

التعليم | education
فوق | above
الجميع | all



**EAA and Ek Tara: Partnering for
Student Success Amid COVID-19
Using the Internet Free Education
Resource Bank**

Context and Pilot Overview	3
<i>EAA's Internet Free Education Resource Bank (IFERB)</i>	3
<i>Context</i>	3
Process and Pilot Set Up	4
<i>Pilot set up</i>	4
<i>Teacher-student communication</i>	4
<i>Project adaptation</i>	5
Monitoring and Evaluation and Impact	7
Feedback	9
<i>An improved learning experience</i>	9
<i>An opportunity for Professional Development</i>	10
<i>Persistent challenges</i>	10
Key Learnings	11
Appendix	13
<i>Sample modified lesson plan</i>	13
<i>Sample teacher feedback</i>	17
<i>Sample student work</i>	19
<i>4-6 year-old student submission for Family Tree</i>	19
<i>8-10 year-old students' submissions for What's in the News</i>	20
<i>8-10 year old students' submissions for My Pop-Up Restaurant</i>	22
<i>11-14 year-old student submissions for Less is More</i>	23
<i>11-14 year-old Student submission for Around the World in 46 days</i>	24

Context and Pilot Overview

EAA's Internet Free Education Resource Bank (IFERB)

Global school closures induced by the recent spread of the novel coronavirus have left over 1.5 billion children around the world unable to attend school. Despite the abundance of effective online learning resources, little has been done to ensure the continuity of learning for children and youth in marginalized and underserved contexts who generally have limited access to the internet and limited at-home resources and support for learning, and for whom online learning is not readily accessible. In response, Education Above All's Innovation Development Directorate (IDD) has created a resource bank of free and universally accessible [project-based learning resources](#) called the Internet Free Education Resource Bank (IFERB) that:

1. Combines academic, twenty-first century and life skills for a holistic learning experience that spans 3-7 days
2. Is interdisciplinary and covers a variety of subjects including mathematics, science, social studies, Arabic, and English
3. Caters to a variety of learner age groups, namely, 4-7 (level 1), 8-10 (level 2), and 11-13 (level 3) year-old learners, with projects that can be adapted for older learners who are 14+ years old
4. Caters to under-resourced contexts by requiring little to no internet access and relying mainly on commonly available materials such as pens, paper, scissors etc.
5. Caters to low-literacy contexts by including projects that require low to medium parental/adult guidance and increased student agency

While the IFERB project bank is publicly available, we have partnered with NGOs and schools to share and support them in customizing and using these resources with their students in order to expand their reach and impact, and to gauge their effectiveness in diverse settings.

Context

Our first pilot was launched in April 2020 with Ek Tara, a school located in Kolkata, India, with a total of 850 students enrolled in grades K-6, almost 90% of whom are girls. Ek Tara employs 40 teachers and uses English as the primary language of instruction. The majority of students in Ek Tara speak Hindi, which is their native language, and 70% of them have access to a smartphone but have limited access to the internet, while the rest of the students have basic (feature phones). The average years of schooling for parents of Ek Tara students is 5 to 9 years, with the majority of parents having completed up to grades 5-7, on average. Additionally, according to the Ek Tara team, over 70% of learners' parents are able to provide support for home learning by assisting their children with assigned work. Since the outbreak of COVID-19, Ek Tara organized food package distributions for its students, the majority of whom live in low-income communities. In order to engage students academically at home, they were assigned worksheets for different subjects to complete.

Given country-wide school closures in India and the inability of Ek Tara's students to benefit from existing effective distance learning solutions due to limited access to the internet, the school partnered with EAA to pilot project-based learning resources with over 670 of its students. Prior to the start of the pilot, EAA and Ek Tara engaged in extensive correspondence that allowed us to understand the context and needs of the school and its learners in order to develop an appropriate distance learning solution. The school's administration provided us with details on students' backgrounds and current curriculum units that were being covered prior to school closures.

Process and Pilot Set Up

Pilot set up

Working around students' varying levels of internet (and digital resources) access is key to ensuring the success of any intervention targeting learners in underserved contexts. Prior to the start of the pilot, EAA worked with Ek Tara to develop both the mechanism as well as the content for communicating with students. Given that many students had access to the internet through their parents' smartphones, the internet-based text messaging application WhatsApp was used by teachers to communicate with learners and parents in their assigned groups. Most communication took place through daily individual phone calls to students. Four types of communication were identified: topic introduction, daily instructions, clarification, and feedback. Group-wide messaging such as daily instructions and student final submission requests can be accomplished using SMS text messages, WhatsApp groups, which can accommodate over 250 participants per group, and daily individual phone calls. Ideally, however, student groups led by a single teacher or facilitator should not exceed 30-50 students to allow for individualized communication. In the case of Ek Tara, teachers had an average of 15-20 students per group. Individualized communication such as providing clarifying answers to students' questions and requesting feedback can be accomplished through either private messaging or calls.

In addition to teachers and dedicated project staff, the Ek Tara team also included 8 Supervisors who were engaged in regular brainstorming sessions with teachers focused on improving the effectiveness of projects and troubleshooting whenever the need arose.

Teacher-student communication

On a typical 5-day project week, teacher-student communication was carried out as follows:

1. Day 1:
 - a. Topic introduction group message
 - b. Daily instructions group message
 - c. Clarifying calls or private messages to specific students
2. Days 2-5
 - a. Daily instructions group message
 - b. Clarifying calls or private messages to specific students
3. Day 6

- a. Student and parent feedback calls or private messages to all students
- b. Student project output submission request group message

Project adaptation

The content shared on these calls with students was a modified version of the projects developed by EAA. This is an important step in the process of implementing the projects as it ensures an appropriate level of difficulty and takes into account students’ prior learning as well as their learning needs. Project adaptation is a collaborative process where the implementing partner modifies existing versions of projects shared by EAA and sends the adapted versions for feedback and suggestions. The aim of the adaptation exercise is to ensure a balance of academic accessibility and rigour for pilot beneficiaries. One example of this process is the modification of a world geography project titled “[Around the World in 46 days](#)” project to “Around India in 46 days” by making its tasks and components relevant to the geography of the Indian context. This was done to increase the project’s relevance as well as students’ ability to complete projects more independently with minimum support and resources. This process was also important in ensuring that projects accommodate the diverse learning needs of students, some of whom were several grade levels below the expected learning levels for their age. Projects adapted by Ek Tara were reviewed for rigour by EAA and recommendations for extending literacy and numeracy components were made when needed. An example of an adapted project (My Animal Park - Level 1) is included in the appendix.

123 of the students in the pilot are 4-6 years old while 276 are 7-10 years old, 182 are 11-13 years old, and 95 are 14+ years old. In the first week of the pilot, students were divided into groups supervised by teachers and assigned projects. Projects were selected based on students’ interests and learning needs during the weekly calls with the Ek Tara team. EAA also supported the Ek Tara team in ensuring the diversity of subjects covered by the projects each week. The table below shows the distribution of projects by age group for every week of the pilot:

Week	4-7 age group	8-10 group	11-14 age group	14+ age group
1	Beauty in Shapes and Measurements	What’s in the News?	Less is More	Less is More
2	Beauty in Shapes and Measurements	My Pop-Up Restaurant	My Pop-Up Restaurant	Around the World in 46 days
3	My Family Tree	My Family Tree	What’s in the News?	What’s in the News?

4	Why All the Plastic?	Why All the Plastic?	Why All the Plastic?	Why All the Plastic?
5	ABC by Me	My Animal Park	Design your Own Comic Book	Design your Own Comic Book
6	What is the Weather Like?	What is the Weather Like?	My Animal Park	My Family Tree
7	Our House Rules to Keep COVID19 Away	Our House Rules to Keep COVID19 Away	What is the Weather Like?	Build your Dream House
8	Make your own Paper Figures	Make ID Cards for your Family	My Family Tree	My Family Tree
9	Need for Speed	Need for Speed	Need for Speed	N/A
10	My Animal Park	My Home in my Universe	My Home In My Universe	N/A
11	Making ID Cards	Setting up a Store	Set up your own Store	N/A
12	Water is Life	Water is Life	Water is Life	N/A
13	What's the Price?	Growing Up	Shake it Up	N/A
14	Shadow Play	Superhero Academy	Shadow Play	N/A

15	Adventures in the Plant Kingdom	Adventures in the Plant Kingdom	Adventures in the Plant Kingdom	N/A
----	-------------------------------------------------	-------------------------------------------------	-------------------------------------------------	-----

Monitoring and Evaluation and Impact

The progress of the pilot was tracked throughout its duration through the weekly meetings and progress reports and project completion trackers provided by the Ek tara team. The adapted projects were shared with over 670 students aged 4-14 and older, some of whom are enrolled in Ek Tara informally. The weekly breakdown of learners reached and projects completed is as follows:

- Week 1: at the end of the first week, 88% of the 675 participating students completed their projects, while 12% of students were not reached or did not complete their projects.
- Week 2: the total number of students with whom the projects were shared on weeks 3 and 4 was 678. 88% of students completed the projects and the percentage of students who could not be reached fell to 5%.
- Week 3: the total number of students with whom the projects were shared on weeks 3 and 4 was 678. 87% of students completed the projects and 6% of students could not be reached.
- Week 4: during this week, 85% of the 678 students completed the projects and 5% of students could not be reached.
- Week 5: starting week 5, the total number of participating students fell to 670 (in weeks 5-7) and later to 576 (in week 8). In week 5 82% of students completed their projects and 5% were unreachable.
- Week 6: 81% of the 670 students completed projects and 8% were unreachable.
- Week 7: the percentage of students who completed the projects fell to 75% while 9% were unreachable.
- Week 8: In week 8, 80% of the 576 students completed their assigned projects while 9% remained unreachable.
- Week 9: In week 9, the total number of participating students was 570 students and 84% completed their assigned projects while 9% could not be reached.
- Week 10: In week 10 the total number of students fell to 546 students and only 78% completed the work while 11% could not be reached.
- Week 11: 79% of 546 students finished their assignments and 11% remained unreachable.
- Week 12: In week 12, the total number of participating students rose to 556 students, of this 80% completed their projects. 11% could not be reached.
- Week 13: Number of student participants remained at 556, but the percentage of those who completed their projects fell by 2% to 78%. 11% of the students remained unreachable.

Based on our conversations with Ek Tara, these changes can be attributed to the disruption resulting from Ramadan and Eid period, which coincided with weeks 4-7 of the pilot, in addition to expected fatigue and lack of interest, particularly from students in the oldest age group. In weeks 5-6 around 81% of students completed the projects while 8% were unreachable. Further disruption during this period was caused by a cyclone that resulted in destruction of property and power cuts in several parts of Kolkata including learners' communities. In week 7, 75% completed their projects and 9% were unreachable. In week 8, 80% of the participating 576 students completed the projects and 9% were not reached. Starting week 8, 14+ year-old students were assigned other worksheets by the Ek Tara team to continue their learning. In weeks 9-13, the total number of students further fell and remained between 546 to 570, and project completion rate ranged from 78% to 84%, while the percentage of students who were not reached was 9% in week 9 and 11% in the subsequent weeks.

Feedback from students, parents and teachers has been overwhelmingly positive. On average across the 8 weeks of the pilot, 92% of students and parents expressed that they enjoyed and learned from the projects and 93% were able to find all necessary materials to execute the projects at home. Additionally, 83% of students worked with their parents or caretakers on projects and 94% found the daily instructions clear and easy to follow. The table below summarizes the percentage of students and parents who have expressed that they agree with the following statements:

Week	Sample total	<i>I/my child enjoyed this project</i>	<i>I/my child learned from this project</i>	<i>The instructions were clear and easy to follow</i>	<i>How many days did it take to complete this project?</i>	<i>I worked with my child/parent on this project</i>	<i>I was able to find everything I need for this project at home</i>
1	239	87%	89%	91%	6	85%	92%
2	187	82%	83%	83%	5	86%	79%
3	608	91%	91%	91%	5	77%	93%
4	605	92%	92%	95%	5	81%	81%
5	587	92%	91%	93%	5	75%	94%
6	586	91%	90%	91%	5	70%	94%
7	534	91%	91%	94%	5	77%	95%
8	494	95%	96%	95%	4	87%	92%
9	496	94%	97%	96%	4	84%	98%
10	457	90%	91%	92%	4	87%	95%
11	454	94%	93%	94%	4	86%	94%
12	458	94%	95%	96%	4	85%	95%
13	462	93%	94%	97%	4	87%	98%

14	442	94%	96%	98%	4	89%	98%
15	460	97%	96%	98%	4	88%	95%
Average		92%	92%	94%	4.5	83%	93%

Feedback

Ek Tara provided EAA with weekly feedback on the progress of the pilot in the form of weekly calls and weekly update reports containing feedback from both school administrators and teachers. The main themes covered in the calls are weekly highlights, challenges faced, project enhancement measures, and alignment on next projects to be adapted and shared. The reports cover the daily experiences and weekly highlights of implementing the projects based on teacher and student feedback. Both mechanisms have provided EAA with both formative and summative feedback that has enabled us to course correct in an agile manner and to rethink aspects of our projects and pilots that needed improvement.

An improved learning experience

Overall, our conversations with Ek Tara and the feedback data summarized in the previous section show that student and teacher feedback has been positive with students reporting high levels of engagement, particularly those in the younger age groups. Teachers have also reported that they are generally satisfied with the quality of learning and engagement that the projects offered as well as the experience of adapting and sharing them and receiving student submissions. A few examples of teacher feedback are included in the appendix.

On a call that was organized by IDD with Ek Tara teachers, teachers expressed their satisfaction with the projects and the learning that students are experiencing compared to the pre-pilot phase of the school closures when students were receiving worksheets, which they did not find particularly effective. Teachers' feedback on the learning fostered through the projects can be grouped into the following themes:

- 21st century skills and holistic learning: teachers shared that the projects makes learning more application-oriented for their students and extends it beyond academics, providing a holistic experience with the integration of several 21st century skills. Teachers also expressed their satisfaction with the level of creativity that the projects allowed students to demonstrate in their work.
- Student engagement and learning: one teacher stated that the students in her group were so engaged that they would call her requesting further instructions after completing their daily tasks. Others expressed their satisfaction with the exposure students gained to different concepts that would have taken longer to achieve in a traditional classroom setting.
- Community involvement: one teacher also shared that implementing the projects has provided an opportunity for students to engage their parents and community in their learning journey by

seeking their input as is requested in many projects and by sharing with them the final product representing the culmination of student learning from the project experience. The involvement of students' fathers in the projects was another positive outcome reported by the Ek Tara team. According to feedback received from the school's project staff, all of the groups involved - teachers, students and parents - bonded among themselves and with each other as a result of their involvement in the projects.

An opportunity for Professional Development

In addition to providing us with feedback, the call held with Ek Tara teachers was also meant to provide a space for reflection for these educators who have been implementing the adapted projects. Teachers shared several ways in which they have developed professionally including implementing project-based learning methodology, providing remote learning support for struggling students, and brainstorming solutions to technology-related challenges.

Teachers were also able to reflect on effective remote learning practices such as differentiating assessments based on students' interests and talents as well as their technological restrictions. For instance, one teacher shared that she found that asking some students to draw and illustrate their final outcome was more effective than writing an essay on the topic. Teachers also took the lead in making changes to tailor the adapted projects to their students' interests and learning levels by changing the leading question and introducing an element of competition to enhance student engagement.

Teachers expressed their interest in continuing the use of these resources and developing their own projects with EAA's support post-COVID-19 closures. In order to support and build teachers' capacity in this area and promote the sustainability of the IFERB approach, the IDD team provided training sessions to Ek Tara teachers on developing their own educational projects, evaluating their quality, and assessing student work. The IDD team developed an interactive two-part training session series for a group of five teachers covering these topics with the intention of empowering them to carry the approach forward and provide professional development sessions for the wider cohort of Ek Tara teachers. The sessions were well received and resulted in the development of projects that teachers can use with their students.

Persistent challenges

During the weekly calls, EAA and Ek Tara teams brainstormed different solutions to the challenges faced including the previously discussed literacy and numeracy extensions and incorporating themes and topics that interest students such as football and comic books in order to address disengagement. However, a number of challenges were faced by the Ek Tara team on a consistent basis:

- Need for family support: the need for support and guidance in home learning is especially pronounced for learners who are 4-10 years old. IFERB projects are designed for parents and caretakers to implement with their children by providing basic support and do not require parents to assume the role of a teacher. While parents have mostly been able to support their

children in implementing the projects, according to the feedback received, they sometimes found it challenging to guide learners in more complex projects. For example, the budgeting and cost calculation component in “My Pop-Up Restaurant” project was particularly challenging for 8-10 year-old students and, in one case, parents reported that they were unable to help learners with this part.

- Difficulty in engaging learners: Some older students (14+ years) reported low levels of engagement with the projects due to disinterest. These students are also enrolled in other schools and come to Ektara for additional coaching classes. Their lack of interest could be due to the assignment of projects that do not align with the interests or contexts of these students, their preoccupation with work assigned by the other school where they are formally enrolled, and/or the repetitive nature of the weekly project execution process. Other possible contributing factors include the lack of parental support for students of this age and the poor math performance of some 14+ year old students.
- Difficulty in reaching learners: on average, 7% of students were difficult to reach due to either disinterest or lack of access to the internet or a smartphone
- Complexity of projects: Ek Tara teachers shared that there was a tremendous need for differentiating instructions and concepts given that students’ ages and grade levels do not always align as evident from the enrollment of some adolescent and teenage students in elementary grades.
- Lack of direct contact: Another challenge faced by Ek Tara teachers was the difficulty of relaying some instructions verbally, especially when an image is included in the lesson plan or when there is a need for visual representation. Learners were also exposed to new concepts that were more challenging to explain remotely. For instance, we discovered that some learners had never visited a restaurant and therefore found “My Pop-Up Restaurant” project particularly challenging to execute.
- Limited functionality of devices: The lack of direct contact also made it difficult for some students to submit their work. Students who only had access to feature (non-camera) phones made verbal submissions by describing the final product to teachers verbally on calls. One teacher shared that she asked questions to assess the student’s work when photo submissions were not possible.

Key Learnings

Partnering with Ek Tara to test the projects has provided EAA with valuable feedback that has allowed us to rethink how we design projects. Feedback about EK Tara’s students’ experiences with the projects allowed us to reflect on and make the necessary adjustments with regard to the relevance of the projects for our target learners and their realities.

One of the changes the IDD team has incorporated in subsequent projects is the inclusion of suggested modifications for simplification. Previously, all projects contained suggestions for enrichment to allow learners to extend their learning beyond the project by suggesting higher order questions or topics. By

adding suggestions for simplifying projects, projects now lend themselves more easily for differentiation based on learners' levels.

This experience has also led us to the realization that some of the projects are not universally applicable. For example, after assigning 11-14 year-old learners a [comic book project](#) in week 5, we were informed that they have found this project particularly challenging as they have never read a comic book. This resulted in the development of a different project based on students' interest in football, as well as an increased sensitivity to learners' cultural contexts in the design of subsequent IFERB projects.

The previously mentioned literacy and numeracy extension activities were added to allow students to practice math and language skills while still engaging with the project-specific tasks. These activities were designed to build on and complement the daily tasks, while allowing students to retain their skills during school shutdowns. Additionally, in an effort to create further relevance to the curriculum and account for learners' post-COVID-19 transition to schooling, EAA is also exploring the possibility of curricular alignment with Ek Tara by using their textbook context in project development and/or modification.

One promising development is the consistent reduction in the number of modifications made to the projects for the purpose of simplifying them for students. Over the course of the pilot, particularly after week 10, teachers started retaining most of the tasks in the original projects during the contextualization process, indicating their confidence in students' ability to complete almost all tasks. According to the Ek Tara team and teachers, this change corresponds with an observed increase in student autonomy in executing project tasks and students' ability to carry out activities independently. It also corresponds with an improvement in teachers' comfort and familiarity with the projects and the phone and text-based process of communication with students.

Owing to the success of the pilot, the duration of EAA's partnership with Ek Tara has been extended. Additionally, EAA will continue to work with Ek Tara after it reopens in order to ensure that the school is supported in using IFERB as a supplementary project-based learning resource that complements traditional lecture-style classes.

Appendix

Sample modified lesson plan

WEEK 10

MY ANIMAL PARK (Level 1)

Objective: SWBAT design their own Animal Park, group animals based on their characteristics

Knowledge: Identify animal names according to their habitats, food they eat and their features.

Opening: Do you know the different kinds of animal? Where do they belong? Different animals live in different type of places like in water, forest, land and desert. In this project, we will learn to design our own animal park.

DAY 1: ANIMALS UNDER WATER AND ON LAND

Task 1- Think of any three animals that live under water. Draw three of those animals separately along with their names on your notebook. Now add a background of water to make it look like a river or pond or ocean. Make it as colorful as you can.

Task 2- Think of three animals that live on land. Draw them separately along with their names. Add a background of grass and sky to make it look like a grassland.

Task 3: Can you name these animals?

1. R_BB_T

2. T_IG_R

3. SN_AK_

4. Z_EBR_

5. H_RS_

DAY 2: ANIMALS WHO LIVE IN FOREST AND DESERT

Task 1- Think of any three animals that live in forest. Draw them on your notebook separately along with their names. Now add a background of trees to make it look like a forest. Be creative!

Task 2- Think of any two animals that live in desert. Draw them on your notebook separately along with their names. Now add a background of sand to bring a desert look.

Task 3- Math time:-

1) What comes in between?

a. 44 __ 46

b. 70 __ 72

c. 14 __ 16

d. 32 __ 34

2) Write in number form:-

a. ninety seven=

b. sixty six=

c. hundred=

d. forty nine=

e. seventy one=

DAY 3: ANIMALS AND THEIR HABITATS

Task 1- Categorize all the previously drawn animals by their habitats into:

PET	FARM ANIMALS	WILD ANIMALS
1.		

2.		
3.		

Task 2- Classify the same number of animals under this category to find their individual features:-

ANIMALS	NUMBER OF LIMBS	CAN FLY?	CAN SWIM?	CAN RUN?
Dolphin	2	No	Yes	No
Lion	4	No	Yes	Yes

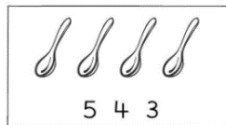
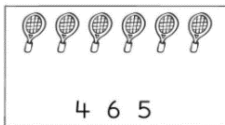
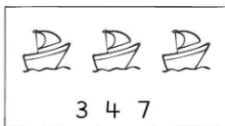
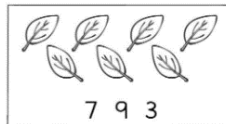
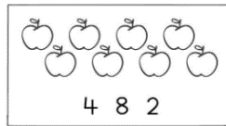
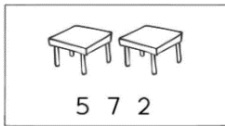
Task 3- What do these animals eat?

1. Cow-
2. Tiger-
3. Monkey-
4. Elephant-
5. Sheep-

Day 4: ACTIVITIES

Task 1- As you came to know about so many animals now, do you like any one of them a little more? Which animal do you like the most? Is it a pet animal or a wild animal? Draw your favorite animal and name it.

Task 2- Count and write:



Task 3- Put $>$ $=$ $<$ sign:-

1) 44_81

2) 11_1

3) 50_21

4) 6_10

5) 0_3

6) 92_14

NOTE: Increase or decrease the level of Math according to your students.

Sample teacher feedback

Project	Feedback
Making ID Cards (Level 2)	<p>This project was a warm up for our children after the cyclone attack and eid break. The children were happy to be back on track with the pictures. They made really impressive id cards by recycling old wedding cards, cardboard and old boxes. In this project they even came across differences and similarities between their family members. In all it was a great week.</p> <p>- Ms. Upasna</p>
My Pop-Up Restaurant (Level 3)	<p>This project is extremely child-friendly and captures attention very quickly. The students loved working everyday because it gave them way to imagine more and create their own world of happiness. Appreciate the fact that they got a chance to be creative and innovative. Their potentials were evenly executed through this project. Nothing to dislike.</p> <p>- Ms. Anushka</p>
My Family Tree (Level 3)	<p>The students found that, 'family tree project' provided a sense of identity through time, and helped children understand who they are in the world. ' It creates connection: Children often can't see past themselves and the little world that revolves around their day to day lives. It made the family members and the students connect with each other and engage in the project. A family tree is a fun and educational way to introduce kids to history and research tools, because it gives them a personal connection to the information they learn. A detailed family tree is an informative resource for teaching kids more about themselves and their personal family history.</p> <p>- Ms. Bably</p>
Beauty in Shapes (Level 1)	<p>The entire project was successful from the aspect of the children and their parents both took active participation and enjoyed it. They learnt how to use the basic shapes in drawing, and use body parts to measure different objects. It was a new way of learning things and was appreciated by the parents and liked by children.</p> <p>- Ms. Monalisa</p>
Less is More (Level 3)	<p>Students designed solutions to their current problem using mathematical model, instructional approach designed gave students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. Bought what students should academically know, understand, and be able to do into the equation. It was inquiry-based where students presented their problems, research process, methods, and results. Students become financial advisors and were challenged to make the best</p>

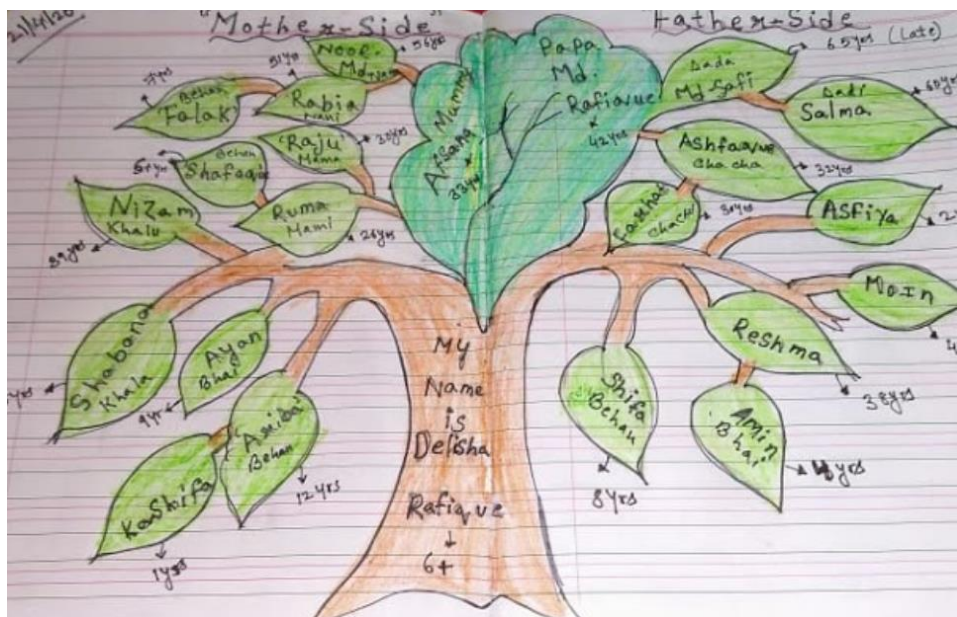
	<p>use of project-based learning in schools. The project was bit lengthy but interesting and of course had the school been opened we were sure we could do it much better.</p> <p>- Ms. Bably</p>
<p>What's in the News (Level 2)</p>	<p>Project on newspaper was very interesting in fact while doing the survey everyone stated that they enjoyed newspaper project more than the Restaurant one. I think the project was useful in making them understand about the present scenario of corona virus situation. It also helped them in understanding the basic layout and content of Newspaper. I liked how students were very much involved in this project, they were pouring their own ideas and thoughts on how to build a newspaper. The project was easy and child friendly too. All the things required for the project was easily available. I tried to simplify the project in my way so there is nothing that I didn't liked about it</p> <p>- Ms. Razia</p>
<p>Setting up a Store (Level 3)</p>	<p>Pretend setting up store project-based learning makes up a very important part of a student's development. Children had fun writing the main shop sign, and also one with opening times and one featuring today's special offers. Collect things that can be 'sold' in the shop like books, stationeries, sports items, etc. Children loved counting numbers and calling out the prices of things, to price things with sticky notes or labels and they can practise writing numbers too. Slightly older children began to understand how price and value differ from item to item, profit and loss.</p> <p>- Ms. Bably</p>
<p>Water is Life (Level 2)</p>	<p>Most Of The Children In My Group Are Always Eager For Daily Tasks. In This Project They Gained Knowledge About Water Pollution, Water Cycle And Water Wastage Hazards In Brief. The Project Had A Lot Of Experiments Which Were Enjoyed Thoroughly By The Children. A Demo Of All The Experiments Were Shared On WhatsApp Through Videos Which Were Conducted By Me. They Felt That Their Teacher Is Doing The Experiments With Them Too And That I Feel Encouraged Them A Lot.</p> <p>Water is Life taught them a lot – they live in areas where taps are usually left open. They gave examples of taps near their houses of water wastage – they need family support to make these changes in society. They are loving the superhero project. Becoming more self-reliant. Teachers are not really pressurizing them anymore. Earlier their work was not neat, and now it is being done more carefully. Handwriting is improving as well. Kids are working very hard.</p> <p>- Ms. Upasana</p>

<p>Adventures in the Plant Kingdom</p> <p>(Level 2)</p>	<p>As now parents are working, mobile is not with the students. Parents return home at late evening or night by that time mobile gets discharged. They charge their mobile phones, and then at the same time parents are also tried and have their personal work also to do. If it gets too late then kids are off to sleep. Some students have their siblings studying in mainstream ,they are having online classes on particular timings. We can't call or disturb on that certain period of time. They are having a lot of pressure of their studies. Mobile availability for the students have now become less and the siblings can't help them as they have their studies to do. But somehow they try to submit their work on same day.</p> <p>- Ms. Manisha</p>
---------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sample student work

This section contains sample photo submissions made by students at the end of the project week

4-6 year-old student submission for Family Tree



Description: Family tree with relatives on mother's and father's side with names and ages

8-10 year-old students' submissions for What's in the News

Kolkata Journal 01

	World	Italy	China	India	U.S
Confirmed	12,75,856	1,28,948	81,708	4,067	3,37,309
Recovered	2,62,999	21,815	77,078	292	17,528
Deaths	69,514	15,887	3,331	109	4643

Corona Meter ₹3.00

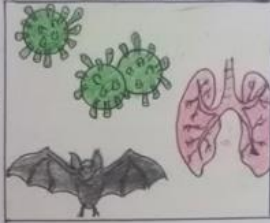
06th March 2020 Monday Kolkata

IN BRIEF

Inter-Viewing

As per the interview with my father, he said, "There is a benefit as well as a loss of this lockdown. The benefit is that we can maintain social distancing through this. But on the other side, we are also suffering from financial crisis as the factories are closed."

DEADLY VIRUS: CORONAVIRUS



Coronavirus disease 2019 (COVID-19) is a respiratory illness that can spread from person to person.

COVID-19 attacks out in the lungs like the common cold coronavirus, but then causes havoc with the immune system that can lead to long-term lung damage or death.

People with COVID-19 generally develop signs and symptoms including mild respiratory symptoms and fever, on an average of 5-6 days after infection (mean incubation period 5-6 days, range 1-14 days). Most people infected with COVID-19 virus have mild disease and recover.

COVID-19 attacks out in the lungs like the common cold coronavirus, but then causes havoc with the immune system that can lead to long-term lung damage or death.


Life PUT ON HOLD

Lockdown: A Lockdown is an emergency protocol that usually prevents people's information from leaving an area.

Lockdown is important to prevent the spreading of COVID-19 since it is highly infectious. Public and social distancing is the effective way to prevent.

The Government is helping by taking the decision to give wheat & rice at subsidised price. But not everyone is getting it.

The state has a massive population of migrant labourers who have lost their jobs due to the lockdown. Many businesses are also suffering. Manufacturing and services are shutting down.



India lockdown

Description: newspaper with COVID-19 updates and articles in different sections



Description: Comic strip



Description: Crossword puzzle

8-10 year old students' submissions for My Pop-Up Restaurant


ALADIN 🍌 RESTAURANT

My Restaurant budget:-


I will invest in my restaurant 1 Lakh.

1.	Food and ingredients	30,000
2.	Glass es	4000
3.	Spoons and Knifs	1000
4.	Plates	5000
5.	Furniturs	5000
6.	Big size Oven	5000
7.	Glas eylinder	20,000
8.	workers (5 person)	4000 x 5 = 20,000
9.	Electric Bill	5000

Finally Profit → 5000 rs.



Description: restaurant budget



1) Mint Cheo Cake ₹ 300	1) Tangzi Kabab (Non-veg) ₹ 300
2) Coconut Cream crepe ₹ 200	2) Cheese balls (Non-veg) ₹ 400
3) Meyer lemon bar cake ₹ 500	3) Aloo & Dal tikki (veg) ₹ 125
4) Butter finger cookies ₹ 100	4) Microwave paneer (Non-veg) ₹ 320
5) Chocolate ₹ 300	5) Fried chilli chicken (Non-veg) ₹ 160
	<u>Main Course (Non-Veg)</u>
	1) Pizza ₹ 49 & ₹ 99
	2) Burger ₹ 100 & ₹ 160
	3) ... ₹ 150

Description: Menu with prices

11-14 year-old student submissions for Less is More

The image shows a handwritten student submission on lined paper titled "Less is More". It contains a table of household expenses, a list of items to be reduced, and a calculation of the total amount saved. The page is decorated with green trees and brown structures.

Utilities	Cost
1) Rent =	₹ 500 rs
2) Mobile recharge =	₹ 399 rs
3) Electricity bill =	₹ 500 rs
4) Gas cylinder =	₹ 900 rs
5) Cable =	₹ 299 rs
6) Tuition fees =	₹ 500 rs
Total = ₹ 3,098 rs	

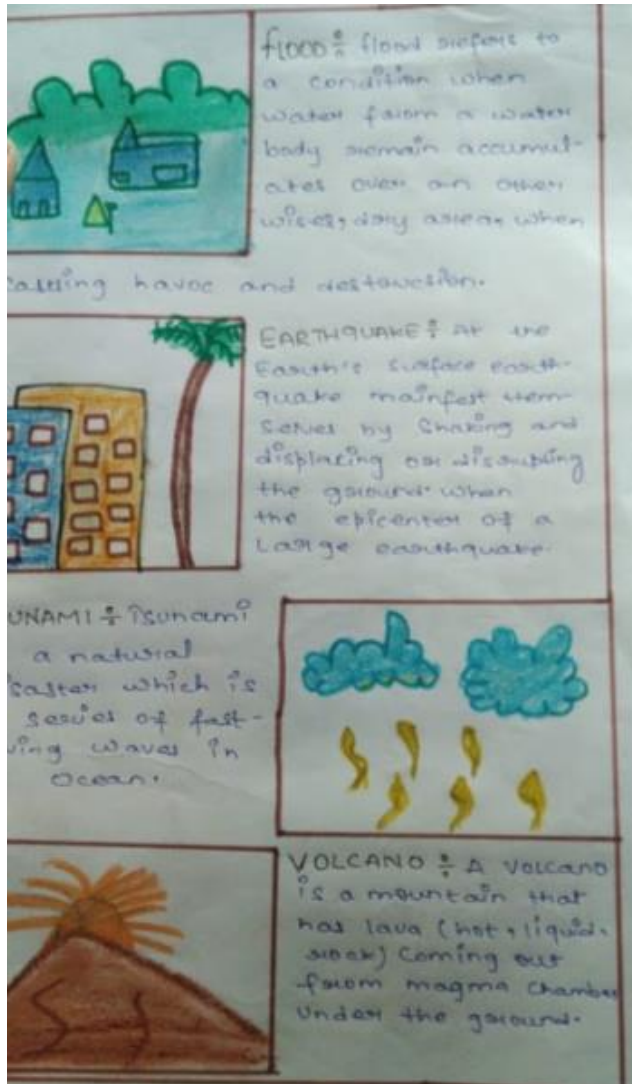
What can I reduce

Mobile recharge = 99 rs
Cable = 100 rs
Electricity bill = 200 rs
Total = 399 rs

Amount I can Save = ₹ 3,098 - ₹ 399
= ₹ 2,699.

Description: Household budget

11-14 year-old Student submission for Around the World in 46 days



Description: illustration and description of natural phenomeno