HOW-TO GUIDE

A Guide to Applying Teacher-Led Innovation for Preschool Teachers

MULTI-SENSORY LEARNING

JULY 2026

01 Implementation Principles

Evidence: Based on interviews with parents, students, and teachers, the main challenge for students like Omar and Maryam is unstable learning and weak concentration.

Scientific response: This plan uses multisensory learning methods to move learning from short-term memory to long-term memory.

Alignment: The activities fully cover the key learning outcomes — language, math, science, and social skills.

Goal: To support the overall development of students, strengthen fine and gross motor skills, and improve learning results in academic areas and 21st-century skills.

02 Class Activities and Inclusion

In this section, teaching is designed to ensure equality and inclusion, so every student — including children with disabilities or learning difficulties — can take part.

Preparation stage: Following the Human-Centered Design approach, the design team at Zarina High School collected ideas from students, parents, and teachers through interviews, then grouped the main challenges: weak focus, difficulty recognizing letters and numbers, and difficulty expressing feelings.

Flourishing Zone: Group brainstorming led to a plan matching the mental, language, and emotional level of pre-school students.

Early results: The first version was tested and showed high interest, better focus, and active participation compared to regular classes.

03 Management and Capacity Building

This plan is designed with direct consultation from teachers, such as Salma Zazi, and focuses on continuous capacity building.

Teacher empowerment: During the project, teachers learn new teaching methods through weekly coaching sessions.

Learning environment: The school principal is responsible for creating a safe play area so teachers can manage outdoor activities without concern.

Sharing experiences: Successful teacher experiences are recorded in monthly meetings and shared with nearby schools to spread innovation.

04 Implementation Method

This solution moves learning from short-term to long-term memory using experience, touch, pictures, and play. It strengthens fine and gross motor skills alongside academic and 21st-century skills, using simple, low-cost materials in the classroom and at home.

Stage 1 — Preparing the Mind and Learning Environment

A short, daily routine (about 15 minutes) that creates calmness, improves focus and awareness, and activates the senses before learning begins.

Touching objects with closed eyes: The student closes their eyes, touches an object, and describes its shape, texture, softness, or hardness — building focus, imagination, and use of senses.

Hidden sound game: A soft sound — birds, animals, water, a small bell — is played, and students listen and guess what it is, improving listening skills and concentration.

Stage 2 — Learning and Mindfulness Activities

The core of the plan, covering language and literacy, math and logic, science, and non-academic skills such as creativity, empathy, and physical development.

I learn with my hands: Students form a letter or number using beads, buttons, or food items, saying its name aloud.

Smart finger tracing: Students trace a letter or number in a tray of sand or soft clay, then erase and repeat.

Finger painting letters and numbers: Students paint a letter or number, then draw a related picture or matching quantity.

Number puzzle: Students match puzzle pieces of numbers with pictures, building number sense and memory.

Storytelling with food characters: Characters like "brave apple" and "kind melon" teach healthy and unhealthy food choices.

Colorful friends: Each student draws a flower in different colors; the class chart shows how differences make things beautiful.

If I were…: The teacher describes a feeling situation and students say how they'd respond, building empathy and problem-solving.

Question wheel: Stage 3 — students spin a colorful wheel, pick a matching question card, and answer as the teacher records the response.

05 Implementation Plan and Scaling

The design of this innovation is simple, low-cost, and layered — from the classroom to parents to external monitoring — so it can easily be used and copied in other pre-school classes. See Annex 1 for the Implementation timeline.

06 Sustainability, Evaluation, and Recognition

Support structure: The class level records daily progress in a success notebook; parents meet monthly; external visitors keep an observation and feedback notebook.

Measuring results: Pre- and post-assessments compare students' knowledge at the beginning and end of the year to show clear progress.

Sustainability: Low-cost materials mean the plan does not depend on a big budget, and this model is shared with nearby schools to expand the innovation.

Inclusion: Equal learning opportunities are ensured for all students, regardless of physical or mental ability.