve children in creating easy glove and hand puppets, stick puppets, finger puppets that they might like to use as a prop during story telling/creating and also during their play in interest areas. They may also be encouraged to use these puppets during dramatisation as it enhances communication and oral expression skills.

The developmental goal-3 (*children become involved learners and connect with their environment*) requires ample opportunities of free play with toys and materials like puzzles, shape sorters, nesting toys, objects for manipulation and classification, find me type of games, colour sorter, and so on.

Reflection:

1. Do you think creating a learning environment is important for play?
2. How values could be taught through toy based pedagogy?
3. How can you support children to progress towards the desired learning outcomes using the toys and play materials?
4. What do you need to find more about toy based pedagogy?
5. How can you incorporate play with toys in learning different concepts?



Module 7

**Integrating Toy and
Game Based Pedagogy
into Foundational
Literacy and Numeracy**



Module 7:

Integrating Toy and Game Based Pedagogy into Foundational Literacy and Numeracy

7.1 Integrating Toy and Game Based Pedagogy into FLN

Toys enhance thinking skills that encourage children to solve simple problems and analyse the situation. Children engaged in exploring open ended materials practise skills that they would use throughout their lifetime. While children are exploring the play materials and manipulating them, it is not important what they are making or what would be the end product but the whole process of dealing with the toys, manipulating them, using as props, tools, collaborating with others, experiment, communicate, making discoveries, solving and analysing, creating are some of the skills that they would continue to develop and flourish. Children love to manipulate objects because they are curious and eager to learn by nature. When the children are taking things or parts apart, they actually want to see how the parts work together or they want to create something new. **The ultimate goal behind integrating toy-based pedagogy in teaching-learning processes of foundational literacy and numeracy is to help children think critically, creatively, communicate, enjoy the developmentally appropriate books and express freely, and solve problems.** In classrooms where teachers are alert to how children are using toys and what and how they are learning would help enrich mathematical explorations and support teachers in their observation and assessment.

In play, with carefully selected materials by teachers, it becomes easy to target and achieve the learning outcomes and align the learning outcomes to the next stage. This would help and allow children to practise and engage in oral language and transfer it to literacy and numeracy learning. The informal activities with toys give children a head start when they start learning language and math in school. When children play and communicate through play, they are learning how language works and gaining an understanding of how to interact with other people and children connect the meaning of spoken language to written language. Traditional building toys such as building blocks, jigsaw puzzles and play with geometrical shapes make the brain more adept at understanding mathematics. Toys aid the overall development of young children. Finally, toys and educational

play materials must be developmentally appropriate, culturally relevant, linked to **all** children's interests and aligned with the learning outcomes.

7.2 Additional Activity: Do Yourself

Using the following link, watch these short videos carefully.

- ▲ Parent demonstrating D-I-Y Puzzle made out of Magazine pictures- https://www.youtube.com/watch?v=RbA_gxGcfmM
- ▲ Arranging the containers in order - https://www.youtube.com/watch?v=ruh0EC9_6j0
- ▲ Two Piece D-I-Y Shape puzzle - <https://youtu.be/NXsVY-gH1Hw>

Reflect

- ▲ Write down what you have observed and how the play materials are supporting and enhancing the child's learning.
- ▲ What are the concepts and skills learnt by the child?
- ▲ What is the parent doing?
- ▲ What are the learning outcomes accomplished for the age group of 4-6-year-old children?

7.3 How to Plan for In-built Assessment for Toy Based Pedagogy?

The assessment at the foundational stage and for early years should be non-threatening and informal. The purpose of assessment should be to build up for the learning gaps if observed during the performance of children. As it has been discussed in the present module, toys provide opportunities to the children to learn with fun. The teachers are also suggested to assess the children while they are playing with the toys and keep in mind the learning outcomes or the key concepts which she has planned to achieve through a particular activity with the help of toy(s). It is always good if teachers develop their own methods of assessment as they are supposed to plan the learning experiences with the help of toys. Toys can be of many types and can be used in a variety of ways. The learning outcomes that can be achieved through one activity can be across subjects and learning can take place in an integrated manner. Skills across the three developmental goals can be developed and improved using the toys in the teaching learning process. The role of teacher is to continuously observe how children are playing and also to intervene if she feels any need. Following can be some ways to assess the children using toy based pedagogy:

- ▲ rubrics can be developed to assess the level of proficiency
- ▲ some pictures can be taken or some video clips can be recorded to share with parents and children and give them feedback
- ▲ self-assessment and peer assessment can be introduced by asking questions while children are playing with toys

Thus a formative assessment goes hand-in-hand with the pedagogy or teaching learning process. This kind of assessment is desirable for toy based pedagogy during early years of education. When children are playing with toys, they acquire social skills like sharing toys, agreeing on how to play together with given toy(s). Here the teacher should assess the social skills of children. Sometimes children add challenges to their games and this becomes a point of assessment on creativity and problem solving. Under toy based pedagogy children become hands-on learners. Suppose children are given bowls full of variety of objects and they are encouraged to make different patterns using them. Similarly while playing with blocks of different geometrical shapes, children may join two squares and see the rectangle or they can join two similar triangles and see one square. These examples will be helpful to learn the concept of pattern and shapes which are important concepts of foundational numeracy under FLN. Here the teacher should assess how children are doing and provide feedback spontaneously to make concepts more clear to them. She can also keep some



MODULE 8

Involvement of Parents and Families in the Toy Based Pedagogy



Module 8: Involvement of Parents and Families in the Toy Based Pedagogy

8.1

Ideas to Involve Parents/ Families and Make them a Part of TBP

It is on parents, to a great extent, how they help and mould their child's innate learning capability to shape a better future. Educational toys may not necessarily be the ones with alphabets or numbers. Colourful blocks and attractive puzzles are also educational toys which can facilitate learning and development of children while they are at home. Another benefit of learning from toys in the natural cosy home environment is that it does not bring any pressure to young children. Educational toys are generally designed in a way that children would not even notice that they are learning because of the fun it has. The purpose of educational toys is to promote learning through playing. There are no age limits to introduce children to educational toys. In fact all kinds of toys can thoughtfully be linked to some age appropriate concepts. Musical instruments, connecting toys, easy jigsaw puzzles, crafty toys, boxes, blocks and dress-up toys are some of the best developmental toys that infuse creativity and problem-solving skills in children. Child's interest and their stages of development should inform choosing the right toys and games for him/her.

Some of the examples where learning through toys enhances development and learning potential of the children can be mentioned here. Crafty toys and activities improve fine motor, communication and interpersonal or social skills of children. While playing puzzle game, children focus all their energy and attention to solve puzzles. With time and sustained engagement, their mind grows and they develop better problem-solving skills. Toys like dolls or doctor set may put the child through different situations that involve sharing, bonding, caring, waiting, etc. Playing thus develops their emotional intelligence as they respond to emotions such as anger, laughter or sadness. These are some of the activities with toys which can be very useful for good engagement of children with parents. However it is commonly observed in our settings that parents are searching for not only appropriate toys and activities that may help build up key concepts among children, but also for guidance and support for themselves in using toy based learning at home. Here the role of the school and teacher becomes most

crucial and their support can make wonders in learning by children in early years. Parents can also be involved in classroom and school activities related to FLN where their ideas of using toys for holistic development of children can be shared with other parents and children in the classroom can be benefitted.

8.2 Additional Activity: Check Your Understanding

Do the activity by scanning the QR code

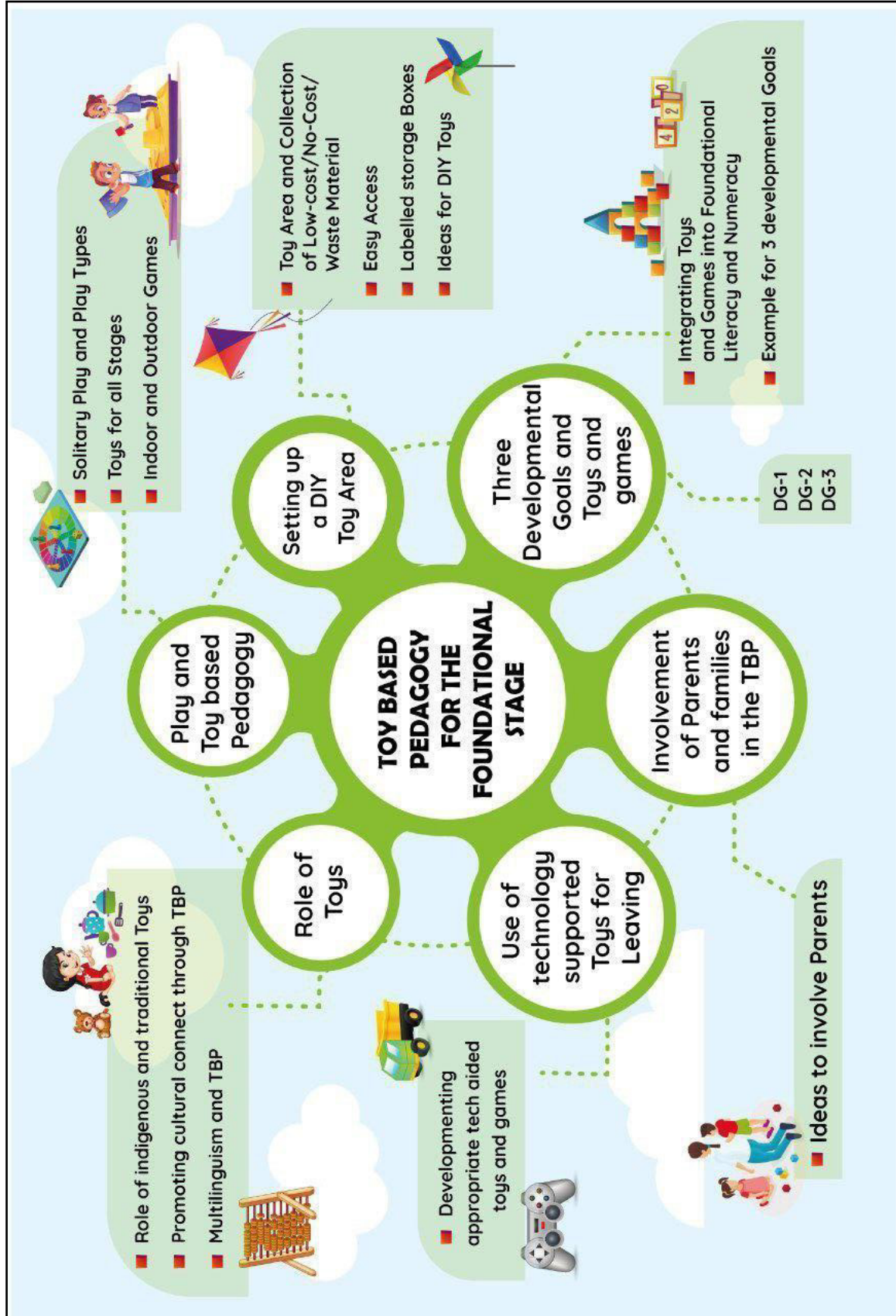


Or

Click on the link

https://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1691

Summary



Portfolio Activity

Assignment

Try developing a balanced day's schedule focusing on children's holistic development and show using toy based pedagogy (TBP) in a day's schedule. Think about certain ways of using TBP and aligning them with concepts/skills and then write the following details:

- ▲ Concept/Topic:
- ▲ Subtopic, if any:
- ▲ Grade:
- ▲ Objectives:
- ▲ Toy/Game used /created (D-I-Y):
- ▲ Prerequisite knowledge/skills:
- ▲ Learning material and preparations:
- ▲ Key ideas/Content coverage:
- ▲ Prior knowledge:
- ▲ Early Learning Outcome:
- ▲ Processes involved in assessment:

Additional Resources

References

- ▲ Ministry of Education (MOE). 2021. Foundational Literacy and Numeracy - National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN BHARAT). Guidelines for Implementation. New Delhi.
- ▲ National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- ▲ National Curriculum Framework. 2005. New Delhi. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
- ▲ Khanna Sudarshan., Joy of Making Indian Toys <https://sudarshankhannablog.files.wordpress.com/2016/06/joy-of-making-indian.pdf>
- ▲ Gupta Arvind., Making Things, Doing Science - <https://www.arvindguptatoys.com/arvindgupta/science-reporter-ag-april2013.pdf>
- ▲ Gupta Arvind Toy Treasures <https://www.arvindguptatoys.com/arvindgupta/4.%20AVINASH.pdf>

Weblinks

- ▲ Problem Solving Skill for Foundational Numeracy - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ▲ Pattern Making for Foundational Numeracy - <https://www.youtube.com/watch?v=L4TMfjq7Dk>
- ▲ Size and Seriation for Foundational Numeracy - <https://youtu.be/mORwL-ZPJ6g>
- ▲ One to One Correspondence - <https://youtu.be/JtLOlVWAhql>



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