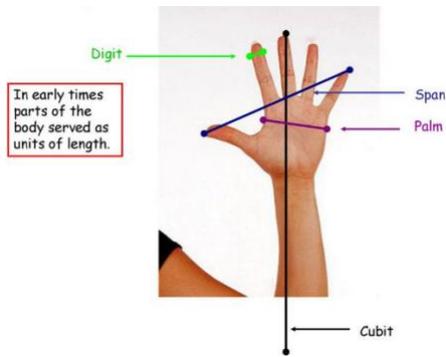


MY HOME IN MY UNIVERSE (ALL AGES)

Ages 4 to 7 (Level 1)

Description:	Learners will begin locating their place geographically in the larger world gradually zooming out from their home to the entire solar system to design a flip book
Leading question:	Can you draw your home in our universe?
Age group:	4-7 years
Subjects:	Geography, Literacy, Art and Design
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium Support
Resources required:	Paper, Pencil, Colours etc.

Day	Time	Activity and Description
1	30 minutes	<p>Learners will explore their place in this large universe</p> <p>Learners will begin day 1 with exploring their home and street</p> <p>Page 1: Learners will draw their home. Learners will cut out a small 10 cm by 10 cm piece of paper</p> <p><i>Tip: In the absence of a scale or ruler to measure the paper, we can use body parts for measurement. Each of the 8 pages has to be a little bigger than previous page. For example, learners can use their hand. The first paper can be the length of the base of their hand to the top of their little finger, the second can be up to the ring finger, the third can be up to the middle finger etc. For the next 5 pages they can use an adults' hand for the measurements etc.</i></p>  <p>In early times parts of the body served as units of length.</p> <p>Some prompts include: What does their home look like from the outside? Is it in a building? How many floors does it have? Which floor do they live on? How many</p>

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<https://forms.gle/LGAP9k17fMyJrKJN7>

	30 minutes	<p>people are in their home, can we draw them in the window or by the door? What colour is their home? Does it have steps? What does the door look like?</p> <p>Label page 1 and write a few lines on the page about your home: This is Insert Name's home, my home has x many people and y animals. Our building has x floors and we live on x floor or it is x in colour and shape.</p> <p>Literacy extension: Learners can describe their homes in more detail including the entry way to the home, describing it as a shape etc.</p> <p>Page 2: Learners will cut out a slightly larger piece of paper of 12 cm x 12 cm (or use body measurements as described above)</p> <p>Learners will draw the street or road the home is on. They must draw their home in the street when they draw the street.</p> <p>Some prompts include: What else is on that road? Are there other buildings or homes on the road? What do the other homes look like? What are the other obvious signs on the street including a bus stop? What else is on the road including a place of worship, a school, a park, a hospital etc.?</p> <p>Label page 2 and write a few lines about their street on the page including: This is (insert name)'s home that is on (insert name) street. My street has other places like xxx. Describe the street / road as crowded / busy / empty / green or any other adjective you chose etc.</p> <p>Literacy extension: Learners can describe their street in more details including with how people usually get to their street e.g. by bus / taxi / on foot etc. or talking about the defining factors of their street</p>
2	30 minutes	<p>Learners will now explore their area / village / city</p> <p>Tip: Depending on what is more appropriate they can draw an area within their city, the city itself or the village itself.</p> <p>Page 3: Learners will cut out a slightly larger piece of paper of 15 cm x 15 cm (or use body measurements as described above)</p> <p>Learners will draw the village or city their street is in. They must draw their home in the village / area / city when they draw it</p> <p>Some prompts include: How crowded is their city or village – if there are a lot of people please draw them? Are there any specific landmarks that are worth knowing e.g. a historical monument, a natural feature (a pond, river, hill, mountain, beach, park, desert), an important site etc.? What are learner's favourite spots in the city for example their school, playground, etc.</p>

	<p>30 minutes</p>	<p>Tip: Learners might not know the shape of the village or city and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the sites mentioned above</p> <p>Label page 3 and write a few lines about their city / village on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city or village. Describe what makes the city /village special (insert natural feature, important site, historical monument) and what you do to enjoy it e.g. There is a big blue pond called Rosh in my city and I love to go swimming in it in the summer.</p> <p>Tip: Learners should use words based on their level of writing and / or trace letters that their parents write</p> <p>Literacy extension: Learners can describe how far things are in the city, why people visit, how crowded it is and what most people do etc.</p> <p>Learners will now explore their state / district</p> <p>Tip: Depending on what is more appropriate they can draw the district or state</p> <p>Page 4: Learners will cut out a slightly larger piece of paper of 17 cm x 17 cm (or use body measurements as described above)</p> <p>Learners will draw the district or state their village/city is in. They must draw their home in the state / district when they draw it – their home should be on which side of the state their home is.</p> <p>Some prompts include: What are the key geographical or natural features (mountain range, hills, river, desert etc.). Are there other big cities / villages in this district/state that you can mark besides yours? Is there a particular crop that grows in this state – can you draw this? Is there some specific dress that people wear?</p> <p>Tip: Learners might not know the shape of the state/district and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the sites mentioned above</p> <p>Label page 4 and write a few lines about their state/district on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name)'s district/state. Write 1- 3 descriptive features of this state including your favourite food from this state, the language spoken or the clothes worn</p> <p>Tip: Learners should use words based on their level of writing and / or trace letters that their parents write</p>
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		Literacy extension: Learners can describe the state in more detail including what the main occupation is, what is the main crop is that is grown, why people visit, who the leader is etc.
3	30 mins	<p>Learners will now explore their country</p> <p>Page 5: Learners will cut out a slightly larger piece of paper of 20 cm x 20 cm (or use body measurements as described above)</p> <p>Learners will draw the country their state is in. They must draw their home in the state / district when they draw it depending on which side of the country they are.</p> <p>Some prompts include: How crowded is the country – if there are a lot of people please draw them? Is there some animal / flower / plant that is special in your country – can you draw this? Are there any specific national landmarks that are worth knowing e.g. a historical monument, a large natural feature (a pond, river, hill, mountain, beach, park, desert), an important site etc.? What is the national dress, crop, cuisine of your country – can you draw that?</p> <p>Tip: Learners might not know the shape of their country and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the state/district mentioned above</p> <p>Label page 5 and write a few lines about their country on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country. Describe 1 – 3 things that you think is unique or special about your country e.g. food, language, festival, national dress, dance, animal etc.</p> <p>Tip: Learners should use words based on their level of writing and / or trace letters that their parents write</p> <p>Literacy extension: Learners can describe more about their country including about the national leader, national flower, national flag (illustrate it), national anthem etc.</p>
	30 minutes	<p>Learners will now explore their continent</p> <p>Page 6: Learners will cut out a slightly larger piece of paper of 22 cm x 22 cm (or use body measurements as described above)</p> <p>Learners will draw the continent their country is in. They must draw their home in the continent when they draw it depending on which side of the continent they are.</p> <p>Some prompts include: Do you know any other countries in the same continent – can you mark and label these? Do you know anything about these other countries –</p>

		<p>e.g. what animals live there? Any major national monument? Is there any large natural feature in the continent including mountains, rivers, desert etc.</p> <p>Tip: Learners might not know the shape of their continent and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the country mentioned above</p> <p>Label page 6 and write a few lines about their continent on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country in (insert name) continent. Describe 1 – 3 things that you know about the continent e.g. some other countries, some natural feature, some historical feature, size of the continent compared to the other</p> <p>Tip: Learners should use words based on their level of writing and / or trace letters that their parents write</p> <p>Literacy extension: Learners can describe more about their continent including about the size of the continent compared to other ones, what are the water bodies that surround the continent etc.</p>
4	30 minutes	<p>Learners will now explore the world</p> <p>Page 7: Learners will cut out a slightly larger piece of paper of 25 cm x 25cm (or use body measurements as described above)</p> <p>Learners will draw the Earth that their continent is in.</p> <p>Some prompts include: Draw this on the 2D or flat representation of the Earth and try and mark the large water bodies in blue and the land in green, and mark the continent you live in on the Earth</p> <p>Tip: You can chose to have the learners make up the layout if they are unable to see this and ask them to mark the different continents: Africa, Asia, Europe, North America, South America, Australia, Arctic and Antarctic and the oceans: Atlantic, Pacific, Indian, Artic and Southern.</p> <p>Learners can also chose to not do this activity if learners do not have the concept of the world and the various continents or water bodies</p> <p>Label page 7 and write a few lines about the world on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country in (insert name) continent in the Earth. Describe 1 – 3 things that you know about the Earth e.g. why is it green and blue? What are the main other oceans or land masses? What is the shape of the Earth? etc.</p> <p>Tip: Learners should use words based on their level of writing and / or trace letters that their parents write</p>

	<p>30 minutes</p>	<p>Literacy extension: Learners can describe the Earth with more details including how old it is, how much of it is covered by water, why it is blue and green etc.</p> <p>Learners will now explore the solar system: Milkyway</p> <p>Page 8: Learners will cut out a slightly larger piece of paper of 27 cm x 27 cm (or use body measurements as described above)</p> <p>Learners will draw the solar system with the sun and all the 8 planets. They must draw and mark the Earth</p> <p>Some prompts include: Do you know the relative sizes of the other planets? Do you know their colours? Do you know which one is closer or further from the sun? Do you know how many moons which planet has?</p> <p>Tip: You can chose to have the learners draw the solar system based on their prior knowledge or understanding including the planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune Learners can also chose to not do this activity if learners do not have the concept of the solar system and the planets</p> <p>Label page 8 and write a few lines about the solar system on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country in (insert name) continent in the planet Earth in the Milkway solar-system. Describe 1 – 3 things that you know about the solar-system e.g. other planets, the moons, the rotation of the suns etc.</p> <p>Tip: Learners should use words based on their level of writing and / or trace letters that their parents write</p> <p>Literacy extension: Learners can describe the solar system in more detail if they know this</p>
<p>5</p>	<p>10 minutes</p>	<p>Learners will now attach all the 8 pages that they have made by either stitching it together in order or stapling it together - Starting from smaller to larger pages, the larger pages will be visible behind the small pages.</p>

	<p>15 mins</p> <p>10 minutes</p> <p>10 minutes</p>	 <p>Learners can write their address on the front cover of their book that reads as:</p> <ul style="list-style-type: none"> - Name - Home - Street - Area / City / Village - State - Country - Continent - Planet - Solar System <p>Learners will write a title that they think is appropriate and the name of the author and illustrator of the book as themselves</p> <p>Learners will read the book that they made and share it with the family to share their place in the solar-system</p> <p>Learners can reflect on whether they understood their place in the solar-system. They will make a reflection chart with two columns writing what they learned and what surprised them</p>
<p>Assessment Criteria:</p>	<p>Understanding of shapes of all the different places learners live</p>	

<p>Learning outcomes:</p>	<ul style="list-style-type: none"> - Concepts of space and size - Understanding an individual's place in the larger world - Descriptive features of places including natural features, characteristics, population, historical monuments etc.
<p>Required previous learning:</p>	<p>Basic knowledge of their city, country, continent etc.</p>
<p>Inspiration:</p>	<p>Samir's House (Pratham Books)</p>
<p>Additional enrichment activities:</p>	

Modifications to simplify the project tasks if need be	Learners can focus on the home, street, city, state and continent and describe the main features as they know them
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Ages 8 to 10 (Level 2)

Description:	Learners will begin locating their place geographically in the larger world gradually zooming out from their home to the entire solar system to design a flip book and then write a letter describing their world
Leading question:	Can you draw your home in our universe?
Age group:	8– 10 years
Subjects:	Geography, Literacy, Art and Design
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium Support
Resources required:	Paper, Pencil, Colours etc.

Day	Time	Activity and Description
1	30 minutes	<p>Learners will explore their place in this large universe</p> <p>Learners will begin day 1 with exploring their home and street</p> <p>Page 1: Learners will draw their home. Learners will cut out a small 10 cm by 10 cm piece of paper</p> <p><i>Tip: In the absence of a scale or ruler to measure the paper, we can use body parts for measurement. Each of the 8 pages has to be a little bigger than previous page. For example, learners can use their hand. The first paper can be the length of the base of their hand to the top of their little finger, the second can be upto the ring finger, the third can be upto the middle finger etc. For the next 5 pages they can use an adults' hand for the measurements etc.</i></p> <p>Some prompts include: What does their home look like from the outside? Is it in a building? How many floors does it have? Which floor do they live on? How many people are in their home, can we draw them in the window or by the door? What colour is their home? Does it have steps? What does the door look like?</p> <p>Label page 1 and write about your home: This is Insert Name's home, my home has x many people and y animals. Our building has x floors and we live on x floor or it is x in colour and shape. Our apartment number is x. Learners will describe their homes in more detail including the number of apartments, occupants / tenants etc.</p> <p>Learners will write a short paragraph about why we have a home. Prompts: What do we do at home? When do we come home? Who are the people that live at home with us?</p> <p>Numeracy extension: Learners can calculate the percentage or ratio of males to females in their home / building</p>

	30 minutes	<p>Example: If there are 3 males and 4 females, then: Percentage:</p> $\frac{\text{Number of Males}}{\text{Total Number People at Home}} \times 100$ <p>i.e. $\frac{3}{7} \times 100 = 42.86\% \text{ males}$</p> <p>Page 2: Learners will cut out a slightly larger piece of paper of 12 cm x 12 cm (or use body measurements as described above)</p> <p>Learners will draw the street or road the home is on. They must draw their home in the street when they draw the street.</p> <p>Some prompts include: What else is on that road? Are there other buildings or homes on the road? What do the other homes look like? What are the other obvious signs on the street including a bus stop? What else is on the road including a place of worship, a school, a park, a hospital etc.?</p> <p>Label page 2 and write about their street on the page including: This is (insert name)'s home that is on (insert name) street. My street has other places like xxx. Describe the street / road as crowded / busy / empty / green or any other adjective you chose or talking about the defining factors of their street</p> <p>Learners will write a short paragraph explaining directions to people on the different ways to get to their street e.g. by bus / taxi / on foot etc. Learners should describe each of these means of transportation</p>
2	30 minutes	<p>Learners will now explore their area / village / city</p> <p>Tip: Depending on what is more appropriate they can draw an area within their city, the city itself or the village itself.</p> <p>Page 3: Learners will cut out a slightly larger piece of paper of 15 cm x 15 cm (or use body measurements as described above)</p> <p>Learners will draw the village or city their street is in. They must draw their home in the village / area / city when they draw it</p> <p>Some prompts include: How crowded is their city or village – if there are a lot of people please draw them? Are there any specific landmarks that are worth knowing e.g. a historical monument, a natural feature (a pond, river, hill, mountain, beach, park, desert etc.), an important site etc.? What are learner's favourite spots in the city for example their school, playground, etc.</p>

	30 minutes	<p>Tip: Learners might not know the shape of the village or city and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the sites mentioned above</p> <p>Label page 3 and write a few lines about their city / village on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city or village. Describe what makes the city /village special (insert natural feature, important site, historical monument) and what you do to enjoy it e.g. There is a big blue pond called Rosh in my city and I love to go swimming in it in the summer.</p> <p>Learners will write a short paragraph convincing a tourist to visit their city / village including what they could do and how they could enjoy themselves.</p> <p>Learners will now explore their state / district</p> <p>Tip: Depending on what is more appropriate they can draw the district or state</p> <p>Page 4: Learners will cut out a slightly larger piece of paper of 17 cm x 17 cm (or use body measurements as described above)</p> <p>Learners will draw the district or state their village/city is in. They must draw their home in the state / district when they draw it – their home should be on which side of the state their home is.</p> <p>Some prompts include: What are the key geographical or natural features (mountain range, hills, river, desert etc.). Are there other big cities / villages in this district/state that you can mark besides yours? Is there a particular crop that grows in this state – can you draw this? Is there some specific dress that people wear?</p> <p>Tip: Learners might not know the shape of the state/district and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the sites mentioned above</p> <p>Label page 4 and write a few lines about their state/district on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name)'s district/state. Write 1- 3 descriptive features of this state including your favourite food from this state, the language spoken or the clothes worn</p> <p>Learners will write a short recipe of the most common food dish eaten in the state including a list of the ingredients and then the steps of how to make the particular dish.</p> <p>Literacy extension: Learners can describe how the main ingredients of their recipe are grown e.g. wheat, rice, tomatoes etc.</p>
3		Learners will now explore their country

30 minutes	<p>Page 5: Learners will cut out a slightly larger piece of paper of 20 cm x 20 cm (or use body measurements as described above)</p> <p>Learners will draw the country their state is in. They must draw their home in the state / district when they draw it depending on which side of the country they are.</p> <p>Some prompts include: How crowded is the country – if there are a lot of people please draw them? Is there some animal / flower / plant that is special in your country – can you draw this? Are there any specific national landmarks that are worth knowing e.g. a historical monument, a large natural feature (a pond, river, hill, mountain, beach, park, desert), an important site etc.? What is the national dress, crop, cuisine of your country – can you draw that?</p> <p>Tip: Learners might not know the shape of their country and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the state/district mentioned above</p> <p>Label page 5 and write a few lines about their country on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country. Learners will write the name of a few of their national symbols including their national animal, national flower, national anthem, national leader and national flag. Describe 1 – 3 things that you think is unique or special about your country e.g. food, language, dress, dance etc.</p> <p>Learners will write a short paragraph describing the most popular festival in their country including how people celebrate it, what is the story behind it, what people wear, what they eat and when the festival is celebrated</p> <p>Learners will now explore their continent</p>
30 minutes	<p>Page 6: Learners will cut out a slightly larger piece of paper of 22 cm x 22 cm (or use body measurements as described above)</p> <p>Learners will draw the continent their country is in. They must draw their home in the continent when they draw it depending on which side of the continent they are.</p> <p>Some prompts include: Do you know any other countries in the same continent – can you mark and label these? Do you know anything about these other countries – e.g. what animals live there? Any major national monument? Is there any large natural feature in the continent including mountains, rivers, desert etc.</p> <p>Tip: Learners might not know the shape of their continent and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the country mentioned above</p>

	10 minutes	<ul style="list-style-type: none"> - Weather - Language, Clothes, Festivals - Animals - Stars, Sun, Moon etc.
	10 minutes	<p>Learners can put this in an envelope and make up an address for the cover that reads as:</p> <ul style="list-style-type: none"> - Name: - Home: - Street - Area / City / Village - State - Country - Continent - Planet - Solar System
	10 minutes	<p>Learners will read the book that they made and share it with the family to share their place in the solar system.</p>
	10 minutes	<p>Learners can reflect on whether they understood their place in the solar system. They will make a reflection chart writing what they learned and what surprised them</p>
Assessment Criteria:		Understanding of shapes of all the different places learners live

Learning outcomes:	<ul style="list-style-type: none"> - Concepts of space and size - Understanding an individual's place in the larger world - Descriptive features of places including natural features, characteristics, population, historical monuments etc.
Required previous learning:	Basic knowledge of their city, country, continent etc.
Inspiration:	Samir's House (Pratham Books)
Additional enrichment activities:	
Modifications to simplify the project tasks if need be	Learners can focus on the home, street, city, state and continent and describe the main features as they know them

Ages 11 to 14 (Level 3)

Description:	Learners will begin locating their place geographically in the larger world gradually zooming out from their home to the entire solar system to design a flip book and then write letters to people who are unfamiliar with each of these areas
Leading question:	Can you draw your home in our universe?
Age group:	11 – 14 years
Subjects:	Geography, Literacy, Art and Design
Total time required:	~5 hours over 5 days
Self-guided / Supervised activity:	Medium Support
Resources required:	Paper, Pencil, Colours etc.

Day	Time	Activity and Description
1	30 minutes	<p>Learners will explore their place in this large universe</p> <p>Learners will make their own flip book marking their homes, streets, villages / cities, state, country, continent, planet and solar system for each of these different levels we will write a connected letter</p> <p>Page 1: Learners will draw their home and street. Learners will cut out a small 10 cm by 10 cm piece of paper</p> <p><i>Tip: In the absence of a scale or ruler to measure the paper, we can use body parts for measurement. Each of the 8 pages has to be a little bigger than previous page. For example, learners can use their hand. The first paper can be the length of the base of their hand to the top of their little finger, the second can be upto the ring finger, the third can be upto the middle finger etc. For the next 5 pages they can use an adults' hand for the measurements etc.</i></p> <p>Learners must draw their home in the street when they draw the street.</p> <p>Some prompts include: What does their home look like from the outside? How many floors does it have and which floor do they live on? What colour is their home? What else is on that road? Are there other buildings or homes on the road? What do the other homes look like? What are the other obvious signs on the street including a bus stop? What else is on the road including a place of worship, a school, a park, a hospital etc.?</p> <p>Learners will label page 1 about their home and street: This is (insert name)'s home that is on (insert name) street.</p> <p>Learners can write any other details about their home or street, for example: number of floors, occupants, colour, shape or materials used to build their home. For the street they can describe how crowded it is, what other main features are and other defining features of their street</p>

	30 minutes	<p>Learners will now complete a population analysis of their street to share with the local administrator:</p> <p><i>Tip: If learners are not able to collect the data below, they should estimate it based on the few homes that they know these details where their friends / family live</i></p> <ol style="list-style-type: none"> 1. Number of people 2. Gender 3. Number of school aged children 4. Number of 60+ older people 5. Occupation or work <p>For all of these questions (besides number 5) learners will write the mean, median and mode of the estimates</p> <p>Mean: average number i.e. total number of people divided by total number of homes. e.g. if home 1 has 4 people, home 2 has 5 people, home 3 has 6 people, home 4 have 6 people and home 5 has 9 people. To find the mean, we will add $(4+5+6+6+9) / 5 = 6$</p> <p>Median: The "median" is the "middle" value in the list of numbers. To find the median, your numbers have to be listed in numerical order from smallest to largest, so you may have to rewrite your list before you can find the median For example for the above example: to find the median we arrange all the numbers in ascending order e.g. 4, 5, 6, 6, 9 – the median is the middle number that is 6</p> <p>Mode: The most commonly repeated number on the list. If no number in the list is repeated, then there is no mode for the list.</p> <p>In the above example, the mode is 6 since it is repeated</p> <p>The learners will write a short report to the district administrator to inform him / her of the analysis they have done of the population with analysis. Some prompt questions include: How many older people need some extra care during these COVID 19 times? How crowded is their street? What is the most common job / occupation done by people in the street – what does this job involve?</p>
2	20 minutes	<p>Learners will now explore their village / city</p> <p>Tip: Depending on what is more appropriate they can draw an area within their city, the city itself or the village itself.</p> <p>Page 2: Learners will cut out a slightly larger piece of paper of 12 cm x 12 cm (or use body measurements as described above)</p>

	40 minutes	<p>Learners will draw the village or city their street is in. They must draw their home in the village / city when they draw it</p> <p>Some prompts include: How crowded is their city or village – if there are a lot of people please draw them? Are there any specific landmarks that are worth knowing e.g. a historical monument, a natural feature (a pond, river, hill, mountain, beach, park, desert etc.), an important site etc.? What are learner’s favourite spots in the city for example their school, playground, etc.</p> <p>Tip: Learners might not know the shape of the village or city and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the sites mentioned above</p> <p>Label page 2 and write a few lines about their city / village on the page including: This is (insert name)’s home that is on (insert name) street in (insert name) city or village. Describe what makes the city /village special (insert natural feature, important site, historical monument) and what you do to enjoy it</p> <p>Learners will now make a tourism brochure to convince people to visit their city / village and what is the important information they need to know as well as how they can enjoy themselves when they come</p> <p>The brochure should include:</p> <ul style="list-style-type: none"> - Historical / Natural Sites: Pictures or drawings of the important sites in their village or city. A little bit of information about each of these historical / natural sites e.g. who built any of the historical sites, when was it made, how do you enjoy the natural site etc. - Ways to reach and travel in the city / village from one place to another? - What is the most delicious food in your city / village?
3	30 minutes	<p>Learners will explore their state</p> <p>Page 3: Learners will cut out a slightly larger piece of paper of 15 cm x 15 cm (or use body measurements as described above)</p> <p>Learners will draw the district or state their village/city is in. They must draw their home in the state / district when they draw it – their home should be on which side of the state their home is.</p> <p>Some prompts include: What are the key geographical or natural features (mountain range, hills, river, desert etc.). Are there other big cities / villages in this district/state that you can mark besides yours? Is there a particular crop that grows in this state – can you draw this? Is there some specific dress that people wear?</p> <p>Tip: Learners might not know the shape of the state/district and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the sites mentioned above</p>

		<p>OR</p> <p>Learners can write for a nature magazine about the important natural features that they know of in their country and what its uses are e.g. Rivers: how do people travel – use the water and soil for agriculture etc.</p> <p>OR</p> <p>Learners can write a short report to an international leader on the biggest issue that they think their country is facing and suggested recommendations / solutions e.g. pollution, population size etc. including why it is happening, what are the consequences of it, how it is currently being dealt with and what recommendations the learner has</p>
5	20 minutes	<p>Learners will now explore their continent and the world</p> <p>Page 5: Learners will cut out a slightly larger piece of paper of 20 cm x 20 cm (or use body measurements as described above)</p> <p>Learners will draw the continent their country is in and then the world map. They must draw their home in the continent when they draw it depending on which side of the continent they are.</p> <p>Some prompts include: Do you know any other countries in the same continent – can you mark and label these? Do you know anything about these other countries – e.g. what animals live there? Any major national monument? Is there any large natural feature in the continent including mountains, rivers, desert etc. Draw this on the 2D or flat representation of the Earth and try and mark the large water bodies in blue and the land in green, and mark the continent you live in on the Earth</p> <p>Tip: You can chose to have the learners make up the layout if they are unable to see this and ask them to mark the different continents: Africa, Asia, Europe, North America, South America, Australia, Arctic and Antarctic and the oceans: Atlantic, Pacific, Indian, Arctic and Southern.</p> <p>Learners can also chose to not do this activity if learners do not have the concept of the world and the various continents or water bodies</p> <p>Tip: Learners might not know the shape of their continent and if they are unable to look this up, they can draw it in their favourite shape that they might think represent it e.g. a circle, triangle, rectangle etc. marking the country mentioned above</p> <p>Label page 5 and write a few lines about their continent on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country in (insert name) continent in the world that is our planet Earth. Describe 1 – 3 things that you know about the continent e.g. some other countries, some natural feature, some historical feature, size of the continent compared to the other. Describe 1 – 3 things that you know about the Earth e.g. why</p>

	<p>30 minutes</p> <p>20 minutes</p>	<p>is it green and blue? What are the main other oceans or land masses? What is the shape of the Earth? etc.</p> <p>Learners will write a short letter to a person from another planet coming to the Earth for the first time describing the Earth and continents. This letter should include information on 3 different categories for example:</p> <ul style="list-style-type: none"> - The different animals (including humans that live on different parts of the Earth) in the air, water and air. What makes all these animals different and helps us all live peacefully - The different seasons, weather and day-night: This could include the rotation of the Earth causing day-night, description of the different seasons especially depending on the latitude and longitude of the different continents / countries etc., the different weather elements and why these are caused - The different types of food in the world and what different ingredients are used for these, how these are prepared differently, the different tastes etc. <p>Learners will now attach all the 5 pages that they have made by either stitching it together in order or stapling it together to share with their family. Starting from smaller to larger pages, the larger pages will be visible behind the small pages.</p>  <p>On the cover, learners can make an envelope with their address for the cover page that reads as:</p> <ul style="list-style-type: none"> - Name: - Home: - Street - City / Village: - State: - Country: - Continent: - Planet:
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	10 minutes	Learners will read the book that they made and share it with the family to share their place in the world and all the separate reports and letters written by them
Assessment Criteria:		Understanding of shapes of all the different places learners live

Learning outcomes:	<ul style="list-style-type: none"> - Concepts of space and size - Understanding an individual's place in the larger world - Descriptive features of places including natural features, characteristics, population, historical monuments etc.
Required previous learning:	Basic knowledge of their city, country, continent etc.
Inspiration:	Samir's House (Pratham Books)
Additional enrichment activities:	Learners can also create a 3D model instead of on paper
Modifications to simplify the project tasks if need be	Learners can focus on the home, street, city, state and continent and describe the main features as they know them