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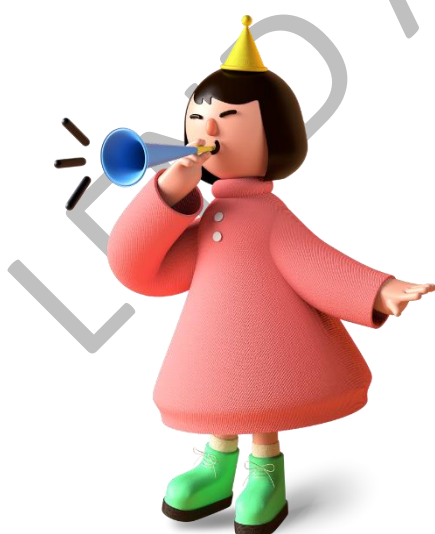
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# 10 Bag-Less Days Curriculum

7<sup>th</sup> Grade Session Plan Booklet



Teachers Handbook



LEND A HAND INDIA

## Contents

<b>INTRODUCTION TO THE CURRICULUM</b>	<b>3</b>
<b>HOW TO USE THE HANDBOOK</b>	<b>6</b>
<b>LIST OF MATERIALS</b>	<b>8</b>
<b>ACTIVITY 1 – FOOD DIVERSITY</b>	<b>12</b>
<b>ACTIVITY 2 – FOOD LABEL</b>	<b>15</b>
<b>ACTIVITY 3 – BIODIVERSITY</b>	<b>18</b>
<b>ACTIVITY 4 – BALANCED DIET</b>	<b>21</b>
<b>ACTIVITY 5 – WASTE SEGREGATION</b>	<b>24</b>
<b>ACTIVITY 6 – ELECTRICAL AND FIRE SAFETY</b>	<b>27</b>
<b>ACTIVITY 7 – FIRST AID AND HOME REMEDIES</b>	<b>29</b>
<b>ACTIVITY 8 – FAMILY HISTORY</b>	<b>31</b>
<b>ACTIVITY 9 – CONDUCT A SURVEY</b>	<b>34</b>
<b>ACTIVITY 10 – IDEAL VILLAGE/ LOCALITY</b>	<b>36</b>
<b>ACTIVITY 11 – RENEWABLE AND NONRENEWABLE SOURCES</b>	<b>38</b>
<b>ACTIVITY 12 – PARENTS’ PROFESSION</b>	<b>40</b>
<b>ACTIVITY 13 – MAKE A NEW RECIPE</b>	<b>42</b>
<b>ACTIVITY 14 – TRAFFIC RULES</b>	<b>44</b>
<b>ACTIVITY 15 – KITE MAKING</b>	<b>47</b>
<b>ACTIVITY 16 – PAPER CRAFT</b>	<b>49</b>
<b>ACTIVITY 17- WATCH A MOVIE</b>	<b>51</b>
<b>FILLER ACTIVITIES</b>	<b>53</b>
<b>DEMONSTRATIONS</b>	<b>54</b>
<b>FIELD VISITS</b>	<b>55</b>

## INTRODUCTION TO THE CURRICULUM

Hello Teachers,

The NEP 2020 emphasizes the need for 'New and Comprehensive National Curricular Frameworks' for School Education, ECCE, Teacher Education, and Adult Education. These National Curricular Frameworks will ensure that there is **no rigid separation** among 'curricular', 'extracurricular', or 'co-curricular' activities and bring more fluidity among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams.

Our current school curriculum is segmented subject wise. We categorize subjects by disciplines and are taught in the same manner. The student also absorbs the teaching in the similar way and therefore they cannot comprehend their interconnectedness, the application, and the relationship with one another.

In order to introduce to vocational education for Grade 6 to 8 students, the NEP 2020 in Chapter 4.26 recommends all students will participate in a **10-day bag-less period** sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc.

The '10-Day Bag less Schooling' is expected to achieve the following objectives:

1. Provide exposure to a world outside their classroom and to transactions that affect, contribute to day to day life
2. Build observation-based learning capacity and provide scope for practice.
3. Develop understanding of connectedness of community and interdependence.
4. Exposure to the interconnectedness of learnings that students do in the classroom with conceptual as well as practical application.
5. Promote dignity of labour by giving exposure to Hands on Activity and according importance to local vocations.
6. Exposure to possible career, higher education avenues

For implementation of 10-Day Bag less Schooling, an activity based, hands-on teaching- learning curriculum has been developed. This module consists of a set of 10 activities, consisting of **projects**,

**field visits, demonstrations, and guest sessions by local artisans, artists, professionals/ skilled workers.**

While all of the above objectives are important, the most important thing to remember when implementing this curriculum is to have fun, both for the teachers and students!

Teachers, remember to enjoy yourself. This curriculum is a way for you and the students to get together, keep your books aside and let loose!

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## HOW TO USE THE HANDBOOK

This handbook has been prepared to help the teachers to easily understand and implement the curriculum. While developing the curriculum, as well as the handbook, the developers have kept in mind that the context of the students might vary from school to school. That's why, enough scope has been provided for the teachers to mould the lesson as they see fit while executing it for their students.

The components of the activity which have to be shared with/ taught to the students are marked in blue, while the ones which are just for the teachers' reference are marked in green.

**For better implementation and instructional clarity, each activity should be read by the teacher at least a week before it is going to be conducted.**

### Things to keep in mind:

1. Communicate the material required for the activity a few days before.
2. Even if each activity is presented in the form of a lesson plan, teachers should prepare a lesson plan of their own which will include minor details and some changes if necessary.
3. The time allotted to each component is mentioned in percentages. The teachers should accordingly calculate the actual time (in mins.) to be allotted according to the total duration of the session.

e.g. If 10% of the time is to be allotted to the Check for Understanding : Questions, then a teacher who has a total of 3 hours to complete the activity will take it for 18 mins whereas a teacher who has only one hour would conduct the Check for Understanding : Questions for only 6 mins.

4. 5% of the time for every activity has been left for use according to the teachers' discretion. The teacher should plan for this.

4. At least 4 hours should be allotted for conducting any activity.

5. A few activities, serial numbers 4, 5, and 9; have certain tasks which need to be completed beforehand by the students. This should be communicated at least a week in advance and reminded periodically.

The format of the handbook is as follows:

Date	This needs to be filled by the teacher for documentation.
Activity Name	This is the title of the activity and ideally should be written on the board after the Opening/ introduction.

### **Rationale behind including this Activity**

This is to help the teachers understand why that particular activity has been included in the curriculum. It tells them the importance of conducting it.

<b>Objectives ( 5% of total duration)</b>
This states the goals which that activity aims to achieve. It is basically a list of all the things, including the skills and content that the students should know at the end of the class.
<b>Knowledge Key Points</b>
This includes the actual content that is being taught through the activity.
<b>Key Skills</b>
Apart from the content, every activity teaches some skills which are mentioned in this component.
<b>Materials Required</b>
This should be communicated at least a few days in advance and reminded the previous day to the students. The teacher can also keep a few materials in common for all the students at the school itself, like glue.
<b>Opening ( 10% of total duration)</b>
This serves as an introduction to the activity. It is also a great way to get the students excited about the activity.
<b>Classroom Strategies</b>
This mostly includes the way in which the activity will be completed along with a few helpful tips for the teachers wherever necessary.
<b>Step by Step Procedure of the Activity ( 60% of total duration)</b>
This includes a short progression of how the teacher should conduct the activity. While this is the basic version which should be covered, teachers can ideate and add to this while keeping the essence of the activity intact.
<b>Check for Understanding : Questions ( 10% of total duration)</b>
These include questions which have to be asked to the students after the completion of a sub-activity or the entire activity. These serve as a way for the teachers to gauge the students' understanding of the content taught.
<b>Learning Opportunities for this Concept</b>
These include videos and articles which the teacher can use while preparing or some videos can even be shown to the students while conducting the actual activity, during the time of 'Step by Step Procedure of the Activity ( 60% of total duration)'. It is not compulsory to show these videos to the students.
<b>Closing ( 10% of total duration)</b>
This is the final part of the session where the teacher concludes the activity by asking the students to share or recap the content taught.



## LIST OF MATERIALS

This document contains a list of all materials needed for conducting specific activities.

- In some cases, the students need to get a notebook. The teacher can either ask the students at the beginning of the year to use a new 50-pg notebook for all of the activities to be conducted during the 10 bagless days period or use a partially used one.
- For most of the activities, videos have been included in the teachers handbook. These videos can be shown at the teachers discretion. If the teacher decides to show the videos, s/he may have to arrange for the required equipment.  
(Only for 2 activities, it is mandatory to show videos and the equipment has been included in the list below)
- For field visits and demonstrations, the teacher should plan the agenda before and inform the students/ arrange the materials. These have not been included in the list given below, though it is suggested that the students carry writing material for any field visits.

Cumulative List of Materials required according to the activities:

Sr. No.	Name of Activity	To be arranged for by Teacher		To be arranged for by the student	
		Name of Material	Quantity	Name of Material	Quantity (per student)
1	Food Diversity	Chart Paper	1 per 4-5 students	Writing Material (Pen/Pencil)	1
				Half a cup of the student's favourite food item/raw material	1
2	Food Label- Understanding its Components	Wrappers of Packaged Food Items	5-10 for entire class	Notebook	1
		Drawing & Colouring Supplies	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students	Writing Material (Pen/Pencil)	1
		Plain A4 Sheets	1 per student		

		Reference Books/ Science Textbooks/ Internet for information on Food Additives	1 per 4-5 students		
3	Biodiversity	Chart Paper	1 per 4-5 students	Notebook	1
		Glue	1 tube per 4-5 students	Writing Material (Pen/Pencil)	1
		Reference Books/ Science Textbooks/ Internet for information on Indegineous plants and animals in their state	1 per 4-5 students	Material to make a habitat box	This can be distributed equally amongst students in one group based on its price and availability.
4	Balanced Diet	Different Coloured Papers	1 colour paper per 4-5 students	Notebook	1
		Colour Papers	5 different colours	Writing Material (Pen/Pencil)	1
5	Waste Segregation	Pits/ Large Containers	6 per class	NIL	NIL
		Saplings	2-3 per class		
		Hand Gloves	1/2 per student		
		Chart Paper	1 per 4-5 students		
		Drawing & Colouring Supplies	1 crayons set per 4- 5 students 1 sketchpens set per 4-5 students		
6	Electrical & Fire Safety	Wooden Bat/ Stick	1-2 per class	NIL	NIL
		First Aid Kit	1-2 per class		
		Blanket/ Towel	3-4 per class		
		Chart Paper	1 per 4-5 students		

		Drawing & Colouring Supplies	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students		
7	First Aid & Home Remedies	First Aid Kit	1 per 4-5 students	Honey	This can be distributed equally amongst students in one group based on its price and availability.
		Chart Paper	1 per class	Turmeric	
				Lemon Grass	
				Any other local remedies	
8	Family's History	Plain A4 Sheets	1 per student	NIL	NIL
		Drawing & Colouring Supplies (Optional)	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students		
9	Conduct a Survey	Plain A4 Sheets	1 per student	Writing Material (Pen/Pencil)	1
		Drawing & Colouring Supplies (Optional)	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students	Writing Material (Pen/Pencil)	1
10	Ideal Village/ Locality	Plain A4 Sheets	1 per student	Notebook	1
		Drawing & Colouring Supplies	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students	Writing Material (Pen/Pencil)	1
11	Renewable & Non-renewable Sources of Energy	Glue	1 per 4-5 students	Materials required to make working model of solar cooker and windmill	This can be distributed equally amongst students in one group based on its price and availability.
		Scissors	1 per 4-5 students		
		Drawing & Colouring Supplies (Optional)	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students	Uncooked rice	Bowlful among 4-5 students

12	Parents Profession	Equipment to show video	For entire class	Writing Material (Pen/Pencil)	1
				Notebook	1
13	Make a New Recipe	NIL	NIL	A few common cooking ingredients, vegetables	This can be distributed equally amongst students in the class based on its price and availability.
				Notebook	1
				Writing Material (Pen/Pencil)	1
14	Traffic Symbols	Printouts of commonly observed traffic symbols	10-15 for entire class	NIL	NIL
		Plain A4 Sheets	1 per 4-5 students		
15	Kite Making	Glue	1 per 4-5 students	Sticks	2 long & thin
		Scissors	1 per 4-5 students	Pencil, scale, eraser	1
		Drawing & Colouring Supplies	1 crayons set per 4-5 students 1 sketchpens set per 4-5 students	String	1 reel
16	Paper Craft	Old Newspapers	2-3 sheets per student	Writing Material (Pen/Pencil)	1
		Colour Paper	2-3 sheets per student	Geometry Box	1 per 4-5 students
		Glue	1 per 4-5 students		
		Scissors	1 per 4-5 students		
17	Watch a Movie	Equipment to show video	For entire class	Notebook	1
		Movie to be shown (CD/Pendrive)	For entire class	Writing Material (Pen/Pencil)	1

## ACTIVITY 1 – FOOD DIVERSITY

Date	
Activity Name	Food Diversity- Understanding the concept of cultural and food diversity

<p><b>Rationale behind including this Activity</b></p> <p>India is a very diverse country and this is reflected through the various festivals, food, attire, cultures, etc. It is very important for students to understand and appreciate the society they are a part of. This activity helps with that as well as understanding the nutritional value of the dishes they eat traditionally as well as those prepared in other parts of the country.</p>
<p><b>Objectives ( 5% of total duration)</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to identify and tell festivals of different states and their food.</li> <li>2. Students will be able to identify and name national and international food dishes.</li> <li>3. Students will be able to identify and tell different food processing methods.</li> <li>4. Students will be able to explain the nutritive value of different food items.</li> <li>5. Students will be able to explain the diversity of the food at Local, National and International level.</li> </ol>
<p><b>Knowledge Key Points</b></p> <ol style="list-style-type: none"> <li>1. Geographical variations of different festivals according to states</li> <li>2. Food items prepared for celebrating festivals, the variations which exist according to change in geography</li> <li>3. Nutritional value of the food items prepared for traditional celebration during festivals</li> </ol>
<p><b>Key Skills</b></p> <ol style="list-style-type: none"> <li>1. Analytical thinking</li> <li>2. Expression</li> <li>3. Basic Cooking Skills</li> </ol>
<p><b>Materials Required</b></p> <ol style="list-style-type: none"> <li>1. Chart Paper</li> <li>2. Writing Material</li> <li>3. Half a cup of the students’ favourite food item/raw material</li> </ol>
<p><b>Opening ( 10% of total duration)</b></p> <p>Teacher asks each student to share the name of their village and the state it is located in along with 1 thing they really like about their state. A guiding sentence can be given to the students.</p> <p>‘I am from _____ which is in _____ and I love _____ about my state.’</p>

## Classroom Strategies

Group Discussions will be used in this activity.

### Step by Step Procedure of the Activity ( 60% of total duration)

#### A. Part I:

1. Ask students to jot down the traditional festivals they celebrate in their family.
2. Ask students to jot down the special food dishes they cook on special / festival days.
3. Students jot down this information in collaboration with family members.
4. Based on the collected data, the teacher conducts a group discussion in the classroom where each group will share the importance of any one festival and an aligned dish to the class.
5. Aligned to this activity, the teacher discusses the ingredients used for dishes and its nutritional value.
6. Teacher introduces and explains different food processing methods to the students like frying, shallow frying, steaming, baking etc.

#### B. Part II:

1. Ask students to Google and study the festivals of different states and ask them to prepare a colorful chart of festivals of different states and the famous food.
2. They can prepare a colorful chart with a Map of Indian states representing the festival and special food dishes.

#### C. Part III:

1. Ask each child to bring in a half cup of their favorite snack (Teacher can offer parents suggestions at this point: snack consisting cereal, raisins, crackers, mix of different fruits etc.)
2. When students get all of the snacks– mix them all in a huge bowl and serve them for snack. In continuation to snack time the teacher can conduct a discussion about how different things go together to make something very good.
3. This helps get the ideas of diversity, sharing, cooperation, and trying new things across.
4. In this discussion teachers can ask students to share the name of the food products which can be prepared using the same raw material, or combinations of different raw food material to create a new food dish.



## ACTIVITY 2 – FOOD LABEL

Date	
Activity Name	Food Label- Understanding its different Components

### **Rationale behind including this Activity**

Packaged food and food materials are very common and bought by everyone. FSSAI has issued a lot of rules which help the consumer to understand all the necessary information about the food products they are buying. This activity will help students to read these labels and understand the need and importance of the information provided on the label.

### **Objectives ( 5% of total duration)**

1. Students will be able to tell the importance of the following;
  - a. Expiry Date
  - b. Manufacture Date
  - c. What Nutritious or Nourishment elements does the food item have?
2. At the end of the activity Students will be able to identify the following details of any packed food item:
  - a. Expiry Date.
  - b. Manufacture date.
  - c. Nutritious content.
  - d. Symbol of Veg and Non Veg packed food.
3. Students will be able to identify and tell uses of food additives.
4. Students will be able to identify food sugar levels and tell its effects on the human body.

### **Knowledge Key Points**

1. Different Food Groups (fats, carbohydrates, etc.)
2. Meanings of different abbreviations and symbols on food packets
3. Relation between geographical location, availability of resources and the kind of manufacturing industries set-up.
4. Names and uses of different food additives.

### **Key Skills**

1. Observation
2. Creativity
3. Designing of symbols



### Materials Required

1. 5-10 packaged food products
2. Notebook, pen/ pencil
3. Plain paper
4. Drawing and Colouring supplies
5. Reference Books/ Science Textbooks/ Internet for information on Food Additives

### Opening ( 10% of total duration)

A class discussion on how students decide what food item to buy can be conducted. This should be conducted around what attracts children to a particular brand/packet/food item.

e.g. The colour, image on the packet, brand, etc.

### Classroom Strategies

This activity starts with a group discussion conducted by the teacher followed by individual work time for the students.

### Step by Step Procedure of the Activity ( 60% of total duration)

#### A. Part I:

1. Ask students to observe any 5 packaged food products.
2. Ask students to jot down the details written on the food label.
3. Based on the content written by the students teacher conducts a discussion inside the classroom and explains different components of food label to the students like -
  - a. Does the packet contain a Symbol for veg and non veg food?
  - b. What is the Nutritious content of the food?
  - c. What is the Manufacturing Date?
  - d. What is the Expiry Date?
  - e. In which state and place the product (food item) is made?
4. Teacher also explains the relation between the geographical regions with the types of resources it has or the industrial set up the place has with the food items prepared.

#### B. Part II:

1. 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.
2. Ask students to study the uses of each food additive. They can do this using reference books, internet, science textbooks.

**Check for Understanding : Questions ( 10% of total duration)**

Teacher asks the students the following questions by showing specific food packets. This can be done in the form of a quiz or a partner-based activity where each student asks his/her partner to answer the following questions and check whether they are right.

- a. Does the packet contain a Symbol for veg and non veg food?
- b. What is the Nutritious content of the food?
- c. What is the Manufacturing Date?
- d. What is the Expiry Date?
- e. In which state and place the product (food item) is made?

**Learning Opportunities for this concept**

1. <https://www.youtube.com/watch?v=D1ZdNXwx6kY>
2. <https://www.youtube.com/watch?v=0vypxpdmwEs>

**Closing ( 10% of total duration)**

Students share the importance of reading food labels properly and share 2 people with whom they will share this knowledge outside of their class. They can do this in pairs or write it in their notebooks and the teacher can ask a few students to share.

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### ACTIVITY 3 – BIODIVERSITY

Date	
Activity Name	Biodiversity

#### Rationale behind including this Activity

This activity will help students to build their observation skills as well as appreciate the biodiversity around them and its role and importance. This also helps them learn a very important skill of compiling data.

#### Objectives ( 5% of total duration)

1. Students will be able to identify and classify different plants and flowers.
2. Students will be able to tell the characteristics and uses of different plants.
3. Students will be able to explain the term biodiversity.
4. Students will be able to identify state specific plants and animals.
5. Students will be able to tell factors affecting biodiversity and need to conserve the same.

#### Knowledge Key Points

1. Diversity in flora present around us
2. Characteristics of leaves, flowers, etc. like different shapes, colours, sizes, etc.
3. Concept of habitat
4. Habitat Boxes

#### Key Skills

1. Observation
2. Analysis
3. Identification
4. Logical thinking
5. Compilation of specimens- Herbarium Sheet

#### Materials Required

1. Chart Paper
2. Writing Material
3. Glue, Scissors
4. Reference Books/ Science Textbooks/ Internet for information on Indegineous plants and animals in their state
5. Materials required to make habitat box

### Opening ( 10% of total duration)

This activity should be started with an introduction to the concept of 'Herbarium Sheet'. The teacher and students should be asked to pitch in ideas about the different collections which can be made for compiling a herbarium sheet e.g. insects, flowers, leaves, etc.

### Classroom Strategies

Pairs- This pairing should be between students who perform differently in academics at schools.

### Step by Step Procedure of the Activity ( 60% of total duration)

#### A. Part I:

1. Ask students to List down the trees/plants available in your surrounding area in following separate category

- a. Plants with Fruits
- b. Plants with Flowers
- c. Plants with Fruit and Flowers

2. Count the number of each category and write it down in front of it.

3. Calculate the Total Number of listed plants.

4. Also ask students to bring -

- a. leaves/flowers/specimens of any five plants while coming from school.

5. With teachers' help learn about the following:

- a. concept of diversity.
- b. characters of collected leaves, flowers, etc.

#### B. Part II:

1. Prepare a chart based on the collected specimen of the plants available in your surroundings.

2. Paste the specimen in the drawing sheet and write its characteristics and uses.

3. Student stick this specimen sheet with diverse plant specimens on the wall of the classroom

Online – divide in small groups – chat room – debriefing in assembly)

#### C. Part III:

1. Ask students to Google and study the animals and plants that exist in their state.

2. Prepare a colorful chart specifying the habitat of listed plants and animals.

Prepare a Habitat Box -

1. Students can observe and study the habitat of a particular animal or bird and prepare a Habitat Box using the natural resources available in the surrounding area and display the same in the science lab.
2. Teacher can give this task in groups based on the categories of the habitat like forest habitat, ocean habitat, desert habitat etc.



#### Learning Opportunities for this concept

1. <https://www.youtube.com/watch?v=6MDfQjAOxcs>
2. <https://www.youtube.com/watch?v=idK7IAHvROc>
3. <https://www.youtube.com/watch?v=Syp54l-uDGw>

#### Closing ( 10% of total duration)

Students logically analyse and try to come up with different reasons why herbariums are important.

## ACTIVITY 4 – BALANCED DIET

Date	
Activity Name	Understanding the Concept of a Balanced Diet

<b>Rationale behind including this Activity</b>	
It is very necessary for students to have a balanced diet especially in their growing years. This activity will develop the importance of eating a complete meal and also help develop the thought-process of adjusting one's diet according to the needs of the body.	
<b>Objectives ( 5% of total duration)</b>	
<ol style="list-style-type: none"><li>1. Students will be able to identify and tell different food groups.</li><li>2. Students will be able to explain the concept of balanced diet</li><li>3. Students will be able to draw a balanced food plate.</li></ol>	
<b>Knowledge Key Points</b>	
<ol style="list-style-type: none"><li>1. Concept of a balanced diet and some examples</li><li>2. Different Food Groups (Fats, Carbohydrates, etc.)</li></ol>	
<b>Key Skills</b>	
<ol style="list-style-type: none"><li>1. Observation</li><li>2. Data compilation</li><li>3. Expression</li><li>4. Analysis</li><li>5. Documentation</li></ol>	
<b>Materials Required</b>	
<ol style="list-style-type: none"><li>1. Notebook</li><li>2. Pen/ Pencil</li><li>3. Colour Papers- 5 different colours</li><li>4. Pictures of different food item</li></ol>	
<b>Opening ( 10% of total duration)</b>	
The teacher introduces the students to the concept of a balanced diet and explains it with the help of different examples. These examples can include diverse food combinations like a rice plate, thali, etc.	

### Classroom Strategies

Individual work by the students. The teacher should provide a format/ table for the students to note down their observations of their family member's diet.

#### Step by Step Procedure of the Activity ( 60% of total duration)

##### A. Part I:

1. Ask students to observe the food items included in each family member's daily diet.
2. Ask them to observe any changes they notice 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 the day for a minimum of 4 days. They can write these observations in a table with consumed food details for morning breakfast, afternoon lunch and evening meal and food items eaten in between along its ingredients.  
e.g. a. Breakfast - Poha - ingredients Pohe (Flattened rice) onion, oil, lemon, salt  
b. Lunch - Roti/bread , steamed rice, vegetable, Dal etc. - ingredients (wheat, rice, pulses)
4. Based on these observations, the teacher conducts a discussion and introduces different food groups to the students.
5. Explain the necessary proportion of these food groups in the diet of the student.

##### B. Part II - Identification of basic food groups

1. Students perform a role play or the teacher narrates 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 an 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.

#### Check for Understanding : Questions ( 10% of total duration)

1. Teacher asks students to recall the different food groups and their functions.

2. Teacher conducts a game where students have to map the food to the major food group they contain.

**Learning Opportunities for this concept**

1. <http://nhp.gov.in/healthyliving/healthy-diet#:~:text=According%20to%20WHO%2C%20a%20healthy,fruits%20and%20vegetables%20a%20day.>

2. Just for Fun- <https://eatrightindia.gov.in/eatrightquiz/playQuiz#>

**Closing ( 10% of total duration)**

Teacher asks the students to prepare a balanced meal consisting of food items they like/prefer and ensure that it includes all food groups.

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## ACTIVITY 5 – WASTE SEGREGATION

Date	
Activity Name	Waste Segregation and Vermicomposting

### **Rationale behind including this Activity**

Waste Management is one of the major issues of today's world. It is imperative for the next generation of our planet to be aware about it. This activity helps to start building the habit of waste segregation and management.

### **Objectives ( 5% of total duration)**

1. 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.
2. Students will be able to distinguish between wet waste and dry waste with Knowledge of biodegradable and no biodegradable things.
3. 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.

### **Knowledge Key Points**

1. Wet and Dry Waste
2. Concept of biodegradable and no biodegradable
3. Vermicomposting

### **Key Skills**

1. Self-discipline
2. Differentiation
3. Documentation
4. Green Skills

### **Materials Required**

1. Trash
2. Container/ Pit
3. Sapling
4. Chart Papers
5. Drawing/ Colouring Supplies

### Opening ( 10% of total duration)

A discussion is conducted by the teacher, with the students, on the importance of waste segregation.

### Classroom Strategies

Group Work by allocating responsibilities. The teacher can even make a timetable for rotation of responsibilities.

### Step by Step Procedure of the Activity ( 60% of total duration)

#### A. Part I:

1. The teacher explains the difference between wet and dry waste, biodegradable and non-bio-degradable.
2. The classroom/school trash is separated using guided practice.
3. A separate container/ pit is allocated for dumping this wet waste on the school terrace/ ground.

#### B. Part II:

1. The students segregate the waste everyday while throwing it in the trash can and at the end of the day, they put it in the common container.
2. 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.

#### C. Part III:

1. Students segregate their class waste and can identify the difference between biodegradable and non bio-degradable.
2. Students create 6 containers, 1 for each day of the week (excluding Sunday) and put their classroom waste in it accordingly.
3. They try to plant vegetable/flowering plants in it and start the practice of waste segregation at home also.
4. Students create charts to spread awareness about identification and display them in different classes and in the school.

### Check for Understanding : Questions ( 10% of total duration)

The teacher shows different items found in the trash and asks individual students to identify them as wet-dry or biodegradable-non biodegradable. This can be done in the form of a quiz, using flashcards or pairing students and making them ask each other.

**Learning Opportunities for this concept**

1. <https://www.downtoearth.org.in/video/waste/how-to-manage-and-compost-kitchen-waste-at-home-explained-in-five-easy-steps-53317>
2. <https://www.youtube.com/watch?v=Pe5fSaOTtDo>

**Closing ( 10% of total duration)**

Teacher stresses the importance of self-discipline and how students can replicate this at home.

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## ACTIVITY 6 – ELECTRICAL AND FIRE SAFETY

Date	
Activity Name	Electrical and Fire Safety

<p style="text-align: center;"><b>Rationale behind including this Activity</b></p> <p>Out of the total accidental deaths occurring in India every year, around 8% are due to electrocution and fire-related accidents. If children learn at a young age, some precautions which will help keep them safe, the frequency or at least severity of such accidents can be reduced.</p>
<p style="text-align: center;"><b>Objectives ( 5% of total duration)</b></p> <ol style="list-style-type: none"><li>1. Students will become aware about safety concerns while handling fire/ electricity.</li><li>2. The students will learn a few actions to demonstrate they can take in case they witness fire/electricity accidents.</li></ol>
<p style="text-align: center;"><b>Knowledge Key Points</b></p> <ol style="list-style-type: none"><li>1. Good and Bad Conductors of fire, electricity</li><li>2. Disaster preparedness</li></ol>
<p style="text-align: center;"><b>Key Skills</b></p> <ol style="list-style-type: none"><li>1. First Aid</li><li>2. Social awareness</li><li>3. Disaster preparedness</li></ol>
<p style="text-align: center;"><b>Materials Required</b></p> <ol style="list-style-type: none"><li>1. Blanket and towel</li><li>2. First Aid Box</li><li>3. Wooden stick/bat/scale</li><li>4. Chart Papers</li><li>5. Drawing/ Colouring Supplies</li></ol>
<p style="text-align: center;"><b>Opening ( 10% of total duration)</b></p> <p>Teacher can share a story about a National Bravery Award recipient which will help inspire the students. If time permits, more than one story can also be shared or a video about that story shown. A story from the following link can be shared or the teacher may choose another one based on a fire/ electrocution related rescue.</p> <p><a href="https://www.thebetterindia.com/44032/national-bravery-awards-republic-day/">https://www.thebetterindia.com/44032/national-bravery-awards-republic-day/</a></p>

### Classroom Strategies

The teacher demonstrates the required measures by calling a few students forward and then the students replicate these measures in groups.

#### Step by Step Procedure of the Activity ( 60% of total duration)

##### A. Part I:

1. The teacher asks the students to share some accidents/ incidents they know about/witnessed.
2. The teacher also asks the students to share ways/ ideas in which these could have been prevented/ impact lessened.

##### B. Part II:

1. Some demos should also be arranged where the teacher demonstrates/ the students role play some quick responses to commonly occurring electrical/ fire accidents.

##### C. Part III:

1. 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.
2. The teacher assigns each group a safety tip and they make charts about it and display it around the school.

#### Check for Understanding : Questions ( 10% of total duration)

1. Individual students are asked to show the measures they would take in a particular situation in front of the class.
2. Teacher asks students to share the numbers of the fire brigade and ambulance.

#### Learning Opportunities for this concept

1. <https://www.sharecare.com/health/fire-safety/if-someone-catches-fire>
2. <https://www.sharecare.com/health/fire-safety/how-to-handle-house-fire>
3. <https://www.thebetterindia.com/127025/tip-to-save-yourself-when-caught-in-fire/>
4. <https://nasdonline.org/970/d000813/first-aid-for-electrical-accidents.html>

#### Closing ( 10% of total duration)

Teacher talks about the importance of having a presence of mind in adverse situations.

If students are interested, teacher can share another story of a National Bravery Award recipient who received the award posthumously.

## ACTIVITY 7 – FIRST AID AND HOME REMEDIES

Date	
Activity Name	First Aid and Home Remedies

<b>Rationale behind including this Activity</b>
Learning how to administer first aid is an invaluable life skill. It helps children become more aware about risks and equips them with skills to keep themselves and others around them safe in case of a medical emergency.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Knowledge of medicinal properties of common household items</li> <li>2. 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</li> <li>3. Students will gain basic knowledge of human body</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Concept of First Aid</li> <li>2. First Aid measures for common scrapes and cuts, cold/cough/fever, stomach ache, heat wave</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Administering First Aid</li> <li>2. Problem Solving</li> <li>3. Innovative Thinking</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. First Aid box</li> <li>2. Turmeric, honey, lemon grass</li> <li>3. Any other local home remedies</li> </ol>
<b>Opening ( 10% of total duration)</b>
Teacher shares the concept of First Aid and asks students to share some remedies they have observed around them or at home.
<b>Classroom Strategies</b>
Teacher demonstrates and the students imitate in groups of students from that group.

**Step by Step Procedure of the Activity ( 60% of total duration)**

**A. Part I:**

1. The teacher asks the students to share the most commonly occurring injuries/ diseases to share.
2. The teacher demonstrates some common household items which can be used to treat such injuries/diseases and its process, importance.

**B. Part II:**

Types of injuries/diseases to be discussed:

1. Common scrapes/ cuts
2. Cold, cough, fever
3. Stomach ache- different ways and what they might mean, their remedies
4. Simple burns
5. Cuts from metal- just discuss the importance of tetanus shot
6. Headaches- different ways and what they might mean, their remedies
7. Heat Wave

Teacher introduces some commonly used medicines for First Aid and asks students to make a list of necessary First Aid items for their school.

**Check for Understanding : Questions ( 10% of total duration)**

1. Ask students to share common remedies for any illnesses taught during the session.
2. For students who find it difficult to revise the remedies, the teacher can ask them to share the names of illnesses/ injuries for which remedies were discussed during the session.

**Closing ( 10% of total duration)**

Teacher asks students to share the importance of knowing how to administer first aid before going to the hospital/ doctor.

## ACTIVITY 8 – FAMILY HISTORY

Date	
Activity Name	Tell your family's history

<b>Rationale behind including this Activity</b>	
Learning about your ancestors, celebrating family traditions, embracing your culture, and understanding where you came from helps to connect with people in the past, present, and the future.	
<b>Objectives ( 5% of total duration)</b>	
<ol style="list-style-type: none"><li>1. Students learn that history isn't a theoretical subject and that everyone has a history, not just the famous personalities</li><li>2. Students learn to organize their thoughts and present them in a sequential manner</li><li>3. Students will be able to understand the concept of timeline while documenting the family history.</li><li>4. Students learn the concept of patriarchy and the meaning of gender equality.</li></ol>	
<b>Knowledge Key Points</b>	
<ol style="list-style-type: none"><li>1. Concept of a Family Tree</li><li>2. Concept of Patriarchy</li></ol>	
<b>Key Skills</b>	
<ol style="list-style-type: none"><li>1. Storytelling</li><li>2. Public speaking</li><li>3. Documentation</li><li>4. Presentation</li><li>5. Communication</li></ol>	
<b>Materials Required</b>	
<ol style="list-style-type: none"><li>1. A4 size sheets/ chart paper</li><li>2. Writing Material</li></ol>	
<b>Opening ( 10% of total duration)</b>	
Students and teacher discuss the importance of studying history and how it impacts our present and future.	
<b>Classroom Strategies</b>	
Individual work by the students along with presentations	



### Step by Step Procedure of the Activity ( 60% of total duration)

#### A. Part I:

1. Teacher asks students to share the importance of history and adds any additional points in case the students have missed out.
2. 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)

#### B. Part II:

1. Students prepare a speech/presentation to showcase their family history in front of the class.
2. 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.
3. They also discuss the implications of the geographical features on their economic and relocation (if any) history.

#### C. Part III:

1. The students present their family history by preparing a chart/presentation/speech.
2. The teacher tells them the concept of patriarchy and how it's 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.
3. The teacher asks the students to come up with creative versions of their family tree. This may include funny drawings, symbolic representations, etc.

### Check for Understanding : Questions ( 10% of total duration)

1. The teacher asks the students to share their understanding of the concept of Patriarchy in their own words.
2. The teacher asks the students to share instances from their life where they have witnessed patriarchy.

### Learning Opportunities for this concept

1. <https://www.youtube.com/watch?v=dWyl1pPgOpg>
2. <https://www.youtube.com/watch?v=unOhJtOLZ9s>

**Closing ( 10% of total duration)**

Students share a few key incidents/decisions from their family history which have changed the course for their family.

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## ACTIVITY 9 – CONDUCT A SURVEY

Date	
Activity Name	Conduct a Survey

<b>Rationale behind including this Activity</b>
Surveys are an important tool for data collection which have been used for many decades. Apart from this, they offer students an opportunity to step outside their comfort zone and interact with strangers. It also instills the value of having scientific reasoning behind any conclusion instead of making assumptions.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Students will be able to perform Data collection, compilation and analysis.</li> <li>2. Students' awareness of society increases.</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Concept of Survey and Data Collection</li> <li>2. Importance of Survey and Data Collection</li> <li>3. Pictographs</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Documentation</li> <li>3. Analysis</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. A4 Size sheets</li> <li>2. Drawing Material</li> <li>3. Notebook, pen/pencil</li> </ol>
<b>Opening ( 10% of total duration)</b>
<p>Teacher shares instances of surveys conducted in real life and its application.</p> <p>E.g. Population Census of India and how the data collected from it is used to shape the schemes of government.</p>
<b>Classroom Strategies</b>
<p>Individual work and presentation</p> <p>The teacher can provide a format/ table for the students to collect data which will make their task easier.</p>

### Step by Step Procedure of the Activity ( 60% of total duration)

#### A. Part I:

1. The teacher explains the concept of a survey and the importance of data collection and its applications. The teacher also explains how to make tally marks (  ) and how they are used while recording raw data.
2. The teacher divides the class in groups and allocates different topics to each group. The tool for data compilation and analysis is also discussed.

#### B. Part II:

1. The students collect data individually or in groups, compile it and use bar graphs/pie charts to compile it.
2. They also share the meaning of their data in front of the entire class.

#### C. Part III:

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:

1. Number of males vs. females
2. Number of graduates
3. Number of women who have studied till 10th
4. Average time spent watching TV

### Check for Understanding : Questions ( 10% of total duration)

1. Ask students to share the method they used for data collection.
2. If students find it difficult, you can ask them to share a few more ideas for conducting surveys.
3. Students can be asked to share how they prepared a pictograph.

### Learning Opportunities for this concept

1. [https://censusindia.gov.in/census\\_and\\_you/brief\\_history\\_of\\_census.aspx](https://censusindia.gov.in/census_and_you/brief_history_of_census.aspx)
2. [https://censusindia.gov.in/2011-prov-results/prov\\_rep\\_tables.html](https://censusindia.gov.in/2011-prov-results/prov_rep_tables.html)

### Closing ( 10% of total duration)

Teacher shares the importance of using facts when structuring arguments or even in conversations instead of using a general understanding.

## ACTIVITY 10 – IDEAL VILLAGE/ LOCALITY

Date	
Activity Name	Ideal Village/ Locality

<b>Rationale behind including this Activity</b>
Community participation is very important in the development of any village/ community. If students learn to participate, take ownership at a young age, then they would be in much better place as adults.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Students will be able to brainstorm ideas for an ideal village/locality.</li> <li>2. Students will be able to actively study case studies and apply their learning to their context.</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Necessary infrastructure in a village/ locality</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Analysis</li> <li>2. Creative thinking</li> <li>3. Social awareness and ownership</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. Drawing Sheet</li> <li>2. Drawing and colouring Material</li> </ol>
<b>Opening ( 10% of total duration)</b>
A documentary of an ideal village/ locality should be shown as an Opening ( 10% of total duration) for this activity. This village/locality can be chosen according to the context and location of the students.
<b>Classroom Strategies</b>
This activity can be done by students individually/ pairs and later a group discussion conducted to share everyone’s thoughts.
<b>Step by Step Procedure of the Activity ( 60% of total duration)</b>
<b>A. Part I:</b>
<ol style="list-style-type: none"> <li>1. This activity aims to get the students' thinking about their idea of an ideal village/locality and unconsciously build a feeling of ownership.</li> <li>2. It also aims to make the students realize their needs/ dreams for their village/ locality.</li> </ol>

**B. Part II:**

1. The students draw/ enact their idea of an ideal village/locality with a few inputs from the teacher.
2. 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.

**C. Part III:**

1. The students ideate about their ideal village/locality in pairs and write all of the ideas down.
2. 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.
3. The students then draw/ present their ideas in front of the class.

**Check for Understanding : Questions ( 10% of total duration)**

1. Before beginning this activity and after giving instructions, the teacher asks students to recapitulate the guidelines for this activity.
2. The teacher asks the students to enlist the infrastructure they feel is necessary in any village/ locality.

**Learning Opportunities for this concept**

1. [https://gordianplot.fandom.com/wiki/Individual\\_brainstorming](https://gordianplot.fandom.com/wiki/Individual_brainstorming)
2. <https://siddharthvillage.org/case-studies/an-ideal-village-kalijharan-sambalpur/>

**Closing ( 10% of total duration)**

Teacher asks students to share their thoughts behind why they think this activity was conducted. This discussion can be veered towards building ownership for implementing the changes suggested by the students in this activity in their own village/ locality, even if they are on a small level.

## ACTIVITY 11 – RENEWABLE AND NONRENEWABLE SOURCES

Date	
Activity Name	Renewable and Non-renewable sources of energy and its applications

<p><b>Rationale behind including this Activity</b></p> <p>Renewable energy minimizes carbon pollution and has a much lower impact on our environment. Along with this, with increasing population, the demand for fuel has gone higher while its supply remains limited. This makes an awareness about renewable energy sources vital, particularly from a young age.</p>
<p style="text-align: center;"><b>Objectives ( 5% of total duration)</b></p> <ol style="list-style-type: none"> <li>1. Students will gain knowledge about good and bad conductors of heat and its uses.</li> <li>2. Students will learn about renewable sources of energy, its importance and uses.</li> <li>3. Students will differentiate renewable and non-renewable sources of energy.</li> <li>4. Student will tell applications and benefits of renewable sources of energy</li> <li>4. Students will learn how to use measurements in making the solar cooker.</li> </ol>
<p style="text-align: center;"><b>Knowledge Key Points</b></p> <ol style="list-style-type: none"> <li>1. Concept of renewable and non-renewable energy</li> <li>2. Applications of renewable energy</li> </ol>
<p style="text-align: center;"><b>Key Skills</b></p> <ol style="list-style-type: none"> <li>1. Students will gain knowledge about good and bad conductors of heat and its uses.</li> <li>2. Students will learn about renewable sources of energy, its importance and uses.</li> <li>3. Students will differentiate renewable and non-renewable sources of energy.</li> <li>4. Students will tell applications and benefits of renewable sources of energy</li> <li>4. Students will learn how to use measurements in making the solar cooker.</li> </ol>
<p style="text-align: center;"><b>Materials Required</b></p> <ol style="list-style-type: none"> <li>1. Materials required to make models of windmill and solar cooker.</li> <li>2. Uncooked rice</li> </ol>
<p style="text-align: center;"><b>Opening ( 10% of total duration)</b></p> <p>Teachers conduct a discussion on electric vehicles and how they are becoming very popular right now.</p>

## Classroom Strategies

### Group Work

#### Step by Step Procedure of the Activity ( 60% of total duration)

##### A. Part I:

1. The teacher discusses the concepts of renewable and non-renewable sources of energy and its importance.
2. The application of one non-renewable source of energy, the solar cooker is described and its process.

##### B. Part I:

1. Students divide in groups and make solar cookers/ models of windmills.
2. They use it to make a small quantity of rice at school.

##### C. Part III:

1. The teacher shares the concept of renewable and non renewable sources of energy and explains the importance of renewable sources.
2. The teacher asks the students to share some of the applications they see around them.
3. The teacher demonstrates the process of making a solar cooker with the students' help and the class cooks rice in it together.

#### Check for Understanding : Questions ( 10% of total duration)

Teachers ask questions similar to the ones mentioned above.

#### Learning Opportunities for this concept

1. <https://www.education.com/science-fair/article/design-solar-cooker/>
2. [https://www.education.com/science-fair/article/engineering\\_windmill/](https://www.education.com/science-fair/article/engineering_windmill/)

#### Closing ( 10% of total duration)

Teacher shares the importance of using cycles and not shifting to two-wheelers immediately after joining college.



## ACTIVITY 12 – PARENTS’ PROFESSION

Date	
Activity Name	Talk about your parents’ profession

<b>Rationale behind including this Activity</b>	
<p>This activity serves a dual purpose of dignity of labour as well as the students recognising their parents’ efforts and being grateful.</p>	
<b>Objectives ( 5% of total duration)</b>	
<ol style="list-style-type: none"> <li>1. Students will respect individuals working in all professions as well as give equal importance to all professions.</li> <li>2. Students will become aware of their parents' livelihood, the difficulties faced by them and empathize with their parents.</li> <li>3. Students will become aware about different professions and their importance in the society.</li> </ol>	
<b>Knowledge Key Points</b>	
<ol style="list-style-type: none"> <li>1. Different professions, their importance in the society</li> <li>2. Difficulties faced while pursuing those professions</li> </ol>	
<b>Key Skills</b>	
<ol style="list-style-type: none"> <li>1. Public Speaking</li> <li>2. Empathy</li> </ol>	
<b>Materials Required</b>	
<ol style="list-style-type: none"> <li>1. Notebook, pen/pencil</li> </ol>	
<b>Opening ( 10% of total duration)</b>	
<p>Teacher should show the students the video ‘2 Bins Life Wins’ by Tata Trusts to sensitize them about the dignity of labour and how they shouldn't be ashamed of any occupation their parents are pursuing.</p> <p><a href="https://www.youtube.com/watch?v=upvzUHvSqM">https://www.youtube.com/watch?v=upvzUHvSqM</a></p>	
<b>Classroom Strategies</b>	
<p>Individual preparation and presentation followed by group discussion.</p> <p>This is a very sensitive topic and should be treated as such. The teacher should ensure that the students get a safe space to share their thoughts and that students respect each other and their parents.</p>	

**Step by Step Procedure of the Activity ( 60% of total duration)**

**A. Part I:**

1. The teacher asks the students to share about their parents' profession, its importance and the difficulties faced by them.
2. The teacher tells the students about the dignity of labour and how it's important to respect all professions and how no work is lowly.

**B. Part II:**

1. The students interact with their parents which helps build empathy and respect and share their parents' experiences with the class.

**C. Part III:**

1. 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.

**Check for Understanding : Questions ( 10% of total duration)**

Students share why they respect their parents' profession.

**Closing ( 10% of total duration)**

Teacher shares the concept of Dignity of Labour and how it translates in real life.

## ACTIVITY 13 – MAKE A NEW RECIPE

Date	
Activity Name	Make a new recipe

<b>Rationale behind including this Activity</b>
In today’s world, cooking has become an essential life skill. This activity, while teaching students the basics of cooking, also indirectly teaches them gender equality and encourages their creativity.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Students will understand Gender Equality</li> <li>2. Students will be able to nurture and express their creativity</li> <li>3. Students will understand the relationship between different food and Nutrients</li> <li>4. Students knowledge about basics of cooking</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Different Cooking Processes and Ingredients</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Creativity</li> <li>2. Innovation</li> <li>3. Marketing</li> <li>4. Presentation</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. A few common kitchen ingredients</li> <li>2. Writing Material</li> </ol>
<b>Opening ( 10% of total duration)</b>
Teacher and students discuss the importance of variety of food in our life.
<b>Classroom Strategies</b>
Group Discussion
<b>Step by Step Procedure of the Activity ( 60% of total duration)</b>
<b>A. Part I:</b>
<ol style="list-style-type: none"> <li>1. The students explore the ingredients commonly available in the kitchen, their smells and tastes.</li> </ol>

2. They come up with unique recipes individually, in pairs or groups using this preliminary knowledge.

**B. Part II:**

1. 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).

2. They later try this recipe at home and get it to school for their classmates and teacher to try.

**C. Part III:**

1. The students discuss in pairs the recipe they can make using the ingredients displayed in front.

2. They try this recipe at home and get it to school.

3. They think about creative names for this dish.

**Check for Understanding : Questions ( 10% of total duration)**

1. Teacher asks students which dishes require which ingredients. This can be done in the form of a quiz, match the following, etc.

2. Students share the method for preparing their new dish.

**Closing ( 10% of total duration)**

The teacher conducts a group discussion on the fascinating display of creativity displayed in cooking over the years.

## ACTIVITY 14 – TRAFFIC RULES

Date	
Activity Name	Traffic Rules and its Understanding

<b>Rationale behind including this Activity</b>
Teaching students road safety is a very crucial part of raising the young ones as it directly concerns their physical safety and well-being as they grow and become independent.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Students will be able to recognize and tell different symbols of the traffic.</li> <li>2. Students will be able to know the concept of ethics and values through the activities.</li> </ol> <p>E.g. a. Is breaking any traffic rule wrong? b. Is not wearing helmets right?</p> <ol style="list-style-type: none"> <li>3. Students will be aware of fundamental duties of an aware citizen.</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Traffic Symbols and their meaning</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Observation</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. Printouts of commonly observed traffic symbols</li> </ol>
<b>Opening ( 10% of total duration)</b>
Teacher conducts a group discussion on the importance of traffic symbols.
<b>Classroom Strategies</b>
Group Discussion
<b>Step by Step Procedure of the Activity ( 60% of total duration)</b>
<u>A. Part I:</u>
<ol style="list-style-type: none"> <li>1. Students will be asked to notice how many traffic signals are there on the way from home to school or school to home.</li> <li>2. Teachers divide the students into groups and ask them to role play in certain situations, one group at one time.</li> <li>3. Students observing and seeing the groups presenting will share their thoughts on what was right and why or what was wrong and why?</li> </ol>

4. Teacher will explain the traffic symbol to the students using the images or cards and by showing hand signals.

5. Ask students to draw traffic rules and its symbols on black boards in the form of an activity where one member from each group will come and play from their team.

#### Online

1. Using the PPT the entire in class activities and hands on activities can be replicated in the online mode too.

#### B. Part II:

Prepare a leaflet/advert explaining road safety rules.

1. Ask students to prepare a leaflet explaining road safety rules.

2. Write, paint, draw, film or design road safety adverts for parents about the importance of driving slowly and safely .

3. Teacher can display these leaflets or adverts in the parking area of the school where it can be visible for most of the people.



#### **Check for Understanding : Questions ( 10% of total duration)**

1. Teacher asks students to identify the symbols.

#### **Learning Opportunities for this concept**

1. <https://testmocks.com/blog/rto-road-traffic-signs/>

**Closing ( 10% of total duration)**

Teacher asks students to share their opinions on the importance of following traffic rules.

LEND A HAND INDIA

## ACTIVITY 15 – KITE MAKING

Date	
Activity Name	Kite Making

<b>Rationale behind including this Activity</b>
Kite flying is an ancient sport in India that is enjoyed by kids and adults alike. This activity is a fun way of teaching students the application of geometric shapes as well as introducing them the concept of costing.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Students will get to experience joyful learning with their peers.</li> <li>2. Students will be able to use at least 4-5 different geometrical shapes while making a kite.</li> <li>3. Students will be able to identify different festivals of the states where kite flying is done.</li> <li>4. Students will get exposure to the diversity of India as a country.</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Different geometrical shapes</li> <li>2. Festivals in which kite flying is a tradition</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Kite Making</li> <li>2. Costing</li> <li>3. Measurement</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. Sticks, kite paper</li> <li>2. Glue, scissors, pencil, ruler, eraser</li> <li>3. Colours/ Crayons</li> <li>4. String</li> </ol>
<b>Opening ( 10% of total duration)</b>
The teacher introduces this activity as a competition where the students experiment with different shapes to make a kite which flies the highest.
<b>Classroom Strategies</b>
The students perform this activity in groups of 3, preferably with students they normally don't interact with.



**Step by Step Procedure of the Activity ( 60% of total duration)**

**A. Part I:**

1. Ask students to make kites 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.

**B. Part II:**

1. Ask students to make two kites and fly them in the sky.

**C. Part III:**

1. Ask students to make kite of different geographical shapes and Calculate the costing of the same .



**Check for Understanding : Questions ( 10% of total duration)**

At the end of the activity, ask the students which shapes they feel are best suited for kite flying and their rationale behind it. If students are finding it difficult to answer, the teacher can ask them to share their observations about which kite shape they feel worked best amongst the ones made by their classmates.

**Learning Opportunities for this concept**

1. <https://www.youtube.com/watch?v=u8cl7EN97oU>

**Closing ( 10% of total duration)**

Teacher appreciates everyone's efforts and encourages the students to sell kites.

## ACTIVITY 16 – PAPER CRAFT

Date	
Activity Name	Paper Craft

<b>Rationale behind including this Activity</b>
This activity provides scope to the creativity of students and at the same time teaches them the green value of recycling. It is also a great way to increase their familiarity with shapes.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"> <li>1. Students will be aware and will be able to tell the different methods of how paper can be recycled and reused.</li> <li>2. Students will be able to relate the concept of Geometry while making different angle flowers.</li> <li>3. Students will be more environmentally aware citizens.</li> </ol>
<b>Knowledge Key Points</b>
<ol style="list-style-type: none"> <li>1. Different geometrical shapes and types of triangles</li> </ol>
<b>Key Skills</b>
<ol style="list-style-type: none"> <li>1. Paper Folding</li> <li>2. Construction of different types of triangles</li> <li>3. Innovative Thinking</li> <li>4. Logical Thinking</li> </ol>
<b>Materials Required</b>
<ol style="list-style-type: none"> <li>1. Old Newspapers</li> <li>2. Colour Paper</li> <li>3. Writing Material</li> <li>4. Geometry Box</li> <li>5. Glue, scissors</li> </ol>
<b>Opening ( 10% of total duration)</b>
A simple game of ‘Guess who am I?’ should be played where the students identify the shapes either based on their narrative description or by feeling with their hands and eyes closed.
<b>Classroom Strategies</b>
This activity includes individual work which should be done by setting a time limit.

**Step by Step Procedure of the Activity ( 60% of total duration)**

**A. Part I:**

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.

**B. Part II:**

1. Students can make Paper Bags and Pen stands under the guidance of the teachers.

2. Make coloured flowers using isosceles, equilateral, scalene triangles.

3. Make a butterfly using an obtuse angled triangle.

4. Make a square using right angled triangles.

5. Make a pyramid using an acute angled triangle.

**C. Part III:**

1. Students make Paper Bags and Pen stands under the guidance of the teachers.

2. Ask students to calculate the cost and sell the product.

**Check for Understanding : Questions ( 10% of total duration)**

1. Ask the students to identify the different types of shapes and triangles by showing/ drawing them.

2. Share a few more shapes for the students to make out of the given shapes.

3. Tangram is a very good game based on this concept. Teachers can make this using coloured paper and give some time to the students to play on their own.

**Learning Opportunities for this concept**

1. <https://www.youtube.com/watch?v=AX-wBHhRjYI>

2. <https://www.youtube.com/watch?v=aest2gsxFOw>

3. Tangram - <https://www.youtube.com/watch?v=p3avPxYb3wU>

**Closing ( 10% of total duration)**

A discussion should be conducted on the solutions for the above given problems/ riddles. Here students can share innovative ideas they used to reach the same result using different ways.

## ACTIVITY 17- WATCH A MOVIE

Date	
Activity Name	Watch a Movie

<b>Rationale behind including this Activity</b>
This activity provides exposure to the students about people in different walks of life through a way they would really enjoy, watching movies.
<b>Objectives ( 5% of total duration)</b>
<ol style="list-style-type: none"><li>1. Students will watch a movie and understand how to analyse it.</li><li>2. Students will be able to share their thoughts and opinions regarding the movie.</li></ol>
<b>Knowledge Key Points</b>
The knowledge key points will depend on the movie chosen by the teacher.
<b>Key Skills</b>
<ol style="list-style-type: none"><li>1. Analyse</li><li>2. Observation</li><li>3. Expression</li></ol>
<b>Materials Required</b>
<ol style="list-style-type: none"><li>1. For Teachers- Set-up for showing the movie on a large screen. This will include a laptop/computer, LCD Projector, speakers</li><li>2. For Students- Writing Material</li></ol>
<b>Opening ( 5% of total duration)</b>
The teacher shares a very brief introduction of the storyline of the movie and discusses with the students why the movie is relevant in today's context. This may include contemporary, social or environmental issues.
<b>Classroom Strategies</b>
The students watch the movie together and then work individually on noting their observations and sharing them.
<b>Step by Step Procedure of the Activity ( 70% of total duration)</b>
<u>A. Part I:</u> <ol style="list-style-type: none"><li>1. The teacher shares with the students that they have to share their opinions regarding the movie. This may include the storyline, style of the movie, cast, setting, costumes, etc.</li><li>2. Movie Screening</li></ol>

Suggested movies or short films for discussion

1. Stanley ka dabba
2. Iqbal
3. I am Kalam

**B. Part II:**

1. The teacher asks the students to take 5 mins after the movie is over to note down their observations or what they are going to speak about.
2. The teacher asks students to share their thoughts and opinions in small groups of 4-5 students.

**Check for Understanding : Questions ( 5% of total duration)**

1. Ask the students to share the names of the characters.
2. Asking a few students to recap the story of the movie in their own words.

**Closing ( 10% of total duration)**

Teacher asks a few students to share what they liked about the movie and why.

## FILLER ACTIVITIES

Filler Activities are activities of smaller durations, for about an hour approximately which can be used by the teachers on bag-less days. These activities can typically be conducted on days when the main activity finishes quickly or the main activity becomes monotonous for the students and they need a break for some time. Because most of these circumstances arise at the last moment, **teachers are advised to keep the material for all these filler activities in the school cupboard.** These activities target some skill or content which will be useful to the students.

While the following list provides teachers with some options for filler activities, teachers can even come up with activities/ games on their own which would also serve the purpose of a filler. These activities integrated by the teachers should be age- appropriate, with minimal resources, of shorter duration and should teach some skill/ content.

### List of Filler Activities:

1. Newspaper Reading- This can be done in groups, pairs or individually. Students can even be asked to share the article they read at the end in their own words.
2. Physical Exercises / Sports
3. Diary Writing- Here the teacher should explain the importance of diary writing and emphasise the need for students to be honest in their diaries as well as respect the privacy of their classmates' diary entries.
4. Story Building- Here students would sit in a large circle or at least circles of 6-8 students. A student should be asked to share the first sentence of his imagination which would serve as the beginning of the story. Each student would then in turn keep on adding a sentence each to the story and build a story.
5. Story Making- The teacher should provide 4-5 words to the students using which they have to make a story of their own. Some students can be asked to read out their stories at the end.
6. Map Drawing- Students can be asked to draw a map of their route from their home to the school. It should include all major landmarks, hospitals, police stations, government offices, etc.

## DEMONSTRATIONS

Demonstrations are mainly meant to serve as an inspiration and exposure to the students. The teacher should take care to invite a professional who is not only proficient in his/her profession but would also be able to converse freely with the students and get them excited. The profession chosen by the teacher should be relevant to the students' context, their locality/ village and background.

While more part of the demonstration can be given to the demonstration, students should be given a chance to make/learn some basic skill from that profession during the session as well.

The teacher should ensure equal weightage to professionals of both the genders to convey the value of Gender Equality. The teacher should take care to honour the professional in front of the students to inculcate the value of Dignity of Labour in the students.

### List of Demonstrations:

1. Clay Art Workshop
2. Carpentry Workshop
3. Quilling Jewellery making
4. Local art and painting Warli, Gond, Madhubani, etc.
5. Organic farming, kitchen gardening
6. Expert in making paper craft/origami or
7. Resource person working on recycling of waste
8. Pottery
9. Flower arrangements
10. Stitching and Sewing
11. Block printing on paper/fabric
12. Calligraphy
13. Construction mason
14. Local professional painter - who does school posters, sign boards etc.
15. Cobbler

## FIELD VISITS

Field Visits are mainly meant to serve as an inspiration and exposure to the students. . The profession chosen by the teacher should be relevant to the students' context, their locality/ village and background. The teacher should take care to choose a professional who is not only proficient in his/her profession but would also be able to converse freely with the students and get them excited. The profession chosen by the teacher should be relevant to the students' context, their locality/ village and background. The field chosen by the teacher should also be safe enough and with minimal chances of accidents.

While more part of the demonstration can be given to the demonstration, students can be given a chance to make/learn some basic skill from that profession during the visit as well.

The teacher should ensure equal weightage to professionals of both the genders to convey the value of Gender Equality. The teacher should take care to honour the professional in front of the students to inculcate the value of Dignity of Labour in the students.

### List of Field Visits:

1. Nursery
2. Bakery
3. Fabric Making Industry
4. Any Bank
5. Veterinary doctor/ Pet or Domestic Animal Care Centre
6. Government Hospitals
7. Fire Brigade Stations
8. Water Distribution and Purification Centre
9. City Heritage Centre
10. Parlour/ Salon
11. Hotel/ Sweet shop
12. ASHA Worker

**Online Version:** In the online version, the teacher can play a recorded video showing a walk-through of the venue and ask the relevant professional to do an experiential sharing. If possible, the teacher can even visit the venue and do a live walk-through with the professional. Here, the students can interact during the live streaming.