



GAURS
INTERNATIONAL SCHOOL

तमसो मा ज्योतिर्गमय ।

GAURS
ur own world

PUPPET THEATER



AIM

- To develop the language skill
- To make the children express their thought

LEARNING OUTCOME

- Develops the oral language skill and confidence in public speaking
- Children invent stories, create settings, develop the characters and sometimes also use expressive dialogue as they play
- Even teachers can teach some important concepts or life skills to the children through the puppet show
- As the child is partially hidden behind the puppet theater so he/she can overcome his/her inhibition to speak in public
- They develop the skill of performing arts
- It is a group activity which teaches them to take turns
- The audience also enhances their listening skills
- Their imagination, creative thinking enhances which may be a hobby for some and some may also grow to become a performing artist in the later part of their life
- It enhances their self-esteem

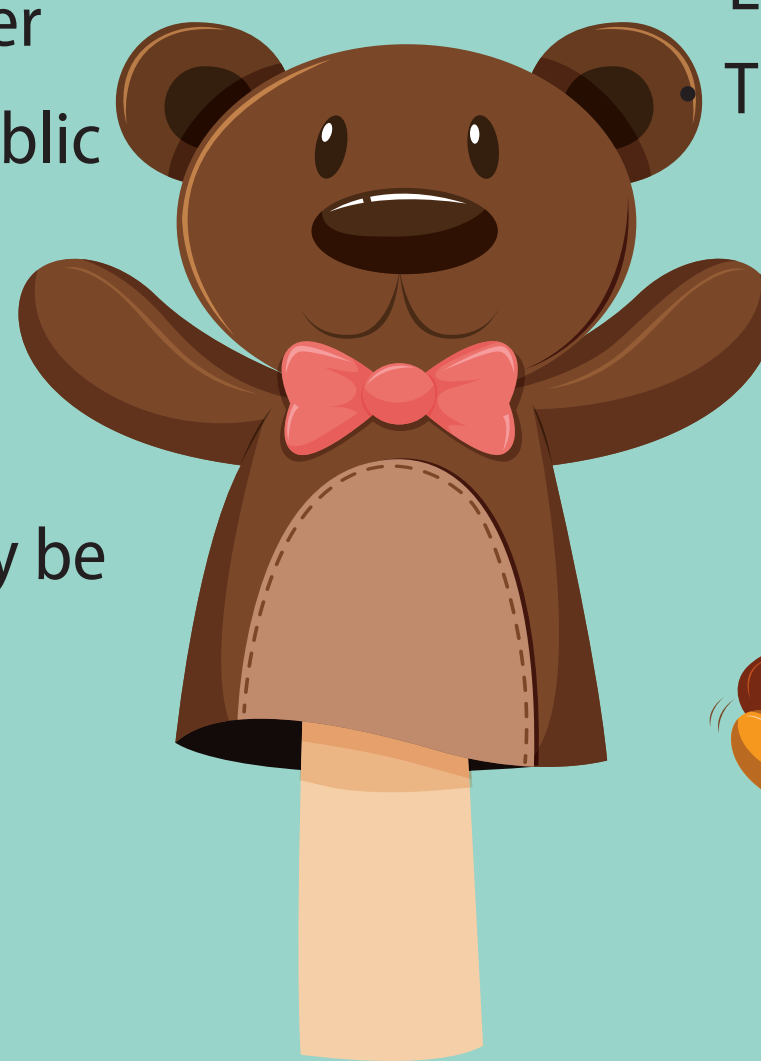


TEACHING METHODS

- The teacher will narrate a simple story with voice modulation
- Asks the children to narrate some story
- Listens to the story with interest
- Applauds after they tried to do so
- Tells them that they have to wait for their turns
- If a child gets stuck at first, the teacher asks "Oh! What happened next?" Or the teacher can finish the story

EVALUATION

- Everyone narrates a story of their own
- The teacher appreciates and applauds for all





GAURS
INTERNATIONAL SCHOOL
तमसो मा ज्योतिर्गमय।

GAURS
ur own world

GIANT BUILDING BLOCKS



AIM

- Gross and fine motor development
- Eye hand co-ordination
- Aesthetic sense
- To develop their imagination



LEARNING OUTCOME

- Develops both their gross and fine motor skill
- The children follow their own plan or they can follow their own vision and work together to create something new. Thus their imagination increases
- They play in a group so they learn to adjust themselves in a group and also take turns and develop new friendship
- The child thinks and builds which helps them in problem solving
- It helps in self expression as children explore, express and demonstrate what they are learning
- Teaches them mathematical skills & concepts such as length, measurement, comparison, number, symmetry, balance, etc
- The creativity of the child increases as they combine & recombine the loose blocks in different ways



- Their self esteem enhances as they take pride in building, creating, transforming, demolishing and recreating unique things
- It increases their attention span
- They become self reliant and learn to cooperate with others
- Some may become future architect and builders



TEACHING METHODS

- The teacher allots a group of children to play
- The teacher instructs them that they can create anything of their wish by placing the blocks one over other
- But they should not throw the blocks and walk around with the blocks and they should not fight amongst themselves
- The teacher should appreciate whatever the child has made

EVALUATION

- The teacher can ask the child what he/she has made
- The child describes his/her imagination
- The teacher appreciates





GAURS
INTERNATIONAL SCHOOL
तमसो मा ज्योतिर्गमय।

GAURS
ur own world

SERVICE HOUSE, BANK & CLINIC



AIM

- To enhance the child's imagination and creative skills

LEARNING OUTCOME

(Children learn by imagining and doing. They pick a piece of paper and pretend that it is a zooming car or talk to it as if it is a person)

- When a child engages in pretend play, he undergoes social and emotional roles of life
- He builds up self esteem when he discovers that he can do anything by pretending it. Just like a doctor he/she checks the patient, writes prescription, gives injection, etc or like a mother he/she cooks using the pots and pans, bakes cake in a microwave, or chops the vegetables, washes and irons the clothes etc
- The child is continuously talking to himself and giving instruction to his friend like a doctor, mom and dad. So his language skills enhances
- It is a memory game as the child is recollecting what he/she has observed when he/she visited a doctor or his/her mother at home
- When they are playing in a group they enhance their social skills and learn to adjust with others and take turns while playing



- Children who cultivate social and emotional intelligence through pretend play develop high order thinking skills. He/she interacts with others which are the key to our life long success and happiness

TEACHING METHODS

- The teacher first explains each and every item of the doctor set with names and how to use it
- The teacher allots a group who is going to play in that specific area
- Instructions like do not throw the things here and there, play properly, do not fight, keep the things in proper place after you finish playing
- Things should be kept in proper place and discipline should be maintained

EVALUATION

- To see how the child is playing
- To check whether he/she is using each and everything meaningfully or not
- Encouraging them through claps and thumbs up



CARPENTER CORNER

GAURS
INTERNATIONAL SCHOOL
तमसो मा ज्योतिर्गमय।



LEARNING OUTCOME

- The child enjoys pretending like a carpenter which is an import mechanism for children to learn
- By acting out what they see in their environment, strengthens their memory
- Roll play of carpenter helps the children to demonstrate different things they want to do and they want to create
- The children use word names of different tools, thus their vocabulary enhances

- They also get a sense of building something so their creativity, imaginative skills, self esteem, self confidence gets boosted
- Their fine motor skill enhances



TEACHING METHODS

- The teacher teaches them the name of each & every tool and how to use the tools



CLIMBING WALL



AIM

- To climb the wall confidently
- To enhance gross motor skill

LEARNING OUTCOME

- Gross motor development is enhanced
- The children faces challenges and are able to meet the challenges
- As a result the self confidence increases
- Once they achieve, the child experience an individual accomplishment
- She learns to set challenges & at the same time realistic individual goals
- Understands that they are responsible for the decisions they make



- It provides positive encouragement
- As it is a group activity, they learn discipline & how to take turns

TEACHING METHODS

- The children stand in a line
- Discipline is maintained
- They climb one by one



EVALUATION

- The teacher will see whether the child can climb the wall confidently or not
- The teacher encourages if the child is afraid to climb the wall





GAURS
INTERNATIONAL SCHOOL
तमसो मा ज्योतिर्गमय ।

GAURS
ur own world

EASEL BOARD PAINTING



AIM

- To enhance fine motor skill
- To Enhance eye – hand coordination
- To enhance aesthetic sense
- To know the colour schemes
- To increase their creativity and imagination

LEARNING OUTCOME

- Fine motor skills enhances
- Eye – hand coordination enhances
- It is the most wonderful way to foster their creative expression
Their perception, feelings, interests and creativity gets boosted
- At this stage, more than creating, children love to explore the material & tools and they learn to manage the paints
- It enhances self confidence, self esteem as they create a picture as per their imagination
- When the children mixes one colour with other, the shade changes and the child learns the colour schemes and they explore more on their own and learn by doing things on their own
- It is a group activity which teaches them to take turns



TEACHING METHODS

- The teacher ask the children to wear aprons
- The easel boards are placed in a row so that each child can see what the other one is doing
- The teacher shows them how to tap the brush and draw as per their wish
- They should maintain discipline so that the colours do not spill
- If they want any other colour, they should ask for it from their friend by saying, “Please can I have the red colour” and when the friend allows, he/she can take it
- After finishing they should remove their aprons, fold it, wash their hands and go to class
- The teacher can also give some ideas to the children for painting
- The teacher encourages each and every child



EVALUATION

- Whether the child can use the paint properly and maintain discipline while doing the activity



SUPER MARKET



AIM

- To know about market, fruits and vegetables. How to weigh things. How to select, sell and buy a definite thing

LEARNING OUTCOME

- Child-centred educational learning approach
- Hands-on-learning and collaborative play area
- Unique developmental needs and interest of each child is been catered to
- Children learn from surroundings and we are providing opportunities for learning
- Hands-on-learning experiences that encourages problem solving to maximise learning and promote sense of belongingness
- Sensory based learning tools designed for skill development, the materials encouraged hand-on-learning, independent problem solving and analytical thinking
- Role playing giving them a slice of the real world
- Activities are inspired by real-world's real life job which seeks to involve children in the replication of each environment, so that they develop their skills and values through learning experiences
- Enjoy freedom within limits
- Nurturing each child's natural desire for knowledge and making them confident, enthusiastic, self-directed learners who can work collaboratively
- Activities are planned using large motor skills and introduced fine motor skills to enhance muscular coordination
- Children learn more about their world through their senses and manipulation of objects, sensory motor skills are developed to enhance memory and imagination
- The child comes to know about different fruits, their colour, both from inside and outside, the texture etc



- They enact like fruit seller and their language skill enhances. A child who is an introvert also starts talking as he wants to imitate a fruit or a vegetable vendor
- They cut and show the fruit and thus their fine motor skill enhances
- They measure before selling the fruit, thus their mathematical skill & sense of measurement like Kg, Gram, Dozen etc. is enhanced
- They are sorting the fruits; as a result the cognitive skills improve
- They play in a group and learn to take turns

TEACHING METHODS

- The teacher first introduces different fruits and vegetables with its name to the children
- She selects one seller to sell the fruits and vegetables
- The others are buyers
- She enacts and shows how the seller should call out loudly to attract the buyers
- The buyers go & ask for a particular fruit & vegetable and how much quantity they want to buy
- The teacher shows how to measure the fruits with the help of measuring scales
- The seller then measures and sells it to the buyer after the payment of money

EVALUATION

- The teacher can ask the child to sell a certain quantity and see whether the child can do it or not
- She can ask simple questions like which fruit should be sold in dozen & which should be weighed before selling





KITCHEN CORNER

GAURS
INTERNATIONAL SCHOOL

तमसो मा ज्योतिर्गमय ।



MATERIAL- Refrigerator • Washing Machine • Dishwasher • Kitchen Dresses with Micro oven • Cooker / Oven • Sink • Food Scale

AIM

- To give an insight to the child how they have to use these electrical appliances

LEARNING OUTCOME

- Child-centred educational learning approach
- Hands-on-learning and collaborative play area
- Unique developmental needs and interest of each child is been catered to
- Children learn from surroundings and we are providing opportunities for learning
- Hands-on-learning experiences that encourages problem solving to maximise learning and promote sense of belongingness
- Sensory based learning tools designed for skill development, the materials encourages hand-on-learning, independent problem solving and analytical thinking
- Role playing giving them a slice of the real world
- Activities are inspired by real-world's real life job which seeks to involve children in the replication of each environment, so that they develop their skills and values through learning experiences
- Enjoy freedom within limits
- Nurturing each child's natural desire for knowledge and making them confident, enthusiastic, self-directed learners who can work collaboratively
- Activities are planned using large motor skills and introduced fine motor skills to enhance muscular coordination
- Children learn more about their world through their senses and manipulation of objects, sensory motor skills are developed to enhance memory and imagination



REFRIGERATOR

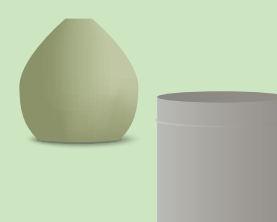
- We can store food in hygienic condition • Food is kept fresh for a long time • You can buy from the market and store vegetables & fruits for a long time • It keeps the cooling chain and breaks the bacterial development • If not kept in refrigerator, the food spoils which leads to wastage of food • Meals can be cooked if necessary in bulk and stored for later consumption, which in turn saves energy, time & money

WASHING MACHINE

- Saves the labour or effort of washing clothes • Hygiene is maintained when washed in machine • Saves water
- Activity can be carried at any time of the day • It saves time • It can wash more clothes in less time, effort & water • Clothes are half dried in the washing machine which is important in rainy seasons or where sunshine is less

DISHWASHER

- Plates are not broken while handling • Eco friendly, as it uses less detergent, water, electricity & time



KITCHEN DRESSER

- Things should be placed in proper place after using it • Otherwise it is difficult to find next time • The Sense of organization & neatness is instilled within the children • More things can be stored in less place

MICROWAVE OVEN

- Food can be cooked faster • The food cooked by Microwave are more nutritious than that cooked by conventional method • Kitchen does not get hot as physical fire is not used • It is more clean & hygienic
- As fire is not used, so it is safe

FOOD SCALE

To measure the ingredients needed for cooking a particular recipe

PLATE

- Give an idea how table has been laid while serving • Sense of organization
- Idea how plate, spoon, fork has been arranged

POT & SOUP POT KETTLE

- Different kind of utensils with names • Enhance their vocabulary
- Different utensils are used for different purpose

BUFFET TABLE

- The word Buffet comes from the French word for sideboard
- It is a system of serving meals in which the food is placed in a place or a public area & the diners serve themselves
- The diners can have an overall view of the food and can choose the dishes he/she likes to have
- The children learn how the food should be laid
- They learn sequencing like, first the salad plate, next sabzi, chapatti, dal, rice, deserts etc.
- They enhance their vocabulary and learn how to lay a buffet table

MILK & EGG HOLDERS

- Safely carrying more milk bottles & eggs without the fear of breaking • Easy to carry

TOASTER

- Vocabularies like "Crisp Toast get ready in minutes", "Bread Slice", "Knob", "Regulator" etc is learnt
- The way we use a toaster & it's purpose is learnt

IRON STAND

- Clothes are used for ironing • Role model play





GAURS
INTERNATIONAL SCHOOL

तमसो मा ज्योतिर्गमय ।

GAURS
ur own world

DOLL HOUSE



AIM

- To enhance the oral language skill, creativity, and role play in the house

LEARNING OUTCOME

- As it is an open ended activity so the children feel free to talk and explore without the fear of being right or wrong
- As the child is talking and giving instructions, so their language skills enhance
- They usually play in a group, thus they learn to talk in turns.
- They observe their parents at home which help them to imitate their role models at home
- Their imagination and creativity increases as they play their role models.
- They classify their problem while playing with the toys thus their classification skill increases which in turn helps to enhance their organization skills. They organize plan and conduct as they see their parents
- They develop an insight to problem solving thus it helps them to solve their own problems throughout their life and helps to gain their confidence
- Role play helps a child to develop his/her social, emotional & intellectual skill

TEACHING METHODS

- First the teacher gives the scenario that needs to be solved by the family members
- The teachers encourage the children to retell a story about family gatherings or holiday outings
- Then help them to sequence the story with a beginning, middle & end
- Then they are asked to play the role model in the doll house.
- Enacting as eating, sleeping and cooking etc

EVALUATION

- Children play with others

