

## MAKE ID CARDS FOR YOUR FAMILY (LEVEL 0)

<b>Description:</b>	The learners will make ID cards for themselves, their friends, or their family members to learn about their differences and similarities. Learners will practice their writing and fine motor skills and introduce new vocabulary.
<b>Leading question:</b>	How can ID cards capture similarities, differences, and other personal information about people?
<b>Age group:</b>	4 to 5 Years old
<b>Subjects:</b>	Literacy, SEL, Mathematics
<b>Total time required:</b>	3.5 hours over three days
<b>Self-guided / Supervised activity:</b>	Supervised
<b>Resources required:</b>	pencils, paper, scissors, adhesive tape (optional), string
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. Learners will celebrate similarities and differences between their family members and classmates.</li> <li>2. Learners will practice collecting information from their family members and friends by thinking of some questions to ask.</li> <li>3. Through drawing, tracing, and cutting, learners will practice fine motor skills</li> <li>4. Learners will improve or enhance their vocabulary.</li> <li>5. Learners will improve their communication skills by talking about themselves and their family members.</li> </ol>

**Day 1** - The learner will be working on a project to understand how everyone in the classroom is similar or different.

Time	Activity and Description
20 minutes	<ul style="list-style-type: none"> <li>● Show learners an ID card and ask them to tell you what information they can see.</li> <li>● ID cards contain information about someone that can help identify them, like their name, age, height, etc. It also has a photo and a fingerprint or signature.</li> </ul> <p><b>Think-Pair-Share</b> (this activity will have learners work together in small groups to solve a problem or answer a question):</p> <ul style="list-style-type: none"> <li>● The learners can brainstorm/think about how they are similar and different compared to other kids: how do they look, what's their favorite color? How old are they? etc., then pair up with their peers and share their thoughts.</li> <li>● Tell learners that everyone has their own look, style, and way of thinking and that it is essential that we understand and respect differences.</li> </ul>
20 minutes	<p>The learner will think about traits of family members and find similarities and differences, such as hair type/color, eye color, height, etc.</p> <ul style="list-style-type: none"> <li>● Have learners think about their family members' traits.</li> </ul>

	<ul style="list-style-type: none"> <li>● Ask the learners to choose one or two family members and describe them, for example, “My mum is tall and has brown eyes, my sister is ten years old and has black hair.”</li> </ul> <p>Explain that parents pass down features and traits to their children, which is why we have similar hair and eye colors in our family:” I look like my mum because I have black hair, my sister and I have brown eyes because my dad has brown eyes too!.”</p> <ul style="list-style-type: none"> <li>● Ask the learner to share three ways they are similar to their family members.</li> <li>● And three ways in which they are different from them.</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>● Ask the learners to share and color all their family members.</li> <li>● Have them think and write an adjective (describing word) for each member’s looks and quality. (Ex: Mother – Tall, Strong), if they cannot write, they can say it out loud.</li> <li>● Ask the learners about one thing they like about each family member.</li> </ul> <p>Learners will make ID cards for themselves and their family members. For this, they must first come up with questions to interview them. This next activity will help the learners develop some information for the ID cards.</p> <ul style="list-style-type: none"> <li>● Divide the learners into groups of two. They should take turns to make three questions: <ol style="list-style-type: none"> <li>1. What’s your name?</li> <li>2. What’s your favorite color?</li> <li>3. What’s your favorite animal?</li> </ol> </li> <li>● Ask the learners to choose one family member to ask the same three questions (name, favorite color, favorite animal)</li> </ul>

**Day 2** - Learners will present their findings about the family member. Following the tracing shapes activity, learners will choose their favorite one to make an ID card for themselves and their friends.

Time	Activity and Description
30 minutes	<p>Start the lesson by recalling all the previous learning.</p> <ul style="list-style-type: none"> <li>● The learner will present their findings from the questions they asked the family member. To help them, you can provide the first half of the sentences while they present. For example, <ol style="list-style-type: none"> <li>1. Teacher/Parent: This is...</li> <li>2. Learner: My mother!</li> <li>3. Teacher/ Parent: Her name is ...</li> <li>4. Learner:.....</li> <li>5. Teacher/Parent: Her favorite color is....</li> <li>6. Learner: red!</li> <li>7. Teacher/Parent: Her favorite animal is...</li> <li>8. Learner: Cat!</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>Learners will take from the drawing they made before, and choosing one family member, they will add the three pieces of information they have now: name, favorite color (their cloth can be drawn with the favorite color, e.g., a red t-shirt or a blue trouser), and favorite animal. If they know how to write, ask them to challenge themselves with some words, for example, “red, dog.”</li> </ul>
30 minutes	<p>This activity will help the learners to think and choose their favorite shapes to do their own ID cards.</p> <p>For the next activity, ask the learners to follow the template and trace a rectangle, square, triangle, heart, circle, etc. Alternatively, they can do it on a piece of paper. Learners can repeat this activity a few times.</p> <div data-bbox="367 732 1024 1528" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Ask learners to choose their favorite shape, and on a piece of paper, make two different ID cards in the shape they chose, one for them and one for a friend. Remind them which personal information the card should have, for example,             <ol style="list-style-type: none"> <li>picture ( drawing)</li> <li>name</li> <li>age</li> <li>favorite color</li> <li>favorite animal</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>● Ask the children to look at their friend's ID cards and share feedback.</li> </ul> <p>Explain to the learners that people differ in various ways, including genetics, attitudes, and how we communicate, listen, learn, behave, act, and react. Everyone is one-of-a-kind in some manner.</p> <p><b>Reflection:</b> Ask learners to reflect and share what makes them unique and special.</p>
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**Day 3** - Learners will review all the previous learning and learn how to make their own fingerprint and signature. Finally, learners will create an ID card for one family member.

Time	Activity and Description
30 minutes	<p>For today's lesson bring back the previous day's learning.</p> <ul style="list-style-type: none"> <li>● Make some questions for the learners:               <ol style="list-style-type: none"> <li>1. What information can we get from an ID card? (name, age, picture)</li> <li>2. What makes us different or similar to our family? (eyes, hair, height)</li> </ol> </li> <li>● Ask the learners to draw 2 or 3 completely different-looking people and then explain what differences they have tried to show in their drawings.</li> <li>● Learners will now play a math game to understand the height and arrange things in increasing and decreasing order. Height is a way to measure someone or something from base to top or head to toe. In other words, height tells how tall someone or something is.</li> </ul> <p><b>LINE-UP GAME</b></p> <p><b>HOW TO PLAY: 2 or more teams of 3 to 4 players each</b></p> <ul style="list-style-type: none"> <li>● Ask each group to organize themselves from the tallest to the shortest.</li> <li>● Ask the groups now to organize from the shortest to the tallest.</li> <li>● At the beginning, give them 10 seconds; the parent/educator will count. Repeat the game this time, giving them 5 seconds.</li> </ul> <p>Do you know your height? Do you think it is important to know your height? Why? For example, certain rides and attractions at theme parks have restrictions based on height. You can find taller players in basketball, which allow them to jump higher and shorter players in gymnastics; this is because the lower center of gravity can give an athlete better balance, etc.</p> <ul style="list-style-type: none"> <li>● Have the learners brainstorm ideas to measure their height.</li> <li>● Use a wall, a tree, or anything you don't mind marking. Get the learners to stand with their backs against the wall and mark their heights with a pencil. Then use tape or a string to measure the distance from the ground to the point. Write down the date, height, age, and name. You can do this with all the learners. Through time, they will see how heights grow!</li> <li>● Ask them if they should include this information in the ID cards? Why?</li> </ul>
30 minutes.	<p>We have seen how people are different. They have different eye colors, hair colors, heights, etc. Now explain to learners that an ID card should include two more unique things: the fingerprint and the signature.</p>

- A fingerprint is a trace of a human finger left on a surface. Human fingers have small patterns on them (like mountains and valleys). These structures are unique to every human; they can be used to identify you.
- Have learners look at their fingerprints and tell what they can see.
- A signature is a particular way that people write their name to let others know that they understand or approve of something that was written.
- Show the learners your signature and tell them what this represents.
- The learner will now do two activities:
  1. The first is about “how to make your own fingerprint.”
  2. The second is to learn how to make your signature.

**Task 1:**

1. Check that all fingers are clean and dry.
2. Using the pencil, scribble a square patch on the white paper, repeatedly going over the same patch.
3. Rub the finger over the pencil mark. This will make a dark mark on the finger.
4. Stick the sticky side of the sticky tape on the fingerprint and gently pull the tape away. The adhesive tape is optional; you can do the same procedure just with a pencil and paper.
5. Stick the tape (or your finger) onto a white piece of paper.
6. Repeat the process using a few different fingers. Often a thumb will have a more detailed print.



**Task 2:**

1. Ask the children to write their names, and if they can, ask them to add their last names.
2. Now, ask them to add something they want in their signature: a smiley face, a star, a heart, etc.

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30 minutes	<p>Explain to the learners that now that they know how to make fingerprints and their signature, they will use it in the last activity, “Make an ID card.”</p> <ul style="list-style-type: none"> <li>● Make a summary of all the learning, and check if the learners remember what makes us similar and different and what information we need to include in our ID cards.</li> </ul> <p>Have the learners take the ID cards they have made before (day 2) and:</p> <ol style="list-style-type: none"> <li>1. Add the two details of fingerprints and signatures to them</li> <li>2. Decorate their ID cards.</li> <li>3. Present their ID cards for feedback.</li> </ol> <ul style="list-style-type: none"> <li>● As an extension, they can choose to do two or more ID cards.</li> <li>● The learner will discuss their thoughts about the experience, what they learned about their family and friends, and what makes us equal/different.</li> <li>● Learners can share with the classroom the ID card they have made.</li> </ul>

<b>Additional enrichment activities:</b>	The activity can be more challenging by adding more categories, allowing them to write more words and extended sentences.
<b>Modifications for simplification</b>	The project can be made simpler by helping the learner write a few words about each family member in their notebook and compare similarities and differences.