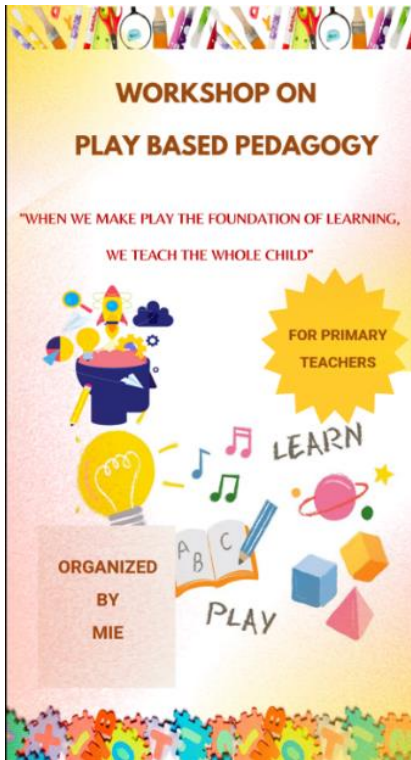


## Report on the Two-Day Capacity Building Program on Play-Based Pedagogy for NDMC teachers of 43 schools



On June 28-29 2024, a two-day workshop on play-based pedagogy was conducted for primary teachers of 43 NDMC schools. This workshop aimed to enhance the teaching methodologies of educators by integrating play-based learning strategies into their classrooms. The interactive sessions were designed to equip teachers with practical tools and techniques to create a more engaging and effective learning environment for young students.



Participants explored various play-based activities, discussed their benefits, and shared insights on how to implement these strategies to foster holistic development in children. Each activity undertaken was done practically and how to customize it for various age groups. The workshop not only emphasized the importance of play in education but also provided a collaborative platform for teachers to exchange ideas and experiences.

<b>Date</b>	28 <sup>th</sup> & 29 <sup>th</sup> June 2024
<b>Time</b>	10:00 am to 02:30 pm (on 28 <sup>th</sup> June) 8:30 am to 02:00 pm (29 <sup>th</sup> June)
<b>Organiser</b>	Modern Institute for Education in collaboration with NDMC
<b>Venue</b>	Atal Adarsh Bal Vidyalaya, Mandir Marg
<b>Facilitators</b>	Ms. Rimpay Verma (former headmistress of TMS, ECNCR & Modern Early Years Deepali, Ms. Megha Brar and Ms. Pooja Rihan, teacher, Modern Early Years, Deepali)
<b>Participants</b>	One primary teacher each from 43 NDMC schools

**Details of the activities undertaken for two days are delineated below:**

**Day 1 (28.06.2024)**

- **Friendship Web: (Ice breaking activity)**



Objective: Familiarise participants with each other. This activity aimed at making participants understand how they are connected. It also emphasized the importance of promoting social connections and teamwork.

- **Introduction of play-based pedagogy-Visual arts**



Objective: To provide an engaging and hands-on learning experience for children from Nursery to 5<sup>th</sup> grade through play-based activities that promote cognitive, social, and motor skills development in alignment with the National Education Policy (NEP) 2020. Topic of solar system was used as an example to show the difference between conventional method of teaching and play based pedagogy. It was demonstrated how representing solar system through performing arts and visuals is effective than plain discussion.





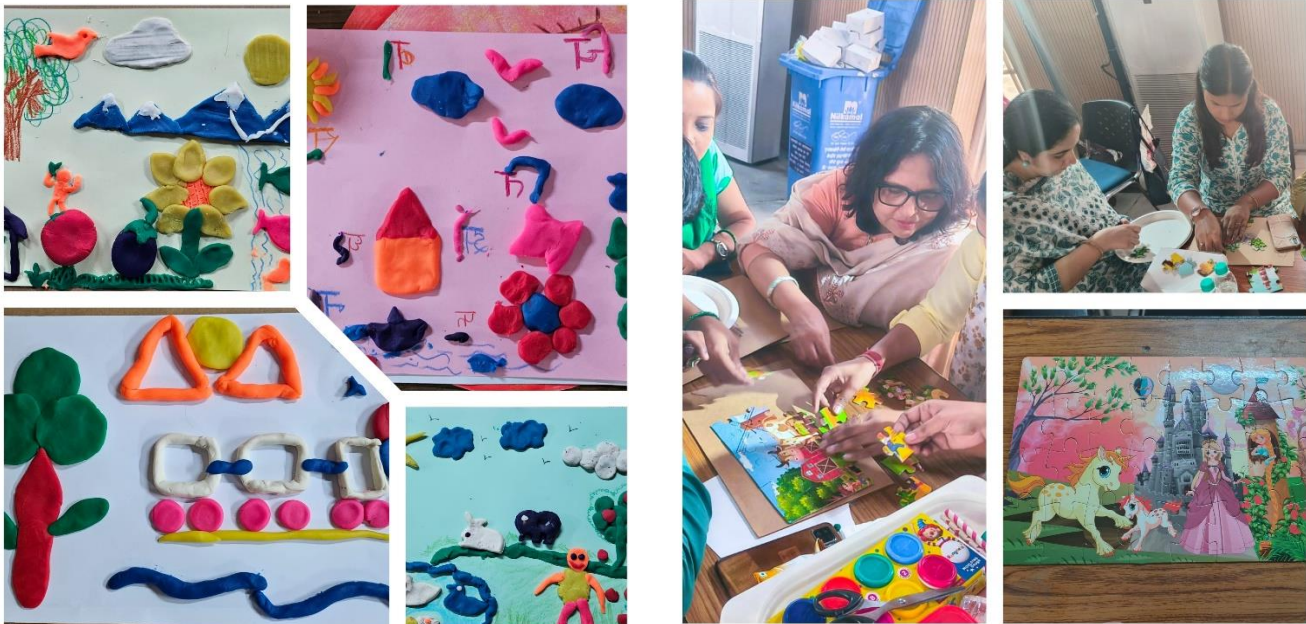
- **Sensory play dough activity**

Objective: To foster creativity and introduce 2D and 3D shapes and patterns.

The activity contained stage-wise tasks for the participants.

**Nursery - KG:** Play-Dough and Texture Boards

The facilitator asked the teachers to use play-dough and paper straws to create shapes and patterns.



**Grade 1-2**

The facilitator asked the teachers to create and combine different shapes to form a scenery using clay.

**Grade 3-5**

3D shapes (Cube, Cuboid, Cylinder, Cone)

The facilitator helped teachers create models of 3D shapes using straw and clay.

- **Toy Based Activities**

Objective: Enhance problem-solving skills, mathematical reasoning, and communication skills.

Examples of toy-based activities

**Nursery - KG:** Stringing Beads

The facilitator guided teachers to string beads to create necklaces or bracelets. The activity gave ideas of colour, sequence, pattern, numbers etc.

## Grade 1-2



## Grade 1-5

**Puzzles** - Facilitators provided puzzles to participants to be solved within stipulated time frame. It was discussed how it is helpful in developing patience, perseverance, teamwork, collaboration, and language skills among students.



## Grade 3-5

**Spot the Difference** - Participants were asked to spot the difference in the given sheet of images. Thereafter, it was discussed how this activity aid in developing observation skills, concentration and focus, critical thinking, visual discrimination skills, memory and problem-solving skills among students.

### ▪ Games and Sports Activities

Objectives: To create a fun learning environment for building concepts and honing skills through games and sports-based activities.

#### **Parachute Game**

Using a parachute for cooperative play and fun exercises. It can also be used to develop motor skills, coordination and balance, team work, communication, problem solving. It can also be used to teach various concepts of science e.g velocity, speed, motion, math and to build vocabulary.





### **Burst the Balloon**

The facilitator labelled the balloons numbered 1 to 20 in letters and write the number names in various areas in the hall. Then the facilitator asked the teachers to choose a balloon find the matching number name and head off to burst the balloon in the matching circle. It was also explained to the participants that how the same activity can be

undertaken in every subject and for any age group to teach any concept.

### **Hopscotch**



The facilitator drew hopscotch on the floor to teach various concepts in various subjects e.g. in Mathematics, the concepts of forward and backward counting, prime numbers, integers, even and odd numbers and skip counting till 10 and many more.

### **Tippi Tippi Tap**

While playing this game the participants understood that it can be used to teach colour, vocabulary, and even storytelling based on the colour and

words.

**Snakes and Ladders with Letters-** To teach sounds and recognition of letters, prepositions, phonemes, words, sentence making etc.



The facilitator demonstrated teaching of prepositions by providing instructions that involve movement around a stage, table, and chairs e.g. go behind the chair, stand beside the table, sit on the stage, salk around the chairs, place an object under the table, jump over the stage, stand in front of the chair etc.

### **Scavenger Hunt**

#### **Grade 1-2**

The facilitator divided the participants into two teams. Number cards were hidden and scattered around the premises. Team 1 was instructed to collect the cards

and arrange them in ascending order (smallest to largest). Team 2 was supposed to collect their cards and arrange them in descending order (largest to smallest). The first team to correctly arrange their cards wins.

### **Grade 3-5**

The facilitator distributed number cards to the participants and organized them into groups of five. First, she instructed them to form the smallest possible number using their cards and then the largest possible number.

Additionally, she asked them to identify the place value of each digit in their numbers. To represent zero, she directed the remaining participants on the left side of a given number to hold balls in their hands, symbolizing zero.

### **Tic tac toe**

It is a common game children play in classroom. The facilitator demonstrated how important it is to let student play this game.

It helps in developing logical thinking, improves decision making skill, help children gain confidence in planning and strategizing, helps them identify patterns, and think about probability etc.

It was a long day and all the participants were exhausted but in their own words, “thrilled to be part of such an awesome session” and parted with the excitement of continuing the session the next day.



## **Day 2**

The day started with discussions on the apprehensions and challenges of teachers when they began to introduce these concepts in their classrooms. Their concerns were mostly related to parental apathy, parental inquiry regarding why their wards are not writing much in their notebooks, and the paucity of teaching-learning resources in the school to workload. The facilitators shared their own stories related to these issues and asked teachers to focus not on the issues but on the possible solutions. They recommended practicing the mantra daily, “What else can be done?”

### **The Workshop activities**

#### **▪ Musical Chairs**

The workshop began with a musical chair that aimed at weaving concepts of Hindi into a fun-filled game. The participant who got out of the game had to answer questions based on Hindi and English grammar like saying opposite words, similar words, etc. The winner of the game won a prize also.





- **Rangoli Making:** To introduce the concepts of Festivals of India.

Objective: Encouraging cultural awareness and artistic expression.



For this activity, it was decided that a jury should be created to decide the best rangoli. Therefore, Mr. S. C. Meena, Principal Atal Adarsh Bal Vidyalaya, Mandir Marg, along with Ms. Megh Malti, teacher, painting, Ms. Jyoti Arora, PGT Political Science, and Ms. Swati TGT English we requested to judge the participants work and announce the winner.

They came to judge the Rangoli along with the presentation skills of the participants and announced the winner. The Principal also shared his learnings and some motivational anecdotes to inspire the teachers. He also expressed that he wanted to host the workshop in his school and behold his wish has come true. Therefore, one must not lose faith and be always positive was his advice to fellow teachers.

- **Visual and Performing Art**

Objective: To help students understand abstract or complex ideas by representing them visually, thereby enhancing their creativity, critical thinking, and understanding of the subject matter.



**Grade 1-2:** Healthy & Junk food: using play dough, and paper plates to create food plates one with healthy food and the other one with junk food. Teaching nutrition and healthy eating habits

**Grade 3-5:** Creating vehicles using utensils

Participants were asked to create means of transport using everyday utensils. It was demonstrated how articles of daily use can be used to teach various concepts.

It will also help in developing creativity and environmental awareness among students.



**Grade 3-5**

Using narration, role play, and nukkad natak to demonstrate idioms and moral lessons such as ‘every cloud has a silver lining’ ‘honesty is the best policy’ ‘cleanliness’, ‘importance of education, and ‘afforestation’.

- **Hands-on experiments**

Objective: To provide hands-on learning experiences that allow students to explore scientific concepts and principles through practical application and observation.

The activity was related to how to functions of sense organs and their names. The activity was planned to focus on the function of each sense organ the participants were to find a hidden object using their eyes etc. (for kg and nursery students)



For 3rd to 5th graders, the experiment focused on creating a respiratory system model using straw, balloons, a4 size sheets, and cello tapes.



#### ▪ Music & Movement

Objective: To enhance participants' interest in learning different concepts through music and dance. From among a couple of songs, the facilitators made teachers dance to Freeze songs and enabled them to use them to teach action words.

**Closure of the workshop:** the day's activities were summarised by the facilitators and teachers left the venue on a positive note and with the hope that such workshops will be conducted again.

#### Feedback and Impact

The workshop activities were highly appreciated by the participants, who found the sessions engaging and educational. The hands-on nature of the activities allowed teachers to grasp concepts effectively and provided them with practical tools to implement in their classrooms.





### **Conclusion**

The workshop on play-based pedagogy was a huge success, even with the early obstacles brought on by bad weather. The workshop's aims were fulfilled thanks to NDMC, and the help and support extended by Mr. S.C. Meena, Principal Atal Adarsh Bal Vidyalaya, Mandir Marg. The positive feedback received from the participants underscores the success of the activities and underlines the significance of engaging, hands-on teaching strategies.

### **Next Steps**

To improve future sessions of the year-long capacity-building program, we will take into account the feedback from this workshop. Maintaining this initiative's success over time will depend on continued cooperation and adaptability in the face of obstacles.

### **Acknowledgments**



We would like to extend our gratitude to NDMC, and Atal Adarsh Vidyalaya, Mandir Marg, for their support and cooperation. We especially appreciate the enthusiastic participation of teachers and providing their valuable feedback. Our heartfelt thank you to Ms. Rimpay Verma (former headmistress of The Modern School, ECNCR and Modern Early Years Deepali), Ms. Megha and Ms. Pooja, teachers of Modern Early Years in curating the module as per the needs of teachers of NDMC schools as well as conduction of the workshops.