

Waa hababka, ee ma aha Waxa-ka-soo-baxa

Marka aad howlaha farshaxanka la sameyneyso caruurta, habka – sida wax u dhacayaan – ayaa badanaa ka muhiimsan waxa-ka-soo-baxa – sheeyga ugu dambeeya ee la helo.

Sahminta suuragalnimada

Habka waa u muhiim caruurta gaar ahaan laba-jirada (toddlers) iyo da'da dugsiga aan gelin (preschoolers) ee bilaabayaa in aay sahmiyaan agagaarkooda. Wax badan ayeey ka baran karaan dareenka rinjiga farahooda dhexdooda ah, sida loogu riixi karo warqadda dusheeda iyo sida midabada aay isugu qasmaan. Muhiim ma ahan in sawirka uu “qurxoonaado.” Marka ugu horeeya ee aay isku dayaan laga yaabee in aay noqdaan midabo isku dhafan oo maroon ah waana fiican tahay. Waxay ogaadeen waxyaabo fara badan oo ku saabsan midabada iyo dareenka sheeyga.

Xalal helidda

Howlaha farshaxanka marka aad ka fikirto habka in ka badan waxa-ka-soo-baxa, waxaad ku dhiirigelin doontaa caruurta in aay isku dayaan sheeyo cusub. Waxaad rabtaa in aad ogaato habab kala duwan oo aay rinjiga u mariyaan warqadda, sida sheeyo taabashadooda kala duwan tahay looga sameeyo marka la isku xiro, waxa dhaca marka aad isku daydo in aad baakadaha ukunta ka sameeyo buundo. Inta aay tan sameynayaan caruurta waxay kaloo helaan fursad aay ku hormariyaan xirfadahooda xalinta dhibaatooyinka. Ha isku dayaan in aay habkooda wax u sameeyaan, xitaa haddii aaysan mar walba noqon sidii la rabay. Wax walba oo aay sameeyaan ma ahan in qaboojiyaha lagu nabo.

Raacidda tusmo

Dhinaca kale, mararka qaar laga yaabee in aad go'aansato in aad culeyska saarto in la sameeyo farshaxan u eg sheey gaar ah. Koobiyeynta tusmada waa xirfad aad uga duwan marka aad maskaxdaada ka sameyneyso. Caruurta waaweyn laga yaabee in aay diyaar u yihiin in aay isku dayaan in aay raacaan tusaale, markii aay bartaan sida sheeyada iyo qalabka u shaqeeyaan ka dib. Xitaa waxaa dhici karta in aay ku raaxeystaan xujada, inkastoo aay mar walba tahay in aay jirto fursad hal-abuurnimo.

Ku-ciyaaridda sheeyada

Xitaa da'da aay sameeyaan sahmiinta hore ka dib, caruurta waxay u sii baahnaan doonaan fursado aay ku raaxeystaan habka, ayagoo aan ka fikireyn in waxa-ka-soo-baxa aay yihiin “qurux” ama “fiican” doonaan. Markii cadaadiskaas laga qaado caruurta waaweyn (iyo xitaa dadka waaweyn) weey ku raaxeysan karaan sheeyada iyo helidda waxyaabo cusub. Marka aad qorsheyneyso waayoaragnimooyin farshaxan, xusuuso in aad miisaanto raadinta sheeyga iyo in aad u ogolaato habka in uu socdo.

Qalabka Farshaxanka ee Aasaasiga ah

Waa kuwan qalabka farshaxanka aasaasiga ah qaarkood ee ku dhiirigelin doona caruurta in aay fikraddooda ku sheegaan farshaxan iyo sawir.

- maqas caruurta amaan u ah
- qori xabag ah, xabag cad ama cajiin
- qalmaan-qori midabyo leh oo weyn iyo kuwo xaj-caadi ah (oo dhaqmaya)
- qalmaan caadi ah oo midabo leh, qaar caarado kala duwan (oo dhaqmaya)
- qalin qori midab leh, jeeso
- rinji iyo buraash rinji
- warqadaha dhismaha, joornaal, warqad la nacay
- qoryaha jalaatada (popsicle)
- haraaga marooyinka iyo dunta laga sameeyo
- sanduuqyo maran, baakadaha caanaha iyo ukunta, duubka warqadaha musqusha
- haraaga warqadaha wax lagu duubo, ribbon
- Kaataloogyada, wargeysyada, kaararka salaanta ee duqoobay

Rinjiyeynta dhaafsiisan buraashyada

Wax walba ayaa loo bedeli karaa aalad wax lagu rinjiyeyno oo hal-abuurnimo iyo xiisad leh. Maskaxdaada u ogolow in aay si aan xad lahayn u fikirto.

- buraashyada (buraashyo yar-yar, buraashka lagu cadaydo, buraashyada rinjiga ee duqoobay, iwm)
- duubka rinjiga ee weyn (qoriga xaaqin duqoobay ku xir oo caruurta haku sameeyaan rinji ayagoo ku giraangirinaya meesha dadka maraan)
- faraha gacmaha iyo lugaha
- isbuunyada, Q-tips, kuwa indhaha wax lagula dhibciyo
- dhalooyinka la tuujiyo iyo kuwa la buufiyo
- buskutka kan lagu jaro, xaywaanka tooyada ah (wax ku daabac)
- baloogyo loox ah (wax ku xabagee si loogu sameeyo sheeyo taabasho kala duwan lagu dareemo)
- alaabta kushiinka (bataatiga kan lagu ridqo wuxuu sameeyaa hindise xiiso leh)
- fataatiir (ku giraangiri sanduuq warqad ku jirto)
- dhuunta wax lagu nuugo (rinji ku buufi warqadda dusheeda)
- gawaarida lagu ciyaaro (ku giraangiri rinji, ka dibana warqad ku dul kaxee)
- laamaha geedka pine-ka
- qeybo kaarbetka ah, gacmo-gashi midkood lumay (ku daabac)
- duubka warqadaha musqusha (warqad ku dul giraangiri; ku dheji dun ama sheeyo kale duubabka)
- rinji buufsama (ku dar dareere buufsama oo ku buufi warqad)
- dun, wool
- baraf (biyo badan ku qas rinjiga weelalka yogart dhexdiisa, ku rid qoriga jalaatada, oo baraf ka dhig)
- saladaha basasha ee shabaqa ah (ka buuxi kubado yaryar oo suuf/cudbi ah oo xoog isug xir, ku daabac markaas)

Waxaa qoray Betsy Mann

Oo kaalmo ka heshay Barb Stevenson, xanaano caruur oo guriga ah, Ottawa

Process, not Product

When you do art and craft activities with children, the **process** — how things happen — is often much more important than the **product** — the object you end up with.

Exploring possibilities

Process is especially important for toddlers and young preschoolers who are just beginning to explore the world around them. They have lots to learn about the feel of finger paint between their fingers, the way it can be pushed around on paper and the way the colours mix together. It's not at all important that their painting be "beautiful." Their first attempts might end up a deep brown mixture of all the colours and that's fine. They discovered a lot about colours and textures.

Discovering solutions

When you think more about process than about the product of art and craft activities, you will encourage children to try out new materials. You want them to *discover* different ways to put paint on paper, how different textures can be made to stick to one another, what happens when you try to build a bridge with egg cartons. While they are doing this, children also get a chance to develop their

problem solving skills. Let them try things their way, even if it doesn't always turn out. Not everything they make has to be put on show on the refrigerator door!

Following a model

On the other hand, sometimes you may decide to put more emphasis on making a craft that looks like a specific finished product. Copying a model is a very different skill from creating from imagination. Older children may be ready to try following an example, once they've learned how materials and tools work. They may even enjoy the challenge, although there should always be room for individual creativity.

Playing with materials

Even after the age of first discovery, children still need opportunities to just enjoy the process, without worrying whether their product will be "pretty" or "good." With that pressure removed, older children (and even adults!) can have fun playing around with materials and discovering new effects. When you plan art experiences, remember to keep a balance between aiming at the product and simply letting the process unfold.

Basic Craft Supplies

Here are some basic craft supplies that will encourage children to express themselves through arts and crafts.

- child-safe scissors
- glue sticks, white glue or paste
- large and regular-sized crayons (washable)
- markers, some with different tips (washable)
- coloured pencils, chalk
- paint and paint brushes
- construction paper, newsprint, scrap paper
- popsicle sticks
- wool and fabric scraps
- empty boxes, milk and egg cartons, toilet paper rolls
- wrapping paper scraps, ribbon
- old catalogues, magazines, greeting cards

Painting beyond brushes

Just about anything can be turned into a creative and interesting tool to paint with. Let your imagination run wild.

- brushes (small brushes, tooth brushes, old paint brushes, etc.)
- large paint rollers (attach them to an old broom handle and children can roller paint on the sidewalk)
- fingers and toes
- sponges, Q-tips, eye droppers
- squeeze bottles and spray bottles
- cookie cutters, toy animals (print with them)
- wooden blocks (glue things on them to create different textures)
- kitchen utensils (potato mashers make interesting designs)
- marbles (roll them around in a box lined with paper)
- straws (blow paint around on paper)
- toy cars (roll them around in paint, then on paper)
- pine branches
- carpet pieces, mittens that have lost their mate (print with them)
- toilet paper rolls (roll on paper; glue string or other textures to rolls)
- bubble painting (add bubble liquid to paint and blow to paint bubbles on paper)
- string, wool
- ice cubes (mix paint with lots of water in yogurt containers, add a popsicle stick for a handle, freeze)
- deodorant bottle (take ball out of empty deodorant bottle, fill with paint and water. Put ball back, roll paint onto paper)
- onion bags (fill with cotton balls and tie tightly, print with them)

by Betsy Mann

with help from Barb Stevenson, home child care provider, Ottawa