



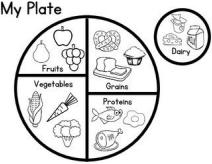


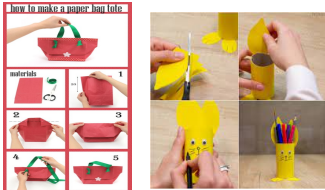





Suggested curriculum for 10-Day Bag less day - Hands on Learning Activities							
Sr. No.	Activities	Description Teaching/ Training method	6th Grade	7th Grade	8th Grade	Learning Outcomes	Skill-based Outcomes
1	Food diversity – Understanding the concept of cultural and food diversity.	<p>Class Activity –</p> <ol style="list-style-type: none"> Ask students to jot down the traditional festivals they celebrate in their family. Ask students to jot down the special food dishes they cook on special / festival days. Students can jot down this information in collaboration with family members. Based on the collected data, teacher can conduct a group discussion in the classroom where each group will share the importance of any one festival and aligned food dish to the class. Aligned to this activity teacher can discuss the ingredients used for food dish and its nutritional value. Teacher can explain and introduce different food processing methods to the students. Like frying, shallow frying, steaming, Baking etc. <p>Online version –</p> <ol style="list-style-type: none"> Including all the 1 to 6 pointers from the in class activity. <p>Method:</p> <ol style="list-style-type: none"> Working on the time division for the above mentioned pointers. Divide students in small groups using breakout rooms. Asking students use chat box. Debriefing in assembly or at the end of the call about the activities 	<p>Teacher is expected to cover the activity aligned discussion and knowledge key points mentioned in the description box (column D)</p> <p>Hands on Activity -</p> <ol style="list-style-type: none"> Ask Students to prepare a colorful chart of festivals they celebrate at their home and dishes they cook on a special festival. Inside classroom students can complete this activity in group of 4-5 students. At home students can complete this activity in collaboration with parents, siblings and neighbors. 	<p>Teacher is expected to cover the activity aligned discussion and knowledge key points mentioned in the description box (column D)</p> <p>Hands on Activity -</p> <p>Studying diversity of National food and Culture</p> <ol style="list-style-type: none"> Ask student to Google and study the festivals of different states and ask them to prepare a colorful chart of festivals of different state and the famous food. They can prepare a colorful chart with Map of Indian states representing the festival and special food dish. <p>Friendship Snacks -</p> <ol style="list-style-type: none"> Ask each child bring in a half cup of their favorite snack (Teacher can offer parents suggestion at this point: snack consisting cereal, raisins, crackers, mix of different fruits etc.) When student get all of the snacks– mix them all in a huge bowl and serve them for snack. In continuation to snack time teacher can conduct a discuss about how different things go together to make something very good. This helps get the ideas of diversity, sharing, cooperation, and trying new things across. In this discussion teacher can ask students to share the name of the food products which can be prepared using same raw material, or combinations of different raw food material to 	<p>Teacher is expected to cover the activity aligned discussion and knowledge key points mentioned in the description box (column D)</p> <p>Present Food Diversity</p> <ol style="list-style-type: none"> Teacher can ask student to bring a special food dishes they cook on a special festival and arrange a exhibition table to present a diverse food dishes. Conduct a discussion to Help students make connections between a culture and its food. After discussion everyone can enjoy a lunch of diverse food dishes <p>Studying International Food Diversity -</p> <ol style="list-style-type: none"> Take a trip around the world map and learn about different lands and different cultures with students. Ask student to Google and study the festivals of different countries and ask them to prepare a colorful chart of festivals of different countries and their famous food dish of origin. They can prepare a colorful chart with Map of world representing the country and special food dish. Teacher can ask students to complete this activity in groups where each group can list out different international foods dishes based on the categories 	<ol style="list-style-type: none"> Students will be able to identify and tell festivals of different states and their food. Students will be able to identify and name national and international food dishes. Student will be able to identify and tell different food processing methods. Students will be able to explain the nutritive value of different food items. Students will be able to explain the diversity of the food at Local, National and International. 	<ol style="list-style-type: none"> Analytical thinking Expression
2	Understanding different components of food label	<p>Class Activity –</p> <ol style="list-style-type: none"> Ask students to observe any 5 packaged food products. Ask students to jot down the details written on the food label. Based on the content written by the students teacher can conduct a discussion inside the classroom and explain different components of food label to the students like - <ol style="list-style-type: none"> Does the packet contains Symbol for veg and non veg food. What are the Nutritious content of the food. What is the Manufacturing Date? What is the Expiry Date? In which state and place the product (food item) is made? Teacher can also explain the relation between the geographical region with the types of resources it has or the industrial set up the place has with the food items prepared. 	<p>Hands on Activity:</p> <ol style="list-style-type: none"> Ask the students to think or imagine name of their own brand of any item. Prepare a Label for your imaginary brand. 	<p>Hands on activity - Identify food additives</p> <ol style="list-style-type: none"> Ask students to observe any 5 food packages and list down the food additives mentioned on the food label like Added color, preservatives, emulsifiers etc. Ask students to study the uses of each food additives. 	<p>Identify food sugar level -</p> <ol style="list-style-type: none"> Using this activity , students can observe how much sugar is in the foods they eat and practice math concepts related to sugar quantities. Ask students to get the food labels for a favorite snack and a drink, and locate the total grams of sugar for each. Observe and note down the serving size Remember: 4 grams of sugar equals 1 teaspoon. So find out how many teaspoons are in each of the food items selected by the students? Measure the total amount of teaspoons of sugar into a baggie. Discuss the results with your group and entire class students can not down , Which snacks and drinks have the most sugar? Which have the least? Teacher can use handout to solve some sugar math problems. <p>Extended activity tasks -</p> <ol style="list-style-type: none"> Create a bar graph showing the class's findings for sugar content of each selected food product. Tell students that, Sugar may taste good, but too much of it isn't health . Ask students to study the harmful effects of sugar on human body and write 	<ol style="list-style-type: none"> Students will be able to tell the importance of the following: <ol style="list-style-type: none"> Expiry Date Manufacture Date What Nutritious or Nourishment elements does the food item has. At the end of the activity Students will be able to identify the following details of any packed food item: <ol style="list-style-type: none"> Expiry Date. Manufacture date. Nutritious content. Symbol of Veg and Non Veg packed food. Students will be able to identify and tell uses of food additives Students will be able to identify food sugar level and tell its effects on the human body. 	<ol style="list-style-type: none"> Observation Creativity
3	Bio diversity –	<p>Class Activity:</p> <ol style="list-style-type: none"> Ask students to List down the trees/plants available in your surrounding area in following separate category <ol style="list-style-type: none"> Plants with Fruits Plants with Flowers Plants with Fruit and Flowers Count the number of each category and write down in front of it. Calculate the Total Number of listed plants. Also ask students to bring - <ol style="list-style-type: none"> leaves/flower/specimens of any five plants while coming from school. With teachers' help learn about the following: <ol style="list-style-type: none"> concept of diversity. characters of collected leaves, flower , etc. <p>Hands on activity -</p> <ol style="list-style-type: none"> Prepare a chart based on the collected specimen of the plants available in your surrounding. Paste the specimen in the drawing sheet and write its characteristics and uses. Student can stick this specimen sheet with diverse plant specimens on the wall of the classroom 	<p>Hands on activity - Identify surrounding plant diversity</p> <ol style="list-style-type: none"> Prepare a chart based on the collected specimen of the plants available in your surrounding. Paste the specimen in the drawing sheet and write its characteristics and uses. Student can stick this specimen sheet with diverse plant specimens on the wall of the classroom. <p>Herbarium sheet</p> 	<p>Hands on activity - Identify biodiversity of the state</p> <ol style="list-style-type: none"> Ask students to Google and study the animals and plants exist in of their state. Prepare a colorful chart specifying the habitat of listed plant and animals. <p>Prepare a Habitat Box -</p> <ol style="list-style-type: none"> Student can observe and study the habitat of particular animal or bird and prepare a Habitat Box using the natural resources available in the surrounding and display the same in the science lab. Teacher can give this task in groups based on the categories of the habitat like forest habitat, ocean habitat, desert habitat etc. 	<p>Hands on activity - Identify national biodiversity</p> <ol style="list-style-type: none"> Ask students to Google and study the animals and plants exist in specific state. Prepare a colorful chart in the form of map specifying the state specific habitat of listed plant and animals. Conduct a discussion on the topic of factors affecting the biodiversity of specific state. Based on the discussion ask students to prepare a list of plants and animals endemic/restricted to western Ghats (Important biodiversity hotspot of India) 	<ol style="list-style-type: none"> Students will be able to identify and classify different plants and flowers. Students will be able to tell the characteristics and uses of different plants. Student will be able to explain the term biodiversity. Student will be able to identify state specific plant and animals. Student will be able to tell factors affecting biodiversity and need to conserve the same. 	<ol style="list-style-type: none"> Observation Analysis Identification Logical thinking

<p>4</p>	<p>Understanding concept of balanced diet</p>	<p>Class Activity:</p> <ol style="list-style-type: none"> 1. Ask students to observe the food items included in each family member's daily diet. 2. Ask them to observe any changes they noticed in the quantity and proportion of food items present in their diet, as per their age and tasks they perform. 3. Ask students to note down food items they eat throughout day for a minimum of 4 days. They can write these observations in table with consumed food details for morning breakfast, afternoon lunch and evening meal and food items eaten in between along its ingredients. example - a. Breakfast - Poha - ingredients Pohe(Beaten rice) onion, oil,lemon, salt b. Lunch - Roti/bread , steamed rice, vegetable, Dal etc. - ingredients (wheat, rice, pulses) 4. Based on these observations teacher can conduct a discussion and introduce different food groups to the students. 5. Explain the necessary proportion of these food groups in the diet of the student. 	<p>Hands on activity - Identification of basic food groups</p> <ol style="list-style-type: none"> 1. Organize the students into five groups: grains, vegetables, fruits, dairy, and protein. Give each student a picture of a food that has been pasted onto paper (food card) with the corresponding food group color. Teacher can use the pictures from the newspaper, magazine etc. 2. Use five pieces of colored paper to represent the five food groups: orange, green, red, blue, and purple. 3. Tape each piece of paper to a wall or place them on the floor or ground as food group bases. 4. Have the children stand at an appropriate distance from the five bases which will be their starting line so that each group is standing directly in front of their base color. 5. After counting to five, have the children run, hop, skip, or jump to the different bases. Have the children tag the base color matching the food card they are holding and run back to the starting line. This can be done several times. Have children change food cards (and colors) and try again. This activity can be done indoors or outdoor. 	<p>Role Play - Understanding concept of balanced diet -</p> <ol style="list-style-type: none"> 1. Student may perform a role play or teacher narrate a story to explain the concept of balanced diet & nutritional deficiencies. 2. Instruct any two students to perform roles of two characters in the role play. One of them would have a balanced diet while another would have imbalanced diet. Instruct rest of the students from the class to observe these two characters carefully. 3. Discussion – Conduct discussion about their observations based on following - a. What difference did you observe between the diets of both characters? b. Is there a balance between the diet and the food intake schedule of both the characters? 4. Conduct discussion about every action performed by the characters in the role play, the effect of every ingredient of their diet on their physical and mental development. 	<p>Hands on activity - Prepare a balanced food plate of one meal</p> <ol style="list-style-type: none"> 1. Ask students to draw a food plate for one day meal representing each food group in the dish. (Cereals, Pulses, Vegetables, Milk, Fruit) 	<ol style="list-style-type: none"> 1. Students will be able to identify and tell different food groups. 2. Students will be able to explain the concept of balanced diet 3. Students will be able to draw a balanced food plate. 	<ol style="list-style-type: none"> 1. Observation 2. Data compilation 3. Expression
<p>5</p>	<p>Kite Making</p>	<p>Class Activities:</p> <ol style="list-style-type: none"> 1. Ask students to make kite of different geographical shapes and fly them in the sky. 2. Calculate the costing of the same and sell them. 3. Ask students to study and find out the festivals on which kite flying is practiced as a tradition. <p>Hands on Learning:</p> <ol style="list-style-type: none"> 1. Ask students to make two kites and fly them in the sky. 	<ol style="list-style-type: none"> 1. Ask students to draw and color a kite of different geographical shapes. 2. Teacher can teach different geographical shapes while drawing the shape of kites. 	<ol style="list-style-type: none"> 1. Ask students to make kite of different geographical shapes and Calculate the costing of the same . 	<ol style="list-style-type: none"> 1. Ask students to make kite of different geographical shapes 2. Calculate the costing of the same and sell them. 3. Ask students to study and find out the festivals on which kite flying is practiced as a tradition. 	<ol style="list-style-type: none"> 1. Students will have application of joyful learning with their peers. 2. Students will be able to use at least 4-5 different geometrical shapes while making a kite. 3. Students will be able to identify different festivals of the states where kite flying is done. 4. Students will get exposure to the diversity of the India as a country. 	<ol style="list-style-type: none"> 1. Measurement 2. Calculation
<p>6</p>	<p>Paper Craft</p> <p>Note: In training Manual we will be sharing 4-5 videos on how to make such paper flowers and items.</p>	<p>Class Activities:</p> <ol style="list-style-type: none"> 1. Teachers can introduce the concept of reuse and recycle of waste paper through various activities few can be from the Hands on Learning segment. <p>Hands on Learning:</p> <ol style="list-style-type: none"> 1. Students can make Paper Bags and Pen stand under the guidance of the teachers. 2. Make colored flowers using isosceles, equilateral, scalene triangle. 3. Make a butterfly using obtuse angled triangle. 4. Make a square using right angled triangles. 5. Make a pyramid using acute angled triangle. 	<p>Prepare different geometrical shapes, flowers using colorful waste papers.</p> <ol style="list-style-type: none"> 1. Make colored flowers using isosceles, equilateral, scalene triangle. 3. Make a butterfly using obtuse angled triangle. 4. Make a square using right angled triangles. 5. Make a pyramid using acute angled triangle. <p>Prepare a greeting out of it and give it to the community garbage picker or school cleaner and appreciate their work.</p>	<ol style="list-style-type: none"> 1. Students can make Paper Bags and Pen stand under the guidance of the teachers. 2. Ask students to calculate the cost and sell the product. 	<p>Memory message box -</p> <ol style="list-style-type: none"> 1. Students can welcome the new school-year by creating a memory mailbox to document all of the fun times, achievements celebration moments ahead. <p>Each Friday, students write notes and drop them in the box. Open at year's end for a back-to-school activity that comes full circle.</p> 	<ol style="list-style-type: none"> 1. Students will be aware and will be able to tell the different methods of how paper can be recycled and reused. 2. Students will be able to relate the concept of Geometry while making different angle flowers. 3. Students will be more environmentally aware citizens. 	<ol style="list-style-type: none"> 1. Innovative Thinking 2. Logical thinking
<p>7</p>	<p>Show a movie, provide guidelines for debriefing for the teacher.</p>	<p>Give a list of age-appropriate movies for all the grades – ideally Hindi, English with Hindi titles.</p> <ol style="list-style-type: none"> 1. Inside Out 2. Stanley ka dabber 3. Iqbal 4. I am Kalam 5. The Blue Umbrella 6. Bum Bum Bole 7. Swadesh 8. Life of a Pie 9. Boman Irani's Motivational Journey (Youtube link) 10. Dum Dum Deega Deega (Hindi Short Film) 	<p>Suggested movies or short films for discussion</p> <ol style="list-style-type: none"> 1. Dum Dum Deega Deega 2. The Blue Umbrella 3. Bum Bum Bole 	<p>Suggested movies or short films for discussion</p> <ol style="list-style-type: none"> 1. Stanley ka dabber 2. Iqbal 3. I am Kalam 	<p>Suggested movies or short films for discussion</p> <ol style="list-style-type: none"> 1. Inside Out 2. Swadesh 3. Life of a Pie 4. Boman Irani's Motivational Journey 	<p>Learning Outcomes for every movie will be detailed out in the training Manual.</p>	

8	Waste Segregation, Vermicomposting	<p>Class Activity:</p> <ol style="list-style-type: none"> The teacher explains the difference between wet and dry waste, bio-degradable and non bio-degradable. The classroom/school trash is separated using guided practice. A separate container/ pit is allocated for dumping this wet waste on the school terrace/ ground. <p>Hands-on Learning:</p> <ol style="list-style-type: none"> The students segregate the waste everyday while throwing in the trash can and at the end of the day, they put it in the common container. Some plants can also be planted in this container and this can be an example of soilless gardening that students can implement even at home. 	<ol style="list-style-type: none"> Students learn to distinguish between wet and dry waste and can identify it based on the examples taught by the teacher. The students practice segregation of waste everyday and plant a sapling in their classroom wet waste pit/container. <p>(Waste segregation is a part of 6th std NCERT curriculum)</p>	<ol style="list-style-type: none"> Students segregate their class waste and can identify the difference between bio-degradable and non bio-degradable. Students create 6 containers, 1 for each day of the week and put their classroom waste in it accordingly. They try to plant vegetable/flowering plants in it and start the practice of waste segregation at home also. Students create charts to spread awareness about identification and display them in different classes and in the school. 	<ol style="list-style-type: none"> Students segregate their class waste and create an awareness campaign in their school about importance of waste segregation and share some easy tips about its identification. Based on the teacher's discretion, the students take up the responsibility of segregating their class/school waste in different pits according to the different days of the week and plant vegetable plants in it. 	<ol style="list-style-type: none"> Students will understand the magnanimity of the waste generation problem, the importance of managing it properly and in a way which is environmentally friendly as well as sustainable Students will be able to distinguish between wet waste and dry waste with knowledge of bio-degradable and non bio-degradable things Students will realize that if they make small changes to their lifestyle, they can help the planet in the longer way starting a chain reaction 	<ol style="list-style-type: none"> Public speaking Documentation Green skills
9	Electrical and Fire Safety	<p>Class Activity:</p> <ol style="list-style-type: none"> The teacher asks the students to share some accidents/ incidents they know about/witnessed. The teacher also asks the students to share ways/ ideas in which these could have been prevented/ impact lessened. <p>Hands-on Learning:</p> <ol style="list-style-type: none"> Some demos can also be arranged where the teacher demonstrates/ the students role play some quick responses to commonly occurring electrical/ fire accidents. 	<ol style="list-style-type: none"> The students and teacher discuss and demonstrate about some commonly occurring fire/ electricity accidents and the teacher shares a few tips like 'Stop Drop Roll' which can be helpful in such situations as well as safety measures. The students study a few commonly seen signboards. <p>As a hook, the teacher can also tell a story about a national bravery award recipient who saved someone from a fire/electricity accident.</p>	<ol style="list-style-type: none"> The teacher asks the students to share some commonly occurring fire/ electricity accidents as well as some common measures to be taken in such cases. All of these are written on the board and demonstrated. The teacher assigns each group a safety tip and they make charts about it and display it around the school. <p>As a hook, the teacher can also tell a story about a national bravery award recipient who saved someone from a fire/electricity accident.</p>	<ol style="list-style-type: none"> The teacher discusses about good and bad conductors of heat and electricity and asks the students to share how these can be used in cases of fire and electrical accidents or to prevent it. The teacher also asks the students to share some dangerous situations they have seen around them and asks them to ideate in groups about the steps which can be taken to reduce the risks. <p>As a hook, the teacher can also tell a story about a national bravery award recipient who saved someone from a fire/electricity accident.</p>	<ol style="list-style-type: none"> Students will become aware about safety concerns while handling fire/ electricity. The students will learn a few actions demonstrate they can take in case they witness fire/electricity accidents. 	<ol style="list-style-type: none"> Social awareness Disaster preparedness
10	First Aid and Home remedies	<p>Class Activity:</p> <ol style="list-style-type: none"> The teacher asks the students to share the most commonly occurring injuries/ diseases to share. The teacher demonstrates some common household items which can be used to treat such injuries/diseases and its process, importance. <p>Hands-on Learning:</p> <ol style="list-style-type: none"> The students forms pairs/groups and try to perform first-aid on their classmates (Applicable to all 3 grades) 	<p>Types of injuries/diseases to be discussed:</p> <ol style="list-style-type: none"> Common scrapes/ cuts Cold, cough, fever Stomach ache- different ways and what they might mean, their remedies Heat Wave <p>Home remedies -</p> <ol style="list-style-type: none"> Teacher can ask student to jot down the home remedies used for cold, cough, fever etc. like turmeric, honey, lemon grass etc. Teacher can conduct a role play allocating the role of turmeric, honey, lemon grass to the students and explaining the benefits to cure the disease. Student can prepare a table or chart for these home remedy options. 	<p>Types of injuries/diseases to be discussed:</p> <ol style="list-style-type: none"> Common scrapes/ cuts Cold, cough, fever Stomach ache- different ways and what they might mean, their remedies Simple burns Cuts from metal- just discuss the importance of tetanus shot Headaches- different ways and what they might mean, their remedies Heat Wave <p>Teacher can introduce some commonly used medicines for First Aid and ask students to make a list of necessary First Aid items for their school.</p>	<p>Types of injuries/diseases to be discussed:</p> <ol style="list-style-type: none"> Common scrapes/ cuts Cold, cough, fever Stomach ache- different ways and what they might mean, their remedies Simple burns Cuts from metal- just discuss the importance of tetanus shot Headaches- different ways and what they might mean, their remedies Snake Bite Heat Wave <p>Also students of 8th std can prepare a First Aid Kit for the school/class and present its content and importance in the school assembly, so that every at school will be aware about the availability of First Aid kit.</p>	<ol style="list-style-type: none"> Knowledge of medicinal properties of common household items Students will be able to give the necessary required medical attention to injuries/ailments which may not require professional expertise or reduce its severity until medical care becomes available Students will gain basic knowledge of human body 	<ol style="list-style-type: none"> Problem Solving Innovative Thinking
11	Tell your family's history	<p>Class Activity:</p> <ol style="list-style-type: none"> Teacher asks students to share the importance of history and adds any additional points in case the students have missed out. Teacher shares how each family has a history and how the students will also have their own stories. (The teacher will have to tell the students a few days in advance to talk to their family and ask about their family's history) <p>Hands-on Activity:</p> <ol style="list-style-type: none"> Students prepare a speech/presentation to showcase their family history in front of the class. They prepare family trees and the teacher explains the meaning of patriarchy and the importance of according equal recognition to and identifying with both sides of the family. They also discuss the implications of the geographical features on their economic and relocation (if any) history. 	<ol style="list-style-type: none"> The students talk to their families and present the story of their family from their grandparents onwards in the form of a story in front of the who class. They make family trees and the teachers tells them to make sure that they have included their mother's side of the family as well. 	<ol style="list-style-type: none"> The students present their family history by preparing a chart/presentation/speech. The teacher tells them the concept of patriarchy and how its important to include their mother's side of the family as well even if they don't share the same family name in the family tree. The teacher asks the students to come up with creative versions of their family tree. This may include funny drawings, symbolic representations, etc. 	<ol style="list-style-type: none"> The students present their family history by preparing a chart/presentation/speech. The teacher tells them the concept of patriarchy and how its important to include their mother's side of the family as well even if they don't share the same family name in the family tree. The teacher asks the students to come up with creative versions of their family tree. This may include funny drawings, symbolic representations, etc. The teacher also asks the students to think about the geographical characteristics of their villages/ cities and how that has helped to shape their family story and share it as a part of their presentations. The students prepare a pie chart to analyze the number of males and females in their family. 	<ol style="list-style-type: none"> Students learn that history isn't a theoretical subject and that everyone has a history, not just the famous personalities Students learn to organize their thoughts and present them in a sequential manner Students will be able to understand the concept of timeline while documenting the family history. Students learn the concept of patriarchy and the meaning of gender equality. 	<ol style="list-style-type: none"> Storytelling Public speaking Documentation Presentation Communication

12	<p>Conduct a survey</p>	<p>Class Activity:</p> <ol style="list-style-type: none"> The teacher explains the concept of a survey and the importance of data collection and its applications. The teacher divides the class in groups and allocates different topics to each group. The tool for data compilation and analysis is also discussed. <p>Hands-on Activity:</p> <ol style="list-style-type: none"> The students collect data individually or in groups, compile it and use bar graphs/pie charts to compile it. They also share the meaning of their data in front of the entire class. 	<p>Students use tally marks to represent raw data and then present their findings in the form of a pictograph. The following topics can be used for conducting a survey:</p> <ol style="list-style-type: none"> Number of smartphones vs. books Number of vehicles Number of cycles Number of members in the family and their age groups 	<p>Students use tally marks to represent raw data and then present their findings in the form of a bar graph. The following topics can be used for conducting a survey:</p> <ol style="list-style-type: none"> Number of males vs. females Number of graduates Number of women who have studied till 10th Average time spent watching TV 	<p>Students use tally marks to represent raw data and then present their findings in the form of a bar graph. The following topics can be used for conducting a survey:</p> <ol style="list-style-type: none"> List of diseases occurred Sources of water Number of girls studying Average age of girls and boys marriage 	<ol style="list-style-type: none"> Students will be able to perform Data collection, compilation and analysis Students' awareness of society increases 	<ol style="list-style-type: none"> Communication Documentation Analysis
13	<p>Ideal School/classroom/village/locality OR Study of ideal village/locality in state/district</p>	<p>Class Activity:</p> <ol style="list-style-type: none"> This activity aims to get the students' thinking about their idea of an ideal village/locality and unconsciously build a feeling of ownership. It also aims to make the students realize their needs/ dreams for their village/ locality. <p>Hands-on Activity:</p> <ol style="list-style-type: none"> The students draw/ enact their idea of an ideal village with a few inputs from the teacher. They may choose to do it on a micro-situation by enacting situations or a macro scale by creatively thinking about the infrastructure and quality of life. 	<p>While conducting this activity teacher can ask students to share the place, village or locality which students like a most. Ask students to share the different heritage sites, natural reservoirs, services and resources are available at this place? Continue the discussion with the reasons for liking the particular place / village or locality. And then ask student to draw their idea of ideal village. OR The teacher shares a few ideas with the students (like sports ground, movie theater, library,etc) and asks them to draw their idea of an ideal locality/ village, this should be a free-thinking session without practical/ geographical constraints of their village/locality coming into play.</p>	<ol style="list-style-type: none"> The students ideate about their ideal village/locality/school in pairs and write all of the ideas down. The teacher asks them to think about the constraints of their own village/locality and then shortlist the ideas that might still work keeping them in mind. The students then draw/ present their ideas in front of the class. 	<ol style="list-style-type: none"> The students study a case study of an ideal village/locality/school/classroom from the reading content prepared by the teacher like Hivare Bazar From this they note down specific measures implemented by the residents and governing body and make a list of the initiatives they think might work in their village/ locality. 	<ol style="list-style-type: none"> Students will be able to brainstorm ideas for an ideal village/locality. Students will be able to actively study case studies and apply their learning to their context. 	<ol style="list-style-type: none"> Analysis Creative thinking Social awareness and ownership
14	<p>Understanding renewable and non renewable sources and Applications of renewable energy</p>	<p>Class Activity:</p> <ol style="list-style-type: none"> The teacher discusses the concepts of renewable and non-renewable sources of energy and its importance. The application of one non renewable source of energy, the solar cooker is described and its process. <p>Hands-on Learning:</p> <ol style="list-style-type: none"> Students divide in groups and make solar cookers/ models of windmills. They use it to make a small quantity of rice at school. 	<ol style="list-style-type: none"> The teacher shares the concept of renewable and non renewable sources of energy and explain importance of renewable sources of energy. (Solar, Hydro, Wind, Biomass, Tidal etc.) The teacher asks the students to share some of its applications they see around them. The teacher can asks one group to create a collage for different sources of energy , Ask second group to create collage of renewable sources of energy and Third group to crate a collage for non renewable sources of energy. (Students can collect or cut out the pics from old news papers, magazines for creating a collage of energy sources) Also teacher can show the photographs of different objects and ask students to think and share where does it get its energy ? E.g. Kite - Where does it get its energy? Lamp - Where does it get its energy? Fire - Where does it get its energy? Tree - Where does it get its energy? Animals - Where does it get its energy? Vehicles - Where does it get its energy? Sailboat - Where does it get its energy? After getting answers from the students teacher can ask students to differentiate renewable and non renewable 	<ol style="list-style-type: none"> The teacher shares the concept of renewable and non renewable sources of energy and explain the importance of renewable sources. The teacher asks the students to share some of its applications they see around them. The teacher demonstrates the process of making a solar cooker with the students' help and the class cooks rice in it together. 	<ol style="list-style-type: none"> The teacher shares the concept of renewable and non renewable sources of energy and explain the importance of renewable sources. The teacher asks the students to share some of its applications they see around them. The teacher can divide the class in groups, where one group will make a model of solar cooker and cook a food using the same and another group will cook the same food item using the gas/stove/chulha (in case none of this is available on the school premises, students can do this at home and record observations) and jot down the comparative observations of both the processes. Here a comparative study between the fuel cost, materials require and cooking time, taste of the cooked product etc. can also be done with the help of detailed observations. 	<ol style="list-style-type: none"> Students will gain knowledge about good and bad conductors of heat and its uses. Students will learn about renewable sources of energy, its importance and uses. Student will differentiate renewable and non renewable sources of energy . Student will tell applications and benefits of renewable sources of energy Students will learn how to use measurements in making the solar cooker. 	<ol style="list-style-type: none"> Collaboration Observation Comparative Study
15	<p>Talk about your parents profession</p>	<p>Class Activity:</p> <ol style="list-style-type: none"> The teacher shares the following video to build context and sensitivity: https://youtu.be/3f9d1UxLkww The teacher asks the students to share about their parents' profession, its importance and the difficulties faced by them. The teacher tells the students about dignity of labor and how its important to respect all professions and how no work is lowly. <p>Hands-on Learning:</p> <ol style="list-style-type: none"> The students interact with their parents which helps build empathy and respect and share their parents experiences with the class. <p>(The teachers have to be equipped to deal with the topic sensitively)</p>	<p>The students come dressed as their parents professions with props and share their prepared speech in front of the class. Student can share one thing which they like about their parent profession. Student can make a list of different parent professions shared by the peers and discuss in groups what kind of responsibilities are a part of their job/profession.</p>	<p>The students share their parents profession and the difficulties faced by them while working and the reason why they admire their parents. This can even be done creatively using plays, performances, etc.</p>	<p>The students share their parents profession, the difficulties faced by them and the importance of these professions in the society. The students also share the reasons of why they are proud of their parents and their profession.</p>	<ol style="list-style-type: none"> Students will respect individuals working in all professions as well as give equal importance to all professions. Students will become aware of their parents livelihood, the difficulties faced by them and empathize with their parents. Students will become aware about different professions and their importance in the society. 	<ol style="list-style-type: none"> Public Speaking Empathy

16	<p>Make a new recipe</p>	<p>Class Activity:</p> <ol style="list-style-type: none"> The students explore the ingredients commonly available in the kitchen, their smells and tastes. They come up with unique recipes individually, in pairs or groups using this preliminary knowledge. <p>Hands-on Learning:</p> <ol style="list-style-type: none"> Students use the ingredients displayed and try to combine them in unique ways (using different processes, orders of mixing as well as having the option of not including all the ingredients). They later try this recipe at home and get it to school for their classmates and teacher to try. 	<ol style="list-style-type: none"> The students discuss in groups, simple recipes they can make without using gas/heat and name the dish. Students use the ingredients displayed and try to combine them in unique ways. They share this recipe with the class. 	<ol style="list-style-type: none"> The students discuss in pairs the recipe they can make using the ingredients displayed in front. They try this recipe at home and get it to school. They think about creative names for this dish. 	<ol style="list-style-type: none"> The students think about the recipe they can make using the ingredients displayed in front. They try this recipe at home and get it to school. They think about nutritive value of this dish. Student can present a recipe details to the entire class and also share the nutritious benefits of the prepared dish to the class. Under the guidance of the trainers student can arrange a food stall and sell the product and earn the profit. 	<ol style="list-style-type: none"> Students will understand Gender Equality Students will be able to nurture and express their creativity Students will understand the relationship between different food and Nutrients Students knowledge about basics of cooking 	<ol style="list-style-type: none"> Creativity Innovation Marketing Presentation
17	<p>Traffic Rules and its Understanding –</p>	<p>Class Activities:</p> <ol style="list-style-type: none"> Students will be asked to notice how many traffic signals are there on the way from home to school or school to home. Teachers divide the the students into groups and ask them to role play on the certain situations, one group at one time. Students observing and seeing the groups presenting will share their thoughts on what was right and why or what was wrong and why? Teacher will explain the traffic symbol to the students using the images or cards and by showing hand signals. Ask students to draw traffic rule and its symbols on black boards in form of an activity where one member from each group will come and play from their team. <p>Online</p> <ol style="list-style-type: none"> Using the PPT the entire in class activities and hands on activities can be replicated in the online mode too. 	<p>Hands On Activity: Prepare a chart / model of road safety symbols.</p> <ol style="list-style-type: none"> Students will draw different road safety symbols and their meaning. <p>OR</p> <p>Teacher can ask students to prepare a model of traffic safety symbols using waste paper and card sheets and paste these colorful symbols in the assembly area of the school.</p> <ol style="list-style-type: none"> Using the signs drawn by students, teacher can teach how to read traffic signals such as the red, orange and green lights. Teacher can then teach them basic signs such as the stop sign, pedestrian walking sign, school zone sign, and so on. 	<p>Getting messages across to parents - Prepare a leaflet/advert explaining road safety rules.</p> <ol style="list-style-type: none"> Ask students to prepare a leaflet explaining road safety rules. Write, paint, draw, film or design road safety adverts for parents about the importance of driving slowly and safely. Teacher can display these leaflets or adverts in parking area of the school where it can be visible for most of the people. 	<p>Road safety crossword -</p> <ol style="list-style-type: none"> Ask students to prepare a education crossword using road safety words. <p>Do's and Don't</p> <ol style="list-style-type: none"> Prepare a chart showing do's and don'ts of driving. <p>Case study based discussion and role play.</p> <p>Teacher can provide some road safety related case studies and ask students the appropriate actionable they need to take in specific situations.</p>	<ol style="list-style-type: none"> Students will be able to recognize and tell different symbols of the traffic. Students will be able to know the concept of ethics and values through the activities. For e.g.: Is breaking any traffic rule right or wrong. Not wearing helmets is it right or wrong. Students will be aware of fundamental duties of an aware citizen. 	<ol style="list-style-type: none"> Observation
18	<p>Some fillers - Hand book component if the activity gets over early then they can use these activities.</p>	<p>These are small activities which can be conducted in case time is remaining- Newspaper reading, physical exercises, diary writing, story building, story making</p>					