

REPORT ON PROFESSIONAL DEVELOPMENT PROGRAMME (PDP) ON TOY PEDAGOGY

- ❖ Professional Development Programme (PDP) for Primary Department teachers of BBPS units: Delhi/NCR successfully conducted by Ms. Seema Wahi and Mr. Tushar Tamhana aimed at facilitating educators with ideas that ensure experiential learning, inclusivity and development of 21st century skills. They exposed the educators to the world of low cost and readily available material to create toys and games that provide learners with opportunities for practicing different thinking skills such as imitation, cause & effect, problem solving and symbolic thinking. The teachers were trained to integrate toys and storytelling with content delivery in sync with the prescribed curriculum for particular subject and class. Use of same toy in a multidisciplinary was focused.
- ❖ The first stage was an exhaustive session on traversing the lane of childhood memories to establish a relationship between toys and their role as learning tools, thus understanding toy pedagogy. The second stage was the session on hands on toy- making and game designing that opened the educators to a wide world of resources that can be linked to the curriculum. The third stage was the exhibition cum demonstration session wherein all the clusters displayed their vividly crafted exhibits and board games accompanied by interesting narratives and comprehensive explanations.
- ❖ The PDP was successfully conducted as per planned schedule that was strictly adhered to







CLUSTER NO. & NAME	Phase A Group 1,2 &3 Online	Phase B GROUP 1 Offline	Phase B GROUP 2 & 3 Offline	Phase C School Specific Offline
I (Pitampura & Rohini)	14 May 2022	16,17 May 2022	23,24 May 2022	30,31 May 2022
II (Dwarka & GangaRam)	14 May 2022	18,19 May 2022	25,26 May 2022	1,2 June 2022
III (Brij Vihar, Manesar, Noida & Yojna Vihar)	14 May 2022	20,21 May 2022	27,28 May 2022	3,4 June 2022

❖ Following Learning outcomes were met







Teachers were able to -

- Appreciate the history of toys and the impact of toys on children
- Familiarize with types of toys
- Create low cost toys with readily available material
- Maximize use of readily available toys
- Understand curriculum link of a particular toy and its integration in the lesson plan
- Understand how to use toys for enhancing student engagement & for developing 21st century skills
- Learn the art of storytelling and use of voice modulation while using toys
- Learn classroom management skills like Mindfulness in classroom, Mind & Body coordination , Brain Gym exercise , Importance of eye contact , Balance of free & structured play

❖ **Type of toys and materials used**

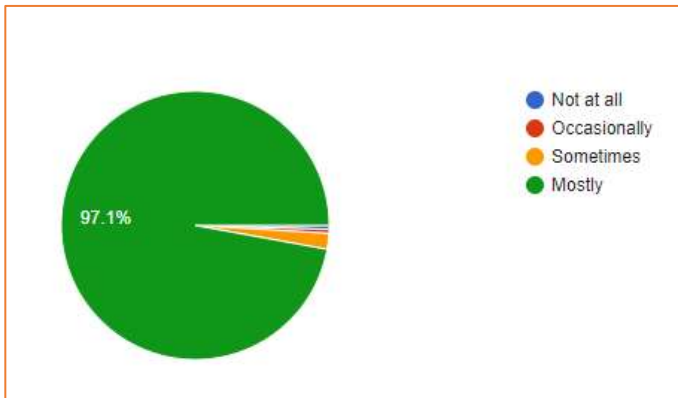
1.	Socks	
a	Thermocol ball socks puppets	
b	Paper ball socks puppets	
c	Socks puppets with talking mouths with cardboard inside as mouth piece	
d	Socks puppets with talking mouths without cardboard for mouth piece	
2.	Bottle	
a	Bottle dolls painted	
b	Bottle dolls with socks	
c	Talking bottle puppets	
d	Painted bottle musical instruments	
3.	Discarded Boxes	
a	Animal Puppets	
b	Robot as Toys	
c	Musical Toys	
4.	Takeaway Plastic Boxes	
a	Musical instruments- percussion, strings	
b	pop ups Toys	
5.	Gloves	
a	Walking glove puppets- different animals	
b	Glove puppets with settings like lake, garden, family	
6.	Ice Cream Sticks	
a.	Maths, Language games	
b.	Musical instruments	

❖ **Type of toys and materials used Contd...**

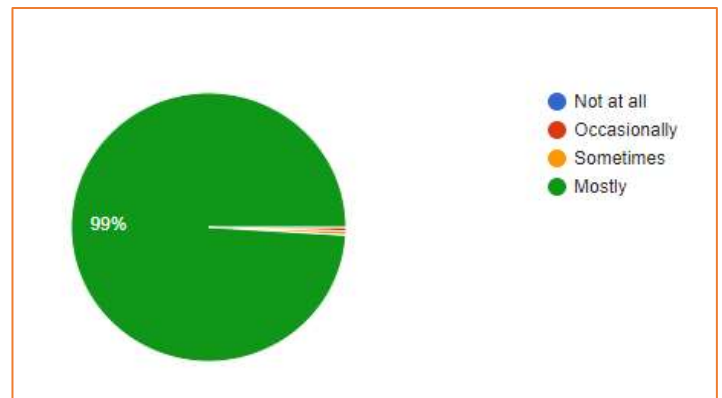
7.	Egg Shell Cartons	
a.	One to one correspondence	
b.	Talking puppet	
9.	Clay Play and Play Dough Toys	
10.	Styrofoam glasses, tubes	
8.	Games	
a.	Games (including board games) for language development- for adjectives, nouns, pronouns, verbs, spellings, vowels (in English and Hindi	
b.	Board Games for Mathematical development- addition, subtraction, multiplication, before after numbers, time	
9.	Science Specific Toys	
	<ul style="list-style-type: none"> • Tik Tiki • YOYO • Flying Fish • Helicopter • Paper Bird • Magic matchstick • Magnifying Glass • Climbing Butterfly • Magic matchsticks 	
10.	Specific Maths Toys	
	<ul style="list-style-type: none"> • Snap Clap Tap • Place Value Strips • Magic Cards • The NIM Game Strips • Paper Flexagon • Mobius Strips • Finger Multiplication 	

❖ **The feedback received from 210 participants through google form has been very positive**

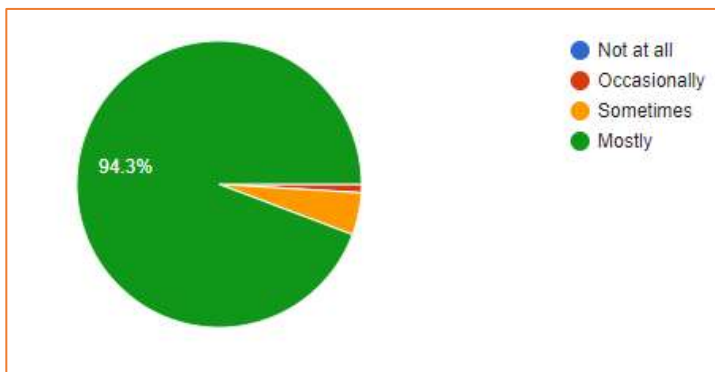
1. Facilitators displayed command over the subject and were well prepared for the sessions



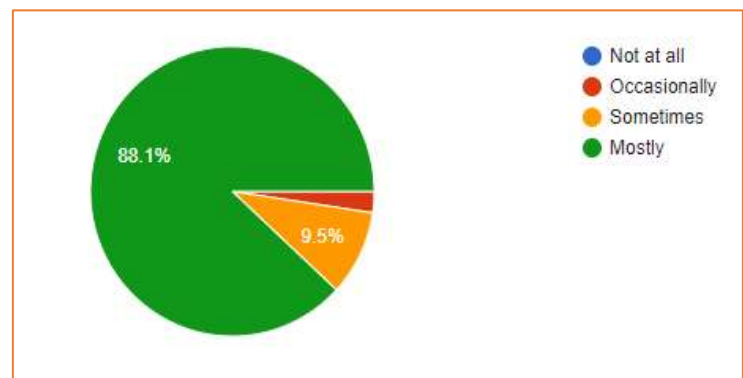
2. Training process provided meaningful engagement for active participation of teachers



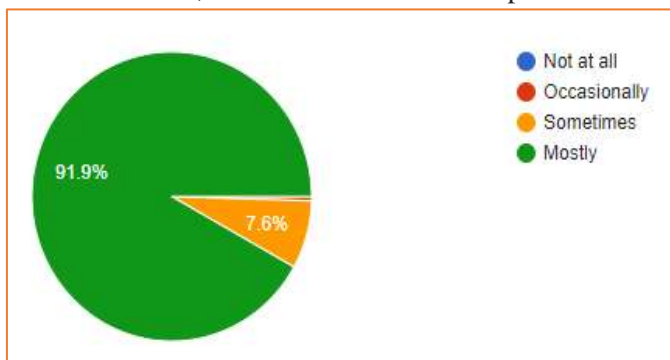
3. Training encouraged each teacher to create toys and games with low cost and easily available materials



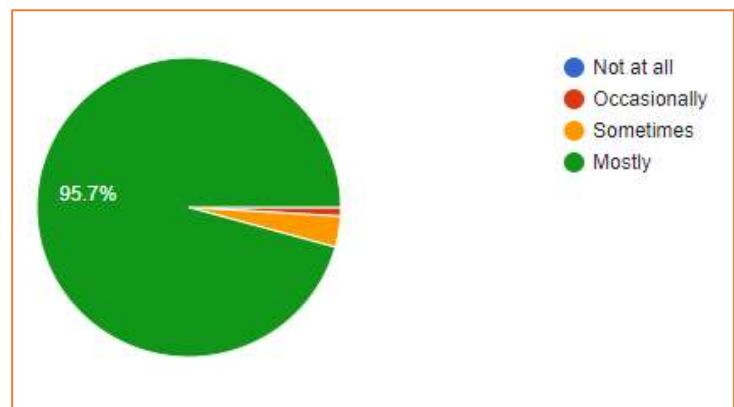
4. Training oriented teachers to map toys and games with Units in the Text books



5. The training established how Toy Based Pedagogy helps in developing 21st Century Skills- Critical Thinking, Creative Thinking, Communication, Collaboration, Character and Citizenship



6. Facilitators effectively managed their own energy and that of the teachers during the session



- ❖ The PDP will be followed by implementation of Toy Pedagogy in day to day teaching learning process. The classes of teachers shall be observed by Ms. Seema Wahi from September 2022 onwards for which the Rubrics to be used is attached herewith

Rubrics-Performance Standards and Indicators for Teachers

Teacher to facilitator			
D	C	B	A
Teacher talks most of the time in the classroom and controls the flow	Teacher is sensitive to the needs of various children in the class and creates opportunities for children to take initiative	Teacher facilitates the process by intervening once in a while and the class is largely driven by children	Teacher is invisible in the class while the children take most of the decisions and nurture the process fairly well by offering opportunities to everyone in the class
Execution of TBP			
D	C	B	A
Teacher can appreciate the Toy based Pedagogy but unable to initiate it in her classrooms	Teacher can appreciate TBP and demonstrate the toy in the classroom	Teacher can appreciate TBP and engage students in groups in making the toy	Teacher can appreciate TBP, and engage each and every child in the class, utilise it for Assessment of learning and facilitate the process
Collaboration			
D	C	B	A
Teacher prefers to work alone	Teacher sometimes connects to collaborate or does so when asked	Teacher identifies areas and connects seamlessly with other teachers for collaboration	Teacher takes initiative, interacts with various subject teachers like Art, Music, Dance, Physical Education, Language etc and creates/ nurtures ownership by others in implementing TBP
TBP – Subject integration			
D	C	B	A
Teacher can barely identify Concepts and Skills from Textbooks for connecting with selected, easy to create Toys by children	Teacher can to some extent identify Concepts and Skills from Textbooks for connecting with selected easy to create Toys	Teacher can to a fairly good extent identify Concepts and Skills from Textbooks for connecting with selected easy to create Toys	Teacher can confidently identify concepts and skills from various Units in the Textbooks for connecting with selected easy to create Toys
Resource management			
D	C	B	A
Teacher controls and strictly manages the Class	Teacher offers groupwise responsibility in Class	Children take charge of resources, books, tools, cleanliness of the Class	Children in groups and individually responsible for everything in the Class and without fear carry on work seamlessly by supporting and collaborating with each other

❖ Some Glimpses...



(Geeta Gangwani)
Principal, BBPS Rohini