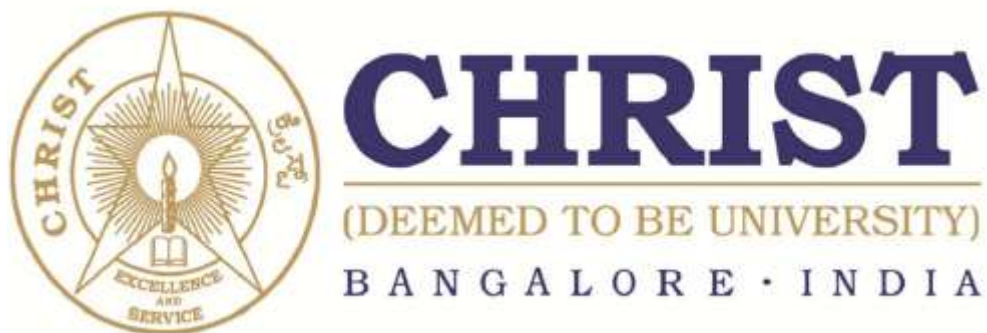




School of Education

Bachelor of Education

Batch 2022-2024

Service-Learning Programme

Programme Coordinator – Dr. Jacqueline Kareem

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Introduction

The B.Ed. cohort had the privilege to carry out the **Service-Learning Programme** at St. Michael's School, Shantinagar.

This programme was structured in a way that would enable the pre-service teachers to understand the significance of service-learning experiences and work towards creating a positive, sustainable change in the community.

Learning outcomes achieved during the programme were as follows:

- To conduct a needs analysis to identify a significant problem that prevails in a community set-up.
- To apply knowledge and skills to plan and implement relevant activities with respect to the needs of the identified community partner.
- To demonstrate teamwork and peer learning in community actions.

The service-learning programme was conducted for the duration of 10 days starting from 21st June to 1st July 2023. The theme of this year's programme focused on sustainable development goals (SDG).

The inauguration of the programme was conducted on 23rd June 2023 at St. Michael's School and it was presided upon by the esteemed *Fr. Paneer Selva Kumar*, the manager of St. Michaels Institution and *Mrs. Metilda*, the Head Mistress of the school along with *Dr. Greta D'Souza*, the Head of Department, faculties and pre-service teachers from School of Education. The total number of students that were engaged throughout this programme was 150 students from grades 1 to 12. At the end of each session, a feedback form was filled and submitted by the students of grade 4 to grade 12.

Inauguration:





CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE · INDIA

School of Education

organises a workshop on

ADOLESCENT EDUCATION



Date - July 1st 2023

Venue - St. Michael's High School
Shantinagar, Bengaluru

Juvenile Crimes and Punishment

10am - 11am



Presented by,
Anagha Unni, Ananthalakshmi A S,
Navya Akka George, Preethi K P
and Reeya Thapa

Nicotine, Alcohol and Substance Abuse

11am - 12pm



Presented by,
Daise Maria S Thomas, Deepthi A Rai,
Keerthana A, Liya Joy and
Shruthy Elizebeth Jaimon

Faculty Coordinator

Dr. Jacqueline Kareem
School of Education



CHRIST
(DEEMED TO BE UNIVERSITY)
BANGALORE - INDIA

School of Education



Organizes a workshop on

SOFT SKILLS & STRESS MANAGEMENT



on Saturday, July 1, 2023

Soft Skills:

**Problem-Solving Skills,
Teamwork, &
Communication Skills
12:00 - 1:00 P.M**

Presented By:

**John, Vapathai, Christa,
Nikita, Harshitha, Hebroni,
Divyasree, Diksha, &
Boomika.**

Stress Management:

Study Habits

9:00 A.M. - 10:00 A.M.

Presented By:

**Aksa Varghese, Nancy
Permani, Monica Joy,
Mahima Chhabra, Nathania
Fernandes, Shalin Simon,
Shania George, & Tenzin
Dawa.**

**Venue: St. Michael's School
Grades 8 to 12 students**

*Faculty Coordinator
Dr. Jacqueline Kareem*

Group 1: Good Touch – Bad Touch

➤ Module for Grades 1 to 4

Good Touch and Bad Touch Level 1 (Grade 1-4)

Grade	1 to 4	
Time	1 hour	
Date	23/06/2023	
Teaching aids	Charts, colour pencils, papers. Pictures, flashcards, video, worksheets.	
Objectives	<p>Students will be able to.....</p> <ol style="list-style-type: none"> 1. Distinguish between safe and unsafe/good touch and bad touch. 2. Identify and demonstrate how to respond to bad touch. 3. Practice how to leave an uncomfortable situation. 4. Speak about the given topic in his or her own words. 5. Identify different body parts and their role. 6. Keep their body safe from others. 	
Introduction Suggested duration 5 minutes	<p>Rhyme</p> <p>Hands-on my side What have I here, This is my head boiler mummy my dear. Head boiler, head boiler dingidingi do. This is what I learned when I went to school.</p>	

	(Eye blinker, nose blower, chest beater, bread basket, knee bender)	
5 minutes	<p>Activity (E.g., Of swimming suit)</p> <p>Identify and label the body parts. (In detail) Image of a boy and a girl (Explanation about body parts and private body parts.)</p>	

Statement of aim	Today we are going to learn about Safe touch and unsafe touch. After the statement of aim teacher will begin the lesson.	
Feeling game 5 minutes	<p>Feeling that we go through.</p> <p>We begin by playing a game. Make 2 pieces of paper cut out of smiles. The teacher will be saying something and students can show a smile to tell how they feel about it.</p> <ol style="list-style-type: none"> 1. You made a new friend. 2. You got a hug from your parents. 3. You had a fight with your friend. <p>(Will add more statements at least 10)</p> <p>When something happens to us, we can feel good or bad. In the same way, when someone touches us, it can make us feel good or bad. When someone touches us and we feel happy, that is called good touch; when we feel sad, we call it bad touch.</p>	
To know safe and unsafe touch 15 minutes	<p>Safe touches</p> <ul style="list-style-type: none"> • Hi-five • Fist bump • Side hugs • Special handshake • Elbow touch (can ask few more examples from students) 	
	Unsafe touch (flashcards)	

	<p>Not all touches are good. Some are unsafe and make us feel uncomfortable and sad.</p> <ul style="list-style-type: none"> • Someone puts their hands under your clothes. • Someone hurts you. • The touch makes you feel sad or scared. • Someone touches your private body parts. 	
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Activity 5 minutes	Thumbs up/Thumbs down The opposite of 'up' is 'down'. We will play a game using thumbs up and thumbs down! Say the following statements. Show a thumbs up if it is a good touch and a thumbs down if it is a bad touch. <ul style="list-style-type: none"> • The doctor touches you in front of your parents. • Grandparents hug and kiss you. • The teacher pats you on the back to appreciate you. • A stranger touches your chest in a bus. • A friend gives you a high-five. • A friend pulls your hair tightly. • Someone puts their hand under your clothes. • A friend tickles you near your private parts 	
Making a Safe Circle: 10 minutes	Making a Safe Circle: <ul style="list-style-type: none"> • When we face a situation that makes us sad, we must talk about it to people we feel safe with. Let us find out who these people are in your life! • Think about 3 or 4 grown-up people in your life with whom: - • You can speak freely to <ul style="list-style-type: none"> • You feel safe with • You love very much These people do not always have to be a family member. They can also be their teacher, neighbour, a friend, etc. 	

	Draw a chart with the help of your teacher and draw/stick pictures of people in your life you can talk to about anything. This is their 'Safe Circle'. Samples.....	
10 minutes	Responding to Bad Touch (to model out the following for the learners) What do we do when we are in a situation with a stranger that makes us feel scared? If someone touches you badly, follow 3 simple steps: NO - GO - TELL 1. Say 'NO!' in a loud voice. 2. Go to a place that is safe or that has other people. 3. Tell a person in your safe circle about what happened. Sing the following song to remember how to respond to bad touch: https://www.youtube.com/watch?v=ms2RGOTwTgY	

Concluding statement	Today we have learned about our feelings what is safe and unsafe to touch and how to respond to the unsafe touch.	
Recapitulation 5 minutes	<ul style="list-style-type: none"> • What are the different parts of our body? • What are our private parts? Name them. • What the feelings we go through when someone touches us? • Who are the people can touch us? • What are safe and unsafe touches? • How to make a safe circle around us in times of trouble? • How to respond to bad touch? 	
Conclusion and Assessment	The worksheet will be given to the students to fill it.	

➤ For Grades 5 to 7

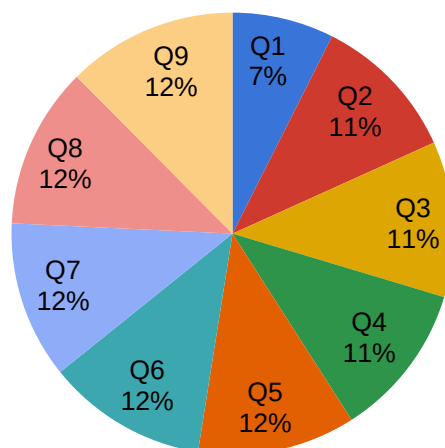
Good Touch and Bad Touch Level 2 (5-7)

Grade	5 to 7
Time	1 hour
Date	23/06/2023
Teaching Aids	Charts, PPT, Videos
Objectives	<p>Students will be able</p> <ol style="list-style-type: none"> 1. To understand their personal space 2. To distinguish between safe and unsafe touch/ good touch and bad touch 3. To overcome panic and nervousness in uncomfortable situations like abuse and harassments. 4. To say 'NO'. 5. To differentiate between safe and unsafe people. 6. To know their body and respect it. 7. To keep their body safe from the wrongdoers.
Introduction 5 minutes	<p>Scenario discussions</p> <p>Helmet- to prevent critical accidents.</p> <p>Traffic Signal- to avoid accidents</p> <p>Zebra crossing/ Crosswalk- to cross the road safely</p> <p>On call with mobile in charge- safe or unsafe?</p> <p>Rash driving safe or unsafe?</p> <p>Tell us what are all unsafe? Name few And thus, introduction of the topic.</p>
Activity 5 minutes	<p>How well do we know the names of our body parts?</p> <p>SIMON SAYS</p>
Statement of Aim	Today we are going to learn about safe and unsafe touch.
Activity 10 minutes	<p>Feelings Charade: Students will pick up different pieces of paper from the bowl in which different emotions/feelings will be written. They will have to act it out for their peers to identify the emotion.</p> <p>Emotions: Shy, Angry, Happy, Sad, Excited, Confused, Scared.</p>
Presentation 20 minutes	<p>Explanation on safe and unsafe touch; the importance of accepting one's body; the concept of NO-GO-TELL (NGT); activity (personal space activity)</p>

Role play 7 minutes	How to identify and react/respond to unsafe touches and measures to escape.
Video on awareness 7 minutes	A Tamil short film on safe and unsafe touch simplified.
Concluding statement	Today we have learnt about our personal space and boundaries and what is safe touch and unsafe touch.
Recapitulation and Q&A	<ul style="list-style-type: none"> • Is it a safe touch when someone holds your hands tightly without your permission? • Will keeping quiet in uncomfortable situation protect us from harm? • What is the full form of NGT? • Is it necessary for a person to respect your personal space? • Is safe circle important? Why? • There is no fault on you if someone tries to harass you. You need not feel ‘at fault’. True or False

Feedback for Group 1- Good Touch and Bad Touch

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 2: Personal Safety and Sexuality

➤ Module for Grades – 4 to 7

Title – Personal space and personal safety rules

Class Duration: 1 hour

Objectives:

1. Instil a sense of respect for oneself, one's body, and other's bodies
2. Provide tips on how to regulate and express emotions when it comes to personal space.
3. To help children become aware of their personal space.
4. Learn how to protect one's personal safety.

Key pointers of content:

Introduction (5 mins):

Talk about what everyone will be learning together, learning about ourselves, and our body safety

Content (25 mins):

1. Introduce the topic of personal space and safety explaining that personal safety rules are guidelines we set for ourselves to keep us safe.
2. Explain what is meant by the personal safety rule and why it is important, the 3 personal safety rules are – Safe touching rule, safe clothing rule, and safe talking rule.
3. Emphasize that everyone has the right to set and communicate their personal space and that respecting others' personal space is equally important.

Activity (10 mins):

- Divide the students into small groups and provide each group with a set of scenario cards that involve personal safety-related situations.
- Instruct the groups to discuss each scenario and determine whether the personal space boundary has been respected or violated.
- Allow sufficient time for group discussions and encourage students to share their thoughts and perspectives.

Assessment (10 mins):

True and false questionnaire on personal safety which includes statements and situations (Total 10 items or questions – 4 situations and 6 statements)

Conclusion (5 minutes):

1. Allow time for students to share any final thoughts or questions related to the topic.
2. Express gratitude to students for their active participation and commitment to maintaining healthy relationships and personal well-being.
3. Action song if time permits.

Content for class:

Introduce yourself and your institution. Why you have come here? How often you will come, and for what duration, and time?

Role Play to introduce the topic – 2 classmates who haven't spoken to each other for a very long time meet, and one of them goes to hug the other. The other classmate felt uncomfortable with this person's actions. Why do u think the person who was hugged feels uncomfortable?

1. **Personal space** - the area surrounding our body. It is related to our comfort and helps us make decisions to keep us safe.

Example – When we are walking on the road and if someone comes really close to us, we immediately move away or move aside to create space between us and the other person.

Different people have different distances in their personal space. It is always good to maintain an arm's distance or 3 to 4 feet from others unless you know the person very well and are comfortable with each other.

Ask – Can you share everyday situations when someone enters your personal space and you don't mind it?

E.g. - Standing in a queue to go to assembly; Sharing a bench with a classmate etc. This is because we have given each other permission to do so.

How does that make you feel?

When someone other than the people we are comfortable with gets too close to us, it can make us feel anxious, annoyed, or uncomfortable.

2. **Personal safety rules** are for your protection, it is the guidelines we set for ourselves to keep us safe.

Ask – What kind of touch do you feel okay with or don't mind? Who are the people you don't mind touching you?

Discuss – When we feel a touch is unsafe or uncomfortable, we can tell the person to stop and we can inform our trusted adults.

Reiterate to students that they are special and their bodies belong to them and they have every right to keep their bodies safe and report unsafe behaviors.

(Play Youtube video – <https://www.youtube.com/watch?v=u03EHVf-7vI&pp=ygUUbXkgYm9keSBzYWZldHkgcnVsZXM%3D>)

Personal Safety rules are special rules set for our own safety. What could be personal body safety rules? (Draw a stick figure on the board and circle the genitals or susu place and buttocks or potty place and label these as private parts)

- a. **Safe touching rules** – We don't touch or nobody touches

- Anyone's body in a way that makes them feel uncomfortable or sad or scared or confused.
- Anybody in their mouth, chest, genitals, and anus or buttocks.
- Ourselves in our chest, genitals, and anus or buttocks in front of others.

Exception: When doctors need to examine us, they may touch us but only in the presence of safe adults.

If an unsafe touch happens by mistake people should apologize and not repeat it again.

b. **Safe talking rules** – We don't speak about

- Our body in a way that makes others feel uncomfortable or sad or scared.
- Other's body in a way that makes them feel uncomfortable or sad or scared.

We should speak about our private parts only with safe and trusted persons.

Commenting on others' bodies is not a good thing.

The safe touching and talking rules are for safety and not because there is any shame in any part of our body.

Quiz

- Your mother gives you a kiss on your forehead every day before you go to bed. Safe or unsafe touch?
- Brian is walking down the stairs in school and trips. While falling his hand touches the chest of the person walking next to him. Safe or unsafe touch?
- Shaila and Neeru were playing house-house in their dolls' tent. Shaila's uncles joined them in their play. During the play, he hugged and kissed Shaila on her lips. Safe or unsafe touch?
- M is a school student, during the lunch break J, snatches food from M's lunch box. What will you do to help M?
- P and G are going together on a bus. Suddenly stranger F stands very close to G. What should G do?

It is important to know the personal safety rules so that we can report a person who breaks yours's or anyone else's safety rules.

3. Ask – Do you think it is OK to enter the personal space of others? Under what circumstances?

Discuss – What can we do if people enter our personal space without our permission

We can use words and gestures to show how we are feeling and describe what exactly the other person is doing

For E.g. – You pulled my hair and it makes me mad, 'STOP'.

Demonstrate turning the body away to avoid touching. By turning away or moving away, we are showing that we don't want the other person in our personal space. This is 1 way of maintaining our personal space and conveying that to others too.

If the person does not stop and keeps repeating it again and again then we can ask for help from our teacher or parent or older sibling or friends.

Activity – Personal space camp (Divide a chart into 2 halves Safe and Unsafe Behavior. Provide situations on sticky notes and ask the students to paste it under the respective category)

Assessment (True/False)

1. Personal space is the area surrounding our body. T
2. Personal space should not be respected. F

3. If unsafe behavior happens by mistake people should not repeat it and apologize for the same. T
4. We should speak about our private parts to others. F
5. We should enter other people's personal space with their permission. T
6. Commenting on others is a good thing. F
7. It is okay for others to enter our personal space. F
8. T is a relative of B, who is a 5th grader. One day when B was eating food, suddenly T comes and feeds snacks. While feeding T touches the lips of B. Right or wrong?
9. R is a neighbor of B. One day R comes to B's house. At that moment B's child who is a fourth grader comes home after school and changes clothes in front of them. Is this right? (yes/no)

➤ **Module for Grades – 8 to 12**

Title –Reproductive health education

Class Duration: 1 hour

Objectives:

1. Build respect for one's own body and respect the personal space of others.
2. Develop independent positive regard for oneself and one's body, as well as others' bodies.
3. Raise awareness about reproductive systems and reproductive health.

(Class Content for Girls)

Introduction: (5mins)

Introduce yourself, about the topic and your experience, your interest in this topic., and your institution. Why you have come here? How often you will come, and for what duration, and time? Talk about what everyone will be learning together, learning about ourselves, and our body safety.

Class values:

Set class values before starting a session.

- Respect each other's responses and emotions.
- Maintain silence when the teacher is explaining the concept.
- Time for doubts would be given at the end of the session.
- Raise your hand for answering to the questions asked.

Content & Activity: (45mins)

Role Play – One volunteer will comment on the looks of another volunteer. (E.g. – U look fat, U were so small now you are so tall). We get different messages, and comments from others about our bodies and we could accept only those that help us take care of our bodies in healthy ways. Our bodies are all very different. What we do and how we

behave is more important than how we look. Our bodies are worthy of respect and need to be cared for.

Ask – When you fill out a school form there is a question that asks about sex: (M/F). What will you choose?

We are assigned as female because of our physical and biological characteristics. That does not determine or limit what we can do and achieve. Except for biological functions.

Ask – Do you know what is gender?

Differentiate gender and sex:

Sex is a term that is assigned based on our physical and biological characteristics. (E.g. - Like male, female, and intersex). **Gender** is a term that refers to how a person feels about themselves internally and expresses it externally (E.g., I am a girl and I express myself as a girl). That includes our behaviours and mannerisms.

One can feel differently about their gender than the sex, they were assigned. People of all genders deserve equal opportunities to live, learn, and develop.

Ask: What is the difference between male and female? (Based on the bodies)

Inform them that society has confined people to certain tasks and jobs based on the sex they have assigned to us.

Keep in mind - There is very much chance to find people of every gender in almost every profession in today's world.

Ask: Most of you in this class belong to the same age group here. It may vary from 2 or 3 years. Shouldn't we be almost of the same height, weight, or size? No. Why not?

You are all going through a phase of adolescence or teenage. The fact is that each person's genetic deposition differs such as hormones (released in the body), metabolism (digestion), and various other internal processes are different for different people. That is the reason all adolescents of the same age are not of the same height, weight, size, or shape.

During adolescence. We feel different kinds of feelings sometimes we might feel happy, irritated, sad, or depressed for a very short span of time. One of the important feelings that we feel for the opposite sex is attraction. This is the age when most adolescents may begin to get romantically interested in other people, feel attracted to other people, and want to be noticed by them.

Puberty is when we experience physical and biological changes in our body.

Ask: Now tell me what are the physical changes that happen in adolescence or during puberty?

- Height and weight increase – grow taller to some extent and gain more weight, have more fat and less muscle, emphasize on eating more iron, calcium and protein-rich food, and reduce junk food and drinks
- Pimples – eat a balanced diet, drink lots of water, keep the skin clean by washing the face regularly, don't pinch the pimples
- Voice change
- Hair growth
- Breasts – use of bras
- Hips
- Menstruation, white discharge

Development of breasts in females once they attain puberty. This is a biological function that prepares females for producing milk after reproduction. The size of breasts varies among different individuals, and that's totally common. Some people can feel happy or excited about their breasts and some may become self-conscious or feel embarrassed.

Ask - Can you call out the changes in the opposite sex that is in boys?

- Height and weight increase- grow taller, gain more weight, have more muscle mass, pubertal changes begin 2 years later in males than females, height increase continues for longer in males than females.
- Pimples
- Voice change – deeper voice, Adam's apple (bump in the throat) might get bigger and more visible
- Hair growth – pubic hair, body hair, body odor changes, wash with soap and water, change clothes
- Breasts – nipples become more sensitive
- Shoulders – broaden more so in males
- Discussion about sperm, testicles, other parts with the help of a rough diagram.

Menstruation: It is a monthly cycle of vaginal bleeding that begins during puberty. Most females get their first period when they are between 10 and 15 years of age.

Periods – refers to the time we begin menstruating which lasts for a week. Each individual may begin to menstruate according to their hormonal changes. The lining of the uterus usually waits for around 14 days and then is shed as menstruation, which we call as periods.

What is a normal period cycle?

The average menstrual cycle is a 28-day cycle. But a menstrual flow might occur in intervals of anywhere between 21 to 35 days and lasts up to 2 to 7 days. This depends from person to person. Blood loss is around 30 to 50 ml during periods.

Ask: Are the periods regular or irregular during puberty? Do regular periods in teenagers mean something wrong?

For periods to come regularly, perfect synchronization of all the hormones is needed. It takes time for our body to set itself. So, in the initial years, when the period starts, the periods may be irregular. So, no need to worry about that but if it's too irregular for several months it is recommended to consult a gynaecologist.

Name the menstrual products:



Ask: How often should the sanitary pad or menstrual cup be changed? (Pads need to be changed every 6 to 8 hours as per requirement). How do we take care of our hygiene during periods? (It is important for personal hygiene even if there is little blood, as bacteria are attracted to the blood, which may lead to infection).

Explain the menstrual cycle in females (Play a YouTube video = https://youtu.be/vXrQ_FhZmos)

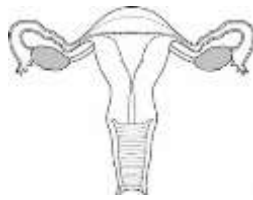


White discharge:

An adolescent may notice a discharge from the vagina that is usually clear or white in colour, with odour (due to pheromones present in it), and has a texture that ranges from thin and slightly sticky to thick. This is normal and is due to changing hormone levels. This discharge helps the vagina to keep it healthy.

We can also see that our hips widen more so in females. Some of our old clothes do not fit us anymore. Why does this happen? To enable easy childbirth.

Activity – Using sticky notes identify the parts of a female reproductive system and stick them on the sheet.



What determines the sex of the baby?

Babies are made up of cells, and human cells generally contain 46 chromosomes. That is 23 pairs in total. Out of the 23 pairs, only one pair determines the sex of the human being, which is the XY chromosome in males and the XX chromosome in females.

The ovum in females has an X chromosome and sperm in males can be the X chromosome and the Y chromosome. No one has control over which sperm will fertilize the ovum. Hence, we can't blame a woman for not giving birth to a male baby or a female baby. If the ovum is not fertilized, it dies and disintegrates.

Assessment: (5mins)

1. Do girls' height keeps increasing even after puberty? T
2. Do girls have X and Y chromosomes? F (X and X)
3. Sex is a term that is assigned based on our physical and biological characteristics. T
4. Pads need to be changed every 10 to 12 hours. F (6 to 8)
5. There are physical changes like hair growth or voice change in girls. T
6. The menstrual cycle can vary in length and duration from one person to another. T
7. White discharge helps the vagina to keep it healthy. T
8. The menstrual cycle typically lasts for 40 days. F (28)
9. There are 46 chromosomes in the human being. T
10. A gynaecologist is a doctor who specializes in female reproductive health. T

Task:

Students are to write down any doubts or questions about the reproductive system they want to know, or any sexuality concerns. We will discuss the doubts when we meet again.

(For Boys)

Introduction: (5mins)

Introduce yourself, about the topic and your experience, your interest in this topic, and your institution. Why have you come here? How often will you come, and for what duration, and time? Talk about what everyone will be learning together, learning about ourselves, and our body safety.

Class values:

Set class values before starting a session.

- Respect each other's responses and emotions.
- Maintain silence when the teacher is explaining the concept.
- Time for doubts would be given at the end of the session.
- Raise your hand for answering to the questions asked.

Content & Activity (45mins)

Role Play – One volunteer will comment on the looks of another volunteer. (E.g. – U look fat, U were so small now you are so tall).

We get different messages, and comments from others about our bodies and we could accept only those that help us take care of our bodies in healthy ways. Our bodies are all very different. What we do and how we behave is more important than how we look. Our bodies are worthy of respect and need to be cared for.

Ask – When you fill out a school form there is a question that asks about sex: (M/F). What will you choose?

We are assigned as males because of our physical and biological characteristics. That does not determine or limit what we can do and achieve. Except for biological functions.

Ask – Do you know what is gender?

Differentiate gender and sex

Sex is a term that is assigned based on our physical and biological characteristics. (E.g. - Like male, female, and intersex). **Gender** is a term that refers to how a person feels about themselves internally and expresses it externally (E.g., I am a boy and I express myself as a boy). That includes our behaviours and mannerisms.

One can feel differently about their gender than the sex, they were assigned. People of all genders deserve equal opportunities to live, learn, and develop.

Ask: What is the difference between male and female? (Based on the bodies)

Inform them that society has confined people to certain tasks and jobs based on the sex they have assigned to us.

Keep in mind - There is very much chance to find people of every gender in almost every profession in today's world.

Ask: Most of you in this class belong to the same age group here. It may vary from 2 or 3 years. Shouldn't we be almost of the same height, weight, or size? No. Why not?

You are all going through a phase of adolescence or teenage. The fact is that each person's genetic deposition differs such as hormones (released in the body), metabolism (digestion), and various other internal processes are different for different people. That is the reason all adolescents of the same age are not of the same height, weight, size, or shape.

During adolescence. We feel different kinds of feelings sometimes we might feel happy, irritated, sad, or depressed for a very short span of time. One of the important feelings that we feel for the opposite sex is attraction. This is the age when most adolescents may begin to get romantically interested in other people, feel attracted to other people, and want to be noticed by them.

Puberty is when we experience physical and biological changes in our body.

Ask: Now tell me what are the physical changes that happen in adolescence or during puberty?

- Height and weight increase- grow taller, gain more weight, have more muscle mass, pubertal changes begin 2 years later in males than females, and height increase continues for longer in males than females.
- Pimples
- Voice change – deeper voice, Adam’s apple (bump in the throat) might get bigger and more visible
- Hair growth – pubic hair, body hair, body odor changes, wash with soap and water, change clothes
- Breasts – nipples become more sensitive
- Shoulders – broaden more so in males
- Discussion about sperm, testicles, and other parts with the help of a rough diagram.

Ask - Can you call out the changes in the opposite sex that is in girls?

- Height and weight increase – grow taller to some extent and gain more weight, have fatter and less muscle, emphasize eating more iron, calcium, and protein-rich food, and reduce junk food and drinks
- Pimples – eat a balanced diet, drink lots of water, keep the skin clean by washing the face regularly, and don’t pinch the pimples
- Voice change
- Hair growth
- Breasts – use of bras
- Hips, Menstruation, white discharge

Explain the parts in the male reproductive system (Play YouTube video - <https://youtu.be/Is1w1FRPDNM>)

Activity - Arrange the puzzle pieces and label the parts in the male reproductive system



What determines the sex of the baby?

Babies are made up of cells, and human cells generally contain 46 chromosomes. That is 23 pairs in total. Out of the 23 pairs, only one pair determines the sex of the human being, which is the XY chromosome in males and the XX chromosome in females.

The ovum in females has an X chromosome and sperm in males can be the X chromosome and the Y chromosome. No one has control over which sperm will fertilize the ovum. Hence, we can't blame a woman for not giving birth to a male baby or a female baby. If the ovum is not fertilized, it dies and disintegrates. The lining of the uterus usually waits for around 14 days and then is shed as menstruation, which we call periods.

Ask: Do you know what is erection?

There are spongy tissues and blood vessels that are part of the penis, when the blood flows and fills up the spongy tissues then the penis hardens and becomes erect. The erection of the penis can also be due to sexual excitement. Random erections are challenging to manage. Some solutions to manage it could be to become aware of the situation and be mindful or you can go away from that place, or cross your legs.

Ask: Do you know what is ejaculation?

It is the release of semen (a creamy whitish liquid from the penis). It happens when the penis is erect, mostly during masturbation, wet dreams, and sex. Ejaculation happens at its own pace.

Ask: What are wet dreams?

During sleep, certain dreams may stimulate the penis, then the penis becomes erect and ejaculates. The scientific term for this – is nocturnal (occurring in the night) emission (release or letting go). Wet dreams are usual and normal.

Keep in mind - All these changes happen at different paces for different people.

Ask: How do you feel about all these changes happening in the body?

Remind them it's normal to experience all these changes, it is a long process of change, be patient, cultivate healthy habits, and take care of your body (get adequate nutrition, sleep, and exercise).

Assessment: (5mins)

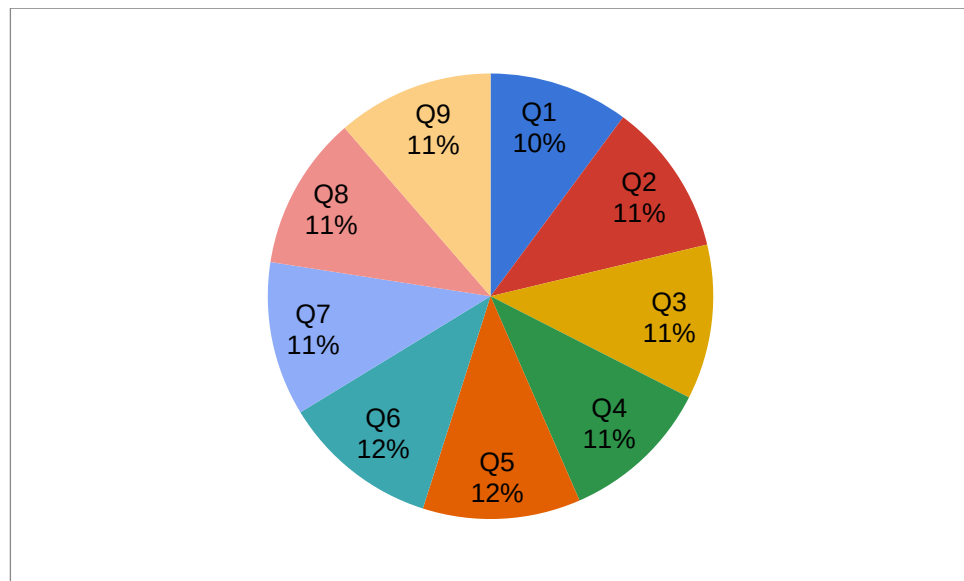
1. Do boys' height keeps increasing even after puberty? T
2. Do girls have X and Y chromosomes? F (X and X)
3. Sex is a term that is assigned based on our physical and biological characteristics. T
4. Occurrence of wet dreams is uncommon. F (Common)
5. There are physical changes like hair growth or voice change in boys. T
6. The fluid which carries the sperm is called semen. T
7. There are 46 chromosomes in the human being. T
8. Penis does not harden during erection. F (It hardens)
9. There are 46 chromosomes in the human being. T
10. A gynaecologist is a doctor who specializes in female reproductive health. T

Task:

Students are to write down any doubts or questions about the reproductive system they want to know, or any sexuality concerns. We will discuss the doubts when we meet again.

Feedback for Group 2- Personal Safety and Sexuality

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





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Group 3: Government Schemes and Yojanas

Module Title:

Empowering Lives: Central and State Government Policies and Schemes for Students (from standard 8th to PUC) from Marginalized Background.

Module Overview:

This condensed module aims to provide grade 8th and PUC students from marginalized backgrounds with an overview of Indian central and State government policies and schemes designed to support their lives and livelihoods. The module will focus on key areas such as education, skill development, entrepreneurship, and social welfare. Students will gain a basic understanding of these initiatives, enabling them to access opportunities and make informed decisions.

Session Duration: 1 hour

Session Outline:

(30 minutes: State and Central Government scheme's introduction and explanation to students)

Introduction (5 minutes)

Briefly explain the purpose of the module

Emphasize the importance of government policies and schemes in supporting marginalized communities with respect to the field of Education.

1) Discuss Beti Bachao Beti Padhao Scheme to 8th and 9th Grade students(5 minutes):

By Pallavi, Mahima and Moumita

Explain the Sukanya Samriddhi scheme under **Beti Bachao, and Beti Padhao scheme**, promoting girlchild education and welfare.

Highlight scholarships and financial aid schemes available for female students and the Benefits of the scheme.

2) Discuss Vidya Shakti Scheme to 8th and 9th Grade students (5 minutes):

By Pallavi, Mahima, and Moumita

Introduce the **Vidya Shakti Scheme (Karnataka Government Scheme)**

Explain the salient features, Eligibility, Process of application for the scheme, and documents required for the same, Benefits

3) Discuss State Scholarship Program- Pre-Matric Scholarship Scheme (10 minutes):

By Namrata, Neil, and Taruna

Introduce **State Scholarship Program- Pre-Matric Scholarship Scheme**

Explain the salient features, Eligibility, Process of application for the scheme, and documents required for the same, Benefits of the scheme.

4) Discuss Kaushalya Karnataka Scheme (5 minutes):

By Namrata, Neil and Taruna

Introduce Kaushalya Karnataka Scheme.

Explain Eligibility, Process of application for the scheme, and documents required for the same, Benefits of the scheme

Activity-based assessment (30 minutes)

Activity: Pass the Parcel Game.

Allow students to ask questions and clarify doubts

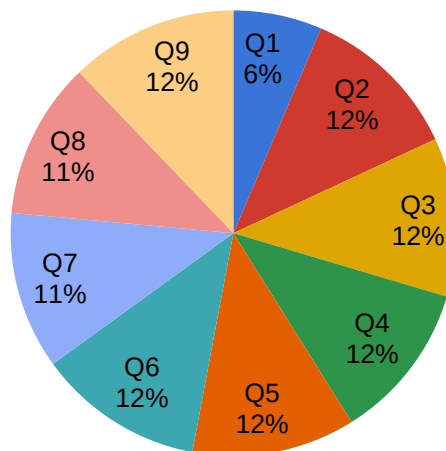
Recap the main points covered in the session

Encourage students to explore these policies and schemes further

Due to the limited time available, this session provides a brief overview of each policy and scheme. Encourage students to engage in further research and seek additional information from teachers, community organizations, or government offices for more detailed understanding and support.

Feedback for Group 3- Government Schemes and Yojanas

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 4: Environment and Sustainability

➤ Module for Grades 1 to 4

What is sustainability?

According to the definition given by the United Nations Brundtland Commission in 1987, sustainability is defined as “meeting the needs of the present without compromising the ability of future generations to meet their own needs” (*Sustainability | United Nations*, n.d.).

As we are all members of society, its state of being affects all of us. The three pillars of sustainability are society, the economy, and the environment. It is only through the balance of all three pillars that we can achieve a world with no hunger, no poverty, less pollution, equality, etc. (Purvis et al., 2019).

What is sustainable development?

“Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (*The Sustainable Development Agenda - United Nations Sustainable Development*, n.d.).

What are Sustainable Development Goals (SDGs)?

The Sustainable Development Goals are a global call to action to eradicate poverty, safeguard the environment, and enhance the lives and futures of all people, regardless of location. The 2030 Agenda for Sustainable Development, which outlined a 15-year plan to accomplish the Goals, was accepted by all UN Member States in 2015 and included the 17 Goals (*The Sustainable Development Agenda - United Nations Sustainable Development*, n.d.). The Sustainable Development Goals, also known as the Global Goals, are a series of targets aimed at ending poverty and inequality, protecting the planet, and promoting peaceful, inclusive societies by 2030. The goals are identified by the United Nations and its member states to guide policymaking on how to end poverty and inequality, combat climate change, and promote sustainable development through 2030. These goals are ambitious and require students to rethink the problems they face, their solutions, and the actions they can take.

Three Pillars of Sustainability

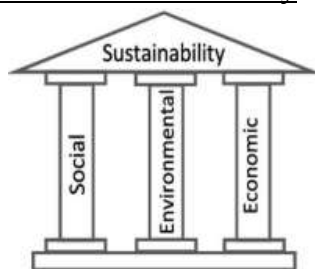


Fig 1: Three pillars of sustainability



Fig 2: Inter-dependence of the three pillars

SDG 14 & 6: Life below water & Clean Water and Sanitation

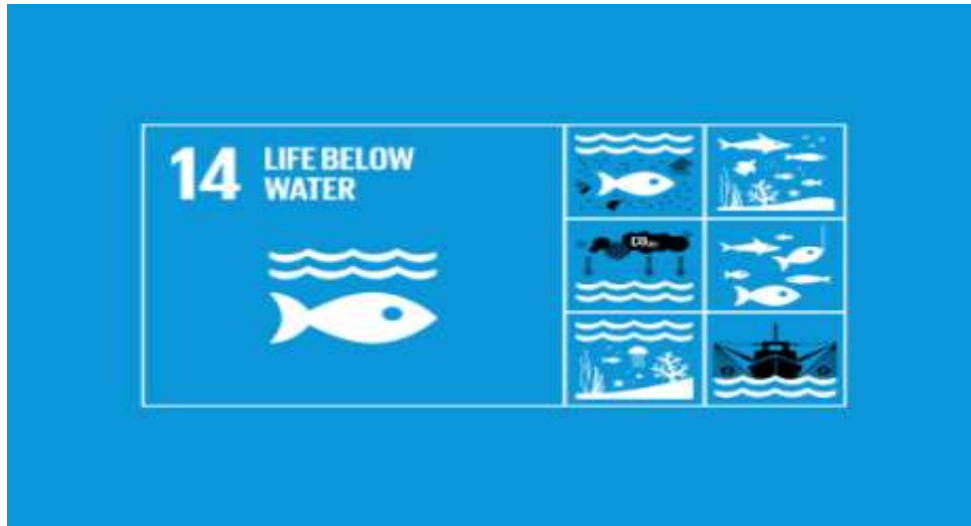


Fig 3: SDG 14

The sea plants and animals play a big part in keeping the Earth's atmosphere healthy. They generate lots of oxygen, are useful as nutritional foods, etc. But life underwater is at threat because of a lack of sanitation and overfishing. The garbage is also polluting the oceans which might lead to diseases.

Many countries are now aware of this problem and are taking steps towards water sanitation and conservation. For example, the Australian government created the world's largest safe zone to protect marine animals.

Water is needed to quench our thirst, to clean ourselves and the things around us, to remove all toxicity from our body, etc. None of this can be done just as productively using anything but water.

<https://youtube.com/watch?v=pMp2raQ3pwg&feature=share8>

<https://youtube.com/watch?v=qTX28qH5jT4&feature=share>

Simple ways to conserve water

- Turn off the tap after each use.
- Fill in the bottle to reduce the number of glasses to wash.
- When doing laundry, match the water with the amount of clothes that are present.
- Check all the taps and pipes in the house before you leave the house
- If you spot a leak, inform the adults around you to fix it.

- Drawing of favourite sea creatures:



Fig 4: Life Under Water

- Filter-paper Experiment:



Fig 5: Filter-paper Experiment

- Pass the muddy water through a funnel lined with a filter paper.
- Watch closely as the filter paper filters the water and it passes through it, making it clear.

➤ Module for Grades 5 to 7

Sustainability and Responsible Consumption

Introduction

Focus - Water, Electricity

Key questions to be addressed

What do you mean by sustainability? How is it connected to the environment? How is it increasingly relevant in the current context? What is responsible consumption? What do we mean by less is more? How can we reduce waste? What are the practices which help in minimalism? List one way to reduce consumption. Discuss the impact of Water and Electricity in our daily lives, and how we can responsibly consume. What are renewable and

non-renewable resources? How should the resources be conserved for future use? How can we minimize environmental risk through a change in our habits and lifestyle?

Concepts covered

Sustainability, environment, sustainable environment, SDG, sustainable development, responsible consumption, minimalism, renewable energy, water.

Sustainability

Etymologically, to ‘sustain’ means to keep something going or provide support. In this way, we can view sustainability as an approach to sustaining life and supporting the planet.

Thinking about sustainability in a more practical sense, it can usually be defined as any action or process we perform that causes little or no harm to the natural world or living creatures, including other humans. It’s all about finding ways to meet the demands of life without causing detriment to society or compromising future generations.

Sustainability is important because we live on a planet of finite resources, but often we treat it like our resources are infinite. Also, we’ve become used to instant gratification where we want the cheapest, fastest option possible, whether we’re thinking about food, clothes, or energy.

If we continue to live without consideration for our surroundings or fellow humans, we could make the planet uninhabitable, physically, socially, and economically, for future generations. We can already see the impact of our actions manifesting in issues such as extreme weather, mass extinction, and exploitation of workers, and these problems are just the tip of the iceberg.

The first thing most people go to when they think about sustainability is looking after the environment. However, sustainability is not only about climate change. It’s about the environment, economy, and society, and all of these things directly interlink with each other.

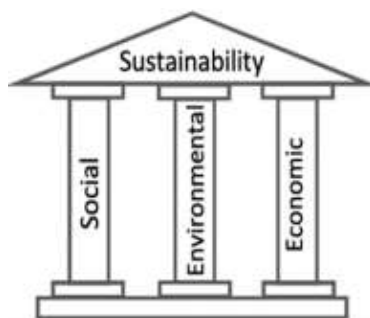


Fig 1: Three pillars of sustainability



Fig 2: Inter-dependence of the three pillars

The key to sustainability is recognizing that none of these three pillars stand alone. The global economy has a massive impact on societal issues, which in turn affect the way we treat the planet. This is why it’s important to think about the bigger picture when trying to be sustainable – for example, if an item of clothing is made with sustainable materials, but is produced using slave labour, it is not a sustainable garment.

Responsible Consumption and Production



Fig 3: SDG 12

What is it?

Goal 12 is about ensuring sustainable consumption and production patterns, which is the key to sustain the livelihoods of current and future generations.

Unsustainable patterns of consumption and production are root causes of the triple planetary crises of climate change, biodiversity loss and pollution. These crises, and related environmental degradation, threaten human well-being and achievement of the Sustainable Development Goals. Governments and all citizens should work together to improve resource efficiency, reduce waste and pollution, and shape a new circular economy.

Some important statistics:

- Renewables represent over a third (36.1 per cent) of developing countries' total electricity generating capacity.
- In 2020, governments spent \$375 billion on subsidies and other support for fossil fuels. Food that ends up in landfills generates 8 to 10 per cent of global greenhouse gas emissions.
- In 2019, the amount of e-waste generated globally was 7.3 kilograms per capita, out of which only 1.7 kilograms was managed in an environmentally sound way.

Why is it important?

Some important policy-level goals.

- Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries.
- By 2030, achieve the sustainable management and efficient use of natural resources
- By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
- By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water, and soil in order to minimize their adverse impacts on human health and the environment

- By 2030, substantially reduce waste generation through prevention, reduction, recycling, and reuse
- Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
- Promote public procurement practices that are sustainable, in accordance with national policies and priorities
- By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
- Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production
- Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
- Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities.

Minimalism:

Minimalism is intentionally living with only the things we really need, those items that support our purpose. It is marked by clarity, purpose, and intentionality. At its core, being a minimalist means intentionally promoting the things we value most and removing everything that distracts us from it. Embracing minimalism brings freedom from the all-consuming passion to possess. It steps off the treadmill of consumerism and dares to seek happiness elsewhere. It values relationships, experiences, and soul care. It lets us see all that we already have and reminds us to be grateful. In doing so, we find more abundant life. Through this, we would try to look back at our own lives; reflect upon our own lifestyles and identify what goes in sustainable fashion, and state the things/actions that violate sustainability principles.



Fig 4: SDG 11

Execution Strategy for Responsible Consumption and Sustainability

Learning Objectives:

To be able to

- Identify various methods of responsible consumption in life-related to water and energy
- Analyse situations critically to incorporate sustainable practices

Content:

- What is Sustainability? (3 pillars)
- Why do we need minimalism?
- How can we practice sustainability?

Activities:

Class 5:

Creating a Class Garden- The students plant saplings in different containers which are kept together to create a small garden that they can grow and take care of.

Resources Needed:

Soil and manure - to be arranged in school

Waste containers - students bring some

Seeds and saplings - Teachers carry

Class 6 and 7:

Role-play by students

Topics:

1. How can I reduce plastic in daily life?
2. Are planting saplings sufficient?
3. How can I reduce/reuse waste at home?

Success Stories:

Saalu Marada Thimmakka, Namami Ganga Project and Vandana Shiva

Learning Outcomes:

At the end of the session, students will be able to:

- Identify various methods of responsible consumption in life-related to water and energy.
- Analyse situations critically to incorporate sustainable practices

➤ Module for Grades 8 to 12

What is sustainability?

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Three Pillars of Sustainability

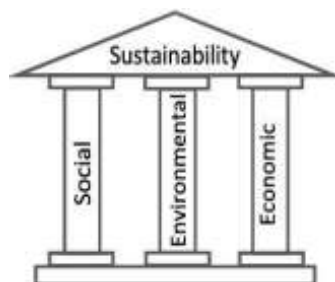


Fig 1: Three pillars of sustainability

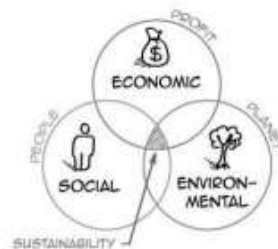


Fig 2: Inter-dependence of the three pillars



Fig 3: SDG 13

Climate change is a change in average weather patterns observed in a given region over a certain period of time. These patterns include all the elements that we usually associate with the weather, such as temperature, wind, and precipitation. Climate change on a world scale, refers to modifications in the totality of the planet's climate suffers. In the long term, the speed and scope of climate-related changes can have numerous consequences on ecosystems and on human activities.

Greenhouse gas (GG) levels in the atmosphere have been rising gradually since the Industrial Revolution; the sea level rose by 19 centimetres between 1901 and 2010; the Arctic is losing 1.07 million km² of ice every decade.

All this suggests that the Earth's weather patterns are changing and human activity is the main responsible for that. Climate change has a very negative impact on the environment, the economy, human societies, and communities and, if fast action is not taken, the consequences will be devastating for life and for the development of the planet.

- Policies aimed at strengthening resilience and adaptive capacity to climate-related hazards and natural disasters in all countries;
- Policies aimed at integrating climate change measures into national policies, strategies, and planning;
- Policies aimed at improving education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning; — Policies aimed at implementing the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change.

Carbon Cycle

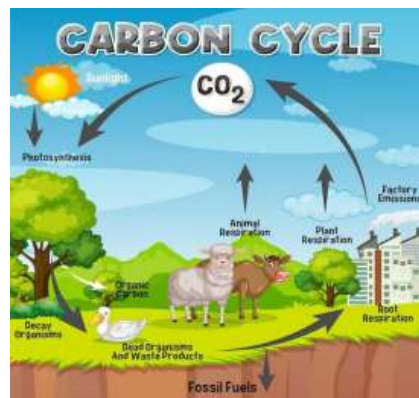


Fig 4: Carbon Cycle

The carbon cycle describes the process in which carbon atoms continually travel from the atmosphere to the Earth and then back into the atmosphere. Since our planet and its atmosphere form a closed environment, the amount of carbon in this system does not change. Where the carbon is located — in the atmosphere or on Earth — is constantly in flux.

Decarbonization

Decarbonization is the process of reducing the net output of carbon dioxide (CO₂) into the Earth's atmosphere.

<https://youtu.be/bGzCFNUtkdU>

Tips to contribute towards climate action:

1. Go green and stay that way

In order to battle climate change first we need to integrate sustainability into the very fabric of our everyday lives and remember to keep SDG #13: Climate Action in mind. By going green, you can help to reduce your carbon footprint, reduce the amount of waste that ends up in landfills, and help to conserve water and other natural resources. By incorporating sustainable practices into your everyday life, you can help create a more sustainable society for future generations.

2. Embrace digital technology and information

The Internet and digital technology play a key role in helping to achieve the goal of climate action. With access to information and communication platforms, students can collaborate on projects, share ideas and work together to find solutions to environmental issues. The Internet can also be used as a resource to learn more about climate change, sustainable development, and other related topics. You can find free resources such as student-voiced podcasts, hands-on activities, and social action plans on Design for Change's website.

By using the Internet, you can also connect with organizations, governments, and nongovernment organizations (NGOs) that are working to address climate change and sustainable development.

3. Don't waste what we have

The Earth has limitless resources, but we are currently using many of them up too quickly. Because of this, we need to rethink the way we approach agricultural practices, food production, and waste management. Reconsidering these areas can help to reduce our carbon footprint and save natural resources for future generations. By reducing waste, conserving water and food, and rethinking agricultural practices, we can start to reduce our carbon footprint and save natural resources for future generations.

4. Educate others about climate action

By teaching students to educate others around them, you can help to shift the societal discussion on climate change and give young people a more positive outlook on sustainable development. By educating children and young people to do so, you can help to create a more sustainable future and reinforce the information they've learned. You can also help them learn to speak up when they see a problem that needs addressing.

5. Want to be an agent of change?

Students can make a significant difference to Global Goal #13 by taking action and being an agent of change. Getting involved in local environmental organizations, political groups, and social movements can help to promote and advocate for sustainable development.

By getting involved and making a difference, students can help to transform the way we approach climate change and sustainable development in the future.

It is important to note that there are many paths to take and many ways to participate in the Sustainable Development Goals. By taking the time to learn about the goals and their corresponding targets, you can use your voice and actions to make a difference.

Use Design for Change's climate action resources to help your students continue their initiatives inside and outside the classroom:

- Student-led podcasts
- Hands-on, empathy-building activities
- Helping the Environment: social action plan template (create a free account or log into existing Design for Change account)

Water as a necessity of our environment

One of the SDGs aims at conserving and sustainably using the oceans, seas, and marine resources. Healthy oceans and seas are essential to human existence and life on Earth. They cover 70 percent of the planet and provide food, energy, and water. All living things on Earth depend on water as a necessary resource to survive. The supply of fresh water is getting more and more scarce due to the growing population, urbanization, and climate change. It is essential to recognize the value of water conservation and take the appropriate action to ensure its sustainable use. We can greatly protect this priceless resource for future generations by incorporating water-saving practices into our daily lives. It is thus important to protect our water bodies and ensure to keep the water clean.

Tips to save water at home:

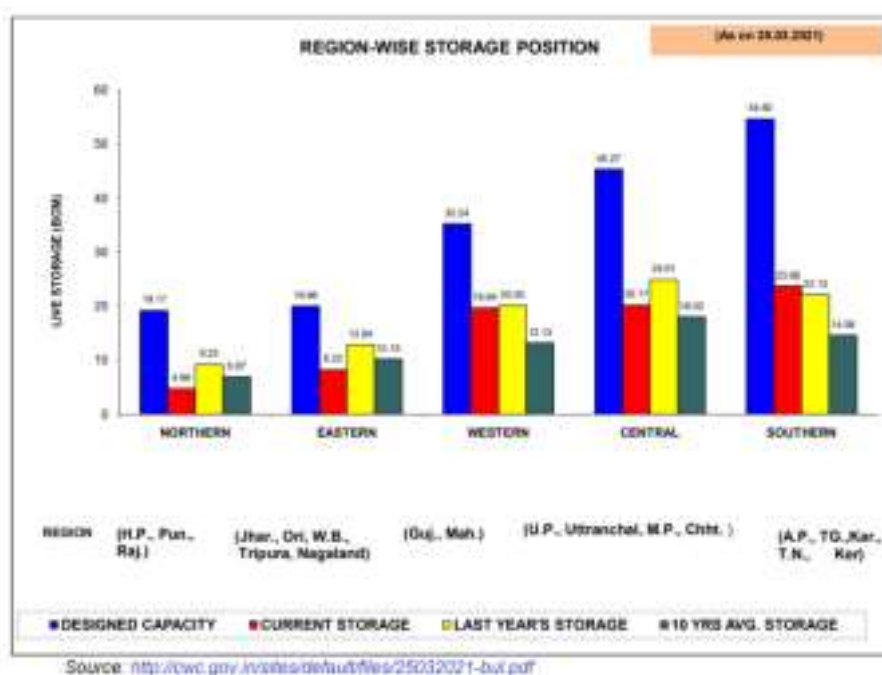


Fig 5: Capacity of Water Storage Vs. Water Stored

- Turn off the faucet while brushing your teeth.
- Only run the washing machine and dishwasher when you have a full load.

- iii. Use a low-flow shower head and faucet aerators.
- iv. Fix leaks.
- v. Install a dual flush or low-flow toilet or put a conversion kit on your existing toilet.
- vi. Don't overwater your lawn or water during peak periods; install rain sensors on irrigation systems.
- vii. Install a rain barrel for outdoor watering.
- viii. Plant a rain garden for catching stormwater runoff from your roof, driveway, and other hard surfaces.
- ix. Monitor your water usage on your water bill and ask your local government about a home water audit.
- x. Share your knowledge about saving water through conservation and efficiency with your neighbours.

Sanitation of water:

Sanitation of water is very necessary to prevent new diseases to emerge and spread throughout the country. Water is the basic need to each and every living being. Keeping it clean and safe is very important. Already in India in many states, water scarcity has started to become a big issue. There are women who have to travel long distances to get water in villages. While in cities tankers full of water are loading water into the tanks of buildings and houses due to lack of groundwater. Water is becoming scarce, so protecting it should be a priority. Water then should also be safe to drink and not be contaminated by chemicals. Many factories discharge harmful chemical wastes into the water bodies which affects both humans as well as animals. The humans near the factory area often tend to catch some dangerous diseases. Many fishes die, and the animals cannot drink the water. Water then should be cleaned before they are discharged into the water bodies.

Steps:

1. End open defecation
2. Stop throwing plastic waste into water bodies as it causes harm to sea animals as well
3. Wastewater treatment
4. Safeguarding water bodies
5. Public health education
6. Collaborating and raising awareness
7. Follow policies and regulations

Tips:

- Store water in clean and covered containers to prevent contamination by dust, insects, or other pollutants.
- Clean the storage containers regularly to prevent algae or other bacteria to build up.
- Boil the water before drinking rather than drinking straight out of taps. Some leaves like Tulasi or pudina can be added to make the water fresh.
- Do not use vessels that are used for storing other materials like chemicals, to store water. Water should be stored in fresh, clean vessels.
- Use stainless steel, copper, or mud pots to store water instead of plastic containers.



Fig 6: SDG 7

Clean energy is defined as non-carbohydrate energy including nuclear energy, hydro energy, solar energy, and others. It is also defined as energy that does not or seldom emits greenhouse gases (without pollutant emission), which is in favour of a low-carbon economy. According to Nuclear Energy Report (2016), the contribution of nuclear, hydro, wind, and solar energy can account for over 2/3 of the total energy in the electricity sector^l (Cai et al., 2018).

In short, clean energy is an energy source that has very low or non-existent emissions of greenhouse gasses, carbon dioxide in particular, therefore helping to cut down CO₂ emissions. A few examples include nuclear energy, hydro energy, solar energy, wind energy, wave energy, tidal energy, etc. This means that the dependence on conventional sources of energy such as coal, petroleum, etc. needs to be reduced and replaced with renewable sources. This step is not only important from an environmental point of view but also from an economic point of view. Due to the rapid depletion of fossil fuels, the prices of these goods are presently skyrocketing and will continue so. This allows for the reconsideration of renewable sources despite their higher initial revenue.

The following reasons make clean energy sources more beneficial:

- Enhances diversity in the energy supply
- Secure long-term sustainable sources of energy
- Reduce local and global atmospheric emission
- Open up energy supplies to rural areas and developing nations
- Create new employment opportunities
- Offer a possibility for local manufacture of equipment
- Conserve fossil fuels for use by future generations (Ronald Dell, 2004).

Tips and Tricks to save Energy (responsible consumption)

1. Switch off lights and electrical appliances when not using them
2. Switch to energy-saving LED light globes
3. Shut doors and close curtains
4. Save energy in how you wash and dry clothes

5. Understand and improve your home's energy use
6. Save energy in the kitchen
7. Manage your heating and cooling
8. Get the best energy deal
9. Insulate your roof
10. Save money with renewable (mostly solar) energy

(Top 10 Energy-Saving Tips, n.d.)

A sustainable city can be aimed to meet the goals of sustainable development. A sustainable city is one designed to address social, environmental, and economic impact through urban planning and city management. Many sustainable initiatives are achieved by building eco-friendly alternatives into city infrastructure, such as adopting walk and bike lanes. Regulations and fines can also achieve change: waste removal orders have proven to reduce landfill waste.

Steps to take towards a sustainable city:

1. Use public transport, bicycle, or walk if its neighbourhood travelling.
2. Electrical vehicles should be preferred with charging stations made easily available.
3. Solar farms can be instilled to improve air quality while it also providing renewable energy.
4. Green buildings can be built with smart heating and cooling systems, solar panels, green roofs, good ventilation, and natural building materials.
5. Urban farming should be practiced while the residents can be educated about the benefits of it to cutdown on carbon emissions.
6. Water conservation facilities can be adapted by practicing rainwater harvesting and green infrastructure.
7. Waste should be managed in a smart way, instead of throwing them and creating landfills, recycling, and composting should be practiced. Technology can be used to reduce paper waste.

Activity 1:

Charades: This can be conducted as an introductory activity to break the ice and familiarize learners with the topic we will discuss. Few students from the class will be chosen randomly and be given a set of words related to the topic (for e.g.: energy, water, global warming, solar panels, etc.) which then they will have to enact while the rest guess. They will be timed and two clues can be given if needed. This can be used an introductory activity.

Activity 2:

• Grades 8-10

Word Ladder Game: For assessment or recapitulation, this activity can be conducted to understand how much the learners have understood the topics discussed in the class. For this game the class will be divided in two groups: A and B. There will be a topic presented on the board and from each group one by one only, the learners have to come up and write a word related to the topic on the board. The team

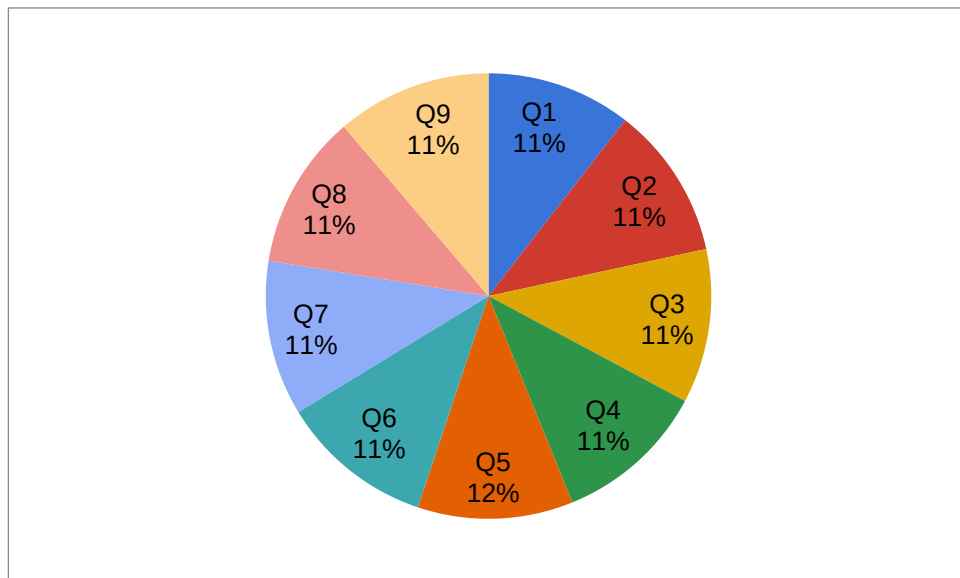
that can write most words related to the topic wins the game. The learners will be timed as well.

- Grades 11-12

Poster Making: Poster making on sustainability.

Feedback for Group 4- Environment and Sustainability

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 5: Health and Hygiene

Content

Physical Health

Physical health is defined as the condition of your body, taking into consideration everything from the absence of disease to fitness level.

Mental and physical health often go hand in hand, so when our physical health is struggling, our mental health might start to struggle or even new mental health challenges may arrive. This doesn't mean that when our physical health is at 100%, our mental health will also, but it does mean that when we start taking small actions and creating new habits to improve our physical health, our mental health will often benefit as well.

Physical health is critical for overall well-being, and can be affected by:

- Lifestyle: being active, getting enough sleep, and healthy eating habits.
- Human biology: a person's genetics and physiology may make it easier or harder to achieve good physical health
- Environment: our surroundings and exposure to factors such as sunlight or toxic substances
- Healthcare service: good healthcare can help prevent illness, as well as detect and treat illness

Lifestyle



➤ **Be Active**

There are numerous ways in which you can be active during your school life.

- Taking part in physical education
- Practicing yoga
- Sports
- Extra curriculars
- Walking during breaks

➤ Get enough sleep

Children and adolescents who do not get enough sleep have a higher risk of obesity, diabetes, injuries, poor mental health, and problems with attention and behaviour. The American Academy of Sleep Medicine has recommended that children aged 6–12 years should regularly sleep 9–12 hours per 24 hours and teenagers aged 13–18 years should sleep 8–10 hours per 24 hours.

Tips for Getting Good Sleep:

1. Maintain a regular wake and sleep schedule, even on weekends.
2. Come up with a regular, relaxing bedtime routine.
3. Create a sleep friendly environment.
4. Lie down to go to sleep only when sleepy.
5. Use your bed only for sleep.
6. Don't eat within two or three hours of your planned bedtime.
7. Exercise regularly, but be sure to complete your workout at least a few hours before bedtime.
8. Avoid caffeine before bedtime.
9. Avoid alcohol and nicotine close to bedtime.
10. Limit afternoon naps to one hour or less.

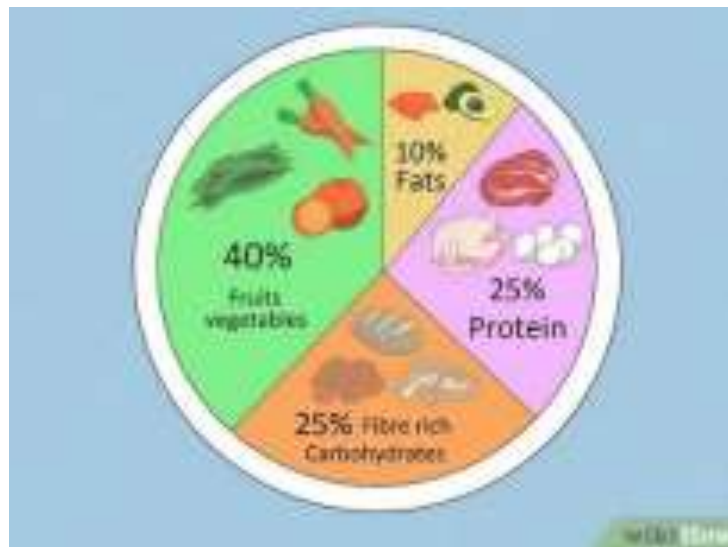
➤ Create healthy eating habits



The teenage years are a time of rapid growth and development, so a healthy balanced diet is particularly important. During adolescence, the body goes through rapid growth, including changes in body composition as well as sexual and cognitive development. Height, weight, muscle mass, and bone density increase significantly, and organs like the heart, brain, and liver grow in size. In fact, 50% of adult body weight is gained during adolescence. Because adolescence is a long period of time that involves significant growth and development, it's essential to provide the body with optimal nutrition by choosing nourishing foods and consuming enough calories on a daily basis. Healthy, active young people can have large appetites. Hence, it's important to eat well-balanced meals, rather than too many snacks that are high in fat, sugar or salt.

Following are some recommendations for a healthy eating plan:

- Eat 3 meals a day, with healthy snacks.
- Increase fibre in the diet and decrease the use of salt.
- Drink water. Try to avoid drinks that are high in sugar. Fruit juice can have a lot of calories, so limit your intake. Whole fruit is always a better choice.
- Eat balanced meals.
- Avoid fried and oily foods.
- Watch your sugar intake.
- Eat fruit or vegetables for a snack.
- Decrease the use of butter and heavy gravies.
- Eat more chicken and fish. Limit red meat intake, and choose lean cuts when possible.



A healthy balanced diet is divided into 5 food group categories, emphasizing the nutritional intake of the following:

1. Grains. Foods that are made from wheat, rice, oats, cornmeal, barley, or another cereal grain are grain products. Examples include whole wheat, brown rice, and oatmeal.
2. Vegetables. Vary your vegetables. Choose a variety of vegetables, including dark green, red, and orange vegetables, legumes (peas and beans), and starchy vegetables.
3. Fruits. Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut up, or pureed.
4. Dairy. Milk products and many foods made from milk are considered part of this food group. Focus on fat-free or low-fat products, as well as those that are high in calcium.
5. Protein. Go lean on protein. Choose low-fat or lean meats and poultry. Vary your protein routine—choose more fish, nuts, seeds, peas, and beans.

Iron- Iron is essential for teenagers' health due to it being a period of fast growth and development. It is especially important for teenage girls as they start menstruating. Iron can be found in animal sources (meat and fish) and plant sources (wholegrain cereals, dark green leafy vegetables, pulses, and dried fruits). Your body absorbs iron from meat and fish more easily than from vegetables. However, if you do not eat meat or fish, you can still get enough iron from foods such as fortified breakfast cereals, pulses, and dark green leafy vegetables. It is important to have some foods or drinks containing vitamin C when eating iron-rich vegetable sources as this helps with the absorption of iron.

Calcium-Calcium is important for healthy bones and teeth and muscle and nerve function. During the teenage years, calcium requirements are high due to it being a period of rapid growth and development. Foods containing calcium include:

- milk
- yogurts/curd
- soya
- paneer

Vitamin D- Vitamin D is important for healthy bones muscles and teeth. It helps the absorption of calcium from foods. The best source of Vitamin D is sunshine.

Personal Hygiene



Personal hygiene refers to the practices and habits that individuals adopt to maintain cleanliness and promote good health. It involves taking care of one's body, maintaining cleanliness of the surroundings, and practicing habits that prevent the spread of diseases. Personal hygiene is essential for overall well-being and can help prevent various illnesses and infections.

IMPORTANCE OF PERSONAL HYGIENE

Maintaining good personal hygiene helps you in the following ways:

- It protects you from infections or diseases that could weaken your immune system.
- It prevents you from spreading the infection to your loved ones and people you interact with daily.
- It helps maintain your skin's pH levels, making it healthy and glowing over time.
- It helps you avoid getting into unpleasant situations wherein people are disgusted by your presence due to foul odour.
- It helps you regain your confidence, appear attractive, and enhance your appearance.
- It allows people to believe and entrust responsibilities to you, which could involve planning a safe and hygienic event for everyone.

TYPES OF HYGIENE

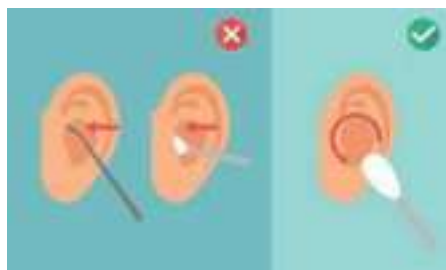
1. **Body Hygiene:** Several million sweat glands cover the human body. When bacteria break down sweat, the process creates a smell or body odour. Washing the body will help prevent skin irritation, as well as removing the bacteria that cause body odour. Washing the hair removes oil and keeps a person looking clean and fresh. Try to bathe or shower each day. Wash well, especially under your armpits and around your genitals and anus. Keeping clean will prevent skin irritations and remove bacteria that cause body odour. Wash yourself with soap, shower gel, or a hypoallergenic body wash. Soap removes more germs, but you may need to wash sensitive body parts with plain water or salt water. If there is no tap water or it is scarce, clean yourself with a clean wet cloth or sponge



2. **Nail Hygiene:** A nail is hard tissue that constantly grows. Long fingernails tend to accumulate or trap dirt on the underside. The dirt could be a result of defecation or touching infected and contaminated surfaces. Keeping nails trimmed and in good shape weekly is important in maintaining good health. Clip nails short along their shape but do not cut them so close that it damages the skin. Razor blades and fingernail cutters or scissors are used to cut nails. Nail cutters should not be shared with others.



3. **Ear hygiene:** Ear wax accumulates in the ear canal that leads from the outer ear to the eardrum. As the secretion comes out of the ear it collects dust particles from the air. Daily washing with soap and water is enough to keep the outer ear clean. Do not reach farther than you can with your little finger in your ear. Putting in hairpins, safety pins or blunt-edged things for cleaning purposes might harm the ear. If you feel wax has accumulated and is plugging your ears and interfering with hearing, consult your doctor.



4. **Hair hygiene (hair care):** Hair hygiene refers to the practices and habits that promote clean, healthy, and well-maintained hair.

Tips to maintain hair hygiene:

- **Regular Washing:** Wash your hair regularly using a gentle shampoo to remove dirt, excess oil, and product buildup. Aim for at least two to three times a week, or as needed based on your hair type and lifestyle.
- **Scalp Care:** Pay attention to your scalp health by gently massaging it while shampooing to stimulate blood circulation. Avoid using hot water and harsh chemicals that can strip away natural oils, leading to a dry scalp.



5. **Oral Hygiene:** The pH levels in our mouth cause the growth of bacteria that further dwell on the food stuck in between our teeth, tongue, and gums. Not maintaining oral hygiene can lead to oral diseases such as tooth decay, cavities, and bad breath.

It is vital to brush your teeth twice a day. Make sure to also clean the surface of your tongue, while you are at it.



Tips for maintaining oral hygiene:

- **Brush your teeth twice a day:** Brush your teeth in the morning and before bedtime using a soft-bristled toothbrush. Use fluoride toothpaste and brush all surfaces of your teeth, including the front, back, and chewing surfaces. Spend at least two minutes brushing.
 - **Clean your tongue:** Use a tongue scraper or your toothbrush to gently clean your tongue. Bacteria can accumulate on the tongue's surface, leading to bad breath and oral health problems.
6. **Hand Hygiene:** Hand hygiene refers to the practice of cleaning and sanitizing the hands to reduce the transmission of germs, bacteria, and viruses. It is a crucial

aspect of infection control and plays a significant role in preventing the spread of diseases, including respiratory infections, gastrointestinal illnesses, and other infectious diseases.

Key times to wash hands:

- Before, during, and after preparing food.
- Before and after eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhoea
- Before and after treating a cut or wound
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching the garbage

Hand Wash Technique:



Step 1: Wet hands with running water

Step 2: Apply enough soap to cover wet hands

Step 3: Scrub all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds

Step 4: Rinse thoroughly with running water

Step 5: Dry hands with a clean cloth or single-use towel.

7. **Cloth Hygiene:** Maintaining proper clothing hygiene is essential for personal cleanliness and preventing the buildup of bacteria and odours. Here are some tips to help you maintain clothing hygiene:

- **Regular Washing:** Wash your clothes regularly to remove dirt, sweat, and bacteria. Follow the care instructions on the clothing labels regarding water temperature, detergent type, and any specific washing requirements.
- **Separate Dirty and Clean Clothes:** Keep dirty clothes separate from clean ones to prevent cross- contamination. Use designated laundry bins or hampers for dirty clothes and ensure they are properly closed to contain any odours.

- **Handle Stained Clothes Properly:** Treat stains as soon as possible to prevent them from setting in. Follow the recommended stain removal techniques based on the type of stain and fabric. Avoid rubbing the stain vigorously, as it can damage the fabric fibres.

Pay Attention to Undergarments: Underwear and socks come into direct contact with your skin and absorb sweat and body oils. Change your underwear and socks daily, and wash them after each use.

Environmental Hygiene

Environmental hygiene means keeping our environment clean. It is important to not litter the surroundings. Waste segregation is an important part of environmental hygiene. It is dividing the waste into dry and wet. It is critical because of the fact that certain types of wastes can be hazardous and can contaminate the environment if not managed correctly. Some of these types of waste may also have the potential to cause disease or get into water supplies or contaminate the land. Segregation of wet and dry waste is important because dry waste needs to be uncontaminated for it to be recycled.



Wet Waste

Wet waste is all the kitchen waste that we produce. This can include vegetable peels, used tea, fruits, leftovers, etc. This is biodegradable organic waste that can also be composted. Wet waste is used for composting.

Dry Waste

Dry waste comprises paper, glass, plastic, cardboard, Styrofoam, rubber, metal, food packaging material, etc.

Points to remember:

- Label and keep two separate containers, one for wet waste and the other for dry waste.
- Use two different colours; it will help you differentiate quickly.
- Keep two bags for dry waste collection, one for plastics and paper and the other for the rest of the household waste.
- Make sure whatever dry waste you discard is actually dry.
- Soiled packaging waste in the dry waste bin is a big no.
- Even milk cartons and packets go into a dry waste bin. But rinse and dry these before you put them in the bin. It only takes a few seconds to rinse out milk and food residues.

- For things like pizza cardboard boxes that you cannot rinse, use a wet cloth to wipe and clean. If you don't squeeze papers flat before disposal.
- Dry waste should not be contaminated or soiled.
- Press the packaging waste together – cardboard boxes, juice boxes etc should be folded or pressed together to save space in the container

3 R's



- The three R's – reduce, reuse, and recycle – all help to cut down on the amount of waste we throw away. Reduce means to minimize the amount of waste we create. Reuse refers to using items more than once. Recycle means putting a product to a new use instead of throwing it away.
- Avoiding urinating and spitting in public are also ways to contribute towards a clean environment.

Menstrual Hygiene

What is Menstruation?

Menstruation is the monthly shedding of the lining of your uterus. Menstruation is also known by the term's menses, menstrual period, menstrual cycle, or period. Menstrual blood - which is partly blood and partly tissue from the inside of your [uterus](#)- flows from your uterus through your [cervix](#) and out of your body through your [vagina](#).

Menstruation is driven by hormones. Hormones are chemical messengers in your body. Your [pituitary gland](#) (in your brain) and your [ovaries](#) (part of your [reproductive system](#)) make and release certain hormones at certain times during your menstrual cycle.



Menstrual Hygiene

Menstrual hygiene refers to the practices and measures taken by individuals to maintain cleanliness, comfort, and health during menstruation. It involves the proper management of menstrual blood and the use of sanitary products, as well as personal hygiene practices during this time. Menstrual hygiene is important for the physical and emotional well-being of individuals experiencing menstruation.

Here are some key aspects of menstrual hygiene:

1. Sanitary Products:

- **Menstrual Pads:** Disposable pads made of absorbent material that are worn inside underwear to absorb menstrual blood.
- **Reusable Cloth Pads:** Washable cloth pads made of absorbent fabric that can be used multiple times.



2. Proper Usage of Sanitary Products:

- Follow the instructions provided by the manufacturer for the correct usage of sanitary products.
- Change pads, tampons, or menstrual cups regularly to maintain cleanliness and prevent discomfort or odour.
- Dispose of used sanitary products properly, whether through designated disposal bins or by wrapping them securely and disposing of them in waste bins.

3. Personal Hygiene:

- Wash hands thoroughly with soap and water before and after changing sanitary products to prevent the spread of germs.
- Clean the genital area with mild soap and water during bathing or when changing sanitary products.
- Avoid using harsh chemicals or scented products, as they may disrupt the natural pH balance and cause irritation.

4. Menstrual Health Management:

- Track menstrual cycles to anticipate the onset of menstruation and be prepared.
- Carry extra sanitary products in a discreet pouch or bag for easy access when needed.

- Be aware of any changes in menstrual patterns, such as excessive bleeding or irregular cycles, and consult a healthcare professional if necessary.

5. Comfort and Well-being:

- Wear comfortable and breathable underwear to minimize discomfort and allow air circulation.
- Maintain balanced diet, stay hydrated, and engage in regular physical activity to support overall menstrual health.
- Use heat packs or take over-the-counter pain relievers if experiencing menstrual cramps or discomfort, as advised by a healthcare professional.

6. Menstrual Waste Management:

- Dispose of used sanitary products properly to maintain cleanliness and prevent environmental pollution.
- Follow local guidelines for disposal, such as wrapping used products securely before disposing of them in waste bins or using designated sanitary waste disposal systems.



Period Myths:

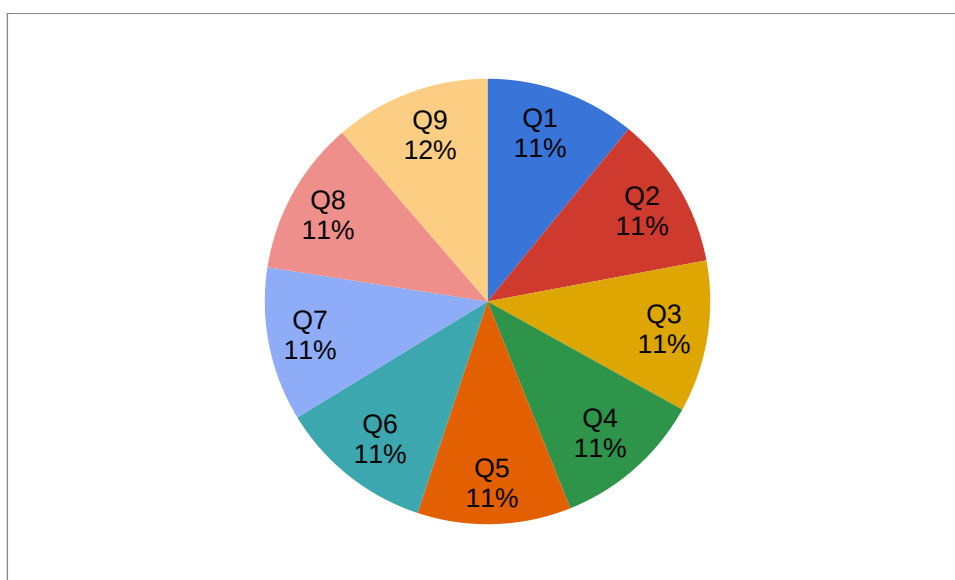
- Myth: During your period, you shouldn't exercise or engage in physical activity.
Reality: Physical activity might genuinely lessen menstruation discomfort and elevate mood.
Although being active is generally recommended, it's crucial to pay attention to your body and modify your activities as necessary.
- Myth: Period blood is contaminated or unclean.
Reality: Menstrual blood is not unclean or impure; it is a normal physiological fluid. It is an

organic component of the menstrual cycle and is made up of uterine lining, tissue, and blood.

- **Myth:** Menstruation is a taboo subject that shouldn't be addressed in public.
Reality: Dispelling stigma and promoting menstrual health depend on open discussion about periods. It makes it possible to exchange knowledge, look for assistance, and ensure that one has access to the required services and goods.

Feedback for Group 5- Health and Hygiene

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 6: Career Growth and Opportunities

Content:

Introduction to the session –

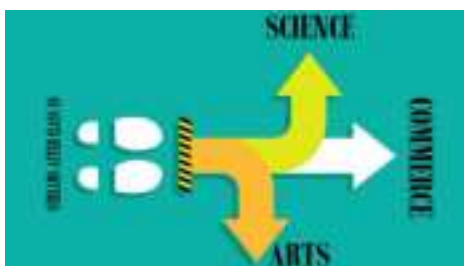
- Begin by interacting with students and creating a friendly and welcoming atmosphere.
- State the purpose of the career guidance class with the statement of aim: "Today, we are here to explore exciting career possibilities and help you make informed decisions about your future. We'll discuss various career options, your interests, and how to plan your academic journey effectively."
- Provide a brief outline of what will be covered in the session.

Importance of Career Exploration –



- Emphasize the significance of career exploration during this stage of their education.
- Explain that the choices they make now can greatly impact their future opportunities and satisfaction in their chosen careers.
- Share how this career guidance class can provide them with valuable insights, help them discover their strengths, and guide them toward making informed decisions about their educational and career paths.

Introduce Different Streams After 10th class:



1. **Science:** Students who have a keen interest in subjects like Physics, Chemistry, Biology, and Mathematics often choose the science stream. This stream is suitable for those who aspire to pursue careers in engineering, medicine, pharmacy, research, pure sciences, or related fields.
 - PCMB (Physics, Chemistry, Mathematics, Biology)
 - PCMC (Physics, Chemistry, Mathematics, Computer Science)
 - PCME (Physics, Chemistry, Mathematics, Electronics)
2. **Commerce:** The commerce stream is suitable for students interested in subjects like Accounting, Economics, Business Studies, and Mathematics. This stream can lead to careers in finance, accounting, banking, business management, entrepreneurship, and related fields.

- CAMS (Commerce (Business Studies), Accountancy, Basic Mathematics, Statistics)
 - CAME (Commerce (Business Studies), Accountancy, Basic Mathematics, Economics)
3. **Arts/Humanities:** Students who have a passion for subjects like History, Geography, Political Science, Sociology, Psychology, Literature, Fine Arts, etc., may opt for the arts or humanities stream. This stream can lead to careers in fields such as journalism, law, teaching, social work, literature, public administration, design, and more.
- PPES (Psychology, Political Science, Economics, Sociology)
 - HESP (History, Economics, Sociology, Political Science)
 - HEPP (History, Economics, Political Science, Psychology)
 - Language (English, Kannada, Sanskrit, Hindi)

Introduce Career options after each stream for 10th—



Science Stream:

- Engineering: Pursue engineering in disciplines like Mechanical, Civil, Electrical, Computer Science, etc.
- Medicine: Prepare for medical entrance exams to become a doctor, dentist, pharmacist, or other healthcare professional.
- Research: Pursue a career in scientific research by pursuing degrees in fields like Physics, Chemistry, Biology, or Biotechnology.
- Architecture: Study architecture and become an architect involved in designing buildings and structures.
- Pharmacy: Pursue a career in pharmaceuticals by studying Pharmacy and becoming a pharmacist.

Commerce Stream:

- Chartered Accountancy (CA): Become a certified Chartered Accountant, specializing in accounting, taxation, auditing, and financial management.
- Company Secretary (CS): Study to become a Company Secretary and handle the legal and corporate affairs of an organization.
- Cost and Management Accountancy (CMA): Become a Certified Management Accountant and specialize in cost accounting and financial management.

- **Business Management:** Pursue a degree in Business Administration or Management to develop skills for corporate roles.
- **Finance and Banking:** Build a career in finance, banking, or investment by pursuing relevant courses and degrees.

Arts/Humanities Stream:

- **Journalism and Mass Communication:** Study journalism, media, or communication to become a journalist, news reporter, or media professional.
- **Law:** Pursue a law degree and become a lawyer, advocate, legal consultant, or work in the field of legal research and administration.
- **Psychology:** Study psychology and explore careers in counselling, therapy, human resources, or research.
- **Fine Arts:** Develop skills in painting, sculpture, music, or performing arts and pursue a career in fine arts.
- **Social Work:** Work in social welfare organizations, NGOs, or community development programs to bring about social change.

Competitive Exams for Science Students



1. **Joint Entrance Examination (JEE) Main:** Conducted by the National Testing Agency (NTA), JEE Main is the entrance exam for admission to undergraduate engineering and architecture programs in prestigious institutions like the Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), and other participating institutes.
2. **JEE Advanced:** Only those candidates who qualify in JEE Main are eligible to appear for JEE Advanced. It is the gateway for admissions to undergraduate programs in the IITs and some other premier technical institutions.
3. **National Eligibility cum Entrance Test (NEET):** NEET is conducted by the National Testing Agency (NTA) and is the entrance exam for admission to undergraduate medical and dental programs (MBBS/BDS) in medical colleges across India.
4. **All India Institute of Medical Sciences (AIIMS) Entrance Exam:** AIIMS conducts its own entrance exam for admission to its prestigious medical programs in AIIMS New Delhi and other AIIMS institutions across the country.

5. National Talent Search Examination (NTSE): Conducted by the National Council of Educational Research and Training (NCERT), NTSE is a scholarship program that identifies talented students and provides them with financial assistance.
6. Kishore Vaigyanik Protsahan Yojana (KVPY): KVPY is a national-level scholarship program funded by the Department of Science and Technology, Government of India. It aims to encourage students to pursue research careers in the field of basic sciences.
7. Indian Statistical Institute (ISI) Admission Test: ISI conducts its own admission test for admission to undergraduate and postgraduate programs in statistics, mathematics, and other related fields.
8. Indian Institutes of Science Education and Research (IISER) Aptitude Test: IISERs conduct their own aptitude test for admission to their integrated Bachelor's-Master's programs in science.

Introduce Career options after the 12th class –

Career Options After 12th PUC Commerce:



Bachelor of Commerce or BCom:

BCom is the most popular course for Commerce stream students, this course is majorly offered as BCom Honours and BCom General. In the Commerce stream, while Accountancy, Business Studies, and Economics are core subjects, Mathematics is optional. Thus, the Commerce stream can be categorized into two groups:

- i. Commerce with Mathematics
- ii. Commerce without Mathematics

Students who studied Commerce with Mathematics in Class 11th and 12th can opt for BCom Honours while those who studied Commerce without Mathematics can opt for BCom General. There are many more options available to students who studied Commerce in Class 11th and 12th with Mathematics and those who studied Commerce without Mathematics.

Top Courses after 12th Commerce with Mathematics: -

- BCom (Honours)
- BCom Accounting and Taxation
- BCom Statistics
- BCom in Management Accounting & International Finance
- BCom in Accounting
- BCom Applied Economics
- BCom Banking & Finance

Top Courses after 12th Commerce without Mathematics: -

- BCom (General)
- BCom Business Administration
- BCom Marketing
- BCom Tourism & Travel Management

Details about Top Courses after 12th Commerce with Mathematics –

BCom (Honours):

BCom (Honours) is one of the most popular undergraduate courses among students belonging to the Commerce with Mathematics stream.

BCom Accounting and Taxation:

Students who wish to make a career in Banking and Insurance should take up BCom Accounting and Taxation. The course curriculum includes the Indian Tax System, Financial Accounting, Value Added Tax and Central Tax Procedure, Financial Accounting, Principles of Management, and Business Communication.

BCom Statistics:

BCom Statistics opens various avenues in Economic Research and Analysis. Civil Services, Data Analytics, Education, Consulting, and Government Organisations are some of the popular career options in this field. The course includes the study of Applied Information Economics, Applied Statistics, Biostatistics, Business Statistics, Data Analysis, Demography, etc.

BCom in Management Accounting & International Finance:

BCom in Management Accounting & International Finance is a good option to choose at the graduation level if one wishes to pursue International Business at the Masters level. The course provides exposure to international business and US CMA (Certified Management Accountant).

BCom in Accounting:

Those who wish to go for competitive banking exams or take up Chartered Accountancy or Company Secretaryship must opt for BCom in Accounting. The course includes Indian Financial System and Financial Market Operation, Financial Management, Cost & Management Accounting, Business Mathematics & Statistics, Economics, Principles of Marketing, Financial Accounting, and Business Regulatory Framework.

BCom Applied Economics:

This branch of BCom trains the students in the theoretical knowledge of various aspects of Applied Economics and how they can be used in the economic environment to critically analyse problems and solutions. Course curriculum includes Microeconomics, Macroeconomics, Public Economics, Indian Economic Development, etc.

BCom Banking & Finance:

BCom Banking & Finance course covers all the aspects of the BFSI industry such as Banking, Banking Law, Insurance Law, Insurance Risk & Insurance Regulations, Accounting, etc. After a degree in BCom Banking & Finance, one can opt for careers such as Auditor, Analyst, Equity Manager, Wealth Manager, Account Manager, Stockbroker, Market Analyst, etc.

Details about Top Courses after 12th Commerce without Mathematics –

BCom (General):

BCom (General) course is one of the most popular options after Class 12th for Commerce without Maths students. This course is very popular among students who prefer to gain a

bachelor's degree through correspondence and distance learning mode while pursuing a vocational code in regular mode.

BCom Business Administration:

BCom Business Administration is a good option for students who plan to make a career in Business Administration and Management. The course provides exposure to Business Management, Corporate Accounting, Business Law, Marketing, Business Organisation, Corporate Law, Business Communication, Retail Management, etc.

BCom Marketing:

This specialization of BCom trains the student in techniques and methods of planning and managing marketing activities for a business organization. Career opportunities after BCom Marketing are many, as Marketing is one of the four pillars of any business organization. Marketing graduates are in high demand in every industry.

BCom Tourism & Travel Management:

BCom Tourism & Travel Management is specific to the Tourism industry. This course trains students in theoretical and practical aspects of the industry. Apart from business operation and other core commerce subjects, the students are taught the financial relevance of tourism, its impact on the world economy, environmental laws and regulations, customer care and servicing, international travel laws, and tourism management.

Competitive Exams for Commerce Students –



1. University Entrance Exams: Various universities conduct their own entrance exams for admissions to undergraduate programs in humanities and social sciences. For example, Delhi University (DU) conducts the DUET (Delhi University Entrance Test) for admission to its undergraduate courses.
2. Common Admission Test (CAT): CAT is a national-level management entrance exam conducted by the Indian Institutes of Management (IIMs) for admission to their postgraduate management programs (MBA).
3. Company Secretary (CS) Exam: The Institute of Company Secretaries of India (ICSI) conducts the CS exam, which is divided into three stages - Foundation, Executive, and Professional. It is a professional course that trains students to become company secretaries.
4. Chartered Accountancy (CA) Exam: The Institute of Chartered Accountants of India (ICAI) conducts the CA exam, which is divided into three levels - Foundation, Intermediate, and Final. It is a professional course that trains students to become chartered accountants.
5. National Institute of Fashion Technology (NIFT) Entrance Exam: NIFT conducts its own entrance exam for admission to undergraduate and postgraduate programs in fashion design, fashion technology, and other related fields.
6. BBA Entrance Exams: Many colleges and universities offer Bachelor of Business Administration (BBA) programs and conduct their own entrance exams. Some

popular BBA entrance exams include the Delhi University Joint Admission Test (DU JAT), Symbiosis Entrance Test (SET), and IPMAT (Integrated Program in Management Aptitude Test) conducted by IIM Indore.

7. Hotel Management Entrance Exams: For students interested in the hospitality industry, there are entrance exams conducted by institutions like the National Council for Hotel Management and Catering Technology (NCHMCT) and the All-India Hotel Management Entrance Examination (AIHMEE).
8. Integrated Program in Management (IPM) Aptitude Test: IIM Indore conducts the IPM Aptitude Test for admission to its five-year integrated program in management.
9. Law Entrance Exams: For commerce students interested in pursuing a career in law, there are entrance exams like Common Law Admission Test (CLAT), All India Law Entrance Test (AILET), and State-level law entrance exams conducted by various universities.

Career Options After 12th PUC Arts/Humanities:

- Discuss about the Humanities stream.
- Explain the Scope of Humanities after 12th.
- Explain the list of courses that are available after 12th humanities.
- Present and explain the *B.A. Courses* after 12th Humanities:
 1. B.A. (Hons.) English
 2. B.A. (Hons.) Political Science
 3. B.A. (Hons.) Sociology
 4. B.A. (Hons.) Economics
 5. B.A. (Hons.) Geography
 6. B.A. (Hons.) History
 7. B.A. (Hons.) Journalism and Mass Communication
 8. B.A. (Hons.) Hindi and other language courses
 9. B.A. (Hons.) Fine Arts
 10. B.A. (hons.) Performing Arts
 11. B.A. (Hons.) Liberal Arts
 12. B.A. (Hons.) Film Studies
 13. B.A. (Hons.) Psychology
 14. B.A. (Hons.) Social Work
 15. B.A. (Hons.) Philosophy
 16. B.A. (Hons.) Applied Psychology
 17. B.A. Linguistics
 18. B.A. Digital Media and Communication
 19. B.A. Program with 2-3 subject concentrations
 20. Bachelor in Culinary Arts
 21. Bachelor of Social Work
 22. Bachelor of Interior Design
 23. Bachelor of Travel and Tourism Management
 24. Bachelor of Event Management
 25. B.A.- Journalism and Mass Communication (BJMC)
 26. Bachelor of Fashion Design
 27. Bachelor of Design
 28. Bachelor of Design in Animation

- Present and explain *other courses* after 12th Humanities:
 1. B.A. LLB.
 2. B.B.A. LLB.
 3. B.Com. LLB.
 4. B.B.A.
 5. B. Lib. Sc.
 6. Bachelor of Hotel Management (B.H.M)
 7. B.Sc. Nutrition and Dietetics
 8. B. El. Ed or Bachelor in Elementary Education
- Present and explain the list of *Diploma courses* after 12th Humanities:
 1. Diploma in Advertising and Marketing Communications
 2. Diploma in Public Relation and Corporate Communication
 3. Diploma in Film, Television, and Digital Video Production
 4. Diploma in Graphic Designing
 5. Diploma in 3D Animation
 6. Diploma in Web Development
 7. Diploma in Travel and Tourism
 8. Diploma in Multimedia
 9. Diploma in Event Management
 10. Diploma in Education
 11. Diploma in Paralegal Practice
 12. Diploma in Language and Translation
 13. Diploma in Hotel Management
 14. Diploma in Photography and Videography
 15. Diploma in Baking, Beverage, and Catering
 16. Diploma in Retail Management
 17. Diploma in Early Childhood Care and Education
 18. Diploma in Creative Writing
 19. Diploma in Project Management

Competitive exams for Humanities Students-



1. **University Entrance Exams:** Various universities conduct their own entrance exams for admissions to undergraduate programs in humanities and social sciences. For example, Delhi University (DU) conducts the DUET (Delhi University Entrance Test) for admission to its undergraduate courses.
2. **Common Law Admission Test (CLAT):** CLAT is a national-level entrance exam for admission to undergraduate and postgraduate law programs in prominent law universities across India.

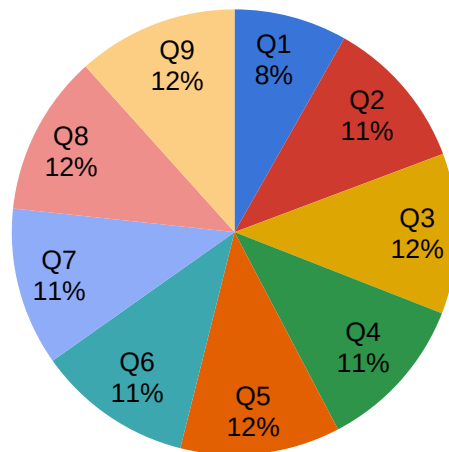
3. National Entrance Examination for Design (NEED): NEED is conducted by the National Institute of Fashion Technology (NIFT) for admission to undergraduate design programs.
4. Design Aptitude Test (DAT): DAT is conducted by the National Institute of Design (NID) for admission to undergraduate design programs in disciplines such as industrial design, communication design, and textile design.
5. Integrated Program in Management (IPM) Aptitude Test: IIM Indore conducts the IPM Aptitude Test for admission to its five-year integrated program in management, which combines undergraduate and postgraduate studies.
6. Hotel Management Entrance Exams: For students interested in the hospitality industry, there are entrance exams conducted by institutions like the National Council for Hotel Management and Catering Technology (NCHMCT) and the All-India Hotel Management Entrance Examination (AIHMEE).
7. Bachelor of Arts (BA) Entrance Exams: Some universities and colleges conduct entrance exams specifically for admission to their undergraduate BA programs. These exams assess students' knowledge and aptitude in subjects like English, literature, history, political science, sociology, and more.
8. Foreign Language Proficiency Exams: Students interested in foreign languages can take proficiency exams like the DELE (Diplomas of Spanish as a Foreign Language) for Spanish, DELF (Diplôme d'études en langue française) for French, and Goethe Institute examinations for German. These exams can demonstrate language skills and may be beneficial for higher studies or career opportunities in language-related fields.

Conclusion:

- Discuss common mistakes that students make while choosing their careers after 10th and 12th - Lack of Self-Exploration, Peer or Parental Pressure, Following the Crowd, Overlooking Alternative Paths, Unrealistic Expectations, and Not Seeking Guidance.
- Allow students to ask their queries about the session.
- Encourage students to reflect on the insights they gained throughout the session.
- Prompt them to think about any new realizations about their interests, strengths, or potential career paths.

Feedback for Group 6- Career Growth and Opportunities

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 7: Vocational Training

AIM: To brief pupils on the various vocational skill training courses that can be undertaken for future job opportunities.

LEARNING OUTCOMES: Upon completion of this module, the pupil will be able to -

1. Identify real-life vocational skill jobs.
2. List the vocational courses offered by different institutions in Bangalore.
3. Differentiate between vocational skills they can pursue before and after completing their boards.
4. Discuss career opportunities on completing a vocational skill course.
5. Relate vocational skills courses to their personal interests.
6. Analyse the job roles that will be available under a particular vocational skill course.
7. Choose appropriate vocational skill courses to pursue according to their educational qualifications.

CONTENT:

Activity (15 minutes) - The activity will be conducted by 3 of our team members.

The module will be introduced to the students through a word search activity. Students will be required to identify the different vocational jobs which they see in real life. This will reinforce the importance of vocational jobs in daily life.

Explanation and Rationale (5 minutes) - This will be done by 1 of our team members.

- Bringing forth the student's understanding of the existence of vocational careers in practical life.
- Meaning of vocational skills.
- Importance of getting trained in vocational skills and related future job prospects through the activity.

Presentation and discussion (40 minutes) - This will be done by 4 of our team members covering 13 courses.

The vocational skill courses will be categorized under-

- Courses that can be undertaken without the need of passing matriculation/10th board exams.
- Courses that can be undertaken after passing matriculation/10th board exams, but without the need of passing 12th board exams.
- Courses that can be undertaken after passing the 12th board exams.

The description of the courses will include-

- Introduction to the vocational skill course
- Eligibility for the course
- Duration of the course
- Government recognized institutions offering vocational skill courses.

- Future job opportunities after completion of the vocational skill course.

COURSES

- Computer Courses
- Tally (Accounting Package)
- Hotel Management (Cooking and baking)
- Tailoring
- Paramedical Courses
- Electrical and Electronics
- Beauty and Wellness
- Office Administration
- Bike and Car Mechanics
- Communication Skills
- Carpentry, Furniture making
- Plumbing

List of institutions covered-

- St. Joseph's Institute of Skills (SJIS)
- St. Joseph's Community College
- IPFS Skill Gate institute
- YES, Skill Development Centre
- NIOS Bengaluru
- Bharat Rathna Sir M Vishwesaraiah ITC
- Ghousia Industrial Training Institute
- Tec-Mep Hvac Training Institute, Bangalore
- Institute of Wood Science & Technology (Indian Council of Forestry research and Education)
- Jawaharlal Nehru National youth Centre Council of Education and Training (JNNYC)
- Secretariat Government of Karnataka Backward Classes Welfare Development (BCW)
- National Skill Training Institute Bengaluru (NSTI)
- The Institute of Professional Accountants (IPA)
- Goodwill International Association

TEACHING AIDS USED: PowerPoint presentation, Charts, Activity sheets for word search.

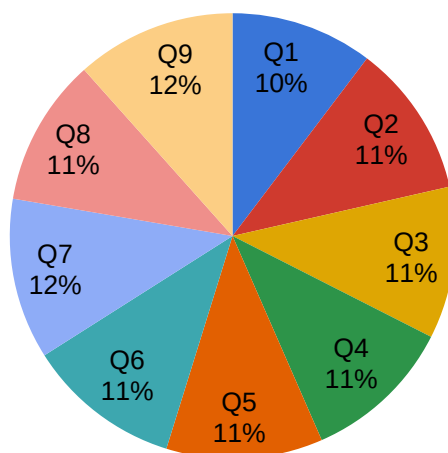
LEARNING AND TEACHING METHODS: Activity-based method, Lecture-based method, and Discussion-based method.

ASSESSMENT: Students will be assessed on the extent to which they have prior knowledge of vocational skills and jobs through the word search activity.

REFERENCE LIST: The chart will summarize the details of the vocational skill courses explained by our team and will be made available to the school students for their reference. Brochures of St. Joseph's Institute of Skills (SJIS) and St. Joseph's Community College will be distributed to the students.

Feedback for Group 7- Vocational Training

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 8: Cyber Safety

TEACHING POINTS

- A. Cyberbullying
- B. Digital scams
- C. Privacy and strong passwords

INSTRUCTIONAL OBJECTIVES

At the end of the session, students will be able to:

1. Define cyberbullying.
2. Apply different strategies for responding to cyberbullying.
3. Analyse the role of bystanders in cyberbullying situations.
4. Identify online scams.
5. List what kinds of personal information should be kept private.
6. Explain the features of a strong password.

TEACHING RESOURCES

1. Chart
2. Flash cards
3. PPT

A) CYBERBULLYING

Introductory activity: We will introduce the topic by enacting the below cyberbullying scenario.

Emily is a 16-year-old high school student who is active on social media platforms. Recently, she posted a photo on her Instagram account, celebrating her accomplishments in a school art competition. Shortly after posting, she started receiving hurtful comments on her photo. The comments ranged from body-shaming remarks to personal attacks on her artistic abilities.

Script:

Introduction: Emily is browsing through her phone.

Emily: Let me open Instagram. I'm going to post this artwork! I can't wait to see what everyone thinks.

[The sound of a notification chime interrupts her.]

Emily: *[Excitedly]* Oh, I got a notification! Let's see... *[Opens Instagram and looks at her recent photo]*

[Emily's expression changes as she reads hurtful comments.]

Comment 1: "Your art is ugly"

Comment 2: "Such a loser. Get a life."

Comment 3: "What a stupid post!"

[Emily's smile fades, and she looks hurt.]

Emily: Why are they being mean?

Key terms: The following terms will be explained using the scenario.

1. Cyberbullying: Cyberbullying is when someone uses technology to repeatedly hurt someone (physically, emotionally and/or socially). It can happen through mean messages, hurtful comments, spreading rumours online, or posting embarrassing or fake photos or videos.
2. Target: A target is the person being bullied.

Brainstorming session: Based on the scenario, the following questions will be asked to the students.

1. How do you think Emily feels after receiving hurtful comments on her Instagram post?
How would you feel if you were in her place?
2. What steps can Emily take to protect herself from further cyberbullying?
3. What are some strategies Emily's friends can use to support her in this situation?

How to stop cyberbullying?

1. Stop: Log off the site where the cyberbullying is happening.
2. Block: Block emails or messages. Do not respond to them.
3. Record: Save the messages or email and show an adult.
4. Talk it out: Tell someone you trust.

Some Things Upstanders Should Do

1. Take action by posting words of support for the victim. "I disagree with what's been said."
2. Encourage the victim to seek help. "You are being bullied. Don't keep what's happening bottled up inside. Seek help from someone you trust."
3. Rally your friends to post comments that show support for the victim.
4. Alert someone in authority (your teacher, parent, other adult) about what you are observing online or what is being transmitted through cell phones.
5. Report what you are observing to the security team for the site you are visiting. Facebook provides a number of suggestions depending upon where on the site the abusive content is located.

How to report cyberbullying to authorities

Website: <https://cybercrime.gov.in/>

This portal is an initiative of Government of India to facilitate victims/complainants to report cybercrime complaints online. Complaints reported on this portal are dealt by law enforcement agencies/ police based on the information available in the complaints.

Helpline number: 1930

Activity

The class will be divided into groups of six. Each group will be assigned one cyberbullying scenario from the list provided below.

1. Someone on Instagram asks you to send a picture of you naked. What will you do?

2. Your friends are posting hurtful comments about someone from school. You do not want to ruin your friendships, but you also do not want to see them cyberbullying others. What should you do?
3. You share something embarrassing with a friend and ask them to keep it a secret, but they find it funny and share it with others online. Now everyone is making fun of you. What do you do?

Each group will be given 5 minutes to discuss the scenario assigned to them. This will be followed by a class discussion in which each group will share their views on the cyberbullying scenarios.

B) DIGITAL SCAMS

Content

A scam is when someone tries to trick you so they can steal something—like your login, personal information, money or digital property. Scammers sometimes pretend to be someone you trust, and they can show up in a popup, webpage, text or even a fake app in ad or app stores. Their messages—and the unsafe pages they try to send you to—can also put viruses on your device. Some use a person's contact list to target their friends and family with the same kind of attack.

How to avoid digital scams

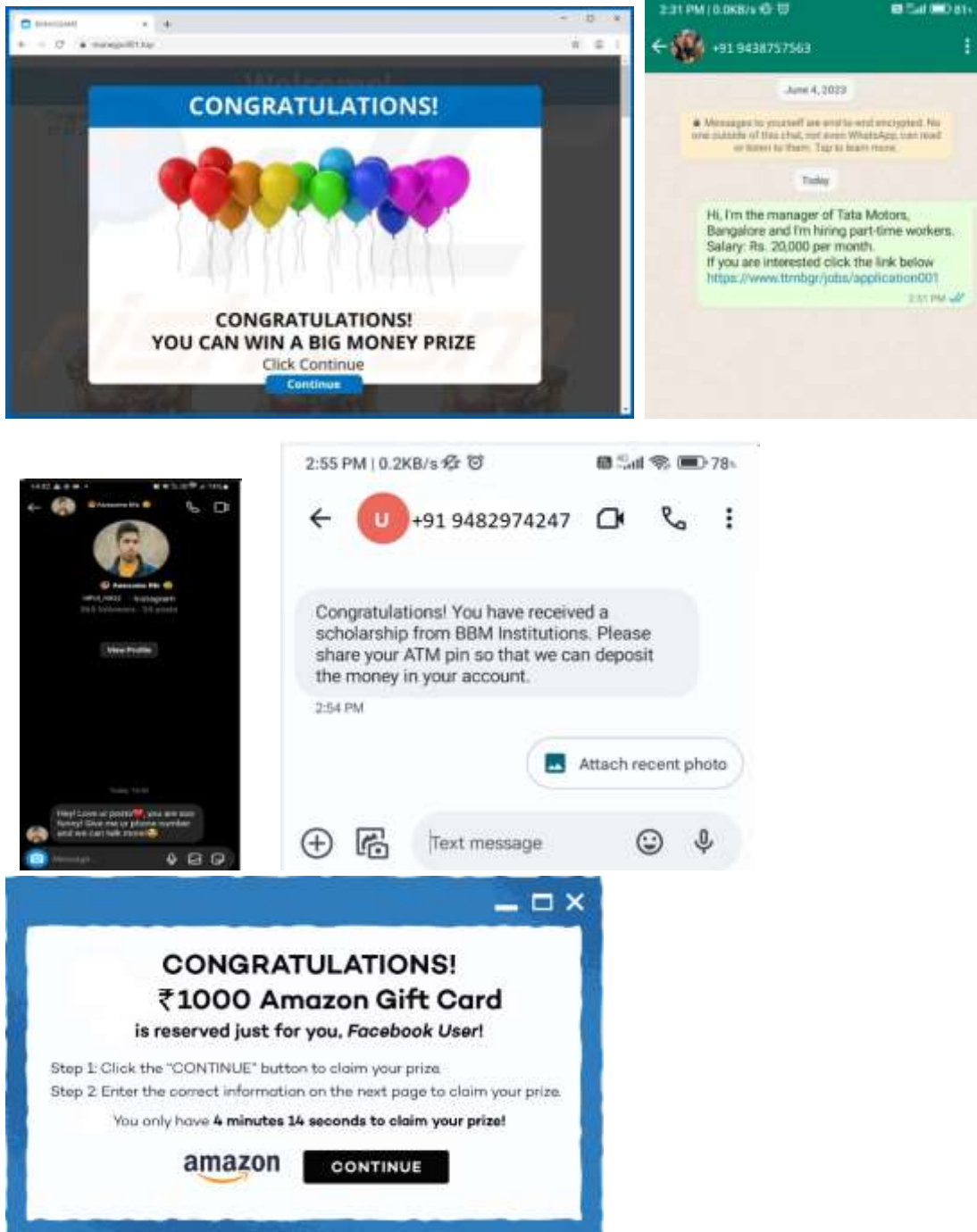
- If it's from a business, does it look professional, with the products or company's usual logo and text that doesn't have spelling errors?
- It's never a good idea to click to a website from the message, but you can go to your web browser, search for the business and click to it from search, then ask yourself: Does the site's URL match the products or company's name and information you're looking for? Are there misspellings?
- Is the message coming in the form of popups?
- Is the message offering something that sounds too good to be true, like a chance to make money, become famous, etc.? (It's almost always too good to be true.)
- Does the message sound just a little bit weird? Like they're saying they know you and you think it's possible, but you're not completely sure?

What to do if you fall for a scam?

- Don't panic!
- Tell your parent, teacher or other adult you trust right away.
- Change your passwords for online accounts.
- If you do get tricked by a scam, let your friends and people in your contacts know right away, because they could get that tricky message next.
- Report the message as spam, if possible.

Activity

We will place two charts labelled “real” and “fake” at two sides of the room. Next, we will display the below images and ask students to identify whether they are real or fake by running to the appropriate sign.



C) PRIVACY AND STRONG PASSWORDS

Content

Online privacy means the ability to control what information you share about yourself online and who can see and share it. Online privacy is important because it helps keep us safe and protects our personal information when we use the internet. Just like we have locks on our doors to keep

our homes private, online privacy is like a digital lock that keeps our personal stuff, like our names, addresses, and pictures, safe from people we don't know.

Why does online privacy matter?

1. **Personal safety:** When we keep our personal information private, we can stay safe from bad people who might want to do us harm.
2. **Protecting our identity:** By keeping our personal information private, we make sure that nobody can pretend to be us or use our information to trick others.
3. **Staying in control:** When we keep our online activities private, it means we get to decide who sees our information and what we share with others. It's like having control over our own secret club.
4. **Avoiding online tracking:** Some websites and companies try to track what we do online to show us targeted ads. By keeping our online activities private, we can avoid being followed around the internet and seeing lots of ads.
5. **Being safe from cyberbullying:** Privacy helps us stay safe from mean people who might want to bully or hurt us online. We can choose who we share our personal information with and only connect with people we trust.

Just like we lock our diaries to keep our secrets safe, online privacy is like the digital lock that helps us keep our personal information and online activities secure. It's important to understand how to protect our privacy and be smart about what we share online.

Activity: Let's play a quick game of thumbs up, thumbs down to make sure we know what is considered private information and what isn't. For each example I give, think about if it is OK to share (thumbs up) or if it is something private that you shouldn't share (thumbs down) with a stranger.

- Your favourite ice cream flavour (thumbs up)
- What you ate for dinner last night (thumbs up)
- Your home address (thumbs down)
- Your best friend's favourite movie (thumbs up)
- Your mom's phone number (thumbs down)
- Your password (thumbs down)
- Your birthday (thumbs down)
- Your travel plans with details (thumbs down)
- Your favourite book (thumbs up)
- Your artwork (thumbs up)

Protecting ourselves, our information, and our devices means doing simple, smart things like using screen locks on phones, being careful about putting personal information on devices that are unlocked or used by lots of people (like at school), and, above all, building strong passwords—and not sharing them!

- Who can guess what the two most commonly used passwords are? (Answer: “1 2 3 4 5 6” and “password”)

Guidelines for creating strong passwords

- DOs
 - Use a different password for each of your important accounts.
 - Use at least eight characters. The longer the better (as long as you can remember it!).
 - Use combinations of letters (uppercase and lowercase), numbers, and symbols.
 - Make your passwords memorable so you don't need to write them down, which would be risky.
 - Immediately change your password if you think someone else knows it (besides a parent or guardian).
 - Change your passwords every now and then.
- DON'Ts
 - Don't use personal information (name, address, email, phone number, mothers name, birth date, or even a pet's name, etc.) in your password.
 - Don't use a password that is easy to guess, like your nickname, chocolate, just the name of your school, favourite sports team, a string of numbers (like 123456), etc. And definitely don't use the word 'password'!
 - Don't share your password with anyone other than your parents or guardian.
 - Never write passwords down where someone can find them.

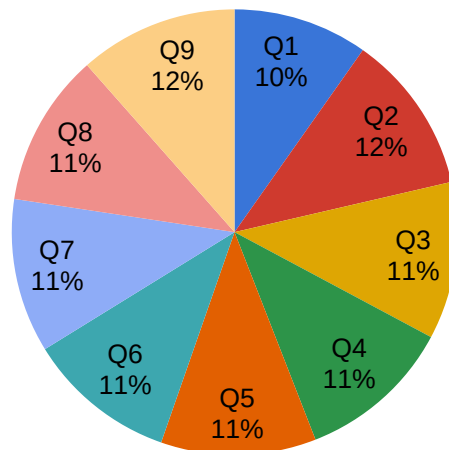
CONCLUSION

We will recapitulate the key points using the following questions.

1. Define cyberbullying.
2. Explain the different strategies for responding to cyberbullying.
3. Describe how to avoid online scams.
4. List what kinds of personal information should be kept private.
5. Identify the features of a strong password.

Feedback for Group 8- Cyber Safety

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 9: Constitutional Rights

Learning Outcomes: At the end of the session, the pupil will be able to:

1. Trace the history of the Indian Constitution.
2. Recognise the fundamental rights of Indian citizens.
3. Relate the Fundamental Rights to real life situations.

Teaching Aids Used:

- Chart paper
- Video
- Activity sheets
- Props for relay game (boxes, answer chits)

Ice-Breaking session (5 minutes):

The teacher will divide the students into 4 groups. Each group will be provided with an activity sheet which contains certain 'Do's' and 'Don'ts' which they are supposed to follow in school. The students will be required to select/tick the rules which should be followed while they are in the school.

Eg: Keeping the school campus clean; shouting in class; wearing proper uniform to school

Introductory video (3 minutes):

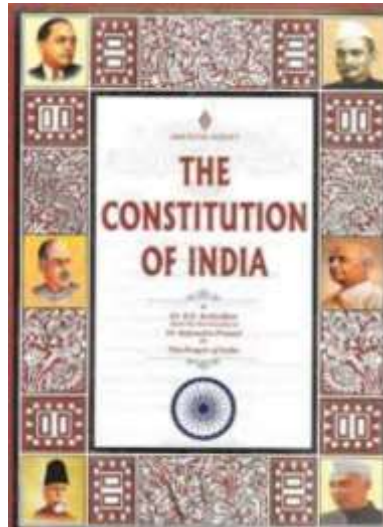
The students will be shown an animated video clip which demonstrates the Right to Education. They will be asked to share what they observed from the video.

https://youtu.be/WBstK_wbJsM

Prompt: What are your takeaways from this video? (6 minutes)

TOPICS:

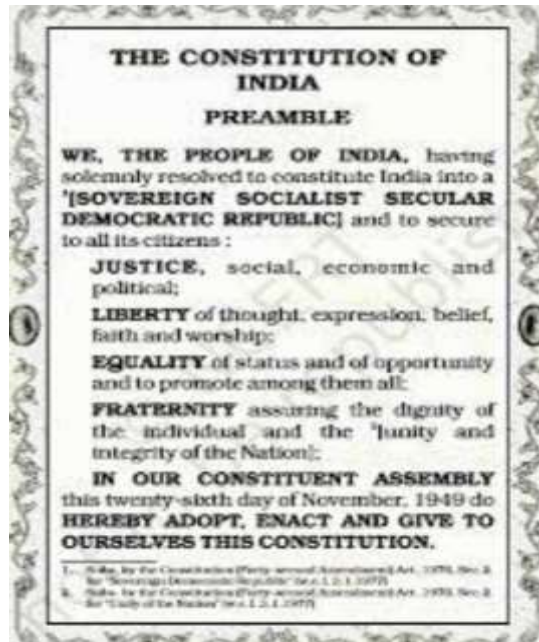
I. History/Formation of the Indian Constitution (3 minutes)



- The Indian Constitution was approved on November 26, 1949.
- Came into effect on January 26, 1950.
- Written by the Constituent Assembly.
- Dr B.R Ambedkar was the chairman of the Drafting Committee.



II. Preamble to the Indian Constitution (3 minutes)



- The Preamble is a concise introductory statement which outlines the fundamental principles and goals of the Constitution.
- It begins with "We, the people of India," signifying popular sovereignty.
- It emphasizes India's identity as a sovereign, socialist, secular, democratic republic.

III. Fundamental Rights: (10 minutes)

1. Right to Equality
2. Right to Freedom
3. Right against Exploitation
4. Right to Freedom of Religion
5. Cultural and Educational Rights
6. Right to Constitutional Remedies

3 Rights- Right to Equality will be taught via role-play in detail. Students will be asked what they found wrong with the situation which was acted out by the teachers and what they would like to change in the scenario.

Role Play: The teachers will act out the following scenarios-

1. Right to Equality:

a. A group of 4 friends are standing together.

Friend 1- “Hey, can you give me some water?”

Friend 2- “Sure! Here you go.”

(They happily share water)

Friend 3- “Can I have some water too? I’m feeling thirsty.”

Friend 1- “Umm...sorry, but my parents told me not to share any water or food with you.”

b. 2 children are at home with their parents.

Son- “Papa, can I go and play with my friends in the playground?”

Father- “Sure! Make sure to be back before dinner.”

Daughter- “Papa, can I also go and play with my friends?”

Father- “No, can you go help your mother in the kitchen? She is busy making dinner. I’m sure she would love some help.”

2. Right to Freedom:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change their religion or belief, and freedom, either alone or in community with others and in public or private, to manifest their religion or belief in teaching, practice, worship and observance.

Concluding Activity: Rights Relay Race (15 mins)

Objective: To reinforce the understanding of fundamental rights through a fast-paced relay race.

Materials: Small chits of paper

Instructions:

In this activity, students will participate in a relay race, allowing a larger number of students to engage simultaneously. It encourages teamwork, quick thinking, and reinforces the understanding of fundamental rights through the matching of descriptions.

- The students will be divided into 6 teams.
- Each team will be assigned a team number.
- The three selected Fundamental Rights will be displayed on chart papers.
- Each team will be given 1 chit at a time, with a situation written on it.
- The students will be timed throughout the activity.
- The teams will then discuss among themselves and figure out which Fundamental Right matches the situation on the chit.
- One person from the team will then come forward and drop the chit in the allotted box designated to each Fundamental Right.
- Once they are done with one situation, they will earn the next chit with a different situation written on it.
- They will then go and discuss with their team again, and repeat the process until each team has matched each situation to one Right.
- The team that has finished matching all the situations correctly when the timer goes off will be declared the winner.
- The situations will be discussed as a whole group, reinforcing the understanding of fundamental rights and their importance.

Review:

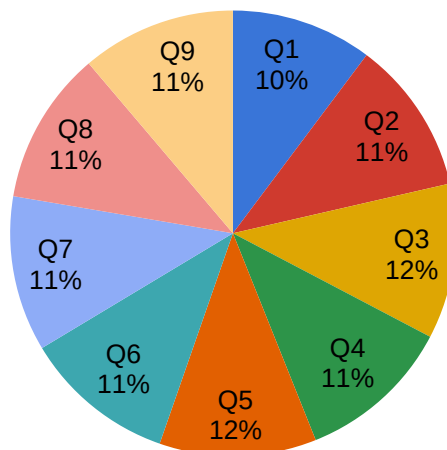
So, let us discuss what we learnt today. First, we looked into the history of the Indian Constitution. We saw that the Constitution came into effect on 26th January, 1950. Dr. B R Ambedkar was chosen as the chairman of the drafting committee. The next important point we discussed was the Preamble. It consists of the fundamental principles and goals of the constitution. The key

objectives of the Preamble are justice, liberty, equality and fraternity. Then, we learnt about Fundamental Rights. There are six Fundamental Rights, which are:

1. Right to Equality
2. Right to Freedom
3. Right against Exploitation
4. Right to Freedom of Religion
5. Cultural and Educational Rights
6. Right to Constitutional Remedies.

Feedback for Group 9- Constitutional Rights

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 10: Civic Competence

Learning outcomes:

The student will be able to

- Understand importance of being a good citizen
- Examine how to be a responsible citizen.
- Identify responsible adults.
- Understand civic values.
- Apply civic values in their personal life.

➤ Module for Grades1 to 7

Introductory activity:

A scene of a classroom where some students are littering around: Some are creating havoc. Some others are screaming and hitting others. One student comes and questions their actions. They get offended and reply rudely. (Role play)

End.

Brainstorming session:

Based on previous role play, students will be asked to brainstorm on things they observed.

Starting question: Who is a good student?

Follow up question: Who is a good citizen?

A good citizen is honest, trustworthy, treats all equally and takes care of the environment.

How can you be a good citizen?

Possible answers:

- Respecting others
- Obeying elders
- Not fighting with friends
- Keeping surroundings clean
- Being truthful
- Being kind

- Helping others

Main Content: (Interactive session)

Question: Which are the places where we can be good citizens?

Possible answers: School, classroom, society, public places.

Answer: We should be good citizens everywhere.

Follow up question: Why to be a good citizen?

To create a safe and supportive society.

Question1: How to be a good citizen at Home?

- Help our parents in household duties.
- Being obedient, truthful and respectful.
- Keeping our home clean.
- Disposing waste properly.
- Coughing/Sneezing downward into your elbow
- Saying, "please," "sorry," and "thank you."
- Taking care of your elders.
- Helping your siblings.
- Reduce screen time and spend time with family/caregiver.

Question 2: How to be a good citizen at School?

- Being on time.
- Don't be rude to teachers.
- Not scribble anything/hateful comments on the walls of the washroom.
- Respect all at school irrespective of their age.
- Avoid backbiting.
- Don't fight with each other.
- Be mindful of the language you use.
- Don't take things from others without permission.

- Don't disturb other students.
- Greet and smile to all (teaching and non-teaching staff).
- Keeping the school clean.
- Clean up the area after you finish your work anywhere: class desk, lunch, drawing/painting, at home; do NOT wait for someone to clean up the mess you created (Use of dustbin).
- Standing in line and not breaking the queue.
- Maintaining silence in class.
- Don't interrupt other students while they are speaking. Raise your hand to seek permission to talk.
- Coughing/Sneezing downward into your elbow.
- Saying, "please," "sorry," and "thank you."
- Saying, "Excuse me" after sneezing, belching, and/or farting.
- Not damaging school property.
- Saving school resources (turn off the lights and fans when not in use).
- Do not waste water and food.
- Not scratching the lunchbox with a spoon to get the last morsel (get the last morsel gently without making a sound that others can hear). (Explain table manners)
- Not slurping while in a group.
- Respect our national flag and national anthem.

Question 3: How to be a good citizen at Society?

- Being a good neighbour.
- Avoid speaking ill of others.
- Being helpful to our neighbours.
- Do not tease your friends.
- If any of your friends are getting bullied by others, learn to stand up for them.

- Keep our society clean.
- Cooperate with other families in the society.
- Respect and help the senior citizens in the society.

Question 4: How to be a good citizen at public places?

- Standing in line and not breaking the queue.
- Not staring at the opposite gender people and making them feel uncomfortable.
- Coughing/Sneezing downward into your elbow.
- Not slurping while in a group.
- Saying, "please," "sorry," and "thank you."
- Saying, "Excuse me" after sneezing, burping, and/or farting.
- Being respectful and polite.
- Avoid backbiting.
- Following rules in public transport. (Giving seats to elderly persons or persons with disabilities).
- Helping the elderly or persons with disability to carry their bags or belongings.
- Avoid talking loudly in public places and public transport (Avoid speaking loudly while using mobile phones).
- Keeping parks, buses and other public places clean (avoid littering, use dustbins, avoid scratching or writing on public property).
- Avoid destroying public property.

Question: How to identify good citizens and role models?

Good citizens:

- Treat all equally
- Trustworthy
- Honest
- Takes care of the environment

Activity: (10 minutes)*Materials Required:*

- A chart divided into two sections.
- Paper chits of different colours for sticking on the chart.

Procedure:

The chart divided into two sections will be held by the teacher. These two sections will be:

Dos and Don'ts.

The teacher will provide a paper chit to a student and ask him/her about the section to stick the chit in. The paper chit will contain the dos and don'ts of civic competence. If the student is wrong, the teacher will provide the correct answer. Then, the paper chit will be stuck to the right section. After every row is finished, a chart will be ready for the class to learn from.

Action Song:

It's I, it's I, it's I who build community (3 times)

Roll over the ocean

Roll over the sea

Go and do your part to build community (2 times)

It's you....

It's we....

Doubt Clearing Session

➤ Module for Grades 8 to 12

Government and Democracy, Diversity, Gender Interactions and Civic Rights

Learning Outcomes:

The students will be able to:

1. Understand diversity in society
2. Develop respect for other people's views and be mindful of the actions
3. Build empathy and respect for other genders and cultures
4. Comprehend civic rights and liberties
5. Understand the government's role and role of election.

Introductory Activity:

Short Skit about a politician campaigning for vote and exploiting civic rights and promoting gender stereotypes and manipulating people's thought based on communal diversity (slogans and plug cards)

Brainstorming session:

Based on previous skit students will be asked to brainstorm their thoughts on the skit on things they observed.

Learning about the democratic process and elections:

Concepts of Elections, Political Parties and Campaigning, Voting, Counting and Declaration of Results, Role of Elected representatives.

Each concept is explained through an activity or demonstration.

Election:

An election is a process in which people vote to choose a person or group of people to hold an official position.

Activity:

A mock election is conducted where students are given policies and asked to vote for the policy which benefits them in a positive manner. This would also give the students an idea of what a good policy is, pros and cons of a policy and how to weigh the pros and cons and decide on what is best for them and the society.

Role of Elected representatives:*Activity:*

Students are asked to think about the qualities of a school pupil leader, responsibilities of a school pupil leader and make the students think about the qualities and responsibilities of an elected representative or political leader.

Diversity*Identity Collage:*

Giving every child a set of sticky notes. Asking them to include one each component of their identity—such as hobbies, favourite colour, the language they use at home, their favourite TV show, a family tradition or their cultural background—on each card. Then discussing about diversity.

Types of Diversity:

- Cultural Diversity
- Regional
- Religious

Benefits of Diversity

- Creativity and Innovation
- Better understanding of different opinions and Awareness
- Enriched cultural exchange and understanding
- Improved Learning and problem-solving

Gender Interaction

Learning the importance of creating a Supportive Environment for Gender Interactions in the Classroom. What students can do

- Building empathy (no discrimination, sensible, no superiority, mindful)
- Respectful Communication (not passing rude comments, indecent language)

Civic Rights

Skit:

Politician (discrimination, being communal, bribing)

From skit we learnt the right to equality, right against exploitation. Anyone who is considered a citizen of a country should be treated equally under the law. The right to free speech, privacy, religion, assembly, a fair trial, and freedom of thought. (With suitable real-life examples)

Activity 1

Question: Do you know your rights?

Voting: you are a respected individual (one vote posters)

Asking some students to volunteer for the role play and enacting the introductory skit and presenting the positive perspective of it.

From the skit, which enables students to think and follow their fundamental rights and civic

Rights (no discrimination, not being communal, no bribery, right to equality, right against exploitation)

Activity 2

Building the chain activity:

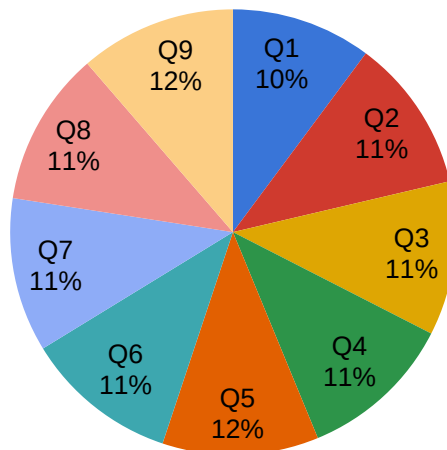
Distributing Small pieces of newspaper to 5 groups of students and their task is to glue and make a chain from it.

Learning outcome-

UNITY IN DIVERSITY (Small pieces of newspaper denote diverse people joining hands)

Feedback for Group 10- Civic Competence

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 11: Stress Management

Aim:

To equip students with effective strategies and skills to manage stress and develop healthy study habits.

Learning outcomes:

At the end of the session, students will be able to:

A) Stress Management

- define stress
- list the ill causes or effects of stress.
- identify their stressors.
- recognize the methods and techniques they can use to overcome stress.
- analyse any stressful situations.

B) Study Habits

- identify the study habits that they can incorporate into their lives.
- summarize the study techniques discussed in class.
- analyse the studying technique that works best for them.

Content:

- Stress: Stress, its symptoms, and its causes. (4 minutes)
- Stress management: Meditation, yoga, changing one's mindset, exercising, eating healthily, and having a good laugh. (15 minutes)
- Study habits: Task prioritization, time management, starting early (daily do little), making your own notes, asking questions in class, what type of learner are you, group study, how to study tough/big chapters, study methods (summarizing, mnemonics, drawing and mind mapping), taking breaks, being disciplined, rewarding yourself, space out studying. (15 minutes)
- Study techniques: Feynman Technique, Blurting Method, and Gap Learning. (10 minutes)

Activities:

The starting activity through which we will introduce our topic- Drawing on the head.

The next activity will be meditation for students will help them to cope with stress during the exam.

The last activity at the end is a group activity which is an assessment that consists of situations shown on the slide/ppt where the students have to give out the response to each situation.

Conclusion followed by Q & A session.

Materials used:

PowerPoint presentation, paper (for activity)

Teaching methods:

Chalk and talk, Activities based method

Assessment:

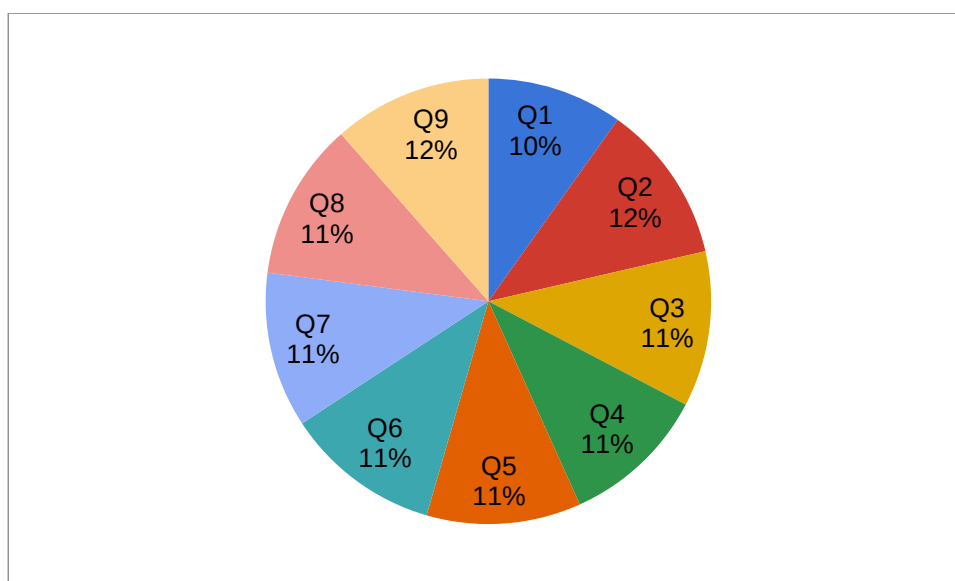
Group activity at the end of the session- question and answer type of assessment in the form of situations displayed on the ppt where students respond appropriately to them. The right answer leads to a point for the group.

Feedback:

We will be taking written feedback about our session from the students.

Feedback for Group 11- Stress Management

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 12: Soft Skill Training

➤ Module on Communication Skills

Learning objectives – At the end of the session the students will be able to:

- *Develop the ability to express their thoughts, ideas, and opinions clearly and confidently through spoken language.*
- *Learn how to actively listen to others, focusing on the speaker, understanding the message, and responding appropriately.*
- *Understand the importance of nonverbal cues such as body language, facial expressions, and gestures in conveying meaning and enhancing communication.*
- *Express themselves clearly and coherently in writing.*

Introduction

Communication skills refer to the abilities and competencies that enable individuals to effectively convey and exchange information, ideas, thoughts, and feelings with others. These skills encompass various modes of communication and are essential for building relationships, collaborating, and expressing oneself clearly and convincingly.

The five types of communication are:

- Verbal Communication:** Verbal communication involves the use of spoken words to convey messages. It includes face-to-face conversations, phone calls, presentations, speeches, interviews, and any form of communication that relies on language. Verbal communication skills encompass clarity of speech, effective use of vocabulary and grammar, active listening, and the ability to express ideas and thoughts articulately.
- Nonverbal Communication:** Nonverbal communication refers to the transmission of messages through means other than spoken or written words. It includes body language, facial expressions, gestures, eye contact, posture, touch, and use of personal space. Nonverbal cues often convey emotions, attitudes, and intentions and can significantly influence the interpretation of a message. Skills in interpreting and using nonverbal communication effectively are important for conveying meaning accurately and understanding others.
- Written Communication:** Written communication involves the use of written words to convey information, ideas, or thoughts. It includes emails, letters, reports, memos, essays, articles, and any form of communication in written form. Strong written communication skills encompass clarity, organization, grammar, punctuation, spelling, and the ability to adapt writing style for different purposes and audiences.

- iv. **Visual Communication:** Visual communication involves conveying information and ideas through visual elements such as images, charts, graphs, diagrams, videos, and presentations. Visual communication skills involve the ability to create and interpret visual representations effectively, use appropriate design principles, and convey messages clearly and engagingly through visual media.
- v. **Listening Skills:** Listening skills are crucial for effective communication. They involve the ability to receive, understand, and interpret spoken or written messages accurately. Active listening skills include paying attention, focusing on the speaker or writer, asking clarifying questions, empathizing, and providing appropriate responses. Good listening skills enhance understanding, promote effective dialogue, and build rapport with others.

These five types of communication are interrelated and often used in combination to facilitate effective communication. Developing and honing these skills can lead to improved interpersonal relationships, enhanced collaboration, and increased success in personal and professional endeavors.

Importance of communication skills

1. **Effective expression:** Communication skills enable individuals to convey their thoughts, ideas, and emotions clearly and accurately, ensuring that their messages are understood and minimizing misunderstandings.
2. **Building relationships:** Strong communication skills foster positive relationships by establishing rapport, trust, and understanding. They facilitate conflict resolution, empathy, and collaboration with others.
3. **Collaboration and teamwork:** Effective communication is crucial for successful collaboration and teamwork. It allows individuals to share information, delegate tasks, and coordinate efforts, leading to improved productivity and outcomes.
4. **Professional success:** Communication skills are highly valued in the workplace. They contribute to professional success by enhancing job performance, facilitating effective presentations, negotiations, and influencing others.
5. **Academic achievement:** A good communication skills support active participation in classroom discussions, presentations, and group projects. They also enhance critical thinking and written communication abilities, leading to improved academic performance.
6. **Personal and social life:** Communication skills strengthen personal relationships and enable individuals to connect, empathize, and understand others. They also promote active engagement in social situations and communities.
7. **Adaptability and flexibility:** Effective communication skills enable individuals to adapt to diverse social and cultural contexts. They facilitate communication with people from different backgrounds, fostering inclusivity and understanding.
8. **Leadership and influence:** Strong communication skills are essential for effective leadership. They allow leaders to inspire and motivate others, convey their vision, and influence decision-making processes.
9. **In summary,** communication skills are vital for successful human interaction in personal, academic, and professional settings. They contribute to building relationships, collaboration, personal growth, and achieving positive outcomes in various areas of life.

Activity 1

Verbal communication- Chinese whisper

Instructions

- Gather the class into a circle or form multiple smaller circles, depending on the class size.
- Explain that the objective of the game is to demonstrate how communication can change as it is passed from one person to another.
- Choose a simple phrase or sentence as the starting message. For example, "The cat is sleeping on the mat."
- Whisper the starting message into the ear of the student seated next to you or a designated starting student.
- Instruct the starting student to whisper the message they heard to the next student in the circle, ensuring it is only shared with that person.
- Each subsequent student will then whisper the message they heard to the next person in the circle.
- The last student in the circle will say the message out loud to the entire class.
- Compare the final message with the original starting message and discuss any changes or variations that occurred.
- Facilitate a brief class discussion about the potential reasons for the changes in the message, such as mishearing, memory lapses, or unintentional alterations.
- Emphasize the importance of clear communication and the impact that small deviations can have on the overall message.

Activity 2

Non-verbal communication- Dumb Charades

Instructions:

- Divide the class into two or more teams, depending on the class size and preference.
- Explain that the game is called Dumb Charades, where players use gestures and body movements to communicate the title of a movie, book, song, or phrase without using any words or sounds.
- Choose a designated person from each team to be the actor for the first round.
- The actor from Team A will approach the front of the class and secretly select a title (movie, book, song, or phrase) written on a slip of paper or shown on a card.
- The actor must then silently act out the title, using only gestures, facial expressions, and body movements, while the rest of Team A tries to guess the correct answer.
- The actor is not allowed to use any sounds, words, or props during their performance.
- Team A has a limited time, such as one minute, to guess the title correctly. If they succeed, they earn a point for their team.
- If Team A fails to guess the title within the given time, the opportunity passes to Team B. Their actor approaches the front, selects a new title, and performs silently for their team to guess.

Activity 3

Written communication- Follow All Instructions Activity

To begin the activity, the instructor shall give out the following handout to students and later explain instructions to be followed clearly.

The handout that shall be distributed to the entire class is given below.

1. Write all of your team's initials at the top right-hand corner of this sheet.
2. Write your first name on your sheet of paper.
3. Write the total of $3 + 16 + 32 + 64$ here: ____
4. Underline instruction 1 above.
5. Check the time by your watch with that of one of your neighbor's.
6. Write down the difference in time between the two watches at the foot of this page.
7. Draw three circles in the left-hand margin.
8. Put a tick in each of the circles mentioned in 6.
9. Sign your signature at the foot of the page.
10. On the back of the page, divide 50 by 12.5.
11. When you get to this point in the test, stand up, then sit down and continue with the next item.
12. If you have carefully followed all these instructions, call out 'I have'.
13. On the reverse of this page, draw quickly what you think an upright bicycle looks like from overhead.
14. Check your answer to Item 9, multiply it by 5 and write the result in the left-hand margin opposite this item.

As you can see, the instructions include lots of silly directives (e.g., "When you get to this point in the test, stand up, then sit down and continue with the next item.") that will identify who is following the directions and who is not—but the person that stands is actually the one not following directions!

The first and only verbal instruction you will give participants is to *read all the written instructions first* before engaging in any of the directives. This exercise is a fun way to see who is paying attention and who is skipping the most vital instruction—to read everything before acting.

Activity 4

Listening skills- Communication Origami

Instructions

- Give one sheet of standard-sized paper (8.5 x 11 inches) to each participant.
- Tell your participants that you will be giving them step-by-step instructions on how to fold their piece of paper into an origami shape.
- Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions.

- Give the group your instructions on how to fold the paper into the origami shape of your choice.
- Once the instructions have all been given, have everyone open their eyes and compare their shape with the intended shape.

Activity 5

Visual communication- Headphone game

- Divide the students into pairs. Each pair will consist of a "listener" and an "actor."
- Provide a headphone or earphones to one player in each pair. This player will be the "listener."
- Instruct the listeners to put on the headphones and play music at a moderate volume. It is important that the music is not too loud, allowing the listener to still hear instructions or cues from the actor.
- Explain that the goal of the game is for the actor to communicate a specific action or scenario to the listener through visual cues only, without using any words or sounds
- Give a specific action or scenario to each actor. For example, "eating a slice of pizza," "playing basketball," or "brushing their teeth."
- The actors must then visually act out the given action or scenario, using gestures, facial expressions, and body movements to convey the message to the listener
- The listener, wearing the headphones, must observe the actor's movements and try to guess what action or scenario is being portrayed.
- Encourage the actors to be expressive and creative in their movements to make it easier for the listener to interpret the visual cues.
- Once the listener thinks they have guessed the correct action or scenario, they can remove the headphones and share their answer.

➤ Module on Problem Solving Skills

At the end of the session: The students will be able to:

- *Develop skills and abilities in problem-solving, creative thinking, decision-making, collaboration and critical thinking abilities.*
- *Apply the steps of problem-solving in daily life.*
- *Use the Eisenhower box for time management.*

Materials Needed: Chart papers, 5 strips of jute rope of about a meter in length, activity sheets, 5 black cloths, and flashcards of words: June, November and May.

Warm-up Activity:

Greet the students and introduce the topic – problem-solving skills through activity no. 0.

Activity no. 0: Solving Humans Knots

Students will be divided into 2 - 3 groups consisting of at least 5 - 6 students. Every group will have to form a circle with their hands connected in crisscross forming knots. The instruction on the rules of the activity will be given. They will then be asked to solve (undo the crisscross the

hands) the Human Knots they are put into without breaking or disconnecting the knots or hands from each other.

Introduction to problem-solving skills:

Definition and Example of Problem-Solving Skills

- A problem-solving skill is the ability to recognize problems, make or generate ideas for solutions, narrow them down to the best ones, choose one, and put it into practice.
- The capacity to deal with challenging or unexpected circumstances at work, with problems, met daily, and with difficult business concerns/problems.
- The capacity to solve problems needs to break them down into smaller, more manageable pieces, considering numerous points of view, and arrive at workable solutions.
- Organizations depend on individuals who can accurately/correctly study both - types of problems and find answers. Employers place a great value on problem-solving abilities, but they are also undoubtedly helpful in other areas of life, such as building relationships and making daily decisions.
- *For example, it is like a detective. When faced with difficulty or problems, the detective becomes an inquisitive person who gathers facts, asks questions, and makes decisions about how to efficiently solve the mystery. It takes critical thinking, cleverness, and a creative mindset to come up with unique solutions.*

The Importance of Problem-Solving Skills

For many reasons, problem-solving abilities are crucial in both daily life and future careers.

- **Critical Thinking**
- **Innovation and Creativity**
- **Collaboration**
- **Communication**
- **Time-Management**

Strategies/Steps to Develop Problem-Solving Skills.

Activity no. 1: *The students will be given a situation and asked to come up with steps to solve the problem. The steps suggested will be taken note of and improvised after the activity.*



The following steps can be used to develop problem-solving skills:

1. **Identify the problem:** The first step is to acknowledge that there is a problem. Pay attention to difficulties or problems that crop up at work or in your daily life.
2. **Identify the causes:** Study and find out what causes the problem.
3. **Brainstorming solutions:** Collect information regarding the issue. Look for various viewpoints/suggestions. Come up with a variety of potential approaches or solutions to the issue.
4. **Select the best solution:** Study the benefits and consequences of the solutions that came up from the discussion. Now, select the best solution from them.
5. **Implement the plan or solution chosen:** Take action and carry out the solution you've picked. Create a plan, and assign detailed duties.
6. **Review the results:** After the solution is applied, study or assess the outcome. Modify the solution if needed and keep practicing it.

Fillers: Filling in activities or items: Riddle Solving

These riddles will be used to engage the students to break the boredom.

Riddle 1: I speak without a mouth and hear without ears. I have no body, but I come alive with the wind. What am I? Answer: An echo.

Riddle 2: What has keys but can't open locks? Answer: A piano.

Riddle 3: The more you take, the more you leave behind. What am I? Answer: Footsteps.

Riddle 4: I am full of holes but can still hold water. What am I? Answer: A sponge.

Riddle 5: You see me once in June, twice in November, but not at all in May. What am I? Answer: The letter "e". (It will be demonstrated with flashcards.)

Riddle 6: What has cities but no houses, forests but no trees, and rivers but no water? Answer: A map.

Riddle 7: A creative thinking and imaginative solving riddle: A Situation where a man has to take three animals- a Tiger, Goat, and Cabbage across a dilapidated bridge without losing any of them. The rule is that the man can take one at a time.

How should the man strategically carry out this mission or solve this given problem successfully?

Answer: First take the goat across the bridge. Second, take the tiger across and bring back the goat. Third, take the cabbage across, put it there, come back and take back the goat. All are taken across now.

Problem-Solving Activities: (10 Minutes)

N.B: Activities Options: 1,2, & 3 (Note: Only one activity will be conducted)

Activity 1: Time Management

Students will be asked to arrange a set of tasks according to the Eisenhower box (table given below):



Set of tasks:

- Watching TV.
- Do your homework.
- Buying food or shopping.
- Physical exercise.

Or

Activity 2: Situation: Solving a Community Problem

A park in your locality is untidy and filled with plastic wrappers, tissue papers, bottles and cans. The park is getting polluted, and stinking and as a result people stop coming to the park because of the unhealthy environment. Therefore, what is the solution to bring awareness to people about this community/societal problem and ensure a clean and healthy environment?

(Divide students into groups and ask them to brainstorm solutions to address the issue. They can propose ideas like organizing cleanup drives, placing more trash cans, or raising awareness through posters or campaigns. Each group presents their solutions and discusses the possibility and effectiveness of each approach.)

Or

Activity 3: Wool Web

Divide the players into equal teams and ask them to form a circle. Hand them over one ball of yarn or jute rope of a meter in length to each and ask them to make a web of it amongst the teams. Set a time limit for this step, and once it is done, switch the webs so that none of the teams has their webs. Now the teams will decide on one player from each team to be blindfolded. This blindfolded player will have to untangle the web assigned to their team with the help of verbal instructions from their teams. The team that untangles the web first wins.

Conclusion: *Wrapping up of the session. Assessment and Evaluation. It will be done in a worksheet with a different form of questions.*

➤ Module on Teamwork

LEARNING OBJECTIVES:

Students will be able to:

- Explain the importance of having teamwork skills.
- Apply teamwork skills in a practical manner.
- Develop effective communication skills for expressing ideas and actively listening to others.
- Learn strategies for building trust, respect, and a positive team dynamic.
- Acquire problem-solving and decision-making techniques that foster collaboration.
- Explore different roles within a team and understand how to contribute effectively.
- Recognize the diversity of perspectives and talents within a team.
- Reflect on personal growth and learning experiences as a team member.

INTRODUCTION: (2 mins)

Greet the students and start the session with a small video clip on teamwork.

<https://www.youtube.com/watch?v=4duPBWzf46E>



WARMUP ACTIVITY: Tug of war (10 minutes)

Material required: Rope

Instruction: The students will be divided into two teams. They will pull at opposite ends of a rope until one drags the other team over a central line.

Lesson from the activity: Tug-of-war, as a team-based activity, emphasizes the value of cooperating and supporting one another. This develops participant camaraderie, cooperation, and a sense of oneness, which can be advantageous in both academic and social situations.

WHAT IS TEAMWORK? (2 minutes)

The combined effort of a group of people working towards a shared purpose or objective is referred to as teamwork. In order to complete tasks more successfully and efficiently than they could alone, people must pool their skills, expertise, and resources. Cooperation, communication, collaboration, and mutual support are traits of a successful team.

Teamwork emphasizes the notion of working together as opposed to alone. It entails people pooling their efforts, abilities, and knowledge to accomplish a common objective.

WHY TEAMWORK IS NEEDED? (5 minutes)

1. Teamwork teaches pupils how to **work together and cooperate** with others in order to achieve a common objective. As a result, they will be better prepared for future academic and professional situations, where teamwork is frequent.
2. Students **enhance their learning** through teamwork. When they work in groups, they have the chance to benefit from one another's viewpoints, expertise, and talents. They can collaborate to solve issues, exchange ideas and feedback, and deepen their understanding of the subject.
3. Teamwork aids in the **development of social skills** that are crucial for success in life, including communication, active listening, empathy, and respect for others' viewpoints. These abilities are essential for establishing trusting bonds, settling problems, and creating a welcoming learning environment.
4. Working in groups exposes students to a variety of opinions, backgrounds, and experiences. It fosters diversity by teaching students to recognize and value other points of view and contributions. This prepares students for a **multicultural and diverse society**.
5. Teamwork allows students to take on **leadership responsibilities** within their teams. It assists students in the development of leadership skills such as decision-making, problem-solving, delegation, and effective communication. These abilities are transferable and beneficial in many areas of life.
6. Teamwork encourages students to think critically and creatively to find solutions. By collaborating with others, they gain exposure to different **problem-solving strategies** and learn to consider multiple perspectives, leading to more innovative and effective solutions.
7. Engaging in successful teamwork experiences can **boost students' self-confidence and self-esteem**. When students actively contribute to a team and witness their ideas being valued and implemented, it reinforces their sense of competence and encourages further engagement.
8. Developing teamwork skills in school prepares students for future academic pursuits, career opportunities, and real-life situations where they will need to work effectively with others.

TIPS TO IMPROVE TEAMWORK SKILLS:

- Know your goal.
- Clarify your roles.
- Positive mindset.
- Manage efficiency.
- Exercise together.
- Establish team rules and purpose.
- Do not complain.
- Accept diverse viewpoints.
- Respect each other.
- Do not fight over credit.
- Celebrate success.
- Reflect on experience and growth of teamwork skills.

OTHER ACTIVITIES:



Activity 1: Obstacle Run (10 minutes)

Material: Traffic cones and blindfold

Instruction: Traffic cones will be used as obstacles. The teachers will create roadblocks for the students. The student will be paired up. One of them will be blindfolded and the other will guide the blindfolded student through obstacles.

Discussion on activity:

Did you have a strategy?

How did you communicate and collaborate with each other during the activity?

What challenges did your group face during the activity? How did you overcome them?

Activity 2: Recapitulation Activity (5 minutes)

Instruction: The class will be divided into two teams. The team who will raise their hand first will get a chance to answer. The team which answers more questions correctly will win the quiz.

Quiz:

1. A group of people working with common objectives or goals is known as a _____
 - a) Team
 - b) Teamwork
 - c) Group
 - d) Club
2. What is a key step in teamwork?
 - a) Leadership
 - b) Organization
 - c) Responsibility
 - d) All of the above
3. Which of the following is NOT a benefit of teamwork?
 - a) Improved problem-solving skills
 - b) Increased productivity
 - c) Decreased communication skills
 - d) Enhanced learning

State whether the following statements are true or false:

1. Diversity contributes to effective teamwork. True/False
2. Teamwork is only important in school and not in real world. True/False

The session ends with distribution of handouts among the students.

LEARNING OUTCOMES:

At the end of the session, students will be able to:

1. Understand the benefits of teamwork.
2. Acquire leadership skills.
3. Appreciate diverse perspectives.
4. Create a positive and productive team dynamic.

T	E	T	S	T	P	E	E	E	A	G	E	M	H
S	G	N	T	R	I	R	H	O	N	G	O	E	E
S	G	T	L	T	S	R	O	I	A	T	A	K	K
T	R	N	O	G	G	C	U	S	E	N	I	L	T
A	I	O	I	G	C	I	N	E	L	V	L	A	O
T	K	G	I	N	T	L	A	L	T	E	V	M	L
T	E	N	I	O	S	I	T	A	M	O	R	M	L
G	I	M	I	A	I	T	T	B	G	S	C	A	E
V	H	L	C	O	L	C	I	N	R	T	G	E	
O	T	B	N	E	H	I	E	R	N	E	I	T	G
N	O	I	T	O	W	E	L	D	W	P	V	G	
T	R	E	S	P	E	C	T	I	E	E	A	N	R
A	N	H	K	L	E	A	D	E	R	S	H	I	P
C	O	L	L	A	B	O	R	A	T	I	O	N	

PROBLEM
CONCEPT
LISTENING
CONCEPT
RESPECT
COLLABORATION
UNDERSTAND
FLAMING
DISCUSSION
TRUST
KNOWLEDGE
MOTIVATION
TWINING
WRITING
GONE

Page 896, Table 1, line 24: <http://www.ncbi.nlm.nih.gov/PMCID/PMC155111>



Communication skills refer to the abilities and competencies that enable individuals to effectively convey and exchange information, ideas and feelings with others.

The diagram illustrates the four types of communication. At the center is a blue oval labeled 'COMMUNICATION'. Four wavy lines radiate from this central hub to four surrounding categories, each with an icon: 'Verbal Communication' (two people talking), 'Non-verbal Communication' (two people with speech bubbles), 'Visual Communication' (a person at a computer), and 'Written Communication' (a hand writing on a notepad).

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<https://www.christuniversity.in>

Teamwork refers to the collaborative effort of a group of individuals working together towards a common goal.



— THE 3 Cs —

- 1 Communication
- 2 cooperation
- 3 courage

BRIGHT Ideas

Teamwork brings together people with diverse backgrounds and expertise who share a common objective. It enables the division of tasks and responsibilities among team members based on their skills and expertise.



Service Learning

1st July 2023

Coordinators:

Coordinators:
Nikita, Harshitika, Hebrani, Divyaree, Diksha G, Boornika,
Christa V. K. Vignathai, & Ishu M

A problem-solving skill is the ability to recognize problems, make or generate ideas for solutions, narrow them down to the best ones, choose one, and put it into practice.

The capacity to deal with challenging or unexpected circumstances at work, with problems met daily, and with difficult business concerns/problems.

5 STEPS IN PROBLEM SOLVING

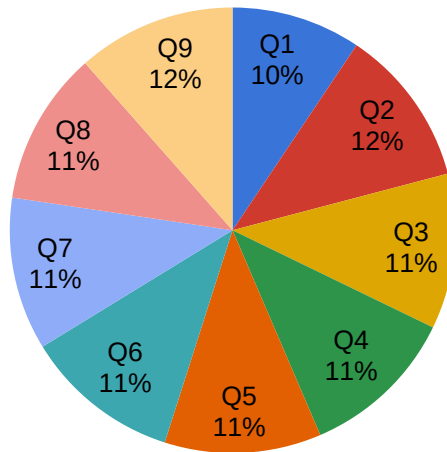
1. IDENTIFY THE PROBLEM
2. IDENTIFY THE CAUSES
3. BRAINSTORM SOLUTIONS
4. SELECT THE BEST SOLUTION
5. IMPLEMENT A SOLUTION PLAN

Critical Thinking
Innovation & Creativity
Collaboration Communication
Time-Management

Organizations depend individuals who can accurately/correctly study both - types of problems and find answers. Employers place a great value on problem-solving abilities, but they are also undoubtedly helpful in other areas of life, such as building relationships and making daily decisions.

Feedback for Group 12- Soft Skill Training

Sl.no.	ITEM	1	2	3	4	5
2	Rate your previous knowledge and understanding you had of the topic.					
3	Rate the usefulness of the information shared in this class					
4	Rate the teaching aids presented by the teachers					
5	Rate the activities done in class were					
6	Rate how interactive the teachers were					
7	Rate how well the teachers clarified your doubts					
8	Rate your present knowledge and understanding of the topic					
9	Rate how well you think you can share information on this topic with others					
10	Rate your overall experience of this session					





Group 13: Juvenile Crimes and Punishments

Objective-

1. Raise awareness about juvenile crimes in India among students from classes 8 to 12.
2. Foster empathy by highlighting successful rehabilitation stories and promoting understanding of the consequences of juvenile crimes.
3. Educate students about the prevalence of juvenile crimes, discuss the legal process and consequences, and use the Nirbhaya incident as a case study to emphasize the importance of education, empathy, and understanding.

Session Outcomes: At the end of the session, the students will be able to-

1. Recognize different types of juvenile crimes and the behaviors that constitute illegal activities committed by young individuals.
2. Comprehend the consequences of engaging in juvenile crimes, including legal ramifications, impacts on victims and families, and long-term effects on personal and academic opportunities.
3. Evaluate the factors contributing to juvenile crimes, such as peer pressure, family dynamics, and societal influences, to gain a deeper understanding of the underlying causes and potential preventive measures.

Module Outline-

Ice breaker – Simon Says game.

I.Introduction

- Welcome the students and introduce the topic of juvenile crimes.
- We begin the session by showing a movie clipping on a punishable offense.
- Following this, we provoke the student's thoughts by asking them relevant questions. We get the student's opinions on the same.

II. Introducing the key concepts

- Key concepts (Crime, Juvenile, Juvenile crime)
- In this module, we explain the concepts and the need for doing the session on juvenile crime.

III. Juvenile crimes in India

- We touch up on the age limit for juvenile crimes, types of juvenile crimes, and the reasons why a minor might be involved with juvenile crime.

IV. Legal consequences

- Juvenile Justice Act 2015 will be introduced.
- The legal process and consequences of juvenile crimes will be explained.
- The penalties of juvenile crime will also be listed.

V. Rehabilitation and Success stories

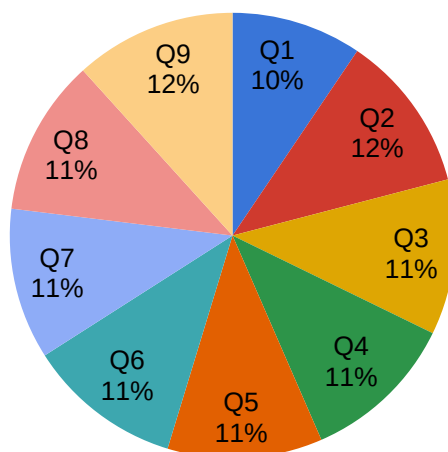
- A prompt question: Do you think that a minor who has committed a juvenile crime deserves another chance?
- In this module, we explain the meaning, aim, need, and we share some of the success stories.
- The challenges and the positive impact are also discussed.

VI. Analysis of the Nirbhaya case and Conclusion

- Present a case study of the infamous Nirbhaya incident.
- Conclusion- Recap.

Feedback for Group 13- Juvenile Crimes and Punishments

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2	Rate your previous knowledge and understanding you had of the topic.					
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10	Rate your overall experience of this session					





Group 14: Nicotine, Alcohol and Substance Abuse

Learning outcomes

At the end of this session pupil will be able to -

- List the different Nicotine, Alcohol and Narcotic products
- Identify the side effects of nicotine abuse, alcohol abuse and substance abuse
- Recognise the laws related to nicotine / alcohol / substance abuse
- Recommend rehabilitation centres to those in need.

A. Products (Locally available products with local names)

1. Items that can be considered as narcotic products.

- Glue
- Paint thinner
- Petrol / Gasoline
- Whitener
- Sanitiser
- Methanol

2. Nicotine products

- Cigarette
- Mini Cigar (Beedi)
- Pan Masala (Gutka / Tambaku Paan / Pan Parak)
- Hookah
- Betel leaves with Tobacco leaves or Tobacco powder (Ele adike + Hoge soppu / tambaku)

3. Alcohol products

- Beer
- Vodka
- Whiskey
- Tequila
- Rum
- Gin
- Brandy
- Wine
- Toddy (Shendi / Sendi)
- Arrack - Distilled alcohol (Sarayi / Batti sarayi / Kalbatti)

4. Drugs

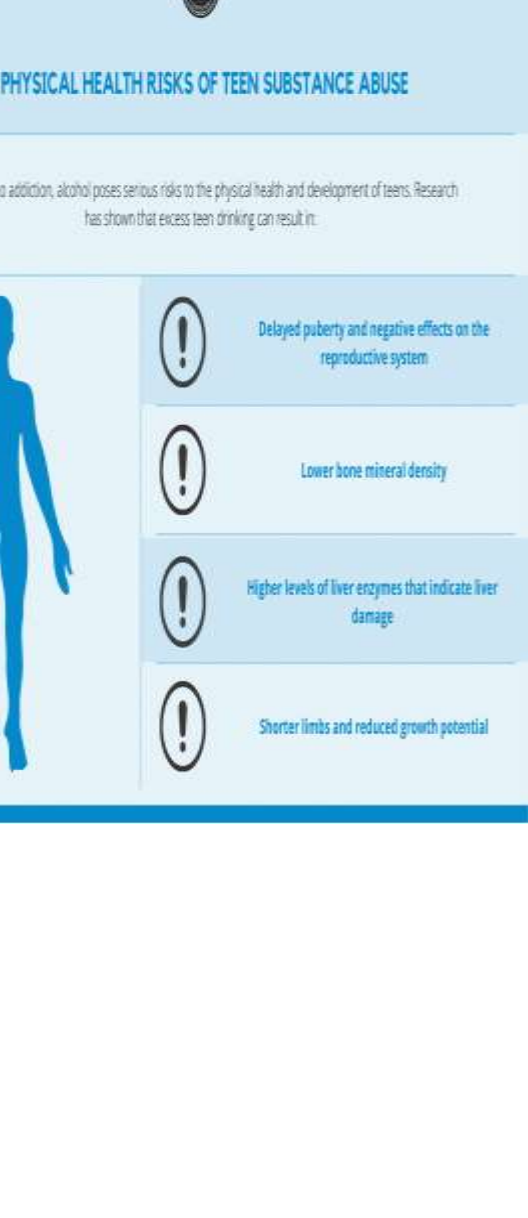
- Cannabinoids - Ganja, Marijuana, Hashish, Charas (Inhaled by smoking / Oral consumption)
- Opioids - Heroin / Smack - White, odourless, bitter crystalline compound (Used in the form of Powder or injection)
- Sedatives

B. Side Effects - Physical and Mental

1. Substance abuse

Physical side effects

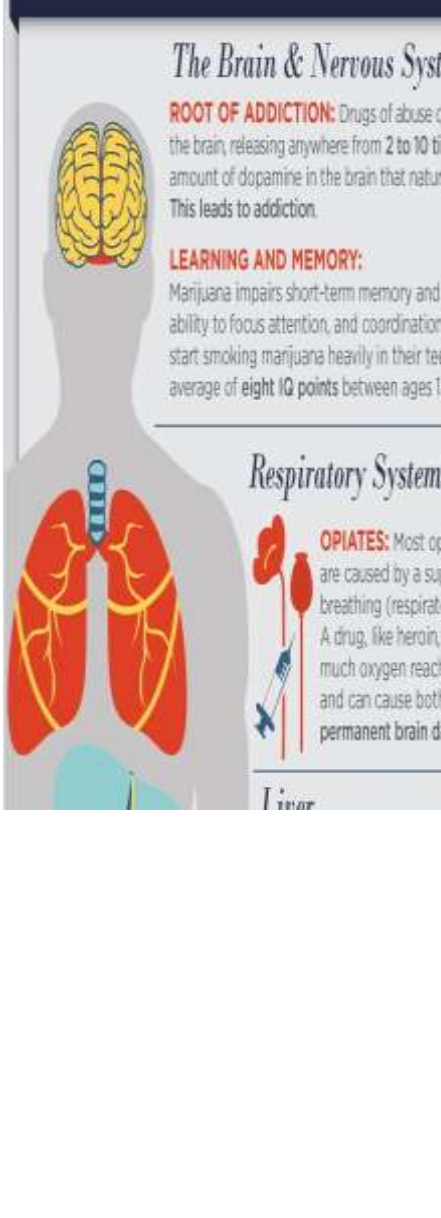
Mental side effects



PHYSICAL HEALTH RISKS OF TEEN SUBSTANCE ABUSE

In addition to addiction, alcohol poses serious risks to the physical health and development of teens. Research has shown that excess teen drinking can result in:

- Delayed puberty and negative effects on the reproductive system
- Lower bone mineral density
- Higher levels of liver enzymes that indicate liver damage
- Shorter limbs and reduced growth potential



THE PHYSICAL IMPACT:

The Brain & Nervous System

ROOT OF ADDICTION: Drugs of abuse over stimulate the brain, releasing anywhere from **2 to 10 times more** the amount of dopamine in the brain that natural rewards do. This leads to addiction.

LEARNING AND MEMORY: Marijuana impairs short-term memory and learning, the ability to focus attention, and coordination: Those who start smoking marijuana heavily in their teens lose an average of **eight IQ points** between ages 13 and 38.

Respiratory System / Lungs

OPIATES: Most opiate overdoses are caused by a suppression of breathing (respiratory depression). A drug, like heroin, inhibits how much oxygen reaches the brain and can cause both coma and permanent brain damage.

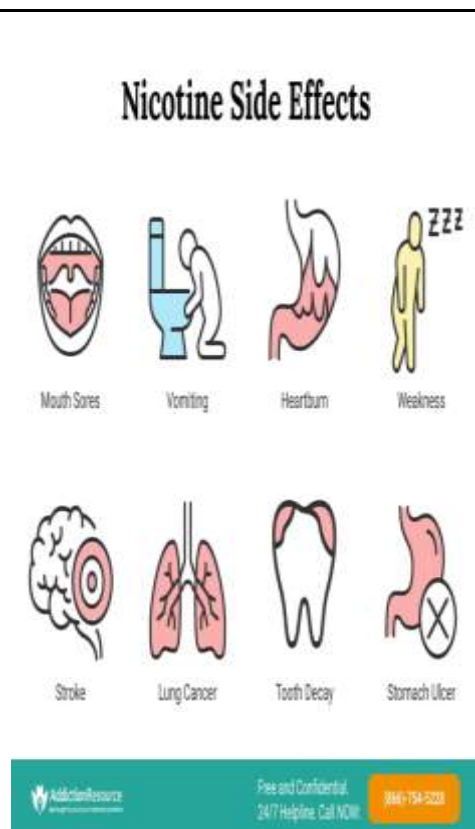
Liver

Withdrawal symptoms

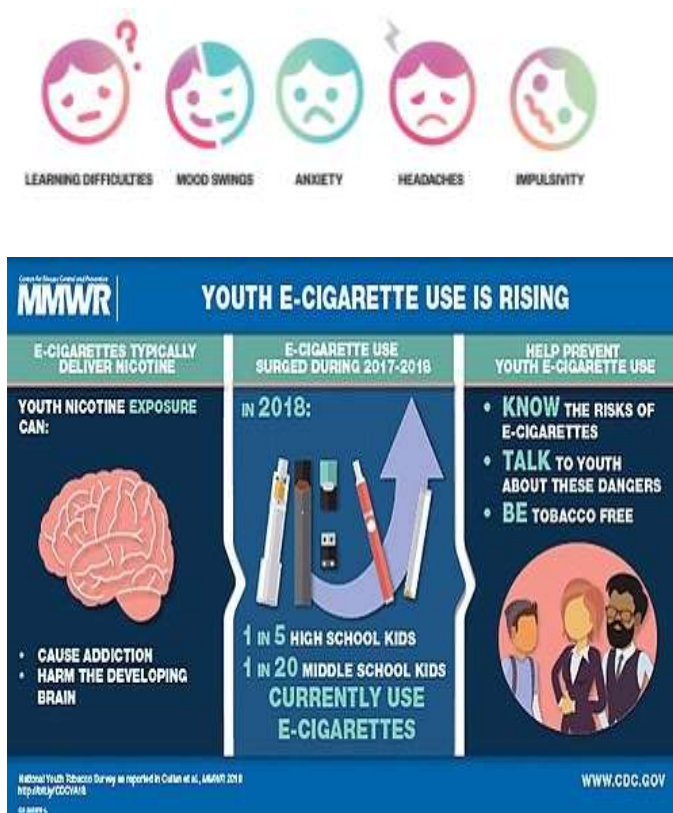


2. Nicotine abuse

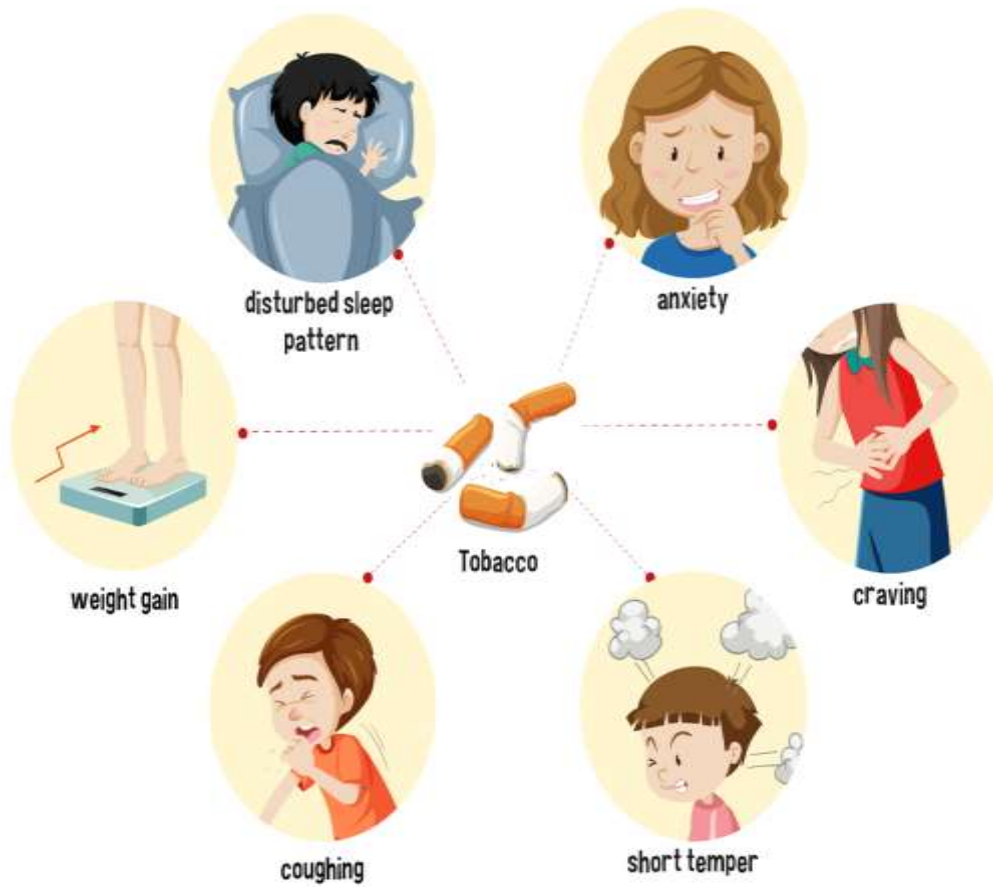
• Physical side effects



• Mental side effects



Nicotine Withdrawal Symptoms



3. Alcohol abuse

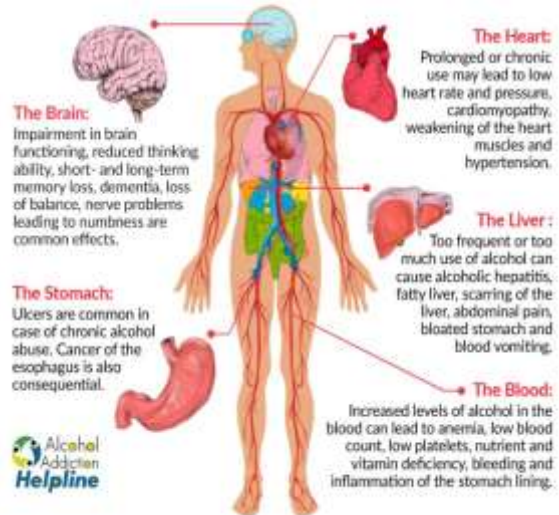
- Physical side effects



- Mental side effects

Effects of teen alcohol abuse

Teenagers are more prone to alcoholism than adults due to factors like peer pressure, the tendency to experiment with things, and the easy availability and legal status of alcohol. Additionally, the side effects of alcohol abuse by teens are huge. Here are a few effects of teen alcohol abuse:



Effects of ALCOHOL CONSUMPTION

Body parts/organs	Effects
Brain	Causes mood and behavioural changes, depression, agitation, memory loss
Heart	Arrhythmia of atrium and ventricle, stroke, hypertension, haemorrhage
Liver	Fatty liver, alcoholic hepatitis, fibrosis, cirrhosis
Pancreas	Pancreatitis, which can lead to diabetes
Immune system	Suppresses development/ability of immune cells
Mouth, oesophagus, pharynx, larynx, breast	Cancer

- Alcohol withdrawal effects



C. Testimonials

1. Fictional Testimonials - Movies:

- Fashion
- Sanju
- Udta Punjab (Hindi)
- The panic in the needle park
- Beautiful Boy
- Cocaine bear (English)
- Vaaranam Aayiram (Tamil)

2. Real-life Testimonials -

1. <https://youtu.be/MKy4keJl7N0> (drug abuse testimonial- Indian)
OR
2. https://youtu.be/_c26of_3Mew (drug abuse short film- Indian [Kanada])

D. Rehabilitation centres

1. Management of Substance abuse:

- a. Abstinence from the substance
- b. Physical, psychiatric and psychological well-being of the patient.

2. Importance of Rehabilitation

Rehabilitation centres play a vital role in supporting individuals on their journey to overcome drug addiction. With an advanced and specialized approach, they provide

structured surroundings, expert medical and psychological care, personalized treatment programs, and more. This holistic approach optimizes the potential for successful rehabilitation and sustained, long-term recovery.

- NIMHANS: National Institute of Mental Health and Neuro Sciences
- Women and Child Development office (Bangalore)- 080 2657 7412
- Sakthi De-addiction and Rehabilitation centre (Bangalore), 077950 40240
- Kripa Revival Alcohol and Drug Rehabilitation Centre (Bangalore), 098453 10070
- Cadabam's Hospital (JP Nagar, Bangalore), +91 96111 94949

NATIONAL TOLL-FREE DRUG -DE ADDICTION HELPLINE: 1800-11-0031

TOBACCO QUIT HELPLINE: - 1800-11-2356 (Timings: 8am to 8pm) or give a missed call on 011-22901701 for registration.

You can also e-register yourself on <http://www.nhp.gov.in/quit-tobacco>

Child helpline no.: 1098

Addiction Treatment Facility Centres (ATFCs)

Pledge: I (Name), as a student and an individual, I accept and pledge to follow all rules and laws established by my country regarding the use of drugs.

To demonstrate my support:

1. I pledge that I will live a drug-free life.
2. I will not cover up or lie for my friends if any rules are broken. I will hold them fully responsible and accountable for their actions.
3. I will seek information and assistance in dealing with my own or my friends' problems relating to drugs.
4. I will not accept the use or sale of drugs in the community.
5. I will work with others to help spread the truth about drugs so together we create a drug-free community.
6. I pledge to support India's National Anti-Drug Campaign by taking a stand against alcohol and drug abuse.

E. Laws

1. Introduction

Legislative body governing sale and usage of drugs in India; the signing of treaty by the UN; the dual purpose!

2. Difference between legal and illegal drugs

All drugs cannot be banned! Why? Because medicines are also drugs, hence, know the dual purpose of limiting the use of narcotics drugs and psychotropic substances for medical and scientific purposes as well as preventing the abuse of the same.

3. Penalties/ Procedures/ Immunities

As taken from <https://dor.gov.in/narcoticdrugspsychotropic/punishment-offences>

Introductory Activity:

- Ice breaking session - Whisper challenge - With sentences
- **Introducing the products**
- **Activity - I know / I don't know - PowerPoint Presentation** with the pictures of the products. Students should identify the products and tell whether they know it or they do not know it. Students can also write the alcohol/nicotine/narcotic products that they know on the black board.
- **Question**
 - The source of their knowledge on these products.
 - Ask whether the use of these products is good or bad for one's physical and mental health.

Side effects Activity:

- Instruction
- **Activity - Flash card** activity where various side effects of substance, alcohol and nicotine side effects will be shown to the students and later they will be made to categorize each flashcards effects as side effects on alcohol or substance or nicotine abuse by sticking it on their respective chart paper which will be hung on the blackboard
- Teaching aids – Charts, flashcards, videos.

Laws Activity:

- **Instruction:** Introducing the regulating bodies. Explanation about why we cannot completely ban drug supplies as they are crucial for scientific and medical development; therefore, the subtle difference between legality of drug possession and consumption. (2 + 2 min)

Activity- Deal or no deal: The procedures, penalties and immunities will be framed into yes/no statements and the constitutional stance will be explained along with the branching/overarching ideas. (5 +2 min)
E.g., Can a police officer search without a warrant/ court order?

Rehabilitation Activity:

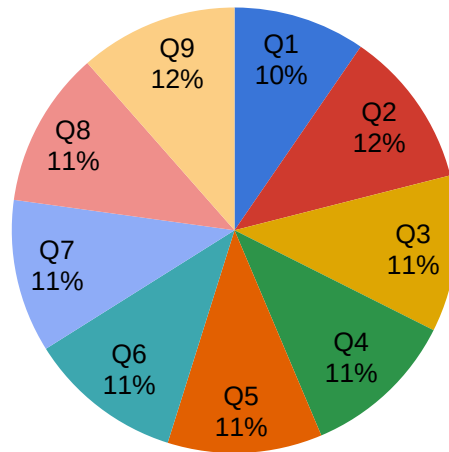
- **Instruction:** What can we do if we find ourselves or our friends addicted to drugs? (2 min)
 - Importance of rehabilitation (1 min)
 - Introducing a few rehabilitation centres and toll-free helpline no. (2 min)
- **Activity** - Taking Pledge (2 min)

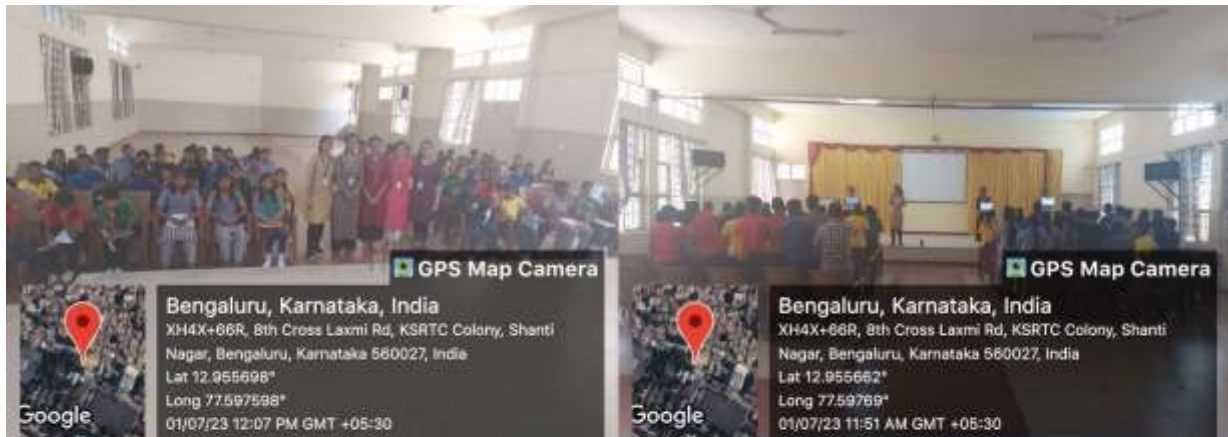
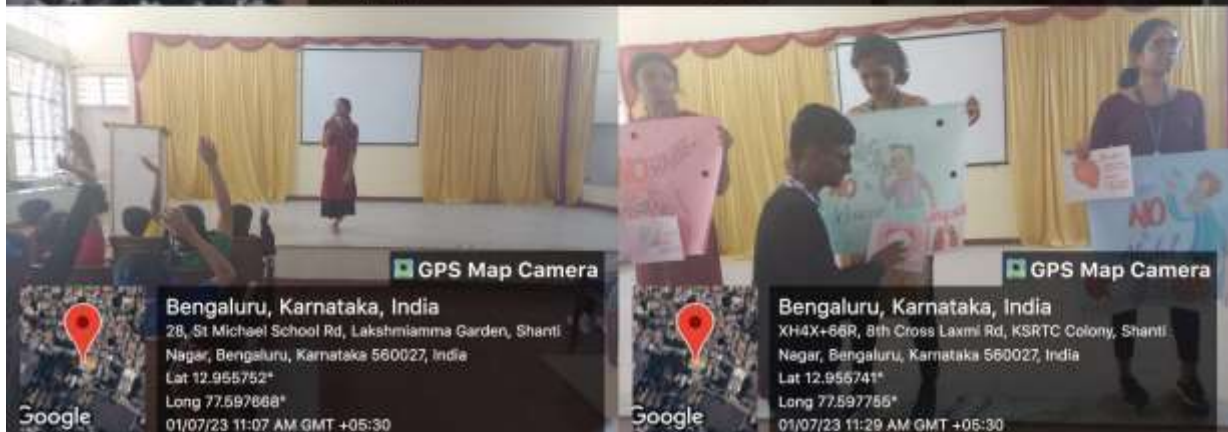
Will be also addressing the following:

- Peer pressure.
- Liking the smell of a particular substance like whitener or paint does not mean you are not an addict! Borderline of what is termed as addiction.
- Glorification of drugs - All that glitters isn't gold. Movies and social media are reel not real world.
- Addiction gives alleviation for a moment but for permanent remedy, consult a professional.
- If you do indulge in taking drugs, it's not the end! There are people willing to help you!

Feedback for Group 14- Nicotine, Alcohol and Substance Abuse

Sl.no.	ITEM	1	2	3	4	5
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