



Government of West Bengal



সমগ্র শিক্ষা
Samagra Shiksha



PARENT TEACHER MEETING

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Duration: 1 Hour

Objective of the Session:

- ✓ Helping parents understand the value of attendance and punctuality.
- ✓ Encouraging parents to build responsibility through daily routines at home.

Welcome and Introduction (5 Minutes)

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher take the lead and briefly introduce the theme of the day.

Open Discussion with Parents (10 Minutes)

- ✓ Why is regular attendance important?
- ✓ What challenges do you face in sending your child regularly or on time?
- ✓ Does your child follow a routine at home?
- ✓ What strategies have helped you build a routine at home?
- ✓ What changes can be seen in children with regular attendance?

Why everyday school habits are important?

School habits are regular practices like attending school daily, being punctual, and following classroom routines. These habits help children adjust better, learn effectively, and develop discipline and responsibility from an early age.



Summarize the discussion (10 Minutes)

- ✓ Children learn best when they come to school every day.
- ✓ Ensures continuity in learning and avoids learning gaps.
- ✓ Helps children feel confident, involved, and up to date with lessons.
- ✓ Strengthens bonds with teachers and peers, developing motivation.
- ✓ Share a few examples of children (without naming) who have benefited from regular attendance and consistent routines.

Circle Sharing – One Good Habit in Their Child

- ✓ Form a circle with all parents in the classroom.
- ✓ Invite each parent (starting clockwise) to briefly share one good habit they notice in their child.
- ✓ Encourage active listening and appreciate all responses.
- ✓ Display the habits on a chart titled “Habits Our Children Have!”

Activity #1

Prompt questions to close the Circle Sharing activity:

- ✓ How did it feel to share a good habit about your child?
- ✓ Did you hear any habits that you would like to encourage in your child?
- ✓ What small steps at home can help strengthen these good habits further?
- ✓ How can regular school attendance and routine help build more such habits?
- ✓ What support do you need from the school to continue these positive habits at home?



Summarize the discussion

- ✓ Children are developing good habits – let’s notice and encourage them.
- ✓ Daily routines at home and school help build discipline and confidence.
- ✓ Sharing with other parents helps us learn new ways to support our children.
- ✓ Encouraging good habits early lays the foundation for lifelong learning.



Activity #2

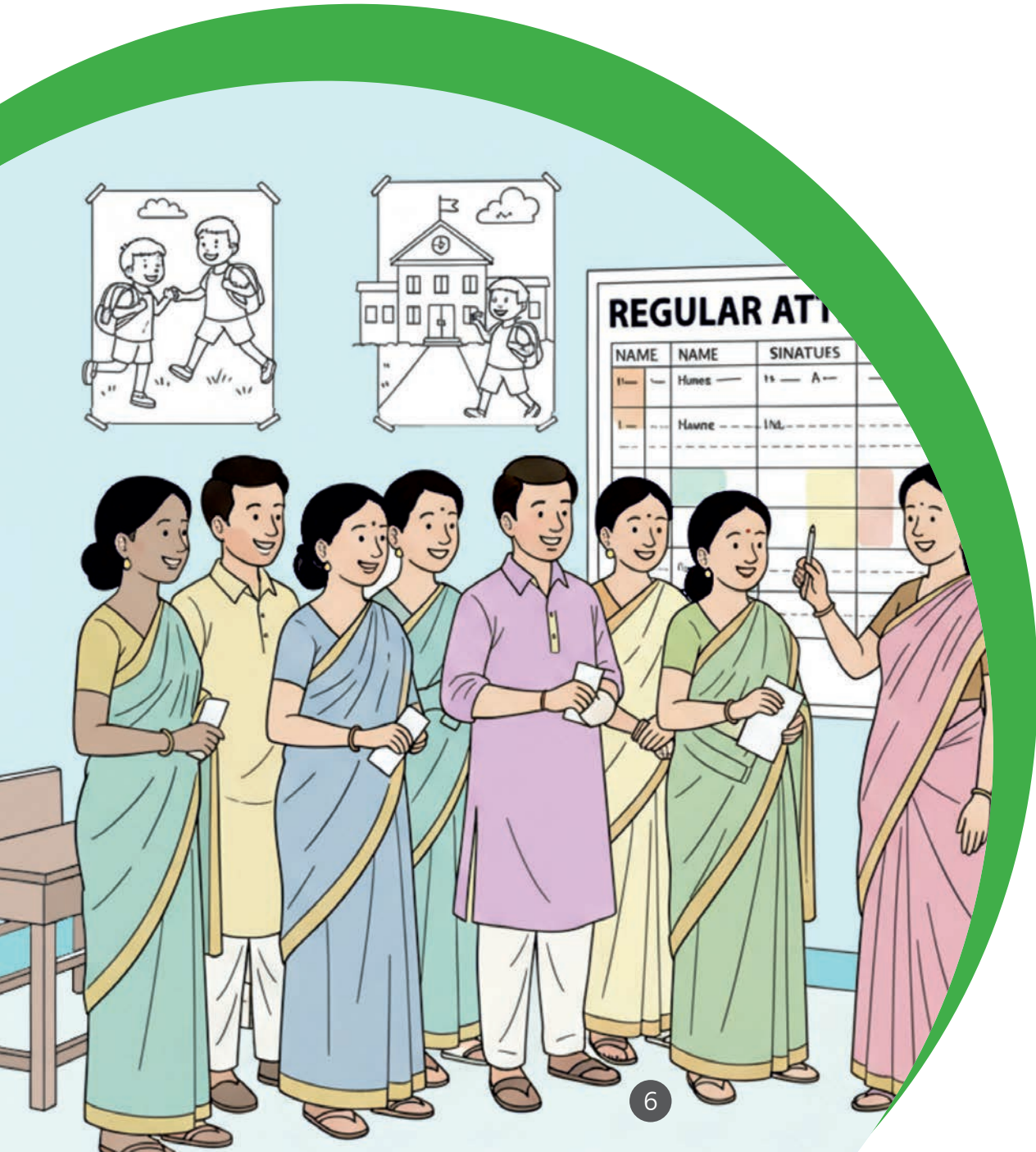
Every Day Counts!

- ✓ Gather parents in a circle or small groups.
- ✓ Ask: “Why is it important for children to attend school every day?” Invite quick responses.
- ✓ Then ask: “What do you do at home to support regular attendance?” Each parent shares one tip.
- ✓ Teacher notes responses on a chart titled “What We Do to Support Regular Attendance.”
- ✓ Read the chart aloud and invite parents to sign it as a commitment.
- ✓ Conclude by appreciating their efforts and reinforcing the value of daily attendance.



Summarize the discussion

- ✓ Regular attendance builds strong learning, confidence, and routine.
- ✓ Small home habits like early sleep and readiness make a big difference.
- ✓ Parents and teachers must work together to support daily attendance.





Suggestions for Parents (5 Minutes)

Expected Outcome	Suggestion
1 Establish a consistent routine	Fix wake-up, meals, study, play, and sleep times.
2 Prepare the night before	Keep uniform, bag, and materials ready for children below Class 2; from Class 2 onwards, encourage them to organise their own things.
3 Be a role model	Follow a routine yourself and develop good daily habits.
4 Plan holidays wisely	Align your travel schedule with the school holiday list.
5 Maintain a regular communication with school	Inform school in case of illness or absence. Also if children are not willing to come contact the teacher to discuss the issue immediately.

Closing and Gratitude (5 Minutes)

- ✓ Recap key messages: Attendance and punctuality are small habits that lead to big learning outcomes.
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.

How Children Learn: From Everyday Life to School Readiness



Duration: 1 Hour

Why is this session important?

Children learn through play, observation, conversations, and everyday tasks. This session helps parents recognise how their simple daily interactions can build strong language, math, and thinking skills at home.

Objective of the Session:

- ✓ Understand how children learn through play and daily life.
- ✓ Learn practical ways to support learning at home.
- ✓ Recognise and value the parents' role in a child's learning.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.

- ✓ Let the class teacher take the lead and briefly introduce the theme: How children learn through play and everyday life.

Question for Parents

- ✓ How do you think your child learns new things?
- ✓ Have you observed your child learning something during play or daily tasks?

Let's experience how children learn.....



Activity #1

Every day is a Learning Day

Purpose: To help parents recognize that learning doesn't happen only in school but also during daily home activities. This builds awareness that everyday chores and experiences contribute to a child's foundational learning.

Material required: Blackboard and chalk

- Start with: "Thank you all for coming today. We all want our children to learn and grow. But did you know that learning is happening all the time — not just in school, but also at home, while doing small daily tasks?"
- Ask parents: "Can each of you share one activity that your child regularly does at home? It could be anything — big or small."
- Examples to Encourage Participation:
 - Setting the table
 - Folding clothes
 - Sorting vegetables
 - Feeding animals
 - Watering plants
 - Making a shopping list
- As parents share, write each activity on the board or chart.
- For each activity, note the learning outcomes and add them in the following format:

Activity	Suggestive Outcome
Watering plants	Caring, routine, observation
Folding clothes	Responsibility, fine motor skills
Sorting vegetables	Sorting, attention, decision-making

Talking point for group discussion

- "What did you notice about all these activities?"
- "Do you think these are helping children learn?"

Summarize Key Points

- Learning happens everywhere – not just in the classroom.
- Children learn responsibility, planning, language, and thinking through daily chores.
- Your involvement at home is helping build your child's foundation.
- As we've seen today, your child is learning even while helping you at home. By involving them in everyday tasks, you're supporting their growth. No task is too small.



Activity #2

Role Play

Purpose: To help parents understand the importance of role play in a child's development and how everyday pretend situations at home contribute to learning.

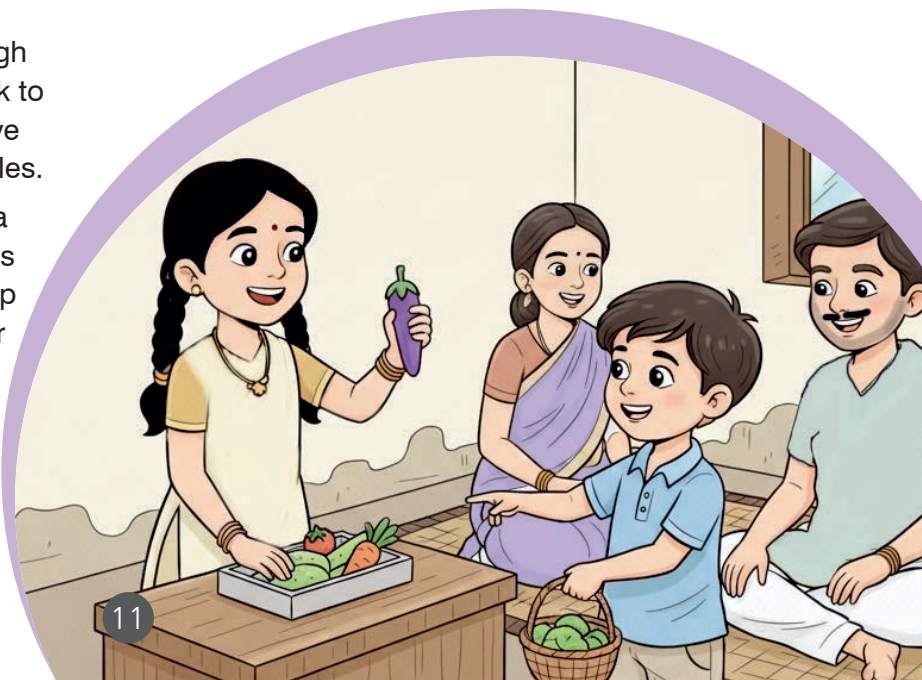
Materials Needed: Basic props (toy phone, stethoscope, vegetables, grocery bag, dupatta, wallet, etc.)

- Invite 2-3 parent volunteers/ students to come forward.
- Choose a simple role-play scenario based on common situations:
 - Shopkeeper and Customer
 - Bus conductor and passenger
 - Doctor and Patient
- Give them simple instructions: "Let's say you are in a shop. One person is the shopkeeper, and one is buying fruits. Please act out what would happen."
- Provide basic props if available (e.g., basket, toy items, cloth bag).
- After the role play, ask the observing parents:
 - "What did you notice about the role play?"
 - "Can you think of a similar situation your child does at home?"
 - "What kind of learning do you think was happening here?"
 - "How can we encourage this kind of play at home?"
- Records parents responses on the board in two columns:

Activity	Skills/Learning
Playing shop	Counting, conversation, decision-making
Doctor play	Empathy, body parts vocabulary, taking turns

Summarize the discussion

- Pretend play is not just fun — it's a powerful way for children to understand their world. Through role play, they learn how to talk to others, express emotions, solve problems, and follow social rules.
- You don't need many toys — a dupatta can become a doctor's coat, a basket becomes a shop counter. Children can use their imagination if we give them the space.



“Today, we'll look at how children learn through pretend play – or role play. You must have seen your child pretending to be a doctor, teacher, or shopkeeper. These games may look like fun, but they're full of learning!”

Key Talking Points

- ✓ Pretend play builds language, thinking, imagination, and social skills.
- ✓ Involve children in real-life role-play situations: visiting a market, going to the doctor, attending a function.
- ✓ Provide basic materials: utensils, paper, cloth, empty containers.
- ✓ Try to participate in pretend play — this boosts the child’s confidence and learning.

Suggestions for Parents:

Expected Outcome		Suggestion
1	Observe and talk	Talk to your child about. For example, ✓ What are you drawing? ✓ How was your day? ✓ How were you feeling? ✓ What did you do today?
2	Encourage play	Give time and space for free play. For example, ✓ Playing with kitchen utensils or cardboard boxes. ✓ Engage with children while they are playing.
3	Involve in daily life	Engage them in tasks. For example, ✓ Folding clothes, sorting vegetables, watering plants, peeling fruits, organising toys and reading labels.
4	Limit screen time	Encourage real-world activity. For example, ✓ Gardening, Storytelling, book reading, drawing, playing local games instead of watching TV.
5	Praise efforts	Appreciate curiosity and attempts, not just correct answers. For example, ✓ I love how you tried to solve that puzzle on your own. ✓ Wow, you tried so many different ways to build that tower.

Closing and Gratitude

- ✓ Introduce the Five Finger Rule – an effective way to remember the five key ways to engage meaningfully with children every day (sing, play, read, appreciate and talk)
- ✓ Recap key takeaways: Children learn by doing. Every small action, playing, talking, and helping, shapes their growth.
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.



Stories That Teach

Why is this session important?

Children learn best when they hear and retell stories, over and over again. Stories build imagination, listening, vocabulary, sentence formation, and early comprehension, laying the foundation for strong literacy skills. Even without books, parents can use local tales, family experiences, or everyday songs to help children develop language, values, and thinking abilities. These simple storytelling moments support key FLN goals by nurturing curiosity, expression, and the confidence to communicate and make meaning from what they hear.

Objectives of the Session

- ✓ Help parents discover how storytelling strengthens early learning from language and listening to imagination and values.
- ✓ Encourage the use of songs, rhymes, and local folk tales as rich, accessible tools for everyday learning at home.
- ✓ Demonstrate how regular storytime builds key FLN skills like listening, comprehension, and confident expression.
- ✓ Share simple, age-appropriate storytelling activities that parents can easily use to engage their children.

Welcome and Introduction

- ✓ Warmly welcome all parents with a folk song that has a story, and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher introduce the theme briefly: Today, we'll explore how stories and songs build vocabulary, listening, and self-expression in children.

Open Discussion with Parents

- ✓ What's one story from your childhood that you still remember? Who told you?
 - ✓ Do you tell stories or sing songs to your child? How often do you share a story/song/rhyme with your children?
 - ✓ Have you noticed how your child listens, repeats, or acts out parts of a story?
- Any small thing that happened in the morning that you want to narrate as a story (an example)



Summarize the discussion

- ✓ Parents shared that children enjoy both old and new stories.
- ✓ Many children try to retell or act out stories.
- ✓ Songs and rhymes are easy ways to teach language and rhythm.
- ✓ Regular storytelling builds a strong foundation for learning.



Activity #1

Story Listening

Material required: Picture cards – yellow circular sun cut out, colourful handkerchiefs/fabric pieces

- ✓ Form a circle with all parents in the classroom.
- ✓ Show them the sun and a handkerchief, and ask:
 - ❖ What is this?
 - ❖ Have you ever seen a rainbow in the sky?
 - ❖ What does the sun cut out do?
 - ❖ Discuss the story title and images.
- ✓ Use voice modulation, facial expressions, and pictures to make the story engaging. Ask questions during the story.
- ✓ After storytelling, talk to the children about it. Encourage them to retell the story, act it out, or draw pictures related to it.



Story: The Sun's Handkerchief

Every day, the sun would rise, but forget to carry a handkerchief. His mother would remind him, but he never listened. One day, it rained heavily, and the sun caught a cold. That's when he realised why his mother told him to carry one. He asked her for a handkerchief, and she gave him a bright, colourful one. Now he always keeps it with him. After the rain, he waves it across the sky, it looks like a rainbow. The sun feels happy and says "thank you" to his mother.

Activity #2

Build-A-Story Together

- ✓ Form a circle with all parents in the classroom.
- ✓ Ask parents. You don't need a full storybook to tell a story; you can build one with your child using just imagination and simple questions.
- ✓ Pick 3 Random Items or Pictures. Choose them yourself or ask participants to select. Example: A cat, a raincoat, and a mango.
- ✓ Begin with an open line, Such as:
 - ✓ Once upon a time, there was a little cat who hated getting wet...
- ✓ Go around the room or group and ask each parent to add 1–2 lines to continue the story. Encourage twists, questions, or funny ideas
- ✓ Summarize the co-created story, celebrate the creativity, and remind them how this simple activity encourages imagination and language use in children.

Reflective Questions for Parents

- ✓ How did you feel while building the story?
- ✓ Can you imagine doing this with your child during mealtime, bedtime, or travel?
- ✓ What skills do you think your child would develop through this kind of activity?

Conclude by telling parents:

- ✓ Children don't need perfect stories; they need chances to imagine and express.
- ✓ Creating stories together builds vocabulary, confidence, sentence formation, and thinking.
- ✓ Use everyday objects, photos, or daily routines to inspire stories.
- ✓ Ask open-ended questions such as:
 - ✓ What happened next?
 - ✓ Why do you think that happened?
 - ✓ What would you do if you were the cat?

Suggestions for Parents:

For Pre-primary to Class 1

What It Builds	How Parents Can Support Through Storytelling
1 Language & Vocabulary	Tell short stories in the home language, repeat key words, and encourage your child to retell in their own words.
2 Thinking & Imagination	Ask “What happens next?” or “What would you do?” Encourage your child to finish or change the ending of a story.
3 Expression & Confidence	Use props or toys to act out stories. Let children perform as characters (e.g. the lion, the crow, the mother).
4 Listening & Rhythm	Sing rhymes with actions (Machhli Jal Ki Rani Hai, Nani Teri Morni). Use gestures, clapping, and repetition.
5 Everyday Learning & Connection	Turn daily routines into stories (e.g., “The spoon ran away today!”). Involve siblings or grandparents in storytime.

For Class 2- 4

What It Builds	How Parents Can Support Through Storytelling
1 Language & Vocabulary	✦ Pause to discuss the meaning of new words. ✦ Encourage children to use these words in their sentences.
2 Thinking & Imagination	✦ Ask reflective questions such as ✦ Why did the character do this? ✦ What could be another way to solve this? ✦ Encourage children to invent alternate endings or new characters.

3 Expression & Confidence	✦ Let children narrate stories to younger siblings or in front of the family. ✦ Encourage them to use voice modulation, emotions, and descriptive language.
4 Listening & Comprehension	✦ After reading or listening to a story, ask questions like ✦ What did you understand? ✦ Can you tell the story in your own words? ✦ Discuss key events or lessons in the story.
5 Values & Real-Life Connection	✦ Choose stories with real-life challenges or moral dilemmas. ✦ Discuss what they would do in a similar situation. ✦ Encourage storytelling from their own experiences.
6 Support creative thinking	✦ Ask the child to change the ending or create a new character for the same story.

Closing and Gratitude

- ✓ Recap key takeaways: Stories help children grow their minds, language, and confidence.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.



Learning through play

Why is this session important?

Children learn best through fun and active play. Simple games at home, like using stones, sand, or songs, help children build skills in counting, speaking, thinking, and working with others. Parents don't need special tools, just time and playful moments.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher take the lead and ask: "Has anyone tried any of the suggestions we shared last time?"
- ✓ Introduce the theme: we'll talk about how simple games help children learn reading, counting, and thinking, using everyday things at home, not special materials.

Let's experience how children learn through play.....



Objectives of the Session

- ✓ Help parents understand that play is a natural and powerful way for children to learn.
- ✓ Show how local and traditional games build important skills in language and math.
- ✓ Share examples of simple games that can be played at home using daily items.
- ✓ Encourage parents to actively play and learn with their children.

Questions for parents

- ✓ Do you remember how you learned to count using pebbles or matchsticks?
- ✓ Did you play games like ghar-ghar, teacher-student, or shopkeeper-customer at home?
- ✓ What were your favourite childhood games?

Activity #1

Stone Hop & Count

Material required: 5 to 10 small stones (or bottle caps, chalk circles, leaves, anything available), Open space (indoor or outdoor)

- ✓ Form a circle with all parents in the classroom.
- ✓ Place the stones in a straight line on the ground with some space in between.
- ✓ Ask the child to jump over each stone and count aloud (1, 2, 3...) while hopping.
- ✓ After one round, change the pattern, make a zig-zag, or move stones closer/farther apart.
- ✓ Try counting backwards or in twos for older children.
- ✓ Invite parents to try it once to encourage laughter and bonding.

Conclude by telling parents:

- ✓ This activity helps children to build number skills through fun and movement.
- ✓ Improves balance, coordination and focus.
- ✓ Can be played anywhere using simple things at home.
- ✓ Learning happens best through play. Children move think and enjoy while learning.

Activity #2

Kahani Chadar (Story Cloth)

Materials required: An old bed sheet or large dupatta, small everyday objects (e.g., spoon, toy, leaf, pen, key)

Spread the cloth on the floor and form a circle around it.

- ✓ Ask each parent/child to place one small object on the cloth.
- ✓ Say: "Let's create a story using these objects!"
- ✓ The teacher starts with a simple line using one object:

- ❖ "Once there was a spoon lying under a tree..."
- ✓ The next person adds a line using another object. Continue the story around the circle.
- ✓ End with a fun or happy conclusion after 6-7 turns.

Conclude by telling parents:

- ✓ This fun activity builds language, imagination, and memory.
- ✓ No reading or writing is needed — just ideas and creativity.
- ✓ Children can play even if they speak very little — they can point or place objects.
- ✓ This can be done at home anytime, with household items
- ✓ Invite 1-2 parents to share what they learned or how they already play at home.



Suggestions for Parents:

Expected Outcome	Suggestion
1 Let children play freely to develop imagination and confidence through free play	✓ Let them run, jump, build blocks, or play pretend games like a shopkeeper. ✓ Let children pretend play (teacher, shopkeeper), play with blocks, run, jump, and explore freely.
2 Build early math and thinking skills through games	Use simple things like stones, cups, or spoons for learning games. For example: ✓ Count spoons while setting the table, sort buttons by colour, match socks, and make patterns with leaves.
3 Develop social and emotional skills	Join in your child's games to make it more fun. For example: ✓ Join in rhymes with claps, play ball games, and pretend to cook together. ✓ Play a simple ball toss game together.
4 Talk during play to improve language and free expression	Ask simple questions while your child plays. For example: ✓ What are you building? ✓ How many pieces do you have? Ask "What are you making?", "What comes next?" Talk about colours, shapes, and actions during play.
5 Celebrate the effort to develop resilience and motivation	Encourage children when they try, even if they make mistakes. For example: ✓ Good try! You almost got it. ✓ Let's try again together.

Closing and Gratitude

- ✓ Recap key takeaways: When you play with your child, you are helping them grow smarter and stronger.
- ✓ Ask parents to try one game at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.



Learning through Science

Why is this session important?

Children are naturally curious; they're always asking "why" and "how." Everyday moments like boiling water, watching rain, or mixing colours are powerful science lessons. When we let children observe, ask questions, and explore answers, we build their confidence, thinking skills, and love for learning. You don't need fancy tools, just time, talk, and curiosity. Science begins at home, with simple conversations that grow big minds.

Objectives of the Session

- ✓ Help parents see that science starts with curiosity and observation.
- ✓ Encourage simple conversations that support inquiry and questions.
- ✓ Share easy, home-based activities to explore science in daily life.
- ✓ Demonstrate how everyday routines are filled with learning opportunities.
- ✓ Empower parents to be exploration partners, not just answer-givers.

Explain to parents:

You don't need special toys or materials. Just talk to your child, listen to their questions, and let them explore. Every time your child asks why, and you say let's find out, you're helping their brain grow in powerful ways.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ **Let the class teacher briefly introduce the theme:** Everyday moments, such as rain or cooking, can teach science, and learning happens everywhere, not just in school.

Open Discussion with Parents

- ✓ When you were a child, did you ever wonder, How does it rain? What makes the moon follow us when we walk?
- ✓ When you were young, did anyone ever ask you 'What do you think will happen?' instead of just answering?
- ✓ What kinds of questions does your child ask at home?
- ✓ How do you usually respond when your child asks "why" or "how"?

Observation	Questioning	Reasoning	Making assumptions
✓ Let's look closely and see what's happening. ✓ What do you see changing? ✓ Did you notice the colour of the sky before it rained?	✓ What do you think will happen next? ✓ Why do you think it does that? ✓ Can we find another way to test it?	✓ If the plant didn't get water, what might happen? ✓ Since the wind is strong, could that be why the kite flies? ✓ What makes you say that?	✓ What do you think will happen if we leave the ice in the sun? ✓ Let's guess what's inside before we open it. ✓ What might be the reason behind this change?

Let's see how children learn by observing, asking, and exploring the world around them.

Activity #1

Float or Sink?

Material required: A bowl of water, a few items (stone, leaf, sponge, coin, bottle cap)

- ✓ Form a circle with all parents in the classroom.
- ✓ Fill a bowl with water and place it on a table or the floor.
- ✓ Gather 4–5 small items from around the house, some that float, some that sink.
- ✓ Hold up one item at a time (e.g., a stone) and ask parents:
 - ❖ What do you think, will this float or sink?
- ✓ Let parents answer before testing it.
- ✓ Gently drop the item into the bowl of water and observe.

- ✓ Ask parents:
 - ❖ What do you see?
 - ❖ Did it float or sink?
 - ❖ Why do you think that happened?
- ✓ Try two items together (e.g., a sponge and a coin).
- ✓ **Ask:** Which one floated? Which one sank? What is different between them?



Reflective prompts after the activity

- ✓ How did you feel when you had to guess before testing?
- ✓ Did you feel like discussing with others helped you change your thinking?
- ✓ This is exactly how children learn through doing. They don't need answers, they need companions in wonder.

Conclusion of the Activity

- ✓ Children strengthen observation skills by watching and describing.
- ✓ They build reasoning through guessing and explaining outcomes.
- ✓ Basic science concepts like weight, material, and water resistance are explored hands-on.
- ✓ Everyday play becomes meaningful learning using household items.
- ✓ Curiosity is nurtured, encouraging children to think, explore, and question like young scientists.

Activity #2

Senses and Everyday Observation

Material required: 3–4 everyday objects (e.g., lemon, cotton, stone, spoon), a cloth to blindfold.

- ✓ Form a circle with all parents in the classroom.
- ✓ Blindfold one volunteer parent.
- ✓ Hand them an object and ask:
 - ❖ How does it feel? (smooth/rough, hot/cold, soft/hard)
 - ❖ Can you guess what it is?
- ✓ Remove the blindfold and show the object. Ask:
 - ❖ What made you think it was that?
- ✓ Repeat with a few other parents and objects.

Discussion prompts:

- ✓ What senses did you use to identify the object?
- ✓ What kind of questions do children ask when they feel, smell, or see something new?
- ✓ How can we guide them to think, observe, and explore better?

Conclude by telling parents:

- ✓ Helps parents understand how simple daily experiences support children's observation and inquiry skills.
- ✓ Demonstrates how to encourage curiosity through guiding questions like:
 - ❖ What do you see?
 - ❖ What might happen?
 - ❖ Why do you think that?
- ✓ Reinforces the idea that scientific thinking begins at home through conversations and sensory exploration.



Suggestions for Parents:

For Preschool to Class 1

Expected Outcome	Suggestion
1 Notice every day science	Let the child feel warm and cold water, watch raindrops or shadows move.
2 Encourage curiosity	If the child asks - Why do birds fly? Respond with: Let's watch and think together.
3 Use home materials	Use spoons to make sounds, mirrors to observe reflections, or leaves to sort shapes.
4 Play and explore together	Splash water, mix flour and water, or observe ants together during outdoor time.
5 Celebrate small questions	When a child asks something simple, smile and respond with interest to build confidence.



For Class 2- 4

Expected Outcome	Suggestion
1 Observe and discuss	Let the child feel warm and cold water, watch raindrops or shadows move.
2 Support deeper questions	If the child asks - Why do birds fly? Respond with: Let's watch and think together.
3 Explore with home materials	Use mirrors, seeds, water, or kitchen tools to explain concepts like reflection, absorption, or measurement.
4 Involved in daily tasks	Let children help in measuring rice, mixing dough, or checking the temperature of water.
5 Encourage finding answers	Use books or short videos to find simple explanations together when the child asks why or how.

Closing and Gratitude

- ✓ Ask parents, What is one thing you learned today that surprised you? What will you try at home this week?
- ✓ Invite 2–3 parents to share a story of their child’s curiosity.
- ✓ Recap key takeaways: Science begins at home, with questions and observations.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.

Creating a supportive home learning environment

Why is this session important?

Children don't learn just in school; they first learn at home by watching and listening to parents and caregivers. A safe, loving, and inclusive atmosphere builds confidence and emotional security. When children feel accepted

for who they are, they become curious, confident, and eager to learn. This session highlights how parents can create such a home while also learning to support all children's needs.

Objectives of the Session

- ✓ Understand that home is the first and most important learning space for a child.
- ✓ Learn ways to create a safe, loving, and encouraging and inclusive home environment.
- ✓ Explore simple activities that promote learning and emotional development at home.
- ✓ Reflect on how parents' words, behaviour, and daily actions influence children.
- ✓ Accept, support, and include all types of learners, respecting individual differences.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher take the lead and briefly introduce the theme: "How your home

can become the first and best school for your child—with just a few simple changes in how we talk, play, learn, and support every child's unique needs."

Open Discussion with Parents

Ask parents:

- ✓ Can you remember a time during your childhood when someone at home helped you learn something?
- ✓ "If I ask your child, 'Where did you learn your first words?' what would they say?"
- ✓ In your opinion, what kind of home environment is best for a child? (Write parents' responses on the board)
- ✓ What does a Supportive and inclusive Home Environment mean?
- ✓ How can we ensure every child—whether shy, slow, or with special needs—feels included and supported?



Summarize the discussion

- ✓ Children learn most by observing adults around them.
- ✓ Being supportive doesn't mean having all the answers; it means being present, patient, and encouraging.
- ✓ Inclusion at home and school means respecting differences, avoiding comparisons, and supporting every child's pace of learning.
- ✓ When parents guide with care and acceptance, the home naturally becomes a place of learning and growth.



Activity #1

What is My Home Like?

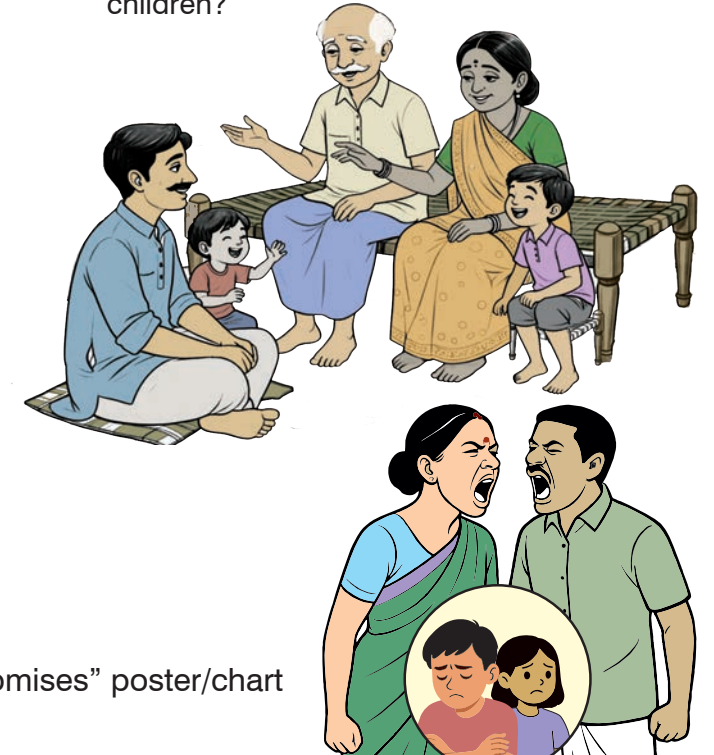
Materials: Two large printed pictures or images shown below

Instructions:

- ✓ Show the pictures to the parents.
- ✓ Ask parents to describe the pictures.
- ✓ Ask parents: Which picture feels closer to your home?"
- ✓ How do you feel after looking at these pictures?
- ✓ How is the behaviour of the parents different in both pictures?
- ✓ Which picture's environment will affect a child's growth? Is it helpful or not? Why?
- ✓ How does a calm and supportive home help children?

Conclusion:

- ✓ A child's first learning happens at home. Family behaviour and language shape their personality.
- ✓ Children who grow up in fear tend to repeat that behaviour; those who grow up in love and support become confident.



Activity #2

What Can We Do for Our Child?

Materials: Colored paper slips, pens, "Our Promises" poster/chart

Instructions:

- ✓ Give one paper slip to each parent.
- ✓ Ask them: What will you do to create a supportive environment at home?
- ✓ The teacher will write their responses on paper slips in one simple sentence, e.g.:
 - ❖ I will tell a story to my child every day.
 - ❖ I will try to explain instead of scolding my child.
 - ❖ We will not fight in front of the children.
 - ❖ I will celebrate my child's effort, not just results.
- ❖ I will not compare my child with others.
- ❖ I will listen patiently and support my child's learning pace.
- ✓ Paste all slips on the "Our Promises" chart and read them out loud.
- ✓ Discuss how small actions can lead to big changes.
- ✓ Encourage parents to take a photo of the promise board (if possible) or write their promise at home.

Ask Parents:

- ✓ How did you feel while doing these activities?
- ✓ What did you learn from today's session?
- ✓ What is one key idea you will take home and apply?

Suggestions for Parents:

Guideline	What you can do at home	What this matters
1 Spend Quality Time Daily	Talk, listen, and play with your child every day, even 15 minutes of undivided attention makes a difference. Ask how their day was, share your day with them, share how you are feeling	Builds trust, emotional connection, and confidence.
2 Tell Stories, Sing Songs, and Talk Together	Share stories, songs, and rhymes in your home language. Talk about everyday things, what you see, do, and feel.	Develops language, imagination, and bonding.
3 Encourage Curiosity & Questions	When your child asks “Why?” or “How?”, respond with interest. Try to find some answers with them, ask follow up questions.	Sparks thinking, builds problem-solving, and confidence
4 Use Positive Words & Praise Effort	Appreciate words like “Good job!” “You tried your best!” Focus on the effort, not just results. Acknowledge their small achievements/actions, share what you found good in their actions, “I liked the way you helped me move this bucket, etc”.	Encourages confidence and keeps the child motivated to learn.
5 Avoid Comparisons & Harsh Words	Never compare your child with others or use hurtful language. Every child learns in their own time and way. For example, some children may start speaking clearly at 2 years, while others may take a little longer—but both are normal. Try saying ‘I can see you are trying, keep going—you’ll get it!’	Helps children feel valued, reducing fear of failure.
6 Support all learners	Be patient with children who need extra time or different strategies. Break tasks into small steps and celebrate small wins.	Promotes inclusion, reduces stress, and builds self-esteem.
7 Be a Role Model	Speak kindly, listen patiently, solve problems calmly, and show respect. Children learn by copying you.	Builds life skills, emotional control, and positive behaviour.
8 Create a Supportive Home Environment	Keep a calm, loving space at home. Limit shouting or harsh punishment. Encourage sharing and understanding.	Makes children feel safe, loved, and ready to learn.

Closing and Gratitude

- ✓ Recap key takeaways: “A supportive and inclusive home environment filled with love, acceptance, and everyday learning moments builds the foundation for every child’s growth.”
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school

Physical Development

Why is this session important?

Children learn and grow not just with their minds but through movement. Running, jumping, playing, and helping with simple tasks build strength, balance, focus, and confidence, skills essential for school readiness. In today’s

screen-filled world, parents play a key role in encouraging daily movement at home, making it a natural part of life and supporting their child’s healthy growth and learning.

Objectives of the Session

- ✓ Understand the role of movement in children’s growth.
- ✓ Explore simple activities that build strength and coordination.
- ✓ Learn ways to include movement in daily home routines.
- ✓ Discover how physical activity supports better learning and behaviour.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child’s classroom and seat them accordingly.
- ✓ Let the class teacher briefly introduce the theme: How movement and active play help your child grow stronger, think better, and stay healthy.

Icebreaker - “Let’s Move Together!”

“Let’s begin with a little fun! Movement is not just for children, it energises all of us.”

Instructions for Parents:

- ✓ Stretch your hands up to the sky-like you’re picking a mango from a tall tree.
- ✓ Clap your hands three times- nice and loud.
- ✓ Give a big, warm smile to the person sitting next to you.

Just these small movements made us feel a little more awake and happy, right? For young children, such physical activities, like jumping, clapping, running, or stretching, are not just fun; they are essential. Let’s try to understand.

Open Discussion with Parents

- ✓ Do you notice when your child’s clothes start getting tight or short? Why does that happen?
- ✓ What do you mean by Physical development?
- ✓ Does your child play indoors or outdoors most of the time?
- ✓ How do you feel when your child sits too long on a screen?
- ✓ What movement activity does your child enjoy most?

Explain to parents:

- ✓ Physical development means how a child’s body grows and becomes stronger.
- ✓ It includes growth in height and weight, muscle strength, and the ability to do daily tasks.
- ✓ Children love to move; it’s how they grow, learn, and explore the world. It builds strength, balance, confidence and helps children stay active, focused, and happy.

Activity #1

Movement Circle

Material required: Open space

- ✓ Ask all parents to stand in a circle, ensuring there is enough room for them to move freely.
- ✓ Invite one parent to begin by doing one simple movement, such as a jump, a clap, or raising both hands.
- ✓ The next parent repeats the first movement and adds a new one of their choice (e.g., jump + clap).
- ✓ Each parent repeats all the previous movements in the correct order and adds one new action. For example:
 - ❖ Parent 3: Jump + Clap + Turn around
 - ❖ Parent 4: Jump + Clap + Turn around + Touch toes
- ✓ Continue the chain until everyone gets a turn.
- ✓ Encourage laughter, mistakes, and fun. It's about participation, not perfection.
- ✓ Ask parents;
 - ❖ How did you feel after moving?
 - ❖ What learning do you think happened while doing this?
 - ❖ How did you try to remember all the movements?
 - ❖ Imagine how happy your child feels when allowed to move freely?

Conclusion of the Activity

- ✓ This simple activity improves memory, body coordination, and focus.
- ✓ It can be played at home with children using their movement ideas.
- ✓ It builds confidence and encourages children to be physically active in a fun way.
- ✓ You can try this with children by using animal walks, yoga poses, or actions from rhymes.

Activity #2

Tearing and Pasting Collage

Material required: Old newspapers or magazines, Glue stick or homemade paste, A blank sheet of paper.

- ✓ Divide parents into small groups (3–5 pairs). Ensure each group has enough space and materials.
- ✓ Ask parents to tear paper into small pieces using their fingers only (no scissors).
- ✓ Suggest tearing by colour or pattern if the paper allows (e.g., green for leaves, blue for sky).
- ✓ Give each group a blank sheet. Ask them to decide on a simple picture to create together, like a tree, house, flower, or sun.
- ✓ Let the parent paste the torn pieces to form the image.
- ✓ If time allows, Parent can draw a few lines or shapes with crayons to complete their collage.



- ✓ Ask parents;
- ✓ How did your child use their fingers during this activity?
- ✓ Did you notice them focusing more or trying new ways to paste?
- ✓ Can this be done at home with simple materials?

Conclusion of the Activity

Tearing and pasting strengthen finger muscles and build hand-eye coordination. It also helps children learn to focus, plan, and create, skills that are important for writing and self-care tasks like buttoning and tying. This activity can be done easily at home using old papers and glue.

Suggestions for Parents:

Expected Outcome	Suggestions for Pre-Primary	Suggestion for Primary
1 Encourage daily movement	✓ Jump like a frog or hop like a bunny ✓ Walk on a line (drawn on the ground) to build balance ✓ Crawl under tables or through tunnels made with chairs ✓ Climb stairs slowly while holding a railing ✓ Dance to rhymes or clapping songs ✓ Throw and catch a soft ball with a partner	✓ Skipping rope or hopscotch ✓ Climbing stairs without support or light obstacle courses ✓ Balancing on one leg or walking on a narrow beam ✓ Outdoor games like kabbadi, kho-kho, or langdi ✓ Carrying light weights ✓ Throw and catch a ball with a partner
2 Involve in simple chores	✓ Wipe tables with a cloth ✓ Arrange the shoes neatly at the door ✓ Put toys back in place after play ✓ Water plants using a small mug or bottle ✓ Sort vegetables or fruits during cooking prep	✓ Fold small clothes like handkerchiefs or towels ✓ Help carry light grocery bags ✓ Set the table for meals (placing plates, glasses) ✓ Water all plants regularly ✓ Organise books or school materials on shelves
3 Limit screen time	✓ Create a daily routine for your child that includes enough time for play. ✓ Play with your child, even simple games you loved during your childhood. Encourage your child to play outdoors and spend time with friends. This helps them stay active, happy, and learn better through fun and movement.	

Closing and Gratitude

- ✓ Recap key takeaways: Strong bodies support strong minds. Every jump, step, or stretch helps children grow smarter and more confident.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.

Our language, our learning

Why is this session important?

Language is the foundation of a child’s thinking, learning, and expression. Children learn best in the language they hear and use on a daily basis at home. The mother tongue supports strong communication, builds confidence, and lays

the foundation for early literacy. When families talk, sing, and share stories in their language, children feel more connected and learn better, both at home and in school.

Objectives of the Session

- ✓ Help parents understand how home language supports learning.
- ✓ Encourage daily use of the mother tongue through conversations, stories, and routines.
- ✓ Build parents’ confidence in using their language as a powerful learning tool.
- ✓ Share home-based activities that strengthen children’s vocabulary and expression in their first language

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child’s classroom and seat them accordingly.
- ✓ Let the class teacher take the lead and briefly introduce the theme: Today, we’ll see how using your home language helps your child learn better and feel more confident.

Open Discussion with Parents

Ask parents:

- ✓ What language do you speak with your child at home?
- ✓ Do you tell stories or sing songs in that language?
- ✓ Have you noticed your child picking up words from different languages?



Summarize the discussion

Many parents naturally use their home language during play, daily conversations, and storytelling. Children feel more connected and respond better when they hear familiar words. While some parents feel pressured to use other languages, using the mother tongue supports deeper understanding, emotional connection, and stronger language development.



Activity #1

Home Language Song & Rhyme Time

Instructions:

Material required: Open space

- ✓ Form a circle with all parents in the classroom.
- ✓ Set the tone: Many of us grew up listening to songs or folk rhymes in our home language. These songs are not only fun, they also help children learn language, rhythm, and memory.

Ask parents

- ❖ Would any parent like to share a rhyme or lullaby that you sing to your child at home?
- ✓ Invite 2–3 parents. If they hesitate, the teacher can start with a common rhyme from the local culture to encourage participation.
- ✓ Encourage all parents to join in if they know the rhyme.

Conclude by telling parents

Singing rhymes in the home language improves listening, memory, and vocabulary. Children enjoy learning when it feels familiar and fun. Keep singing with them.

Activity #2

Picture Talk- What’s Happening?

Materials: Local picture cards showing familiar scenes (a market, a family eating, a garden, children playing, etc.)

Instructions:

- ✓ Form a semi-circle with all parents in the classroom. So everyone can see the picture.
- ✓ Show the picture and say:
- ✓ Let’s look at this picture together.
- ✓ What do you see?
- ✓ What’s happening here?
- ✓ Ask parents to describe the picture using their home language.
- ✓ Ask prompt questions
- ✓ Who do you see in the picture?
- ✓ What are they doing?
- ✓ Have you seen something like this at home or nearby?

Conclude by telling parents

Encourage parents to use everyday pictures, like those from newspapers, books, or their surroundings, to start conversations with their child. Asking simple questions like What is happening here? The home language allows children to observe, express, and describe in their own words. This daily practice strengthens vocabulary, thinking, and confidence. When children talk about what they see and feel in a language they are comfortable with, learning becomes natural and joyful.



Suggestions for Parents:

For Pre-primary to Class 1

Expected Outcome	Suggestion
1 Speak your home language during daily routines	While bathing, feeding, or dressing, talk to your child. ✓ It's time to take a bath ✓ Which shirt do you want to wear?
2 Sing local rhymes	Share songs you heard as a child. Such as ✓ Nani Teri Morni or regional folk rhymes. ✓ These build rhythm and memory.
3 Tell simple stories in your language	Narrate family or animal stories in your home language: "Once there was a clever fox..."
4 Ask simple questions about their surroundings	While walking or playing: ✓ What is this? ✓ What colour is that? ✓ Who came to visit today? Let them respond freely.
5 Use common household items for word games	Show objects such as a spoon, cup, or clothes and ask: "What is this called in our language?"
6 Play fun language games	Name-the-object game: "I say a fruit, you tell me its name in our language." Use action-response play too.

For Classes 2 to 4

Expected Outcome	Suggestion
1 Encourage storytelling in your language	Ask your child to tell about their day: "What happened at school today?" or make up stories using familiar words.
2 Ask reflective and 'why' questions	✓ If you went to the forest, what would you see? ✓ Why do you think the fox was clever? This builds reasoning.
3 Translate and explain new words	If they use a word from Hindi or English, ask: "What do we call this at home?" and explain its use.
4 Support reading and writing in the home language	Help them read simple books or write a letter to a grandparent in their family's language.
5 Talk about festivals, food, and culture	✓ Why do we celebrate this festival? ✓ How do we make laddoos? Encourage questions and answers in the home language.
6 Do small role-plays using the home language?	Pretend shopkeeper games or doctor-patient dialogues: You are the doctor, I am the patient. What will you say?

Closing and Gratitude

- ✓ Recap key takeaways: Children learn best in the language they hear and love. Using your home language every day makes learning stronger and joyful.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.



Healthy child = Ready to learn child

Why is this session important?

Good health and hygiene are the foundation for children's learning and growth. Simple habits, such as handwashing, eating nutritious food, and staying clean, prevent illness, keep children active, and build strong bodies and minds. When children stay healthy, they attend school regularly, participate more effectively, and learn with greater focus. Parents play a key role in making these habits a natural part of everyday life.

Objectives of the Session

- ✓ Help parents understand the link between health, hygiene, and learning.
- ✓ Encourage daily healthy routines at home.
- ✓ Learn simple ways to build daily healthy habits at home.
- ✓ Reinforce the importance of clean surroundings, nutrition, and personal hygiene.

Welcome and Introduction

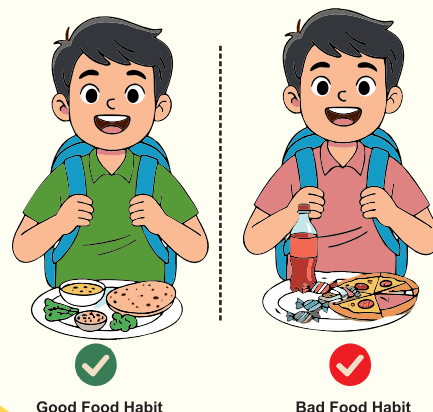
- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher briefly introduce the theme: "Today, we'll talk about simple things, daily habits, food, cleanliness, that protect our children's health and help them grow, learn, and attend school regularly."

Open Discussion with Parents

- ✓ Who teaches children to brush their teeth, wash their hands, or eat healthy food first, the school or the family?
- ✓ What is one healthy habit you practice at home with your child?
- ✓ How do you ensure your child eats well and stays clean?
- ✓ What challenges do you face in keeping children clean or encouraging good eating habits? (Teacher will write parents' responses on the board)

Explain to parents:

When children fall ill frequently, they often miss school and lose confidence. Good hygiene and healthy food protect them. "You are your child's first teacher, especially in teaching them healthy habits." Many parents already support their child's health through simple daily habits. Regular bathing, brushing, and handwashing help prevent illness and keep children clean. Nutritious food helps them grow stronger and focus better in school. A clean home and surroundings also reduce sickness. These small actions play a big role in keeping children healthy, active, and ready to learn.



Activity #1

Hygiene Check Game Good Habit or Bad Habit?

How to Play:

- ✓ Gather all parents in a circle or sitting together.
- ✓ Tell them: "I will say a daily habit. If you think it's a healthy habit, clap once. If you think it's not healthy, cross your arms in front of you."
- ✓ Start with simple examples:
- ✓ "Brushing teeth every morning" (Parents clap)
- ✓ "Eating without washing hands" (Parents cross arms)
- ✓ "Cutting nails regularly" (Clap)
- ✓ "Sharing food with dirty hands" (Cross arms)
- ✓ "Bathing daily" (Clap)
- ✓ "Sneezing without covering mouth" (Cross arms)
- ✓ After each response, pause and explain:
- ✓ "That's right! Washing hands removes germs before eating."
- ✓ "Yes, long nails can carry dirt and germs."
- ✓ "Correct! Sneezing into your elbow helps protect others."

Conclusion of the Activity

Small daily habits, like washing hands and keeping nails clean, protect children from sickness and help them stay healthy and active. When parents follow and encourage these habits at home, children quickly learn and follow too - "Healthy habit, happy child!"

Activity #2

Healthy or unhealthy food?

Material required: Sample pictures of different types of food (some nutritious, some unhealthy)

- ✓ Form a circle with all parents in the classroom.
- ✓ What is one healthy food you give your child every day?
- ✓ Show pictures of healthy or unhealthy food (if available) and ask parents
- ✓ Which one do you think helps the child grow strong and stay active?
- ✓ Encourage all parents to respond and ask.
- ✓ What do you usually pack in your child's tiffin?
- ✓ What fruits, vegetables, or local snacks can be added easily?
- ✓ What can we replace chips or biscuits with?
- ✓ Write down parent suggestions on the board or chart under a heading: Healthy Tiffin Ideas. For example
- ✓ Roti and sabzi
- ✓ Boiled eggs
- ✓ Seasonal fruits
- ✓ Dalia or poha
- ✓ Chana or sprouts
- ✓ **Ask questions with parents:** "What will you change in your child's meal this week?"

Conclusion of the Activity

Nutritious tiffins help children grow stronger, stay active, and focus better in class. Including fruits, vegetables, and homemade snacks instead of packed junk food supports their long-term health and learning.



Reflective Questions for Parents (after both activities):

- 1. What’s one thing you can start doing after today’s session?
- 2. What small changes can Habits start at home,

Suggestions for Parents:

Expected Outcome	Suggestion
1 Practice daily hygiene	Help children bathe, brush teeth twice, wash hands before meals, and cut nails regularly. Wash your hands after using the washroom, and seek help for cleaning if needed.
2 Clean eating habits	Wash fruits and hands before eating; use clean water and utensils.
3 Healthy food choices	Add fruits, vegetables, and homemade/local/healthy snacks to the daily diet.
4 Keep surroundings clean	Involve children in cleaning their room or play space./wear slippers, help in ensuring flies are not sitting on food
5 Praise healthy habits	Appreciate children when they follow hygiene routines on their own. Examples ✓ “I saw you washed your hands before eating—great job keeping yourself healthy!” ✓ “You covered your mouth when you sneezed. That helps everyone stay safe—well done!”

Closing and Gratitude

- ✓ **Recap key takeaways:** Healthy children are happy learners. Clean habits, good food, and tidy surroundings help children stay safe and active.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.



Learning through Numbers

Why is this session important?

Early numeracy is more than just counting; it includes understanding quantity, comparison, patterns, and problem-solving. Children build math concepts best when they explore numbers in daily life, during play, shopping,

cooking, or storytelling. When parents engage with children using numbers in fun and meaningful ways, children grow confident and curious about math.

Objectives of the Session

- ✓ Help parents understand how children begin developing early math skills through play and everyday tasks.
- ✓ Demonstrate how daily routines can become opportunities to build number sense and thinking.
- ✓ Equip parents with simple, no-cost activities to support counting, comparison, and sorting at home.
- ✓ Encourage parents to observe, talk, and engage with children to foster curiosity about numbers.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child’s classroom and seat them accordingly.
- ✓ Let the class teacher briefly introduce the theme: How children learn math in everyday life, like counting spoons or matching socks. Let’s explore simple, fun ways to support this at home.

Open Discussion with Parents

- ✓ Begin with a warm-up like “Raise your hand if your child has ever counted stairs?” to activate prior experience.
- ✓ What number-related things does your child enjoy doing at home?
- ✓ Have you seen your child count fingers, group toys, or compare two things?”
- ✓ “Does your child ask ‘Who ate more?’ or ‘How many rotis are left?’
- ✓ Have you noticed your child using numbers while playing or eating?“Today, we’ll explore how counting spoons, sorting vegetables, or playing with stones are not just chores—but important math moments for children!”



Summarize the discussion

- ✓ Parents, today we saw how numbers are not just in books—they’re all around us!”
- ✓ Children begin learning math naturally—while playing, eating, shopping, or helping at home.
- ✓ You are already using numbers in everyday life—when you say, “Bring 2 bananas,” or “We need 3 plates.”
- ✓ Daily routines like setting the table, folding clothes, sorting vegetables, or matching slippers are fun ways to help children understand quantity, size, comparison, and order.

Teacher may say:

- ✓ “You don’t need a math book or tuition to teach numbers. Your home is the best classroom, and you are the best teacher!”
- ✓ “What matters most is involving children, talking to them, and letting them try—even if they make mistakes!”

Activity #1

Count and Match

Material: Bowls, buttons, bottle caps, or stones, number cards (1–5)

Instructions:

- ✓ Form a circle with all parents in the classroom.
- ✓ Lay out number cards (1 to 5) on the table.
- ✓ Pair parents and give them 15–20 small items (e.g., buttons or stones).
- ✓ Ask them to place the correct number of items in a bowl or tray below each number card. For example:
 - ❖ Below the card “3”, place 3 stones.
- ✓ Did this feel easy or new?”
 - ❖ “What similar objects do you use at home that children like to count?”
 - ❖ “What happens when children match quantity to number word—why is it helpful?”
- ✓ Encourage them to try this activity at home using chapatis, pencils, crayons, fruits, etc.
 - ❖ How many bananas are on the table?
 - ❖ Can you give 4 spoons to your brother?

Conclusion of the Activity

- ✓ “What did you notice?”
- ✓ “How can you try this at home?”
- ✓ “Was this similar to anything you already do?”

Matching numbers with quantities helps children connect spoken/written numbers with real-life objects, building strong number sense and early counting skills.



Activity #2

Numbers in Daily Life

Instructions:

- ✓ Form a circle with all parents in the classroom.
- ✓ Ask parents the question: “How many times from morning to night do you consciously or unconsciously use numbers?”
- ✓ Encourage parents to share examples such as:
 - ❖ Checking the time
 - ❖ Measuring rice, dal, or water while cooking
 - ❖ Counting money
 - ❖ Looking at the calendar or dates
 - ❖ Giving directions (e.g., “second house on the left”)
 - ❖ Keeping track of children’s school timings or homework pages

Conclusion of the Activity

Parents realise that numbers are everywhere in daily life—used naturally without even noticing. When children see parents using numbers in meaningful situations, they too begin to understand the importance of counting, measuring, and comparing. Everyday experiences provide the best opportunities for children to learn numeracy in fun, practical, and stress-free ways.

Suggestions for Parents:

For Preschool to Class 1

Expected Outcome		Suggestion
1	Count during daily routine	✓ While setting the table, let’s keep 4 spoons. Count with me – 1, 2, 3, 4
2	Match and compare	✓ Which glass is taller? ✓ Who has more grapes?
3	Use rhymes and games	✓ Sing number rhymes like “1, 2, Buckle My Shoe”; play clap-and-count or hopscotch games
4	Explore shapes and sizes	✓ Let them arrange toys by shape or size – “Put all round toys in one basket.”
5	Involve in playful tasks	✓ Ask them to collect 5 leaves, count pebbles, or match sock pairs while doing laundry

Expected Outcome	Suggestion
1 Talk about numbers in real life	This packet costs ₹20. If I buy two, how much will it cost?
2 Involve in home tasks	Let children help with measuring rice, pouring 2 cups of water, or setting an alarm clock
3 Use games to build thinking	Play Snakes & Ladders, Ludo, cards, or number-based puzzles that involve counting or strategy
4 Ask simple word problems	We have 8 biscuits. If you and your brother eat 3, how many are left?
5 Encourage time-telling	It's 4:30 now. Your cartoon starts at 5:00. How many minutes are left?

Additional Activity

Activity	Description	How does it Build Numeracy?
1 Chapati Math	Roll 2 small and 2 big chapatis. Ask, which is bigger? Which is 2 nd ?	Size, sequencing
2 Clap & Count	The parent claps 5 times and the child counts aloud. Reverse roles.	Number recognition
3 Grocery Talk	"We need 3 onions and 5 tomatoes." Ask the child to collect them.	Counting in context
4 Pair the Chappals	Ask children to match and count pairs of slippers	Grouping, even numbers
5 Bucket Water Game	Pour and measure: "How many mugs fill this bucket?"	Measurement, estimation



Closing and Gratitude

- ✓ Recap key takeaways:
 - ❖ **Reinforce:** "Everyday life is full of numbers. Use it."
 - ❖ **Encourage:** "No need for special books. Talk, observe, and involve children in tasks."
 - ❖ **Highlight parent strengths:** "You are already doing many of these things."
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.

Caring for Our Earth

Why is this session important?

Children learn best by observing the adults around them. When parents show care for the environment, like saving water, planting trees, or reducing waste, children naturally adopt these habits. Building environmental awareness early not only protects health and resources

today, but this session also supports parents in making everyday actions more earth-friendly and meaningful for children. A child who learns to care for the Earth at home grows into a responsible global citizen, something we all wish for our children in today's world.

Objectives of the Session

- ✓ Help parents see how caring for the environment supports their child's health, learning, and future.
- ✓ Encourage families to build eco-friendly habits at home through simple daily actions.
- ✓ Promote parent role-modelling by sharing easy activities they can do with children.
- ✓ Strengthen home-school partnership in raising environmentally responsible children.

Welcome and Introduction

- ✓ Warmly welcome all parents, and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher introduce the theme briefly: Today, we'll explore how simple habits at home, like saving water and reducing plastic, teach children to care for the Earth.

Open Discussion with Parents

- ✓ How many of us tell our children, "Don't waste water, but forget to close the tap ourselves?"
- ✓ How do you think the environment around your child today, parks, streets, and water bodies, is different from what you experienced as a child?
- ✓ Was it better back then? What can we do to make it better?
- ✓ Have you noticed any difference between how your child thinks about nature and how you thought about it at their age?
- ✓ What kind of world do we want to leave for our children?
- ✓ What's one habit you have that you want your child to learn?



Summarize the discussion

- ✓ The environment during our childhood, cleaner parks, greener spaces, and a closer connection to nature, was often better than what children experience today.
- ✓ Children often notice and copy these habits, like switching off taps or picking up trash, when they see parents doing them.
- ✓ Simple, consistent actions, both at home and in the community, can help rebuild a healthier environment for future generations.



Activity #1

Trash Sorting Game Material required: 3 baskets (labelled Wet Waste, Dry Waste, and Reusable), picture cards/real objects (banana peel, plastic bottle, newspaper, cloth bag, food wrapper, broken toy, Old glass jar, Vegetable peels, etc.)

- ✓ Form a circle with all parents in the classroom.
- ✓ Divide the parents into small groups of 4–5 members.
- ✓ Give each group a set of 6–8 waste items or picture cards representing different types of household waste.
- ✓ Show the 3 baskets and explain each one briefly:
 - ❖ **Wet Waste:** Food scraps, vegetable peels, banana skins, etc.
 - ❖ **Dry Waste:** Plastic, paper, wrappers, etc.
 - ❖ **Reusable:** Items that can be used again, like jars, cloth bags, or newspapers.
- ✓ Ask each group to discuss and sort their items into the correct basket.
- ✓ After sorting, add a quick quiz question, e.g.:
 - ❖ "How long does it take a plastic bottle to decompose?" (Answer: ~450 years)
- ✓ Invite 1–2 groups to explain their sorting choices, and ask:
 - ❖ Why did you put this in reusable?
 - ❖ Can this be recycled?
 - ❖ Do we do this kind of sorting at home?
 - ❖ What's one item at home you will reuse from now on?

Conclusion of the Activity

- ✓ Sorting waste helps children understand the difference between wet, dry and reusable items.
- ✓ It helps children understand and care for the environment by learning through real experiences like planting, recycling or observing nature.
- ✓ Simple actions like reusing old items and separating waste reduce pollution and promote cleaner living.
- ✓ When parents model these habits at home, children learn naturally by observing and participating.

Activity #2

Reuse & Repurpose" Idea Sharing Circle

- ✓ Form a circle with all parents in the classroom.
- ✓ Starting Prompts to Open the Circle:
 - ❖ At home, we often throw things away without thinking. But some of those things can be reused in creative ways.
 - ❖ Can you think of one simple item you or your family reused instead of throwing it away?
 - ❖ For example, I've seen people use old jars to store spices or turn worn-out clothes into cleaning cloths.
- ❖ What's one reuse idea you've tried or seen at home?
- ❖ Sample Examples You Can Share First (to trigger ideas):
 - ◆ We use old plastic bottles to grow plants.
 - ◆ I turn newspaper into wrappers for small items.
 - ◆ We use gift bags again instead of buying new ones.
 - ◆ I keep old containers to store grains or small toys.

Steps of the Activity:

- ✓ Ask each parent (or pair of parents) to share one idea — big or small.
- ✓ Encourage clapping or a positive response after each idea shared.
- ✓ If a parent struggles, prompt gently with:
 - ❖ Have you ever saved a shopping bag to use again?
 - ❖ Do your kids use old boxes for play or crafts?

Conclusion of the activity:

- ✓ Look at how many thoughtful and creative ideas came from this group.
- ✓ We don't need special knowledge, simple everyday habits can make a big difference.
- ✓ When children see us reusing and repurposing, they naturally learn not to waste and to care for the environment.
- ✓ Let's try these ideas at home with our children and make learning part of daily life.

Key takeaway to emphasize:

Small habits at home, such as reusing things, help the environment and teach children to be responsible.

Story: Why the Trees Are Smiling

Tara loved playing under a big tree named Treebo. One day, she noticed Treebo's leaves were brown, and the park had waste everywhere. People had cut trees, thrown trash, and forgotten to water the plants.

Tara asked Grandpa, "Why is Treebo sad?" Grandpa said, "Trees feel bad when they are not cared for." That night, Treebo appeared in Tara's dream and said, "Please help us. Tell people to stop cutting us, wasting water, and throwing garbage."

The next day, Tara and Grandpa cleaned the area, watered the plants, and planted saplings. Soon, Treebo turned green and happy again. Birds returned, and the park was full of joy.



Suggestions for Parents:

For Preschool to Class 1

What It Builds in Children	What Parents can do?
1 Respect and care for the environment	✓ Use simple phrases like "Trees are our friends" or "Water is precious" in daily talk and activity. ✓ Sing a song while picking up trash together at home or outside.
2 Sense of responsibility and routine	Let children water plants using a small mug or bottle.
3 Creativity through reuse and recycling	Turn old boxes into toy houses or use jars to keep crayons or small toys.
4 Early understanding of sustainability	Involve children in sorting waste or reusing items for play or storage.
5 Emotional connection with nature	Share stories or folk tales about rivers, animals, or trees.
6 Observation and thinking skills	Ask children: Where do birds sit?, What color is that leaf?, Why is the tap leaking?



What It Builds in Children	What Parents can do?
1 Awareness of their actions' impact on the environment	Involve them in small tasks like turning off lights, shutting taps, and sorting waste.
2 Understanding of cause and effect	Talk about how plastic affects animals or how saving water helps the Earth.
3 Sense of responsibility	Give roles like "plant caretaker" or "waste sorting helper" at home.
4 Creativity and problem-solving	Encourage making pencil holders from used bottles or toys from scrap materials.
5 Interest and curiosity about the natural world	Watch short, age-appropriate videos on forests, animals, or recycling, then discuss.



Closing and Gratitude

- ✓ Recap key takeaways: Caring for the Earth starts at home with small, mindful actions.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM.
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.

Keeping Children Safe

Why This Session Is Important

Keeping Children Safe reinforces the shared responsibility between schools and families to ensure the well-being of every child. Safety extends beyond physical protection; it encompasses emotional security, digital safety, and fostering an environment where children feel heard, valued, and protected. Open

dialogue during such sessions helps build trust, align safety practices, and empower children with consistent messages from both parents and teachers. When parents and teachers work together and give children clear, caring messages, children become more confident, happy, and ready to learn and grow.

Objectives of the Session

- ✓ Help parents see how caring for the environment supports their child's health, learning, and future.
- ✓ Encourage families to build eco-friendly habits at home through simple daily actions.
- ✓ Promote parent role-modelling by sharing easy activities they can do with children.
- ✓ Strengthen home-school partnership in raising environmentally responsible children.

Welcome and Introduction

- ✓ Warmly welcome all parents and thank them for their presence.
- ✓ Guide them to their child's classroom and seat them accordingly.
- ✓ Let the class teacher take the lead and briefly introduce the theme: "Namaste and welcome. As parents and teachers, our most important responsibility is keeping our children safe, not just from strangers, but from confusion, fear, and harmful situations they may not even understand. Today, we come together not just to learn but to share, how we can support our children to grow up feeling protected, heard, and strong in every space they live and learn in."

"Let's listen to a Story: Meera and the New Friend at the Park"

One evening, a 7-year-old girl named Meera was playing in the park near her home, while her grandmother watched from a nearby bench. A friendly-looking man approached Meera with a chocolate bar and said, "I know your mother. She asked me to take you home."

Meera paused. The chocolate was tempting, and the man didn't look scary. But then she remembered what her teacher had told her in school:

"Never go with someone unless your parents have told you first. Even if they seem nice."

So Meera stepped back and said loudly, "I don't know you!" and ran to her grandmother, who immediately reported the man to the nearby guard.

Later, when Meera's mother arrived, she hugged her tightly and thanked her for being brave and remembering the safety rule.



Open Discussion with Parents

- ✓ If your child were Meera, would they remember what to do?
- ✓ Who is your child's trusted adult besides you?
- ✓ What rules have you taught your child already?
- ✓ Have you ever felt unsure about how to talk to your child about safety?
- ✓ When your child leaves for school, what concerns come to mind?



Summarize the discussion

Today's discussion reminded us that both parents and teachers want children to grow up feeling safe, strong, and supported.

Many parents are concerned about safety but unsure how to start the conversation. Since children don't always open up easily, it's important to keep listening, asking gently, and reassuring them.

At home and in school, we must repeat simple, age-appropriate safety messages like:

- ✓ Don't go anywhere without telling an adult.
- ✓ Say NO if something feels uncomfortable.
- ✓ Tell a trusted adult if something doesn't feel right.

Limiting screen time and knowing what children watch also supports their safety.

We assure you that the school is fully committed to your child's well-being.

Understanding Safe and Unsafe Touch

Purpose: To help parents recognise and teach their children the difference between safe (good) and unsafe (bad) touch, so children feel secure and know how to respond.

- ✓ **Safe Touch:** (Examples) Thumbs up if you think these are good touch
 - ✓ A hug from parents or grandparents.
 - ✓ A gentle pat or hug from the teacher.
 - ✓ Shaking hands with a friend.
 - ✓ A doctor's touch during proper treatment (under a parent's supervision).
 - ✓ Playing with friends.
 - ✓ "A teacher praises the child and gives a high-five."
- ✗ **Unsafe Touch:** (Examples) Cross arms if you feel these are bad touch
 - ✗ Being hugged or grabbed forcefully in a way that makes the child uncomfortable.
 - ✗ Inappropriate touching of private body parts (such as chest or buttocks – the parts we keep covered).
 - ✗ Feeling scared or nervous after someone touches them wrongly.
 - ✗ If someone says, "This is our secret, don't tell anyone," the child should be alert and inform a trusted adult immediately.
 - ✗ A cousin comes and tickles the child even when the child says no.
 - ✗ A shopkeeper offers chocolate and asks the child to come inside.



Why is it important to teach about Safe Touch and Unsafe Touch?

- ✓ It helps children identify the difference between appropriate and inappropriate touch.
- ✓ It encourages open communication between parents and children, so children feel safe to share anything without fear.
- ✓ It helps children understand when to say "yes" and when to say "no."
- ✓ It ensures children feel safe in the home, school and their surroundings.

Activity #1

Safety Circle: "Who Keeps Me Safe?"

Material: Blank paper, pencil

Objective: Help parents reflect on the trusted people in their child's life and how to build a 'circle of safety'.

Instructions:

- ✓ Give each parent a blank paper with 3 concentric circles. Write "name of the child" in middle circle, write "name of the people child trust in the second circle" and write "name of people by child do not interact much" in the third circle (like a target board).
- ✓ In the first ring, write the names of people the child sees and trusts every day (e.g., parents, teachers).
- ✓ In the second ring, write names of people the child knows but doesn't interact with daily (e.g., neighbours, drivers).
- ✓ Ask them to write their child's name in the centre. (Children or a teacher can help parents to write).

Discussion Prompt:

- ✓ Does your child know who they can trust if they feel unsafe? How do we help them build this understanding?

Activity #2

Screen Time

Sorting Materials: Two charts: ✓ Healthy Screen Use, ✗ Unhealthy Screen Use; Flashcards showing screen habits, watching with parents, excessive cartoons, short learning games, screens during meals, bedtime rules, violent content, video calls, and avoiding play.

Instructions:

- ✓ Form a circle with all parents in the classroom.
- ✓ Show a card and ask
- ✓ Where should we place this? Healthy or Unhealthy?
- ✓ Invite a parent to come up and place it under the correct category.
- ✓ Briefly discuss each example after sorting.
- ✓ Ask parents
- ✓ What screen habits do you see at home?
- ✓ Do you watch videos or play learning games with your child?
- ✓ Have you faced challenges reducing screen time?

Conclude by telling parents

- ✓ Watching Together: Emphasised as a way to support learning and bonding—this builds trust and allows for conversations about what children see.
- ✓ Fixed Screen Time: Addressed through the idea of setting “clear boundaries”, essential for preventing overuse and maintaining routines.
- ✓ Knowing What Your Child is Watching: Reinforced by the mention of “choosing age-appropriate content”, important for safety and relevance.

Safety Suggestions for Parents

1

At Home

- ✓ Create a safe space for open conversations. Ask about your child’s day every day, what they did, who they spoke to, and how they felt.
- ✓ Teach about “Safe” and “Unsafe” touch using age-appropriate language.
- ✓ Use storybooks, dolls, or drawings to explain private body parts, saying NO, and asking for help.

2

Stranger Safety & Going Out

- ✓ Teach your child to:
- ✓ Never go anywhere with a stranger, even if they offer gifts or say, “Your mom sent me”.
- ✓ Shout and run to a safe adult if they feel unsafe.
- ✓ Memorise at least one trusted adult’s phone number.
- ✓ Practice “What will you do if…” situations at home in a playful way (e.g., lost in a shop, someone follows them).

3

Digital & Screen Safety

Limit screen time and monitor content, including cartoons and games.

- ✓ No unsupervised use of phones, apps, or social media.
- ✓ Teach children:
- ✓ Never share photos, passwords, or personal details online.
- ✓ Not everyone online is a real friend, even if they seem nice.

4

At School

Encourage children to:

- ✓ Speak up if someone hurts them, uses bad language, or makes them uncomfortable.
- ✓ Tell a trusted adult immediately if something feels wrong.
- ✓ Remember that no one, child or adult, has the right to hurt or scare them.

5

Parent Practices

Keep communication open and calm; children should feel safe to share without fear.

- ✓ Repeat safety rules regularly, not just once.
- ✓ Stay involved, know their friends, games, and how they spend their time.

Closing and Gratitude

- ✓ **Recap key takeaways:** Teach children their body is theirs, they can say “No,” and guided screen use keeps them safe.
- ✓ Ask parents to try the suggested activities at home and share back during the next PTM.
- ✓ Thank all parents for their presence and active participation.
- ✓ Invite them to the next PTM and encourage regular communication with the school.



Technical Support:

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