

Paper 3

Paper 3A : Exercises of Practical Life

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House of children

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“House of Children”

Responsibilities of Adults towards the preparation of environment and tools in a house of children :—

At the age of 2½ years ; a child needs a 3rd environment, apart from a family & Social environment, which he enters from his birth.

According to Dr. Maria Montessori, a human being is born twice. His first birth takes place when he enters in this world, his second birth takes place when he is 2½ years old.

Because at that time psychical components begin to grow. At this time a child is called upon to do some activity for his development by nature. He is called upon to do some conquests for which he needs something which his family or society cannot supply.

He starts needing more space for his movement, some tools for his activity which he is called upon to do by nature and a community of the same who may help him and whom he may help.

For all these things he needs a 3rd environment which can provide him with greater space, some special tools as a community which no home or society can serve.

To become conscious of his achievement and to consolidate and develop them, a child needs a 3rd environment i.e., “House of Children.”

Preparation of the environment in a proper way. We should prepare the environment in such a way that a child can carry out his activities of practical life freely. The environment should provide a space and scope.

Our responsibilities in preparing the materials :—

We will have to prepare the material in such a manner so that it can satisfy the needs of the child.

In preparing the tools, we will have to keep in mind some points :—

(a) Our responsibilities in preparing the tools,

(b) To maintain the tools,

(c) Developing the tools with developing child,

(d) **Physical proportionateness** : Which determines whether the child can handle them physically (reach, lift, move, etc.) and therefore purposefully. It considers his physical capacities. Tools should be small & light.

(e) **Psychical proportionateness** : Which refers to the intelligence. The functional purpose of the tools should be comprehensible at first glance. Unnecessary complication, fancy shapes & ‘disguises’ should be avoided. The tools should be ‘straight’ and forward.

(f) **Local Character** : Locally used tools should be used. The outer appearance of the tools ; time to time. The tools should be such that a child can see it in his home environment and in the ‘House of Children.’

(g) **Attractiveness** : Tools should be attractive. This outer attraction discovers the inner attraction.

But the tools are not so beautiful. because the child are not use this they habitate to use it. So for the attraction is within limit of necessary & sufficient. So decoration must be attractive & intellegently.

(h) There should be independent set of material so that the child does not have to share it with other.

(i) Multiple set of material : In a 'House of children' there need multiple set of material because after collective presentation, some children needs to perform the activity individually. Also a child should not wait long time for a material to perform the activity.

If there have varity in the set in color & shapes ; it also stimulate the power of repetation of the child.

Presentation of an activity in a House of Children :

Presentation of an activity is a msut in a 'House of Children' A child cannot do an activity perfectly unless we demonstrate the activity to him. Our presentation helps the child to help an image of perfection and understand the meaning of the activity and helps the child to control his error. It helps the child to choose his activity and thus helps him to be independent. Presentation should be as breif as possible. We demonstate an exact and preciese technique of handling the material and of performing the activity. The preciseness and exactness of an activity attracts the child to do the activities.

There are three types of presentation :

1. Individual Presentation.
2. Group Presentation.
3. Collective Presentation.

Individual Presentation : Offer the presentation only one child is called individual presentation.

Group Presentation : Offer the presentation child move then one but not the majority of the community.

Collective Presentation : To offer presentation to all children, accepted by most of them on by majority of the children.

In a 'House of children', there are 30 to 35 children in a community. All are 2.5 year to 3 years of age. Which forms of presentation is to be adopted depends upon the needs of the children. In a House of Children we start with collective presentation, which forms of presentation is to be given also depends upon the nature of movements involved in the activity.

How we decide the form of the presentation adopt :—

1. **Needs of Children :** (a) The needs of the children is the first point on the basis

of observation. If under observation we conclude that majority of the children needs presentation, then we offer collective presentation.

(b) if the presentation is need for a group of child on few child, then we offer group presentation.

(c) If all the children of the community are doing same things & one particular child does not do this & cannot understand what to do, then we give a presentation for that particular child. This presentation is called Individual presentation.

There are so many ways that individual child needs, individual presentation. If a child do something, but it is not perfect, stay some mistakes on its work, then we give individual presentation again to that child to perfect working.

2. Nature of Movement involve in the activity :—

We also have to take into consideration the nature of actions, movements, involved in the activity.

In an activity, involved movements, which is large and assuch which can be followed, understand by the children sitting some distance from us, then the activity can be presented by collective presentation,

e.g. How to role a mat ? Put down a chair.

In some activity, involving movement which can be observe by move thanare and not many. Then the presentation can be offered as group presentation.

In same activity, where involved actions which are so minute, so mini 2 we cannot exceptmove than are child to understand, in such cases weoffer individual presentation.

Same activity which child are not clearly to follow. Which hand are first to perform the activity, then we give again individual presentation.

When there is are set of material, then we give individual presentation.

3. Nature of the activity to be presented :—

In a 'House of Children', there are three types of activity :—

(i) **Individual Activity** : Most of the developmental activities are individual acvity. i.e. One child can perform individually in itself, anybody not co-operate with him.

(ii) **Group Activity** : The activity, which cannot be done individual ; the acitivity done as group or collective it is group activity. e.g. Carry a large furniture.

(iii) **Collective activity** : Collective activity cannot be perform if each of one of child can't be join. e.g. 'Silence activity' if are table the silence can't be perform.

4. Number of sets of material :—

On the basis of the number of sets of materials we consider wheather we give collective, an group or individual presentation.

If there are 10 to 12 sets of material, than we can give collective presentation. If there are 3 to 4 sets of materials, then we give Group presentation. If there is only one set of material, then we give individual presentation.

Now in case individual activity it can be present either individual presentation, Group presentation & Collective presentation.

i.e. I.A. I.P.
 G.P.
 C.P.

if there is a group activity. there are give— group presentation and collective presentation.

GA G.P.
 C.P.

If it is collective activity, then we give only collective presentation.

i.e. C.A. C.P.

(i) I.A. I.P.

 GA. GP.

 C.A. C.P.

(ii) I.P. I.A.

 GP. GA.

 C.P. C.A.

Unit 1 □ Developmental Activities

The child, in course of his self-formation, needs certain activities which are indispensable to him, for his development. These activities are called developmental activities. Human being is learn with human potentiality. He makes it actual which is potential. Without development activities actualisation of human potentiality is not possible.

The child performs its activities according to a timetable of nature. So we know, when the child needs the proper activities, what conditions, a child needs to perform his actual activities and how we can recognise them.

The first characteristics is to recognise development activity, a really true developmental activity attracts a child spontaneously, irresistibly, and creates in him a “spontaneous interest.”

The second characteristic is child spontaneously choices to perform that activity while enjoying full freedom of choice.

Thirdly child is striving for perfection; he notice imperfection and repeat it spontaneously till he attains perfection.

The child has interested in developmental activity with the ‘tools’ because he sees these tools used in home. So the love for the tools fascinates him to perform the activity.

Direct Aim of Exercise of Practical Life (E.P.L)

To help the child to grow independent with the performance of

- (a) Elementary movements.
- (b) Taking care of one’s environment.
- (c) Taking care of self
- (d) Taking care of social behaviour.

Indirect Aim :

To help the child to consolidate his co-ordination between intelligence, will and motor and lay a strong foundation of integrated personality.

“Mat-Rolling”

Material Description :

On some of the working mats we have two indication lines at third distance, from both edges, along the two longer sides of the mat.

This two lines should be visible on both sides of the mat. We may show this lines using paints, tape or ribbon.

● How to roll a mat?

Presentation :

(Individual Activity— collective presentation; Group presentation; Individual presentation)

When the children have settle down go to the place where the rolled mats are kept. Bring rolled mat carrying it properly without analysing your movement and place it at the place of presentation and unrolled it without analysing your movement.

Sit on your haunches in front of the shorter side of the mat which is away from the children. Insert the thumb of any hand under the mat at the third distance from that side and place the fingers of the same hand on top of the mat. Repeat the same movement with the other hand at the third distance from that side.

Slightly up the edge of the mat, turn it and bring it down. See that the first fold is not too tight or too loose.

- (1) Take out the fingers of the hand used first and put them next to its thumb. Release the same thumb and insert it under the fold.
- (2) Repeat the same movements with the other hand.
- (3) Now roll the rolled part covered with the help of thumb. Then repeat the movement of (1) and (2), keep the moving forward on your haunches as you roll the mat. Keeping inspecting both sides are even. Continue the movements of (1), (2) and (3) till the entire mat is rolled with the open edge on the top of the rolled mat facing you.

● Point of interest

- (1) The first fold should not be too tight or too loose.
- (2) Keep inspecting the evenness of both ends of the rolled mat.
- (3) Keep moving forward on your haunches as you rolled the mat. Never drag the mat.

Control of error :

- (1) Both edges of the rolled mat should be flat and even.
- (2) The rolled mat should be compact.
- (3) The open edge should be on top and facing towards you.

● How to unrolled a Mat?

Presentation :

(Individual Activity-collective presentation; Group presentation; Individual presentation)

Bring a rolled mat to the place of presentation. When putting it down make sure that there is enough space behind you unrolled it also make sure that the open edge is on top facing you.

Sit on your haunches in front of the rolled mat. Insert the thumb of any hand under the open edge at one-third distance from that side and place the fingers on top. Repeat the same movement with the other hand at one-third distance from that side. Lift the open edge; put it on the floor. Release the thumb and then the fingers of the hand placed first and then those of the other hand.

Now insert the fingers of the hand used first under the farthest side of the rolled mat at one-third distance from that side and place the thumb on top. Do the same with other fingers and thumb.

Bring the rolled mat towards you with the help of the fingers. Bring the thumb of the hand use first next to the same fingers, and then insert the fingers under the roll. Repeat the movements with the other hand and go on the unrolling the mat, moving backwards on your haunches as you do so. Continue the same movement till the entire mat is unrolled.

● **Point of Interest**

Keep moving backwards as you unrolled the mat.

Control of error

The unrolled mat should be flat without any wrinkles.

● **How to pick-up a rolled mat?**

Presentation : (I.A – I.P)

Have a rolled mat at the place of presentation, kept vertically or obliquely towards the children.

Sit on your haunches in front the rolled mat facing slightly towards the children.

Inset the finger of the hand which is away from the children at one third distance and place the thumb on top. See that the open edge is under the thumb.

Repeat the same movement with other hand.

Lift the mat vertically, keeping it in a horizontal position. Lift it to a convenient height (around waist level) so that you can keep an eye on the object and also see where you are going.

Repeat the activity from different angles. So that all children can see the activity clearly.

● **Point of interest :**

Seeing that the open-edge is under your thumb.

Control of error :

- (1) The position of the mat should be horizontal.
- (2) No part of the mat is hanging down.

● How to sit as a Mat?**Presentation : (I.A. – I.P, G.P. collective presentation)**

Have an unrolled mat on sitting mat at the place of presentation. Stand at any one side of the mat away from the children, lower yourself and place the hand nearer to the mat on it. Sit partly on the mat. Bring the leg nearer to the mat on it (Let the children see you do this). Putting the other leg on the mat and sit cross legged or place it by the side of first one. If possible arrange your clothes so that they are on the mat only.

● Point of Interest :

- (1) Taking support with one hand.
- (2) One leg at a time.

Control of error :

- (1) Not to step on the mat.
- (2) Your clothes with you.

● How to Get-up from the Mat?**Presentation :****(I.A. – Collective Presentation, Group Presentation; Individual Presentation)**

Sit on the mat as usual. Place outside the mat, the foot of the leg which was crossed over the other one. Stretch the other leg till its foot is also outside the mat by the side of the first one. Support yourself with the opposite hand and get-up, smoothing your clothes.

● Point of Interest :

- (1) Taking support with one hand.
- (2) One leg at time.

Control of error :

Not to step on the mat.

Chowki and Chair

● How to put down a chowki or a chair ?

Presentation : (I.A. — Collective; Group and Individual Presentation)

Have a child's chair at the place of presentation. Stand in front of the children and see that the back rest of the chair facing you. Lift it correctly without analysing the movement. Ask the children to listen, bring the chowki towards the floor. First put one of the legs away from the children, on the floor, at a slightly exaggerated angle, then the other leg away from the children had the same side. Then the remaining legs are place down together. Now ask the children whether he heard any noise.

Repeat the presentation. This time asking the child to watch how we try and put down a chair or chowki without making any noise. Each time finish the activity, ask the children whether they heard any noise.

● Point of Interest :

- (1) Seeing that back-rest of the chair is facing you.
- (2) Placing the two legs down one at a time.

Control of error :

Absence of noise.

● How to lift a chowki on chair ?

Presentation : (I.A. – Individual; Group; Collective Presentation)

Have a chowki at the place of presentation. Insert the fingers of one hand under the surface of the chowki or table, at the middle of that side and place its thumb on top. Do the same of the other hand. Lift the table or chowki vertically, keeping the surface horizontally.

● Control of error :

Keeping the sit horizontally.

● How to carry a chowki o chair ?

Presentation : (I.A – Collective; Group; Individual Presentation)

Bring the chowki or child's chair at the place of presentation. Now decide where you are going to take it. Lift the chowki or the chair as usual. Support the front edge against your body if necessary. Carry it in a horizontal position.

Control of error :

- (1) Keep the surface horizontally.
- (2) Not to be knocked against anybody or any object.

● How to sit on a chair?**Presentation : (I.A – Collective; Group; Individual Presentation)**

Have a child's chair at the place of presentation. Place it obliquely and see the back rest is facing the children. Stand in front of the chair. Close to it but without touching it. Hold the corners of the seat with both hands, lower yourself directly to the seat of the chair and sit down. Show the children that with one hand you hold the chair and with other hand you smoothen your clothes. Your back straight, your feet flat on the floor in front of you, your hand resting on your lap, your cloth with you.

Repeat the activity from different angles for all children to see it clearly.

● Point of Interest :

Taking support with your hands on a chair.

Control of error :

Absence of Noise.

● How to get-up from a chair ?**Presentation :**

Take support on both sides of the seat with your hands and lift yourself bending slightly forward. Smoothen your clothes and stand upright.

Control of error :

Absence of Noise.

● Name of the activity—POURING GRAINS.**Material Description :**

A Tray, the base of which is covered with oil-cloth, on which we find three to five small glasses or mugs and a small jug. The glasses are arranged diagonally from the left base corner to the right top corner. The Jug is at the right base corner. For the first presentation it is better to have a transparent set. The whole set should be of the same materials. The glasses have an indication mark at $\frac{3}{4}$ th from the base. This is outside the glass if it is transparent; and in a non-transparent set, it is only inside. The Jug also has the same indication mark just below the base of the spout.

The Jug when filled upto the mark with grains, should contain slightly more grain than needed to fill all the glasses upto the mark. In a “House of Children”, there should be 3 to 4 sets of material for this activity. (e.g. Lotas; ‘Katories’ can also be used).

Presentation : (I.A – Individual a small group presentation)

Ask the child to go and get an oil-cloth and unrolled it at the place of presentation.

Then show the children where the material is kept and bring it to the place of presentation. Place the tray to your right. Start taking glasses from the tray, from the left base corner. As you take the glass, draw the child’s attention to the indication mark.

Start placing the glasses from the right top-corner of the oil-cloth and continued till the glasses are in the same order as they were on the tray. If the child wants to arrange the glasses, place the tray between both of you and suggest that he arranges them just as they are on the tray, taking the glasses one by one. Take the jug, draw the child’s attention to the indication mark and place it at the right base corner. Before you lift the jug, to start pouring, draw the child’s attention to the indications on the glasses and tell him, “I am going to pour, this grains into these glasses upto the mark. When the grain reaches the mark, you tell me and I will stop.”

Pick-up the jug vertically, till it is slightly higher than the height of the glass and move it horizontally to the right top glass. When the tip of the spout of the jug is just over the middle of the glass, draw the child’s attention to it and then start to pour. When the glass is half filled, move the jug in circular movement while pouring. Stop when the child tells you, that the grain has reached the mark. If he does not do so; stop and remind him. Straighten the jug over the glass and move it to the 2nd glass.

Before filling this glass remember ask to tell the child, to tell me when to stop. Repeat the same movement, till all the glasses are filled and place the jug at right base corner. To repeat the activity, we empty the glasses by pouring the grains, back into the jug. Start with the right top glass, when the jug is half-filled, pour the grain with circular movement.

Continue till all the glasses, are empty. Then inspect the oil-cloth and glasses to see that there are no grains any-where.

When transferring the materials back into the tray, first place the jug at the right base corner, place it at the right top corner.

Continue till of all the glasses return.

● **Point of Interest :**

- (1) Pouring upto indication mark.
- (2) The circular movement, to ensure the level of grains being even.

Control of error :

Not a single grain on the oil-cloth.

● **Pouring of Liquid**

Material Description :

For the activity the material is the same as that for pouring of grain but there are minor changes.

On the tray along with 3 to 5 glasses set in the same oblique position, the jug at the right base corner, we also have a small (10×10 cm) cotton cloth with an embroidery jar or glasses.

This is kept fold it at the left top corner. The jug is filled with water just more than needed to fill the glasses. There should be several sets of these material in as much of a variety as possible (as in pouring grain).

Presentation (I.A – I.P) :

Presented on a chowki. Bring an oil-cloth and unroll it at the place of presentation. The presentation follows the sequence and pattern of pouring grain with the following changes.

When removing the items from the tray, take the cotton cloth first, unfold it and place it at left top corner of the oil-cloth.

When the child tells you that the liquid reaches the indication mark, strengthen the jug over the glass, and from base to the spout wiping the jug, keep the cotton cloth back at its place. When you have finished pouring into all the glasses, put down the jug and pour the water back from the glasses into the jug. But in this case, wait for the last drop to fall from each glass before putting the glass down. Wipe each glass after pouring. After finishing lift the glasses and the jug to see if any water is spilt and if there is any, wipe it with the cloth.

● **Point of Interest :**

Pouring until the liquid reaches the indication mark and waiting for the last drop of water to fall out of the glasses.

Control of error :

No drops to be found on the oil-cloth.

Unit 2 □ Social Behaviour

Greetings are offered first in the manner which is usual according to the custom of the society to which the child belongs. Later on we can show the children, the different ways of greeting in different parts of India. Still later, we show the children, how people greet each other in different parts of the world. While showing how to greet, there should be somebody, who can help us to show the children, how to respond to a greeting.

● How to say “Namaste” ?

Bring the right hand to the middle of your chest, then bring the other hand next to it. Show the children how we join all the fingers of one hand to those of the other. Starting with the thumb; keep all the pairs of fingers together and bend the head and upper body slightly forward and say “NAMASTE”.

If the person is one from whom, we have great respect, first touch the hand to our forehead, then bring them to the chest and bending slightly, say, “NAMASTE”.

Point of interest :

Joining of the fingers.

● How to talk in Society ?

Presentation : (I.A – I.P Collection and Group presentation)

When you want to talk to someone go to the person and wait until the person’s attention is drawn to you. When talking to someone always look into their eyes (eye contact is an important part of communication). You talk in a pleasant voice, so that you cannot be heard by any one else in the room. You speak clearly so that the person to whom you are talking can understand what you are saying.

Control of error :

When you talk with the person you do not disturb nor attract the attention of others around you.

● How to Sneeze?

Presentation : (I.A. – C.P., I.P., G.P.)

If you cannot control a sneeze, take a handkerchief, open it, cover your nose and mouth, turn away from those around you and sneeze. If you cannot turn away from those around you, then bend your head, try and suppress all noises as much as possible.

Control of error :

As little noise as possible.

● How to YAWN?

Presentation : (I.A. – C.P., G.P., I.P.)

If you cannot control Yawn, cover your nose and mouth, with your hand as handkerchief, turn away those around you and Yawn without making any noise.

Control of error :

Absence of Noise.

● How to Cough?

Presentation :

Cover the mouth with a handkerchief in your hand and, turning away from anyone in the environment, cough, making as little noise as possible.

Control of error :

Try to make as little noise as possible.

Offering Activity

Introduction

These activities of how to offer things are part of social behaviour activities. They help the children to response to the social requirement of the world in which he lives. When presenting such activities to the children, we need someone else to do the presentation with us. We offer some things to someone. So there must be someone who receive what you offer. These help the children to see both the offering and receiving some thing. These social behaviour activities are mostly presented via group presentation because the movement cannot be seen by the collective community. It should be explain to the children and they should see it in you, in your constant indirect presentation, that you are conscious of the persons to whom you offer something. It is for you to see that the persons have no difficulty in receiving what you offer. Have a pleasant expression on your face, look at the person to whom you offer, and speak in a soft voice if necessary. When you offer something to someone you do not let go, before the receiver has a firm hold on the object. Yet you do not hold it; any longer than is necessary. When you give something to someone offer it so that the receiver takes the object as it is meant to be hold. The giver takes any risk involved an inconvenience which may arise.

● How to offer a cup of Tea?

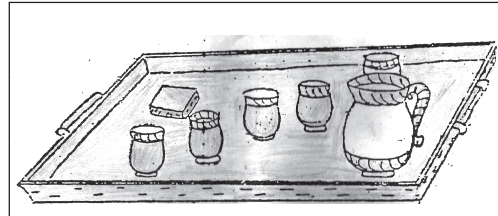
Presentation : (I.A. – G.P. or I.P.)

Have a cup and saucer with a tea-spoon on the saucer. The handle of the cup and the

spoon should be placed in such a manner that a right handed person will have it to right as the reverse for the left handed person. The spoon is placed on the side of the cup, which is away from the receiver.

Control of error :

- (1) The saucer and the spoon should be dry.
- (2) No tea is spilled on the spoon or on the saucer.



● **How to offer a Glass of Water**

Presentation : (I.A. – I.P.)

The glass should be filled three-quarter full with water. Generally we offer it on a tray or a saucer. If offer hand to hand, then we may place of right hand under the glass as a tray or we may hold the glass at the middle with the right hand.

Control of error :

Not to spilled water.

● **How to offer a Pointed Object?**

Presentation : (I.A. – I.P., G.P.)

When offering a pointed object, see that neither you nor the person to whom you offer it is in danger by the object. Keep the point to the left. Hold it, so that the person can use it without making any re-adjustment.

● **How to offer a Pen?**

Presentation : (I.A. – I.P.)

The pen is held in the right hand. Place the cap of the pen at its back. The nib is towards the left and your hand is towards the back of the pen over the cap. The pen is pointed slightly towards you. So that the person can take it and use it immediately.

● **How to offer a Pencil?**

Presentation :

This is offering in the same way as the pen but it is hold at the middle.

● **“Offering a pair of Scissors”**

Presentation :

Hold the Scissors at the joint with its handle pointed towards the person and the point towards the left.

● How to offer a sharp object (Knife)

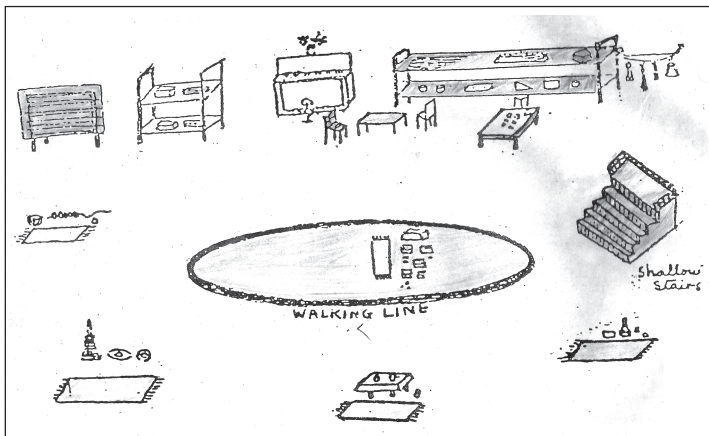
Presentation :

The Knife is hold at the joint of the handle and the blade with its point to the left and the sharp edge downwards. Offer it in such a way that the person can take it and use it immediately. The sharp edge should never be touched.

How to walk in line?

This is a universal fascination. Dr. Maria Montessori notice this universal phenomenon. She had learnt from children. This universal phenomenon set her thinking i.e. then must be some positive purpose behind this irresistible urge phenomenon i.e. while walking, all children make difficulties in walking, they create difficulties themselves while walking.

What's the purpose behind challenging so on the basis of her repeated observation and phenomenon. Dr. M. Montessori came to certain conclusion, the validity of this conclusion i.e. power of balance, it needs to conquest and for this conquest child



needs challenges in maintaining their equilibrium and they need to consolidate the balance.

The development need expected by all the children i.e. while walking. Nature not only alert development task, it also give power to do the task and urge to carry out the task. They are time table and child follow according the time table to fulfill the task. He also receive another form of help from nature i.e. nature creates a irresistible hunger. Nature is hungry for those activities which the child needs for this development. The developmental activities according to his tasks is allotted by nature. What capacity is indispensable for his development ? The activities of exercise of practical life. For further consolidate over balancing equilibrium, he has to have mastery over his walking.

What are our duties with regard to this?

We have to have lines on the floor for the child to walk on and this must on the living room and this lines must be elliptical and it can as large as possible and this line should be a meter or 1½m away from the walls. This line should be 2 mm and it should be attractive colour with paint colour.

We should collect other materials i.e. collection of flags of different country. Flag should be 20 cm × 15 cm and they have wooden rods of 45 cm.

Beside this flags we have 3 or 4 strings 30 cm long, on the end of which a couple of beads and 3 or 4 strings on which glass belts are tied.

We also have 3 or 4 tiny liquor glasses. 3 or 4 small trays 30 × 20 cm, and also have basket.

● **Presentation :**

For the presentation, invite the children and say, “You stand on the line, will you?” Adult also stand on this line and show the child, “Look you are going to walk on this line and demonstrate look when we walking we put our feet exactly over the line. Watch me how I am putting. Now adult suggest all children all behind other and show how to move and walk.

Then suggest the child to stand on arm distant from the other child and then you give clear instruction.

- (a) Walk one behind the other.
- (b) While walking don't change your place (maintain the row).
- (c) Remain at arm's length.
- (d) Constantly be at arm's length.
- (e) If we leave the line do so near the place where you occupied the line before walking.
- (f) Join from your place where there is enough place when they want to join the group.
- (g) If walking on the line is accompanied by music, then the joining and disjoining is done when the music is not going on.

Now I am going to start, we should remember to put our feet exactly over the line and for a few days you find children walking over the line on looking the lines and wait for few days most of the child walking on the line without looking. Now the adult will say, ‘I will show you another way i.e. one foot in front of the other i.e. all the time back foot touches the heel of the front foot. There is a smooth music, help them concentration and make them challenging, give them flag and notice the flag should not staging down. When the child is carrying the flags, then you tie the beads with string on the flags and then the bells and they should not make any sound. For another day, then offer liquor glasses empty, then with water and tell him to walk without split any drops of water.

Then other day tumblers without water, next day with water and then glasses on the tray. Then geometrical solids on the tray without making any noise. Then we also suggest the child to put ring on the head and put the basket on it and walk, basket without any thing and basket with rolling things and then carrying over larger basket with basket rings and then gradually basket without rings.

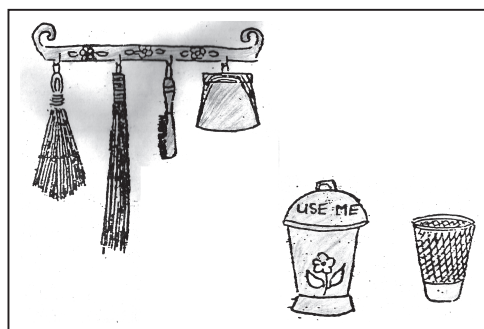
Unit 3 □ Taking Care of Environment

● How to Sweep?

A broom of Local Characteristic. The size of the broom should be in proportion to the child's physical proportion. The broom should be strongly bound. The part by which it is to be held should be colour or we may bind, colour string around it. This colour should be correspond to the colour of the handles of the dust pan and brush, with which it form a set.

● Display :

Hang the broom on a hook, from the handle. The end of the broom should be few centimeters above from floor level. Hang it to the right of the dust-pan and brush (to your left when you stand facing the material).



● Display :

Presentation : (I.A – I.P and small group presentation)

“Stage Preparation”

Prepare the place with some dust without the knowledge of the children. See that the area is not too large or too small. If there are no natural demarcation on the floor (e.g., flag stones on other designs), we may draw the area.

Presentation proper

Indicating the proper area, tell the child that you are going to sweep it. Let the child see you bring the broom. Holding it by the handle with the other end hanging down. Keeping it away from your body. Stand at the end of the area away from the children. Put the broom Oblic on the floor near the right hand side. Bring the dust from right to left about half of the area. Before lifting the broom, bit it gently. Sweep the area towards the left. Bring the broom back to the right hand side and place it on the floor, so that it covers of part of the already swept area. Work forward on the swept area. Continue the same movement till the whole area is swept. Now draw the children's attention to the line of the dust at the left hand side. Sweep the line towards the end nearest to the children. Inspect the swept area. Ask one of the children to inspect. Go and keep the broom back. Ask one of the children to get the dust-pan and brush and remove the dust or you do so.

Point of interest :

- (1) The second stroke should cover the part of the area covered by the first stroke.
- (2) The line of collected dust.

Control of error :

Not to speak of dust should remain over the swept area.

Foot Note :

If the area is large, we can collect the dust in the centre by the same movement.

● How to use a Dust pan and Brush ?**Material Description :**

The dust-pan is made of metal sheet. The front edge should be slightly inclined an even. There should be a cover over half of the depth of the pan. The handle should be on the top of the cover. The front edge of the pan should be in the same colour on the handle and this colour should be contrast with that of the other part of the pan. There should be 3 to 4 dust-pan, corresponding to the number of brooms.

Brushes :

As many as the dust-pan. Size of the brush :

The length should be slightly less than the front edge of the dust-pan; so that it can be kept in the pan when it carried. The handle of the brush, should be the same colour as the handle of the Pan.

Display :

The pan and brush should be display hanging from a hook together, at a level, which indicates where they will be used.

Presentation : (I.A. – I.P or Small Group presentation)**Stage Presentation :**

Before the children come (without their knowledge) put some dust in a heap. While presenting the activity, have a dust-bin in the environment within view of the child for use during the presentation. It is better to have one to open by pressing a lever with the foot.

Presentation :

When the children have settle down; go and get the dust-pan and brush. Carrying the dust-pan on left hand, and the brush in the pan and hold with the right-hand. Hold both horizontally and slightly inclined to the left and come to the place of the presentation.

Sit on your hunches; in front of the heap of the dust. So that it is between you and the children.

Take out the brush from the pan. Put the pan on the floor near the heap of the dust. So that it is in the middle of the edge of the pan; between the pan and the child.

Brush the dust into the pan till no dust is seen. Lift the pan and draw the child's attention to the line of dust. Place the dust-pan in such a manner that the dust-line is perpendicular to the edge of the pan and is visible to the children. You remain at your place.

Brush the dust-line into the pan. Lift the pan and draw the children's attention to the dust-line. Place the pan as before and brush the dust into the pan. Repeat the same movement till not a speck of dust remain. Inspect the place, ask one of the children to inspect. Then placing the brush in the pan over the dust. Stand-up, go to the dust-bin, remove the brush and shake off the dust into the bin. While doing so, turn your face away from the bin. If necessary, clean the pan with the brush and then brush with the edge of the pan. Return the pan and brush to their place.

Point of interest :

- (1) Keeping the dust-pan so that the dust-line is at the middle and perpendicular to the edge of the pan.
- (2) Changing the position of the pan without changing of own position.

Control of error :

No speak of dust is left.

Unit 4 □ Taking Care of Oneself

● Care of Ear

Eyes, ears, nose, tongue and skin are the five sensory organs of our body. They give us sense perceptions. The eyes help us to see; the ears help us to hear sounds; the nose helps to smell odours; the tongue gives us the sense of taste and the skin gives us the sense of temperature.

As in the case of all other sensory organs, the ears must also be taken care of. The structure of the ears is peculiar. They are made of soft bones and light muscles called ear lobes. Inside the ear channel, there is a piece of thin tightly stretched skin, which is moved by sound waves, making one able to hear. This organ is called eardrum. If the eardrum is damaged, we become deaf or hard of hearing. So we must take care of our ears.

We must not drive sticks into our ears. If we do, the eardrum will be damaged. Even we should not pour oil into our ears. Nor should we use any instrument to drag the scales out of ears. The body itself will expel such scales in natural course.

Sound above sixty-five decibels affects our ears. A heavy slap or the sound of a great thunder or that from blasted bombs or crackers of high 1, potency may turn us deaf. If we feel uneasy, we may tickle our ears only with clean fingers.

While having dips in the ponds' and rivers we had better keep our ears closed with our fingers. Or water will flow into the ear channel and ultimately create sores. If we ever feel that pus is coming out of our ears, we must consult doctors and use medicines. We should never go by the advice of laymen.

Let us keep our ears away from the worms, ants, insects and dirt. Never allow any such things to enter ear holes.

Source : Basanta Kr. Roy

● Use of Combs

A comb is a very useful article of nearly constant use. All persons save the monks and nuns use combs to keep the hair free from being unkempt.

Tousled hair may indicate a disturbed heart, but even that is not preferred to-day when human emotions are trained to remain at a low key. A comb not only keeps the hair in place



(Eardrum may be protected by correct use of your finger)

but removes dust, adherents, dandruff and even lice. If we suffer from dandruff and pediculosis or lice infestation, we must rush to a doctor because a comb in such cases will be of little use.

Various types of combs are available in the market. While three or four decades ago, only combs made of cow or buffalo horns were available, now we can have good quality combs made of polyethylene fibre. They are quite cheap, hardy and better.

The bristle points of a good comb must not be sharp. Often we enjoy scratching the infected scalp with the sharp combs, but the scratching intensifies the infection, leading to massive hair fall.

Gentle combing is a good massage for the scalp. It enhances circulation of blood and strengthens the follicles. It is good to comb the hair before a mirror. A mirror that is fixed on the wall or fixed on the dressing table is preferable; but we may also use a small mirror that we can hold with our hands. If we use such mirrors, we must use it very carefully, because it is most likely to fall off in carelessness. We ought to comb our hair once in the morning, once after bath and last once before going to bed. The comb must be cleaned with detergent soap from time to time. It is hygienic to have a personal comb as this is generally safe.



(Comb should only be used for hair)

● Use of Umbrella

When we move out of home, we may confront either the sun or shower. While the sun is enjoyable during the winter, we feel being nearly scorched in the summer months. When rainy season comes, rains drench us. Hence, we should always carry an umbrella during the summer months and during the rainy season.

While a cap or a hat may help us during the summer months, during the rainy season we must use an umbrella or a mackintosh (raincoat) to protect us. Even, during the summer we should use an umbrella, not a cap or hat for two reasons: first, if we wear a cap or a hat, our scalp will sweat and secondly, this is not in vogue in our country. Now-a-days, foldable umbrellas are in vogue, and we may carry them as they are very easy to keep.

People will get irritated if a person with a large umbrella oozing out drops of water try to get into a bus or in a train. An umbrella is of little use during a nor'wester or when there is a heavy shower accompanied with a strong wind.

Some are found to carry an umbrella on their shoulders. This is bad and very very risky as some others who may be coming just behind them, particular-ly in a crowd, procession or festivel may suddenly be blinded with the pointed end. of the umbrella rod

that was there on the shoulder of front man. Thus it may draw answer of sharp and fatal retaliation. We must be therefore very cautious about it and always keep sharp end of the umbrella rod down.



(Don't carry the umbrella on your shoulder)

While using an umbrella, we must be cautious, for losing an umbrella in a bus or in a train or in a shop is a common incident. While trying to keep other things safe, we often leave the umbrella out in a place where we go on business. That is why, before leaving a place, we must check that we have not left our umbrella.

If the umbrella gets wet, back home we must open it up and allow it to dry. Otherwise, the cloth of the umbrella will not last as long as it should.

If we find an umbrella lying somewhere unclaimed, we must not try to take it and get it home. Not only it is an act of stealing someone's property, but in these days when terrorism is at a high pitch, some powerful explosive may be left inside it. We should call in people or if we see such an umbrella in a train, we should inform the railway police of it or make the bus conductor aware of it.

It is bad to use an umbrella as a weapon or a plaything. If we do so, the umbrella will be broken and we will have to buy a new one. If umbrella develops tears, we should take it to those who repair torn umbrellas.

● **Sitting Posture**

We are often required to sit not only for rest but also for work. A chair is the best seat; if it is lightly cushioned it is comfortable. We should, even if we are extremely tired, take a seat slowly. To drop abruptly on a seat, a chair or a bench, is very bad because our spine and testicles and the private parts of the body may receive injury.

Before we sit on a chair, we must check that it is in good condition. If the seat is dusty, it will spoil the dress and if any of the legs of a chair is broken, one will fall down and receive serious injuries. If we find that the seat is dirty, or oil, water, pins, nails or phlegm are found there, we must have it cleaned first, and if we find the legs broken, we must not sit on it at all. That will embarrass us.

Sitting with our spine straight is the correct posture. This develops a very good blood circulation. However, when we work at the desk, it is not always possible to sit straight. Hence, we should stretch back our spine and hands from time to time or walk about at least every one hour.

Unless it is a rocking chair, we must not rock while sitting on a chair. Some people

have the bad habit of squatting on a chair or even resting their legs on the tables or desks and cocking them. We won't do that as that is utterly impolite; They had better be asked to sit on a mattress on the ground.

While travelling in a train, we must not sit on the seats cross-legged, even if there is enough room. This is very indecent. Before we take seats, we must check if there is dirt. If we see the seat smeared with filth - vomitus, sputum or catarrh, we must move elsewhere.

If we find elderly or sick people or ladies standing before us, we should offer the seats to them. This is a courtesy that is highly commended. It is very discourteous to elbow out people in order to make room. Even though our grand parents love us dearly, we must not drop down on their laps all on a sudden. It may cause them pain or accident.



(This is not correct posture)

Whether we work in an office or are engaged in work in our private study or drawing room, we must welcome a visitor by rising up and requesting him to take seat. One should take one's seat after the visitor is seated.

It is an act of etiquette to bid goodbye to a friend or a guest by standing up and walking a few steps along with him and see him off. We must not forget to say welcome to a guest, and say "Goodbye, Please come again." When we visit a person in his office or in his house, we must not occupy a seat unless we are asked to.

● Reading

We must have some education. If we do not have it, we shall not be able to acquire knowledge and remain ignorant about many things in the world. Education leads a man forward; hence everyone must have education to the possible extent.

Children belonging to poor and destitute families cannot have higher education, but they can easily complete the primary level. It is catered free now with food also in some areas.

Self-study for an hour or two, after learning the three R's, makes a man know well, and whatever job he does he can have this benefit by the exercise of his will. At the beginning, everybody needs guidance, but after a stage, one can study for oneself and this will bring no less rich a result.

One can read whenever one wills, but it is better to select an hour of study. This depends on the time of leisure one finds. If one is a full-time student, one should spend at least three hours in the morning and three hours in the evening.

The morning hours are the best period for learning something by heart or learning something by rote. The evening hours are suitable for contemplative study. The hours in the

midday can be spent in translation, solving mathematical problems, handwriting practice and drawing maps.

The question is that one should prepare one's own routine and devote the time to studies with full attention. On the eve of examinations, hours of study should be expanded, but that must never be at the cost of sleep. Again, when one is sick, one should take rest as much as possible.

When we read in a group in the classroom, we must not gossip or cut jokes with other



(This practice must be avoided)

students. This will not only do harm to us but will also disturb the instructor. Whenever we study or wherever we take lessons, we must be serious and must not sidetrack. For private study, we must find out a secluded place. We must sit erect whether we sit on a chair or bench or on the floor. We should hold the book close to our eyes with our hands, and must we never bend our body. If we read a subject with deep attention, we shall derive immense pleasure. If we feel

distracted, we should stop a little and then resume reading.

Ordinarily, children should read aloud. This helps them learn the lessons by rote and secondly, the parents or guardians or teachers will be able to know if one is reading correctly.

While reading, we should understand the contents of the book, otherwise reading is just wastage of time. If we fail to understand the meaning in a single reading, we must read the substance again. We must not give up unless the contents are comprehended. Not always, we can understand the meaning of each and every word. In that case, guesswork is necessary. While reading a big novel, we can skip lines. If we fail to comprehend something, we must not hesitate to take the help of a learned man or of our teachers. The use of a dictionary is very helpful. At any rate, the meaning of the subject and its object and the spirit of the lesson must be acquired, obtained and mastered.

Life is the best book of study. Except in certain cases, we can match our lessons with our experiences. This habit enables us to obtain real knowledge. The life of Sher Shah teaches us how a man born to ordinary parents could become the emperor of a country by virtue of enterprise, courage and wisdom while Jahangir has set a different example. He nearly ruined the empire he inherited through luxury, indolence and inefficiency. Let us lead our life with the enterprise and courage of Sershad and shun the lifestyle of Jahangir. This, in particular, is the spirit and meaning of the lesson in History.

[Source : Talks Friendly by Basanta Kr. Roy]

● Folding Napkins

Material Description :

These napkins are made of durable good quality cotton. They should be in plain perfectly light colour, and perfectly square in shape and size should be 28 cm × 28 cm after stitching.

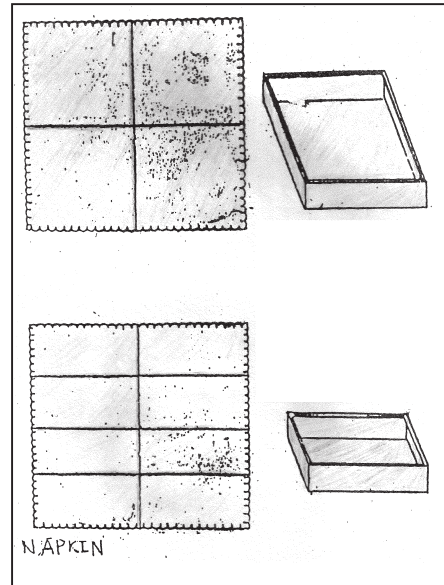
The cloth should be washed before cutting. The edges are hemmed in contrasting colours, so that the stitches stand out and look the same on both sides.

Over the Napkins have a guiding lines for folding. The stitches should be same on both sides. This guiding lines could be made of straight or running stitch. The thread used for the edges and the guiding lines should be the same.

There are four types of napkins.

- (1) Napkins divided into quarters by medials.
- (2) Napkins divided into eighths by medials.
- (3) Napkins divided into quarters by diagonals.
- (4) Napkins divided into eighths by medials and diagonals.

In a 'House of Children' there should be three or four of each type of napkins with variety in colour of cloth and threads.



Display :

Each type of napkin has own container. The shape and size of the container should corresponds with the shape and size of the napkin. The container should be of 2m larger in all sides from the folded napkins and its height on all sides should be 2½ cm.

The shape of containers should be as follows :

- 1st Container — Square.
- 2nd Container — Rectangle.
- 3rd Container — Right angle isosceles triangle.
- 4th Container — Same as the 3rd container in shape but smaller in size.

Foot Note :

Activities with these napkins are presented on chowki. We present only two types of napkins i.e. one divided into quarters by medials and other are divided into quarters by diagonals.

● How to pick-up and carry a napkin?

Presentation : (I.A. – I.P. or small group presentation)

Have a napkin at the place of presentation. Just lift one of the corners of the napkin and then place the left palm under the napkin. Place the right fingers over the napkin, lift vertically and carry it.

Control of error :

No part of the napkin should be hanging.

● How to Fold a Napkin divided into quarters by medials?

Presentation : (I.A. – I.P. or small group presentation)

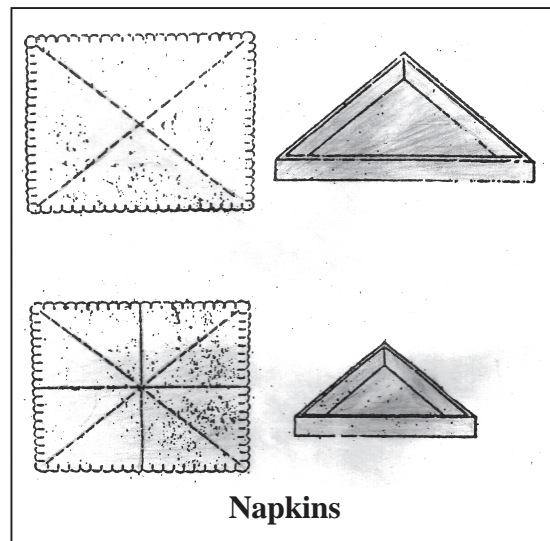
Have a folded napkin divided into quarters by medials at the place of presentation. Unfold and smoothen it as usual. Then tell the child (indicating the guiding lines with your right index) “Now we are going to fold this Napkin along these lines; Watch.”

Hold the right top corner with your right thumb and index and the right base corner with your left thumb and index, lift the edge and turn it, towards the left. Ask the child, “Tell me, when this edge is about to touch this edge”. Move the edge gradually towards the left, keeping near and parallel to the surface of the napkin.

Stop when the child tells you that the edge has reached the other edge. (If he does not tell, you stop and remained him).

Show the child how you place the corner over the opposite corners, saying, “Look, we keep this corner exactly over this one.”

Then show the child, how we smoothen the napkins. Holding down the open edges with our left thumb and index and smoothening the napkins part by part with the edge of the right palm, moving from the open edge towards the fold. Now hold the right top corner with right index and thumb and the left top corner with the left index and thumb. Turn the edge towards the opposite edge and ask the child to tell you when it reaches the other edge. Hold the napkin and smoothen it as before. Draw the child’s attention to the fact that the napkins look just like it, when we brought it and also that the open edges one over the other and guiding lines are visible along the folds.



Point of Interest :

- (1) Watching for the edge to reach the opposite edge.
- (2) Placing the corner over the opposite corner.

Control of error :

- (1) The folded napkin should be a perfect square.
- (2) The edges should coincide perfectly.
- (3) The guiding lines should be visible over the fold.

● How to unfold a napkin divided into quarters by medials?**Presentation : (I.A. – I.P. or small group presentation)**

Ask the child to bring a folded napkins to the place of presentation. Hold the two top right base corners with your right index and thumb and other corner of the same edge with your left thumb and index. Turn the edge and take it to the opposite side, keeping it near and parallel to the surface. Hold the right base corner with left thumb and index and right top corner with right index and thumb and take that edge towards the opposite as before. Now smoothen the unfolded napkin as usual.

Control of error :

The unfold napkin should be without any wrinkles.

● How to fold Napkin divided into quarters by diagonals?**Presentation : (I.A. – I.P. and small group presentation)**

Have a folded napkin divided into quarters by diagonals at the place of presentation. Unfold and smoothen it as usual. Tell the child, indicating the guiding lines, “We fold this napkins along these lines.” Hold the right top corner with right index and thumb and turn it towards the diagonally opposite corner. Ask the child to tell you when the corner, you are folding, reaches the opposite corner.

Move the corner towards the opposite corner following the guiding lines and keeping it near and parallel to the surface. Stop, when the child tells you, that you reach the opposite corner. Smoothing the napkin as before. In the same way, bring the left top corner towards its diagonally opposite corner folding it with right index and thumb. Smoothen this fold as before. Draw the child’s attention to the fact that it look just like it did when it brought it, the edges are over the other and the guiding lines visible over the fold.

Point of Interest :

- (1) Watching the corner to reach the opposite corner.
- (2) Placing the corner exactly over the opposite corner.

Control of error :

- (1) The folding napkin should be right angled isosceles triangle.
- (2) The edges should be coincide perfectly.
- (3) The guiding lines should be visible, over the folder.

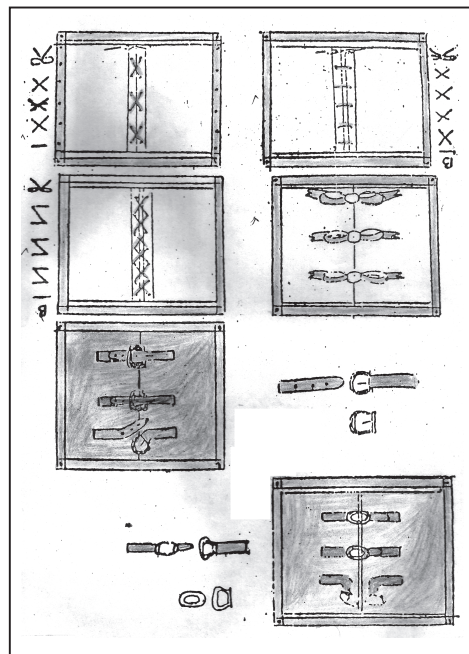
Dressing Frames

General Material Description :

Rectangular wooden frames with two cylindrical rods; 1 cm in diameter attached parallel to the two inner sides of the frame. These rods are attached by screws to the top and base of the frame. Two flaps are attached to the rod. If these flaps are made of cloth they are folded double. The cloth should be durable easily washable and in attractive plane colours, preferably cotton cloths. If the flaps are of cloth, then in middle of the flap are stiff. Thin objects are inserted to keep the flap itself stiff. We have an indication mark on the frame either on top or at the base to help the child to know in which position to keep the frame while using it.

Display :

The frames are to be displayed within reach of the child, all of them one after other. They are hung from rectangular hooks, two hooks for each frame. The order in which the frame is displayed should be from left to right. We have one of each type of frame in the environment.



● **How to close press Buttons**

Material description :

The flap of the frame are made of cloth. The edges overlap, right flap overlapping the left flap. Along the edge of the left (over the flap). A series of cavity halves are attached (when we stitched the thread should not visible on the other side) along the open edge of the right flap (under the flap) is attached the corresponding series of studs. They are pressed so that they are 1 cm away from the edge. There should be 5/6 press buttons on the frame, equidistant from each other.

Presentation : (I.A. –I.P.)

This activity is done on the chowki. Invite the child and take him to where the material display. I show him how we remove the frame from the hooks. Hold the frame with both hands and lift it. Bring it towards you from the hooks. Bring the frame on the chowki, open the button and the flaps without analysis of your movement.

Hold the left base corner of the left flap, with your left hand. And the left top corner with your right hand. Lift the flap and bring it to the middle. Hold the right base corner of the right flap with the left hand and the right top corner with right hand. And bring that flap to the middle over the left. Insert the right thumb under the right flap near the top stud and place the right index over the stud (we always work from top to bottom) and turn the flap towards the right. Hold down the top most cavity with the left index and thumb. Bring the thumb just over the cavity. Draw the child's attention to it and ask the child, to listen. Press the stud into the cavity with your right index. Release your fingers one at a time. First right fingers, then the left. With the same movement close all the buttons. Then go back to the top button and inserting your right thumb just next to the close button place the right index on top and inspect all the button, to see that they are properly closed.

Point of Interest :

- (1) Before pressing make sure that stud is exactly over the cavity.
- (2) The click sound of the bottom.

Control of error :

Inspecting to see that all the bottoms are closed.

● How to open press button?**Presentation : (I.A. – I.P.)**

Invite the child and ask him to bring the frame. Insert your right thumb below the right flap near the top button and place the right index over it. Insert the right thumb nail between stud and the cavity. Draw the child's attention to this. Place the left thumb and index over the left flap to keep the button in position. Then ask the child to listen for the click sound; and with the help of the right thumb nail; hold the stud out of the cavity halves towards the right, tell the child, "Look, I open the button with my nail." Then release the fingers of your hands one at a time. Continue the same movement till the all buttons are open.

Then with the right thumb and index inspect and make sure that all the buttons are open. With the left index and thumb hold the base corner of the open edge of the right flap and with right thumb and index, hold the base corner. Open the flap completely to the right, with the left thumb and index. Hold the base corner of the left flap with left index and thumb

and with right index and thumb hold the top corner and open the flap completely to the left.

Point of interest :

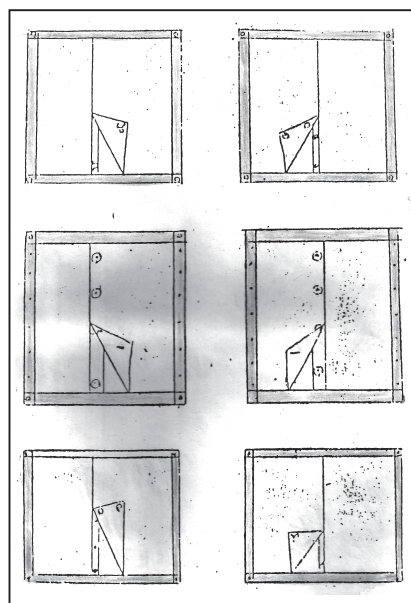
- (1) Inserting the right thumb nail between the two halves of the close button.
- (2) Opening the button with the right thumb nail.
- (3) The click sound is heard when the stud is pulled out of the cavity.

Control of error :

Before opening the flaps inspect to see that all the buttons are open.

● **How to close coat button?**

Material Description :



Flaps overlapping; left flap over the right flap. Over the right hand flap; button are stitched. The button should stand on a steam. The length of the steam should be such that it is possible to turn the button to a vertical position, without pulling it. (i.e. it should be slightly more than the radius of the bottom).

On the left hand flap the button hole are made. The hole should be a little larger than the diameter of the button. The holes are slits made horizontally. There are 5 or 6 buttons on the frame. This frame is presented after the press button frame.

Presentation : (I.A. – I.P.)

Go with the child and bring the frame to the place of presentation. Open the button and then the flaps without analysing the movements. Bring the right flap to the middle as usual and bring the left flap over the right.

Insert the left thumb below the left flap near the top button hole and hold with the left sides. Turn the left flap little to the left to expose the button. Hold the button with right index and thumb and make it stand vertically. Bring the left flap over the vertical button, so that it will be come out through the button hole and now release the left hand. Draw the child’s attention towards the button coming out through out the hole. Hold the button with the left index and the thumb at the top part that comes out through the hole. Now release the right hand. Hold the left flap near the button hole with the right index and thumb and pull the flap down over the button, till the button comes out of the hole. Push button-hole over the steam of the button. The button should never be pull or pushed nor made to change direction.

Put the button into horizontal position with left index and thumb if necessary, do the same movement until all the buttons are closed.

Inspect whether all the buttons are visible on the top of the holes.

Point of Interest :

The button coming out of the hole.

Control the error :

All the button should be appear on the top of the respected holes.

● **How to open Coat button.**

Presentation : (I.A. – I.P.)

With the right index and thumb hold the left flap near the top button hole and pull it a little. With the left index and thumb hold the button and make it stand vertically in the button hole. Draw the child's attention towards it. Pull the button hole vertically upward until the left is pushed off the button and the button is released completely. Draw the child's attention to the fact that there is no pulling of button.

Performing the same movement open all the button. Inspect whether any button is visible on the flap. Open the flap as before analysing your movement as you do so. By turning the bottom flap down. Try to avoid noise.

Point of Interest :

- (1) The button standing vertically in the bottom-hole.
- (2) The flap pushing the left hand of the button.

Control of error :

Not a single button is visible over the folded flap.

● **“Lace Frame”**

Material Description :

Flaps are facing each other; they should be close to each other. They are made of leather or cloth with leather facing. Both the flaps have a series of holes about 8 to 10 holes. The holes have metal rims. The lace should preferable be cylindrical; not flat. Half of the lace should be in one colour and the other half in a second colour. (Two lace are join invisible). The length of the lace should be such that after passing through all the holes, the remaining part should be equal to the length of half the frame.

The ends of the laces should be metal tips. This should correspond if possible to the colour of the laces.

Some general rules :

- (1) The laces should be handled with the hand corresponding to the direction from which the lace is to be inserted.
- (2) The flaps are hold with corresponding hand i.e., left flap with left hand and right flap with right hand.
- (3) Cross the laces with one hand only.
- (4) There should be no obstruction when the tips are inserted or taken out of the holes.
- (5) Hold the flap vertically and insert or take out the tips horizontally.
- (6) Whenever you insert or take out the lace, do so part by part, not all at once.
- (7) When crossing the laces, the lace put over the other one, should by constantly be put over the other one, i.e. if you cross left over right first, continue the same for all and vice-versa.
- (8) While untie the laces; always take out the lace which is on top of the cross first.
- (9) While tying the laces always insert the lace which is under the cross first.
- (10) While tying or untying the lace, DON'T TURN THE FRAME.

How to tie laces ‘V’ pattern or ‘Fish-bone’ pattern.**Presentation : (I.A. – I.P.)**

Go with the child and bring the frame. Untie the laces; and keep it at the right side and open the flaps without analysing your movement. Close the flap as usual. Keep the laces folded into two vertically in the middle of the frame; with both ends a little bit apart. Hold the right flap vertical bit the right hand, with the left hand hold one of the tips, and insert it from inside out through the top hole. Draw the child's attention towards it; how the tip is out completely at the right side; release your left hand, lower the flap at little bit and hold the tip again with your left hand. Pull the lace out towards the right part by part upto the center, where it is join. Release both hands once at a time. With the same movement inserting other end of the lace into the top left hole with the right hand holding the tip of the lace. Make the lace equal by holding the two ends with the right hand and pulling them equal part by part with the left hand. Put the ends on their corresponding sides at the lower corner. Now cross the laces with the right hand. When you cross the first lace keep it below and parallel to the other lace, then bring the other lace over the first one. Always cross the same way. Insert the lace which is underneath of the cross from inside out and then other lace.

While doing so hold the flap and laces with corresponding hands with the right thumb and index, hold both the laces, near the cross. Put the left thumb and index just over the two corresponding holes and tying by pulling the two laces hold with the right hand, pulling

downwards and not too hard. Go on lacing in this manner till the laces have gone through all the holes; when they come out from the last pair of the holes, they tie a bow or invite the child to do so. Insert the bow inside the flap.

Point of Interest :

- (1) Not to hear any noise while inserting the tips.
- (2) The tips should coming out of the holes smoothly.

Control of error :

- (1) Regularity of the pattern i.e, alternate colour overlapping.
- (2) The right lace overlaps the left through out or vice-versa.
- (3) The 'V' will be facing upwards. On the front of the frame with the same regularity of the pattern.
- (4) On the other side of the frame, we see first a horizontal line in two colours and then 'V' facing downwards.

● **How to untie a lace?**

Presentation : (I.A. – I.P.)

Untie the bow as usual. Keep the laces on corresponding flaps. Hold the flaps and laces with corresponding hands. The hand that pulls out the lace should correspond to the direction in which the pulling is done. Always take-out first that lace which is on top of the cross.

Slow down the pulling when the tip is about to reach the hole and take the tip out of the hole.

After the lace is out of all the holes, keep it at the right side of the frame and open the flaps.

Point of Interest :

The tip coming out smoothly without noise.

Control of error :

The entire lace is out of the frame.

● **How to tie a lace cross (×) pattern?**

Presentation : (I.A. – I.P.)

As in the 'V' pattern bring out both the ends of the lace from inside out through both the top holes.

Make them equal as usual and cross them. Insert the tip of the lace which is under the cross from outside in.

Do the same with the lace which is on top of the cross.

Now cross the lace which are under the flaps. Bring the lace from inside out. First bring that one which is under the cross and then the one above the cross.

Tighten as before. Continue the same till the lace goes through all the holes.

The inserting is done alternately from outside in and from inside out. Tie a bow at the end (even if the laces underneath; tie the bow on the top). Then put the bow on top and ends underneath.

Point of Interest :

Same as 'V' pattern.

Control of error :

- (1) The regularity of the pattern, i.e. always the same colour laces is on top of all the process. The same is seen on the other side of the frame.
- (2) On the other side of the frame, we also seen the horizontal line in two colours from the first pair of holes.

● **“How to tie a laces linear pattern or horizontal pattern”?**

Presentation : (I.A. – I.P.)

First insert both the tips from outside in through the top pair of holes. Adjust the lace so that on top, we see only one colour lace.

Now cross the laces which are under the flaps. Bring out the second colour lace from inside out and again insert the same lace from outside in through the horizontally opposite hole. Keep both the laces, on their corresponding flaps. Again cross both the laces. Now bring out the lace of first colour from inside out and insert that lace into horizontally opposite hole from outside in.

Continue the same for all for the last pair of holes. Bring out the laces through both the holes from inside out. Tighting the lace by pulling each lace gently. Then we tie a bow and put it underneath.

Point of Interest :

Same as 'V' pattern.

Control of error :

- (1) On the right side of the frame; we see horizontal lines in alternate colour.
- (2) On the other side of the frame we see a regular pattern (a sort of hemming bone pattern), with the same colour lace on top of each cross.

● **Ribbon Frame**

Material Description :

Two flaps facing each other but slightly apart. On each of the two flaps 5/6 ribbons are attached in two colours, one colour on each side. The ribbon being in two colour helps the child to see the movements clearly.

The ribbon should have a right and wrong side (e.g. satin ribbon).

Each ribbon is about 2 cm wide and 28 cm long. They are stitched to the flaps.

The loose end is invisible or pinked. The shiny sides should be upwards.

These ribbon must be ironed daily.

● **“How to tie the base-knot”?**

Presentation : (I.A. – I.P.)

Open the flaps and straighten the ribbons. Bring both flaps to the middle, one at a time. Straighten the ribbons over the corresponding flaps. The dull sides are facing upwards. Hold the left ribbon near the end with the right thumb and index and bring it over the left flap.

The left ribbon is on top of the right ribbon; the ribbons are with shiny sides upwards.

Insert the right index from the top of the ribbon of the right flap and put the right thumb on top; about $\frac{3}{4}$ cms away from where the ribbon cross.

In the same manner hold the ribbon on the left flap; with left index and thumb. Now bring the ribbon held on the right hand across over the left ribbon.

While doing so, smoothen it with right index. Push it through with right thumb across and under the ribbon hold on the left hand. Draw the child's attention, saying, “See, the right thumb coming out wrapped in the ribbon.” Bring the right middle finger and place it next so the right thumb and place the right index on the other side of the right thumb. Release the right thumb and join it with the right middle fingers and index.

Slide the ribbon out bit by bit with right middle finger index and thumb.

Put the ribbon over the right flap and straighten it. With the same movements tie all the base-knot.

Point of Interest :

The right thumb coming out wrapped in the ribbon.

Control of error :

All the ribbons are of the shiny sides facing upwards.

● “How to tie the Bow”?

Presentation : (I.A. – I.P.)

Insert the right middle fingers under the right ribbon from the top near the frame and hold it with the right thumb. Lift the ribbon held with the right hand to a vertical position. See that the dull side is facing you. Place the left thumb against the middle of the vertical ribbon; on the dull sides and fold the ribbon over your left thumb making loop. Hold the loop at its base between right index; middle finger and thumb.

Then release the left thumb. With left index and thumb, hold the ribbon on the left flap; inserting the left index from the top about $\frac{3}{4}$ cms away from the knot. The remaining ribbon is held with the remaining left fingers. Bring the ribbon held with the left hand anticlockwise around the loop; insert the left thumb below the base of the loop; sliding it over the right middle fingers; seeing that it comes out towards the right. Draw the child’s attention to the left thumb coming out wrapped in the ribbon. The left thumb is now resting on the right middle fingers. Release the right thumb and place it on the left thumb which is resting still wrapped in the ribbon. Release the left thumb. Hold the loop towards the right with the right thumb and middle fingers. With the right index and thumb hold the lower loop and with left index and thumb hold the upper loop and fighting the loops; make adjustment if necessary with both hands. The ends of the ribbons should be equal to the ends of the loops. Repeat the same movements for all the remaining ribbons.

Point of interest :

The left thumb coming out wrapped in the ribbon.

Control of error :

- (1) The top loop and the loose end should be of the same colour as the left ribbon.
- (2) The top-loop and loose ends are seeing on the shining sides.
- (3) The other colour ribbon is seeing as vertical lines in the middle on its shiny sides.
- (4) The lower loop is seeing on the dull sides.
- (5) The lower loose ends are seeing on the shiny sides.
- (6) The loose-end and loop should be equal in length.

● “How to untie a bows”

Presentation : (I.A. – I.P.)

Hold the right loose end with right index and thumb with the left index; hold down the left loose end. Pull the right end slowly towards the right; till the loops jumps out of the knot. Draw the child’s attention to this. Open the bow and straighten the ribbon held with the right hand over the frame. With the same movements, pull the ribbon held with the left hand towards the left. With the same movements open all the bows.

Point of Interest :

The loop jumping out of the knot.

Control of error :

Ribbons are with shiny sides upwards.

● How to open the base knot?**Presentation : (I.A. – I.P.)**

With the finger's nail facing downwards, insert the left index below the base knot. Move it gently to loose in the knot. With the right thumb and index pull the ribbon which is on top out bit by bit. Place the ribbons over the corresponding flaps. In the same manner open all the knots. Inspect to see that; all the knots are open and the ribbons are over the corresponding flap with dull sides upwards.

Open the flaps as usual.

Control of error :

All the ribbons are seen on the dull sides over the corresponding flaps.