

MAKE ID CARDS (LEVEL 3)

Description	Learners will conduct interviews and make ID cards for an adult and themselves to foster connectedness and learn about differences and similarities, in addition to vocabulary and practise their writing skills!
Leading question	How can an ID card teach us about each other?
Subjects covered	Art and Design, English, Social and Emotional Learning
Total time required	40-50 minutes a day for 4 days
Resources required	Pencil/ pen, paper/ notebook, colours
Learning outcomes:	<p>By the end of this project, learners will be able to:</p> <p>Knowledge-Based Outcomes:</p> <ol style="list-style-type: none"> 1. Frame basic WH questions to collect information. 2. Use WH questions to gather information for various categories of the ID card. 3. Relate text to self by making connections with life experiences. 4. Write short sentences to describe factual details. <p>21st Century Skill Outcomes:</p> <ol style="list-style-type: none"> 1. Think critically and create questions for different ID card categories. 2. Use creativity in designing ID cards for both themselves and adults. 3. Communicate effectively while conducting interviews. 4. Collaborate with peers and adults to receive feedback and improve their product.
Previous Learning	NA
Supervision required	Medium

Day 1 -

Today, you will learn the meaning and purpose of ID cards, finalise the categories that you would like to include in the ID and frame questions related to the same.

Time	Activity and Description
5 minutes	<p>Introduction Game - Guess who?</p> <p>Think of a famous person and give clues about that person to your teacher or peer.</p> <ul style="list-style-type: none"> - For example, you can say 'I am a famous football player/actor' and state facts about them. <p>They have to guess who the person is from the clues you are giving.</p>
10 minutes	<p>What Are ID Cards and What Is Their Purpose?</p> <p>How would you prove your identity to someone?</p> <p>An ID card is one way you can prove your identity and share important information about yourself!</p>

	<p>Note: Show ID cards to learners if available. Let them observe them. If ID cards are not available, please show the examples of IDs given in Appendix 1.</p> <p>Based on your observation</p> <ul style="list-style-type: none"> - What are the different kinds of ID cards that you have seen? - How are these used and what information is found on them? - Do you think ID cards are important? <p>ID cards are unique cards that contain information about someone. ID stands for identity document.</p> <ul style="list-style-type: none"> - There are different types of ID cards for different purposes. An example would be how a school ID helps in identifying teachers, students and other staff. - During this project, we are going to create ID cards for ourselves and an adult. We are going to find out the similarities and differences we share with them. - We will be exploring the leading question: How can an ID card teach us about each other?
10 minutes	<p>Categories for ID Card</p> <p>Come up with a few topics that will serve as categories to compare differences of opinion or habits in the ID cards. For example, you may want to know what everyone's favourite colour, movie, game, dish etc. is.</p> <ul style="list-style-type: none"> - Come up with at least 10-15 categories that include personal information such as name, age, height, eye colour, hair colour/type, etc. and some preferences for movies, books, music etc. - Think about what you would like to know about an adult. Also, think of how these cards can be used.
15 minutes	<p>Framing Questions</p> <p>Now, let's create questions for the categories you finalised.</p> <ul style="list-style-type: none"> - Frame questions for categories using WH question words (what, when, where, why, how, who, etc.). - For example, if the category is a favourite movie, the learners would ask the question 'What is your favourite movie?' - Come up with 1 question for each category.
At-home activities	<p>Share the categories and questions framed with an adult and receive feedback. Share feedback on the following points:</p> <ul style="list-style-type: none"> - Were the categories for the ID card useful and interesting? Will they help us learn new information about our classmates? - What do you like the most about the categories? - Are the questions framed correctly to help find the answer to the category? - What can be added or done better? <p>Make improvements to their categories based on the feedback received.</p>

Day 2

Today, you will learn the interview protocol to conduct an interview and interview an adult.

Time	Activity and Description
5 minutes	<p>Introduction</p> <p>Write the word 'INTERVIEW' in your notebook and come up with as many words as possible using only the letters in the word 'INTERVIEW'. (For example, in, it, view, never, enter, twin, wire, wet, ten, etc.)</p>
15 minutes	<p>Interview Protocol</p> <p>Today, you will be conducting interviews. What comes to your mind when you hear the word 'interview'?</p> <p>Before we conduct interviews, we need to understand some steps involved in conducting good interviews.</p> <ol style="list-style-type: none"> 1. Greet the interviewee (person being interviewed). 2. Introducing yourself, and your grade/class. 3. Tell the interviewee the purpose of this interview. 4. Ask the questions prepared - while asking questions, ensure that you speak clearly, politely and confidently. 5. Listen carefully to the responses given by the interviewee and make note of all the answers shared. <p>One important point to note is that you must be prepared with all the questions and materials before you start the interview. The best to ensure we are prepared is by practising, so let us practise conducting interviews.</p> <p>Note: Learners can pair up with another student or practice with the teacher during this activity. Ensure they are keeping all the above pointers in mind. The teacher/peer can provide feedback and suggestions to better the interview.</p>
20 minutes	<p>Conducting Interviews</p> <p>Conduct and record your interview with 2 adults and write down the responses of the interviewee. Remember the interview protocol while conducting the interviews.</p> <p>Tip: Learners should try and conduct the interviews in English unless the person they are interviewing requires them to speak in the local language. They can also note down their answers in short sentences/words if they are finding it difficult to write in full sentences.</p>
At-home activities	<p>Share your experience of conducting interviews with your family.</p> <ul style="list-style-type: none"> - What did you enjoy about it? - What did you find challenging?

Day 3 –

Today, you will create ID cards and analyse the data collected.

Time	Activity and Description
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15 minutes	<p>Creating ID Cards for Adults</p> <p>Write down the categories and the answers to them on a sheet of paper neatly.</p> <ul style="list-style-type: none"> - You can create the template for the ID card on your own. - You can also include an area to add the picture of the adult/ draw the picture of the adult and colour it. <p>Below is a sample template for reference:</p> <div data-bbox="415 474 737 869" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Template:</p> <div style="float: right; border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; width: 60px;">Photo</div> <p>Name: Age: Height: Favourite movie: Favourite book: (Other categories): (Other categories): (Other categories): (Other categories):</p> </div>																
10 minutes	<p>Creating ID Cards for Self</p> <p>Create ID cards for yourself using a similar template.</p>																
15 minutes	<p>Analysing Results</p> <p>Create a table comparing the responses of the adult and yourself.</p> <p>Note: Below is a sample table that learners can use to enter the categories and responses.</p> <table border="1" data-bbox="367 1184 1463 1446" style="width: 100%; text-align: center;"> <thead> <tr> <th><i>Category</i></th> <th><i>Adult 1</i></th> <th><i>Adult 2</i></th> <th><i>Self</i></th> </tr> </thead> <tbody> <tr> <td><i>Favourite colour</i></td> <td><i>Black</i></td> <td><i>Black</i></td> <td><i>Black</i></td> </tr> <tr> <td><i>Favourite movie</i></td> <td><i>The Lion King</i></td> <td><i>Harry Potter</i></td> <td><i>Coco</i></td> </tr> <tr> <td><i>Other categories</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Based on the information in the table, analyse the results and find trends.</p> <p>For example,</p> <ul style="list-style-type: none"> - <i>Black was the favourite colour for both adults and myself.</i> - <i>Both the adults were taller than me.</i> 	<i>Category</i>	<i>Adult 1</i>	<i>Adult 2</i>	<i>Self</i>	<i>Favourite colour</i>	<i>Black</i>	<i>Black</i>	<i>Black</i>	<i>Favourite movie</i>	<i>The Lion King</i>	<i>Harry Potter</i>	<i>Coco</i>	<i>Other categories</i>			
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<i>Other categories</i>																	
At-home activities	<p>Write your reflection on the following questions in your notebook.</p> <ul style="list-style-type: none"> - What surprised you about the analysis you did? - Do you think adults are very different from children? 																

Day 4 –

Today, you will present the ID card to an audience.

Time	Activity and Description
5 minutes	<p>Introduction</p> <p>Share clues from the ID cards you created and the rest of the learners/ adults will try and guess who the person is.</p> <p><i>Tip: Teachers can collect the ID cards from learners and read some parts as clues and have them guess who the adult or student is.</i></p>
25 minutes	<p>Presentation</p> <p>Present the following with your audience:</p> <ul style="list-style-type: none"> - ID cards - Similarities and differences between the adult and them - One thing that surprised them from the analysis
10 minutes	<p>Reflection</p> <p>Let us reflect on the following questions:</p> <ol style="list-style-type: none"> a. Do you feel like you learned more about the adults you interviewed? b. What are some new things that you learned through this project? c. What did you enjoy doing the most in this project? d. What did you find challenging in this project?

Additional enrichment activities:	<ul style="list-style-type: none"> - The activity can be made more challenging by having learners add more categories to the ID cards. This would also help them have more elements to compare with while looking for similarities and differences.
Modifications for simplification	<ul style="list-style-type: none"> - In case learners find it difficult to come up with ideas, give prompts and examples to help them think. For example, while framing WH questions, provide sentence starters or fill-in-the-blank sentences as prompts. - If your learners are unable to write complete sentences in English, encourage them to draw pictures to show their ideas.

ASSESSMENT CRITERIA

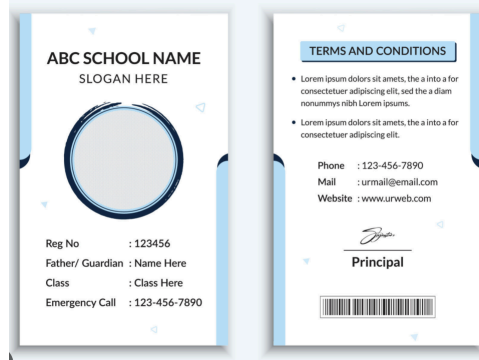
A majority of my learners were able to:

- Create at least 10 questions using WH question words.
- Understand the interview protocol and use it to interview 2 adults.
- Identify at least 2 similarities and 2 differences between them and an adult.
- Create at least two ID cards, one for yourself and one for an adult.
- Present their ID cards to an audience.

APPENDIX 1

Types of ID cards:

1. School student ID -



2. Work ID:

