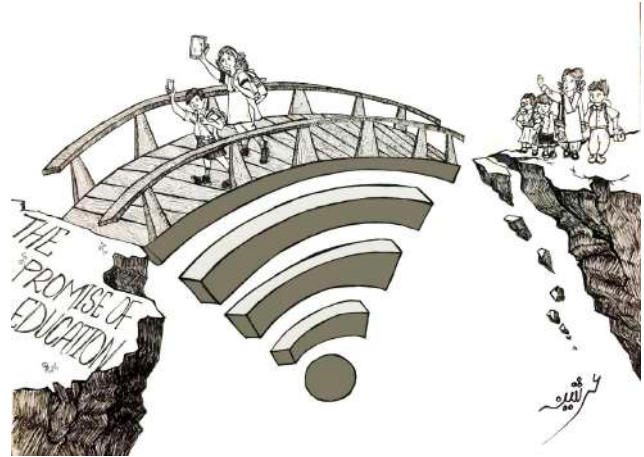


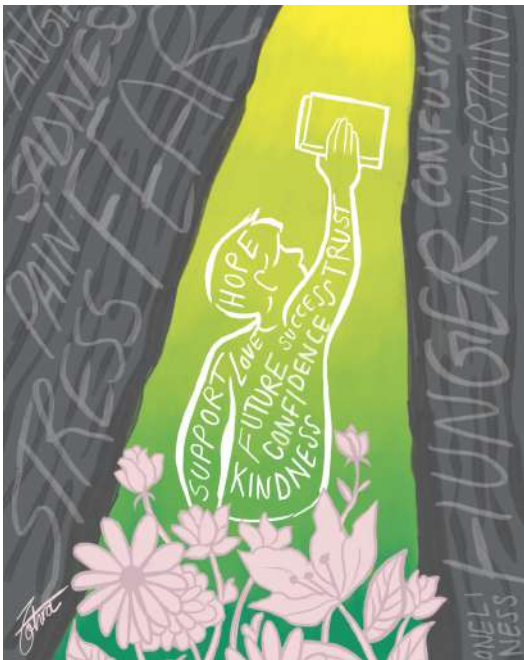
We hope that in these difficult times you and your loved ones are healthy. As the world grapples with the current impact and future implications of Covid-19, Teach For Pakistan has a renewed sense of urgency about our mission to nurture the leadership it will take to build an equitable, safe and joyful world.

Since March 13, when the virus spiked, schools closed and economic activity came to a halt, Teach For Pakistan has rallied to understand and respond to the needs of the most vulnerable children and families. **Working closely with each other, parents and school-community partners, Fellows are weaving safety nets to protect their students from the potentially devastating impact of Covid-19 on their well-being, learning and continued education, so that when schools reopen, they can go further, faster.** The adaptability, ingenuity and collective leadership we have been witnessing gives us tremendous hope for Pakistan's future, and we are writing today to share that hope with you.



Fellow Arsheena Gowani captures in a sketch the digital divide that Fellows are overcoming to keep their students safe and learning

Given that **80%** of our students' families are dependent entirely or in part on daily wages, Fellows have taken a phased approach in their support.



Staff Member Zohra Moazzam's illustration symbolizes our organizational response to Covid-19 for students.



- **Delivering critical health information.** Fellows first acted to ensure that students and their families have accurate knowledge to deal with COVID-19 and that students play a leadership role in ensuring others in their communities are also informed and able to respond to this pandemic effectively. Given limited access to the internet and ability to read, Fellows have curated and created relevant information and content in Urdu and Pashto, and disseminated that to parents and students via SMS, phone calls and WhatsApp messages.
- **Providing Food Rations.** Knowing that children cannot learn when their basic needs for food and security are unmet, Fellows mobilized their individual networks to raise funds, procure supplies, and organize ration distributions amongst the households and communities severely debilitated by the crisis. They have independently raised over **Rs. 1.81 million for basic supplies for 1,059 families** from rural communities in Islamabad and in their own hometowns across Pakistan. They continue to receive tremendous support in these efforts, especially from [Chiraagh](#), [Corona Solidarity Campaign](#), [Green Volunteers](#) and [Chadar](#).

- **Collecting Data for Remote Learning Design.** A rapid, two-week assessment of students' technology access for remote learning commenced. [Watch 2019 Fellow Rabiah Chaudhry](#) describe how teachers are leveraging community resources to try and reach every child. The data collected so far shows that 60% of our students are accessible right now. Out of those who teachers can reach, about **61% have access to a smartphone, 35% can access an SMS-enabled phone, and 4% cannot access a phone** for learning.

- Ensuring that Learning Continues Remotely.** Leaning into the challenge of teaching remotely with uneven and limited tech access, Fellows have identified specific learning outcomes in Maths, English, Science and Social Studies that they are working with students on while schools are closed. With help from parents, **Fellows have established learning routines for children: Targeted content that Fellows develop is being delivered to students via WhatsApp and SMS. Students are engaging with the content, and practicing the skills and knowledge through assigned tasks, and submitting the completed assignments back to teachers for feedback.** For students who do not have reliable access to WhatsApp, SMS and/or a phone, Fellows are designing special units and content packs that are physically delivered to the students, in cooperation with community members and school staff. Read on for some examples of the different shapes this teaching and learning is taking right now.

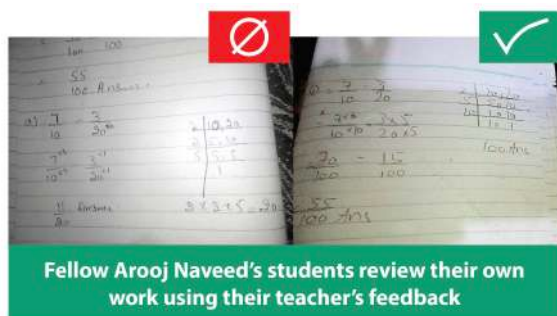
Tasks for the week:

Please find below all tasks for this week:

TASK 1 - VOCABULARY SECTION 1	TASK 2 - VOCABULARY SECTION 2	TASK 3 - SENTENCE FORMATION
Learn the following new vocabulary words with their spellings: 1) Regional ("ilaqei") 2) Excited ("pur-josh") 3) Benefit ("faida") 4) Travel ("safar karna") 5) Tradition ("riwaaj") 6) Distance ("faasla")	Learn the following word meanings: 1) Quiet: Without noise 2) Quarrel: To fight 3) Briefly: In a few words 4) Stumble: To fall 5) Factual: Something based on facts	Make a sentence of the following words: 1) Happy 2) Door 3) Tall 4) Listen 5) Picnic
TASK 4 - READING	TASK 5 - COMPREHENSION	TASK 6 - GRAMMAR
(Passage taken from English Grade 5 book - page: 34) Abdus Sattar Edhi was a famous social worker ("samaaji kaarkun") of Pakistan. He founded an organization called Edhi foundation, which works towards helping people in need and in times of disaster ("musibat kay waqt"). Edhi himself lived a simple life. Because of his honesty, people trusted him and gave him donations to support the Edhi foundation. Edhi passed away in 2016, but his work is still alive ("zinda").	After completing task 5, answer the following questions: Q1) Who was Abdus Sattar Edhi? Q2) What work does Edhi foundation do? Q3) What was the result of Edhi's honesty?	Write one adjective each for the following nouns:  A ___ girl.  A ___ cat.
TASK 7 - SELF REFLECTION	TASK 8 - GET MOVING	TASK 9 - DISCUSSION
Do you miss going to school? Which activities do you miss the most? ("Apko school ki kya baat sab se zyada yaad ati hai?") You can take help from the following list: <ul style="list-style-type: none"> Playing with friends Learning new things in class Meeting your teachers Walking to the school with your friends, etc 	Play hide and seek with a friend/sibling. See who wins! ("Apni kisi dost/behen bhai kay sath chupan chupai khalain, aur dalkhain kaun jeeta hai?")	Discuss with your family what profession you want to join when you grow up? And why? ("Apnay ghar walon kay sath baith kay un se baat cheet karain aur unko bataye kay ap baray ho kay kya banna chahtay hain, aur woh kyun banna chahtay hain?")
TASK 10 - SELF CARE	TASK 11 - TAKING RESPONSIBILITY	TASK 12 - FUN ACTIVITY
It's very important to take care of yourself ("Apni zehni aur jismaani sehat ka khayal rakhna bahot zaroori hai"). Do the following self care tasks ("Yeh kaam kar kay apna khayal rakhain"): <ul style="list-style-type: none"> 1) Smile 2) Share a joke with a friend/family ("Apnay ghar walon/dost ko koi lateefa sunaye") 3) Sleep on time 	Find a tree or a plant, and water it. ("Koi darakht ya pauda dhoondain aur usko paani dain")	Can you think of a Name, Place (city/country) and a Thing that starts with the letter "T"? ("T" se shuru honay wala aik naam, koi aik jaga (sheher ya mulk ka naam), aur aik cheez ka naam jaldi se sochain")

Fellow Rida Rizvi's Weekly Learning pack of activities

2019 Fellow Rida Rizvi distributes weekly 'Learning Packs' through WhatsApp, planning for days when parents can top up their 3G credit to download and upload work.



Fellow Arooj Naveed's students review their own work using their teacher's feedback

2018 Fellow Arooj Naveed holds daily classes on WhatsApp for her 18 students and shares live feedback as students share their answers in the group. With the help of the voice messages, students apply their teacher's feedback and send corrected versions of their work.



Fellows Ayesha Jamshaid's & Dania Khalil's teachers WhatsApp group

Fellows Ayesha Jamshaid and Dania Khalil created WhatsApp and SMS content for subjects they teach but they were concerned about students missing out on Urdu and Islamiyat learning. So they reached out to 3 other teachers from their school and helped them organize and produce additional subject content.



Fellow Afrah Khan encourages students to remain productive by keeping a timetable



Fellow Rabiah Chaudhury creates word puzzle contests with some fun prizes for the winners

- **Providing Emotional Support.** Because children are under unprecedented emotional strain, particularly without nurturing and supportive classrooms, Fellows are working into learning routines **special exercises, games and activities** that give them structure critical to their cognitive development, connect them to their friends, help them process anxiety, instil self-care and community-care habits, and – most importantly, keep them hopeful about their future and committed to their learning and life-goals.

Each week, we will share stories of such micro acts of collective from teachers, students and parents, in hopes that they will inspire educators everywhere to embrace the challenge of providing customized learning and holistic support to kids from disadvantaged backgrounds during COVID-19 and beyond. There is simply too much at stake for us not to act.

In the meanwhile, I wish you a blessed Ramzan. I hope that as you plan your charitable giving now, and in coming months, you will **donate to Teach For Pakistan**, which relies on your support to ensure that our children can continue learning and feeling safe in these uncertain times.

With warm regards,
Team Teach For Pakistan

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