



shaheen
kidz



SHAHEEN KIDS

CSR / Company Partnership Proposal

Inquiry Through Play

Building joyful, curious and confident early learners through play-based inquiry.



THINK

ASK

BUILD

SHARE

DISCOVER

A child-led, adult-supported learning model for foundational years.

THE NEED

02

The challenge we want to solve

Early childhood learning is often reduced to worksheets, memorization and passive instruction—when young children learn best through meaningful experience.

1

Too much rote learning

Children repeat answers before they truly understand ideas.

2

Low language exposure

Children need richer opportunities to talk, question and explain.

3

Limited exploration

Classrooms often lack materials that invite discovery and problem solving.

4

Play misunderstood

Many parents see play as free time rather than serious learning.

Opportunity

To transform early learning from passive instruction into joyful inquiry—where children learn by doing, speaking, creating and reflecting.

A focused initiative for foundational years



OUR VISION

03

A gentle first flight into learning

Shaheen Early Wings will create a model early years environment where play becomes structured inquiry and every activity builds the child's mind, language, emotions and social confidence.

3–5

early years focus

5

core learning skills

1

whole-child vision

Children learn to ask, explore, build, share and discover.

Not “only play”. Not “only instruction”. Purposeful play for academic readiness and human development.



Our Vision

To create learning spaces where every child learns by asking, exploring, building, talking and reflecting.



Joyful Learning

Children enter the classroom with excitement and emotional safety.



Inquiry Mindset

Children ask questions, test ideas and make meaning through experience.



Whole-Child Growth

Thinking, language, social and self-management skills grow together.



Why Inquiry Through Play Works

Play develops the exact skills children need for future learning.



Thinking

Problem solving
creative + critical
thinking



Research

Observing
recording +
comparing



Communication

Speaking
listening +
explaining



Social

Sharing
negotiating +
empathy



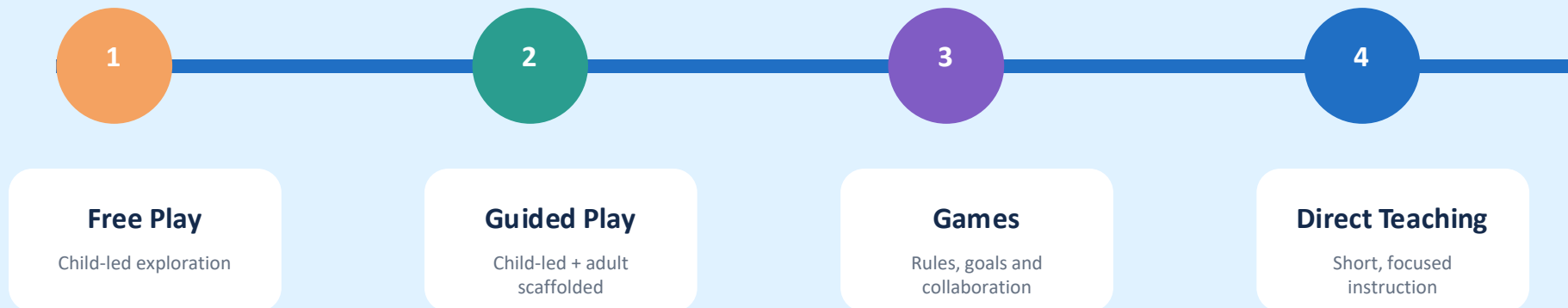
Self- management

Resilience
choice +
responsibility

Based on the PYP “Approaches to Learning” idea: children learn how to learn.

Project Model

A balanced continuum: child-led play, guided inquiry and meaningful teacher support.



Our approach is not “only play” and not “only instruction”. It is purposeful play that builds academic readiness.

The shift: from activity to purposeful learning

The resource positions play as a designed learning environment, not a time-filler.



Play becomes a learning engine

Open-ended materials, flexible spaces and teacher prompts help children transform objects into ideas — building communication, planning, creativity and early concepts.

1

object, many possibilities

∞

routes to learning

3

mindsets: create, connect, reflect





PRINCIPLE 2

The environment is the “third teacher”

The PDF highlights environments where children can manipulate, transform and reorganise materials and spaces. This makes the classroom active, flexible and child-led.

- Furniture and resources can move
- Children can redesign play spaces
- Spaces support both individual focus and peer relationships

Design message: create spaces that say, “You are allowed to think with your hands.”

Principle 3: Plan for different social modes

Small groups, pairs and individual spaces support relationships, focus and special interests.



Individual

Quiet focus
Concentration
Special interests

Pairs

Language practice
Shared attention
Peer relationship

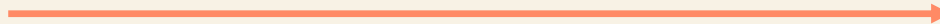
Small groups

Collaboration
Negotiation
Social planning

The classroom should invite both independent depth and shared discovery.

Principle 4: Connect play spaces so ideas can travel

Children extend play when resources can move between areas.



Blocks + home corner = richer dramatic play

The PDF example: blocks near sociodramatic play can inspire children to carry ideas, props and structures across zones.



This supports creativity, flexible thinking and organisational skills.



Principle 5: Use realistic props as a launchpad — not a cage

Realistic props help children begin play; open-ended materials keep imagination alive.



Supermarket play scenario

- Empty cereal or biscuit boxes
- Pretend cashier station
- Paper money / cards / bottle tops
- Teacher or student-made props

Impact: communication of ideas, symbolic thinking, creativity, planning and metacognition.



Abstract materials build concrete thinking

The booklet stresses that vehicles and figures should enhance construction play, not drive it. Children first build, plan and represent — then props extend the story.

Learning outcomes embedded in construction play

- Mathematical & scientific concepts
- Aesthetics and symbolic thinking
- Collaboration and language
- Planning and metacognition
- Creative expression

Principle 6: Give children agency over the setup

As play progresses, children should organise spaces and create their own props.



Teacher provides

- Resources
- Furniture
- Play area invitation
- Challenge question



Children organise

- Arrange the space
- Choose roles
- Make props
- Explain decisions



Ownership creates belonging

The PDF links agency to planning, organisational skills, metacognition, communication and collaboration.

Principle 7: Link play to current learning content

Books, stories, science tools and maths materials extend thinking through play.



Integrated curriculum enters the play world

The booklet suggests props that recognisably relate to lesson content: books, scientific ideas, mathematical concepts, stories, rulers, tape measures, scales and planning documents.

Play becomes the place where concepts are tested, named and made visible.



Principle 8: Create an art studio mindset

Children need wide access to materials they can choose, combine and re-purpose.



**From templates
to creative
expression**



Open-ended and
recycled art
materials support
agency and heighten
creative expression.



TEACHER ROLE

Design. Observe. Prompt. Extend.

The teacher's power is not in controlling every play action, but in preparing the environment and introducing just enough challenge to deepen learning.



1 Prepare

open-ended + selective realistic resources

2 Watch

children's interests, roles, questions

3 Ask

what could you use? how will you arrange it?

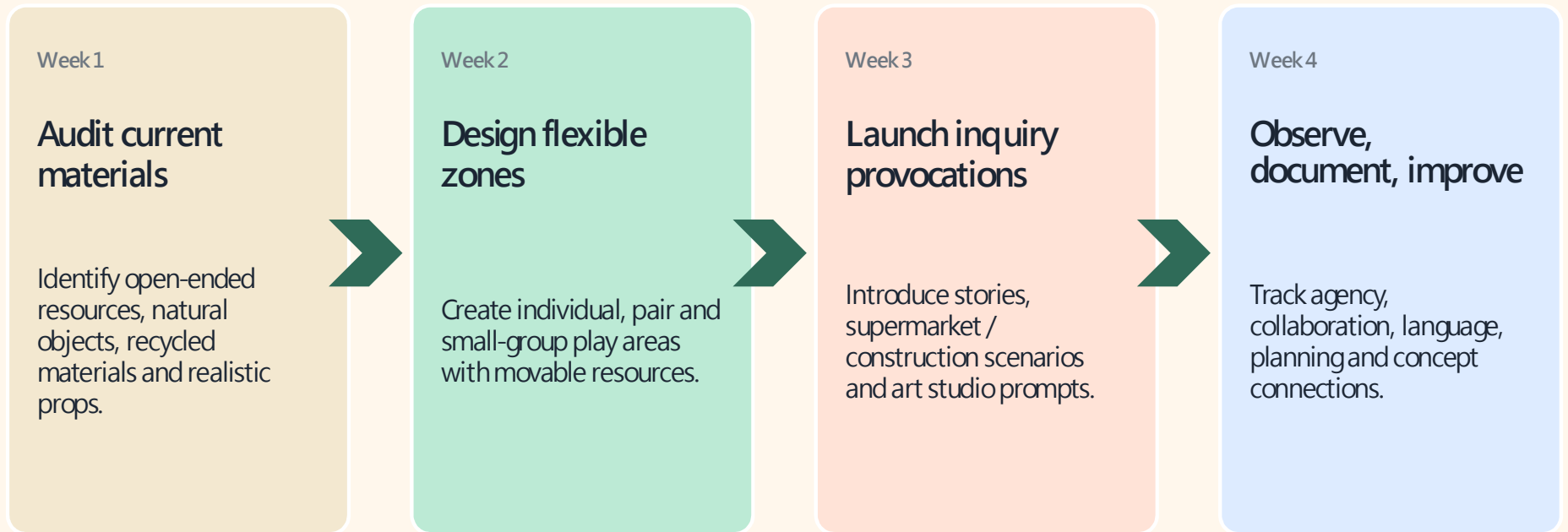
4 Extend

connect to books, maths, science and stories



Implementation roadmap

A simple classroom transformation pathway based on the booklet's planning principles.



Let us build joyful inquiry-based classrooms together.

Six inquiry themes for local early years learning

Structured enough for accountability. Flexible enough for each child, family and community context.



1

Who I Am

My body, family, values

2

Where I Belong

Home, school, city, stories

3

How I Express

Art, language, feelings

4

How Things Work

Nature, water, light, plants

5

How We Organize

Helpers, routines, classroom jobs

6

Sharing Our World

Animals, plants, care, kindness

Inquiry themes connect early learning with real life, culture, language and values.

What the Project Includes

Simple, powerful classroom components that convert play into learning.

1

Inquiry Corners

Blocks, loose parts, pretend-play, reading and discovery corners.

2

Teacher Question Cards

Open-ended prompts that make children think, explain and reflect.

3

Observation Tools

Child portfolio, checklist and learning evidence documentation.

4

Parent Play Guides

Easy home activities to help parents continue learning through play.



Signature Play-Based Activities

Activities are low-cost, high-impact and easy to replicate in school and at home.

Role-Play Studio

Children become shopkeepers, doctors, builders or story characters.

Treasure Sorting

Children collect objects and sort by size, colour, use, weight or owner.

Build & Explain

Children build towers, cities, bridges and explain their thinking.

Story Hunt

Children act out stories with sound, movement and handmade props.

Light & Shadow Lab

Caves, torches and objects spark science curiosity.

Talk & Draw

Children draw, label and share what they discovered.

Parent Engagement Plan

Parents will be guided to see play as learning, not as a break from learning.

Parent Workshops

- What is play-based inquiry?
- How to ask open-ended questions
- How to use household objects for learning
- How to observe learning without pressure

Sample Parent Prompts

How do you know?

What will happen next?

Can you try another way?

Why did you choose this?

Home Learning Kits

Every month, parents receive simple activity cards using everyday materials: boxes, cloth, stones, utensils, paper and colours.

Goal: turn every home into a small inquiry lab.

Implementation Roadmap

A phased model for smooth execution and measurable impact.



Phase 1

Design & Orientation

Select learning spaces, train teachers, create parent communication kit.

Phase 2

Pilot Classrooms

Launch play corners, guided play routines and observation records.

Phase 3

Parent Integration

Run parent sessions and home-based inquiry activities.

Phase 4

Scale & Showcase

Expand to more classes; organize learning exhibition for partners.

What We Seek from the Company

A meaningful CSR partnership to strengthen foundational learning.

We are not presenting a cost sheet in this deck. We are inviting a company partner to support the project through resources, expertise and long-term social impact collaboration.

Learning Resources

play material, story books, blocks, loose parts, art material

Employee Volunteering

storytelling days, career-play sessions, activity support

Teacher Capacity Building

training support, mentoring, exposure visits

Project Visibility

joint impact report, school showcase, community recognition

Expected Impact

A visible shift in children, teachers, parents and the school ecosystem.



Children

More curiosity, confidence, language and problem-solving ability.



Teachers

Better observation skills and more child-centred lesson design.



Parents

Stronger understanding of how learning happens beyond worksheets.



Community

A replicable model for joyful foundational learning.

Impact will be documented through observation records, student portfolios, parent feedback and learning showcases.

How We Will Measure Success

Simple evidence-based monitoring will keep the project credible and transparent.



Observation Checklist

Teachers record curiosity, participation, communication and collaboration.



Student Portfolio

Photos, drawings, child explanations and activity evidence.



Parent Feedback

Monthly feedback on home play activities and child behaviour.



Learning Showcase

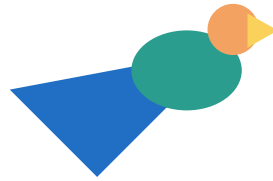
Quarterly showcase for company partner and school community.

Why This Matters for a Company Partner

This project connects CSR with education, childhood development and measurable community value.

- High Social Value: Foundational years affect every later stage of learning.
- Visible Community Impact: Parents and teachers can directly see the change.
- Scalable Model: The model can be replicated across more classes and schools.
- Positive Brand Association: Company becomes a partner in joyful, future-ready education.

A partnership with Shaheen Kids is an investment in curiosity, confidence and lifelong learning.



Let us build joyful inquiry-based classrooms together.

Shaheen Kids invites your company to partner in a child-centred learning project that develops thinking, language, confidence and social skills through purposeful play.

Proposed next step: 30-minute discussion + classroom visit

Thank You

Concept Basis

The deck is aligned with inquiry-through-play principles used in PYP-style early learning.

Key ideas used in this proposal:

- Children are natural inquirers and learn through playful interaction with people and environment.
- Play supports thinking, research, communication, social and self-management skills.
- Effective play can be child-led, guided by adults, rule-based or teacher-directed depending on the learning purpose.
- Parents can support play by providing material, space, time, tolerance for mess and respectful participation.

Reference basis: International Baccalaureate Organization, “Inquiry through play: Supporting PYP parents” (2020).