

# PLAY and WIN

## Aavaru Ajjī stories.

Part – 1 & Part – 2

**ACTIVITY HAND BOOK**

Mysore D. Swapna

# PLAY and WIN

## *Aaruru Ajjji Stories.*

Stories of grandma from a far-off town

A collection of children STORIES

Part – 1 and Part – 2 AA I to AA 62

### **ACTIVITY HAND BOOK**

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## PREFACE

This pamphlet is a companion to the book “PLAY AND WIN Episodes – Aavuru Ajji stories, parts 1,2.”

If a VT (volunteer teacher) wants to interact with pre-primary and primary school children, non-formally, these episodes will help. Here we give only the activities without discussions or any other frills. This is for the convenience of V-T who wants to jump into the job ( a list of materials needed is given for each activity for further ease of work).

This booklet can be used independent of the main books parts 1, 2. However we suggest to any volunteer to read the relevant story before activity with children. Though written in English these can be done via any language.

Volunteers not very good in English may get the help of those who know and just get the main idea and then be on your own.

More help can be given to those who write [engoneforall@gmail.com](mailto:engoneforall@gmail.com) or to other emails mentioned.

M.D.Swapna (pen-name)

May 2024

ACTIVITIES suggested for pre-primary children – a sample ( 1 to 64)

C – child, Cn – children, S – student, T – teacher, V-T – volunteer teacher, T&L – teaching and learning,

M – materials needed

## **AA 1 to 3 MIRROR, MIRROR (seeing a mirror)**

- a) Get a plane mirror. Let children see their own faces and do small make-up.
- b) Take them to a full-size mirror, if available or bring one for the purpose
- c) Get a ladies make-up mirror with one mirror enlarging (concave mirror). Let each child see
- d) Extra : If a dentist's mirror is available let them see each other's teeth
- e) Use two mirrors to see back of the head. Mention hair dressing saloon

Materials (M) : Plane mirror, make-up mirror, comb, oil

## **AA 4 CATCH ME IF U CAN (PLAY using mirror)**

Take a mirror.

A) Let sunlight be reflected on A child WHO WOULD RUN . Play the catch game. (Children (Cn) run and the spot is moved by a child (C ) to catch one of the running children)

B) Let reflected spot fall on the wall. Play the catch game. (Children (Cn) run TO catch the spot which is quickly moved by a child (C ) with the mirror. If the spot is caught (= touched) mirror changes hands.

C) If no sun, use a laser beam and a plane mirror.

Materials (M) required:

sunshine, small mirror, laser light (optional)

## **AA 5 SOLAR LIGHTING (using mirror)**

Bring a few mirrors or a fairly big mirror. Switch off any lights if they are on in the sitting room or the corner of a verandah. If necessary create a dark ( unlit ) area by boards and screens. Hang a map or just keep a blackboard. Let a child adjust the mirrors in the sunlight to have blackboard or map to be seen. Slowly move the light spot if necessary. This is called SOLAR LIGHTING.

b) V-T can show the ancient solar lighting if there are old buildings. Roof design, ventilators, windows, etc.

M : Two large mirrors; sunshine or take a bright lamp.

## **AA 6 DANCING IN THE RAIN (get wet)**

This session is done in the rain; if there is a good rainy season in your area. Sing any rain song including the one given here. Some elders joining will be nice. Keep ready drying towels, change of clothes. (If going outdoors, check area for safety – not slippery, no steep slopes)

*M : Rainy day, fairly clean safe area, towels, clothes see note at the end of AA9 .*

## **AA 7 MONSOON for US (paper boats)**

If monsoon is heavy in your area, you can surely do this. Find a quadrangle or any place in the school. Create slopes, hills, dig channels for water flow, wait for rain. Show to children as given in the story.

(Extra : Play paper boats, floating twigs, leaves,etc.)

M : as required above- immediately after or the next day after a heavy rainfall will be effective - show rivulets joining to make mini rivers – going to the ‘sea’ [ drain area]

## AA 8 DANCING CLOUDS (walk through)

Touching a rain cloud. Teacher joins the children. This game was invented in Bombay – Pune area ( actually Khandala Lonavala ). But any mountainous region in a heavy monsoon area is Ok. Combine this activity in an educational tour. See AA6 for precautions.

M : Selection of the place

## AA 9 MY BOAT YOUR BOAT (paper boat)

This is a monsoon activity. After the rain stops just take a round of the surroundings. See streamlets play paper boat, leaves moving, etc. Find which things float, which sink. This is similar to AA6, AA7.

V-T can read those and AA 9 and find her own way of enjoying. In rare rain areas go to a pond, lake, sea, if nothing else, just make paper boats and float in a basin of water.

M : V-T inspects the area first, paper , leaves, twigs

*Note: NEVER do any of aa 6, 7, 8, 9 DURING lightning and thunder. Do not take shelter or park vehicles under a tree*

## AA 10 TIC-TAC-TOE (game)

Those who know tic-tac-toe game tell others. Even young ones can play with elders. Volunteer ( V-T ) plays with the youngest and purposely loses.

- a) Play using slates
- b) Then go to the ground

M : Slates, notebooks, twigs / sticks, wet ground

## **AA 11 RUN HORSE RUN ( heart beat )**

Borrow a stethoscope. Let child search different spots on his/ her own chest and find

- a) One's own heart beat
- b) Then hears the heartbeat of another child
- c) After a round of running the same child's heartbeat is checked.
- d) If class 4 or 5 children ask why, explain in simple language.

M : Stethoscope, help of a nurse or health worker (optional)

## **AA 12 JUMBLE ASSEMBLE (neatness)**

Sense of neatness and arrangement – play, put back, unpack, use – pack & store. A place for each thing and each thing in its own place.

Suggestion to V-T

- a) Go to the kitchen – scatter plates, spoons, cups, etc. Ask children to put them back neatly .
- b) check school bag, pencil box, etc. for neatness.

M : any playthings; assemble and play is good ( eg: train with track; building set; puzzle pieces )

Instead of or in addition to (a) above use toy kitchen set if available – play and pack it back neatly

Puzzles [ assembling cut pieces to make a figure] are available in the market. Play and put back without mixing up different sets.

*This author had used locally cut pieces of MAP OF INDIA, WORLD.-- SKETCHES OF ANIMALS ETC AS PER NO COST OR LOW COST PRINCIPLE*

## **AA 13 WRITING ON THE WALL ( black board )**

Use exam questions and write on the black board.

- a) Correct the words given below : BUUK, BYLL
- b) Read the instruction and translate into the local language
- c) Do similar with question papers in local languages
- d) Move to higher classes one by one (i.e. gradually )
- e) V-T should first convince herself about the anomaly in question papers

M : blackboard, chalk, slates, notebooks, some sample question papers

f) this activity is very good for ENGLISH medium students – explain the English language qn paper

## **AA 14 COMPETE WITH ELDERS**

Have the black board cleaned. Get many pieces of chalk. Allot areas on the blackboard as per child's height.

- a) After the writing is over, take a photo of the blackboard along with names of children. Ask them to cleanly wipe and get another set of children. This is possible in modern digital time,
- b) Ask them not to repeat the earlier, only if possible or else, repeating is ok.
- c) Photo in (a) above can be sent to the parents' mobile

M : cloth duster , chalks ( dust free preferred),mobile with camera option . BLACKBOARD, or part of painted wall . rolling board

## **AA 15 WHERE WILL I WRITE ?( black board )**

Find places for children to write with chalk other than slates and notebooks.

Extra blackboard or walls up to 4 feet high can be black or green painted. Encourage children to write anything on their own or copy.

M : Extra blackboard; a wall painted green or black up to 4 feet high; chalks ; cloth dusters.

## **AA 16 PICTURE SEEING ( scan, browse )**

Some textbooks with a lot of pictures can be got from children themselves. First, class 1 children

- a) See ( only see & tell ) pictures ( not try to READ ) their own pictures. Similarly other classes.
- b) Then mix books. Anyone tries to read ( i.e. see pictures ) any book. Others around add matter and help. ( Matter i.e. description comes from children)

M : Any set of children's books, any language.

## **AA 17 PICTURE SEEING (2) (scan, browse)**

Textbooks with pictures. as in AA 16 children see and talk.

- a) Now the teacher ( volunteer, facilitator) helps by asking leading questions. Which animals are there ? What else is seen ? What he/she is doing ? What is this picture about ? (OR) What is the title you will give to the picture ?
- b) All in local language. Even English book.

M : A few textbooks, V-Tshold prepare herself for giving hints

## **AA 18 FANTASY ? WHY NOT ? (drawing)**

Stereo-typing in art is common – let children make their own also i.e. in addition to the standard. In the xerox age, let children try the age-old tracing-paper method of copying.

M : Tracing paper for each child; pad, pencil, eraser; picture or sketch or map to trace, as many as the number of children

## **AA 19 PICTURE SPEAKS (interpretation)**

Library used. Picture books brought out. If comic books are there, fine. If not V-T can acquire and bring ( borrow, buy from raddhi (old newspaper) shop. This session does not depend on the language in which the book is written.

This author believes in no cost or low-cost material.

M : any set of picture books in any language. A story book is better.

## **AA 20 HOLIDAYS ( festivals)**

It is suggested by the author that national secular holidays can be observed just like other festivals in the houses. This way, irrespective of religion or family tradition, national holidays will be a special day in all houses. Any special things (eg. eatables) can be shared with others next day. Start with Rangoli with “ Happy \_\_\_\_\_ Day”

M : National flag; a copy of the lyrics of patriotic songs.,

V- T TO LEAD THE SINGING

Lyrics of some songs are available in Sethu Bandhana website.

## **AA 21 FLAG TO THE HOUSE (National Days)**

Suggestion :

Volunteer can go to the children's houses ( in the afternoon of August 15 and January 26 ). Take flags big and small, do a mini-function near their houses. Idea is to reach elders and unorganized groups. Spread the idea of (AA 20) to all present. Call this is a special day in the house no matter what your language or religion is. Make / buy sweets, distribute.

M : same as national holidays, flags, lyrics, singing etc.

Avoid local or global 'persons' , parties, politics etc mention only nation , citizen - try a procession with flag leading in the neighbourhood.

## **AA 22 PRASAD (sharing)**

Volunteer teachers, like Swapna in the story, always have some eatable to distribute. Like Prasad after Pooja. Let it be affordable ( not costly ) harmless generally liked and durable ( if not used on one day )

M : eatable ; paper as plate for dry prasad

## **AA 23 GO GO GEOGRAPHY (field game)**

Draw a very large outline map of India on the ground. Approximate shape will do.

- a) Let children run and show places. Start with oceans (large water areas)i.e outside in your sketch
- b) Mountains. Directions.
- c) Rivers / important towns

M : chalk or rangoli powder to draw on the ground

## 24 AKASHVANI ( reading )

Volunteer must herself know the difference between READING a story aloud and TELLING. Even while telling, pause and do conversation. If children do not ask, “then.....” volunteer asks “what do you think, happened next?” and then carry on.

Any short story will do. Even “lessons” can be converted to conversational story telling.

M : Be ready with a few stories in hand or in mind

## AA 25 OLD MC DONALD (mimicking)

One activity children are fond of, is mimicking birds and animals. Then sounds. For this purpose the nursery rhyme “Old McDonald” helps. Add your own versions.

Here author suggests that children can experience SILENCE also. This leads to better appreciation of sounds around. If V-T has knowledge of bird calls ( & also happens to be a bird watcher ) can show pictures. Modern time sound & picture videos are available.

M : Lyrics of Old McDonald rhyme

*[One stanza is given here for your convenience]*

*Old MacDonald had a farm, E-I-E-I-O!  
And on his farm he had a cow, E-I-E-I-O!  
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!*

## **AA 26 DRAMA FOR KIDS ( acting )**

Dramatization is indicated & example given in the story:

- a) Communicate with a sad ( or crying ) child & bring food item to share
- b) V-T can imagine such minor events & make a drama ( language does not matter – need not be full sentences nor grammatically correct ).

Some suggested situations :

- c) Child sitting outside the house
- d) Child watering plants
- e) Group of children trying to hurt a street dog

M : None. A set of topics with V-T.

Children want to dress up. They love make-up- so do if you can – otherwise just dupatta, towel , dhoti, cap ok

## **AA 27 GANDHARI GAME ( empathy )**

Purposely blind -folding (oneself) teaches empathy. In the story, how blind persons could run a phone centre was discussed.

Volunteer teacher in modern times can show how modern gadgets can be handled by them. Eg : computer, laptop, mobile phone, remote switch.

If possible, visit a visually handicapped person's school or hostel.

M : None. Play blind person game. Optional : paper packets of pepper, jeera, rice, etc. touch & identify.

## **AA 28 ALPHABET SOUP ( teaching aids )**

Alphabet learning. Any method is fine. Given game :  
Write the

a) First letter of the child's name on the palm. Ask: Mere mutti mein kya hai ? or what is in my hand ? C 2  
Don't know.

C1 : It is my name's first letter

C2 : what is your name ?

C1 : Then it is.....

b) Can use a picture of a car – C is the letter

c) Make 'tiles' of letters as you see in a SCRABBLE game.

M : A to Z separate small tiles 2" x 2" maximum to hold in a fist

## **AA 29 MAGGI – MUG-UP ( easy maths )**

Multiplication tables is a necessary evil. Every child has to memorise. The method given here may ease the tension. Volunteers please read AA 29 full episode & then decide if you can conduct the activity. If doubtful, bring a teacher.

M : Black board

## **AA 30 CHORUS FOR US ( singing )**

Songs can be sung in chorus like ' shlokas' & 'prayers', 'bhajans'. This can include the usual school assembly songs. Some famous poems or even jocular ones from primary school textbooks can be 'sung' (any tune the volunteer teacher can manage). In modern times TV can help.

Remember never solo recital, always chorus, because it is inclusive i.e. hesitant shy child should be in.

M : Lyric with volunteer to aid memory – use Xeroxed copies for young children- older ones can download lyrics on their cell phones

## **AA 31 LEARNING – MUGGING – CHANTING (chant)**

AA 30 was for nursery rhymes, poems, etc. to sing. Here suggestion is : Make your own chantable lines. Examples are given in the story. Try this : Continents are 7, 6 A's and an E. Expand. A for Africa, A for America South, A for America North, A for Asia, A for Australia, A for Antarctica and E for Europe.

If you do this, keep a world map and let one child leader point out. Other examples are names of fingers, weekdays, thithis, etc.

M : World map; India map; Big charts from school library.

## **AA 32 ALL TOGETHER [ group or solo activities]**

Games where all age groups can join can be played. This story gives one such game with ropes & geometrical shapes. Worth playing.

Another example : Get a tangram & show many shapes can be made. It is easy to make a tangram with cardboard. Let elder children cut & make. ALL can play.  
M : A long (> 10 m) rope, optional : tangram lego set

## **AA 33 I ASK YOU ANSWER ( child as a teacher)**

This is suitable on or around Teachers' day. Half the children become teachers; the other half students. Teacher 1 calls Student 1 and asks a question. If answered, T2 selects S2. Next the group changes roles. Score system is optional. ( Maximum of 10 per side is Ok. Otherwise questions will be exhausted)

*[T2 – Teacher 2 (child) S2 – Student 2 (child)]*

M : Pre-select the subject

## **AA 34 EXPRESS(O) EDUCATION (adult education)**

The gist of the story is : Teach the mothers the matter needed for their children; also how to patiently teach. This is with a target.

Any elder from the child's family can be chosen for the job. Willing and interested persons only to be selected. This is a FAST TRACK METHOD for adults. Helps those whose mother tongue is different from the local language or the medium of instruction.

M : Find a helpful family. Pretending is ok.

## **AA 35 KITCHEN AJJI (teaching aids)**

There is enough to do, to enjoy and to learn even in the kitchen, Chore need not be a bore. Kalpana in the kitchen. Volunteer teacher can become one,

- a) Kitchen is only an example
- b) It can be a garden,
- c) a garage
- d) a repair workshop
- e) arranging desk or bookshelf, etc.

The principle is : INCLUDE children in the work INTELLIGENTLY so that they will be INTERESTED.

M : Create a kitchen ambience : cut (careful) potato, okra (bhendi) etc. to make 'stamps'

## **AA 36 MY BODY MY BOOK (teaching aids)**

This episode tells us how our body can be a source of learning. Certainly in mathematics, because the digital system (i.e. base 10) came because of the number of digits (= fingers) is 10. Senses. Parts of the body, functions. We see with our eyes .....

M : None – one head , two ears, three big joints [hand] Four [ eyes+ears] five, ten [fingers]

## **AA 37 COOKED FOOD FOR MOTHERS (story book)**

This story says that mothers (and all caretakers) of children must have a store of stories to tell. This rule applies to V-T also. If a fresh volunteer is not very confident, start with 'reading' a story – then proceed to 'telling' with simple gestures voice modulation etc.

Sprinkle with your own inquisitive questions (if children fail to ask) 'then what', 'do you know what happened', 'there it was', etc.

M : Titles of well-known stories kept with V-T for her memory. Eg. Cinderella, thirsty crow

## **AA 38 TEACHER TRAINING TO TINY ONES (child teacher)**

Framing questions from a given text is the subject. Different types of questions are discussed – true or false, MCQ Multiple choice questions, fill up the blanks, etc. Children are encouraged to do this job.

V-T can make her own information sheet (+ lesson) based on which guess can be made. Remember : Simple sentences, one idea in one sentence, connected matter, minimum 5 ideas, maximum 10.

M : see above, make 'LESSONS' in simple language. Read aa 38 where a sample lesson and questions are given

This can be [ author says must be ] done in all the languages the children are learning- To primary and preprimary children, lessons can be read out slowly at least twice..

## **AA 39 MOVEMENT – TRANSPORT (teaching aids)**

Show pictures. Talk about travel by

- a) different vehicles, including any sounds
- b) Go to the nearest railway station. Get permission and show as much as possible.
- c) If there is a 'Railway museum' show – but there is no substitute to a busy, noisy railway station.

Suggestion to the V-T. As far as possible, go to the 'real life' item / situation : Not a lone tree but a grove. Eg. coconut grove, a field of sugar cane, rice, banana plantations

M : Pictures of vehicles, permission  
V-T Volunteer teacher to get out

## **AA 40 INSTANT DIARY (happy birthday)**

In the small group also 'Happy birthday' can be celebrated. Mark each child's birthday in the calendar. Let them celebrate at home on that day. Next day may be here, in the volunteer's group. Share yesterday's goodies.

M : A real calendar or a hand- made calendar of this month.

## **AA 41 LET US CALL A SPADE (teaching aid)**

Volunteers should read the episode. Then make some useful booklets & use them. In digital modern world 'cut & paste' books are easy to make. Do first as a soft copy & show on PC or laptop (because colour print maybe costly). This authgor believes in low-cost or no-cost material for extra education.

M :At least 2 already made booklets.

## **AA 42 SUMMARY REPORT (recalling)**

IN the booklet Swapna allows children to give a summary report of what all they liked. As a volunteer, you can ask the children. Any prepared report will be much above the present group, let them recall (i.e try to remember) what ALL they did and liked. One elder child makes a list.

M : V-T ready to ask ; was this item done ?

To find out if they liked , VT can ask : shall we do [ or play] it again?

Vt must have with her ready, a full list of activities done y AND ask about each one of them

## **AA 43 DIY-PICURE BOOK – fails ( a failed project )**

### **[ do it yourself]**

Volunteer-teachers can use this do-it-yourself picture book idea as a class only activity – taking home or doing at home by young children has problems – can be done in class.

Suggestion : Collect same type of leaves, make a giant leaf. Same with flowers. Try with triangles, many small ones to make a giant one.

Arranging on the tiled (cemented ) ground Ok. To be cleaned up. Pasting on a huge newspaper sheet for keeping.

M : Big newspaper or K.G.Cardboard, glue, pencil, colouring set =

original aiji Kalpana failed in the project- read why and vt may do successfully

## **AA 44 SCRAP BOOK SCRAPPED ( another failed project )**

This is the same as earlier DIY scrap book.[AA43] Please consult # 43 Similar to our suggestion given there, let the children do the activity with you, the volunteer-teacher.

This can be theme based :

- a) In Mysuru, Dasara is famous. Just after Dasara holidays, collect newspapers & make a collage of photographs
- b) Children above 5<sup>th</sup> standard can cut and paste – essay on Dasara
- c) Local event suitable for children can be selected.
- d) Family functions like birthday of the child (DIY – Do it yourself),  
[ NOTE; COLLAGE – not COLLEGE – an art form using cut & paste method]

M : Paper, K.G.Cardboard, glue

See note under AA 43

## **AA 45 ROUTE MAP LANDMARKS (mapping)**

Small- scale map making is the theme – school, playground, fine. Or, own house, street, other houses, trees also ok for 4<sup>th</sup> and 5<sup>th</sup> standards.

Visit a lake, river, canal, hill & then make a visual map and guessed (estimated) distances can also be tried.

Add ( direction north) – NOT GIVEN IN THE STORY.

Children can trace mentally the path [ route] they take and make a rough sketch

M : Each child a pad and a paper, pencil, eraser, one scale for all ok.

## **AA 46 ONE TWO – ONDU ERADU (language learning)**

Any game played with children can be in any language they know or even do not know. Try this method given in story # 46 certainly use 'skipping rope'. Idea : Play games – use as many languages as children know.

M : skipping rope, even stones throw up & catch, counting is needed, score sheet or board

## **AA 47 THREE IN ONE (language learning)**

Like 46, use three languages in the same group in the same time – use for fun nouns of universal use eg, car, bus, taxi, auto. Other eg. day-night, colours, common fruits

M : None. No writing – only spoken repeated

## **AA 48 KAVERI THAYI- RAAVI AKKA ( language learning)**

Like 'skipping & counting' in three languages do other things. Some suggestions are given – make your own – even relationships like mother, grandfather ok. Common eatables like rice, dhal, common ailments like fever, cold. No teaching. If not known, pass & go ahead.

M : None ; list of topics with V-T to help her memory

Kaveri, raavi – rivers , also given names in INDIA

SUGGESTION get charts of animals, fruits , vegetables etc - multilingual material easily available in the market-

Referring to them is optional

## **AA 49 ART APPRECIATION (creativity)**

Art (sketching, colouring, painting) etc. is necessary part of learning. Here the author suggests : creativity and imagination.Craft (cutting, shaping, making things)

- a) Sculpture (clay model, POP work, chalk carving)  
POP- plaster of paris
- b) Decoration (make a garland out of flowers, chain with beads, cut paper & cardboard & paste, rangoli,etc.

These can be included by V-T

M : as above needs many sets, V-T must decide previous day & acquire

## **AA 50 CIVIL ENGINEERING (sharing)**

Advantage of many schools in one campus. Many common functions, without language differences. This author's suggestion : Take even very young children to high school and even college facilities : laboratory, library. Gym, games ground & equipment, etc.

M : None, exposure options left to V-T

## AA 51 SANSKRIT (heritage)

The relevance of Sanskrit to ALL Indian languages is indicated. It does not need deep knowledge of Sanskrit to create interest in that language. Basics which we all know can be indicated

The core is to show close relationship between Sankrit and local (children's) language. Least similarly may be in Tamil, even there 30% can be seen.

- a) M : Sanskrit terms list : 1 to 20, 100, 1000 written in big letters either in Devnagari or local script. List of animals, fruits, flowers, thithis 1 to 15 (fortnight), Rashis & nakshatras ( zodiac& stars), 5 elements Synonyms of very common things ; sun, moon, earth, water, air, fire, tree, etc
- b) . M : V-T must have a set of correct words to help children – mind the pronunciation

## AA 52 GUESSING GAME (learning aid)

V-T must read the story in full to understand – make your own words with 10 questions to guess it

A well-known city –

A well-known flower –

A zoo animal –

Simple two digit number –

V-C should be prepared to assist in asking questions.

Example :eg. word is PEACOCK say it is a bird

Q1 : Does it fly high ? No

Q2 : Is it in village houses? No

Q3 : Is it in the zoo ? Yes

Q4 : Does it dance ? Yes

Q5 : Is it a peacock ? Yes & Win

The above is a lucky win. Many may lose. IN that case V-T may allow more questions (even up to 10)

M : Only mental preparation, paper or slate, one will do

## **AA 53 LOGICAL GUESSING (learning aid)**

As in 52. Read the story. One example game in mathematics V-T must play and show. Give the number between 1 and 9 to one child – you be the child playing with 5 questions option.

Q1 : Is it a double digit ? No

Q2 : Is it a single digit ? Yes

Q3 : Is it divisible by 2 ? No

Q4 : Is less than 5 ? Yes

5<sup>th</sup> question can be a luck / bad luck. The above is just a sample. V-T make your own.

M : Same as 52

## **AA 54 MAKE FRIENDS AND A BUNDLE GAME (maths)**

This is a simple way to deal with numbers. A packet of (something – here biscuit) containing 10 items represents DOUBLE DIGIT (also TENTH PLACE) opened out it is SINGLE DIGIT (i.e. UNIT PLACE)

A big BUNDLE of 10 packets is 100 i.e. (100<sup>th</sup> place)

M (Materials needed) : Biscuit packets too costly ; so make bundles of beads or stones or seeds

can get twigs, or BROOMSTICK PARTS to make bundles of ten-

{author's note : abacus, short cuts Chinese and Japanese methods of arithmetical operations are ok as fun , provided V-T is familiar with them}

## AA 55 SHOW OFF AND LEARN (child teacher)

Children are encouraged to test one another i.e. they can 'show-off' their knowledge. But no judgements. The 'showing-off' person also should explain.

Some suggestion: Use even highly local information.

- a) Which is the nearest hospital ?
- b) Where is a college in this town ?
- c) Where is .....(so & so) palace / lake ?
- d) Have you seen / been to the zoo / beach / temple (name of a famous temple)? I have.

M :None, V-T must talk to each child to find the child's show-off topic

## AA 56 BELL THE CAT – game (maths)

Adding & subtracting integers is well-known – primary school books are full of pictures showing this method. Here fractions can be handled similarly.

This author thought decimals and percentages are too high for this age-group. If in modern times, those are necessary, volunteer teacher can include. Please read

Episode 56 in the book

M : Pieces of cardboard in shapes – square, rectangle, circle, scissors.

Montessori teaching aids may help , if available,. If not see web and make your own – it is not difficult

## **AA 57 A FIT MOTHER (sports)**

Just a discussion – A fit mother with open mind makes children also the same way. To make this an activity, volunteer-teacher (V-T) can discuss nature to which all of us are exposed.

Sun – too little; or too much – umbrella

Rain – a little wet; or too much –umbrella

Wind – breeze in the park – open the windows ; storm like – shut the windows

Eating sweets – how much – can you live on chocolates and biscuits only ?

M : Take photographs from newspapers or online. Eg. rain, flood & people on boats / on the street, dry land – no crops – no water to discuss extremes

## **AA 58 SKATE SWIM BE FIT (sports)**

Skating, skiing in places where there is ice. Roller-skating can be done – swimming must be learnt – it is life-saving.

V-T can mimic or actually play some games, sports like above, hobbies like trekking, bicycling. Do simple PT exercise, yoga, aerobic movements – dance – great.

M : If available show & demonstrate roller-skating (careful – hold the child on either side). Show pictures of games – short videos. Demonstrate kho-kho, kabaddi, materials needed for these.

Take chidren to a swimming pool

**AA 59 SPECIAL PT (sports) [PT – physical trainer]**

The story is about a dwarf – so tell children about them. Story also describes physical activities (group) like ‘dahihandi’ (human pyramid). V-T can try if she has confidence or else try your own ideas ;

- a) Standing on one leg
- b) On two hands only (\* with another child supporting feet)
- c) Let a line of children run and make a ‘coiled’ snake (=turn spiral) Nudge and let it uncoil and raise hood
- d) Of course, ‘rail gaadi’ and sudden stop

M : None; try ‘pyramid’ or any other.

**AA 60 SANTA CLAUS**

Like the Santa Claus in the story ask a well-known person (in the locality) to act as given in the episode.

If no one, get one senior teacher or HM to be the actor. Some magic or tricks should be practiced well before the day, by the actor.

M : Another resource person – dressed as Santa Claus or a circus clown

## **AA 61 DEMO PROJECT (teaching aid)**

A demonstration of 'weaving' old-type handloom is done. If possible V-T can do the same. Otherwise, if she knows, show

- a) How 'knitting' is done
- b) Go to a farm or nearby artisan & show how a 'mat' is woven
- c) Using coconut leaves or a basket is made using bamboo splits
- d) Or plastic bags are made using plastic wires

M : A frame (eg. a rod, stick), pieces of rope, a bundle of rope

## **AA 62 NO ONE HAS TIME (failure)**

This is a discussion class. Volunteer teacher can encourage Sabeena like children into asking questions. Please read THE story AA62

M : pre-select subjects for discussion- the theme can be something which children would very much like to do but no one in the school system wants to – no time –

Can we look into a plane, ship, big office. Factory?

Can we touch and play on veena, keyboard, tabla, violin ...?

Can we see how they make a drama, cinema?

Simple printing newspaper?

VT can even say the school has no way to show the most modern digital videos or the old 16 mm documentaries. Thus parents are the best and they WILL have time for YOU.