

LEARNING PACKAGES

BACKGROUND

During the COVID-19 pandemic, over 188 countries had imposed country-wide school closures amounting to a global average of 5.5 months creating a huge learning gap that will affect the lives of learners in the long-term.¹

Two thirds of the world's school-age children have no internet access at home.² Due to limited digital devices or connectivity such as TV, radio and mobile phones, other forms of distance learning were not always successful in reaching all learners. As a result, 463 million children were unable to access education through the pandemic.³

Moreover, learners who do have access to internet and technological devices, face the risk of physical and mental health issues that are caused due to the significantly increased screen-time in the pandemic. Several research papers indicate how increased screen time in children's day-to-day activities cause developmental delays, mental and physical illnesses and a dip in academic performance.⁴

Even prior to the COVID19 pandemic's devastating setback in worldwide education, the demand for effective distance learning, enrichment and catch-up learning resources has been well founded particularly in crisis-affected areas and to children of all deprived socio-economic backgrounds.

The Innovation Development Directorate (IDD) set out to tackle some of the issues facing students including learning away from traditional learning environments, enhanced learning and remedial learning when it set up the award-winning Internet Free Education Resource Bank (IFERB).

Designed to be student lead, low resource, interdisciplinary and most importantly internet-free, the IFERB provides projects, games, and activities for students across multiple levels from ages 4 to 14 years. Adapted by educators for implementations by the parents or community volunteers, IFERB is available in multiple languages.

LEARNING PACKAGES

The core design challenges that IDD addressed were:

- Minimal access to student-led learning resources
- Limited access to teachers
- Lack of basic core literacy and numeracy skills
- Lack of resources that foster holistic and inquiry-based interdisciplinary learning
- Limited access to self-led socio-emotional
- Lack of internet connectivity and access to technology-based products or virtual schooling

¹ <https://en.unesco.org/news/unesco-figures-show-two-thirds-academic-year-lost-average-worldwide-due-covid-19-school>

² [https://www.unicef.org/press-releases/two-thirds-worlds-school-age-children-have-no-internet-access-home-new-unicef-itu#:~:text=NEW%20YORK%2FGENEVA%2C%201%20December,International%20Telecommunication%20Union%20\(ITU\).](https://www.unicef.org/press-releases/two-thirds-worlds-school-age-children-have-no-internet-access-home-new-unicef-itu#:~:text=NEW%20YORK%2FGENEVA%2C%201%20December,International%20Telecommunication%20Union%20(ITU).)

³ <https://data.unicef.org/resources/remote-learning-reachability-factsheet/>

⁴ <https://journalistsresource.org/education/screen-time-children-health-research/>

This hopes to be an easy tool to help build an understanding and love for learning in a fun manner. It consists of:

- The Learning Packages, designed as engaging workbooks for each age-group across different tracks.
- Detailed versions of projects, games, and activities for facilitators.
- A competency framework based international curriculum standards.
- A guide on how to use the Learning Packages effectively.
- Parent Guidelines for Early Childhood Development

CORE FEATURES OF THE LEARNING PACKAGES:

- **Free and Open-Source:** The Learning Packages is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#) with the exception of the SEL books. The resources allow adaptation for context specifications and translation into relevant language (with some attribution requirements).
- **Student-Facing:** They contain curated projects with simple and easy-to-follow instructions that require no or minimal parent supervision and do not require them to be educators. Each workbook is designed to be a month-long learning journey.
- **Interdisciplinary:** In addition to the projects, each workbook promotes holistic learning and contains SEL activities, math games, stories to build literacy skills, and engaging worksheets to practice key concepts.
- **Inquiry-Based:** All projects in the Learning Packages are designed to be globally relevant and ready to use while giving options to be adapted to local contexts. They promote learning through discovery and are fun with gamified elements to build engagement for self-led learning.
- **Low or No Resource:** They require very basic household items (with alternatives provided, wherever applicable) or no resources.
- **Technology-Free:** Once downloaded, they are screen-free and do not require technology or internet connectivity to use.
- **Curricula Alignment:** They are aligned to international curriculum standards and designed to meet the learning outcomes for each age-group. The Learning Packages follow a logical progression of learning by building on pre-requisite knowledge/skills and moving from known to unknown concepts.
- **Build Relationships:** The activities and games in the Learning Packages encourage interaction and relationship-building with family and community members or peers.
- **Level-Based:** Each workbook contains a simple Diagnostic Test to determine which workbooks is best suited for the learner. It is created for learners between the ages of 2 – 14 years across 4 levels and multiple tracks:

Level (Age – Group)	Learning Package Track			
2 to 3 years	Early Childhood Development – A collection of activities designed for parents to do with their child.			
Foundation* (3+ years)	Literacy	Numeracy	World Around Us**	-
Level 0 (4 to 5 years)	Literacy	Numeracy	World Around Us	-
Level 1 (6 to 7 years)	Literacy	Numeracy	World Around Us	Social Emotional Learning***
Level 2 (8 to 10 years)	Literacy	Numeracy	World Around Us	Social Emotional Learning
Level 3 (11 to 14 years)	Literacy	Numeracy	World Around Us	Social Emotional Learning

**Based on learning levels, learners of higher age groups can use any workbook, depending on their learning levels and the outcome of the diagnostic test.*

Note: Young learners using Foundation, Level 0 and Level 1 workbooks may require some parental support. The details on how to use the Learning Packages effectively have been outlined in the [‘Instruction Manual’](#).

TRACK DESCRIPTION:

All the Learning Packages are interdisciplinary. They contain stories to build literacy skills, exciting Math Games that build numeracy skills, SEL routines, and activities that encourage learners to make connections to daily life, with a focus on a specific subject area (track). Below are the core elements of each track:

- **Early Childhood Development:** This track is a collection of play-based activities that parents can do with their young learners. A simple guide for parents on how to conduct these activities effectively to foster early childhood development is available on the website.
- **Literacy:** This track builds reading, writing, listening, and speaking skills through literacy-based projects.
- **Numeracy:** This track focuses on building skills in different strands of mathematics – numbers and operations, geometry, data analysis, probability, etc.
- **World Around Us:** This track encourages the process of scientific inquiry and reasoning in learners as they explore key concepts in science and social studies.
- **Social-Emotional Learning (SEL):** While this a separate track dedicated to build socio-emotional learning skills, all workbooks, across all tracks have SEL elements interspersed in them. This track includes the Colours of Kindness Program, developed by Amal Alliance, by experts in the domain area. The Socio-Emotional Learning Tracks are available under [Creative Commons Attribution-NonCommerical-No Derivatives 4.0 International License](#) and it is strongly recommended to not alter the content or progression of this workbook in any form to avoid unfavourable consequences related to the learners’ socio-emotional capacities.

LEARNING PACKAGES USE CASES

The Learning Packages can be used in different contexts:

- As a distance learning resource and methodology during school lockdowns due to emergencies.
- For blended learning as schools open partially.
- As a summer or after-school learning tool to expand learning.
- As a screen-free alternative learning resource .




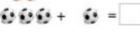



ELEMENTS OF THE LEARNING PACKAGES

Diagnostic Test

The simple test needs to be answered in 20 to 30 minutes by the learners. An answer key has been provided. The score will determine which workbook is appropriate for the learner based on their level.

Check if this Workbook is right for you.




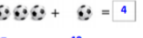

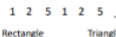




Answer the following questions in 20 minutes.

- Write the number names:
10 _____ 9 _____ 7 _____
- Write the total number of items:
 +  =
 +  =
- Write the missing numbers:
32 _____, 35, 36, _____, 38, 39, _____
- Arrange the numbers from smallest to biggest: 16, 20, 29, 3
- What comes next in the following patterns?
 _____
 _____
 _____
- Draw these shapes : rectangle, circle, and triangle.

Check your answers using the key on the next page.

Answer Key

Give 1 mark for each question answered correctly.

- 10 ten 9 nine 7 seven
-  =  =
 +  =
2. 32 33 34 35, 36, 37, 38, 39, 40
3. 3, 16, 20, 29
4. What comes next in the following patterns?
 _____
 _____
 _____
5. Rectangle Triangle Circle
  

If your score is:

2 or less	This workbook is right for you!
3 to 4	This workbook is right for you
5	Use the Numeracy Workbook for Level 2

My Learning Journey

Name: _____

Week 1
Day 1 Day 2 Day 3 Day 4 Day 5 DONE!

Week 2
Day 1 Day 2 Day 3 Day 4 Day 5 DONE!

Week 3
Day 1 Day 2 Day 3 Day 4 Day 5 DONE!

Week 4
Day 1 Day 2 Day 3 Day 4 Day 5 WOW!

CERTIFICATE OF COMPLETION

This certificate is awarded to _____
for the successful completion of the Numeracy workbook.

Facilitator _____

التعليم | education
فوق | above
الجميع | all

Progress Tracker and Certificate

The tracker helps students take ownership of their learning and must be filled at the end of each day. Upon completion of the workbook, a certificate is awarded.

Weekly Overview

It maps out the learning journey for the week and mentions the materials required.

Week 1 Overview

Project
Number Bonds
Explore how numbers can be used to create other numbers.

Domino Count
Count the dots on dominoes and make number bonds.

Let's Make 10
Practise 10's number bonds through a game.

Adding Machine
Explore number bonds by making your own adding machine.

Grouping Game
Practise number bonds through a game.

Mg Friend
Explore the bond you share with your friend.

Materials Needed

- Paper
- Pencil
- Counters

Project-Based Learning Resources

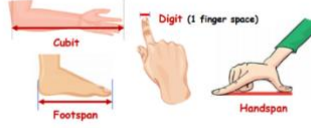
Every week, learners will develop a project through sustained inquiry (asking questions, observing results, finding resources, etc.) and discover concepts on their own, which result in deeper learning.

Day 1 Project-Based Learning

Draw Like an Architect

How can you draw a floor plan and measure using your body?

An architect draws how a room or a building should look using the correct measurements. In olden days, people measured using their bodies.



- Pick a room with 4 sides in your house.
- Start at one corner and measure each side in footspans.

Side 1: _____ Side 3: _____
Side 2: _____ Side 4: _____

Are any 2 sides equal? Does this apply to all rectangles?


Day 1 Project-Based Learning

Money Matters

Why do we value money?

What is money? What does it help us do? List some things you can do with money and the people involved.

Example: Money is used to buy food.



What do you notice about the role of money? If not money, can we use something else to "buy" things?

Interview

Collect information about money from your family members. Some questions you can ask:

- Has money always existed?
- In what forms?
- What did people use to buy/get the things they needed?

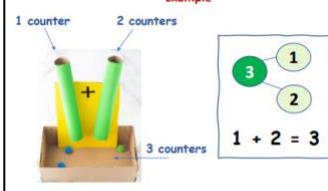
Day 3 Activity

ADDING MACHINE

- Fold the two pieces of paper to create a cylindrical tubes.
- Stick them on the wall in a V-shape.
- Below the two tubes, place a bucket or container.

Pass some counters through the tubes and note down the final number you see. Draw number bonds.

Example

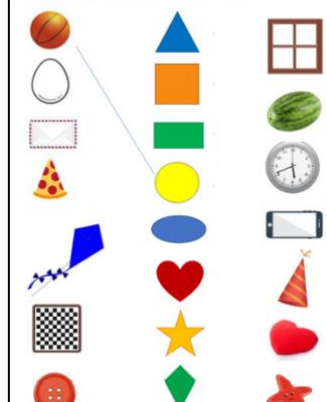


Create 6 different number bonds using your Adding Machine.

Day 4 Worksheet

SHAPE MATCHING

Match the object to its shape.



Activities and Worksheets

To extend the learning from the project, learners will also complete worksheets to practise key concepts and perform simple activities or experiments.

Stories


Each learning package contains stories which connect to the project followed by questions that build literacy skills.

Day 5 Story Time


It's Play Time

Written by Neha Singh

My friends and I are staging a play. The monkeys are getting their long, brown tails fixed.




The writers are helping the Lion and Mia remember their lines. I play the King.



The palace guards and dancers are practising their dance.

The dance teacher is helping them.

Oh no! Mia tripped over the guard's spear. The first aid team rushes in. Everyone is fine. Phew!



REBA WANTS ICE-CREAM

When Reba came back home, she calculated her change. Reba gave the shopkeeper 50 taka. The notebook was 20 taka, and the soap was 20 taka.

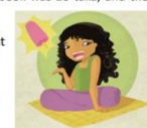

"I should only get 10 taka back," thought Reba. "Why did the shopkeeper give me 20 taka back?"

"That's great!" thought Reba. "I can buy ice cream with this extra money!"

But Reba was ashamed of herself. "I should go back and give the shopkeeper the correct change."

Reba ran to the shop and said, "You gave me 10 extra taka. Please take your money back."

"You're such an honest girl!" The shopkeeper was so happy with Reba's honesty that he gave her an ice cream for free! Reba happily licked her ice cream all the way home.

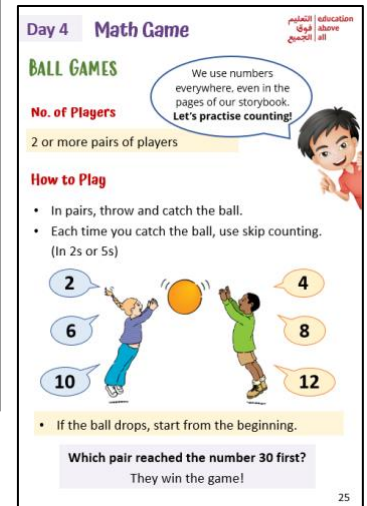
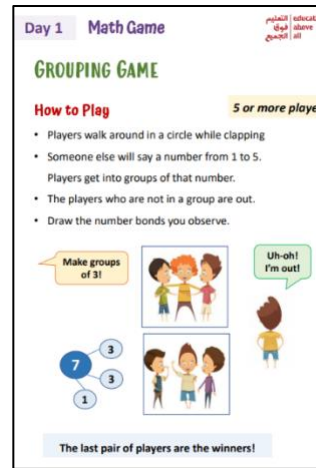
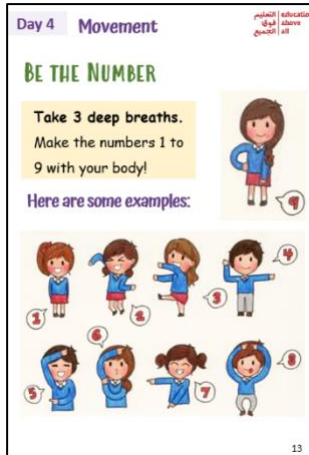



Answer the following:

- What would you want to buy from a shop?
- What would you do if you were in Reba's situation?
- Why was Reba feeling ashamed of herself?
- Imagine you are the shopkeeper. Describe the day to a friend.

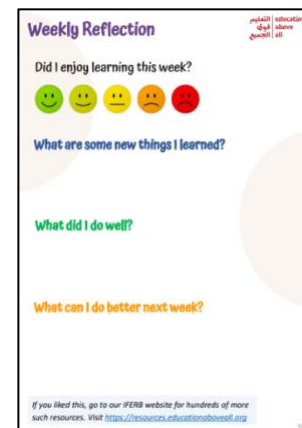
Math Games

Each week, learners will play a math game that builds numeracy skills which can be used in their projects.



Weekly Reflection

At the end of a project, learners will reflect on what they discovered, what they did well and what they can improve about themselves in the following week.



CONTENT PARTNERS

The Learning Packages were developed in-house, by curating and creating student-facing versions of IFERB'S [Project-Based Learning](#) resources, [Math Games](#), and [Activity Bank For Disabilities](#).

EAA was supported in developing these Learning Packages by our content partners:

- **Pratham Storyweaver** for the stories used in all the workbooks.
- **Dream A Dream, India**, for the Socio-Emotional Learning Activities, interspersed in all the tracks.
- **Amal Alliance**, for the creation and design of the Colors of Kindness Program in the SEL Track.

All the Learning Packages were internally reviewed and published by the IDD team.