



Arambhikeya Arambha

35 Pre-School Activities



Activity Book For Anganwadi Teachers

Note to Anganwadi Teachers

Who is Early Stimulation For?

In general, early stimulation activities are for all young children, i.e. children aged 0 to 6 years, for this is viewed as the critical period when the potential for growth and development must be seized. This is because this is the period during which the foundations of children's physical/ social/ emotional/ cognitive abilities and skills are being laid.

However, in case of children with developmental delays and disabilities, early stimulation activities need to be continued even with older children in order to enable them to acquire the requisite developmental skills and abilities. Thus, early stimulation activities would benefit a range of children with various types of developmental disabilities, from locomotor disabilities to speech and language disabilities (including speech delays and articulation problems), intellectual disabilities (mild/ moderate/ severe) and neuro-developmental disabilities such as attention-deficiency hyperactive disorders. Further, early stimulation activities may also be used in some cases with children with emotional and behavior problems, where they might require specific inputs on social and emotional developmental skills and abilities.

How to Use this Book and the Activities in it?

The activities described in this book are categorized into five broad groups--Locomotor Development, Speech and Language Development, Social Development, Cognitive Development, Emotional Development--as per the five key areas of child development. Bearing in mind your time, space and resource constraints, we have attempted to keep them simple--all of them require minimal preparation and very few materials. Most activities are developed in accordance with the toys and materials that you already have as part of your anganwadi kit; others are low cost aids that you might easily access otherwise or even create. Many of these developmental interventions do not even require aids/ materials-- they can be done through playful activity. In fact, we have developed the activities based on the work done with you in the anganwadis i.e. all these activities have been tested in your centres.

Also, we are aware that you have other activity books developed for your use by the JTC; this book only seeks to complement other resources. However, the difference is in the organization of this activity book: we have fitted the activities into a conceptual framework based on abilities and skills in the five areas of child development and the specific opportunities/ activities through which they can be achieved. The activities cover the five domains of child development.

Please note, however, that a particular activity may be categorized under a primary domain (for convenience purposes) but actually help a child in other domains of development also. For example, activities for fine motor skills also help cognitive abilities such as attention enhancement or activities listed under emotional development also help enhance a child's social skills.

You are free to use the activities as you wish, in accordance with the needs you perceive in your anganwadi. However, we also recommend that each day, you select at least five activities, one from each domain of child development, to do with the children. As each activity lasts about 10 to 15 minutes (young children's attention span is usually about 20 minutes), so that you fit in about an hour's early stimulation/non-formal education work each day.

You will be surprised how much your daily inputs will help children develop and what a difference it will make to their lives; given that many children in your centres come from difficult environments and receive very little stimulation/ education at home, the time they spend with you, in the anganwadi is critical...for many, it is their only chance to learn.

So, here's wishing you many happy and fruitful hours of work with children and hoping that this book will afford you much utility and pleasure;

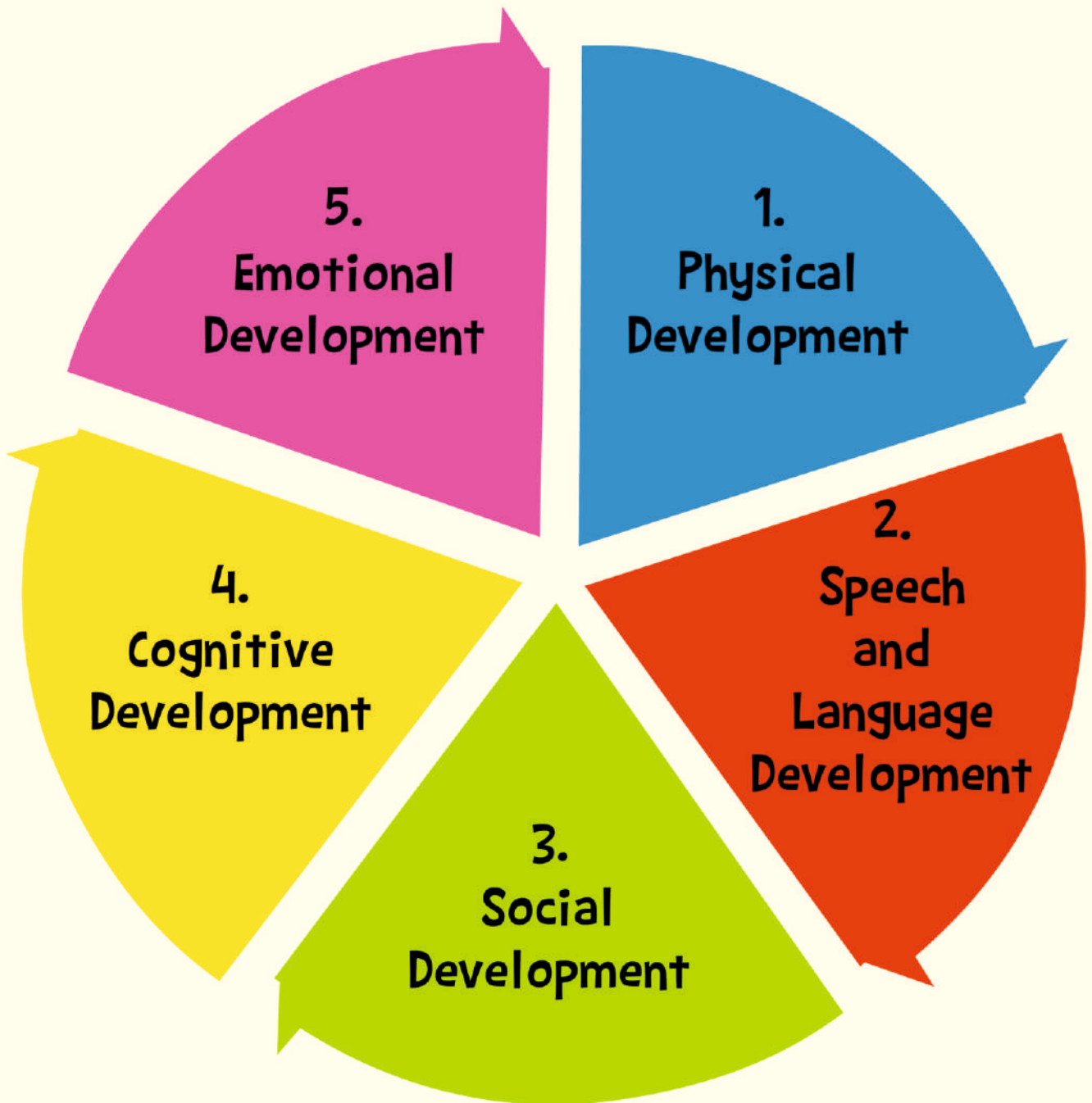
Yours sincerely,

Project Staff

Community Child & Adolescent Mental Health Service
Project,

Dept. of Child & Adolescent Psychiatry, NIMHANS

Key Areas of Child Development





Physical Development

Abilities & Skills

Sensory experiences for vision, hearing, taste, smell and touch

Gross Motor Skills: mobility, ability to handle objects

Fine Motor Skills: pre-writing skills, transfer functions, eye-hand coordination

Physical skills necessary self-help: buttoning, brushing, feeding etc.

Activities & Opportunities

Showing children colourful objects, use of toys/objects that make different sounds, getting child to touch objects with different surfaces/ different textures, tasting different foods...sand/ water play

Physical play/ running/ jumping/ skipping/swimming

Beading, colouring, block placement, assembling, clay modelling, drawing different shapes, shading, filling dotted lines, finger painting, writing in sand, block printing

Instruction, modelling, pictures, demonstration on a toy, shaping

Activities for Physical Development

(A. Gross Motor Skill Development Activities)



Activity 1 : Passing the Ball

What you need

Ball, Toy or any other colorful handy objects



How to do it

- ▶ Ask the children to be seated in a circle.
- ▶ Throw the ball to each child and ask him/her to answer a question such as 'what did you eat for breakfast this morning?' or 'what is your favourite colour?'
- ▶ You can also ask the children to throw the ball to each other - but whoever receives the ball must answer the question.



Activity 2 : Train Game

What you need

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How to do it

- ▶ Help or ask the children to stand in a straight line; each child must hold the child in front around the waist.
- ▶ Ask the children what sound the train makes - get them to make it.
- ▶ Ask them where the train is going - they can name a place. (Example: a place in their city - Banashankari).
- ▶ Now, get them to start moving (as a train).
- ▶ Introduce the concept of slow and fast by telling them to slow down and to move faster.
- ▶ Also ask the children to stop at various junctions and repeat the name of the junctions. (Example: "We are passing through Jayanagar, Basvangudi, Chamrajpet...where all do we stop?")

Activity 3 : Walking over Hurdles



What you need

Chalk



How to do it

- ▶ Draw a straight line on the floor but give three breaks in the straight line.
- ▶ Tell the children that this straight narrow road on which they have to walk; tell them that the first break is a puddle, the second a rock and the third, a fallen tree.
- ▶ Invite the children to walk precisely on the straight line, placing one foot in front of the other, without straying off the line.
- ▶ Whenever they reach the obstacles, they must carefully go over them (wide for the puddle. High for the rock and around for the tree) to reach the straight road again, without stumbling.



Activity 4 : Animal Play

What you need

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How to do it

- ▶ Ask the children to stand in a circle.
- ▶ Ask each of them to select an animal.
- ▶ Next, ask them to imitate the movement or action of the selected animal. Example: Flying like a bird - Flapping their hands, jumping like a rabbit/frog. Walking like an elephant/ Four legged animal.
- ▶ Ask children to also make the sounds that their selected animal makes.
- ▶ Point to each child's action and ask others to guess what animal he/she is acting like.

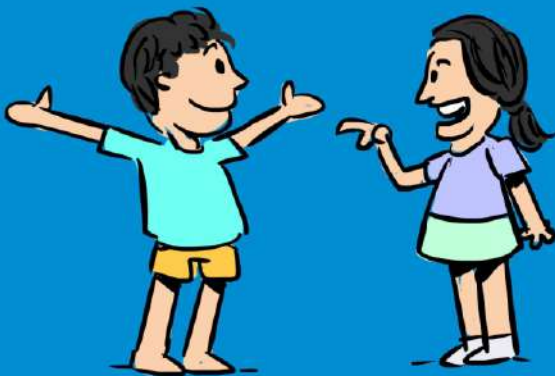


Activity 5 : Statue Game



What you need

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How to do it

- ▶ Tell the children: When the teacher says 'go', they must walk around the room or in circles.
- ▶ Tell them that when the teacher says 'stop', they need to freeze i.e. be in statue position.
- ▶ When the teacher says 'go', they walk around in circles again.





Activity 6: Pick Up and Place

What you need

Collection of toys (those in the toy bag).

How to do it

➤ Give children a bag of random toys ask them to sort the toys according to some criteria such as: all toys that make a sound, all toys that are red in colour, soft toys...

➤ Ask children to place the toys selected in different groups/piles (indicated by circles drawn on the floor)



Activities for Physical Development

(B. Fine Motor Skill Development Activities)



Activity 7 : Finger Exercises

What you need



How to do it

- ▶ Sit with the children in a circle and then demonstrate by keeping your hands in front and making different types of finger movements.
- ▶ Alternate between finger movements, clapping, snapping fingers and wrist-hand movements.
- ▶ Do this a few times and tell children that we are exercising our fingers so that they will be strong, and so that we can do different things with them.



Activity 8 : Making Shapes with Play Dough

What you need

Wheat Flour, salt, water and turmeric or Food colour

Mix together 2 parts of wheat flour, 1 part salt, water, 1 teaspoon oil and turmeric/colour to form a soft, firm dough



How to do it

- ▶ Give every child a portion of dough.
- ▶ Show children how little objects can be made from it - like plates, bowls, balls, animal or human figures.
- ▶ Encourage them to make their own shapes and forms to be as creative as possible.
- ▶ At the end of the activity, each child can show his/her creation to the others and tell them what it is.



Activity 9 : Drawing & Colouring



What you need

Newspaper and Colors
Or newspaper cut-outs in the shape of
circles/ squares/ triangles



How to do it

- Give each child a sheet of paper.
- Use one sheet to demonstrate what they should do.
- Select a colour and draw a circle/ square/ triangle...describe the shape you are drawing and the colour you are using. (Example...'I am drawing a square and it is red in colour. Now let us see if you can draw one...')
- Ask children to draw what you are drawing using a colour of their choice.
- Then, ask them to colour in the shape they have drawn.
- When they finish ask them to hold up their work and show everyone the shapes they have drawn and name the colours they have used.

*Alternatively, give children newspaper cut-outs in various shapes and ask them to colour the paper shapes. You may follow the same procedure thereafter of naming the shapes and colours.

**Alternatively, children can also be allowed a free drawing-coloring session - wherein they can draw pictures of their choice.





Activity 10 : Water-Pouring

What you need

Cups, tumblers, any type of small containers; water



How to do it

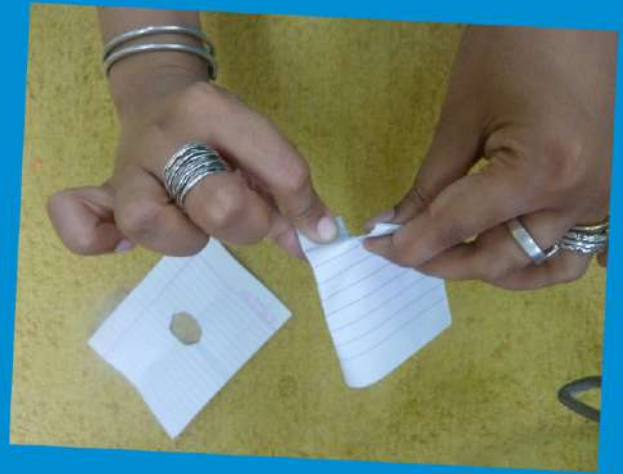
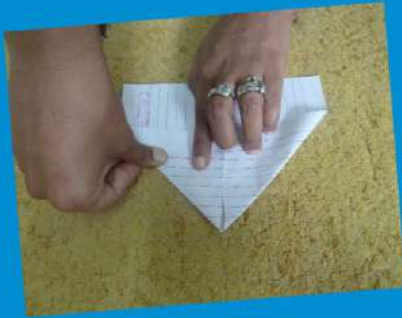
- Ensure that each child has two to three containers and that one of these containers has water:
- Tell children that we are going to do a fun activity that involves pouring water carefully from one container to another i.e. to try our best not to spill any.
- Get the children to start pouring water - transferring it from one to another container:
- Encourage them to do it slowly, telling them that the objective is to ensure that that we retain the quantity of water we started with.
- Talk about how we need to be slow and careful, how our hands need to be steady, so as to not spill the water:
- Discuss how when we pour water into a round container, the water also takes a round shape versus a tall glass where the water also takes the tall shape of the glass; and how water levels vary when we transfer it to different shapes.
- Praise the children for their efforts. (Do not be critical of children when they spill water).
- Get the children to help you to wipe the floor at the end.

Activity 11 : Fold and Tear



What you need

Scrap paper or newspaper



How to do it

- Give each child a sheet of paper.
- You pick up a sheet of paper and ask the children to observe you carefully and fold their paper as you are folding your's.
- Now fold your sheet in the middle so that the edges meet exactly.
- Press your thumb from top to bottom over the folded edge.
- Next ask them to open the paper and hold one half and carefully tear the paper on the folded edge.
- The end result of this activity would be two equal halves - which you may continue to fold and tear.

*Alternatively, you can also do paper folding to make paper boats/ airplanes and other shapes.





Speech and Language Development

Abilities & Skills

Clarity of speech

Increase Fund of words.

Ability to
construct short
sentences

Express needs.

Ability to describe

Activities & Opportunities

Oro-muscular exercises

Naming and pointing games

Story telling
Phone games
Use of Flash cards
Making concept books
Describing games (using
pictures or real life
observations/events or
television clips)



Activity 13 : Naming and Pointing Games

What you need

Flash cards/ or objects of different kinds like Fruits, vegetables, instruments, household things. Animals, vehicles, Flowers, Etc.....



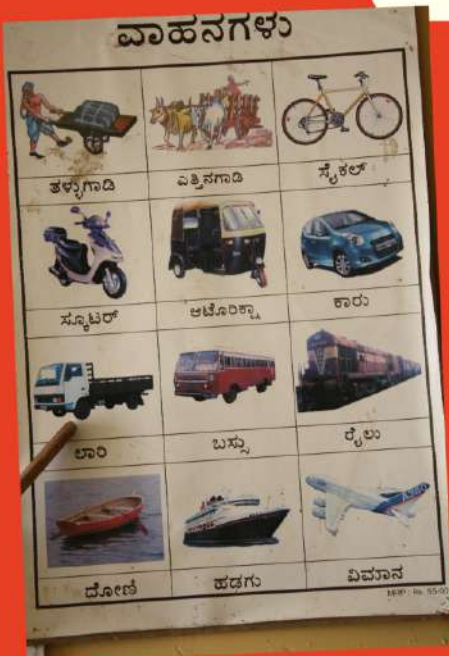
How to do it

Naming (i):

Place all the cards/objects randomly. Point to each card/ object and ask children 'what is this?' so that they name the object.

Pointing (ii):

Place all the cards/objects randomly. Name the objects one by one and ask children to point to the object you name. Example: "Where is the apple?" or "Show me the Fan!"



Activity 14 : Story Telling

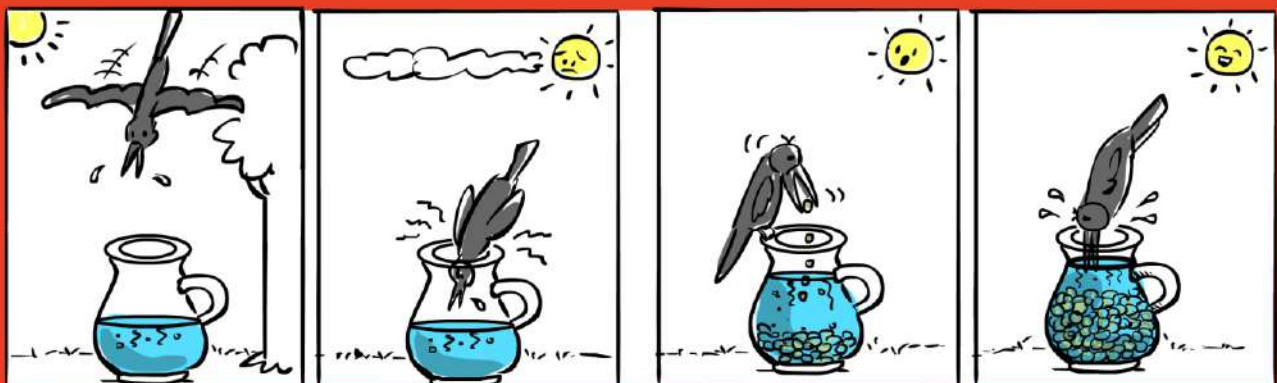


What you need

Story Charts/ Story Pictures

How to do it

- ▶ Position the chart in a manner that all children can see the pictures clearly.
- ▶ Begin by asking the children a few questions about what objects/ animals/ people they see on the chart.
- ▶ Then narrate the story, pointing to the pictures as you go along.
- ▶ At the end of the story, ask children some questions about the story in order to ensure that they understood it. (Example: Why did the crow want to drink water? What is the water stored in?...))
- ▶ Ask children whether they liked the story and what they learnt from it, in order to allow them an opportunity to express their opinions.





Activity 15 : Phone Games

What you need

Paper cups and string

Make the phone: Punch a hole at the bottom of two paper cups. Thread a string through the hole in one cup. Thread the other end of the same string through the hole in the other cup i.e. so that the two cups are connected by the same string. Ensure that the open end of the cups is facing outward. Knot the string inside the cup to secure it firmly when the string is pulled taut. (The length of the string should be at least 4 to 5 feet in length - to allow two people to stand at some distance and talk).



How to do it

- Ask the children to divide into pairs.
- Give every pair of children one 'phone' and ask them to sit some distance apart; each child must hold one cup to his/her ear.
- Tell the children that this is their new telephone and they can talk to their friends over it.
- Encourage them to greet their friends, tell them what they ate for breakfast, to ask their friends questions about where they are/ what they are doing, about school or family...i.e. to have a phone conversation.



Activity 16 : Masks and Puppets



What you need

Finger puppets: Get children to draw Faces on their Fingers (using a pen).

Masks: made of use and throw plates - you and the children can draw colourful Faces onto paper plates.

How to do it

- Get the children to sit around in a circle.
- Ask them to play the character of the mask or finger puppet they have.
- They may start with greetings and introductions of the characters...and move on to telling short stories about the characters (where they live, what they do, where they went, what they like etc).





Activity 17 : Rhymes with a Difference

What you need



How to do it

► Use the tunes of popular rhymes and change the words to personal and familiar names and circumstances.

For example:

Eg. Are you sleeping , are you sleeping ,
brother john (change john with the child's
name)

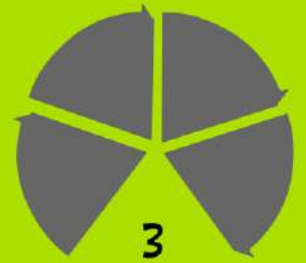
Eg.2 Mary had a little lamb (Ramu had a
little nose)

Whose fleece was white as snow (Oh, it's
nice to touch).

► Sing the original first and then sing the
changed version, getting children to repeat
after you.

► Encourage children to make up lines to
sing.





Social Development

Abilities & Skills

Recognizing Familiar people

Understanding of spaces (and what happens there)

Understanding of sequences and routines

Understanding rules of play

Peer interaction

Activities & Opportunities

Naming and pointing Familiar people

Naming and pointing Familiar spaces (places where child goes) and discussion about what is done there

Use of pictures to explain day's routine/ sequencing

Simple rule-based games

Supervised peer interaction, group play, cooperative play (exposure to playgrounds/ play spaces)

Activity 18 : Places We Know

What you need

Pictures of different public places like fairs, bus stands, railway stations, market places, villages, hospitals

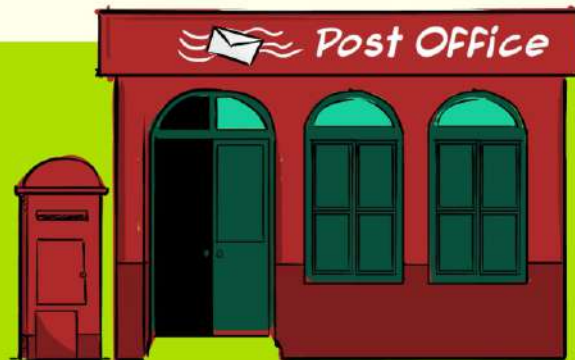


How to do it

► Pick a picture and hold it up so all the children can see it clearly.

► Ask children the questions such as:

- What is this place called?
- What happens here?
- Who all come here?
- What all do you see/ is available here?
- Have you ever been to a place like this? When/ with whom/ what did you do there?





Activity 19 : People We Know

What you need

Pictures of Family members/ Family chart pictures



How to do it

- ▶ Hold up the Family chart or Family pictures (one by one) so all the children can see the it clearly.
- ▶ Ask children the questions such as:
 - Who is this? (to allow children to identify Familiar relationships, such as mother/ Father/ sibling...)
 - What kind of work does this person do in your home? (each child can be encouraged to share information).
 - What are some special activities that you do with this Family member?
 - Who is the oldest/ youngest amongst all these members?

Note: Please be aware that some children come from single-parent families or difficult Family circumstances. Therefore, all types of Family members may not actually be present at home. In such instances, they may be asked to talk about whoever is at home or whom they have a relationship with.

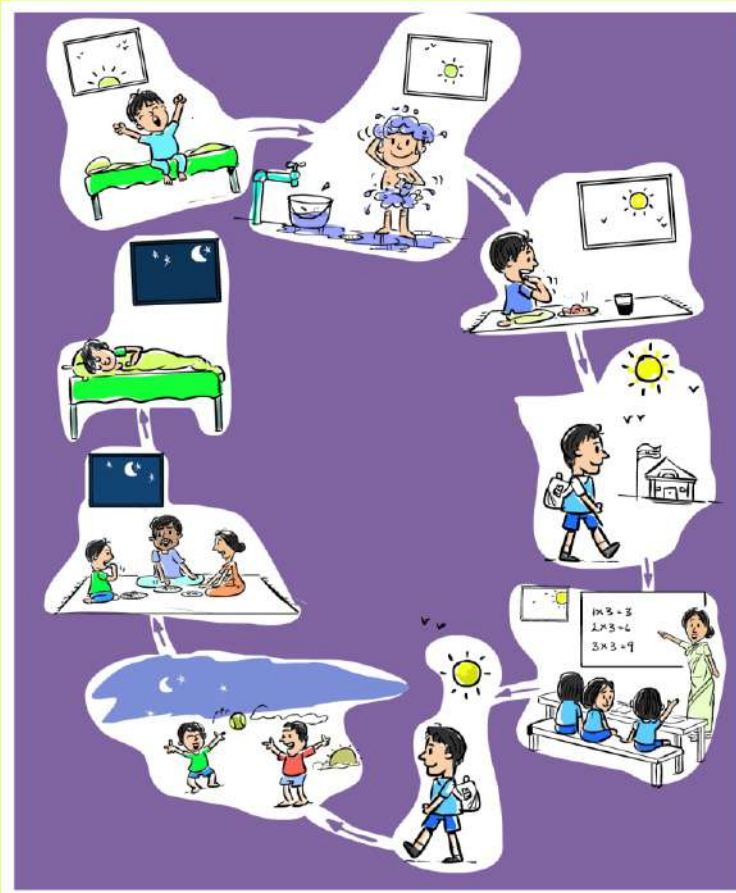


Activity 20 : Daily Routine



What you need

Flash cards of routine daily activities (such as brushing, bathing, eating, going to anganwadi...)



How to do it

- ▶ Hold up the picture cards (one by one) and ask what the child in the picture is doing (so that children identify the activity first).
- ▶ When the activities in all the cards are identified, ask children to pick which activity they do first when they wake up...and then the next one...and so on until they go through all activities done before going to sleep at night.

▶ At the end, tell the children how there is routine or order in which things are done, how it is important that we do things on time (else, we may be late for school/anganwadi, or be tired if we do not eat on time).

▶ You can also extend the activity by asking the children to act out or show how they do these activities (such as brushing/ eating etc).





Activity 21 : Team Game

What you need

Simple, small objects (such as beads/colours/pencils...) - as many objects as there are children so that each child has one object.



How to do it

- At one end of the room, draw a large circle or box (with chalk).
- Divide the children into two groups/teams.
- Ask the teams to stand in two separate lines (one behind the other), at equal distance from the circle you have drawn.
- Explain the game to the children: "When I say 1,2,3 go...the first person from each team runs to the circle and places the object he/she is holding and runs back. When he/she comes back to the line, the next person runs and does the same. The team that finishes first wins!"
- Now play the game - and remember that it is the process that matters, not who wins!



Activity 22 : Pretend Play



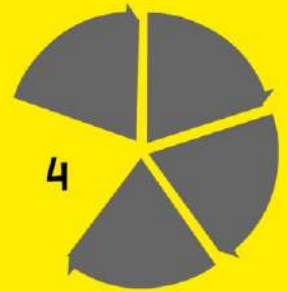
What you need

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How to do it

- ▶ Explain to children that we are going to play a game wherein we set up a Dosa stall.
- ▶ Ask the children to decide which of them is going to run the stall and which of them is going to be the customers. (They may take turns to play different roles).
- ▶ Get them to run the stall that serves different types of dosas, go through the process of making the dosas, serving customers, charging for the dosa.
- ▶ Encourage children to be imaginative, to role play, discuss and dialogue with each other.



Cognitive Development

Abilities & Skills

Fund of information

Knowledge of use of objects

Ability to form associations

Sequencing and organizing abilities

Ability to understand concepts such as shape, size, distance, directions

Attention enhancement

Activities & Opportunities

Play to demonstrate use of objects

Sorting, categorization
Concept book/ Flash cards

Story telling (including discussions)
Story Completion
Use of pictures for sequencing events/ stories

Puzzles
Identification of colors, shapes

Joining dots, spotting the difference, eye-hand coordination activities

Activities for Cognitive Development



Activity 23 : What is it? How Does it Work?

What you need

Flash cards - Pictures of simple household items, Fruits, vegetables, animals, birds and other random objects.



How to do it

► Pick one card at a time and hold it up so all the children can see the picture.

► Ask children the questions such as:

- What is this? (Name the object/ animal).
- How do we use it? (if it is an object/ household item)
- Where does it live/ what does it eat/ what sounds does it make? (if it is an animal)
- What does it taste like/ how is it cooked or eaten/ is it good for health? (if it is a fruit or vegetable)





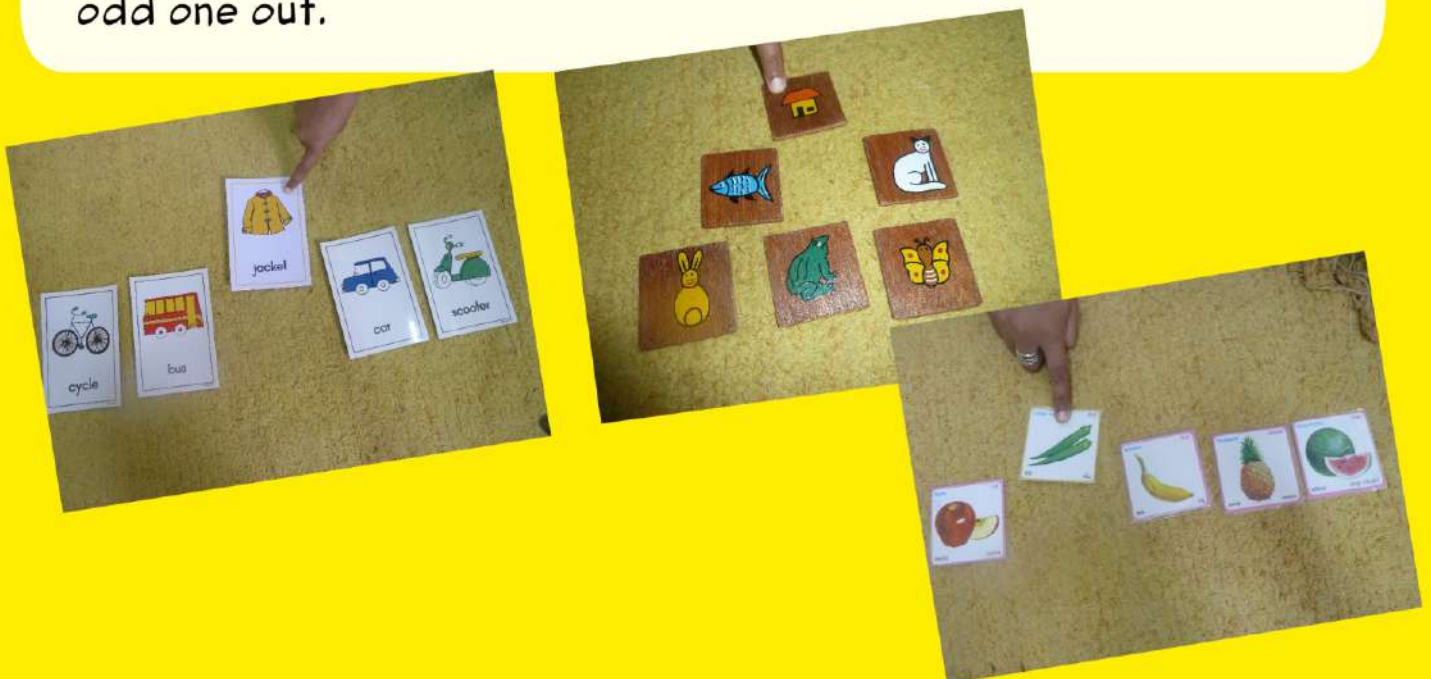
Activity 24 : The Odd One Out

What you need

Picture cards of animals, birds, vegetables and Fruits

How to do it

- Select 4 cards, 3 of which belong to the same category such as birds or animals and one of which belongs to another one, such as household items.
- Now, place the 4 cards in a row (on the floor) in a way that all children can see the pictures clearly.
- Ask the children to look at the cards and pick the odd one out - tell them: "There are 4 pictures here. Three of them belong to the same group and one does not...which one is that?"
- Repeat the exercise a few times by mixing cards from different groups/ categories and asking children to pick the odd one out.



Activity 25 : Sorting



What you need

Picture cards of animals, birds, vegetables and Fruits (or objects - plastic fruits/ vegetables/ animals).

How to do it

- Select a mix of 10 cards from various categories of cards i.e. animals, birds, vegetables and Fruits.
- Now, place the cards randomly (on the floor) in a way that all children can see the pictures clearly.
- Draw 3 large circles - one for Fruits, one for vegetables and one for animals.
- Ask the children to look at the cards and pick out the Fruit cards first and place them in the 'fruit circle'.
- Next, ask them to pick out the vegetable cards and place them in the 'vegetable circle'.
- Do the same for the animal cards.
- At the end of the activity, tell the children that "we have 3 different groups - let us name these groups...Fruits, vegetables and animals!"





Activity 26 : Matching

What you need

Two sets of picture cards--animal or vegetable/
Fruit cards (they should be identical)



How to do it

- Get the children to sit around in a circle.
- Mix the two sets of identical picture cards.
- Randomly arrange them in rows, face up i.e. picture should be clearly visible to all the children.
- Pick up one picture card (or point to it) and ask children to spot/pick up the other one that is identical to this one.
- Each child can take his/her turn to find the pair to the card you indicate.

Activity 27 : Attention Building



What you need

Coloured beads, String

Make paper beads with newspaper, glue and paint!



1. Take a thick sheet of paper (2 layers of newspaper will do).
2. Cut the paper into long triangles. The base of the triangle will be the width of the bead.
3. Starting at the wide end, roll the triangle using a pen/stick. Do this tightly in order to make the rolls firm.
4. Seal the roll at the pointy end with glue.
5. Finally, apply colours using paint.

The bead is ready!



How to do it

- ▶ Provide each child with about 10 to 15 beads and a string.
- ▶ Get each child to string the beads.
- ▶ You can vary the size of the beads (smaller ones will be more challenging to string).
- ▶ You can ask children to follow a certain order/pattern in stringing - such as two red beads and one blue bead, two red and one blue...(more complex patterns require greater attention and concentration on the part of the child).

Note: Coloured beads can also be used in a sorting exercise - where you ask children to separate beads according to colour or size. Sorting is also an attention-enhancing task.



Activity 28 : Memory Games

What you need

Random objects from a toy bag (i)
- Two sets of picture cards-animal or vegetable/ fruit cards (they should be identical) (for memory games ii & iii)

How to do it

Memory Game (i)



- Select any 6 items from the toy bag (example, plastic fruit, plastic vegetable, car...)
- Place them in such a way that they are clearly visible to all children.
- Hold up each object, one by one, asking the children to name the object.
- Tell the children that we have seen 6 objects and we need to remember what they were without seeing them.
- Go over the objects again, one by one.
- Now cover the objects with a cloth or put them away in a bag.
- Ask children to repeat the names of the 6 objects they saw.

Memory Game (ii)

- Select 6 different cards i.e. with different pictures.
- Place the cards in a particular order—in a row or column.
- Tell the children to take a good look at the order in which the cards are placed.
- Then jumble up the cards so that the order is different.
- Now, ask the children to place them in the original order—as the cards were before.

Contd..

Activity 28 : Memory Games



How to do it

Memory Game (iii)



- Mix the two sets of identical picture cards.
- Randomly arrange them in rows, face down i.e. picture should not be visible.
- Ask the children to sit around the cards in a circle and take turns to find the cards in pairs.
- When a child turns a card over, he/she needs to find the other one to match, the identical other card.
- If the second card that he/she picks is not the right one, the cards need to be replaced face down; then, it is the next child's turn.
- Tell all children to pay careful attention to see the cards that are turned over and where they are placed.
- If the child is able to find the pair to the first card, applaud the child for his/her good memory and get the other children to clap for him/her.
- Repeat until all pairs have been found.

Note: This last version of memory game is best played with children 4 years and above.





Activity 29 : Know Shapes, Sizes and Colours

What you need

Flash cards (general cards and Family cards) or toys or household utensils/items like tumblers, plates, spoons, spatula etc.



How to do it

Shape:

- Show children pictures (Flashcards) or toys/ household items.
- Pick some picture or object one at a time, hold it up and introduce children to shapes, namely circle, square, triangle. Example: Plates, bowls and bangles are all round in shape (circle); doors and windows of houses are square shaped.
- Continue showing children other pictures and objects, asking them to tell what shapes they see.

Size:

- Repeat the process of showing children various objects and introduce them to ideas of big and small, tall and short.
- Continue showing children other pictures and objects, asking them to point out which of two objects is bigger/ smaller...show them 3 or 4 objects and ask them which is the biggest, second biggest...and so on.
- Also introduce concepts of tall and short (teacher is taller than you) or show Family picture cards and ask who is the tallest/ shortest.

Colour:

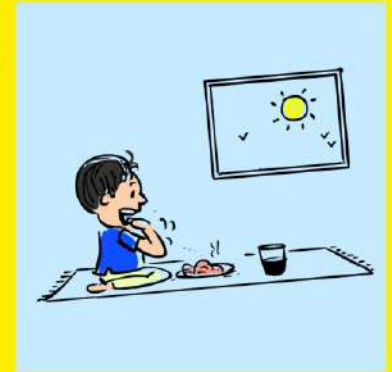
- Repeat the process of showing children various objects and introduce them to primary colours (red, blue, green, yellow...and others when ready).
- Continue showing children other pictures and objects, asking them to tell what colours they see in the picture/ objects.
- Ask children where else, in the room/ in their surroundings, they see a particular color. Example: "This is a red ball. Where else do you see red right now? Is anyone's dress red?"

Activity 30 : Putting it in Order



What you need

Cards showing activities for daily living (also used in activities for social development)



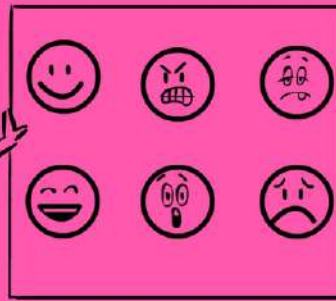
How to do it

► Jumble up the cards but place them in such a way that they are clearly visible to all children.

► Ask the children to arrange them in the correct order i.e. in order of which activity is done first, next, and so on...waking up, brushing teeth, taking a bath, eating breakfast, going to school...

► Further processing can be done by discussing the sequence of each of the daily activities. Example: to brush our teeth, we need to open the tooth paste, put it on the brush, close the toothpaste...





Emotional Development

Abilities & Skills

Attachment and bonding

Ability to identify emotions

Ability to regulate emotions
(responsiveness to soothing/ distress states not prolonged/ separation from attachment figure)

Ability to recognize emotional state of another person and ascribe simple reasons to causality

Differentiating between positive and negative emotions

Activities & Opportunities

Providing frequent and timely responses of love/ affection to child, incl. positive feedback, verbal and non-verbal.

Identifying emotions through pictures
Story telling
Story completion
Visual analogue (emotion scale)
Listing situations in which a certain emotion is felt ('you are happy when...')

Activities for Emotional Development



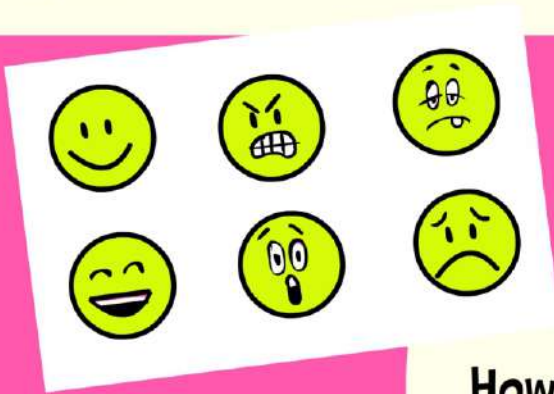
Activity 31 : Identifying Feelings.

What you need

Small coloured plastic balls or paper plates

Making Faces: Draw different basic emotions on the balls - like a smiley face, sad face, angry face, scared face.

Or draw the basic emotions on a paper plate - to serve as masks.



How to do it

- Explain to children that we all have different feelings.
- Throw the ball to each child in turn.
- Ask each child (in turn) to look at the emotion drawn on it, say what kind of emotion he/she sees.
- The child can then hold it up for others to see and tell them what emotion he sees.

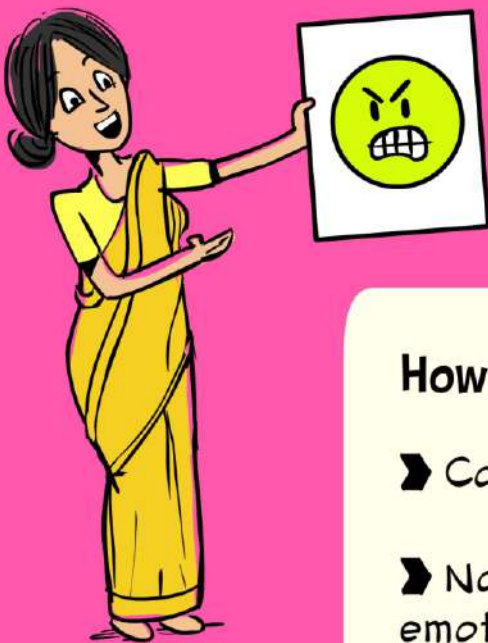
*Alternatively, you can do the above activity by passing the paper plate masks around to each child.



Activity 32 : My Feelings

What you need

Ball Faces/ Paper plate masks made for previous activity.



How to do it

- ▶ Continue from activity 31.
- ▶ Now that children have named the emotions, ask them to describe when they feel these emotions i.e. "When do you feel happy? When do you feel angry? Or tell us about a time you felt happy..."
- ▶ Encourage children to be as descriptive as possible about their feelings and the events and situations that prompted these feelings.

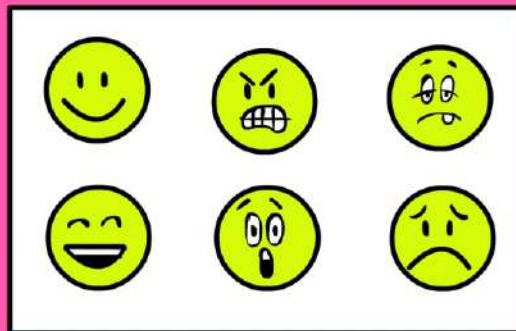


Activity 33 : How Others Feel



What you need

Ball Faces/ Paper plate masks made for previous activity.



How to do it

- ▶ Continue from previous activity 32.
- ▶ Tell children that we talked about our feelings...now, we are going to talk about other people's feelings.
- ▶ Ask children to describe times/ situations in which people such as their parents/siblings/ teacher/ friends are happy/ sad/ angry. (For example: "Can you remember a time when your friend was very happy about something? How did you know she was happy?")





Activity 34 : Helping Others

What you need

Cards depicting pictures of people in need of help (such as an old woman trying to cross the road, a sick child lying in bed, a crying child...)



How to do it

- ▶ Pick up the first card and show it to the children.
- ▶ Ask them three questions about it (one by one):
 - What do you see here?
 - How do you think this person feels?
 - What might you do to help?
- ▶ Repeat the above process with each card.

Note: These cards/pictures are just examples of what you might use. You need to find different cards/pictures, or children will be bored of the same pictures and discussions.



Activity 35 : Stories about Feelings



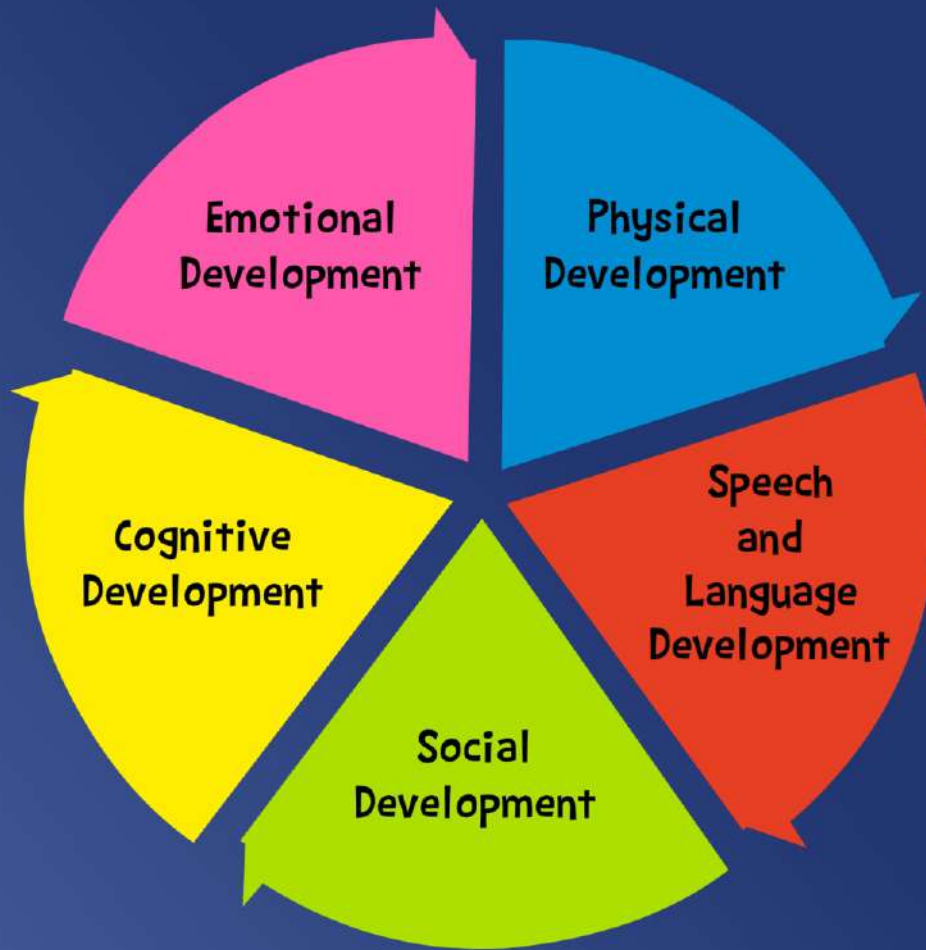
What you need

Story Charts/ Story Pictures - a story depicting people's emotions



How to do it

- ▶ Position the chart in a manner that all children can see the pictures clearly.
- ▶ Begin by asking the children a few questions about what objects/ animals/ people they see on the chart.
- ▶ Then narrate the story, pointing to the pictures as you go along.
- ▶ At the end of the story, ask children some questions about the story, with a focus on characters' feelings. (Example: What happened in this story? What is the girl/boy feeling? Why were they sad/ happy?)
- ▶ Ask children whether they liked the story and what they learnt from it, in order to allow them an opportunity to express their opinions.



Community Child & Adolescent Mental Health Service Project,
 Department of Child & Adolescent Psychiatry,
 National Institute of Mental Health & Neurosciences (NIMHANS)
 (Institute of National Importance)
 Hosur Road, Bengaluru - 560029

Website: www.nimhans.ac.in
 Email: capnimhans@gmail.com

Supported by the Dept. of Women and Child Development,
 Govt. of Karnataka

Design and Artwork: Dinesh Francis

First Edition: August 2015



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