MAKE ID CARDS FOR YOUR FAMILY (LEVEL 2)

Description	The learner will interview and make ID cards for each member of the family to foster connectedness and learn about differences and similarities, in addition to vocabulary and practice their writing skills! Note: the activity can also be adapted to any other language
Leading Question	Can you create ID cards for the members of your family that capture some similarities, differences, and other personal information about them?
Total Time Required	~4.5 hours over 4 days
Supplies Required	Pencil, paper/notebook, color pens, stickers (optional), glue (optional)
Learning Outcomes	1. Learners will write a short story and/or poem 2. Learners practice how to collect information 3. Learners will compute and interpret percentages and averages 4. Learners will use correctly words that describe individual features 5. Learners will differentiate between types of questions 6. Learners will practice and improve their reading skills 7. Learners will use tally charts to summarize information 8. Learners will present information and critically incorporate feedback
Previous Learning	Vocabulary in language used – colors, numbers, activities, etc.

DAY 1

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

Suggested Duration	Activity and Description
10 minutes	● The learner will be working on a project to understand how everyone in your house is similar or different and make ID cards for each member of the family to compare how they answer some questions.

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	● ID cards contain information about someone that can help identify them like their name, age, job etc. It also has your photo. You can show the learner an ID card that belongs to anyone in the family.
	● Tell them that everyone has their own look, style, way of thinking and that it is important that we understand and respect differences. The learner can brainstorm how they share similarities in their personalities, attitudes, and behaviors. compared to siblings and other family members. One of the questions that they can explore is whether attitudes, personalities, and behaviors are learned or inherited in the same way that physical features are. Provide reasons for your beliefs.
10 minutes	● The learner will come up with a few topics that will serve as categories to compare differences of opinion or habits in the ID cards. For example, he or she may want to know what everyone's favorite color, movie, game, dish etc. is. Come up with at least 10-15 categories that include personal information such as name, age, height, eye color, hair color/type, etc. and some preferences for movies, books, music etc
5 - 10 minutes	● Introduce the topic of genes and explain that features and traits are passed down by parents to their children, which is why we have similar hair and eye colors in our family, for example. Explain that some features and traits are less obvious than others, such as being right/left-handed, having attached earlobes, being able to roll one's tongue etc. The learner will reflect on why they think family members share similarities in how they look and come up with a few questions related to inherited features or traits.
20 minutes	● The learner will then write down/trace the same list of categories/questions on separate pieces of paper or pages of a notebook to record each family member's responses.
	● The learner will create a template for each of the family members, making sure to add a space where you can add a photo of the family member.
	● You may also provide a template like the one shown below:
	Template:
	Name: _____
	Age: _____

Glue photo

OR

Draw family member

Height: _____

Favorite movie: _____

Favorite meal: _____

Favorite color: _____

Favorite book: _____

Favorite country I have visited: _____

Favorite animal: _____

Favorite superhero: _____

Right or left-handed: _____

Add any other categories that the learner could have thought about

20 minutes	● The learner will draw each family member's face on the card. If this is difficult, they can glue a photo of the family member (if available), draw stick figures, use a sticker, or just write down their names. ● If the learner is unable to write yet, the parent or educator can write down the categories and names in dotted lines for them to trace it.

10-20 minutes

● Numeracy extension: let's see how many family members share similarities in these categories!

- As you interview each family member, note their answers and see which answers repeat. Enter the frequent responses into a tally table like the one below to see how many family members share similarities in the categories

Item	Family members who have it	Tally	Total	%
Black hair	Mom, dad, me	III	3	60%
Favorite color is yellow	Me, brother	II	2	40%
Favorite animal is lion	Me, mom, dad, brother, sister	⟊	5	100%
Right-handed	Me, mom, sister, dad	IIII	4	80%

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- The learner can calculate the average between the similarities. The average is the sum of all observations divided by the number of observations. In our example, we would do this by first adding 3 + 2+ 5 + 4 = 14, then dividing the total by the number of entries or categories in the table 14/4 = 3.5.
- Iinterpret (explain in your own words) the meaning of that number you just calculated. (Input: on the example, this means that, on average, 3.5 family members share similarities across the different categories).

- We can also calculate the average percentage of similarities by calculating the percentage of similarity in each category (if 3 out of 5 people share similarities, we would divide 3 by 5 and then multiply the result by 100 to get the percentage 3/5 = 0.6; 0.6 x 100 = 60%).
- Then we would add the total and divide it by the number of categories. In our example, this would be 60% + 40% + 100% + 80% = 280%; 280/4 = 70%, which means 70% of family members share similarities on average in the categories listed
- After the calculation, interpret it.

| 15 minutes | **Critique and revision:**

Present the day's work (the question categories, ID card template and the numeracy extension) to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:

Praise: What did you like about the learner's work done?
Question: Any questions or clarifications you have about the work?
Suggestions: In what areas does the learner need to improve their work?

Make the edits and suggestions (if any) to your work to make it better. |
| --- | --- |

DAY 2

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

Suggested Duration	Activity and Description
10-20 minutes	● The learner will reflect on how they are planning to interview family members.

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5 minutes	Discuss (make sure they understand the criteria and agree with them) with the learner of the criteria on which the outcome will be assessed. Tell them that a good interview process requires them to: ● Interview everyone at home ● Ask interesting questions, questions that allow you to find new information that otherwise would be hard to find. ● Write/trace their answers on the template you gave them or that they designed neatly ● Include a photo or draw the family members. If this is too difficult, he or she can glue a photo (if available) or draw stick figures/characters for each family member.

30-60 minutes
 	
(10-15 minutes per family member)
	● The learner will conduct and record the interview with each family member independently by writing or drawing the responses with the support of the interviewees who can write responses in dotted lines for the learner to trace if they cannot yet write.
	● Inform the learner of the criteria on which the outcome will be assessed. Tell them that they need to:
	  - Interview everyone at home and ask interesting questions each family member will care about
	  - Write/trace their answers on the template you gave them or that they designed neatly
	  - Draw the family members on the card in an interesting way
	● If the learner does not have siblings, they can record their own responses and those of the guardians/parents, family members, etc.

15 minutes	**Critique and revision:** Present the day's work (the IDs developed for the various family members) to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format: Praise: What did you like about the learner's work? Question: Any questions or clarifications you have about the work? Suggestions: In what areas does the learner need to improve their work? Make the edits and suggestions (if any) to their work to make it better.

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Day 3

Today you will continue the ID cards.

Suggested Duration	Activity and Description
10 minutes	● After completing the cards with the information from the interviews, the learner will write on a big chart paper - Things that connect us: similarities between two or more family members. The learner will focus on preferences but also things we are born with like hair type/color, skin color, eye shape/color, being left or right-handed, having attached earlobes etc. - Things that make us special: differences between two or more family members (preferences and genetic traits and features)
30-60 minutes	● Following this exercise, the learner will gather all the cards and try to make one or both of the following: - A short story of 4-8 sentences about one family member that was interviewed and their superpowers. At least 2 of the answers that family member gave should be part of that story; or - A poem about one family member using words from the cards. With the help of an adult, the learner will identify (or come up with) 4-8 rhyming words and make a 4-8 sentence poem about one family member using at least two of the answers they gave in the interview ● Tip: If the learner is too young, you can ask him or her to come up with rhyming words and you can provide incomplete sentences as templates for them to fill with their rhyming words.
15 minutes	**Critique and revision:** Present all the day's work (the similarities and differences among the family members as well as their stories and/or poems) to their parents or family members for feedback. The parents or family members provide feedback using the following format: Connect: What did you like about the learner's work? Extend: What are some new ideas that the learner's work makes you think about? What are some questions that come up for you based on what the learner presented?

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DAY 4

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

Suggested Duration	Activity and Description
5 minutes	● The learner will discuss his or her thoughts about the experience and what they learned about their family
20-30 minutes	● Ask the learner to present: - Their cards - Things that connect us and things that make us unique - Poem or short story to the family
10 minutes	● After the learner completes his or her presentation, ask them to finish, complete, and decorate the cards ● You can cut the pages up into long cards (or tear them out of the notebook first) and hand them to the family member to whom they belong. Alternatively, you may glue them onto a color chart paper and hang them on a board/wall etc. to celebrate the learner's work!
5-10 minutes	● Before handing out the cards, the family can play a guessing game. The learner or another member of the family can read responses from the cards and ask the family to guess who the person is based on the responses.
10-20 minutes	● Numeracy extensions: - The learner can calculate the age range in the family by subtracting the smallest age from the biggest age - The learner can find the average height and weight in the household - Superlatives: learners can compare the cards to find out who the tallest person in the family is, or who is the heaviest as a way to practice both superlatives (comparison) and bigger vs smaller numbers
10 minutes	Overall project reflection: The learner will now think about all the exercises they have done all week and take note of "TWO" of the following: • What is the most important lesson you have learnt through this project?

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- What are you found challenging, puzzling or difficult to understand?
- What question would you most like to discuss?
- What is something you found interesting?

ASSESSMENT CRITERIA

- Completed interviews of each family member
- Legible writing or tracing of responses
- Completed cards for each family member
- Examples of things that connect us and things that make us unique
- Poem/short story – 4 sentences minimum
- Presentation of cards, things that connect us and things that make us unique, and poem/story

ADDITIONAL ENRICHMENT ACTIVITIES

You can also make the poem or short story longer, or require them to include more interview responses

MODIFICATIONS TO SIMPLIFY

The project can be made simpler by having the learner write a few sentences or short poems/stories about each family member in their notebook and compare similarities and differences

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