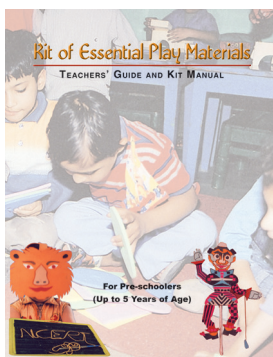


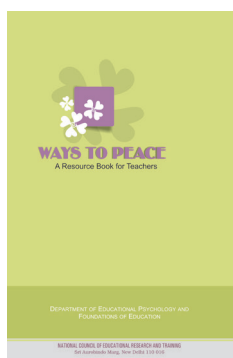
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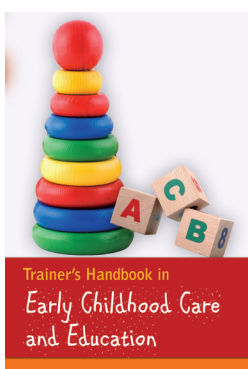
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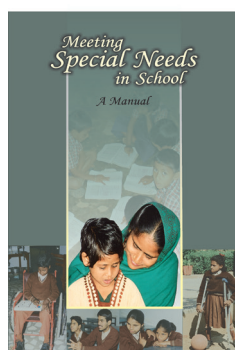
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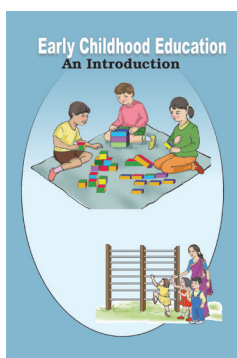
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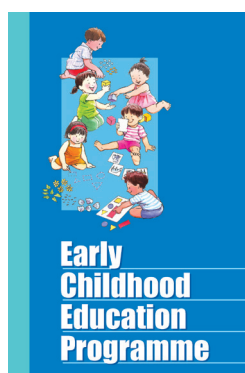
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Young Children in Motion



Romila Soni
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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5007-820-4

First Edition

November 2016 Kartika 1938

PD 2T SU

© **National Council of
Educational Research and
Training, 2016**

₹ **200.00**

Printed on 80 GSM paper

Published at the Publication
Division by the Secretary,
National Council of Educational
Research and Training, Sri
Aurobindo Marg, New Delhi
110 016 and printed at Shree
Vrindavan Graphics (P) Ltd.,
E-34, Sector-7, Noida 201 301
(UP)

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FOREWORD

Play is a natural and spontaneous activity for young children. To deny them the right to play is almost like denying them the right to live. Participating in games helps a child to develop different kinds of skills. Pediatricians and researchers believe that the benefits of physical play are more realised today given the recent increase in childhood obesity. Physical activity is essential for the normal growth and development of an individual. However, in education we seldom make use of active physical play to create an enriching learning environment. Play-way method, although recommended by educators, is still not adequately and appropriately used in schools.

The present publication titled, *Young Children in Motion* is a treasure of games and activities for active physical play of children in the age group of three to eight years. None of these activities require elaborate equipments; what is required is a commitment and enthusiasm on the part of the teachers and other adult caregivers to use play as a teaching learning strategy. It is hoped that teachers and other users would find the document interesting and useful. The feedback provided by users would further help to improve the quality of future editions of this document. The efforts of the faculty of the NCERT and experts in developing this material is highly appreciated.

We look forward to a greater use of play in the schools with this document.

HRUSHIKESH SENAPATY
Director

New Delhi
October, 2016

National Council of Educational
Research and Training

PREFACE

Play is an integral part of a child's nature. Children do not plan to achieve or expect something out of it except fun. Play is essential in the first five to eight years of a child's life and must be a part of a quality early childhood education programme. It provides rich learning experiences to young children in a concrete form and it provides opportunities for their overall development in a harmonious and integrated manner. Play is the activity through which children learn about themselves and their immediate world. A child is constantly exploring through play because the immediate world is new to her/him. Children's play is, by and large, active: they either move their limbs, run, jump, hop, shout or talk while playing. Active physical play takes place in various forms such as free, informal and spontaneous play, teacher-organized motor games, parent organized games and activities.

The early years are the best periods for young children's physical development as they grow and change in size and shape. It is during this period that their motor development takes place and they gain body awareness. Children explore a wide range of movement experiences within their immediate environment. Movement activities and experiences not only help them to explore their immediate world but are essential for their normal growth. Gross motor development precedes fine motor development. Movement activities provide the necessary stimulus to children's normal development and as growth is very rapid in the early years, so vigorous activities and games need special attention during this time.

A quality early childhood education programme should be a balanced programme where children should be given enough opportunities to experience a variety of active physical play. Such a programme must give them worthwhile movement experiences to develop their motor skills and enhance their confidence and creativity.

The present handbook deals with games and activities for 'Active Physical Play', for young children in the age group of three to eight years. In many cases, children are quiet and hesitant. For such children, play helps in the development

of self-esteem. One of the challenges that our pre-schools and primary schools face today is to expose young children to active play activities and experiences. Young children love movement and it is torturing for them to sit for long durations at a time. Teachers should provide activities and games for all areas of development instead of focusing only on one aspect. Only then, the day's schedule becomes a balanced one which retains the children's interest and curiosity in other activities especially cognitive activities. It is the responsibility of all the teachers to ensure that apart from giving the young children academic readiness, they must also provide them with a wide range of age and developmentally appropriate 'Active Physical Play' activities. Children should be given lots of varied movement experiences and activities to ensure the development of a good physique and posture as well as balance the demands of development of different parts of their body. Age and developmentally appropriate gross motor experiences are essential to develop motor competence and confidence in young children. The classrooms should have gross motor activities both indoor and outdoor and experiences that are woven into the daily programme. In this handbook, we focus on activities and experiences for gross motor development, physical fitness and loco motor skills.

The handbook is divided into two parts. Part one talks about the significance of active physical play and how to promote it in the pre-primary and early primary school programme. Part two presents a treasure of games and activities organised in three sub-sections; sub-section one has a collection of 66 common games and activities for three to eight year olds which are common but rarely given importance. These are very important for development of gross motor skills. Sub-section two presents 59 theme-based gross motor games and activities that are apt examples for the integrated method of teaching and learning. The third sub-section comprises of a collection of music and movement activities including action rhymes and songs both in Hindi and English. The rhymes and poems given under music and movement activities have been compiled from various sources. The original source of many of the rhymes is unknown.

At the end of the Handbook there are five appendices:

1. **Appendix I :** Suggested materials and equipment for Active Physical Play
2. **Appendix II:** Developmental Objectives for gross motor development
3. **Appendix III:** Motor Development Checklist
4. **Appendix IV:** Resources for Material, Equipment and Apparatus
5. **Appendix V:** List of Organisations working in the Area of Early Childhood Education in India

The games and activities of the handbook were field tested in different types of pre-schools and primary schools and feedback received was found to be very positive. Suggestions received from the teachers during field testing have been utilised duly in finalising the document. We hope that the handbook will be found useful by the readers. This handbook would be especially useful for pre-school teachers, student trainees and early primary teachers as it would help them to organise active physical play activities for their children. We also hope that it will provide an opportunity to our pre-school and primary school teachers to re-examine their practices and share their thinking with their colleagues. It will be our pleasure to receive a feedback on the first edition of the handbook which will be utilised for making necessary changes in the future editions.



Educate her, as She will Spread the Light of Knowledge

ACKNOWLEDGEMENT

The National Council of Educational Research and Training acknowledges the valuable contributions of the following participants of the Review Workshop in the finalisation of this book:

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- Savita Kaushal, *Assistant Professor*, NUEPA, New Delhi
- Savitri Singh, *Retired Headmistress*, IIT Nursery School, New Delhi
- Shantha Maria, *Associate Professor*, Mount Carmel College, Bengaluru
- Sukhvinder Kaur, *Child Development Project Officer*, ICDS, Uttam Nagar, New Delhi
- Our special thanks to the staff and children of:
 - Anganwadi Centres (ICDS), Uttam Nagar, New Delhi
 - Anganwadi Centres (ICDS), Tamil Nadu
 - DIKSHA, NGO, Gurgaon
 - IIT Nursery School, IIT Campus, Hauz Khas, New Delhi.
 - Jingle Bell School, Faizabad, Uttar Pradesh
 - MCD Schools, Mahila Colony, Mayur Vihar-Phase-2, Jhilmil Colony, New Delhi
 - Salwan Montessori School, Sector-5, Gurgaon, Haryana
 - The Grammar School, Ashok Vihar, New Delhi
 - Vasant Valley School, Vasant Kunj, New Delhi

We thank Professor Anup Rajput, *Head*, and Professor Manju Jain, *Former Head*, Department of Elementary Education, NCERT for their constant support and encouragement in bringing out this document. The valuable guidance and moral support of Professor B. K. Tripathi, *Joint Director*, NCERT, has been instrumental in this endeavour. The suggestions of Dr. Padma Yadav and Ms Reetu Chandra, faculty members of Department of Elementary Education are duly appreciated. We express our gratitude to Professor N.K. Jangira, *Former Education Specialist*, World Bank in critically reviewing this document.

The administrative staff of the department provided all types of support during the development of the handbook. Their contributions and the efforts of Ms. Shefali Gulia, *Junior Project Fellow*, Nitin Tanwar and Charan Singh, *D.T.P. Operators*, Ms. Chanchal Dahiya, Ms. Manju Negi and Mr. Shakamber Dutt are gratefully acknowledged.

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Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A
PRIVILEGE NOR FAVOUR BUT A
BASIC HUMAN RIGHT TO
WHICH ALL GIRLS AND WOMEN
ARE ENTITLED**

*Give Girls
Their Chance !*



Active Physical Play

1.1 INTRODUCTION

What would be a child's day without Active Physical Play?

It is a known fact that physical activity is essential for the normal growth and development of an individual. People generally have started recognising the importance of early childhood care and education. But, when we see the ground reality in the Indian context, whether it is a government-run pre-school, anganwadis or so-called elite pre-schools owned by the private sector, it is found that pre-school programmes lack adequate gross motor activities. Although there is enough outdoor space, there are hardly any gross motor activities organised. The same trend continues in the early primary classes, rather it gets worse. At least in pre-schools, the teacher does some action songs with the young children but as soon as these children enter grade I, they supposedly become big children and are given a rigid syllabus that keeps them busy throughout with paper-pencil tasks. The fact that a child cannot concentrate on cognitive tasks if her/his energies are not properly channelised is ignored. Teachers often complain that in their class, some children are hyper-active, destructive, shy, quiet, lazy, sleepy and so on. Well, when they plan the daily schedule keeping in mind the principles of programme planning, an opportunity for gross motor activation must be provided.

Nowadays, we observe that very young children start playing games on computers, cell phones etc., thus, outdoor games are missing. Television and computer games leave no time for these children to be physically active. Eating junk food is also causing concern as all these are leading to children being obese. Television viewing without monitoring

and use of other media are replacing active play and have even been found to interrupt the play of young infants. (Schmidt et.al.,2008,Zimmerman,d.at.2007).

Children between the ages 3-8 years are marked by significant changes in height, weight and muscle strength which allow them to move in more coordinated ways. (Casby, 2003; Payre & Isaacs,2008a, 2008b, Williams,et.al., 2008). Recent research studies in early childhood education suggest that early play and motor coordination do not emerge on its own in young children as a part of maturation. We need to provide opportunities for practising it.

Today, the physical lifestyles of children are different from what it was some 15-20 years ago. Children are entering early childhood education centres at a very early age. They are not doing enough running activities in their neighbourhood. In urban areas, we find that children hardly walk as parents take them in various modes of transport such as cars, motor cycles, etc., even if they have to cover small distances. In large cities, families generally live in high-rise buildings or apartments with little space for play and thus children get few opportunities for unsupervised/free active motor play. In such contexts, early childhood centers, anganwadis and schools are the most likely places to provide movement activities and experiences that are enjoyable and beneficial to the children. As adults, we must understand the importance and role of gross motor activities in the lives of young children. If we establish active and healthy lifestyles during these early years, it will help in children's well-being for a life time.

Young children from age two and a half until they are around eight years of age are rapidly changing and growing fast. The first 5 to 8 years of a child's life are very important as a lot of physical development takes place during these years. Children learn to control their muscles as their physical and motor development involves use of gross and fine motor skills. In a stimulating and enabling environment, they are holistically developing in all domains i.e. social, emotional, cognitive, language, physical and motor.

The goal of 'Active Physical Play' is to support and provide opportunities for all children to develop and practice their

gross and fine motor skills. It should also include helping children to increase their understanding of how their bodies work and what they need to do to keep themselves fit, healthy and safe.

1.2 WHAT IS ACTIVE PHYSICAL PLAY?

Active Physical Play is when children are involved physically and get opportunities for their physical and motor development. It encourages young children to develop their motor skills through gross motor activities and games. The major goals of motor development include improving fundamental movement skills (i.e. running, jumping, walking, climbing, etc) physical fitness (i.e. muscular strength, muscular flexibility) and motor fitness (body co-ordination, speed, body balance, power). These are the developmental needs of children. It is the responsibility of all those who work with young children to provide them lots of opportunities to enhance their emerging motor abilities appropriately through indoor and outdoor play.

It is important for any ECE centre or primary school to provide enjoyable gross motor activities that promote physical fitness. Active play also includes music and creative movements. During early childhood and early primary years, 'Active Physical Play' may involve games. As young children cannot follow too many rules, the rules need to be simple and easy to understand.

'Active Physical Play' is also termed as 'Active Vigorous Play'. Active motor play is generally organised outside the classroom/home and is loved by all children. It develops children's creative, social and communication skills and helps to resolve conflicts in children. Active play can also be organised indoor if the space is sufficient, like a ball area. It can be structured or unstructured. When the children are playing on their own or using outdoor equipments such as swings, slides, etc it is unstructured. When the teachers or adults plan motor activities specifically for the development of motor skills i.e, for jumping, running, crawling, etc it is an organised or structured activity.

Studies suggest that children who play in outdoor environments are physically more fit and have better body

co-ordination, balance and physical agility. Many studies support that they fall sick less often.

Pediatrics say

Even moderate physical activity can produce substantial health benefits. ECE centres and the primary schools are the most likely places to change the early physical activity patterns by providing appropriate movement experiences and activities that are enjoyable and would promote willing participation in physical activities.

Activities and games involving the use of gross motor skills and large muscles in the body are essential for young children. Often, we hear teachers' comment, "The children just play during break time or recess". We all need to understand that play is not 'just' play. It is important, and includes all such activities that make children ready for physical activities and to an extent these physical activities accelerate physical growth.

As toddlers and children grow, they learn to move with greater skill. The teacher need to encourage children to discover and extend this impulse to move. Adults help children to explore and extend movement possibilities as well as add new skills, thereby fostering their self expression and problem-solving skills.

1.3. BENEFITS OF 'ACTIVE PHYSICAL PLAY'

Movement activities play a fundamental role in children's general learning and development and are important for children in the age group of 3-8 years. Research has shown that young children receive good health benefits from gross motor activities and games. They need to be given at least 30 minutes in a day's schedule for active play excluding transition time. The objective of such games and activities could be increased muscular development and greater muscle control, as well as enhanced eye-limb coordination. Gross motor skills lay the foundation for even more vigorous activities including cycling, swimming, swinging, roller-skating, wrestling and other sports.

Some findings from research studies

- Movement is necessary for learning basic motor skills and it also affects cognitive and social-emotional development (Hester, 1992).
- The vigorous physical component of exercise and play has immediate beneficial consequences for children's motor development (Pellegrini & Smith, 1998, pp 591-592).
- Given the recent increase in childhood obesity and its connection with Type II diabetes, the benefits of physical play are more realised than ever before (Gabbard, 2000; Sutter by & Frost, 2002).

Connection between play and physical development are very obvious. Research has shown that 'Active Physical Play' helps young children to improve their body coordination, balance, control and movement skills. Active physical play activities also increase children's self-esteem and confidence which further develops a positive sense of well-being and all these help them to concentrate better on cognitive tasks. Thus, 'Active Physical Play' activities truly promote healthy growth in all the areas of development- physical, motor, conceptual, social and emotional. It gives the child a chance to practice previously learned motor skills and to develop new ones as she/he repeatedly challenges herself/himself and gradually pushes back the limit of her/his ability and endurance.

Active Physical Play helps children to:

- move with better control, balance and coordination
- move with confidence
- become aware of space and their own bodies
- recognise the importance of staying healthy
- recognise the changes that happen to their bodies when they are active
- use different materials and equipments for development of fine and gross motor skills
- use materials and equipment safely and with increased control
- explore and learn about their immediate world
- handle/ manage their pent up emotions, frustrations and anxieties

- learn different concepts and improve thinking skills
- get along with others and confident social interactions
- feel good

In addition to the above, active play activities help children to learn about their bodies in relation to space. Children become trained and skilled in motor control, i.e. controlling the speed of starting, stopping and direction of the movement. The most obvious benefit of active play activities is full body involvement in a vigorous and enjoyable way. It also enables children to put their own ideas into movement and think of new ways to use their bodies creatively. Make-believe play can also provide ample opportunities for physical development, while games of all sorts enhance motor skills and promote coordination.

When young children are involved in movement activities and experiences, they also have an aesthetic experience, for example, during creative movement, children are free to move their bodies creatively to the beat of instrumental music in a hurdle free classroom. A child can be asked to dance like a lion and a lot of crawling and growling may take place. The teacher needs to understand that to teach creative movement, there is no need for professional dance training.

Active Physical Play during early years offers opportunities for practicing gross motor skills. Many a times, some children exhibit developmental delays in gross motor skills, if they do not get sufficient opportunities to learn and practice these skills especially during early school years. Children are naturally involved in running, jumping etc but, some children may not acquire proficiency in gross motor skills without adult help and practice. Young children need to channelise their physical energy into movement activities and it is for the teacher to provide adequate opportunities and encouragement to children to practice active physical play activities.

1.4 ACTIVE MOTOR PLAY AND HEALTH

During, the period of rapid growth in the early years, it is essential to pay close attention to the health conditions of each child. A quality ECE programme should always make

provision for early screening of each child's total health soon after enrolment. Teachers and other adults should observe them for signs of weakness, under-nourishment, fatigue, getting tired easily, restlessness, poor large and small motor co-ordination and other symptoms of illness. Teachers may find that there is a need to monitor and address individual nutritional needs and timely immunisation of young children.

Early identification of deficiencies and diseases can prevent more serious physical as well as other health related problems of young children. In this regard, it is always helpful to have motor development checklists for preliminary assessment of children's motor development. Based on children's performance on these checklists, teachers may plan to involve children in large and small muscle coordination activities. The purpose of organising these activities is to improve fundamental movement skills like walking, running, kicking, jumping, and physical and motor fitness of children. Teachers should organise lots of games and activities for their children so that they can use their emerging motor abilities more frequently and spontaneously during indoor and outdoor play while they are in school. When children are involved in a variety of active play activities, it would promote their psychological and social well-being as well.

Movement of the body is necessary for learning basic motor skills. It also affects cognitive and socio-emotional development (Hester1992). Nowadays, young children usually do not get sufficient time and opportunities for gross motor play. A quality ECE centre/preschool must provide specific time slots for gross motor and creative movement activities in its curriculum. These activities make the ECE Programme balanced and help the children to become confident of what they can do with their bodies besides being physically fit and healthy. Therefore, such activities would help them to channelise their energy positively which gradually would facilitate them to concentrate on the paper and pencil tasks and other cognitive activities.

1.5 How to PROMOTE AND ENCOURAGE 'ACTIVE PHYSICAL PLAY'?

Young children take time to make choices and change from one activity to another. This should be kept in mind while organising gross motor activities. Teachers need to think carefully about how active physical play activities are sequenced. There must be a time slot for 'Active Physical Play' in a day's schedule of an ECE programme. Teachers need to ensure that-

- there is a balance of quiet and active activities in the ECE programme
- children get sufficient time and opportunity for active outdoor play
- children calm down after vigorous physical play before they are engaged in any quiet indoor activity
- children are observed while playing outdoors
- Teachers provide transitional activity before changing or shifting to the next activity.

The schools also need to ensure the following arrangements for encouraging 'Active Physical Play' amongst young children-

- sufficient physical space
- safe, secure and hazard free outdoor environment
- variety of materials and equipment for gross motor activities and games
- variety of indoor and outdoor gross motor activities
- sufficient opportunities for free play as well as organised gross motor activities for each child
- a balanced daily schedule that includes time slot for active physical play

Motor skill building activities are very important for all children. When these are given in a balanced daily programme, it helps children learn the routines, simple rules and rhythm of their daily schedule. A differentiated, well arranged outdoor environment helps young children to identify particular spaces for different activities. They can slide, sea-saw, swing, play in the sand and so on. They also start learning how to use various play materials.

Children must be given lots of opportunities to practice and demonstrate various skills needed to develop gross as well as fine motor skills. All ECE centers must have a well planned outdoor environment. Pre-school teachers need to plan and schedule each day in such a way that all children get opportunities for meaningful outdoor play. Children between 3-6 years of age should be able to run with coordination, jump on/off the floor with both feet.

1.6 ACTIVE PHYSICAL PLAY IN THE DAILY ECE PROGRAMME

Gross motor play should be included in the early childhood education programme and curriculum of early primary years to promote learning. Theme based active play helps to teach academic skills through movements. As discussed earlier, research has shown that children are able to concentrate on table and paper pencil activities better when they are given opportunities for movement rather than sitting at a fixed place for a long time. For example, young children are found to identify letters and learn their names easily when these are introduced through movement activities, e.g. children are allowed to move around the floor letters (big cut-outs of letters lying on the floor), manipulate magnetic plastic letters and so on. Young children also learn new vocabulary and speak in complex sentences while playing actively in a group as it would provide them opportunities for communication with their peers. They learn to speak longer sentences, listen to others and understand the rules. Play activities also make them understand the prepositions when they listen to the directions. For example 'You all are supposed to climb all the way up there' or 'first crawl inside the tunnel and then crawl under the jungle gym'.

The teacher can integrate active physical play activities and movement into any theme or topic of the ECE programme. She can use gross motor games and activities to teach when the children are counting and moving at the same time. Children can throw a counter/bean bag onto a drawn number on the floor and then jump on the same number on which the bean bag was thrown. She can use movement activities to reinforce language and early literacy. For example: 'drawing

hopscotch with letters'; 'moving on floor letter maze'; 'dramatise aspects of a story as the teacher reads it'; 'All of you stump and roar like the angry lion/bear'; 'Let the child pretend to be a story character and ask other children to guess which character she/he is'? and so on.

While doing early science activities related to themes, movement in the games and activities can be included. For example, if the topic is 'Plants', music and movement activities can be planned where children act out growing from a curled up small seed into a taller plant. (Now we are seeds so-so small, then we are big trees see how tall...) and also organising outdoor game (*Ek budiya ne boya dana, gajar ka tha podh lagana...*).

Teachers, parents and caregivers can use active physical play and movement activities to encourage young children's thinking and learning at the same time and thus, get them ready for academic skills. In addition, gross motor games also give young children the chance to experiment with shapes, colours and sizes. Physical activities too are a constant source of sensory stimulation. Swimming, water play and splash pool activities, for instance, let the child experience the buoyancy of water and so on. A walk in the nearby park and excursion gives the pre-schoolers the chance to feel leaves, rocks and barks, listen to birds chirping, other noises in environment and to smell flowers, etc. It is up to the teacher to draw children's attention while they are outdoors and encourage their responses wherever possible.

Teachers must consider the characteristics of the young children and plan gross motor experiences that are developmentally appropriate. Active play activities and experiences, indoors and especially outdoors, certainly offer young children lots of opportunities to use their bodies, learn about them and also understand how they function.

The best way is to offer a balanced mixture of both free outdoor play and guided active play, such as theme-based activities, music and movement and other vigorous games – as both types of play promote development. Most important, is that whatever activities you plan must have an element of fun for each child. If a child's interest is not captured, she/

he won't be motivated to take part or join the activity. Another thing a teacher must remember is that while some children may be absorbed in active play activities for longer duration, there are other children who show relatively short attention span for gross motor play. So it is important to observe such children and have a plan for alternate active physical play activities for such children.

Locomotor actions, such as walking, climbing, running, jumping and hopping;

Manipulative motor actions such as throwing, catching, kicking and hitting; and

Non-locomotor actions such as stretching, balancing, bending etc should be encouraged and every child should be engaged in a variety of active play activities as per her/his interest and development.

Some ECE Centres and primary schools have big activity rooms specifically meant for music and movement activities. In case there is no separate room for movement activities, you can do it in the classroom itself by rearranging the room and making space for all the children to participate.

1.7 THE TEACHER'S ROLE

It is absolutely necessary for the teachers, adults and other care givers in the ECE centres to work together as a team. All of them need to share their observations, ideas and evaluations keeping a holistic view of the child. This whole team must be able to work together with sensitivity, creativity, using their child development knowledge in order to set the priorities and plan the quality ECE programme. Teachers must be able to provide age and developmentally appropriate active physical play activities and find appropriate ways of involving ALL Children.

Most of the young children enjoy and love outdoor play. They feel free to use their limbs vigorously to run, hop, jump, roll, climb, tumble, skip and so on. On the other hand, some children need adult encouragement and motivation to learn to climb on a rope-ladder, jungle gym or to walk on a balancing board. Teacher's own observation skills need to be sharp to understand and evaluate each child's motor skills as well as the demands of motivation.

A well planned and balanced ECE programme facilitates the physical growth and agility in dexterous small muscle activities, gross motor games and activities, sports, music and movement activities and experiences. The teacher must also ensure that the child with disabilities is encouraged to participate in the activities of the ECE centre as much as possible.

The teacher should always remember that although a young child can be encouraged and stimulated to try a new experience; she/he should not be forced every time to do so. Sometimes, if a child is not ready for a learning activity for one reason or the other, she/he will probably get a feeling of failure and develop an aversion to that particular activity. So, the teachers need to encourage children in a positive manner i.e. talking about the game, material, demonstrating it and finally enthusing children for the activity.

A basic rule in helping children develop motor skills is to provide them with lots of opportunities and material to develop all their muscles or neuromotor skills. Children need encouragement and practice in doing things. They should also get sufficient time for such activities.

Guidelines for organising Active Play activities:

- Select gross motor activities based on the child's stage of developmental abilities, interests and needs. Teachers/parents need to know each child's growth and developmental level.
- Provide a variety of gross motor activities and open opportunity to ensure the use of different muscles and development of different kinds of co-ordination.
- Give clear and short instructions while conducting activities.
- Use words that encourage children, arouse curiosity and bring fun into the activities and games.
- Provide repetition of an activity and game as children love to repeat games and proficiency develops with repeated practice of a particular skill.
- Plan active physical play activity under every topic or theme of the ECE programme. Use these activities for transitions throughout the day.

What to do if a child does not participate?

If a child is not able to do any particular activity/ game, the teacher should try to find out the reasons instead of forcing the child. The reasons can be explored by analysing the following points:

- Is the activity age and developmentally appropriate?
- Does the activity/game need to be presented differently for that particular child?
- Has the child acquired the basic skill needed for the successful accomplishment of the activity/game?
- Is the child feeling tired or fatigued and is unable to give attention for a particular activity. Is she/he is generally not interested in activities on a particular day.

If the teacher is able to find answers to these questions, she may be able to replan the game accordingly and try it again another day. In case there is a developmental problem and the child is not ready, she will have to wait for some weeks or months before trying the activity/ game again. She can also discuss such instances with the concerned parents to know more about the child.

Teachers and caregivers should make sure that all children get opportunity to spend at least 40 to 50 minutes in outdoor active physical play every day. In anganwadis where there is no space outside, they can plan such activities by taking the children to a nearby community park. Similarly, if the weather does not permit going outside, teachers can plan indoor active play activities such as action songs, active physical games, music and movement and other motor challenges such as obstacle courses etc.

Setting up the Outdoor Play Environment

Play in outdoor environment stimulates all developmental aspects of children more readily than indoor environment (Moore and Wong, 1997). A safe and carefully planned outdoor play environment for young children can enhance the development of social and emotional well-being, personal awareness, communication, cognition and perceptual motor skills. Young children can benefit greatly from their outdoor play activities and experiences.

Children's body coordination and motor development need to be encouraged and facilitated.

We must also remember that motor skill building and outdoor games are equally important for children with special needs. What all children need is allowing them experiment in a safe and hazard free environment under close supervision and with loads of encouragement.

Movement is the vehicle through which young children experience the outdoor environment and ECE curriculum. To meet the needs of all the children in a quality ECE Programme, teachers must appreciate the differences in their development and individual needs and accordingly adapt and modify the environment and activities. Similarly, she can add challenges gradually to develop children's competence as well as confidence in their motor abilities. Teachers should be well aware of play ground safety, area and design considerations of specific games and activities in order to plan and adapt play ground outdoor environment.

There should be ample space for organising active play activities with young children. A well designed outdoor play area of a good ECE centre consists of separate play areas for different age groups of young children- toddlers, pre-schoolers and children of early primary grades. Although children of each group need appropriate playground equipment and play space, they also need lots of opportunities to learn from each other. Opportunity for active physical play must be provided on a daily basis. Outdoor play space can be utilised to organise a variety of creative movement activities. At the same time, it is the responsibility of the teacher to remove the playground hazards and allow children to experience nature, challenge and develop motor skills gradually and naturally.

Children with disabilities should also be motivated for outdoor exploration, active play activities and their specific needs should be considered while planning and preparing the outdoor play area.

Outdoor play area should be designed with apparatus and equipments which promote all types of activities viz quiet and active, individual and group and structured and

unstructured activities. In case there is a lack of outdoor space as we often face in anganwadis and balwadis, then the teacher should plan the gross motor activities differently. She may take the children to the nearby community park or to some nearby anganwadis which have space. In case it is not possible to take the children to the park daily, she should take them out atleast thrice in a week. The Child Development Project Officer (CDPO) should discuss this issue with the Gram Panchayat and Sarpanch. The anganwadis which are inside the premises of a primary school should discuss their daily ECE schedule with the headmistress of the primary school so that the children of the anganwadi get the opportunity to use the outdoor play space and equipments of the primary school to meet the motor challenges. Outdoor play opportunities encourage exploration and motor development and at the same time extend classroom programme outdoors. The school should provide proper sensory and tactile experiences on the playground to support cognitive development as it encourages young children to learn many basic concepts. When children are given opportunity to play and explore outside, they are exposed to various sights, sounds, textures and smells. The basic and specific areas of sensory and tactile experiences are sand play, water play and gardening activities. Along with this you need to provide concrete path and open grass area for riding tricycles and conducting active physical play activities. Children learn to create, construct, manipulate and experiment with different types of materials available to them in the outdoor play area. Various components of outdoor play area are as follows:

Water Play Area

Preferably provision for water play should be kept outdoors. Water play areas must be planned to offer a safe, healthy and developmentally appropriate medium for learning certain concepts such as wet-dry, full-empty, sink-float, hot-cold etc. If it is not possible water tables can be given indoors. Provide plastic shovels, scoops, cups and other plastic water toys. For a child on a wheel chair, waist-high water table can be provided.

Sand Play Area

This area should be preferably under some shade or under the tree. If it is a sand pit, always cover it after the children play to prevent insects entering it. Children learn about texture, weight and consistency of sand while they manipulate it during sand play. Provide plastic shovel, scoops, sifters, cups, moulding material, filling containers, and other digging materials. Sand pit or sandboxes must always be covered when they are not in use.

Gardening

The gardening area also provides a tactile experience in the outdoor play area. If there is less or no space outside, you can always plan it inside by keeping small plastic potted plants which should be looked after by the children. When children manipulate a variety of materials such as seeds, soil, water and watch the plant's growth process, they get the first hand experience about the basics of the plant life cycle in a play way method. They could also recall it while studying about it in the later years.

Open Grass Area

This area is exclusively for organizing free outdoor play and active physical play activities. The teacher can use this area for conducting theme based gross motor activities and music and movement activities. Music and movement activities should be organised preferably indoor and there should be a plug-in facility to use the music system. The 'open grass area' is the play space where climbers such as jungle gym, swings, slides and balancing apparatus can be installed.

The grass area should be designed to facilitate the practice of balance by including 'stepping stones' or 'tree stumps'. Opportunities for dramatic play can also be used here so as to extend the ECE programme outdoors to enhance early socialization, expression of emotions, enacting different roles, development of language and children's imagination. Bringing the ECE programme activities outdoors also breaks the monotony and develops positive self-concept in young children. Children can be involved in collage making, free

drawings, painting using art easels, clay modeling, etc in the outdoors areas.

Concrete Path Area

This area can be a part of open grass area or near it. This concrete path area is meant for riding tricycles, cars, scooters, etc. The paths should be wide enough to allow a wheelchair and a tricycle/ wheel toy to pass at the same time.

Sometimes sufficient funds are not available to design the playground and sometimes there is not sufficient outdoor play space. Schools can always adapt and modify the gross motor activities and organise them indoors. For example by providing a portable water table indoors as well as outdoors, constructing a sand pit inside a large tyre. A small gardening area can be prepared by parent/ community volunteers. Large appliance boxes (boxes T.V., refrigerator boxes, etc) are one of the most enjoyed materials that can be used for obstacle course and creative play. Apart from installing commercial playground equipment, one can also think and design outdoor play area using donated tyres of different sizes. Teachers can supplement the motor challenges by planning excursions and theme based field trips to nearby parks and community playgrounds. Active physical play equipment and apparatus must be generously and adequately provided.

Another important aspect of active play is music and movement activities. Provide space and play lively music and let children move their bodies creatively. All active play experiences are a part of a good quality ECE and primary grade curriculum.

The aim of this book is to promote the role of active physical play in the lives of young children. If patterns of healthy lifestyles are established at an early age at the appropriate time, it is likely to enhance physical and psychological well-being of children for their lifetime. A concerned teacher, should be enthusiastic, and should actively play with all the children.



Figure1: Allow children to discover the sheer joy of moving!

Games and Activities for Active Physical Play

- **First Active Physical Play Activities**
- **Theme based Activities for Active Physical play**
- **Music and Movement Activities**

Points to Remember

Plan activities and games for small groups as well as for large ones. Encourage the shy children to “enter in”, according to their ability to do so. But do not force them.

- Always consider the safety of an activity.
- In case of conflict, guide the children and inculcate positive behaviours.
- Give children credit for play ideas, dances and activities which they have originated.
- Avoid overstimulation by balancing active play with more restful pursuits.
- Never compare one child with another.
- Encourage each child to participate in a variety of activities.
- Remember children hate to lose, so avoid elimination games and activities for very young children.
- Plan for such games that involve all the children.
- Avoid such games that stress competition and prizes.
- Select games and activities appropriate for the children’s level of development.
- Before starting the game, make sure that you have all the items needed.
- Call each child by name.
- Do not try to force any child.
- Sometimes despite the teacher’s efforts, some games may not engage any of the children, so teachers need to be ready to do some other activity.
- Plan more games than you intent to play and be prepared for last minute changes.
- Some games require for blindfolds. If a child is reluctant to wear it, let her/him close her/his eyes or cover them with her/his hands.

- Keep activities age appropriate.
- Involve all the children; connect with each child.
- File a collection of many kinds of games and physical activities.
- Present skills from simple to complex.
- Do not forget to add:-
 - Variety in Activities and Games.
 - Breaks for drinking water.
 - Fun!

Ensure the Safety:

- Check for possible hazards, such as low lying uncovered electrical sockets, plugged in electric fan or any kind of sharp instruments around.
- Always keep the first aid box handy and ready especially when playing outdoors.
- Have an ample supply of band-aids and bandages available for the usual cuts and scratches.
- Make sure the play environment is hazard free.
- Always SUPERVISE while children are playing outdoors.
- Provide such tasks and activities that match children's skills and abilities.
- Ensure that there is sufficient space for gross motor activities.
- Ask parents to dress their children in comfortable and appropriate clothing and footwear that allows mobility while playing and doing activities.
- Check and maintain all the equipments and apparatus regularly.
- Ensure that all playground equipment is fixed properly and has no sharp corners or edges.
- Provide enough sand beneath each fixed playground equipment to ensure that they are not a hazard to young children.
- Avoid planning outdoor play late afternoon.
- Select developmentally appropriate equipment and apparatus that is durable, non-toxic and securely fastened or installed
- In case sand is not available; provide rubber matting or other cushioning material under all climbing structures, swings and slides.
- Surround the outdoor play area with a fence to protect children from hazards.
- Plant trees in outdoor area to make some shade

First Active Physical Play Games and Activities

‘Active Physical Games’ and activities are very essential for every child during her/his early years because development of motor skills depends on the extent to which opportunity is provided to practise these skills. Motor skills may be considered under two heads, gross and fine. The gross motor skills are those that involve control and coordination of large muscle (e.g. running, climbing, jumping, crawling and skipping) whereas fine motor skills involve the finer muscles (e.g. writing, painting, cutting etc). Motor development proceeds from gross to fine. The early years are the ideal stage for developing motor skills. Here we are focusing on activities for gross motor skills i.e. active physical play.

This section includes common active physical games and activities for three to eight year old children such as ball games, catching, throwing, crawling, jumping etc. These basic games are very significant for the development of motor skills not only for later schooling but also for later activities as an adult.

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1. **Name** - Geometric Jump
- Ages** - 3 to 6 years
- Objectives** -
 - To develop children's strength and body coordination.
 - To give practice in identifying geometric shapes.
- Formation** - Circle/Scattered
- Equipment** - Big cutouts of circles, squares and triangles out of construction or chart paper, low stool or *chowki*.

How to Play

- Lay the cutouts of shapes on the floor and use double sided tape to paste them.
- Call one child at a time and ask her/him to stand on a low stool set in the middle of the shapes and encourage her/him to jump onto the shapes the teacher calls out.

OR

- All children to stand in a circle.
- All the shapes must be scattered outside. When the teacher calls out a shape, all children run towards that particular shape, and keep jumping till the teacher signals them to stop.



VARIATIONS

1. The teacher can place three or four cycle tyres, large coloured hula hoops/foam squares flat on the floor. She must encourage the children to jump from hoop to hoop while naming various colours.
2. The teacher can also keep different coloured soft object. For example, coloured socks in each hoop.
3. Play colour hopscotch game by marking out small squares to encourage practice of hopping and jumping. One can also permanently mark the hopscotch by painting the squares.
4. Create 'stepping stones' paths from throw away carpet squares and foam squares (some are readily available in the form of alphabet/number 'puzzle' mats) for jumping, hopping and leaping games.
5. Tie ribbons and steamers up high to encourage the children to jump up. The teacher may also tie/hang thin letter/number/picture cards from a string and encourage children to grab the letter/picture and talk about it.
6. Simply blow the bubbles and encourage children to jump and touch them.

7. Encourage children to jump or hop on the outlines of drawn shapes and take a halt on every corner of the square/triangle.
8. Let children hunt for patterns hidden in the classroom or outside and jump on every pattern discovered.

2. **Name** - Jack - in/out-the-Box
Ages - 3 to 6 years
Objectives -
 - To enhance body coordination.
 - To promote alertness and attentiveness in children**Formation** - Circle
Equipment - None

HOW TO PLAY

- Select one child as a leader.
- Let the other children stand in a circle around her/him.
- When the leader calls out, 'JACK -IN -THE -BOX], all the children standing in a circle squat.
- When the leader calls out, 'JACK -OUT-THE -BOX', all children jump up.
- Children who do not follow the leader will watch others play. The last child left in the game will be the next leader.



VARIATIONS

1. The leader can use the trick by calling out the directions quickly or by repeating the same direction.

When the children are learning sounds of letters, use this activity to add fun elements. The teacher will call out, 'All the children whose name begins with the initial sound 'क' (B) will raise their both hands'. 'Children whose name begins with the initial sound 'ख' (C) will jump up' and so on.

3. **Name** - Hula-Hoop Toss
Ages - 3 to 6 years
Objectives -
 - To develop gross motor control.
 - To encourage children's learning how to throw a ball through a hula - hoop or cycle tyres.
 - To enhance eye-hand coordination.**Formation:** - Line
Equipment: - Hula-hoop or old cycle tyre, ball

HOW TO PLAY

- Hang the hoop or a tyre vertically from a branch of a tree.
- Place it at the child's eye level.
- Let the children throw the ball turn by turn through the hoop to the teacher . The teacher may stand on the other side.



VARIATIONS

1. Use balls of different sizes and colours.

2. Increase the challenges by asking older children to throw a ball through the hoop while it is swinging.
 3. Feed the dog: Make a large dog's face with the help of thick cardboard and cut a large circle for its mouth opening. Also make cutouts of bones with cardboard to feed the dog. Write numbers 1-10 on each cardboard bone. Place a dog's face at a little higher level (child's height) and encourage each child to name the number written on the bone and throw it inside the open mouth of a dog.
 4. Similarly, create a joker/clown face with a large open mouth and let children throw small aluminium foil balls or paper balls.
-
4. **Name** - Follow Me
 - Ages** - 3 to 6 years
 - Objectives** -
 - To enhance listening and following directions.
 - Moving body as per directions.
 - Formation** - Circle
 - Equipment** - None

How to PLAY

- Give simple directions such as “clap your hands once, touch your head, tap your feet”.
- The children must follow the directions, using the sequence given/presented by the teacher.



VARIATIONS

1. Once the children understand the game, the teacher may increase the directions.
2. The children may take turns by giving three simple directions.
3. Recite/sing the following rhyme and let children do the actions:-

“ स्कूल का टाइम हुआ,
बच्चों उठो रे उठो
मजनं करो रे करो-2 ,
बच्चों उठो रे उठो
मुँह धोओ रे धोओ -2
बच्चों उठो रे उठो
कपडे पहनो रे पहनो -2
कंघी करो रे करो -2
दूध पियो रे पियो – 2
जूते पहनो रे पहनो – 2
स्कूल चलो रे चलो

5. **Name** - Run the Obstacle Path
Ages - 3 to 6 years
Objectives -
 - To improve body balance and coordination
 - To develop attention span and alertness**Formation** - Line
Equipment - Balance beams, tyre, carton boxes

How to PLAY

- Set up a small obstacle path inside the classroom or outside, using balance beams, tyres, crawling tubes and carton boxes.
- Put up the charts showing the path to follow using such illustration as ‘walk across the beam’, ‘jump through the tyres’, ‘hop on one foot’, and ‘crawl through the carton boxes or crawling tubes’.



VARIATIONS

1. One can always vary the obstacle course by using different equipment.
2. After practice, the teacher can always ask her children to go through the course as quickly and accurately as possible.
3. The teacher can also plan and create treasure hunt e.g., children will move through the obstacle course or path (without knocking down anything) and bring the object kept at the end of the course/path and give it to the teacher.

- | | | |
|-------------------|---|--|
| 6. Name | - | Throw and Catch |
| Ages | - | 3 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To improve children's arm and muscle control. • To promote practice in throwing and catching. |
| Formation | - | Two line facing each other. |
| Equipment | - | Small soft ball |

HOW TO PLAY

- Make children stand in two lines facing each other keeping a distance of two feet apart.

- Encourage them to toss the ball to each other one by one.
- Each time a catch is made, ask the child to take one step backward to increase the distance.
- Similarly if a catch is missed by any child ask her/him to take one step forward to reduce the distance.



VARIATIONS

1. Roll up a pair of old socks/old newspaper and let children practice throwing.
2. Other balls that could be introduced are bean bags, beach balls, sensory (filled up with seeds, sand, cotton, etc.), foam, plastic etc. Collect an assortment of balls readily accessible for the children's varied needs. Place these balls in easily accessible baskets.
3. Throw balloons up in the air and catch them.
4. Point or fix targets on the walls so that children can practice target throws.
5. Take empty cereal boxes or any similar boxes and stuff them with crumpled newspaper and paste numbers on them. Then, place them in a line. Take rolled-up socks or a small soft ball to throw at them. Gradually, call the number and ask the child to knock down that particular number.

6. Guard the Ball (For older children): Divide two teams as PASSERS and GUARDS. Divide the PASSERS again into two equal teams and make them stand in two parallel lines about 10-12 feet apart. Make the GUARDS stand in between the PASSERS. PASSERS will throw the ball to their own team members on the other line. GUARDS in the center try to block the ball. You can give a point for each successful pass. Later on reverse the roles.

- | | | |
|-------------------|---|--|
| 7. Name | - | Mime a picture |
| Ages | - | 3 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> To practice the motor skills such as jumping, hopping, crawling, running etc. To enhance concentration and cooperation. |
| Formation | - | Circle |
| Equipment | - | Action picture cards |

HOW TO PLAY

- Make children sit in a circle and give them action picture cards.
- Each child will look at the card they have got and by turn perform the action.



VARIATION

1. The teacher can also use animal masks and ask the children to do the actions.

8. **Name** - Name and Roll
Ages - 3 to 6 years
Objectives - To improve body balance and coordination.
Formation - Circle
Equipment Two medium size rubber balls.

HOW TO PLAY

- Make children sit on the floor in a circle.
- Give two rubber balls to two of the children in a circle.
- Demonstrate the game.
- Each child with a ball calls out the name of a child who is her/ his playmate in the circle and rolls the ball to her/ him.
- Whoever gets the ball continues rolling it to the next child.



Note: If the same children keep getting the balls, the teacher may intervene to select another child to get a turn.

9. **Name** - Umbrella Target
Ages - 3 to 5 years
Objectives: - • To develop body coordination
 • To develop motor skills
Formation - Line
Equipment - Umbrella, 8 -10 small plastic balls.

How to Play

- Place an open umbrella on the floor.
- Make children stand at least ten feet away from an open umbrella.
- Let the children take turns to throw a ball into an umbrella's ribbed interior.
- The teacher may make it interesting by keeping a track of each child's points.



VARIATION

Use umbrellas of different sizes.

- | | | |
|------------------|---|---|
| 10. Name | - | Shakers |
| Ages | - | 3 to 6 years |
| Objective | - | To promote body awareness by concentrating movement on only one part of the body at a time. |
| Formation | - | Scattered / Circle |
| Equipment | - | Tambourine (Dhaphali) |

How to Play

- Ask, "Can you move only one part of the body at a time"?
- Then play the tambourine and help children understand the beat for e.g. 1-2-3-4.
- After understanding the beat and rhythm, Say, "Move only your head to this beat, 1-2-3-4"

- Do this with other body parts.
- Then double the beat and speed such as 1&2&3&4 Repeat and then stop.
- Do this in sequence from head to toe and toe to head.



VARIATIONS

1. The teacher may change the tempo.
2. Encourage the children to make vibrating sounds as they do shaking movements.
3. Follow the leader: Select a leader who does some action such as clap, snap, march, shake, etc. The group follows the rhythm using the same body part.
4. Creature movements: Let children use their body parts to show specific movement of animals, for e.g., children using their arms to depict the elephant's trunk, flapping their arms like bird wings and so on.

- | | | |
|-------------------|---|--|
| 11. Name | - | Motorboat |
| Ages | - | 3 to 5 years |
| Objectives | - | To improve body balance and coordination |
| Formation | - | Circle |
| Equipment | - | None |

HOW TO PLAY

- Make children stand in a circle, holding hands.
- Ask them to walk slowly in one direction (in a circle)
- Ask them to sing as they walk, “Motorboat, motorboat, go so slow”.
- And then they walk faster, singing, “Motorboat, motorboat, go so fast” and then even faster.



VARIATIONS

1. Encourage children to make waves using their hands and gradually increase the tempo.
2. Children hold hands and dance to the beat of the music by raising their arms, going into a circle.

12. Name	-	In the River – On the bank
Ages	-	3 to 6 years
Objectives	-	<ul style="list-style-type: none"> • To develop motor skills • To develop body strength and coordination
Formation	-	Circle/square/any other shape
Equipment	-	Chalk, marking tape

HOW TO PLAY

- This game is similar to game no-2 “Jack-in/out-the-box”.
- Draw a large circle on the floor/ground.

- Make children stand around in a circle or any other shape.
- Select one child as a leader/den and make her/him stand in the middle of the circle.
- The leader/den will rapidly calls out “in the river” – “on the bank”. And when she calls out “in the river”, all the children in the circle will jump inside the circle for “in the river” and vice-a-versa.
- The leader can keep on altering the order of calling or sometimes repeat.
- The children have to listen carefully and accordingly do the actions.
- The child who will not perform the actions correctly will come out of the circle and watch others play.
- The child who remains in the circle till the end will be the next leader.



VARIATIONS

1. The teacher may write upper case and lower case letters inside and outside of circle. And as she calls out, ‘small b’ children will jump inside the circle and if she call out, ‘capital D’, children will jump outside the circle. Similarly, she can do the same with sounds of letters.
2. You can also call out the names of vegetables and fruits e.g. when the teacher calls out the name of any vegetable children will jump inside the circle and with the name of a fruit jump out.
3. Similarly if the teacher calls out uncle, papa, grandfather, brother the children will jump inside the circle and when the teacher says aunty, mummy, grandmother, sister, the children will jump outside the circle.

13. **Name** - Walk heel to toe on a rope
Ages - 3½ to 6 years
Objectives - To promote good balance and body coordination.
Formation - Line
Equipment - A jump rope.

HOW TO PLAY

- Lay a rope on the floor in a straight line.
- Ask the children to stand in a line.
- Encourage them to walk one by one on the rope (heel to toe).



VARIATIONS

1. Once the children master walking heel to toe on a straight line rope, spread the rope into curves, zigzag and encourage the children to walk on this.
2. Let two children hold the rope on both the sides. (2 feet above the ground). Encourage the children to crawl under the rope without touching the rope.

3. Lay 2 ropes and encourage the children to walk on it. Ensure that the foot is not put on the ground (for older children).
4. The children can walk in pairs on two ropes either holding hands or individually.



14. **Name** - Parachute Play
- Ages** - 4 to 6 years
- Objectives** -
 - To promote body balance.
 - To promote social development in young children.
 - To enhance concentration and cooperation.
- Formation** - Circle
- Equipment** - A big square cloth or plastic sheet or a parachute playsheet (readily available in the toy shop); soft balls of different sizes.

HOW TO PLAY

- Spread the sheet/parachute on the ground and let the children sit in a circle around the parachute.
- Ask each child to hold the edge of the parachute/sheet with both hands, pulling it towards their lap but not very tight.

- Then place a big ball on the sheet and let the children try to roll the ball to and fro on the sheet.
- Demonstrate this by lowering one edge of the sheet and direct the ball towards them and keep allowing the ball to pass by raising the edge of the sheet so that the ball could be directed to the next child.
- Each child in a circle will raise the edge to direct the ball to child next to her/him.
- Children need practice in lowering and raising the edge of the sheet that she/he is holding.



VARIATIONS

1. When all the children get into practice, they could create a wave going round the edge of the sheet.
2. Encourage the children to use two balls of different sizes at a time.
3. Play some instrumental music and encourage the children to move the sheet to match the rhythm slow and faster to the music.
4. Ask children to stand in a circle, holding the edge with both hands. Ask them to lift the sheet over their head keeping their arms raised high until the sheet naturally

- falls. After practising these two – three times encourage them to clap, crawl and shake before the sheet comes down. The teacher may also ask them to count.
5. Sheet tag: Ask the children to lift the sheet/parachute high over their heads. The teacher will call out one child's name and the movement. For example, 'Ashima hop (crawl, walk, run) on the other side'. The child has to hop to the other side before the sheet slowly comes down and catches her.
 6. One hand hold: Ask each child to hold the sheet with their hand in a circle. Play the music and let them run around in one direction, balancing thin body. Then let them hold the sheet using another hand and change the direction.
Sing the song (To the tune: If you are happy and you know it...)
When the sheet goes up, stamp your feet
When the sheet goes up, stamp your feet
When the sheet goes up, stamp your feet
When the sheet is high
It floats up in the sky
When the sheet goes up, nod your head
When the sheet goes up, nod your head
When the sheet goes up, nod your head
When the sheet is high
It floats up in the sky
(Think of other movements...)

15. **Name** - Bucket Free Throws
Ages - 3 ½ to 6 years
Objectives -
 - To promote body coordination
 - To enhance concentration**Formation** - Line
Equipment -
 - Bucket
 - Soft rubber balls, chalk

How to Play

- Place a bucket on the floor or on a hard surface so that it does not move.

- Draw two long parallel lines, keeping the bucket in between the lines.
- Let children practice throwing the ball in the bucket standing near it.
- Gradually make different marks and increase the distance and encourage them to practice throwing different balls into the bucket.

(Please note that the distance should not be such that children are not able to do the activity, otherwise they may become frustrated and disappointed).

- Let them play this as a free choice activity.



VARIATION

The teacher may also keep the bucket on the floor in a way that children can roll the balls into it

- | | | |
|------------------|---|--|
| 16. Name | - | Walk on a Balance Beam |
| Ages | - | 3 ½ to 6 years |
| Objective | - | To promote good balance and body coordination. |
| Formation | - | Line |
| Equipment | - | Balance beam , mattress, carpet (durry), cushions. |

HOW TO PLAY

- Place the balance beam on an even floor/ground.
- Keep floor carpets (durry) or mattresses on both sides in case any child falls.
- Ask the children to stand in a line and take turns to walk on the beam.



VARIATIONS

1. The teacher may also play music while the children are walking on the beam.
2. Encourage the children to move their arms up and down like a bird wings or create their own way of walking on the beam.
3. Let older children, after practicing, walk on the beam carrying a small object like a plastic bowl or a glass of water, etc.
4. Let children hold the objects in both the hands and try to make balancing more interesting and challenging.

17. **Name** - 'Ram says...' (Similar to 'Simon Says...')
- Ages** - 3 ½ to 6 years
- Objective** - • To improve gross motor skills

- To enhance concentration and listening skills
- Formation** - Scattered or circle
- Equipment** - None

HOW TO PLAY

- Make one child a leader named 'Ram'.
- The leader calls out simple instructions such as 'Ram says touch your toys', 'stretch with me', 'clap your hands', 'turn around', 'fly like bird', 'march in a circle' and so on.
- Each time Ram gives an instruction, she/he performs the very same action.
- Most instructions are preceded by the main phrase 'Ram Says'. It means that the children in a circle must obey the order. But sometimes, Ram will give an order that is not prefaced by the main phrase, yet the leader will act on it.
- But the children in a circle should not imitate her/him. They have to listen carefully whether the leader has prefixed the main phrase i.e. 'Ram Says', before the action words or not.



VARIATIONS

1. The teacher keep on moving inside the circle and continuously saying, 'Buzzzzzz...zzzzzz' (like a bee). Suddenly, she calls out, 'Jump up high'. 'run in a circle', 'walk slowly in a circle', 'walk fast' and so on. Children need to listen carefully and do the actions as the teacher may repeat the action words.

18. **Name** - Tortoise Walk
Ages - 3 ½ to 6 years
Objectives -
 - To provide practice and coordinate body movements
 - To enhance team work and cooperation**Formation** - Scattered /Line/Teams/Pairs
Equipment - A large sheet of cardboard or a big piece of thick sheet or blanket in the shape of a tortoise shell.

HOW TO PLAY

- Ask a group of children to get on their hands and knees while the teacher will cover them with a sheet or cardboard shell.
- Tell the children that the tortoise walks slowly.
- Initially the children, drop/come out of shell (lose their shell) as they try to move.
- But with practice they will be able to coordinate the movements.



VARIATIONS

1. Once the children get into practice, the teacher sets up an obstacle course/path and encourages the small group of children to follow it without losing the shell.
2. Let the children march in a line like ants.
3. Every child is on all fours sitting position. The child behind holds the feet of the first child similarly the entire

group takes position. Then they crawl like a caterpillar, making patterns as they crawl.

4. With older children, the game can be played with an obstacle course laid out in front of them using a sheet. The cloth, sheet or the large sheet of cardboard will cover the children.

19. **Name** - High Low/One Two
- Ages** - 3 ½ to 6 years
- Objectives** - To develop motor skills
- Formation** - Scattered/Line
- Equipment** - Select an area where the children have access to stand on a objects such as low chairs, stools etc.

How to PLAY

- Select one child as a leader.
- Ask the remaining children to spread out on the ground.
- The teacher or the leader calls out 'High or Low'.
- If the teacher or the leader calls out, 'High', all the children are supposed to climb/stand on something that is above the ground or floors.
- Similarly, if the teacher/leader calls out 'Low' the children will come down or continue to stand on the ground.
- If the children do not perform according to the action called out, they will be out of the game.
- The first child who is out will be the next leader.



VARIATION

1. Instead of 'High – Low', the teacher may involve smaller group of children and spread flash cards/clay vegetables and fruits in the classroom. Keep few cards on the chairs and few under the chairs. As the teacher calls out, "vegetables on the chair", children will go and touch the card. "vegetables on the table" and so on.

- | | | |
|-------------------|---|-------------------------|
| 20. Name | - | Cross the River |
| Ages | - | 3 ½ to 8 years |
| Objectives | - | To develop motor skills |
| Formation | - | Line |
| Equipment | - | Chalk |

HOW TO PLAY

- Draw two lines to represent a river.
- Draw a start line or mark a spot from where children come running and jump across the river (running leaps).
- Keep widening the river according to the children's age and ability.



21. **Name** - Kick All
Ages - 3 ½ to 8 years
Objectives -
 - To develop motor skills
 - To develop body strength and balance
Formation - Scattered
Equipment - Ball

HOW TO PLAY

- Keep a large number of balls in a small designated area.
- Encourage the children to keep all the balls moving.
- Play with small group of children



VARIATIONS

1. Select pairs and ask children to kick only to her/his friend.
2. Challenge children to kick the ball with their less-dominant foot.
3. Kick through a hanging tyre or hulla hoop.
4. Place a small stool or chair and encourage the children to kick the ball through these.

22. **Name** - Ball Games
Ages - 3 ½ to 8 years
Objectives -
 - To develop motor skills
 - To develop body strength, balance and coordination
 - To enhance patience and alertness
Formation - Circle/Line/Scattered/Teams
Equipment - Balls

How to Play

- If the group is very large, divide children into two groups and let them play variety of ball games that includes the following:
 - Throw and catch in a circle.
 - Bounce and catch.
 - Toss the ball in the air and catch.
 - Throw the ball up in the air, clap hands and catch.
 - Keep on walking and bounce the ball.
 - Throw the ball at target.
 - Throw the ball on a wall and catch.
 - Roll the ball to each other while sitting in a circle.



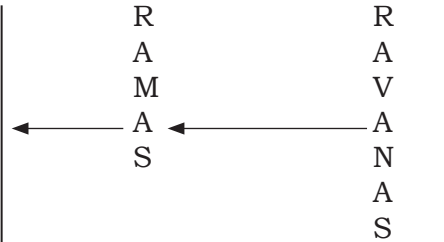
VARIATION

1. Start with a shorter distance and keep increasing the distance.
- | | | |
|-------------------|---|---|
| 23. Name | - | Ramas and Ravanans |
| Ages | - | 4 to 6 years |
| Objectives | - | To develop children's strength and body coordination. |

Formation - Two lines
Equipment - Chalk

HOW TO PLAY

- Form two lines of children, facing each other.
- When the teacher calls, 'Rama' - all Ramas turn and run to the line. Ravanas try and catch them before they get there and vice-versa



VARIATIONS

1. Encourage children to run around a table, in giant steps, in baby steps, forward, backward, on tiptoes or in zigzags hoping.
2. Try to give a new pace every fifteen seconds or so.
3. Be careful that children do not become dizzy.
4. The teacher may also provide some sort of cards for matching to every child of each team or coloured flag. After the teacher call out 'Ravana' or 'Rama', accordingly the team will run towards another team to match and catch. Each child will try to tag the child who has a similar card or coloured flag.

24. **Name** - Kick the Ball
- Ages** - 3 ½ to 6 years
- Objectives** -
- To encourage children to balance on one foot and kick the ball with the other foot.
 - To develop team spirit and coordination.
- Formation** - Circle
- Equipment** - Large Ball

HOW TO PLAY

- Show the children how to kick the ball from one to another in a circle.
- Initially start playing with a large ball.
- One child would initiate the game by kicking the ball into the circle and whichever child gets it, she/he will in turn kick the ball.
- The teacher should see that each child gets the chance to kick the ball.



VARIATIONS

1. As the children improve, encourage them to try to kick the ball through a hoop/tyre suspended a little above the ground.

2. Hop on one foot and kick the ball towards the finish line.
3. Hit the target (as prepared by the teacher) by kicking the ball. The teacher may prepare the target with the help of plastic blocks/used plastic bottles/foam pieces/thermocool pieces etc. Draw a small circle and let a child stand inside and kick the ball towards a target.
4. Place a broad bucket flat on the floor (open side facing towards children). Let children kick the ball in the bucket. Distance may vary depending on the age of children.
5. Older children may hop on one foot at the starting line and kick the ball towards the finish line.
6. The children are divided into groups of 4. Each child is given a ball in the group. On the blow of the whistle, the children start kicking the ball to reach the finish point. See which group does faster and together.

Note: The children can be asked to kick with both the feet alternatively.

- | | | |
|-------------------|---|--|
| 25. Name | - | Fly, Fly, Birdie Fly Home |
| Ages | - | 4 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop motor skills • To develop body strength and coordination • To improve agility and alertness |
| Formation | - | Scattered |
| Equipment | - | None |

How to Play

- Designate four to five safe zones inside the classroom or outside either marking by a chalk or by giving clear instructions for safe zones.
- Select one child as a leader/den who will stand in the middle.
- The leader calls out, 'Fly, Fly, Birdie Fly Home', as a signal to others to fly across the middle space and change their safe zones.
- Children who are caught will become leader for the next run (by turn).

- The game will continue until all are caught and then start the game again as new.



26. **Name** - Squirrels in Trees
- Ages** - 4 to 6 years
- Objectives** -
- To improve gross motor skills and body coordination
 - To enhance observation skill
- Formation** - Scattered
- Equipment** - None

HOW TO PLAY

- Make the children stand in pairs (group of two) with hands joined over their heads. (These are hollow trees).
- In each tree there is a child representing squirrel. And there is one extra squirrel without a tree.
- The teacher plays the tambourines or claps her hands and says 'squirrels run, run, and run' and all the squirrels start running including the extra squirrel. The moment the teacher says, 'Squirrel find your home', each squirrel tries to secure an empty tree.
- The squirrel that will not be able to find a tree will sit and watch others playing.

- The teacher will reduce one tree and the game continues like a musical chair game.



VARIATION

Instead of reducing one tree, the game can be continued as the objective of the game is to keep one squirrel without a tree.

- | | | |
|------------------|---|--|
| 27. Name | - | May I? |
| Ages | - | 4 to 6 years |
| Objective | - | To develop body balance and coordination/command and coordination. |
| Formation | - | Line |
| Equipment | - | Chalk to draw lines. |

HOW TO PLAY

- Select a spacious area.
- Select a leader and make her/him stand behind the finish line who will call out movements to other children who are behind the starting line at a certain distance.

- The child as a leader gives a command to any child for example 'Ria take four hops forward'.
- Then Ria must ask, 'May I'? Before she moves.
- If Ria fails to ask, she cannot move and her turn is over.
- But if she asks, the leader may reply, 'Yes you may', or change her/his command such as, 'No you may take four hops back'.



VARIATION

The child ask in new style and with voice modulations such as like an old man/baby voice/wounded person, etc.

- | | |
|------------------|--|
| 28. Name | - Paper Step Race |
| Ages | - 4 to 6 years |
| Objective | - To improve balance and body coordination |
| Formation | - 6 to 8 lines and tracks |
| Equipment | - Two sheets of newspaper for each child. |

HOW TO PLAY

- Provide two sheets of newspaper torn in half to each child.
- Draw a starting and finish line.

- Demonstrate and give instructions clearly.
- Each child has to use the sheets of newspaper like stepping stones to travel from start line to finish line.
- Each child will stand on one sheet, lay the other sheet on the ground in front of her/him, step onto it, then reach back, pick up the first sheet, again lay it in front of her/him, step on it, reach back and continue to do so until she/he reaches the finish line. (Each child in her/his track will be doing so).
- The child who reaches the finish line first will be the winner.



VARIATION

Substitute paper with fabric, sticks. The child can be given a line and draw a line. Step on the line and draw a line as far as their hand goes. Then step on it and draw another line and so on.

- | | | |
|------------------|---|---|
| 29. Name | - | Balancing Race |
| Ages | - | 4 to 6 years |
| Objective | - | To help improve balance and body coordination |
| Formation | - | Scattered |
| Equipment | - | Small binded books (same size) |

HOW TO PLAY

- Plan and set up an obstacle course, for example, around a small table, around a chair, over a cushion.
- Encourage the children to complete the course while balancing a book on the top of their heads.
- Divide children into two teams and use a tally mark or point system to decide the winning team.
- Give instructions clearly. Each child that completes the obstacle course without dropping the book will earn five

points. If she/he uses her hands to touch the book, she/he loses three points. If she/he drops the book, she/he loses two points. But then she/he is allowed to pick up the book and continue to balance and work in order to win the five points.

- The team with the maximum points at the end will be the winner.



VARIATIONS

1. For younger children, this can be played without any obstacles.
2. Stick a broad red slip on the floor and encourage the children to walk on this with books on their heads.
3. The school ground can be used to climb up the slide, go around the tunnel, under the bench and so on.

- | | | |
|-------------------|---|---|
| 30. Name | - | Throw at a Target |
| Ages | - | 4 to 6 years |
| Objectives | - | To improve eye-hand and body coordination |
| Formation | - | Line |

Equipment - Small Ball, boxes, cold drink cans, plastic containers, clay pots

HOW TO PLAY

- Place empty boxes like a pyramid on one another like a tower on a table.
- Encourage each child to aim at an empty box of pyramid and hit with the ball.



VARIATIONS

1. As children's aim will improve distance could be increased from the target.
2. Play *Pithoo* (Seven stones)
3. Use empty cans, boxes to play *Pithoo*.
4. To make the game more complex, blindfold the older children and encourage them to throw the ball at the target.
5. Make airplanes and let children practice throwing them.
6. Attach two paper plates to make a 'frisbee'. Let children go outside and throw it, run to it and throw it again.

31. **Name** - Raindrops Falling
Ages - 4 to 6 years

- Objectives**
- • To enhance body balance and coordination.
 - • To promote group play.
- Formation**
- Circle
- Equipment**
- None

How to PLAY

- Make children stand in a line behind one another.
- Ask them to keep both hands on the child in front of her/him in a way that the line joins up to make a circle.
- Encourage the children to patter their fingers on the shoulders of the children (like rain very softly) in front of them.
- Once they get into the practice of pattering fingers like rain, ask them to walk tip-toe around in a circle on the outline of the drawn circle.
- The pattering of fingers should be gradually intensified symbolising softer rain drops to harder rain drops.
- Ask the children to listen carefully to the rhythm of the falling raindrops (produced by finger pattering)



VARIATIONS

1. Tapping of feet, thunder claps and rain song can be added to give children a feeling of rain, thunder etc.

2. Let the children practice walking in a circle expressing different emotions for e.g. scared, happy, shy, sad and so on. Encourage them to think of new ways.
3. Encourage the children to pretend to be robots. Ask them to walk like robots through the classroom by keeping their body stiff and straight.

32. **Name** - Say it with a Ball
Ages - 4 to 6 Years
Objectives -
 - To develop motor skills
 - To develop alertness and listening skill
Formation - Line/Circle/Semi-circle
Equipment - Ball

HOW TO PLAY

- Make the children stand in a semi-circle.
- Ask them to take turns by calling out a category and tossing ball such as animal names, colours, food items, ice-cream flavours, car names, etc.
- Make sure that before the children pass the ball to each other, the child who is throwing a ball should name something from that group/category.



VARIATION

- Each child comes to the centre and throws the ball to the other backwards.

33. **Name** - Follow the leader
Ages - 4-8 years
Objectives -
 - To develop locomotor skills
 - To develop and sharpen listening skills
Formation - Scattered or circle
Equipment - Action cards

HOW TO PLAY

- This is like the traditional game 'Follow the Leader' but here the leader has to do actions related to locomotor skills such as running, jumping, galloping, flying, hopping and so on.
- Select a den and a leader.
- The den will go out of the room or turn her/his back to the group.
- Keep the command action cards in the centre.
- Ask the leader to pick a card with a locomotor movement written/drawn on it and then she/he can act out the movement for other children.
- The children will follow the movements performed by the leader.
- The leader keeps on changing the movements and when the den is able to spot and tell who the leader is, that child will become the next den.



34. **Name** - Partner stand up
Ages - 4 to 8 years
Objective - To develop body balance and coordination
Formation - Pairs
Equipment - None

HOW TO PLAY

- Divide the children in pairs.
- Ask them to sit down back to back
- When the teacher play tambourines or calls out, 'partners stand up', the children sitting in pairs back to back will stand up without using their hands.



VARIATIONS

1. Make children sit in circle (preferably divide children in to small groups i.e., four or six children sitting in a circle).
2. Ask them to sit in a circle on the floor looking at their arms (as they are not supposed to use their hands while sitting).
3. Then call out 'team stand up'.

35. **Name** - Freeze
- Ages** - 4 to 8 years
- Objectives** -
- To enhance body balance
 - To enhance body coordination and flexibility
- Formation** - Scattered
- Equipment** - None

HOW TO PLAY

- Select one child as a leader or a den.
- Ask her/him to run and chase the other children.
- The leader will continue to run and touch the children until all of them freeze.
- Then a new child will be selected as a leader/den.



VARIATIONS

1. Other variations are Murti Game (Statue); Vish-amrit, Hot and Cold.
2. The children should jump.
3. The leader of the group covers her/his eyes and says STATUE and when she/he opens her/his eyes all the children should freeze.
4. The ones caught moving are out.
5. The game continues until all the children are out.

36. **Name** - Hen, Hen, White Hen
Ages - 4 to 6 years
Objectives -
 - To enhance body coordination
 - To increase motor skills
 - To increase coordination and flexibility
Formation - Circle
Equipment - None

HOW TO PLAY

- This game is similar to Kokla Chipaki or 'I sent a letter'.
- Make children sit in a big circle.
- Select one child as a leader.
- The child as a leader will tap everyone sitting in a circle on their head and say, "Hen, Hen, Hen" and then tap, one child's head and say 'White hen', then that child has to jump up and run to catch the child who is the 'leader' before she/he gets back to the original hen's place in the circle. If she/he is able to catch the leader/den then the 'den' will be 'den' again. And if s/he is not able to catch the den, then that child will be the next den/leader and goes around the circle tapping every child on her/his head and saying, 'Hen, hen ...' The game will continue like this.



VARIATIONS

1. A child can also take the names of colours i. e., red hen, yellow hen, green hen and when she/he calls out 'white hen', the tapped child has to run after her/him.

2. Similarly one can also call out numbers – 1, 2, 3, 4 and when she says 5, the child who has been tapped as number 5 has to chase the den.

- Make children sit in a large circle.
- Select one child as a leader/den.
- The leader keeps walking around the hanky in her/his hand.
- She/he keeps singing the following verse:

“कोकला छिपाकी जिम्मे रात आई रे,
जेड़ा आगे पीछे होवे,
ओदी शामत आई जे”

Or

“कोड़ा जमाल खाए”

Or

I sent a letter to my father,
On the way I dropped it,
Someone came and picked it up
And put in her pocket”.



37. **Name** - Crazy Legs
Ages - 4 to 8 years
Objectives -
 - To develop motor skills and co-ordination.
 - To develop body strength and balance
Formation - Circle
Equipment - Ball

HOW TO PLAY

- Make the children stand in a large circle at a distance of arms length from each other.
- Select one child as 'Crazy legs'.
- The child as 'Crazy legs' keeps kicking the ball around the outside of the circle.
- At some point 'Crazy legs' kicks the ball inside the circle and the ball touches some child who will become 'Speedy' and run to catch 'Crazy legs'.
- The child as 'Crazy legs' run around the circle and tries to reach the empty spot of 'Speedy' before she/he catches her/him.
- Meanwhile the children standing in a circle keep kicking the ball back and forth inside the circle and keep it moving.
- When 'Crazy legs' is caught choose another 'Crazy legs' or the 'Speedy' will become the next 'Crazy legs'.



38. **Name** - String Leaves
Ages - 4 to 8 years
Objectives - To improve body coordination and running skills
Formation - Line
Equipment - Fallen leaves in the ground and old broom sticks or twigs

HOW TO PLAY

- Make groups of 10 children stand in one line that is the starting line.
- Keep the leaves and broomsticks on another line, which is far from the starting line.
- Children will run to the leaves line and string the leaves with the broom stick and come back to the finish line.



VARIATION

- You can use strings, beads, bottles and bottle caps.

39. **Name** - Kya tumne bakri ka bacha dekha hai? (Is the lamb at home?)
Ages - 4-8 years
Objectives -
 - To improve motor skills
 - To improve and extend vocabulary

Formation - Circle
Equipment - None

HOW TO PLAY

- Let children form a circle and hold their hands.
- Select one child as a 'Lamb' and the other as 'Wolf'.
- Let the 'Lamb' stand within the circle and the 'Wolf' outside.
- The child as a Wolf keeps moving around outside the circle and asks "क्या तुमने बकरी का बच्चा देखा है?"
- The children in the circle reply 'No'.
- The wolf continues asking, 'क्या वह घर पर है?' and receives 'No' as answer each time. Finally, when the children say 'Yes' the wolf tries to break the circle and tries to enter the circle and catch the lamb.
- The children try to hold their hands firmly so that the wolf cannot enter.
- When the lamb is caught that child will become the new wolf and the game continues.



40. **Name** - Simple Tag (*Pakdam - Pakdai*)
Ages - 4-8 years

Objective	-	<ul style="list-style-type: none"> To improve motor skills To improve agility and body strength
Formation	-	Scattered
Equipment	-	None

How to Play

- Select one child as a den.
- Let other children scatter on the ground.
- The den chases the children and whoever is caught will become the next den.



VARIATIONS

- 1. Chain Tag:** The den tries to catch the children and whoever is caught first joins the den, hold hands and run to catch children. The game continues by forming a chain by holding hands with the den. Without leaving the hands, the den will chase and catch the other players. Only the children at both ends of the chain can tag the others. The last child who is tagged or out will become the next den.
- 2. Squat Tag:** The child as a den chases the other children. Whenever the den comes close to any of the children, the child squats (sits) to avoid being tagged. The rule of the game is that the children are allowed to squat for only a few seconds and thrice in one game. The child who is caught will become the next den.

41. **Name** - Dog and the Bone
Ages - 4 to 8 years
Objectives -
 - To develop motor skills
 - To improve body balance and coordination
Formation - Two teams, small circle drawn in a circle
Equipment - A cloth piece

How to PLAY

- Divide children into two teams.
- Draw a circle in the centre of the play area/ ground.
- Draw two lines at equal distance from the circle and let each team stand behind the lines.
- Place a piece of cloth in the drawn circle.
- Give numbers (orally) to each child in the team. The numbers are not made known to the other team members.
- The teacher or any other child who is not a member of either team will stand on the side and call out a number.
- The two children from each of the team having the same number come towards the circle and begin encircling it. Each child has to try and grab that piece of cloth and run back to her/his home without letting the other to touch her/him.
- She/he then scores a point. But if the other child is able to touch her/him, no point is scored.
- The team with the greater number of points will be the winner.



VARIATIONS

1. Place 4-5 different objects or familiar picture cards in the circle. Let the children identify the objects and say the initial sound of that object.
2. As the teacher calls out the initial sound of any object for e.g. 'प' (for pencil) and also calls out '1', then the children from both the teams of that number will come and start encircling the circle and try to grab that object starting with the initial sound प
3. Objects and cloth pieces of different colours can also be kept in the drawn circle.

42. Name	-	Hum Phoolon Mein Saj Kar Aate Hain
Ages	-	4 to 8 years
Objectives	-	<ul style="list-style-type: none"> • To develop motor skills • To improve body balance and coordination
Formation	-	Two teams
Equipment	-	None

HOW TO PLAY

- Divide children into 2 teams/groups (A&B).
- Draw 3 straight parallel lines on the floor /ground (line 1, line 2, line3).
- Make team A stand on line1 and team B will stand facing team A on line 3.
- Ask children of both the teams to hold their hands and keep on swinging their hands.
- Each team will walk to the centre line (line 2) turn by turn alternatively and then go back singing following lines:

Team A: *Hum Phoolon Main Saj Kar Aate hein, Aate Hein, Aate Hain*

Team B: *Tum kisko lene ate ho Aate Ho, Aate Ho?*

Team A: *Hum ... ko lene aate hein*

(Children name from team B)

Team B: *Tum kisko lene bhejoge?*

Team A: *Hum ... ko lene bhejege*

(Children name from team A)

Team 'B' *Aao, akar le jao*

- The two children, whose names were called, will come to the centre line. These two children will clap each other's hand and when the teacher gives signal they will start pulling each other in reverse directions. The child who is pulled across the centre line and enters the area of the other team will join that line.
- The winning team will score a point for that.



43. **Name** - Oranges and Lemons (commonly know as Posham pa)
- Ages** - 4 to 8 years
- Objectives** -
- To develop motor skills
 - To improve body balance and coordination
- Formation** - Line
- Equipment** - None

HOW TO PLAY

- This is played by a large group of children.
- The traditional name for this game is Poshmpa Bhai Posham Pa.
- Two children initially are selected to begin the game.

- These two children move aside and each selects a special name for her/him without declaring it to rest of the children.
- Now both these children come in the middle of the ground, raise their arms above their heads and join hands making an archway.
- Rest of the players form a line and begin to move under the arch.
- They would recite:
Oranges and Lemons
Sold for a penny
All the school girls
Are so many
The grass is green
and the rose is red
Remember me till
I am dead, dead, dead
- When 'dead' is recited, the child under the arch will be caught and these two children will take her aside.
- They would ask her to select anyone name suggested that had chosen for themselves.
- This child will go and stand behind the player whose name she/he chose.
- After all children have made their choices, two teams are formed and a line is drawn in the middle.
- Each child holds on to the child in front of her/him.
- In the end both the teams play tug-of-war.
- The two players at the head of the chain will clasp each other's hand and a tug of war would ensure.



VARIATION

Posham Pa

The Hindi version of the song is:

“पोशम पा भई पोश्म पा
डाकूओं ने क्या किया
सौ रूपये की घड़ी चुराई
अब तो जेल में जाना पड़ेगा
जेल का पानी पीना पड़ेगा
जेल की रोटी खानी पड़ेगी”

44. **Name** - Hide and Seek (I Spy)
Ages - 4 to 8 years
Objectives -
 - To develop motor skills
 - To improve body balance and coordination
Formation - Scattered
Equipment - None

HOW TO PLAY

- This game is played very commonly by children of mixed age group ranging from 4 to 8 years or 8 to 10 years.
- In the game one child is made the ‘den’.
- She/he goes to a corner, closes her/his eyes.
- Keeps his/her back to the other children and counts up to a certain number (already decided by the children collectively) say, 10 or 20.
- While the den is counting other children have to find places to hide themselves.
- After counting, the den starts looking for hidden players.
- She/he has to call out the names of each child



before they come up to her/him unseen and touches her/him.

- Whoever is seen first becomes the den.
- If any child comes unseen and touches the den, the den has to be den for a second time.

- 45 **Name** - Relay Race
- Ages** - 4-8 years
- Objectives** - • To develop motor skills
- To develop body balance, strength and coordination
- To enhance listening skills
- To extend cooperation
- Formation** - Two groups in two different lines
- Equipment** - Two balls

How to Play

- Divide the children into two groups.
- Make them stand in two rows with their legs apart.
- Give one ball each to the first child of each row.
- Ask the children to roll the ball from in between their legs to the child standing last in the row.
- The last child will pick up the ball, run, stand first in the row and start again.
- The game will proceed in the same manner. The row which finishes first will be the winner.
- Running includes free running, running like animals, running to a target or in pairs.



46. **Name** - Cardboard Fort
- Ages** - 5 to 6 years
- Objectives** -
- To improve body coordination
 - To enhance critical thinking
 - To improve eye-hand coordination
 - To help children develop spatial reasoning
- Formation** - Group
- Equipment** - Big size cardboard boxes, fevicol, decorative paper

How to Play

- Collect cardboard boxes of big sizes.
- Involve the children in a discussion and ask for their suggestions on how a fort could be built with cardboard boxes. The cardboard fort could be built with using carton boxes of different sizes
- Make doorways on the fort and let the children walk/crawl through it.
- Similarly, decorate the large cardboard boxes and tape them together in such a way that it becomes a cardboard tunnel so that each child could crawl (one by one) through easily.



VARIATION

Roll a ball to the other end and let children crawl towards the tunnel.

47. **Name** - Balloon Walk
Ages - 5 to 8 years
Objectives -
 - To improve body, eye-hand coordination
 - To improve balance and concentration
Formation - Line
Equipment - Balloons

HOW TO PLAY

- Blow up a balloon for each child.
- Ask the children to stand in a line at one end of the classroom.
- Encourage each child to keep on tossing a balloon in front of her/him as she/he walks.
- Each child should proceed to the opposite end of the room, touch the wall and return without letting the balloon hit the floor.
- If a balloon falls on the floor, the child should return to the nearest wall and begin that part of balloon walk again.

Note: The teacher may keep a few extra balloons handy in case any balloon bursts.



VARIATIONS

1. Instead of a balloon, dribble a ball while walking.
2. Give the children a book. Let them place it on their head and walk without using hands.
3. Give each child a spoon and lemon to hold. They hold the spoon in their mouth, balancing the lemon on it.
4. Place different picture cards on the line. The children follow the maze picking up the appropriate cards.
5. Each child can be given a stick to move a ball along a given line.

48. **Name** - Pebble Chase
- Ages** - 5 to 6 years
- Objectives** -
- To improve motor skills and body coordination
 - To develop body balance and coordination
- Formation** - Line
- Equipment** - Smooth pebbles

HOW TO PLAY

- Make children stand in a line.
- Mark a designated safe area. Ask all the children to stand in a line with their hands outstretched, facing the safe area.
- Select one child as a leader and give her/him a small pebble.
- The leader keeps the pebble in her/his palm and moves from child to child pretending to drop the pebble into the outstretched hands of the children standing in the line.
- Suddenly, the leader actually drops the pebble into any child's hand (i.e. the receiver of pebble).
- The child who gets the pebble will become 'pebble' and the moment she/he gets the pebble; 'pebble' runs towards the safe area and then immediately returns to the leader, chased by all the children.
- Any child who is able to catch the 'pebble' before she/he returns to the leader will get the pebble and becomes the next leader.

- But if 'pebble' returns to the leader safely without being tagged, she/he will become the next leader.



- | | |
|-------------------|---|
| 49. Name | - Handkerchief Goals |
| Ages | - 5 to 8 years |
| Objectives | - <ul style="list-style-type: none"> • To facilitate running and dodging skills. • To enhance eye-hand coordination |
| Formation | - Standing horizontally in a line |
| Equipment | - Handkerchiefs or scarves |

How to Play

- Ask the children to tuck a part of their handkerchief into a back pocket or tuck in a belt.
- The teacher should do a quick inspection to be sure that some part of the handkerchief is visible on each child.
- When the teacher calls out, 'Go' the children run around the play area, try to grab and catch each other's handkerchieves or scarves from the pocket of other children but without losing their own.
- The last child with a handkerchief will be the winner.



VARIATIONS

1. Instead of handkerchiefs, the teacher may involve children in making small flags and use them in a 'flag grab' game.
2. You can also use colored handkerchiefs.

50. Name	-	Langdi Taang
Ages	-	5 to 8 years
Objectives	-	To improve body balance and coordination
Formation	-	Scattered in a designated area
Equipment	-	None

HOW TO PLAY

1. Select one child as a den.
2. Designate one area where all other children stand.
3. The den will stand away from other children. She/he has to catch the rest of the children while hopping on one foot.
4. The moment the den decides to move from her/his place and starts hopping on one foot to catch the children, the children will start running in a previously demarked area.
5. The first child who is caught will be the next den.



VARIATIONS

1. Divide the children into two teams. Team 'A' will become the catchers and assign numbers to its players.
2. The leader of team 'B' will call out one number. Then, the catcher of team 'A' having that number will hop on one foot into the defined area of team 'B' and try to tag the children. In case the catcher becomes tired, she/he will go back to her/his team. Then, the second catcher can be called.
3. All the children of team 'B' must be tagged, but if the catcher is unable to do so, team 'B' scores a point and vice-a-versa.

51. **Name** - The Hunter and the Bird
Ages - 5 to 8 years
Objectives -
 - To improve body balance and coordination
 - To develop alertness in children
Formation - Group
Equipment - None

How to Play

- Select one child as a hunter and the rest can be the birds.

- The game begins as the hunter starts moving ahead and the children acting as birds will follow her/him.
- After walking some distance, the hunter suddenly makes a loud noise 'Bang' and turns around and begins to chase the birds.
- The birds on hearing the noise 'Bang' will immediately fly away and scatter over the field.
- The bird who is caught will become the next hunter.



52. **Name** - Frog in the Pond
- Ages** - 5-8 years
- Objectives** -
- To improve body coordination
 - To develop motor skills
- Formation** - Circle
- Equipment** - Chalk

HOW TO PLAY

- Draw a circle of 10 feet in diameter on the floor/ground.
- Select one child as a frog.
- The frog stays in the centre and is encircled by other children.
- The children encircling come close and chant, 'Frog in the pond, could you catch us?'

- The frog suddenly leaps up and tries to tag the children.
- The children who are tagged inside the circle will be considered out.



53. **Name** - Four Corners
- Ages** - 5 to 8 years
- Objectives** -
- To improve motor skills and body coordination
 - To increase alertness
- Formation** - Groups
- Equipment** - Chalk

How to Play

- Draw a big square or find any place that can be used for this game
- Divide the children into four equal teams.
- Each team occupies the corner of a 15 yard square.
- Select one child as a den who will stand in the centre of the square.



- When the den gives a signal, all the teams cross over diagonally. The den tries to tag them.
- After the children have crossed over, the team which retains the maximum number of children will be the winner.



54. **Name** - All Change
- Ages** - 5-8 years
- Objectives** -
- To improve motor skills
 - To increase concentration and alertness
- Formation** - Circle
- Equipment** - None

HOW TO PLAY

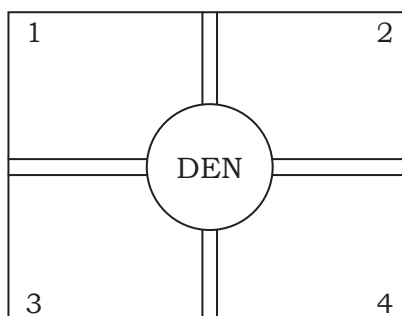
- Draw a circle approximately 30 feet in diameter.
- Assign a place to each child in this circle and mark this again with a small circle.
- Select one child as a den and let her/him stand in the centre of a circle.
- When the den shouts 'All Change', all the children begin to change their positions within the circle.
- As the children begin to change positions, the den tries to secure one circle for herself/ himself.
- The child left without a circle will become the new den.



55. **Name** - Four Squares
Ages - 5-8 years
Objectives -
 - To improve motor skills
 - To enhance alertness
Formation - Groups
Equipment - Chalk

HOW TO PLAY

- Draw the squares on the floor/ground as shown. This game can be played in any vacant or small room.
- This game is played with a group of five children.
- Select one child as a den and make her/him stand in the middle.
- Let other four children occupy one square.
- Keep stones/pebbles on the pathways of each square.
- The children have to pull the pebbles into their squares when the den is not looking or alert.
- The den keeps on moving along the pathways trying to catch the children as they move from one square to another.
- Whichever child is caught first will be the next den.



56. **Name** - Hopscotch (Number Game)
Ages - 5-8 years
Objectives -
 - To improve body balance and coordination
 - To improve eye-hand coordination
Formation - Pairs/individuals
Equipment - Chalk, Stone/Pebble

HOW TO PLAY

- Draw hopscotch with numbers on the floor/corridor.
- Let the first child toss a pebble on the number 1. The teacher calls out the number and directions (plus or minus).
- Then ask her/him to hop on 0 and then on 1 and add and (1+0) and ask her/him to add and tell the answer. Similarly, ask the child to hop on 3 and then on 2 and then ask her/him to subtract 3-2.
- Let the children continue playing the game until they get stuck or make a mistake for example hopping on a wrong number or stepping on a line.
- The teacher may make rules such as, 'Hop with one foot on odd numbers and zero and hop with two foot on even numbers.

Note: Draw at least 3-4 Hopscotch so that number of children can be involved.



4	5
3	6
2	7
1	8

8	7
6	
5	4
3	
2	
1	

G	H
F	
D	E
C	
B	
A	

variation

- Similarly, you can plan “Hopscotch letter game” and also “Simple Hopscotch” for developing motor skills and number recognition.

57. **Name** - Sleeping Lions
- Ages** - 5-8 years
- Objectives** -
- To improve motor skills
 - To enhance learning skills and patience
 - To improve body balance
- Formation** - Scattered (Sleeping Position)
- Equipment** - None

How to Play

- Select one or two children as hunters.
- Ask rest the children to spread and sit down on the floor acting as if they are sleeping lions.
- After they have taken the sleeping position, ask them not to move.
- Let the hunters walk around.
- The hunters try to make the sleeping lion move their bodies by making them ‘giggle’, ‘laugh’, doing funny things and so on.
- But the hunters are not supposed to touch the lion.
- When the hunters succeed to make any of the lions move and laugh, those lions are tapped and they also join to become the hunters.
- The last child who is not tapped and still on the floor as a sleeping lion, wins the game.



58. **Name** - Helpers Hoops
- Ages** - 5-8 Years
- Objectives** -
- To help children cooperate and help each other.
 - To improve body strength and coordination
- Formation** - None
- Equipment** - Hula Hoops or tyre tubes

How to Play

- This game like the traditional game 'Musical Chairs'.
- Spread hula hoops or cycle tyre tubes on the floor or on the play area.
- The number of hoops should be lesser than the number of children.
- Let the teacher play tambourine/ music and the children move around the hoops but will not step inside them.



- The moment the teachers stops playing the tambourine/ music, the children will step inside the hula hoops (at least one foot inside). In case, any child's foot is not inside a hoop when the music stops, they will sit out and watch the game. Even two children can share the same hula hoops.
- Keep on removing the hoops in every rotation so that the children have to share the hoops.
- When two hoops are left, the winners will be those children who are standing in majority inside one hoop.



59. **Name** - Blind Man's Bluff
- Ages** - 6-8 years
- Objectives** -
- To improve motor skills
 - To enhance concentration and alertness
- Formation** - None
- Equipment** - Piece of cloth

HOW TO PLAY

- This game should be played in a small group.
- Select one child as a den.
- Take a clean piece of cloth to tie over the den's eyes.
- Let the other children scatter in a demarcated area on the ground.
- The moment the teacher or children give a signal, the den tries to locate and catch the child, guided by their noise/sounds.



- The child caught will be the next den.

variation

- The den should name the child she/he has caught before the cloth piece is removed from her/his eyes.



60. **Name** - Cat and Rat
- Ages** - 5-8 years
- Objectives** -
- To improve motor skills and coordination
 - To improve physical agility
 - To enhance listening skills
- Formation** - Circle
- Equipment** - None

How to Play

- Select two children as 'Rat' and 'Cat'.
- Make other children join their hands and form a circle.
- The 'Rat' will stand inside the circle and the 'Cat' will remain outside.
- The 'Cat' and 'Rat' do the following conversation before the chase starts:
Cat: I am the Cat.
Rat: I am the Rat.
Cat: I will catch you and eat you.
Rat: Oh! no, you won't!
- The 'Cat' then begins to chase the rat by trying to enter in the circle.



- The children raise their hands to allow the 'Rat' through, but lower their hands to stop the 'Cat' from going through. So sometimes, in this chase the 'Cat' is inside and 'Rat' is outside and vice-a-versa.
- Finally, when the rat is caught, a new 'Cat' and 'Rat' are selected for the next round.



61. **Name** - *Shark se Bacho*
- Ages** - 5-8 years
- Objectives** -
- To help children learn cooperation
 - To help children learn responsibility.
- Formation** - Line
- Equipment** - None

HOW TO PLAY

- Draw a large square on the floor.
- Divide children into teams with five children in each team.
- Let the children stand in a line and make a link by keeping their hands on the shoulders or by holding hands of the child standing in front of them or next to them. There will be a leader in each team.
- The teacher plays the music and the leader of each team asks her/his team members to 'Swim' in the middle of the square i.e. 'The Sea'.
- When the music stops, the leader immediately takes the team members outside the sea to the already marked 'Island' to escape the 'Shark'.
- The leader then runs to the end of the link line and the child standing in front will become the new leader.
- The moment the music starts again, the new leader takes her/his team quickly to the 'Water' and to the safety island when the music stops.

- After every sound of music, the teacher will remove one island but no children.



VARIATION

- The teacher may also use large sheets of newspaper and designate those as safe place i.e. 'The Island' (Number of islands drawn depends on the number of children in the classroom). The remaining floor will be represented as sea/water.
- Instead of 'shark' the teacher can also say, crocodile se bacho.

62. **Name** - Skipping with Jump Rope
- Ages** - 5-8 years
- Objectives** -
- To develop body awareness
 - To develop muscle strength
- Formation** - Scattered / spaced out at equal distance from each other
- Equipment** - Jump Ropes (8 to 10)

HOW TO PLAY

- There should be preferably 8 to 10 jump ropes for a small group of children. Remaining children could use other

outdoor equipment or be engaged in any other organized gross motor activity.



- You can also encourage older children to practice skipping-‘step-hop-step-hop...’

63. **Name** - *Pithhoo* or ‘Seven tiles’
- Ages** - 5 to 8 years
- Objectives** -
- To develop motor skills
 - To improve body balance and coordination
 - To learn to start, execute and finish
- Formation** - Groups
- Equipment** - Pebbles, tiles, small ball

How to PLAY

- Divide the children equally into two groups and name the teams.
- On the ground a pack of seven tiles (small flat pieces of marble or stone which can be placed one above the other) is kept over a brick or some broad stone.
- Suppose team ‘A’ gets the chance to play first.
- The team members of both the teams will spread out in the ground.
- One person of team ‘B’ will stand behind the pack.
- To start, a player from team ‘A’ will stand at a given line and hit the pack with a ball (small cosco ball, preferably).

- At this time if the pack is not, hit but the ball is caught by the player of team 'B' standing behind the pack, this player will be out.
- The next player will come and hit the pack. Each player will be given three chances to hit the pack.
- Once the ball hits the pack and it is unpacked, the members of team 'B' will gather the ball and try to hit the players of team 'A' with the ball.
- On the other hand the players of team 'A' will reset the pack.
- If the pack is reset by team 'A' and no player is hit by team 'B' then, team 'A' will score a point and the same players will get another chance to hit the pack.
- The team with maximum points will be the winning team.



64. **Name** - *Keekli*
Ages - 6 to 8 years
Objectives - To improve body balancing and body stretching
Formation - Pairs
Equipment - None

HOW TO PLAY

- Children will be divided into pairs
- Then a pair will cross their arms and grasp hands.

- While placing their toes close to each other they stretch their arms and lean backwards and rotate in a clockwise direction.
- This continues till one partner loses his or her balance or gets tired.



PRECAUTIONS

1. The teacher has to be watchful.
2. The children should not overstretch themselves.
3. The floor should be such that it does not cause any injury if any child, falls.

Theme based Activities for Active Physical Play

Theme based early childhood education programme helps to ensure opportunities for holistic learning and growth. Theme based Active Play Activities help enhance the young children's early learning. The Active Physical Play activities i.e. gross motor activities are being woven around the theme of the month, for example if the theme is 'Animals' the teacher needs to provide active physical games based on animals such as 'Cat and Mouse', 'Are you ready, Mr. Wolf?' And so on. Themes selected must be age appropriate for young children.

The teachers need to plan everyday themes and topics into engaging gross motor games and activities. The gross motor activities are not only fun-filled but more likely to develop the skills of the children, understand the theme better and retain the information for a longer time.

Moreover, theme based gross motor games provide an integrated approach to gross motor teaching and learning. It is a developmentally appropriate practice and it makes early learning and teaching full of fun for teachers and children.

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Theme: Animal Kingdom

1. **Name** - Animal Actions
- Age** - 3 to 6 years
- Objective** -
 - To practice the motor skills such as jumping, hopping, crawling, running, etc.
 - To use arm and leg movement in different combinations
 - To develop observation and listening skills
- Formation** - Scattered within the designated area
- Equipment** - None

HOW TO PLAY

- Call out the name of an animal, for example 'Rabbit' and call out 'Rabbit Hop'.
- All the children have to move like that animal while the teacher is counting up to ten.
- The game continues as the teacher calls out different 'animal names'.



VARIATIONS

1. You may use animal masks and ask the children to do actions.
2. You may also sing some rhyme related to that animal after calling out the action.
3. Divide the children into wild, water and farm animals. The teacher, calls 'wild animals'. The children in that group move and the others identify the animals.

2. **Name** - Feed the Animal
Ages - 3 to 6 years
Objective - To enhance motor and perceptual skills
Formation - Small groups
Equipment - Cardboard animal shapes (with large mouth opening) Beanbags or medium sized balls (colour the cardboard in animal shapes).

HOW TO PLAY

- Tie/attach the coloured cardboard cut-out of animals with chairs in such a way that the children can toss the beanbag into the animal's mouth.
- Make the children stand a few feet away and encourage them (one by one) to toss the beanbag into the animal's mouth.



VARIATIONS

1. Increase the distance according to children's age and ability.
2. Create animal food shaped beanbags or cardboard cut-outs to toss into animals mouth e.g. bananas, bones, carrots, guavas.

3. Increase or decrease the size of the mouth according to children's age and ability.

3. **Name** - What is the time Mr. Fox?
- Ages** - 4 to 6 years
- Objectives** -
 - To develop body strength and coordination
 - To develop alertness among children
- Formation** - Leader on one side and the children are on the other side
- Equipment** - None

HOW TO PLAY

- Mark a starting point.
- Make one child as 'Mr. Fox' who stands with her/his back to the other children.
- The children will stand at the starting line and ask, 'What time is it Mr. Fox?'
- 'Mr. Fox' answers with a time. If Mr. Fox says, '4'O' clock,' the children have to take four steps towards Mr. Fox.
- And when the children get close enough to "Mr. Fox", the fox turns around to catch one of the children.
- The children have to run back to the starting line.



VARIATIONS

1. This game can be played with any variation in the name of animal.
2. The same can be done with letters and its sounds. For example, if 'Mr. Fox' calls out the letter sound ब (B), the children say a word related to that sound (bat/ball/bottle, etc) and then moves three/four/six steps.

4. **Name** - 'Are you ready, Mr. Wolf?'
- Ages** - 4 to 6 years
- Objectives** -
- To develop body strength and coordination
 - To develop sequential thinking skills
 - To develop vocabulary and listening skills
- Formation** - Circle
- Equipment** - None

HOW TO PLAY

- Create a safety zone.
- Make the children stand in a circle.
- Select one child as a wolf and make her/him stand in the middle of the circle.
- The children stand in a circle and call out to the wolf along with children, 'Are you ready, Mr. Wolf?'
- The child as wolf says, 'No, I just got up and I have to brush my teeth' and acts if she/he is brushing the teeth.
- Again, the children in the circle call out to the wolf, 'Are you ready now, Mr. Wolf?' And he says, 'No I have to put on my clothes' and acts like putting on her/his clothes.
- In this way the wolf keep the other children waiting until she/he thinks she/he can take them by surprise.
- Then, when children in the circle ask, if she/he is ready, the wolf says, 'Yes I am very hungry and I am ready, and here I come' and tries to catch the children before they can escape to the safety zone. Whoever is caught will become the next wolf.



5. **Name** - Goat, Goat, Sheep
Ages - 4 to 6 years
Objectives -
 - To develop body strength and coordination
 - To develop listening skill
 - To make children aware of different animals
Formation - Circle
Equipment - None

HOW TO PLAY

- This game is played like the traditional game Kokla Chipaki.
- Make children sit in a circle.
- Select one child as a leader and ask her/him to walk around outside the circle, lightly tapping each child on the head.
- And with each tap, she/he says, 'Goat' until she/he feels like saying, 'Sheep', and at that point she/he starts running around the circle.
- The child who was tapped as 'Sheep' will jump up and run to catch the leader before she/he is able to sit on the vacant spot left by the 'Sheep'.
- If the 'Sheep' is not able to catch the leader before she/he occupies the vacant space, the 'Sheep' will be the next leader. And if the Sheep catches the leader, the same child will become the next leader.



VARIATIONS

1. The leader will take the names of animals while tapping the children after taking 3–4 animal names. If she/he will call out name of a bird, the child who is tapped as a bird will jump up and run with both arms spread like wings and try to catch the leader.
 2. Play the same game with sound of different animals. e.g, when the child is tapped by naming lion, she/he runs growling like a lion and moves around.
-
- | | | |
|-------------------|---|---|
| 6. Name | - | Cat and Mouse |
| Ages | - | 4 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop listening skills • To develop vocabulary • To develop physical ability |
| Formation | - | As shown in the figure: |
| Equipment | - | None |

HOW TO PLAY

- Fix the areas and draw the circle on one side.
- 'Baby mice' and 'cat' will stand in designated areas.
- The 'Mother mouse' will call the 'Baby mice'- "Come little children come, come, come".
- Baby mice: 'How will we come? The cat is there.'
- Mother mouse: 'She is not at home, come soon, come soon'.
- The Baby mice will start running towards their mother mouse.
- On the way, the cat will try to catch the baby mice.
- The baby mice will try to run towards the circle where mother mouse is standing.
- Rest of the baby mice will go back to their house. Baby mice who are not able to go back to their house or to the circle of mother mouse will be caught by the cat.





- And the game will continue, till all the baby mice are caught by the cat.

7. **Name** - Singli Pingli
Ages - 4 to 6 years
Objectives -
 - To develop motor skills
 - To develop team work and cooperation
 - To develop vocabulary and listening skills**Formation** - Circle
Equipment - None

HOW TO PLAY

- Make all the children stand in a circle holding hands. Select one child as a 'goat' and another as a 'jackal'. The goat stands inside the circle while the jackal stands outside or vice versa. The jackal tries to enter the circle but the children refuse to allow him in, they say the following dialogue:
Jackal: "Singli- Pingli open the door".
Children: "No, No, we won't open the door".
Jackal: "Have you seen the lamb?"
Children: "Yes, we have seen the lamb."
Jackal: "Where is he?"
Children: "He is in the house."
Jackal: "Open the door."
Children: "No, we won't open the door."
 The jackal then tries to break the door open i.e. tries to break the circle to catch the 'goat'. After the 'goat' is caught, a new goat and jackal are selected.



8. **Name** - Simon Says, “Go to the Jungle”
- Ages** - 4 to 6 years
- Objectives** -
- To follow directions and to develop alertness
 - To develop physical agility
 - To develop listening skills and alertness
- Formation** - Circle/Scattered
- Equipment** - None

HOW TO PLAY

- Make the children stand in a circle.
 - Keep the pace of the game slow with a younger group of children.
 - The teacher may say, “Simon/(any child’s name) says, ‘Kick like a donkey’ and the children will do the actions. If the name is not taken, the children will not perform the actions.
- hop like a Kangaroo
 walk like an Elephant
 jump like a Monkey
 walk and roar like a Lion
 gallop like a Horse
 move like a tall Giraffe

- If the children find 'Simon Says' too difficult substitute a name which is familiar to children.



VARIATIONS

1. Similarly, you can do with 'Farm/ pet/wild animals', etc.
2. Let the children act out being pets and the other group of children will be the pet owners (switch over roles later on).
3. Ask the children to 'fly like the birds' in rhythm to music.
4. Encourage children to move like a cockroach, fly like a butterfly, move like a caterpillar, slither like a snake, etc.

9. **Name** - Rats and Witty cat
Ages - 4-8 yrs
Objectives -
 - To develop body strength and coordination.
Formation - Line
Equipment - Low table or stool

HOW TO PLAY

- Select one child as a cat. Rest of the children them will be rats. Make the cat sit on a stool. The rats should be in a line about 10 feet away from the cat
- Now the teacher will say, "small rats, tall rats, slim rats, fat rats, the cat is not looking. We can jump ahead".
- All the children should do the action shown by the teacher. For example, when she says 'small rats sit', all the children should sit down. When she says 'tall rats stand' they should stand up with their hands up. Likewise, the actions for fat and slim rats are done. As soon as she says jump ahead, all the children should jump ahead towards the stool.

- This should continue till the rats reach within three feet of the cat. At this stage the teacher will say, “The cat is looking, run immediately”. The cat will start chasing the rats.
- The rat which is caught first becomes the cat and the game continues with the new cat.



Theme: Alphabet

- | | |
|-------------------|---|
| 10. Name | - I want a letter |
| Ages | - 4 to 6 years |
| Objectives | - <ul style="list-style-type: none"> • To develop motor skills and body coordination. • To help in identifying the letters. |
| Formation | - Scattered |
| Equipment | - Print and Labels in the environment |

How to PLAY

- This game is like the traditional game ‘Tippy-Tippy-Tap’.
- Select one child as a leader or initially the teacher may begin the game.
- The child as a leader will say ‘Tippy-Tippy-Tap’.

- Then the remaining children will say, “Which letter do you want”?
- The leader will call out, ‘I want the letter ‘B’ and the moment she/he says it, she/he will run to catch the children.
- The children will try to locate/identify things beginning with the letter ‘B’ in the environment and run to touch it.
- The leader cannot catch the children who are able to touch the letter ‘B’ but the children who are not able to locate and touch the ‘called out’ letter are caught by the leader. The child who is caught first will be the next leader.
- The teacher can call out different letters in order to encourage the children to run and find the letter.



VARIATIONS

1. Encourage the children to use their large muscle movements to write letters in the air. As they write the letter in the air, ask them to say name the letter.
2. Let children use large easel brushes and paint to practice letters on the easel or the newspaper.
3. Provide shopping paper bags and let children practice draw strokes/ letters on the outside of the bag.
4. Let children practice drawing, strokes in the sand pit.
5. Make two sets of ABC cards. Arrange a few letters on the floor. Collect the same letters from the box. Pick up any

letter and show it to the children and call out a way to move e.g. crawl to get the letter 'P' or gallop to get the letter 'S' and so on.

11. **Name** - Alphabet Floor Maze
Ages - 4 to 6 years
Objectives -
 - To develop body awareness.
 - To develop letter-sound relationship
Formation - Line
Equipment - Chalk/Tape

HOW TO PLAY

- Begin with a simple floor maze.
- Draw a shape of any letter at a time on the floor say for e.g. letter B and ask each child to enter and move inside the path and pick up only the objects/pictures related to that letter on the way.
- Later, the teacher can give the children a the similar worksheet on letter maze after giving concrete gross motor experience for e.g. "Help the bear walk through the path and reach the ball".



VARIATIONS

1. Provide chalks to the children and as the letter is called out, ask them to write it on the floor and the ones who can write they cross over the path.
2. You can place 4-5 simple picture cards (all of these will be starting with similar sounds and 2-3 with different sounds) on a path. The children (one by one) have to move and pick up only the similar sound cards.

12. **Name** - Find your letter partner
Ages - 4 to 6 years
Objectives -
 - To develop body coordination
 - To match upper and lower case letters
Formation - Two groups in circle
Equipment Flash cards of upper and lower case letters with a handle/stick to hold

How to PLAY

- Divide children into two teams having upper case and lower case letters.
- Each team has letters of the alphabet. One team has the upper case and the other has the lower case.e.g. one has 'A' and the other has 'a'
- The teacher plays the tambourine and when the music stops or the teacher calls out 'Find your letter partner'. Then, each child will run and pair up with his/her letter.



VARIATIONS

1. The children have letter flash cards. The teacher calls out a letter and says, all letter 'A a' jump five times all 'B b' clap two times.
2. The same game can be planned using picture cards e.g. the teacher puts up the picture of a tiger. The children identify the beginning letter or the initial sound and then the children with letter 'T t' stand up.

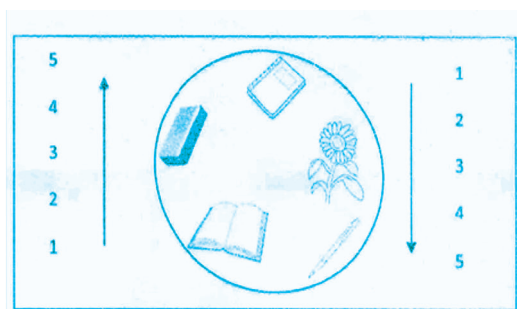
13. **Name** - Hear the sound and pick the letter
Ages - 4 to 6 years
Objectives -
 - To develop body balance and coordination

- To develop alertness and listening skills
- To identify initial sounds in spoken words

Formation - Two lines
Equipment - Objects with picture cards having different initial sounds, chalk

HOW TO PLAY

- This game is based on the 'Dog and the Bone'.
- Draw a circle on the floor with chalk.
- Mark two lines at a distance of 3 feet away from the circle.
- Make a team of five children stand on each line i.e. team A and B.
- Keep certain objects in the middle of the circle that has different beginning sound, for example, duster, book, pen, copy, flower etc.
- Give numbers (1 – 5) to children standing on both the lines.
- The teacher calls out, 'Numbers 3', and from both the teams whoever is having number 3 will come and start encircling the drawn circle.
- The teacher calls out 'Pick up the object that begins with the sound, then both the children try to pick the pen (that starts with प) and run towards her/his team.
- If the child of team A picks up the object then the child from team B will try to tag/catch her/him before she/he crosses the border line.
- If she is able to catch, then number 3 will sit outside and watch the game.





VARIATION

1. Instead of objects, letters and sounds, numbers can be kept and it can play for number identification.

- | | | |
|-------------------|---|---|
| 14. Name | - | Identify the letter |
| Ages | - | 4 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop body coordination • To identify letters and their sounds in a fun way |
| Formation | - | Preferably circle |
| Equipment | | Letters written on large index cards/ chart paper, tambourine |

HOW TO PLAY

- Make the children stand in a large circle.
- Arrange the mixed letter cards, in the large circle on the floor.
- Play the music using a tambourine or simply clap. When the music begins, all the children start moving in a circle to one side.
- When the music stops, each child must stop and try to identify the letter that is nearby.
- Then, the teacher encourages each (one by one) child to say the initial sound that particular letter



makes and also say one word which begins with that sound.

- The game will continue in a similar manner until all the letters and sounds have been visited.



VARIATIONS

1. As the children become familiar, encourage them to say atleast two to three words related to that particular letter/ sound.
2. Gradually, place familiar pictures on the floor instead of letters and let the children say the name of the picture, its initial sound and what else starts with that sound.

15. **Name** - Alphabet ball
Ages - 4 to 6 years
Objectives -
- To develop body coordination
 - To develop alertness
 - To develop listening skills and vocabulary
 - To identify initial sounds of a letter
- Formation** - Circle
Equipment - Ball/Beanbag

HOW TO PLAY

- Make children stand in a circle, the teacher will stand inside the circle with a ball.
- The teacher begins the game by calling out 'Name an object that begins with letter C' (Insert any letter that you are talking about).
- As the teacher calls out the name of the child and says
- Raman, give me a word that start with C ('क') Then that child has to provide a word which begins with that letter.

- Then, the teacher throws the ball to that child. The child catches the ball and calls out a new letter along with a new child's name.



VARIATIONS

1. For the older children, the teacher may create a rule that the same word cannot be repeated.
2. After practice, children may kick the ball to each other.
3. While playing with the older group of children, instead of throwing the ball to a child, the teacher or the leader may run to catch the child with a ball.
4. Instead of a letter, encourage each child to say a rhythmic word and throw the ball.
5. **ABC Ball:** Let the children roll the ball to and fro in a circle. The teacher may begin the game by calling out letter 'A' and roll out the ball to a child. Now, that child has to respond with the next letter 'B' and the game continues. This game also helps in learning the ordering/sequence of the alphabet.
6. Throw the ball to each other e.g. if a child says "Cat" and throws the ball then, the other child who will catch the ball could say the next word with the end sound 'T'.

16. **Name** - Letters and Numbers Feely Bag
Ages - 4 to 6 years
Objectives -
 - To help children identify the letters
 - To develop motor skills
Formation - Circle
Equipment - Letter/Number cut outs or magnetic letters

HOW TO PLAY

- Keep a few letter or number cut-outs (it will be good if these are made up of sand paper or jute) or magnetic letters in a string pull bag to use as a 'Feely bag' (Do not put both in the bag).
- Let the children run in a circle while the teacher claps/ sings or plays the tambourine.
- The moment the teacher stops clapping and calls out the name of any child, e.g. "Ria run to feely bag". Ria has to run to feely bag and put her hand in the bag and (without looking inside the bag) feeling the letter.
- Encourage the child to feel the letter and name the letter by guessing what letter it is.
- If that child is right, remove that letter and start the game again and it will be the next child's turn.



VARIATIONS

1. If there are more children in the classroom, divide them in two groups so that they do not have to wait too long. Select a leader for each group.
2. Make big foam letters for the children to walk around, jump around, hop around and so on. Then ask them to

say the sound of the letter, identify the letter and look around to match with the print in the classroom.

Theme: Numbers

17. **Name** - One Potato, Two Potato
Ages - 3 to 6 years
Objectives -
- To learn to work in a team and complete the task
 - To learn about touching and counting
 - To develop large muscle coordination
- Formation** - Circle
Equipment - None

How to Play

- Make children stand in a close circle.
- Demonstrate the game.
- Ask each child to close her/his fists.
- Make one child a leader and she/he will recite the verse, "One Potato, Two Potato, Three Potato, Four Potato, Five Potato, Six Potato, Seven Potato, More."
- As the child recites the verse, she/he goes around the circle, tapping the 'held – out fists' including her/his own hand, each time she/he says a number or 'more'.
- Whenever the leader says 'more', the child whose fist she/he has just touched must hide it behind her/his back.
- The child with the last remaining fist in the circle will be the winner and the next leader.
- Keep on asking children to gallop, crawl, run in a circle in-between the game.



VARIATIONS

1. *Ek ki Taali Bajati Hai*

The children will stand in a circle. One child will come and the teacher will clap on her hand saying 'Ek..... Hai'. All the children will say, *Bajane Do*. The teacher will then say, (using name of a child say Reema) "Reema *Pakadne Aati Hai*. All the children will say loudly, 'Aane Do', Reema will run and catch a child. Now, the teacher will say loudly, 'Do Ki Taali Bajati Hai', and these two children will run to catch more children. Like this, a chain will be formed and the game will continue till all the children are caught.

18. **Name** - Bowling Numbers
Ages - 3 to 6 years
Objectives -
 - To develop body balance and muscle co-ordination
 - To develop number concept
 - To develop eye-hand coordination
Formation - Line
Equipment - Empty cans, Plastic bottles, Ball

HOW TO PLAY

- Arrange empty cans/bottles in a horizontal row.
- Ask children to roll a ball and knock down the bottles/cans.
- Then ask them to count how many have been knocked down and how many are standing.



VARIATIONS

1. Write big numbers (1-10) on cans/bottles and ask the children to knock only number 2/4/5 and so on

2. **Number the can or bottles:** The children hit the can which has the number. The teacher calls number 5. The child has to hit the bottle which has number 5 written on it.

19. **Name** - Three Peanut Race
Ages - 4 to 6 years
Objectives -
 - To develop body strength and coordination
 - To develop number concept in children
Formation - Line
Equipment - Few peanuts, empty bowl, spoons

HOW TO PLAY

- Draw a starting line at one end and a finish line at the other end.
- Keep three/four peanuts (groundnuts with shell) in front of each child on the starting line.
- Keep an empty bowl at the finish line.
- Give each child a spoon.
- Each child has to pick up one peanut at a time in her/his spoon, race with it to the bowl, and drop the peanut into it.
- Then, she/he should race back and get the second peanut. The child repeats the course and does the same with the third peanut.
- To give the child a feeling of success, in case a child drops the peanut, she/he can pick it up with her/his spoon and continue the race.
- The child who completes the activity will be the winner and can eat the peanuts.



VARIATIONS

1. Substitute peanuts for tamrind seeds.
2. A bowl of peanuts or similar objects will be placed at a certain place. The teacher will have number cards. She will give specific number cards to the children by turn. The child will look at the number, run to count and bring the same number of peanuts to the teacher.
3. On the race tracks some small objects will be kept at short distance from each other. The children will be asked to run and pick the objects on the track and complete the race.

20. **Name** - Number/letter Hopscotch
- Ages** - 4 to 6 years
- Objectives** -
- To help develop body movements in young children
 - To help children remember the correct alphabet and number sequence
- Formation** - Line
- Equipment** - Chalk

How to Play

- This is a traditional game and it is still loved by school children.
- Draw a hopscotch course on the floor.
- Write uppercase letters or numbers on it.
- Ask each child to hop (turn by turn) from one block to the next, reading/counting the letters/numbers loudly.
- Similarly, the older group of children hop over block one to block two and then continue hopping to block eight, turn around, and hop back again.
- Older children will do the hopping on one foot.

4	5
3	6
2	7
1	8

8	7
6	
5	4
3	
2	
1	

VARIATION

The teacher with the help of another child can also hold a jump rope and recite/count the letter/number with each jump.



- | | | |
|------------------|---|---|
| 21. Name | - | 'We will go to the market' (commonly known as 'Fire on the mountain, run, run run') |
| Ages | - | 4 to 6 years |
| Objective | - | To understand number/counting/concept value |
| Formation | - | Circle |
| Equipment | - | None |

HOW TO PLAY

- Make the children stand in a big circle with the teacher or a leader in the centre.
- The teacher says, "We will go to the market and buy lots of fruits".

- To this, the children keep moving in the circle. During the movement the teacher call out a number and says, “We will bring two apples”, the children have to form group of two.
- Like this, the teacher calls out different numbers, and the children have to form groups of that number and touch and count themselves. The game continues in this manner and the teacher also closely observes whether the children understand the number.



22. **Name** - Number and Counter
- Ages** - 4-8 yrs
- Objectives** - To develop body strength and coordination
- Formation** - Circle
- Equipment** - Numbered slips (initially 1-10) and picture counters.

HOW TO PLAY

- Divide the children into two equal teams/groups.
- Give numbered slips to team ‘A’ and the respective number of picture counters to team ‘B’.
- Make team ‘A’ stand in a circle and the team ‘B’ stand in a single line (facing the back of the person in front).
- Play the music/tambourine. When the music stops team ‘B’ starts marching around the circle i.e. team ‘A’.
- When the music stops, children of team ‘A’ children with their numbered slips should find out the child with the respective number of counters.
- The teacher has to check that the numbers and the object counters are the same.
- In the next round, reverse the roles of team ‘A’ and ‘B’.



- | | |
|-------------------|---|
| 23. Name | - Stand by height |
| Ages | - 5 to 7 years |
| Objectives | - To understand the concept of tall-short ordering etc. |
| Formation | - Line (Small group of 5) |
| Equipment | Tambourine |

HOW TO PLAY

- Divide the children into groups of five.
- Ask the children to keep running around, while the teacher claps or plays the tambourine.
- When the teacher stops clapping, the children have to stand in a line in order of their height, i.e., from shortest to tallest and vice-a-versa.



VARIATION

Mark a starting point and choose different places/areas to go. Encourage the children to count how many steps it takes to get to each area/spot. Later ask them which is the closest? Which is the farthest?

Theme: Colours

- | | |
|-------------------|--|
| 24. Name | - Colour run |
| Ages | - 3 to 6 years |
| Objectives | - • To develop motor skills
• To develop physical agility |
| Formation | - Horizontal Line |
| Equipment | - Paper plates cut in half, coloured ribbons/ crepe papers |

HOW TO PLAY

- Attach coloured ribbons or crepe paper to paper plates or on any waste piece of thick paper/cardboard.
- Let the children with red streamers run a race on the given tracks (the children have to keep their colour streamers over their head and run).
- Similarly, children with different colour streamers will run a race. Finally there will be a rainbow race where the children run with their rainbow streams.



VARIATIONS

1. Colour cards or ribbons of different colours will be tied on the arms of the children and make them stand in a circle. The children will join hands with each other and raise their joined hands to show their colour bands. One child will be named as '*Neeli Chiriya*' and this child will move inside and outside the circle. Rest of the children in the circle will sing:
 “नीली चिड़िया अंदर बाहर
 थप थप थप थप कंधे पर
 मैं हूँ तेरा मालिक”
2. The child ('*Neeli Chiriya*') will stop near any child and pat at her shoulder. This child will join '*Neeli Chiriya*' and children will start singing using the name of the colour of the band tied on the arm of this new child (say green). They will sing “.....”. Now both these '*chiriyas*' will go inside and outside the circle and take one child at a time with them to make a chain and the chain will go on increasing.
3. Plan and go for a 'colour nature walk'.
4. Provide 'coloured streamers' to children and encourage them to run in different patterns- zig-zag, in a big circle, figure eight and so on.

- | | | |
|------------------|---|---|
| 25. Name | - | Musical Colour Chairs |
| Ages | - | 3.5 to 6 years |
| Objective | - | <ul style="list-style-type: none"> • To improve body balance and coordination • To observe and identify colours |
| Formation | - | Ten chairs in a line; 7-8 children will play at a time |
| Equipment | - | Chairs, red and yellow coloured chart paper circles, tambourine |

HOW TO PLAY

- This is played like traditional musical chair game.
- Attach or stick big red and yellow coloured circles on the seat of the chairs (child's size)
- Arrange chairs in a line.

- Play the music and let the children move around the coloured chairs.
- As the music stops and teacher calls out, “Red Colour”, the children look for the red colour on the chair and run to sit on it.
- In this, no chair is removed and no child is eliminated. The children who do not get chair, asked can be to be more observant and alert next time.
- Keep on calling and changing the colours.



VARIATIONS

1. The teacher can play it simply as musical chairs.
2. The teacher may stick numbers 1-5 initially and then 1-10. She may stick two identical numbers on two chairs.
3. We can make colour corners. Play music and when the music stops the teacher calls out a colour and the children will go to that colour corner or big coloured circles can be made too.

26. Name	-	Listen to Colours
Ages	-	4 to 6 years
Objectives	-	<ul style="list-style-type: none"> • To develop large motor skills • To develop colour and shape concepts • To enhance listening skills
Formation	-	Circle
Equipment	-	Different coloured shapes

HOW TO PLAY

- Make children sit in a circle.
- Provide one coloured shape to each child in a circle.

- The teacher then gives instructions such as, 'Children who have a yellow triangles hold it up and jump high'. All the children who have yellow triangle will hold it up and jump up high.
- Gradually, the teacher may use the instructions such as children who have shapes that are not triangle, hop in a circle, etc.



VARIATIONS

1. Ensure that the children know about rainbow colours. Display coloured objects, pictures in the classroom/ outside.
2. The teacher says, "When I call out any one colour of the rainbow, you will run and touch three/two things of that colour".

27. Name	-	What colour are you wearing?
Ages	-	4 to 8 years
Objectives	-	<ul style="list-style-type: none"> • To develop body balance and coordination. • To make children aware of and identify colours.
Formation	-	Line
Equipment	-	None

How to PLAY

- Mark a starting line.
- Ask all the children to stand up at the starting line except the leader who stands in the middle i.e. halfway between the starting line and the finish line.
- As the leader calls out, “You can’t cross my area unless you’re wearing the colour red”.
- Whichever child is wearing the red colour is allowed to go to the other side by the leader.
- The other children have to run across without being tagged or caught.
- The child who is caught will become the next leader.

VARIATIONS

1. Instead of colours, the teacher may provide other categories like shapes etc.
2. If more than one child is wearing red, they will run together and if there is a uniform in the preschool, the teacher can always provide some colored objects, bottle caps etc., to the children.



28. **Name** - ‘Tippy-Tippy-Tap’
Ages - 4 to 8 years
Objectives -
- To develop body coordination
 - To identify colours

Formation	-	Scattered
Equipment	-	None

How to Play

- Select one child as a 'leader' or the teacher begins the game while the remaining spread out on the ground.
- The leader calls out, 'Tippy-Tippy-Tap'.
- Children reply- 'Which colour do you want? '
- Leader: - 'I want ---- (name any colour after a little pause).
- The children run and begin to look for any object of that colour and the leader chases them.
- The child who is caught before touching the object of the colour called out is considered out and becomes the next leader/den.



VARIATIONS

1. Keep a piece of coloured paper/ books/bottle caps in four corners of the room. Ask the children to keep moving in a circle to the beat of tambourine. The teacher calls out, 'Run to red' and the children have to run to that corner of the room where that colour is kept.

Theme: Plants

29. **Name** - Plant obstacle course
- Ages** - 3 to 4 years

- Objectives** -
- To develop body awareness
 - To develop physical agility and body movement
- Formation** - Line
- Equipment** - Plastic pot with a flower /small plant

How to PLAY

- Set up/ draw an obstacle path on the ground/floor.
- Give each child a small plastic pot with an artificial flower/small plant.
- Encourage the children to carry this pot in their hands and move on the obstacle path.



VARIATION

1. Let the children carry 'watering can' and act like watering plants and cross the obstacle path.

30. **Name** - Flowers and the wind
- Ages** - 5 to 8 years
- Objectives** -
- To improve gross motor control
 - To enhance imagination and body coordination.
- Formation** - Line
- Equipment** - None

How to Play

- Divide the children into two groups, one group represents 'flower' and another represents 'wind', each group has a home (designated area) at the opposite end of the playing area.
- In the group representing 'flower', encourage children to decide among themselves whether their group will represent rose, lily, lotus, marigold, etc.
- The children as flowers walk across the playing area near the home of the opposite group, i.e., 'wind'.
- The opposite group representing children as 'wind', stand behind their home line and are waiting to guess the name of the flower chosen by their opponents.
- When the right name of the flower is called out, the 'winds' run to chase the flowers to their home.
- Any flower caught by the winds will remain in the house of the winds until all the flowers have been captured.
- The activity can be repeated by 'flowers' chasing the 'winds'.



VARIATION

Name winds as 'breeze', 'fast wind', 'dusty wind', etc.

- | | | |
|-------------------|---|---|
| 31. Name | - | Musical flowers |
| Ages | - | 4 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To improve body balance and coordination • To observe and identify colours |

- Formation** - Small groups
- Equipment** - Colourful flowers stick on to the floor/or the chair; tambourine

HOW TO PLAY

- The procedure is the same as in the musical chairs/ musical colours. Instead of colours the teacher has to replace the stickers with colourful flowers.



VARIATIONS

1. With the younger group of children use colourful flowers and with the older group of children use different types of flowers and let the children identify these different types of flowers when their names are called out.
2. The teacher will explain specific actions for each part of the plant, e.g., if she says 'root', the children will sit, if she calls out 'stem' they will stand straight, on calling 'leaves' they will shake/move their fingers, 'branches' should be shown by raising and spreading the arms and when 'tree' is called out, children will raise and join both the arms and move their body. The teacher can play some kind of music/daphali. Children will run and jump in the circle and act out accordingly when the name of a specific part of the plant is called out.
3. The teacher sticks pictures of roses on 5 chairs, Lily on 5 and Jasmine on 5 chairs. While the music is being played, the children run around the chairs and the teacher calls out the name of one flower, say 'Rose'. All the children have to look for the chair with a rose on it and sit down. Those who do not get it are out or they play again.

32. **Name** - Fruit Basket
Ages - 4 to 6 years
Objectives -
 - To develop motor skills
 - To develop body coordination
Formation - Circle
Equipment - None

HOW TO PLAY

- Make children sit in a circle.
- Select one child as a leader.
- Each child is given the name of a fruit.
- The leader calls out the names of two fruits and the children sitting in a circle with those names have to exchange seats.
- The leader tries to capture one of the seats as they are being interchanged and the child without a seat becomes the next leader.



VARIATIONS

- Instead of fruits name, the teacher may call, vegetables, transport, animal's names, etc.
- The den may call, "Fruit Basket upset" and all children must change seats.

33. **Name** - Flowers and Butterflies
Ages - 4 to 7 years

- Objectives** -
- To develop motor skills
 - To match butterfly with a corresponding coloured flower
- Formation** - Circle
- Equipment** - Colour cut out of flowers and butterflies Prepare paper or cardboard flowers (coloured) and one coloured butterfly for each flower

HOW TO PLAY

- This game is played like musical chairs but the number does not decrease.
- Place the coloured paper flowers on the floor.
- Provide one butterfly to each child.
- Play tambourine/music or simply clap and let children move around the coloured flowers until the teacher stops clapping/playing the tambourine.
- When the teacher stops clapping or the music stops, each child with its coloured butterfly must find its matching coloured flower.
- Before playing the music/tambourine again, ask the children to exchange their butterflies. The game continues like this.



VARIATIONS

1. With younger group of children, the teacher should provide only two colours of butterflies and flowers.
 2. With older group of children, the teacher may also use shades of colours.
 3. Similar variations with numbers and letters, for example a butterfly with number 1 and the flower with number 1. The teacher plays music, as it stops the flower and butterfly with the same number have to pair up.
34. **Name** - 'Pear, Pear, Pumpkin'
- Ages** - 4 to 7 years
- Objectives** -
- To develop body strength and coordination
 - To develop listening skills
- Formation** - Circle
- Equipment** - None

HOW TO PLAY

- This game is played like 'Goat-Goat-Sheep' or Kokla Chipaki



VARIATIONS

- Once the children differentiate between fruits and vegetables, the teacher may use the category words, i.e., 'Fruit, Fruit, Veggie'.

35. **Name** - Run and Bring
Ages - 4 to 8 years
Objectives -
• To develop motor skills
• To enhance attentiveness and alertness
Formation - Circle/line
Equipment - Leaf, flower, pebble, twig, etc.

HOW TO PLAY

- This game is played like 'Dog and the bone'
- Divide the children into two groups. Draw a circle on the ground.
- Let the two groups stand in rows at equal distance from the circle.
- The teacher stands between the two groups and calls out the name of the object. Then, the first two children come towards the circle and start moving around the circle to pick up the object from the circle (leaf, flower etc.) named by the teacher.
- They have to grab the object and run back to their group without letting the other child touch them.
- The child who grabs the object and runs back without being caught, scores a point for her/his team.



VARIATION

- 'Simon says'-using different coloured flowers, leaves, palnts, etc.

36. **Name** - Potato Race
Ages - 4-8 yrs
Objectives -
 - To develop body strength and coordination
Formation - Team
Equipment - Potatoes, spoon, plate

HOW TO PLAY

- The players line up in teams. A few yards in front of each team is a plate with five potatoes and a spoon and a few yards beyond there is a second empty plate.
- When the teacher say 'start', the children run to the first plate, pick up a potato keep it on the spoon using only one hand and run with it to the second plate.
- One by one they carry all five potatoes to the second plate before they can return to their teams.
- The second runner will carry all the potatoes from the second to the first plate. The game goes on until the last member of any of the team has carried the last of his potatoes and returns to his place first, and wins the race.



More Ideas on the Theme: Plants

1. Play flower hopscotch game. Draw flowers instead of numbers.
2. Play music or sing a song and let the children act like a growing plant, i.e., from the seed to a flower.
3. Create or set up a gardening area in your school. Keep a variety of gardening toy tools such as a hose, watering can, small plastic pots. Let the children sow seeds and grow plants.

Theme: Shapes

- | | | |
|-------------------|---|---|
| 37. Name | - | Tape Shape |
| Ages | - | 3 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop body coordination and balance • To develop motor skills • To practice shapes |
| Formation | - | Line/Scattered |
| Equipment | | Insulation Tape/Chalk |

How to Play

- Use insulation tape (used by electrician). Tape several different shapes of different sizes on the classroom floor.
- Call out a 'movement' and the name of a 'shape' such as, 'run to rectangle', 'hop to diamond', 'circle to triangle', and so on.

Variations

1. Be creative! Use coloured tapes.
2. Tape different letters, numbers on the floor.
3. Give 2-3 simple directions to follow that lead the children from shape to shape:-
 - i. 'Jump to the circle', 'Run and sit in the circle'.
 - ii. 'Slither like a snake to the S'.
 - iii. 'Fly like a bird and chirp to reach the square'.
 - iv. 'Walk to the 'X'".
 - v. Hop like a bunny rabbit to the triangle.



38. **Name** - Shape step board
- Ages** - 4 to 6 years
- Objectives** -
 - To develop body balance and coordination.
- Formation** - Horizontal line
- Equipment** - Shape step board (prepared by teacher)

HOW TO PLAY

- Make a large board with three different shape sand divide it into three columns by marking a line. Colour these shapes.
- Let the children wait for their turn and step on any one shape in one box and then proceed to step on any other shape in the next box.
- Let the child name the shape after stepping on it.



VARIATIONS

1. The teacher may call out the colour of the shape and the child has to find and step up on that shape.
2. The teacher may increase number of boxes for new shapes.
3. For a younger group of children, you can use less, Number of shapes initially.

Theme: Transport

39. **Name** - *Mamaji- Mamaji kahan jayenge?*
or
Uncle-Uncle where will you go?
- Ages** - 3 to 6 years
- Objectives** -
- To help children develop their muscles.
 - To acquaint them with different types of transport.
- Formation** - Group
- Equipment** - None

HOW TO PLAY

- Children stand in a group and ask the leader Mamaji- Mamaji kahan jayenge? The leader says Mumbai then the children will ask 'kaise jayenge?'
- The leader says Train se jayenge and then children will walk making the sound of a train and act like छुक-छुक गाड़ी and so on.



VARIATIONS

1. Encourage children to move their bodies like an aeroplane, car, train, boat, rickshaw, etc.
2. Use this activity for transition from one place to another also.

40. **Name** - Start your cars
Ages - 3 to 6 years
Objectives -
 - To develop body strength and coordination
 - To enable children follow directions
Formation - Circle
Equipment - None

HOW TO PLAY

- Make children sit in different groups in circles (five to six groups).
- Let the children in each group decide the name of their car (for example- Honda city, Maruti, Indica, Fiat, Indigo, Nano, etc.)
- Select a leader from group (chosen by each group).
- The group leader calls out the name of a car and then all the cars of that group would get up and run around the big circle enacting and making the sound of the car.
- The first car back to her/his group will win that round.
- Similarly, the group leader keeps on calling out the names of other cars/vehicles.



VARIATIONS

1. The teacher can act as a leader of this game. Before calling out the name of any car, the teacher says, 'Punctured tyre of Indigo' and then all the Indigo cars hop around the circle on one foot, 'run out of CNG Gas/Petrol', and all the cars do a crab walk around the circle.
-
- | | | |
|-------------------|---|--|
| 41. Name | - | Car Number Plate |
| Ages | - | 4 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop body awareness • To develop concept of transport |
| Formation | - | Children sitting in small groups. |
| Equipment | - | Identical set of Number Cards (1-10) for each group of children. |

HOW TO PLAY

- Divide children in to small groups.
- Place number cards (1-10) on each table for each group.
- Select one child as a 'Driver'.
- Write any number between 1-10 on a piece of paper and clip it to the driver's back.
- The teacher blows the whistle and the child acts like she/he is driving around the tables or the circle area and parks on her/his seat.
- The other children sitting have to find out the numeral (as seen on the driver's back) from their number cards set.
- The group who will find the numeral first will stand up and start driving like a car around a large circle. When the teacher calls out, 'Park your Cars', they take their seats. this group will be declared as the winner group.
- Then any other child from the winner group will become a driver and get the number plate attached on her/his back and the game continues.



VARIATIONS

1. This game can be played with alphabet cards also.
2. For older children, the teacher can make four digit car number plates 6026, 4342 and play the game as mentioned above. The child has to match the number plate similar to the driver's back.

42. **Name** - Red Light/Green Light
Ages - 4 to 6 years
Objective - To enhance listening skills and body coordination
Formation - Line
Equipment - None

HOW TO PLAY

- Select one child as a 'leader' and let her take her position behind the finish line with her back to the other children.
- Make all the other children stand behind the starting line.
- The leader starts the game by rapidly counting up to ten. And then, she shouts 'Red Light' and turns quickly around.
- While the leader is counting, the other children start moving towards her, but when the leader says 'Red Light', they must stop at once and must not move while the leader is looking at them.
- If the leader is able to find any child moving, she sends her/him back to the starting line, and the game continues.
- The first child or the player who crosses the finish line to hold the leader will be the winner and become the leader for the next game.



VARIATION

The leader may take different names of lights-red, green, yellow, blue, etc.

43. **Name** - Parking cars
Ages - 4 to 8 years
Objectives -
 - To develop body balance, strength and coordination
 - To develop colour and number concepts
Formation - Two Groups
Equipment - Toy cars, Number cards, Chalk

HOW TO PLAY

- Draw a parking area/square with 1 to 20 numbers written on it. This will become a car parking area.
- Let the children bring their own small toy cars from home (with their names written on it so that when the theme is over, the teacher can return the toy cars).
- Create paths on the floor and let the children move their cars on the designated paths.
- When the teacher calls out, “Yellow car, yellow car, park on number five”. Then, the children having yellow cars will drive their toy cars into the correct number slot.
- If there are more than one car of the same colour and the number of children is more, then make two parking areas and also divide the children into two groups, ‘Group A’ will park their vehicle in parking area ‘A’ and ‘Group B’ will do so in parking area ‘B’.



VARIATIONS

1. Add bigger numbers to the parking area as the children progress.
2. Create a 'Runway' with building blocks and long planks. Provide toy aeroplanes for takeoffs and landings.
3. You can also prepare transport stick puppets or picture cards instead of toy cars or other transport.

44. **Name** - Aeroplanes and Helicopters
Ages - 5-8 years
Objectives -
 - To enhance eye-hand coordination
 - To enhance scientific temperament
Formation - Free
Equipment - None

HOW TO PLAY

- The children make aeroplane, helicopters and parachutes with papers and then they throw/fly them in the air and watch them as they come down.



Some more Ideas on the Theme: Transport

1. Let the children wash toy car/tricycle outside.
2. Create traffic signs with cardboards or chalk and let the children follow these while riding tricycles outside.
3. If you have access to old tyres, wheels, steering, etc, keep them outside and create a car mechanic area. Let the children experiment with these.
4. Create a 'boat' by using a broad tape. Draw or paste an outline of a boat on the floor. Encourage children to walk on the shape of a boat in different ways such as hopping, walking forward and then backward, etc.
5. Pilot Game: Encourage the children to fly around the room when the initial sound of their first name is called.
6. Red light, green light: The teacher shows a red light or green light flash card. When the green flash card is shown, the children will roll a car on the floor and when there is a red light card, they will stop their cars. The teacher may also discuss that the engine should be put off at red light to stop pollution.
7. Letter Roads: Cut large letters from waste foam pieces (You may get these from sofa/furniture shops). Place or arrange these large foam letters on the floor and encourage the children to drive their toy cars over the shape of the letters. Let them identify the letter and say the sound of the letter repeatedly. Later on the shapes may be changed amongst children.

Theme: Myself, My Body Parts, My Family

- | | | |
|-------------------|---|---|
| 45. Name | - | My body parts |
| Ages | - | 3 to 6 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop body control and body awareness • To enhance vocabulary |
| Formation | - | Circle |
| Equipment | - | Coloured circle for each child |

How to Play

- Provide cut outs of paper circle to each child sitting/standing in a circle.
- The teacher asks the children to use their 'circle' as she calls out the instructions.
- The teacher instructs the children to use their paper cut-out in different ways e.g. the teacher may call out 'Put your circle on your feet', 'Over your head', 'Under your chin', 'On your shoulder', etc.



VARIATIONS

1. With older group of children, use slightly difficult instructions such as 'put your circle/diamond on your right foot', 'On your right palm and walk to the door' and so on.
2. The teacher may call out the names of different body parts and ask the children to touch that body part e.g., 'Touch your knee', 'Move your hand', 'Stamp your feet', etc.
3. For older children, the teacher may give instructions to touch one body part with another e.g., elbow to hand, elbow to knee, etc.
4. Provide big carton boxes or create spaces for children to move in and out to encourage and allow them to experience

how their bodies fit into boxes thus, helping them to understand body awareness in relation to size and space.

5. Children should be asked to touch different part of the body in order from head to toe. The teacher will tell, 'Please do what ever you hear and not what you see'. Now, the teacher would say 'eye' and touch her 'Nose'. Children have to understand the instruction 'Do whatever you hear and not whatever you see'. The children who are wrong will be called 'out'.

46. **Name** - I am getting dressed- Relay (Me and Myself)
- Ages** - 3 to 6 years
- Objectives** - To develop motor skills and alertness.
- Formation** - Group
- Equipment** - Dress up clothes such as pants, shirts, kurtas, socks, shoes, etc.

HOW TO PLAY

- Make children sit in a large group.
- Place the above mentioned dress up clothes in one carton box in a corner of the room or hang clothes on a rope. The children could jump and pull it down or unclip and take it.
- When the teacher blows the whistle or plays the tambourine and calls out the names of 2-3 children, those children will run to that corner and put any one clothing and run back to their group or to the starting point as marked. The challenge is that children should dress up before the music stops.
- Continue playing this game with a small group of children.



47. **Name** - Mirror game (Me and Myself)
Ages - 3 to 6 years
Objectives -
 - To develop body awareness
 - To understand mirror image
Formation - Pairs
Equipment - None

HOW TO PLAY

- Divide children in pairs.
- Let each pair stand facing each other.
- One child plays the part of 'Mirror reflection' of the other child.
- When the child hops, the partner needs to hop. When the child jumps/nods her head/touches her nose, the partner needs to copy the actions.



VARIATION

Children are given directions like:

- i. Act like a football player
- ii. Act like a cricketer
- iii. Play Langdi Taang

48. **Name** - I am the leader (Me and Myself)
Ages - 3 to 6 years
Objectives -
 - To develop self-esteem and confidence
 - To develop muscle strength

Formation - Circle
Equipment - None

HOW TO PLAY

- Make children stand in a big circle.
- Select one child as a leader.
- The teacher suggests to the leader that she/he should jump, hop, crawl, swim, shake and say, to the other children 'Do it just like me'.
- The children in the circle will try to do what the leader does.
- The teacher should see that every child gets a turn to be a leader.



49. **Name** - Obstacle Path (Me and Myself)
Ages - 3 to 6 years
Objectives -
- To help children develop body awareness
 - To enable children follow directions
- Formation** - Scattered
Equipment - Cloth tunnels/sheets draped over small tables

HOW TO PLAY

- Set up a simple obstacle course indoor for children to crawl through.

- Encourage them to crawl/walk through the obstacle course slowly.
- The teacher should verbalise the children's position in space by saying, 'You are under the chair' or 'You are under the table' or 'You are in the tunnel/on the cushion' and so on.



variation

For older group of children, create obstacle course on the ground with large carton/cardboard boxes, balance beams, tyres, tubes and tunnels.

50. **Name** - Good morning (Me and Myself)
Ages - 3-6 yrs
Objectives - To develop body strength and coordination
Equipment - None
Formation - Circle

How to play

- The children are asked to stand in a circle. One child remains outside the circle.

- She/he should name a child and run around the circle.
- The identified child would have to run in the opposite direction of the circle.
- When both the children meet, they wish each other 'Good morning' thrice and go back to their seats.
- The child who takes the place left vacant first would remain there, while the other one would continue the game in the same manner.



51. **Name** - Do as I do (Me and Myself)
- Ages** - 4-6 yrs
- Objectives** -
- To develop body strength and coordination
- Equipment** - Chairs
- Formation** - Circle

HOW TO PLAY

- All the players sit on chairs in a circle and someone is chosen as the leader. She/he says to the player on his right, 'if you are my friend do as I do' and she/he begins to beat his knee with the right hand.
- The second player copies this and then she/he too must turn to the player on her/his right and do the same thing.
- When everyone in the circle is tapping her/his right knee with her/ his right hand, the leader thinks of something else to do, perhaps stamp her/his foot, but she/he does not stop tapping her/his knee/foot.
- Once more she/he says to the player on the right, 'if you are my friend do as I do'. This player must copy the leader and then say the same thing to the neighbour.

- So the game goes on with new actions being added each time round and all the odd ones continue. Any one who stops or gets muddled is out.



52. **Name** - Grandmother (My family)
Ages - 3 to 6 years
Objectives -
 - To develop gross motor skills
 - To enhance vocabulary and listening skills
Formation - Circle
Equipment - None

HOW TO PLAY

- Make all the children stand in a circle. One child could be selected as the grandmother and she would sit in the centre of the circle.
- Children would say the following dialogues.
 Children: "What are you looking for Grandmother?"
 Grandmother: "Needle and thread."
 Children: "What will you do with the needle and thread?"
 Grandmother: "Stitch a bag."
 Children: "What will you do with the bag?"
 Grandmother: "Keep money in it."
 Children: "What will you do with the money?"
 Grandmother: "I will buy a buffalo."
 Children: "What will you do with the buffalo?"

Grandmother: "I will milk the buffalo."

Children: "What will you do with the milk?"

Grandmother: "I will drink it."

Children: "What if the buffalo does not give milk?"

The grandmother then gets angry and gets up to catch the children. She chases the children and whoever child is caught first is the next 'Grandmother'.



53. **Name** - Say the name and toss the ball (Me and Myself)
- Ages** - 3 to 6 years
- Objectives** - To develop physical agility and alertness
- Formation** - Circle
- Equipment** - Ball

HOW TO PLAY

- Make children stand/sit in a circle.
- The first child who begins the game will call out any one of her/his body parts name and toss or roll the ball to one of the children in the circle.
- That child will then name a different part of the body and rolls/toss the ball to another child and so on.
- The children need to make sure that every child gets the



ball. The game continues parts till all the body parts have been identified and indicated by children.

VARIATION

As the children come into practice and also get familiar with each other, encourage each child to name the of body part called out by another child.

More Ideas on the Theme: Myself, My Body Parts

- (a) Knee walk: Ask children to keep their hands on their knees and try to walk.
- (b) Jump over the lake:
 - i. Roll the durry or rug that children use for story-telling.
 - ii. Then ask the children to jump over it with in two feet distance.
- (c) Divide the children in pairs. The teacher calls out the name of a body part and the children need to match that body part with their partner e.g, if you say, “Right foot” the children need to make their right foot touch the right foot of their partner and so on.
- (d) Simple body exercises.
- (e) Riding tricycle, using rocking toy horses etc.
- (f) Copying and moving like ‘My family’ Such as, ‘Crawl like a baby’, ‘Walk like your father/mother’, ‘Walk like an old man’.
- (g) Give instructions to children such as:
 - i. Make your body as tall as a tree.
 - ii. Make your body as small as a rat.
 - iii. Swim across the room.
 - iv. Shake your body like a mixer grinder.
 - v. Walk across the room with big steps first and then take small steps.

Theme: People who help us

- | | | |
|-------------------|---|--|
| 54. Name | - | Follow the Police Officer |
| Ages | - | 4 to 7 years |
| Objectives | - | <ul style="list-style-type: none"> • To develop body coordination • To enable children follow instructions |

Formation	-	Horizontal/Vertical Line
Equipment	-	None

HOW TO PLAY

- Make the children stand in a line, select one child as a leader. This game is very much like 'Follow the leader'.
- For basic instructions refer to that game.
- The leader will act as a 'Police Officer'.
- When the police officer calls out instructions such as, "Cross the road", or "Run around the table", the children follow the police officer's instructions. Here the children have to listen to the police officer's commands and do the actions.



VARIATIONS

1. Act like all community helpers e.g. farmer, doctor, cobbler, carpenter, electrician, plumber.
2. Specific action that can be given by a policeman
 - i. Stop
 - ii. Go
 - iii. Cross the road
 - Apply a break
 - Catch a thief

55. **Name** - Jump the fire ladder
Ages - 4 to 6 Years
Objectives -
• To develop balance and body coordination
• To help children do counting and identify numbers
Formation - Horizontal line
Equipment - Any small ladder placed on the floor.

HOW TO PLAY

- Paint the ladder on the floor/ground, if a small ladder is not available
- Let children practice jumping on each rung of the painted ladder.
- Then, tape large number cards (1-10) on each rung of the ladder.
- Encourage each child to take turn by counting and jumping through the rungs of the ladder.
- Initially the teacher and another child may stand on either side of the child jumping, by holding her/his hands.



56. **Name** - The Policeman's whistle
Ages - 4-8 yrs
Objectives -
 - To develop body strength and coordination.
Formation - Group
Equipment - Whistle, string

HOW TO PLAY

- Tie a whistle on a string and give it to the player who is chosen to be the policeman. He wears it a round his neck.
- The teacher begins the game by calling out, "Run". In this game, the players and the policeman run around in the ground until the policeman blows his whistle. This is the signal for everyone to get out of his way and be off the ground (a specific area can be marked as the ground).
- But, if the policeman does manage to touch one of the players before she/he is off the ground, then that player is out of the game. See how many players the policeman is able to eliminate in five minutes and then let someone else be a policeman with the whistle.



More Ideas on the Theme

People Who Help Us

1. Field Visit: Plan a visit to the Traffic Park/market and take your children there.
2. Help me police officer, I am lost: Set up an obstacle course with low tables and chairs. Let children stand in a small group and one by one move through the obstacle course to reach the police officer.
3. Provide small paper bags to small groups of children and ask them to walk inside and around the school (escort) and pick up the litter.
4. Set up the classroom chairs in such a way so as to form a line for seats in a bus. Let each child become the bus driver turn wise and the remaining children become the passengers. Let them sing the song "The wheels of the bus go up and down, and do actions. The teacher should show them safe ways to board the bus and get off the bus.
5. Play "Red Light, Green Light".
6. Tyre Obstacle Path: – Create an obstacle path with different sized tyres and tubes.
 - i. Let children jump in and out of each tyre kept in a group.
 - ii. Let children walk/hop around a group of tyres.

Theme: Water

- | | |
|-------------------|---|
| 57. Name | - Water race |
| Ages | - 4-8 yrs |
| Objectives | - To develop body strength and coordination |
| Formation | - None |
| Equipment | - Tray, tumbler |

How to Play

- Have two teams stand facing one another.
- Give the leader of each team a small tray with a tumbler full of water. She/he has to walk around without spilling the water and present the tumbler on the tray to the child was standing near him. Now, this child will do the same. The game will continue and the team completes the round without spilling the water wins.

- Remember it is not speed, but balance and the ability to not spill water that is important.



58. **Name** - Passing the water
Ages - 4-8 yrs
Objectives - To develop body strength and coordination
Formation - Team
Equipment - Bucket, saucepan

How to Play

- Divide the players into teams of equal members and ask them to stand in lines. In front of each row, place a bucket full of water and at the end of the row place a small empty bucket.
- Give the leaders identical plastic cup or tumbler and ask them to fill their cups (3-4 cups) from the buckets and pass them from hand to hand without spilling the water as soon as the signal is given.
- The last member of each team should empty the tumbler into the empty bucket on the other side.
- The cup is passed back to the leaders, who refill it and passes it down once again.

- The game continues till one of the teams succeed in emptying the first bucket.



More Ideas on the Theme: Water

If parents need to send some extra clothing, inform them a few days before the activity so that every child can participate.

1. Dodging water drops
2. Water play
3. Splash Pool
4. Ice cube race
(Holding an ice cube and reaching to the finish line)
5. Outdoor toy car/tricycle wash
6. Enacting the role of firefighter with his tools (Hats, Boots, Gander Hoses/Pipes, Buckets etc)
7. Watering the plants in the school.
8. Hopping through a sprinkler
9. Filling water in balloons and playing throw and catch.
10. Rain dance using sprinklers.

Theme: Air

- | | | |
|-------------------|---|---|
| 59. Name | - | <i>Thandi hawa chali</i> |
| Ages | - | 4-8 yrs |
| Objectives | - | <ul style="list-style-type: none"> • To develop physical ability • To enhance creativity of children • To sharpen listening skills |
| Formation | - | Group |
| Equipment | - | None |

How to Play

- Choose one child as a leader.
- The leader will say 'Thandi hawa chali', with action (spreading both the hands and moving slowly).

- Other children will follow the leader.
- Suddenly the leader will say 'Hawa tez ho gayi' (children's movement will be faster).
- When the leader say,:- 'aandhi aa gayi' the children will run faster.
- The teacher may play the music and the children can move to the beat of music.



VARIATIONS

1. Children can use a dupatta and flap them 'slow to fast' and 'fast to slow'.
2. Let the children play 'Flowers and wind'.
3. Fill the balloons by blowing and toss them in the air and catch them.
4. Make kites along with children. Provide straws to blow the paint on the kites. Tie a string and fly the kites. Similarly, you can make kites using paper kites. Decorate the bag, make a hole and attach a string.
5. Involve children in making a pinwheel. Provide each child with a pinwheel and let them run with their pinwheel to get them moving!

More Ideas on the Theme: Air

1. Kick the ball in the air (use a variety of balls).
2. Let the children blow air in each of their balloons and play throw and catch.

3. Let each child toss a ball in the air and catch it by herself/himself.
4. Parachute Play:- Put different sized light balls on the parachute and let the children stand and hold it. It is also a listening game. When the teacher calls out, “shake the balls, they will start shaking the sheet and when she calls out, “freeze” they stop shaking it.
5. Make children sit in a circle holding the sheet. Create a wind story by placing few balls on the sheet, e.g., one day a boy (give a name) went outside for a walk. There was a gentle breeze and he enjoyed that gentle breeze. (At that moment children start moving the sheet slowly up and down). On the way he met his friend. Suddenly the wind starts blowing little stronger (keep adding and creating a story until the wind becomes so strong that it blows the balls off the sheet).
6. Make airplanes using magazine papers and throw them in the air.
7. Let children blow bubbles using straw (make solution with soap and water in a plastic jar) and watch them float through the air. As they blow bubbles, encourage children to count them.
8. Sing the song:- (to the tune “Mary had a little lamb”)
Bubbles by chicky
Bubbles floating in the air,
In the air, in the air,
Bubbles floating in the air,
Pop, pop, wow!
9. Let each child can make a wind fan and organise a race.

Music and Movement Activities

Music and movement activities help children channelise their energy, develop love towards music and become more creative.

A play based developmentally appropriate and creative classroom has music and movement experiences woven into the daily ECE Programme. We can see unplanned and spontaneous movements occur daily in an ECE centre where young children sing, clap, shake and move their bodies as they play. Do encourage the children to explore music and movement as these activities apart from giving enjoyment introduce concepts, foster growth in motor skills, reinforce and develop language skills, encourage self-expression and enhance self-esteem.

Young children love movement and they are rarely still. Plan music and movement activities that are fun and involve every one, where all the children stay flexible, enjoy and feel fit! Allow and encourage all the children to think and create ways for their own dance movements. Play a variety of music and provide space where children respond to music freely. Encourage them to move their body to the music. Small length dupattas, scarves may be provided to use as props during movement. One should always remember that the main purpose is to encourage young children to create their own movement while moving to music.

Music, poems, rhymes are an important part of childhood. Poems and rhymes help children learn songs easily and also help in beginning their attempts in reading. Young children love to listen to music and respond to it. Sometimes, they set their own rhythm as they walk, dance, bounce and jump. The teacher should encourage their rhythmic activity. It is normally with three and four years olds that certain basic rhythmic responses to music may be successfully interfaced in small groups. The younger the children, the simpler the beat would be.

- Walking, Marching, Tip-Toeing, Running and Galloping- (3 years old onwards)
- Clapping hands, pounding drums, striking sticks together

to music (with musical instruments, it is best to allow the children to experiment and set their individual rhythms at first) (4 years olds)

- Enact as butterflies, aeroplanes, birds, kangaroo, hopping, etc, (4 and 5 years olds) to the beat of the music.

Allow time for movement exploration and always provide warm up movement activities such as walking/swinging to music, as these help to build strength, endurance, flexibility and spatial awareness. Warm-up movement activities invite participation and bring the group together. Start with slow stretches to get their bodies “warmed up”. For example, let the children touch their toes, then make circles with their arms, and finally stretch them way above their heads.

So, get ready to discover wonderful things along with your children through music and movement!

Between the ages of five and six, interest in creative rhythms is at its peak.

- Encourage the children to move their bodies creatively to the beat of a drum or any given rhythmic beat by any musical instrument. Suggested locomotor movements are:- walk, run, gallop, skip i.e. step-hop, and so on.
- Draw zig-zag lines/ circles/maze on the floor and play music. Let the children gallop, skip, run, tiptoe and jump along these pathways.
- The teacher needs to be very observant and find out if there are any such children in the group who are not developing normally. They often need extra help to participate in creative movement activities.
- Again, remember to adapt to the strengths and needs of each child and make her/his experience joyful.

Imitative Activities: Pretending is fun. The children may walk like elephants, fly like a butterfly etc. Such activities are often spontaneous but variation can be provided through a story or music by the teacher.

A list of few mimic activities:

Tree Swaying	Frog Jumping
Train	Digging a Hole

Swimming	Picking Flowers
Rowing a Boat	Washing Clothes
Moving like a Puppet	Pushing a loaded Cart
Jumping Rope	Birds Flying
Skating	Hop like a Kangaroo
Aeroplane Flying	Sweeping
Watering Plants	Chopping Wood
Climbing Stairs	Carrying a Bucket of Water
Horse Galloping	Riding a Cycle

How do animals move: (Some ideas....)

Lion

- Prowl along on two hands and two feet.
- Use a gesture of the hand and arm in a sweeping motion to show an imaginary trail.

Frog

- Sit like a frog with both arms and feet on the floor and jump.

Kangaroos

- Crouch down, jump into the air.
- Repeat.

Elephant

- Pretend one arm is a trunk. Keep the arm stretched and swing it from side to side across the body.
- Move like an elephant.

Rabbit Hop

- Sit and put your arms between your legs with your hands on the floor.
- Push with your feet and jump, taking your hands off.

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Music and Movement

(Arrange/Rearrange the classroom to accommodate music and movement activities or organise it in a separate room)

S. No.	Poems and Rhymes	Suggested Actions and Movements
Means of Transport		
1.	<p>लाल बत्ती रुको-रुको लाल बत्ती रुको-रुको पीली कहे जरा ठहरो हरी बत्ती कहे हमें चलो आगे बढ़ो भई आगे बढ़ो</p> <p>मैं तो हूँ इक मोटरगाड़ी चार मेरे पहिए भारी- भारी बत्ती हो कोई रंग सही मैं फिर भी रुकूँगा नहीं न भैया न तू ऐसे ना करना सड़क के सभी नियमों का तू सदा ही पालन करना</p>	<p>(Make children walk in lines as they enact like traffic policemen.)</p> <p>(If possible use prop of traffic signal.)</p> <p>(One/Two children will enact like a vehicle and move accordingly.)</p> <p>(Traffic policemen will intervene and say 'no' to the vehicle.)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
2.	<p>गाड़ी कहती धक-धक-धक गाड़ी कहती धक-धक-धक गाड़ी कहती भक-भक-भक</p> <p>इंजन जाए आगे-आगे पीछे-पीछे डिब्बे भागे</p> <p>सुरंग में जब यह जाती है दिन को रात बनाती है,</p> <p>धक-धक-भक-भक करती जाए सीटी खूब बजाती जाए</p>	<p>(Let children hold each other to form a train in a single line.)</p> <p>(One child will become the engine.)</p> <p>(Props: You can use tables and chairs as props to make tunnels etc.)</p>
3.	<p>बाजेगा घंटा टन- टन- टन बाजेगा घंटा टन-टन-टन चलेगी गुड़िया छम-छम-छम</p> <p>गुड़िया चलेगी ताँगे में ताँगा चलेगा टिक-टिक-टिक</p> <p>गुड़िया चलेगी कार में कार चलेगी पौं-पौं-पौं</p> <p>गुड़िया चलेगी ट्रेन में ट्रेन चलेगी छुक-छुक-छुक</p>	<p>(Children walk and clap their hands)</p> <p>(Children gallop like a horse)</p> <p>(Children act like they are driving a car)</p> <p>(Children act like a train)</p>
4.	<p>गाड़ी का पहिया चूँ- चूँ- चूँ गाड़ी का पहिया चूँ- चूँ- चूँ ज़ोर लगाओ हूँ- हूँ- हूँ चल मेरे घोड़े क्यों खड़ा सर पर बादल छाए हैं घोर अंधेरा लाए हैं छम-छम-छम जो बरस पड़े रह जाओगे खड़े-खड़े-खड़े</p>	<p>(Children enact as if they are pushing a tyre) (Gallop like a horse)</p> <p>(Wiggle fingers like rain)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
5.	<p>मजेदार सवारी</p> <p>मेरे पास एक साइकिल है जो ट्रिंग- ट्रिंग- ट्रिंग- ट्रिंग करती है धीरे से वो चलती है और ट्रिंग- ट्रिंग- ट्रिंग- ट्रिंग करती है पौं-पौं-पौं पापा की ये गाड़ी है बड़े मजे की सवारी है फरारों से चलती है पौं-पौं-पौं</p>	<p>(Children enact riding a cycle, ringing the bell)</p> <p>(Children enact like a car, moving a steering , blowing a horn)</p>
6.	<p>हो हैया, हैया हो हैया</p> <p>हो हैया, हैया हो हैया पानी में चलेगी छोटी सी नैया हो हैया..... ओ माँफी रे ले चल पार हो हैया.....</p> <p>ज (हवाई जहाज की आवाज़) उड़ूँ हवा की चाल मैं हूँ मस्त हवाई जहाज बादलों के पार मेरी बड़ी तेज़ रफ़्तार ज</p> <p>छुक-छुक करती आती रेल रेल का भैया देखो खेल पटरी पर चलती जाती मुँह से धुँआ उगलती छुक-छुक-छुक</p>	<p>Children act like rowing a boat)</p> <p>Children move their arms like an aeroplane)</p> <p>Children hold each other to become a train and move)</p>
7.	<p>एक छोटी किशती मेरे पास</p> <p>एक छोटी किशती मेरे पास मैंने बनवाई, नीली रंगवाई और पानी में तैराई । एक मेढ़क बैठा पानी में उसने देखा, मुझको घूरा</p>	<p>(Children make a boat using their hands)</p> <p>(Children squa and, hop like frogs)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>और कूदा किशती में मेरी किशती डगमगा गई उलट गई, पलट गई और डूबी पानी में</p>	<p>(Children jump like frogs)</p> <p>(Children enact like boats are sinking)</p>
8.	<p>बच्चों की यह रेल है</p> <p>छुक-छुक, छुक-छुक, छुक-छुक, छुक चलते-चलते जाती रूक बच्चों की यह रेल है बच्चों का यह खेल है बच्चों का यह मेल है चलती-फिरती रेल है चलते-चलते जाती रूक छुक-छुक, छुक-छुक, छुक-छुक, छुक नहीं कोयला खाती है इसे मिठाई भाती है नहीं छोड़ती यह धुआँ मुड़ जाती जब आए कुआँ चलते-चलते जाती रूक छुक-छुक, छुक-छुक, छुक-छुक, छुक</p> <p>इसमें नहीं लगा है इंजन सीटी देता है (जगमोहन) ले लो टिकट और चढ़ जाओ रेल सफ़र का मज़ा उड़ाओ चलते-चलते जाती रूक छुक-छुक, छुक-छुक, छुक-छुक, छुक</p>	<p>(Children hold each other to become a train)</p> <p>(Right hand on the mouth and keep singing <i>Chukh-Chukh----</i>)</p> <p>(Provide a whistle and let the child in front blow it)</p> <p>(Let few children act as passenger and join the train)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
9.	<p>मोटर चलाओ भई मोटर चलाओ</p> <p>मोटर चलाओ भई मोटर चलाओ लाल बत्ती देखो तो मोटर को रोको हरी बत्ती देखो तो मोटर चलाओ साईकिल चलाओ भई साईकिल चलाओ लाल बत्ती देखो तो साईकिल को राको हरी बत्ती देखो तो साईकिल चलाओ साईकिल चलाओ भई साईकिल चलाओ। (Note: Sing in same tune using different vehicles)</p>	<p>(Children become different vehicles moving and stopping at traffic lights)</p> <p>(Use prop of traffic signal)</p>
10.	<p>Circus Train</p> <p>“Choo-choo-choo Choo-choo-choo Here comes the circus train! Train! It’s red and blue and orange, too! Here comes the circus train! It’s a train!</p> <p>-Ding!Ding!Ding! -Chug-a-chug-chug! -Toot!Toot!Toot!</p> <p>Here comes the circus train.....”</p>	<p>(Children become a train and move in a zig-zag fashion in the class)</p> <p>(You can draw lines and create tunnels)</p>
11.	<p>Wheels of the bus.....</p> <p>The wheels of the bus go round and round, Round and round, round and round, The wheels of the bus go round and round All through the town.</p> <p>Other verses: The wipers of the bus go swish, swish, swish.</p>	<p>(Let all children stand in a circle/line)</p> <p>(As they sing, let them do the corresponding movements)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>The doors of the bus go open and shut. The horn of the bus goes beep, beep, beep. The driver of the bus says, "In and Out." The children in the bus go up and down.</p>	
12.	<p>Row, Row, Row Your Boat</p> <p>Row, row, row your boat Gently down the stream, Merrily, merrily, merrily merrily , Life is but a dream. Drive drive drive your car Up and down the street, Merrily, merrily ,merrily merrily Do you drive carefully?</p> <p>Fly fly fly your plane Way up in the sky Merrily, merrily ,merrily merrily I am flying so high....</p> <p>Chug chug chug your train, Up and down the track Merrily, merrily ,merrily merrily Going and coming back</p>	<p>(Children sit with their legs straight on the floor) (Hands rowing the boat)</p> <p>(Standup and hands positioned for driving a wheel)</p> <p>(Hands spread and fly the plane high and low)</p> <p>(Holding each other and moving like a train)</p>
13.	<p>Down by the Station</p> <p>" Down by the station, early in the morning, See the little engines all in a row. Up came a driver ,he pushed the little lever Puff, puff, toot, toot, off we go! Puff, puff, toot, toot, off we go!"</p>	<p>(Holding each other, moving in a line and doing the corresponding movements)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
Animals		
14.	<p>धम्मक-धम्मक आता हाथी</p> <p>धम्मक-धम्मक आता हाथी</p> <p>धम्मक-धम्मक जाता हाथी</p> <p>भर-भर सूँड़ नहाता हाथी</p> <p>कितने केले खाता हाथी</p> <p>यह तो नहीं बताता हाथी</p>	(Use the right hand for the trunk and sway like an elephant)
15.	<p>रज्जू के बेटे ने, मिट्टी के ढेर में</p> <p>रज्जू के बेटे ने, मिट्टी की ढेर में</p> <p>कद्दू के बीज, बोए-बोए-बोए</p> <p>रात का अंधरा था, मिट्टी का ढेरा था</p> <p>दो चूहे मोटे हो के सोए-सोए-सोए</p>	<p>(Use their hands to make a sand mound)</p> <p>(Run like rats)</p> <p>(Rest and sleep like rats)</p>
16.	<p>घोड़े जल्दी चलो, जल्दी चलो</p> <p>घोड़े जल्दी चलो, जल्दी चलो, जल्दी चलो,</p> <p>भाई-भाई</p> <p>दाना तुमको खूब मिलेगा</p> <p>दो सेर पक्का घी मिलेगा</p> <p>घोड़े जल्दी चलो</p> <p>रास्ते में जब डाकू मिलेगा</p> <p>क्या करोगे, क्या करोगे</p> <p>घोड़े जल्दी चलो</p> <p>रास्ते में जब डाकू मिलेगा</p> <p>खूब पीटेंगे खूब पीटेंगे</p> <p>घोड़े जल्दी चलो,</p> <p>घर हमारा आ गया है</p> <p>चलो चल के सो जाए</p>	<p>(Gallop like horses)</p> <p>(Along with actions, let children also modulate their voices {high, low, fast, slow})</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
17.	<p>देखो कैसे बैठा बेचारा</p> <p>यह कुत्ता हमारा, देखो कैसे बैठा बेचारा लगता हमको भी प्यारा चुपके-चुपके से आता बिल्ली झट से पकड़ता, आहो ! यह तो डंडे से डरता अजी वाह ! वाह ! वाह ! यह बिल्ली हमारी देखो कैसे बैठी बेचारी लगती हमको भी प्यारी चुपके-चुपके से आती चूहा झट से पकड़ती ओहो यह तो कुत्ते से डरती अजी वाह ! वाह ! वाह !</p>	<p>(Let children stand in their own personal space)</p> <p>(Let children recite the poem and act along with you).</p>
18.	<p>जंगल से निकले दो भालू</p> <p>जंगल से निकले दो भालू - 2 हाथ में केले और आलू-2 आलू खाते केले खाते जंगल से निकले दो भालू -2 हाथ में केले और आलू -2 आलू खाते , केले खाते, पेट हिलाते, दुम मटकाते चले शहर की ओर - 2 भालू बोले – अब हम मेले जायेंगे, वहाँ खूब उधम मचायेंगे-2 एक छोटा था ,एक मोटा था - 2 पेट में कुछ कुछ होता था हा हा हा केले खाकर , छिलके फेंके कुछ दाएँ फेंके, कुछ बाएँ फेंके -2</p>	<p>(Let children act like bears and do the actions as they sing)</p> <p>(Shake their bellies and back while walking)</p> <p>(Walk like a fat bear)</p> <p>(Pretend to throw the peels)</p> <p>(Run hurriedly) (Fall down)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	कुछ ऊपर कुछ नीचे फेंके -2 और वह छिलके फेंकते गए फेंकते गए फेंके पीछे फेंके आगे-2 फिर वह जोर-2 से भागे – 2 पैर पड़ा जो छिलके पर मोटा गिरा धड़ाम हा हा ही चले शहर की ओर	
19.	बिल्ली बोली म्याँऊ म्याँऊ बिल्ली बोली म्याँऊ म्याँऊ किसको खाँऊ-2 चूहे तीन थे मेरे आगे मुझको देखकर जोर से भागे-2 बिल्लीद बोली म्याँऊ म्याँऊ	(Few children move like a cat and three children as rats in front of the cat)
20.	दाएँ-बाएँ बंदर जाएँ दाएँ-बाएँ बंदर जाएँ दुम भी पीछे आए गोल-गोल जो बंदर घूमें दुम भी चक्कर खाए आगे भागा, पीछे भागा बैठा ऊपर-नीचे और घूम कर देखा उसने दुम पीछे की पीछे	(Act like a monkey with its tail also moving) (Perform actions as per the song)
21.	मोहन ग्वाले की गाय मोहन ग्वाले की गाय ल ल ल ल..... (2) रोज सवरे चरने जाएँ ल.....ल.....ल..... (2) कोई इधर जाएँ, कोई उधर जाएँ (2) कोई दाएँ, काई बाएँ (2) कोई पीछे, कोई आगे (2)	(Children act like cows and follow the directions)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>कोई धीरे, कोई भागे (2) कोई पतली, कोई मोटी (2) कोई ऊँची कोई छोटी (2) पीछे-आगे, धीरे-भागे, पतली-मोटी ऊँची छोटी-2 मोहन ग्वाले की गाय.....</p>	
22.	<p>बैठा था इक डाल पे बंदर बैठा था इक डाल पे बंदर भीग रहा पानी के अंदर थर-थर-थर-थर काँप रहा था कहाँ छिपूँ मैं झाँक रहा था चिड़िया बोली बंदर मामा बना नही घर भीग रहे हो आँछी- आँछी छींक नहे हो सुन बंदर को गुस्साछ आया चिड़िया का घर तोड़ गिराया चूँ- चूँ कर के चिड़िया रोई बैठ डाल पर वो भी सोई</p>	<p>(Dramatise the song with children becoming monkeys and birds)</p>
23.	<p>जंगल में जानवर जंगल में जानवर खेलते हैं खेलते हैं, खेलते हैं जंगल में जानवर खेलते हैं हम भी खेलेगें वैसे-वैसे हाथी सूँड उठाता है उठाता है, गिराता है हाथी सूँड उठाता है उठाता है, गिराता है हम भी करेंगे वैसे जंगल में जानवर खेलते हैं हम भी खेलेगें वैसे-वैसे</p>	<p>(Children dance randomly doing actions and make sounds of different animals)</p> <p>(Sway like an elephant)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>शेर गरज कर आता है आता है, जाता है हम भी गरजेगें वैसे</p> <p>जंगल में जानवर खेलते हैं हम भी खलेगें वैसे-वैसे खरगोश उछल कर आता है आता है, जाता है हम भी उछल वैसे</p> <p>जंगल में जानवर खेलते हैं हम भी खलेगें वैसे-वैसे जंगल में साँप रेंगता है रेंगता है, रेंगता है हम भी रेंगे वैसे</p> <p>जंगल में जानवर खेलते हैं हम भी खलेगें वैसे-वैसे</p>	<p>(Roar and pounce like a lion)</p> <p>(Hop like a rabbit)</p> <p>(Slither like a snake)</p>
24.	<p>शेर निराला</p> <p>शेर निराला, हिम्मत वाला लम्बी-लम्बी मूँछों वाला, तेज नोकिले दाँतों वाला, सबका दिल दहलाने वाला, हटो-हटो आया शेर, भागों-भागों आया शेर।</p>	<p>(Children act as lions, moving and roaring)</p>
25.	<p>बंदर की शादी</p> <p>हम तो बंदर की शादी में जाएँगे खूब मस्ती करेंगे, धूम मचायेंगे। कुत्ता भैया आएगा, सीख कबाब लाएगा प्यार से वो बोलेगा, भौं-भौं-भौं</p> <p>हम तो बंदर की शादी में जाएँगे खूब मस्ती करेंगे, धूम मचायेंगे।</p>	<p>(Children dramatise a wedding scene and enact different animals, as suggested in the song)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>बिल्ली मौसी आएगी, रसमलाई लाएगी प्यार से वो बोलेगी, म्या ऊँ- म्या-ऊँ- म्याऊँ</p> <p>हम तो बंदर की शादी में जाएँगे खूब मस्ती करेंगे, धूम मचायेंगे। चिड़िया रानी आएगी, दाल का दाना लाएगी प्यारि से वो बोलगी, चीं-चीं-चीं</p> <p>हम तो बंदर की शादी में जाएँगे खूब मस्ती करेंगे, धूम मचायेंगे। शेर दादा आएगा, माँस का टुकड़ा लाएगा प्यादर से वो बोलेगा, गुर्र- गुर्र- गुर्र</p>	
26.	<p>एक खेल खेलेंगे, गोल-गोल घूमेंगे</p> <p>एक खेल खेलेंगे, गोल-गोल घूमेंगे गुड़िया गई वन में, गुड़िया ने वन में क्या देखा? गुड़िया ने देखा भालू, भालू की चाल चलेंगे- भालू की चाल चलेंगे एक खेल खेलेंगे, गोल-गोल घूमेंगे गुड़िया गई वन में, गुड़िया ने वन में क्या देखा? गुड़िया ने देखा बंदर बंदर की चाल चलेंगे – 2</p>	<p>(Let children move in a circle. One child can become “Gudiya” and stand in the centre of a circle) (Children do actions of different animals in the forest)</p>
27.	<p>हरा समुंद्र, गोपी चंदर</p> <p>हरा समुंद्र, गोपी चंदर बोल मेरी मछली कितना पानी, पैरों तक पानी, पैरों तक पानी,</p> <p>हरा समुंद्र, गोपी चंदर बोल मेरी मछली कितना पानी, घुटनो तक पानी</p> <p>हरा समुंद्र, गोपी चंदर बोल मेरी मछली कितना पानी, कमर तक पानी</p>	<p>(Children show the level of the water using their hands as they sing the song)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>हरा समुद्र, गोपी चंदर बोल मेरी मछली कितना पानी, कँधों तक पानी</p> <p>हरा समुद्र, गोपी चंदर बोल मेरी मछली कितना पानी, सिर तक पानी</p>	
28.	<p>Grey squirrel</p> <p>Grey squirrel, Grey squirrel, Swish your bushy tail. Grey squirrel, Grey squirrel, Swish your bushy tail; Wrinkle up your funny nose Hold an acorn in your nose, Grey squirrel, Grey squirrel, Swish your bushy tail.</p>	<p>(Let the children perform actions to the song) (stand with hands on bent knees) (wiggle then behind) (stand with hands on bent knees) (wiggle then behind) (wrinkle nose) (Pinch index finger and thumbs together) (Stand with hands on bent knees) (Wiggle your behind)</p>
29.	<p>Going on a Bear Hunt</p> <p>We're going on a bear hunt. Want to come along? Well, come on then. Let's go!</p> <p>Look! there's a river Can't go over it. Can't go under it. Can't go around it. We'll have to go through it.</p> <p>Look! There's a tree. Can't go under it. Can't go through it. Can't go around it. We'll have to go over it.</p> <p>Look! There's a wheat field Can't go over it. Can't go under it. Can't go around it.</p>	<p>(Let the children do physical actions to the song) (Pat thighs in a rhythmic walking pattern) (Continue patting thighs in a walking rhythm)</p> <p>(Pretend to swim across the river and then resume patting thighs)</p> <p>(Pretend to climb up and over the tree; then resume patting thighs)</p> <p>(Pretend to walk through the field, making swishing sounds by brushing hands together and then continue patting thighs)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>We'll have to go through it.</p> <p>Add verses to make the chant as long as you want.</p> <p>Look! There's a cave.</p> <p>Let's go inside?</p> <p>Ooh, it's dark in here.</p> <p>I see two eyes.</p> <p>Wonder what it is.</p> <p>It's soft and furry</p> <p>It's big.</p> <p>It's a bear! Let's run!</p> <p>Home safe. Whew!"</p>	<p>(Point)</p> <p>(Continue patting thighs slowly)</p> <p>(Look around, squinting)</p> <p>(Reach hands to touch)</p> <p>(Retrace steps, patting thighs in running rhythm, through wheat field, in place, over the tree, in place, across river, in place, then stop)</p>
30.	<p>My Pigeon House</p> <p>"My Pigeon House, I open wide And I set all my pigeons free</p> <p>They fly and fly and fly That they sit on the tallest tree</p> <p>When they return from a merry, merry flight They shut their eyes and say good night Coo-roo-coo-roo-coo-roo"</p>	<p>(Children open their arms wide)</p> <p>(They open hands wide)</p> <p>(Pretend to fly and then lie down on the floor, with eyes shut)</p>
31.	<p>Old MacDonald Had a Farm</p> <p>Old MacDonald had a farm, E-I-E-I-O.</p> <p>And on his farm he had some cows, E-I-E-I-O.</p> <p>With a 'Moo Moo' here and a 'Moo Moo' there Here a 'Moo', there a 'Moo', everywhere a 'Moo Moo' Old MacDonald had a farm E-I-E-I-O.</p>	<p>(Children depict each animal doing related action and sound)</p> <p>(Old MacDonald can be substituted as Old man Mohan had a Farm....)</p> <p>(Use masks to encourage role play/participation)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	Continue with other animals Sheep... Baa-Baa... Pigs... Oink-oink... Ducks... Quack-quack... Chickens... Cluck-cluck... Horses... Neigh-neigh...	
32.	Bunnykins There was a little bunny who lived in the woods, He wiggled his ears like a good bunny should He hopped by a squirrel, He wiggled by a tree, He hopped by a duck, And he wiggled by me, He looked at the squirrel, He peeked around the tree, He looked at the duck, But he winked at me!"	(Let children do action to the song) (Wiggle fingers beside ears) (Hop on two feet) (Wiggle body) (Hop on two feet) (Wiggle and point to yourself) (Make glasses with hands) (Look through your fingers) (Make glasses with hands) (wink and point to yourself)
33.	B-I-N-G-O Once a farmer had a dog, And Bingo was his name-o. B-I-N-G-O, B-I-N-G-O, And Bingo was his name-o. Once a farmer had a dog, And Bingo was his name-o. (Clap)B-I-N-G-O, (Clap)B-I-N-G-O, And Bingo was his name-o.	(Continue the song, substituting a clap for each consecutive letter with each verse)
34.	The Ants Go Marching "The ants go marching one by one, hurra, hurra. The ants go marching one by one, hurra, hurra. The ants go marching one by one, The little one stops to suck his thumb,	(Continue the song, substituting a clap for each consecutive letter with each verse)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>And they all go marching down Into the ground to get out of the rain BOMB! BOMB! BOMB! Two...tie his shoe... Three...climb a tree... Four...shut the door... Five...take a dive... Six...pickup sticks... Seven...pray to heaven... Eight...shut the gate... Nine...check the time... Ten...say "THE END" (Jean Warren)</p>	
35.	<p>Teddy Bear, Teddy Bear</p> <p>Teddy Bear, Teddy Bear turn around, Teddy Bear, Teddy Bear touch the ground Teddy Bear, Teddy Bear count to three, Teddy Bear, Teddy Bear touch your knee.</p> <p>Teddy Bear, Teddy Bear jump up high, Teddy Bear, Teddy Bear touch the sky, Teddy Bear, Teddy Bear put on a wig, Teddy Bear, Teddy Bear dance a jig.</p> <p>Teddy Bear, Teddy Bear pat your head, Teddy Bear, Teddy Bear go to bed, Teddy Bear, Teddy Bear turn out the light, Teddy Bear, Teddy Bear say goodnight</p>	(Let children act like small bears and do actions mentioned in the poem)

S. No.	Poems and Rhymes	Suggested Actions and Movements
36.	<p>Rabbits on the run</p> <p>Rabbits on the run Rabbits on the run 1, 2, 3,4 Rabbits on the run Out of the burrows, Playing in the sun, 1,2,3,4, Rabbits on the run <i>(Kucko Mathur)</i></p>	<p>(Pretend like rabbits, hopping)</p>
37.	<p>Five Little Monkeys Jumping on the bed.</p> <p>“Five little monkeys jumping on the bed, One fell off and bumped his head. Mama called the doctor and the doctor said, “NO MORE MONKEYS JUMPING ON THE BED!” Continue 4, 3, 2, and then One little monkey jumping on the bed. She fell off and bumped her head. Mama called the doctor and the doctor said, “There are NO MORE MONKEYS JUMPING ON THE BED” <i>(Adapted traditional)</i></p>	<p>(Jump up and down like monkeys in groups of 5)</p> <p>(As the song continues, one child, at a time, keeps falling on the floor)</p> <p>(Continue until all monkeys are gone)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
38.	<p>Five little ducks went out to play</p> <p><i>(This is a finger play but can be done as an action song also)</i></p> <p>“Five little ducks went out to play, over the hill and far away. Mama duck called with a quack, quack, quack, Four little ducks came back back back. Four little ducks went out to play, over the hill and far away. Mama duck called with a quack, quack, quack, Three little ducks came back back, back. Three... Two... One little duck went out to play, over the hill and far away. Papa duck called with a quack, quack, quack, Five little ducks came back back back”</p>	<p>(Can be done in small groups 5 or altogether)</p> <p>(Similar to the previous song)</p>
39.	<p>Feed the Animals</p> <p><i>(To the tune of Here we go round the mulberry bush)</i></p> <p>This is the way we feed the dog feed the dog , feed the dog, This is the way we feed the dog, Bread, biscuits in the morning.</p> <p>This is the way we feed the bunny</p>	<p>(Let children do actions to the song accordingly)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>feed the bunny , feed the bunny, This is the way we feed the bunny, Crunchy carrots in the morning.</p> <p>This is the way we feed the cat feed the cat , feed the cat This is the way we feed the cat, Just milk in the morning.</p> <p>This is the way we feed the fish feed the fish, feed the fish This is the way we feed the fish Just a pinch each morning</p>	
40.	<p>घर में चुहिया रानी</p> <p>दिन भर करती है शैतानी खाने की चीजें ले जाती दिन भर घर में दौड़ लगाती । लो वो पड़ी पूसी दिखाई झट घुस बिल में जान बचाई वैसे आँखें नचा रही है बिल्ली को मुँह चिढ़ा रही है ।</p>	<p>(Let the children dramatise the poem according to the words)</p>
41.	<p>भालू की शादी</p> <p>भालू की अब होगी शादी बारात में जाएगा कौन ? वहाँ बिल्ली मौसी नाचेगी-नाचेगी ल-ल-ल-ल घड़ी पहनकर घोड़ा आया कोट पहनकर हाथी, टोप पहनकर बंदर बंदर के संग साथी</p>	<p>(Sing and dramatise the song with the children)</p> <p>(Use props as far as possible)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>वहाँ बिल्ली मौसी.... चला है कूता यूँ टम- टम- टम- टम बिल्ली पैदल जाती बाकी सब बाराती वहाँ बिल्ली.... बबली है बाबा की बेटी मक्खन खाती लेटी हाथों में सोने की चूड़ी रोज़ उड़ाती हलवा-पूरी ।</p>	
42.	<p>हाथी दादा हाथी दादा ने जंगल में खोली एक दुकान सस्ता बिकता है ले ले जी जाड़े का समान । स्वेटर ले लो, कोट पहन लो बढ़ जाएगी शान भालू मामा, बंदर भाई ले लो गद्दा और रजाई देखो यह बढ़िया वर्दी कभी नहीं लगेगी सर्दी ।</p>	(Sing and dramatise the rhyme with the children)
43.	<p>लाल जी –लाला जी, एक लड्डू दो लाल जी –लाला जी, एक लड्डू दो एक लड्डू चाहिए, तो दस रूपए दो । लाला जी लाला जी पैसे नहीं, पैसे नहीं है तो लड्डू नहीं लाला जी लाला जी एक बात बताओ क्या बात है क्या बात है जल्दी सुनाओ आपकी मूछे इतनी लम्बी हैं इतनी काली हैं इतनी निराली हैं</p>	<p>(This song is to be enacted like a drama) (Some children can become shopkeepers) and others children can ask for ladoos)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>बेटा जी बेटा जी एक लड्डू लो एक नहीं चाहिए तो दो लड्डू लो लाल जी लाला जी पाकेट है चार सबको भर दोगे तो बन जाएगी बात</p>	
44.	<p>क्या तुमने धोबी देखा है ?</p> <p>क्या तुमने धोबी देखा है- देखा है- देखा है हाँ हमने धोबी देखा है- देखा है- देखा है वो कैसे-कैसे करता है? वो ऐसे-ऐसे करता है।</p> <p>क्या तुमने पेंटर देखा है- देखा है- देखा है हाँ हमने पेंटर देखा है- देखा है- देखा है वो कैसे-कैसे करता है? वो ऐसे-ऐसे करता है।</p> <p>क्या तुमने सिपाही देखा है- देखा है- देखा है हाँ हमने सिपाही देखा है- देखा है- देखा है वो कैसे-कैसे करता है? वो ऐसे-ऐसे करता है।</p> <p>क्या तुमने डॉक्टर देखा है- देखा है- देखा है हाँ हमने डॉक्टर देखा है- देखा है- देखा है वो कैसे-कैसे करता है? वो ऐसे-ऐसे करता है।</p>	<p>(All children become dhobis (washerman).</p> <p>(Children act like painters with brush)</p> <p>(Children act like soldiers with gun)</p> <p>(Children act like doctors with stethoscope)</p>
45.	<p>The Farmer in the Dell</p> <p>The Farmer in the dell The Farmer in the dell Heigh-ho the derry-o, the famer in the dell. The farmer takes a wife The farmer takes a wife Heigh-ho the derry-o, the farmer in the dell.</p> <p><i>(You may choose husband, friend/ wife)</i></p>	<p>(The children can be walk in a circle around the farmer and sing the song together)</p> <p>(Farmer bring a second child into the circle)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>Tra La La La La Tra La La La La</p> <p>Soldiers come a marching A marching, marching Soldiers come a marching Upon a summer's day</p> <p>Tra La La La La Tra La La La La"</p> <p>Grocers come a selling A selling a selling Grocers come a selling Upon a summer's day</p> <p>Tra La La La La Tra La La La La</p> <p>Teachers come a teaching A teaching a teaching Teachers come a teaching Upon a summer's day</p> <p>Tra La La La La Tra La La La La"</p>	<p>(Children act like grocers)</p> <p>(They act like Teacher in the classroom)</p>
47.	<p>Five Police Officers</p> <p>Five police officers, standing by the store, One directed traffic and then there were four</p> <p>Four police officers, brave as can be, One chased a robber and then there were three.</p> <p>Three police officers, dressed all in blue, One stopped a speeding car and then there were two.</p> <p>Two police officers, helping everyone,</p>	<p>(Children act like police officers)</p> <p>(Continue until all police officers are gone)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>One saved a child's life and then there was one.</p> <p>One police officer, standing in the sun, Sun went down, he went home, and then there were none</p>	
48.	<p>Good Morning to you!</p> <p><i>(To the tune of Happy Birthday)</i></p> <p>Good morning to you! And how do you do?</p> <p>I am the doctor Healing people like you!</p> <p>Additional verses: I am the nurse, helping the doctor help you.</p> <p>I am the dentist, giving tooth care to you.</p> <p>I am the firefighter, fighting fires for you.</p> <p>I am the grocer, selling food to you.</p> <p>I am the police officer, solving crimes for you.</p> <p>I am the mail carrier, bringing letters to you.</p> <p>I am the carpenter, building houses for you.</p> <p>I am the teacher, teaching children like you.</p> <p>I am the librarian, lending books to you</p>	<p>(As the song suggests, the children enact different characters)</p> <p>(Pretend to be a doctor/dentist/firefighter etc.)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
49.	Little Mail Carrier I am a little mail carrier I walk. I run. I hop to your house. To deliver your letter	(Let children do action to the song). (point to self) (walk in place) (run in place) (hop in place)
50.	Halwa Wala In the evening when it is seven The stars are in the heaven The sound of halwa wala in the town Tan-tan-tan-3 He calls you "little Beta" And gives you his sweet <i>Petha</i> But his <i>Halwa</i> is the best in all the town Aa gaya aa gaya <i>halwa wala</i> aa gaya-4 His teeth are always yellow He's a funny fellow But his Halwa is the best in all the town Aa gaya aa gaya <i>halwa wala</i> aa gaya-4 <i>Halwa</i> sohan lal mithaii Khaane me sabko bhayi He says as he goes by in the town Tan-tan-tan-3 Aa gaya aa gaya <i>halwa wala</i> aa gaya-4 Chala gaya chala gaya bhayi halwa wala chala gaya	(Explain the song to the children) (Make one child as 'Halwa Wala') (As you sing, let the children dramatise the song)

S. No.	Poems and Rhymes	Suggested Actions and Movements
51.	<p>Helpers in the Town</p> <p><i>(To the tune of "Here we go round the mulberry bush...")</i></p> <p>The policemen in the town keep us safe, keep us safe, keep us safe, The policemen in the town keep us safe, all day long"</p> <p>Additional Verses:</p> <ul style="list-style-type: none"> • The firemen in the town put out the fire • The teachers in the town help us learn • The mailman in the town brings the mail • The doctor in the town makes you well • The dentist in the town cleans your teeth 	<p>(Children enact the song according to the characters listed)</p>
52.	<p>I am a musician from India</p> <p><i>(To the tune of "I am a musician from England, I've come")</i></p> <p>I am a musician from India, I've come I can play music upon my drum</p> <p>Duma-dum-dum-dum Duma-dum-dum-dum Duma-dum-dum-dum Duma-dum-dum-dum-dum-dum</p> <p>I am a musician from India, I've come I can play music upon my flute Peep-peep-peep-peep Peep-peep-peep-peep Peep-peep-peep-peep Peep-peep-peep-peep</p>	<p>(Point to self and play drum)</p> <p>(Play the flute and make sounds accordingly)</p> <p>(Use props) (Keep on adding the musical instruments and their sounds)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
Myself, My body parts, and My Family		
53.	<p>दौड़ो रे दौड़ो – 2</p> <p>दौड़ो रे दौड़ो – 2</p> <p>गोल-गोल सभी बच्चे</p> <p>दौड़ो रे दौड़ो – 2</p> <p>कूदो रे कूदो -2</p> <p>गोल-गोल सभी बच्चे</p> <p>कूदो रे कूदो</p> <p>दौड़ो रे दौड़ो</p> <p>उड़ो रे उड़ो – 2</p> <p>गोल-गोल सभी बच्चे</p> <p>उड़ो रे उड़ो.....</p> <p>दौड़ो रे दौड़ो</p> <p>बैटो रे बैटो</p> <p>उठो रे उठो</p> <p>लेटो रे लेटो</p> <p>हँसो रे हँसो</p> <p>तैरो रे तैरो</p> <p>नाचो रे नाचो</p> <p>दौड़ो रे दौड़ो</p>	<p>(Make children stand in a circle and do actions to the song)</p>
54.	<p>किसने बनाया फूलों को</p> <p>किसने बनाया फूलों को, फूलों को, फूलों को, ईश्वर सबमें है।</p> <p>किसने बनाया तितलियों को, तितलियों को, तितलियों को, ईश्वर सबमें है।</p> <p>किसने बनाया चिड़ियों को, चिड़ियों को, चिड़ियों को, ईश्वर सबमें है।</p> <p>किसने बनाया नदियों को, नदियों को, नदियों को, ईश्वर सबमें है।</p>	<p>(Make children stand in a circle or divide them into different groups)</p> <p>(Pretend to fly like butterflies)</p> <p>(Pretend to fly like birds)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>किसने बनाया मछलियों को, मछलियों को, मछलियों को, ईश्वर सबमें है।</p> <p>किसने बनाया सूरज को, चँदा को को, तारों को, ईश्वर सबमें है।</p> <p>किसने बनाया आपको-हमको, आपको- हमको, आपको-हमको, ईश्वर सबमें है।</p>	<p>(Pretend to move like a river)</p> <p>(Pretend to move like fish)</p> <p>(Pointing up and singing) (Point to self, audience/ you)</p>
55.	<p>चँदा के गाँव में</p> <p>चँदा के गाँव में तारों की छाँव में हम सैर करने जाएँगे रॉकेट पर चढ़ कर जाएँगे।</p> <p>दायाँ हाथ अंदर करो बायाँ हाथ अंदर करो थोड़ा- थोड़ा इसे हिलाओ अब सारे तुम घूम जाओ।</p> <p>दायाँ पैर बाहर करो बायाँ पैर बाहर करो थोड़ा-थोड़ा इसे हिलाओ अब सारे तुम घूम जाओ।</p> <p>चँदा के गाँव में तारों की छाँव में</p>	<p>(Movements are similar to “you put your right hand in----)</p>
56.	<p>नन्हें मुन्ने सैनिक हम</p> <p>पीं-पीं पीं-पीं पीं-पीं डर डर डम नन्हें मुन्ने सैनिक हम छोटी-सी है फौज हमारी पर इसमें है ताकत भारी बड़ी-बड़ी फौज झुक जाती जब ये अपना ज़ोर दिखाती पीं-पीं पीं-पीं पीं-पीं डर डर डम नन्हें मुन्ने सैनिक हम</p>	<p>(Children can march like soldiers marching)</p> <p>(Props: Can use modified drums, etc.)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
57.	<p>Head, Shoulders, Knees and Toes</p> <p>Head, Shoulders, Knees and Toes, Knees and toes, Head, Shoulders, Knees and Toes, Knees and toes, And eyes and ears and mouth and nose. Head, Shoulders, Knees and Toes, Knees and toes!</p>	<p>(Touch body parts as mentioned in the song)</p> <p>(Sing once, then sing again move quickly touching the body parts)</p>
58.	<p>Sometimes</p> <p>Sometimes I am tall, Sometimes I am small Sometimes I am very, very tall. Sometimes I am very, very small Sometimes tall, Sometimes small. Sometimes neither tall or small</p>	<p>(Let children do actions to the song)</p> <p>(Stand tall) (Crouch low) (Stand on tiptoes) (Crouch and lower head)</p> <p>(Stand tall) (Crouch down) (Stand normally)</p>
59.	<p>Hands on my waist</p> <p>Hands on my waist What is this here? This is my Head Thinker Mummy my dear Head Thinker, Head Thinker Nikky, nikky nose This is what teacher told me When I was at school</p> <p>Hands on my waist What is this here? This is my eye-seer Mummy my dear</p> <p>Eye-seer, Eye seer Nikky, nikky nose This is what....</p>	<p>(Let children follow the physical action mentioned in each line)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>Hands on my waist What is this here? This is my mouth speaker Mummy my dear</p> <p>Mouth speaker, mouth speaker Nikky, nikky nose This is what....</p> <p>Hands on my waist What is this here? This is my chin chopper Mummy my dear</p> <p>Chin chopper, chin chopper Nikky, nikky nose This is what....</p> <p>Hands on my waist What is this here? This is my Bread Basket Mummy my dear</p> <p>Bread basket, bread basket Nikky, nikky nose This is what....</p> <p>Hands on my waist What is this here? This is my Knee Knocker Mummy my dear</p> <p>Knee Knocker, knee knocker Nikky, nikky nose This is what....</p> <p>Hands on my waist What is this here? This is my foot walker Mummy my dea</p> <p>Foot walker, foot walker Nikky, nikky nose This is what...</p>	

S. No.	Poems and Rhymes	Suggested Actions and Movements
60.	<p>My Hand on Myself</p> <p>“My hand on my head, What have I here? This is my topnotcher, Mamma, my dear Topnotcher, topnotcher, Dickie, dickie, doo. That’s what I learned in school</p> <p>Boom! Boom! My hand on my brow, What have I here? This is my sweat boxer, Mamma, my dear Sweat boxer, topnotcher, Dickie, dickie, doo. That’s what I learned in school. Boom! Boom!</p> <p>Eye... eye blinker Nose... nose blower Mouth... food grinder Chin.... Chin chopper Heart.... Chest ticker Stomach... bread basket Knees..... knee benders Toes.... Pedal pushers”</p>	<p>(Let children do actions to the song) (Place hand on head) (Open arms palm up) (Point to head)</p> <p>(Point to head again) (Knock on head) (Shake index finger)</p> <p>(Place hand on brow) (Open arms palm up) (Point to forehead)</p> <p>(Point to head and then forehead) (Knock on head) (Shake index finger)</p> <p>(Continue, adding body parts and hand motions to suit the words)</p>
61.	<p>Here We Go</p> <p>Here we go- up, up, up Here we go- down, down, down Here we go- moving forward Here we go- moving backward Here we go round and round and round</p>	<p>(Stand up on toes) (Crouch down)</p> <p>(Take a step forward) (Take a step backward) (Spin)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
62.	<p>These Are Things I Like to Do <i>(Tune: Here We go Round the Mulberry Bush)</i> These are things I like to do, Like to do, like to do, These are things I like to do I know a trick or two.</p> <p>This is the way I read a book, Read a book, read a book This is the way I read a book I know a trick or two.</p> <p>This is the way I paint a picture... I know a trick or two.</p> <p>This is the way I ride my bike... I know a trick or tow.</p> <p>This is the way I work a puzzle.... I know a trick or two.</p> <p>This is the way I throw the ball... I know a trick or two.</p> <p>This is the way I help my dad.... I know a trick or two.</p> <p>This is the way I climb a tree... I know a trick or two</p>	(Let children do action according to the words)
63.	<p>Touch your nose Touch your chin. That's the way this game begins. Touch your eyes. Touch your knees. Now pretend you're going to sneeze. Touch one ear. Touch two lips right here. Touch your elbows where they bend. That's the way this touch game ends</p>	<p>(Finger on nose) (Finger on chin)</p> <p>(Finger on eyes)</p> <p>(Finger on knees)</p> <p>(Finger on ear) (Finger on lips) (Finger on elbows & cross hands)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
64.	<p>Keeping Dry</p> <p>Pick up your umbrella To keep yourself dry; Pick up your umbrella, There's rain in the sky.</p> <p>Pitter, patter, pitter, patter, Softly it falls. Hurry home quickly Before Mother calls</p>	<p>(Pretend to extend umbrella)</p> <p>(Tap fingers on floor)</p>
65.	<p>Bounce Like a Ball</p> <p>Bounce Like a Ball I'm bouncing, bouncing Everywhere. I bounce and bounce into the I'm bouncing like a great big ball. I bounce and bounce, then down I fall</p>	<p>(Children standing)</p> <p>(Jump up and down with air rhythm) (Fall down in place)</p>
66.	<p>When I was a shoemaker</p> <p>When I was a shoemaker And a shoemaker was I A-this- a way, and a-that -a-way And a -this-a-way went I.</p> <p>When I was a gentleman And a gentleman was I A-this-a-way and a- that -a-way And a-this-a-way went I.</p> <p>When I was a lady And a lady was I A-this-a-way and a- that -a-way And a-this-a-way went I.</p>	<p>(Let children perform and dramatise according to the characters)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>When I was a hair dresser And a hair dresser was I A-this-a-way and a- that -a-way And a-this-a-way went I</p> <p>When I was a Doctor And a doctor was I A-this-a-way and a- that-a- way, And a-this-a-way went I</p> <p>When I was a Soldier And a soldier was I A-this-a-way and a- that-a- way, And a-this-a-way went I</p>	
67.	<p>Yes I will</p> <p>Will you be a little stream Running down the hill Ha-ha-ha-ha, Ha-ha-ha Yes, yes I will, Yes, yes I will</p> <p>Will you be a merry wind Running through the grass Ha-ha-ha-ha, Ha-ha-ha Yes see me pass Yes see me pass</p> <p>Will you be a sunny beam Dancing to and fro Ha-ha-ha-ha, Ha-ha-ha Yes ,yes I go Yes,yes I go</p>	(Let children hold hands and perform action to words)
68.	<p>When You clap-clap-clap</p> <p>When you clap-clap-clap your hand The monkey claps his hand The monkey sees what monkeys do and the monkey does the same as you</p>	(Let the children do the movements as mentioned)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>When you roll-roll-roll your hands The monkey rolls his hand The monkey sees what monkeys do and the monkey does the same as you</p> <p>When you stamp- stamp- stamp your feet The monkey stamps his feet The monkey sees what monkeys do and the monkey does the same as you</p> <p>When you turn- turn- turn around The monkey turns around The monkey sees what monkeys do and the monkey does the same as you</p> <p>When you jump- jump- jump high The monkey jump up high The monkey sees what monkeys do and the monkey does the same as you</p>	
69.	<p>Clap – clap Every One</p> <p>Clap-clap every one On a chilly winter day This is how the children clap On a chilly winter day</p> <p>Jump-jump every one On a chilly winter day This is how the children jump On a chilly winter day</p> <p>Swim, Swim, every one On a chilly winter day This is how the children swim On a chilly winter day</p>	(Make children stand in a semi-circle and do the movements as mentioned)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>Shake-Shake- every one On a chilly winter day This is how the children shake On a chilly winter day</p> <p>Run, run, every one On a chilly winter day This is how the children run On a chilly winter day</p> <p><i>(Note: Keep on adding different movements and let the children perform)</i></p>	
70.	<p>Clap your hands</p> <p>“Clap your hands Clap your hands Listen to the music, And clap your hands</p> <p>Stamp your feet Stamp your feet Listen to the music And stamp your feet</p> <p>Turn around Turn around Listen to the music and turn around</p> <p>Jump up high Jump up high Listen to the music And jump up high Clap your hands</p>	(Play some music and let children do the movements as mentioned)
71.	<p>Out in the garden</p> <p>Out in the garden One fine day With my ball, I went to play I bounced it right, I bounced it left I bounced it well on one fine day</p>	<p>(Pretend to play and bounce the ball)</p> <p>(Pretend to fly a kite)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>Out in the garden, One fine day With my Kite I went to play I flew it right I flew it left I flew it high up the sky</p> <p>With my top, I like to play I Swing it right, I swing it left</p> <p>With my rope, I like to play I skip it right, I skip it left</p>	<p>(Pretend to play with the top)</p> <p>(Pretend to skip with rope)</p>
72.	<p>Let's make bananas!!</p> <p>Form, Form, Form the banana Form, form, form the banana Peel, peel, peel the banana Peel, peel, peel the banana Go bananas, go!, go!, go bananas! Form, form, form the orange Form, form, form the orange Peel, peel, peel the orange Peel, peel, peel the orange Squeeze the orange, squeeze, squeeze the orange Form, form, form the corn Form, form, form the corn Husk, husk, husk the corn Husk, husk, husk the corn Pop the corn, POP! POP! The Corn Form, form form the potato Form, form, form the potato Peel, peel, peel the potato Peel, peel, peel the potato</p>	<p>(Move right arm up over the head, moving your hands in a circular motion as you go up) (move left arm up over the head to form banana, moving your hand in a circular motion) (move right arm down to side, moving hand in circular motion) (do the same as above for the left arm) (kids jump around like their going bananas) (use same arm/hand movements as above) (children can either squeeze each other or wrap hands around their body to squeeze themselves) (use same arm/hand movements) (Children jump up and down using their hands to "pop" corn in the air or as if they are grabbing the air above them)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	Mash potatoes! MASH! MASH Potatoes!"	(use same arm/hand movements) (Children jump/stamp on the floor as if they are mashing potatoes!)
73.	<p>Put a Bandage</p> <p><i>(To the tune of "The Farmer in the Dell"....)</i></p> <p>Put a bandage on my knee, Put a bandage on my knee Oh nurse take care of me Put bandage on my knee</p> <p><i>Additional Verses</i></p> <p>*Put a bandage on my head, Oh nurse put me to bed</p> <p>*Put a bandage on my shoulder, Oh nurse look it over</p> <p>*Put a bandage on my toe, Oh nurse make my pain go</p> <p>*Put a bandage on my leg, Oh nurse, to you I beg</p> <p>*Put a bandage on my arm, Oh nurse, keep me safe from harm</p> <p>*Put a bandage on my ear, Oh nurse, I need to hear</p>	(Select children as characters mentioned) (Let remaining children stand in a circle with a patient in the centre)
74.	<p>Hoogy Boogy</p> <p>You put your right foot in, You put your right foot out, You put your right foot in , and you shake it all about. You do the Hoogy Boogy, and you turn yourself around, That's what it's all about. 2. left foot 3. right hand</p>	<p>(Let children stand in a centre and perform actions to the song)</p> <p>(Wiggle)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	4. left hand 5. right shoulder 6. left shoulder 7. head 8. rear end 9. elbows 10. knees 11. nose 12. thumb 13. whole self 14. make up your own.	(Continue by putting in all the other parts of the body, and then finally finish up with your whole self or add on your own)
75.	If You're Happy and You know It If you're happy and you know it, Clap your hands. If you're happy and you know it, Clap you're hands. If you're happy and you know it, And you really want to show it. If you're happy and you know it Clap you're hands. Other verses:stamp your feetshout hooray! Turn around Jump up high	(Clap, clap) (Clap, clap) (Clap, clap)
76.	Open, Shut Them Open, shut them, open shut them, give a little clap Open, shut them, open shut them put them in your lap. Creep them, crawl them, creep them, crawl them Right up to your chin. Open wide your little mouth But do not let them in Creep them, crawl them, creep them, crawl them Right down to your toes. Let them fly up in the air and	

S. No.	Poems and Rhymes	Suggested Actions and Movements
	Bop you on the nose Open shut them, open shut them, give a little clap. Open shut them, open shut them, put them in your lap	
77.	I'm a Little Tea Pot I'm a little tea pot Short and stout Here is my handle Here is my spout. When I get all steamed up Hear me shout Just tip me over, pour me out! I can change my handle I can change my spout Tip me over and pour me out!	(One hand on hip) (Bend other arm out to side like a spout) (Tilt your body on the side of the spout) (Reverse your hands for handle and spout)
78.	One Arm Goes up One arm goes up One arm comes down, One arm goes up and down Two arms go up, Two arms come down Two arms go up and down One leg goes up One leg comes down, One leg goes up and down Two legs go up, Two legs come down Two legs go up and down Two arms and two legs go up Two arms and two legs come down Two arms and two legs go up and down"	(Make children sit in a semi circle and ask them to move arms and legs as the song says)

S. No.	Poems and Rhymes	Suggested Actions and Movements
79.	<p>Two little hands go clap, clap, clap</p> <p><i>(To the tune of “twinkle-twinkle little star”)</i></p> <p>“Two little hands go clap, clap, clap Two little feet go tap, tap, tap One little body turns around One little child sits quietly down Two little fists thump, thump, thump, Two little feet go stamp, stamp, stamp One foot goes hop, hop, hop One little child goes squat, squat, squat” <i>(Adapted Traditional)</i></p>	<p>(Follow the actions of the poem)</p> <p>(children clap both hands) (children tap both feet) (children turn around) (children sit down quietly) (children clench their fists and thump on the floor)</p> <p>(children turn around) (children squat)</p>
80.	<p>Where is the Chair?</p> <p><i>(To the tune of ‘where is thumbkin?’)</i></p> <p>Where is the chair? Where is the chair? There it is, there it is. I can touch the chair, I can touch the chair With my hand, with my hand. Where is the floor? Where is the floor? Under my feet, under my feet. I can march around, I can march around On my toes, on my toes. Where is the ceiling? Where is the ceiling? Over my head, over my head. Oh, I can not touch it, oh I can not touch it It’s too high, it’s too high</p>	<p>(Suit actions to words)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
81.	First I find a Foot First I find a foot And I hop, hop, hop Then when I get tired I stop, stop, stop Turn around and Count to ten Then I find a foot And I hop again	(Let children try to stand on one foot and hop) (Turn around) (Hop on other foot)
82.	All By Myself <i>(To the tune of 'Three blind mice')</i> All By Myself All By Myself See what I can do See what I can do I can brush my teeth And here so neat I can put my socks And shoes on my feet I can get my napkin And snack to eat All By Myself All By Myself All By Myself All By Myself See what I can do See what I can do I can clean- up my toys And ride my bike I can kick a ball And throw in the sky I can read a book And sing songs I like All By Myself All By Myself <i>(Original Author Unknown)</i>	(Move in a circle and suit actions to words)

S. No.	Poems and Rhymes	Suggested Actions and Movements
83.	I am special <i>(To the tune of 'Are you sleeping')</i> I am special, I am special Look at me, Look at me A very special person A very special person That is me, That is me" <i>(Original Author Unknown)</i>	('I' can be substituted by a noun-e.g. Reena) (Let children stand in a circle.) (Let each child point to herself/himself)
Plants		
84.	बागों में हैं फूल खिले – 2 बागों में हैं फूल खिले – 2 देखो कितने फूल खिले तितली रानी आओ-आओ - 2 तितली रानी आओ – 2 रंग दिखाने आओ, रंग दिखा कर जाओ-2 बागों में फूल खिले, देखो कितने फूल खिले गुन-गुन भंवरा आया सुन-सुन भंवरा आया बागों में फूल खिले, देखो कितने फूल खिले कोयल रानी तुम भी आओ- 2 कोयल रानी आओ- 2 मीठा अपना गीत सुनाओ कू...कू...कू...कू... बागों में फूल खिले, देखो कितने फूल खिले ओ खरगोश आओ-आओ -2 ओ खरगोश आओ.... उछल-उछल कर आओ, उछल कर जाओ-2 बागों में फूल खिले, देखो कितने फूल खिले मोर-राजा तुम भी आओ- 2 मोर-राजा आओ- 2 झूम-झूम कर नाचो गाओ-2 छम-छम कर के पैर उठाओ-2 बागों में फूल खिले, देखो कितने फूल खिले	(Make few children as flowers, butterfly, etc.) Explain the action to them) (Let flowers stand in the centre) (Other characters will perform the actions to the song)

S. No.	Poems and Rhymes	Suggested Actions and Movements
85.	किसान हल चला रहा किसान हल चला रहा- 2 बीज बोने के लिए, खेत जोता जा रहा – 2 किसान हल चला रहा-2 वो बीज बो रही है -2 किसान की पत्नी देखो बीज बो रही है -2 सर्र-सर्र हवा चली -2 सर्र-सर्र-सर्र-सर्र तेज हवा चली -2 बारिश शुरू हुई -2 रिमझिम-रिमझिम बारिश शुरू हुई -2 सूरज निकल रहा -2 लालिमा बिखेरता, सूरज निकल रहा-2 पौधे हरे हुए पौधे बड़े हुए-2 लहलहाते झमते पौधे बड़े हुए -2 वो झूमने लगे वो नाचने लगे झम- झम- झम- झम नाचने लगे	(Sing the whole song to children) (Let the farmer and his wife pretend to sow the seeds) (Few children will come moving like the wind) (Few will come like rain) (One child will act as the sun) (Few children in the centre will sway like plants) (Seeing this, farmer and his wife will start dancing)
86.	एक बुढ़िया ने बोया दाना “ एक बुढ़िया ने बोया दाना गाजर का था पौध लगाना गाजर हाथों हाथ बढ़ी सोच तोड़ इसे ले जाऊँ हलवा गरमा – गरम बनाऊँ खीचीं चोटी जोर लगाया नहीं बना भई नहीं बना काम हमारा नहीं बना और बुलाओ एक जना फिर बुढ़िया का बुढ़ा आया दोनों ने मिलकर जोर लगाया	(Make children stand in a circle) (One child will pretend to be an old woman in the centre) (Pretend to pull the carrot) (Call out one more) (Old man comes) (Both pretend to pull the carrot) (Call out one more) (Three of them pretend to pull the carrot)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>खींचीं चोटी जोर लगाया नहीं बना भई नहीं बना काम हमारा नहीं बना और बुलाओ एक जना</p> <p>फिर बुढ़िया का बेटा आया तीनों ने मिलकर जोर लगाया खींचीं चोटी जोर लगाया नहीं बना भई नहीं बना काम हमारा नहीं बना और बुलाओ एक जना</p> <p>फिर बुढ़िया की बहु आयी चारों ने मिलकर जोर लगाया खींचीं चोटी जोर लगाया नहीं बना भई नहीं बना काम हमारा नहीं बना और बुलाओ एक जना</p> <p>फिर बुढ़िया का पोता आया पाँचों ने मिलकर जोर लगाया खींचीं चोटी जोर लगाया बन गया भई बन गया काम हमारा बन गया ”</p>	<p>(Call out one more) (Four of them pretend to pull) (Five of them pretend to pull) (All of them clap in rhythm as they sing)</p>
87.	<p>चना किसने बोया रे ?</p> <p>“चना किसने बोया ? किसने बोया, किसने बोया रे, चना मैंने बोया मैंने बोया, मैंने बोया रे ।</p> <p>चना कैसे बोया ? कैसे बोया , कैसे बोया रे, चना ऐसे बोया ऐसे बोया,ऐसे बोया रे ।</p>	<p>(Pretend digging and sowing seeds)</p> <p>(Pretend watering the plant)</p> <p>(Show how the plant is growing)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>चना कैसे सींचा ? कैसे सींचा , कैसे सींचा रे । चना ऐसे सींचा ऐसे सींचा , ऐसे सींचा रे ।</p> <p>चना कैसे बढ़ा ? कैसे बढ़ा , कैसे बढ़ा रे । चना ऐसे बढ़ा ऐसे बढ़ा , ऐसे बढ़ा रे ।</p> <p>चना कैसे काटा ? कैसे काटा , कैसे काटा रे । चना ऐसे काटा ऐसे काटा , ऐसे काटा रे ।</p> <p>चना कैसे खाया ? कैसे खाया , कैसे खाया रे । चना ऐसे खाया ऐसे खाया , ऐसे खाया रे ।</p> <p>चना कैसे नाचा ? कैसे नाचा , कैसे नाचा रे । चना ऐसे नाचा ऐसे नाचा , ऐसे नाचा रे ।</p>	<p>(Pretend to cut the crop)</p> <p>(Pretend to eat Channa)</p> <p>(Dancing happily)</p>
88.	<p>बागों में जब फूल खिले , फूल खिले</p> <p>“ बागों में जब फूल खिले , फूल खिले मैं तितली बन नाचूँ , नाचूँ मैं तितली बन नाचूँ , नाचूँ</p> <p>तक धिन – तक धिन – तक धिन – तक धिन – तक धिन – तक धिन – तक धिन तक धिन</p> <p>बागों में जब फूल खिले , फूल खिले मैं चिड़िया बन उड़ जाऊँ</p> <p>ऊपर - ऊपर - ऊपर - ऊपर - ऊपर - ऊपर ऊपर - ऊपर - ऊपर - ऊपर</p>	<p>(Children stand in a circle and pretend to be a butterfly, bird and so on)</p> <p>(Spread arms and pretend to fly like a bird)</p> <p>(Pretend to skip)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>बागों में जब फूल खिले , फूल खिले मैं रस्सी ले कूदूँ, मैं रस्सी ले कूदूँ मैं रस्सी ले कूदूँ, मैं रस्सी ले कूदूँ बागों में जब फूल खिले , फूल खिले मैं झूले पर झूलूँ – झूलूँ ऊपर – नीचे , नीचे – ऊपर ऊपर – नीचे , नीचे – ऊपर ”</p>	
89.	<p>लालाजी ने केला खाया</p> <p>खुली सड़क पर जरा टहल कर लालाजी ने केला खाया केला खा कर मुँह पिचका कर छड़ी उठाकर, तोंद फुला कर उसका छिलका वहीं गिराया ।</p> <p>लालाजी ने कदम उठाया कदम बढ़ाकर जैसे रखा पाँव तले इक छिलका आया भरी सड़क पर लाला फिसले उल्ट-पुल्ट कर गिरे धड़ाम।</p> <p>छड़ी छिटक गयी तोंद पिचक गयी घर जा कर तन को सेकूँगा छिलका कभी न यूँ फेंकूंगा ।</p>	<p>(Children stand in a circle and perform actions to the song.) (Pretend to walk like a fat man)</p>
90.	<p>Green Plants Grew All Around</p> <p>In the park there was a hole Oh, the prettiest hole you ever did see. A hole in the park A hole in the ground And the green grass grew all around, all around And the green grass grew all around.</p>	<p>(Children point to the ground) (Perform actions to the song) (Children turn around)</p> <p>(Children show the sprout with their plam) (Show hole in the ground) (Move the hip all around)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>And in that hole there was a sprout Oh, the prettiest, sprout you ever did see Sprout in the hole Hole in the ground And the green grass grew all around, all around And the green grass grew all around.</p> <p>And from that sprout there grew a tree Oh, the prettiest tree you ever did see Tree from a sprout Sprout in a hole Hole in the ground And the green grass grew all around, all around And the green grass grew all around.</p> <p>And on that tree there was a branch Oh, the prettiest branch you ever did see Branch on a tree Tree from a sprout Sprout in a hole Hole in the ground And the green grass grew all around, all around And the green grass grew all around.</p> <p>And on that branch there was a nest Oh, the prettiest nest you ever did see Nest on a branch Branch on a tree</p>	<p>(Show the action of a sprout growing into a tree (small to big))</p> <p>(Children spread out their arms) (Children turn their hips round and round)</p> <p>(Children join their palms to show nest)</p> <p>(Children turn their hips round and round)</p> <p>(Children show the egg with their hands)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>Tree from a sprout Sprout in a hole Hole in the ground And the green grass grew all around, all around And the green grass grew all around.</p> <p>And in the nest there was an egg Oh, the prettiest egg you ever did see Egg in a nest Nest on a branch Branch on a tree Tree from a sprout Sprout in a hole Hole in the ground And the green grass grew all around, all around And the green grass grew all around.</p> <p>And in the egg there was an bird Oh, the prettiest bird you ever did see Bird in an egg Egg in a nest Nest on a branch Branch on a tree Tree from a sprout Sprout in a hole Hole in the ground And the green grass grew all around, all around And the green grass grew all around</p>	<p>(Children turn their hips round and round)</p> <p>(Children flap their arms like a bird)</p> <p>(Children turn their hips round and round)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
91.	<p>Peek - a- boo, I see you!</p> <p><i>(To the tune of 'Mary, Mary quite')</i></p> <p>"Peek - a- boo, I see you! Rabbit in the garden. Peek-a-boo, what shall we do? Let's hop in the garden! Hop-Hop-Hop -2</p> <p>Peek-a-boo, I see you! Spider in the garden Peek-a-boo what shall I do? Let's crawl in the garden. Crawl-crawl- crawl -2</p> <p>Peek-a-boo, I see you! Flower in the garden. Peek-a-boo, what shall I do Let's fly in the garden. Fly -fly -fly-2</p>	<p>(Perform actions according to the characters mentioned)</p> <p>(Hop)</p> <p>(Crawl)</p> <p>(Fly)</p>
92.	<p>Now we are seeds</p> <p>Now we are seeds so-so small</p> <p>Then we are big trees see how tall</p> <p>Bend your body Touch your toes</p> <p>Stand up straight And lift your nose</p> <p>Sideways bending Sideways bending</p> <p>Arms so wide Bending low from side to side</p>	<p>(Children sit and bend like seeds)</p> <p>(Jump up and stand straight)</p> <p>(Bend and touch toes with both hands)</p> <p>(Spread both arms and move up and down)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
93.	My Garden I dig, dig, dig, And I plant some seeds. I rake, rake, rake, I pull some weeds	(Pretend to dig in standing position) (Pretend to drop seeds in a row) (Pretend to rake) (Pretend to pull weeds)
94.	Gardening This is the way I plant my garden Digging , digging in the ground. The sun shines warm and bright Above it; Gently the rain comes falling down.	
	This is the way the small seeds open. Slowly the shoots begin to grow. There are my pretty garden flowers, Standing, standing in a row	
95.	सेहत खूब बनाएगे सेहत खूब बनाएँगे, सेहत खूब बनाएँगे पालक, मेथी, लाल टमाटर, गाजर, मूली जी भर कर हम खाएँगे सेहत खूब बनाएँगे । फिर दौड़ेंगे, भागेगे, नाचेगे और गाएँगे उठकर शोर मचाएँगे मजे खूब तब आएँगे ।	(Suit actions to words)

S. No.	Poems and Rhymes	Suggested Actions and Movements
Numbers		
96.	<p>किसान अपने खेत में काम कर रहा है...</p> <p>किसान अपने खेत में काम कर रहा है किसान अब अपनी पत्नी को लाया दोनों मिलकर खेत में काम कर रहे हैं। किसान अपने खेत में काम कर रहा है किसान अब अपने बेटे को लाया तीनों मिलकर खेत में काम कर रहे हैं। किसान अपने खेत में काम कर रहा है किसान अब अपनी बहू को लाया चारों मिलकर खेत में काम कर रहे हैं।</p>	<p>(The actions are similar to 'The Farmer in the Dell')</p> <p>(You can also display number on flash cards)</p>
97.	<p>हम आगे-आगे आते हैं</p> <p>हम आगे-आगे आते हैं हम पीछे-पीछे जाते हैं फिर हम घूम जाते हैं।</p> <p>हम ऊपर-ऊपर जाते हैं हम नीचे-नीचे आते हैं फिर हम घूम जाते हैं।</p> <p>हम दाएँ-दाएँ जाते हैं हम बाएँ-बाएँ जाते हैं फिर हम घूम जाते हैं</p>	<p>(Children move in a circle and perform actions to the song)</p>
98.	<p>तीन तोते</p> <p>हरी नीम की डाल पर तीन तोते थे तीनों सोते थे एक पटाखा फूटा, जैसे बम कोई छूटा डर गए तीनों तोते, हरी नीम की डाल से उड़ गए तीनों तोते, पहला तोता-फुर्र दूसरा तोता-फुर्र-फुर्र तीसरा तोता-फुर्र – फुर्र-फुर्र</p>	<p>(Do actions as mentioned)</p> <p>(Spread arms like a parrot flying)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
99.	Five little flowers Five little flowers standing in the sun. See their heads nodding, bowing One by one Down,down,down Comes the gentle rain And the five little flowers Raise their heads again.	(Hold up five fingers) (Raise hands,wiggle fingers and lower arms) (Hold up five figures)
100.	One Potato, Two Potato One potato, two potato, Three potato, four. Five potato, six potato, Seven potato, more. Eight potato, nine potato, Ten potato then... Count the potatoes over again	(Children stand in a circle and sing the song) (Ask them to show the fingers as they are moving and singing)
101.	Ten in the Bed There were ten in the bed and the little one said, "Roll over! Roll over!" So they all rolled over And one fell out. There were nine in the bed... There were eight in the bed... There were seven in the bed... There were six in the bed... There were five in the bed... There were four in the bed... There were three in the bed... There were two in the bed... There was one in the bed And the little one said, 'Good Night!'	(Hold up ten fingers) (Roll hand over hand) – Rolling motion (Hold up one finger) (repeat hand motions) (place head on hands as if sleeping) (Each time "Roll over" is said, rolling motion is enacted out)

S. No.	Poems and Rhymes	Suggested Actions and Movements
102.	<p>Johnny works with one hammer</p> <p><i>(To the tune of 'He's a folly good fellow)</i></p> <p>"Johnny works with one hammer, one hammer, one hammer, Johnny works with one hammer, Then he works with two. Two... Three... Four... Johnny works with five hammers, five hammers, five hammers, Johnny works with five hammers Then he goes to sleep"</p>	<p>(Change the name of the child) (Pound one fist on Knee) (Use both fists) (Add stamping of one foot) (Both Feet) (Add nodding of head)</p> <p>(Pretend to Collapse)</p>
103.	<p>One Elephant</p> <p><i>(This is a finger play but can also be done as an action song)</i></p> <p>One elephants come out to play, Over the hills and far away He had such tremendous fun, He called for another elephant to come</p> <p>Two elephants come out to play Over the hills and far away They had such tremendous fun, They called for another elephant to come</p>	<p>(Divide children in a group of five. Sing the rhyme and let them sway like an elephant)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>Three elephants come out to play Over the hills and far away They had such tremendous fun, They called for another elephant to come</p> <p>Four elephants come out to play Over the hills and far away They had such tremendous fun, They called for another elephant to come</p> <p>Five elephants come out to play Over the hills and far away They had such tremendous fun, They called for another elephant to come</p>	
104.	<p>This Old Man</p> <p>"This old man, he played one, He played knickknack on my thumb With a knickknack paddy whack, give a dog a bone This old man came rolling home This old man, he played two, He played knickknack on my shoe With a knickknack paddy whack, give the dog a bone This old man came rolling home ...three...on my knee... ...four...on my door... ...five...on my hive... ...six...on my sticks...</p>	(Let children move in a circle and perform actions to the song)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	...seven...up to heaven... ...eight...on my gate... ...nine...all the time... ...ten...once again..."	
105.	Number March One child marches around the circle March, March, March One child marches Around the circle Now let's have two Two children march Around the circle, March, March, March Two children march Around the circle Now let's have three Three children march Around the circle, March, March, March Three children march Around the circle Now let's have four Four children march Around the circle, March, March, March Four children march Around the circle Now let's have five Five children march Around the circle, March, March, March Five children march Around the circle Now let's have six	(Children stand in a circle) (Select one child) (All the children marching on the spot) (Select another child) (keep selecting children as the number increases) (Select third child) (Select fourth child) (Select fifth child) (Ensure that all the children in the circle are now moving and marching with these five children in the centre)

S. No.	Poems and Rhymes	Suggested Actions and Movements
106.	Show Me One “One, One, Show me one One, One, Show me one, One, One, Show me one Show me one right now” (Continue by replacing with other numbers) (Original Author Unknown)	(Move in a circle and show one finger)
Water		
107.	अरररर पानी आया हरररर पानी आया बादल गरजे गड़- गड़- गड़- गड़ बूँदे बरसी तड़- तड़- तड़- तड़ बिजली चमकी चम-चम-चम-चम अजब शोर है जग में आया अरररर पानी आया हररर पानी आया	(Children move in a circle and do actions accordingly)
108.	Listen to the water Listen to the water Listen to the water flowing down the river side I saw some ducks by the river side Ossss by the river side Listen to the ---- Listen to the --- Flowing down---- I saw some turtle by the river side I saw some boats by the river side	(Suit actions to words)
109.	Three Little Fish <i>(To the tune “There blind mice”?)</i> Three little fish, Three little fish See how they swim,	(Make children stand in a group of three and move their hands like fish swimming)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	See how they swim Round and Round and Fast they go Now they are going very slow Three little fish, Three little fish	
110.	The fish in the sea <i>(To the time of 'Wheels of the bus')</i> The fish in the sea go swim, swim, swim, swim, swim, swim The fish in the sea go swim, swim, swim, swim in the deep blue sea The octopus in the sea go wiggle, wiggle, wiggle, wiggle	(Make children stand in a group of three and move their hands like fish swimming)
Colours (Display colours in the classroom)		
111.	लाल, हरा, पीला – 2 लाल, हरा, पीला लाल बताओ क्या बच्चों लाल बताओ क्या – 2 लाल-लाल टमाटर लाल-लाल सेब लाल, हरा, पीला-2 हरा बताओ क्या बच्चों हरा बताओ क्या – 2 हरा - हरा तोता हरी-हरी घास लाल, हरा, पीला-2 पीला बताओ क्या बच्चों पीला बताओ क्या – 2 पीला - पीला केला पीला - पीला आम	(Children stand and move in a circle) (Use props of different colours while asking about colours)

S. No.	Poems and Rhymes	Suggested Actions and Movements
	लाल, हरा, पीला-2 नीला बताओ क्या बच्चों नीला बताओ क्या – 2 नीला - नीला आसमान नीली – नीली इंक	
112.	रंग सभी हैं प्यारे-प्यारे रंग सभी हैं प्यारे-प्यारे अलग-अलग और न्यारे-न्यारे आसमान है नीला-नीला सूरजमुखी का फूल है पीला लाल गुलाब देखे जयबाला वर्षा का बादल है काला तीन रंग का अपना झंडा हरा, सफेद और केसरिया आओ हम सब रंगों के संग मिल जाएँ सब एक होकर।	(Children will stand in a circle and keep moving and singing) (Children wearing red or holding something red) (Children wearing yellow) (Children wearing green)
113.	We are the Sellers (To the tune of 'Ring-a-ring-roses') We are the sellers(2) Pocket full of colours Hush... All red fall down We are the sellers... All yellow fall down We are the sellers... All green fall down We are the sellers...	(Use coloured flash cards/ flags as props and suit actions to words)

S. No.	Poems and Rhymes	Suggested Actions and Movements
114.	<p>Shape that's Blue</p> <p><i>(To the tune of 'Mary had a little lamb')</i></p> <p>Priya has a shape that's blue, Shape that's blue, shape that's blue. Priya has a shape that's blue. What Shape and colour can you find?</p>	(Children stand in a circle and keep moving)
115.	<p>What is the Colour of the Shoes</p> <p><i>(To the tune of 'Here we go round mulberry bush')</i></p> <p>What is the colour of the Shoes, of the shoes, of the shoes? What is the colour of the shoes You're wearing on your feet?</p>	(Children keep moving in a circle)
116.	<p>Find a person wearing green</p> <p><i>(To the tune 'London Bridge')</i></p> <p>Find a person wearing green, wearing green, wearing green Find a person wearing green What's that person name? Find a person wearing red, wearing red,, wearing red Find a person wearing red What's that person name? Find a person wearing pink, wearing pink, wearing pink Find a person wearing pink What's that person name?</p>	<p>(Children keep moving in a circle)</p> <p>(Children need to observe and name who is wearing that colour)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
117.	<p>My Red balloon, My Red balloon</p> <p>My Red Balloon, My Red Balloon Flies high, flies high, flies high I jumped up high To catch the sky But could not catch it, why? My Red Balloon, My Red Balloon Flies high, flies high, flies high</p> <p>My Blue Balloon, My Blue Balloon Flies high, flies high, flies high I jumped up high To catch the sky But could not catch it, why? My Blue Balloon, My Blue Balloon Flies high, flies high, flies high</p> <p>My Green Balloon, My Green Balloon Flies high, flies high, flies high I jumped up high To catch the sky But could not catch it, why? My Green Balloon, My Green Balloon Flies high, flies high, flies high</p>	<p>(Pretend to jump and catch the balloon)</p> <p>(Props: Coloured balloons)</p>
118.	<p>Who is Wearing Colour?</p> <p><i>(To the tune of 'Farmer in the dell')</i></p> <p>"Oh, (Child's name) is wearing red Oh, (Child's name) is wearing red Heigh ho the derry ho, (Child's name) is wearing red" (Change name and colours accordingly)</p>	<p>(Make children wear different colour and hold something of different colour) (Let children search for the child wearing 'Red') (Point to the child wearing red and so on)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
119.	Where is the Colour? <i>(To the tune of 'Incy Wincy Spider')</i> Orange is the carrot Yellow is the sun Green is the grass Brown's a biscuit when it's done Purple is the brinjal and Blue is the sky and Black is my hair colour and Red's a cherry pie (Christina)	(Let children move in a circle and show/point to the appropriate picture)
Shapes (Display shapes in the classroom)		
120.	लालाजी की पगड़ी गोल लालाजी की पगड़ी गोल चंदा गोल और सूरज गोल दादी कहती पृथ्वी गोल लालाजी की पगड़ी गोल हमने खाया एक समोसा गरम-गरम और खस्ता-खस्ता देखो इसके कोने तीन एक-दो-तीन इसको कहते हैं त्रिकोण कमरे की दीवारें चार एक-दो-तीन- चार इसको कहते हैं चौकोर लालाजी की पगड़ी गोल	(Perform actions to the words of the songs) (Show pictures of shapes and objects)

S. No.	Poems and Rhymes	Suggested Actions and Movements
121.	<p>गुब्बारे लो, गुब्बारे</p> <p>गुब्बारे लो, गुब्बारे</p> <p>रंग-बिरंगे गुब्बारे</p> <p>लंबे, छोटे या फिर गोल</p> <p>एक रूपये में ले लो मोल</p> <p>चोंच वाली चिड़ी बनाई</p> <p>चूँ- चूँ- चूँ.....</p> <p>वो देखो कुत्ता भाई</p> <p>भौं-भौं- भौं</p> <p>पूँछ वाला कैसा बंदर</p> <p>खरू- खरू- खरू....</p> <p>गुब्बारे का कैसा मंतर.....</p>	(Suit actions to words)
122.	<p>Rectangles</p> <p><i>(To the tune of 'Are You Sleeping?')</i></p> <p>Four straight sides</p> <p>Four right angles</p> <p>That's all it takes</p> <p>A rectangle it makes</p> <p>Angles and sides</p> <p>At the corners they collide</p> <p>A rectangle it makes</p> <p>That's all it takes</p>	<p>(Display rectangle in the classroom)</p> <p>(Show the shape and sing the song)</p>
123.	<p>This Is a Triangle</p> <p><i>(To the tune of: "Row, Row, Row Your Boat")</i></p> <p>This is a triangle,</p> <p>Look and you will see.</p> <p>It has three corners and three side. Count them one, two, three!</p>	<ul style="list-style-type: none"> • Suit actions to words. • Display pictures, objects in triangle shape in the classroom.

S. No.	Poems and Rhymes	Suggested Actions and Movements
124.	<p>Circle song</p> <p><i>(To the tune 'Have you ever seen a Lassie?')</i></p> <p>Have you ever seen a circle A circle, a circle Have you ever seen a circle Which goes round and round It rolls this way and that way, And that way and this way, Have you ever seen ...</p>	<p>(Show the shape and sing the song) (Same as above)</p>
125.	<p>The Triangle Song</p> <p><i>(To the tune of 'Pop! Goes the weasel')</i></p> <p>I am a small triangle I have three sides you see I also have three corners They are just right for me (Original Author Unknown)</p>	<p>(Suit action to words)</p>
126.	<p>All Shape Song</p> <p><i>(To the tune of 'Are You Sleeping')</i></p> <p>This is a square, this is a square How can you tell? How can you tell? It has four sides It is a square, It is a square This is a circle, this is a circle How can you tell? How can you tell? It goes round and round No end can be found It is a circle, It is a circle This is a triangle, this is a triangle</p>	<p>(Show a square and suit action to words) (Show a circle and do actions to words) (Show a triangle and suit actions to words)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
	<p>How can you tell? How can you tell? It only has three sides It is a triangle, It is a triangle</p>	
Seasons		
127.	<p>This is the way We Dress for summer <i>(Tune: Here We Go Round the Mulberry Bush)</i></p> <p>This is the way we dress for summer, Dress for summer, dress for summer. This is the way we dress for summer When we go out to play.</p> <p>Additional verses: This is the way we put on our shorts... When we go out to play. This is the way we put on our sunscreen... When we go out to play. This is the way we put on our shoes... When we go out to play. This is the way we wear sunglasses... When we go out to play</p>	<p>(Children stand and move in a circle as they perform actions to the song)</p>
128.	<p>Flowers</p> <p>Five little flowers standing in the sun See their heads nodding, bowing one by one Down, down, down comes the gentle rain And the five little flowers lift Their heads up again</p>	<p>(Let children stand in a group of five and do actions according to words)</p>

S. No.	Poems and Rhymes	Suggested Actions and Movements
129.	Plant the seeds <i>(To the tune of 'Farmer in the dell')</i> The farmer plants the seeds The farmer plants the seeds Herry oh the derry oh The farmer plants the seeds Add the verses and continue singing The rain begins to fall The sun begins to shine The plants begins to grow The birds all open up The flowers smile at me	(Let children stand in a semicircle and do actions according to words) (Wiggle both hands for rain) (Spread arms like an arch for the sun) (Move body like plants) (Cup hands) (Keep both hands index fingers on cheeks and smile)
130.	It is Raining <i>(To the tune of 'Where is Thumbkin?')</i> It is raining It is raining On my head On my head Pitter, Patter raindrops Pitter, Patter raindrops I'm all wet I'm all wet!	(Wiggle both hands for rain coming down) (Keep right hand on the head) (Show from top to bottom)
Air		
131.	हवा चली धीरे- धीरे “ हवा चली धीरे-धीरे पत्ते हिले धीरे-धीरे हवा चली ज़ोर से भैया पत्ते नाचे ता था थैया आई आँधी ज़ोर से पत्ते गिरे धम से हवा चली सर- सर- सर- सर पत्ते उड़ गए फर- फर- फर- फर”	(Swing both arms for wind breezing)



Note

APPENDICES

1. **Appendix I** : Suggested materials and equipment for Active Physical Play
2. **Appendix II** : Developmental Objectives for Gross Motor Development
3. **Appendix III** : Motor Development Checklist.
4. **Appendix IV** : Resources for Material, Equipment and Apparatus
5. **Appendix V** : Organisations working in the area of Early Childhood Education in India

APPENDIX I

Suggested Materials and Equipment for Active Physical Play

1. Climbing frame or jungle Gym
Climbing Structures: Climbing Structures have been designed to provide appropriate gross motor challenges for young children and these are essential in promoting gross motor development. The climbing structures can be made of either wood or iron. It should be composed of a series of strong wooden platforms arranged on different levels. These climbing structures may be accessible through a variety of routes such as ladders, ramps, steps, slides and bridges. Young children use these climbing structures and get chances to increase their upper arm strength, coordinate hand grips with leg movements while climbing and thus increase their body stamina.
2. Slide
3. Swings(open swings/tyre swings)
4. Rope ladder
5. Stackable boxes of various sizes
6. Steps
7. Vertical and inclined plank
8. Crawling tube
9. Suspended ball or tyre to jump and touch
10. Balancing beam and other balancing Apparatus
(The most important requirement for the perceptual motor development of young children is balance. Young

children need equipments and activities that enhance their ability to balance, not only while they are moving but also while they are stationary or standing. Children need lots of experience and opportunities to use “balance beams, stepping stones” or logs in a play area.)

11. Planks of various widths for balancing
12. Tricycles, cars
13. Drums
14. Old tyres
15. Sea-Saw
16. Drain pipe for crawling
17. Large size blocks
18. Balls of different sizes
19. Tyre structures
20. Tunnels/ section of clay pipe
21. Hanging bars
22. Pushing and Pulling toys
23. Toys, cars, trucks, aeroplanes
24. Beanbags (scrap material sewn in a square or any other shape and stuffed with dried seeds, and sand inside)
25. Hula-Hoops
26. Ropes, jump ropes
27. Big balls
28. Small soft balls
29. Assorted rocking horses, boats, etc
30. Water play equipment
31. Sand play equipment
32. Masking tape for balancing;
33. Cardboard boxes for tunnels etc
34. Markers
35. Buckets
36. Parachute (an old bed sheet/blanket)
37. Balloons
38. Throwing items
39. chalk

Note: *If equipment and apparatus is not available, it can be improvised. For example: most of the equipment mentioned above could be improvised with trees, tyres, mounds, tree-stumps, etc. For aiming at a target, a sack could be filled with sand and hung on a*

tree. The traditional swing made of a rope, tyre hung on a tree can easily replace the commercial swing. Some pictures of outdoor equipments made up from tyres are placed below for ideas and improvisation.





TYPES OF MUSICAL INSTRUMENTS FOR MUSIC AND MOVEMENT ACTIVITIES

It is important for an early childhood programme to encourage young children to explore different sounds and broaden their understanding of common musical instruments and the sounds they make. You may use these while organising

music and movement activities and also create/ improvise your own musical instruments.

1. Drums
2. Triangle
3. Tambourine
4. Xylophone
5. Harmonium
6. Chimes and bells
7. Maracas
8. Dholak
9. Flute
10. Guitar
11. Bass
12. Banjo
13. Rhythm sticks
14. Cymbals

Suggestive improvised musical instruments

1. Wooden blocks
2. Jingler made from bottle caps
3. Drums made from cereal boxes
4. Tambourine made from lid and bottle caps
5. Sandpaper scratchers
6. Bottle shakers filled with seeds
7. Wind chimes made from hangers; having various lengths of string to with nails tied to the end of each string.
8. Sound boxes
9. Shoe box guitar
10. Matchbox shakers filled up with seeds

Active Physical Play

The age groups which may derive use from the apparatus and toys are indicated by.

Type of Equipment	Age in years					
	3	4	5	6	7	8
Balancing Boards on low blocks	√	√				
Throwing Beanbags	√	√				
Big Balls	√	√				
Small soft balls		√	√	√		
Kicking Large soft balls		√	√	√		
Football(Age appropriate)				√	√	√
Climbing Jungle gym		√	√	√	√	√
Ladders		√	√	√	√	√
Stairs			√	√	√	√
Knotted rope						
Swinging Open swings		√	√	√	√	√
Tyre swings			√	√	√	√
Sliding Slide	√	√	√	√	√	√
Rocking Assorted rocking horses, boats, etc.	√	√	√			
Crawling Section of clay pipe, folding equipment	√	√	√			
Jumping Jump ropes		√	√	√	√	√
Pulling Pull toys,pulling wagons, etc	√	√	√	√	√	√
Pounding Hammers and pegs; clay	√	√	√	√		
Water Play	√	√	√			
Sand Play	√	√	√			
Rolling	√	√	√			



APPENDIX II

Developmental objectives for Gross Motor Development

An important consideration while drawing up a motor development programme for pre-schools and early primary schools is the nature of the specific objectives for children of different ages and stages of development. But we need to remember that each child is unique and should not be compared to others. Each child grows and develops at her/his own pace and yet they follow the same pattern and sequence in growth. You may find that one child may be going through the stages at a slower or faster rate than another child in the classroom. The age given below is a general guideline for the use of teachers and parents. These are suggestive guidelines to help and identify the appropriate age and get familiar with what needs to be done and what preceeds the present stage of growth. (Talk with a health care professional if you have concerns.)

S. No.	Skills	3-4 years	4-5 years	5-6 years	6-8 years
1.	Walking	<ul style="list-style-type: none"> Walks straight and easily, though not in a well coordinated way 	<ul style="list-style-type: none"> Walk forward and backward with coordination and ease 	<ul style="list-style-type: none"> Walk with ease, grace and rhythm, showing well coordinated movements Respond to the variation in speed with ease and coordination Walk forward and backward on a straight line without falling off 	<ul style="list-style-type: none"> Growth rate is slow and steady Have better control over large muscles-arms and legs, though muscular coordination is uneven and incomplete Still mastering their motor skills Increase in strength Lose their baby/milk teeth and begin to grow permanent teeth.
2.	Balancing	<ul style="list-style-type: none"> Balances on one foot for a very short time 	<ul style="list-style-type: none"> Walk on approximately 6 cm wide beam/plank without stretching arms for support and 	<ul style="list-style-type: none"> Walk on balancing beam fast with confidence 	

		by placing alternate feet confidently	<ul style="list-style-type: none"> Balance on one foot at a time for a longer time than 4-5 years old 		
		<ul style="list-style-type: none"> Balance on one foot(dominant foot) for a longer time 	<ul style="list-style-type: none"> Walk up an inclined plank, initially using both hands and feet for support and later with practice in an upright position 		
			<ul style="list-style-type: none"> Walk up an inclined plane with confidence and speed 	<ul style="list-style-type: none"> Carry objects on head or hands while walking 	
3.	Running	<ul style="list-style-type: none"> Runs in a straight direction 	<ul style="list-style-type: none"> Run smoothly with speed and in a well coordinated manner 	<ul style="list-style-type: none"> Runs smoothly with well controlled and coordinated movements both straight as well as with variations in 	

				movements like galloping, skipping, etc	
			<ul style="list-style-type: none">Start, stop and run abruptly again when asked, with greater ease and confidence	<ul style="list-style-type: none">Plays running games	
			<ul style="list-style-type: none">Run with some variations also like galloping, skipping etc. though not very fast	<ul style="list-style-type: none">Run fast with efficient control of tyres	
			<ul style="list-style-type: none">Run with tyre rolled alongside by themselves, smoothly though not very fast		

4.	Jumping	<ul style="list-style-type: none"> • Jumps forward, although for a very short distance 	<ul style="list-style-type: none"> • Jump from a still higher position (approximately 4 feet) with confidence and enjoyment and lands firmly on both feet together on the ground, with practice 	<ul style="list-style-type: none"> • Jump from a height of about 5 ft. with full confidence and great coordination and lands on both feet together 	
		<ul style="list-style-type: none"> • Jump from a box/ low stool about 18 inches high 	<ul style="list-style-type: none"> • Jump forward at a longer distance than 3 to 4 year old 	<ul style="list-style-type: none"> • Long jump of about 65 to 85 cms 	
			<ul style="list-style-type: none"> • Jump over hurdles like tyre, rope, box etc 	<ul style="list-style-type: none"> • Jump over hurdles with ease and confidence 	
5.	Creeping-Crawling-Rolling	<ul style="list-style-type: none"> • Creeps and crawls slowly through a narrow space approximately 2 to 2.5 ft. in diameter 	<ul style="list-style-type: none"> • Creep and crawl through a narrow space with confidence and speed 		

		<ul style="list-style-type: none"> Roll on the ground with eyes closed 	<ul style="list-style-type: none"> Swing in sitting position without help 	<ul style="list-style-type: none"> Swing in a standing position without support 	
6.	Swinging	<ul style="list-style-type: none"> Maintain body balance and swing in a sitting position with some help from an adult or older child 	<ul style="list-style-type: none"> Able to swing in standing position with some help 		
			<ul style="list-style-type: none"> Able to hold onto a single suspended rope and swing with it 		
7.	Hopping	<ul style="list-style-type: none"> Hops at a single place once or twice, though not in a well coordinated manner 	<ul style="list-style-type: none"> Hop for a longer time on both feet and even more a short distance 	<ul style="list-style-type: none"> Hop for some distance with ease and speed 	

			<ul style="list-style-type: none"> • Able to hop backwards though not with ease 	<ul style="list-style-type: none"> • Hop backwards with ease 	
8.	Climbing-Ascending & Descending	<ul style="list-style-type: none"> • Climb up and down though not necessarily by placing alternate feet unless taking support of the wall or railing 	<ul style="list-style-type: none"> • Able to climb up and down using alternate feet 	<ul style="list-style-type: none"> • Climb with speed and confidence 	
9.	Rhythmic movements	<ul style="list-style-type: none"> • Responds to rhythm or beat while clapping, with an adult leading 	<ul style="list-style-type: none"> • Able to respond to the rhythm or beat with body movements like swaying, jumping, clapping, etc 	<ul style="list-style-type: none"> • Simple dance movements in tune with and to the beat of the music 	
10.	Skills with ball or ring		<ul style="list-style-type: none"> • Able to throw at a given target with some precision, though not very accurately 	<ul style="list-style-type: none"> • Throw a ball at a given target with accuracy and precision if the target is at moderate distance of about 6 ft 	

11.	Catching	<ul style="list-style-type: none"> Catch a ball with arms straight 	<ul style="list-style-type: none"> Catch a small ball thrown or bounced from a short distance by using both the arms 	<ul style="list-style-type: none"> Catch a small ball thrown or bounced from a short distance by using both the hands 	
12.	Throwing		<ul style="list-style-type: none"> Throw a ball in the general direction desired 	<ul style="list-style-type: none"> Throw a ball towards a target 	
				<ul style="list-style-type: none"> Throw a ball about 20 feet 	
13.	Kicking		<ul style="list-style-type: none"> Kick a ball at a given target with some precision, though not very accurately 	<ul style="list-style-type: none"> Kick a ball towards a given target with accuracy and precision if the target is at moderate distance of about 3 to 4 ft 	
14.	Gallop		<ul style="list-style-type: none"> Do galloping movements to the rhythm of the music 		

Source

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APPENDIX III

Motor Development Checklist

Date: _____

Name of the Child: _____

S. No.		(Ist term)	(II nd Term)	(III rd Term)
1.	Stretch arms high over head <ul style="list-style-type: none">• Can do it• Has difficulty doing it			
2.	Bend over and touch toes <ul style="list-style-type: none">• Can do it• Has difficulty doing it			
3.	Walking downstairs <ul style="list-style-type: none">• One foot after the other• Two feet on each step• Needs to hold the railing or an adult's hand• Walks down without holding anything			
4.	Walking upstairs <ul style="list-style-type: none">• One foot after the other• Two feet on each step• Needs to hold the railing or an adult's hand• Walks up without holding anything			

5.	Running between two ends <ul style="list-style-type: none"> • Runs with ease • Has difficulty running 	Comments	Comments	Comments
6.	Balance on board <ul style="list-style-type: none"> • Walks on board with ease • falls off once or twice • Has difficulty balancing 			
7.	Catching and throwing a ball <ul style="list-style-type: none"> • Catches a ball when thrown to her/him with ease and using both hands • Can throw a ball back • Has difficulty in catching the ball • Has difficulty throwing the ball back 			
8.	Twist at the waist <ul style="list-style-type: none"> • Can do it • Has difficulty doing it 			
9.	Jumping <ul style="list-style-type: none"> • Can jump over a rope on the floor • Can jump over a rope five inches off the floor 			
10.	Can jump from standing line <ul style="list-style-type: none"> • Two feet together • One feet ahead of the other 			

11.	Hopping <ul style="list-style-type: none"> • Can hop on both feet • Can hop on one foot • Has difficulty hopping 			
12.	Crawling <ul style="list-style-type: none"> • Can crawl under the chair with ease • Can crawl through the tunnel tube with ease • Has difficulty crawling 			
13.	Galloping <ul style="list-style-type: none"> • Can gallop with one foot ahead • Can gallop with speed and ease • Has difficulty galloping 			
14.	Skiping <ul style="list-style-type: none"> • Can skip • Has difficulty skipping • Cannot skip yet 			



APPENDIX IV

Resources for Outdoor Play Material, Equipment and Apparatus

1. Alpaks Kids World
919, Sanath Nagar,
Hyderabad 560018
Andhra Pradesh
2. Khazana Toys Pvt. Ltd
9, Scheme-III
Okhla Industrial Area
Phase-II, New Delhi 110020
3. Ok Play India Limited
C-25, Green Park Extension
New Delhi-1100
4. Arihant Playground Equipment Manufacturers
Arihant Complex, opposite Sagar Petrol Pump.
Western Express Highway. No-8
Sativali, Vasai (E), Dist-Thane,
Vasai-401208(Maharashtra)
<http://www.playgroundequipmentmanufacturer.com>
5. Sutradhar
59/1, 10th A main
3rd Cross, Indiranagar
Stage-2
Bangaluru-560038
Karnataka
6. Playgro Toys India Pvt. Ltd.
2057/38, Gold Plaza,
Gurudwara Road, Karol Bagh
New Delhi-110005
7. Ankidyne Playground Equipment
36, Ist Main Road
New Colony, Chromepet
Chennai 60044, Tamil Nadu

APPENDIX V

Organisations working in the area of Early Childhood Education in India

1. Andhra Mahila Sabha College of Education
HYDERABAD
2. Akshara Foundation
633/634, 4C Main
OMBR Layout
Bansawadi, Bengaluru-560043
Karnataka.
<http://www.aksharafoundation.org>
Email:-aksharafoundation@gmail.com
3. Bodh Sansthyam
A/A/1, Anita Colony
Gandhinagar Railway Station
Jaipur, (Rajasthan.)
4. Bal Niketan Sangh
62, Pagnis Paga
Indore, Madhya Pradesh
5. Bharti Foundation
Plot No. 47, Udyog Vihar, Phase- IV
Gurgaon-122015 (Haryana)
Email: geetika.bahaguna@bhartifoundation.org
6. Centre for Health Education Training and Nutrition
Awareness (CHETNA)
Child Resource Centre
Lilavatiben Lalbhai's Bungalow
Civil Camp Road
Ahmedabad-380004 (Gujarat)

7. Center for Early Childhood and Development (CECED)
Dr. Ambedkar University
Kashmere Gate
Delhi
8. Center for Learning Resources (CLR)
Deccan College Road, Yerwada
Pune-411006
Maharashtra
9. Center for Early Childhood Development and Research
Jamia Millia Islamia
Jamia Nagar
New delhi-110025
10. Institute of Home Economics
Hauz Khas
New Delhi-110016
11. DEEPALAYA
BF-99, Janakpuri
New Delhi-110058
12. DIKSHA, (NGO)
Guragaon, Haryana
13. Directorate of Social Welfare ICDS Section,
Canning Lane, New Delhi
14. Educational Media Research Centre
University of Pune
Pune (Maharashtra)
15. Discoveri Centre for Education & Enterprise
Near Sector-57, Sushant Lok III
Gurgaon-122003
Website: idiscoveri.com
16. Indira Gandhi National Open University
Maidan Garhi,
New Delhi

17. Indian Association for Preschool Education
Santacruz (W)
Municipal Secondary School Building
Ground Floor, Gazdor Park
Mumbai 400054 (Maharashtra)
18. Jamia Millia Islamia University
Jamia Nagar
New Delhi
19. Katha
A 3, Sarvodaya Enclave
Sri Aurobindo marg
New Delhi 110017
Website: www.katha.org
20. Lady Irwin College
Department of Child Development
New Delhi
21. Mobile Creches
Sector-IV
DIZ Area near Gole Market
Raja Bazaar
New Delhi 110001
22. M.S. Swaminathan Research Foundation
3rd Cross Street, Taramani Institutional Area
Chennai 600113
Tamil Nadu
23. Ministry of Women and Child Development
New Delhi
24. M.S. University
Department of Human Development and
Family Studies
Faculty of Home Science,
Baroda, Gujarat

25. Mount Carmel College
Department of Home Science
Palace Road
Bengaluru
26. National Council of Educational Research and Training(NCERT),
Department of Elementary Education
Sri Aurobindo Marg, New Delhi-110016
27. National Institute of Public Cooperation and Child Development (NIPCCD)
Hauz khas, New Delhi-110016
28. National Institute of Public Cooperation and Child Development (NIPCCD)
293,39th cross
8th block, Jayanagar
Bengaluru
29. National Association for the Blind (NAB)
R.K. Puram, New Delhi
30. PRATHAM-NGO
Mumbai, Maharashtra
31. State Council of Educational Research and Training (SCERT),
Tamilnadu
32. Social Welfare Department
Tamil Nadu Govt.
33. SEWA- An NGO Ahmedabd
Directorate of Social Welfare
ICDS Section, Canning Lane, New Delhi
34. Tata Institute of Social Sciences(TISS)
Mumbai

35. Uttarakhand Sewa Nidhi Parayavaran
Shiksha Sansthan
Jakhan Devi, Mall Road
Almora 263601(Uttarakhand)
E-mail: usnpss@sancharnet.in
[http//www.ueec.org.in](http://www.ueec.org.in)
36. VIHAAN-Society for Child Development and Education
Rajasthan
27, Indira Nagar, Near Tonk Road
Jaipur-302018
(Rajasthan)

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Note



Empowerment of Girl Child, Responsibility of All

Other Books on Early Childhood Education

1. Every Child Matters — A Handbook on Quality Early Childhood Education
2. Theme Based Early Childhood Care and Education Programme — A Resource Book
3. Readiness Activities for the Beginners — Volume I and II
4. Little Steps — A Manual for Pre-school Teachers
5. Smooth and Successful Transitions
6. Khel-Khel Mein
7. Exemplar Guidelines for Implementation of Early Childhood Care and Education(ECCE) Curriculum
8. Poorv Prathmik Shiksha Ek Parichai
9. Early Childhood Education — An Introduction
10. Trainers Handbook in Early Childhood Care and Education



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5007-820-4