



Practice for everyday thinking

Class 2 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

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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 unfinished welcome sign

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

The fictional situation

Kabir's welcome sign tears as visitors arrive. He thinks nobody will like it. An adult is setting up nearby.

One possible example / 3 min

Kabir could feel worried or annoyed. 'The sign tore. Please help me tape it' asks for specific support.

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

Write or draw two possible feelings. Point to a story detail that could explain each.

Record what you notice or predict.

2. Try the skill / 4 min

Make a speech bubble for Kabir with the event, feeling if wanted and a help request.

Show your attempt and reasoning.



The unfinished welcome sign

3. Use the result / 4 min

Choose between a pause, repair or new sign. Draw the first two steps and practise them.

Record your decision, revision or next action.

Reflect / 2 min

Could two children feel differently about the torn sign?

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 unfinished welcome sign

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; Paper; tape optional

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 Offers possible feelings

☐ I ☐ S ☐ T Requests specific support

☐ I ☐ S ☐ T Plans a safe next step

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 The windy name card

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

The fictional situation

Sana folds a name card with fingers. It opens and falls when a paper fan makes a gentle breeze.

One possible example / 3 min

Sana tries pressing the crease with a smooth plastic ruler. She keeps the card shape and fan test the same.

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

Fold a name card with your fingers. Gently fan it once from a fixed distance and sketch the result.

Record what you notice or predict.

2. Try the skill / 4 min

Use a smooth ruler or stiff card to press the same crease. Repeat the same fan test and record the result.

Show your attempt and reasoning.



The windy name card

3. Use the result / 4 min

Compare the two tools and results. Draw a third method, such as a wider base, if the card still falls.

Record your decision, revision or next action.

Reflect / 2 min

How did the different tool affect your attempt?

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



The windy name card

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; smooth plastic ruler or stiff card; paper fan

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 Keeps the test similar

☐ I ☐ S ☐ T Changes the folding tool

☐ I ☐ S ☐ T Uses a result to suggest another method

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 delivery list

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

The fictional situation

Jo must remember a pretend delivery: a red cup, a spoon and a small cloth.

One possible example / 3 min

Jo recalls 'cup and cloth' but misses spoon. Checking is useful because the list is still available.

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 three items. Cover them and spend a short pause tracing a circle on the table.

Record what you notice or predict.

2. Try the skill / 4 min

Recall the items by naming or drawing, then check and add a different-colour correction.

Show your attempt and reasoning.



The delivery list

3. Use the result / 4 min

Make one clue for the missed item. After another activity, cover the list and recall again.

Record your decision, revision or next action.

Reflect / 2 min

Did your clue help after the break?

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 delivery list

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; Paper; colour pencil or oral correction

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 Recalls without looking

☐ I ☐ S ☐ T Checks accurately

☐ I ☐ S ☐ T Revisits a missed item

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 Before the library visit

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

The fictional situation

Zoya's puppet leaves for the library after lunch. Books need packing, a cup needs rinsing and a puzzle is half done.

One possible example / 3 min

Packing borrowed books belongs before leaving; the puzzle can wait.

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

Make four task cards from the story. Sort them into BEFORE LEAVING and AFTER RETURN.

Record what you notice or predict.

2. Try the skill / 4 min

Number the before-leaving cards. Add one thing the puppet needs to gather first.

Show your attempt and reasoning.



Before the library visit

3. Use the result / 4 min

The visit starts earlier. Choose a task to shorten or postpone and explain to a partner.

Record your decision, revision or next action.

Reflect / 2 min

Which task could wait without blocking the visit?

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



Before the library visit

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 task cards

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 Separates urgent preparation

☐ I ☐ S ☐ T Sequences dependencies

☐ I ☐ S ☐ T Revises a plan with a reason

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 The sorting shop changes

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

The fictional situation

Anu's pretend shop has a spoon, a sock, a cup and a leaf. The shopkeeper changes the shelf labels.

One possible example / 3 min

Cup and spoon can share a mealtime shelf, although their shapes differ.

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

Compare any two items: record one shared feature and two differences.

Record what you notice or predict.

2. Try the skill / 4 min

Sort all four under your own rule. Name the rule so a partner can check it.

Show your attempt and reasoning.



The sorting shop changes

3. Use the result / 4 min

Use your partner's different rule to sort again. Explain why one item moved or stayed.

Record your decision, revision or next action.

Reflect / 2 min

Can one item belong in different groups under different rules?

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



The sorting shop changes

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; Four familiar objects or 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 Uses observable comparisons

☐ I ☐ S ☐ T States a rule

☐ I ☐ S ☐ T Explains a changed grouping

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 Plan a pretend picnic

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

The fictional situation

Iman wants a shady picnic; Tej wants space for a game. They share one planning sheet.

One possible example / 3 min

Iman says, 'You want room for a game. Did I hear that correctly?' before adding an idea.

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

Give each character one spoken turn. The listener repeats the main idea without changing it.

Record what you notice or predict.

2. Try the skill / 4 min

Ask a question that helps combine the two wishes. Sketch a picnic place with both features.

Show your attempt and reasoning.



Plan a pretend picnic

3. Use the result / 4 min

Plan turns for drawing and colouring. Try the plan, then say if each person had a turn.

Record your decision, revision or next action.

Reflect / 2 min

What changed after the listener asked a question?

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



Plan a pretend picnic

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; partner or two puppets

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 Paraphrases accurately

☐ I ☐ S ☐ T Asks a useful question

☐ I ☐ S ☐ T Follows a turn 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 Who wants a click?

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

The fictional situation

A pretend game advert says 'Tap now for a free crown!' A class notice says 'Bring a book on Friday.'

One possible example / 3 min

The game maker wants a click. The notice asks for a school action and names its sender.

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

Label who made each message and what each wants the reader to do.

Record what you notice or predict.

2. Try the skill / 4 min

Choose one advert claim to check with an adult. Say what information you would ask for.

Show your attempt and reasoning.



Who wants a click?

3. Use the result / 4 min

A fictional form asks for a home password. Cross out that request and practise asking a trusted adult.

Record your decision, revision or next action.

Reflect / 2 min

Does the word 'free' answer every question?

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



Who wants a click?

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; Printed scenario; paper

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 two purposes

☐ I ☐ S ☐ T Chooses a check

☐ I ☐ S ☐ T Rejects sharing a password

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 Shared art-room helpers

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

The fictional situation

A pretend class leaves scraps on the floor and an open tap after art. A younger class uses the room next.

One possible example / 3 min

Putting dry paper scraps in the right bin clears space; an adult can check a tap that will not close.

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 safe sequence for finishing art: tidy materials, wash before eating and rest later.

Record what you notice or predict.

2. Try the skill / 4 min

Choose one room problem. Draw who it affects and one safe helpful action.

Show your attempt and reasoning.



Shared art-room helpers

3. Use the result / 4 min

Make a two-picture reminder for the next class. Explain when to ask an adult instead of acting alone.

Record your decision, revision or next action.

Reflect / 2 min

Who benefits from your reminder?

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



Shared art-room helpers

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; no real cleanup required

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 Sequences routines

☐ I ☐ S ☐ T Connects care to others

☐ I ☐ S ☐ T Distinguishes action from adult help

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 A pencil home for two users

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

The fictional situation

Nia and Sam share a desk. Their pencils roll away, but a holder must leave room for a book.

One possible example / 3 min

A wide tray holds pencils but crowds the book. A narrow folded groove might meet both needs.

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 designs. Mark where the pencil and book would sit.

Record what you notice or predict.

2. Try the skill / 4 min

Make one paper model. Test three gentle pencil placements beside a book.

Show your attempt and reasoning.



A pencil home for two users

3. Use the result / 4 min

Ask a partner to try it. Change one feature based on what happened, then test again.

Record your decision, revision or next action.

Reflect / 2 min

Which need was harder to meet?

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



A pencil home for two users

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; Scrap paper, pencil and book

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 Draws alternatives

☐ I ☐ S ☐ T Tests both space and holding

☐ I ☐ S ☐ T Revises from observed use

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 Two kinds of outing

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

The fictional situation

A puppet has pretend money for a hot outdoor trip. Choices include water, a storybook and a cap.

One possible example / 3 min

A storybook may be a want on this trip but a needed item for a planned reading session.

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

Sort the choices into needs and wants for the outdoor trip. Explain two choices.

Record what you notice or predict.

2. Try the skill / 4 min

Change the story to an indoor reading session with water supplied. Re-sort and explain a change.

Show your attempt and reasoning.



Two kinds of outing

3. Use the result / 4 min

Role-play comparing two pretend prices for the same item. Ask the price and say which fits the plan.

Record your decision, revision or next action.

Reflect / 2 min

Why did the same item change category?

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



Two kinds of outing

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; Paper item cards; pretend coins

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 Uses the situation

☐ I ☐ S ☐ T Revises a category

☐ I ☐ S ☐ T Asks and compares prices

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.