



CONNECTING CLASSROOMS

Handbook for Embedding
International Dimension and
Core Skills in the Classroom
2016-2017

Class 1 to Class 5



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Foreword



The International School Award is an immensely popular programme with schools in twenty-eight countries across the world including UK. Outside the UK, India currently has the most number of schools working on adding an international dimension in the curriculum. The reason for this popularity is the constant endeavour British Council makes to keep the programme relevant and innovative. It strives to support the mission of every school to provide the best education for their students.

This **Handbook for Embedding International Dimension** in the Classroom is the outcome of a review carried out by British Council India to improve the quality of International School Award action plans. It is designed to help teachers and curriculum specialists in Central Board of Secondary Education schools embed international dimension in their classroom and achieve maximum impact from every learning project they undertake.

A large number of schools, head teachers, and teachers have contributed to the development of the Handbook and so it is largely your work. The idea was not to create a large prescriptive list of activity plans but to give some examples that will help generate new ideas, stimulate creativity and develop lessons that bring the best of international dimension to every classroom whatever be their context, resources, access to technology, and experience.

We aim to run a series of lesson planning competitions and to keep adding to and refreshing the Handbook each year making it a living, handy resource for easy reference. So look out for the announcements on our website, participate enthusiastically and send us your feedback and comments to connecting.classrooms@in.britishcouncil.org as we are always eager to hear from you.



Richard Everitt
Director—Education and Society
British Council India

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Using the Handbook

Introduction

In a world which is in a state of constant flux, moving at a rapid speed – we have to face newer challenges and unique situations even before we have understood, internalized and overcome the current ones. New and emergent technologies have completely transformed the way we work, communicate and even think.

The world today is very different from the one we lived in 20 years ago. Earlier - the internet, mobile phones, digital media and many other things that we take for granted today did not even exist. We can safely say that in the future too, there will be many more changes that we cannot even envision right now. Thus, there is no possible way of predicting what kind of world the children of today will engage with 20 years from now.

In such an unpredictable situation the onus of equipping the students with skills which will enable them to secure a successful future, lies with the teacher. The role of the teacher has undergone a sea change too – where she is expected to impart values, life skills and attitudes, in addition to knowledge and content. There is a growing consensus now that just marks and good scores in examinations will not help students to succeed. They must also learn to be skilled, confident and internationally aware citizens. So, as educators we are responsible for providing these young people the opportunity to grow into well-rounded, creative and critical citizens, ready to engage with emergent and demanding labour markets and capable of crafting their own future as well as the future of generations to come.



And the earlier we start providing those opportunities, the more successful our youth will be in their personal and professional lives. A continuous focus on embedding the Core Skills throughout the primary curriculum will ensure that our students have adequate scope to internalize the skills, especially since it is an established fact that habits and attitudes start getting formed from an early age – as early as 3-4 years of age, and thereby making these skills an integral part of their lives and personalities.

The Need for Core Skills

UNESCO's Sustainable Development Goal 4 is to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*¹ such that young people can develop their knowledge, skills and values to live and work in a globalised economy and contribute responsibly both locally and globally. But, education systems around the

world face some overwhelming challenges. While many children remain out of school,² others are in school but not learning the basics³ or are intellectually disengaged from that schooling.⁴ Employers are demanding higher-order cognitive skills from their workforce, as opposed to the traditional manual and lower-order cognitive skills. If economies are to be successful in the long term, young people need to be enabled to:

- Generate and implement new ideas, solutions and products
- Use digital tools to enable knowledge discovery, creation of resources and communication
- Apply their knowledge to solve real-world problems.⁵

British Council is committed to helping educators to develop those core skills and competencies in young people that relate to the world in which they are living (often known

as 21st century skills or deep learning skills⁶), which include:

- Ways of working: communication and collaboration
- Ways of thinking: critical thinking, problem solving, creativity and innovation, learning to learn and metacognition
- Tools for working: information literacy, information and communication technology (ICT) literacy
- Ways of living in the world: global Citizenship and civic responsibility, including cultural awareness and competence⁷

This book is a tool for the teachers to use in their classrooms to increase the efficacy of acquisition of the core skills in their students. Using the ideas from the lesson plans in the book, teachers will be able to plan smarter so that they are able to achieve all of the

1. UNESCO Sustainable Development Goal 4 for 2030

2. UNESCO Global Monitoring Report 2012, 2013-14

3. 2013-14 EFA Global Monitoring Report: Teaching and Learning – Achieving Quality for All, DFID education position paper Improving learning, expanding opportunities

4. Jenkins, L (2013) Wilms and colleagues, (2009) Student Disengagement Data

5. National Council Research (2012) *Education for life and work: Developing Transferable Knowledge and Skills in the 21st Century*, National Academies Press

6. New pedagogies for deep learning: A Global Partnership. Available online at www.newpedagogies.info

7. Fullan, M and Langworthy, M, Assessment and Teaching of 21st Century Skills. Available online at www.atc21s.org: Binkley, M, Erstad, O, Herman, J, Raizen, S Ripley, M, Miller-Ricci, M, and Rumble, M (2012) 'Defining 21st Century Skills', in Griffin, P, McGaw, B and Care, E (eds) Assessment and Teaching of 21st century skills, Springer Netherlands.



above and still keep their students on track to cover the content required in the curriculum. Though it is directed mainly at schools planning to embark on the International School Award journey it will be equally useful for those seeking to find ways to work across curriculum, develop life skills as well as equip their students with the 21st century Core Skills.

We would like readers to note that the curriculum as proposed by NCERT and the CBSE can be interpreted in a vast number of ways and the approach depicted here is but one view. The lessons or projects or activities suggested here are not prescriptive but suggestions and the teachers are encouraged to tailor them to suit their needs and objectives. We believe schools are the ultimate experts in transacting their curriculum and so the activities suggested here have been compiled by a large number of teachers and head teachers of CBSE schools who have worked towards the International School Award programme.

Cross Curricular Approach

The Handbook for Embedding International Dimension and Core Skills in the classroom has been created through the process of mapping classroom learning activities to the prescribed CBSE curriculum, the six Core Skills as outlined in the Connecting Classrooms programme and a list of International Dimension learning outcomes required for the International School Award. The activities are cross-curricular and usually cover two to three subjects. The presentation of the subject maps at the outset of the class is intended to help teachers to look at topics covered in all subject areas even before they begin planning to allow them to identify opportunities to work across the curriculum.

The handbook also presents the relevant Core Skills, CBSE Life Skills side by side to encourage teachers to see the strong overlap in these sets of skills, which makes it easy to design lessons to nurture them in the students.

Focus on Classes One to Five

After the successful publication and positive feedback of the Curriculum Mapping Handbook for secondary classes and detailed consultation with teachers and educators across the country, the need for a similar handbook focusing on the primary classes was felt very strongly. The reasons suggested were that these are the classes which have the most autonomy over the way the curriculum content may be delivered as well as having the maximum scope for a cross-curricular approach since the subjects taught at this level do not have water-tight boundaries yet.

There was also strong representation for embedding Core Skills within the curriculum right from the primary stage as it would help to provide a strong foundation for developing the skills of critical thinking and problem solving, creativity and imagination, communication and collaboration, citizenship, student leadership and digital literacy in the minds of the young learners.

Activities covered in this handbook allocated to a single class, can be modified to be

appropriate for other classes as well. Moreover, many activities can be coordinated to make them a whole school project.

Teaching and Measuring Learning Outcomes

All the activities suggested in the handbook and indeed other activities that teachers undertake in the classroom are likely to have many more learning outcomes than those indicated. The curriculum maps created, focus strongly on not more than two scholastic and two non-scholastic outcomes only so that the teacher is able to assess these and gauge the success of these learning activities. Assessing learning outcomes in content and knowledge of subject areas such as Environmental Sciences, Mathematics, English and Languages such as Hindi, Art and Music are easily managed through achievement tests. But the assessment of skills needs an entirely different approach. Across the world different methods have been suggested to measure them and it is far from being an exact science. However, we strongly suggest using some form of learner assessment of these skills to help

pupils understand what is expected of them and then making connections and with their actual performance outcomes.

The Handbook has sample rubrics that have been created by the teachers during the Curriculum Mapping workshop as a suggested way of measuring some of these skills. Many such rubrics are also freely available online. They may be tailored and customized for use by the teachers. A simple template may be created to record the observation while students carry out the collaborative projects, present their findings, produce reports, express their creativity and participate in the learning activities. To help bring more objectivity to the process teachers may also work in teams to moderate each another's observation and give students a more exact and meaningful feedback.



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The CBSE Life Skills Curriculum

Life Skills, Core Skills and International Dimension Outcomes

As realisation of the importance of the skill development has grown over the years so has debate and discussion around them. What should these skills be called? Soft skills, 21st Century skills, Deep learning skills, Life skills or something else altogether? How should they be described and how should they be measured? This handbook does not seek to join the academic debate but to give teachers a tool to design lessons that can nurture these skills within students in a systematic manner.

Presented here are two sets of skills and a list of learning dimension outcomes which we have called the co-scholastic areas as opposed to the core scholastic disciplines of Social Science, Science, Mathematics, English and Hindi. The principles of language learning are very similar and we felt that the teachers would easily use the maps for language teaching of any modern foreign language or other vernacular Indian languages.

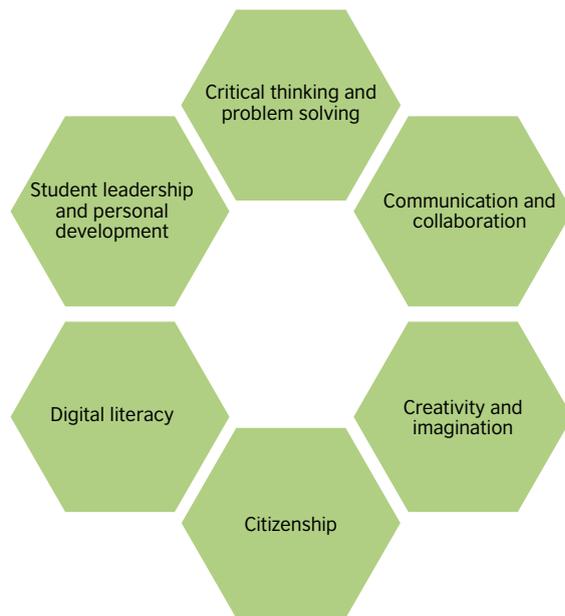
The Connecting Classroom Core Skills programme also focuses on enhancing transferable skills such as critical thinking, problem solving and advocacy and conflict resolution in order to make our students become responsible global citizens. There is a strong overlap between the two lists and that makes the task of mapping relatively simple.

A school is held accountable to regulatory authorities, governors, parents and the students hence its natural that teachers feel uncomfortable

teaching something which they cannot tangibly measure and evaluate. The life skills described here are perhaps the hardest to measure. It needs a sharp power of observation and a trained eye to see students demonstrate these skills as they perform the learning activities. To help with the assessment the teachers participating in the curriculum mapping workshop have also attempted to create some sample rubrics for assessment of the CBSE life skills and the six core skills as there is a large



Life Skills

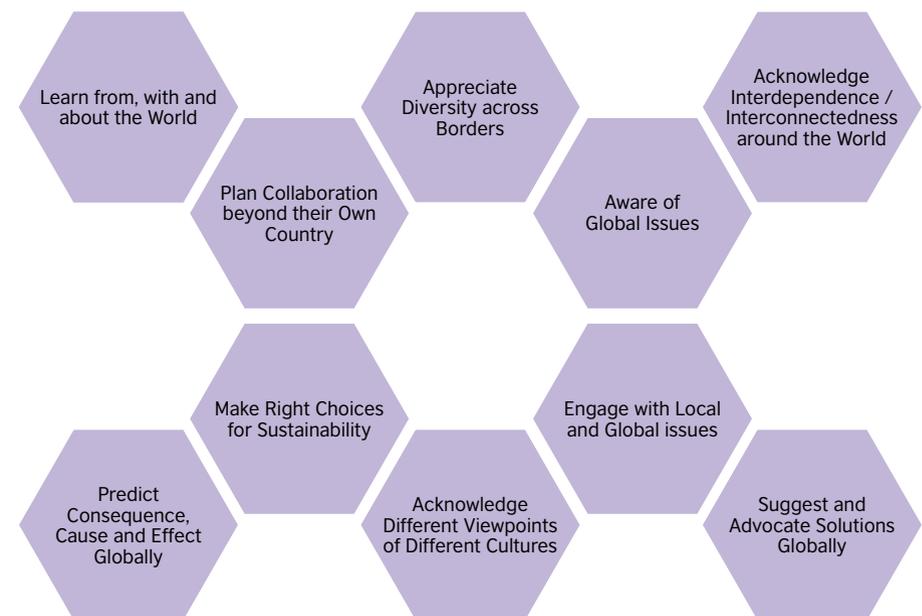


Core Skills

overlap between the two. Again the attempt has not been to create an exhaustive and large list of descriptors but to provide a few samples that can be adapted and used as needed.

The International Dimension outcomes listed here are limited and can be extended but this list was compiled after sorting through hundreds of International School Award action plans and portfolios and these are the

most common ones used in the Indian schools' action plans. A common mistake that schools new to the International School Award often make is to give more importance to the information they collate and send across to the partner school and not focus on the information received and learning about the world achieved through the activities. International School Award is about learning from, learning with and learning about the world and if the action plan is made keeping this in mind it cannot go wrong.



International Dimension Outcomes

CLASS **1**

SUBJECT MAPS

GATEFOLD

CLASS **1**

SUBJECT MAPS

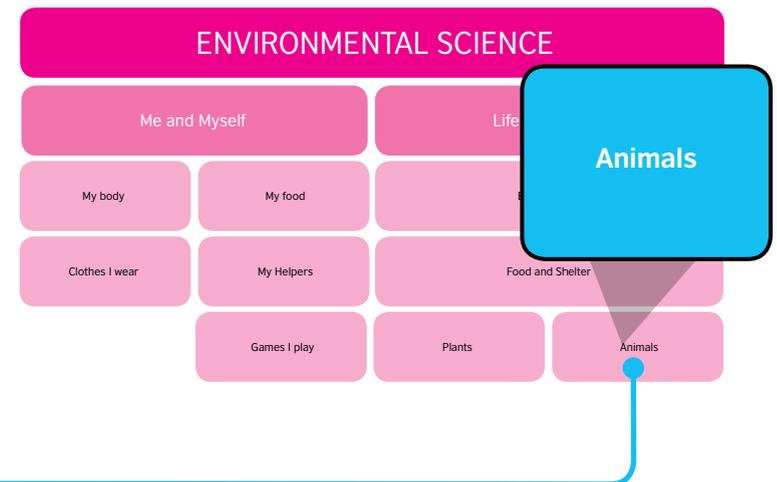
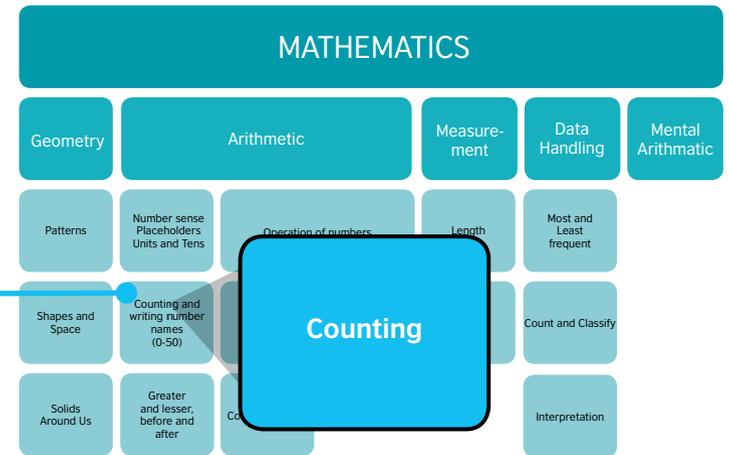
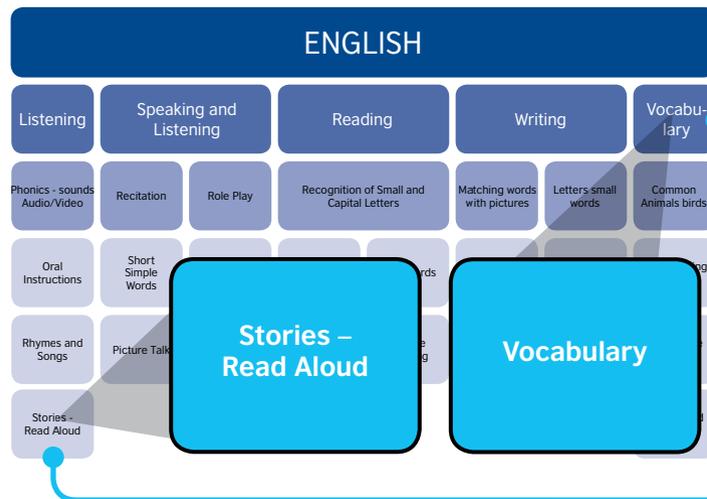
GATEFOLD

Lesson Title

Animal in Stories

Subjects: EVS, English, Mathematics

Class: 1 | Age Range: 5 – 6 years



Lesson Planning

 PERIOD
1

They learn that animal calls in different countries are made differently. Cows moo in the west but humba in India, pigs oink, dogs bow wow. They can hear the recorded sounds of these animals and imitate them. They are asked to listen and say which animal noise they are hearing and give the name of the animal in English and Hindi.

 PERIOD
2

Students are told a collection of stories with animals from around the world such as Jataka Tales, Grimm's Fairy tales, Folk tales from Russia, Mexico and Africa. They are then asked to remember the animals in the stories and say what was the character of the animals in the stories.

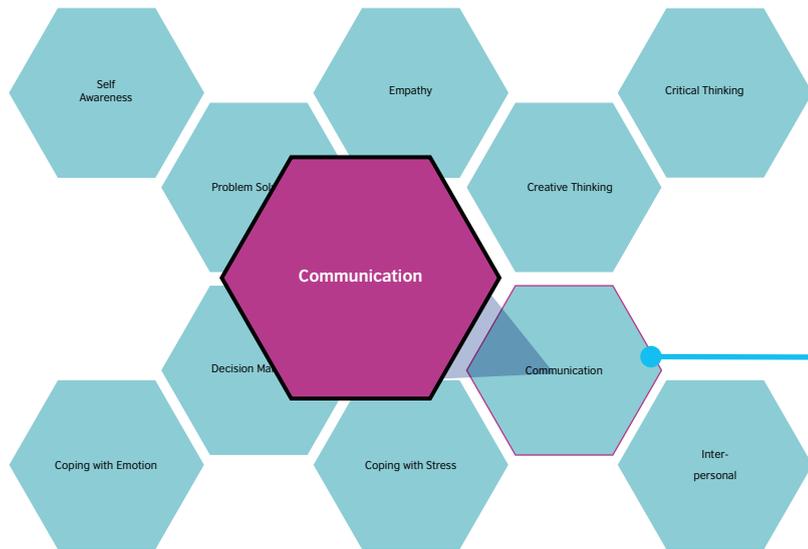
 PERIOD
3

Students are shown animated movies of animals and asked to draw/colour their favourite animal and give it a name.

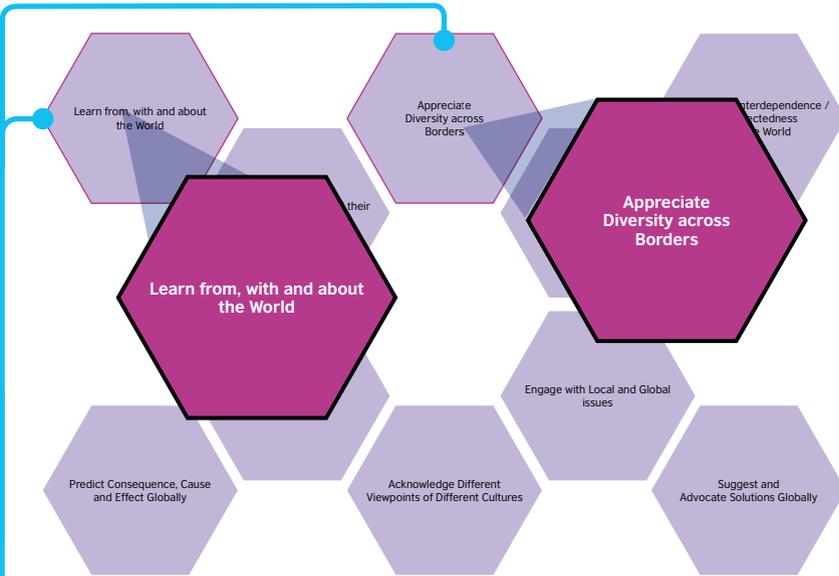
 PERIOD
4

Children learn to sing a short nursery rhyme from different parts of the world that teach counting.

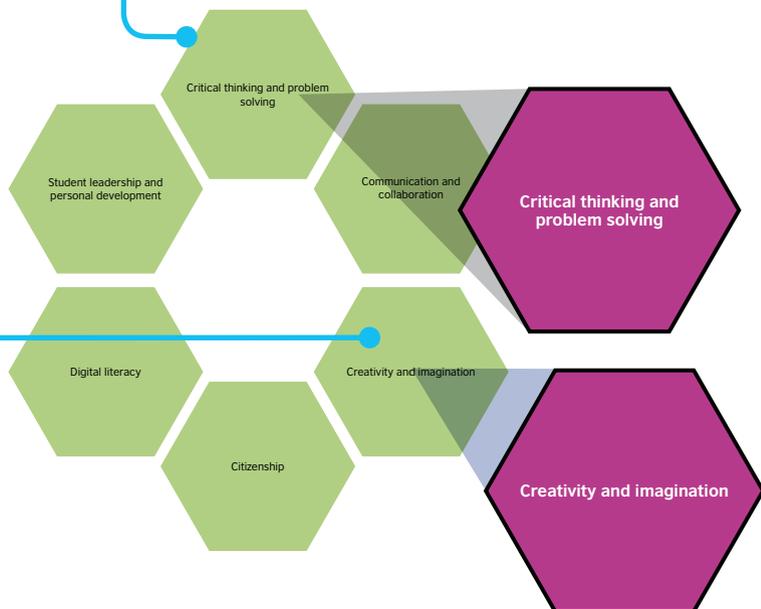
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Stories should be very simple with short sentences and three and four letter words only. Stories of animals where movies are available might be used such as Tom and Jerry.

Assessment (also refer to the section Using Rubrics Effectively)

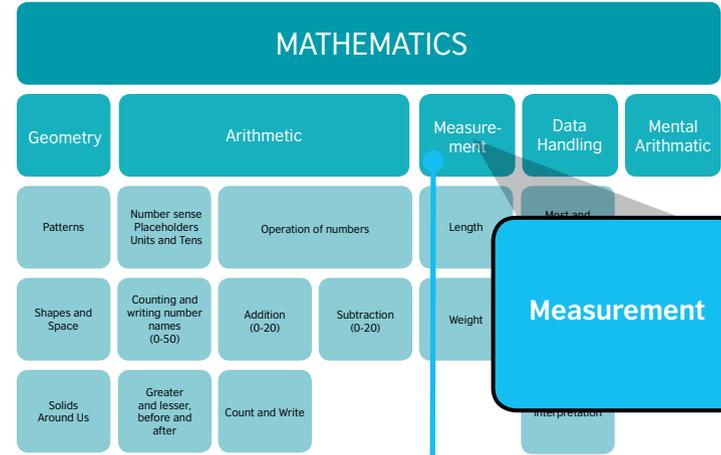
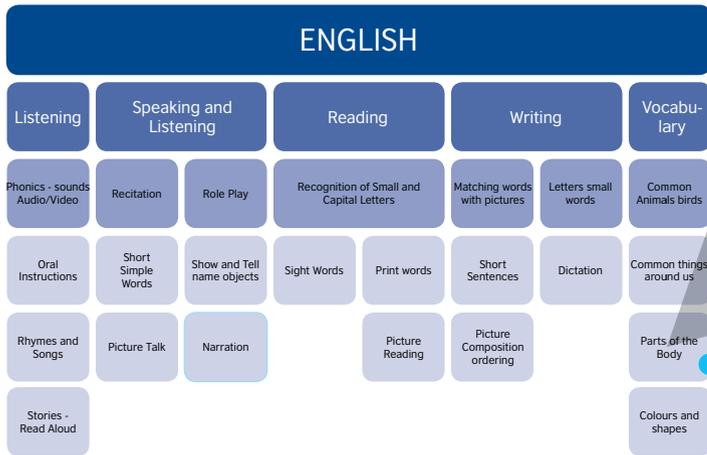
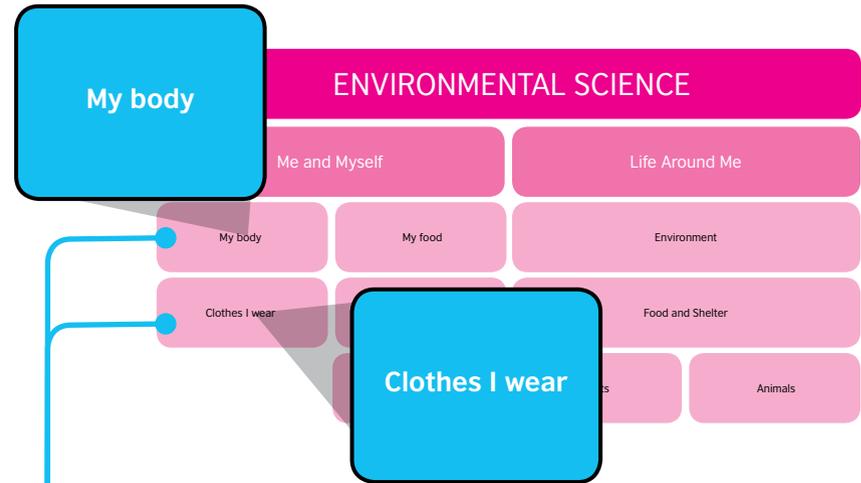
- Were the students able to identify and connect the animal with the correct animal sound on their own?
- Could they use their own Creativity and imagination to colour/draw their favourite animal and give it a unique name?
- Review: Oral answers, Drawings, Rhyme - recall and style.

Lesson Title

Knowing My Body and What I Wear

Subjects: English, EVS, Mathematics

Class: 1 | Age Range: 5 – 6 years



Lesson Planning

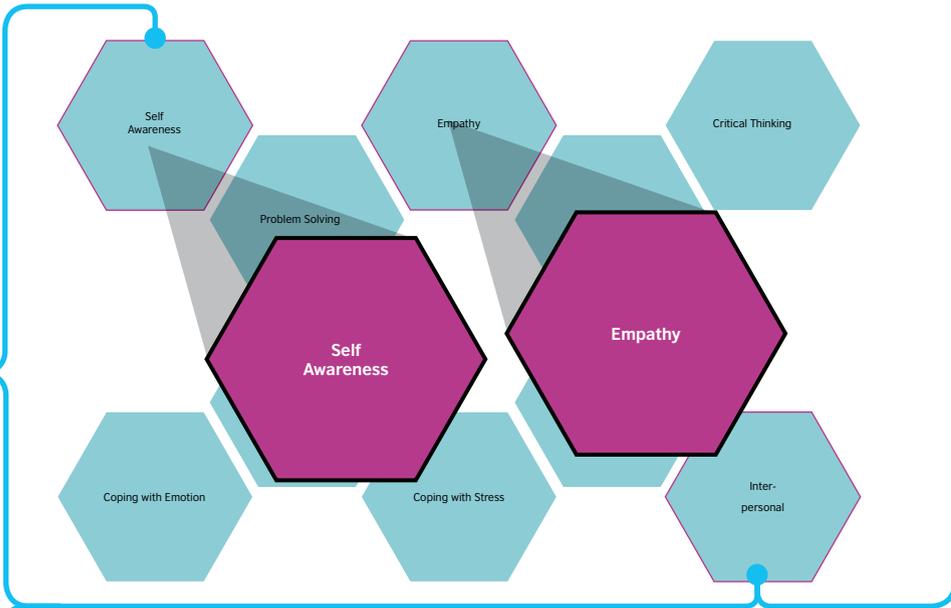
PERIOD 1 Students talk about the parts of the body and learn how to say and spell them using sight words. They also identify the different clothing items they wear commonly. The teacher extends the vocabulary with clothing worn in different seasons, in different places.

PERIOD 2 They compare the new words they have learnt with words for the same thing in their own mother tongues. They work with their partner schools to find out what these parts of the body and items of clothing are called in another language.

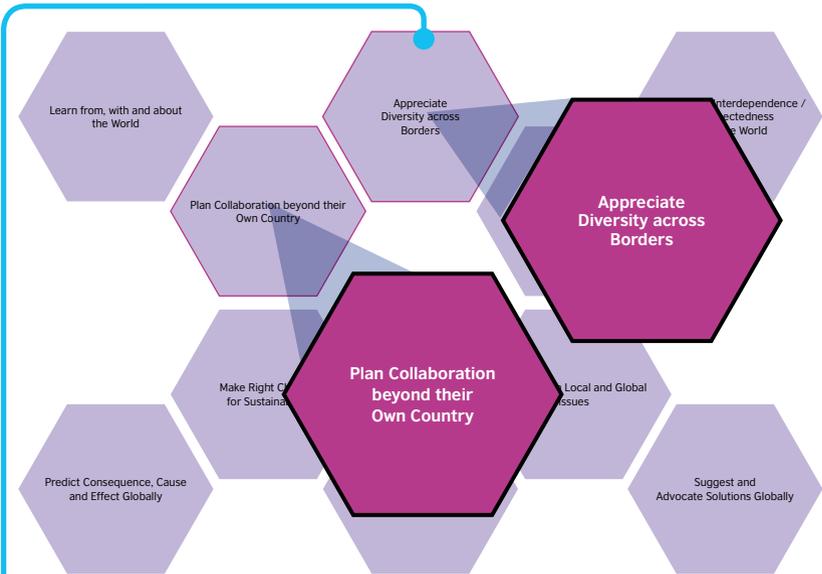
PERIOD 3 The students perform a 'Show and Tell' in the class expressing their opinion about which is their favourite outfit and why.

PERIOD 4 The students measure their height, shoe size, size of hands etc and arrange in ascending and descending orders. They also have a discussion on how we all have the same parts of the body, but they can look different. The discussion is also extended to how some people have physical disabilities and how we have to include them in our society.

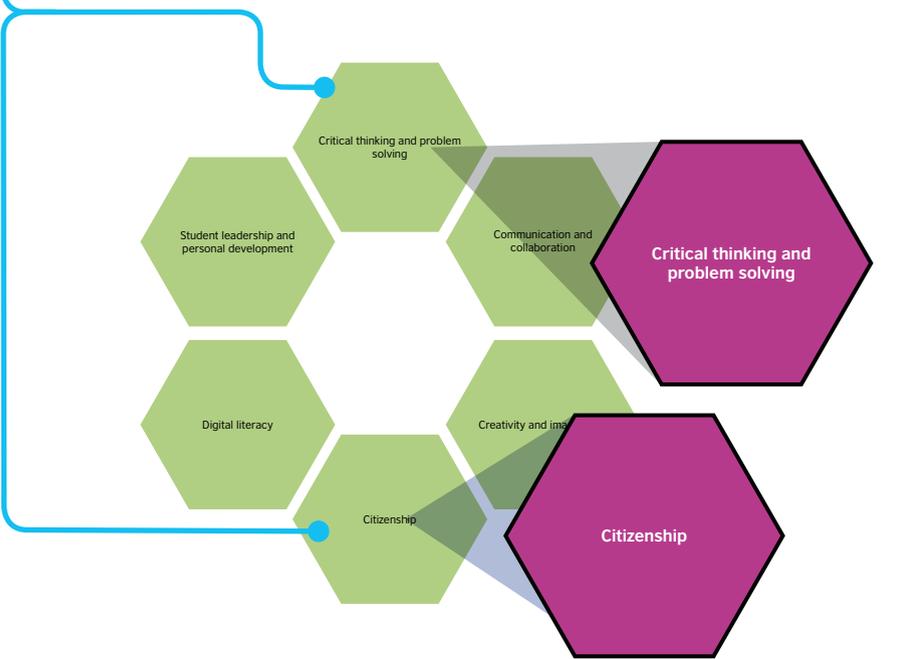
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- The lesson can be kept as simple or may evolve as the class requires. The interactions with the partner school about the vocabulary in languages other than english can be done via skype sessions

Assessment (also refer to the section Using Rubrics Effectively)

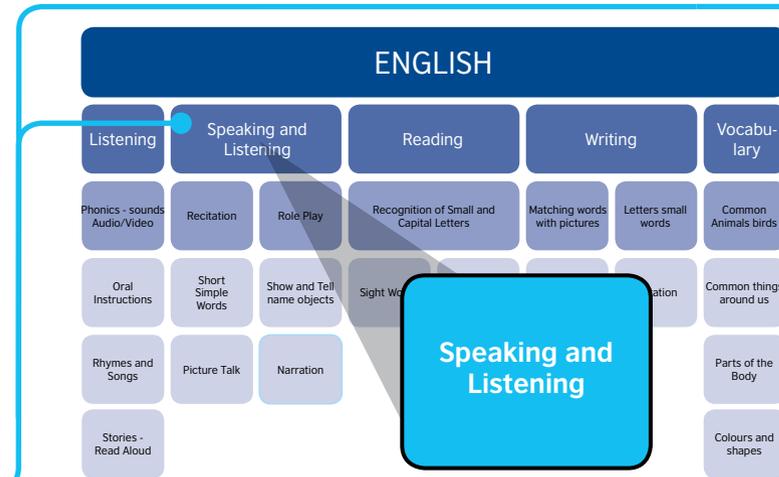
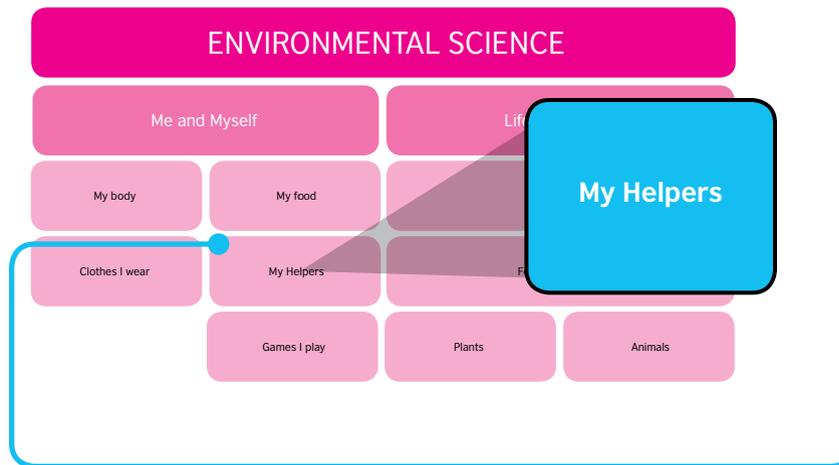
- Could they connect word meanings of English with those of their mother tongue?
- Could they express an opinion about their favourite dress independently?
- Did the understand the concept that even though our body parts may be same, people may look different?
- Review: Class discussion, Vocabulary extension, Discussion with partner school, Show and Tell, Measurement activities

Lesson Title

Who do I want to be when I grow up?

Subjects: EVS, English

Class: 1 | Age Range: 5 – 6 years



Lesson Planning

PERIOD 1

Brainstorm on who our helpers are in the community. Teacher tells them some additional ones. The students then think critically and make a mind map about the helpers and the kinds of roles they play, how they help us. They also discuss what would be different/difficult in our lives if these helpers were not there.

PERIOD 2

They exchange their findings with their partner school and make a comparison about the kinds of helpers, their roles etc.

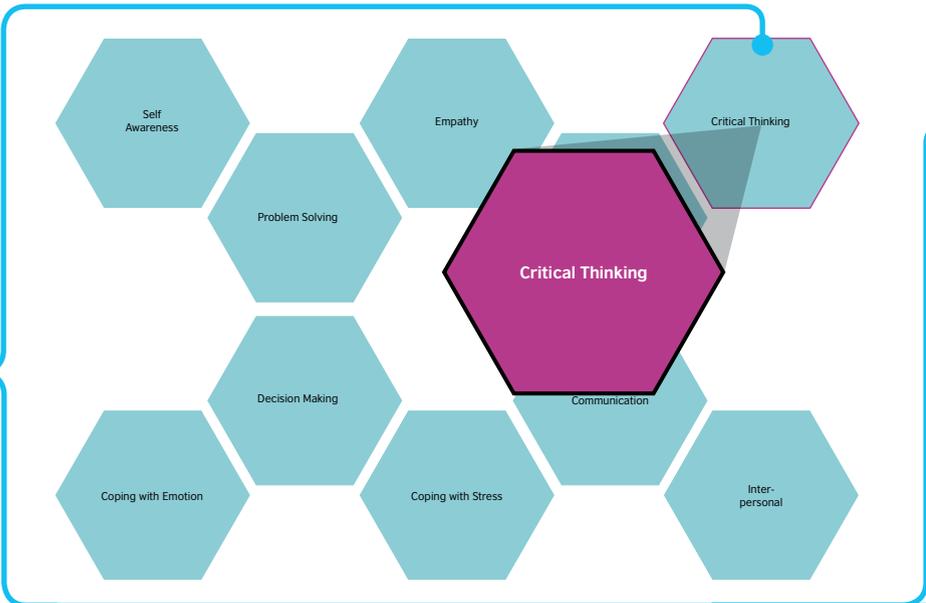
PERIOD 3

Teacher allots helper-roles to all the children by rotation, where they become nurses/doctors, policemen/armed forces, electricians, engineers, teachers etc.

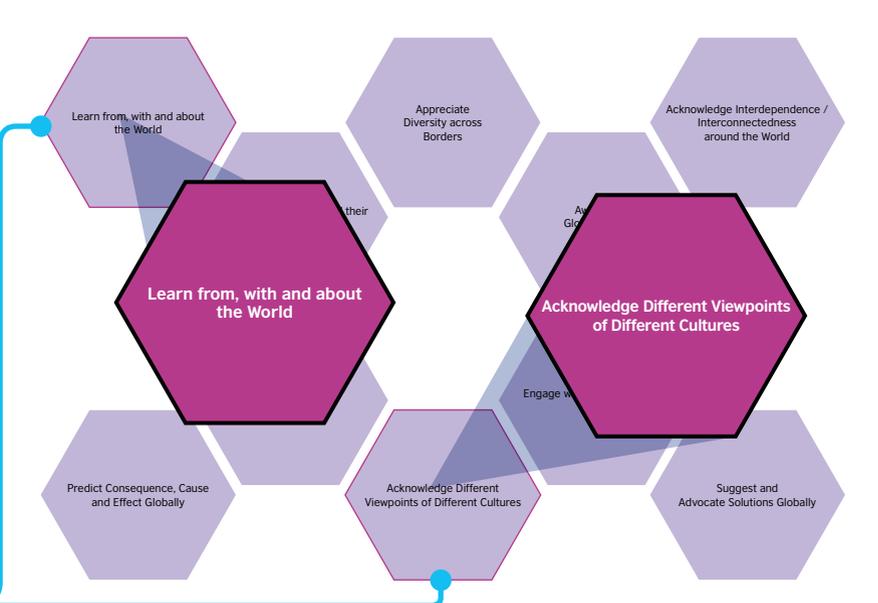
PERIOD 4

Students then express their own opinion on which helper they want to be when they grow up and why.

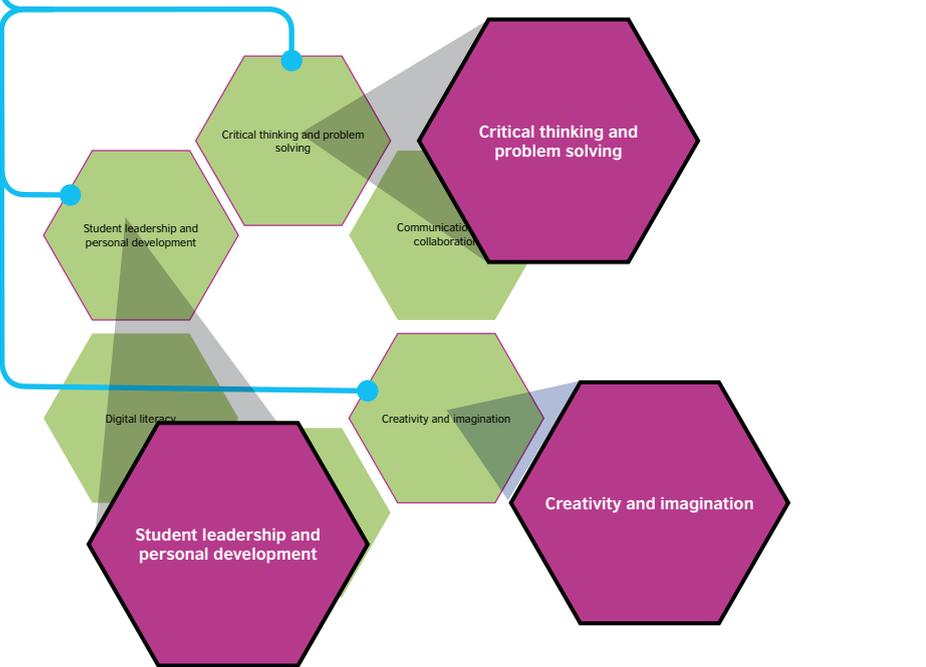
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Helpers' Week may be organised in the school, where people from different walks of life are invited to come and interact with the students
- Shows and movies such as Sesame Street/Galli Galli Sim Sim, Bob the Builder etc. to get the students thinking about helpers

Assessment (also refer to the section Using Rubrics Effectively)

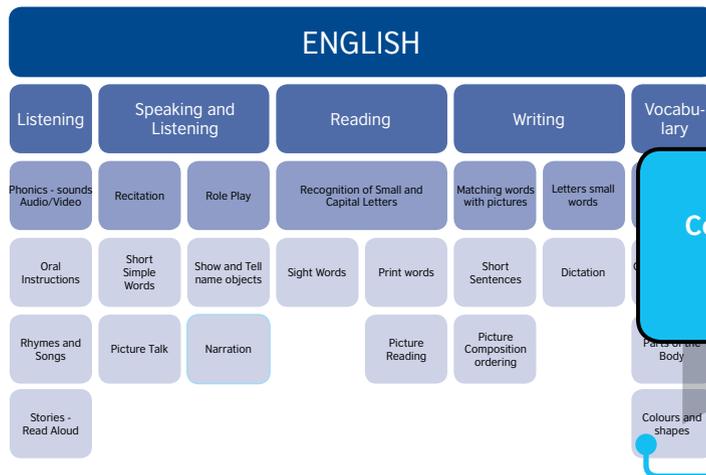
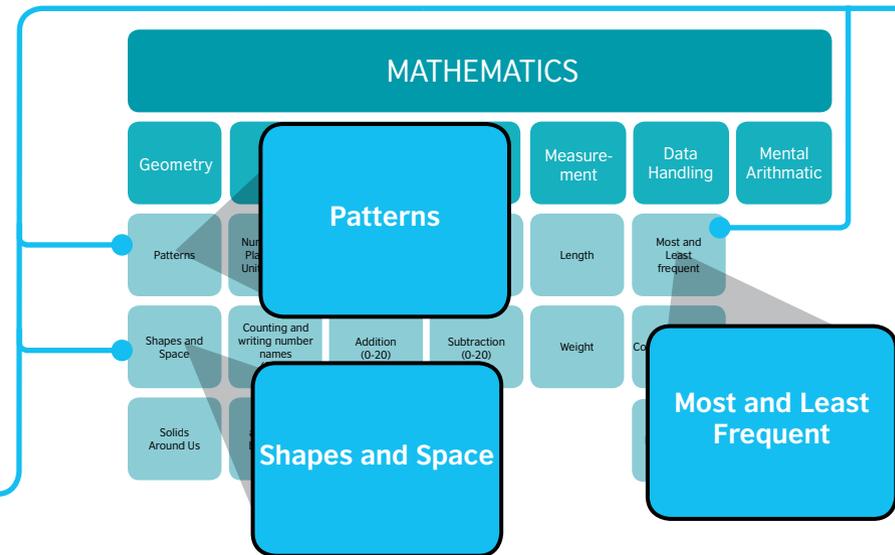
- Were the students able to make connections between our helpers and the roles they play and draw the mind maps?
- Were they able to imagine how life would be different without these helpers?
- Could they identify positive qualities in the helpers?
- Review: Brainstorm sessions, Mind maps, Class discussion

Lesson Title

Folk Art Around the World

Subjects: Mathematics, English

Class: 1 | Age Range: 5 – 6 years


Colours and Shapes

Shapes and Space
Most and Least Frequent

Lesson Planning

PERIOD 1

Students learn about different shapes. Teacher shows them pictures of different kinds of folk art using shapes, eg Warli, Rangoli, African tribal art etc. and has a discussion about them.

PERIOD 2

Students work in groups to create their own mosaics using the basic shapes in various colours using their imagination and creativity.

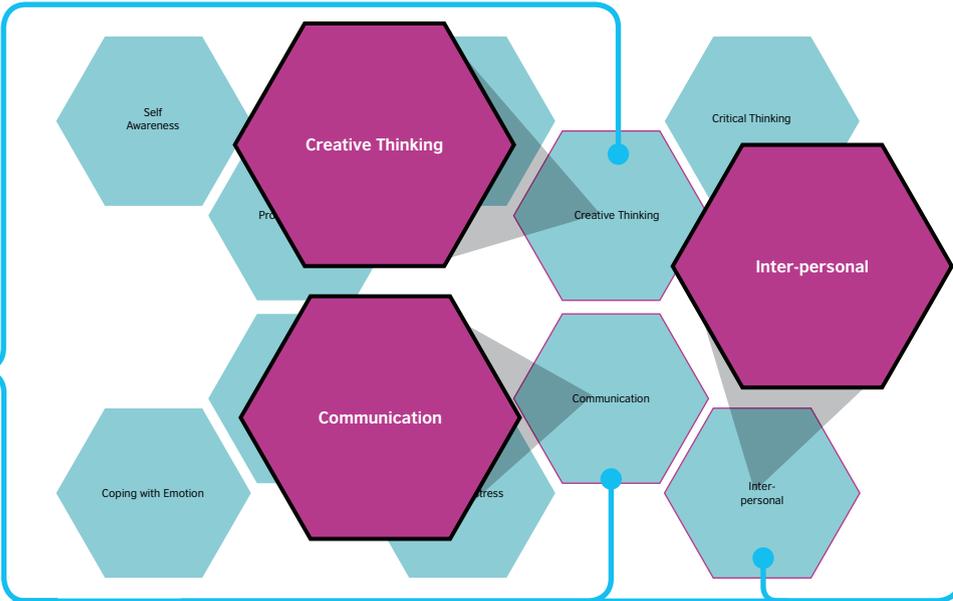
PERIOD 3

They count the number of each shape used in their mosaics and identify patterns in the designs. They do an analysis of which shapes were used the least and which ones the most.

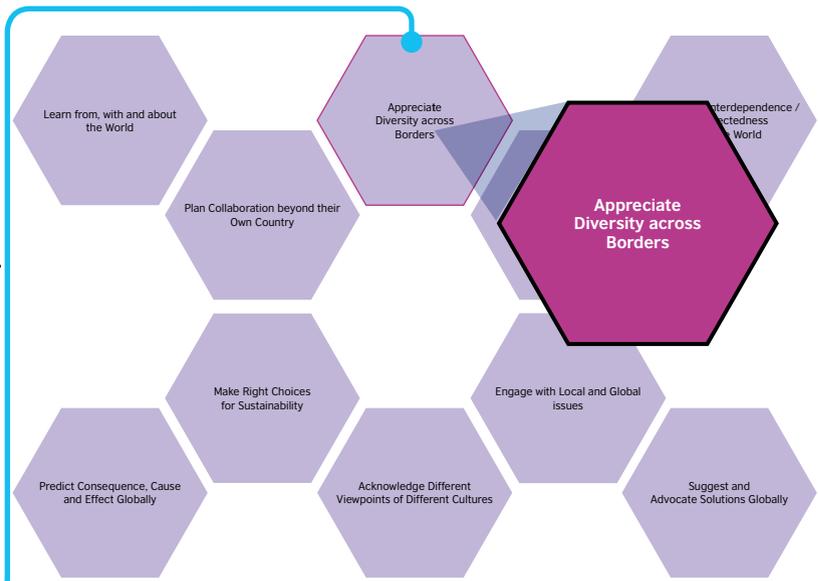
PERIOD 4

The designs made by students are exchanged with the partner school and feedback exchanged between both schools.

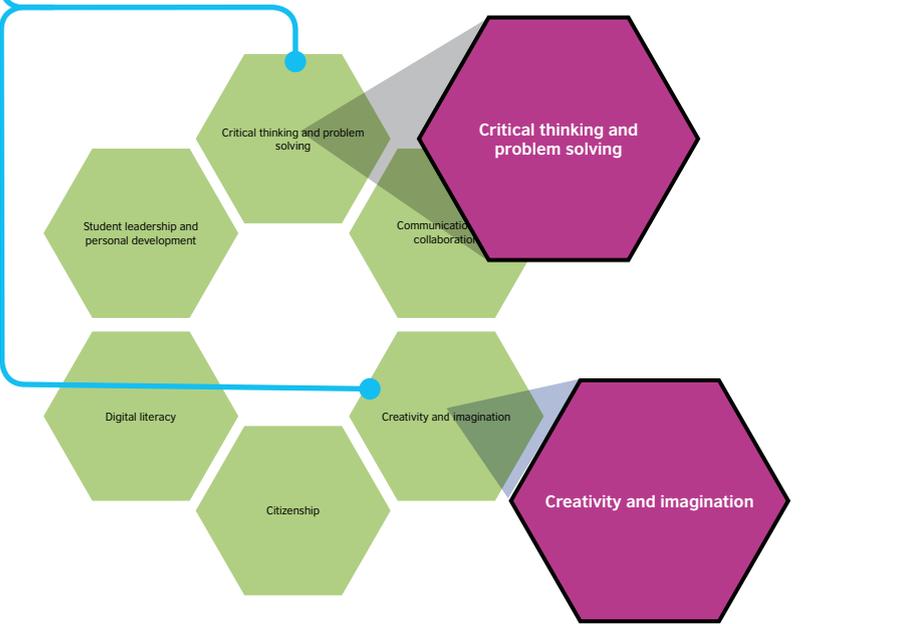
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Students can be given spirographs to create patterns as well as count. Pattern recognition can also be taught with such geometric/symmetrical designs. In the Art class, students can be encouraged to experiment with shapes and colours

Assessment (also refer to the section Using Rubrics Effectively)

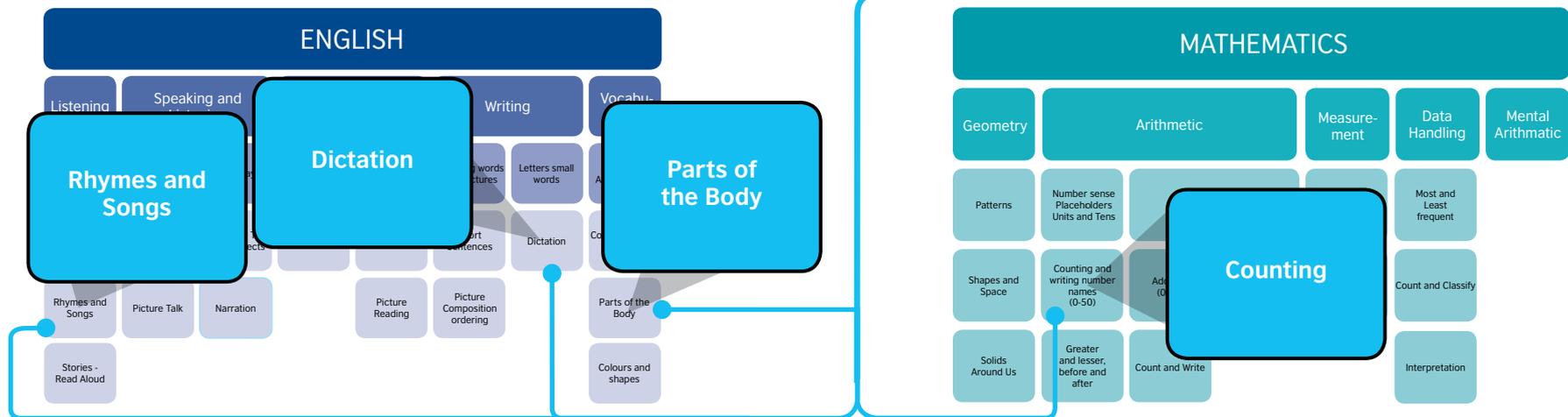
- Could they identify and count the shapes and colours independently?
- Could they work together to create unique mosaics of their own?
- Could they use appropriate adjectives to describe the colours and shapes?
- Review: Class discussion, Counting, Data Handling, Designs

Lesson Title

My Song Your Steps

Subjects: Mathematics, English

Class: 1 | Age Range: 5 – 6 years



Lesson Planning

PERIOD 1

Students learn to count to hundred using songs and games designed by the teacher. They learn songs about counting. The songs are recorded and sent to the partner school, who has to choreograph a dance/aerobics routine on the same song. After allowing some time for practice, the students have a concert via skype in which they perform for the partner school.

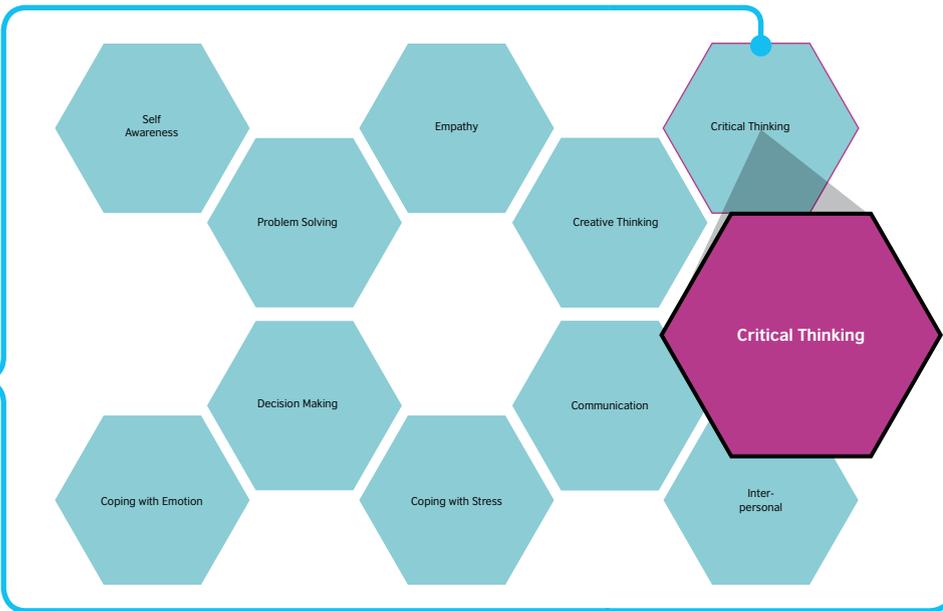
PERIOD 2

The students then recite rhymes involving counting of numbers and body parts like 'Chubby chicks, dimpled chin', 'Baa-baa black sheep' etc.

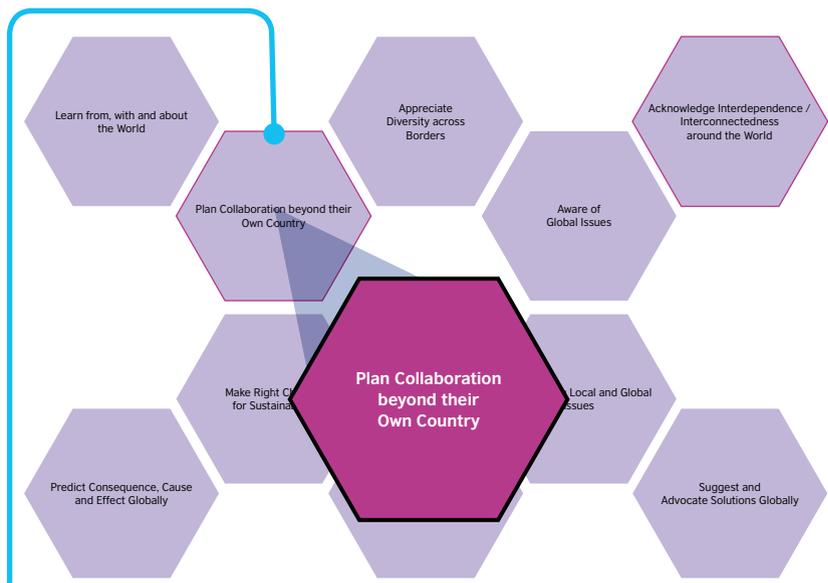
PERIOD 3

The teacher then takes a dictation test involving all the words the students have learnt from the recitation and performance of the songs and rhymes.

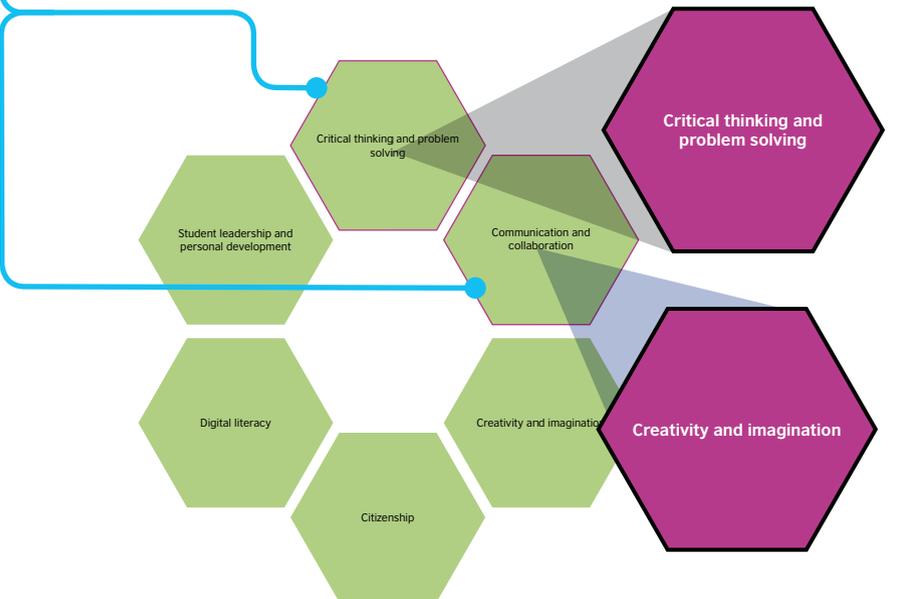
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- If a skype concert cannot be organised, recordings can be exchanged between the partner schools
- Dance teachers/PT teachers have to choreograph routines which demonstrate the maths concepts in a manner simple enough for the children

Assessment (also refer to the section Using Rubrics Effectively)

- Did the students understand the concept of numbers up to one hundred?
- Could they understand patterns in the form of beats in the music?
- Did they participate in the dance/aerobics routine as a team?
- Review: Songs and dance routines, Counting exercises, Dictation test

CLASS 2

SUBJECT MAPS

GATEFOLD

CLASS 2

SUBJECT MAPS

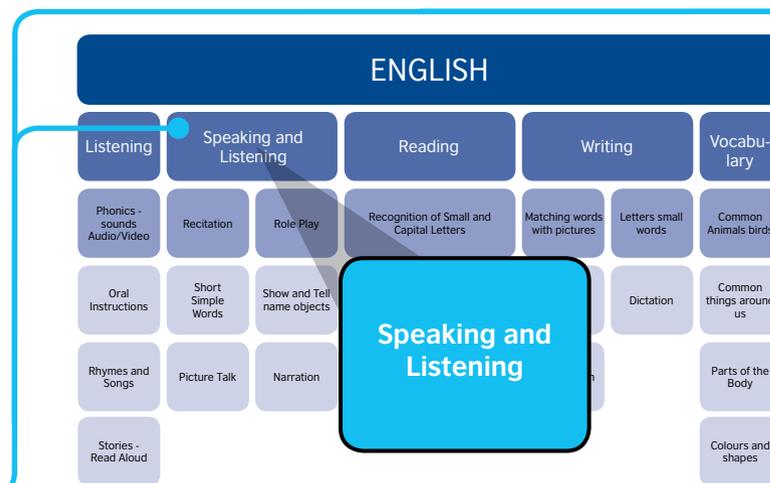
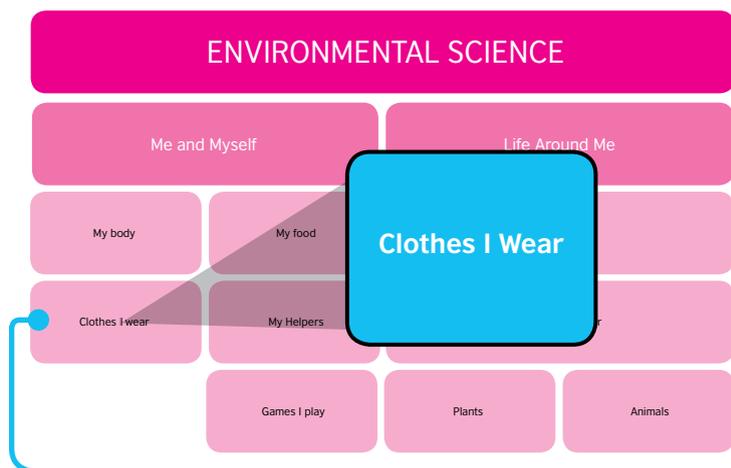
GATEFOLD

Lesson Title

Say Hello to friends around the world

Subjects: EVS, English

Class: 2 | Age Range: 6 – 7 years



Lesson Planning

PERIOD
1

Students are taught the importance of greeting everyone. When do we say “please” and when do we say “thank you”, What do we say when we meet for the first time and what do we say when we leave friends at the end of the day?

PERIOD
2

Teacher creates a big world map and puts it on the wall. Students are given slips with the words and pictures of the people in local costume. They have to stick it on the right place with blue tack. This can be taken away

and reused for drilling and practice. No more than a few countries should be taken and it should be one or two from each of the continent.

PERIOD
3

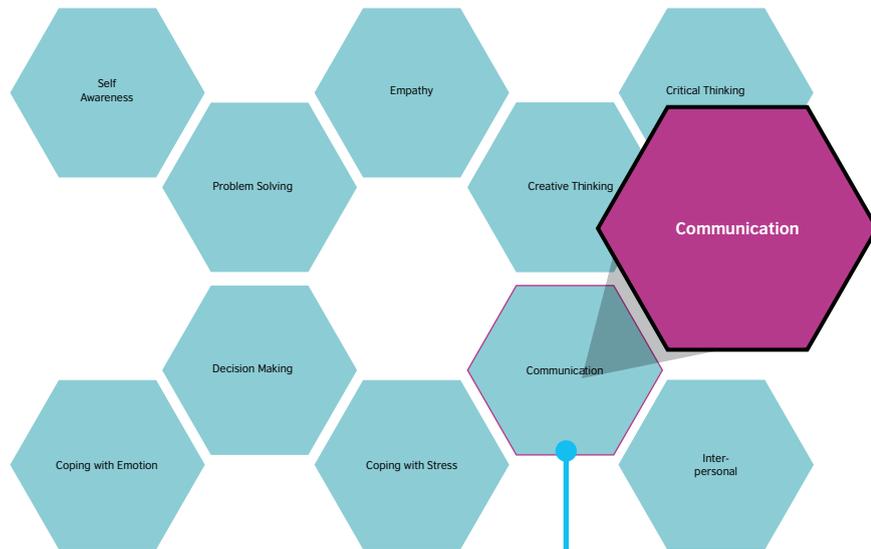
Students learn to greet each other in language of another country. Two students are given the same language. They do the same skit in different languages. Walking up to each other, saying hello, asking for something with please. (students don't need to know the name of the object just point

PERIOD
4

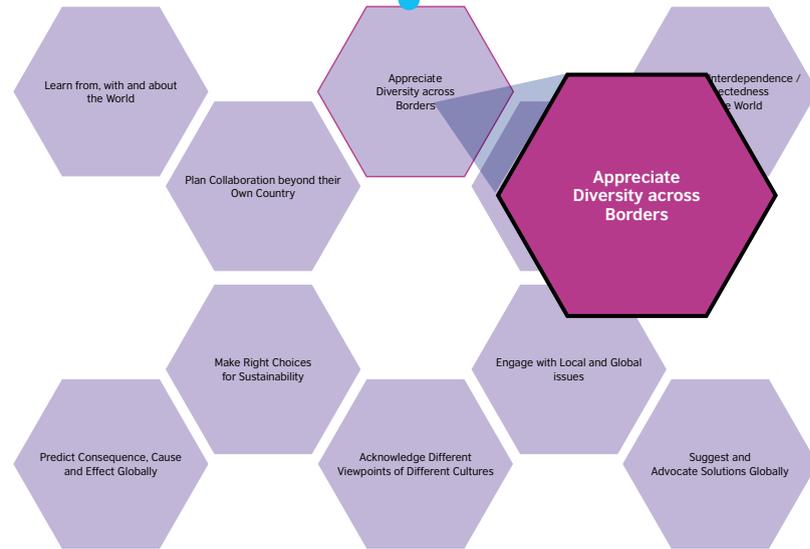
and say “please” or “please may I have that”. Say thank you and goodbye. They should learn in own language and practice with each other and then in other languages.

Students may do a fancy dress show for their parents and rest of the school or display their skills during assembly to other students in the school.

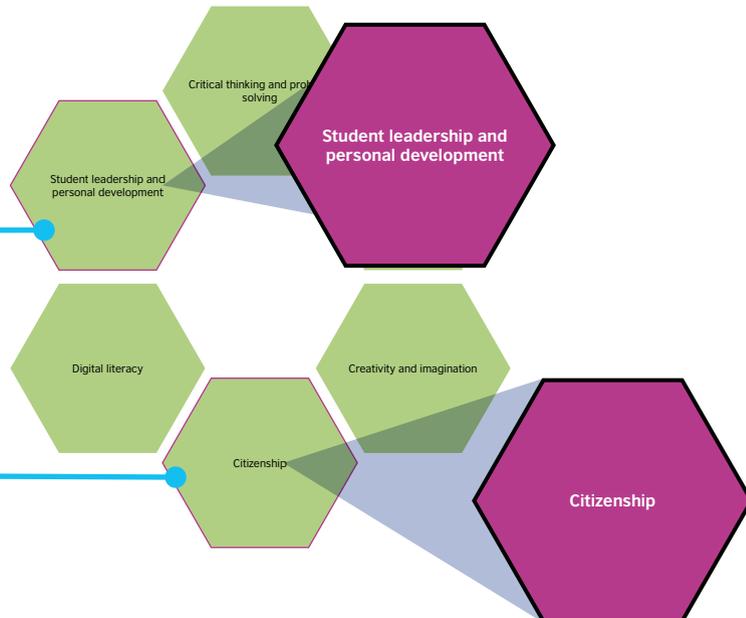
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Simple one word greetings should be used. Spellings are not required as this is only a verbal exercise.

Assessment (also refer to the section Using Rubrics Effectively)

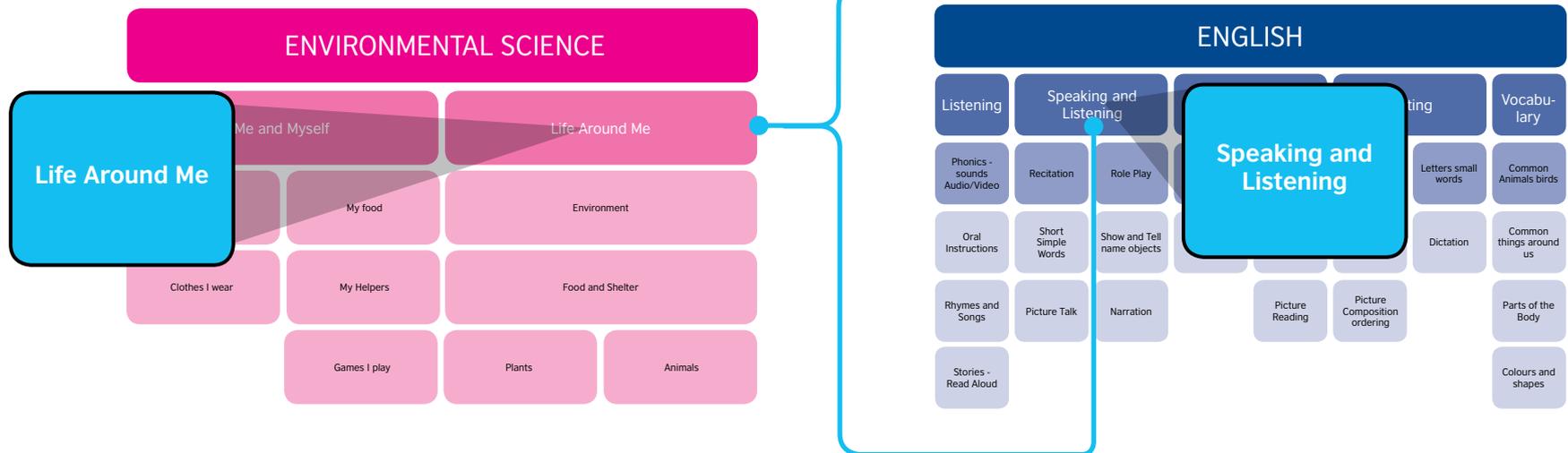
- Did students learn that greetings are important social behaviour? Why?
- Are they using greetings in their own language more now? Feedback from Parents.
- Are they experimenting with different languages and having fun?
- Review: Brainstorm sessions, Greetings, Fancy Dress, Matching Countries and Clothes activity

Lesson Title

Symbols and Flags

Subjects: EVS, English

Class: 2 | Age Range: 6 – 7 years



Lesson Planning

PERIOD
1

Students are introduced to the importance of how we display things we like best. All students bring a picture or draw a picture of their own favourite colour and animal. The teacher then tells them about National Birds and symbols of India as the countries most favourite bird and animal and colours

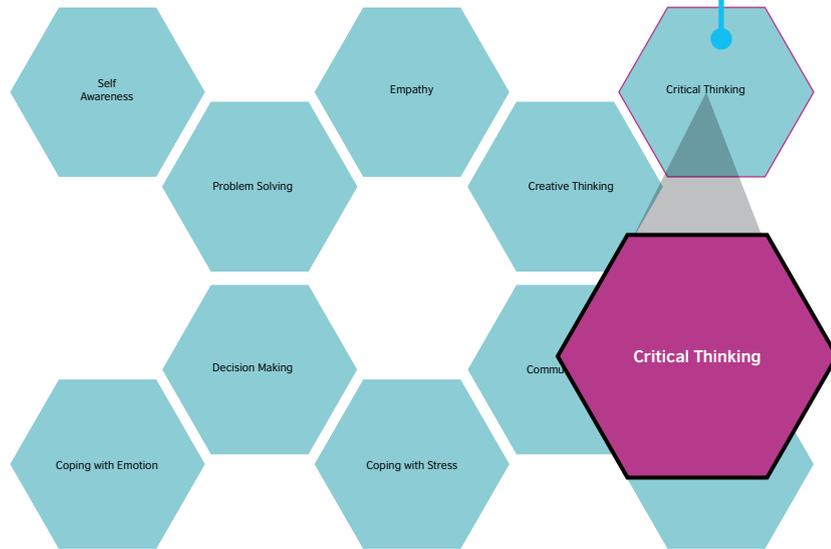
PERIOD
2

The students are then given flags, and national birds and animals of a few different countries around the world. They can colour empty outlines of birds and animals with appropriate colours and talk about the importance of the bird. Is it beautiful? Is it important? Does it represent any value? Tiger=Bravery, Green=prosperity, etc

PERIOD
3

Using Maps in Different places. They discuss how flags are used at sea, on planes, in big meetings where people of all countries come like UN. During war. They can understand the meaning of a white flag for peace, red flag = danger, green flag = go. Who uses flags - railway station masters, buildings, ships, etc.

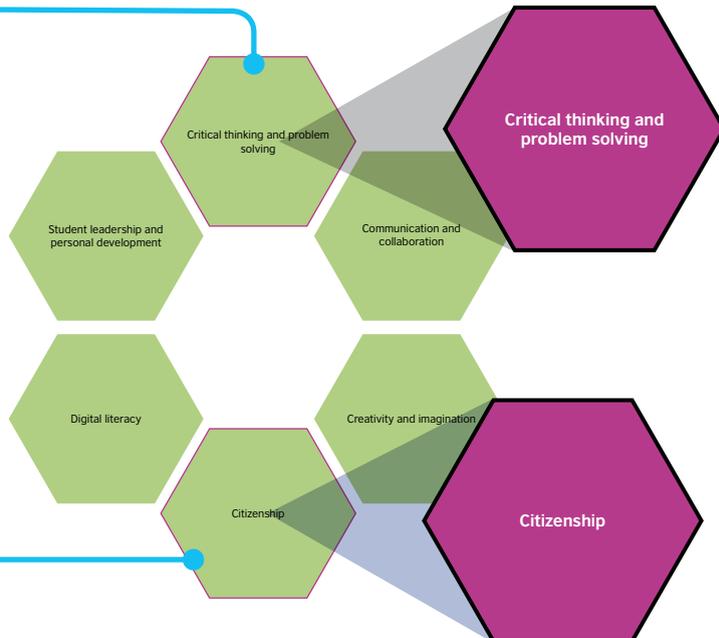
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Display and leave all students work for everyone to see and enjoy. Use a large world map to cumulatively add all the various activities done

Assessment (also refer to the section Using Rubrics Effectively)

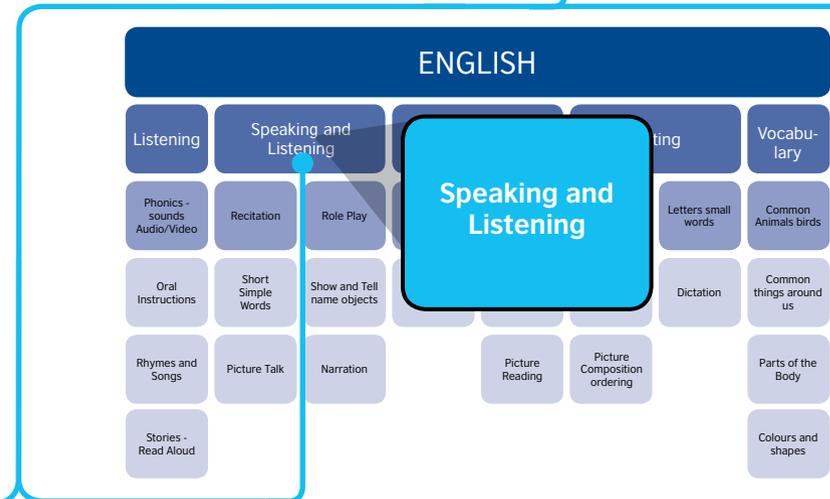
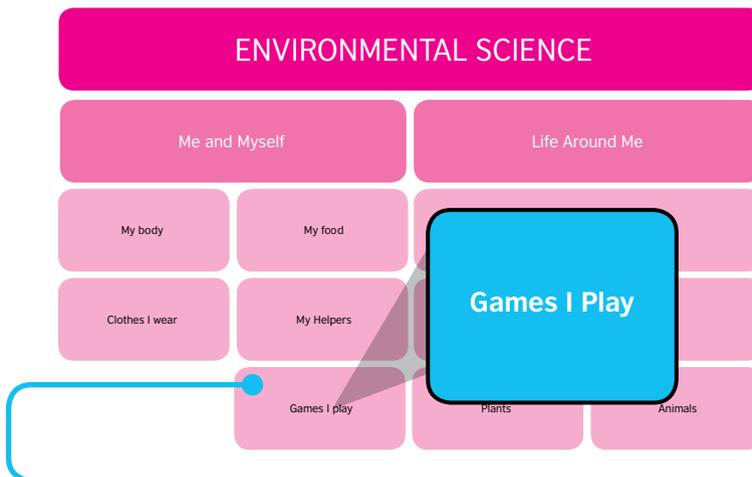
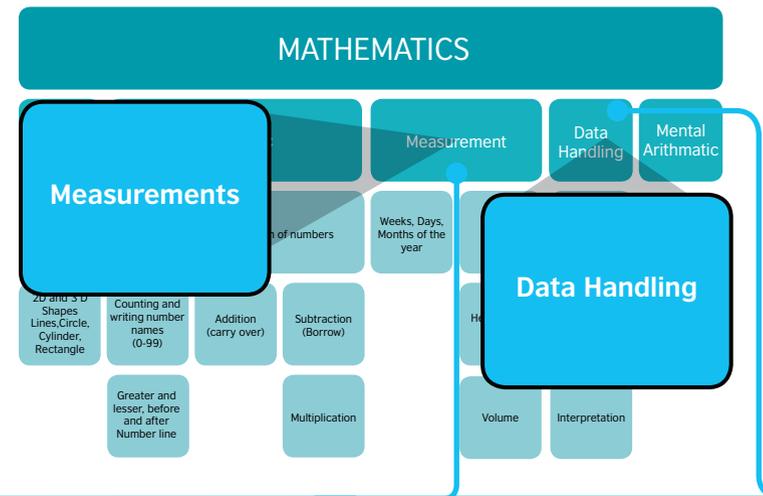
- Did they understand how symbols, colours and nature can represent values and properties?
- Did they appreciate that each country celebrates various values?
- Review: Pictures collected & drawn, Class discussions

Lesson Title

My favourite toy

Subjects: EVS, English, Mathematics

Class: 2 | Age Range: 6 – 7 years



Lesson Planning

PERIOD
1

Students discuss their favourite toy? They bring it to school one day for a show and tell session. They explain why it is their favourite toy, how they play with it and whom they play with. Teacher takes photos of each students toys to put up in the classroom and share with partner school

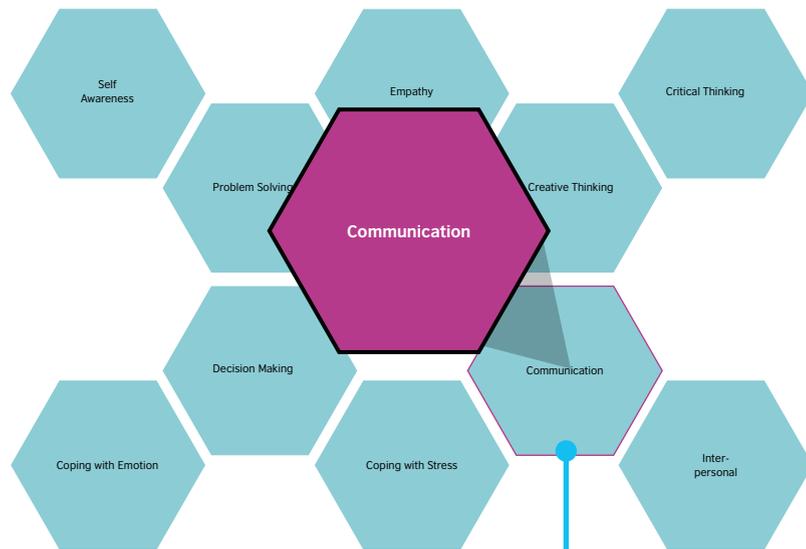
PERIOD
2

The day the toys are brought to class, the children experiment and arrange the toys from heaviest to lightest; They categorise all the toys in various ways eg dolls, vehicles, balls, sports equipment, board games etc.

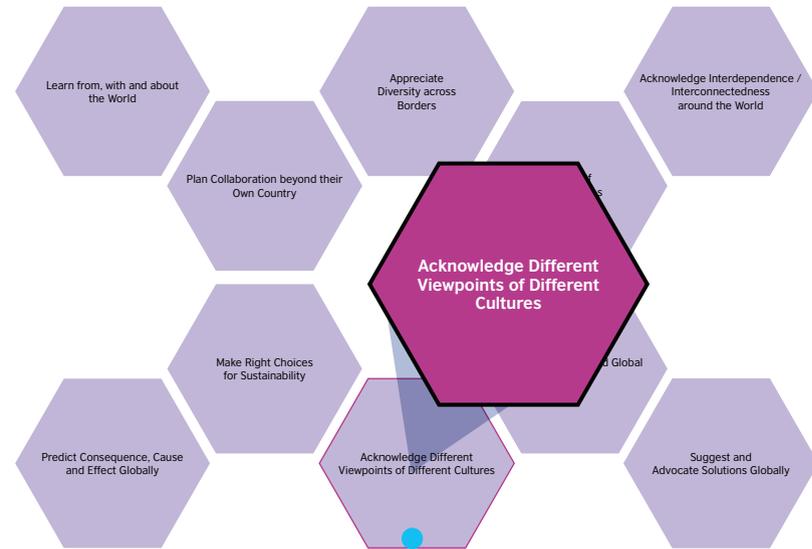
PERIOD
3

The teacher shows children toys of students in partner school or pictures of traditional toys from other parts of the world. Students say what is common between their favourite toys by looking at the pictures of their toys or actual toys if they are displayed in the class. What looks different?

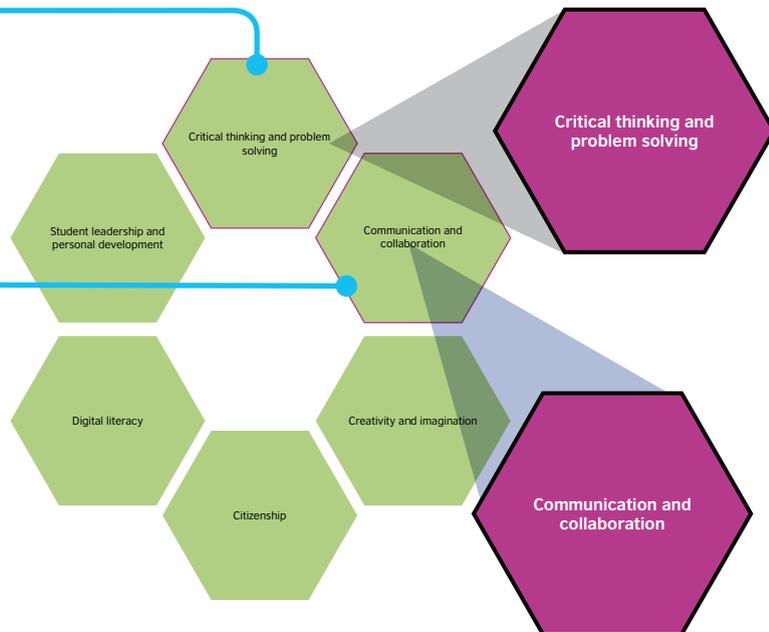
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Students can exchange videos of them speaking about their favourite toys with their partner school

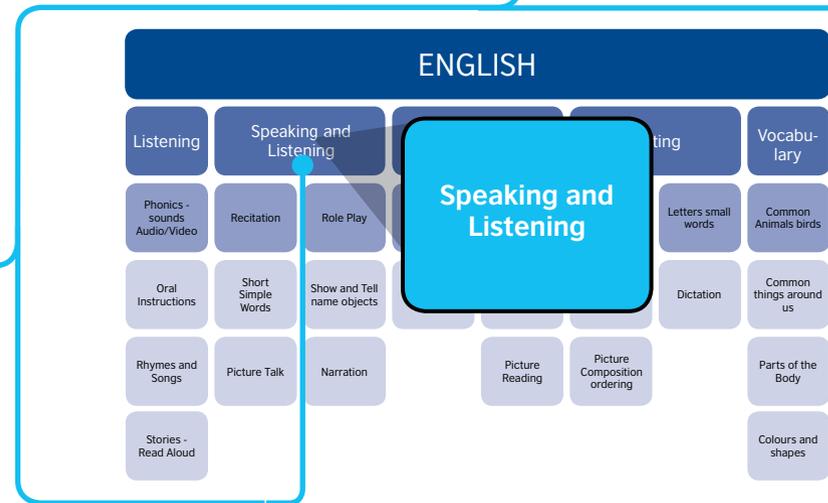
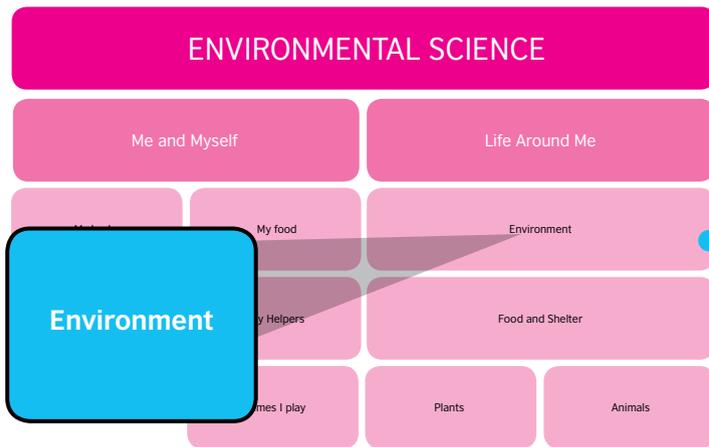
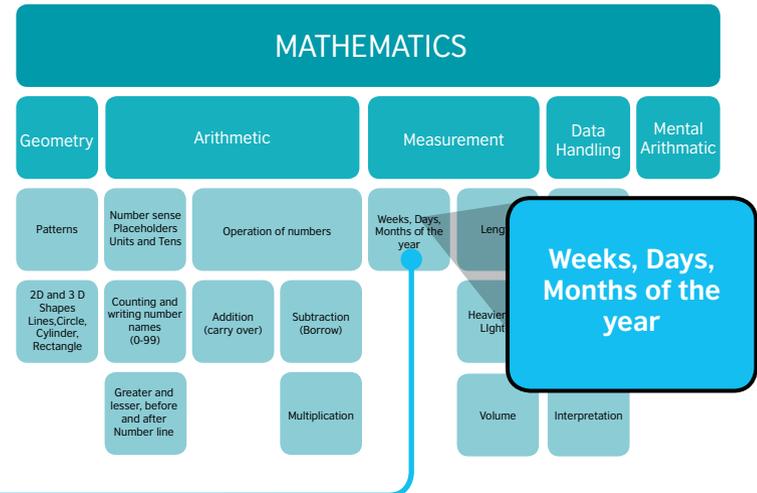
Assessment (also refer to the section Using Rubrics Effectively)

- Did the students express their independent opinion on why it is their favourite toy?
- Could they identify similarities and differences between traditional toys of their country and their partner school's?
- Could they correctly arrange the toys on the basis of their weight?
- Review: Class discussions, Show and tell, Sorting activity

Lesson Title Seasons

Subjects: EVS, English, Mathematics

Class: 2 | Age Range: 6 – 7 years



Lesson Planning

PERIOD 1 Students have a brainstorming session about what are the 4 seasons and describe each season amongst themselves as a review of previous knowledge. Teacher to fill in any gaps if required. Four corners of the class are marked as 4 seasons. Teacher collects and puts various words and pictures about the seasons in a bag, and students pick them at random. They have to run to the corner which displays the season their word/picture is related to. Students then speak 1-2 lines about their picture.

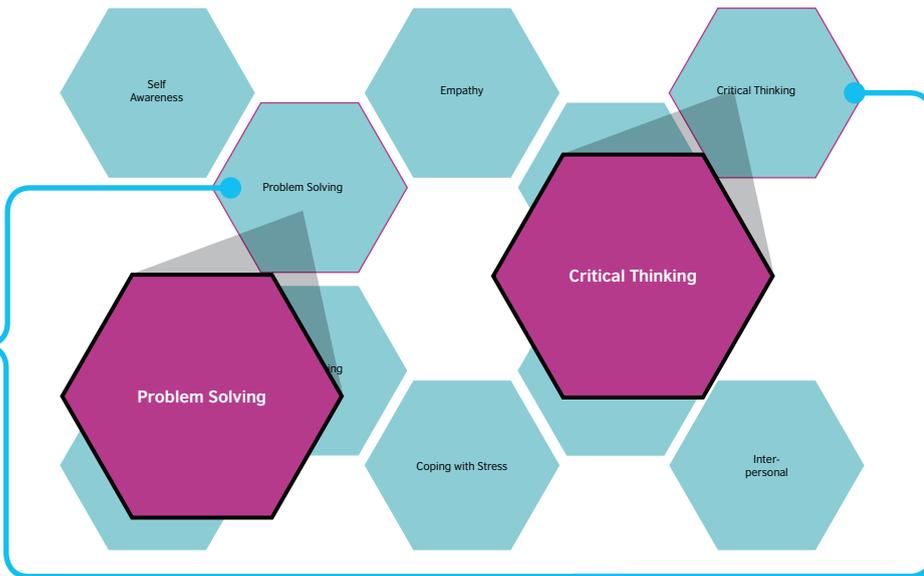
PERIOD 2 Teacher shows the students videos of seasons/weather conditions in different parts of the country/world. They discuss how the same season can be seen in different intensities at different places. Eg, Summer in Kashmir is very different from Summer in Chennai.

PERIOD 3 In Art class they draw pictures of their favourite season, they make colour representations/feeling representations of each season using their own imagination. Some of them may use shades of blue for monsoon, while others use greys. For some

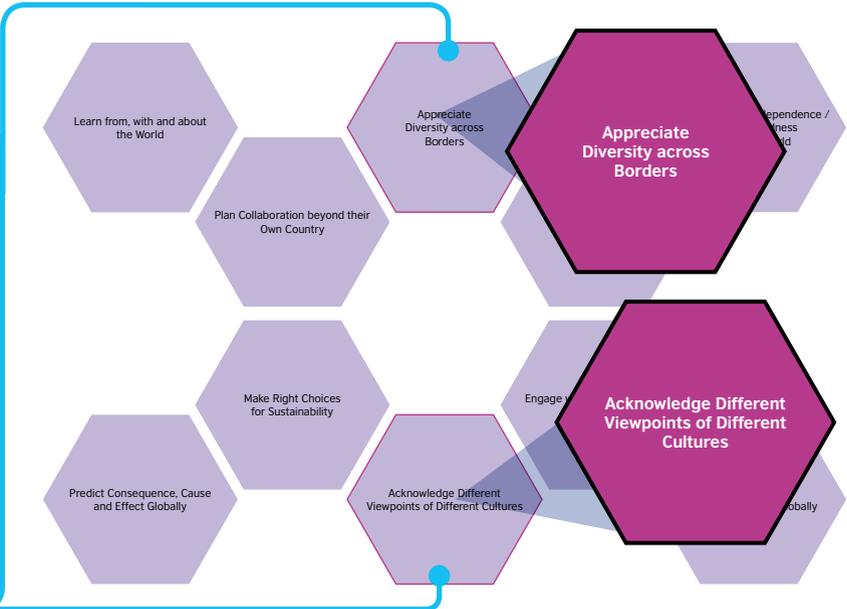
a smiley face may represent summer, while another may show an angry face.

PERIOD 4 They learn about the calendar year and mark out which months form part of which season in their area. They share this info with their partner school and understand how the same months can be a different season eg April in North India is Summer but in UK it is Spring.

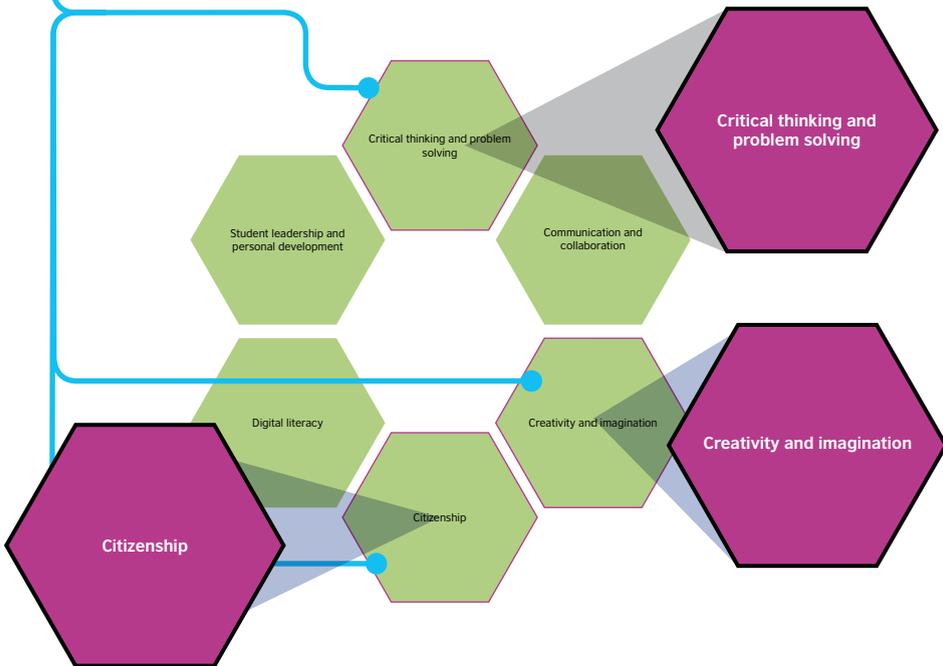
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Songs, poems, pictures etc of the seasons should be shown. Clothes worn and food eaten in different seasons could be done as an extension activity

Assessment (also refer to the section Using Rubrics Effectively)

- Could the students make connections between the word and pictures and the seasons?
- Did they understand how seasons or calendar months may be different in different parts of the country?
- Did they explore multiple perspectives in their imagery of the seasons?
- Review: Brainstorm sessions, Activity, Speaking activity, Drawings, Class discussions

CLASS 3

SUBJECT MAPS

GATEFOLD

CLASS 3

SUBJECT MAPS

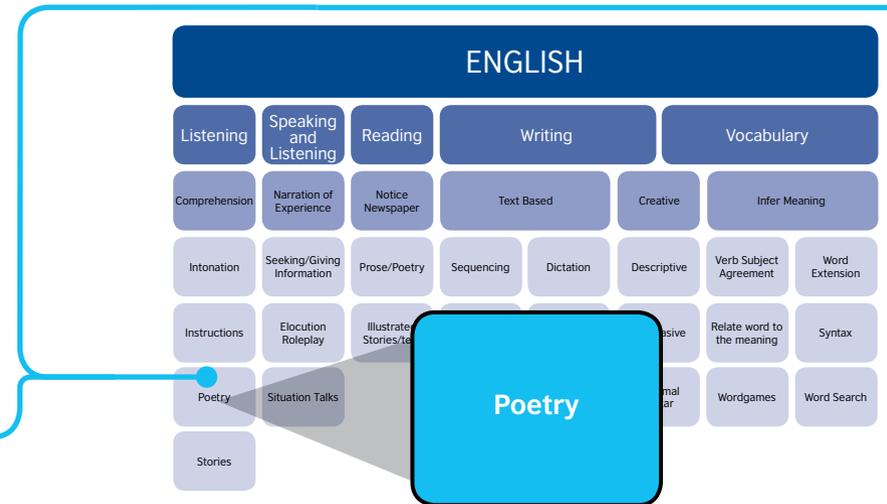
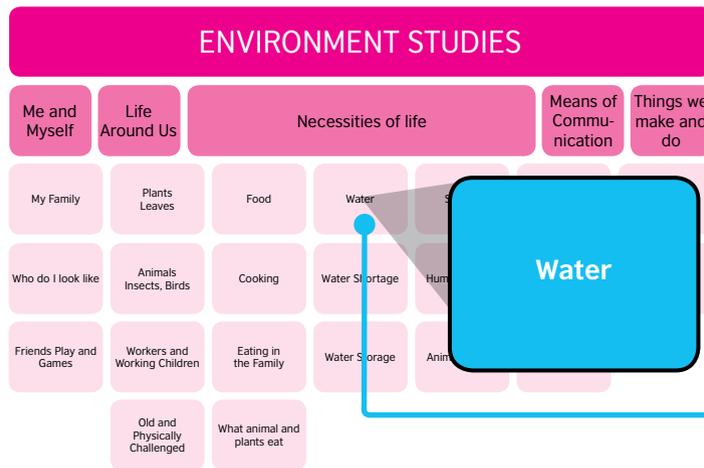
GATEFOLD

Lesson Title

Rain

Subjects: English, EVS

Class: 3 | Age Range: 7 – 8 years



Lesson Planning

PERIOD 1

Students brainstorm and pool information they have on seasons, with special focus on Monsoons. In groups, they learn different songs, poems, dances, drawings etc on the rainy season. They send these different artforms/mediums to their partner school, who send back their interpretation of these art forms in another medium. eg, interpret a song through a drawing, a poem through a dance etc. Both schools do the same activity. And share their activities through a website or skype session.

PERIOD 2

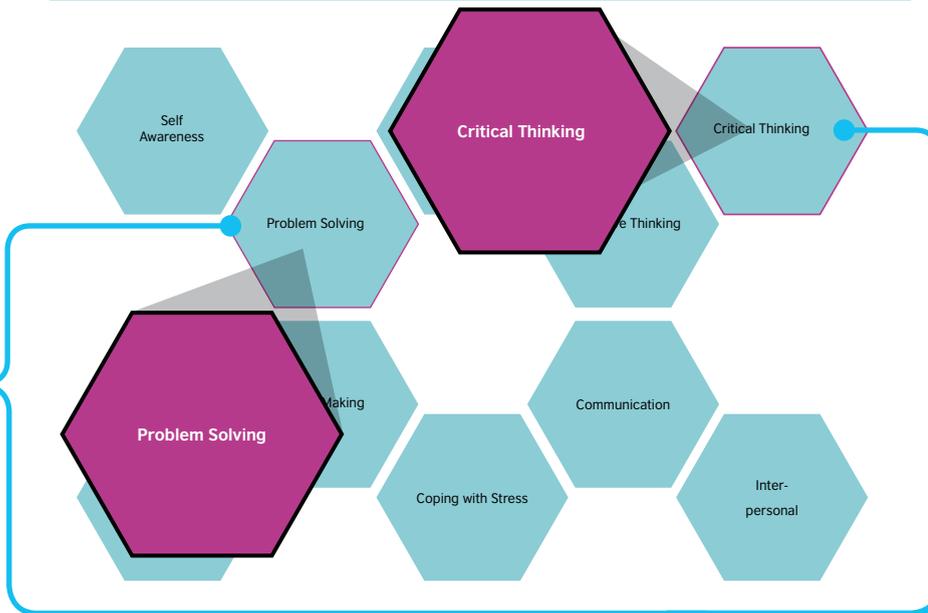
Students discuss ways in which water can be saved. They interview their family members and neighbours with a small survey questionnaire made in class by them with the teacher's help about how water is used and saved in their homes. In class, they learn to collate and plot the data in an age-appropriate manner. They share this data with their partner schools and on its basis have a discussion on the different ways in which water is used/saved/harvested in the 2 countries. They then vote on the best and most practical way to save water, and

then take a pledge to save water in that manner.

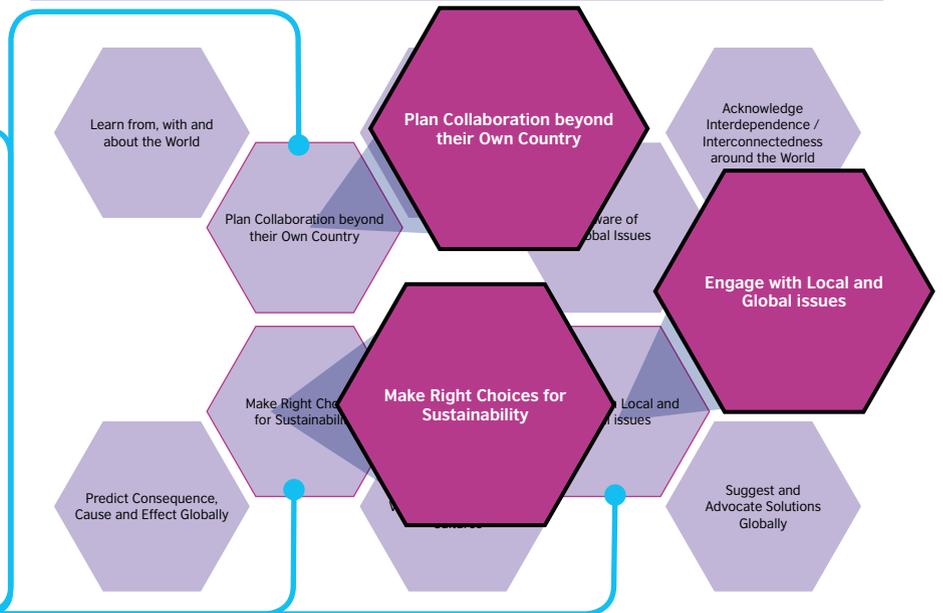
PERIOD 3

They collect samples from water bodies - lakes, ponds, rivers, open tanks, tap water, ro water etc and then check how clean/dirty the water is. They have a discussion on the effect human activity has on the quality of water.

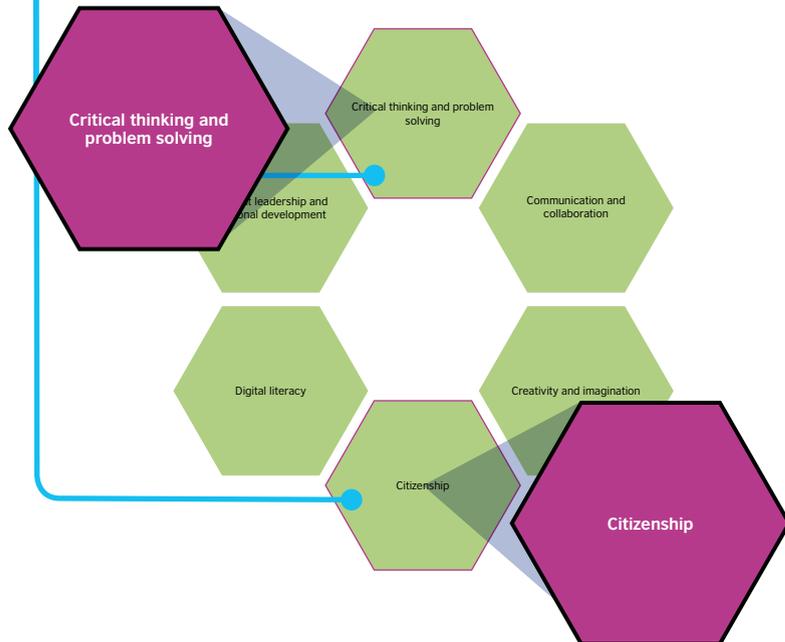
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- If website/skype sessions are not possible, the songs/poems/dances can be sent by email

Assessment (also refer to the section Using Rubrics Effectively)

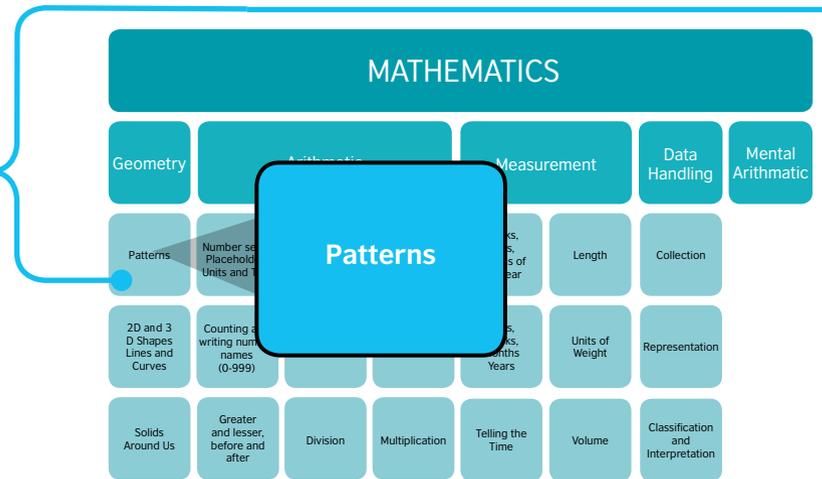
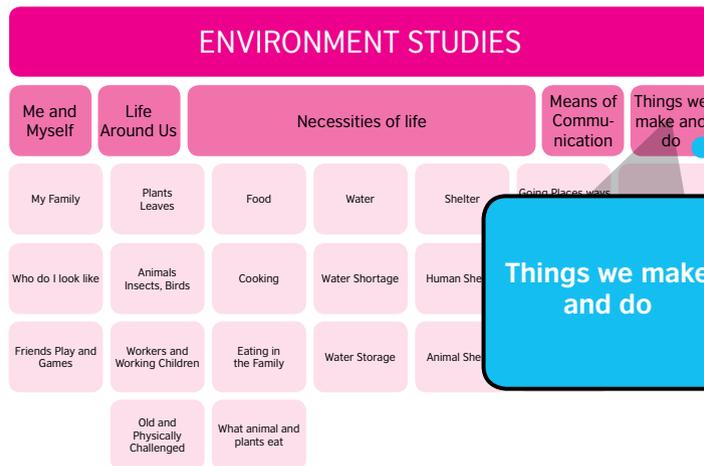
- Were the students able to understand how the same concept can be creatively and imaginatively expressed in various ways?
- Did they work successfully in a team and understand the concept of collaborating with their partner school to create a new art form.
- Did they understand that water is a precious resource and the importance of using it judiciously?
- Did they collect and present the data appropriately and suggest ways to reduce water wastage?
- Review: Brainstorm sessions, Activity integrating multiple forms of communication, Class discussions, Survey questionnaire, Data collection and interpretation, Pledge

Lesson Title

Designs in our Life

Subjects: Mathematics, EVS

Class: 3 | Age Range: 7 – 8 years



Lesson Planning

PERIOD 1

Students learn to draw plain figures on dot paper, and create their own designs on them. They learn about patterns on traditional textiles eg Naga shawls, Scottish tartans, Bengal gamccha checks etc.

PERIOD 2

In art class, they create their own textile patterns on dot paper/graph paper. They use strips of old newspaper/old cloth strips in different colours and weave them to make mats etc. and have a discussion on reusing, recycling items.

PERIOD 3

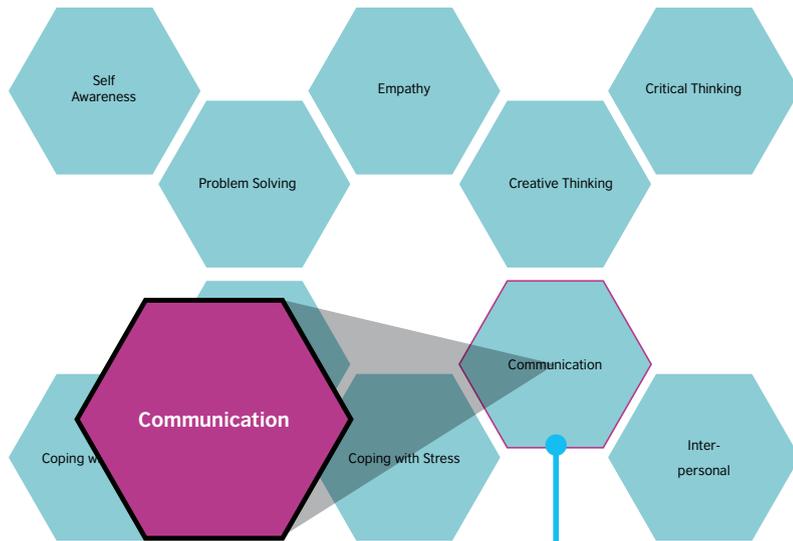
The students also make similar patterns on MS Paint. Partner school also goes through the same exercises

PERIOD 4

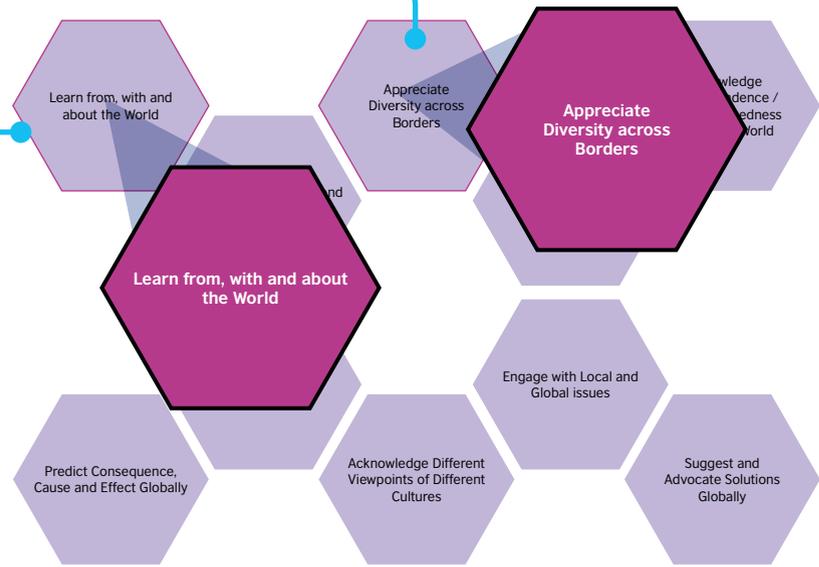
Students of both schools are divided into teams, and each team is given a specific shape of a specific colour eg red circle, blue square, green triangle, black circle, pink triangle etc. Each student puts a fixed number of their shapes on the dot sheet in a pattern of their choice. The paper is then passed onto another student with

a different shape/colour to add his own shapes to develop the design further. And it continues, till a full design is created

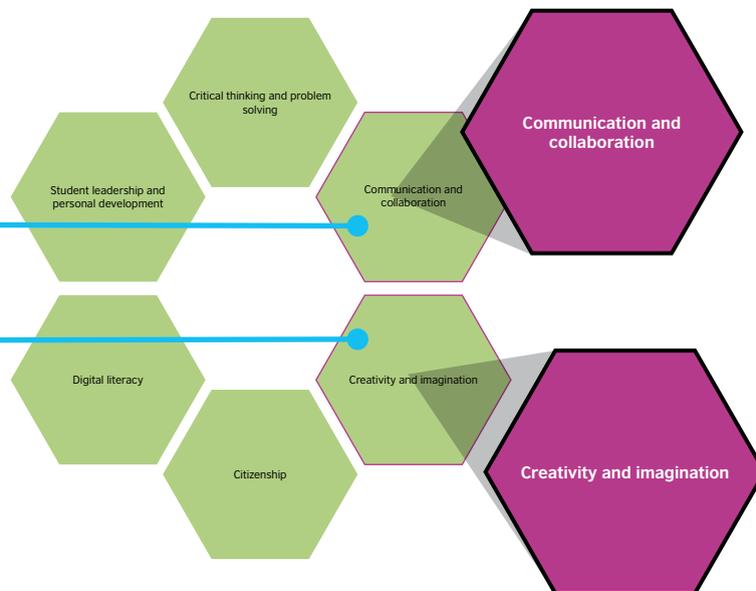
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Teacher can explore using tangrams to make collaborative designs if technology or partner school is not available

Assessment (also refer to the section Using Rubrics Effectively)

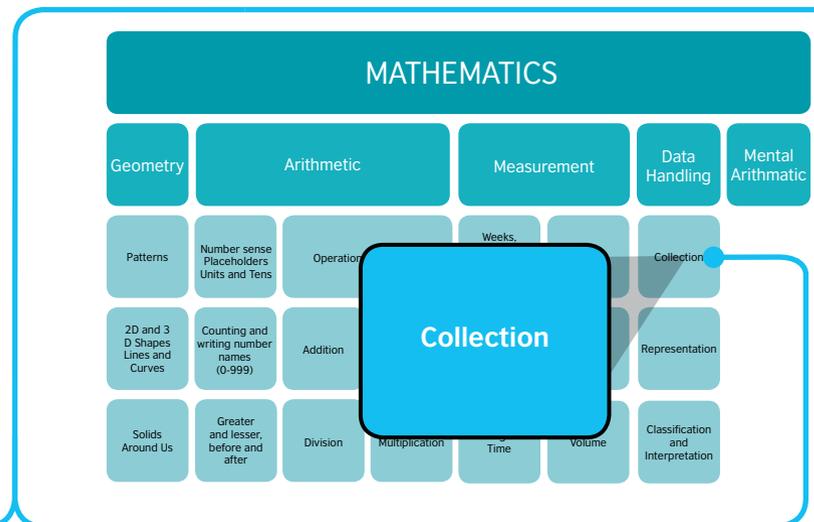
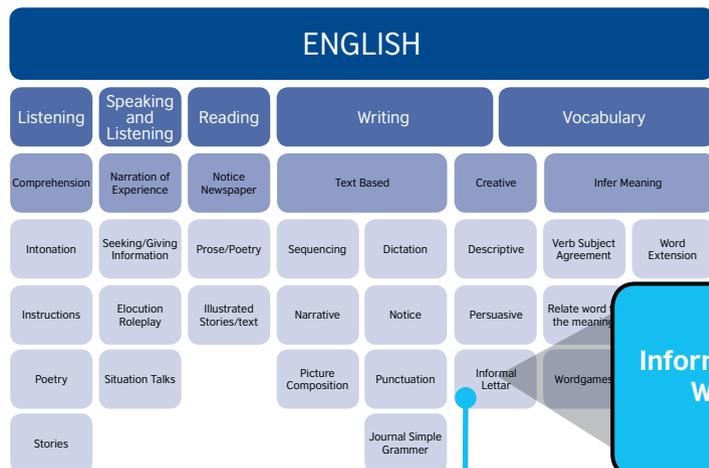
- Were they able to make patterns creatively and successfully?
- Did they understand the importance of recycling?
- Could they collaborate with others to create a common design?
- Review: Drawings, Class discussions, Craft project, Collaborative design activity

Lesson Title

Earning Pocket Money

Subjects: English, Mathematics

Class: 3 | Age Range: 7 – 8 years



Lesson Planning

PERIOD 1

Students have a discussion on pocket money, whether some of them receive pocket money or not, if yes, how much etc. They also have group discussions on why they would like some pocket money, what would they do with it etc.

PERIOD 2

They find out how much some of the items cost eg a bar of chocolate = INR 35, McD burger = INR 140 etc. They do calculations on what they can buy, how many etc within their budgeted money. Their partner school does the same exercise. Teacher gives them rates for the same items

in that country after converting to rupee value. They have a discussion on what they would have been able to buy there with their pocket money.

PERIOD 3

Write a letter to their parents asking them to give them some pocket money.

PERIOD 4

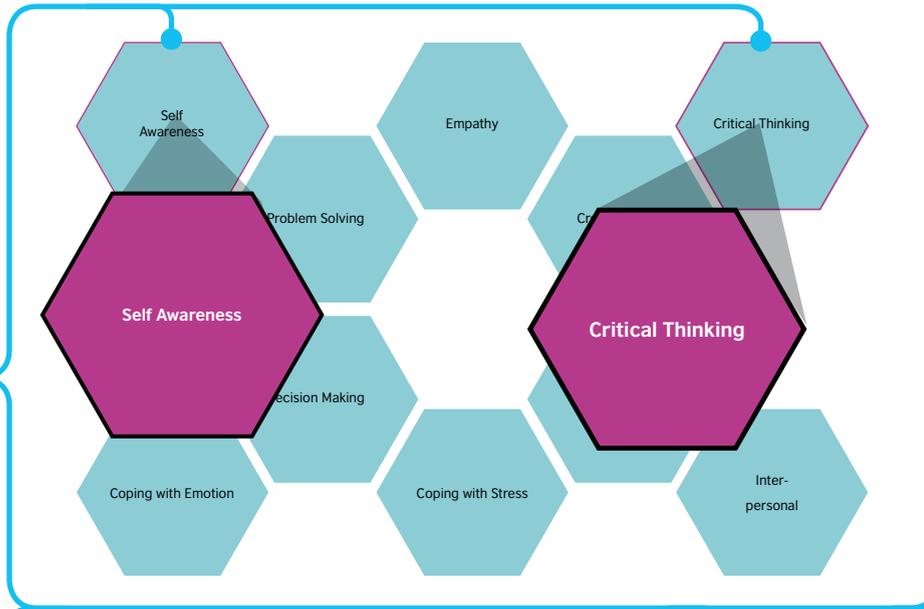
Students also talk about saving and agree to put some of the money in a piggy bank. To incentivise saving, a competition may be organised in the class. Students talk about how much they could save and what they

plan to do with that later, how they felt when saving etc.

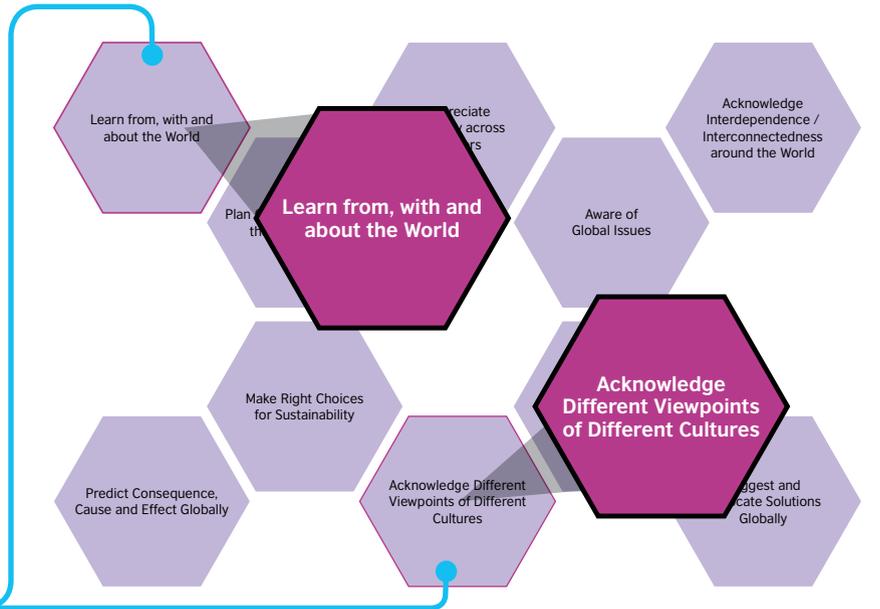
PERIOD 5

Teacher shows pictures/videos of children from marginalised sections of the society. Discussion focuses on how they have far less money, and their basic needs are often not met. Students express their thoughts and feelings through the Thinking Hat activity.

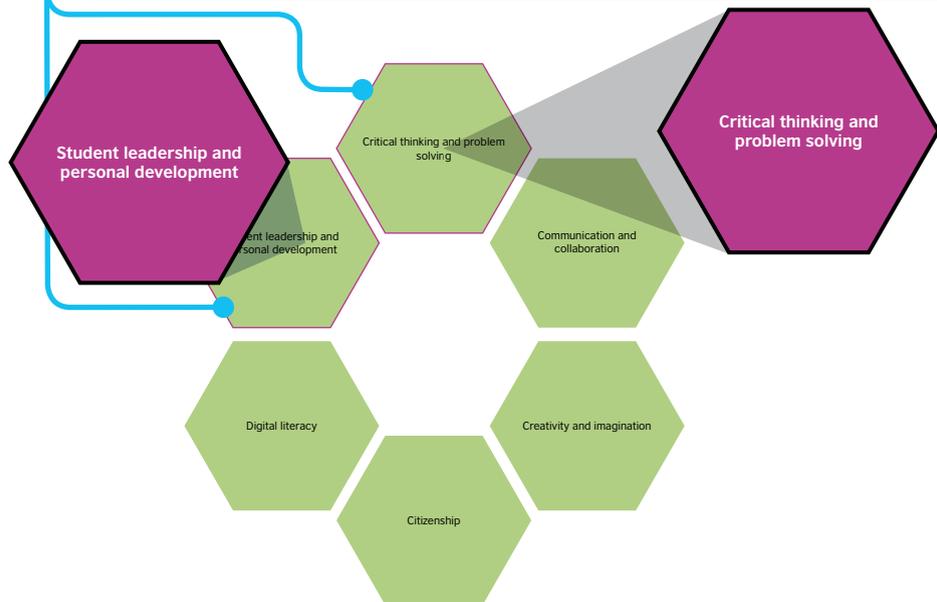
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Cost of items to be discussed has to be appropriate for each group of students. eg pvt city schools might give chocolates, burgers as examples while aided/semi urban schools might give examples of plastic toys, lollipops etc. Taking the parents into confidence for this activity, standardising amount of money to be given to the children will be critical for the success of the activity. The activity can also be done with fake money if real money is not feasible.

Assessment (also refer to the section Using Rubrics Effectively)

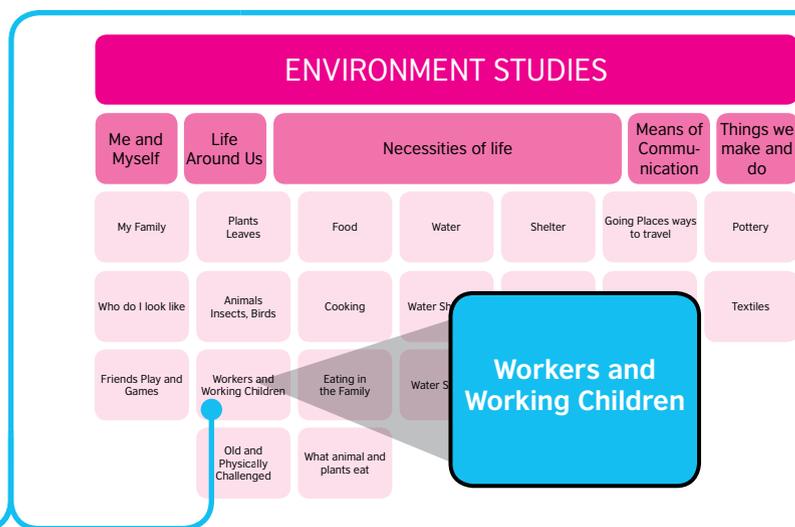
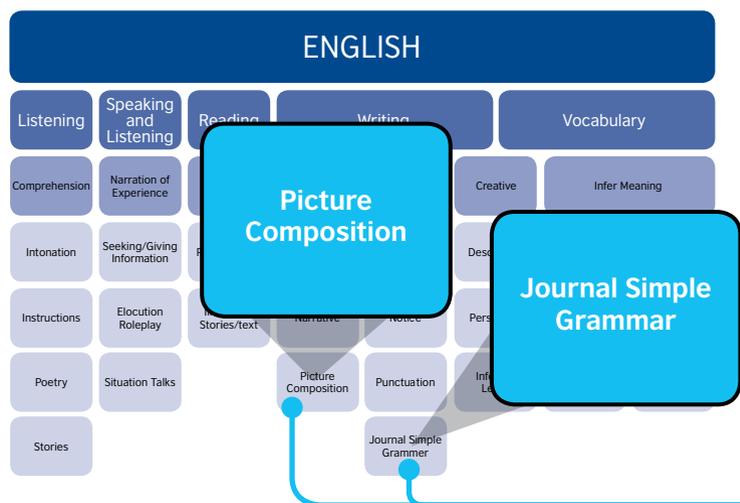
- Did the students understand money operations?
- Did they understand the importance of budgeting and saving?
- Could they understand the concept of same things having different costs across the world?
- Did they empathise with the marginalised sections of the society?
- Review: Class discussions, Worksheets, Letter writing

Lesson Title

What is most important?

Subjects: English, EVS

Class: 3 | Age Range: 7 – 8 years



Lesson Planning

PERIOD 1

Students are put in pairs and asked to make a list of 20 things that they would need to take with them if they are travelling to a new world. This list is then made shorter by clubbing two pairs together and eliminating six items from it. This is repeated to finally create a list of only eight most essential items which are shortlisted post discussion amongst the entire class.

PERIOD 2

This is followed by a whole discussion on which items were eliminated in the first round and why. Was it more difficult to eliminate things in the later rounds?

Students are then asked to make a mind map of what they consider are wants and needs. Following this the teacher discusses the concept of wants and needs.

PERIOD 3

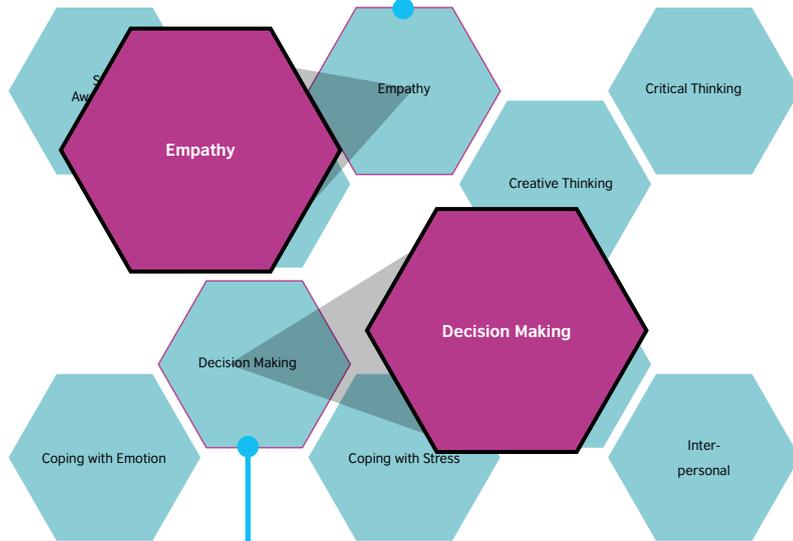
To ignite the spirit of citizenship and empathy in students, they are asked to reflect and discuss if all children of the world have the same wants and needs. The teacher then highlights how children of their age from socially deprived communities have to work to even satisfy their basic needs of food and shelter. They are made

aware of some of the agencies working for the betterment of these socially deprived children. They are asked to express how they would be able to contribute and help these children.

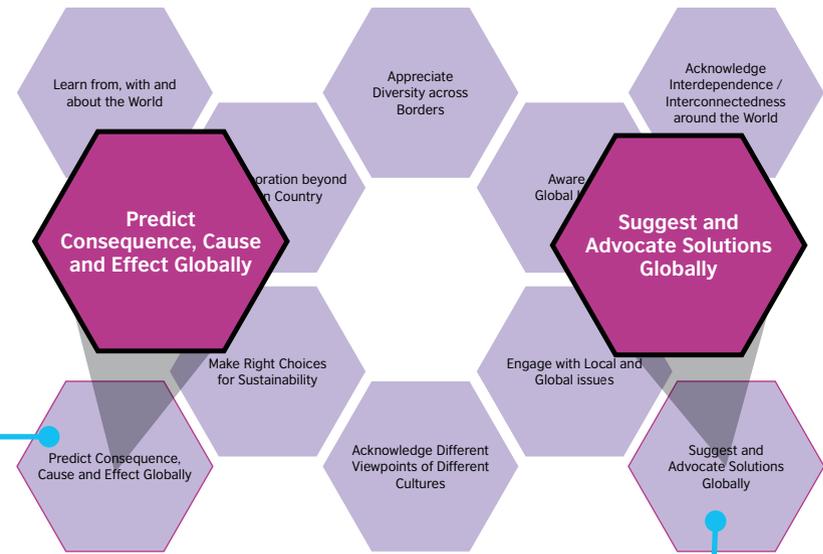
PERIOD 4

Students write picture compositions/journal entries as a child from a socially deprived section of the society to help themselves understand multiple perspectives.

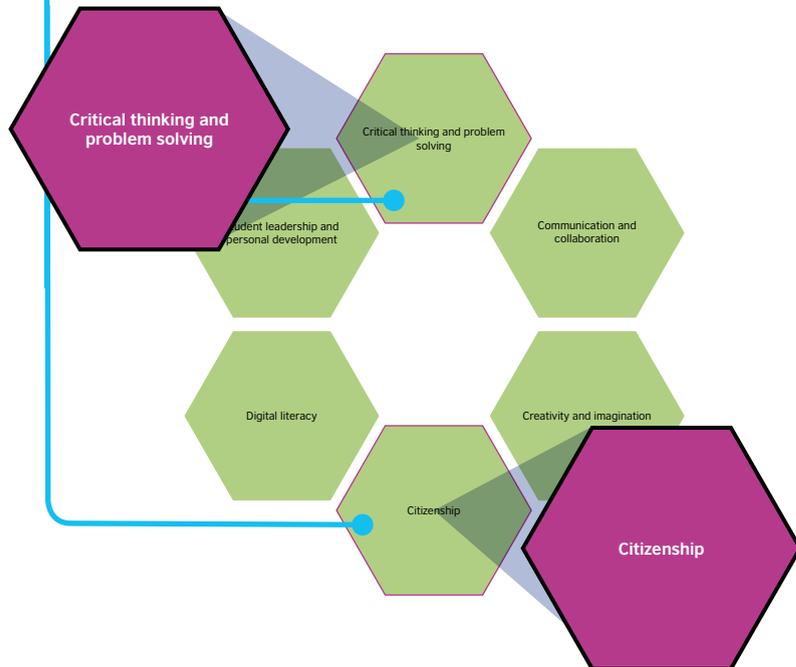
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- The collaborative part of the lesson may be done with a partner school. That way more perspectives on what is perceived as needs and wants in more developed countries or less developed countries than ours can also be understood

Assessment (also refer to the section Using Rubrics Effectively)

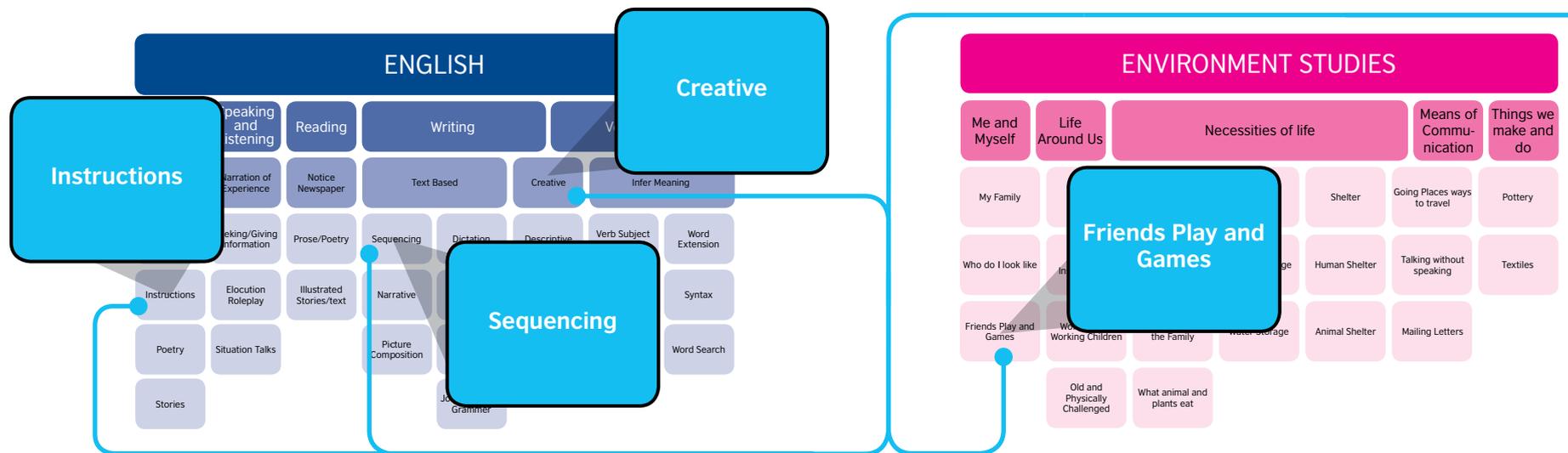
- Did the students understand the difference between needs and wants
- Did they appreciate that there are differences in the world?
- Could they collaborate in order to come to a consensus in a democratic manner?
- Review: Class discussion, Picture composition, Journal entries

Lesson Title

Friends, Games and Play

Subjects: English, EVS

Class: 3 | Age Range: 7 – 8 years



Lesson Planning

PERIOD 1

Students brainstorm about the games they play with their friends. They draw up an exhaustive list and then in groups make a mind map about the different types of games eg role play, indoor, outdoor, races, team games etc. They will be debriefed that there are no wrong ways of classification and made to realise different ways of looking at the same thing.

PERIOD 2

Students are divided into groups and assigned one game each. They are asked to write down the rules of the game in a sequential manner.

PERIOD 3

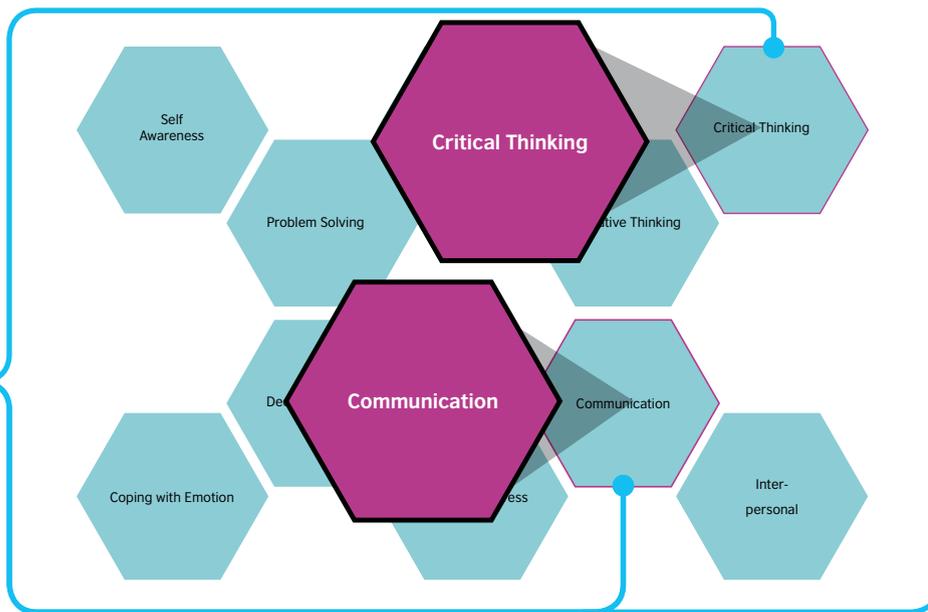
Teachers of both partner schools mutually decide on a few games which are not played in either country. A clip of the game is shown to the students of both the schools. Teams are made with students from both schools. They have to frame rules for the game but one at a time. so, if the first rule is

PERIOD 4

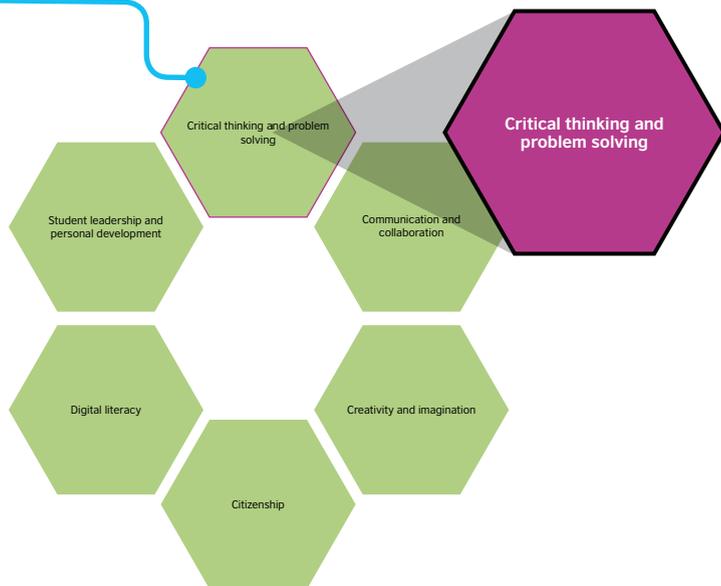
made by a student of Team A, the 2nd rule has to be made by a student from Team A of the partner school. This has to be done by using technology in the class/school with tools like Skype, Google Chat etc.

They discuss some qualities of a good sportsperson/team player/team captain. Then they write a composition in Hindi or English about "If I were the captain of the school basketball team" etc.

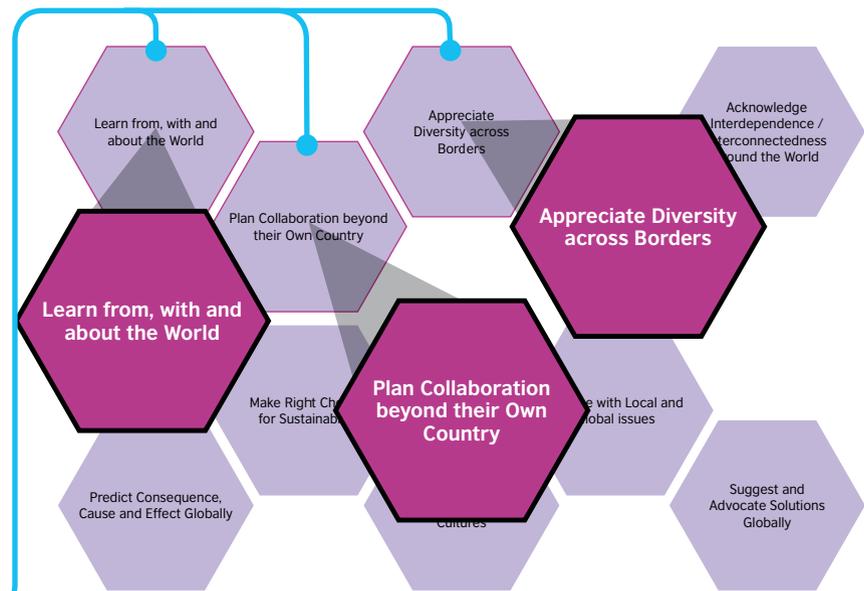
Central Board of Secondary Education: Life Skills Domain



Core skills



International Dimension Outcomes



Learn with the V

Preparation and Tips for the Lesson

- Traditional games could be showcased for the partner school

Assessment (also refer to the section Using Rubrics Effectively)

- Could they categorise the games in a logical manner?
- Were they able to collaborate during the activity? Did they use ICT/ Digital media successfully?
- Could they identify qualities of being a team player/captain?
- Review: Class discussions, Mind maps. Instructions framed, Composition

CLASS 4

SUBJECT MAPS

GATEFOLD

CLASS 4

SUBJECT MAPS

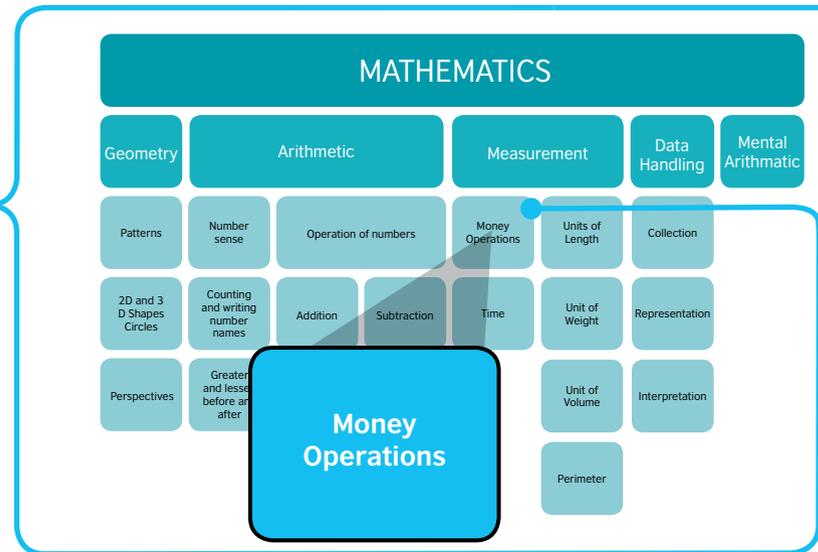
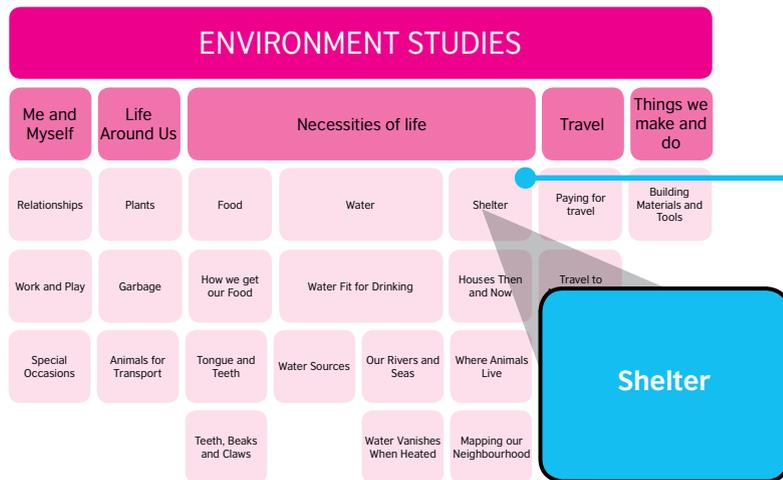
GATEFOLD

Lesson Title

Houses and Homes Around the World

Subjects: EVS, Mathematics

Class: 4 | **Age Range:** 8 – 9 years



Lesson Planning

PERIOD 1

Students are told to collect pictures of houses from around the world. These pictures are pasted or drawn on a world map. Students discuss whether there is anything in common of houses of cold places, rainy places, dry places etc in material used, shape and size, roof, window and door, colour and decorations etc.

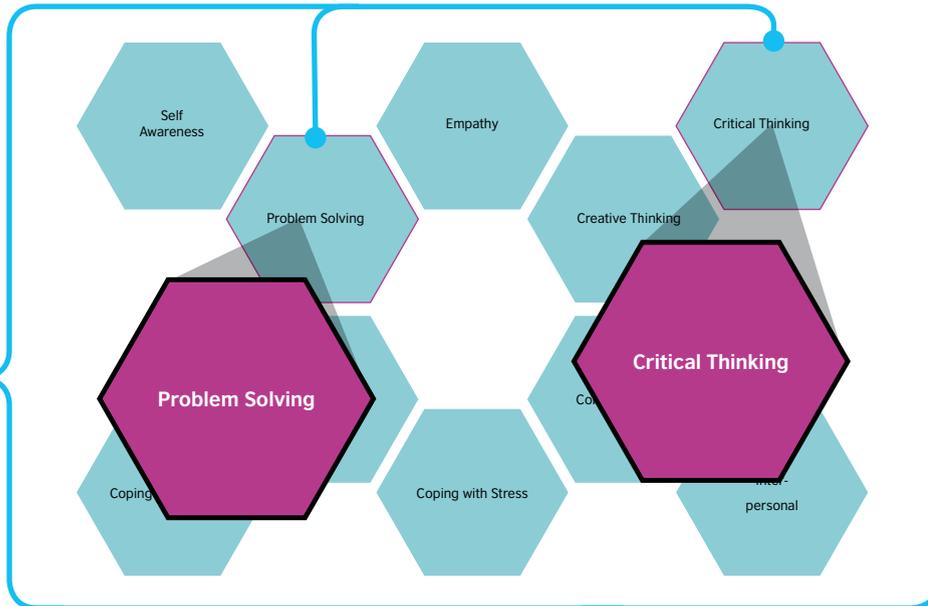
PERIOD 2

Students taught relevant mensuration and maths problem and set task of calculating the cost of building a house in a game format. The discussion will be around the cost of housing.

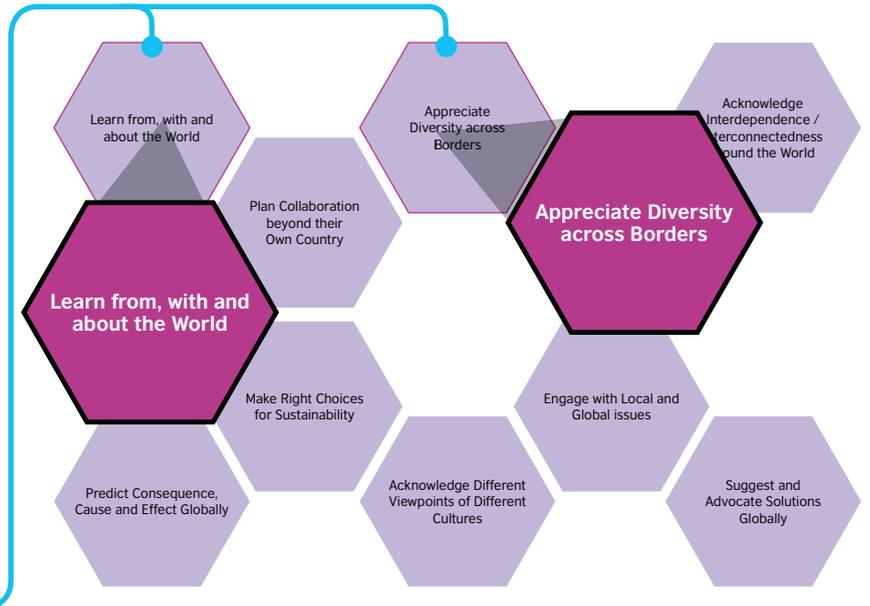
PERIOD 3

They will be given pieces of empty frooty cans, match boxes, bamboo stilt pieces etc to make unit of brick, cardboard for roof and will have to buy these with imaginary money and make them for different weather conditions. It will be a team challenge as they will work in groups and work within a time limit.

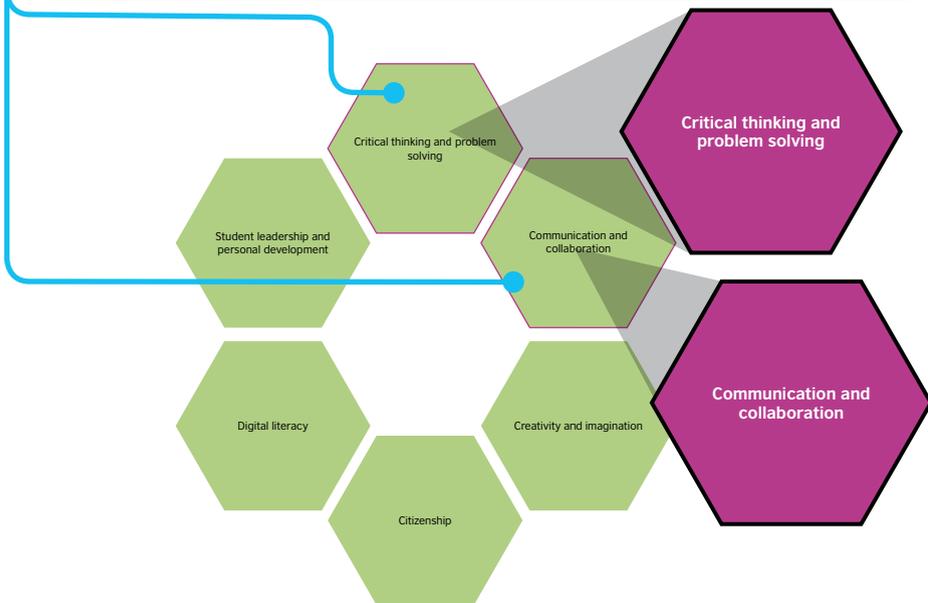
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Collect raw waste materials such as frooty cans, match boxes, cardboard boxes, brooms, empty tin cans, plastic cups, packaging, pieces of cloth, plasticine or flour dough to as mortar

Assessment (also refer to the section Using Rubrics Effectively)

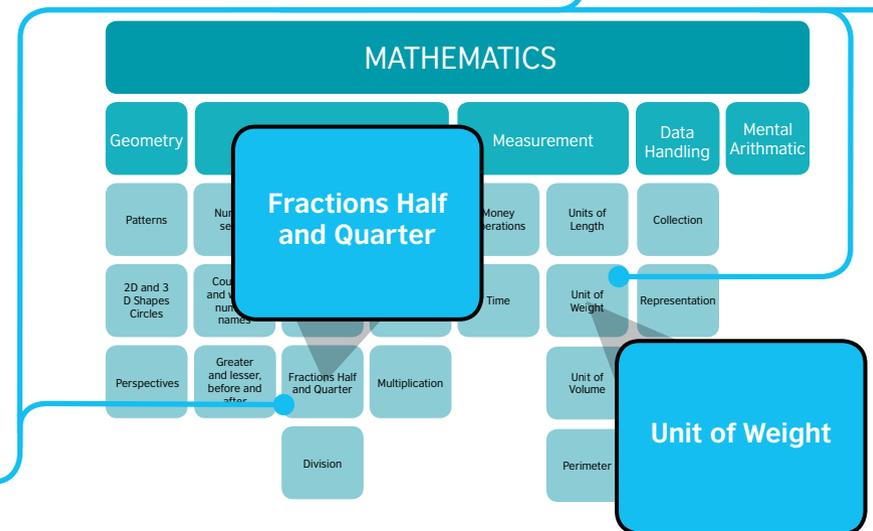
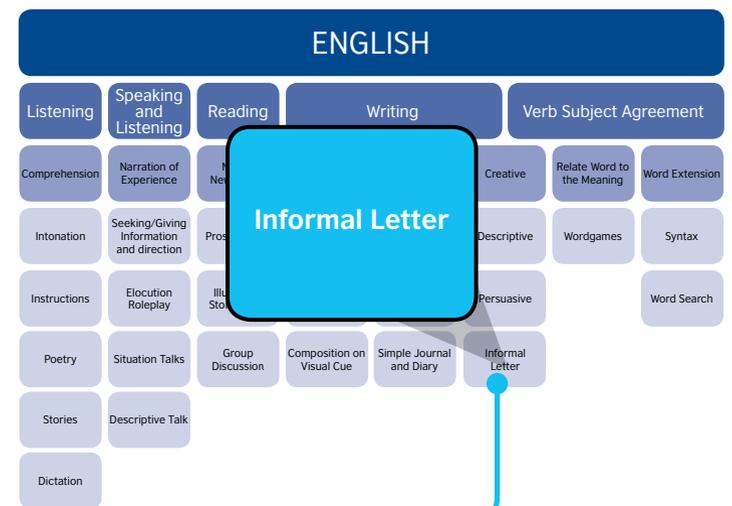
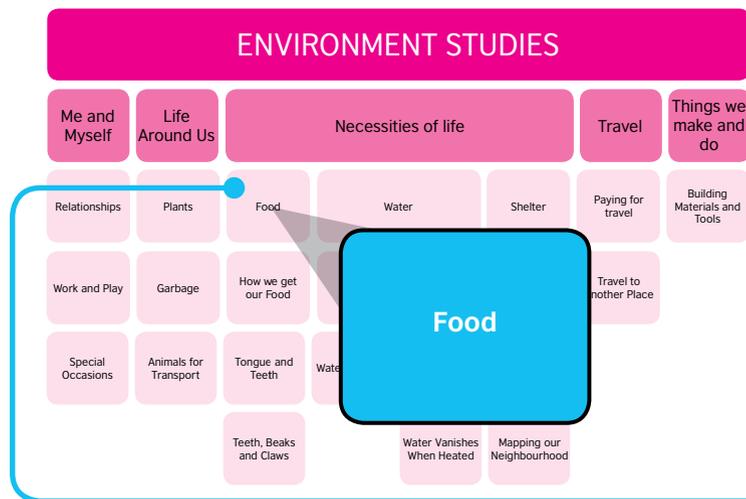
- Did they collaborate in working together to get the house in the weather assigned in time and appropriately
- Did they think critically in anticipating challenges of each type of weather condition and raw materials by each group?
- Did they demonstrate their ability to calculate area, height of rooms etc?
- Review: Picture collection, Class discussion, Mathematical calculations, Craft activity

Lesson Title

Festive Food

Subjects: English, EVS, Mathematics

Class: 4 | Age Range: 8 – 9 years



Lesson Planning

PERIOD 1

Students in groups research special dishes cooked during different festivals in the country and prepare a presentation/ infographic using pictochart/prezi etc. The details would include recipes, area of origin, description of the taste and flavour etc. The partner school also does a similar activity. The students of both groups share their presentations with each other. Student groups email each other, under teacher's supervision, clarifying doubts and seeking more information where required.

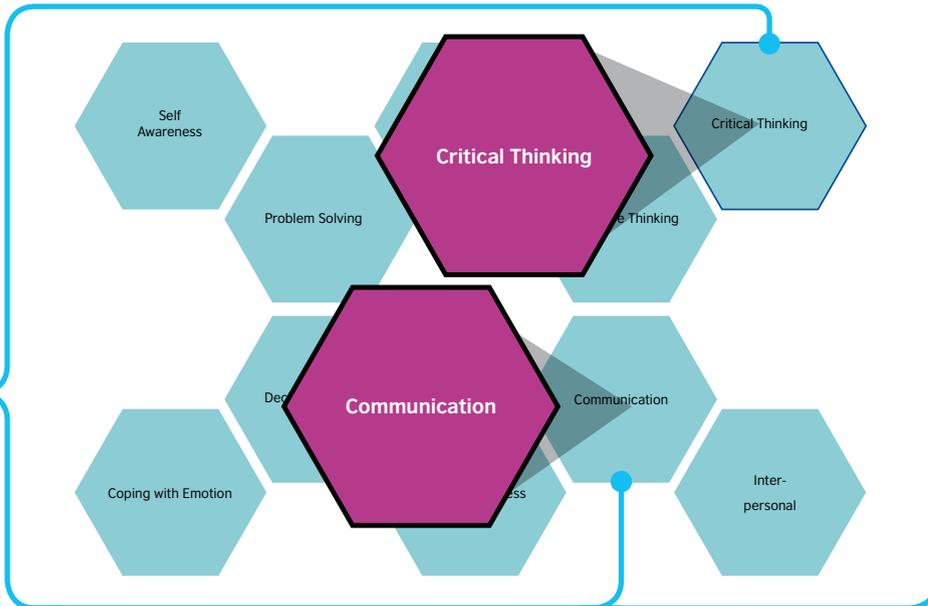
PERIOD 2

The partner schools exchange recipes and critically analyse the food groups present in the recipe. They draw conclusions about whether it is healthy or not. They make a recommendation chart on the dishes to avoid, to indulge in in moderation and the ones to splurge on without a thought.

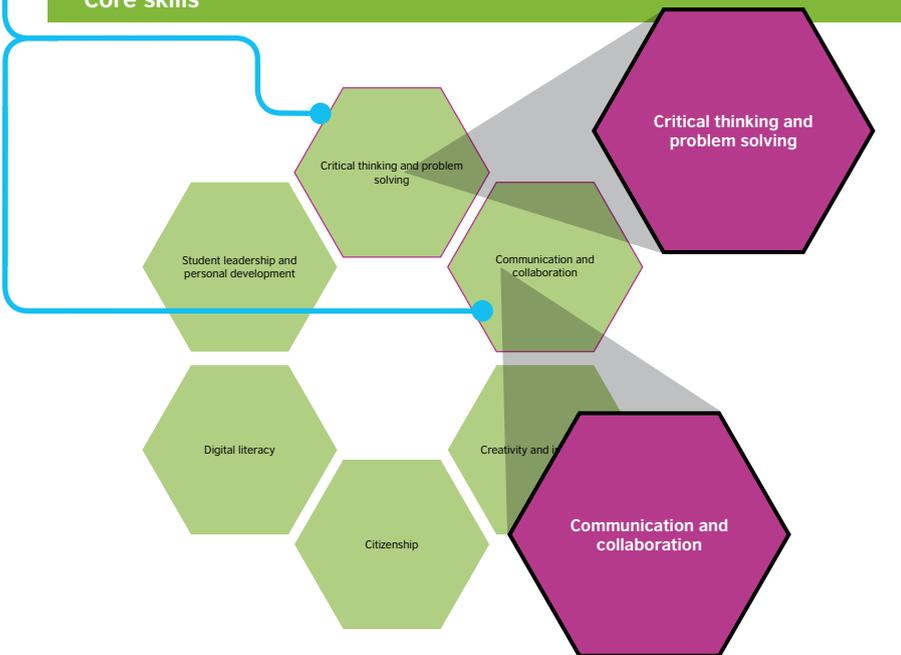
PERIOD 3

The students restate the recipes using different units of weight, or calculate quantities that will be required for a class of 40 students/ the entire school etc. In cooking class/food lab/school canteen students help to prepare/serve the food in teams.

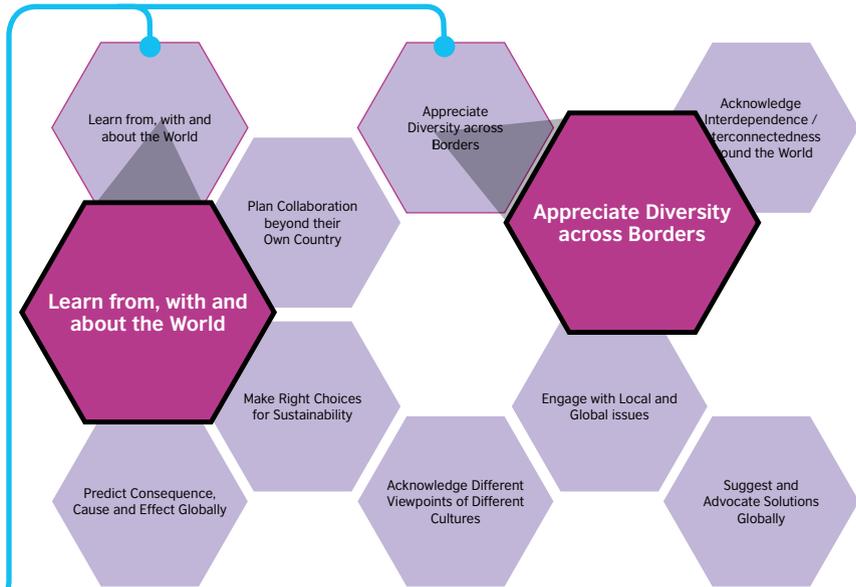
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Core skills



International Dimension Outcomes



Preparation and Tips for the Lesson

- Students should prepare the dishes in the school kitchen if possible. The students should be involved in the preparation, serving etc of the lunch meal that day.

Assessment (also refer to the section Using Rubrics Effectively)

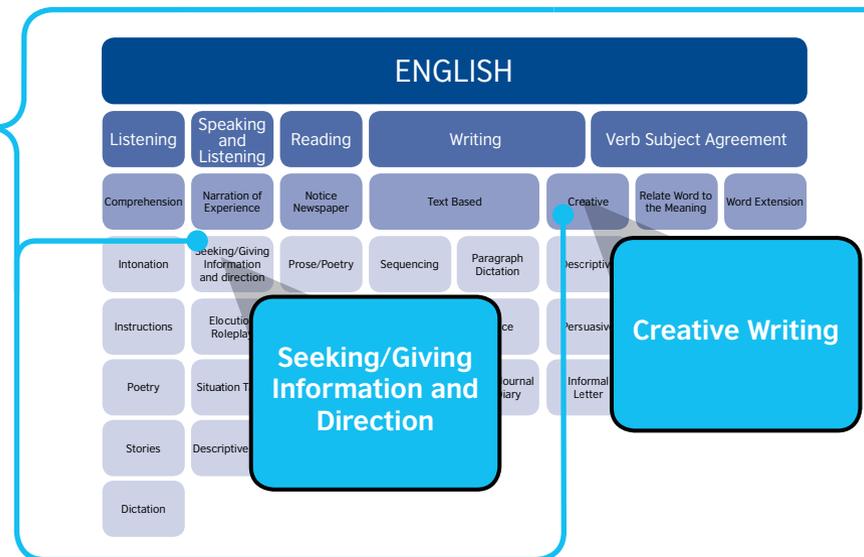
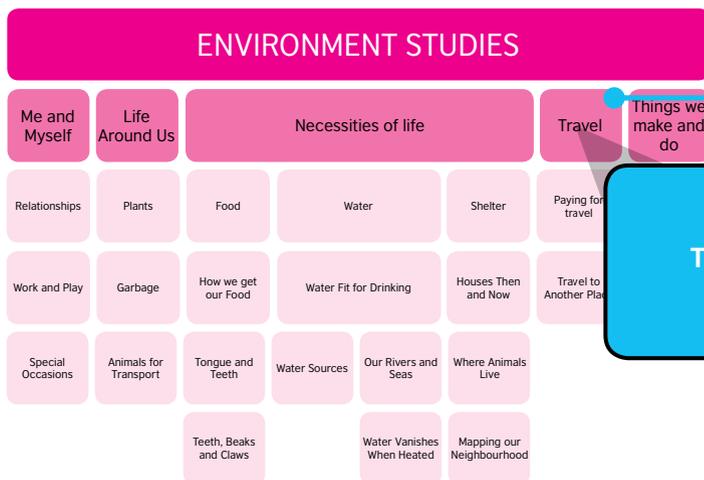
- Were the students able to correctly identify the food groups from the recipes?
- Could they justify their claims of healthy and unhealthy habits by providing evidence?
- Did the students collaborate to prepare the meals, serve them?
- Review: Research, Presentations, Class discussions, Math worksheets

Lesson Title

Tale of Two Cities

Subjects: English, EVS

Class: 4 | Age Range: 8 – 9 years



Lesson Planning

PERIOD 1

Students are divided into groups and asked to research and make a project presentation of one city of their country. They are encouraged to use digital mediums like prezi, slideshare, animoto, mindmap etc to present their information.

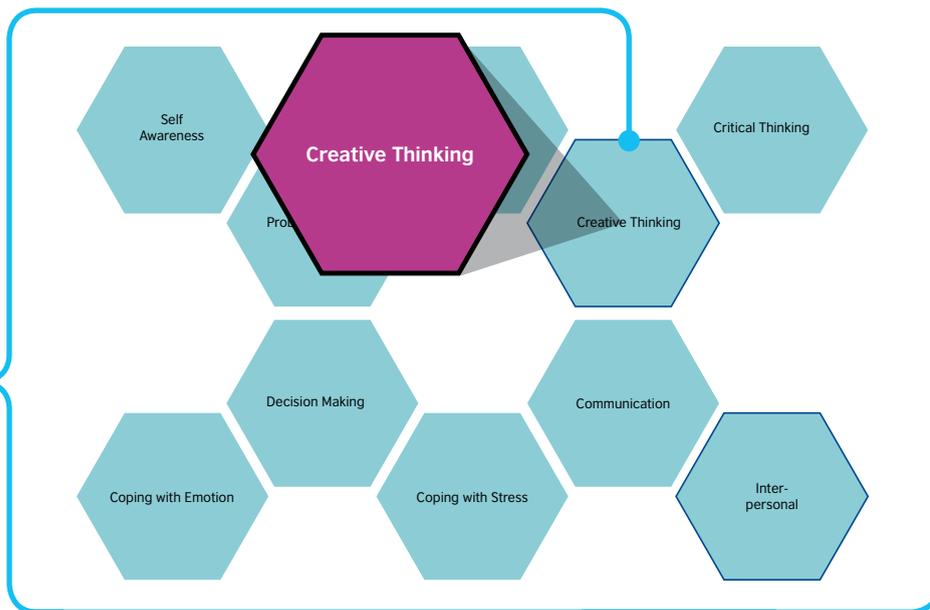
PERIOD 2

They exchange this information with a partner school. They discuss civic problems faced in the cities and suggest ways to solve them.

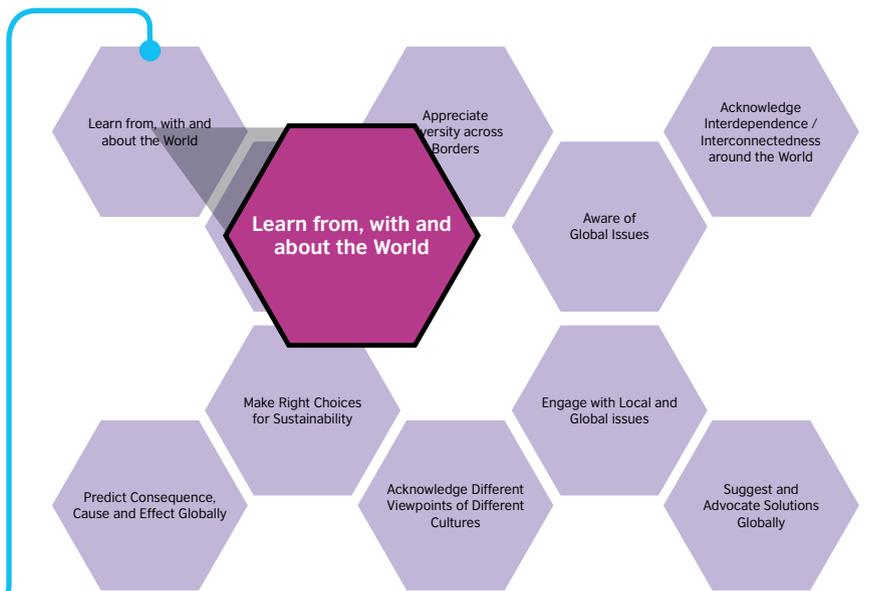
PERIOD 3

They write an autobiography of an aeroplane as it travels through many cities/countries describing all that it sees on its journeys.

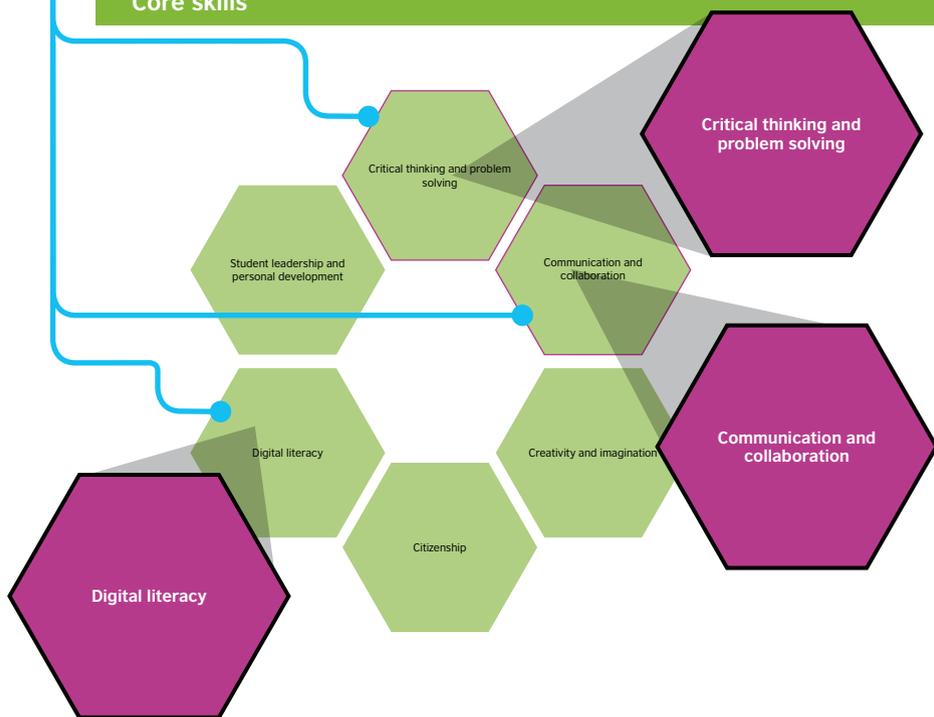
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Teacher can give printouts/links of websites to find information to assist the students in their research.

Assessment (also refer to the section Using Rubrics Effectively)

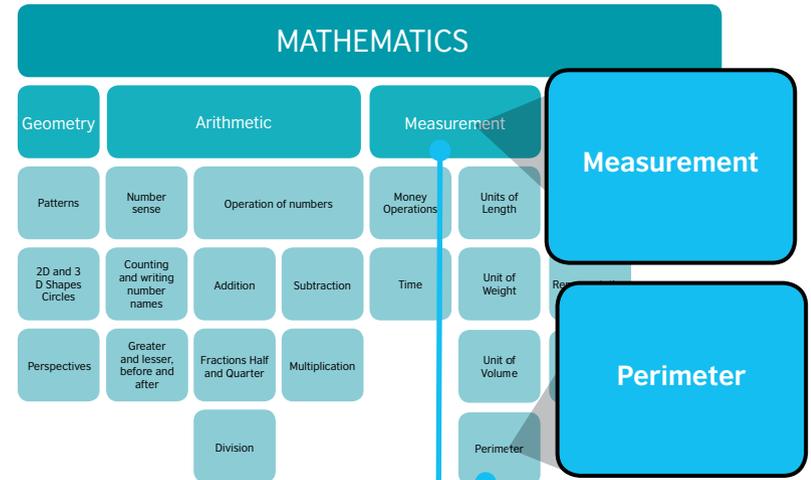
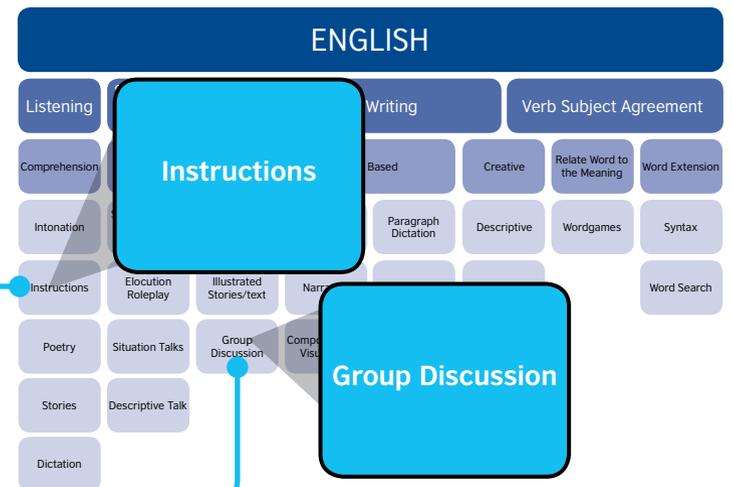
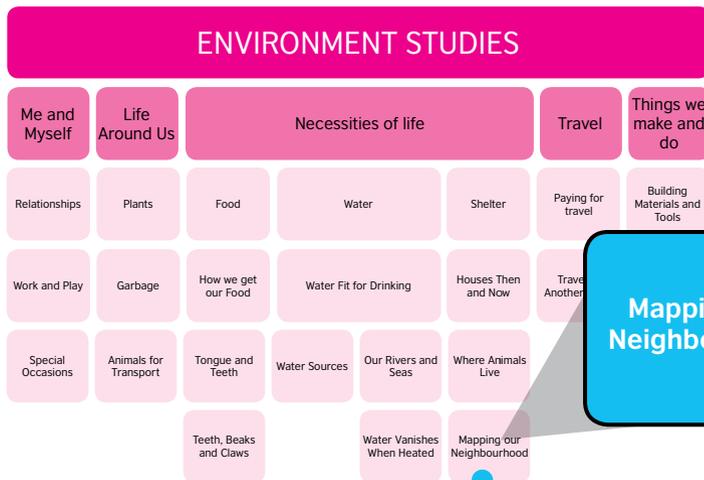
- Were the students able to research, sequence and present their data logically?
- Did they collaborate while making the project?
- Could they find instances of similarity and dissimilarity between the 2 cities? Could they identify civic problems and suggest solutions for the same?
- Review: Research, Project Presentations, Discussions with partner school, Essay

Lesson Title

Future Cities

Subjects: English, EVS, Mathematics

Class: 4 | Age Range: 8 – 9 years



Lesson Planning

PERIOD 1

Students work in groups to discuss and brainstorm imaginary situations such as why might we ever need to live on the moon, what things need to be considered when moving to another place etc. They share their thoughts with the entire class.

PERIOD 2

The groups are each given a certain area and some lego blocks. They have to design a city for themselves on the moon within a specified time. They present their designs to the entire class justifying why they designed it in a certain manner. The entire class votes to choose the best city design.

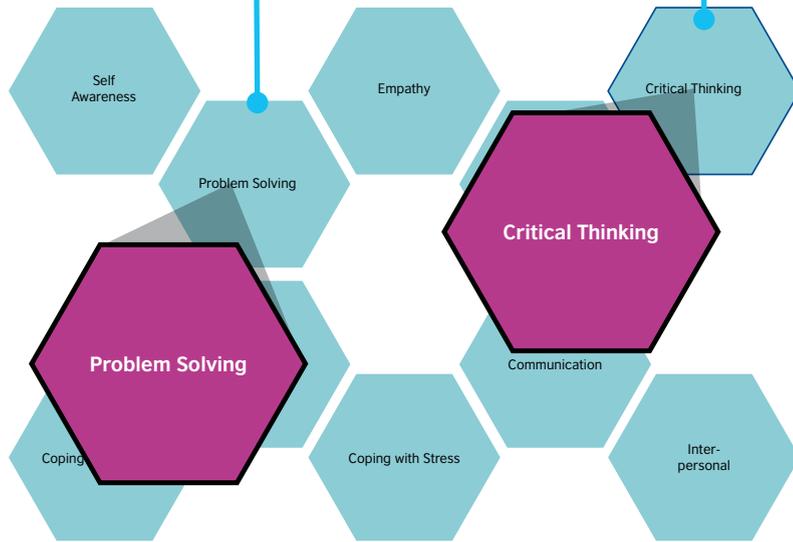
PERIOD 3

The entire class then have to put together each of their plans and make a giant future city, planning transportation, framing laws and rules for the city etc.

PERIOD 4

Students are made councillors of different areas of the city and they have to persuade the others to come and settle in that area. Later the students reflect on what qualities they saw in their choice of councillor and discuss it.

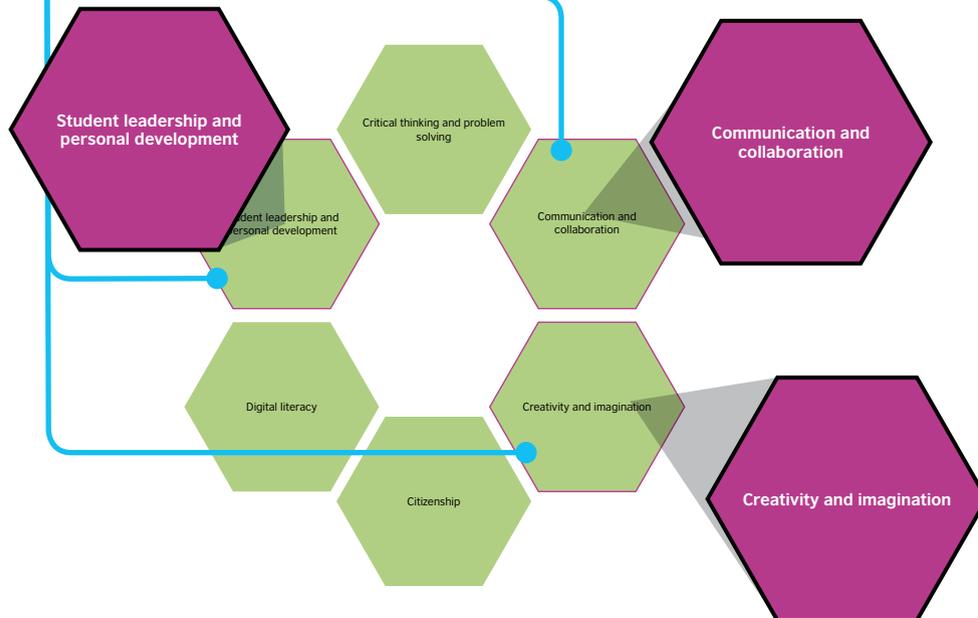
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- If Lego blocks are not available, coloured pieces of paper can be used to make a 2D city design instead.
- Teacher can show some simple city designs for the students to get ideas from.

Assessment (also refer to the section Using Rubrics Effectively)

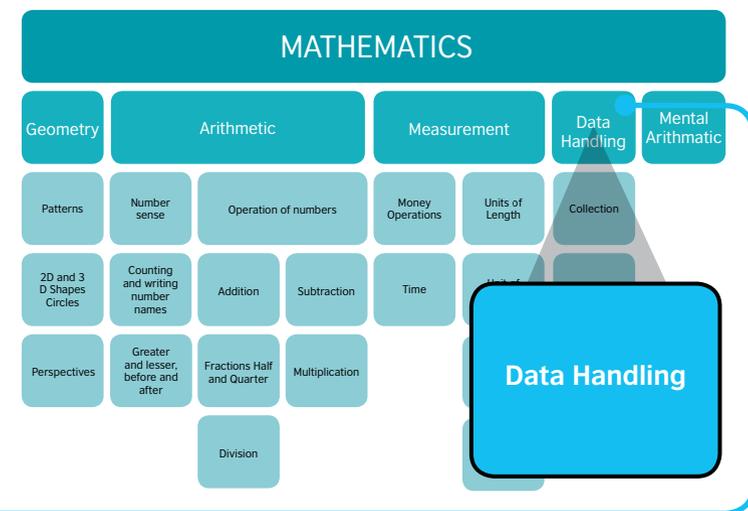
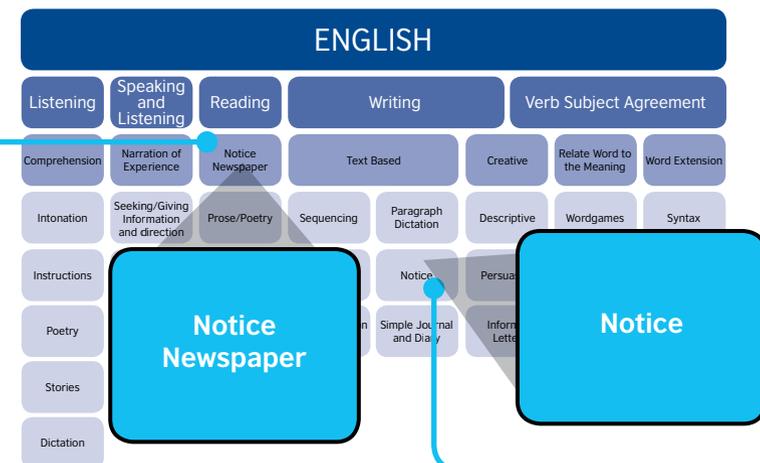
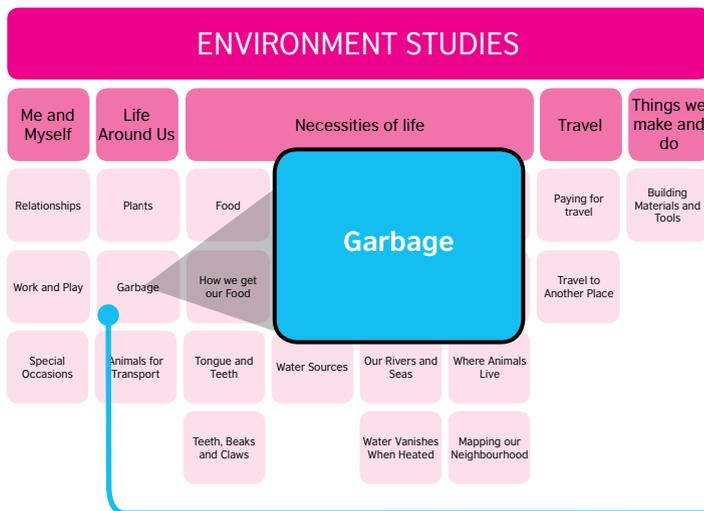
- Could they imagine and express a fictional situation?
- Did they creatively design a city? Did they have justifications for their designs?
- Were the students able to identify which leadership traits they found appealing and why?
- Could they successfully collaborate to create a giant city?
- Review: Brainstorming sessions, Class discussions, City design

Lesson Title

What is in the Garbage?

Subjects: Mathematics, English, EVS

Class: 4 | Age Range: 8 – 9 years



Lesson Planning

PERIOD 1

Students research how much waste is generated in their own households. They find out the number of packaged goods bought every month by the family, what is done with the kitchen waste etc - and keep a data sheet of the kinds of garbage generated in the house (biodegradable or not).

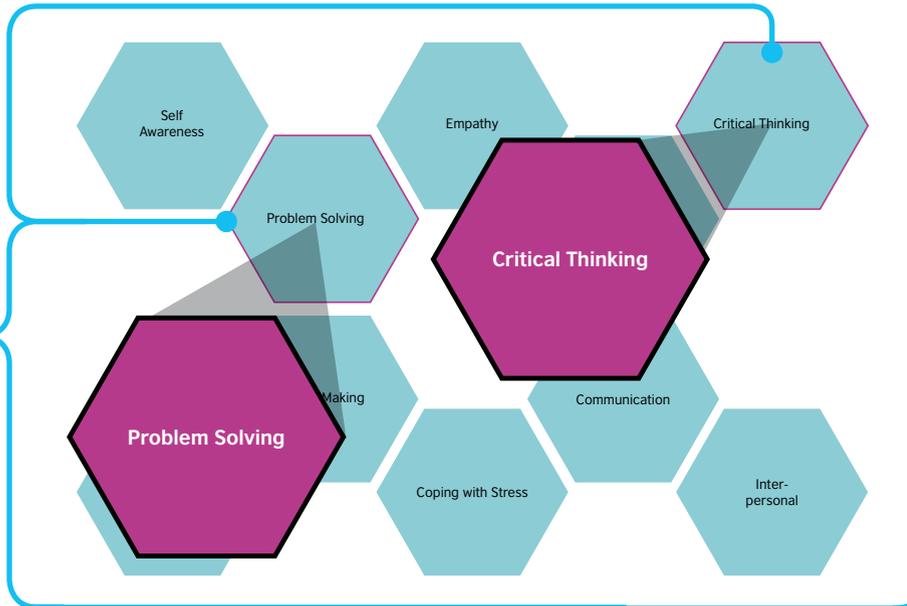
PERIOD 2

They write an informal letter to their parents asking them to reduce the amount of non degradable garbage generated in the family. As a group, they create notices for segregation of garbage before disposal, reduce-reuse and recycle for their neighbourhoods.

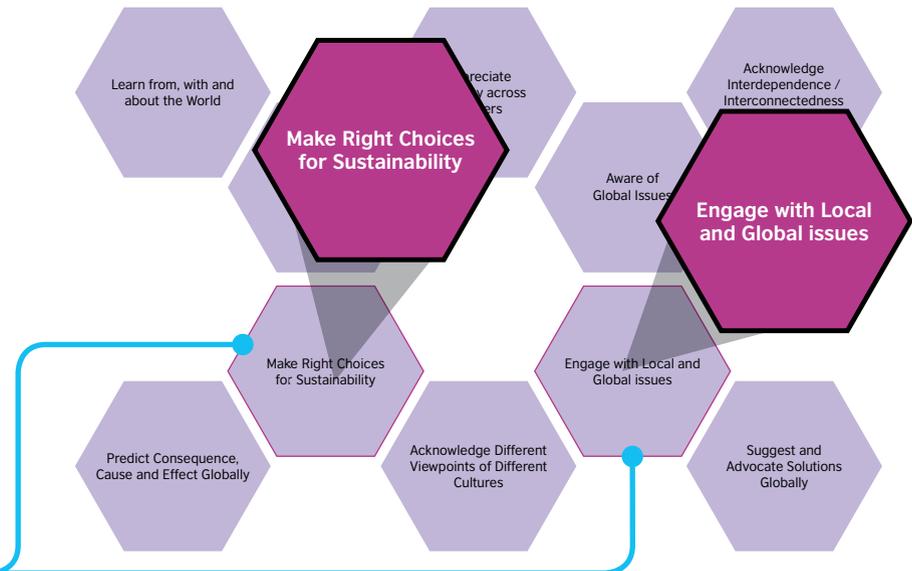
PERIOD 3

School organises various competitions where students innovatively recycle/upcycle products. In the work education/craft class students can learn to make paper packets out of newspaper. Students take a pledge in school to use only newspaper to gift wrap gifts, especially for each others birthday gifts.

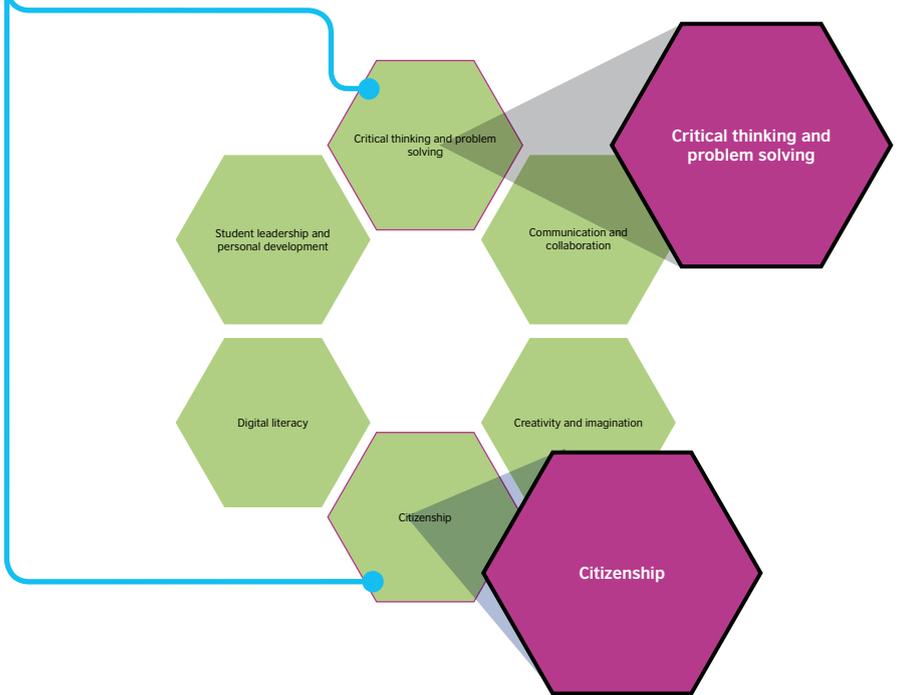
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- The school can tie up with an NGO working in the field of garbage disposal or reduce-reuse-recycle and have the students volunteer with them to increase their exposure

Assessment (also refer to the section Using Rubrics Effectively)

- Could the students collect and represent the data correctly?
- Did they offer logical and realistic ways of reducing garbage?
- Did they demonstrate civic sense in making suggestions about garbage management?
- Review: Letters, Notices, Products created by students

CLASS 5

SUBJECT MAPS

GATEFOLD

CLASS 5

SUBJECT MAPS

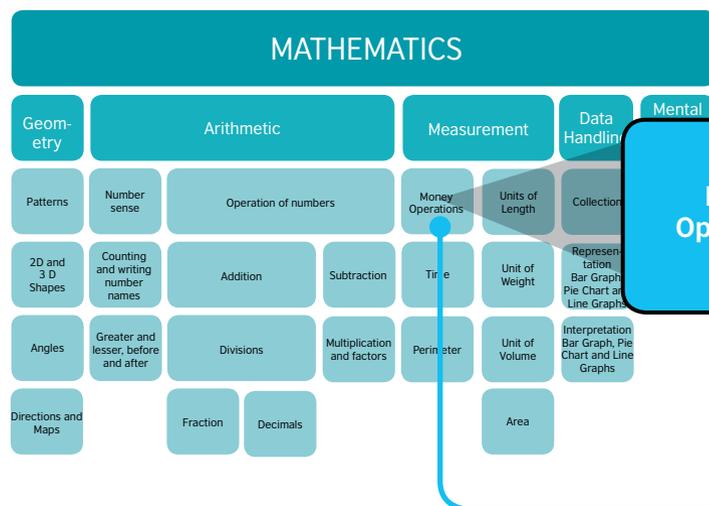
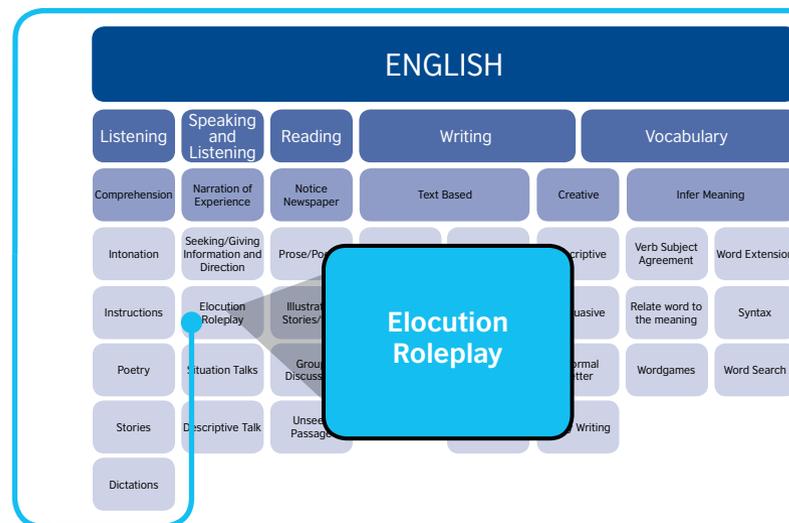
GATEFOLD

Lesson Title

Money Matters

Subjects: English, Mathematics

Class: 5 | Age Range: 9 – 10 years


Money Operations

Elocution Roleplay

Lesson Planning

PERIOD 1

The children are made aware of the currencies of India, China and Brazil. The students look at the picture of the currency and the symbols on it. They understand the value of each currency in relation to one another. They are taught how international travel involves exchanges of currency. How do countries buy and sell from one another and how export and import works?

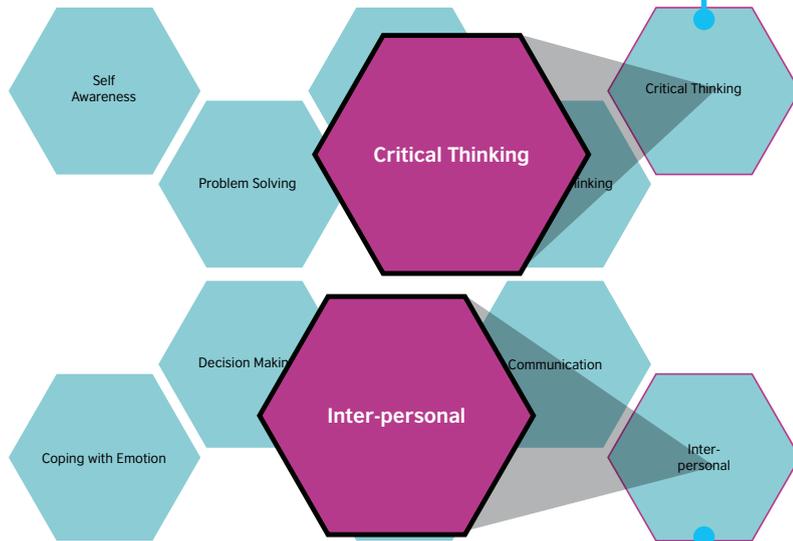
PERIOD 2

The teacher divides the class into groups and gives them make-believe Indian, Chinese and Brazilian currency. They will be given slips with tasks that require exchange of currency such as buying goods on any Online store like Amazon, Ebay etc. in local currency, book a hotel and buy flight tickets, calculate salary package in other country, organise a party etc.

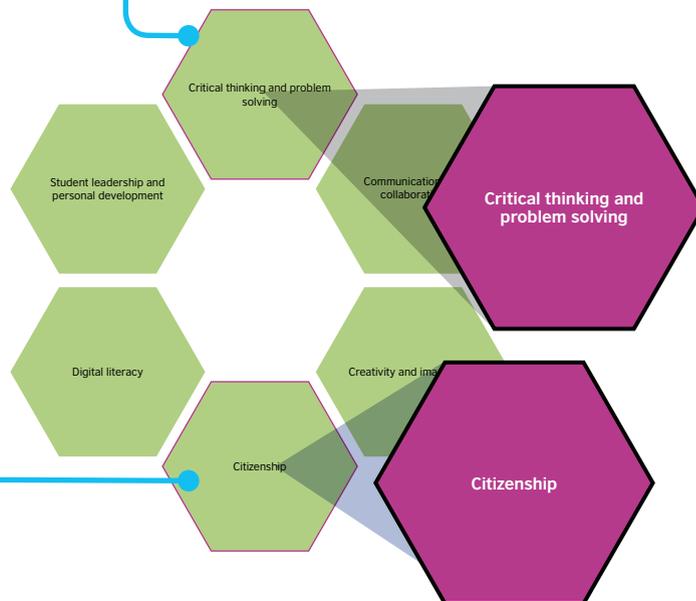
PERIOD 3

Students will also ask partner schools in these countries to find out and give the price list of common household goods and food items. Students will be set tasks such as organise a birthday party etc and will calculate and present these to their partner school and make charts comparing these for display in classroom.

Central Board of Secondary Education: Life Skills Domain



Core skills



International Dimension Outcomes



Preparation and Tips for the Lesson

- The task given and the list of things whose prices will be compared may be compiled by students and should be simple. If appropriate flag up how exchange rates vary and agree on fixed rates. For students weaker in maths try to keep the rates simple multiples rather than many places of decimal in calculation and students may be allowed calculators too.

Assessment (also refer to the section Using Rubrics Effectively)

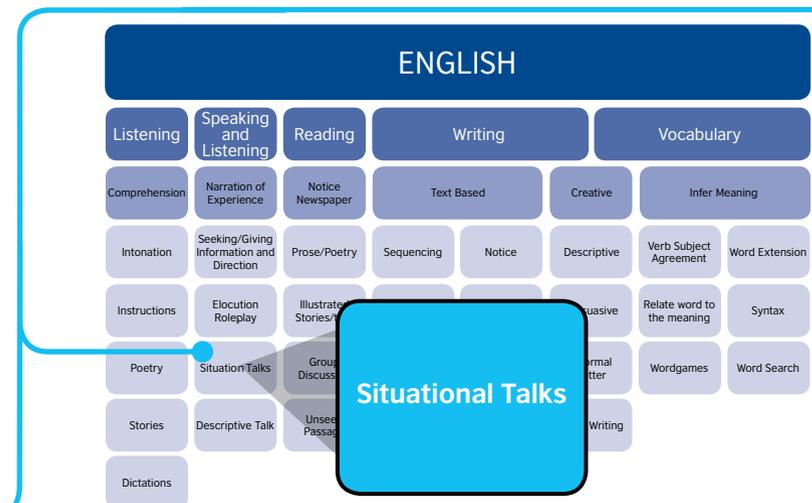
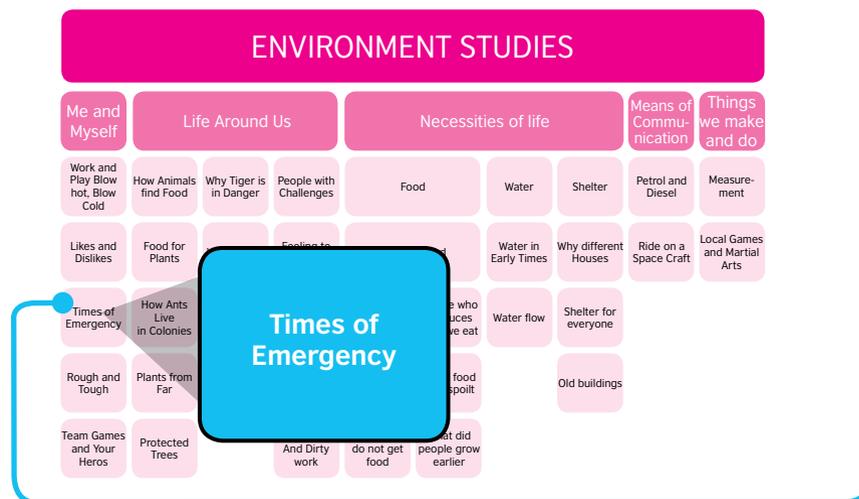
- Were the students able to understand the correlation between different currencies and how they are used internationally?
- Were the students able to transact successfully?
- Did they understand how and why costs of common items may differ between 2 countries?
- Review: Class discussions, Role Play

Lesson Title

Disaster Audit

Subjects: English, EVS

Class: 5 | Age Range: 9 – 10 years



Lesson Planning

PERIOD 1

Teacher makes cards with a type of disaster described on it. Children are divided into groups. Each group picks one card and make a word cloud of 10-15 words, which they connect with that particular disaster. Then they reflect upon these disasters and note the common occurrences happening everywhere and certain things specific to the particular disaster

PERIOD 2

A video/news clipping about disasters around the world are shown. Then a class discussion is initiated about how it feels. Students are asked to identify the people who came to

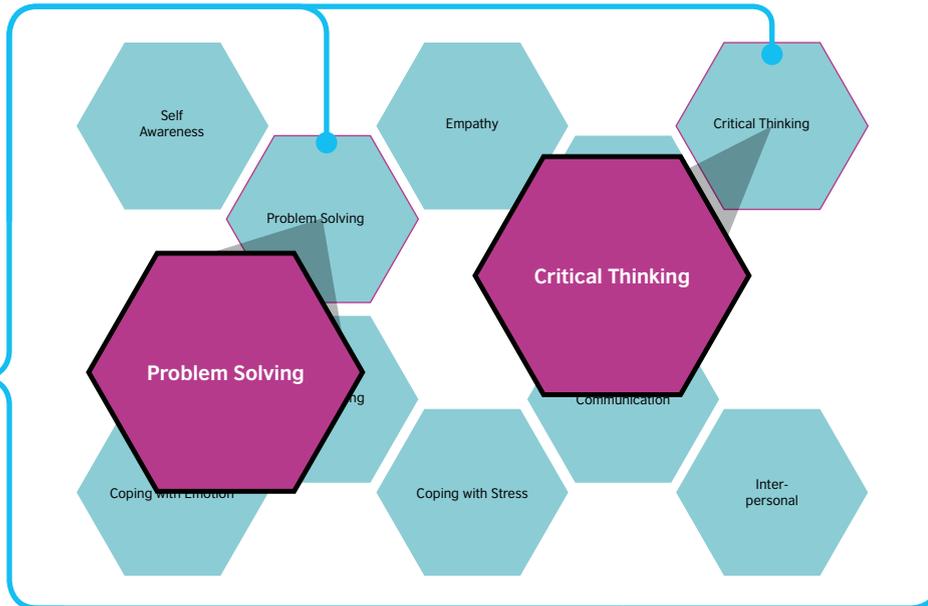
help. Some clips of heros in disaster may be shared. Knowledge of relief and rescue organisations should be shared.

PERIOD 3

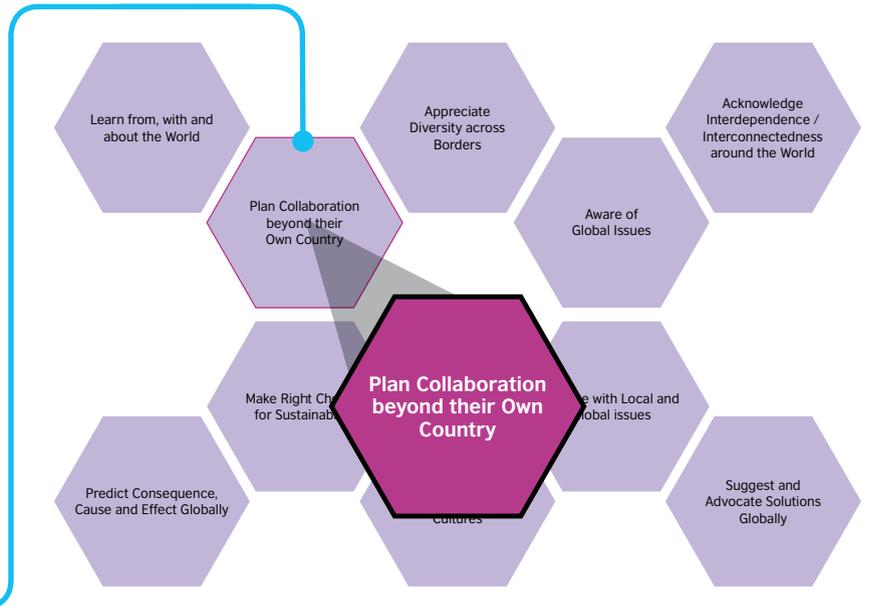
The teacher will highlight a few first aid techniques which should be learnt and students create a what will you do chart for every type of disaster being discussed in school situation such as fire, earthquake, etc. Students should conduct a school disaster audit to check clear pathways, signage for meetings, medical first aid kits location and adults who are first aiders etc.

Students create a disaster management plan for their school and exchange the plan with their partner school, and make any changes or improvements to their own after sharing and review.

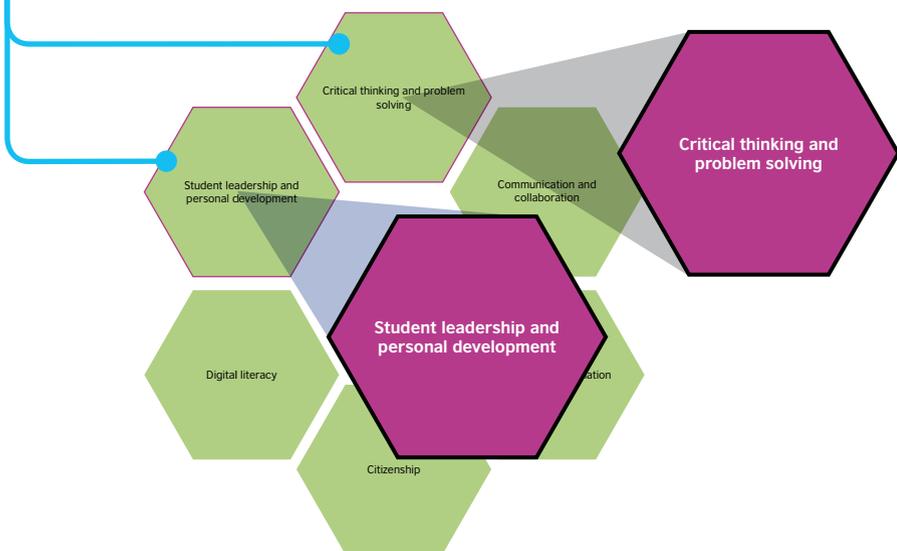
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International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Video clips of disasters across the world - natural and man-made are available on the internet

Assessment (also refer to the section Using Rubrics Effectively)

- Have students learnt to use an audit check list?
- Are they able to respond appropriately to disaster alarms?
- What did they learn from the way disaster has been managed in other countries?
- Were the word clouds created representative of the various complexities associated with disasters?
- Review: Word cloud, Class discussions, School disaster audit, Charts, Disaster management plan

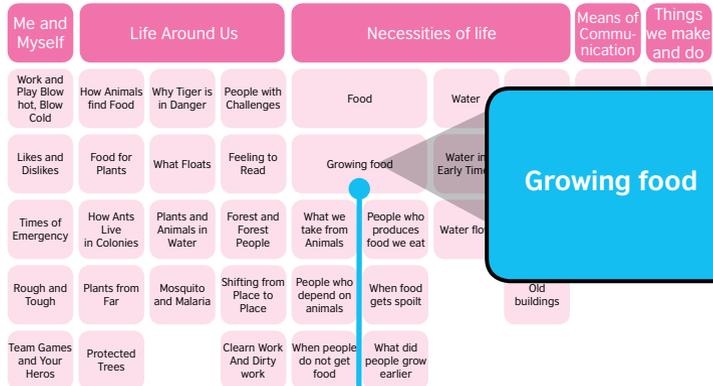
Lesson Title

Food We Eat

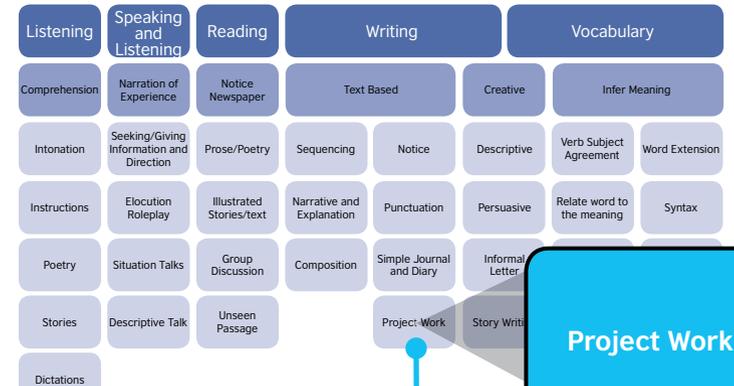
Subjects: EVS, English

Class: 5 | **Age Range:** 9 – 10 years


ENVIRONMENT STUDIES



ENGLISH



Lesson Planning

PERIOD 1

Students are asked to discuss and list down the major crops produced within the country. They are then asked to connect these listed crops with the various states that produce them and create a mind map.

PERIOD 2

Students exchange the collected information with their partner school. Post this a Skype discussion takes place during which students of both schools try and figure out the common crops amongst the two countries.

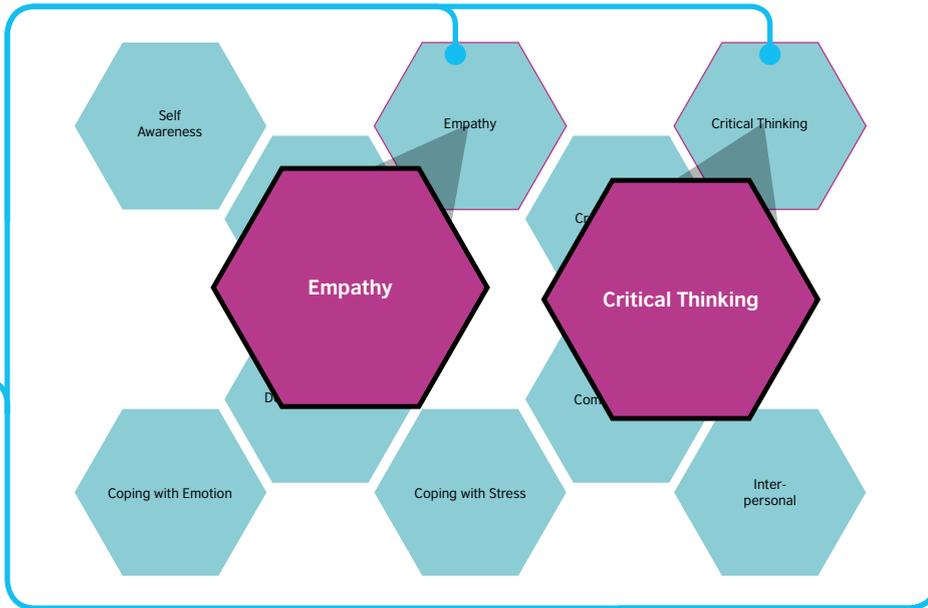
PERIOD 3

The teacher then discusses with the students different methods of crop production used by farmers across the country. The students are then divided into groups with each group being assigned one method of crop production. The students reasearch on their assigned crop production method.

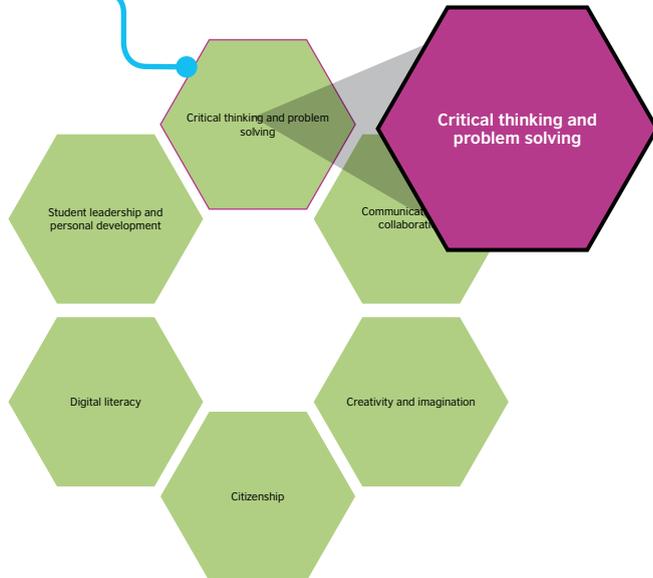
PERIOD 4

Students work in groups to create projects highlighting and focusing on benefits, advantages, hardships and challenges faced by farmers engaged in various crop production methods. These projects are then discussed amongst the class.

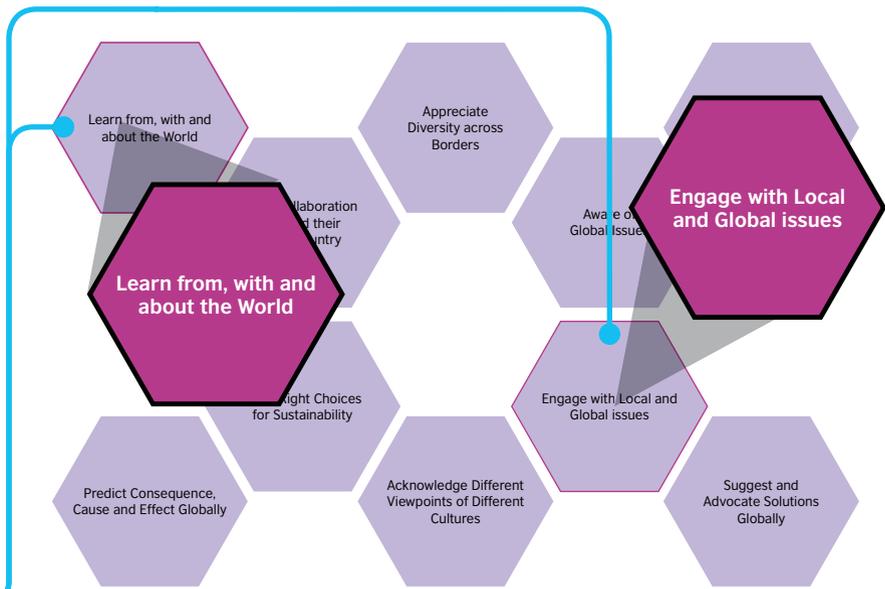
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Core skills



International Dimension Outcomes



Preparation and Tips for the Lesson

- If Internet is not available then books from the library, newspaper articles
- The projects can be made on a bigger scale to be used for school exhibition, display boards etc.

Assessment (also refer to the section Using Rubrics Effectively)

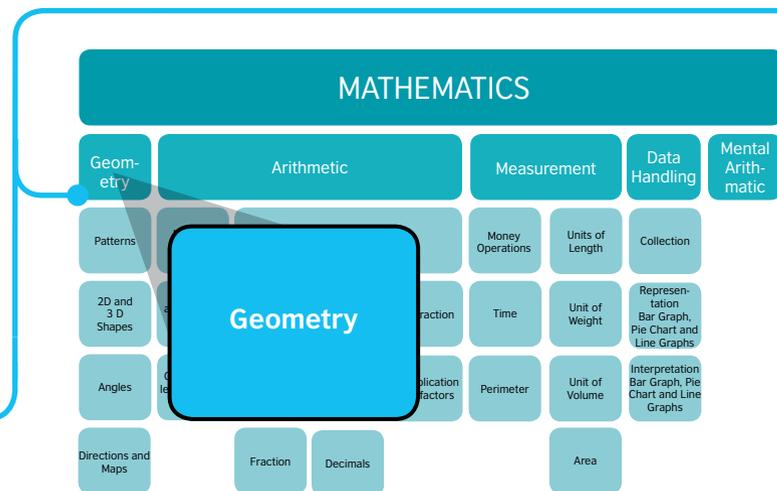
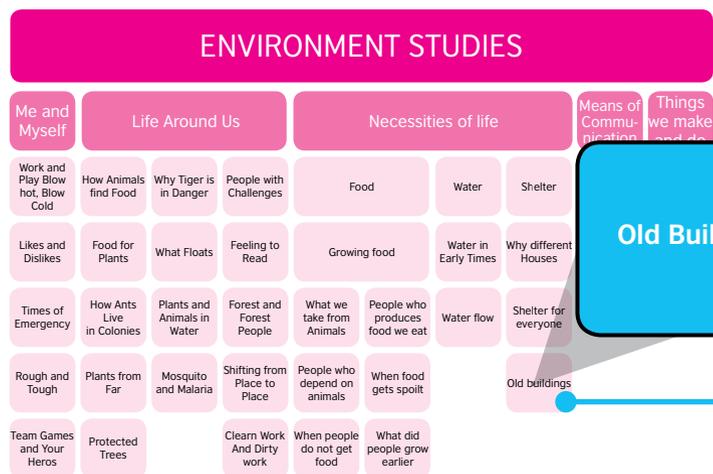
- Were the students able to identify the variety of crops produced and the various methods of productions used within the country?
- Were the students able to empathise with the challenges and hardships faced by farmers?
- Review: Mind map, Skype discussion, Research, Project work

Lesson Title

Monument Mathematics

Subjects: Mathematics, EVS

Class: 5 | Age Range: 9 – 10 years



Lesson Planning

PERIOD 1

The teacher divides the class into equal groups. Each group is given a picture of one monument from around the world like pyramids, stupas, amphitheatre and circus with a link about the same. Students need to search about the same and fill a template already designed by the teacher giving the details of the monuments.

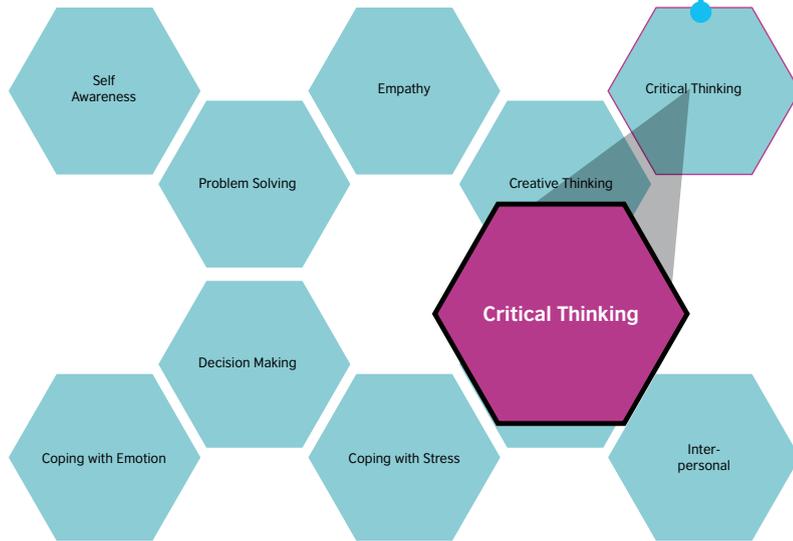
PERIOD 2

The students will be taught the concept of perimeter. They will be given a layout plan of the monuments they have chosen to research and will have to come up with a strategy to measure its perimeter. They should have a variety of problem solving challenges and be asked to think of strategies of measuring curved perimeters using yarn, graph paper, ruler etc.

PERIOD 3

Each group is given 3 secondary colours, with one colour overlapping with another group. They are also given a specific theme (eg birds, animals, plants, elements of nature etc) to link their art with the concept of 'saving nature'. Students create tiles of 5'x5' individually. The partner school also creates such tiles. Then they use technology to take photographs of each tile and in groups they assemble the individual tiles to make a huge mural. Compare the mural similarly made by the partner school.

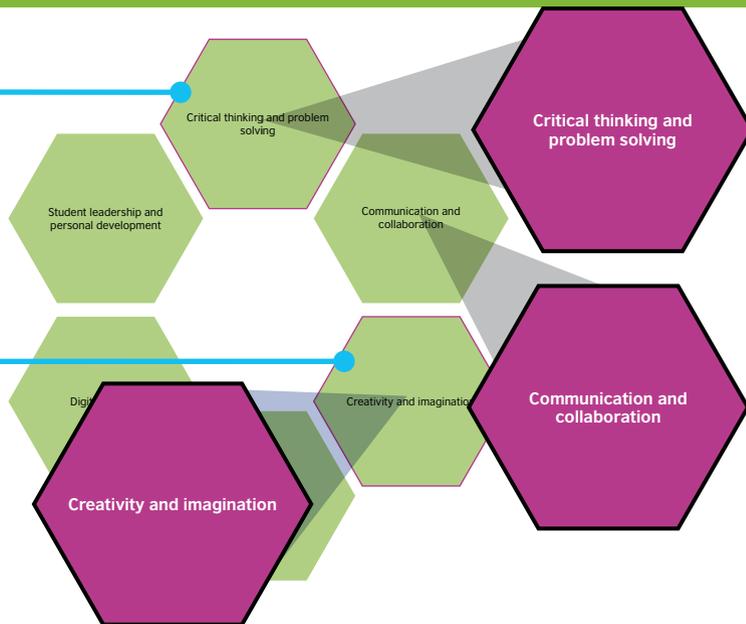
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Level of difficulty of the measuring the monuments can be allocated to students with different learning abilities. Fort perimeters also make interesting variations as they have battlements at regular intervals and are often found in partner countries and make interesting comparison. Concept of scale may be introduced and combined with maps in geography.
- The tiles may be squares, octagons, triangles or any other shape which lends itself to combining together. The idea can be extended into the students writing about their experience of writing about creating a group mural from individual pieces, where everyone plays a part and individual imperfections fade away.

Assessment (also refer to the section Using Rubrics Effectively)

- Were students able to grasp the concept of perimeter?
- Were they able to find the relevant information?
- Did they find interesting ways of measuring perimeter of buildings with both regular and irregular outlines?
- Were they able to suggest the relationship between shape and functionality of the buildings? (Why are pyramids triangles but theatres round or oval? Could they collaborate to create a mural from their individual tiles?)
- Review: Research, Class discussion, Worksheet, Mural

Lesson Title Heritage Walk

Subjects: Mathematics, EVS, English

Class: 5 | **Age Range:** 9 – 10 years

ENVIRONMENT STUDIES

Me and Myself	Life Around Us			Necessities of life			Means of Communication	Things we make and do
Work and Play Blow hot, Blow Cold	How Animals find Food	Why Tiger is in Danger	People with Challenges	Food	Water	Shelter	Petrol and Diesel	Measurement
Likes and Dislikes	Food for Plants	What Floats	Feeling to Read	Growing food	Water in Early Times	Why different Houses	Ride on a Space Craft	Local Games and Martial Arts
Times of Emergency	How Ants Live in Colonies	Plants and Animals in Water	Forest and Forest People	What we take from Animals	People who produces food we eat	Water flow	Shelter for everyone	
Rough and Tough	Plants from Far	Mosquito and Malaria	Shifting from Place to Place	People who depend on animals	When food gets spoilt		Old buildings	
Team Games and Your Heros	Protected Trees		Clean Work And Dirty work	When people do not get food	What did people grow earlier			

Old Buildings

ENGLISH

Listening	Speaking and Listening	Reading	Vocabulary
Comprehension	Narration of Experience	Notice Newspaper	Infer Meaning
Intonation	Seeking/Giving Information and Direction	Prose/Poetry	Verb Subject Agreement
Instructions	Elocution Roleplay	Illustrated Stories/text	Relate word to the meaning
Poetry	Situation Talks	Group Discussion	Wordgames
Stories	Descriptive Talk	Unseen Passage	Word Search
Dictations			

Seeking.Giving Information and Direction

Elocution Roleplay

MATHEMATICS

Geometry	Arithmetic	Measurement	Data Handling	Mental Arithmetic
Patterns	Number sense	Operation of numbers	Money Operations	Units of Length
2D and 3 D Shapes	Counting and writing number names	Addition	Subtraction	Time
Angles	Greater and lesser	Interpretation	Perimeter	Unit of Volume
Directions and Maps				Area

Directions and Maps

Lesson Planning

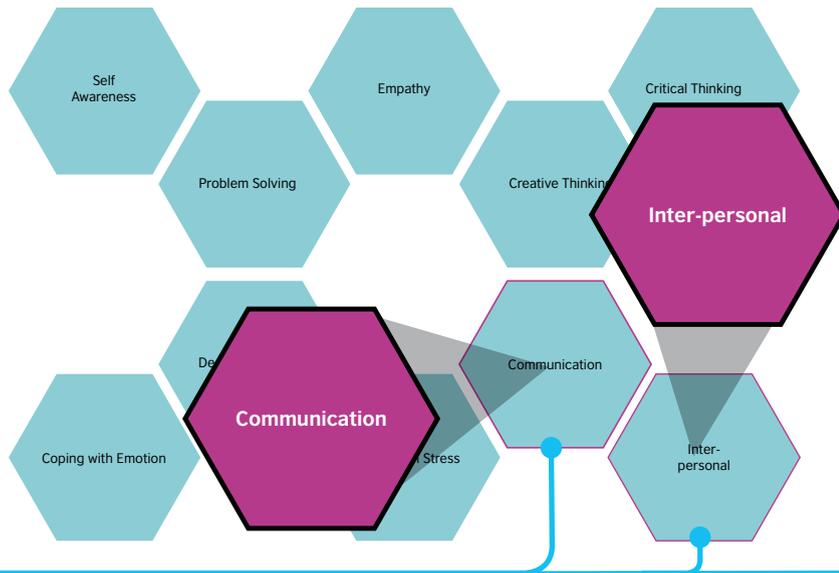
PERIOD 1 Students brainstorm about all the old and heritage buildings they know about in their city. In groups they research some buildings each and present it to the rest of the class using a Powerpoint or Prezi. 2-3 groups collaborate to create a Tourist information brochure for their city.

PERIOD 2 Students listen to podcasts and learn functional language to ask for and give directions and information. They do a role play between tourists and people at the Tourism Help Desk to practice the language.

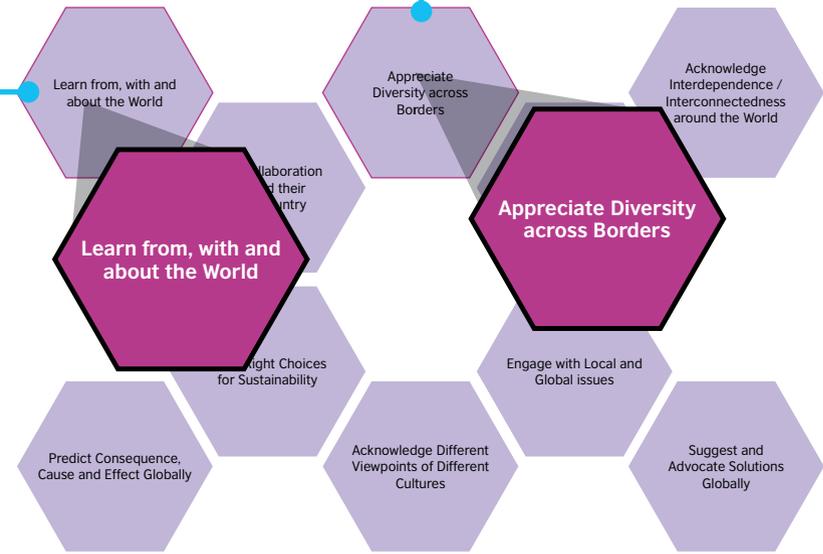
PERIOD 3 They exchange their Information brochures with their partner school and study the information sent by them. Over a Skype session, they do an actual role play where they ask for information about their partner school's city.

PERIOD 4 They use the information to create maps for the cities and places of interest in the Math class

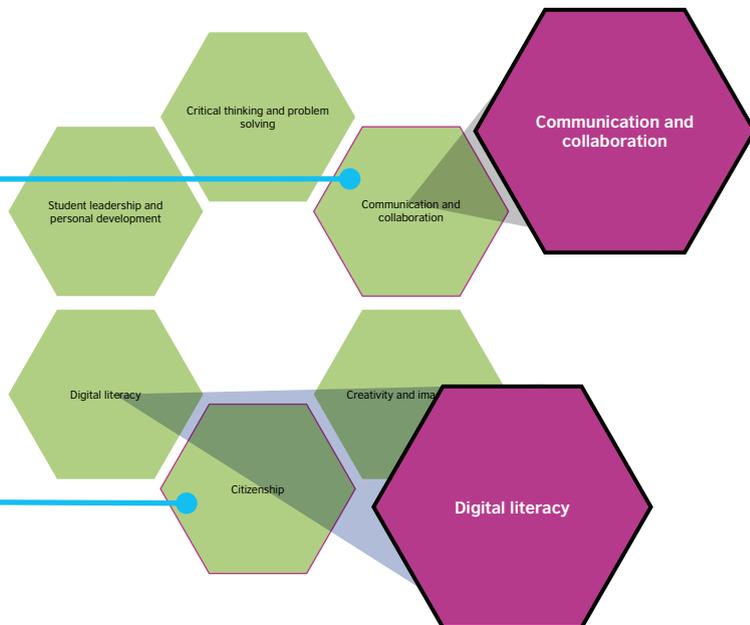
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core skills



Preparation and Tips for the Lesson

- Many podcasts are available on the internet. The students could also record their own role play as a podcast and upload it on the web

Assessment (also refer to the section Using Rubrics Effectively)

- Were the students able to reasearch the information and present it appropriately?
- Did they communicate effectively during the role play and skype session?
- Did they collaborate well to work on their projects?
- Did they use Skype session productively to create new maps?
- Review: Brainstorm sessions, Research, Role play, Presentations, Brochures, Maps

Using Rubrics Effectively



One of the greatest challenges of teaching life skills is that they are often difficult to measure in a learner. One of the ways to make the skill assessment process systematic, meaningful and impactful is to use rubrics to evaluate learners' progress.

A rubric is a simple table that shows progression of the skills being developed from “beginner” level to “proficient” level. It can have anything between three to five levels usually depending on how finely you want to distinguish between the different levels of the learning on the development journey. There is no one correct rubric. The ones in this handbook were developed during the content development workshop and are mostly generic. Teachers are free to modify these, change them or develop new ones altogether. Sometimes teachers may want to give a numerical index to the rating and give students numerical scores too.

For effective use of rubric for assessment the following three points are essential

- The lesson activity design must allow all learners to amply demonstrate the skill being assessed
- The teacher must be very clear about the outward indicator of the skills such as contributing to discussion, helping others, talking a lot or being disruptive, unmindful or engaged
- The teacher must record the observation while it happens or shortly afterwards to avoid missing out or forgetting details.

The purpose of the rubrics should not be to just label young learners but to have a fruitful conversation with them about where they stand at the moment and how they plan to move ahead. Sharing your observation using the rubric table constructively will give students motivation to improve themselves and go forward confidently on their learning journey.

TEAM WORK COLLABORATION AND INTERPERSONAL SKILLS

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Does not contribute or share any ideas or opinion.	Contributes ideas and opinions when prompted.	Contributes and shares ideas without prompting but needs support and encouragement sometimes.	Shares good and appropriate ideas willingly and accepts group's decision to use or discard the ideas given.	Group tasks such as play production. Collaborative creative tasks, joint presentations.
No attempt to create consensus but either dominates or withdraws and disengages.	Able to work in team only when supported and encouraged proactively to do so.	Able to work in a team if all members are like minded and the task is clear and uncomplicated.	Able to work together with other pupils of different age, skill and ability and complements their own inputs to match others.	
Does not volunteer to take responsibility or if given does not carry out tasks assigned.	Has to be cajoled into accepting responsibility and has to be followed up.	Takes responsibility and completes the task until the end to the best of his ability.	Takes responsibility of the team's failures and achievements and empathises with other members.	
Does not listen to other peoples suggestions or ideas.	Listens to suggestions and ideas but is reluctant to acknowledge or use it.	Actively listens and respects other people's ideas and uses them in the effective completion of the assignment.	Respects other people's contribution and gives them their due credit in the achievement of the tasks assigned. In case an idea is not used they take care to explain this to the contributor and thank them for the inputs.	

Using Rubrics Effectively

EMPATHY

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
<p>Is oblivious to other's needs. Unable to recognise other people's stress or unhappiness or remains unmoved and uncaring even in the face of direct contact with people in distress or distressing situations.</p>	<p>Expresses feelings and emotions only when faced directly with distressing situations or persons in distress but cannot feel for people or person at a distance.</p>	<p>Expresses compassion and emotions appropriately not only when faced with distressing situation of others but also able to understand and feel compassion when hearing or reading about such situations in distant places.</p>	<p>Can feel empathetic and express compassion with those near and far and can offer appropriate comfort through written and spoken words.</p>	<p>Campaigns for global issues, volunteering and social service work outside schools, such as working with people with special needs, senior citizens and underprivileged youth working with Red Cross or Society for Prevention of cruelty towards animals or animal shelters. Working within school such as supporting younger children, helping students who need support with studies or being ushers at school functions.</p>
<p>Self survival is the main stay and is completely inward focussed and unmindful of common courtesy and helpful behaviour.</p>	<p>Is reluctant in reaching out to others but expresses willingness to do so. Is unmindful of regular courteous behaviour and needs to be prompted to greet, offer assistance and show good manners.</p>	<p>Demonstration of courtesy and consideration during play and in public spaces when unsupervised. Offers help spontaneously under normal circumstances and is mindful of hurting or causing discomfort to others.</p>	<p>Over and above usual courteous and helpful behaviours the student does not shy away from reaching out to those in distress even in challenging circumstances. Takes initiative to support those in distress and makes sacrifices to help others.</p>	
<p>Acts charitably sometimes for some people. Supports causes only when it does not involve serious commitment of time or effort.</p>	<p>Shows adequate care and concern. Is committed to at least one or two causes either for the betterment of people or animals. Contributes significant time and effort to the cause and shows persistence in charitable action.</p>	<p>Shows adequate care and concern. Is committed to at least one or two causes either for the betterment of people or animals. Contributes significant time and effort to the cause and shows persistence in charitable action.</p>	<p>Feels committed to caring for others and shows this through consistent charitable action. Shows consistent commitment towards helping others in local community as well as taking up wider global causes investing significant time and effort towards it with great impact.</p>	

PROBLEM SOLVING

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Unable to articulate the problem and link the cause to the effect.	Able to recognise and articulate the problem to a degree and suggest a few causes for it but offers very sketchy solutions only.	Is able to articulate the problem and express it appropriately linking the cause and the effect. Is able to develop solutions that are appropriate and achievable.	Is able to analyse the problem situation and identify the cause and effect relationships for the problem and offer one or more creative and appropriate solutions which are well thought, thorough, and detailed.	Surveys and Research Projects that involve gathering and analysing data, creating models, situational problems, case study analysis. Mathematical Puzzles and Logic problems.
Broods over the situation often blaming others and the circumstances. Refuses to take action to solve problem.	Able to identify resources and seek appropriate assistance but unable to follow through with the action required to solve the problem.	Seeks to actively solve the problem and is able to show some perseverance in following through with action to solve the problem.	Is able to carry through fully with the designed action for solving the problem engaging in a cycle of action, review of the result of action and then planning new approach in multiple iteration until solution is reached.	
Does not consult or interact with others to identify and nullify the problem.	Talks to few other people or researches few typical sources for information to solve the problem. However, is largely intuitive and offers solution without evidence.	Consults a limited range of sources, peers and experts and is systematic in analysing the information to provide solution. Intuitive solutions are cross checked to some degree.	Is able to research and draw upon examples of similar situations, good practices and ideas for solutions from many different sources through consultation and research.	

Using Rubrics Effectively

DECISION MAKING

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Is unable to take any decision whatsoever.	Is able to decide on a course of action diffidently but does not explain coherently why they took the decision.	Is able to decide a course of action confidently and is able to provide a coherent narrative on how they came to that decision.	Is able to decide on a course of action with confidence and is able to demonstrate why that course of action is better than other choices with clear weighing up of pros and cons.	Planning trips and visits, distributing roles and responsibilities within classroom, organising stalls at school fetes, fund raising for charitable work, Electing Students Council
Is unable to create criteria to distinguish between the alternatives and cannot apply these effectively.	Is able to create an incomplete list of some alternative solutions and offer elementary list of criteria for weighing up the suitability of the alternative solutions.	Is able to apply tools and techniques to weigh up the alternative solutions on offer against a more complete set of criteria created and decide on a course of action.	Is skilled and fluent and using decision making tools and techniques such as SWOT analysis, pros and cons table, etc., uses them effectively to rank multiple solutions against set criteria and offer a decision which is well thought through.	
Has no strategy to evaluate the decision and cannot define success or impact of the decision.	Has difficulty in evaluating what went well and what needed improvement against a set of criteria agreed.	Understands the criteria for success and can weigh up the decision taken against these and offer modification to the decision for better impact.	Is able to ensure that decisions suggested are meeting higher standards such as being ethical, just and sustainable besides being impactful and meeting all success criteria.	

CRITICAL THINKING

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
<p>Gathers random data and evidence which are often not linked to the problem. Unable to understand the overall context of the problem and describe these.</p>	<p>Is able to gather data but not able to interpret them adequately nor able to take into account all of the context of the situation or problem being analysed.</p>	<p>Is able to gather and interpret most of the data and evidence around the problem or situation and understand the context of the problem in some detail.</p>	<p>Is able to gather data and evidence around the problem or situation in details and classify these properly. Understand the context of the problem situation well and able to describe these in details.</p>	<p>Surveys and Research Projects that involve gathering and analysing data, situational problems, case study analysis. Mathematical Puzzles and Logic problems.</p>
<p>Unable to apply the data collected and knowledge of the context of the problem to offer a solution or explanation for a situation or problem. Not capable of deduction. Cannot detect falsehood in logic.</p>	<p>Is able to use only limited data and knowledge to offer solution or explanations. The context is ignored or not taken into account sufficiently. Capable of deduction and reaches solutions sometimes but after many attempts and largely by chance. Can sometimes detect falsehood in logic.</p>	<p>Usually able to offer a probable solution or explanation taking into account most of the evidence and data. Able to offer solutions by deduction and in a few attempts. The solutions are thought through logically but not able to describe the logic adequately. Can detect falsehood in logic most of the times.</p>	<p>Fluent critical thinker who solves problems and analyses situation deductively or inductively very quickly. Is able to clearly explain the logic and describe the solution offered in details and detect falsehood in logic most of the times. Can always detect falsehood in logic.</p>	
<p>Does not attempt to test hypothesis or explanation offered. Accepts solution and explanation without challenging it.</p>	<p>Expresses doubt and questions assumptions and offers some logic to challenge status quo but does not follow through.</p>	<p>Proactively challenges, sets norms and assumptions and offers a few ways to test these. Goes through with some experimentation to test different view points and opinions but the design of experiment may not always be well thought through or logically completely sound.</p>	<p>Always tests theory or hypothesis suggested and challenges norms and assumptions through rigorously designed tests that are sound and well thought through. Explains the alternative solutions and argues the case clearly and logically.</p>	

Using Rubrics Effectively

CREATIVITY

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Usually unable to give a new idea or even apply old ideas to new situations.	Able to sometimes create new and innovative solutions bringing together elements in unusual but effective combinations.	Always able to put together ideas when asked to design a project or a problem.	Is quick to generate multiple ideas for a project or a problem.	Performing Visual Arts projects, creative writing and designing new products or dresses.
Mostly repeats and copies work done by others. No attempt is made to offer creative or unusual interpretation nor to change and modify.	Mostly copies or sticks to the usual interpretation and solutions but occasionally makes modifications and changes the routine.	Usually always attempts to give an original interpretation or solution which is different and unusual but mostly attempts to be creative from a known and tried and tested parameter.	Mostly offers innovative and unusual interpretation and presentation of ideas and solutions. Creative in make unusual associations that come together meaningfully and has impact.	
Work is usually discordant and routine, repetitive and lacks aesthetic sense.	Work is sometimes harmonious but routine, follows pattern and set routine most of the time.	Work presented usually has few elements of pleasant and harmonious presentation that is aesthetically pleasing.	Highly evolved sense of aesthetics and is able to generate creative ideas fluently most of the time. Has great variety in presentation and is always varied and engaging.	

COPING WITH STRESS AND EMOTION

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Even small disturbance in schedule, minor annoyance causes stress and has low resilience.	Student usually copes with minor annoyances with resilience and can distinguish between medium to extreme stress situation but cannot manage these well.	Student is able to cope with minor setback and incidents. Is able to understand the implications and react appropriately. Does not get stressed by minor incidents.	Student is able to cope with major setback and incidents rationally and manage stress. Usually able to identify stress factors early and manage these proactively.	Sports tournaments, inter-class or school competitions, games and yoga classes, School Council elections, public performances and speaking.
Stress expressed through anger, violence, or withdrawal. Vocalisation of emotion not appropriate.	Student usually does not show anger, violence, or withdrawal in minor issues but likely to behave negatively when faced with moderate or major stress situations.	Student is able to cope with moderate stress situations, losses and incidents without negative behaviour. Only rarely loses temper or shows negative behaviour under stressful situations. Usually functions normally.	Able to manage high degrees of stress and tension with calmness and function normally under most circumstances without showing negative behaviour.	
No positive coping technique adopted leading to behavioural and health issues even under support and supervision.	Student is able to identify stress situation and sometimes manage them through stress management techniques. Mostly needs support and supervision.	Student is able to use breathing techniques, rationalisation, yoga and exercise to manage stress most of the time but occasionally needs to be reminded and supported.	Well versed in managing stress and capable of handling all situations through a variety of techniques even without supervision or support.	
Student is not able to recognise emotions of other people correctly or react to them appropriately.	Student is able to understand other's feeling and able to offer comfort or react appropriately in some cases.	Student is good at recognising other people's emotions and offers support and encouragement as appropriate most of the time.	Student is good at recognising signs of distress and elation in others and responds with genuine enthusiasm or empathy. Recognises inappropriate or dangerous signs of emotional distress and seeks to help or gets help from others such as teachers, parents etc as needed.	

Using Rubrics Effectively

SELF AWARENESS

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
<p>Negative unreal self image affecting behaviour and confidence. Does not engage positively with peers.</p>	<p>Moderately negative or unreal self image and that needs constant feedback and supervision. Makes an effort to improve and engages with peers with diffidence when encouraged.</p>	<p>Has a positive self image and only occasionally displays lack of confidence. Usually dresses and behaves appropriately and engages with peers confidently. May sometimes react defensively to feedback but usually is aware of own shortcoming and works towards improvement.</p>	<p>Positive body image but has real understanding of own shortcoming and works actively to improve them. Engages positively with peers and dresses and conducts appropriately on all occasions.</p>	<p>Reflective tasks exploring one's aims, ambition, emotion and reaction to situations. Diary writing, painting, poetry and compositions.</p>
<p>No interest in one's own community and culture and unaware of one's place in it.</p>	<p>Is interested in one's immediate community and culture and can speak confidently about it but not able to link to and fully appreciate national diversity and one place in the nation.</p>	<p>Is well versed with one's own culture and community and appreciative of regional diversity within the country. Able to speak confidently about one's own culture, community and link it to the national identity.</p>	<p>Aware and confident of own culture and heritage. Does not react defensively to criticism. Speaks correctly and confidently with authority about one's own regional and national culture and community. Able to appreciate the global cultural diversity and find one's place within it.</p>	
	<p>Is introspective to some degree and usually takes feedback reluctantly acting upon only few of them to improve oneself in any area.</p>	<p>Is fairly introspective, takes feedback constructively and willingly acts on them to improve oneself. Is not usually defensive or overly sensitive. More or less open to new ideas and thinking.</p>	<p>Is open and proactively seeks feedback. Works on areas of improvement with perseverance. Is not defensive but balanced in reacting to difficult social or cultural situation. Can appreciate different perspective and viewpoint.</p>	

COMMUNICATION

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Speaks one language and is only good at using it within one's own cultural context. Unable to adapt to new situations and listeners from other context.	Speaks one language competently but has elementary knowledge of more than one language. Reluctant to learn a new language.	Fluent speaker of one language but can speak more than one language. Usually able to adapt language to cultural context of the speaker and can pick up a few words of new language but is hesitant to use it unless compelled.	Fluent multilingual speaker with ability to respond to the listeners' cultural context and modulate the language likewise. Able to pick up new languages and attempt to communicate with it without hesitation.	Reports, presentations, debates, discussions, role plays, elocution, posters, leaflets, campaign banners, advertisements, etc.
Does not use any communication tools besides language.	Makes some attempt to use tools such as pictures, photographs and graphs to enhance communication but often cannot decide on the right tool for the right purpose.	Is good at using different tools of communication such as pictures, mime, infographics, photographs, etc., and uses them effectively most of the time. Is usually good at choosing the right tool for the purpose of communication.	Uses a range of communication techniques which are chosen appropriately with the audience and purpose in mind. The use of the tools and techniques are impactful and effective.	
The content of the communication is not appropriate and meaningless to the audience.	Content of communication is usually appropriate and demonstrates minimal degree of thought and organisation.	Content of communication is adequately researched and appropriately organised and clearly presented in neat format.	Content of communication is well researched and organised. It is presented neatly and in an aesthetically pleasing way that is easy to understand.	



CLASS 1

SUBJECT MAPS

CLASS 1
SUBJECT MAPS

CLASS
1

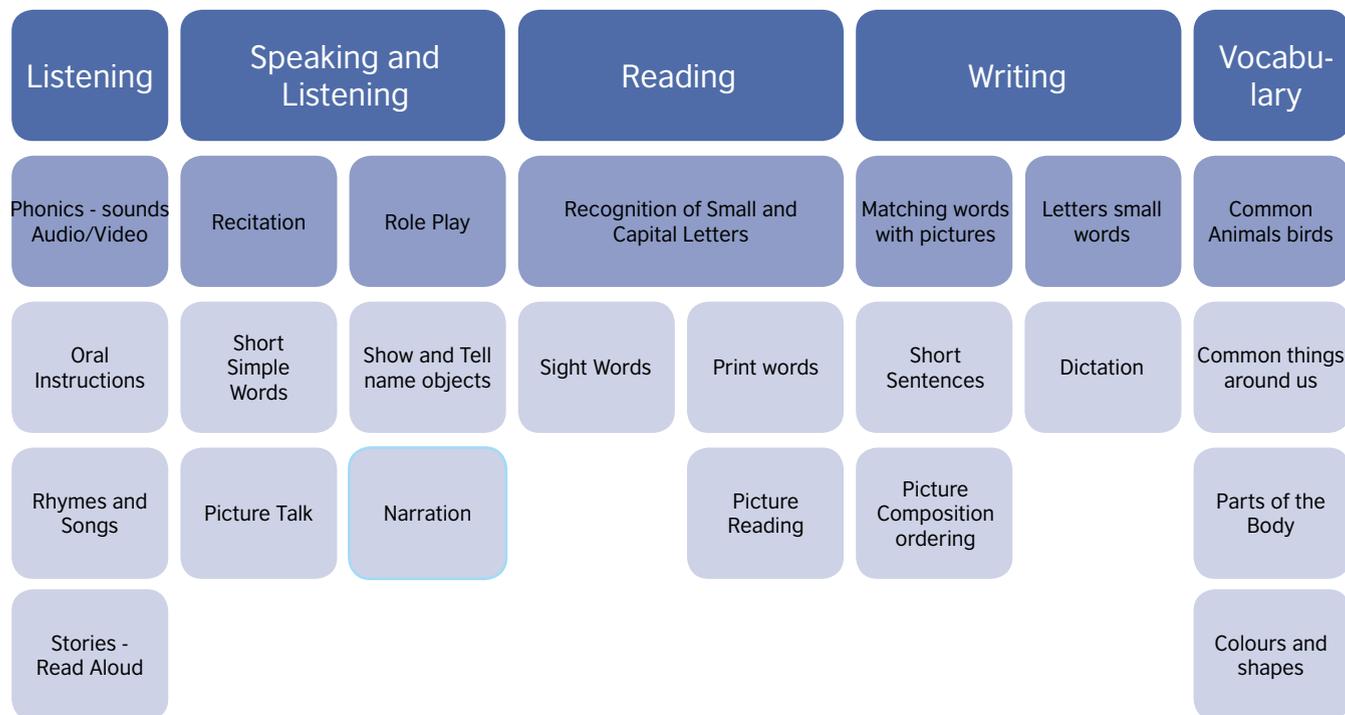
MATHEMATICS

Geometry	Arithmetic		Measurement	Data Handling	Mental Arithmetic
Patterns	Number sense Placeholders Units and Tens	Operation of numbers		Length	Most and Least frequent
Shapes and Space	Counting and writing number names (0-50)	Addition (0-20)	Subtraction (0-20)	Weight	Count and Classify
Solids Around Us	Greater and lesser, before and after	Count and Write			Interpretation

CLASS 1
SUBJECT MAPS

CLASS
1

ENGLISH



ENVIRONMENTAL SCIENCE

Me and Myself

Life Around Me

My body

My food

Environment

Clothes I wear

My Helpers

Food and Shelter

Games I play

Plants

Animals

CLASS 1
SUBJECT MAPS

CLASS
1

CLASS 1

SUBJECT MAPS

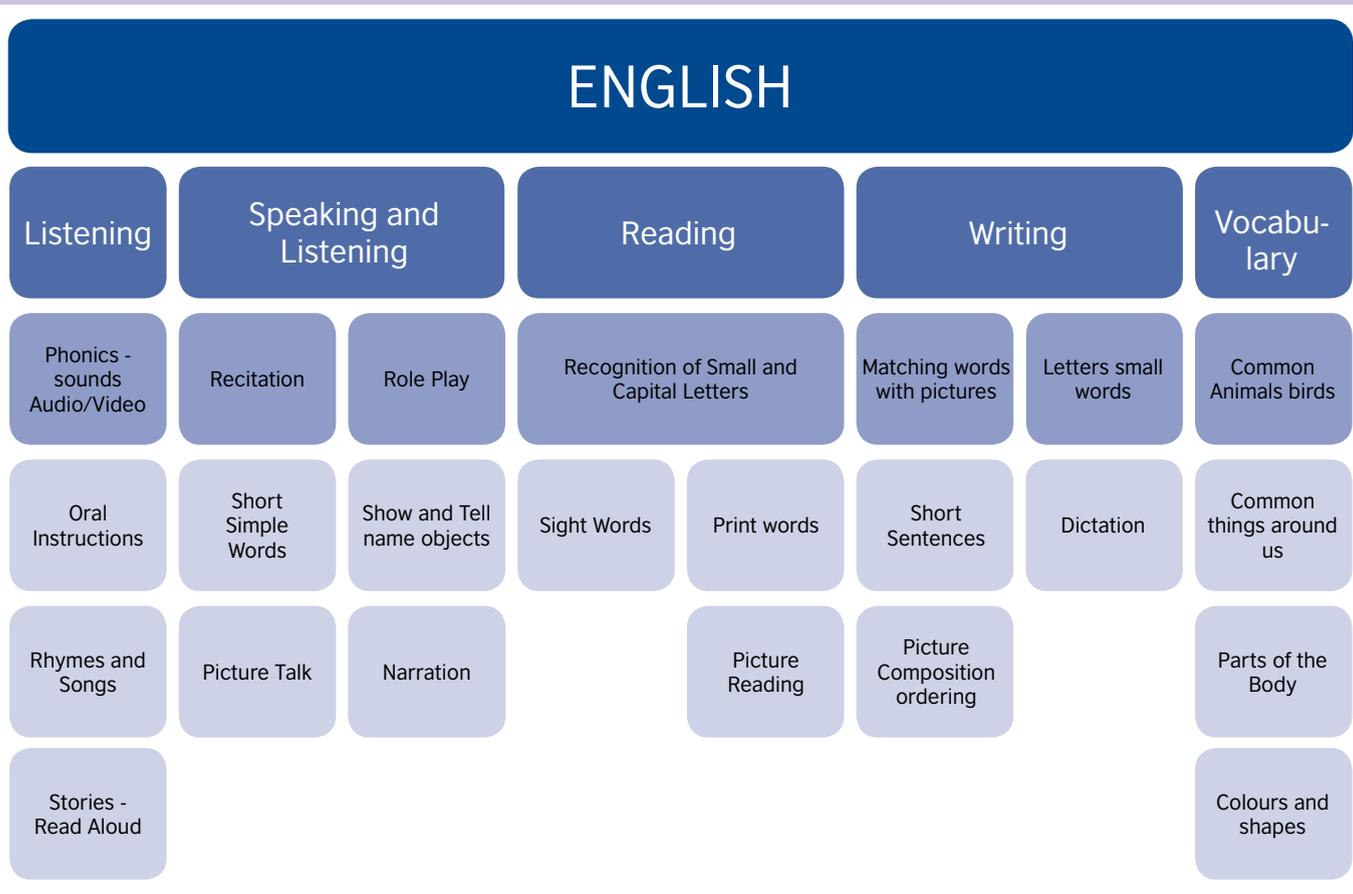
CLASS 2

SUBJECT MAPS

CLASS 2
SUBJECT MAPS

CLASS
2

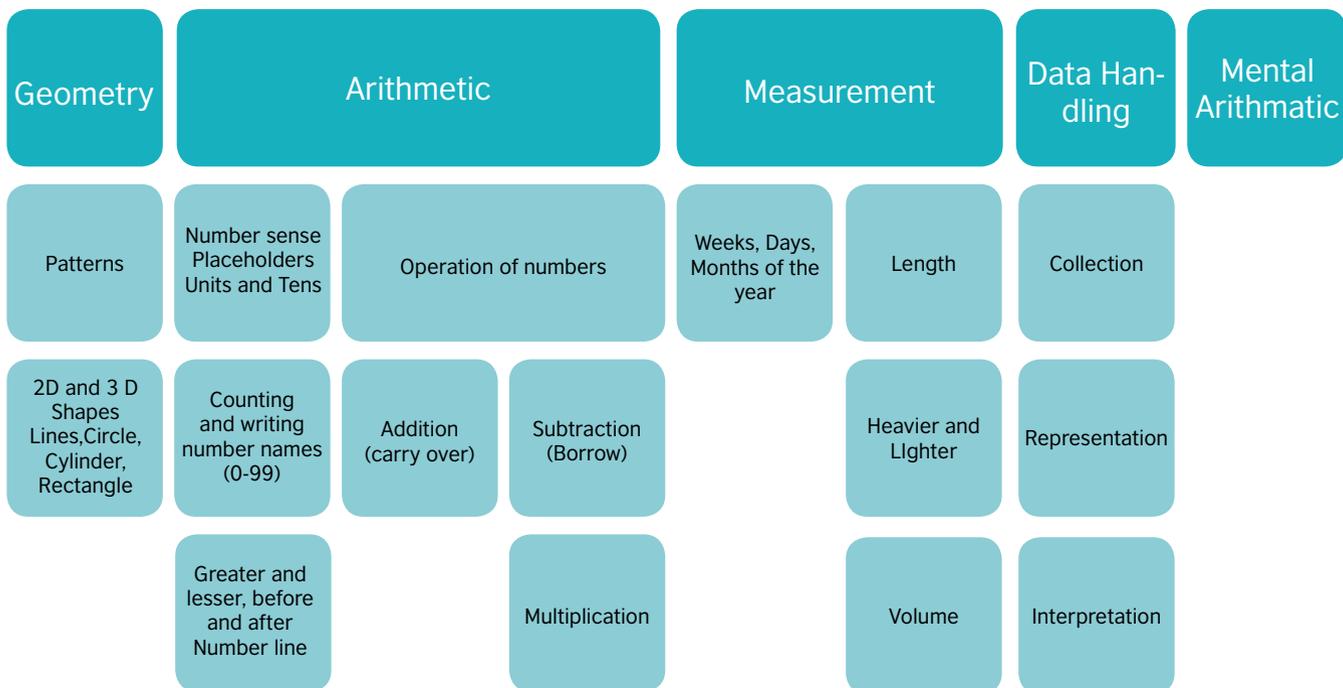
ENGLISH



CLASS 2
SUBJECT MAPS

CLASS
2

MATHEMATICS



ENVIRONMENTAL SCIENCE

Me and Myself

Life Around Me

My body

My food

Environment

Clothes I wear

My Helpers

Food and Shelter

Games I play

Plants

Animals

CLASS 2
SUBJECT MAPS



CLASS 2

SUBJECT MAPS



CLASS 3

SUBJECT MAPS

CLASS 3
SUBJECT MAPS

CLASS
3

ENVIRONMENT STUDIES

Me and
Myself

Life
Around Us

Necessities of life

Means of
Communi-
cation

Things we
make and
do

My Family

Plants
Leaves

Food

Water

Shelter

Going Places ways
to travel

Pottery

Who do I look like

Animals
Insects, Birds

Cooking

Water Shortage

Human Shelter

Talking without
speaking

Textiles

Friends Play and
Games

Workers and
Working Children

Eating in
the Family

Water Storage

Animal Shelter

Mailing Letters

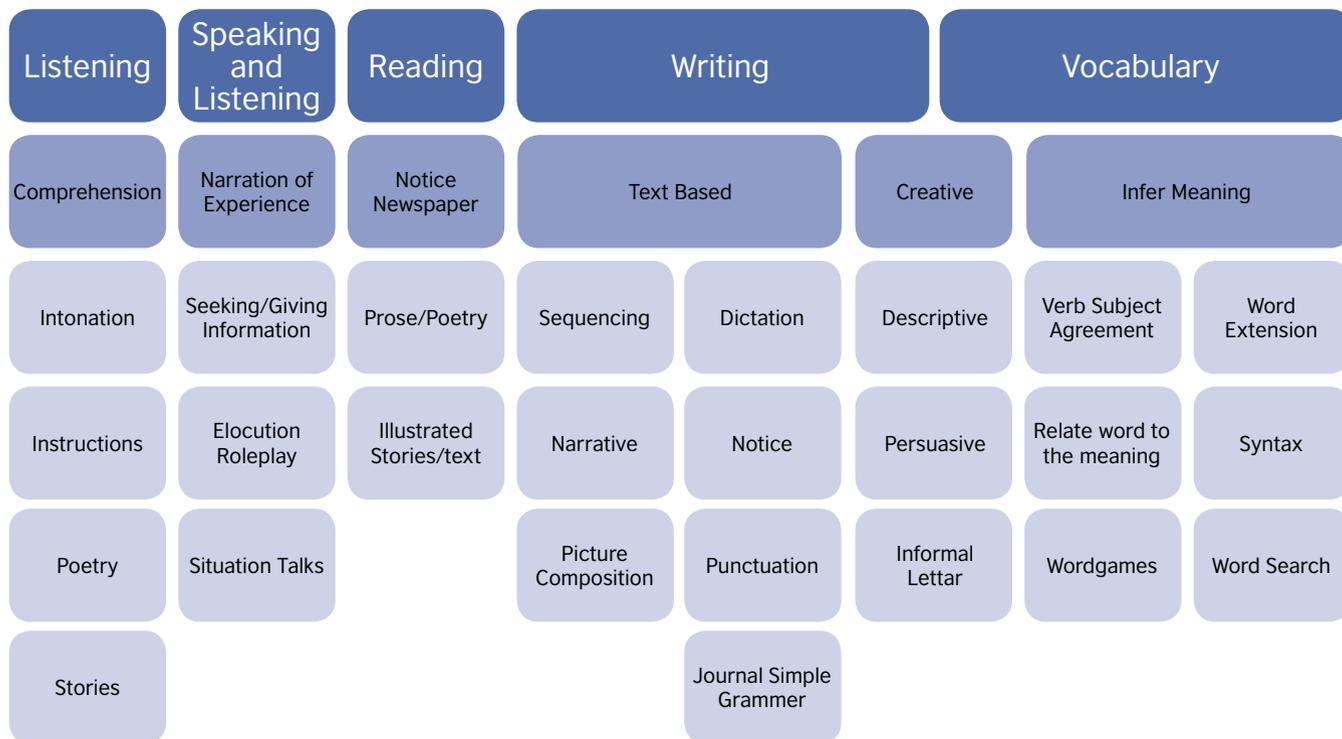
Old and
Physically
Challenged

What animal and
plants eat

CLASS 3
SUBJECT MAPS

CLASS
3

ENGLISH



CLASS 3
SUBJECT MAPS

CLASS
3

MATHEMATICS

Geometry	Arithmetic		Measurement		Data Handling	Mental Arithmetic
Patterns	Number sense Placeholders Units and Tens	Operation of numbers	Weeks, Days, Months of the year	Length	Collection	
2D and 3 D Shapes Lines and Curves	Counting and writing number names (0-999)	Addition	Subtraction	Days, Weeks, Months Years	Units of Weight	Representation
Solids Around Us	Greater and lesser, before and after	Division	Multiplication	Telling the Time	Volume	Classification and Interpretation

CLASS 3
SUBJECT MAPS

CLASS
3

CLASS 3

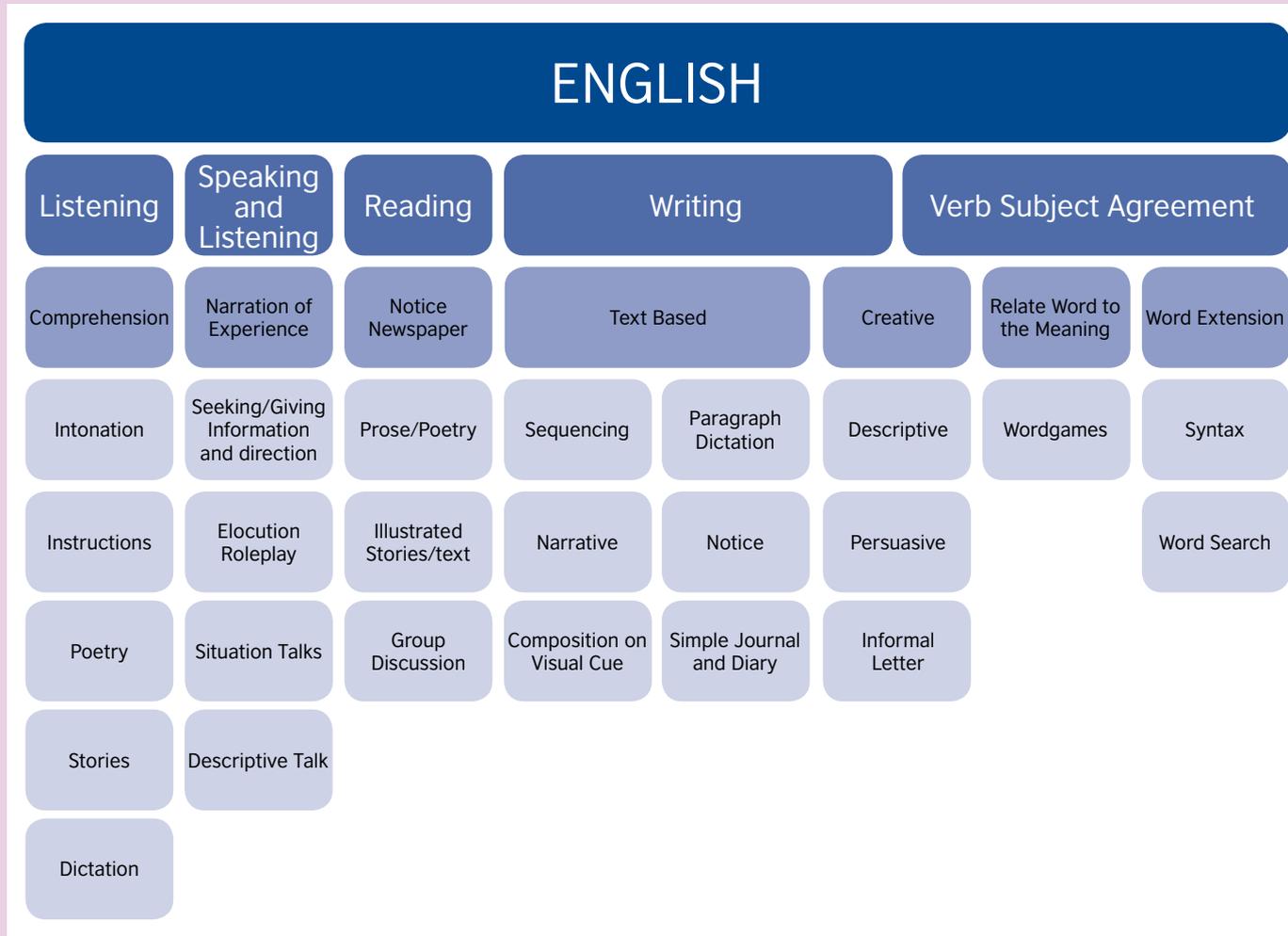
SUBJECT MAPS

CLASS 4

SUBJECT MAPS

CLASS 4
SUBJECT MAPS

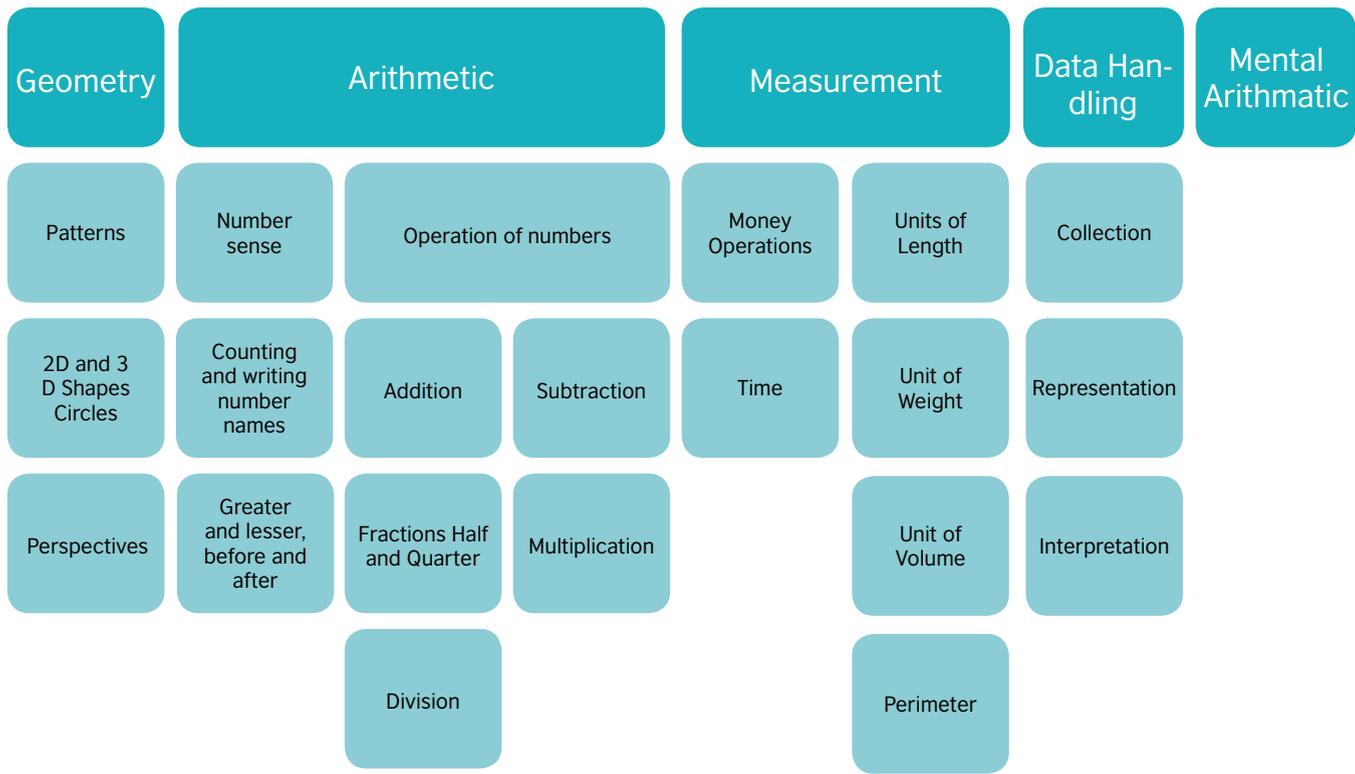
CLASS
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CLASS 4
SUBJECT MAPS

CLASS
4

MATHEMATICS



CLASS 4
SUBJECT MAPS

CLASS
4

ENVIRONMENT STUDIES



CLASS 4
SUBJECT MAPS

CLASS
4

CLASS 4

SUBJECT MAPS

CLASS 5

SUBJECT MAPS

CLASS 5
SUBJECT MAPS

CLASS
5

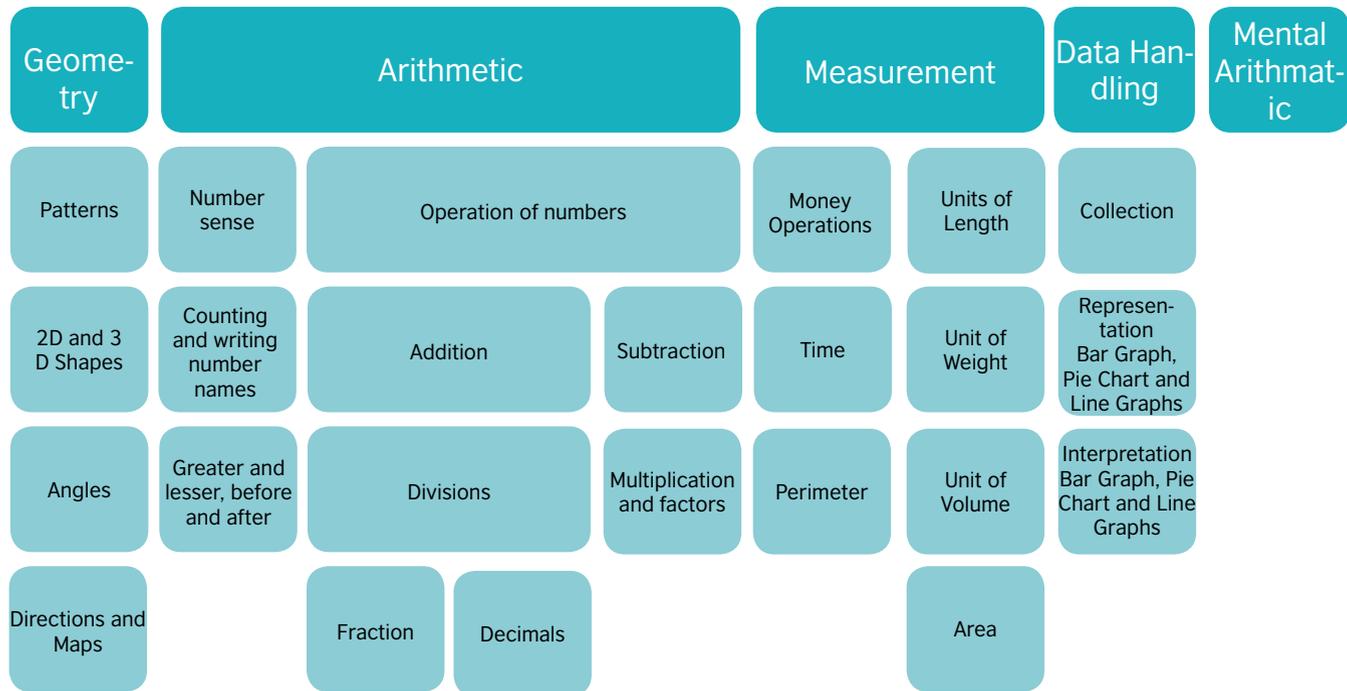
ENGLISH

Listening	Speaking and Listening	Reading	Writing		Vocabulary		
Comprehension	Narration of Experience	Notice Newspaper	Text Based		Creative	Infer Meaning	
Intonation	Seeking/Giving Information and Direction	Prose/Poetry	Sequencing	Notice	Descriptive	Verb Subject Agreement	Word Extension
Instructions	Elocution Roleplay	Illustrated Stories/text	Narrative and Explanation	Punctuation	Persuasive	Relate word to the meaning	Syntax
Poetry	Situation Talks	Group Discussion	Composition	Simple Journal and Diary	Informal Letter	Wordgames	Word Search
Stories	Descriptive Talk	Unseen Passage		Project Work	Story Writing		
Dictations							

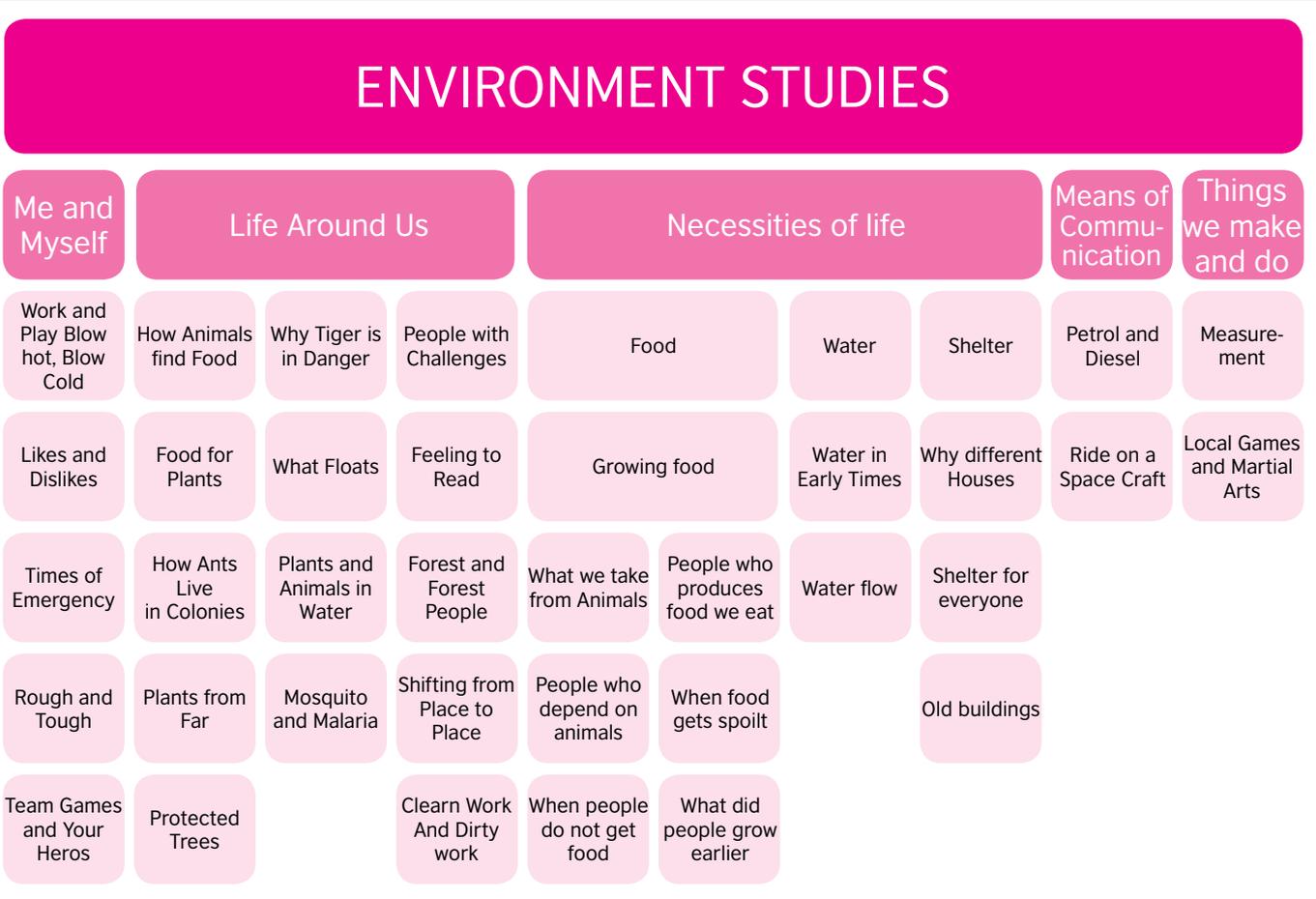
CLASS 5
SUBJECT MAPS

CLASS
5

MATHEMATICS



CLASS
5



CLASS 5
SUBJECT MAPS

CLASS
5

CLASS 5

SUBJECT MAPS

