



Practice for everyday thinking

Class 1 readiness guide | Foundational stage

Ten original sessions for exploring feelings, making choices, learning, collaborating and using evidence. Each session includes three tasks, reflection and a later revisit.

Class labels are readiness guides. Choose a starting point from the learner's needs and adapt language, time and support. These are supplementary practice sheets.

Your sessions

01 The fallen tower | pages 3-5

SEL / emotional literacy

02 A paper tree that stands | pages 6-8

Resilience and flexible thinking

03 The hidden tray | pages 9-11

Study skills and memory

04 Ready for the puppet walk | pages 12-14

Time and task management

05 Two things, two rules | pages 15-17

Logical reasoning and critical thinking

06 The missing picture detail | pages 18-20

Communication and collaboration

07 The jumping toy advert | pages 21-23

Digital and media literacy

08 A kind day for a shared room | pages 24-26

Health, environment and citizenship

09 The rolling pencil | pages 27-29

Creative and design thinking

10 The puppet's rainy day | pages 30-32

Financial and practical literacy

Print only the pages you need. Learner pages are separate from adult guidance. All activities can be completed on paper.



A flexible, respectful routine

Prepare and model

Use the fictional text supplied here. Read it aloud if helpful. No learner must share personal experiences. Explain that learners may pass, use a character or respond privately to the teacher.

Think aloud using this one possible example. Ask what makes it useful, then let learners create their own responses. Do not treat it as the only acceptable answer.

Access, choice and privacy

Point, draw, use a puppet or explain aloud in a familiar language. An adult may write your words.

A partner is optional. An adult can voice the second fictional role.

Keep names, accounts, money and messages fictional. Do not request passwords, real finances or sensitive personal accounts. Feelings are never graded right or wrong.

Use the pages

Start with the fictional situation and one possible worked example. Let the learner develop their own response. Give the suggested time flexibly; pause or split a session if useful. Speaking, drawing, writing and scribed responses are all valid.

Print the two learner pages for each session. The third page is for adult preparation, observation and follow-up. Use the delayed revisit in 3-7 days for about five minutes, beginning without looking at the earlier work.

Scope and framework context

This is an original PaperChime practice session. It is not an official CASEL programme, an NCF competency mapping, a complete life-skills curriculum or therapeutic guidance.

CASEL for SEL domains; NCF-SE 2023 for learning habits; other themes are PaperChime editorial themes.

Original source wording is retained above. The links below give broad framework context only; no official competency code, endorsement or mapped coverage is claimed.

PaperChime editorial design; no board certification.

CASEL: What Is SEL?

<https://casel.org/what-is-sel/>

Ministry of Education: National Curriculum Framework for School Education 2023

<https://www.education.gov.in/national-curriculum-framework-school-education-2023>



01 The fallen tower

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Ira builds a paper tower. It falls just before show time. A teacher is nearby.

One possible example / 3 min

Ira might feel disappointed. 'My tower fell. Can you help me choose a base?' names an event and requests help.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw Ira's face or choose a feeling word. Tell one clue; another feeling can fit.

Record what you notice or predict.

2. Try the skill / 4 min

Practise Ira asking a trusted adult for help. Include what happened and one request.

Show your attempt and reasoning.



The fallen tower

3. Use the result / 4 min

Draw two safe next steps. Circle the step Ira could try first.

Record your decision, revision or next action.

Reflect / 2 min

Which words made the request easy to understand?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A fictional child drops a drawing just before sharing it.

Name a possible feeling, practise a help request and draw a safe next step. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The fallen tower

SEL / emotional literacy | 20 min + 5 min revisit

Practice goal

Identify feelings and ask for help

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Scrap paper

Specific teaching note

Accept different feelings. Look for a named emotion and a safe request. Use fictional situations and allow the learner to pass.

Guide the session

1. Read the fictional situation aloud before modelling a possible response. Ask what is known and what is only guessed about a character.
2. Accept more than one possible feeling. Observe how a learner names possibilities, requests help, sets a boundary or weighs a response. Do not mark an emotion, calm appearance or willingness to disclose as correct or incorrect.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Names a possible feeling

☐ I ☐ S ☐ T Makes a clear help request

☐ I ☐ S ☐ T Selects a safe action

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



02 A paper tree that stands

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Navi folds paper into a tree using fingers. Its soft fold opens and the tree tips over.

One possible example / 3 min

Navi tries a stiff card to press the same fold. The new tool may help the fold hold; testing will show.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Use your fingers to fold one sheet so it stands for a slow count of five. Sketch what happens.

Record what you notice or predict.

2. Try the skill / 4 min

Use a stiff card to press the same fold. Try standing the paper again and record what happens.

Show your attempt and reasoning.



A paper tree that stands

3. Use the result / 4 min

Compare the finger-only and card-tool attempts. Explain which helped, then draw a next change if needed.

Record your decision, revision or next action.

Reflect / 2 min

What did the new tool help you change?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A paper place card keeps tipping.

Draw a first attempt made with finger folds, try a smooth card as a folding tool and compare another trial. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A paper tree that stands

Resilience and flexible thinking | 20 min + 5 min revisit

Practice goal

Try again with a different tool

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Scrap paper; stiff card with smooth edges

Specific teaching note

Model a setback calmly. Credit a changed method and observation rather than endless repetition.

Guide the session

1. Treat an unsuccessful attempt as information about the approach. Invite a changed method, a realistic pause, help or reduced scope rather than requiring repeated effort indefinitely.
2. Keep the comparison visible. Ask what changed, what stayed the same and what the result permits the learner to conclude. Do not equate persistence or speed with character.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Records first result

☐ I ☐ S ☐ T Tries a different safe tool

☐ I ☐ S ☐ T Compares both attempts

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



03 The hidden tray

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Mina needs to remember a spoon, leaf and cup for a pretend picnic.

One possible example / 3 min

Mina says 'spoon, leaf, cup', covers them and recalls two. Checking reveals the missing leaf.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Look at the three objects or draw them. Name each, then cover the picture.

Record what you notice or predict.

2. Try the skill / 4 min

After counting slowly to ten, say or draw what you remember without peeking.

Show your attempt and reasoning.



The hidden tray

3. Use the result / 4 min

Uncover and mark anything missed with a dot. Cover again after a short unrelated chat and retry.

Record your decision, revision or next action.

Reflect / 2 min

What helped you remember an item?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Use a new set of three pictured familiar objects.

Look, cover, pause, recall without peeking, check and mark one item to retry. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The hidden tray

Study skills and memory | 20 min + 5 min revisit

Practice goal

Practise recall after a short break

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Spoon, leaf, cup or adult-drawn pictures; cover sheet

Specific teaching note

Adjust the number to readiness. Credit an attempt to recall before looking and an accurate check.

Guide the session

1. Ensure the supplied fictional rule or notice is understood before covering it. Read aloud and clarify vocabulary; unaided recall can be spoken or drawn.
2. Keep the first attempt separate from checking. A missing point guides another practice opportunity. Do not rank learners by recall speed or infer general learning ability from this short task.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Attempts recall before checking

☐ I ☐ S ☐ T Identifies a missing item

☐ I ☐ S ☐ T Retries after a pause

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



04 Ready for the puppet walk

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Pip the puppet will leave after snack. A bag is empty, blocks are out and a game is unfinished.

One possible example / 3 min

Packing the bag goes before leaving. The game can wait until the puppet returns.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw packing, putting blocks away and playing. Place each under NOW or LATER.

Record what you notice or predict.

2. Try the skill / 4 min

Arrange the NOW pictures in an order. Tell which must happen before the walk and why.

Show your attempt and reasoning.



Ready for the puppet walk

3. Use the result / 4 min

A cup spills in the story. Add a safe cleanup request and move one task to later.

Record your decision, revision or next action.

Reflect / 2 min

Which task had to move, and why?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A puppet must return books, pack a bag and finish a game before leaving.

Sort now/later, sequence preparation and revise when leaving time moves earlier. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Ready for the puppet walk

Time and task management | 20 min + 5 min revisit

Practice goal

Sort tasks into now and later

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper

Specific teaching note

Use movable pictures and respect different household routines. Check an explained dependency.

Guide the session

1. Treat all schedules as fictional. Do not ask learners to describe family finances, responsibilities or home circumstances.
2. Count preparation, dependencies and available capacity. Accept a reasoned reduction in scope or a request for help when a plan cannot fit. Do not reward impossible schedules.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Sorts with a reason

☐ I ☐ S ☐ T Sequences preparation

☐ I ☐ S ☐ T Adjusts after a change

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



05 Two things, two rules

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Tara finds a spoon and a leaf for a pretend sorting shop.

One possible example / 3 min

Both can lie on a table. The spoon is made for eating; a leaf comes from a plant.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw the spoon and leaf. Tell one way they are alike and two ways they differ.

Record what you notice or predict.

2. Try the skill / 4 min

Sort a cup, spoon, leaf and sock by 'used at mealtimes'. Explain an uncertain choice.

Show your attempt and reasoning.



Two things, two rules

3. Use the result / 4 min

Make a different sorting rule and sort again. Ask a partner to guess your rule.

Record your decision, revision or next action.

Reflect / 2 min

Did an object move when the rule changed?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Compare a cup and a sock, using objects or drawings.

Give a similarity and two differences, then sort them with two other objects under a new rule. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



Two things, two rules

Logical reasoning and critical thinking | 20 min + 5 min revisit

Practice goal

Explain how two things differ

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Cup, spoon, leaf, sock or simple drawings

Specific teaching note

Accept multiple sensible categories. Ask for the observed property behind the decision.

Guide the session

1. Ask learners to distinguish the observation from the explanation and to state what would change their view. A plausible alternative need not be established as true.
2. Use only the supplied fictional data or safe tabletop objects. Accept more than one defensible conclusion when its limits and supporting reasons are clear.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Gives a similarity

☐ I ☐ S ☐ T Gives two differences

☐ I ☐ S ☐ T Applies two stated rules

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



06 The missing picture detail

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Dev and Noa share a drawing of a park. Each notices a different detail.

One possible example / 3 min

Dev says 'There is a small gate.' Noa repeats 'A small gate' before asking its colour.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw a park with two details. Take turns describing one detail while the listener waits.

Record what you notice or predict.

2. Try the skill / 4 min

Repeat a detail from your partner, then ask one question about it.

Show your attempt and reasoning.



The missing picture detail

3. Use the result / 4 min

Both need the same crayon. Practise a turn-taking sentence and draw an agreed order.

Record your decision, revision or next action.

Reflect / 2 min

How could the speaker tell you listened?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

Two puppets plan a drawing and both want the first turn.

Repeat the other idea, ask a question and agree how to share. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The missing picture detail

Communication and collaboration | 20 min + 5 min revisit

Practice goal

Take turns and listen

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and crayons; adult partner optional

Specific teaching note

Offer speech, pointing or drawing without requiring eye contact. Check accurate listening and turn-taking.

Guide the session

1. Model accurate paraphrasing before inviting disagreement. Offer a solo version using two speech bubbles or fictional role cards if a partner is unavailable.
2. Check whether roles, requests and handovers are specific and feasible. Do not assess popularity, eye contact, accent, confidence of delivery or agreement with the teacher.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Waits for a turn

☐ I ☐ S ☐ T Repeats a detail

☐ I ☐ S ☐ T Proposes a sharing plan

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



07 The jumping toy advert

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

A pretend poster says 'Zoom Frog! Buy today! Every child needs one!' A shop made it.

One possible example / 3 min

The shop wants a sale. 'Every child needs one' is a claim we can question.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw a box around the maker and underline what the message asks people to do.

Record what you notice or predict.

2. Try the skill / 4 min

Tell a puppet one question to ask a trusted adult before believing or buying.

Show your attempt and reasoning.



The jumping toy advert

3. Use the result / 4 min

A pretend game asks for a password. Draw a stop sign and practise asking a trusted adult for help.

Record your decision, revision or next action.

Reflect / 2 min

Who could help the puppet check the message?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A pretend poster says "Tap now for the best game", made by its seller.

Name maker and purpose, ask a checking question and show how to seek adult help if a password is requested. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The jumping toy advert

Digital and media literacy | 20 min + 5 min revisit

Practice goal

Ask who made a message

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper; printed scenario text

Specific teaching note

Use fictional details and no real accounts. Check advertising intent and adult help-seeking.

Guide the session

1. All messages, records and datasets in this session are invented. Read them aloud or copy them onto paper. No account, device, web search or real personal information is required.
2. Distinguish a source being genuine from a claim being current, complete or supported. Praise a useful checking question and a limited correction rather than automatic trust in appearance.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Identifies the maker

☐ I ☐ S ☐ T Asks a checking question

☐ I ☐ S ☐ T Keeps pretend credentials private

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



08 A kind day for a shared room

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Ari's puppet class eats, rests and uses a shared box of crayons. Water is left running in the story.

One possible example / 3 min

Ari can ask an adult about the tap and put used crayons back for the next child.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw three routine pictures: before food, a rest time and a trusted adult for a safety question.

Record what you notice or predict.

2. Try the skill / 4 min

Circle one action that cares for the shared room. Show how the puppet could do it.

Show your attempt and reasoning.



A kind day for a shared room

3. Use the result / 4 min

Act out asking before touching an unfamiliar cleaning bottle. Draw an adult helping.

Record your decision, revision or next action.

Reflect / 2 min

Which action helps the next person use the room?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A pretend shared room has supplies out and a tap left running.

Draw a routine that cares for the next users and show when an adult should help. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



A kind day for a shared room

Health, environment and citizenship | 20 min + 5 min revisit

Practice goal

Talk about safe everyday routines

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Paper and crayons

Specific teaching note

Accommodate different resources and abilities. This is everyday education, not personal health assessment.

Guide the session

1. Keep the setting imaginary. Use paper maps or spoken descriptions. No road observation, waste handling, public intervention or real consultation is required for this sheet.
2. Invite access perspectives without assigning a learner to represent a group. Treat suggested causes as untested and identify permission, adult support and responsible bodies before any later real-world action.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Orders an everyday routine

☐ I ☐ S ☐ T Identifies shared care

☐ I ☐ S ☐ T Seeks adult help for uncertainty

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



09 The rolling pencil

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Lila's pencil rolls off a low table whenever she lets go.

One possible example / 3 min

A folded paper groove might hold it. Lila tests with a gentle release, not a push.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw two different pencil holders. Tell how each would stop rolling.

Record what you notice or predict.

2. Try the skill / 4 min

Fold scrap paper to make one holder. Gently place a pencil in it three times.

Show your attempt and reasoning.



The rolling pencil

3. Use the result / 4 min

Draw one change after testing. Retest and tell whether the pencil stayed put.

Record your decision, revision or next action.

Reflect / 2 min

What did testing show that drawing could not?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A pencil holder must leave space for a small book.

Draw two solutions, make or label one, test it and change a feature from the result. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The rolling pencil

Creative and design thinking | 20 min + 5 min revisit

Practice goal

Draw two solutions to a familiar problem

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Pencil, scrap paper, clear low surface

Specific teaching note

Use safe materials. Credit different ideas and a change linked to the test.

Guide the session

1. Use scrap paper and safe low surfaces. Let the learner propose alternatives before modelling one; a prototype may be a labelled drawing if making it is inaccessible.
2. Give the tester a clear use task and observe actions rather than taste or appearance. Do not blame a user for difficulty; help the designer link a revision to evidence.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Proposes two designs

☐ I ☐ S ☐ T Tests safely

☐ I ☐ S ☐ T Links a change to a result

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.



10 The puppet's rainy day

Suggested session: 20 min | Name / chosen mark: _____

The fictional situation

Rumi has pretend coins for a day out in rain. The choices are drinking water, a toy badge and a rain cover.

One possible example / 3 min

Water is a need for the day. A badge may be a want; a rain cover depends on the plan.

Begin / 3 min: Read or hear the situation. Say what the character is trying to do. Ask about any unfamiliar word before starting.

1. Explore the situation / 4 min

Draw or point to each choice and sort it into NEED or WANT for this day.

Record what you notice or predict.

2. Try the skill / 4 min

The puppet now stays indoors with water available. Move any choice that changes and explain.

Show your attempt and reasoning.



The puppet's rainy day

3. Use the result / 4 min

Role-play asking a shopkeeper the price before choosing. Use pretend money only.

Record your decision, revision or next action.

Reflect / 2 min

Which choice changed when the day changed?

Use the fictional work on this sheet. You may answer by speaking, drawing or writing; sharing personal experiences is optional.

Draw, write, speak or ask an adult to scribe.

Return later / In 3-7 days, for about 5 minutes

A puppet chooses between water, a toy and a rain cover for an outing.

Sort needs and wants, change the setting and ask a pretend price before choosing. First try without looking at today's sheet. Then compare and make one reasoned correction.

New attempt / comparison / one reasoned correction



The puppet's rainy day

Financial and practical literacy | 20 min + 5 min revisit

Practice goal

Classify needs and wants

Materials

Printed sheet or blank paper; Pencil or another accessible way to mark responses; Drawn coins; paper

Specific teaching note

Do not judge family spending. Credit a reason and recognition that context matters.

Guide the session

1. All prices, offers and budgets are fictional practice amounts. Use paper money only. Do not ask about household income, debt, purchases or access to goods.
2. Allow arithmetic aids or an adult scribe when needed; still ask the learner to explain the check or choice. Accept different feasible choices with reasons. The sheet does not recommend a real purchase or financial product.
3. Use the three observable criteria below to describe evidence from the work. Note whether the learner acted independently, with a prompt, or needs another opportunity. Offer one specific next step; no numerical score is required.

Observe the work

For each criterion, mark I = observed independently; S = observed with support; T = try again with another opportunity.

☐ I ☐ S ☐ T Explains a need

☐ I ☐ S ☐ T Notices context changes choices

☐ I ☐ S ☐ T Asks a price

Evidence / one specific next step

When you revisit

Use new paper or the back of the sheet. Look for transfer or a useful correction, rather than expecting identical wording.

Use the new scenario and instructions on the second learner page. See page 2 for preparation, access choices, privacy and scope.