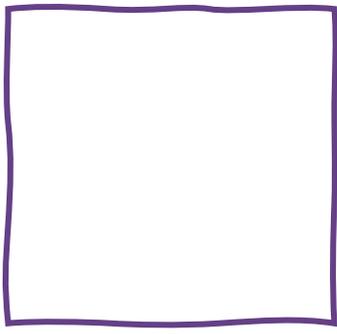


My Learning Journey

Name: _____



Draw yourself here.

Week 1



Day 1



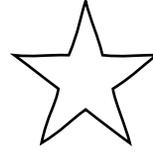
Day 2



Day 3



Day 4



Day 5



DONE!

Week 2



Day 1



Day 2



Day 3



Day 4



Day 5



DONE!

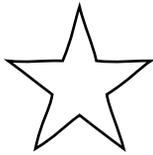
Week 3



Day 1



Day 2



Day 3



Day 4



Day 5



DONE!

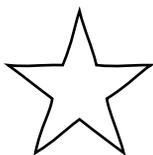
Week 4



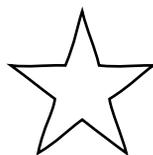
Day 1



Day 2



Day 3



Day 4



Day 5



My Emotions

Write how you feel **everyday** in your notebook.
Think about why you feel a certain way.

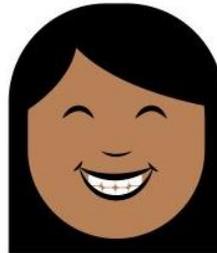
Today, I feel _____ because _____ 



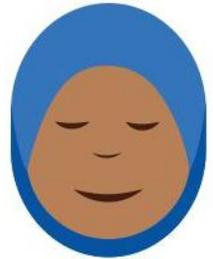
excited



happy



joyful



calm



hurt



confused



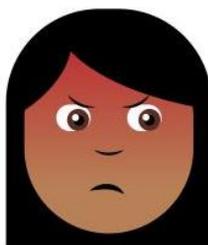
nervous



lonely



frightened



annoyed



enraged

Week 1 Overview



Project

My Encyclopedia

Create your own Encyclopedia and do these activities!

Story Time

Read a story about a magical encyclopedia!

5

Book Trends

Observe patterns in your encyclopedia.

4

Lost Book

Write a letter to console a sad friend.

3

Name, Place, Animal, Thing

Play a game to explore nouns.

1

2

Letter Writing

Write a letter about your week!

Materials Needed

- Paper
- Pen or Pencil
- Tape/Chalk



My Encyclopedia

An **encyclopedia** is a book which gives us information on many topics.

How would you make an interesting encyclopedia?

1. List 8 topics of each category:

What do you find interesting and know about?

What do you want to know more about?

What can you explain in your mother-tongue and not in English?

2. Collect information that you find interesting about 4 topics.

3. Design the page.

Example →

4. Write 4 to 5 sentences on each topic with a picture.



Gravity

Gravity is an invisible force that pulls us to the ground, so we do not float in the air.

- Isaac Newton is the scientist who discovered it.
- Gravity is why we can easily come down a hill, and it is more difficult to go up a hill.
- There is no gravity in space and astronauts tie themselves to their bed when they sleep!

Use these parts of speech:

Noun

Names of names, places, things, ideas or animals.
Eg: **Sara, dog, love**

Adjective

Words that describe a noun.
Eg: **tall, good, cute**

Verb

Names of actions or a state of being (is, are, am, etc.)
Eg: **Run, think, were**

Adverb

Words that describe a verb or another adverb.
Eg: **easily, happily, well**

Name, Place, Animal, Thing



- Say any letter in alphabet from A to Z.
- All the players must write a name, a place, an animal, and a thing starting with the alphabet.
- You get 1 point for each correct word.
- Write a sentence with any word from the table using a **verb** and an **adjective/adverb**. A correct sentence gives you 1 more point.



Name	Place	Animal	Thing
Zoya	Zambia, Zoo	Zebra	Zip



Zoya jumped happily.



Who won the most points? They win the game!

My Encyclopedia

Make the pages for 5 more topics in your encyclopedia.

On each page of your encyclopedia, use at least **3** different types of punctuation.

Punctuations

Period
(Full Stop)



Shows the end of a sentence

I like dogs.

Question
Mark



Shows the end of a question

Do you like cats?

Apostrophe



Used in the short form of a longer word

I don't like cats.

do not

Exclamation
Mark



Shows a strong emotion – anger, surprise, etc.

Such a cute puppy!

Comma



Breaks a sentence into smaller parts or lists things.

They are small, fluffy, and friendly.

Punctuate: Can you buy milk bread and flour

Letter Writing

Punctuate the following letter.

P.O Box 3564
Atlas Street
Doha, Qatar

29th June 2021



Dear Joe,

How are you ____ I am having an interesting summer
____ Everyday, I wake up ____ play ____ and learn
something new ____ I have also made many new
friends in my area ____ I am learning a new language
too ____ I can _t wait to tell you all about it ____
when we meet ____

How is your summer going ____ I hope you are healthy
and safe. I am eagerly waiting for your response.

Your friend ____

Donnie

Write a letter to a friend about how your week has been.

- Follow the format given above (*address, date, etc.*)
- Use the correct punctuation.

My Encyclopedia

Make the pages for 5 more topics in your encyclopedia.

Guess the Object

- Put 10 to 15 household objects in a bag.
- A player picks out an object without the others seeing it.
- They must describe the object using adjectives only. If someone guesses what the object is, the player earns a point.



Brown, Soft,
Cute, Small ...



The player that has the most points wins the game!

My Safe Space

Close your eyes and think about a place where you feel safe and calm. Draw it in the space below.

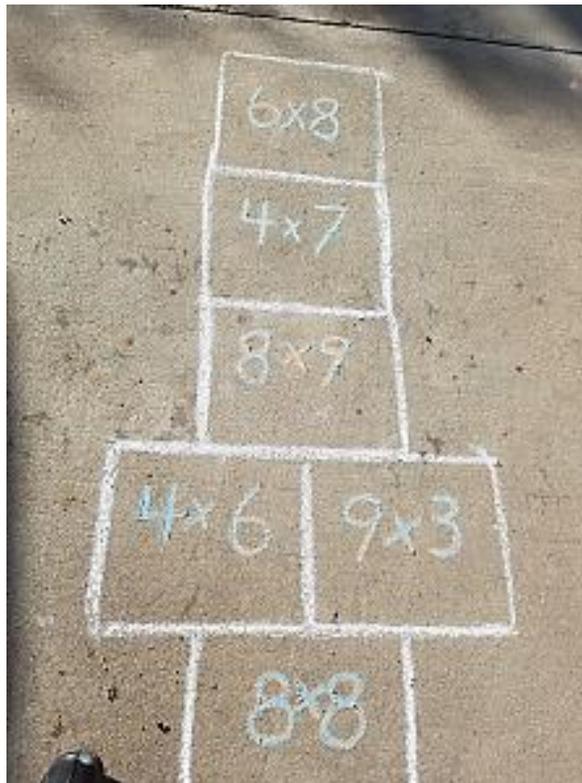


Find 3 objects around you that bring you a feeling of safety.

Multiplication Hopscotch

How to Play

- Draw a grid on the ground using chalk/tape.
- In each box, Player 1 will write a multiplication question.
- Others solve it and hop in ascending order of the answer (small to big).
- The fastest player to hop in the correct order gets a point.



Hop 1 **24**

48 Hop 4

28 Hop 3

72 Hop 6

27 Hop 2

64 Hop 5

Start

Find the approximate number of words in your encyclopedia using multiplication: **No. of words per line x No. of lines**

My Encyclopedia

Make the pages for 5 more topics in your encyclopedia.

Act the Adverb

Divide players into 2 teams.

- Recall the meaning of adverb and brainstorm a list of adverbs.
- Team 1 will tell an adverb to a player from Team 2.
- The player must act it out and their team members must guess the adverb.

Some Examples



Each correct guess earns a point.

Which team won?

Use the tally chart below to count the following things in your encyclopedia:

Object to Count	Tally Marks	Total
Example: Adverbs		12
Nouns		
Verbs		
Adjectives		
Adverbs		
Period (Full-Stop)		
Question Mark		
Exclamation Mark		
Comma		
Apostrophe		

What is the total number of words in your encyclopedia?

Find the % of : nouns, adjectives, adverbs, and verbs.

Formula: % of Adverbs = $\frac{\text{Total number of adverbs}}{\text{Total number of words}} \times 100$

What is the total number of punctuation marks in your book?

Find the % of: period, question mark, exclamation mark, comma, and apostrophe.

Which are the most and least used punctuation marks?

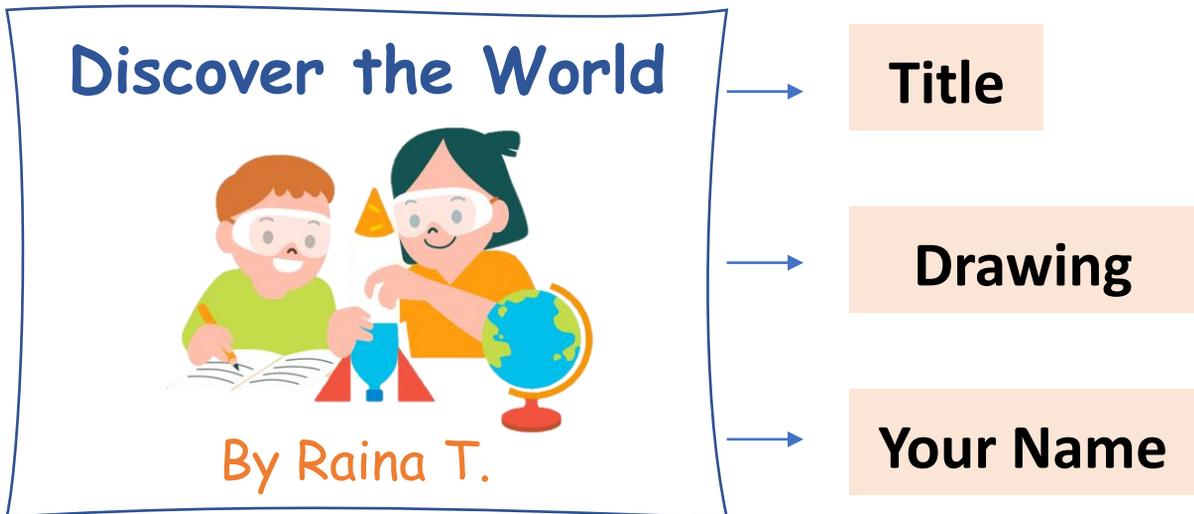


My Encyclopedia

Make the pages for 4 topics in your encyclopedia.

Making the Cover Page

1. Think of a good title for your book.
2. On a fresh page, design your book's cover:



Tie or staple all the pages in order to make your book.

Presenting the Book

Share your encyclopedia with your friends.
They can ask questions about it.



- How do you feel after making your own encyclopedia?
- What was easy? What was challenging?
- What are some things you did to make your encyclopedia interesting?

The Magical Encyclopedia

Written by Aabha Sardesai

Hasina said to Sniti, “Sniti! Come to my house. Mummy got me a new encyclopedia!” If you are wondering why Hasina was so excited, the answer is simple. Hasina and Sniti both loved reading.

When the two reached Hasina’s house, they saw Hasina’s new encyclopedia on the dining table and dashed towards it.

As soon as they opened the book, they felt and saw a sudden glow, and were instantly transported to the page they had opened.



The girls were unconscious for moment but got up. They woke up enthusiastically. While getting up they realised the encyclopedia was no ordinary one. It was a magical one!



As soon as they got up, they saw a house in front of them. Hasina recognised the house, as she had read about it in her history book.



The girls sneaked into his house and saw him writing his most famous book 'Romeo and Juliet'. The girls were excited, but decided they do not want to cause too much of a racket, as it would cast suspicion on them and change history if they were to be seen.

Hasina, in her excitement, accidentally knocked over a flower vase. They froze in fright. William Shakespeare happened to look up straight at them. They started explaining themselves frantically, "uuuhhhh.....s-s-ssir w-w-wee...", but the girls soon understood that Sir William could not see or hear them.

After this incident, Sniti and Hasina decided to explore this house. They even found the other books that Sir William had written.

Which books do you see here?



As the girls were busy exploring, they suddenly saw a guide appear in front of them. Sniti and Hasina saw on his name tag - Gustave.

"Hello, my name is Gustave. I am going to guide you whenever you come to Encycloland. Here, you can learn, have fun, and go on many adventures!"



The girls asked about how to get out of Encycloland. The guide answered, "To get out of the book, you have to rub on a word that has the letters 'e' and 't. For example, 'exit'."

Write 2 words they can they rub on: _____, _____

Sniti and Hasina had thoroughly enjoyed this adventure and the girls are now looking forward to visiting Encycloland again.

- Imagine your encyclopedia is magical too – draw a place readers can go to.
- Underline the adverbs and circle the adjectives in the story.
- If you could go anywhere in Encycloland, what would you explore? Why?
- Imagine you are Sniti. Write a letter to your friend describing your experience with Hasina in Encycloland.

Week 1 Overview



Project

Money Matters

Explore the likelihood of an event happening.

Story Time

Read a story about doing the right thing.



5

Coffee Shop Math

Create and answer your own questions!

4

Demand Curve

Learn how to plot the demand table on a graph.

3

Barter System

Go back in time to explore how bartering worked.

1

2

Circles and Rectangles

Reflect on what you like and want to do through a mindful activity.

Materials Needed

- Paper
- Thread
- Pencil
- Glue



Money Matters

Why do we value money?

What is money? What does it help us do?

List some things you can do with money and the people involved.

Example: Money is used to buy food.



If we do not have money, can we use something else to “buy” things?

Interview

Collect information about money from your people you live with and note down the responses. Sample Questions:

- Did people always have money as we know it today?
- Are there other forms of money?
- What did people use , before we had money, to buy or get the things they needed?

Long before people started using paper bills, they exchanged things with each other to get what they need. This is called **Bartering** or the **Barter System**.



- Select 4 players for the activity.
- Each player collects 4 items for one of the categories below. You can also add your own categories too!
- Each player will assign a different value (1 to 5) to their items, 5 being most valuable.
- Players will begin the barter. Trade your items for items in other categories. The objective is to have the most number of points.
- After 3 rounds, calculate the total points each player has.

Player	Food	Clothing	Medicine	Others	Total
Player 1					
Player 2					
Player 3					
Player 4					



**Let's
Reflect!**

- Was it easy to convince others?
- What do you think happened to people who owned too much of 1 item?
- **Compare money-based exchanges to bartering.** Ask your peers for their inputs too! Which one works better? Why?

Money Matters

Money is mostly made of paper. Why do people want money even though the items are more valuable than a piece of paper?

Make Your Own Money

What is money in your country called?
What are its different denominations?



- Cut out 30 rectangles (paper bills) and 30 circles (coins).
- Chose 6 denominations (\$5, \$20, \$100, etc.) and make 5 bills and coins of each.

Observe a money bill. It usually has an important landmark or historical figure on it. Some even have a motivational saying! Add a picture of your hero or favorite landmark and add an inspiring quote to one of your paper bills and coins.



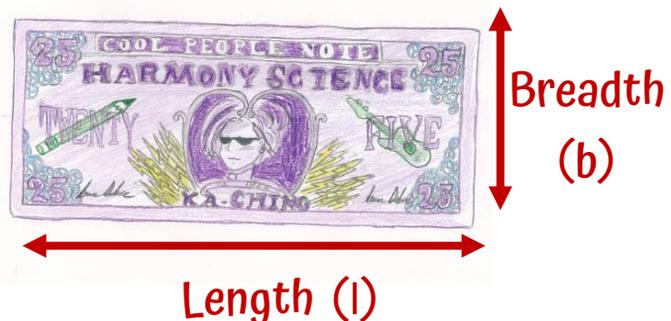
Think of a catchy name for your currency!

Calculate the total amount of money you have.

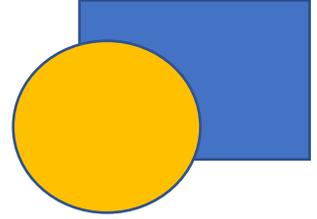
Calculate the perimeter and area of your paper bill.

$$\text{Perimeter} = 2 \times (l + b)$$

$$\text{Area} = l \times b$$



Circles and Rectangles



- Circle all the things you enjoy doing.
- Draw a rectangle around all the things you want to do in the future.
- Write your own interests in the space below.

Going to school

Singing

Playing with my friends

Painting

Helping people

Flying a kite

Spending time with animals

Dancing

Reading

Writing

Going to the park

Playing games

Playing a musical instrument

Learning new things

Watching a movie

Swimming

Studying

Keeping my things neatly

Laughing

Visiting new places

Telling the truth

Acting or Drama

Sleeping on time

Eating fruits

Exercising Regularly

Making new friends

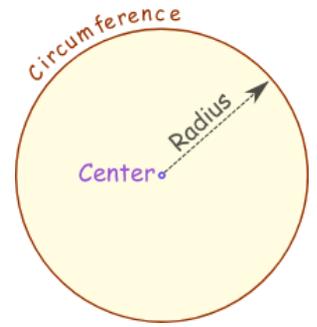
Growing a plant

Cracking Jokes

Money Matters

Find the circumference of a circle using a thread.

Circumference ÷ Radius = _____ or π



$\pi = 3.14$

- Circumference = $2\pi r$
- Area = πr^2

Find the circumference and area of your coin using the formulae.

Set Up a Shop

- Collect 10 items and write the price next to each item. Have 4 to 5 objects of each item. (E.g 5 pens)
- Give the money you made to friends and invite them to your shop.
- Make a **Demand Table** like this and fill it.

Item	Price	How many people bought it?

How many people want and item and have enough money to buy it? This is called '**demand**'.

Announce a sale in your store and reduce the prices.

Record your customers' purchases at different prices



- What was the demand for items at the original price? What about after the sale?
- Is there any relation between demand and price?

Demand Curve

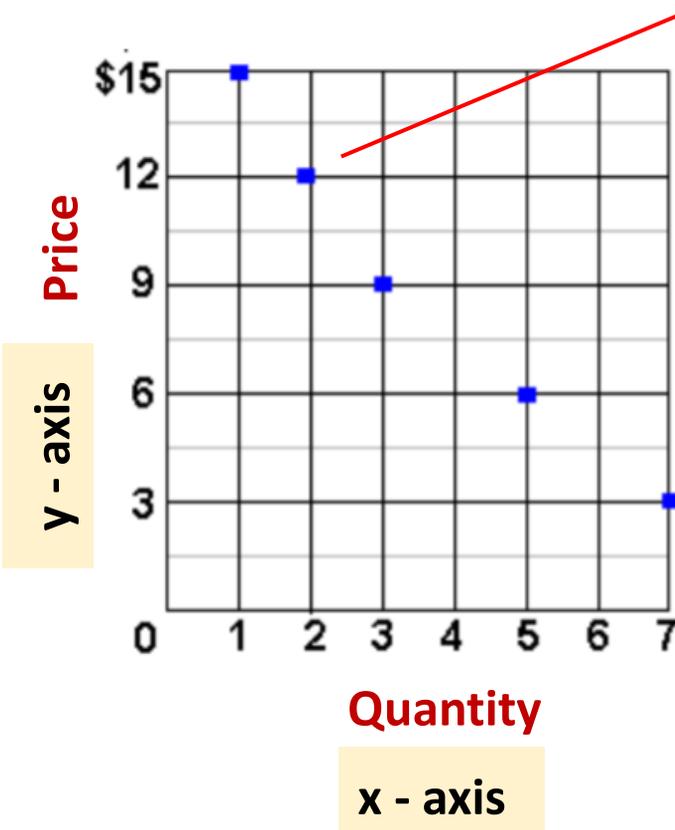
We will show our demand table as a graph. Graphs show us information visually.

y - axis	x - axis
Price	Quantity demanded
15	1
12	2
9	3
6	5
3	7

Make a similar table for the items in your shop.

Example

Ordered Pair (x, y)
(2, 12)



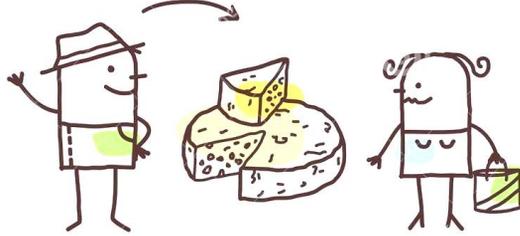
- Construct the graph in your notebook.
- Plot the (x, y) points from the table.
- Draw a line through the points.

This line is called the demand curve.

Money Matters

Producer

People making things to sell.



Consumer

People buying things.

Do consumers want low or high prices? Why?

Which of these items would you produce more of? Why?



Interview a shopkeeper to know what they sell more of and why.

- Imagine you are a shopkeeper (producer).
- Make a **Supply Table** like this for your shop and fill it.

Item	Price	How many of it I want to sell?

How much of an item is produced is called 'supply'.

Do producers want low or high prices? Why?

Plot the supply on a graph: Price (x-axis), Quantity (y-axis)

Write the prices for each item below. Ask a friend to fill in the blanks (in decimals) for you to solve!

Coffee Shop Menu



Chocolate sundae



Hot chocolate



Carrot cake



Strawberry cake



Milkshake

Mia ordered  and  . She paid _____. How much should she get back?

Ana ordered    . She paid _____. How much should she get back?

Ali ordered     . He paid _____. How much should he get back?

Jon ordered     . He paid _____. How much should he get back?

Money Matters

Ask an adult how they decide to spend the money they earn. **Is it important to save money? Why?**

A **budget** is a set amount of limit on money we set aside for something. It helps us spend and save money wisely.

Imagine your budget is \$ 50. How many bananas and apples can you buy with it?



\$ 2

\$ 5

Try different combinations like this:

Item	Price	Quantity	Total
Apple	\$ 2	2	$2 \times 2 = \$ 4$
Banana	\$ 5	10	$5 \times 10 = \$ 50$
Total			$4 + 50 = \$ 54$

- Write 10 most important things you use in a week at home.
- Put it in a table (as above) and calculate the total cost.
- Take some money from the currency you made. (Eg: 100)

Money saved is the amount you have left over *after* you pay for everything you need. Are you able to save any money? What if you increase the budget? What will you do with the saved money?



Present your final budget to your friends for their inputs. Discuss with them why we value money.

Pick It Up

“Yippee!” Zonke shouts when the school bell rings. At last, he can go home. This afternoon, he wants to play soccer.

“Hey! Look out,” a voice suddenly rings out in front of him. He never noticed Bheka. Bheka growls at him.



“Sorry,” Zonke quickly replies. He wants to walk around Bheka. But Bheka suddenly pushes him.

Zonke stumbles. Bheka laughs.

“Do you have big feet that you fall so easily?” he mocks.

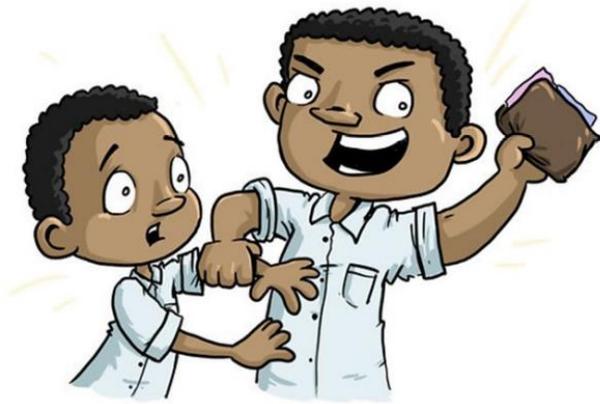
A girl, Thandi, helps him. “Thank you,” Zonke says. “You’re welcome,” Thandi says. “I saw everything. Bheka really is a bully.”

Zonke runs home. It’s quite hot. Fortunately, the house isn’t far. Suddenly he notices something in the road.

He stops. It’s a wallet! Zonke can’t believe his luck. He quickly glances inside the wallet. Wow, it contains money!



Zonke's heart beats faster. Then he puts the wallet in his pocket. He quickly glances around to see if someone noticed. Yes! Somebody is approaching. It's Bheka. He is only a few steps behind Zonke.



Zonke hides the wallet behind his back. "Too late. I saw you picking something up," Bheka says. His eyes grow wide when he sees the wallet. He takes it.

"Keep the money. Buy yourself a new pair of shoes. Or a soccer ball," Bheka says.

"No!" a girl's voice sounds. It is Thandi from school. "Zonke, the money doesn't belong to you. You don't have the right to keep it."

"I'm going to return it," Zonke suddenly says loudly. Thandi smiles.



"That's the right thing to do. You'll see." Bheka shakes his head. He returns the wallet to Zonke. "You're a coward," he says and leaves. "You're not," Thandi tells Zonke softly.

They look at the ID Cards in the wallet. The wallet belonged to someone named 'Gugu'. There was a small picture of Gugu and

Pick It Up



her children. Zonke recognizes her. “She lives nearby. Come along. We’re going to return her wallet.”

They go over to her place and knock on the door. Auntie Gugu opens it crying. Zonke feels bad but then he takes the wallet from his pocket. Auntie Gugu’s sad face immediately turns happy.

“My wallet!” she shouts. “I can’t believe it.” She checks the money in the wallet. “And all the money is here. I am so happy. I had to go and buy some food. But then I lost my wallet. I thought we would go hungry this week.”

She thanked Zonke and Thandi. After a while Zonke and Thandi walk home. Zonke is very glad that he did the honourable thing. Thandi is right. If he kept the wallet, he would be just as ugly as Bheka.



Answer the following:

- Would Zonke have returned the wallet if Thandi wasn’t there?
- Have you ever bullied or have been bullied by anyone?
What happened? How did you feel?
- Enact a scene from the story with Bheka, Zonke, and Thandi.

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 3 Overview



Project

Health & Well-Being

Explore your relationship with a healthy lifestyle!

First Aid

Be prepared to respond to people who are injured or are not well.

Get Well Soon

Support a friend going through a tough time.

Become A Chef

Put together a healthy meal for lunch or dinner!

Keep COVID Away

Check out house rules to stay safe during the COVID pandemic.

Water And Us

Explore how water affects our health and well-being.

Materials Needed

- Paper
- Pencil/Pen



5

4

3

2

1



Health and Well-Being

What can I do to lead a healthy life?

1. Have you ever fallen ill (or experienced a disease)? Make a list of the changes you noticed. These are called '**symptoms**'.
2. What do you think caused the disease?

Microorganisms are living things that are too small to be seen with our eyes. Many of them make soil fertile and even help us digest food. Some are harmful to us and can cause diseases. Eg:



Bacteria

- Food Poisoning
- Tuberculosis
- Cholera



Virus

- Influenza (Flu)
- COVID-19
- Chicken Pox

4. How do you think these disease-causing microorganisms reach us? Below are some visual clues:



Do all diseases spread in the same way?

5. Discuss the factors that affect our health (*weather, food, water, cleanliness of our surroundings, etc.*)

HEALTH POSTER

What are 2 to 3 common diseases people experience?

- What are the **symptoms** they experience?
How is the disease **caused**? How is it **spread**?
What can they do to **prevent** the disease in the future?
- Make a poster for a disease with your peers, to make people aware about the disease, cause, and its prevention.

SYMPTOMS



FLU



SORE THROAT



COUGH



FEVER



CHILLS



WEAKNESS



PAIN IN MUSCLES



HEADACHE



RHINITIS

CAUSES

Virus spread through

COUGH



SNEEZE



PREVENTION



EXERCISE



HEALTHY FOOD



FACE MASK

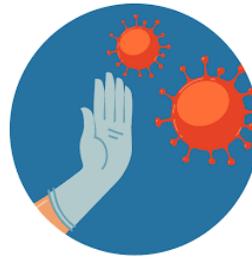


WASH HANDS



VACCINATE

When people with the flu cough, sneeze or talk, they send droplets with the virus into the air and potentially into the mouths or noses of people who are nearby.



KEEP COVID-19 AWAY

1. Discuss the following questions with people who live with you:

- What do we know about COVID 19?
- What are the reliable sources of information about COVID 19? Is WhatsApp a reliable source? What about social media?
- What are the risks of getting information from an unreliable source?
- What news sources/websites should we go to in order to get reliable information on this matter?

2. Together, make rules that everyone must follow to keep COVID 19 away. The plan should clearly mention who is responsible for what, and include fines for violators. Example:

Category	Rule	Observer	Violation Fine
Coming back from outside	Take off shoes at the entrance	Ayesha	Wipe the entire floor where violator stepped with proper detergent + Wash all the dishes for one full day.

Categories can include: Going out, coming back from outside, and actions taken while in the house.

3. Put the rules on a chart and stick it on the wall. Start implementing them right away!



Health and Well-Being

Discuss with your peers:

- Why is it important to drink clean water?
- Which diseases spread through unclean water? (Eg: Polio)

1. Pour dirty water in one cup and clean water in the other.
2. Ask a friend to identify which one is safe to drink.
Note down what helped them determine it (colour, smell, taste etc.)

3. Repeat the activity.

Make it harder for others to spot the difference!



Filtering Impure Water

1. What are some ways to ensure clean drinking water? (Eg: Boiling)
2. Mix some dirt with water in a glass. Challenge yourself to obtain clean water from this mixture in different ways. Which method works best?

Try These!

1 Cloth Filtration:

Place a light piece of cloth on top of an empty cup.

Pour the dirty water into the cup through the cloth.



2 Sedimentation:

Stir an empty cup with dirty water and notice how the dirt settles to the bottom.

Decantation:

Wait for a few minutes and transfer the clean water to another cup.

WATER AND US

1. Have you noticed how people who are ill are asked to drink more fluids? Why do you think that is?

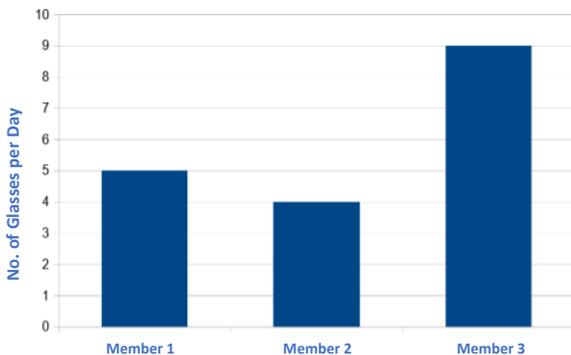
*Most of the human body is actually made up of water! The human body is **60% water**. When we are attacked by harmful microorganisms, we generally get a fever. By increasing our temperature, our bodies try to kill them.*

However, we also lose water more rapidly through the lungs and the skin. This in turn can easily lead to dehydration and all body functions would become less effective.



2. What do you think happens if we do not drink enough water?

Create a table to track how many glasses of water each person living with you drinks. Present it as a bar graph.



- Who drinks the least amount of water?
- Who drinks the most amount of water?
- What is the average no. of glasses people drink in your house?

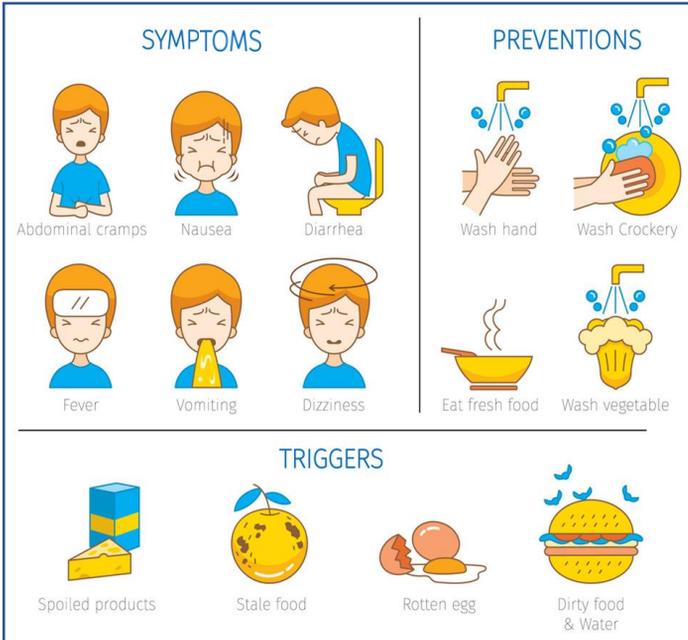
RECOMMENDED AMOUNT OF WATER PER DAY



Are the people living with you drinking the recommended amount of water per day?

Health and Well-Being

1. Do you know any disease that spread through food?



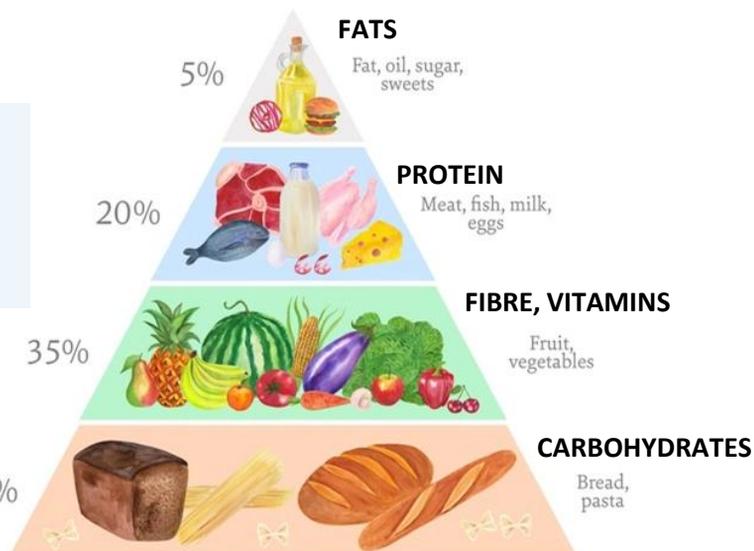
- Observe the poster on 'Food Poisoning', a common disease caused by bacteria.
- Research or recall when you or someone else suffered from it.
- What are 3 things you can do to make yourself feel better when you have food poisoning?
(Eg: drink more water)

2. Discuss with your peers:

- How does food impact our health?
- How can you identify if food is spoilt or not fit for eating?

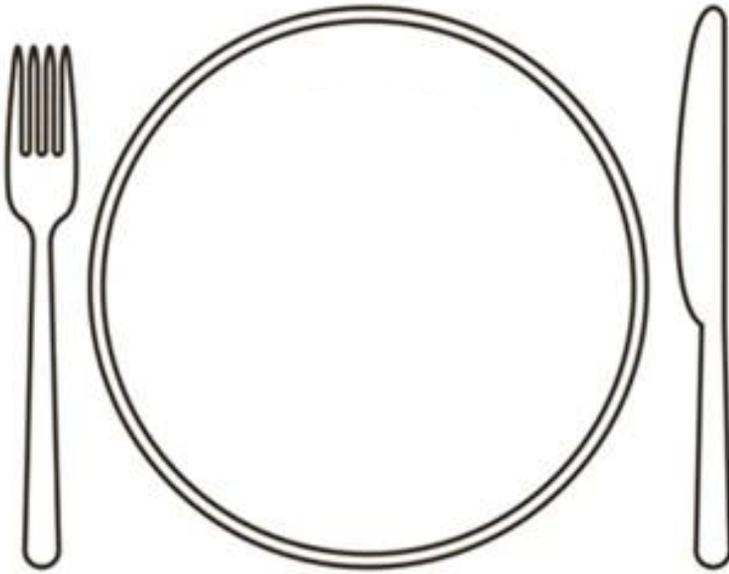
3. The pyramid shows what a healthy meal consists of.

Make your own 'healthy food' pyramid and draw your favourite food items in each category.



- Which foods are most healthy?
- Which ones are least healthy?
- What % of each of these should we have? Why?

- Put together a healthy meal for lunch or dinner. Explain to a partner why you think it is healthy. Identify the food group (*carbohydrates, fats, etc.*), count the total no. of items and mention the % of each food group.



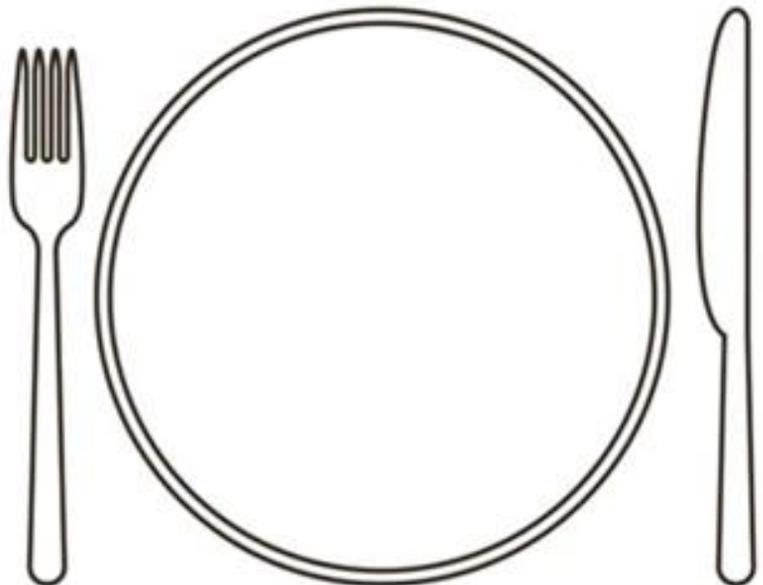
- Do they think it is tasty?
- Discuss how you can alter the recipe to make it tastier?

Chef's Special

Write your own recipe for a yummy, healthy, dish!

- Now, draw an unhealthy meal. Exchange it with your partner.

- What makes the meal unhealthy?
- Find the percentage of each food group and compare it with the healthy meal.
- How can you make the meal healthier, but still tasty? (Eg: *Grill instead of fry to reduce fats*)



Health and Well-Being

- How can diseases spread through unclean surroundings?
- Observe the images below. For each, share two ways you can maintain a clean and healthy lifestyle.
 - *What are some reasons people would not follow your suggestions?*
 - *Convince a partner why it is good for them. Were they convinced?*

Example:
Brush your teeth daily.
Wash your mouth after having food.



Oral Hygiene



Bathing Ritual



Hair Care



Foot Hygiene



Toileting Hygiene



Hand Hygiene



Coughing and Sneezing Hygiene



Home Hygiene

- As shown in the table below, list and track 5 habits you want to build for better hygiene.

Add a ✓ or ✗ to track your progress

Habit	When will I do it?	Week 1	Week 2	Week 3	Week 4
Brush my teeth 2 times a day	Morning and Night	✓	✓	✗ missed 2 days	✓

4. Look at the equation below and discuss the following questions:



Discuss with your peers:

- Does 'health' only mean physical health? Why/Why not?
- What does a 'healthy mind' mean to you?
- Do you think you have a healthy body and a healthy mind? Explain.

5. Discuss some ways in which you can be physically fit. Which of these do you already follow? Which ones do you not?
6. Enact the following scenarios to show what happens to your mental well-being when you are:

- *Not getting enough sleep*
- *Not having social connections or friends*
- *Bottling up emotions and not expressing them in a healthy way.*
- *Eating too much junk food and feeling lazy/tired.*

What do you understand about the factors that affect your mental wellbeing? What can one do to maintain good mental health?



GET WELL SOON

- Think about a friend or a family member going through a difficult time. This can even be yourself!
- Write a letter to them (or yourself) encouraging them to get well soon.
- Decorate your letter with flowers and smileys!



Dear _____,

Health and Well-Being

Become A Doctor

Doctors are trained to keep people healthy and to heal the sick. They save lives!

1. Between you and a partner, choose who will be the doctor and the patient.
2. Enact one of the following scenes:



- Patient is suffering from common cold.
- Patient thinks they have COVID 19.
- Patient has a bad case of food poisoning (loose motions).
- Patient is experiencing bad moods and is feeling low.

OR Create your own scenario!

3. There are many parts to a doctor's job:



- Observing the **symptoms** of a disease.
- Identify the possible **causes** of the disease.
- Decide on a **treatment**.
- Predict **when** the patient will feel better.
- Provide steps to **prevent** illnesses.

Ensure all the steps are being followed while you role-play. The patients must explain their situation crisply and clearly.

4. Observers can share feedback to the doctor and the patient. *(Did they explain the symptoms correctly? Was the treatment right? Will the patient recover? Were they respectful in their tone?, etc.)*
5. Verify your answers by researching or asking an adult.

When a person is injured or is not feeling well, it is important for us to know what to do as an immediate response. Always call an adult in such situations. If it is a serious case, call your local Emergency Number to alert the police or medical emergency services.

Note down the **Emergency Number** and stick it on the wall.

Enact the situations below. Ask a partner to show what they would do as a first responder. Others must say if the response was effective. If it was not, what would they do differently? Repeat the same activity to show things NOT to do as a first responder for each scenario.

If someone has a bad bleed...



Press on the bleed tightly, with cloth.

If someone is choking...



- Hit their back firmly up to 5 times.
- Check their mouth
- If the object doesn't come out, call an adult.

If someone has an allergic reaction...



- Keep away from the cause of the allergy.
- Make them sit and give them their medication.

If someone is unresponsive and breathing...



- Turn them on their side.
- Tip their head back.
- Call an adult.

If someone is having an asthma attack...



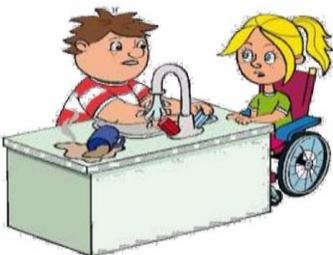
Make them sit and make them use their inhaler.

If someone has a broken bone...



- Do not move the broken bone.
- Call for an adult.

If someone has a burn...



Cool the burn under running water for 10 minutes.

If someone has a nose bleed...



- Sit up straight
- Lean head forward
- Pinch the soft part of the nose for 10 minutes.

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 4 Overview



Project

Act it Out

Become an actor over the week and do these activities!

Story Time

Read a story about a singer with stage fright!

5

Invitation Card

Design invitation cards for your play!

4

Voice Box

Practise deep breathing through sounds.

3

Cause and Effect

Explore the cause and effect of different events around you.

1

2

3D Shapes

Explore and create 3D Shapes. Use this concept to make your own props!

Materials Needed

- Paper
- Pen/Pencil
- Dough / Clay
- Small Sticks / Toothpicks



Act it Out

How can drama communicate an idea?

- What are some words that come to your mind when you think of 'drama'?

A drama is a story that is told through dialogues between characters.



- How is drama different from reading a story?
- Which one do you think is better? Why?

Imitation Game

1. Act like a friend **without talking**.
2. Others must guess who it is and earn 1 point for a correct guess.



After 1 round, act like a person by adding dialogues (*what they say often*).

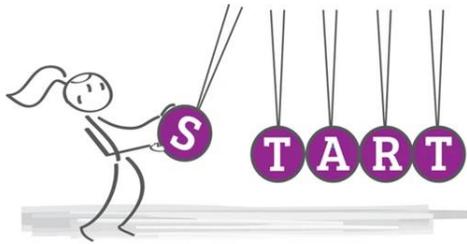
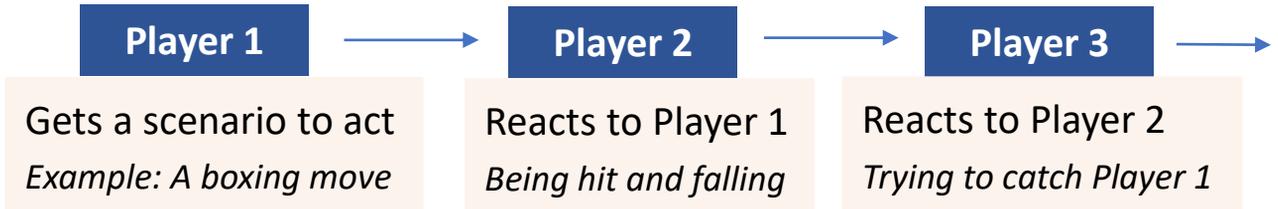
Imitate their voice too!



1. In what ways can we communicate?
2. What difference did it make when you used voice and dialogues?

Freeze Activity

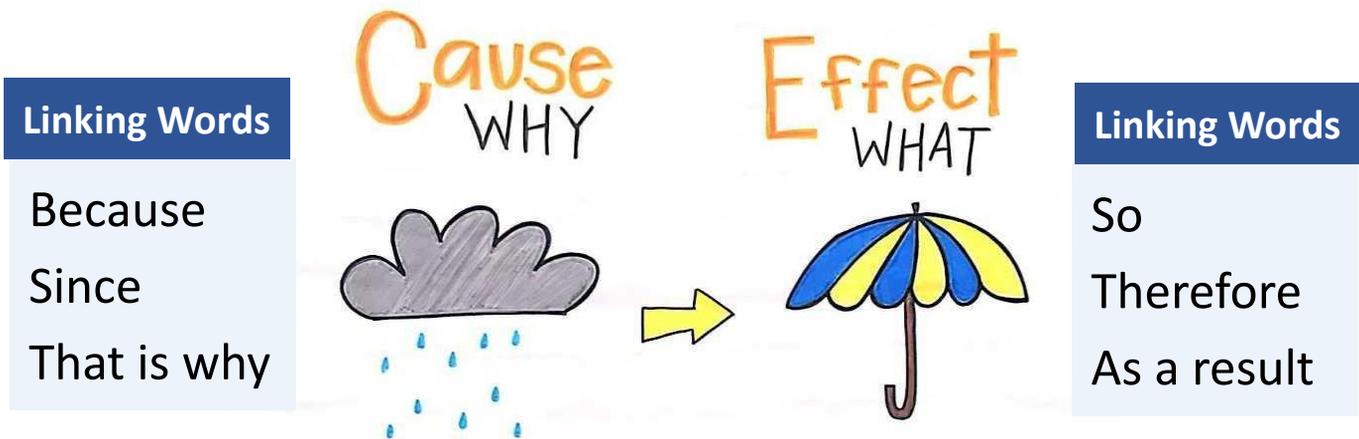
Actors stand in a line and act/react to each other as shown:



The game ends when all the players have acted. Then, you can unfreeze and act out a new scenario.

Cause And Effect

Every event in a story or the world around us has a reason why it happens (cause) and a result of it (effect).



List 5 events that happen around you. For each event, write its cause and effect.

Act it Out



- Think of a story you want to enact.
- Note the beginning, middle, and end.
- Explore the cause and effect of different events in your story.

How do actors know what to say and how to act on stage?

Write the script for your play as dialogues between characters.

Narrators give the audience additional information.

Stage Directions are instructions for the team and the actors.

*Open Curtain. Enter Sara. Enter Ali.
Sara and Ali talk to each other while walking in.*

Narrator: *It was a bright summer morning in 2008. Ali and his sister, Sara, were discussing how they should spend their holidays at home.*

Sara: *We could build a tree house! Or make new games! Or go to our grandparents' place!*

Ali: *(Sad) I just want to stay alone, Sara.*

Sara: *(Holding his hand) Are you alright, Ali?*

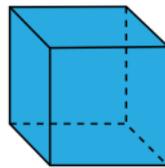
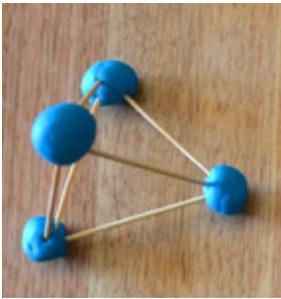
You can also write the emotions or actions with which the dialogues should be delivered.

3D Shapes

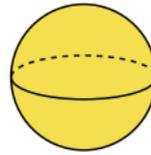
Minimum 2 players

- A player says a 3D shape.
- Use dough/clay and small sticks to create the shape.
- The player to finish the model first, earns 1 point.

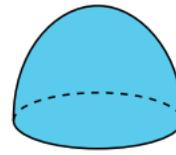
Identify the number of faces, sides and vertices for each shape.



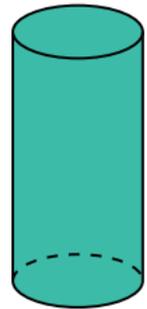
CUBE



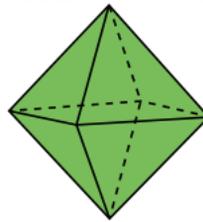
SPHERE



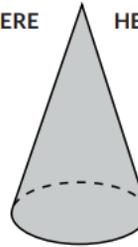
HEMISPHERE



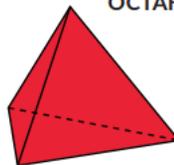
CYLINDER



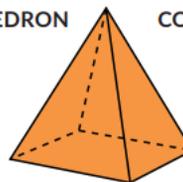
OCTAHEDRON



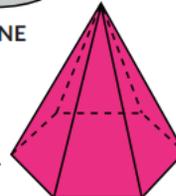
CONE



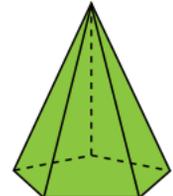
TRIANGULAR PYRAMID



RECTANGULAR PYRAMID



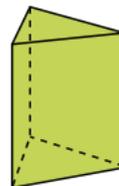
HEXAGONAL PYRAMID



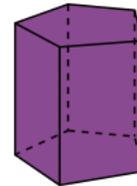
PENTAGONAL PYRAMID



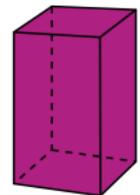
HEXAGONAL PRISM



TRIANGULAR PRISM



PENTAGONAL PRISM



QUADRANGULAR PRISM

Who won the most points? They win the game!



You can use these shapes to create the objects used in your play, called **props**.

Act it Out

Speaking with Emotions

Say each sentence with the given emotions and notice how different it is. **Do not use hand actions.**

- Can you help me out?
- I completed my work today.
- I have to tell you something.



excited



scared



happy



sad



confused



annoyed



surprised

Think of 2 to 3 scenarios. Below are some examples:

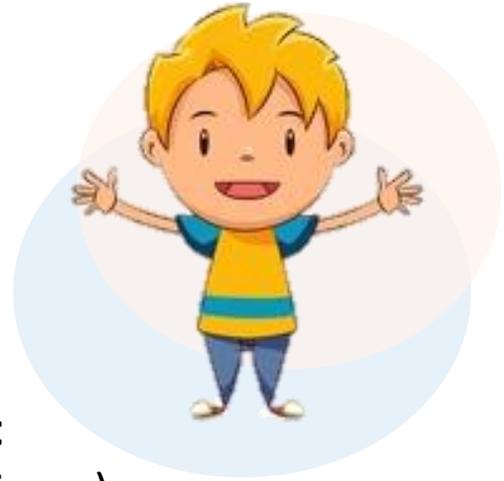
- *Teacher asking a student why the homework wasn't done.*
- *Doctor examining a patient.*
- *Talk show host interviewing a famous actor.*

Enact these scenarios with a friend with these different emotions:
bored, fearful, energetic, angry

- How does your body language change with different emotions?
- Do our emotions affect the way we speak? How?
- Add the emotions for different dialogues to the script.

Voice Box

Stand with your feet slightly apart.
Close your eyes.



- Breathe in. As you breath out, say:
Aaaaaaaaaaaaaaaaaa (Repeat 3 times)
- Breathe in. As you breath out, say:
Oooooooooooooooooo (Repeat 3 times)
- Breathe in. As you breath out, say:
Mmmmmmmmmmm (Repeat 3 times)

You can also try saying these sounds loudly and softly.

How do you feel after doing this activity?

happy

bored

Something else

sad

angry

I don't know!

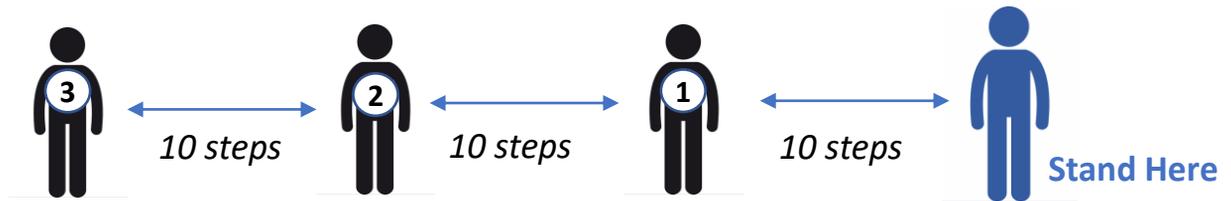
peaceful

calm

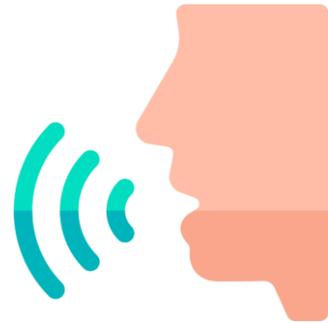
fresh

Act it Out

Voice Exercises



- **Speak only so that Person 1 can hear you.**
Then, Person 2 and Person 3.
- **Pretend you are sharing a secret.**
Person 3 should be able to hear you.
- **Say something angrily.**
Person 1 should not feel like you are shouting.



Practise Time

1. Decide who will play the characters in your script.
2. Practise delivering the dialogues with appropriate voice qualities, emotions and actions.

Sound as Gesture

Imitate the sounds below only with your voice. Others guess them.

- | | | |
|----------------------|-------------------|------------------|
| • bite | • chop wood | • dripping water |
| • overturn a chair | • sweep the floor | • fruit seller |
| • a pair of scissors | • suspense | • moving car |

What are we able to understand just with sound?

Add sounds, music, or songs to your play to make it more interesting.

Invitation Card

Design an invitation card to invite your friends to watch your play.

What are some key details an invitation should have?



INVITATION

Dear Mr. Smith,

You are invited to watch the play
'Sara and Ali's Adventure'
on Thursday, 26th January 2022.

Time: 5:00 pm to 6:00 pm

*Venue: House 12, Hills Compound,
 Atlas Street, Doha – Qatar*

We look forward to your presence.

Regards,
 Momina R.
 (Mob:3766621)

Title

Name

Play

Date

Time

Venue

Closing

Your Details

You can also add additional details.

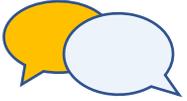
Decorate and distribute the invitation cards to the invitees.

Act it Out

Preparation Needed:



Select the costumes.



Practise the dialogues with emotions.



Add some background music.



Keep the set and the props ready.

Presenting the Play

1. Present the play in front of the audience.
2. Once done, collect feedback from them:

Did they enjoy the play?

What are 2 things that went well?

What could be improved?



Think:

What can drama communicate an idea?

Stage Fright

Written by Yamini Vijayan

Dana loves singing more than anything else in the whole wide world. When she sings, she is filled with the most marvellous feeling in the world.

She sang in the bathroom.

And on the roof.

She sang to the hills.

And to the moon.

She sang like a lion. And like a bee.

She sang through rain. And through heat.



One day, when Dana sang, Ben's eyes lit up. "I have an amazing idea!" he said. Ben is Dana's best friend, and he was always bursting with ideas. Some were terrific. And some were terrible.

"You should sing on Annual Day!" said Ben. "What a terrible idea!" said Dana. "Why not! You love to sing." Dana hadn't told Ben about the only time she got on stage and nearly fainted with fear.



"I...I can't sing in front of so many people. I don't even sing in front of Ma and Pa!" exclaimed Dana.

"You do sing around me! All you need is a little practice, Dana." said Ben.

"What if Mahi and Paras laugh at me?"

Ben said, "If they do, it just makes them silly and mean. You're an amazing singer."

Stage Fright

The very thought of singing in front of a crowd filled her stomach with butterflies. Dana was excited and terrified at the same time, but she loved singing so much! So, she decided to give it a try. So, Dana practiced diligently for days. She trained her voice to be the best it can be!

Everyone was excited about Dana's big day. They gave her advice:



"Take loooooong and deep breaths before you sing."

"Give the audience your widest smile. Just be yourself."

"Throw a broken plate at the door and eat 12 grapes. For luck!"

The day before her performance, Dana even held a special rehearsal. It was a roaring success!

Finally, it was the Annual Day. When it was her turn to sing, her tongue felt rubbery. The stage is too big! The lights are too bright! There are too many people in the audience! Dana's throat tightened, and her hands were clammy.

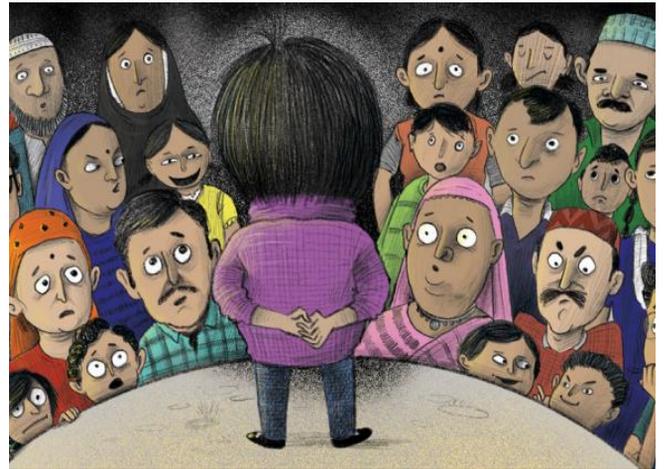


Stage Fright

She remembered to smile at the audience. When she began to sing, out came a whisper. It was as if someone had swallowed her voice! Dana took a long and deep breath and tried again...

And out came a SQUEAK!

There was a loud gasp from the audience. Dana's heart pounded loudly. Thud! Thud! Thud! Her head started to spin.



That's when she saw Ben, waving wildly at her. She was so glad to see him. So, she tried again.

At first, the song came softly. Although her voice was shaky, it sounded somewhat right. Then slowly, the music flowed out of her, smooth and strong and melodic. It did not matter that the stage was too big. Or that the lights were too bright. Or even that the audience had a LOT of people. Dana let her voice go wild and free. And as she did, she was filled with the most marvellous feeling in the world.

1. Have you or someone you know experienced stage fright? Why do you think it happens?
2. What does the phrase "butterflies in my stomach" mean?
3. Imagine you are Dana. Write a diary entry before your performance in the Annual Day showing how you feel.

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

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Pg. 14, 15, 16: The Mystery of the Magical Encyclopedia (English), written by Aabha Sardesai, illustrated by Abin Shrestha, Maddienelson4, Rijuta Ghate, Sahitya Rani, Wiehan de Jager, Re-levelled by EAA, published by Pratham Books (© Pratham Books, 2006) under a CC BY 4.0 license on StoryWeaver.

Pg. 39, 49: These activities have been designed by Dream A Dream, India.

Pg. 53, 54, 55: Stage Fright (English), written by Yamini Vijayan, illustrated by Somesh Kumar, supported by CISCO, published by Pratham Books (© Pratham Books, 2006) under a CC BY 4.0 license on StoryWeaver.

