Child to Child was established in the 1978 as a pioneer of the children’s participation movement. The Child to Child approach is based on a recognition of children’s agency, and the role that they can play in informing as well as implementing development policy and programming. Getting Ready for School was a flagship early childhood development programme first funded by UNICEF and piloted in six countries from 2007-10: Bangladesh, China, Democratic Republic of Congo, Ethiopia, Tajikistan and Yemen. Based on the learning from the pilot, the model was later adapted for post-disaster contexts in Asia and Africa.

Many of the ideas in this guide were adapted from Getting Ready for School: Fun Activities for Caregivers and Children. Hayes, K. Landers, C. and Dombro, A., International Step by Step Association (ISSA), Budapest, Hungary, 2006. The original materials were developed by Gulzar Kanji and Cassie Landers. We acknowledge the contribution of CtC consultants especially Christiana Brown and Sonal Zaveri in developing supplementary materials. The work on revising and condensing materials for this version was done by Madeeha Ansari, review by Susan Durston and layout by Anita Mangan.

May 2020
This is the second of three booklets of Getting Ready for School materials, created for wider dissemination, adaptation and use.

It is part of a commitment to the founders’ ethos of sharing resources copyright-free, and creating an enduring legacy.

GETTING READY FOR SCHOOL COMBINED CONTENT CONTAINS THE FOLLOWING MATERIALS:

1. A GETTING READY FOR SCHOOL STRATEGIC FRAMEWORK explaining how the programme can be delivered as an intervention, including ideas for evaluation.

2. THREE GRS BOOKLETS containing an introduction and five activity sets, for teachers and Young Facilitators to use.

3. A YOUNG LEARNERS’ ACTIVITY PACK full of colourful storybooks and interesting activities.

KEY ABBREVIATIONS
YF: YOUNG FACILITATOR
YL: YOUNG LEARNER
BOOKLET 2 CONTENTS:

ACTIVITY SET 2........................................................................................................4

ACTIVITY SET 3.......................................................................................................32

APPENDIX: YOUNG FACILITATORS’
WEEKLY REFLECTION TOOL........................................................................58
SET 2
TALKING ABOUT PICTURES:
WHERE IS THE MOUSE?
## SET 2

**TALKING ABOUT PICTURES: WHERE IS THE MOUSE?**

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>READING PICTURES: THE MOUSE FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 2</td>
<td>WRITING AND RHYMING</td>
</tr>
<tr>
<td>SESSION 3</td>
<td>NUMBERS 1–10: MATCHING DOTS TO NUMBERS</td>
</tr>
<tr>
<td>SESSION 4</td>
<td>MORE HUNGRY MICE</td>
</tr>
<tr>
<td>SESSION 5</td>
<td>RETELLING THE STORY</td>
</tr>
<tr>
<td>SESSION 6</td>
<td>FUN WITH SHAPES AND COLOURS</td>
</tr>
<tr>
<td>SESSION 7</td>
<td>REVIEW: SHOW AND TELL</td>
</tr>
</tbody>
</table>
SESSION 1

READING PICTURES: THE MOUSE FAMILY

PREPARATION

Learning Objectives

• Telling stories from a series of pictures
• Predicting what will happen next
• Creating different endings
• Learning about the beginning, the middle and the end of stories
• Retelling stories using own words and ideas
• Talking about feelings

Materials needed

• Crayons
• Pencils
• Mouse Family picture book

Warm up

You can begin with a local game or a song the children are familiar with.

Review

Encourage the children to talk about their experiences from the previous week (Activity Set 1). Recollect some of the songs they learnt and can sing together for pleasure.
1. Reading pictures

- Find the picture story of the Mouse Family.
- Look at the pictures together. Talk about each one. Help the Young Learners make up stories about what they see.
- Here are some questions you can ask to get started:
  - Who is in the mouse hole?
  - Why does the big mouse look out of the hole?
  - What does the mouse bring back to the hole?
  - Why does the cat reach into the mouse hole?
  - How do the mice feel as they eat the cheese?
2. Tell the story again

- Look at the pictures again. Let the Young Learners retell the story using their own words.
- What happened first?
- What happened next?
- What does the big mouse say?
- What does the cat say?
- How did the story end?

Listen carefully as they describe what they see in each of the pictures. Help them think about how the mouse solved its problem.

Stories are also a good way to talk about feelings. How did the mouse feel? How did the cat feel?

Learning together at home

- Share stories with friends and family
- Look at pictures and review sentences at the bottom of the pictures
- Sing the rhyme together
THE MOUSE FAMILY

The Mouse Family
SESSION 2

WRITING AND RHYMING

PREPARATION

Learning Objectives

• Remembering and retelling stories
• Understanding that writing is a way of communicating
• Recognizing sentences as groups of words
• Learning new rhyme
• Listening for matching sounds in rhymes

Materials needed

• Crayons
• Pencils
• Mouse Family book
• Mouse Family rhyme card

Warm up

Sit in a circle and pass a bean bag round. When you say ‘stop’, the child holding the bean bag chooses a song or a rhyme for singing together.

Review

Ask children to tell you what they did at home. Let them tell you other stories if they know of any. You too can share other stories with the children.
1. **Writing in my Mouse Family book**

- Look together again at the Mouse Family book.
- Ask the Young Learners to tell you something about each picture. Listen to what each Young Learner says. Using their words, write a very simple sentence, ‘This is a mouse family’.
- Let the YLs look at the pictures and the sentences. Listen as each one tells you the story again – or ask each YL to address a different picture and add on. The story might be a little different each time. Have fun!
2. Fun with rhymes

Find the mouse rhyme. It is an action rhyme. When you sing this rhyme, lift your hand up and show the right number of fingers. For example, show two fingers when you say 2, and show five fingers and 1 when you say 6.

Look together at the Mouse Family rhyme. You can read it to the YLs several times. It helps to read very slowly and carefully. Help them to listen to all the sounds of the words.

• Repeat it again and let the YLs join you.
• Talk about the rhyme. You can ask, ‘What is happening in this rhyme?’
• What happens to the mouse?
• Did any of the words sound alike? (Five, alive; go, so). Help to find and listen to all the words that sound the same.
• Has either of you ever been bitten by something? What did it feel like?

Learning together at home

• Help the child to share their Mouse story with friends and family.
• Read the child’s sentences at the bottom of the pictures.
• Sing the rhyme together.
One, two, three, four, five,
Once I caught a mouse alive.

Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.

Which finger did it bite?
The little finger on the right!

Ouch! Pain. Ouch! Pain.
I won't catch a mouse again!

NB: This rhyme can be translated to the local language. Have fun with it!
SESSION 3

MATCHING DOTS TO NUMBERS

PREPARATION

**Learning Objectives**

- Counting numbers 1–10
- Sequencing numbers 1–10
- Matching objects to numbers
- Using words to compare objects (more, less)
- Learning rhyming words

**Materials needed**

- Mouse Family rhyme
- Mouse Family book
- Number and dot cards 1 to 5 and 6 to 10
- Scissors

**Warm up and review**

Remind children of the last rhyme about the Mouse Family and counting to 10. Let them sing and act it together. Tell them the Mouse Family story again. Find the rhyming words.
1. Matching number and dot cards

- Do you remember the number and dot activity we did a few weeks ago? Help the Young Learners to find their number and dot cards again.
- Shuffle the number cards and place them face down in a pile.
- Place the dot cards face up in a row.
- Now take 10 bottle tops or pebbles each. (Help them count.)
- Now lift the top number from the pile, find a matching dot card. For example, the YL picks a card with six dots. Say: put six pebbles on the dot card.
- Keep playing until all the cards have been used.

If the YLs finds this difficult, play this game using only the number and dot cards from 1–5. You can add more numbers when each one is ready.
2. Ordering numbers 1–10

• Mix up the number cards. Ask the YLs to put them in order from 1–10.
• For each number place the right number of objects next to the number. (For example, one object for 1, two objects for 2.)
• Look at the pattern of the objects. Ask the YL to point to the number with the most objects. Can you point to the number with the fewest?

Learning together at home

• Play the dot game many times with friends. Can you and your friend think of any other ways to play the game?
• Sing the Mouse Family rhyme again. Can parents and children make up another silly rhyme?
SESSION 4
MORE HUNGRY MICE

PREPARATION

Learning Objectives
• Telling a story from a sequence of pictures
• Predicting endings
• Developing hand and eye coordination by colouring pictures
• Developing creativity and imagination
• Caring and understanding the feelings and needs of others

Materials needed
• Bottle tops/beans/pebbles
• Crayons
• Pencil
• Picture
• Cards with Mouse Family story

Warm up
You can begin today’s activities by asking the children to suggest a game or a song.

Review
Ask children about the number game they played last week at the club and at home. Ask them to show you 5 objects, 2 objects, etc and see if they can match the objects with the numbers. Can they make groups of 2 out of 6 pebbles for example, or 4 pebbles or 8 pebbles? How many groups of 2 in 4? In 6? In 8? Give support.
YOUNG FACILITATOR ACTIVITIES

1. MOUSE FAMILY - READING PICTURES AND TELLING STORIES

2. RETELLING STORIES - USING CRAYONS TO COLOUR THE STORY

1. Reading pictures and telling stories

- Look together at the pictures of the Mouse Family and a nut. Ask: Do you think this is the same mouse family we saw in the other session? Why or why not?
- Help the Young Learners to look at the pictures and make up a story. Here are some questions that will help to get him started.
  
  Where are the mice in this story?
  What does the little mouse find?
  How do you think he feels when he finds the nut?
  What do you think the mice are going to do with the nut?
2. My Mouse Book

• Ask the YL to tell you the story again in his/her own words. You might help by asking?
  • What happened next?
  • How did the story end?

• Let the child choose any favourite colours to colour the pictures. You can demonstrate how to fold it into a book. It will be very beautiful.

Learning together at home

• Ask the YL to share the book with friends and family.
• Ask, Do you have a title for your mouse story? What is it?
• Talk together about sharing. How does sharing something with a friend make you feel?
THE MOUSE FAMILY
IN THE COUNTRYSIDE

The Mouse Family
In the Countryside
SESSION 5

RETELLING THE STORY

PREPARATION

Learning Objectives
- Learning about the beginning, middle and end of stories
- Expressing ideas and creating simple sentences
- Recognizing sounds of new words
- Adding words to word book
- Showing creativity and imagination through drawings

Materials needed
- Mouse Family story book
- word book
- Pencils
- Crayons

Warm up
You can begin with a physical activity such as asking the children to curl up and make themselves as small as a mouse, stretch up and make themselves as tall as a tree, stretch their arms wide and make a shape like a wide river, etc.

Review
Talk about what you did at home with the story? What title did you think of for the story? Do you know any other Mouse Family stories? Let them tell you more about their experiences. Who can tell everyone the Mouse Family rhyme we learnt?
1. TELLING STORIES: THE MOUSE FAMILY

2. NEW WORDS

1. Telling Stories: The Mouse Family

- Tell the Young Learners: Take your book out and write the title. Help write the title they have chosen.
- You can draw a picture under the title and colour it.
- Can you retell the story by looking at the pictures?
- Can you think of a different ending?
- Together, think of a sentence for each picture. Under each picture, write down the sentence the Young Learner tells you.
2. New Words

- Let’s look at the word book. Choose some words from your story. Add these to the word book. Help the Young Learners to say the first letter of each word. Where does it go? (Mouse on the page with the letter M.)
- You can select some words from the rhyme and add them to your word book.
- You can also add names of your friends in the word book.

Learning together at home

- Share your new book with your friends and family.
- Draw more pictures together at the back of the book and colour them.
- Sing the Mouse Family rhyme together.
SESSION 6

FUN WITH SHAPES AND COLOURS

PREPARATION

Learning Objectives
- Recognizing and naming different shapes
- Describing and comparing shapes
- Identifying different shapes in the environment
- Matching and sorting shapes according to properties
- Using scissors and developing hand and eye coordination

Materials needed
- A coloured card with 9 shapes
- 3 circles, 3 triangles, 3 squares
- Hoop picture card
- Scissors

Warm up
You can ask the children to suggest a fun activity as a starter.

Review
Ask the children to show you the pictures they drew at home, if any. Did they share your story and the rhyme with friends? What did they say?
1. SHAPES ALL AROUND US
2. WHAT BELONGS? WHAT DOES NOT?

1. Shapes all around us
- Find the cards with the shapes. Help the Young Learners to cut out each shape. When you have finished you should have nine cards.
- Let’s play a game about shapes and colours.
- Ask the YLs to choose a shape card. What shape is this? What colour is it? Can you find any things in the room that have this shape? What other things have this shape?
2. What belongs? What does not?

- Ask: Can you find all the red shapes? Let’s put all the red shapes in one hoop. How many are there?
- Can you find all the blue shapes? Let’s put all the blue shapes in the other hoop. How many are there?
- Can you find all the yellow shapes? Let’s put all the yellow shapes in the third hoop. How many are there?
- Let’s count all the shapes. How many do we have?
- Try sorting the shapes in another way. For example, put all the circles together. Let’s try.
- Play the game again. This time sort them by shape. Put all the triangles in one hoop, squares in another and circles in the third.

Learning together at home

- Play the sorting game with your friends at home.
- Look around you. Help your child to find objects of different shapes, (round plates, square windows).
- Talk about all the things you did together in the last few weeks. Ask your child which one he or she liked the best.
SESSION 7

REVIEW: SHOW AND TELL

PREPARATION

- What have children learnt?
- Reviewing past activities
- Reinforcing newly-learnt skills and knowledge
- Participating in group discussions
- Ability to make choices and plan presentation
- Building pride and self esteem in completing tasks

Materials needed

- Children’s folders
- Pencils
- Crayons
- Mouse book

Warm up

Let children select any local songs known to them and share these with the group or play a game called ‘Teacher says . . .’ For example, if the instructions are ‘Teacher says, “Jump”’, all the children jump; but if the instructions are ‘Jump’, they must remain still or they are out of the game. It is a listening game and great fun.

Review

Remind them that this is a Show and Tell session and that they are to select activities they want to show or act out.
1. MY FAVOURITE ACTIVITY: REVIEW AND PREPARE AN ACTIVITY TO SHOW THE GROUP

2. SHOW AND TELL: PRESENT THE ACTIVITY

1. My favourite activity

- Say: Let's think about all the fun activities we did these last few weeks.
- Look at the folder together. Remember the Mouse Family stories, the rhymes, the activities to do with numbers and shapes, and the word book.
- Ask: What number game did you like the most? What was your favourite story?
- Ask the Young Learners what they would like to show the other children. Help them think about how they would like to present what you did together. For example, talk about the title of your story or new words that rhyme. You can show your favourite picture or even sing a silly rhyme.

2. Show and Tell

- Sit in a big circle. You and the YLs can tell the group something special about your work together. Make sure you have fun. Who can laugh the most?
SET 3
LOOKING AND LISTENING: LEARNING WITH LARRY
SET 3
LOOKING AND LISTENING: LEARNING WITH LARRY

SESSION 1  WHAT HAPPENS TO LARRY?
SESSION 2  BANANAS, BERRIES AND BEANS
SESSION 3  MAKING GROUPS, SAME AND DIFFERENT
SESSION 4  THE WORLD AROUND US: STOP, LOOK AND LISTEN
SESSION 5  GETTING TO SCHOOL: PICTURE MAP
SESSION 6  HOW MUCH DOES THIS HOLD?
SESSION 7  REVIEW: SHOW AND TELL
SESSION 1

WHAT HAPPENS TO LARRY?

TEACHER PREPARATION

Learning Objectives

• Enjoys listening to and discussing the story
• Drawing pictures based on stories
• Expressing thoughts and ideas about the story
• Following printed words as they are read aloud

Materials needed

• Larry the Locust story book

Warm up

Begin by playing the movement game by getting the children to stand in a circle and asking them to do actions according to your instructions. For example, if you say, ‘clap’ they should not clap unless you say, ‘Teacher says, “clap”’. Eliminate the children who do not carry out instructions as given. Alternatively, ask one of the children what action or activity they want to start with.

Review

Ask the children about the previous week’s Show and Tell session and what they enjoyed most about it and what they learnt from it.

NB: See if the Larry the Locust story can be localised, for example with local fruit options.
1. Let’s read

- Before you read the story of Larry the Locust spend some time talking together about the cover. What do you think this story is about? Look at some of the pictures and let the Young Learners tell you what they see.

- Read the story together. As you read, let the YL ask questions or make comments. You can read it again. Run your finger along the words as you read them. Children love to follow and look at the words.

- Try asking some questions about the story. Here are some suggestions:
  - What did you like about the story?
  - How does the story begin?
  - What happened when Larry ate too much?
  - How did the story end?
2. **Group reading**

- Read the story again, this time with all the children sitting in a circle.
- Make the story come alive using your voice and body as you read. Talk about what Larry ate on different days. (You can make and show pictures of the different foods to help remind the children.)
- Ask, Why did Larry eat so much?
- What did you learn from Larry?

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**Learning together at home**

- Read the book together at home again. Look at the pictures and help your child to talk about what she sees. Can you make up a silly story about Larry?
- Help children to draw some pictures about your new story.
PREPARATION

Learning Objectives

- Retelling and talking about the story
- Listening to and recognizing the beginning sounds of words
- Learning the days of the week rhyme
- Acting out the actions in the rhyme
- Counting different food items
- Learning new words
- Remembering sequences
- Drawing pictures to illustrate the story

Materials needed

- Story books
- Days of the week cards
- Days of the week rhyme
- Scissors
- Cayons and pencils
- Word book

Warm up

Ask the children to select a local game known to them and which they enjoy, such as a local song or an action rhyme or a clapping game, and have fun with it.
**Review**

Ask them to tell you what they did at home with their story. Did their friends and family like the story? Why? (Listen to what they have to say, answer their questions and support their work.) Which words could they read from the book? (Let them indicate the words.)

**NB:** If you need to use local alternatives to, for instance, berries, go ahead.!
1. **What did Larry eat?**
   - Let’s read Larry the Locust. This time, help your child to look at the first letter of the words as you read them.
   - Let’s add some new words to your word book. How about the letter B. Can you find all the words that begin with the letter B?
   - Ask, ‘What is your favourite food in the story? What letter does it begin with? Let’s add that word to your word book’. Can you find any other words that begin with this letter?’

2. **How much did Larry eat?**
   - Collect pebbles or bottle caps to help you count all the things that Larry ate. You can also draw a picture of each thing Larry ate. Use the pictures to help you add what Larry ate. For example, practise counting $1+2+3=6$ for all the things Larry ate on Monday, Tuesday and Wednesday.

3. **Days of the week rhyme**
   - Let’s learn a rhyme about the days of the week. It goes like this . . . Would you like to hear it again?
   - This time let’s say it together and do the actions.
   - Find the card with the pictures and the days of the week. Help to cut out each picture.
   - We can play a memory game with these cards! Do this by mixing up your pictures and placing them in a line.
• Then, think of a day of the week and ask YLs to point to it. Can you remember what happens in the rhyme on Tuesday? If right, you can turn the picture over.
• When all the pictures are turned over, the game is finished.

![On Monday we wash](image)

![On Saturday we play](image)

Learning together at home

• Help your child to draw pictures of all the new words you added to your word book.
• Practise saying the days of the week. Talk about how many letters there are in Monday; in Tuesday. Which day has the most letters? Which day has the fewest number or letters?
• Find the page with seven blank boxes. Help your friend to draw pictures in the boxes, one picture for something she does on each day of the week.
On Thursday we fry
On Wednesday we iron
On Tuesday we dry
On Monday we wash
On Sunday we rest
On Saturday we play
On Friday we shop
The whole of the day
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Thursday</td>
<td>The whole of the day</td>
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<td>Wednesday</td>
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<tr>
<td>Saturday</td>
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<td>Friday</td>
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SESSION 3

MAKING GROUPS, SAME AND DIFFERENT

PREPARATION

Learning Objectives
• Using words to describe objects
• Grouping objects according to colour, size and shape
• Arranging objects by length
• Arranging objects by size

Materials needed
• Objects such as spoons
• Buttons
• Pebbles
• Twigs
• Leaves
• Feathers, etc.

Warm up
Pass a bean bag round and make the game faster and faster; then pass it to the next partner by bending and passing between the legs. How quickly can they do it?

Review
Ask them to tell you what they did at home during the week. They can show you the pictures they drew in the boxes for the days of the week. (Let children share their pictures and talk about them.) Ask them to name all the days of the week? How many letters in Monday? Tuesday? Which has the most letters? The fewest?
1. WHAT'S THE SAME?
2. LONG AND SHORT

1. What’s the same?

- Collect some small objects and bring them to the group. How many different objects do you have?
- Ask the Young Learners to sort the objects into groups. For example, all the buttons in one group, pebbles in another group.
- Ask each child to line up the objects by size or shape. For example, put all the pebbles in order from the lightest to the heaviest. Let the children talk about what they are doing.
2. Long and short

- Help your friends to cut five strips from old newspapers. Each one should be a different length.
- Ask them to put the strips of paper in order from the shortest to the longest.
- Ask: Can you change the order and start with the longest first?
- Find five leaves of different sizes. See if each child can arrange them from the shortest to the longest.

Learning together at home

- Find different objects at home which you can arrange according to size or length. Spoons, plates, seeds, flowers, leaves, are some ideas.
- Help your child to draw a picture of these objects in her word book.
SESSION 4

THE WORLD AROUND US: STOP, LOOK AND LISTEN

PREPARATION

Learning Objectives
• Talking about things we hear and see
• Comparing and contrasting objects
• Learning about road safety
• Understanding positions (in front, behind, next to)
• Drawing pictures of things around us

Materials needed
• Pencils
• Crayons
• Exercise book
• Blank card

Warm up
Ask each child to mime an action (such as drinking or eating or reading a book) and ask other children to guess what the activity is. Each child has a turn.

Review
Ask the children to tell you what activities they did at home? Ask them to tell you about the things they found at home which were of different sizes and lengths. (Let the children talk about the things they found, and also their drawings.) Talk about road safety rules in your school and how to apply them.
1. WHAT DO YOU SEE? WHAT DO YOU HEAR?

2. BEING SAFE

1. What do you see? What do you hear?
   - Ask the Young Learners to talk about some of the things they see while walking to the school.
   - Using their notebooks, make a list of all the things each child sees. They can draw pictures and you can write their names below the pictures.
   - Walk your friend home from the group. Watch, listen, and look carefully as you walk together. Be very quiet. What do you hear? Did you see anything new? Did you see anything that made you laugh?

2. Being safe
   This activity will help children learn how to be safe when walking to school. Talk about getting to the school today.
• Did you have to cross any roads? Have a discussion about the best way to get to the programme. Where are the safest places to cross the street?

• STOP, LOOK and LISTEN are three important safety rules. Find three blank cards. Write one rule on each of the 3 cards. Talk about each one. Remember being safe is being smart.

• Continue to talk about other ways to stay safe. Talk about crossing roads and paths, cars or animals or carts, holes in the ground, rubbish.

• Talk about some ways in which children can keep safe from strangers e.g. never going anywhere with them.

NB: Teachers and YFs can use this session to talk about child protection and safety measures relevant to their context.

Learning together at home

• Arrange a walk and talk about what you see

• Ask children to draw pictures of their home and the things around them there. Use these pictures to help children understand positions (in front of, behind, next to).
SESSION 5

GETTING TO SCHOOL: A PICTURE MAP

PREPARATION

Learning Objectives

• Drawing picture maps
• Talking about and remembering familiar landmarks
• Learning about road safety while walking to school

Materials needed

• Exercise book
• Pencil
• Crayons
• Map

Warm up

Select an activity of your choice or do a fun activity such as: stand in a circle and blindfold a child whilst others change their places. Now the blindfolded child has to feel a child and say who he/she is. The named child is then blindfolded and the process begins again.

Review

Ask the children to show you the picture of their house and all the things they have drawn around them at home. Ask them to tell you about the things. (Let children talk about their pictures and describe the things they have drawn.) Ask them to tell you how to cross paths and roads safely.
1. **Walking from school to home**

Today we are going to do something a little different. We will walk from school to your house and back again. Then we will draw a map or a picture of the way to get from home to school.

- Look out for important landmarks on the way. Landmarks are things of interest such as big trees, houses, church or a mosque or a temple. Let us see how many we can see. We can write them in our note books to help us remember.
- Do you remember our 3 safety rules? We can think about these too.
- Are you ready? Let’s go.
2. Drawing a picture map

- Talk together about the walk.
- What did we see first?
- How many roads did we cross? Where did we cross? Was it safe?
- Find the map in the folder. Look at it carefully. What landmarks do you see?
- Now let us try and draw our home to school map. Help to start by drawing the Young Learner’s house at one end and the school at the other. Then help to draw the route joining the two places with the landmarks all along the way.

Home Activities

- Children to share picture maps with friends and families and add more landmarks to maps.
- Talk about road safety with friends and families.
SESSION 6

HOW MUCH DOES THIS HOLD?

PREPARATION

Learning Objectives

- Understanding quantities
- Estimating how much different sized containers can hold
- Practising counting objects
- Associating quantities and written numerals in meaningful ways

Materials needed

A bowl or bucket full of water or sand; empty plastic bottles/yoghurt cups/ice cream cups/other containers if available; pebbles/bottle tops/other small objects.

Warm up

Ask a child to select a rhyme or a song from the previous week and say/sing it together.

Review

Who remembers what we did last week? (Let the children tell you about the map and the landmarks added to their maps with the help of the family. Ask about road safety rules.)
1. Filling, pouring and guessing

- For this activity, fill a big bottle with water. Show the Young Learners an empty plastic cup and ask:
- How many cups of water do you think this container will hold? (Let children guess the number and then fill the bottle).
- Was your guess close?
- Fill another container and try again. Repeat this activity using different containers.

2. Guess how many pebbles?

- Here is another game. Fill a cup with pebbles or small objects.
- How many pebbles or objects do you think will fit into this cup?
- Now count the pebbles or objects. How close was your guess?
- Try this activity again using other containers.

Learning together at home

- Children to make a guessing cup or a jar at home. They can fill it with small objects and ask friends and family members to guess the number of objects. Find out whose guess comes closest.
TEACHER PREPARATION

Review
- What did we learn?
- Review and reflect on the learning activities in this Set
- Talk about the activities children liked the most
- Identify the challenges and special learning needs of children in the group
- Select and share with the group a favourite drawing

Materials needed
- Children’s folders
- Word book
- Story books
- Children’s exercise books
- Counting materials

Warm up
Prepare a game from the previous weeks or ask a child to make a suggestion for a fun activity.

Review
Ask children if they played the game of guessing and filling a container with pebbles at home and ask about any other activity they did at home. Remind them that this is a review week and that they are going to do presentations of their chosen activities.
1. MY FAVOURITE PICTURE

2. SHOW AND TELL

1. My favourite picture

- Help children go through their folders and remember the activities done so far.
- Ask them to select one of their drawings that they would like to share with their friends and the teacher.
- Help them prepare what they would like to say about their picture. You too can talk about what you learned from this activity.

2. Show and tell

- Sit in a circle. Present your picture to the group.
- Tell the others why this picture was selected.

Learning together at home

- Show and tell your friends and family more activities from your folder.
- Keep the folder safe and clean for the following set of activities.
APPENDIX

YOUNG FACILITATORS’ WEEKLY REFLECTION

NAME OF SCHOOL

NAME OF TEACHER/S

NAME OF YOUNG FACILITATOR

SESSION TITLE / NO.

DATE

NO. OF YOUNG LEARNERS

PREPARATION

WHAT PLANNING DID YOU DO FOR THE SESSION?

HOW MUCH TIME DID YOU SPEND PREPARING?

DID YOU HAVE ANY NEW IDEAS TO ADD OR SHARE?
SESSION

WHAT DID THE YOUNG LEARNERS MOST ENJOY?

WAS THERE ANYTHING THAT WAS BORING, TOO DIFFICULT OR TOO EASY?

WHAT DID YOU MOST ENJOY?

WHAT DID YOU LEARN?

HOW CAN YOU MAKE THE SESSION BETTER NEXT TIME?

ANY OTHER COMMENTS?