World Around Us
For 6 to 7 year-olds
Screen-free learning activities that build multiple skills.
Before beginning the workbook, answer the following questions in 20 minutes.

1. Circle the items that are unsafe to touch:

   ![Iron](image1)  ![Kiwi](image2)  ![Knife](image3)  ![Cap](image4)

2. Write ‘yes’ or ‘no’:

   ![Leg](image5)  ![Foot](image6)  ![Arm](image7)  ![Hair](image8)

3. The ball is __________ (in / on / under) the box.

4. The pillow costs $2 and the football costs $5.
   (a) The total cost of both the items is $ ________.
   (b) If the customer pays $10 to the shopkeeper, she should get back $ ____________.

5. Draw and name any 2 clothing items we wear during winters.

6. Fill in the blanks to write the names of 2 seasons:
   (a) S _ m _ er    (b) S _ r _ n g

7. Circle the correct fraction for the picture: \( \frac{2}{4}, \frac{4}{5}, \frac{3}{5} \)

8. What is your county’s name? What is its capital?

Conduct the same assessment after you complete the workbook to check your progress!
Give the allotted marks for each correct answer.

1. Circle the items that are unsafe to touch: [0.5 marks each]

2. Write ‘yes’ or ‘no’: [0.5 marks each]

3. The ball is _________ (in / on / under) the box. [1 mark]

4. The pillow costs $2 and the football costs $5.
   (a) The total cost of both the items is $ ___.
   (b) If the customer pays $ 10 to the shopkeeper, 
       she should get back $ ________.

5. Draw and name any 2 clothing items we wear during winters. [0.5 marks each]
   Accept any 2 appropriate response. Sample answers: jacket __, sweater __, gloves __.

6. Fill in the blanks to write the names of 2 seasons: [0.5 marks each]
   (a) S __ m __ er  
   (b) S __ r __ n g

7. Circle the correct fraction for the picture: [1 mark]
   \[\frac{2}{4}, \frac{4}{5}, \frac{3}{5}\]

8. What is your county’s name? What is its capital? [0.5 marks each]
   Accept the correct response.
   Example - Country: India, Capital – Delhi
My Learning Journey

Name: ______________________

Week 1

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

Week 2

Day 6  Day 7  Day 8  Day 9  Day 10  DONE!

Week 3

Day 11  Day 12  Day 13  Day 14  Day 15  DONE!

Week 4

Day 16  Day 17  Day 18  Day 19  Day 20  WOW

Draw a picture or yourself here.
Daily Routine

My Emotions

Draw how you feel **everyday** in your notebook. Think about **WHY** you feel that way.

Today, I feel __________

- Happy
- Sad
- Confused
- Angry
- Scared
Materials Needed

- Paper
- Pencil/Pen

**Body Parts**
Identify different parts of your body.

**Nature Walk**
Explore nature with your senses and draw it out!

**Test Your Eye-Sight**
Work like an optician and check if you have good eye-sight!

**Healthy Me**
Create your own exercise routine.

**Project**
**Paper Figures**
Learn about your body by making your own paper dolls!

**How Many Parts?**
Play a game to practice identifying body parts and counting!
Do you know the different parts of your body and its functions?

1. Sing this song with actions to identify different body parts!

   Head, shoulders,  
   Knees and toes,  
   Head, shoulders,  
   Knees and toes.  

   And eyes and ears,  
   And mouth,  
   And nose.  
   Head, shoulders,  
   Knees and toes,  
   Knees and toes.

2. Think about what your hands and feet are used for. Move like the animals below to see how they use their body parts!

   Dog Walk  
   How do dogs hold things?

   Bear Walk  
   How would bears scratch their backs?

   Crab Crawl  
   Do crabs have fingers?  
   How do crabs grab things?

   Kangaroo Jump  
   Can kangaroos hold their babies with their hands?  
   How do they hold them?

   Snake Slither  
   How do snakes move forward without legs?

   Try more animal movements!  
   Eg: Duck Walk, Frog Jump, etc.

3. List any 5 activities you do daily. If you were a snake, how would you do these activities. Act it out!
Identify the body parts from the options below and write it in the correct boxes.

hand  legs  eyes  ears
head  arm  mouth  foot

Can you identify rhyming words for each body part?
(Eg: Foot – Shoot, Hand – Band, etc.)
1. Draw an outline of your body on paper. Cut it out. **Point and say the different body parts you can identify on your paper figure.**

2. We have 5 senses that help us interact with the world around us. Let us explore these!

- Look around you.
- Identify 4 objects of different colours.
- Identify 3 objects of different shapes.
- Why body part helped you identify them?

- Close your eyes.
- Listen closely and observe the sounds you hear?
- Can you identify loud and soft sounds?
- Which body part helped you identify the sounds?

- Blindfold yourself.
- Ask a friend to hold out different items that you must identify only through smell! *(Eg: Flower, Soap, etc.)*
- How many did you get right?
- Which body part helped you identify the object?

**Draw the eyes, nose and ears on your paper figure’s face.**
Test Your Eye-Sight

1. Make a chart with 5 letters and numbers written in 5 rows.
2. Ensure that the letters are not written in order.
3. With each row, reduce the size of the letters or numbers.
4. Make a table like the one below to record how many letters in each row your friend is able to read.
5. Place the chart 6 or 7 steps away from a friend.

Pretend to be an optician!

- Ask your friend to cover one eye and read the alphabets or numbers in each row.
- Repeat the activity for the other eye.
- For each row, if they can read all the letters clearly, add a ‘✓’ in the table below. Or else, add a ‘X’.
- Repeat the activity for 2 more people and yourself!

<table>
<thead>
<tr>
<th>Name</th>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Row 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Who has the best eye-sight in the group?
2. Who should check their eye-sight with a doctor?
Day 3  Project-Based Learning

Paper Figures

- Blindfold yourself.
- Ask a friend to hold out different items that you must identify only by tasting it! (Eg: sugar, bread, etc.)
- How many did you get right?
- Which body part helped you identify the object?

Add the mouth to your paper figure’s face.
Also, add designs of different shapes to your paper figure’s clothes!

- Identify items around you that feel:
  - hot
  - cold
  - rough
  - soft
- Which body part helped you identify how these objects feel?

Stay Safe!
There are some things we should not touch without an adult’s permission. Circle the objects that are unsafe for you to touch.
Go for a walk outside. Draw at least 4 different things you can hear, smell, touch, and see in the space below. Example:

I can hear …

I can see …

I can hear …

I can smell …

I can touch …
1. Do any exercise (*jogging, jumping, etc.*) for 5 minutes.

2. Count the number of breaths and pulse beats per minute just after you finish exercising.

3. What other changes do you observe in your body? (*Eg: Sweating*)

4. How does exercise help our body?

5. If your paper figure exercised daily, how would they look? If they do not exercise daily, how would they look?

Show both of the above by creating 2 more paper figures!
Help Emmy through the maze. Trace her way through all the healthy food items.

Draw 3 healthy and 3 unhealthy food items that you like.

**Why are these good or bad for you?**

**What happens to our body if we keep eating unhealthy food?**

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Create Your Exercise!

1. Create a sequence of 5 exercises using different body parts:
2. Give a name for each exercise!
3. How many times should you do each exercise? Or for how long?

**Example:**

*Side-to-Side*

4. Teach your exercise to a friend and do it daily!
1. Show the following emotions using your expressions:

2. Identify each emotion and write its name.

3. Share with a partner what makes you feel each type of emotion.

4. Create at least 2 more paper figures to show any two emotions.

5. Create a story using at least 3 of your paper figures.

Present your paper figures and explain:

• Identify the different parts of the body and its functions.
• Identify the different senses by giving an example for what each one helps us do.
• The impact of exercise and healthy food on our body.
• A story using 3 paper figures showing different emotions.

Write ‘Yes’ or ‘No:

1. This is my body
2. This is my ear
3. This is my eye
4. This is my finger
5. This is my arm
6. This is my leg
7. This is my foot
8. This is my arm
9. This is my hair
10. This is my hand
**Math Game**

**How Many Parts?**

**4 or more players**

1. A volunteer will say a number and a body part. (*Eg: 4 eyes*)
2. The players must form groups of people that has the exact number of body parts.
3. Groups that have the wrong number of body parts are out of the game.
4. The last 2 remaining players in the game win!

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**6 legs!**

**4 ears!**

*I’m out!*
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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**Week 2 Overview**

**Count Your Blessings**
Draw the things or people you are grateful for!

**Pay Up!**
Practice solving problems involving money.

**Speed Shopping**
Play a game to become an expert shopkeeper!

**Scavenger Hunt**
Search for everyday objects and learn about prepositions!

**Tony’s Toys**
Observe how Tony sells his old toys.

**Project**

**What's the Price?**
Set up your own store!

**Materials Needed**
- Paper
- Pencil/Pen

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**Week 2 Overview**

**Count Your Blessings**
- Draw the things or people you are grateful for!

**Pay Up!**
- Practice solving problems involving money.

**Speed Shopping**
- Play a game to become an expert shopkeeper!

**Scavenger Hunt**
- Search for everyday objects and learn about prepositions!

**Tony’s Toys**
- Observe how Tony sells his old toys.

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**Materials Needed**
- Paper
- Pencil/Pen
Day 1

Project-Based Learning

What's the Price?

Can you explain how buying and selling works?

1. What are the different kinds of shops you have visited? 
   (Eg: grocery store, pharmacy, clothes shop, etc.)

2. Ask 5 to 6 adults around you what they buy regularly. Make a list of the items. Then, make a tally chart as shown below:

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of people buying it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>H H H H</td>
</tr>
</tbody>
</table>

3. List 10 to 15 items you would like to sell in your shop, that you think will be most ‘popular’ for people to buy.

   - **Clothes:** T-Shirts, Pants, Shoes
   - **Fruits:** Apples, Bananas, Oranges

You will set up your own shop in this project!
Activity: Scavenger Hunt

1. A volunteer will say out loud the use of an item that is available around them. Example: 

   Something I brush my teeth with
   Something that I write with
   Something that I play with

   The players must guess the item and bring it to the volunteer.
2. The player to bring it first earns a point.
3. Whoever earns the most number of points wins the game!

Let's Revise

Help Tim find objects in his bedroom using these words:

- The cat is _______________ the computer.
- The pillow is _______________ the bed.
- The dog is _______________ the bed.
- The books are _______________ in the box.
- The boxes are _______________ of the bed.
- The desk is _______________ the bed.
1. Collect the different items you want to sell in your store.

2. Determine the price of each item (from 1 to 20).
   To know which items cost more, you can find out the actual price of these items by asking an adult, reading bills, etc.

3. Make a price list for your shop with the list of items and their price. (Example below)

   **Price List**
   - Milk $4
   - Apples $1 per apple
   - T-shirt $5
   - Pants $10

   Why are some items more expensive than the others?

4. Now, make price tags for each item as shown below and tie it to the item or place the tag next to it.
Tony’s Toys

Tony is selling some of his old toys for these prices:

1. Which toy is the cheapest?  ______________
2. Which toy is the most expensive?  ______
3. How much do the football and teddy bear cost together? ______
4. How much do the toy car and toy bus cost together? _______
5. Which two toys could you buy for exactly 25 ¢?  
_____________________  and ____________________
6. Rita and Ali have the following coins. Tick (✓) the most expensive toys they can buy.

<table>
<thead>
<tr>
<th>Rita</th>
<th>Ali</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Football</td>
</tr>
<tr>
<td>Toy Car</td>
<td>Toy Car</td>
</tr>
<tr>
<td>Teddy</td>
<td>Teddy</td>
</tr>
<tr>
<td>Toy Bus</td>
<td>Toy Bus</td>
</tr>
</tbody>
</table>

7. How much money will each of them have after buying the toy?
1. Come up with a name for your shop.

2. Design a logo for your shop too!
   A logo is a small design to help people identify your products.

3. Create paper money for your shop for people to buy things.
   - Make 20 notes of $1 and 20 notes of $2.
   - You can use a different colour or shape for each.
   - You can also add a drawing to your currency.

Observe a money bill. It usually has an important landmark or historical figure on it. Add a picture of your hero or favorite landmark to one of your paper money.

- What is the currency in your country called?
- What are some differences between how real money looks and your paper money?
- How much money do you have in total?
**Day 3  Math Game**

**Speed Shopping**

**Game Set-Up**

Each player should have an equal amount of paper money.

**How to Play**

- Each player calls out the “price” of any item in their shop – this player is the shopkeeper of that round.
- Others, the customers, must pay for the item and tell the ‘shopkeeper’ how much change they should get back. (It can also be 0!)
- The fastest customer to do it accurately keeps the money. The others must pay the shopkeeper.

The customer with the most amount of money at the end of 5 rounds wins!

**3 or more players**

- The price is $15.
- Here is $16. I have to get back $1.

*Shopkeeper

*Customer
What kinds of posters have you come across? *(movie, ads, etc.)*

What is the purpose of posters?

Design an attractive poster for your shop (example below). It should have the following details:

- **Shop’s Name & Logo**
- **Slogan**
- **Exciting Features**
- **Drawings**
- **Address & Contact No.**

**SARA’S SHOP**

Shop at our store today!
One shop for all your needs!

Air Conditioned

Open 24 x 7

Top Brands

13 Street, Shop No. 7
Call us for delivery: 5564736211
Customers pay the amounts given below for some items. How much change should the shopkeeper return?

<table>
<thead>
<tr>
<th>Items Bought</th>
<th>Paid</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2 + $2</td>
<td>$10</td>
<td>$______</td>
</tr>
<tr>
<td>$2 + $4</td>
<td>$15</td>
<td>$______</td>
</tr>
<tr>
<td>$3 + $4</td>
<td>$5</td>
<td>$______</td>
</tr>
<tr>
<td>$3 + $2</td>
<td>$12</td>
<td>$______</td>
</tr>
</tbody>
</table>
Day 5  
Project-Based Learning

What's the Price?

Set Up Your Shop

1. Place all your items with their price tags neatly.
2. Put up the price list somewhere everyone can see.
3. Set up a spot for people to pay for their items (like a cashier).
4. Keep blank papers and a pencil ready to make the bills.

Start Shopping!

1. Invite your friends to come to your shop to “buy” items.
2. Distribute your paper money among them. Keep some for yourself too, to give them change back. Note down how much money you have currently.
3. When people buy something from you, make a simple ‘bill’ as shown:

   BILL
   Milk - $ 5
   Paid - $ 8
   Change - $ 2

   Write or draw what the customer bought, paid and how much change you gave.

   • How much money did you earn from your shop?
   • Which item sold the most?
   • Which item sold the least?
   • Why do you think this was so?
Count Your Blessings

Take a moment to draw 6 things or people you are thankful for. These are far more valuable than money!
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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Project

What is the weather like?

Learn about how different seasons affect us.

Materials Needed

- Paper
- Pencil/Pen

Positivity Flower

Write what you would say to yourself to stay positive.

Clothes & Seasons

Explore how we dress in different seasons and why.

Story Time!

Read a story to see how we can express our feelings through weather!

My Season Wheel

Draw the things you do in different seasons.

Months & Seasons

Play a game to learn which seasons we experience in different months!
What is the weather like?

How do we adapt to changing seasons?

Weather: The condition outside at a certain place and time.
Season: General weather over a period of 3 to 4 months.

1. What do you know about different seasons?
2. Choose any 4 seasons you know:

   Spring  Summer  Winter  Fall  Rainy

3. Identify at least 5 characteristics of each season:
   - What is the weather like in each season?
   - How do people dress?
   - What do people usually do in this season?
   - What does the sky look like?, etc.

4. Draw a picture for each of the 4 chosen seasons. Share 3 differences between the seasons.
5. What is your favourite season? Why?
Day 1  Activity

**Clothes and Seasons**

1. Do we wear different types of clothes in different seasons?
2. Go through some of your clothes. Which season is each clothing item appropriate for? Why do you think so?

Observe the:
- Texture and Material
- Thickness
- Colour

3. Do you know what the traditional attire of people in different parts of the world is? Draw some examples.
   How is it different based on the kind of seasons they experience? How is your country’s traditional attire affected by its seasons?

**Example**
Nigeria experiences sunny seasons. How is their clothing suited for this?

Match the clothes to the weather and give a reason for why you matched it.
Day 2  Project-Based Learning

**What is the weather like?**

Let us explore the characteristics of the weather!

**Hot or Cool?**
- Place something cold (glass of water/ice) outdoors.
- How long does it take for it to warm up?
- If it is winter season, place something hot and see how long it takes for it to cool down.

**Sunny?**
- Is the sun up when you wake up? What time in the evening does it set?
- Can you count how many hours the sun is up? Can you draw this on a clock?
- Do you remember for how long you can see the sun in other seasons?

**Windy?**
- Stand outside and hold up a piece of paper/leaf.
- Does it blow away and in which direction?
- Use other objects to see how strong the wind is!

**Rainy?**
- Take a cup. Place 3 fingers from the bottom and mark Level 1 on the cup. Then mark Level 2 and 3.
- Leave the cup outside and ensure it doesn’t fall off.
- Observe how much rain falls in a day or over a week, emptying the cup whenever it is full.
1. Write the names of 4 different seasons you know or that experience in a year.

2. In each section, draw or write 3 things you like to do in each season. *(Eg: Summers – Playing outside, eating ice-cream, etc.)*
Day 3  
Project-Based Learning

What is the weather like?

1. Look outside. Draw what the plants, flowers, and trees look like in the current season.

2. Can you remember and draw what it looks like in a different season? Observe the changes in colour, shape, etc. Why do you think this happens?

Create your own Scrap Book!

- Collect different leaves or flowers.
- Place it on a piece of paper and place a heavy object like a jar on top of it for a day.
- Stick it on the paper and create more pages!
- Try creating artwork or cards using the pressed leaves too.

3. Draw your favourite fruits and vegetables. Which season do they grow in?

4. Research or ask an adult about the different fruits that grow in different seasons and draw them. (Example below)

5. Why do you think different fruits grow in different seasons?
Sometimes, while learning, we may come across challenges.

In such cases, what can you say to yourself to stay motivated? Note it down in the petals of the flower below!
Day 4  Project-Based Learning

What is the weather like?

1. List or draw the animals and birds that you see in your city or village.

2. What keeps these animals cold or warm in different seasons they experience? Is their skin or fur like the clothes we wear?

   - When it is cold, an animal's fur will trap a layer of heat between the skin and the fur, keeping the animal warm.

   - When it is hot, many animals shed their fur, allowing it to cool off.

   - Birds do not have any hair or fur to keep them warm; instead, they have feathers which keep them warm.

3. What do you do when it is warm? What do you think animals can do? (Eg: Swim, lay down under trees, sweat, etc.)

4. What do you do when it is really cold? What can animals do?

   - Many animals move from one place to another at certain times of the year. This is called migration. Animals can migrate for different reasons including the weather.

   - Reindeers travel for 5000 km!

   - Hibernation is a way that some animals deal with the harshness of winter. They curl up in a safe place and stay there until winter ends (for months!)

   - Bears hibernate for 6 months!

Can you make a warm home for a stuffed animal to live in for the entire winter season? What would you put in that home? (e.g. food, blanket, things to play with etc.)
1. Say the months in a year from January to December.

2. Think of the different seasons you experience in different months.

   **Example:**
   - **Spring** → March, April, May
   - **Summer** → June, July, August
   - **Autumn** → September, October, November
   - **Winter** → December, January, February

3. Allot an action for each season. For example: Spring → Jump

4. A volunteer will say the name of a month. The players must identify the season in that month and then do the action. They must say the name of the season too.

5. If the action is incorrect, the player is out of the game. The last player remaining wins the game!
Day 5  Project-Based Learning

What is the weather like?

- Present all that you explored about seasons in the order below!
- Keep the materials you need for the presentation ready.

1. Show the drawing of the 4 seasons you know or experience.
   - State the main differences between the seasons.
   - Mention the months in which you experience the seasons.
   - Show the clothes you wear in each season and explain how they help you.

2. Present your ‘Seasons Wheel’ from Day 1.
   What is the current season?
   What is the weather like in that season?

3. Show your drawing of the different leaves, flowers, fruits, and vegetables you see in the current season and present your scrap book.

4. Explain how the animals around you keep themselves cool or warm in different seasons using examples.

5. Tell the audience what your favourite season is and why.
My Inside Weather

It’s easy to talk about the weather outside, even if it changes all the time.

But it’s hard to talk about the weather inside me. Sometimes it feels like people don’t understand.

Do you feel like that too?

Some days my mind is full of sunshine and rainbows. I feel like I can do anything.

On other days, my head is full of fog and clouds. It’s hard to listen to what people are saying or to remember things.

I sometimes wake up feeling like it’s windy and wild in my head. I feel tired and grumpy.
**My Inside Weather**

And sometimes it feels like it's raining inside me. It can be a drizzle making me feel sad, or a storm making me feel angry.

Sometimes the weather inside me doesn't match the weather outside.

Sometimes my inside weather doesn't match how I want to feel or how I think I should feel.

Is that okay? Yes, of course it is! The best thing to do when we feel like our inside weather is strange is to tell someone we love, and talk about it.

They've got inside weather too, and they'll understand.

1. Draw what your inside weather feels like.
2. Is it the same as the weather outside?
3. Who can you talk to about how you feel?
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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Week 4 Overview

**Project**
**Around the World in 10 Days!**
Make your own board game to travel around the world!

**Materials Needed**
- Paper
- Pencil/Pen

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**Story Time**
Go on an adventure with Thabo and his sister, Keitu.

**Country Fact File**
Find out interesting details about your country!

**Spin It!**
Play a game using the spinner you created!

**Same or Different?**
Observe similarities and difference between you and people around you.

**Fractions**
Practise representing shapes and their parts in fractions.

---
We live in planet Earth. It has countries, oceans, animals, and lots of people!

1. How many countries do you know?
2. How many people do you think live on planet Earth?

Let us see how 'global' we are!

- Do you have family members or friends living in other countries?
- Do you know some words in another language?
- Do you know any dishes from different cultures or countries?
- Do you know anyone who has travelled to another country?

Global Events and Daily Lives

- How do things that happen in other countries affect us?
  Take Covid-19 for example. Which country did it originate in? How did the virus travel to your country and cause a lockdown?

- Look at things around you.
  Can you tell where they are made by reading the labels? How do you think it reached your house? *(Raw materials, transport, etc.)*
Activity

Same or Different?

How would the word be if everyone was exactly the same?

There are many similarities among all humans, but there are also differences that make our world interesting!

What are some things about yourself that you did not choose?
What are some things that you can choose? Fill in the table below:

Find out these details above for 3 or more people.

<table>
<thead>
<tr>
<th>Things I did not choose</th>
<th>Things I choose for myself!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Favourite Game</td>
</tr>
<tr>
<td>Nationality</td>
<td>Favourite Colour</td>
</tr>
<tr>
<td>Siblings</td>
<td>Favourite Dish</td>
</tr>
<tr>
<td>Eye-Colour</td>
<td>Favourite Subject</td>
</tr>
</tbody>
</table>

Discuss:

• What are some similarities and differences?
• Do you think there are other learners from around the world who share similarities with you?
• Would you prefer playing your favorite game with your parents or with a learner from another country? Why?
• What do you think if you see a child who has a different skin color? Do you think they may share similarities with you?
• If you have a friend from a different religion, what gift would you give them on their birthday?
Day 2  Project-Based Learning

Around the World!

We have explored how big our world is, with so many different people. Now, we will design a board game to use our knowledge about different countries!

The basis of the board game is that the player must travel around the world by answering a set of questions.

Your board game will have these parts:

1. Spinner (to pick the category of questions)
2. Question cards
3. Game Board and Counters
4. Rules Sheet

Making the Spinner

1. Use any big round object to make a circle.
2. Divide the circle into 4 equal sections.

If the circle has 4 equal parts, each part is $\frac{1}{4}$ of the circle.

3. Colour each section with a different colour.
4. Draw a spinning arrow and cut it out.
5. Pin the arrow to the center of the circle using a paper pin or paper clip so that it can move around the circle.
Circle the correct fraction from the given choices.

Lesson: Fractions

---

coloured parts

\[
\frac{3}{4}
\]

total number of parts

---

Hint:

- \(
\frac{1}{2}
\)  \(
\frac{1}{3}
\)  \(
\frac{2}{4}
\)
- \(
\frac{1}{3}
\)  \(
\frac{3}{4}
\)  \(
\frac{1}{2}
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- \(
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\frac{1}{3}
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- \(
\frac{3}{4}
\)  \(
\frac{2}{4}
\)  \(
\frac{1}{4}
\)
Making the Game Board

1. On a large sheet of paper or cardboard, draw the outline of a shape or a letter with a start and end point.
   **Examples:**

2. Divide it into ten equal spaces, labelled 0 to 11.

3. Write ‘START’ in the first space (0).
   Write ‘FINISH’ in last space (11).
   *We will add more details on the game board in the upcoming days.*

Creating the Game

1. Choose any 4 categories of questions.
   E.g.: *Animals, Languages, Countries, etc.*

2. For **each category**, think of 3 interesting questions.
   Write the question and the answer in your notebook.

   **Example:**
   
   **Category: Country**
   
   | **Which country has the largest number of people?** | China |
   | **What is the largest country?**                   | Russia |
   | **How many countries are there?**                 | 195    |
Day 3 Math Game

Spin It! 3 or more players

Game Set-Up

1. Keep the spinners from Day 2 ready.
2. Allot each of these codes for each colour: +2, -2, +1, -1
3. Mark a ‘START’ line for the players using tape/chalk/ object.
4. From the START line, mark numbers from 1 to 15 with a short jump’s distance between them.

How to Play

1. All players stand in line.
2. Each player spins the arrow on the spinner.
3. Based on where the spinner lands, players must jump that many spaces forward (if it is a positive number) or backwards (if it is a negative number) while counting out loud.
4. The player to reach the number 15 first wins!
Making the Question Cards

1. Cut out 12 cards of the size of your palm.

2. Allot a category to each colour on your spinner and write the category names on your spinner too.

3. Colour 3 cards for each category with the same colour as in the spinner. For example, if “animals” is blue on the spinner, colour 3 cards in blue and write a question related to animals in each.

4. Write the question on one side of the card and its answer on the other.

Design all the 12 cards. You can add drawings or images too!

Making the Tokens

1. Make a token that will move around the board for each player.

2. You can draw and cut out different vehicles (rocket, ship, submarine, car), characters resembling the players, etc.

3. You can also use small objects available in the house.
Country Fact File

Fill these details about your country!

Country:
- Capital:
- Seasons:
- Languages:

Flag

Festivals

Famous Places

Famous Foods

Famous People
Day 5
Project-Based Learning

Around the World!

Making the Rules Sheet

Create a Rules Sheet to explain the rules of the game. Here is a sample.

You can add your own rules too!

1. Take turns to spin the wheel.
2. Based on the colour you get, pick a question card of that colour.
3. If you answer it correctly, move your token 1 space forward.
4. If it is incorrect, do not move it forward.
5. If all the questions in one colour have been answered, keep spinning till you get a new colour.

Playing the Game!

1. Invite friends to play the game and keep the materials ready.
2. Explain the rules of the game and begin playing!
3. Once done, collect feedback from the players:

   Was the game fun?
   Were the rules easy to understand?
   Were the questions interesting?

   What would you change in your board game to make it more enjoyable?
Day 5

Story Time

AND ALSO!

Written by Lauren Beukes

Thabo pretends that his bed is a raft on the sea! His little sister Keitu says, “Yes! And also! There are sharks.” “No!” says Thabo.

Thabo pretends that their taxi is a spaceship! His little sister Keitu says, “Yes! And also! Watch out for shooting stars!” “No”, says Thabo.

Thabo pretends the playground is a jungle! His little sister Keitu says, “Yes! And also! We are lions.” “No”, says Thabo.

“Oh! Wait! Wow, yes! That’s a great idea!”. “I know!” says Keitu.
Thabo pretends to be a lion! Keitu also pretends to be a lion!

Thabo pretends the other kids are a river of crocodiles! Keitu says, “Yes! And also! We can jump on this log to float away.”

“Yes! And also!” Thabo says, “We can slide down the rainbow!” Keitu says, “Yes! And also! Watch out for the dinosaurs!”

Thabo says, “I had the best day playing pretend with you.” Keitu says, “And also! We should play again tomorrow!”

1. Who are the 2 characters in the story?
2. Does Thabo always agree with Keitu’s ideas?
3. Look around you. Imagine a different world and play the pretend game with a friend!
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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CERTIFICATE OF ACHIEVEMENT

This certificate is awarded to

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for the successful completion of the

World Around Us workbook

Facilitator
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