



CONNECTINGCLASSROOMS

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

Class 6 to Class 10



Handbook for Embedding International Dimension in the Classroom

2015-2016

Class 6 to Class 10

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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. Though confined to classes 6 to 10 at the moment we will expand it to other classes shortly.

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 isa.india@britishcouncil.org as we are always eager to hear from you.

Richard Everitt Director—Education and Society British Council India

A large number of schools, head teachers and teachers have contributed to the development of the Handbook and so it is largely your work.

Using the Handbook

Introduction

The world around us is moving very rapidly, it is changing at all times. Newer challenges, unique situations assail us even before we have understood, internalized and prevailed over the present ones. New and emergent technologies have completely transformed the way we work, communicate and even think.

The world we live in today is very different from the one we lived in 20 years ago. Then there was no internet, no mobile phones, no digital media and many other things that we take for granted today. It becomes obvious, that therefore there is no possible way of predicting what world the children of today will engage with 20 years from now.

In such a situation, the teacher has a huge responsibility to equip the students with skills which will enable them to secure a successful future. Apart from knowledge and content, today the teacher is expected to impart values, life skills and attitudes. 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 have to give young people the opportunity to grow into these well-rounded. creative and critical citizens, ready to engage with emergent and demanding labour markets and craft their own future as well as the future of generations to come.

UNESCO's Sustainable Development Goal 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all¹ 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 above while keeping their students on track to cover the content required in the curriculum. Though it is directed primarily 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 her are not prescriptive but suggestive 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

^{1.} UNESCO Sustainable Development Goal 4 for 2030

^{2.} UNSECO 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.



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 Six to Ten

The initial focus group discussion and the consultation strongly indicated that the curriculum mapping exercise leading to the creation of the Handbook be for secondary school. The reason suggested was that these are the classes when the content element of the curriculum in each subject area begins to grow, but the other sets of skills also require significant attention.

However, another curriculum mapping exercise focused on the primary classes is underway currently. A similar handbook will be designed and published showcasing some of the ways in which the Core Skills may be embedded within the curriculum right from the primary stage.

For the sake of simplicity all activities covered in this handbook have been allocated to a single class though we envisage that with modification they may be appropriate for other classes as well. Moreover, many activities can be coordinated to make a whole school project such as celebration of World Week or an International Festival day etc.

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 and gauge the success of these learning activities. Assessing learning outcome in content and knowledge of subject areas such as Science. Social Studies. Mathematics, English and Laguages such as Hindi are easily managed through achievement tests. But assessment of skills need 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 that use some form of learner assessment of these skills to help pupils understand the contribution of teaching towards their skill development.

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 research, 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 other's observation and give students a more exact and meaningful feedback.

Structure of the Sample Activities in the Curriculum Maps

Each activity has an aspect of action followed or initiated through meaningful discussion and deliberation in the classroom. The quality of the lesson will depend on the skill of the teacher to manage and deliver the learning experience of their students and facilitate these discussions.

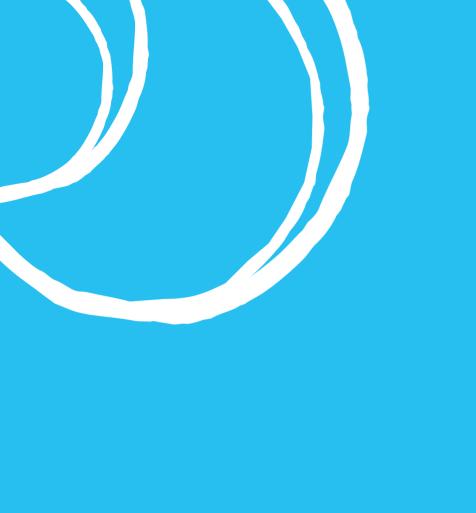
Ideally the activities should be undertaken with a partner school in another country but considering this may not always be possible each sample activity can be modified to working without partner schools, with International Dimension inputs coming from use of the internet or library. Schools are

strongly encouraged to use local opportunities such as International Students hostels of nearby universities, tourist sites frequented by foreigners, personal overseas connections, embassies and consulates, industries with links overseas to add authentic international experience to the lessons. However, please do take every precaution to ensure that students are safe and are not exposed to any risk while undertaking the activities.

Please feel free to modify and change the activities to suit your classroom situation and make them your own.

The Handbook for Embedding International Dimension in the Classroom will be updated and modified each year with inputs from you and your school. Share with us case studies of how you have used the learning activities given here or other features of the handbook for planning lessons. You can send us pictures and text at isa.india@britishcouncil.org. Outstanding case studies will be showcased in our next publication.

The British Council schools team wishes you all the best for adding an international dimension in the curriculum and looks forward to many interesting and exciting case studies in the future.



Education Officer, Central Board of Secondary Education

List of Contributors

Overall Conceptualisation and Planning

Rittika Chanda ParruckDeputy Director – Education and Society

Yvette HutchinsonEducation Adviser
(Policy and Education Enhancement)

Editing and Designing

Arijit Ghosh Head – School Programmes

Pradnya Gokhale and staff of New Era Senior Secondary School, Vadodara

Contributors to the Focus Group Discussion

Sandeen Sethi

Sandeep Settii	Eddeation officer, central board of Secondary Eddeation
Alka Sharma	DAV Public School
Varsha Gautam	DAV Public School
Gurmeet Kaur	Silver Line School, Ghaziabad
Ritu Pachauri	Silver Line School, Ghaziabad
Harmeet Kaur	G D Salwan Public School
Pooja Datta	G D Salwan Public School
Kavita Bhatia	Bal Bharti Public School, Gangaram Hospital Marg
Alka Nagpal	Bal Bharti Public School, Gangaram Hospital Marg
Kritika Mehta	Sapphire International School, Noida
Aparna Nanda	Sapphire International School, Noida
Laxmi Prasad	Kendriya Vidyalaya, Gole Market
Nidhi Singh	Nehru World School, Ghaziabad
Charu Sharma	Nehru World School, Ghaziabad
Kiran Sharma	Bal Bharati Public School, Manesar
Sarika Anand	Bal Bharati Public School, Manesar
Mala Gupta	Springdales School, Pusa Road
Nidhi	Springdales School, Pusa Road

List of participants in Content Development Workshop at Chennai

S.No	Name	School	City
1	Karuna S Mishra	Apeejay School, Pitampura	Delhi
2	Shyamala E Venkataraman	Army Public School	Bengaluru
3	Maya.P.S	Arsha Vidya Mandir	Chennai
4	Anju Arora	Bal Bharati Public School	Delhi
5	Jyotsna Gulati	Bal Bharati Public School	Delhi
6	Sandhya Kakkar	Bal Bharati Public School, Dwarka	Delhi
7	Mridu Marwah	Bal Bharati Public School, Rohini	Delhi
8	Sapna Makan	Bal Bharati Public School, Rohini	Delhi
9	SmitaSharma Dabas	Bal Bharati Public School, Rohini	Delhi
10	Savitha Suverna	BGS National Public School	Bengaluru
11	Rajsree V R	BGS National Public School	Bengaluru
12	Suprabha Nandakumar	BGS National Public School	Bengaluru
13	Sreemati Sen	Birla High School	Kolkata
14	Alka Luthra	Centre Point School	Nagpur
15	Farida Aziz Bartanwala	Centre Point School	Nagpur
16	Tarka Jayant Tokekar	Centre Point School	Nagpur
17	Jyoti Roy	Chinmaya International Residential School	Coimbatore

CN	News	Calcad	City
S.No	Name	School	City
18	Saranya C	Chinmaya International Residential School	Coimbatore
19	Uma Sankaranarayanan	Chinmaya Vidyalaya	Chennai
20	Geetha Venkataraman	Chinmaya Vidyalaya - Virugambakkam	Chennai
21	Anitha L	Chinmaya Vidyalaya,Anna Nagar	Chennai
22	S.K Prameela	Chinmaya Vidyalaya,Anna Nagar	Chennai
23	Subha Sathyan	Chinmaya Vidyalaya,Anna Nagar	Chennai
24	Hanu Narang	Chiranjiv Bharati School	Gurgaon
25	Mondira Dey	DAV Model School	Durgapur
26	Sudipta Das	DAV Model School	Durgapur
27	Palghat Meera Ragava	Delhi Public School, South	Bengaluru
28	Kanika Khurana	Delhi Public School	Ghaziabad
29	Neitu Singh malic	Delhi Public School	Ghaziabad
30	Nita Gopalakrishnan	Euro School	Hyderabad
31	Sailaja Shyam Krishna	Euro School	Hyderabad
32	Davneet kaur	G D Goenka public School, Karkardooma	Delhi
33	Renu Ajay	G D Goenka public School, Karkardooma	Delhi

S.No	Name	School	City
34	Anitha Subramanian	Gear Innovative International School	Bengaluru
35	Nandini V Bhat	Gear Innovative International School	Bengaluru
36	Poonam Singh	Indirapuram Public School	Delhi
37	Jyothi Badanpudi	Jain Heritage A Cambridge School	Hyderabad
38	Sheeba Joyson	Jain Heritage A Cambridge School	Hyderabad
39	Amita	Kaushalya World School	Noida
40	Sanehi Bhandari	Kaushalya World School	Noida
41	Meena Karuppiah	Mahatma Montessori School	Madurai
42	Narayani Ambi	Mahatma Montessori School	Madurai
43	Madhumita Sarkar	Manasarowar Pushkarini Vidyashrama	Mysore
44	Smithendu Shivadas	Manasarowar Pushkarini Vidyashrama	Mysore
45	Buddhi Shanthi	Meridian School for Boys&Girls	Hyderabad
46	Sunita Vinay	New Era Senior Sec School	Vadodara
47	Linata Arande	New Era Senior Sec School	Vadodara
48	Geetha Loganathan	Padma Seshadri Bala Bhavan Senior Secondary School, K K Nagar	Chennai

S.No	Name	School	City
49	Jayanthi Gunasekaran	Padma Seshadri Bala Bhavan Senior Secondary School, K K Nagar	Chennai
50	Jayashree Vasudevan	Padma Seshadri Bala Bhavan Senior Secondary School, K K Nagar	Chennai
51	R Durga Bhuvaneswari	Padma Seshadri Bala Bhavan Senior Secondary School, K K Nagar	Chennai
52	Ramnika Kohli	PSBB Sr Sec School, Nungambakkam	Chennai
53	Ruby Antony	Rajagiri Public School	Kochi
54	Pankaj Kumar Raut	SAI International School	Bhubaneswar
55	Swarnalata Sahu	SAI International School	Bhubaneswar
56	Mala Gupta	Springdales School, Pusa road	Delhi
57	Mridula Agarwal	Springdales School, Pusa road	Delhi
58	Kavitha Anand	Sri Sankara Senior Secondary School	Chennai
59	R Revathy	Sri Sankara Senior Secondary School	Chennai
60	Pushpa	TVS School	Tumkur
61	Laxmi Shrinivas	Vels Vidyashram	Chennai

The CBSE Life Skills Curriculum

Life Skills, Core Skills and International Dimension Outcomes

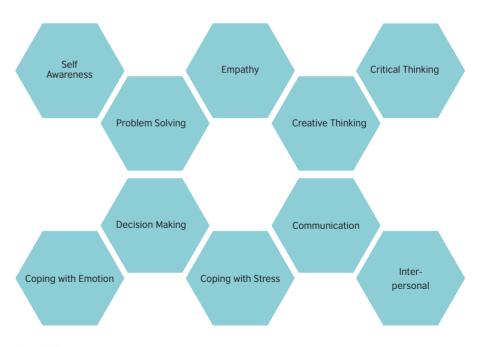
As realisation of the importance of the skill development has grown over the years so has debate and discussion around them. What should these skills be called? Soft skills, 21st century skills, deep learning skills, life skills or something else altogether. How should they be described and how should 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.

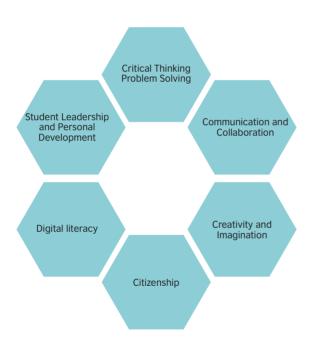
The Connecting Classrooms core skills programme also focuses on enhancing transferable skills such as critical thinking, problem solving and advocacy and conflict resolution in order to make our students become responsible global citizen. There is a strong overlap between the two lists and that makes 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



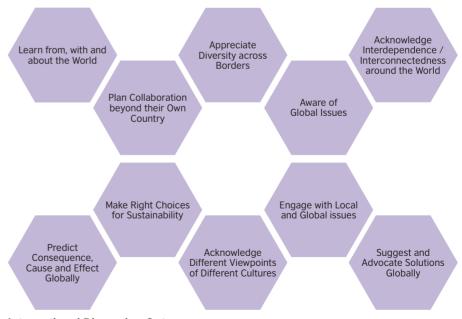
Core Skills

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 over 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 6
SUBJECT MAPS

GATEFOLD

class 6
SUBJECT MAPS

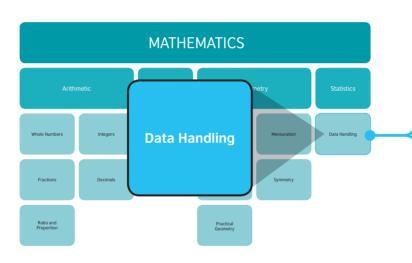
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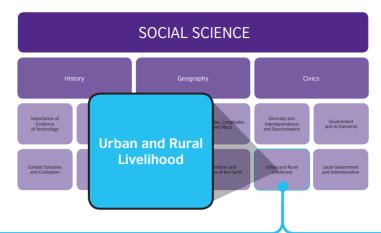
Lesson Title

Earning a Living around the World

Subjects: Social Science, Mathematics, English

Class: 6 | Age Range: 11 – 12 years







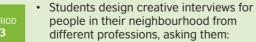
Lesson Planning



- Students think and in 100 words write about what they want to do when they grow up and why
- Students collate all responses and then critically analyse the data and classify them by profession (doctors, engineers, teachers etc.) and by reasons (help others, earn money etc.)
- They consider the entire range of professions from manual to the more sought after jobs and compare the perceptions attached to each (e.g. prestige, pay, career progression, perceived status, fame etc.)



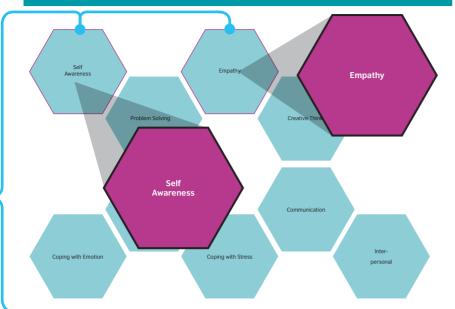
- Students compares their list with that of their partner school with possible focus on:
 - Reasons for choosing this job
 - Are there any social stigmas/social norms/ gender specific roles?



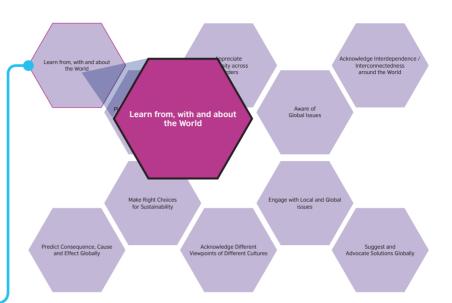
- What they like most/least about their work?
- How long and what did they do to prepare for earning their livelihood?



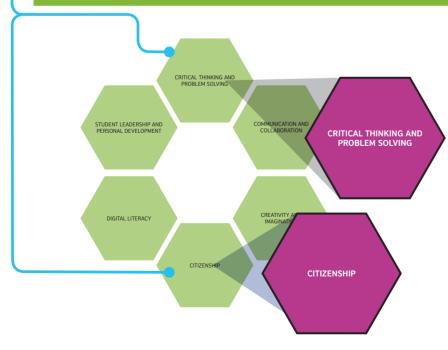
- They collate their results during class.
- Students discuss and report on
 - What was the most common reason for liking one's job?
 - Which type of job required the longest preparation time?
 - What are the common challenges? What are the variations?
 - Did the findings influence their own choice of profession in any way?
 Explain.



International Dimension Outcomes



Core skills in practice



Preparation and Tips for the Lesson

- Teacher should help students identify professions that serve them but are often overlooked or not adequately recognized
- School could invite people from various and varied professions (firefighters, policemen, armed forces, bus drivers, academicians, radio jockeys, businessmen, politicians etc). Audio/video recordings, skype chats could be organized if face to face meetings are not possible

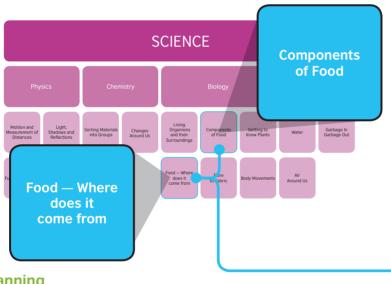
- Did students collaborate and create an exhaustive list of professions?
 Could they identify points of similarity and differences between their list and their partner schools?
- Could students link ideas together such that this exercise helped them to think critically and then choose the best profession for them individually in a rational manner?
- Did the students understand the concept of interdependence i.e. that all kinds of professions are needed for smooth functioning of society anywhere in the world?
- Review: Student' work, reports, class discussions, interview scripts

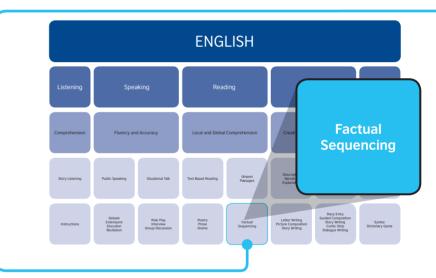
Lesson Title Tiffin Box Analysis

Subjects: Science, English

Class: 6 | Age Range: 11 – 12 years







Lesson Planning



- Students take pictures of what is in their tiffin boxes and print them out for the class.
- They analyse the contents and label the food groups and food sources on the photographs.
- They also collect data on quantities by rough estimate.
- They also exercise personal preference by voting for the 5 best tiffins, thinking critically and citing logical reasons for each.

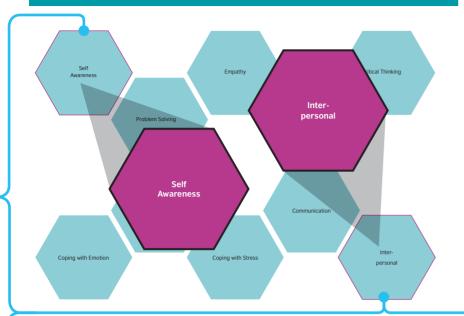


- The students write out the recipes of the top tiffin meals and exchange it with the partner school's list.
- The students then repeat the earlier exercise and identify food groups in tiffins of other countries and make a comparative study on health benefits, attractiveness, ingredients etc.

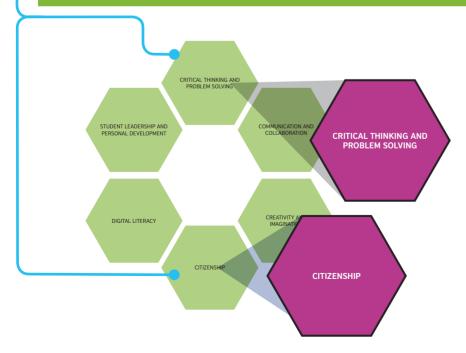


- Students discuss the result and write a report on
 - What were the most common ingredients in their tiffins?
 - Were all the food groups

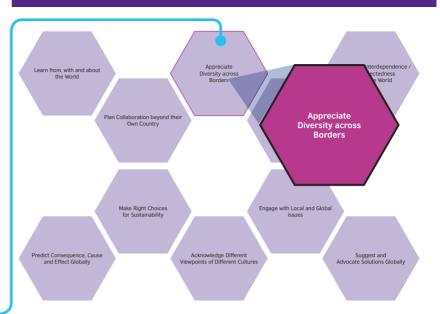
- represented in the tiffins? Which ones were more common?
- What ingredients/foods were the most popular? Why?
- Is there any co-relation between the health benefits vis-à-vis the popularity?
- How do the findings differ from those of their partner schools?
- Did the findings influence their own choice of tiffin in any way?



Core Skills in Play



International Dimension Outcomes



Preparation and Tips for the Lesson

• With partner schools, a skype session can be organized where students from both schools can display and discuss the contents of their tiffin boxes

- Were the students able to identify food groups correctly? Did they understand the difference between healthy and unhealthy tiffins?
- Did the students appreciate and enjoy the different ways in which food groups are represented in meals in other parts of the world?
- Review: Students' recipes, pictures, students' analysis of the partner school tiffins and their own.

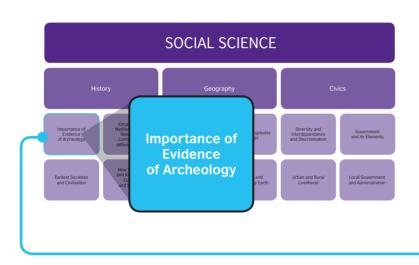
Lesson Title

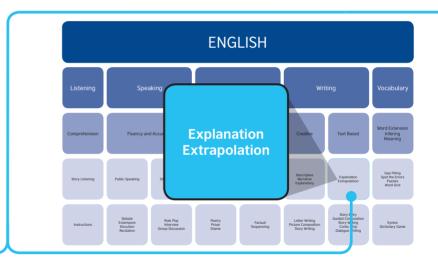
Currency Clues to Countries and Cultures

Subjects: Social Science, English

Class: 6 | Age Range: 11 – 12 years







Lesson Planning



- Students brainstorm the importance of archeological evidence in revealing the secrets of the past to historians.
- The teacher asks students to behave like archeologists and critically examine evidence in coins and currency notes of their country to find out more about it.

PERIOD 2

 Students list down common themes like animals, birds, buildings people etc. found on currency and share findings with the entire class.

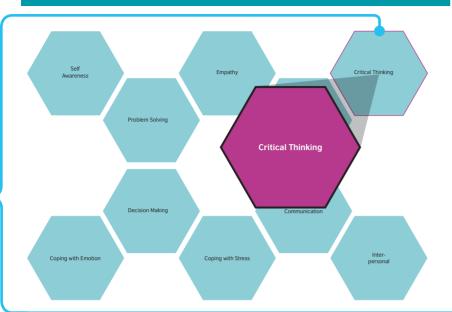


- Teacher divides students into groups and asks them to research and find out about coins and currency notes of other countries.
- Students creatively present the information they collect and collate in a logical and orderly manner, either as handouts or in a powerpoint presentations
- Students make connections between their findings and their prior knowledge and draw conclusions about the climate, flora-fauna, people, attire etc. of the country.

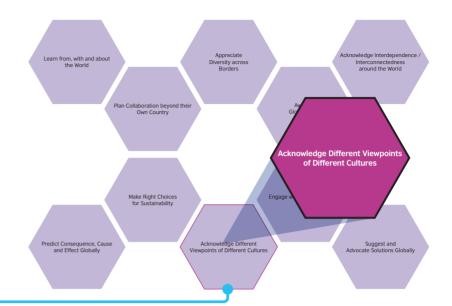
 They then further research the country and find evidence to either support their assumptions or gather new information about the country.



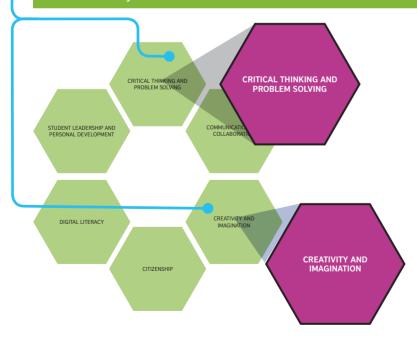
 Students organize a poster exhibition explaining how they used evidence from coins and currency notes to learn about a country.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

- Teacher should identify currencies of those countries, from which the required deductions can be made
- The school can also organize optional visits to numismatic and philately exhibitions, wherever possible.

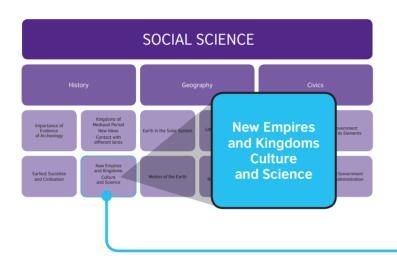
- Did the students demonstrate critical thinking in making connections between the images on currency of different countries and link them to the history and geography of the country being studied?
- Did the students see links between archeological deductions and their own deductions?
- Were they able to knit together their existing ideas with the new information/information thrown up after their research?
- Review: Students' work, presentations, posters

Lesson Title

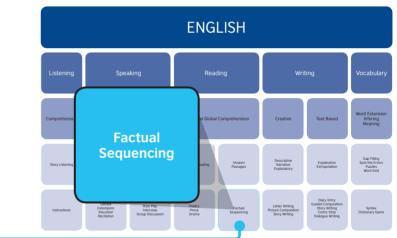
Expressions of Emotion

Subjects: Social Science, Hindi, English

Class: 6 | Age Range: 11 – 12 years







Lesson Planning



- Student groups are assigned a famous personality from varied fields like sports, science, business, politics, films, art, historical ruler etc. from India as well as other countries.
- They collaborate and research the life of the person and then create a picture story about him/her, presenting the facts in a logical yet creative manner.

PERIOD 2

 The students will use their creativity and imagination to present, through a short 3 minute role play, any aspect of that person's life which showcases any

- moment of emotional turmoil, personal or professional setback in his/her life, and how he/she coped with and overcame this setback.
- Students also write essays starting with "If I were in (name of famous person)'s shoes. I would have done...".

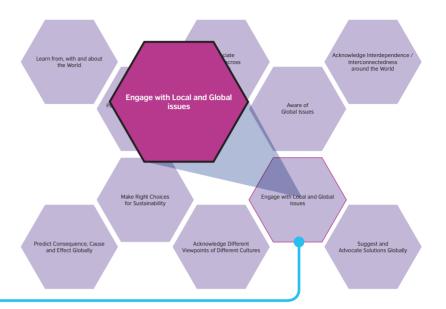
PERIOD 3

The students start an "Agony Aunt"
 wall magazine in the class. Students
 can anonymously post personal
 challenges/stresses that they are going
 through, asking for suggestions on how
 to overcome them.

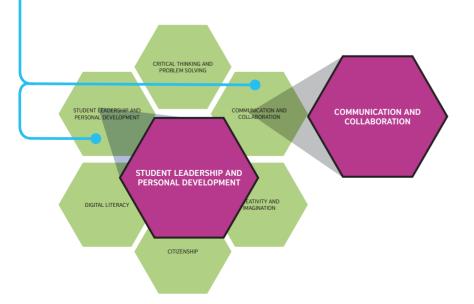
- Student groups take turns in being the 'agony aunt' and giving suggestions from the point of view of a peer, exercising empathy, compassion and understanding.
- The teacher or preferably the school counsellor - must review the suggestions before posting back on the wall magazine.
- Students discuss the most common emotional challenges faced by their generation and ways to cope with them.

Self Awareness Creati Communication Coping with Emotion Coping with Stress Interpersonal

International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

- Teacher has to compile a varied group of personalities to bring about the universality of the emotional stress.
- A trained counsellor will be an asset while doing this activity

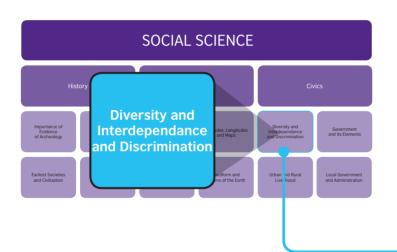
- Did students understand that there are moments of challenge in every life and that emotional turmoil is real? Did students understand that challenges can be overcome and can be the stepping stones to success?
- Did students learn to deal with emotional challenges with empathy?
 Did they learn to vocalise their emotions clearly and in acceptable ways?
- Review: Picture story scripts, role play depictions, wall magazine content, contribution to discussions at the end of the exercise.

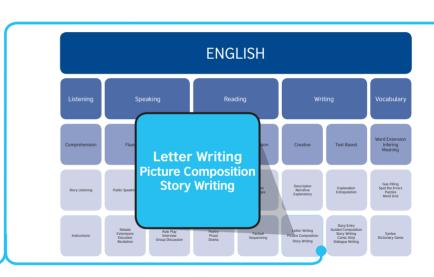
Lesson Title

Fighting for a Cause

Subjects: Social Science, English

Class: 6 | Age Range: 11 – 12 years





Lesson Planning



- Teacher narrates/shows clips or pictures of any recent global or local crisis related to marginalized or oppressed people. Eg Syrian refugee crisis, Gorkhaland agitation, farmers of Maharashtra etc.
- The students also brainstorm in class and create a list of people whose basic rights have been violated e.g. children forced into labour, women, tribes and races facing discrimination and social marginalization, refugees etc.

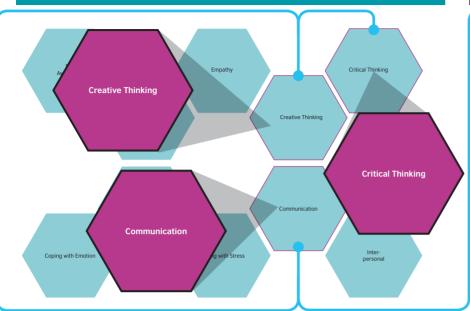


- Students research the issues pertaining to their chosen marginalized group and have debates on various talking points, exploring the issue though different perspectives.
- The letters are posted on blogs and social media and other students are asked to join the campaign and leave comments and suggestions on raising awareness.

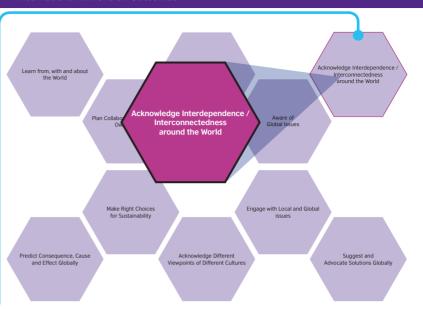
PERIOD 3 They then write an open letter to the public, appealing to them to join the fight to empower and uplift the quality of life of the downtrodden.



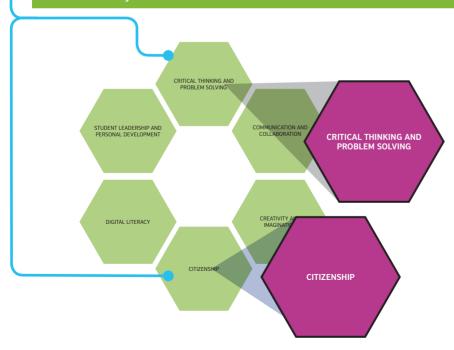
- Students adopt a local cause and create a campaign/plan to promote it within the school.
- With the help of teacher, they approach the local civic authority to implement the campaign in the neighbourhood.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

• Teachers might want to refer to Nobel Laureates Kailash Satyarthi from India and Malala Yousufzai from Pakistan to show how they fought for children's rights under different circumstances. They could also look at successful global campaigns against tobacco or towards promoting breastfeeding.

- · Does the list of brainstorming ideas show awareness of diversity of global issues?
- Are students able to engage in a global discussion to champion the cause of the downtrodden? Do they remain civil and solution oriented?
- Are they able to consider multiple perspectives and knit together their existing ideas with challenging, newer ones?
- · Review: Brainstorming list, debate content, letter script, campaign plans & resultant impact and response.

CLASS 7

SUBJECT MAPS

GATEFOLD

CLASS 7

SUBJECT MAPS

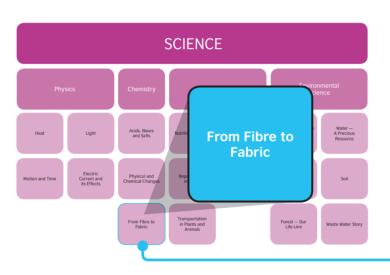
GATEFOLD

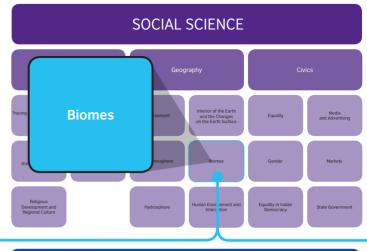
Lesson Title

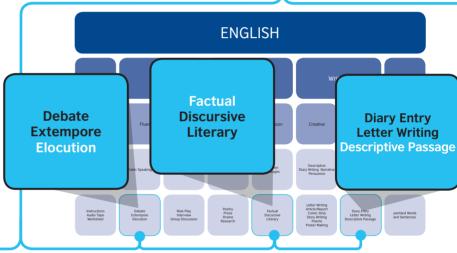
Global Fashion Show

Subjects: Science, Social Science, English

Class: **7** | Age Range: **12** – **13** years







Lesson Planning



- Teacher brainstorms with students about fibres and fabrics from around the world.
- Students work in collaborative groups to collate information about natural and artificial materials used for clothing.
- They analyse this information, laying particular emphasis on the impact of local climate, available resources and material on fashion in different parts of the world.



 Each student group researches one of the different biomes of the earth and the type of clothing and traditional attire of the people living in each of these biomes viz. Arctic, Temperate, Tropical and Equatorial etc.

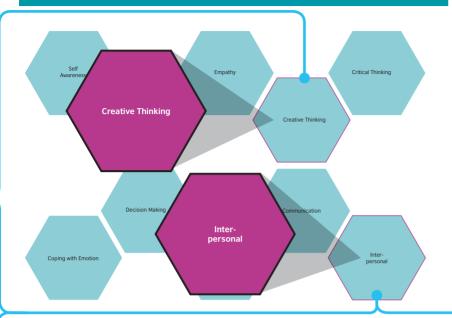


- Students are asked to conceptualise a fashion show which makes connections between the clothing and the innovations, appropriateness and aesthetics of these around the world.
- They are also asked to present any innovations/changes they suggest

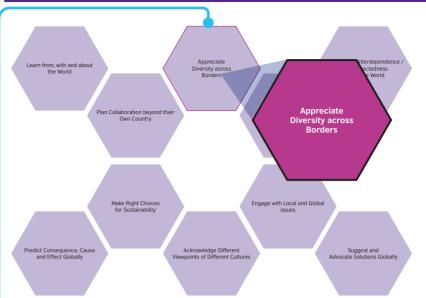
keeping in mind sustainability and availability of improved modern materials.



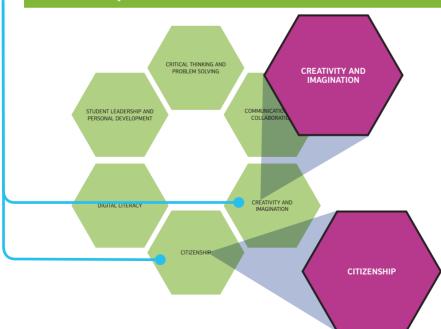
- The fashion show created by the class is presented to the school who vote for the country/fabric they liked best, citing reasons.
- The peer review is analysed by the students and discussed in class.



International Dimension Outcomes



Core Skills in Play



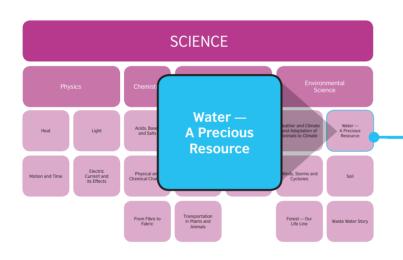
Preparation and Tips for the Lesson

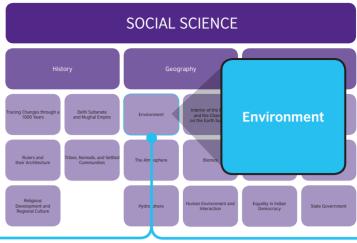
• Internet search for traditional attire and local/preferred fabric in countries across the world

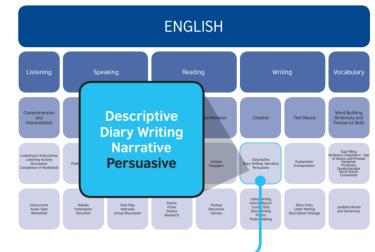
- How observant were the students in noting details of colour, patterns, fabrics and typical themes in clothing of different places?
- Did they make connections between the local clothing and local weather, geographical conditions, availability of resources etc?
- Were they able to analyse current needs, sustainability, available resources, social norms and create new and improved clothing for their chosen region?
- Review: Fashion show costumes, dresses, pictures etc., reports and students' work.

Lesson Title The Water Saving Handbook Subjects: Science, Social Science, English

Class: **7** | Age Range: **12** – **13** years







Lesson Planning



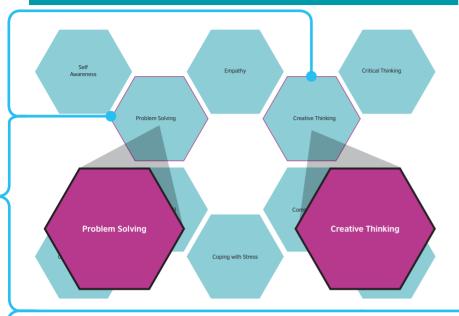
- Students have discussions about water and its importance in our lives. They explore the need to save water and various scenarios where there is scarcity of water. They draw up a list of the ways in which we can conserve water.
- Students brainstorm and come up with a list of ways in which we use water in our everyday lives like cooking, bathing, watering the garden/crops, drinking etc

PERIOD **2**

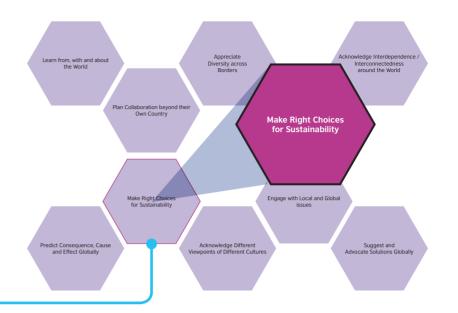
- The students do online surveys (Surveymonkey.com) and gather information on how each task is done in various countries and research how much water is used by each method. Eg. How much water is used while taking shower vs bucket vs a bathtub.
- They analyse the data and then think critically to make connections between usage patterns to create a list of recommendations on ways to save water in each of the methods.

PERIOD **3**

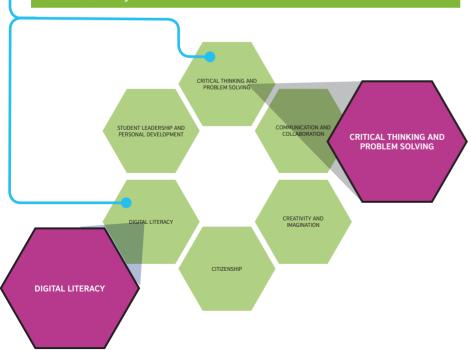
- Students create an e-book on their surveys, research and recommendations and upload it on the school website as a save Water Handbook asking for comments and further suggestions from the school community, including parents.
- They also share the link with partner schools and on other online forums to collect maximum suggestions which can be incorporated into a new edition of the e-book at a later date.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

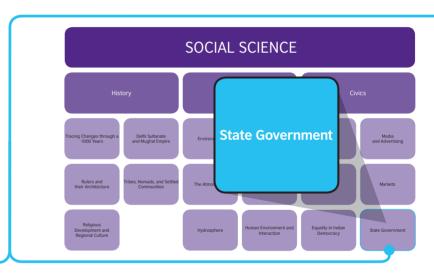
· Many free e-book publication services are available on the internet. If the school has the budget, teachers could look at buying a premium subscription to avoid unwanted advertisements.

- Did the students approach the problem logically? Did they have a systematic but innovative approach to solving the problems?
- Did the students demonstrate understanding of the need to save water and the ways to do so?
- Review: e-book content, feedback, peer review, research reports, survey questionnaires and analysis.

Lesson Title Rules, Rules, Rules Subjects: English, Social Science

Class: **7** | Age Range: **12** – **13** years





Lesson Planning



- Students brainstorm and collate a list of rules in their own homes. They may include things like meal timings, household responsibility, TV and computer time etc.
- They also receive a similar list from the partner school
- They critically analyse and compare their findings to arrive at global patterns regarding rules.

PERIOD 2

- They debate the relevance of the rules from different perspectives.
- They also critically compare standards

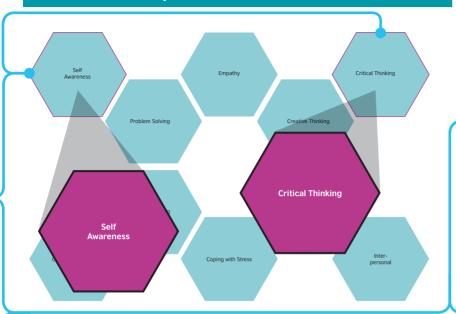
and types of punishments meted out for breaking the rules in different countries.



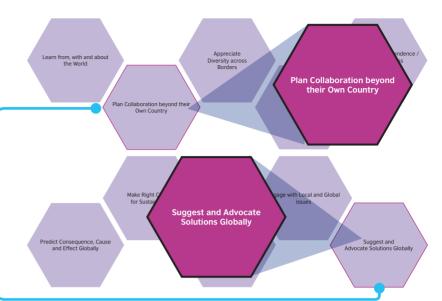
- Students also explore rules in public places such as the airport, polling booths, super market, using mobile phones in public places etc. and make critical evaluations.
- They also assess the rules set by the country and the modalities of upholding those rules as well as the role of the judiciary, legislature and police through debates and discussions

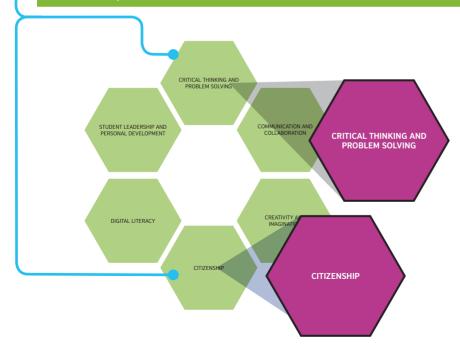


- Students create their own class rules, school rules around various duties, seating, conduct in the playground, prevention of bullying etc.
- These are shared and comments and suggestions are sought from partner schools, online international communities etc. with the aim of arriving at a set of democratically chosen rules and codes of conduct.



International Dimension Outcomes





Preparation and Tips for the Lesson

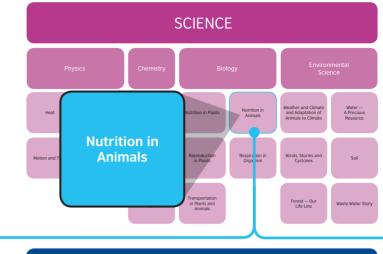
- · Ready handouts/information about rules in different countries
- Partner school participation/online surveys in international communities

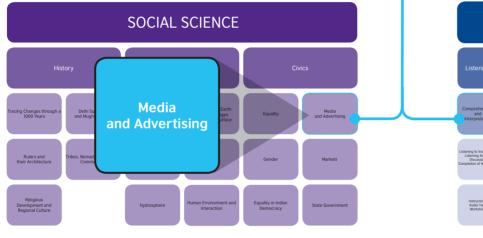
- · Were the students able to make deep connections between obeying rules and enjoying freedom safely?
- Were they able to co-relate rules with the purpose with which they were framed by considering different perspectives? Were they able to realise that the need to live within rules and regulations is an international phenomenon?
- Were they able to correlate the importance of rules within family and close community with the process of rules and governance by the national government?
- · Review: Students' reports, survey questionnaires and evaluation of their results, presentations, debates

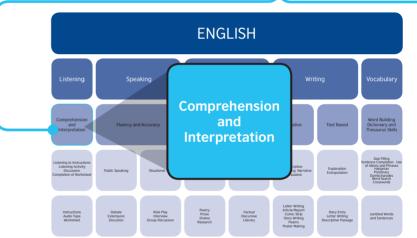
Critical Look at Advertisements

Subjects: Science, Social Science, English

Class: **7** | Age Range: **12** – **13** years







Lesson Planning



- Students brainstorm the importance of advertisements as sources of information and as a marketing tool.
- They research the rules regarding mandatory information on advertisements for tobacco products, alcohol, investments etc and examine these statutories from multiple perspectives.
- Students explore each other's thoughts on the authenticity of the claims in the advertisements.



- Students go through advertisements in various print media, television, internet etc and identify claims that appear illogical, unfair or inappropriate to them, particularly those on fairness, weight loss, women's role/portrayal etc from around the world.
- Students debate the relevance and appropriateness of such claims, discuss how to assess evidence and reach a consensus about their authenticity and how to approach consumer forums to fight against misinformation.



Students work in groups and collaborate to create an advertisement, for any media, inviting tourists from around the world to a country of their choice, correlating it to the advertising standards they have discussed so far.



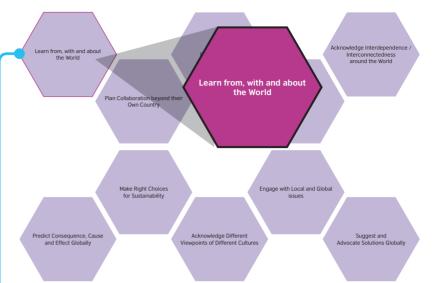
 Students display their advertisements for the rest of the school to see and discuss at their appropriate levels.

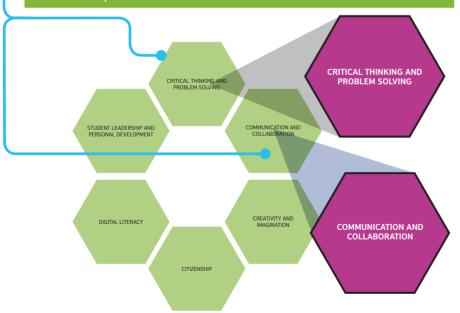
Class

Central Board of Secondary Education: Life Skills Domain

Empathy Communication **Problem Solving** Coping with Stress

International Dimension Outcomes





Preparation and Tips for the Lesson

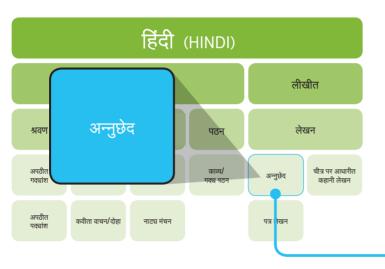
• To give an international dimension, review advertisements from across the world. Reports/discussions on advertising norms, controversial topics and products can be reviewed too.

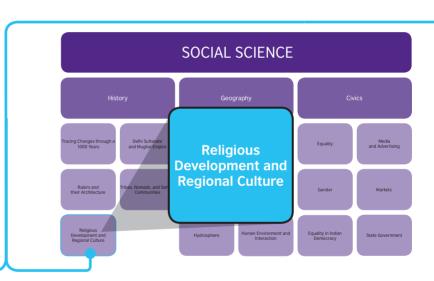
- · How well were students able to understand the importance of thinking critically about claims made by organisations selling various products?
- Do they have a strategy to test the truth? Have they become better equipped to question facts rationally?
- Review: Students' reports and submission of research facts, conceptualization and execution in creating the advertisement

Lesson Title Patriotism is Universal

Subjects: Hindi, Social Science

Class: **7** | Age Range: **12** – **13** years





Lesson Planning



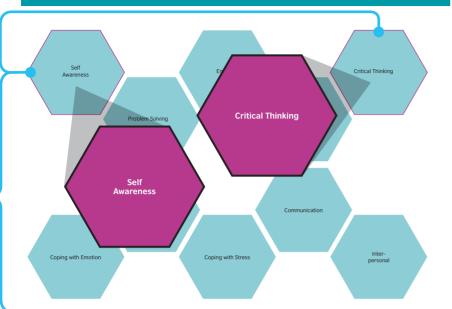
- Students, individually, think of words in Hindi to describe their own country.
- In pairs and groups, they now review each other's lists, debate and arrive at a consensus for a common list, choosing words which are positive descriptors of their country.
- They use online tools like wordle.net to create a word cloud with their list of words.



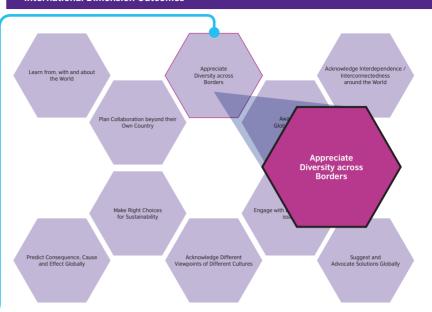
- The students research various patriotic songs and poems from countries around the word and translate them into Hindi.
- They then create similar word clouds, and do an analysis of which words show up the maximum number of times.
- They then make connections between similarities in the themes of patriotism between various countries.



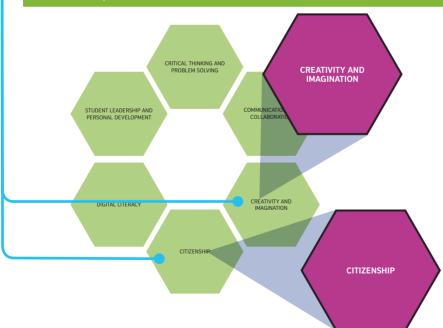
- The students write essays on "what patriotism means to me" and publish them on the class website or display them the chartboards.
- Students vote on the ones they like best based on a pre-determined rubric decided by the students themselves.



International Dimension Outcomes



Core Skills in practice



Preparation and Tips for the Lesson

• Wordle.net is a great site for creating word clouds in various languages, including many Indian ones. A collection of patriotic songs and poems can be found on the internet.

- Have students understood and appreciated the universality of the theme of patriotism in different countries? Did they understand the rationalization of loving one's own country and respecting other nations at the same time?
- Could they build upon the existing concepts of patriotism and create a new but logical reasoning about the relevance of national identity in their lives?
- Review: word clouds, presentation, submissions

CLASS 8
SUBJECT MAPS

GATEFOLD

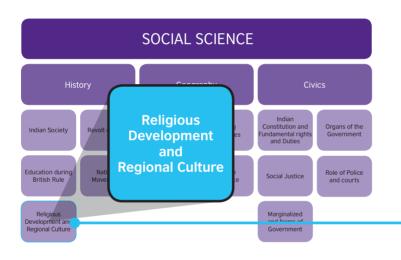
CLASS 8
SUBJECT MAPS

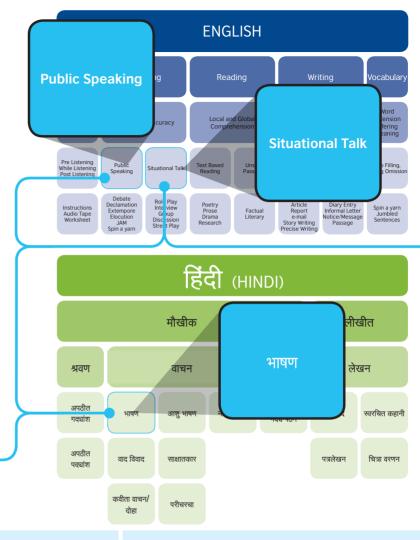
GATEFOLD

Traditional Games From Around the World

Subjects: English, Social Science, Hindi

Class: **8** | Age Range: **13** – **14** years





Lesson Planning



- Students divide themselves into groups and choose a country.
- They research a traditional game from each of these countries and create a rule book for the game.

PERIOD 2

 The groups take turns to teach other the games using the rule book as a guide.
 They have to talk about the country of origin, the history of the game, the people who play the game and equipment required, if any.

- They also hold short demonstration matches amongst themselves.
- While one set of students are playing, the other students of the group take turns to give bi-lingual commentary on it.

PERIOD 3

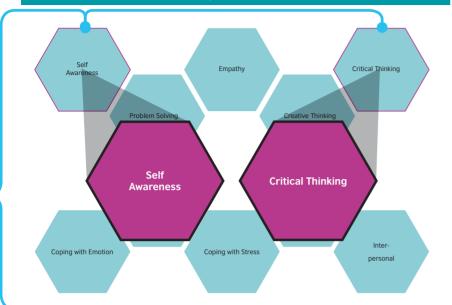
 Students post pictures/videos of these matches and rule books on online forums with their partner schools and review comments. They also have discussions on and explore possible reasons why some games/sports have gained more popularity than others.

PERIOD **4**

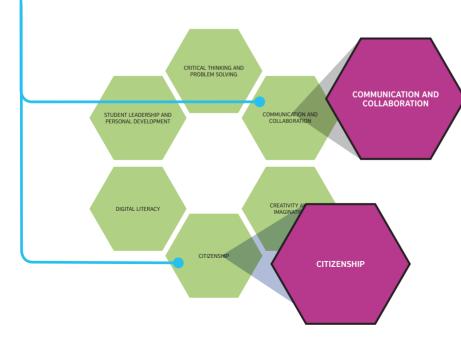
 In groups, students brainstorm design different and innovative indoor and outdoor games, with a detailed ruled book. This can be a competition wiere students present/demonstrate the imaginary game and the winner is chosen through voting.

 ∞ Class

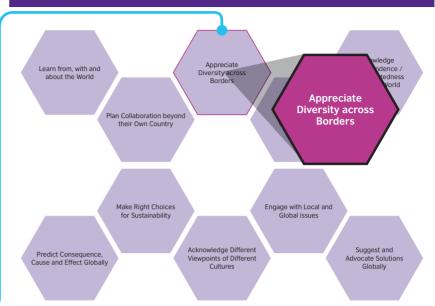
Central Board of Secondary Education: Life Skills Domain



Core skills in practice



International Dimension Outcomes



Preparation and Tips for the Lesson

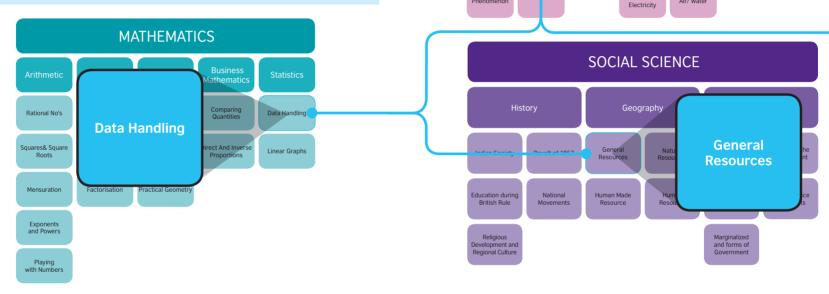
• Students can get information about the different games either from the Internet or from their partner schools

- Did the students enjoy playing games from different countries? Could they draw parallels between those games and games from their own country?
- Were they able to articulate the purpose of games and sports and why they are played all over the world in every community?
- · Could the students collaborate amongst themselves and create new and innovative games?
- Review: Students' research, performances in recreating the games, rule books

Global Experiment on Light Pollution

Subjects: Science, Social Science, Mathematics

Class: **8** | Age Range: **13** – **14** years



Force and

Friction

Lesson Planning



 Students visit a planetarium or watch a show on stars and constellations in the school AV room.

PERIOD 2

- They brainstorm a list of stars and constellations from previous knowledge.
- Students ask questions to fill in gaps in their knowledge. They collaborate with other students and the teacher to gather all the answers.
- Students brainstorm how stars are used for navigation and learn how to locate the Pole Star and the Orion.



- Students find out how to measure light pollution using the number of stars visible clearly in the Orion and participate in the Globe-at-Night project – a global scientific experiment.
- Students also measure visibility and record their findings on the Loss of the Night phone app/computer programme at different times of the year in their own region



SCIENCE

Effect of

Star and Solar System

Pollution

 Students creatively present their data at a seminar to other students and upload their reports for comments.

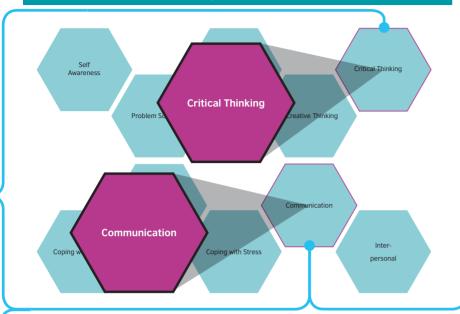
Cell and its

Structure

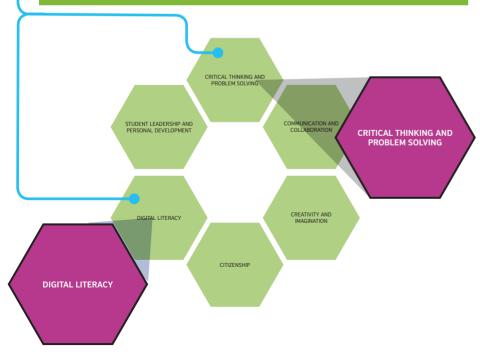
Microbes

duction

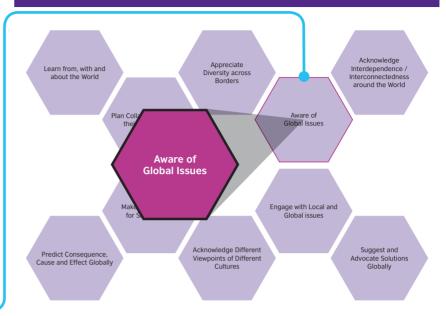
- Students also exchange their findings within their local and global cluster schools, collate and analyse the data and draw inferences on levels of pollution in the region and the possible causes.
- They also create a number of personal and/or social action plans they can undertake to reduce light pollution and share on online forums.



Core skills in Practice



International Dimension Outcomes



Preparation and Tips for the Lesson

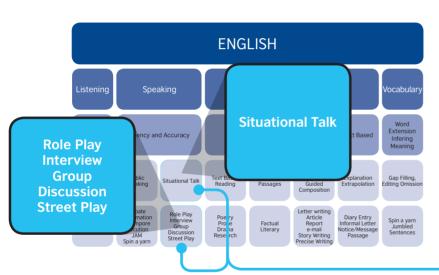
- There are many ongoing global experiments happening and teachers can choose different ones to do. Global experiments give sense of the way in which science experiments can involve a whole lot of people across the world.
- Teacher should consider students' access to smartphones/ computers. If not, alternate arrangements need to be made by the school.

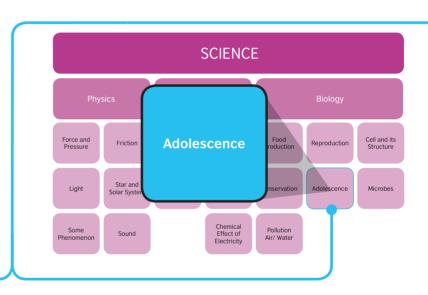
- Did the students improve/enhance their ICT skills through the global scientific experiment? Were the students able to device ways to publicise their action plans through social/digital media?
- Did the students participate and collaborate internationally to prepare their report?
- Did they create social intervention/action plans to reduce pollution as
- Review: Student' work, reports, seminars, Action plans

Lesson Title A Social Situation

Subjects: English, Science

Class: **8** | Age Range: **13** – **14** years





Lesson Planning



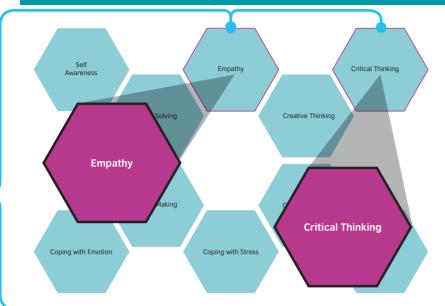
- Students brainstorm a list of awkward social situations. These may either be situations they have already faced or are likely to face in life, e.g. bereavement, discussing an embarrassing condition with the doctor, spilling food/drink on a stranger etc.
- The students work in groups to discuss why these moments are considered awkward and try to come up with empathetic and socially and culturally acceptable solutions to handle them.

PERIOD **2**

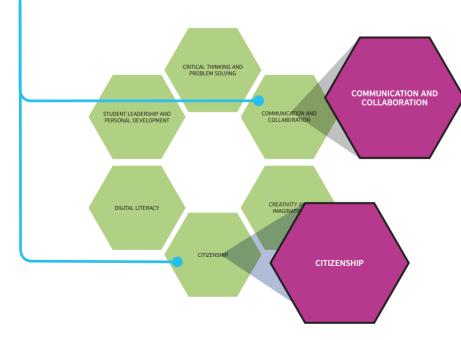
- They create scripts about these situations, upload them on discussion spaces for sharing with partner schools and getting their responses.
- Students do role plays of the situations and how to handle them.

PERIOD 3

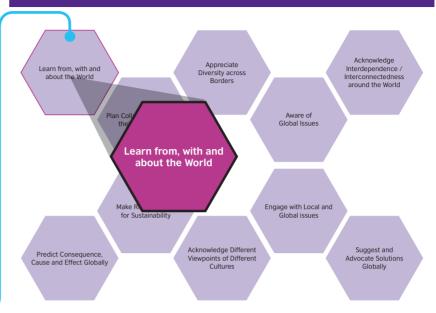
- Students receive similar lists and scripts from partner schools.
- Students critically examine these lists of awkward moments analyse the similarities and differences.
- They collate the data to come up with the top 5 awkward moments for students of their age group and create humourous posters maybe using digital tools like Piktochart, Picstory etc.
- The posters are put up for display in the school and also shared with the partner school.



Core Skills in Play



International Dimension Outcomes



Preparation and Tips for the Lesson

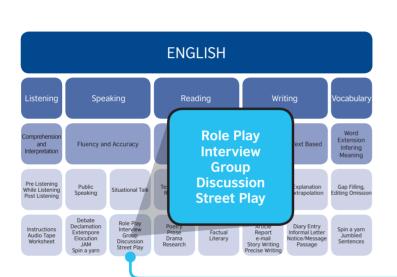
- Establish a class code of conduct at the beginning of the lesson so that all students are comfortable with sharing their experiences and thoughts without fear of being ridiculed in any way
- Video clips of some awkward/embarrassing moments from films may be shown at the beginning of the class to set the tone and make students feel at ease with the topic

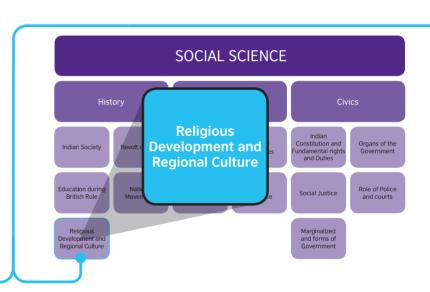
- Did the students display self-confidence in sharing awkward/ embarrassing moments?
- Were they supportive of each other? Did they understand by the end of the lesson that everyone has such moments and the need to create a strategy to deal with them confidently and gracefully?
- Review: Quality of articulation and communication, self-expression through the project work

A Different Viewpoint

Subjects: English, Social Science

Class: **8** | Age Range: **13** – **14** years





Lesson Planning



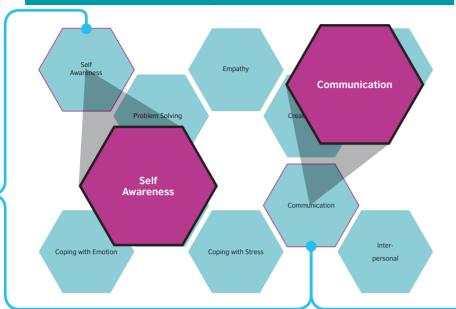
- Students explore the need to seek different viewpoints about oneself and ask people from other countries about their impression of India.
- At the same time, they should also engage with foreigners asking them about their lives and their country.
- The students brainstorm a list of questions that they would like to ask them.
- The students vote for the top 5 questions they want to ask foreigners

visiting their country. They take special care with the language of the questions, keeping in mind cultural variations etc.

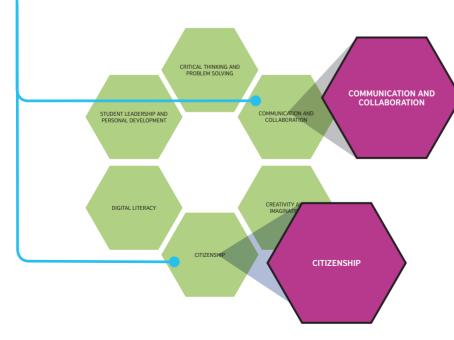
PERIOD **2**

 Teachers accompany students to a location or invite visitors to the school or set up skype sessions for the interviews. Students get the opportunity to ask questions and compile answers. PERIOD 3

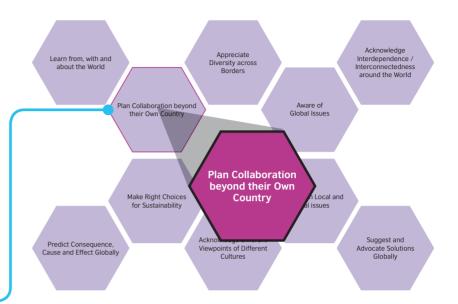
Students critically analyse the result of their survey and consider the different perspectives about their country. They discuss the things that surprised them, what they would do differently as a result of the feedback from around the world and how they felt while conducting this experiment.



Core Skills in Play



International Dimension Outcomes



Preparation and Tips for the Lesson

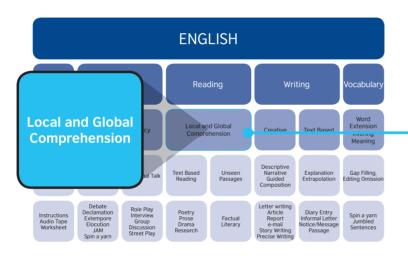
· The teacher identifies a tourist site, an international hostel, hotel and takes prior permission from relevant authorities to conduct this experiment. Else skype or other social media, or even online surveys (surveymonkey.com, formstack.com etc) may be used to conduct the interviews.

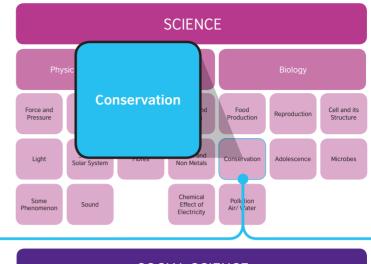
- Were they able to frame questions effectively? Did the respond to the answers positively?
- Were they able to critically review the findings from the interviews and find common themes?
- Review: Students' reports, interviw scripts and analysis presentation.

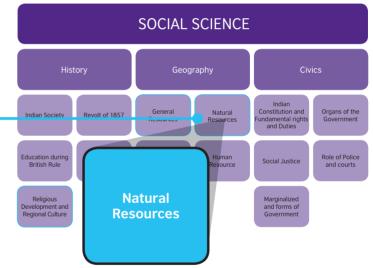
Animal Myths and Conservation

Subjects: Science, English, Social Science

Class: **8** | Age Range: **13** – **14** years







Lesson Planning



- Students work in collaborative groups to conduct a research on the internet and create an infographic on myths about the use of animal parts in curing diseases, warding off evil, rain making etc.
- They then logically co-relate these demands to the supply from poaching and the effect on ecosystems.

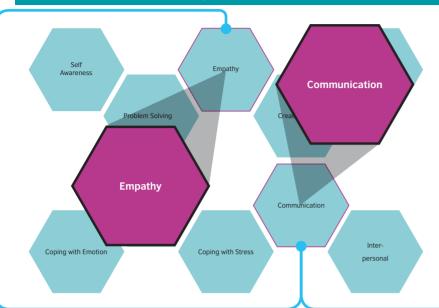
PERIOD **2**

- Students brainstorm on known ways of combatting poaching and suggest their own ideas to spread awareness and combat this evil
- They use their research and previous knowledge to create scripts for short role plays
- They do a role play in teams of 5, playing roles of a poacher, forest official, middle man, trader and end user. Each group to take up different cases like trade in artifacts, trade in

endangered animals as pets, trade for medicine etc.

PERIOD 3

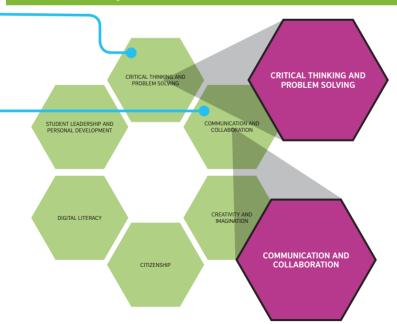
- Students design a campaign to create public awareness in their area of conservation.
- They research charity sites and get an idea on fund raising and seeking public support.
- They post their advertisements and write about their campaign on a blog and invite responses.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

- A lot of information is available on the internet. In case internet facilities are not available then libraries should be able to provide relevant information.
- Try to take a case study of endangered wildlife/conservation story from each continent.

- Did the students understand the importance of a scientific approach to myth busting? Were they able to communicate this effectively?
- Did the students collaborate well on the tasks and demonstrate creativity, empathy and persuasive communication to get the message across?
- Review: Students' reports, response to awareness campaign, role play performances.

class 9

SUBJECT MAPS

GATEFOLD

class 9

SUBJECT MAPS

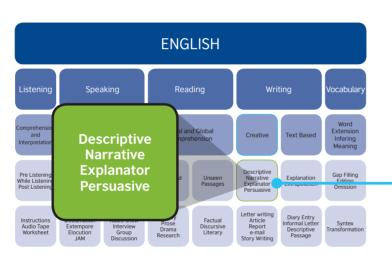
GATEFOLD

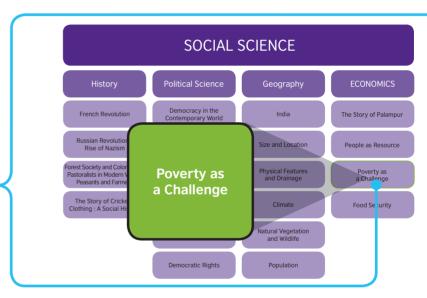
Lesson Title **Exploring Aspirations**

Subjects: English, Social Science

Class: **9** | Age Range: **14** – **15** years







Lesson Planning



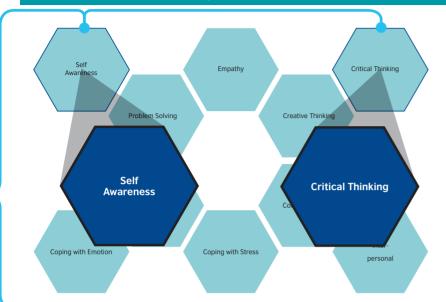
- Students individually think about what personal success means to them.
- They write a 300 word paragraph beginning with 'I will know I am successful when..." and then they exchange this with their partner school students.

PERIOD 2

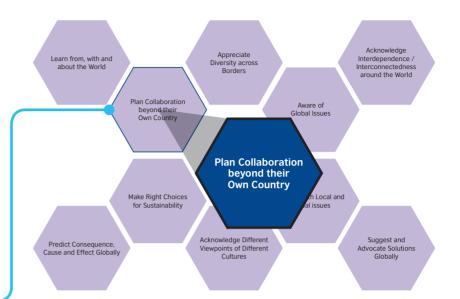
 Students work in pairs and groups to critically analyse the write-ups and categorise them according to the ones dependent on fame and power, on wealth and material success, on acquisition of knowledge and influence, or on being able to help others and contribute to the greater good etc.

PERIOD 3

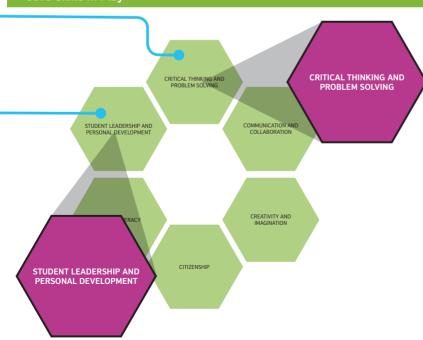
- Students work towards understanding and making connections between making career plans based on their particular strengths and setting out goals to achieve on the way to success.
- The class shares their findings with each other. Then they hold a seminar on these findings and present it to peers within the school.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

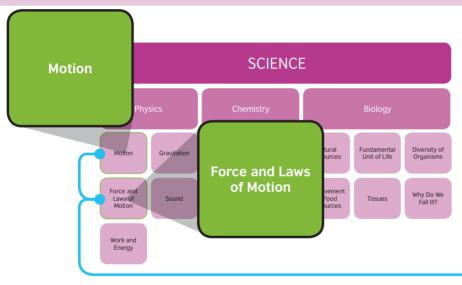
• Maslow's Hierarchy of Needs might be a good tool to share to help students understand success.

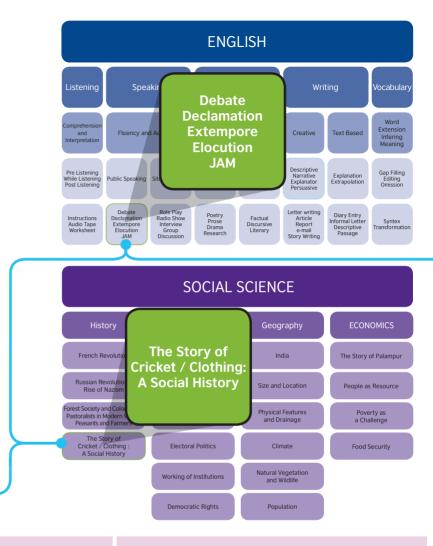
- How well did the students articulate their aspirations and could they make connections between materialistic requirements and a higher purpose?
- Did they learn about new careers and are they confident and upbeat about achieving this?
- Review: Paragraph writing, descriptions given by students.

Lesson Title Colonialism and Cricket

Subjects: Science, Social Science, English

Class: **9** | Age Range: **14** – **15** years





Lesson Planning



- Students brainstorm and try to co-relate the history of cricket and its links to a colonial past.
- They critically examine the concept of using sport as a political tool for change, using talking points.
- The students work in groups to research one cricketing nation each and the history of cricket vis-à-vis its social history, and present it to the rest of the class.
- Students debate on the impact of the ban on South Africa during the apartheid

period and compare and draw parallels on how cricket was used as a political tool in the movie Lagaan.

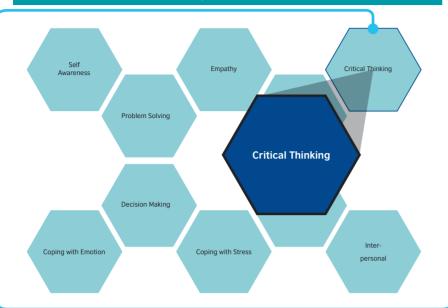
PERIOD 2

- Students also compare the evolution of cricket vis-à-vis the evolution of technology and the physics of cricket, viz measurement of speed of the ball, prediction of the path of the ball, sound to detect touch of a bat etc.
- Students work with partner schools to create gadgets, processes or methods

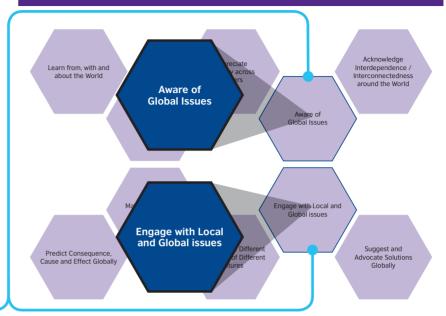
that will increase safety, help judges in decision making or heighten interest in the game.

PERIOD 3

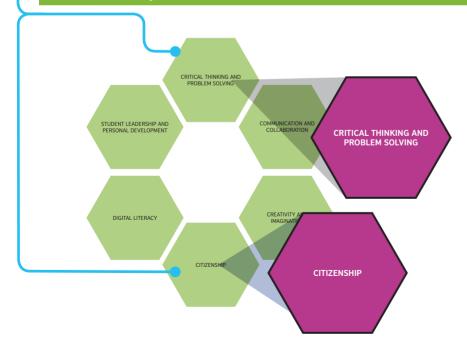
 Students organize a debate with their partner schools (via skype) on whether sports should be used to convey political messages.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

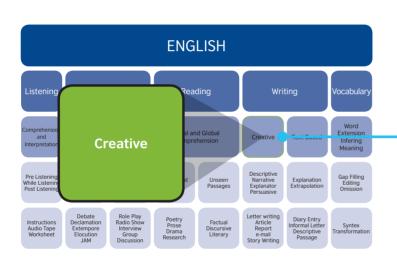
- Teachers may show movie clips on apartheid and ban of South Africa from sports
- Screening movies like Lagaan
- · Advancement of technology like Hawk Eye, Hot Spot etc. may be discussed
- Debates on the Indo-Pak relations and the role of cricket

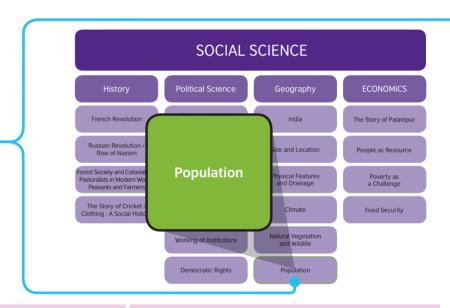
- · Were the students able to research and analyse the facts correctly? Could they link cricket with colonialism and the resultant social impact?
- · Were students able to list down latest technologies in use and come up with innovations?
- Were they able to appreciate global issues and critically explore the concept of conflict resolution?
- Review: Presentations, list of innovative ideas, debate points.

Relay Story Writing

Subjects: English, Social Science

Class: **9** | Age Range: **14** – **15** years





Lesson Planning



- In collaboration with the partner school teacher, the teacher pre-determines the setting and key characters of a story set in two countries.
- The students of both the partner countries research each other's countries, including geography, people, food, current affairs, traditions and customs, history etc.
- The students of one country (eg India) begin the lesson by writing the first part of the story set in their partner country (eg Germany), using facts gathered

during their reseach. They then pass it on to their partner school.

PERIOD 2

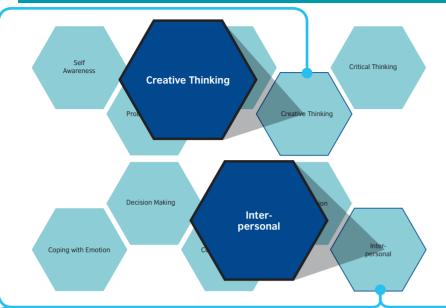
 The partner school students then reciprocate by writing the next part of the story setting the context in their partner country, again using their research to be factually correct and relevant. This is then sent back to their partner school for the last stage of the relay.



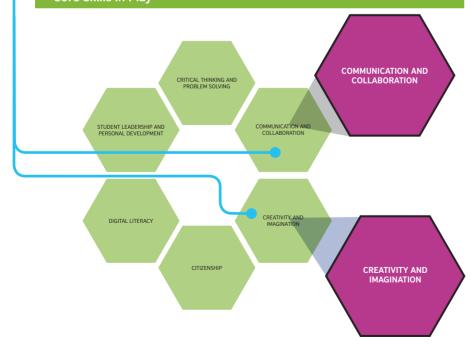
 The last part of the story is completed by the students who had started the story initially.



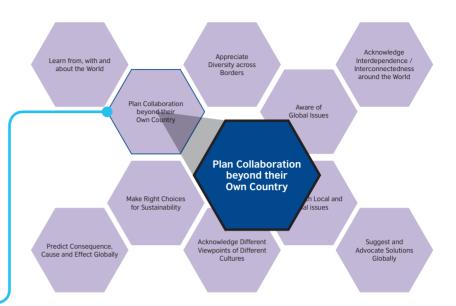
 Once the story is finished, the students edit it and share it on the internet with each other. They can give comments, suggestions on alternate endings and decide on the best version. Students can also illustrate the story drawing from their research.



Core Skills in Play



International Dimension Outcomes



Preparation and Tips for the Lesson

• The story should be started simultaneously in both schools. Predetermined guidelines and framework may be required to keep it on track.

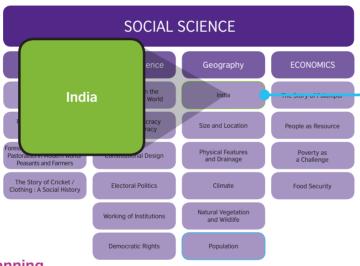
- · What was the depth of the research on the partner country and how creatively could they weave in the details into the story?
- · Were they successful in communicating their ideas to each other and collaborating beyond the classroom to create something new?
- What did the students learn about the new country that they hadn't known before? Did it introduce them to new places and characters?
- Review: Stories by students, illustrations and other submissions, comments from partner school students.

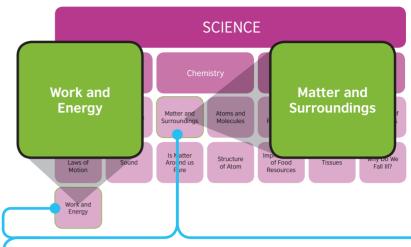
Lesson Title

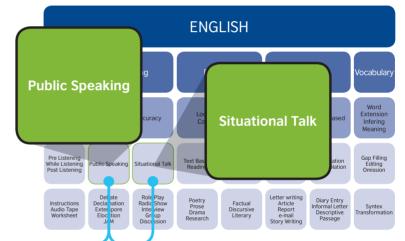
A Picture is Worth a Thousand Words

Subjects: Social Science, Science, English

Class: **9** | Age Range: **14** – **15** years







Lesson Planning



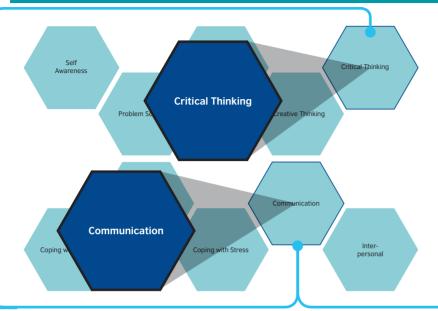
- Each student brings a photograph of any universal event that takes places in many countries of the world like a festival, election campaign, a disaster scene, a market place etc.
- The others students make assumptions by making connections between their previous knowledge and from the clues in the picture and write a story about it. The pictures should be from different parts of the world.

PERIOD 2

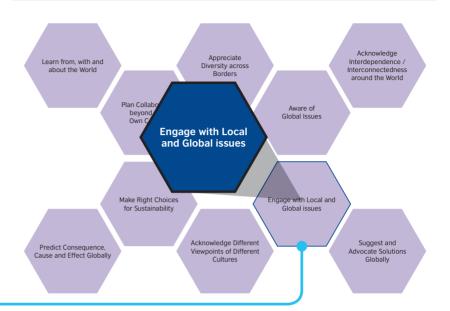
- Students explain the rationale behind their calculated assumptions, and answer any questions from their class mates.
- The student who contributed the picture then has the opportunity to clarify if the assumptions made were true or not. He also explains the reasons for choosing the particular picture.

PERIOD 3

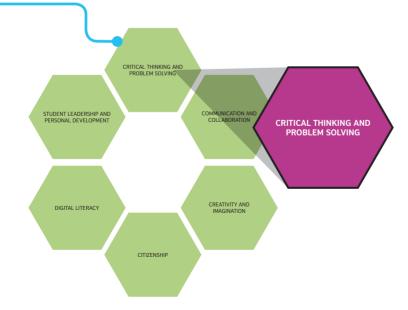
- Students research the history of photography and map the innovations in the field on a world map.
- The students also work on researching the chemical and physical principles that make photography possible and how it changes with the intensity of light and motion.
- They may also explore famous photographers from around the world.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

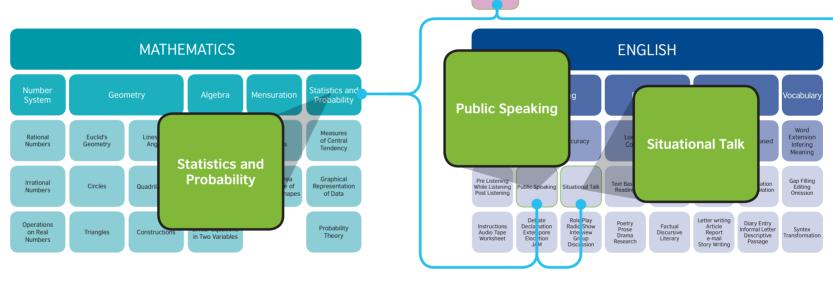
- Choose pictures of key events like the Chernobyl disaster, tsunami in Japan, Indian elections, disappearance of the MH370 etc so that their general knowledge as well as critical thinking improve.
- Encourage students to look for details, not just the subject in focus.

- Did the students improve their powers of observation and making connections and thereby their critical thinking?
- Were they able to communicate clearly the reason behind choosing the particular photograph?
- Review: Reports and presentations, stories on the pictures, photo gallery and explanations created by the students.

Lesson Title Coming to School Safely

Subjects: Mathematics, Physics, English

Class: **9** | Age Range: **14** – **15** years



Lesson Planning



Students conduct surveys (face-to-face/anonymous/online) on how
their classmates commute between
their homes and school. Points to
be considered may include mode of
transport, safety norms followed and to
what extent, costs incurred, time taken
etc.

PERIOD **2**

- Students collate and then critically assess the data and draw conclusions on energy efficiency, safety consciousness of the students, cost effectiveness etc.
- They display the results of the survey and seek suggestions on for improving the commute on the considered parameters.



Students exchange the results of their survey with the partner school. They make comparisons and prepare a report on similarities and/or differences between them.

SCIENCE

Natural

Resources

Improvement of Food Fundamental

Tissues

Diversity of

Organisms

Why Do We

Fall III2

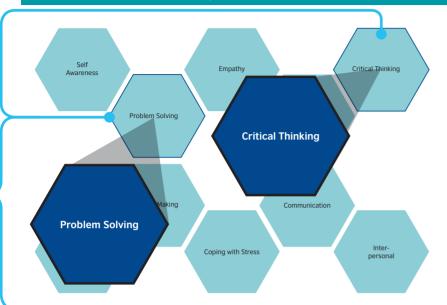
Work and

Energy

Force and Laws of

Energy

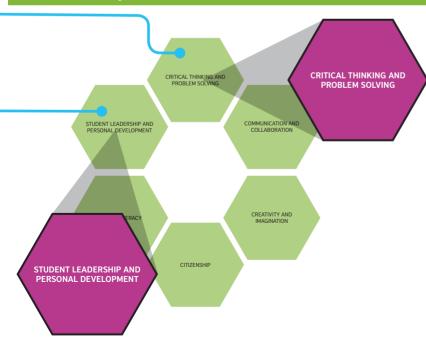
 They also create a safe and ecofriendly travel campaign for their school. They research ways to garner support for their campaign from parents and schoolmates, and review the efficacy of the campaign from time to time.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

• Data may be collected in various ways, as long as it is authentic. Data which has been gathered personally by the students and then analyzing it, such that concrete patterns emerge, give students a great sense of achievement.

- Did the students learn to gather, interpret and present data properly?
- · Were they able to offer innovative solutions drawing from good practice seen globally?
- Were they able to translate this experiment into a call for action and a change in attitude towards safe and sustainable commute to school?
- Review: Data collection and presentation of findings by students, safe and sustainable campaign ideas and materials created.

CLASS 10
SUBJECT MAPS

GATEFOLD

CLASS 10
SUBJECT MAPS

GATEFOLD

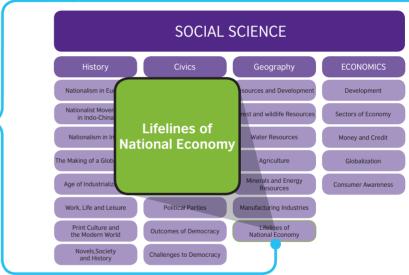
Lesson Title World News Round Up

Subjects: English, Social Science

Class: **10** | Age Range: **15** – **16** years







Lesson Planning



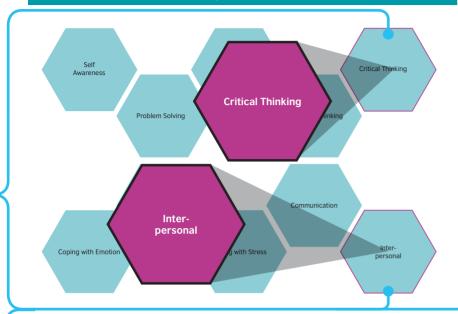
- Students divide themselves into groups and select one continent each.
- They follow the news from that continent over the week, collate the important ones and review it over the weekend.
- They update their continent's display boards with important and interesting news from that continent

PERIOD **2**

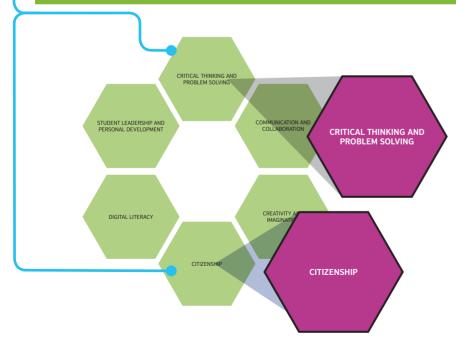
- At the end of the month, the teacher covers up the notice board and has a class quiz to recall the events around the world
- Students critically analyse the news coverage and have discussions and debates on talking points relating to positive & negative news, responsible vs yellow journalism, the demand for sensational news etc. They also vocalise their thoughts and feelings after following the news.

PERIOD 3

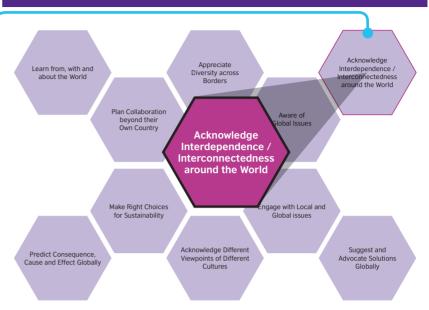
- Students carefully observe 5 different news channels from different parts of the world and try to find patterns in content and style of reporting, if any. Noticeable differences are also commented upon.
- The students create their own news channel in the school, and report the events of the school – on the PA system during assembly/recess, or on the school webpage or as a wall magazine.
- They also participate in debates on the importance of media vs the invasion of privacy by the media.



Core Skills in Play



International Dimension Outcomes



Preparation and Tips for the Lesson

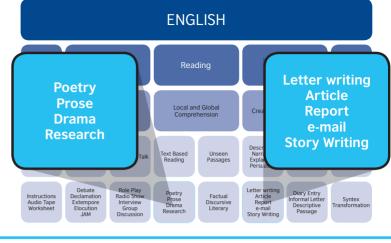
- To keep the news collection and presentation uniform, it might be helpful to give a word limit, and a few sub heads like sports, politics, natural phenomena, people, trivia etc.
- Students could also be asked to develop the quiz and put in online via Gamemaker.

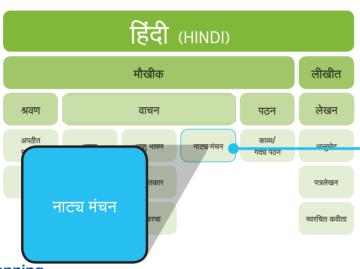
- Did the students develop in interest in events around the world, and understand the interconnectedness between nations?
- Did they find patterns in events and its coverage across countries?
- Did they debate and appreciate the importance of having different viewpoints?
- Review: Diplay boards, content of the news presented, presentation skills, knowledge retention and creation of a guiz by the students.

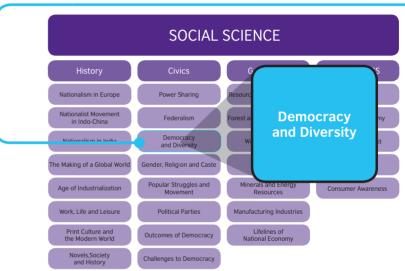
Lesson Title International Book Festival

Subjects: English, Hindi, Social Science

Class: **10** | Age Range: **15** – **16** years







Lesson Planning



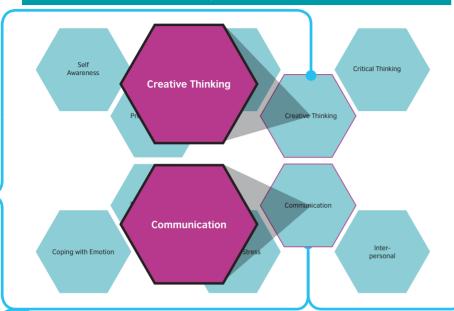
- Students read about literature and popular stories from around the world.
- They identify the different genres to study such as drama, poetry, prose, cartoons etc.
- In pairs, students collaborate and review any one author of their choice and any one work from his/her collection. They have to present this to their classmates.

PERIOD 2

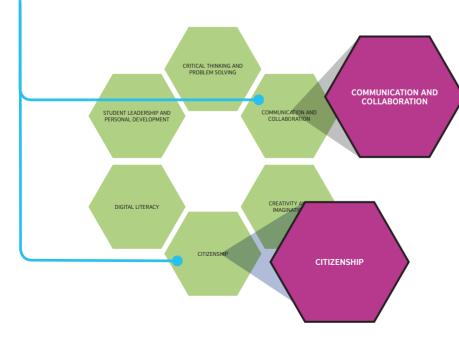
 They hold debates and discussions on various topics all focusing on common themes, contexts and social issues addressed across languages and borders through literature, and also how the culture and socio-political environment of a country can be assessed through literature.

PERIOD 3

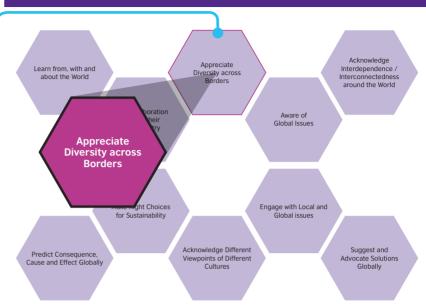
- The students plan and organize an International Book day in which they present this research to the entire school
- Various other events which can be held on that day, or as lead-in activities, may be book cover design competitions, quick quiz after a visit to the exhibition and short skits to encourage fellow students to try new literature.



Core Skills in Play



International Dimension Outcomes



Preparation and Tips for the Lesson

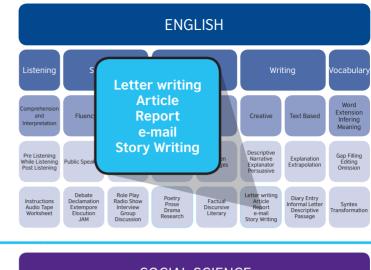
• Teachers have to give clear instructions limiting the areas to be researched and reviewed by the students, along with guidelines on the nature of submissions required.

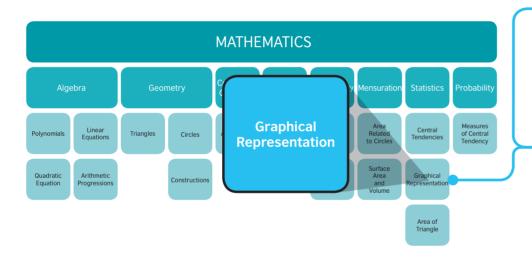
- Did the students display critical thinking skills in collecting, assessing and presenting their research findings?
- Were they able to collaborate with their peers and successfully complete the task at hand? Were they able to interact with their peers and generate interest in the area of literature or country which they were presenting?
- Were they able to understand and appreciate the diversity and the richness in literature from different countries?
- Review: Research material, students submissions, preparatory work and the exhibition.

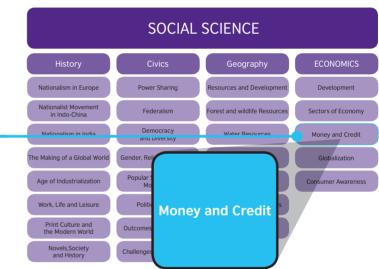
Lesson Title Banking and Money

Subjects: Mathematics, English, Social Science

Class: **10** | Age Range: **15** – **16** years







Lesson Planning



- Students research and present findings about the role of banks and the importance of money in our lives.
- They then conduct surveys/find out about the most popular banks or nationalized banks from 3 countries of each continent of the world.

PERIOD 2

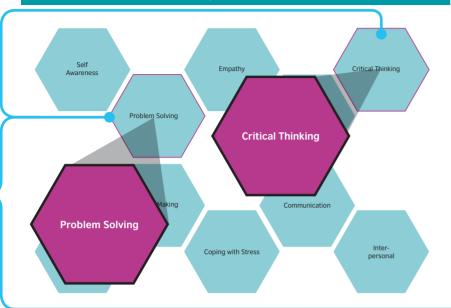
- Students learn about interest rates in different countries of the world and the varying strengths of the currencies of the world.
- Students prepare and present a report on this which is peer reviewed. The

student also defends his report when other students ask him/her questions about his/her study.

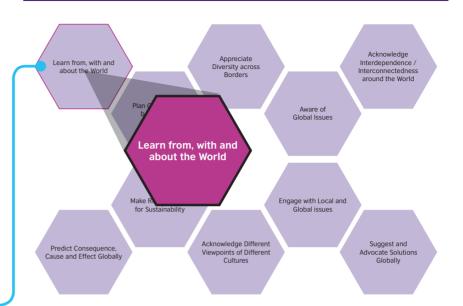
PERIOD **3** Students research and present what they can buy with 100 units of any currency and compare this purchasing power with that in other countries and currencies to create a global picture of the value of money.



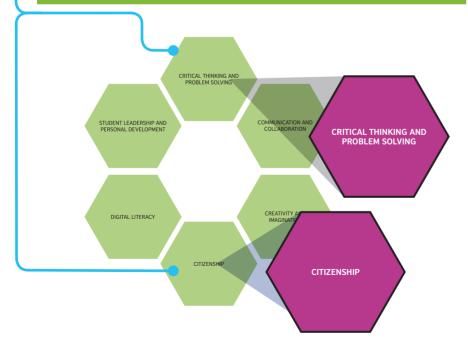
They have debates and discussions on where they might like to earn and where they would prefer to spend to maximize their purchasing power. Talking points discussions on topics such as 'If there was a single currency in the world', 'if there was NO money in the world', 'is barter the way forward' etc.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

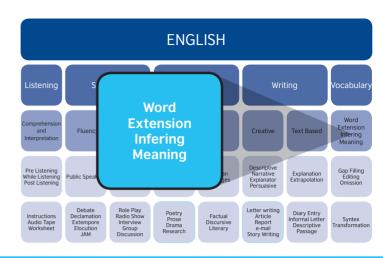
• The students need to understand the difference between currency conversion rate and purchasing power parity. The activity also gives them an insight into what makes a country rich or poor.

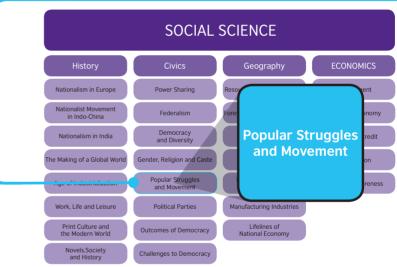
- Did the students understand and make connections between the uniformity of banking procedures around the world?
- Did they understand how banks earn money and how banks are important to world trade, especially through export and import?
- Review: Student reports, 100 units currency spending plans.

Lesson Title My Words and your Tune Subjects: English, Hindi, Social Science

Class: **10** | Age Range: **15** – **16** years







Lesson Planning



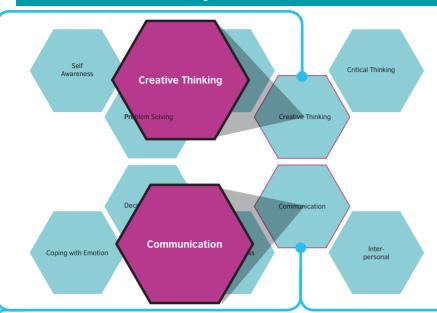
 Students collect folk songs from different countries of the world and translate them into Hindi, English or any other vernacular language as applicable. Their creativity challenges lies in keeping the meaning intact and not lose the main essence during translation.



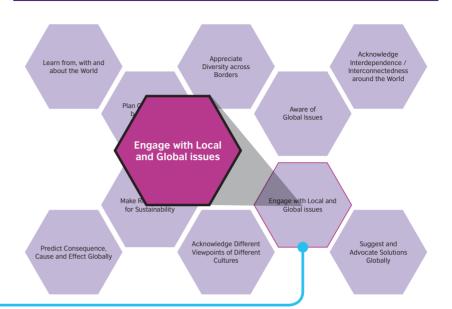
- Students study the translation and make comments on the common theme in the folk songs from different countries.
- They study evidence, and make connections about between the subject of the songs and what it tells us about humanity.



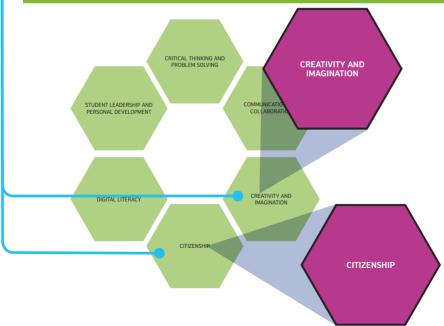
- Students collaborate in order to organize an international music festival for the school and invite all parents as well
- Apart from creative performances of the folk songs, they also present their analyses and explain the commonality of themes in folk music worldwide.



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

- The songs can be recorded and uploaded on Youtube to share with parents. Links can be given on the school web page too.
- Efforts can be made to share the songs with schools in the countries from which the folk songs were taken, which will start an enriching dialogue with them.

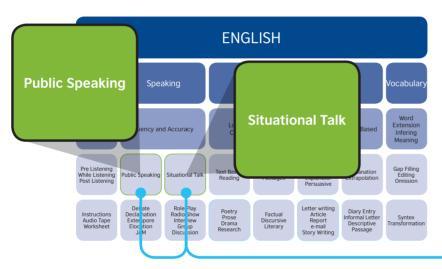
Assessment

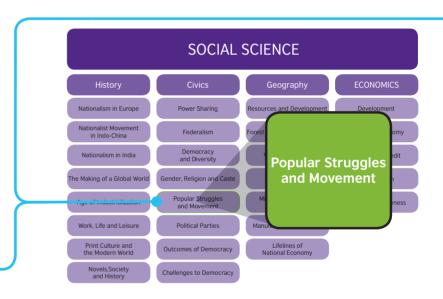
- Were the students able to appreciate folk music and its close links to the common man? Could they understand the essence of the subject of these songs?
- Were they able to understand the universality of themes and issues which affect the common man in every part of the world?
- Review: Selection of songs, number and themes, quality of translations, and creativity in keeping the translated song in the original tune.

International Peace Day

Subjects: English, Social Science

Class: **10** | Age Range: **15** – **16** years





Lesson Planning



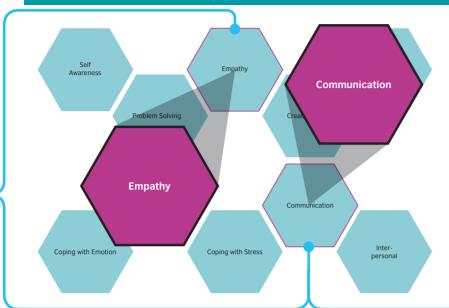
- Teacher informs students, at least a week in advance, that 21st September has been declared as World Peace Day by the United Nations.
- Students brainstorm ideas to celebrate World Peace Day in the school.
- The students take a collective decision on what they want to do on that day and how they plan to execute it.
- They organize themselves into groups and divide the task into smaller, manageable portions.

PERIOD **2**

- The students create a world conflict map to understand the places where major conflicts are taking place.
- They analyse this data and demarcate it into various kinds of conflict – political, internal, racial, for wealth, against terrorism, multi country domination etc.
- They debate and have group discussion on topics related to these conflicts in order to look at world issues through multiple perspectives, to suggest ways to resolve such conflict and to critically analyse the deep and underlying causes behind such conflict.

PERIOD **3** Students celebrate World Peace Day with the whole school through various activities like speeches during assembly, displays on speech, famous people who have contributed to or worked to garner support for world peace and by sending peace messages to people living in conflict zones.

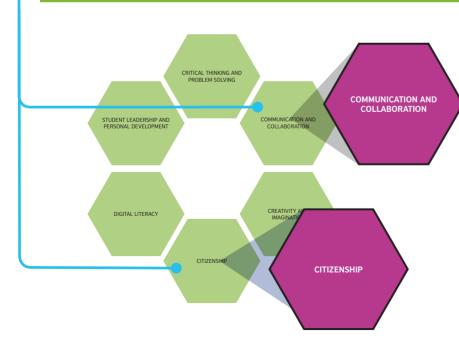
Central Board of Secondary Education: Life Skills Domain



International Dimension Outcomes



Core Skills in Play



Preparation and Tips for the Lesson

• There are many traditional ways in which peace is celebrated around the world. Releasing white doves or making origami cranes (Japan) are a couple of these. Encourage students to find out about these and follow these traditions.

Assessment

- Did the students realise that conflict, anywhere in the world, is bound to affect us either directly or indirectly?
- Were they able to understand the top causes for war and conflict in the modern world? Did they offer realistic solutions towards conflict resolution?
- Were they able to organize the event by themselves in a democratic manner with students each playing specific parts to put up a seamless event?
- Review: Ideas for celebration and execution of these ideas, peace messages by students, conflict map depiction, peace campaign plans.



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.	
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.	Group tasks such as play production. Collaborative creative tasks, joint presentations.
Does not listen to other peoples suggestions or ideas.	Listens to suggestions and ideas but is reluctant to acknowlege 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.	

EMPATHY

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
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.	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.	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.	Can feel empathetic and express compassion with those near and far and can offer appropriate comfort through written and spoken words.	Campaigns for global issues,
Self survival is the main stay and is completely inward focussed and unmindful of common courtesy and helpful behaviour.	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.	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.	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.	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.
	Acts charitably sometimes for some people. Supports causes only when it does not involve serious commitment of time or effort.	Shows adequate care and concern. Is committed to at least one or two causes either for the betterment of people or animals. Contributes significanat time and effort to the cause and shows persistence in charitable action.	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.	

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 achieveable.	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.	
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 perseverence 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.	Surveys and Research Projects that involve gathering and analysing data, creating models, situational problems, case study analysis. Mathematical Puzzles and Logic problems.
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. Intituitive 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.	

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.	
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 suitablity 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.	Planning trips and visits, distributing roles and responsibilities within classroom, organising stalls at school fetes, fund raising for charitable work, Electing Students Council
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
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.	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.	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.	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.	
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.	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.	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.	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.	Surveys and Research Projects that involve gathering and analysing data, situational problems, case study analysis. Mathematical Puzzles and Logic problems.
Does not attempt to test hypothesis or explanantion offered. Accepts solution and explanation without challenging it.	Expresses doubt and questions assumptions and offers some logic to challenge status quo but does not follow through.	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.	Always tests theory or hypothesis suggested and challenges norms and assumptions through rigourously designed tests that are sound and well thought through. Explains the alternative solutions and argues the case clearly and logically.	

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.	
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.	Performing Visual Arts projects, creative writing and designing new products or dresses.
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 resilence.	Student usually copes with minor annoyances with resilence 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.	
Stress expressed through anger, violence, or withdrawl. Vocalisation of emotion not appropriate.	Student usually does not show anger, violence, or withdrawl 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 circustances without showing negative behaviour.	Sports tournaments, interclass or school competitions,
No positive coping technique adopted leading to behaviourial and health issues even under support and supervsion.	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.	games and yoga classes, School Council elections, public performances and speaking.
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.	

SELF AWARENESS

Beginner	Intermediate	Advanced	Proficient	Learning Activities where students able to demonstrate these skills
Negative unreal self image affecting behaviour and confidence. Does not engage positively with peers.	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.	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.	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.	
No interest in one's own community and culture and unaware of one's place in it.	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.	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.	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.	Reflective tasks exploring one's aims, ambition, emotion and reaction to situations. Diary writing, painting, poetry and compositions.
	Is introspective to some degree and usually takes feedback reluctantly acting upon only few of them to improve oneself in any area.	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.	Is open and proactively seeks feedback. Works on areas of improvement with perseverence. Is not defensive but balanced in reacting to difficult social or cultural situation. Can appreciate different perspective and viewpoint.	

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.	
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.	Reports, presentations, debates, discussions, role plays, elocution, posters, leaflets, campaign banners, advertisements, etc.
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.	

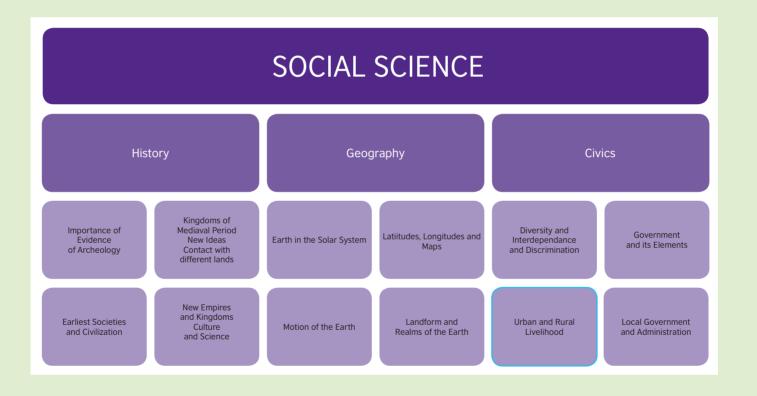
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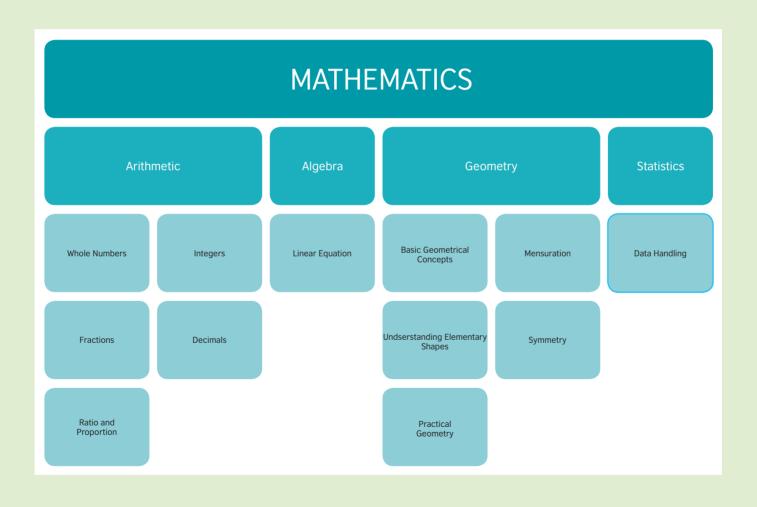
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class 6
SUBJECT MAPS



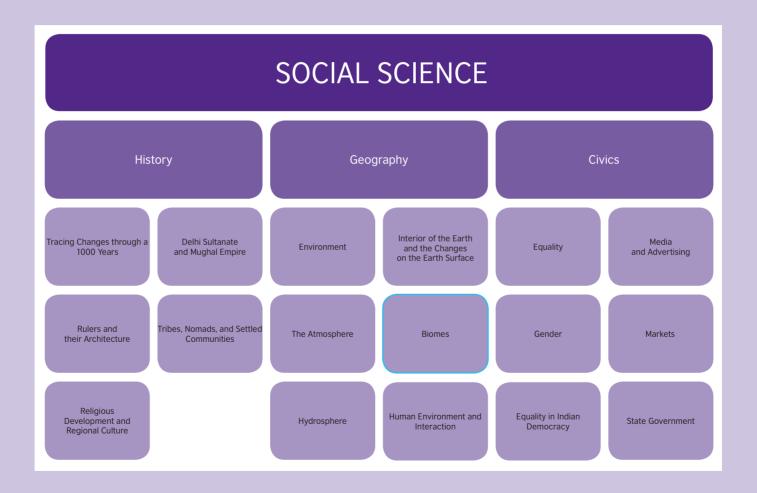


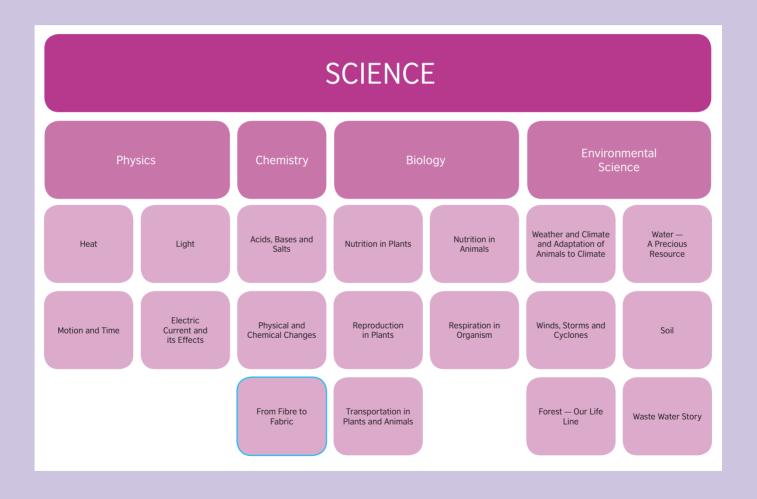
ENGLISH Listening Speaking Reading Writing Vocabulary Word Extension Comprehension Fluency and Accuracy Local and Global Comprehension Creative Text Based Infering Meaning Gap Filling Spot the Errors Descriptive Explanation Unseen Story Listening Public Speaking Situational Talk Text Based Reading Narrative Puzzles Word Grid Passages Extrapolation Explanatory Diary Entry Guided Composition Story Writing Comic Strip Dialogue Writing Debate Extempore Role Play Interview Poetry Prose Letter Writing Picture Composition Factual Syntex Dictionary Game Instructions Elocution Sequencing Group Discussion Story Writing Recitation

CLASS 6
SUBJECT MAPS

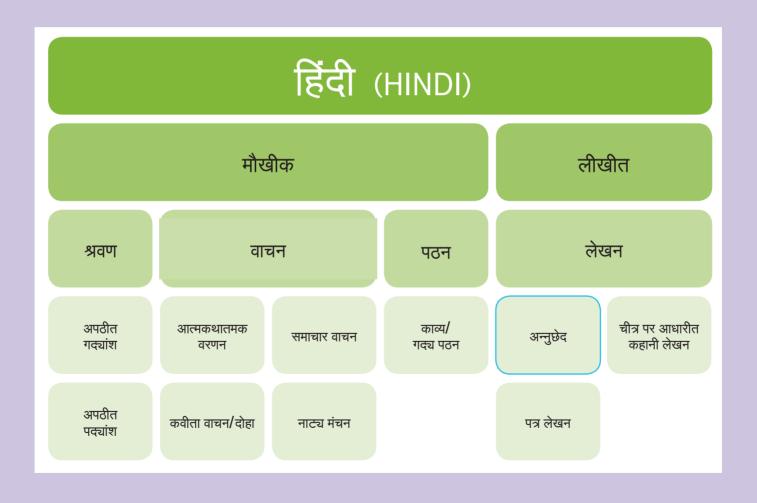
class 6
SUBJECT MAPS

CLASS 7
SUBJECT MAPS



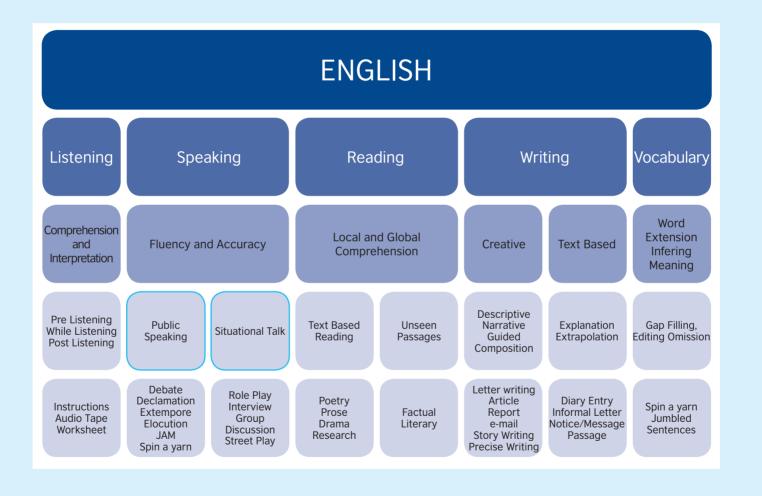


ENGLISH Speaking Reading Writing Listening Vocabulary Word Building Comprehension and Fluency and Accuracy Local and Global Comprehension Creative Text Based Dictionary and Thesaurus Skills Interpretation Gap Filling Sentence Completion Use of Idioms and Phrases Hangman Pictionary Dumbcharades Word Search Crosswords Listening to Instructions Listening Activity Descriptive Unseen Explanation Discussion Public Speaking Situational Talk Text Based Reading Diary Writing Narrative Persuasive Extrapolation Passages Completion of Worksheet Letter Writing Article/Report Poetry Diary Entry Letter Writing Debate Role Play Factual Instructions Comic Strip Jumbled Words Prose Audio Tape Extempore Interview Discursive Drama Story Writing and Sentences Worksheet Elocution Group Discussion Literary Descriptive Passage Poems Poster Making Research

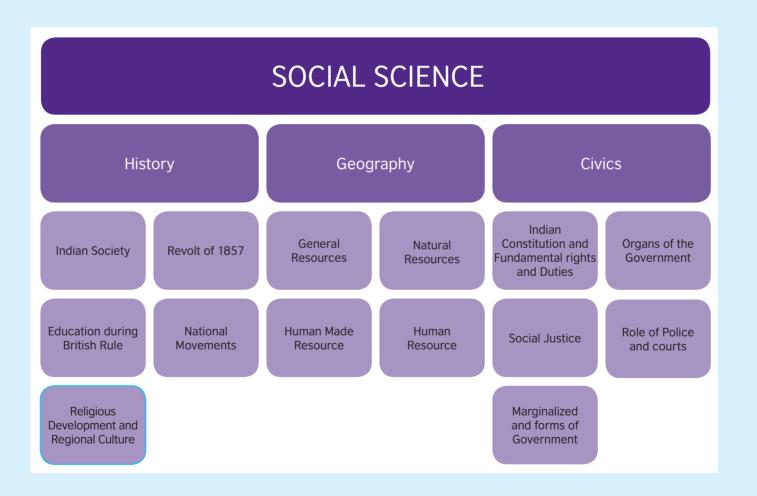


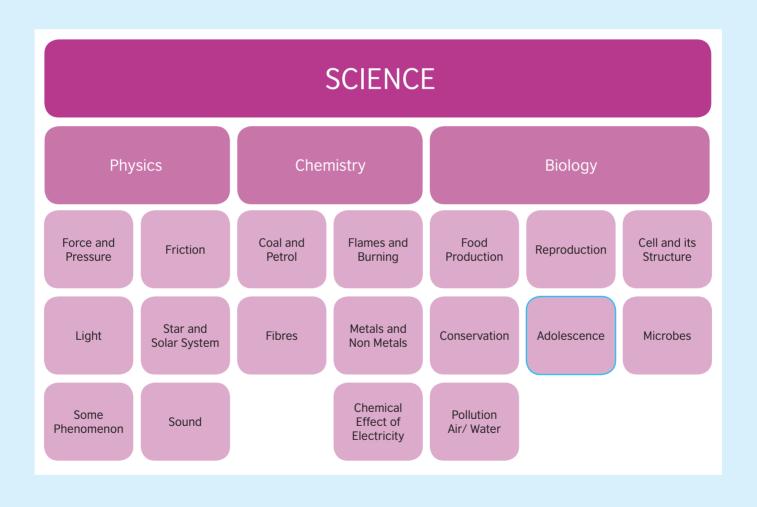
CLASS 7
SUBJECT MAPS

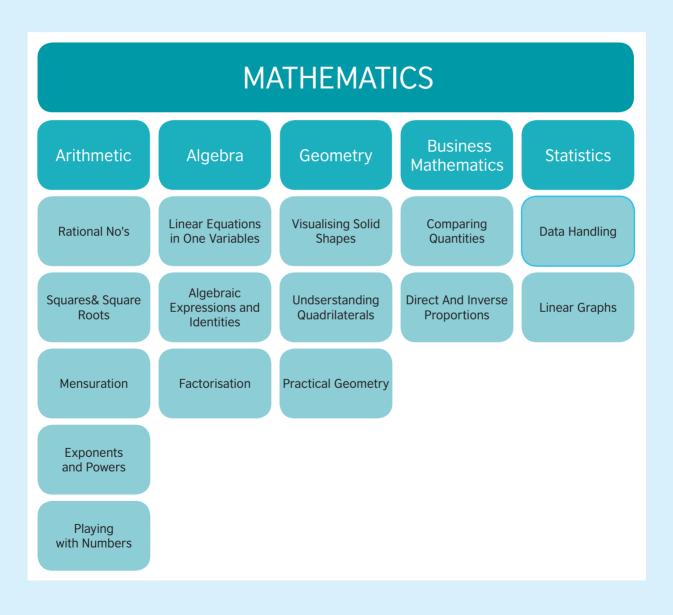
CLASS 8
SUBJECT MAPS



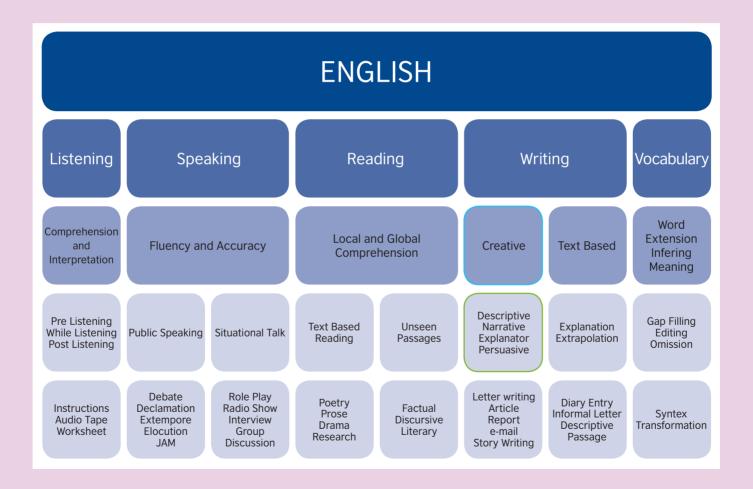




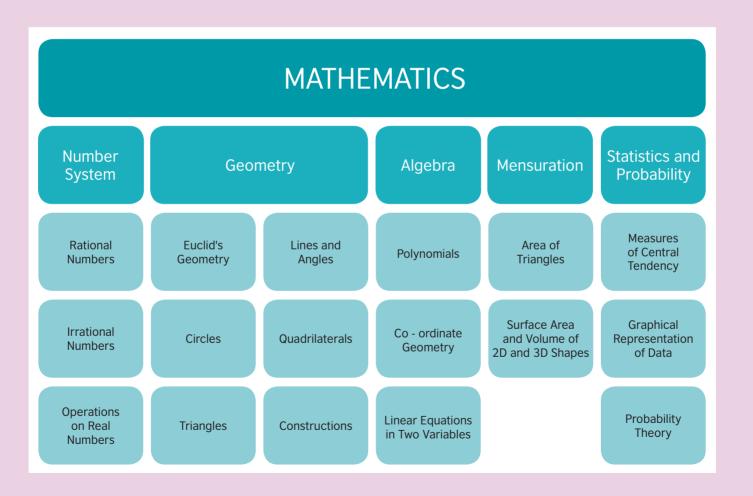


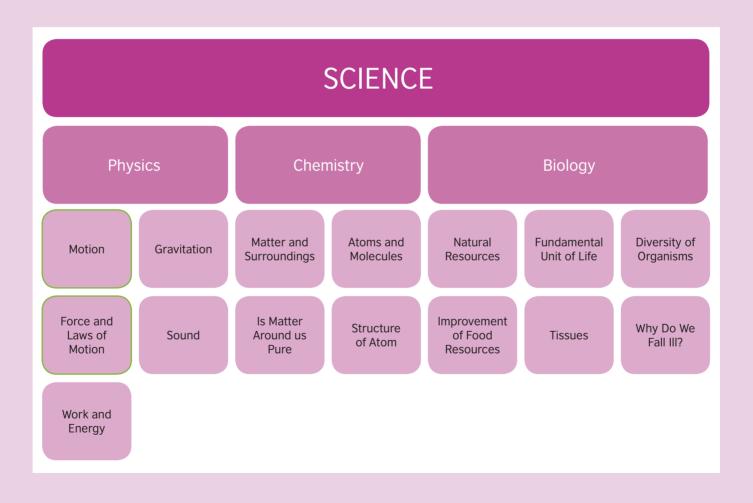


CLASS 9
SUBJECT MAPS



SOCIAL SCIENCE Political Science History Geography **ECONOMICS** Democracy in the French Revolution The Story of Palampur India Contemporary World What is Democracy Russian Revolution / Size and Location People as Resource Why Democracy Rise of Nazism Forest Society and Colonialism/ **Physical Features** Poverty as Pastoralists in Modern World/ Constitutional Design and Drainage a Challenge **Peasants and Farmers** The Story of Cricket / **Electoral Politics** Climate **Food Security** Clothing: A Social History Natural Vegetation Working of Institutions and Wildlife **Democratic Rights** Population



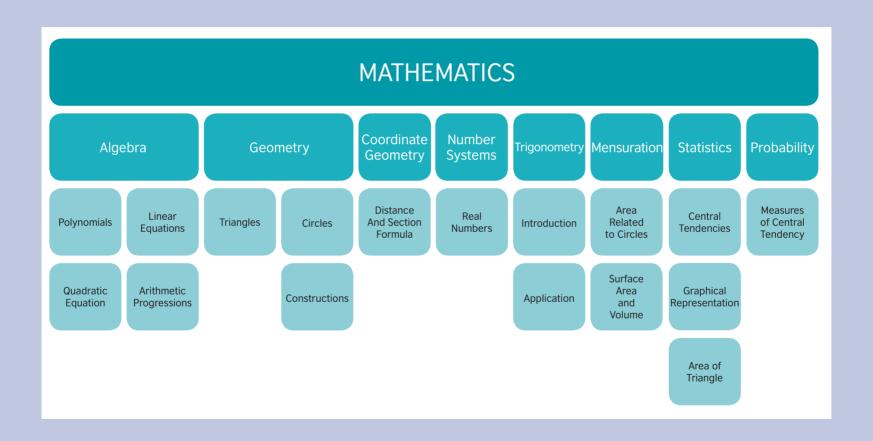


CLASS 9
SUBJECT MAPS

class 10
SUBJECT MAPS



SOCIAL SCIENCE History Civics Geography **ECONOMICS** Nationalism in Europe **Power Sharing Resources and Development** Development **Nationalist Movement** Forest and wildlife Resources Sectors of Economy Federalism in Indo-China **Democracy and Diversity** Nationalism in India Water Resources Money and Credit The Making of a Global World Gender, Religion and Caste Agriculture Globalization Popular Struggles and Minerals and Energy Age of Industrialization **Consumer Awareness** Resources Movement Work, Life and Leisure Political Parties Manufacturing Industries Print Culture and Lifelines of **Outcomes of Democracy** the Modern World **National Economy** Novels, Society Challenges to Democracy and History





class 10
SUBJECT MAPS