



# SCHOOL PARENTAL PASSPORT

**SCHOOL NAME:** \_\_\_\_\_

**COUNTY** \_\_\_\_\_

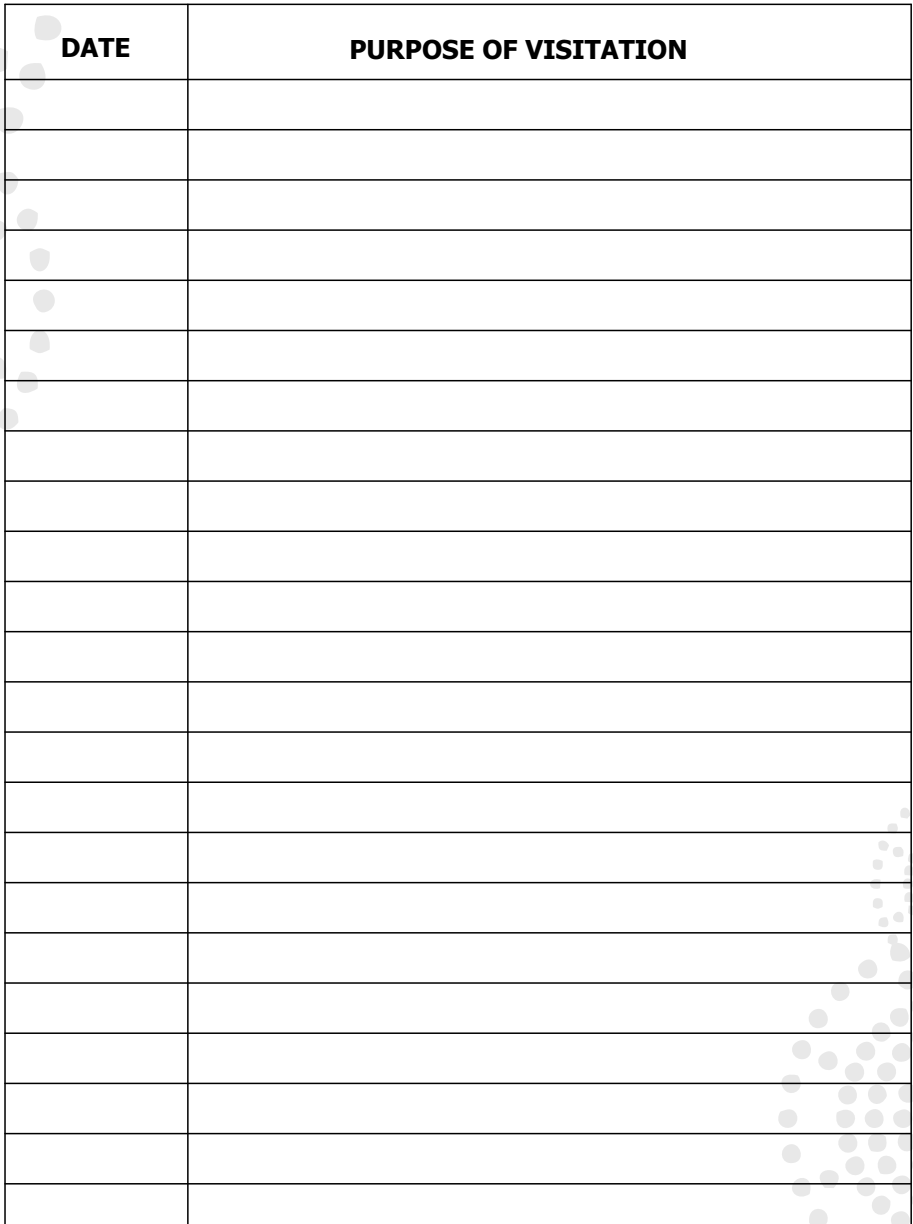
**PARENT'S NAME:** \_\_\_\_\_

STUDENT'S NAME	GRADE
1.	
2.	
3,	
4.	
5.	

**PARENT'S SIGNATURE:** \_\_\_\_\_

**H/TEACHER'S SIGNATURE:** \_\_\_\_\_







**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**

**STAMP  
HERE**



**STAMP  
HERE**

### **PEE passport activities.**

Do these exercises with the child. These exercises will enhance the caregiver/parent - child relationship and help children learn. Please spend 20 minutes doing this every day. Also, use different settings when doing these exercises, for example, settings like my house, my family, and so on.

### **Story Telling:**

It is important to tell our children stories as it helps them with language, creativity, and provides good interaction with caregivers. You can tell stories about journeys to far places, ancient tales, moral stories and lessons, and so on.

### **Importance of the Exercise,**



Listening



Communication

and Interaction/Collaboration

### **How to do this**



Sit with your children and narrate to them a story



A story can be about how you (the caregiver) lived your life or even ancient stories from your community. You can create your own stories, such as an account of your first experience crossing a ferry or attending a family wedding. You can also ask the children which story they would like to hear that day



The child/children can also tell their own stories or retell your stories.



The caregiver can give the children time to create their own stories. Then, you can discuss and coordinate who will tell the stories at different times.

### **Word Jar:**

This exercise will help your child learn more words. You can teach your child words related to respect or greetings, things people do in the community, household items, domestic and wild animals, and so on

### **WhatYouNeed**



Container/box/jar



Scissors

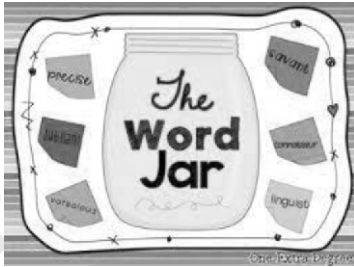


Pencil/biro/Makaa

### **How to do this exercise:**

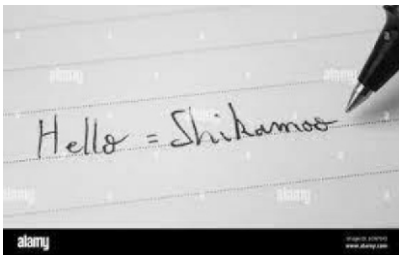
The caregiver should find and write words with the help of their children. The words will be written on pieces of paper and placed in a container/box. (Look for words in storybooks, newspapers, and so on. For example, if today you want to talk about greetings.)

Write each word on pieces of paper or cut-out cards.



Place all the cut-out words in a container/box. You can call it the family box. For example, with the six

words listed below, the child will read a word and find the answer from the box, learning about these greetings.



Shikamoo-  
Marahaba

Hujambo-sijambo

Each day, choose a new word from the box, read the word with your child, and then explain the meaning of that word to your child



Create a short sentence using the word, for example, "Mama alinisalimia shikamoo

mwanangu" (Mom greeted me with 'shikamoo', my child). They can translate the word into another language; for example, 'shikamoo' in English is 'Hello.' They can also act out the word, such as greeting someone, and find words with similar or opposite meanings from the box.



Return the words to the box, then review them after a few days and focus on your memory.



### **Create a family schedule:**

This helps children understand how to manage time and do things in an organized manner. The child will learn how to prioritize important tasks first.

### **What you need.**



Scissors



Pencils

### **How to do the exercise:**



Talk to your child about the activities you do each day. Start with the morning, then move to the afternoon, and finally the evening.



After

the discussion, collaborate with your child to create a weekly and weekend schedule showing what time and tasks they will do during that time. For example, waking up at 6:00 am.

The caregiver and child can look for pictures representing activities from newspapers or can draw them together.

The caregiver can ask questions such as: What time do you wake up? What do you do after waking up? / Do you eat / rest / play? / Household chores / family time? When is it time to read books, and what do they enjoy doing the most? Include activities such as making beds and cleaning rooms, bathing, brushing teeth, eating, cleaning and washing dishes, and so on.

## Day : Monday

Time	Activity
6:00 am	Wake up
6:05 am	Brush teeth
6:07am	Wear Uniform

Talk to your child to ensure they have enough time to do everything each day and continue adjusting the schedule until it works for everyone at home.

## Important Things to Consider



There must be time and space for children to do additional schoolwork and reading.

Children need time to read.

There should also be time for conversations between

children and caregivers. This schedule should be written down and placed in a spot where the child can easily see it.



## **Sinking and Floating:**

This activity will help children understand what will float or sink in water.

### **What You Need:**

Collect as many items as possible, such as spoons, plastic objects, plates, paper, and so on



Sticks



Bucket of water



Basin

Paper, string, cups, ink pens, pencils, stones, cooking spoons, pieces of wood. Types of items that can either sink or float.

## How to do this exercise.



Place a basin of water on the table, along with the items you have gathered from around the house. The caregiver will start by placing items in the basin of water. Then the children will follow by placing items in the basin of water. Items that sink in the water mean they sink, while those that stay on top of the water can float. The caregiver and child take turns placing items in the basin and agree on whether each item floats or sinks. They can also bring other items from outside the house.



Ask the child to predict whether an item will sink or float and explain why. The child will then make a list of all the items that sink and those that float.





### **Touch and Feel Activity:**

This will help children recognize items made from different materials or with different textures, such as hard or soft.

### **What you need:**



Collect materials that are found in your environment or surroundings. Examples include paper, stones, books, sand, plates, and so on

### **How to do this exercise:**



Choose one of the collected items and describe it, noting whether it is hard or soft, rough or smooth. The child will explain how it feels in their hands and what they see. The child will make a list of hard items, soft items, rough items, and smooth items. They can also say where these items are found and what they are used for.



## **Word building:**

This activity helps children learn the names of objects, places, and people, as well as nouns and verbs (actions) related to them).

## **What you need**



Bowl



Paper and pen



Scissors

Paper, carton boxes, pencils, pens, scissors

### **How to do this exercise:**

The child, in collaboration with their caregiver, cuts small pieces of paper into different shapes.

Then, write various syllables of the alphabet (consonants and vowels) on the paper and place them in a bowl. Shake the bowl.

Take three to five (3-5) syllables and form a word that can be either a verb or a noun.

Read the word and agree on its meaning, then the child will do the same. The parent and caregiver will take turns doing this. Do this frequently. The child will write down all the names they have created along with the action words, and they can act them out as they read them.



### **Measurement:**

There are various ways to measure, including volume, area, length, among others. This is important for children to understand measurements such as short and long. It is important to know the length of objects, spaces, or even things inside the home. We will start with length, then width, time, and capacity.

## Length

### What you need



Ruler



Pencil/Makaa

### How to do this exercise



Tell the child to stand against the wall and look directly at you with their feet together. You, mark the height on the wall and use it. Use a ruler to measure the height of centimeters. Children will take turns measuring each other's height or even the height of their friends in the same way.



Do this with all family members/other children, and then compare who is the tallest on the wall. Who is the shortest? Also, using the height records of everyone, ensure that the records and markings on the wall are accurate. Repeat this

every month with the help of your child/children. With the help of your child/children, arrange family members physically according to height.



You can do the same with shoe sizes; check who has the largest or smallest size.

### **Length and width**

#### **What you need**



Sticks



Strings

### **How to do this exercise**

With your child, try to measure the width and length of your house.



With your child, try to measure the width and length of your house. The caregiver will be the first to measure the length and or width of the house/yard by walking equal steps from one side of the house to the other. The longer side is the length, and the shorter side is the width. Explain to the child/children to write down the number of steps on paper/books.



Ask your child/children to measure the length and /or width of the house using their own steps. Make sure the child writes down the number of steps on paper.



Using the piece/tape/measure you chose, repeat the process of measuring the length and width of the house. Make sure to record the number of pieces, steps, etc. You can also use your hands to measure shorter distances. Now, you can ask your child/children to measure different items inside the house, such as doors, the backyard, tables, beds, and so on. They can write down these measurements and see which items are the longest, shortest, and so forth.

## **Time:**

We use time to measure or compare the duration of events or intervals between them, and even to track events. You can help your children understand time measurements, such as seconds and minutes.

## **You will need:**

Watch / Mobile Phone



## **How to do this exercise**

Using a clock or a phone clock, do the following exercises with your child, setting a time limit for yourselves:



How many times can you  
clap your hands in one minute?



How many times can you  
jump in one minute?



How many numbers can you  
count in one hour?



Read a passage from an English/Kiswahili book.

Note: The caregiver should explain to the child that seconds are the smallest unit of time measurement and how many seconds make up a minute.



## **Volume:**

Children need to understand measurements, and you can start by measuring water using containers. You can also measure other things, such as length.

## **What you need**



Bottles of different volume





Cup



Basin/bucket



water/sand/soil



Pencil



Book/paper

## How to do this exercise



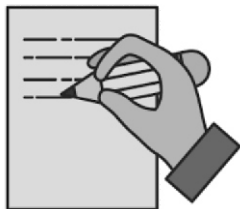
Ask your child/children to find pipes/tanks /bottles of different sizes from your environment and label the pipes with numbers/letters/animal names.



Arrange the bottles Then fill the bucket or basin with water or sand.



Use a cup/plastic container to fill the pipes you have collected with water.



Write on paper/books, labeling the pipe that was filled first to the one that was filled last.



Children should choose which bottles can hold more water and which ones hold less water.



Arrange the bottles from smallest to largest. You can also arrange the bottles from largest to smallest. The larger pipe holds more water.



## **Basic Mathematics**

+	-	X	÷
Addition	Subtraction	Multiplication	Division

There are four operations in mathematics : addition (+/plus/more), subtraction (- /minus/take away), multiplication (x/times), and division (÷/divide). It is important for children to start doing simple math at home and at school.

### **What you need**

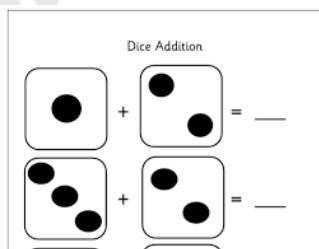


Dice made with clay

### **How to do this exercise**



The child will throw the dice at one time. The number shown by the dice will be used for addition; for example, if it shows five, the number will be read as five.



The child will combine the numbers on two dice . For example, if one dice has 4 dots and the other dice has 3 dots, they can add  $3 + 4 = 7$ , subtract the numbers as  $4 - 3 = 1$ , multiply as  $4 \times 3 = 12$ , and divide according to the child's age, such as  $4 \div 3$ , which will have a remainder and can be done by older children only.

The child can continue to throw the dice and then add/subtract/ multiply/divide the numbers from the two dice according to their grade level. For lower primary school, they may only add and subtract.



The child can write the calculations on paper or in a book. Discuss the answers with the child.



## **Importance of Meal planning**



Children learn about good nutrition by showing them which foods they like are good for them and which are not suitable. They will learn why some foods are better choices than others while enjoying playing a game.

### **How to do this**

Start by asking the children to help you write down:

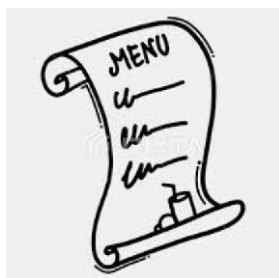
- What types of foods does your family eat regularly?
- How do you feel after eating those foods?



Invite the children to think about how they would plan a meal for their families.



Ask them to draw a meal they enjoy eating. Once they finish drawing, invite the children to discuss what they have drawn. Discuss healthy and unhealthy foods and provide reasons for each.



A healthy diet includes a variety of foods! Ask the children to categorize foods into groups such as fruits, vegetables, grains, dairy, or proteins. Have them write a meal menu for the next day, and they can do this for the entire week so they know what they will cook each day.

## **CAREGIVING GUIDELINES**

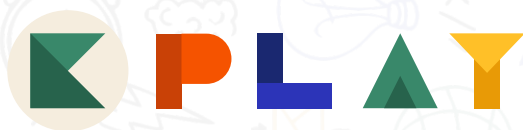


- Show love and support to your children.
- Provide structure and routine for daily life.
- Children learn by imitation, so set a good example for them to follow.
- Set realistic and achievable goals, both short-term and long-term.
- Ensure clear and respectful communication.
- Be flexible and adaptable according to your children's needs.





- **Important Tips**  
Children who are hungry cannot focus on reading; please ensure your child is well-fed.
- A tired child cannot learn; give children time to play, learn, and rest.
- Monitor their extra activities and attend school meetings.
- Praise your child when they do good things.
- Do not be harsh when they make mistakes; speak calmly.
- Remember, you are your child's first teacher!



creative learning through technology