









IMAGINE THAT!

Ages 4 to 7 (Level 1)







Description:	Learners will get a chance to explore many phenomena around them and imagine if it was different? What if the colors, shapes, occupations, animals, festivals, schools and the world could be anything we wanted it to be?
Leading question:	If you could create your own world, what would it be like?
Age group:	4 – 7 years
Subjects:	Social Sciences, Numeracy, Literacy, Art & Design
Total time required:	~7 hours over 5 days
Self-guided / Supervised activity:	Medium Supervision
Resources required:	Paper, Pencil, Pen, Colors etc.

Day	Time	Activity and Description
1	15 minutes	<p>Learners will explore how different our world could be – if everything and anything could be re-imagined</p> <p>Learners will draw a picture of their choice of their surroundings and themselves in it – it could be a beach, a forest, their home etc.</p> <p>Learners will represent 5 objects as the different shapes they know and will make a list of these shapes that is numbered e.g.</p> <ol style="list-style-type: none"> 1. Circle for sun, 2. Triangle for the roof of a home, 3. Conical shape for the cone of an ice-cream 4. Sphere shape for the Earth 5. Square for windows etc.
	10 minutes	<p>Learners can now color in the image that they have drawn</p> 

10 minutes	<p>We will now let learners open their imagination and rethink what everything is like.</p> <p>Learners will pick objects to draw the common shapes and then re-imagine these objects as a different shapes, they can fill out the table below or draw it if they cannot write</p> <p>Example:</p> <table border="1"> <thead> <tr> <th>No</th> <th>Object</th> <th>Shape</th> <th>Re-Imagined Shape</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Sun</td> <td>Circle </td> <td>Square </td> </tr> <tr> <td>2</td> <td>Bread</td> <td>Square</td> <td>Triangle</td> </tr> <tr> <td>3</td> <td>Pizza Slice</td> <td>Triangle</td> <td>Circle</td> </tr> <tr> <td>4</td> <td>Face</td> <td>Oval</td> <td>Star Shape</td> </tr> <tr> <td>5</td> <td>Ice-Cream Cone</td> <td>Cone</td> <td>Cylinder</td> </tr> <tr> <td>6</td> <td>Earth</td> <td>Sphere</td> <td>Rectangle</td> </tr> <tr> <td>7</td> <td>Coffee Mug</td> <td>Cylinder</td> <td>Oval</td> </tr> </tbody> </table>	No	Object	Shape	Re-Imagined Shape	1	Sun	Circle 	Square 	2	Bread	Square	Triangle	3	Pizza Slice	Triangle	Circle	4	Face	Oval	Star Shape	5	Ice-Cream Cone	Cone	Cylinder	6	Earth	Sphere	Rectangle	7	Coffee Mug	Cylinder	Oval
No	Object	Shape	Re-Imagined Shape																														
1	Sun	Circle 	Square 																														
2	Bread	Square	Triangle																														
3	Pizza Slice	Triangle	Circle																														
4	Face	Oval	Star Shape																														
5	Ice-Cream Cone	Cone	Cylinder																														
6	Earth	Sphere	Rectangle																														
7	Coffee Mug	Cylinder	Oval																														
15 minutes	<p>Learners will now create a new drawing and color it – they will change the shapes of these common objects to alternate shapes – they can pick any 5 shapes of their choice. They will also now rethink all of the colors, none of the expected/real colors can be used for example: the sky can be yellow, clouds can be purple, the ocean can be green etc.</p> 																																
10 minutes	<p>Learners will now re-imagine animals and their roles.</p> <p>They start with making a list of all the animals they know and what they give us? For younger learners they can illustrate this and trace letters e.g.</p> <table border="1"> <thead> <tr> <th>No</th> <th>Animal</th> <th>What we get</th> <th>Alternate</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	No	Animal	What we get	Alternate																												
No	Animal	What we get	Alternate																														

	10 minutes	<table border="1"> <tr> <td>1</td> <td>Cow</td> <td>Milk</td> <td>Fruits</td> </tr> <tr> <td>2</td> <td>Sheep</td> <td>Wool for Sweaters</td> <td>Milk</td> </tr> <tr> <td>3</td> <td>Hen</td> <td>Eggs</td> <td>Wool</td> </tr> </table>	1	Cow	Milk	Fruits	2	Sheep	Wool for Sweaters	Milk	3	Hen	Eggs	Wool
	1	Cow	Milk	Fruits										
2	Sheep	Wool for Sweaters	Milk											
3	Hen	Eggs	Wool											
5 minutes	<p>Learners present the reimagined objects and their new shapes as well as the reimagined animals and their new roles to their parents/family.</p> <p>Parents/family members can provide feedback to the learner, highlighting:</p> <ul style="list-style-type: none"> • What they loved about the presentation • What is missing or could have been improve • Any other suggestions for improvement <p>Learners make edits to their drawings (if necessary)</p> <p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, etc.</p>													
2	15 minutes	<p>Learners will do a little write up on different professions and design their own occupation of choice</p> <p>Learners conduct a survey of family members or friends to understand more about their professions. Learners will think of any 4 questions they want to, including:</p> <ul style="list-style-type: none"> - Name of job: - What does the person do every day in their job? - What do people need to know / learn to do this job? 												
	30 minutes	<p>Learners can write a small report on any 3 professions of their choice with an illustration of each professional in their uniform. For each profession, they can write a few sentences to describe each profession. Younger learners can illustrate a day in their life and orally describe what tasks the person does on the job.</p> <p>Learners will now imagine what they want to be? Learners can be as imaginative as they want – they can either choose to see themselves in an existing profession or imagine their own profession. For example: Learners can grow up to be a doctor or make up their own profession like an ice-cream taster etc.</p>												
	15 minutes	<p>Learners will write a short report or illustrate the same on the profession of their choice including details of what a day in the life would look like, what specific skills or learning they have to do the job and why they want to do it? Younger learners can illustrate a day in the life and trace or orally describe the learning and skills they need.</p>												

	<p>20 minutes</p> <p>10 minutes</p> <p>5 minutes</p>	<ul style="list-style-type: none"> - What is the message or purpose behind the festival? For example: Eid is a day of gratitude for the end of Ramadan or pilgrimage season or Diwali is about victory of good over evil, Chinese New Year celebrates the end of winter and beginning of spring etc. - What is the story behind this festival? - How do we celebrate? E.g. light candles, prepare specific food recipes, meet family and friends, dress in some specific colors / clothes etc. <p>Learners can illustrate either of these festivals in a little comic strip with what they do that particular day describing this and/or do a small role-play pretending that today is that festival day.</p> <p>Learners can now make up their own festival! They can decide a few things including:</p> <ul style="list-style-type: none"> - What is the main message of the festival? - What is the name of the festival? - What food will you eat at the festival? - What will people wear? - How will you celebrate? <p>Learners can either role play their made up festival or make a comic strip illustrating what they are doing in the festival.</p> <p>Learners present the festival roleplay/ comic strip illustration to their parents/family.</p> <p>Parents/family members can provide feedback to the learner, highlighting:</p> <ul style="list-style-type: none"> What they loved about the presentation What is missing or could have been improve Any other suggestions for improvement <p>Learners make edits to their drawings (if necessary)</p> <p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, etc.</p>
4		<p>Learners will get a chance to design their own schools and learning experiences, by first examining their own.</p>

<p>10 minutes</p>	<p>Learners will first make either a written or illustrated list of the things they like and dislike about their school e.g. I like the library, I do not like sitting on a desk etc.</p>								
<p>20 minutes</p>	<p>Numeracy Extension:</p> <p>Learners can ask some of their school friends or siblings what they like and dislike in school – if they are unable to ask their friends, they can ask family members. Learners will create a pictogram of the top 5 things that people like the most in school. For example:</p> <table border="1" data-bbox="415 594 870 806"> <thead> <tr> <th>Category</th> <th>Number of Likes</th> </tr> </thead> <tbody> <tr> <td>Library</td> <td></td> </tr> <tr> <td>Music Class</td> <td></td> </tr> <tr> <td>Math Class</td> <td>+ - ÷ x</td> </tr> </tbody> </table> <p>Learners will answer a few questions:</p> <ul style="list-style-type: none"> - What is the most popular thing in schools? - What is the least popular thing in schools? - Are there any two things that got the same number of likes? - How many more people liked the favorite thing (e.g. library) compared to the least favorite? (e.g. math class) 	Category	Number of Likes	Library		Music Class		Math Class	+ - ÷ x
Category	Number of Likes								
Library									
Music Class									
Math Class	+ - ÷ x								
<p>30 minutes</p>	<p>Learners will design their dream school – the challenge is to make school a lot of fun and learning. It needs to be a place that the learners never want to leave and really learn. Learners will think about the place they have the most fun and learn the most in and think of how they can make their school just like that. Some of the questions and prompts to think through include:</p> <ul style="list-style-type: none"> - What would you learn? - Who would teach you? - Where would you learn? - What would a normal day in school look like? - What is the name of your school? <p>Learners will make a poster for this dream school to attract new students with an illustration of this school and the key features.</p> <p>Learners will mark the 5 things that people love the most in school and then think of how you can improve these things.</p> <p>Learners present the poster of the new school to their parents/family.</p> <p>Parents/family members can provide feedback to the learner, highlighting:</p>								

	10 minutes	<ul style="list-style-type: none"> • What they loved about the presentation • What is missing or could have been improve • Any other suggestions for improvement <p>Learners make edits to their drawings (if necessary)</p> <p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, etc.</p>
	5 minutes	
5	60 minutes	<p>With their unleashed imaginations, learners will complete this week with a model of their perfect world that is run by children and where they are the king or queen.</p> <p>Learners can include all their imagination from the previous day to create a story of themselves and their families living in this world. Some prompts to ask them might include:</p> <ul style="list-style-type: none"> - What would adults do? - Where would our homes be? For example would it be in the sky or underground or under water? - What would the transportation be? For example: Could you have a balloon car? - What is one thing you dislike the most – how would this be different in your world? For example: I hate plastic and my entire world will be made with all things natural etc. <p>Learners will illustrate and label or write a story of their perfect world and share this with their family – alternately the learners can enact a day in the perfect world (learners can ask family members to participate)</p>
	10 minutes	<p>Learners can then reflect and think of how they can bring some of these newly imagined changes and differences into their real world</p>
	10 minutes	<p>Learners present the new world to their parents/family. Parents/family members can provide feedback to the learner, highlighting:</p> <ul style="list-style-type: none"> What they loved about the presentation What is missing or could have been improve Any other suggestions for improvement

	5minutes	Learners make edits to their drawings (if necessary) Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, etc.
Assessment Criteria:	<ul style="list-style-type: none"> - Creativity in their new imagined designs - Critical thinking when explaining or justifying their decisions - Design of the poster, report, comic, story and clarity of the key different and attractive features - Demonstrated understanding of the way how things are now 	

Topics/Concepts Covered	<ol style="list-style-type: none"> 1. Jobs, Professions and occupations 2. Shapes and colors 3. Animals and their roles 4. Festivals and how we celebrate them 5. School and the various sections of the school 6. How the world works 7. Creativity and imagination skills 8. Presentation and communication skills 9. Critical thinking
Learning outcomes:	<ul style="list-style-type: none"> - Understanding how the world works including professions – occupations, schools and learning, festivals and celebrations, - Understanding of colors and shapes - Ability to gather information and learning from interviews - Enhance learner’s creativity and imagination skills
Required previous learning:	Background information on colors, shapes etc.
Inspiration:	The Day the Crayons Quit – Oliver Jeffers
Additional enrichment activities:	N/A
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> - Learners can be asked to rethink existing professions, schools and festivals instead of designing their own - Learners can work on Day 1 – 4 and ignore the final day