

MAKE ID CARDS (LEVEL 1)

Description	The learner will interview and make ID cards for each member of the family to foster connectedness and learn about differences and similarities across family members. Additionally, they will learn new vocabulary and practice their writing skills! Note: the project was developed in Arabic, but can be adapted to any other language.
Leading Question	How can ID cards for the members of your family capture some similarities, differences, and other personal information about them?
Total Time Required	~3 hours over 3 days
Subjects	Literacy, SEL, Mathematics
Supplies Required	Pencil, paper/notebook, color pens, stickers (optional), glue (optional)
Learning Outcomes	<ol style="list-style-type: none"> 1. Learners will practice their writing skills 2. Learners will learn about the similarities and differences between their family members 3. Learners practice how to collect information from their family members using interviews 4. Learners will improve or enhance their vocabulary 5. Learners will practice and improve their reading skills 6. Learners will learn how to summarize similar information using tallies 7. Improve their critical thinking and creativity skills as they learn about their families and create ID cards for them 8. Learners will improve their communication skills through presentation and receiving of feedback
Previous Learning	Alphabets and vocabulary in language used – colors, numbers, activities, etc.

DAY 1

Today you will learn what an ID card is and start creating it.

Suggested Duration	Activity and Description
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<p>10 minutes</p>	<ul style="list-style-type: none"> • The learner will be working on a project to understand how everyone in your house is similar or different and make ID cards for each member to compare how they answer some questions. • ID cards contain information about someone that can help identify them like their name, age, job etc. It also has your photo. You can show the learner an ID card that belongs to anyone in the family. • Tell them that everyone has their own look, style and way of thinking and that it is important that we understand and respect differences. The learner can brainstorm how they are similar and different compared to siblings and other family members.
<p>10 minutes</p>	<ul style="list-style-type: none"> • The learner will come up with a few categories to compare differences of opinion or habits in the ID cards of the family members. For example, they may want to know what everyone's favorite color, movie, game, dish etc. is. Come up with at least 5-10 categories that include personal information such as name, age, height, jobs, hair type/color, eye color, favorite subject etc.
<p>5 - 10 minutes</p>	<ul style="list-style-type: none"> • Introduce the topic of genes and explain that features and traits are passed down by parents to their children, which is why we have similar hair and eye colors in our family, for example. Explain that some features and traits are less obvious than others, such as being right/left-handed, having attached earlobes, being able to roll one's tongue etc. The learner will reflect on why they think family members share similarities in how they look and come up with a few questions related to inherited features or traits.
<p>20 minutes</p>	<ul style="list-style-type: none"> • The learner will then write down/trace the same list of categories/questions on separate pieces of paper or pages of a notebook to record each family member's responses in order to create an ID Card template. Learners will also indicate a space where to put either the family member's drawing or photo • You may also provide a template like the one shown below: <div style="text-align: center; margin-top: 20px;"> <p>Template:</p> <p>Name: _____</p> <p>Age: _____</p> <p>Height: _____</p> </div> <div style="float: right; border: 1px solid black; padding: 10px; margin-top: 20px; width: fit-content;"> <p>Glue photo</p> <p>OR</p> <p>Draw family member</p> </div>

	<p>Favorite movie: _____</p> <p>Favorite meal: _____</p> <p>Favorite color: _____</p> <p>Favorite book: _____</p> <p>Favorite country I have visited: _____</p> <p>Favorite animal: _____</p> <p>Favorite superhero: _____</p> <p>Right or left-handed: _____</p> <p>Add any other categories that the learner may have come up with.</p> <p>Prepare enough templates for each of the family members in your home.</p>																
<p>10-20 minutes</p>	<ul style="list-style-type: none"> • The learner will draw each family member's face on the card. If this is difficult, they can glue a photo of the family member (if available), draw stick figures, use a sticker, or just write down their names. • If the learner is not yet able to write, the parent, family member or educator can write the categories and names that the learner has come up with in dotted lines for them to trace them. 																
<p>10-20 minutes</p>	<ul style="list-style-type: none"> • Numeracy extension: let's see how many family members share similarities in these categories! <ul style="list-style-type: none"> - As you interview each member, make a note of their answers and see which answers repeat. Enter the frequent responses into a tally table like the one below to see how many family members share similarities in the categories <table border="1" data-bbox="467 1413 1385 1812"> <thead> <tr> <th>Item</th> <th>Family members who have it</th> <th>Tally</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Black hair</td> <td>Mom, dad, me</td> <td>III</td> <td>3</td> </tr> <tr> <td>Favorite color is yellow</td> <td>Me, brother</td> <td>II</td> <td>2</td> </tr> <tr> <td>Favorite animal is lion</td> <td>Me, mom, dad, brother, sister</td> <td>###</td> <td>5</td> </tr> </tbody> </table>	Item	Family members who have it	Tally	Total	Black hair	Mom, dad, me	III	3	Favorite color is yellow	Me, brother	II	2	Favorite animal is lion	Me, mom, dad, brother, sister	###	5
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10 minutes	<p>Reflect on the similarities and differences between the different family members.</p> <p>Thinking question: How similar or different are the different members of your family?</p> <p>Summarize this information in the table below:</p> <table border="1"> <thead> <tr> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Similarities	Differences				
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15 minutes	<p>Critique and revision:</p> <p>Present all the day's work (the question categories, ID card template and the numeracy extension) to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <p>Praise: What did you like about the learner's work done? Question: Any questions or clarifications you have about the work? Suggestions: In what areas does the learner need to improve their work?</p> <p>Make the edits and suggestions (if any) to your work to make it better.</p>						

DAY 2

Today you will be asking family members questions to find out their answers.

Suggested Duration	Activity and Description
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5 minutes	<ul style="list-style-type: none"> The learner will reflect on how they are planning to interview family members.
5 minutes	<ul style="list-style-type: none"> Inform the learner that they must ask them questions in فصحى or English and use what, why, when, who, and why to ask. Give the learner a list of questions they can ask each family member or have them come up with their own. Suggestions (see template above): <ul style="list-style-type: none"> What is your favorite movie? How many countries have you traveled to? What is your favorite country from all those that you have visited? What is your favorite meal? Who is your favorite superhero? (This could be a fictional character, or someone you look up to, like your mother!) Why is this your favorite superhero? What makes them special?
30-60 minutes	<ul style="list-style-type: none"> The learner will interview each family member independently and record their answers by writing or drawing the responses with the support of the interviewees who can write responses in dotted lines for the learner to trace if they cannot yet write Inform the learner of the criteria on which the outcome will be assessed. Tell them that they need to: <ul style="list-style-type: none"> Interview everyone at home and ask interesting questions each family member will care about Write/trace their answers on the template you gave them or that they designed neatly for each of the family members. Draw the family members on the card in an interesting way. If this is difficult, they can glue a photo of the family member (if available), draw stick figures, use a sticker, or just write down their names. If the learner does not have siblings, they can record their own responses and those of the guardians/parents, family members, etc.

DAY 3

Today you will finish and present the cards to your family.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> The learner will discuss his or her thoughts about the experience and what they learned about their family

<p>20 minutes</p>	<ul style="list-style-type: none"> The learner will present their findings from the cards in فصحي or English. If they are too young, you can provide the first half of the sentences for them while they present. For example: <ul style="list-style-type: none"> ولي الأمر: هذه... الطالب: أمي! ولي الأمر: لونها المفضل هو... الطالب: الأحمر! ولي الأمر: هي تحب... الطالب: الرياضة! <p>Parent: this is...</p> <p>Learner: my mother!</p> <p>Parent: her favorite color is...</p> <p>Learner: red!</p> <p>Parent: she likes to...</p> <p>Learner: exercise!</p> <p>Or if they are older (6-7 years), they can read out the ID cards to you on their own.</p>
<p>10 minutes</p>	<ul style="list-style-type: none"> After the learner completes his or her presentation, ask them to finish, complete, and decorate the cards You can cut the pages up into long cards (or tear them out of the notebook first) and hand them to the family member to whom they belong. Alternatively, you may glue them onto a color chart paper and hang them on a board/wall etc. to celebrate the learner's work!
<p>5-10 minutes</p>	<ul style="list-style-type: none"> Before handing out the cards, the family can play a guessing game. The learner or another member of the family can read responses from the cards and ask the family to guess who the person is based on the responses.
<p>10-15 minutes</p>	<ul style="list-style-type: none"> Numeracy extensions: <ul style="list-style-type: none"> - The learner can arrange the ages of all family members in an ascending or descending order (from smallest to biggest or biggest to smallest) - The learner can add the number of countries every family member has visited

	- The learner can calculate the age range in the family by subtracting the smallest age from the biggest age
15 minutes	<p>Overall project reflection:</p> <p>The learner will now think about all the exercises they have done all week and take note of “TWO” of the following:</p> <ul style="list-style-type: none"> • What is the most important lesson you have learnt through this project? • What are you found challenging, puzzling or difficult to understand? • What question would you most like to discuss? • What is something you found interesting?

Additional enrichment activities:	- The activity can be made more challenging by adding more categories and/or adding comparison questions to introduce superlatives.
Modifications for simplification	- The project can be made simpler by having the learner write a few words about each family member in their notebook and compare similarities and differences.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Complete interviews of each family member.
- Write or trace responses.
- Complete the cards of each family member.
- Present the cards.