

PLANNING AND CONDUCTING PROGRAMMES

29.1 INTRODUCTION

Children below five years are in the most impressionable period. The foundation for future personality is laid during these impressionable years. Whatever is learnt at this age gets so deeply embedded that it becomes difficult to change it later on. It is, therefore, the duty of the adults to provide rich experience to the child and help in the development of good habits, proper attitudes and questioning mind.

A large majority of the pre-schools are run on the same pattern as the primary schools. This is rather unfortunate as the needs of these young children are very different and an entirely different approach is necessary if we want to stimulate their optimum development.

In this lesson, you will get to know about programme planning and play-way education in a play centre.

29.2 OBJECTIVES

After reading this lesson you will be able to :

- explain programme planning;
 - state the principles involved in programme planning;
 - describe short term and long term planning;
 - develop programmes for different age-groups (below 3 years and 3-5 years);
 - explain the steps involved in organising feeding programme.
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29.3 PROGRAMME PLANNING—CONCEPTS AND PRINCIPLES

For play centre, programme planning is very important to reach the desired goal. Programme planning involves chalking out programmes for a play centre, collecting things required and executing the planned programmes. There are certain principles to be considered while planning programmes for children under five. They are :

A. Take into consideration the needs of children age appropriate.

1. Plan age appropriate activities

A child is ready for certain activities only at particular age. If these activities are introduced to the child before he is ready for them, it becomes difficult for the child to master them.

2. Introduce the activity at an appropriate time

When the child is ready for an activity, introduce it, so that the child enjoys doing it and masters it with ease. For example, for the new entrants, plan ball play before offering organised games.

3. The programme should be flexible to serve the needs of the children

The length and the nature of the activities should depend on the interests of the children. Sometimes, the children may get engrossed in an activity for a long period of time. In such instance, teacher should be ready to change her plan and give the children the opportunity to continue the work for a longer period of time. Sometimes, the visit of some animals/birds (cat, dog, squirrel, parrot, sparrow, rabbit, dove, monkey) or rainfall may disturb the programme. The teacher has to utilize the incidents effectively.

4. The programme planned should be meaningful and help the children to learn habits, concepts and values

For instance, music and stories help children in their language development. Informal talk on certain themes like animals help children to acquire information on animals. Each activity planned for children should have meaning and be related to community life.

5. The programme should provide first hand and concrete experiences

For example, digging, preparing the soil, sowing seeds and watering, are first hand experiences related to gardening. Other experiences like lifting, pouring, filling, carrying, categorising are also first hand experiences.

6. Associate old experiences with new ones

For instance offer blocks of assorted shapes and ask the children to find out objects of similar shapes in the immediate environment.

Long term planning helps to have new equipment purchased, old items repaired or replaced.

Short term planning

For effective functioning, it is necessary that the programme for the whole year be divided into smaller units, say a month or a week or a day. There are certain experiences to be offered during special occasions. Month-wise planning enables the teacher to include special events and programmes. It also aids in making the programme flexible and need based. Weekly planning helps in including variety and taking care that all developmental needs are taken care of. Daywise planning is necessary to set a time schedule. One knows clearly as to what is to be done now and during next half an hour and the following half an hour.

Daily programme

The daily programme

The daily programme in a play centre may include the activities listed below :

9.00 a.m. - 9.30 a.m.	Arrival of children
9.30 a.m. - 10.10 a.m.	Outdoor play
10.10 a.m. - 10.20 a.m.	Prayer and informal talk
10.20 a.m. - 10.30 a.m.	Mid-morning break
10.30 a.m. - 10.45 a.m.	Readiness programme-general
10.45 a.m. - 11.00 a.m.	Music
11.00 a.m. - 11.15 a.m.	Creative experiences
11.15 a.m. - 11.30 a.m.	Science experiences
11.30 a.m. - 11.45	Organised games
11.45 a.m. - 12.00 noon	Story
12.30 p.m. - 12.45 p.m.	Feeding programme
12.45 p.m. - 2.45 p.m	Rest and sleep
2.45 p.m. - 3.00 p.m.	Toilet-Evening snacks
3.00 p.m. - 3.30 p.m.	Outdoor play and departure.

Weekly programme

The themes for the week need to be decided and planned ahead. The day's activities must take into account the individual and group needs of the children.

The table below details play centre programme for a week on a specific theme 'flowers'.

WEEKLY PROGRAMME

Theme : Flowers

Group : 4-5 years

Timing	Activities	Monday	Tuesday	Wednesday	Thursday	Friday
9.15 a.m.- 9.30 a.m.	Arrival of Children					
9.30 a.m.- 10.00 a.m.		Outdoor play*	Indoor Activities			
		Physical exercises/General readiness activities				
10.00 a.m.- 10.20 a.m.	Prayer Informal talk	Names of flowers	Divine Colours of flowers	Songs Smell of flowers	Parts of flowers	Uses of flowers
	Songs	'Ring a ring roses' - Songs related with flowers and other				
10.20 a.m.- 10.45 a.m.	Readiness Programme Exercises	Writing	Reading and writing	Number work	General concepts	
		Physical exercise				
10.45 a.m.-	Washing up and mid morning juice					
10.20 a.m.-** 11.30 a.m.	Creative activities Basic/ Special theme related	Crayon drawing pasting of flower petals with leaves	Thread printing, colouring, making flowers with coloured papers	Block print- ing, flower printing	Threading flowers/ beads	Floral design
11.30 a.m.- 11.40 a.m.	Story Time	Stories incorporating flowers		Dramatisation with flowers		
11.40 a.m.-	Science experiences	Flowering stages	Sowing flower seeds	Flower and products	Flower arrange- ment	Field trip to a gar- den
11.50 a.m.- 12.15 a.m.	Organised game	Flower related games				
12.15 p.m.- 12.45 p.m.	Washing up and feeding programme					
12.45 p.m.- 2.45 p.m.	Rest and sleep					
2.45 p.m.- 3.00 p.m.	Washing up and evening snack					
3.00 p.m.- 3.30 p.m.	Outdoor play and departure					

*Play on swings, slide and jungle gym, sand play, play with tricycle, scooter, ball and bat, balance board, sea-saw etc.

**Creative activities include play in the doll's corner, play with constructive material, drawing and painting, paper cutting, tearing and pasting, collage work, problem solving, play with jig-saw puzzles, clay and plasticine play, dancing, threading beads etc.

INTEXT QUESTIONS 29.1

1. Define programme planning.
 2. State the principles of programme planning.
 3. Give one point of difference and one point of similarity between long-term and short-term planning.
 4. Tick (✓) the correct answer :
 - i) The play centre programme should be
 - a) flexible
 - b) rigid
 - c) momentary
 - d) permanent
 - ii) The programme should provide
 - a) rich experiences
 - b) interesting experiences
 - c) first-hand concrete experiences
 - d) adequate skill
 - iii) The programme should alternate between
 - a) social and parallel play
 - b) individual and parallel play
 - c) active and quiet play
 - d) associative and group play
 - iv) Suitable theme for the week's programme in the last week of January month can be
 - a) animals
 - b) national leaders
 - c) water
 - d) flowers
 5. List any ten themes for programme planning.
 6. Plan a weekly programme for a play centre.
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29.5 ORGANISING THE FEEDING PROGRAMME

Good nutrition is the foundation stone of good development. The play centre programme must allow for a snack time in its schedule along with provision of food during the same. The aim of this feeding programme is basically to provide young children with an adequate meal which will meet at least one third of the daily requirement of all nutrients. What children bring from home may or may not be adequate.

Eating in school together with other children also provides an opportunity for children to learn manners, appreciate cleanliness and practice independence in eating on their own. Besides it also gives them a habit to eat whatever is served and not fuss. Let us now consider the factors to be kept in mind while organising the feeding programme ? Can you think of some ? Take a piece of paper and note them down. Now see the following :

- a) body size and age of the children who are to be fed
- b) availability and cost of food
- c) food customs and traditions of the families from where children come.
- d) availability of labour and supervisory services

The actual organisation and conducting of a feeding programme involves the following steps :

- (i) **Secure financial assistance** : Can you think of anyone who would give money regularly for this fund ? Yes, there are various options. You can charge parents if you know that they can afford. Ask community to donate in cash or kind. Help can also be sought from local, state and government organisations. Sometimes some philanthropists also contribute a handsome amount of money.
- (ii) **See that there is a provision of space for kitchen and food service** : As discussed earlier this place needs to be clean and ventilated. There should be place for cooking, storing and processing food.
- (iii) **Procuring kitchen equipment** : This will be required for cooking, storing, measuring and serving of food.
- (iv) **Menu planning and estimating quantity** : Menu for feeding must be planned carefully in terms of
 - nutritional adequacy
 - use of seasonally available food
 - minimum expenditure of time and labour in cooking and serving
 - varied and interesting items based on family's food patterns.
 - attractiveness and appetising qualities.
 - minimum loss of nutrients in the cooking procedure employed

STEPS INVOLVED IN PLANNING THE MENU FOR THE FEEDING PROGRAMME

Do you remember about the nutritional requirements of children between 0—6 years of age ? Well ICMR (Indian Council of Medical Research) has provided the R.D.A. (Recommended Daily Allowance)

a. Calculation of the food requirements

From the food allowances recommended by ICMR for children below six years (Table), one third of the daily requirements per child is computed and by multiplying this by total number of children the total amount to be cooked for the children of the play centre is arrived at.

Quantities of Foods recommended for a day

Food Item	Required for a day (in grams)	
	1—3 years	4—6 years
Cereals	175	270
Pulses	35	35
Leafy vegetables	40	50
Other vegetables	20	30
Roots and tubers	10	30
Milk	300	250
Oil and Fat	15	25
Sugar and Jaggery	30	40

b. Selection of food to supply the nutritional requirements

The next step is to select the food which will provide the nutrients needed, giving priority to the local, low cost and nutritious seasonal food.

c. Menu Planning

The next step is to select a menu of the food products that are to children's taste and are simple to prepare. This will ensure that children will eat.

d. Estimating quantities of food to be cooked

Once the menu is settled it is important to estimate the quantities of food to be cooked taking into account the number of children to be fed. You know how this is decided.

e. Procurement and storage of provisions

Great care must be exercised in the estimation of quantities, selection, purchasing and storage of ingredients required.

The estimated quantities of the ingredients are classified as those which would be purchased monthly, fortnightly, weekly and daily depending upon their storability and the containers available for storing.

This is also important for the simple reason that some foods are perishable and others are not. Perishable food items are bought everyday and in small adequate quantities. Others can be bought in bulk and stored.

(v) Training the cook

The training must be in terms of the cooking procedures applied, hygienic methods used for food preparation and serving. Can you say why these are important? Well yes, young children are very vulnerable to food infections and must be protected from these at all cost. Moreover, the product prepared must have adequate nutrition.

(vi) Maintenance of cleanliness in the lunch area

Proper care must be taken to ensure the hygienic condition of the kitchen, lunch area, wash place and utensils for cooking and serving. What can happen if these are not clean?

(vii) Conducting nutrition education activities

Any feeding programme must include nutrition education in order to make it effective. Feeding programme in a play centre not only facilitates adequate amount of food intake by the children, but also helps the children to learn about food, nutrients and their relation to health along with environmental sanitation.

Nutrition education is essential for combating malnutrition. Nutrition education is concerned with persuading children and parents to modify their food practices in order to improve their health and nutritional status by wiser use of the available food resources.

Mothers may be ignorant about the basic principles of nutrition, desirable methods of food preparation and cooking to conserve maximum nutrients, hence the need to be educated.

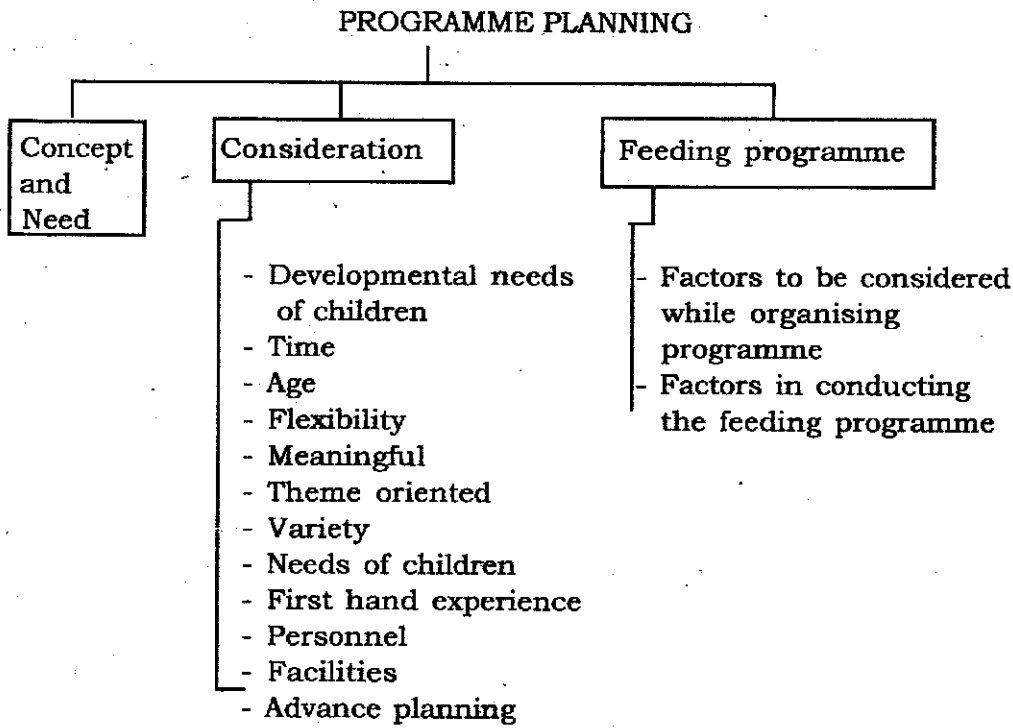
INTEXT QUESTIONS 29.2

1. Define feeding programme.
 2. State one function of feeding programme.
 3. State four points to be kept in mind while organising feeding programme.
 4. Select the most suitable alternative :
 - i) A feeding programme must essentially have a trained
 - a) Teacher
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- b) Cook
 - c) Assistant
 - d) Worker
- ii) Estimating quantity of food stuff is to be done
- a) before cooking
 - b) before purchasing
 - c) before serving
 - d) before storing
- iii) Feeding programme turns out to be more successful when it is teamed with
- a) health check-up
 - b) nutrition education
 - c) procurement programme
 - d) sanitation programme
5. Match the information in column A with that in column B

Food items	Recommended Daily Allowance (in gms. for 1-3 years.)
1. Leafy vegetables	(i) 300
2. Milk	(ii) 35
3. Root vegetables	(iii) 20
4. Pulses	(iv) 10
5. Cereals	(v) 30
	(vi) 175
	(vii) 40

29.6 WHAT YOU HAVE LEARNT



29.7 TERMINAL EXERCISES

1. Prepare a list of titles and themes for different age groups in a play centre.
2. Observe the feeding programme in a nearby play centre and note the menu for a week. Analyse the same on the basis and factors involved in menu planning.

29.8 ANSWERS TO INTEXT QUESTIONS

- 29.1
1. Refer to text
 2. Refer to text
 3. Difference : Long term planning is done for a whole year in advance whereas short term planning refers to the planning for the immediate short period and helps in providing variety.

Similarity : Planning helps to take care of all the developmental needs of children.

4. (i) (a) (ii) (c) (iii) (c) (iv) (b)

29.2 1. Refer to text

2. The function of a feeding programme is to provide young children with an adequate meal which will meet at least one-third of the daily requirement of all nutrients.

3. Refer to text

4. (i) (b) (ii) (b) (iii) (b)

5. 1. (vii) 2. (i) 3. (iv)

4. (ii) 5. (vi)
