

Teacher's Guide

Screen-free learning resources that build multiple skills.

Book 1



Content Partners



A Note For Teachers

Education Above All is a global education foundation based in Qatar that envisions bringing hope and real opportunity through quality education for all. EAA's Innovation Development Directorate developed the **Internet Free Education Resource Bank (IFERB)** to offer hundreds of screen-free, low-resource educational resources that are interactive and develop essential skills in our learners. We are constantly adding to our open-source content, that is available in multiple-languages for multiple-ages, accessible on our website: www.resources.educationaboveall.org

This guide is a collection of 4 projects (1 per week) with several engaging activities from IFERB weaved together as a one month learning experience. Each week, you will facilitate:

Project

Student-led, hands-on projects through which they learn and apply core academic concepts while also building 21st century skills.

Activity

Engaging activities to supplement their learning from the projects.

Math Game

Fun and physically engaging games that reinforce math concepts.

Story Book

Read a story from our story book collection (separate from this guide), along with guiding questions to practice reading comprehension skills.

- The **Project Overview** gives you a description of the project and an outline of the main learning outcomes, materials, and flow for the week.
- Start the project by asking the leading question and getting students excited about the project!
- You can contextualize and add activities to suit different learning needs. Please do not remove any activity. Here are some icons you will come across to help you with this:



These are tips or important points to keep in mind.



These are ideas to make an activity more challenging for students who may find it too easy/ complete earlier.



These are ideas to make an activity simpler

- Project-based learning keeps the learner's voice and choice at the center. They learn as they do the project. So, allow flexibility in how they wish to present their learning.
- Allow time for reflection and discussions. This is an important aspect of their learning.
- Be kind to yourself. Getting used to a non-traditional way of teaching and learning takes time. Once you practice it consistently, it will be easier and exciting for both you and your learner!

Project 1

Make ID Cards

| | |
|--------------------------|---|
| Description | The learner will interview and make ID cards for their friends to foster connectedness, learn about differences and similarities, and discover their identity. |
| Materials Needed | Paper, Pen/Pencil, colors (optional) |
| Learning Outcomes | <p>Key Literacy Outcomes:</p> <ul style="list-style-type: none">• Identify and use question words• Identify and use adjectives• Develop interview skills• Write an original story with a coherent beginning, middle, and end <p>Key Numeracy Outcomes:</p> <ul style="list-style-type: none">• Use tally charts to summarize information• Practise counting from 1 to 10. |



Project Overview

1

Explore how people can be identified and the similarities /differences shared with peers.

2

Create a template for your ID Card and a plan interviews to collect information.

3

Develop questioning skills and represent information collected numerically.

4

Learn about adjectives and write an original short story inspired by the people they interviewed so far.

5

Present their ID Cards, short story, and learnings from the project to peer. Play a math game to review counting.

Discuss the leading question with the learners:

Can you create ID cards for your family or friends that capture some similarities, differences, and other personal information about them?

To aid the discussion, show a sample ID Card, if available.

1. Learners will brainstorm the types of uses of ID Cards. Ask the guiding questions:

10 mins

- What are different types of ID Cards?
- Where do you see ID Cards being used?
- What information can you get about a person from their ID Card?

2. Discuss with learners:


10 mins

- How do you identify people?
- What makes people unique or different?
- Are there any things that are similar in all people?

3. Learners will explore their uniqueness and similarities with their partners:

10 mins

- What are 5 ways in which they are similar to each other?
- What are 5 differences between them?

 Encourage children to not only think of physical attributes, but also personality traits and preferences. (Do they make friends easily? Do they like to play football? Etc.)

4. Ask learners to think about the following:

- Do we share more physical similarities with our families than with others? Why do you think so?
- Note down 5 such similarities between you and your parents/siblings. (Eye color, hair color, height, etc.)

6. Introduce the concept of genes.

- Explain that features and traits are passed down by parents to their children, which is why we share many similarities with our family.
- Some features and traits are less obvious than others, such as being right/left-handed, having attached earlobes, etc.
- Learners can ask all the questions they may have about genes and think about possible answers.



You may not know the answers to all their questions. Encourage learners to guess answers and test this with the evidence they collectively gather.

Activity

Learners can do this activity with their family members to explore their genes!

- Draw a family tree – go as far back as you can (Learners can do this as homework and come back and discuss their findings.)
- Choose 1 or 2 physical traits to track: eye color, hair color, height, nose shape, etc.
- List it down next to each family member.
- Observe how traits are passed down to each generation. Is there a common trait across generations?



7. In this project, learners will make their own ID Cards. Learners should decide who they want to make ID Cards for. Learners should think about the purpose of the ID Cards they will be creating (proof of friendship, entry permit to their fantasy world, and more!)



Learners can create ID Cards for any purpose! Do not force them to create 'realistic' ID Cards.

Learners will create an ID Card for themselves and their family members.

1. Based on the purpose of their ID Cards, learners share with their partners the information they want to include.

5 mins

1. Based on the partner's feedback, they can edit/add/remove categories and put together a template.
(There should be at least 10 categories.)

Example:

| | |
|-------------------------|--|
| Name: _____ | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> Draw a picture of stick their photo. </div> |
| Birthday: _____ | |
| Address: _____ | |
| Phone No.: _____ | |
| Parent's Name: _____ | |
| Eye Colour: _____ | |
| Favourite Movie: _____ | |
| Favourite Colour: _____ | |
| Best Friend: _____ | |
| Favourite Animal: _____ | |



Challenge students to include details about the person beyond regular information such as their name, age, birthdays, etc.

2. Learners will create an ID Card **for themselves** and present it to their partners. They share what they liked about each other's ID Cards.

10 mins

3. Learners will explore:

- What are the different ways through which we can collect information from someone? (forms, interviews, etc.)
- What are the advantages and disadvantages of each method?
- To make ID cards for your friends and family members, which method would you choose?

10 mins



Ask guiding questions to help learners consider other aspects of collecting information – time, ease of use, people's writing and speaking abilities, etc.

4. Learners can collect information through any method based on their choice. However, it is important that they interview at least one person. Ask the following questions to develop their understanding of the importance of developing interview skills:

5 mins

- Have you ever seen or read about an interview? (TV, newspapers, etc.)
- What is the purpose of interviews? (jobs, news, police reports, research, etc.)

5. Explain to the learners:

5 mins

- Interviews usually have 2 people involved – one who asks the questions and the one who responds.
- Good interviewers are well-prepared and know exactly what information they need from a person. For this, they prepare a list of questions.

Activity

10 mins

Learners explore common question words.





- Learners must think about questions they would ask a new classmate to get to know them better. For example, 'What is your name?', 'Where do you live?', etc.
- Then they must discuss in groups and identify common words they started their question with.

6. Introduce question words: Who, What, Where, When, Why, How.

10 mins

- **Who:** Asks for a person. E.g. Who is your best friend?
- **What:** Asks for a thing. E.g. What is your name?
- **Where:** Asks for a place. E.g. Where do you live?
- **When:** Asks for a time. E.g. When is your birthday?
- **Why:** Asks for a reason. E.g. Why do you like to paint?
- **How:** Asks for for a way something is done. E.g. How do you come to school every day?

7. Learners can create a chart with the question words with drawings representing what the word asks.

| | |
|---|---|
| Who  | What  |
| When  | Where  |

6. Get the learners to look at their ID Card templates and the information needed. They will create a list of questions to ask their friends and family members. Once done, they can share it with their partners for feedback.

10 mins



Remind the learners that it is completely alright to edit or change their template as they get new ideas. In fact, it is encouraged!

7. Inform the learners that they should interview at least 2 family members and create ID cards for them.

Day 3

Make ID Cards

Learners develop questioning skills, create ID cards for their peers, and analyze similarities and differences among them.

1. Learners share their experience interviewing their family members and present their ID cards:
 - Did you discover something new about your family member?
 - How do you think the interview went? Was there anything you could have done better?

10 mins

Activity

Learners review common question words.

Learners list common question words together:

Who, What, Where, When, Why, How.

- Now, learners stand in a circle and toss a ball to each other. The person who throws the ball should shout out a question word. The person who receives the ball should ask a question using that word.

2. Introduce the idea of surveys as another method of collecting information by asking questions in a form or questionnaire.

5 mins

3. They will create their own survey with at least 10 questions to collect information from their friends to create their ID cards. The survey should have different types of questions.

10 mins

E.g.

| | | |
|---------------------------|--|---|
| 3 Yes/No Questions | 4 Multiple Choice Questions | 3 Open-Ended Questions |
| Do you enjoy drawing? | What is your favourite color: Black, Blue, Yellow | Which language would you like to learn? |

3. Learners ask three or more friends to fill out the survey.

10 mins

Activity

15 mins


Learners will represent their data using tally marks.

- Once learners collect their data, ask them to discuss what they found surprising/interesting to learn about each other.
- Learners can analyze the survey data by tabulating their own and their friends' responses using tally marks. For example:

| Category | Tally Marks | Total |
|------------------------|-------------|-------|
| Favourite color: Black | III | 3 |



Challenge to represent how similar their friends are using pictograms. For example:

| | | | |
|------------|-----|---|--|
| Black hair | III | 3 |  |
|------------|-----|---|--|

5. Learners can create ID Cards for at least one friend (and are free to do more). The ID Card should include information from the survey too.



This way, learners practise representing information from a verbal source (interview) and a written source (survey).

Learners will familiarise themselves with adjectives and write an original short story inspired by the people they interviewed so far.

1. Ask learners to write or orally describe 4 of their own qualities. For example, tall, funny, naughty, black hair.

10 mins

1. Explain that the words they use to describe themselves or other things are called adjectives. They can describe:

10 mins

- Color: *black* cat, *blue* ball, *white* hair
- Other physical qualities: *soft* fur, *rough* table, *tall* girl, *loud* car
- Personality traits: *happy* baby, *naughty* child, *brave* woman
- Taste: *sweet* apples, *sour* candy, *bitter* medicine

Activity

Learners will play a game to use adjectives.

15 mins

- Play with teams of 3 or 4 learners.
- Give them an object, person, or animal.
- Each team must come up with as many adjectives as they can to describe it in 30 seconds.
- The team with the maximum adjectives wins that round.

3. Learners will use adjectives to write/illustrate a story.

5 mins

Discuss the following with the learners:

- Think about the family members and friends you made ID cards for. Who do you find really interesting or inspiring?
- What special qualities of theirs make you feel that way?
- How are you similar to or different from them?

2. Learners will write a story based on this person. Explain that stories have a beginning, middle, and end. Guide them through the story writing process:

30 mins

BEGINNING

Introduce the person. How do they look?
Where are they? What are they doing?

MIDDLE

What problem will they face in the story?
How do they use their special qualities to solve it? Use adjectives!

END

How does the problem get solved?
What happens at the end of the story?



Learners can also write poems, draw comics, etc. for their story. The story can be fictional and the main character need not be the person itself (only based on them).

3. Learners will exchange their stories with their partners for feedback:

10 mins

- What did you like most about the story?
 - What can be better?
4. Learners will review the story based on the feedback. Encourage them to narrate the story to the person they wrote about and share their ID Card!

Day 5

Make ID Cards

Learners will present their ID cards, story, and learnings.

1. Invite learners to play a guessing game - before giving out the cards, the learner should share clues from the ID Card that would make it hard for people to guess who the card is about! For example, 'This person likes cats, has an A in their name, and has 2 best friends.'

10 mins



Learners can also create their own games using the ID Cards they made!

2. Encourage learners to collect feedback from their friends:

10 mins

- Did they like their ID Card?
- Do they want to make any changes or decorate it further?

3. Invite learners to present their short story/comic strip to their peers.

5 mins

4. Reflect on the leading question: Can you create ID cards for your family or friends that capture some similarities, differences, and other personal information?

5 mins

5. Learners discuss with their partners and note down:

10 mins

- What are some new things they learned through this project?
- What did they find easy? What was challenging?
- What can they do better in the next project?

Math Game

Learners play a line up game to review numbers 1 to 10.

15 mins

- Divide learners into at least two teams of 10. (You can have teams of 7, 8, or 9, if needed)
- Stick a note on each team member's back with a number from 1 to 10.
- Learners must race to arrange themselves in a line of their numbers from smallest to greatest.
- The first team to finish their line-up correctly wins.

Project 2

My Cute Cat

| | |
|--------------------------|--|
| Description | Learners will design their own cat to grasp the concept of counting and writing numbers. |
| Materials Needed | Paper, Pen/Pencil, Old newspapers/chart paper Colours (optional) |
| Learning Outcomes | Key Numeracy Outcomes: <ul style="list-style-type: none">• Counting numbers 21 to 30• Writing numbers zero to ten in words• Skip counting numbers 21st Century Skills: <ul style="list-style-type: none">• Creativity in designing their artwork• Communicating feedback on a piece of work presented to them. |



Project Overview

2 Learn numbers 23, 24, and 25 and write one to five in words. Create the 'whiskers' of their cat.

4 Learn numbers 29 and 30 and learn how to skip count.

1 Learn to count and write the numbers 21 and 22. Create 'whiskers' of their cat.

3 Learn numbers 26, 27, 28, and write six to ten in words. Create more whiskers for their cat.

5 Complete their cat, present it to their peers and play a game to practise skip-counting.

Discuss the leading question with the learners:

Can you draw a cat and count its whiskers?

Ask the following questions to aid the discussion:

- What are whiskers?
- Why do you think animals have whiskers?
- Can you name any other animals that have whiskers?



mins

Activity

Learners recap numbers 1 to 15 by playing a game.

10 mins

Learners can play in teams.

- Call out a number from 1 to 20.
- Each team must collect that many items from around them.
- The team to correctly do that first, wins a point.
- The team with the most points at the end wins.

1. Learners explore the numbers 21 and 22 by doing the following:
 - Ask learners to discuss where they may need to count numbers greater than 20.
 - What numbers would they would use to count items greater than 20?
 - Explain that just how we count ahead from 10 with 11, 12, 13, etc. we count ahead from 20 with 21, 22 etc.
 - Introduce the numbers 21 and 22 and how they are written.
2. Learners practise writing the numbers 21 and 22 through different ways (pick any one):
 - Tracing on Paper: Trace the numbers on paper ten times.
 - Writing on Mud/Sand: Write the numbers 21 and 22 on the ground.
 - Drawing in Air: Practise writing through hand motions in air.

15 mins

Activity

Learners will make a 'Counting Chart'.

10 mins

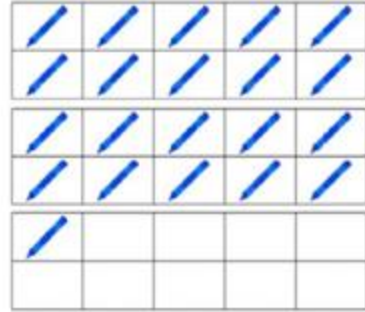
On paper, learners will write the numbers 21 and draw 21 things next to it.

In the next row, they will write the number 22 and draw 2 things with it.



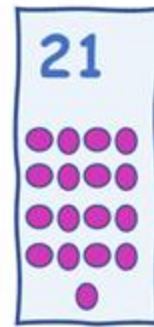
Learners can draw any thing they like. These can be shapes or symbols too!

21



- Learners will begin creating the 'whiskers' of their cat:
 - With the help of an adult, they should cut/tear 10 thin strips of rectangles (approximately 5 of their fingers in length).
 - If possible, learners can colour the whiskers based on their choice.
 - They should take 2 strips. On each strip, they should write the number and draw that many circles (or any other shape), as shown. Learners should do this for the numbers 21 and 22.

15 mins



Write the number

Draw the same number of circles.

- Learners should keep these two strips.

Day 2

My Cute Cat

Learners will learn the numbers 23, 24, and 25 to create more whiskers.

- Invite learners to do the following to review the numbers 21 and 22:

5 mins

- With a partner, count from 10 to 22
- Write the numbers 21 and 22 and show them to your partner to check if they are correct.

2. Learners will learn how to write the numbers zero to five in words.

10 mins

- Learners write each number in words at least three times on paper or trace in sand or mud.

Activity

Learners will practise writing and counting through a drawing.

15 mins

- Learners must fill in the blanks with the numbers zero to five in words as per their choice:
 - _____ women
 - _____ shops
 - _____ clouds
 - _____ men
 - _____ children
 - _____ baskets
 - _____ hats
- Learners must then exchange their lists with a partner and draw a scene of a market with those elements in that number. For example, if the list says three shops, they must draw three shops.
- Once done, partners must check if the drawing matches their list.



Challenge learners to draw 21 or 22 units of something such as 21 blades of grass or 22 apples in a shop.

3. Introduce how to write the numbers 23, 24, and 25. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

10 mins

3. Learners add the numbers 23, 24, and 25 to their counting charts.

10 mins



Challenge learners to write the number names on the chart!

5. Learners should make their cat's whiskers for the numbers 23, 24, and 25 (as done in Day 1) on three separate strips of paper.

15 mins

5. Learners show the 'whiskers' to their partners and discuss:

- What did you like about their work?
- Are there areas needed to improve their work?

5 mins

Day 3

My Cute Cat

Learners will learn the numbers 26, 27, and 28 to create more whiskers.

Math Game

Learners will review numbers 1 to 25.

10 mins

- Make a numbered list of the people in your family and your closest friends.
- You can draw some of them and write their names too!
- How many people on your list are below the age of 25? Write their age if you know it.
- Share your list with a partner.

1. Invite learners to explore the numbers 26, 27, and 28 by thinking of the following questions and discussing with a partner:

5 mins

- What do you think are the next three numbers after 25?
- How did you make this prediction?
- Can you think of how you would write these numbers?

2. Learners can practise writing the numbers by tracing on paper, drawing in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

15 mins

2. Learners add the numbers 26, 27, and 28 to their counting charts.

10 mins

4. Learners should make their cat's whiskers for the numbers 26, 27, and 28 on three separate strips of paper. **15 mins**

4. Learners will learn how to write the numbers six to ten in words. **10 mins**

- Learners write each number in words at least three times on paper or trace in sand or mud.

Mindfulness

Learners practise mindfulness by imagining they are waves.

10 mins

- Sit comfortably.
- Breathe in and out deeply 3 times.
- Imagine you are a wave of water flowing in the sea.
- Hear the sounds of the water flowing, breeze blowing and birds chirping.
- Feel the sun shining brightly.
- Now, as you imagine yourself flowing as a wave, use your hand to either trace the bumps of a wave with your finger on a surface or make a wave motion.
- Create 28 such bumps continuously.
- Continue this cycle till you feel relaxed.



Day 4

My Cute Cat

Learners will learn the numbers 29 and 30 to create more whiskers.

1. Learners should discuss which numbers they have learnt after 20 so far. **5 mins**

Ask them to then predict the next two numbers they will learn today.

2. Introduce the numbers 29 and 30.

Ask learners to count from 20 to 30 alternating with their partner. **5 mins**

3. Learners can practise writing the numbers by tracing on paper, drawing in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

15 mins

3. Learners add the numbers 29 and 30 to their counting charts.

10 mins

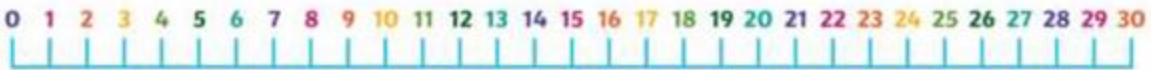
3. Learners should make their cat's whiskers for the numbers 29 and 30 on separate strips of paper.

10 mins

3. Learners explore skip-counting by doing the following:

15 mins

- They must make a number line from 0 to 30 as shown.



- Start from 0. Skip 2 numbers and write the pattern below:

2, 4, 6, __, __, __, __, __, __, __, __, __, __, __, 30

- Skip count by 5:

5, 10, __, __, __, __

- Skip count by 10:

10, __, __.



Challenge learners to skip count by other numbers such as 3, 4, and 7 and not use the number line for help.

Day 5

My Cute Cat

Learners will create their cat and present it to their peers.

Math Game

Learners will skip count by playing a game of Buzz.

15 mins

- Play in groups of 4 or 6.
- Sit in a circle. One player starts counting at 1. Each player shouts out the next number in the sequence as you go around the circle.

(continued...)

- Every time the number reaches a skip count of 5, that is 5, 10, 15, 20, 25 or 30, the player must say the word 'buzz' instead of the number.
- If a player forgets to say buzz, they are out and the counting must start again at 1.
- The last player to stay in the game wins!



Challenge learners to say buzz at multiples of other numbers such as 3 or 7.

1. Learners must now create the body of their cat. They can add as many details as they like. Ensure they make a big body so they can stick the whiskers.
 - They can draw a circle for the face and then a bigger circle for the body.
 - They can then add other details such as eyes, a mouth, ears, legs, and a tail.
 - Learners should then arrange their the whiskers in order from 21 to 25 on one side and 26 to 30 on the other and stick them.



mins

2. Learners can name their cat and present it to their partner for feedback:
 - How is my cat different from yours?
 - What did you like about my cat?
 - What could I have done better?

10 mins

Activity

Learners will present their Counting Chart.

10 mins

- Learners will exchange their Counting Charts with their partners.
- Partners can guess what drawings they have made for each number.

(continued...)

- Partners will review and correct errors, if any.
- Learners discuss with their partners:
 - What did you like most about their Counting Chart?
 - Do your charts look similar or are very different? Count how many objects/things in your charts are the same!
- Explore the uses of your Counting Charts. *(To teach siblings, to help people who cannot speak, to play games, etc.)*

3. Learners reflect and discuss with their partner:

10 mins

- Three things they learned in the project
- Two things they enjoyed most
- One question they still have in mind

Learners should also present their cat to their family, and explain how they created it.

Project 3

Imagine That!

| | |
|--------------------------|---|
| Description | Learners will observe different aspects of the world around them and then create their own world using their imagination. |
| Materials Needed | Paper, Pen/Pencil, Colored pencils/crayons |
| Learning Outcomes | Key Outcomes: <ul style="list-style-type: none">• Developing and exploring imagination• Represent information using pictographs• Understanding their environment• Identifying shapes and colors 21st Century Skills: <ul style="list-style-type: none">• Creativity in the exploration of different forms of expression• Critically thinking about their own and other's preferences• Communication by giving feedback to peers and presenting work |



Project Overview

2 Explore professions around them and create their own dream profession

4 Represent data using pictograms, create their dream school, and play a math game to practice counting

1 Reimagine their world and explore shapes and colors

3 Explore festivals celebrated around them and create their own festival

5 Putting together their imaginary world in a story

Discuss the leading question with the learners:

5 mins

If you could create your own world, what would it be like?

Ask the following questions to aid the discussion:

- What do you like about the world around you?
- What do you not like about the world around you?
- If you could, what would you change in the world?

1. Invite learners to draw a picture of their choice of their surroundings and themselves in it, it could be their home, a playground etc.

15 mins



2. Learners should then work with their partners to identify objects that are in particular shapes in their drawings and list them down. For example:

20 mins

- Circle for sun,
- Triangle for the roof of a home,
- Conical shape for the cone of an ice-cream
- Square for windows etc.
- Round shape of fruit

- They can include some in their drawing if they are not already there.
- Learners can then color their drawing.

3. We will now let learners open their imagination and rethink what everything is like. Learners will pick objects to draw such common shapes and then re-imagine these objects as a different shapes, they can fill out the table below or draw it if they cannot write.

| No. | Object | Shape | Re-Imagined Shape |
|-----|--------|--|--|
| 1. | Sun | Circle  | Square  |
| 2. | Bread | Square | Triangle |
| 3. | Roof | Triangle | Star-shaped |
| 4. | Face | Oval | Triangle |
| 5. | Earth | Sphere | Rectangle |

5. Learners will now create a new drawing and color it.
- They can pick 5 common objects to change the shapes of.
 - They will also now rethink all of the colors, none of the expected/real colors can be used. For example: the sky can be yellow, clouds can be purple, the ocean can be green, etc.

15 mins

6. Learners will now re-imagine animals and their roles.
- They start with making a list of all the animals they know and what they give us. For younger learners they can illustrate this and trace letters.

10 mins

| Item | Role | New Role |
|-------|------------|--------------|
| Cow | Gives milk | Gives fruits |
| Hen | Lays eggs | Gives wool |
| Sheep | Gives wool | Lays eggs |

7. Learners should then present the reimagined objects and their new shapes as well as the reimagined animals and their new roles to their peer. They can share:
- What they loved about the presentation
 - What is missing or could have been improve
 - Any other suggestions for improvement
8. Learners can make edits to their drawings, if necessary.

5 mins

Day 2 **Imagine That!**

Learners explore existing professions and design an occupation of their choice.

1. Introduce the concept of jobs/professions by discussing:
- What do the elders/your parents do in the day?
 - Why do people work?
 - What kind of work do people do in your community?

10 mins

25 mins

2. Learners can then work in groups of 3 or 4 to discuss and write the following details for 4 jobs/professions (Younger learners can draw and describe orally):

- What is the name of the job?
- What does the person do every day in their job?
- What do people need to know/learn to do this job?

20 mins

3. Learners will now imagine what they want to be when they grow up. They can be as imaginative as they want – they can either choose to see themselves in an existing profession or imagine their own profession. For example: Learners can grow up to be a doctor or make up their own profession like an ice-cream taster.

3. Learners will then write a short report or illustrate the profession of their choice including details such as:

- What a day in the life would look like,
- What specific skills or learning they have to do the job and why they want to do it?



Younger learners can illustrate a day in the life and trace or orally describe the learning and skills they need.

5. Learners can then present their work to their peers and receive feedback on:

10 mins

- What they loved about the presentation
- What is missing or could have been improved

6. Learners can make edits to their drawing, if necessary.

7. Learners reflect and discuss with their partner:

5 mins

- Three things they learned in the project
- Two things they enjoyed most
- Any challenge they faced

Learners should also present their made up job to their family, and explain how they created it.

Learners will design their own festival by exploring existing festivals and then planning their own celebrations.

1. Invite learners to discuss the different festivals that are celebrated in your country. **5 mins**

2. Learners will first then choose 2 different festivals that are a part of their culture and understand their background by discussing with peers/teachers/family. They can collect information regarding the following: **20 mins**
 - What is the message or purpose behind the festival? For example: Eid is a day of gratitude for the end of Ramadan or pilgrimage season.
 - What is the story behind this festival?
 - How do we celebrate it? For example, we light candles, prepare specific food recipes, meet family and friends, dress in some specific colors, etc.

3. Learners then pick one of the two festivals they learnt about and work in groups to create a comic strip or role play pretending it is the day of the festival. **15 mins**

4. Learners will now make up their own festival. They can decide a few things including: **20 mins**
 - What is the main message of the festival?
 - What is the name of the festival?
 - What food will you eat at the festival?
 - What will people wear?
 - How will you celebrate?




5. Learners can then create a comic strip or role play describing their made up festival. **10 mins**

6. Learners can then present their comic strip/play to their peers and receive feedback on:
 - What they loved about the presentation
 - What is missing or could have been improved

Learners should also present their made up festival to their family, and explain how they created it.

Learners will design their own schools and learning experiences, by first examining their own.

1. Invite learners to discuss what they like and dislike about their school/ learning environment. 5 mins
1. Learners can then ask at least 6 of their peers what they like and dislike in school. Learners will then work in pairs to create a pictogram of the top 5 things that people like the most in school. For example: 20 mins

| Category | No. of Likes |
|---------------|--|
| Science class |  |
| Playground |  |
| Math class |  |

1. Based on their findings, discuss with learners: 10 mins
 - What is the most popular thing in schools?
 - What is the least popular thing in schools?
 - Are there any two things that got the same number of likes?
 - How many more people liked the favorite thing (e.g. science class) compared to the least favorite? (e.g. math class)

Math Game

10 mins

Learners play a game to review counting till 30.

- Play in pairs.
- One player must say a number between 3 and 27. For example, 13.
- Then both players must write 3 numbers greater and 3 numbers lesser than the number spoken.
- The player to do so correctly first gets 1 point.
- Play 5 such rounds.
- The person who has most points at the end wins!

4. Learners will then design their dream school – the challenge is to make school a lot of fun and learning. It needs to be a place that the learners never want to leave and really learn.

25 mins

Some of the questions and prompts to help them think can include:

- What would you learn?
- Who would teach you?
- Where would you learn?
- What would a normal day in school look like?
- What is the name of your school?
- Learners can list the 5 things that people love the most in schools and then think of how they can improve these things.

Learners will make a poster for this dream school to attract new students with an illustration of this school and the key features.

5. Learners can then present their poster to their peers and receive feedback on:

10 mins

- What they loved about the presentation
- What is missing or could have been improved

Learners can make edits to their drawing, if necessary.

6. Learners reflect and discuss with their partner:

- Two things they enjoyed most
- Any challenge they faced

5 mins

Day 5 **Imagine That!**

Learners put together their entire imaginary world.

1. Learners can include all their imagination from the previous day to create a story of themselves and their families living in this world. Some prompts to ask them might include:

10 mins

- Where would the homes be? (*In the sky? under water?*)

- What would the transportation be? (*Could you have a balloon car?*)
- What kind of food would people eat?
- What type of animals are there in your world?
- What is one thing you dislike the most in the real world – how would this be different in your world? Share examples such as: “I do not like the use of plastic and my entire world will be made with all things natural!”



Ask learners to reflect on how they can bring some of their imaginations to life and make changes in the real world.

2. Learners will illustrate and label or write a story of their perfect world and share this with their peers – alternately the learners can enact a day in the perfect world (learners can ask peers to participate)

20 mins

2. Learners present the new world to their peers and receive feedback on:
 - What they loved about the presentation
 - What is missing or could have been improved.

10 mins

4. Learners reflect and discuss with their partner:
 - What did you love the most about this project?
 - What did you enjoy imagining the most?
 - What did you find challenging?

5 mins

| | |
|-------------------|---|
| Description | Learners will design their own peacock to grasp the concept of counting and writing numbers. |
| Materials Needed | Paper, Pen/Pencil, Old newspapers/chart paper Colours (optional) |
| Learning Outcomes | <p>Key Numeracy Outcomes:</p> <ul style="list-style-type: none"> Counting numbers 31 to 40 Adding numbers up to 20 Identifying numbers greater than and lesser than each other <p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity in designing their artwork Communicating feedback on a piece of work presented to them |



Project Overview

2 Learn numbers 33, 34, and 35 and practise adding numbers. Create the 'feathers' of their peacock.

4 Learn numbers 39 and 40, practise counting backwards, and make more feathers for their peacock.

1 Learn to count and write the numbers 31 and 32. Create 'feathers' of their peacock.

3 Learn numbers 36, 37, 38, and practise mindfulness. Create more feathers for their peacock.

5 Complete their peacock and present it to their peers

Discuss the leading question with the learners:

10 mins

How many tail feathers does your peacock have?

Ask the following questions to aid the discussion:

- Can you draw a picture of a peacock?
- How is a peacock different from other birds?
- Can you name the colours on a peacock's feathers?
- How many tail feathers do you think a peacock has?



Activity

10 mins

Review counting and identifying numbers 21 to 30 through a drawing activity.

- Learners should be in pairs and draw a food stall.
- One learner should choose a fruit and a number from 21 to 30.
- The other person should draw in the basket with the amount of fruit the other person said.
- Each person should do 3 baskets.
- For example, if a learner says 21 apples. The other person must draw a basket with 21 apples.
- Alternatively, they can show write the numbers from 21 to 30 and have their partners say the number they are showing.

1. Learners explore the numbers 31 and 32 by answering the following:
 - Ask learners to discuss where they may need to count numbers greater than 30.
 - What numbers would they would use to count items greater than 30?
 - What numbers do they think come after 30?
 - How would they write these numbers?

5 mins

10 mins

2. Learners practice writing the numbers 31 and 32 through different ways (pick any one):

10 mins

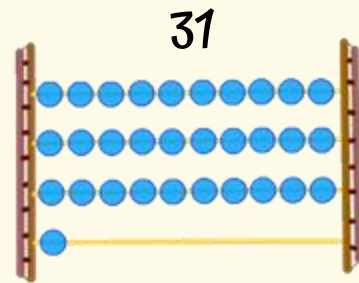
- Tracing on Paper: Trace the numbers on paper ten times.
- Writing on Mud/Sand: Write the numbers 31 and 32 on the ground.
- Drawing in Air: Practice writing through hand motions in air.

Math

Learners will make an 'Abacus'. An abacus is a counting frame. It is a calculating tool which has been used since ancient times.

10 mins

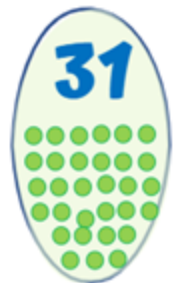
- On paper, learners will write the numbers 31 and then draw an abacus with 31 beads on it.
- Each row holds 10 beads.
- For the number 32, draw another abacus with 32 beads on it.



3. Learners will begin creating the 'feathers' of their peacock:

15 mins

- With the help of an adult, they should cut 10 ovals (approximately the length of a regular pencil each).
- If needed, introduce what an oval is.
- If possible, learners can color the feathers based on their choice.
- They should take 2 ovals. On each one, they should write the number and draw that many circles (or any other shape), as shown.
- Learners should do this for the numbers 31 and 32.



4. Learners should keep these two ovals and then discuss with their peers what they enjoyed learning about today.

5 mins



Learners can find objects around them that have an oval shape.

Learners will learn the numbers 33, 34, and 35 to create more feathers.

1. Invite learners to do the following to review the numbers 31 and 32:
 - With a partner, count from 20 to 32.
 - Write the numbers 31 and 32 and show them to your partner to check if they are correct.

5 mins

2. Introduce the numbers 33, 34, and 35 by asking learners which numbers they think come after 32.

5 mins

2. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

10 mins

2. Learners draw an abacus for the number 33, 34, and 35.

10 mins

Activity

Learners practice adding numbers up to 20.

10 mins

- Create two sets of cards that have the numbers 1-10
- Each player get a turn to pick two cards from each pile and must quickly add the numbers.
- Alternatively, in pairs, each player says a number out loud and the first player to add these two numbers and say them out loud wins.



Learners can create a new set of cards with the numbers 11-20 cards and use them for addition as well.

2. Learners should then make the tail feathers for the numbers 33, 34 and 35 (as done in Day 1) on separate pieces of paper.

15 mins

7. Learners show the 'feathers' to their partners and discuss:

- What did you like about their work?
- Are there areas needed to improve their work?

10 mins

Math Game

10 mins

Learners compete against each other to guess the number before and after.

- Players will go around saying a number from 1 to 35.
- The other players have to say the number that comes before and after it.
- Give 1 point to the player who says it correctly the fastest.
- The player with the most points wins the game.



Day 3 My Peacock

Learners will learn the numbers 36, 37, and 38 to create more feathers.

Activity

Learners will learn about greater than and lesser.

5 mins

Fill in the blanks with "greater than" or "lesser than":

1. 27 is _____ 17.
2. 16 is _____ 23.
3. 33 is _____ 35.
4. 31 is _____ 26.
5. 20 is _____ 10.



Learners can write their own phrases for their friends to solve.
Learners can also use the symbols for greater and lesser than (< and >)

1. Introduce the numbers 36, 37 and 38. Learners can try writing these numbers themselves and check if they are correct.

5 mins

1. Introduce how to write the numbers 36, 37 and 38. Learners can trace on paper, draw in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

10 mins

1. Learners should then add the numbers 36,37, and 38 to their abacus.

10 mins

1. Invite learners to use the abacuses they created on Day 2 to find the answers to the following questions:

10 mins

- What numbers come before 11? OR What numbers are smaller than 11?
- What numbers come after 7? OR What numbers are bigger than 7?
- Count forward from 1 to 20 and backward from 20 to 1.
- Add 9 and 4. Then add another 4.
- Skip count in 5's on the abacus.

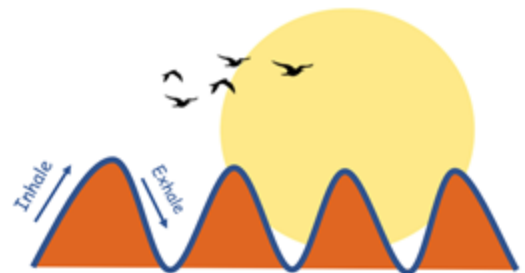


Learners can come up with their own questions and challenge a peer to solve them.

Mindfulness

Learners do a breathing exercise.

- Draw four hills on a piece of paper.
- This represents a valley.
- Place your pointer finger at the first valley
- As you breathe in, move your finger up the hill.
- As you breathe out, move your finger down to the valley.
- Repeat this 5 times.



mins

Learners will learn the numbers 39 and 40 to create more feathers.

1. Learners should discuss which numbers they have learnt after 30 so far. Ask them to then predict the last two numbers they will learn today. **10 mins**
2. Introduce the numbers 39 and 40. Ask learners to count from 30 to 40 alternating with their partner.
3. Learners can practise writing the numbers by tracing on paper, drawing in the air or on mud/sand. Encourage them to practice writing the numbers at least 10 times each.

Activity

Learners will learn to count in tens backwards.

10 mins

- Learners will sit in a circle and choose a number between 0-9.
- This number that is chosen cannot be said during the round.
- Learners will begin to count backwards from 40 to 0 and must skip numbers that include the originally chosen number.
- They must make a buzzer noise instead.
- For example, the chosen number is 2. Numbers like 12, 20, 22, 32 cannot be said. They have to be replaced with a 'buzz'.

4. Learners add the numbers 39 and 40 to abacuses. **5 mins**

4. Learners should make their feathers for the numbers 39 and 40 on separate strips of paper. **10 mins**

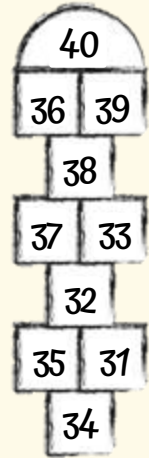
4. Learners present their abacuses to their partner and share feedback on:
 - What they like about the abacuses.
 - How their abacuses are similar and different. **5 mins**

Math Game

15 mins

Review counting and identifying numbers 31 to 40 through a game.

- Learners can create a hopscotch on the ground with the numbers using chalk or by writing directly in mud.
- Write the numbers 31-40 in random order.
- Learners must throw a pebble and jump to 40 in ascending order. They cannot step on a number lesser than the previous one they are on.
- As they are jumping, they must skip the number with the pebble and pick up the pebble to the end.



Learners can play the game starting from 40 and going in descending order.

Day 5

My Peacock

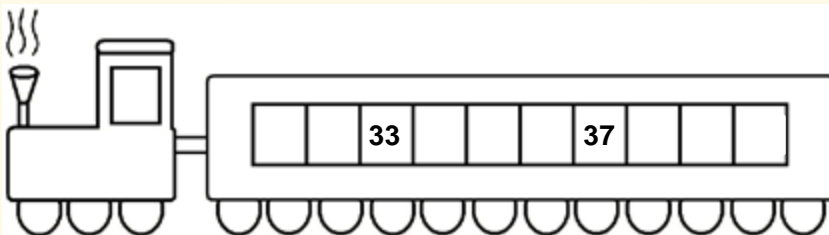
Learners will complete their peacock and present it to their peers.

Math Game

10 mins

Learners review the numbers of 31-40.

- Draw 2 trains like this one in your book with 10 circles.
- Fill any 2 numbers in the correct places.
- Exchange your train with a partner and fill the missing parts correctly.
- Exchange again to check.



1. Learners can then create the body of the peacock. They can draw the body or use clay/dough to make the body.

- They can add as many details as they like.
- Ensure they make a big body so they can stick the tail feathers to as shown here.



10 mins

2. Learners should then arrange their tail feathers in sequence from 31 to 40 and then stick them to their bird's body.

15 mins

2. Learners will name their bird and present it to their partner for feedback:

- What did you like about my peacock?
- What could I have done better?

2. Learners reflect and discuss with their partner:

- Three things they learned in the project
- Two things they enjoyed most
- One question they still have in mind

Learners should also present their peacock to their family, and explain how they created it.