

# Fun-Based Learning Activities

Grade 6



# **FUN-BASED LEARNING ACTIVITIES**

**(Grade 6)**



**PSS Central Institute of Vocational Education**

**(A Constituent Unit of NCERT, New Delhi)**

**Shyamla Hills, Bhopal-462002 (M.P.) India**

**Website: [www.psscive.ac.in](http://www.psscive.ac.in)**

## **Fun-Based Learning Activities**

For Grade 6

First Edition  
March 2022

© **Pandit Sunderlal Sharma**  
**Central Institute of Vocational**  
**Education, 2022**

Published by

Joint Director,  
PSS Central Institute of  
Vocational Education,  
Shyamla Hills,  
Bhopal 462002

### **ALL RIGHTS RESERVED**

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed off without the publisher's consent, in any form of binding or cover other than that in which it is published.

### **Publication Team**

*Head, Publication: Prof. R. K. Pathak*  
*Division*

*Editors: Ms. Pooja Sharma*  
*Mr. Deepankar Kavathekar*

### **Cover and Layout**

*ICT Centre,*  
*PSSCIVE, Bhopal*

## **Foreword**

The aim of education in a student's life is to improve their confidence level towards self-learning skills by focussing on their cognitive, emotional and social intelligence and prepare them to become an upright and sound global citizen. The goal of education was, is and will always remain to equip children with values so as to make them better individuals; thereby creating a better world where there is no space for stress in life.

However, the present-day learning system has become the synonym of stress for the students, due to its academic assessment and evaluation through rigorous tests and examinations. Many educational studies pointed out that these assessments instil the fear in the student's mind about competition, forgetting and above all, of being known as a failure. The assessment criteria unknowingly focus on the rote learning of any subject, even about the concept of value of money, which every student must understand, as it is the main concern for his/her education.

Due to these assessment criteria, most of the students lose their interest that result in dropout of students at the middle school level. After leaving their formal educational setup, these students start their livelihood in an unorganised sector in order to earn their bread and butter.

To resolve this very problem of school dropouts at middle school level, the constructivist approach has been included in the school curriculum, which has re-emphasised towards the active role that children play in acquiring knowledge. The idea of learning by doing, and not just learning by memorising the material, is at the foundation of the construction of knowledge. This perspective recognises the teacher primarily as a facilitator of learning. Rather than dictating, the teacher tends to act as a facilitator for students by providing resources and enabling them to decide how and why they learn. The constructivist approach provides learning autonomy that encourages learners to construct their own knowledge and gain new perspectives through hands-on experiences rather than following prescribed set of information.

Vocational education should be conceptualised as a learning process rather than a teaching process as the focus should be on the student's active construction of knowledge. The role of vocational education is to facilitate construction of knowledge through contextual, experiential and social methods present in real-world scenarios.

Globally, vocational education is popular among the school students that helps them to develop their skills set in a particular trade and thereby encourage them to develop their entrepreneurial roles and to become skilled personnel for an organisation.

The FBLA provides a new framework for imparting 21<sup>st</sup> century skills in the near future through pre-vocational education provided in the bagless days programme with a pedagogical approach of fun-based teaching and learning to the students studying in Grades 6-8, so as to develop their interest in vocational education and to make them aware of the world of work. The pre-vocational education will be encouraged throughout the year for various types of enrichment activities including vocational crafts.

The prime agenda of the FBLA is to impart the ideas of pre-vocational education in the young minds, ensuring that, by 2025, 50% of the learners will opt for vocational education. To support this idea of NEP 2020 and to ensure that vocationalism is nurtured in the young minds, the PSSCIVE, Bhopal has geared up its efforts, through the development and designing of the FBLA that involves dissemination of the ideas based on pre-vocational education.

New Delhi  
*March 2022*

**DINESH PRASAD SAKLANI**  
*Director*  
National Council of Educational  
Research and Training

# **About Fun-based Learning Activities**

## **(FBLA)**

In India, the fun-based learning, as a separate term or idea, was neither the part of any commission or its recommendations, nor the point of any previous education policies. All the educational committees and policies that had been made in India, since independence, focussed towards one idea, i.e., to make the stress-free school learning for the young students along with an encouragement towards self-learning. But none of the aforementioned policies and commissions could indicate the roadmap towards providing stress free learning to school students.

It is NEP 2020 that has concretized the learning concept, that involves fun element, in their report by providing 21<sup>st</sup> century skills to the middle school students in stipulated bagless days through the pedagogy of fun-based learning and teaching. NEP 2020 in its para 4.26 states that “every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities and as mapped by local skilling needs. A practice-based curriculum for Grades 6-8 will be appropriately designed by NCERT while framing the NCFSE 2020-21. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Vocational courses through online mode will also be made available. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits to higher educational institutions in their village/Tehsil/District/State.”

Fun-based learning is a popular pedagogical approach and is practised across the world. Fun-based learning means indulging students in relevant activities by stimulating their senses of sight, smell, vision or touch and involving them in the learning of the subject. Fun based learning can be an exhilarating, motivating and transformative experience for the students. Learning is

essentially an interplay of engagement and substance. Substance is what a child learns, whereas engagement refers to how the child has learnt.

The PSS Central Institute of Vocational Education, Bhopal took up the challenge after recognizing the importance of pre-vocational education and the pedagogy of fun-based teaching and learning, and developed the fun-based learning activities (FBLA). PSSCIVE, Bhopal is presently propagating vocational education through its various programmes across the country so as to support the effective implementation of the NEP 2020.

The FBLA are designed to provide the basic knowledge of various livelihoods and life-skills in a fun-based manner to the students of Grades 6-8 so as to make them aware of the world of work and develop a positive attitude towards dignity of labour. The FBLA's framework inculcated the guidelines related to NEP 2020.

The activities have been designed on 21<sup>st</sup> century skills which will be delivered with a fun-based teaching and learning pedagogical approach and will be implemented under the 10 bagless days programme for the school students studying in Grades 6-8. It is a benchmark for induction of structured pre-vocational education in the school system. Under the FBLA, the learning will be primarily experiential and will aim at fostering respect for the variety of professions.

The FBLA include activities which are exclusively developed from scratch and draws no hard boundaries between curricular, extra-curricular, or co-curricular areas of the current education system. The developed activities can easily be applicable and replicable according to regional and local skilling needs with its dynamic and frugal nature. They also offer a glimpse of future professions with some type of practical exposure towards vocational-style training in a fun oriented manner. The FBLA is divided according to Grades 6 to 8, as per the cognitive level, age appropriateness and safety measures involved for the students.

### **FBLA for Grade 6:**

The activities, designed and developed for Grade 6, is in accordance with the learning aptitude of the child who has just finished the elementary level of education. The FBLA for this class group is introductory in nature so as to enable a student to get sensitised and aware about various vocational courses. The activities designed are based on the curiosity and discovery-oriented approach. The activities belonging to trades like agriculture; automobiles; beauty and wellness; banking, financial services and insurance; travel, tourism and

hospitality; food processing; healthcare; energy; IT/ ITeS etc. are fundamental and simple in nature that can easily be conducted in the classrooms.

**FBLA for Grade 7:**

The activities designed and developed for Grade 7 enables the students to understand and get hands-on experience about various nuances in different vocational fields. The activities are intermediate and experiential in nature that can easily be carried out in both classrooms and outdoors. These activities are based on discussions and experiential based approach.

**FBLA for Grade 8:**

The activities designed and developed for Grade 8 provides a real glimpse of the world of work to the students. The main objective for this class group is to have exposure in these vocation fields particularly in the form of expert visits or educational visits at the workshop. These activities will help the students to learn and empathise about the dignity of labour when they work on their activities with the local craftsman. It ensures that students become well informed about the different vocational sectors through the extended version of these pre-vocational activities and then they can select the appropriate vocational course in Grade 9.

Bhopal  
*March 2022*

**RAJIV KUMAR PATHAK**  
*Professor and Head*  
Pandit Sunderlal Sharma Central  
Institute of Vocational Education



## Acknowledgement

We would like to express our gratitude towards Prof. Dinesh Prasad Saklani, *Director*, National Council of Educational Research and Training, for providing the support to conduct this project. Prof. Rajesh P. Khambayat, *Joint Director*, PSS Central Institute of Vocational Education, Bhopal, is appreciated for rendering constant support in the development of these activities in the institute.

This project was taken under the PAC 21.13 (Development of module on Fun-Based Learning Activities (FBLA) for Grades 6-8) by (Late) Dr. Kuldeep Singh, *Associate Professor and Head*, Department of Agriculture and Animal Husbandry, PSS Central Institute of Vocational Education, Bhopal to develop the activities for Grade 6-8, based on the pre-vocational education for 10-bagless days, as mentioned in the NEP-2020. We are thankful to Dr. Singh for the insight that he provided in developing these activities. He took the initiative to conduct the WGMs and to shape this development process, but due to his sudden demise, the writing part of these activities has been done in his absence.

We are grateful to the experts of different institutions/ schools who shared their fresh ideas and provided their involvement in the development of these activities. Besides, we serve our earnest appreciation to Dr. Anita Nuna, *Professor and Head*, Department of Curriculum Studies, NCERT, New Delhi for her constant support during this whole project. Her guidance and vision helped the experts to develop the activities appropriately under the pre-vocational educational framework.

We acknowledge the contribution of Ms. Pooja Sharma, *Junior Project Fellow*, who took the responsibility to shape these FBLA through its development programme. She contributed the ideas and knowledge in organising and managing both the working group meetings and in preparing these activities.

Dr. Nihal Gujre, *Assistant Professor*, is acknowledged for providing support during the WGMs and activities preparation. The efforts of Mr. Deepankar Kavathekar, *Assistant Editor*, and Ms. Hina Khan, *DTP Operator*, for editing and formatting the activities, developing the flawless layout design and designing resources, are also acknowledged. We also thanked Ms. Nidhi Bala Sharma, *Graphic Artist* for her efforts in designing the cover page.

# Table of Contents

Foreword.....	i
About Fun-based Learning Activities (FBLA) .....	iii
Acknowledgement .....	vi
Activity 1. Community Builders.....	1
Activity 2. Let us make a bouquet .....	4
Activity 3. Chlorophyll paintings .....	7
Activity 4. Know your soil.....	9
Activity 5. Knowing your fabrics .....	12
Activity 6. Traffic symbol quiz.....	15
Activity 7. Let's become a make-up artist .....	24
Activity 8. Hand decorator.....	27
Activity 9. Size-Wise .....	30
Activity 10. Reducing, Reusing and Recycling.....	33
Activity 11. World of Artefacts .....	36
Activity 12. Create your own Care Box!.....	39
Activity 13. Let's make our soap.....	43
Activity 14. Let us make headlines .....	45
Activity 15. Comic Strip .....	48
Activity 16. Sell it, if you can!.....	51
Activity 17. Make your own-NO stitch Cardboard/CD Coasters .....	53
Activity 18. Know your tourism and hospitality industry .....	56
Activity 19. Let us make a menu card!.....	59
Activity 20. Secret messages .....	61
Annexure: Resources related to the activities.....	64
FBLA Development Team .....	86

# Activity 1. Community Builders

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** All types of vocations

**Background and rationale of the activity:**

The term “vocation” signifies the idea that each individual person has unique strengths and gifts with which they can make a positive contribution towards the betterment of community. Each of us has interests and passions that can propel us in directions of service and creativity.

Vocation is not on finding one’s dream job but is rooted in character and commitment towards providing the value to others. It is about growing into a person who focuses their life beyond themselves. It is about living life in a way to make a positive contribution to the world. There are many ways to make such a contribution which include.

- Performing tasks that meet the daily needs of others. Various people in many other professions as electricians, accountants, airline pilots, nurses etc., improve the world by simply providing everyday goods and services.
- Providing ethical leadership in various government and business organizations, and society.
- Doing big and small things to bring peace and justice to the world.
- Working for the health of the living beings and environment.
- Creating works of beauty through all kinds of artistic expression and expressions of truth through various avenues of scholarship.

The term “Vocation” according to the older texts involves hearing and responding to the “voice” which uniquely calls each individual so as to live purposeful lives by serving the world in all kinds of ways.

This activity aims to provide an understanding about various other vocations apart from the one they have known in their school life. The activity wants to sensitize children that they have to earn their living either by getting educated or by acquiring some skill in particular area. In these areas, students can develop their awareness, knowledge, attitudes and skills which will help them to create their own path to live a better life.

**Objective of the activity:**

To develop the student's understanding in the ways to acquire skill-based education and convert it into a livelihood activity or profession.

**Material/ Resources required:**

Newspaper images which show situation specific vocations like textiles, food and resources found in different states, Newspaper images of different geographical habitats, pens.

**Note to the teacher:****Before the activity:**

- Collect different newspaper and magazine images of sensible themes and relatable to vocation fields.
- Divide the classroom into groups having 4-5 student in each group or depending upon the strength of the class.

**During the activity:**

- Ensure that all students are able to participate in the activity.

**Stepwise procedure:**

1. Start the discussion by asking students
  - What is your dream to become in future? What are the other areas related to your dream field?
  - Do your dream impact other jobs present in the market as positively or negatively or both ways? Explain?
  - What will you do if you are asked to stop studying and have to earn your own meal? Will you still choose your dream or the areas related to your field? Why?
2. Along with the discussion explain the students that they have to earn their living. Explain about the different vocations as the other field they have told which are linked to their dream job.
3. Now, divide the classroom into groups each having 4-5 students or depending upon the strength of the class. Distribute 4 to 6 newspaper and magazine images to each group and ask them to work in team and identify the vocation as if they all are living in these habitats.
4. Further, each student from the group has to narrate a fictional story which should involve all the group members and all the vocations identified in the picture within 10 minutes. Similarly, rest of all the group members from the

same group will narrate their story and identified vocations from the pictures. One member from the group will be writing all the identified vocation from the picture on the board.

5. Now, students will be given 1.5-2 hours to work in their group and has to frame a fictional story.
6. Once the groups have completed their preparation, the first group will come and will start their narration. The second group will start their narration after the completion of first group and should include the reference of two stories along with its vocations in their stories. Similarly, the rest of the group will follow the same steps in narrating their identified vocations through story.
7. At last, the teacher will conclude about the various vocations identified by the groups through images. Teacher should ask students what they have loved about the activity and what they have learned from this activity.

**Learning outcomes:**

Students will be able to develop:

- Observational skills
- Narration skills through narrating a story
- Teamwork approach to understand things in varied facets
- And understand about various different work-occupations according to the habitat.

## Activity 2. Let us make a bouquet

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Floriculture (protected cultivation), Agriculture

### **Background and rationale of the activity:**

Agriculture is one of the important parts in India's economy as it accounts for about 18 percent of the country's GDP. Agriculture occupies almost 43 per cent of India's geographical area. Agriculture industry employs a large number of people in the organised and the unorganised sector. One of the parts of agriculture industry is Protected cultivation which means growing crops in a controlled environment. It means that the temperature, humidity, light, and other factors can be controlled as per the requirement of the crop. This will be helpful for the healthier and larger production of a crop. Various types of protected cultivation practices are present there. This activity will help students to understand the role of flowers in our life and in our environment.

### **Objective of the activity:**

To develop the sense of identification of the various types of flowers and making garland / bouquets through various flowers.

### **Material/ Resources required:**

Different types of flowers (Marigold, Petunia, Jasmine, Roses, Hibiscus, Lily, Lotus, Mogra, Tulip, Sunflower, Daisy, Carnations etc. which are locally available and are non-poisonous and non-reactive) glue, newspapers, flower tying threads.

### **Note to the teacher:**

#### **Before the activity:**

- Visit a nearby nursery, garden, or flower market and collect different types of flowers. Exclude the flowers which are poisonous.
- The roses distributed among the students should be dethroned.
- Ask students to bring flowers from their home or from the surrounding. Also, tell students to be aware of the poisonous flowers.
- Prepare enough flower threads of half arm length.
- Check that if any student is allergic to the pollen, then the student can design the bouquet on paper with colours and paints.

**During the activity:**

- Ensure that every student is participating in the activity.
- Ensure that students are able to make the bouquets and garlands.

**After the activity:**

- Ensure that every student washes their hands properly after the activity.

**Stepwise procedure:**

1. Start the discussion by asking students:
  - Why do we all love flowers?
  - What are the various reasons for which we use the flowers?
  - Who do you think depends on flowers?
  - What more does a flower contribute to our society?
  - What types of colours do you like to see in a flower?
2. Now, divide the students in the group of 2-3 students and ask the students to sit in their respective groups with the flowers which they have brought from home.
3. Distribute the flowers brought from the market on each table along with the plastic flowers. Also, distribute the newspapers and thread to the groups to prepare the bouquet and garland.
4. Teacher will explain the concept of bouquet making - to arrange flowers in attractive manners - and will show how to make a bouquet. The teacher will also use the method of tying the back of the flower so as to make the garland out of this process.
5. Now, students will be given 30-50 minutes to prepare the bouquet and the garland. Students should work in their groups to make the bouquet and garland. The garland should not be tied from both the ends.
6. Students will use their flowers with stem along with the plastic flowers to make a bouquet while flowers with no stem will be used in garland making by using knots in the thread.
7. Once the students finish their activities, the teacher will ask the first group and other groups to join their open garland so as to make a larger garland. This garland will be placed in front of the door frame so as to welcome everyone when they come into the class.

8. The teacher will then collect the bouquets and make the grand bouquet by sticking all the bouquets together.
9. Now, teacher will ask students
  - How did they feel while making the bouquet and garland?
  - What do they understand about different flowers?
  - Can they name the flowers used in their bouquets and garlands?
  - What have they enjoyed in this process?
10. The students will then present their bouquets to their principal or the head of the institution and will get a picture of the same with their classmate.

**Learning outcomes:**

Students will be able to

- Identify various types of the flowers in their surroundings.
- Learn about the uses of flowers.
- Work in a team.
- Use their creative thinking skills in designing the bouquet and garland.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- It is not necessary to use all the flowers listed in resources but there should be enough flowers for students to make garlands.
- Seasonal flowers can also be used. Use of various flowers will allow the students to learn about different types of flowers available in the country.



## Activity 3. Chlorophyll paintings

**Duration of the activity:** 2 hours

**Vocational area(s) under which activity falls:** Agriculture

### **Background and rationale of the activity:**

Products accumulated under horticulture practices are of great importance to human kind. Food products in form of fruits and vegetables provide necessary vitamins and minerals to our body. But the basis of such photosynthetic activities is chlorophyll. The chlorophyll is the green pigment which is present in the leaves and helps in the process of photosynthesis. Chlorophyll paintings is an interesting way to combine both science and art field so as to help the students to learn about preparation of food by plant.

### **Objective of the activity:**

To introduce the concept of the chlorophyll to the students

### **Material/ Resources required:**

Locally available different leaves; metal spoon; A4 plastic (OHP) sheets and plain white paper.

### **Note to the teacher:**

#### **Before the activity:**

- Introduce the topic of photosynthesis to the students and how chlorophyll plays an important role in it.
- Ask students to bring sprigs of different green leafy vegetables from their home like spinach, cabbage, Amaranthus viridis (Cholai) etc.
- Avoid using the waxy leaves as they don't release their chlorophyll easily.

#### **Stepwise procedure:**

1. Divide the students into groups of 4-5 students each.
2. Now in the group, the students are instructed to half fold a plastic (OHP) sheet.
3. Place a single kind of several leaves between the folded paper.
4. Press firmly on the leaves between the pages and rub with a metal spoon.
5. Now, using the green colour from the rubbed leaves, put an impression of the leaves or thumb on the plain paper.

6. Do this for at least 10-15 different leaves.
7. At the bottom of the paper write the names of all the plants which are imprinted on the paper in jumbled form.
8. Give this paper to the other group to identify which impression of which plants are named below. The time duration for the matchmaking is only 2 minutes.
9. Do this vice versa for the other groups.
10. Correct match will score the pointer for the groups.

**Learning outcomes:**

- Students are able to identify the characteristics of chlorophyll of the different plants.
- Students are able to identify plants or trees based on their shades of the chlorophyll or leaves colour.
- Students learn about the importance of photosynthesis.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- Teacher can decide the selection of green leafy vegetables or trees according to local availability.

## Activity 4. Know your soil

**Duration of the activity:** 1-2 hours

**Vocational area(s) under which activity falls:** Agriculture, geography

**Background and rationale of the activity:**

Soil is the basis of the life, a natural media on which the plant life depends. Understanding the importance of various types of the soil and its fertility aspects is crucial for the agriculture and it allied activities. This proposed activity offers insight about the texture of soil in a fun way.

**Objective of the activity:**

To introduce students to soil textures available in the country.

**Material/ Resources required:**

Paper cups and newspapers

**Note to the teacher:**

**Before the activity:**

- Prepare the packets of different soil textures so as to mix with the students' samples.

**During the activity:**

- Ensure that students do not hurt themselves while collecting the sample.
- Ensure that students do not spill the water in the classroom while performing the activity

**After the activity:**

- Ensure that students clean their hands after completing the activity.

**Stepwise procedure:**

1. Start the discussion by asking students
  - According to you, what is the importance of soil in our life?
  - Do you know how the soil, that we see daily, had formed on earth crust?
  - How the soils are classified?
  - Which soils are useful to grow which product in India?
2. Along with the discussion, also explain the importance and types of the soil to the students.

3. Now, divide the classroom into groups having 5-6 students each or depending on the strength of the class. Inside a group, half the students will be under “Collector” group and rest half will be “Identifier” group.
4. The collector group is tasked to bring 6 sample of soils from their school compound (2 sample by each student) within the 10 -15 minutes. They have to bring the soil free from debris and wrapped in the paper. The students have to come back and place their sample on the table assigned to their group. The students have to remember the physical feel of their soil sample.
5. Now, all the group will interchange their soil samples with other group. Once, the interchange has taken place, the group will open their soil packets.
6. The teacher will draw the table on the board with group numbers and soil textures as clayey, silty and sandy. All the 3 “collectors” group members have to record their response on the soil type available in the group by their physical touch.
7. Provide the paper glasses half filled with water to each group. Tell the students and check
  - If water becomes more turgid, then the soil texture is clayey
  - If water becomes less turgid, then the soil texture is silty
  - If water is clear, then the soil texture is sandy
8. Now, the “identifier” group will mix the soil type in water and verify the options recorded by their team members. Also, tell students if there is spillage of water, that group will score -10 points. The group which correctly identifies all the texture in minimum time will be the winner.
9. At the end of the activity, teacher will summarize the role of these three textures of soils in growing food items and raw materials for the industry.

**Learning outcomes:**

Students will be able to understand about the basics of soil texture through sensation of the hand.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- The soil samples around the country can be collected and be provided as the sample to the students so that they can identify the soil texture as well as soil type in a single activity.

**Extra information:**



**Fig: Types of soil texture**

## Activity 5. Knowing your fabrics

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Apparels and Textiles

### **Background and rationale of the activity:**

People in India uses a variety of fabrics in the form of clothes which have their unique prints. In India, fabric material ranges from Cotton, Silk, Linen, Wool, Jute, Satin, Chiffon, Georgette, Nylon, Velvet, Polyester, Taffeta, Denim and lastly Rayon. The fabric style ranges from Khadi, Kalamkari, Chikankari, Sambalpuri, Chanderi, Paithani, Patola, Phulkari, Bandhni, Kanjivaram, Kinnauri shawls, Jamdani, Kasavu, Muga silk, Madras Checks, Bhagalpuri silk, Mysore Silk, Lepcha, Kota Doria, Ajrakh, Narayan Peth sari, Kantha, Kunbi, Bagru, Ilkal, Mangalgi, Sangneri, Bomkai. This activity will focus on introducing students to the world of fabrics which includes hand-woven and block printing techniques and develop their foundations in the vocations of apparels and textiles work.

### **Objective of the activity:**

To create an awareness among the students so that they are able to compare and contrast between different types of fabrics and prints (local and national) present in the country.

### **Material/ Resources required:**

A collection of different types of fabrics available in India, computer with internet access (optional), Chart paper, stapler, pen and scale.

### **Note to the teacher:**

#### **Before the activity:**

- Notify students about the activity 1-2 weeks before so that they can arrange a sample piece of fabric of 5cm by 5cm or 5inch by 5inch either from home or from a tailor. The fabric should be most unique in nature. If not available, then the regular fabric can also be used.
- Familiarize with the local fabrics in your respective state. For example, if from Madhya Pradesh, familiarize yourself with Chanderi, Maheshwari, Bagh, Batik print works and various other hand-block printing techniques which use natural colours etc.
- Refer to the suggested resources for introducing the concept of fabrics and block printing to the students.

- Bring some types of fabrics so as to aid the students in the activity.

**During the activity:**

- Tell students about the various fabrics and styles available in the country either through the presentation mode or present some of the fabrics which are famous in local areas.
- If the student is unsure where to place the fabric on the chart, ask other students to locate the proper place on the chart.
- Those students who could not bring a fabric sample should be involved by asking to present their ideas on what they understand about the fabrics and what other types of fabrics they have seen in their surroundings.

**Stepwise procedure:**

1. Start the discussion by asking students
  - What is a fabric and what is the difference between the term fabric and cloth?
  - Do you know any other types of fabrics? If yes, please explain it in detail.
  - Is your uniform derived from cloth or fabric?
2. Now, show the students the presentation on the various fabrics and their style types available in the country. If computer is not available, explain the locally available fabrics to the students.
3. Now, make groups of 4-5 students. Ask one student to draw the table on the chart paper or on the black board.
4. Now divide the table in to five columns namely
  - Type of Fabric
  - Embroidery
  - Print
  - Plain
  - Embellishment
5. Now, ask the students to take out the sample they have brought with them. Students should come and tell what they feel about the fabric they had brought and will fill the respective column according to the category.

Type of fabric	Embroidery	Print	Plain	Embellishment (Beads, Mirrors, etc.)
Cotton				
Rayon		(Rayon fabric which is printed)		
Wool				
Silk				(Silk fabric which has mirrors on it)
Georgette				

6. Students who were not able to bring the sample will help other students to place the sample and suggest what other combinations can come out of the table.
7. After helping students to paste one sample successfully, ask them to stick the next one using their consensus.
8. After completion of the activity, draw students' attention to various material of fabric, colour and motif schemes, weaving techniques and printing methods through the developed swatches of the fabrics.

**Learning outcomes:**

Students will be able to

- Appreciate the variety of fabrics that are locally made
- Recognize different types of fabrics
- Compare and contrast between different fabrics based on different characteristics.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- The teacher can ask students to create a frame/ wall hanging by stitching together different patches of fabric and decorating it.



## Activity 6. Traffic symbol quiz

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Automotive

### **Background and rationale of the activity:**

When the number of vehicles is increasing exponentially on a yearly basis, road safety methods directly come into the picture. Road safety methods /rules are meant for reducing the risk of accidents and injuries on the road. These rules must be followed by all users who are driving or walking on the roads which include pedestrians, cyclists, motorists, and bus and truck drivers. Since India ranks high when it comes to the number of road accidents, it is now very important to put major emphasis on understanding traffic rules and regulations, so that today's informed students become tomorrow's responsible citizens. This activity aims to enable a student to understand the meaning of various traffic sign boards.

### **Objective of the activity:**

To sensitise students to all the basic road safety and traffic regulations.

### **Material/ Resources required:**

Print out of Indian Road safety signage cards, tape, scissors, table bells, and stopwatch.

### **Note to the teacher:**

#### **Before the activity:**

- Take the print out of the complete Road safety signage chart along with teacher's explanation-question sheet.
- Divide the classroom into groups each having 4-6 students or depending upon the strength of the class.

#### **During the activity:**

- Ensure that every student is participating in the activity.
- Ensure that students answer the questions after ringing the bell. The group who rang first before the listening the questions will lose the 5 points.
- Ensure that students have to answer with the time limit

### **Stepwise procedure:**

1. Start the discussion by asking students:

- What are the various types of transportation system and why road transport is mostly preferred?
  - According to you, what are the reasons for the road accidents?
  - In how many types does the traffic signs are classified?
2. Now, divide the classroom into groups each having 5-6 students or depending upon the strength of the class.
  3. Distribute the signs and symbols sheet to each group. Also, distribute the bells to each group.
  4. Now, when teacher will read the question along with the symbol number, the group which knows the answer will ring the bell. If the group give the right answer, then the group will get +5 points. If they give the wrong response -3 points.
  5. Once the teacher asks the question, for example “Which sign does symbol 5 refers”, every group has 10 secs to respond the same.
  6. The group will maximum scores will provide their strategies on winning the quiz.

**Learning outcomes:**

Students will be able to

- identify common road signs
- associate the common road signs with what they mean










**Customisation/ Extension of the activity according to the local or regional skilling needs:**










- Regional language can be used for sign elaboration.

**Extra information:**









Teachers are advised to take the printout of the symbols given in the Annexure and distribute it among the students.









### Question and Answer Sheet








Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
1.		Stop	No parking	Hospital ahead	1
2.		keep left	There is no road to the left 3	Compulsory turn left	3
3.		Give way	Hospital ahead	Traffic island ahead	1
4.		Right turn prohibited	Sharp curve to the right	U-turn prohibited	3
5.		Pedestrian crossing	Pedestrians may enter	Pedestrians prohibited	1
6.		Keep right side	Parking on the right allowed	Compulsory turn to right	2
7.		U- Turn prohibited	Right turn prohibited	Overtaking through left prohibited	2
8.		Horn prohibited	Compulsory sound horn	May sound horn	1
9.		Roads on both sides in front	Narrow bridge ahead	Narrow road ahead	2

Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
10.		First aid post	Resting place	Hospital	3
11.		First aid post	Resting place	Hospital	1
12.		Hospital	Resting place	First aid post	2
13.		Road closed	No parking	End of speed restriction	3
14.		Narrow road ahead	Narrow bridge ahead	Roads on both sides ahead	1
15.		Railway station near	Level crossing unguarded	Level crossing Guarded	2
16.		Entry through right side prohibited	Entry through left prohibited	Overtaking prohibited	3
17.		Cross road	No entry	Hospital	1
18.		Restriction ends	No entry	No overtaking	2




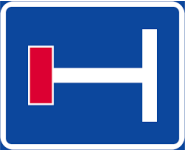



Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
19.		May turn to left	Compulsory go ahead or turn left	Side road left	3
20.		Sound horn compulsory	Sound horn continuously	Horn prohibited	1
21.		Road to the right in front	Compulsory turn right	Turn to right prohibited	2
22.		End of restriction	Do not stop	No parking	3
23.		Go straight	One-way	Prohibited in both direction	2
24.		No entry for motor vehicles	No entry for cars and motor cycles	Entry allowed for cars and motor vehicles	2
25.		Trucks Prohibited	Bus Prohibited	Heavy vehicles Prohibited	1
26.		Students prohibited	Pedestrians permitted	Pedestrians prohibited	3
27.		Drive the vehicle not exceeding 50 km/hr.	Drive the vehicle at 50 km/hr	drive the vehicle exceeding 50km/hr. 1	1
28.		Stop	No Stopping or standing	Junction 2	2

Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
29.		No entry	Ahead only	Entry in both direction	2
30.		Stop on the left side	Compulsory keep left	Turn left	2
31.		Right ascend	Right hand curve	Keep right	2
32.		Left hand curve	Left ascend	Keep left	1
33.		Right hair pin bend	Right ascend and descend	Right descend	1
34.		Left descend	Left hair pin bend	Keep left	2
35.		Right reverse bend	Left reverse bend	Turn right and go ahead	1
36.		Right reverse bend	Left reverse bend	Turn left and go ahead	2

Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
37.		Side road left	Speed limit	Axle weight limit	3
38.		Turn right	Side road right	Keep right	2
39.		Major Road ahead	Cross Road ahead	Narrow road ahead 1	1
40.		Turn right	Turn left	Round about	3
41.		Narrow road ahead	Dangerous dip	Ferry	2
42.		Guarded level cross	Unguarded level cross	Barrier ahead	1
43.		Y-inter section	Y-inter section right	Side road left	1
44.		Y-inter section left	Y-inter section right	Side road right	2

Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
45.		Road to the right in front	There are roads ahead and to the right	Compulsory go ahead or turn to right	3
46.		Slippery road	Gravel road	No entry for motor car	1
47.		Loose gravel	Slippery road	No entry for motor car 1	1
48.		Cycle crossing	Cycle crossing prohibited 1	No entry for cycles	1
49.		Cattle prohibited	Possibility of cattle on road	Vehicles carrying cattle prohibited	2
50.		School ahead	Pedestrians crossing	Pedestrians crossing prohibited	1
51.		Men at work	Children playing	Pedestrian crossing	1



Sr. No.	What does this sign refer to?	Option 1	Option 2	Option 3	Answer
52.		Narrow road ahead	Y-intersection	Road widens ahead	3
53.		Drainage in middle	Bridge ahead	Gap in median	3
54.		Hump or rough road	Zigzag road	Ghat road	1
55.		No thorough side road	Left turn	Bridge ahead	1
56.		Ferry ahead	Main road ahead	No thorough road	3
57.		Parking prohibited	Parking both sides	Police aid post	2
58.		Request to stop the vehicle from behind	Request to pass the vehicle from behind	Request to stop the vehicle from front	1

## Activity 7. Let's become a make-up artist

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Beauty and wellness

**Background and rationale of the activity:**

The beauty and wellness industry are witnessing exponential growth leading to a huge demand for trained professionals like assistant beauty therapists, make-up artists, etc. It is important to introduce students to the basics and create awareness about the various technical know-how needed to practice the profession. This activity will give hands-on exposure to the students to one of the components which can develop their interest in make-up artists.

**Objective of the activity:**

To give a hands-on experience to the students in applying colours and lipsticks on the face cut-out sheets.

**Material/ Resources required:**

Lipstick, lip liner, pencil colours, printout of face cut-outs and napkins/tissue/cloth.

**Note to the teacher:**

**Before the activity:**

- All the face cut-outs should be kept ready.
- Bring the waste/ used lipstick and lip liners available.
- If lipsticks and lip liners are not available, crayons and pencil colours can also be used.
- Divide the students into group of 5-6 students or depending upon the strength of the class. Ensure that students who are generally more interested in this activity be equally divided in each group.
- Provide the following situations to the students:
  - Visiting a planet where friendly elves live
  - Visiting a classical dance program
  - Visiting a hospital
  - Visiting India in 18th century
  - Attending any festival of India

- Visiting in early 19th century
- Visiting in any other country in Asia, Africa or Europe
- Visiting a comic con event

**During the activity:**

- Maintain the decorum of the class.
- Encourage all the students to participate in the activity irrespective of their gender.
- Ensure that students are able to design the face layout

**Stepwise procedure:**

1. Initiate the discussion by asking some questions, for example:
  - What do you understand by beauty and wellness?
  - What services do you think come under the beauty and wellness sector?
  - List out the beauty items you have seen nearby.
  - What beauty product(s) do you apply during summer and winter seasons?
2. Along with the discussion, explain about the beauty and wellness sector.
3. Now, divide the students in the groups and distribute face cut outs along with the situations to the groups. Every student in the group has to develop a story and design the face of the character in that story.
4. Every student has to beautify their face template by applying minimal colours. They are also allowed to develop face features of their template in accordance with the situation given to them. All the groups will be given 1-2 hours to design their character. Students must include diversity of genders in their story.
5. Once the group has finished the designing and development of the character, the first group will be given 15-minute to improvise act according to the situation. Students can also converse using the reference of the face template.
6. Once the first group completes their act, the second group will start involving the discussion of the first group in their conversation and proceed the activity. The other group will follow the same pattern till the last group.
7. At last, ask students what they have learned and enjoyed in this activity.

**Learning outcomes:**

The students will be able:

- to get introductory technical knowledge related to the beauty and wellness sector.
- to understand another student perspective in team working.
- to learn the implementation of knowledge via hands-on exercises.
- to develop observation skills needed in the trade.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- A beautician can be called who can provide their know-how on beautifying the face with the help of face template.

**Extra information:**

Teachers should take the printout of the templates available in the Annexure for the activity and distribute it among the students.

## Activity 8. Hand decorator

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Beauty and Wellness

**Background and rationale of the activity:**

A mehndi is a form of temporary body art or skin decoration. A mehndi specialist performs various duties such as manicure and pedicure and application of mehndi. The mehndi specialist needs to be knowledgeable on health safety and hygiene, range of basic hand care services and hand care beauty products. The beauty and wellness industry are a booming sector which puts a huge demand for trained personnel like Assistant Beauty Therapist, Make-up Artist, nail artists etc. This activity attempts to give some hands-on experience towards mehndi design and nail shapes/art.

**Objective of the activity:**

To develop mehndi and nail designing skills in students

**Material/ Resources required:**

A4 sheets template, thin black marker, small paint brush, poster/ watercolour and if possible, an assortment of nail paints, mehndi cones

**Note to the teacher:**

**Before the activity:**

- Collect a range of different nails art forms and paste them on a piece of the chart.
- Ask the students to bring the mehndi cone and a used nail polish from their home. If not possible by students, then ask them to bring their poster colours.
- Keep excess of mehndi cones in hand if student do not bring one with them.

**During the activity:**

- Ensure that every student is participating in the activity.
- Encourage every student to make a very beautiful design art on their templates.

**After the activity:**

- Ensure that students wash their hands after the completion of the activity.

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What do you understand by the term “grooming”? What are the various types of grooming?
  - Why skin care is important? And what all activities are involved in skin care activities?
  - What is role of nail polish and mehndi on hands?
2. Along with the discussion, explain students the role of nail polish, nail manicure, hand manicure and mehndi on improving the quality of the skin, nail cuticles, nails and on health.
3. Now, distribute the hand templates as two separate sheets to the students. Ask the students to take out their mehndi cones and nail polish or water colour. Also show students various designs related to Mehndi and nail arts.
4. Students will be given 2-2.5 hours to make their designs-both the nail art and mehndi design.
5. At the end of the activity, teacher will collect the design carefully and make a collage out of the design. Also, the teacher will ask students what they have learned in this activity and what they have enjoyed the most in this activity.

### **Learning outcomes:**

Students will be able to

- compose some basic nail art and mehndi designs
- learn about the nail manicure and hand manicure to improve the skin health.

### **Customisation/ Extension of the activity according to the local or regional skilling needs:**

- If hand templates are not possible, then ask students to take a sheet out of their drawing book and draw outline of their hand along with nails on it. Fill colours in the outline of the nails by their hand. Then use the mehndi cone to create a design on their hands carefully without damaging the nail paint. Then ask them to compare their handmade nail to the given nails.
- Teachers may also choose to make groups of 5 students. One cardboard hand is shared by one group of students. Therefore, each student can work on only one nail. (As depicted in the illustration)

**Extra information:**

Teachers should take the printout of the templates available in the Annexure for the activity and distribute it among the students.



## Activity 9. Size-Wise

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Mathematics, carpentry, construction.

### **Background and rationale of the activity:**

Measurement is important concept as it helps us to quantify the world around us. Various countries follow different processes of measurement, different units or systems for measurement, and different types of measuring tools. This all are critical for students to develop an understanding of the world around them. Students find struggle with reading various measurement tools, in using the studied metric system in measuring real objects and knowing which tool is for which measurement. This activity will help students to understand the concept of measurement and know the role of different types of tools used in measuring objects.

### **Objective of the activity:**

To develop awareness among the students about different measuring units used for measuring different objects.

### **Material/ Resources required:**

Measuring tools like ruler, measuring tape, measuring glass, milkman measuring cups, weighing scale (electronic or traditional), measuring weights (50gm, 100gm, 500 gm), a school cover roll or a calendar, paper sheet, marker/pen

### **Note to the teacher:**

#### **Before the activity:**

- Arrange different types of measuring tools as listed in the activity.
- Divide the students in the group having 4-5 students or depending upon the strength of the class. Ensure that the quieter students in the class are distributed in all the groups.
- Provide the situations to the students to use measurement instrument in measuring objects:
  - Measure the length, breadth and height of the benches, table, room, blackboard and other measurable things available in the classroom.
  - Measure the sizes of notebooks and books



- Measure the weight of the notebooks/ books/ stones/ lunchbox/ bottle/ duster or anything which is measurable.
- Measure the volume of drinking water in your bottle.
- Measure the height and weight of your friend.
- Measure and calculate the area/ volume of your classroom
- Measure the stated situations in following systems
  - Inches, Miles, Yards, Feet.
  - Ounces, Pound, Tons
  - Gallons, Quarts, Pints, Fluid Ounces, Cubic Yards, Teaspoons, Tablespoons

**During the activity:**

- Explain about different types of units and their conversions along with other measuring systems to the students.
- Aid students in calculating the activity on board. Ensure that the quieter students have a chance to come forward and solve the conversion.
- Ensure that students do not hurt themselves during the activity.

**Stepwise procedure:**

1. Start the discussion by asking students
  - What are the different types of measuring units you have learned in previous class? Do you remember its conversion table?
  - What are the various measuring instruments you have seen in your daily life? And where have you seen them?
  - What are the other measuring systems used for measuring objects?
  - Have you measured anything using measuring instruments in your daily life?
2. Divide the students in a group of 4-5 students or depending upon the strength of the class. Now showcase the students' various types of measuring instruments used in our daily life. Explain to the students about the usage of these instruments.
3. Now, ask a student to write the conversion table on board. Distribute papers and 2-3 situations to a group to measure the object in the 15- 20 minutes.
4. Once the group has calculated the metric value, they have to provide the answer in the above stated measuring system within the stipulated

countdown of 30. Every student in the group has to solve each part of the situation on the blackboard.

5. Each quieter student in the group will be given the title “Solver” who will solve the conversion before the stipulated countdown. If she solves the conversion before the time +40 seconds will be extra awarded to that group to solve the rest of the conversion.
6. Similarly, all the other groups will perform the activity.
7. Ask the students at last what they have most enjoyed about this activity and what they have learnt from this activity.

**Learning outcomes:**

Students will be able to

- measure the length, width, height and weight of items like chair, table, books, bottle etc.
- recognize the usage of various measuring systems and to conversion from one system to another system.

**Extra information:**

Teacher can prepare their own conversion chart for various units and can use it for teaching purposes.

## Activity 10. Reducing, Reusing and Recycling

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Handicrafts/ Green skills

### **Background and rationale of the activity:**

For a sustainable future, conserving our environment and its natural resources has become a necessity. Since there is a vast increase in the consumerism behaviour in the people, it has now become a pertinent need of the hour to revive the concept of optimum utilization of the resources. To educate the students about the three R's - Reduce, Reuse and Recycle at an early age in schools will make an impact on the students which will lead them towards a sustainable lifestyle. This activity aims to increase the observational and creative thinking skills of students, while directing them towards the path of imbibing the eco-friendly habits and to understand about practices of the three R's- Reduce, Reuse and Recycle.

### **Objective of the activity:**

To develop awareness, creativity and innovativeness among the students about the three R's (Reduce, Reuse and Recycle)

### **Material/ Resources required:**

Waste material (like cardboard, empty plastic bottles, cartons etc.), stopwatch.

### **Note to the teacher:**

#### **Before the activity:**

- Ask students to bring the different type of waste materials from their homes or parents offices like Plastic Waste like bags, containers, jars, bottles made of plastic; Paper/Card Waste like newspapers, packaging materials, cardboard, etc.; Tins cans and Metals which can be found in different forms in our homes.
- Put the materials in large box or carton.
- Prepare the pre-hand knowledge on 3 R's (Reduce Reuse Recycling) and Green Skills of waste management.
- Instruct students to bring mentioned non-use material from their home.

- Bring a few things which are not useful (mentioned waste materials) present at home or surroundings.
- Bring a few products made out of waste/ recyclable materials.

**During the activity:**

- Showcase a few examples from the internet or print materials.
- Encourage the students to be sensitive towards the environment and use their creativity and innovativeness.

**Stepwise procedure:**

1. Initiate the discussion by asking the following questions to the students or organize an extempore discussion by posing the following questions:
  - What do you do with your old clothes, bag, shoes and stationery?
  - What you/ your family member do with empty plastic bottles, cartons, newspapers etc.
  - Is it important to reuse/ upcycle the waste or recyclable materials?
2. Elaborate the waste management concepts based on the following points:
  - Do you know what are the three R's (Reduce, reuse and recycle) of waste management?
  - How you as a student can practice 3 R's (Reduce, reuse and recycle) in your everyday life. Example: Using their notebook wisely and using both sides of the paper, using refillable pens instead of throw away pens, carrying reusable water bottles instead of use and throw, collecting waste paper and rough work sheets for craft purposes etc.
3. After discussion and briefing, following pointers needs to be followed for performing the activity:
  - Divide the students to form groups each having 4-5 students.
  - Now within 1 minutes a group have to segregate the items placed in the carton under three groups as:
    - Paper/Card Waste
    - Plastic Waste
    - Metals and Glass
  - Those groups with less time segregating the placed waste items into above three groups will win.

**Learning outcomes:**

Student will be able to

- understand the different types of waste
- understand the 3 R's (Reduce, reuse and recycle)
- explain the importance of waste recycling and reuse
- identify the possible usage of waste
- reuse and recycle different types of waste products

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- Students can be asked to make new items/ products/ articles out of that waste material.

# Activity 11. World of Artefacts

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Product design, handicrafts, creativity, design thinking.

## **Background and rationale of the activity:**

Artefact is a general term used to indicate an item made by human beings. Artefacts can include art, tools and clothing which are made by people of any time and place and it could be anything that we use in our everyday life. If students are exposed to the artefacts, they can get ideas to make more products which are small and useful. Also, students can think of modifying things around them and to make them more useful. This requires skills like product design, manufacturing, handicraft industry, etc. Examples like a Pen, which is available in hundreds of varieties to suit the fancy and utility of people. Simple activities around this thought can provide students opportunities to engage in creative thinking and design thinking.

## **Objective of the activity:**

To bring about awareness on how culture can influence the diversity of artefacts

## **Material/ Resources required:**

Any artefact like lock, pots, vessels, etc. or the coloured pictures related to various artefacts.

## **Note to the teacher:**

### **Before the activity:**

- Arrange some modern artefacts of the different varieties which can showcase and connect earlier culture with today's usefulness.
- Ask the students to ask their parents about the thing which can have the artefact value or design attached to it. Students may bring an inexpensive artefact for the "show and tell" in class.
- Those students who could not bring an artefact for the activity may look up for picture of artefacts online and present about them.
- If artefacts are not available, various pictures regarding to the artefacts can be printed.

### **During the activity:**

- Ensure that every student is able to participate in the activity.

- Encourage students to speak up as much as possible.
- Ask the students questions about their artefacts during presentation like:
  - What is the name of this artefact? From which material has this product been made? (Iron, Brass, Plastic, mixed, etc.)
  - Does this artefact come in any other shapes and sizes?
  - What does the design on the artefact signifies? What is the purpose of this artefact?
  - If it is a working device, then how does it work? (Number lock, lock & key, sliding mechanism, digital form, etc.)
  - How is this particular design (say, of the lock) useful for the user?
  - Where is it used? (say, in suitcases, doors, jewellery box, etc.)
  - What patterns and artwork can be seen on the artefact? (say, carvings, paintings, symbols, etc.)

### **Stepwise procedure:**

1. Start the discussion with students by asking:
  - What is the importance of learning history in our life? Why do we study history?
  - Why do we like the structures and monuments designed by our ancestors?
  - Which type of ancient structures do you like? Where do you want to visit to see the ancient monuments?
2. Along with the discussion, explain the students about the importance of artefacts and its usage in modern designs.
3. Ask the students to take out their artefacts that they have brought and ask them to discuss about it with their classmates.
4. Ask a student to present about their artefacts that they have brought from home. The student should talk about its origin and the specialties of the artefacts.
5. If more than two students have brought similar/ same artefact, then they should collaborate as a group and should discuss similarities and dissimilarities in their designs.
6. The teacher may also discuss on how culture can influence technological artefacts.

7. Apart from this, the teacher should indicate the use of these artefacts as a medium of unique product designs in the field of entrepreneurship.
8. At the end of the activity, the teacher can help the students in creating a portfolio of the artefacts by clicking the photographs and writing their views on the artefacts they have seen.

**Learning outcomes:**

Students will be able to:

- recognize and appreciate the diversity of designs for an artefact.
- compare designs in terms of structure and function.
- identify different elements within one type of artefact.
- relate culture to artefacts.
- develop empathy towards end-users.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

Teacher can use local resource if artefacts are not available.



## Activity 12. Create your own Care Box!

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Health care and paramedical services

### **Background and rationale of the activity:**

First aid training helps people to provide emergency cure to the affected persons in the workplace or any locations thereby reducing the number of accidents and injuries. Students encounter with situation which requires basic knowledge of first aid and handling. The longer one waits for immediate treatment, the more severe the injury can become. Therefore, first aid treatment plays a vital role and helps in reducing the risk. With this consideration the activity aims to impart the knowledge of identification of first aid items used in various situations.

### **Objective of the activity:**

To make students aware about the various first aid items and its uses.

### **Material/ Resources required:**

Printed sheets of the first aid icons, cardboard boxes, scissor, glue etc.

### **Note to the teacher:**

#### **Before the activity:**

- Arrange the printed sheets of first aid items which includes Scissors, bandage, stethoscope, gauze pads, antiseptic cream, adhesive tape, antiseptic liquid, spirit, injection, thermometer, ORS, oximeter, sphygmomanometer, tweezers, disposable gloves, surgical masks, paracetamol tablets, pain-killer tablets, antacid, emergency blanket, pressure (elastic) bandage, Tincture benzoin, surgical blade, knife, instant cold pack, crêpe rolled bandages, sterile eye bandages, cleaning wipes, hydrogen peroxide
- Provide the situations (as stated below) to the students in slips:
  - Your sister is flying the kite and she cuts her finger while holding the taut string.
  - Your brother is cooking and he burns his finger while ironing his shirt.
  - Your mother is cutting vegetables and by mistake cuts her finger with the knife.
  - During a winter day your friend went out shopping, as s/he comes back home s/he cannot able to breathe.

- Your father is walking and he trips on a stone. He sprained his ankle.
  - You and your friend are running and your friend falls down by tripping on a rock.
  - Your sister has eaten some wild berries from the shrubs while playing, and she started vomiting.
- Divide the students in a group each consisting 5-6 students.
  - Draw the word search puzzle and the cross-word puzzle on the board.

**During the activity:**

- Ensure that every student is able to participate and understand the clues for the activity.
- Attach the printed first aid items on the wall so that students can understand what they have to use in particular situation.

**Stepwise procedure:**

1. Start the discussion by asking the following questions to the students:
  - What do you understand by first aid? And when do you think it should be given to a person?
  - What are the items do you think comes in a first aid box?
2. Now, divide the students in group, with 5-6 students in each group, depending upon the strength of the class. Explain the students the various first aid items through the pictures.
3. Provide the situation to the groups with 15 min to discuss among themselves the first aid items to be used in their situation. After the discussion, draw two-word search puzzle on the board each having the first aid items hidden into it.
4. Ask the group representatives to spot the hidden items in the puzzle within the countdown of 10. After the first group, the second group will search their words and so on till the last group has found their words.
5. After the completion of this puzzle, the crossword puzzle will be drawn on the board, the teacher will ask the hint questions, and within countdown of 10, any group representatives have to come and fill the puzzle.
6. At last, teacher will ask random student to summarize the activity by continuing the previous student's statement.

**Learning outcomes:**

Students will be able to

- Understand the purpose, importance and use of First Aid kit
- Recognise the component used in First-Aid kit
- Engage in creative thinking and decision-making process.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- More number of situations can be developed depending upon the local needs.

**Extra information:**

Instead of drawing on board, teacher can take the printout of both puzzles, given in the Annexure, and distribute it among the student.

# First Aid Items

## Across:

2. used on minor skin sores and wounds to protect the area from irritation and infection
3. an instrument for measuring blood pressure
4. a substance which neutralizes stomach acidity and is used to relieve heartburn, indigestion or an upset stomach.
7. a bandage that's designed to apply pressure to a particular area of the body.
8. a non-invasive method for monitoring a person's oxygen saturation.
10. to wrap the wounds
11. to control bleeding from a major wound or to absorb any discharge from a minor wound.
14. a type of fluid replacement used to prevent and treat dehydration, especially due to diarrhoea.
16. a common painkiller used to treat aches and pain. It can also be used to reduce a high temperature.
17. a way of administering a liquid to a person
18. help keep germs and infection from spreading to you and to the other person
19. a device that enables you to measure your temperature
21. to clean scrapes or wounds. handy for cleaning injuries when there's no clean water nearby
22. used on the skin to prevent infection of minor cuts, scrapes, and burns.
24. for covering and cleaning wounds, as a soft eye patch
25. substances that help to stop the growth of microorganisms on the skin

## Down:

1. used to reduce swelling and relieve discomfort from insect bites to sport injuries
5. allow us to grab, grip, place, remove or hold items that are too small or delicate for our fingers to manipulate
6. a type of pressure-sensitive adhesive tape used in medicine and first aid to hold a bandage or other dressing onto a wound.
9. An analgesic drug
12. to cut bandages
13. a cream which soothes and heals wounds, protects against infection and can be used to treat cuts grazes and minor burns
15. to hear breathing
20. used in emergencies to reduce heat loss in a person's body caused by thermal radiation, water evaporation and convection.
23. use as support for sprains and strains in joints and muscles

## Activity 13. Let's make our soap

**Duration of the activity:** 1-2 hours

**Vocational area(s) under which activity falls:** Travel, Tourism and Hospitality, Healthcare

### **Background and rationale of the activity:**

Germs are found everywhere and at every surface of the items. It is recommended to clean hands with soap and water so as to reduce the effect of these germs on our immune system. Hand washing is much important for the children as play around making their hands and clothes dirty. They then use same uncleaned hand to eat things which can cause health problems. Developing the attitude in the students to use soap to clean their hands will be beneficial for their health. This activity will enable students to make their own paper soap through leftover soap pieces and will ensure that they are cleaning their hands regularly.

### **Objective of the activity:**

To develop the students' skill to craft the paper soap.

### **Material/ Resources required:**

Leftover soap pieces, bowls, plate or tray, water, 20-25 blank papers, scissor/cutter, a water filled pot, mopping cloth, stapler

### **Note to the teacher:**

#### **Before the activity:**

- Ask students to start collecting leftover soap pieces in advance at least a week before.
- Keep a water filled pot inside the classroom and keep storing all the leftover soaps in it. Once or twice a day mixed the content of pot by stirring it with the stick so that the water turns soapy.
- Divide the students in the group of 4-5 students each depending upon the strength of the class.
- Cut the papers in to rectangular pieces of 3 cm \* 5 cm sizes so as to make a good and handy size for paper soap.

#### **During the activity:**

- Help students by guiding them not to make their paper strip too much soggy in the soapy water solution.
- Ensure that every student is able to do the activity.

- Ensure that there is no throwing of soapy water among the students as it can make the floor slippery and can cause accidents due to slipping.

**After the activity:**

- Ensure that every student washes their hand after the completion of the activity.

**Stepwise procedure:**

1. Start the discussion by asking students the following questions:
  - Why do we clean hands and what will happen if we don't wash our hands?
  - What types of diseases can be avoided by washing our hands?
  - Is washing hands only important before and after eating food? What are the other reasons for which we should wash our hands?
  - Can you tell the name of the soap you use for washing your hands?
  - What are the ingredients you think goes in soap preparation?
2. Now divide the students in the group of 4-5 students each depending upon the strength of the class.
3. Recall the soap collection process with the students and share the bowls filled with collected soap dissolved water.
4. Now, distribute 6-7 paper stripes to each student in the group.
5. Ask students to dip their paper pieces in the soapy water solution and place it on the tray.
6. Dry the paper stripes in the sun.
7. Staple the pages and paper soap is now ready to use.

**Learning outcomes:**

Students will able to craft their handmade paper soap which they can use in their school.

**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- Discuss the advantages and disadvantages of paper soap in comparison to other cleaning resources.

**Extra information:**

Recycling waste make students understand that some of the substances we see in daily life combine to make cleaning agents.

## Activity 14. Let us make headlines

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Media & Entertainment, literary skills

### **Background and rationale of the activity:**

The term NEWS is a special acronym which tells about new happenings in the cardinal directions. The term is actually the plural form of the word “new” and the word is essentially used to convey "new information". News tells us about what is happening around us through the medium of digital, print and electronic and often includes audio and visual elements. Connecting people through this medium or media is generally known as mass media. Mass media various categories like Print/Publishing, Broadcasting, Digital Media, Outdoor Media which covers a variety of media tools like TV, Radio, newspapers, magazines etc. which are used to communicate with the masses. This activity aims to enable students to develop headlines to any news story.

### **Objective of the activity:**

To develop the writing skills in students by providing appropriate headlines to the stories.

### **Material/ Resources required:**

Newspapers from last 20 days (both in English and regional language), notebooks, pens, table bell

### **Note to the teacher:**

#### **Before the activity:**

- Divide the classroom into groups each having 3-4 students or depending upon the strength of the class.

#### **During the activity:**

- Ensure that every student is participating in the activity.
- Ask any student in the middle of the activity to tell the recent 3 previous news articles s/he has read in the activity.
- Ring the bell after every 24th minute for indicating student to complete their screening and analysing of the paper

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What are the various sections available in a newspaper and what are their functions?
  - What type of news articles do you like to read in the newspaper and why?
  - How much time do you spend on each page of the newspaper?
  - What do you most like or most dislike about the newspaper?
  - Do you know the format of writing a news article in a newspaper?
2. Along with the discussion, also explain about the history of newspapers in India and its role in independence, writing techniques in print media agencies i.e., the concept of inverted pyramid and 5W1H (What, when, whom who, why and how) etc.
3. Now, divide the classroom into groups each having the 3-4 students or depending upon the strength of the class.
4. Distribute the newspapers in the group. Every group has to go through the newspaper and has to note the words which are new to them. Also, they have to notice the structure of the news article apart from the news headlines.
5. The groups will be given 55-60 minutes to read the newspaper, understand the structure and write the new words.
6. Now, the group will be submitting their newspapers and will start preparing the story using the new words. All the groups will be provided with 30-35 minutes to prepare their story. The students can exchange the words among their teammates. In addition, students can prepare an article on any topic they want but it should follow the concept of inverted pyramid and 5W1H.
7. Before presenting the article, every group will be given the alphabet.
  - If the headings of the presenting group will match with the article as compare to other headings, all the other groups have to give a letter from alphabet to that group corresponding to the number of suggestions they made towards the headings of the article.
  - If the headings of the presenting group do not match with the article as compare to other headings, all the standing group have to give a letter from alphabet to that other group corresponding to the number of suggestions they made towards the headings of the article.



- The teacher will be the judge and the presenting group will have the right to put their views on the headings.
8. The first group will start presenting their articles. Each student in group 1 will present the article without telling them any heading. One member of the group will write the words on the board they have encountered in reading the papers.
  9. After the group 1 completion, all the students will provide the headings to the articles. If the student gets more headings for their article, then they will reveal their headings for the article and the group will be scored according to the rule.
  10. Similarly, all the group will present their articles. At last, the teacher will ask the students to make a word from letters remaining with the group.
  11. The teacher will conclude the activity by asking students what they have learned in this activity and what they have enjoyed in this activity.

**Learning outcomes:**

Students will be able to:

- understand the creation of news headlines
- understand the writing techniques of news articles
- learn new words in regional and English language.

## Activity 15. Comic Strip

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Media and Entertainment, designing and sketching, literary skills

### **Background and rationale of the activity:**

Comic strips have been used by newspapers for decades as a creative way to acknowledge current events, voice opinions, and entertain readers while keeping them up to date with the current affairs. It can be used as a teaching tool so as to engage students of different learning styles with engaging their multiple senses at once. These strips help student to practice essential skills like reading, understanding visual concepts, understanding context clues, speaking, and ultimately, communicating complex ideas in the span of 3-4 panels. If the characters in the strips are showcases someone a student can relate, then these strips can be a great aid in developing empathy and other valuable soft skill that will help the students to be well-rounded individuals in the future. Depending on the comic strip, it can also make them laugh, helping you ease the tension and stress they may be feeling after being in school for hours.

Being versatile in nature; they can be used in a wide variety of subjects, ranging from history and literature, to math and science. With the right comic strips, teachers can help students develop their higher-order thinking skills like analysis, evaluation, prediction, inference, and many others. This activity aims to develop students' designing and delivering skills while attending an issue.

### **Objective of the activity:**

To develop students' skills in addressing an issue using comic strips

### **Material/ Resources required:**

Pen, pencil (HB, 2B, 6B, 9B), eraser, scale, rim of A4 blank paper, clipboard or notebook.

### **Note to the teacher:**

#### **Before the activity:**

- Ask students to bring pencil (HB, 2B, 6B, 9B), scale and eraser with them and also arrange the sufficient quantity of mentioned grade pencils. Also arrange spare clipboards

- Divide the classroom into the groups each having 2-3 students or depending upon the strength of the class.
- Provide the following situations to the students:
  - Standing in the railway station
  - Standing in rain
  - Standing in front of school
  - Standing in front of clowder (cats), herd (deer, cows), tribes (goats), tower (giraffes)
  - Standing in front of roller
  - Standing in front of parliament
  - Standing in front of statue
  - Standing in traffic
  - Standing in front of STD-PCO

**During the activity:**

- Ensure that every student is participating in designing their caricature/ comic strip.

**Stepwise procedure:**

1. Start the discussion by asking students:
  - Do you read comic books? Which type of comic books do you like?
  - What do you enjoy the most in reading the comic books?
  - Do you have a collection of any comic books? Which character do you enjoy the most in reading the most?
  - From where do you buy your comic books? Do you read it online or offline?
  - Do you read comic strip in the newspaper? What was the last comic strip you have read in your newspapers?
  - What is the importance of comic strip according to you in our life?
2. Along with the discussion, explain the students about the origins of the comics and its use in journalism.
3. Now, divide the classroom into groups each having 2-3 students or depending upon the strength of the class.

4. Distribute 2 situations to each groups along with 9-10 A4 sheets. Each student will have 3 sheets. Ask them to take their pencils, scale and eraser.
5. Ask them to take their A4 sheets and fold it to make four squares out of the sheet. Now, they have to draw the margin of 5cm at every side of the sheet. Tell students that they have drawn 4 panels on their sheets. In this panel, they have to craft their character and their story according to the situation.
6. Students should not draw on back side of their page as it will smudge the design on the first page. If they want to continue their story, they can use their second sheet.
7. “Now, tell students that their story should have connection in two situations. They are allowed to further divide their panels. Also, all the group have to include some component of the preceding group so as to make the continuation of the story.”
8. All the groups will be given 1.5-2 hours for design and draw their characters and their story.
9. After the completion of 2 hours, students will be given 30 minutes to finalise and submit their comic strip to the teacher.
10. Once the group has submitted their comics, the first group will come and explain the plot of their comics. Similarly, the second group will explain their plot and so on.
11. Now, the teacher will compile the strips to make a full story of the comic and each group will come and see the compiled comic.

### **Learning outcomes:**

The students will be able to learn

- to work collaboratively as a team to achieve the success.
- to do a creative work.
- to disseminate their messages through the medium of comics.

### **Customisation/ Extension of the activity according to the local or regional skilling needs:**

- The students can meet a local cartoonist person who can explain to them the challenges and fun of this field.
- If the students want, they can also make the individual stories in their group beside including the reference of preceding group’s story in their plot.

## Activity 16. Sell it, if you can!

**Duration of the activity:** 1-2 hours

**Vocational area(s) under which activity falls:** Organised Retail

### **Background and rationale of the activity:**

Selling any product or item is an art. It is easy to make or design a product but to convert that product into money is an art. Selling requires presence of mind and communication skills. This activity provides hands-on experience to the students to understand the nuances of selling and types of selling prevalent in the market. Students will learn to utilise their vocabulary through their communication skills.

### **Objective of the activity:**

To understand the art of marketing and selling goods through various methods prevalent in the market.

### **Material/ Resources required:**

Use any product of choice available in the classroom or in the surrounding like table, bag, books, hand-made incense sticks, shoes, computer, chairs, sport items, pest control services, vegetables etc.

### **Note to the teacher:**

#### **Before the activity:**

- Divide the students into two groups - one group may be designated as “Buyers” and other as “Sellers”. Sellers can be in a group of two to three students.
- Provide the situation (as stated below) and type of selling method to the students in slips.
  - Standing in front of a school
  - Standing in front of a cinema theatre
  - Standing in front of a haat-bazaar
  - Standing near an airport
  - Standing near a railway station
  - Standing in front of a hospital

- Provide 15 min per group for preparation of ideas and narration. Students should not write the narration and have to improve the situation.

**During the activity:**

- To act as a mild deterrent and encourage both students to sell their products.
- To bargain with the students and negotiate the price
- If the students are not able to negotiate with the buyer and teacher, the teacher should agree on their price.

**After the activity:**

- Indicate the good point in the conversation among the students' discussion.

**Stepwise procedure:**

1. Divide the students into buyers and sellers according to their choice. Make sure they are in equal numbers.
2. The seller group is then asked to take the slip from the teacher's hand.
3. The teacher notes the situation given to the seller group.
4. The students then start to prepare their opening sentences for the act.
5. The first group should start selling to their buyers. Teachers are allowed to deter the seller's goal by confusing the buyers to which seller side students have to improve their situation and to convince their teacher and buyer.
6. In the similar way, all the groups should proceed and try to sell their ideas to buyers and their teacher.
7. After the completion of the activity, the teacher should ask students about conversational skills they liked during the improvisation act.

**Learning outcomes:**

Students will be able to

- understand the parameters behind designing a selling plan.
- learn about collaboration and negotiating skills through this activity.

## **Activity 17. Make your own-NO stitch Cardboard/CD Coasters**

**Duration of the activity:** 2 -3 hours

**Vocational area(s) under which activity falls:** Textile, handicraft.

### **Background and rationale of the activity:**

Most of the discarded fabric is not reused and ends up in the landfill. The upcoming industry of sustainable products flourishes on innovative ideas from individuals who see an alternative way to upcycle the discarded and create business opportunities.

### **Objective of the activity:**

To develop students upcycling skills through the fabric coasters making technique

### **Material/ Resources required:**

Few discarded patches of fabrics (size 15 cm\* 15 cm or roughly 6 inch \*6 inch), scissors, black sketch pen or black pen, gum, a few discarded CDs or pieces of thick cardboard (approx. size 6x8 inches)

### **Note to the teacher:**

#### **Before the activity:**

- Familiarize with the concept of upcycling and different types of upcycled products being made and is currently available in the market. Also, familiarize with idea of fabric coasters and its various types available in daily use.
- Ask the students weeks in advance to collect colourful discarded clothes and discarded CDs from their home. If CDs are not available, provide students with cardboard sheets.
- Bring a few extra CDs and cardboards, if the students are not able to bring with them, it can be shared with them.
- Make a few samples of the coasters which will help students to understand the idea of the design.

#### **During the activity:**

- Ensure that students follow all steps of creating a CD / Cardboard fabric coaster.

- Ensure that every student is able to participate in the activity

### **Stepwise procedure:**

1. Start the discussion by asking students:
  - What do you understand by “sustainable”? What are the factors involved in sustainable living?
  - What do you understand by upcycling? How is it different from recycling?
  - What are the various products you have upcycled in your home?
2. Along with the discussion, explain the role of sustainable development, Upcycling, three R’s – Reduce, Reuse and Recycle in our life in a simple language.
3. Now, ask the students to bring out their collected discarded clothes, black pen, CDs or Cardboard piece, scissors and gum.
4. Students are now required to trace around the outline of the disc with a pen on a piece of cardboard. This will cover the centre hole of the CD. Cut the outlined cardboard using the scissors.
5. Now, students should now trace the same outline of the disc on the fabric that they have bought. They should keep the disc or the circular cardboard cut-out on the fabric and with the help of pen or black sketch pen trace the outline of the disc on to the fabric. Cut the outlined circle out of the fabric and stick it to one side of the disc with the help of gum.
6. Stick the cardboard pieces on another side of the CD (the coloured side) with the help of gum and wait for it to dry.
7. The coasters are ready. Students can make an attempt to make a set of 4 coasters either using the same fabric or different fabrics.

### **Learning outcomes:**

Student will be able to

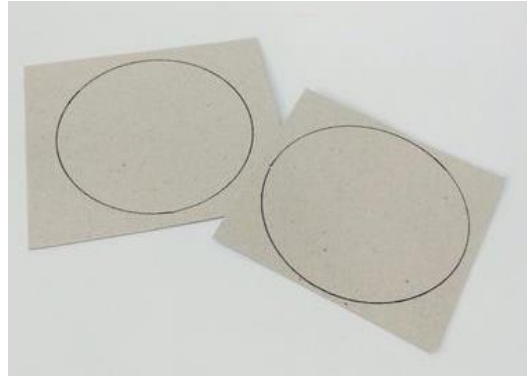
- Learn about how to make Fabric coasters using discarded CDs
- Appreciate the efforts of craftsmen and upcycling artists.



**Customisation/ Extension of the activity according to the local or regional skilling needs:**

- If CDs are not available, students can cut the cardboard pieces and stick the fabrics on one side of the cardboard also.

**Extra information:**



**Fig: CD coasters**

# Activity 18. Know your tourism and hospitality industry

**Duration of the activity:** 2-3 hours

**Vocational area(s) under which activity falls:** Travel, Tourism and Hospitality

## **Background and rationale of the activity:**

The tourism industry is an important sector for every state as it generates employment and adds up to the economy of the country. The varying climatic and biogeography conditions along with historic significance in various parts of India has led to the development of various tourist spots in form of Wildlife Sanctuaries, National Parks, Heritage and pilgrimage sites. This set of activities helps to sensitize students to the various tourist locations in the country and the associated hospitality industry.

## **Objective of the activity:**

To bring about awareness of various terms used in the tourism and hospitality industry

## **Material/ Resources required:**

Print-outs of the puzzle, pencil

## **Note to the teacher:**

### **Before the activity:**

- Familiarizes with all common terminologies associated with the tourism and hospitality industry. (These terminologies should include the ones mentioned in the activity as well as a few basic others.)
- Divide the students in the group of 4-5 students depending upon the strength of the class.
- Give different worksheets to different students so as to avoid copying.

### **During the activity:**

- Encourage students to speak up as much as possible about their experiences in the form of story.
- Provide the students 10-15 minutes to prepare their adventure story using the words in their worksheet.
- Ensure that every word is used in the story

- Ask the students to explain the words in the puzzle after completing their story.

### **Stepwise procedure:**

1. Start the discussion with asking following questions to the students like:
  - Have you ever travelled to any place?
  - What was the purpose of your travel?
  - How did you prepare for your travel?
  - What modes of transport did you use to reach your destination?
  - Did you stay with family or at a hotel?
  - Describe your experience in the hotel.
  - During traveling, where do you eat your meals?
  - Which places have you travelled to?
  - What is your most memorable travel experience?
  - Which places in India, according to you which is the most favourite amongst tourists?
2. Now, explain the students the basics of tourism and hospitality- it working, why it has been developed, what are the things required in the smooth working of this industry, which things/ part are supporting this industry as its subsidiaries and other relevant topics related with this industry in an easy and simple manner.
3. Divide the students in the group of 4-5 students depending upon the strength of the class and distribute the worksheet individually to all the students.
4. Ask students to find the words in the word puzzle in countdown of 20. After the countdown ask students to sit in their groups and start preparing a play on the remaining words, they all will be finding in the puzzle.
5. All the group should be given 20 minutes to frame a story including all the team members and should include all the words. Each student should improvise the story after the next student in their turn of speaking so as to make the connection in the story with the founded words.
6. Students can ask teacher to explain the words which they are not able to understand.
7. At the end, the teacher can ask all students to share what they learnt for concluding the activity.

### **Learning outcomes:**

Students will be able to:

- recall simple terminologies related to tourism and hospitality industry
- to craft the story telling skills using simple terminologies related to tourism and hospitality industry

**Extra information:**

Teacher can take the print out of the puzzle available in the Annexure and distribute it among the students.

## **Activity 19. Let us make a menu card!**

**Duration of the activity:** 4-5 hours

**Vocational area(s) under which activity falls:** Travel, Tourism and Hospitality

### **Background and rationale of the activity:**

The Hospitality Industry, which includes lodging, food and drink, event planning, theme parks, travel and tourism, is a several billion-dollar industries that mostly depends on the availability of leisure time and disposable income. A hospitality unit, such as a restaurant, hotel or an amusement park consists of multiple groups of facility maintenance, direct operation's servers, housekeepers, porters, kitchen workers, bartenders, management, marketing and human resources etc. which provide tireless services so that their host enjoys their vacation period smoothly. This activity focuses towards a small portion of the hospitality industry – creation of a menu card. For most of us visiting restaurants or a small diner is always a point of attraction. This activity will help students to understand the logic behind pricing a dish.

### **Objective of the activity:**

To understand the mechanics of food and beverage industry by creating the menu card

### **Material/ Resources required:**

Blackboard and chalk, drawing material, drawing/A4 sheets

### **Note to the teacher:**

#### **Before the activity:**

- Divide the students into groups of 4-5 students each depending upon the strength of the classroom.
- Ask students a week before to note the prices of every raw material they see at their home and make a table out of it.
- Prepare a presentation showing how the prices of a food article is calculated for the menu card.

#### **During the activity:**

- Ensure every student participates in the activity. Start the conversation with the student, who is mostly quiet in the class.
- Ensure that the menu card involves the proper pricing of the food item. Also, the menu card should be in a readable condition.

- Help the students if they are trying to figure out what goes in the preparation of a particular dish. An approximate price is accepted for the dish.

### **Stepwise procedure:**

1. Start the conversation by asking students:
  - Have you visited any restaurant before? What was its name?
  - What did you eat there? Is that your favourite dish?
  - Do you like eating at restaurants? Why?
  - Do you know anyone who works at a restaurant? What is their work?
  - What do you think are the different types of work that need to be done at a restaurant?
2. Now, distribute the students into groups of 4-5 students depending upon the strength of the class. Also, provide them with sheets and stationary items so as to draw the menu card.
3. Now, ask the students to prepare a one-sided menu card which includes items from starter, soups, pre-course, main course and desserts. Ask them to make a small menu card and not to input the price in front of the dish.
4. Once all the group has completed this part, ask the students to take out the list of prices of raw materials and with the help of these prices they should make out the price of their dish.
5. When all the groups finish their menu preparation, collect all the menu cards. Now, match the price with the actual menu card of any restaurant and see if the students are able to guess the correct prices for their dishes.

### **Learning outcomes:**

Students will be able

- to understand the pricing of a dish.
- to recall the various job roles performed by the staff at any restaurant.
- to understand the different components of a menu card and form ideas/think on making it more appealing.

### **Customisation/ Extension of the activity according to the local or regional skilling needs:**

The teacher can arrange for an experience-sharing session of an employee/owner of a restaurant.

## Activity 20. Secret messages

**Duration of the activity:** 2 -3 hours

**Vocational area(s) under which activity falls:** Private security

### **Background and rationale of the activity:**

Organisations, shopping malls, industries and commercial establishments need security. Private security industry provides services for protection from potential harm, threat, damage to persons and property. They plan their clients' security and employ their trained private security personnel to guard against hazards and crimes, such as sabotage, attack, robbery, etc. A Security Guard is expected to secure life and property from risks and threats by following basic guarding practices, which could be done with or without the help of security equipment. The person is expected to identify potential risks and threats, take counter measures, operate security equipment, carry out basic documentation, report incidents to get assistance from the concerned agencies and communicate effectively with people and police. A security guard should have knowledge and skills for performing searches, use of security equipment, reporting and documentation, access and parking control, escort duties, handling situations in case of emergencies and disasters. This activity will help student to understand about ways to communicate secretly in dire situation.

### **Objective of the activity:**

To make students aware about ways to communicate a message while maintaining its secrecy.

### **Material/ Resources required:**

White crayons, white paper/ drawing sheets, water paint colours,

### **Note to the teacher:**

#### **Before the activity:**

- Ask students to bring their water colours and white crayons with them.
- Divide the students in groups of 4-5 students each depending upon the strength of the class. Ensure that there are even number of groups in the classroom.
- In case of using candles, place the burn candle in the safe place which should not hurt the students and school properties.
- Provide the following situations to the students in the slips:

- Repairing your bicycle
- Making a cake
- Playing a flute
- Talking to a friend
- Reading a book

**During the activity:**

- Ensure that every student is able to participate in the activity.
- All the students should share their story with their classmate. They should be encouraged to find ways to match their story with another student's story.

**After the activity:**

- Ensure that students clean their hands after completing the activity.

**Stepwise procedure:**

1. Start the discussion by asking students
  - What are the various ways of sending a message?
  - Can you tell, what were the earlier mediums of communication dissipations?
  - What do you think about the methods used by kings and queens in sending and receiving the secret messages?
  - What is the importance of secret messages?
2. Now, divide the students in groups of 4-5 students each depending upon the strength of the class. Make sure there are even number of groups.
3. Distribute the papers among the students. Now, call each group one by one and ask them to take one folded slip from the table, memorize their situation and return the slip on the table.
4. Once every group memorizes their situation, ask students to write three to four words when they recall the situation written in the slip using crayons. Provide 15-20 minutes to the students to write the words on the sheet and submit it to the teacher.
5. Now, jumble up all the sheets and redistribute it into the groups. Ask students to use their watercolours to paint the sheet and decode the hidden word.



6. Once every group has decoded their words, they have to make a story using improvisation and when the first group ends their narration, the second group has to start their narration. The sixth group or the last group should do the completion of narration.
7. 30-45 minutes are provided to the groups to paint the sheets and know the hidden clue. The message will appear once the paint is applied to the paper.
8. Every group will be given 15 minutes to tell their story. Students has to use improvisation to tell their story. They had to use all the words written in their sheets and should match with previous student's story.
9. After the completion of the activity, teacher should ask students what they enjoyed most in this exercise and what they have learnt new things in this activity.

### **Learning outcomes:**

Students will learn to write things in a way to hide it with its direct exposure to other people.

























### **Customisation/ Extension of the activity according to the local or regional skilling needs:**

Instead of white crayons and water colours, lemon juice and candle can also be used.

1. Squeeze a lemon juice in a glass.
2. Now, tell students to use back side of their brush or a toothpick and write a message on a paper by dipping the back side of the brush or the toothpick into the lemon juice.
3. Now, allow the paper to dry
4. To read out the message written on the paper, the paper has to be warmed a little. There are two three methods to warm this paper.
  - Light a candle and hold the paper at a distance of one inch over the flame. Ensure that paper should not catch fire but should somehow become warm with the heat. The letters will automatically appear on the paper and become visible.
  - Place the paper on a stony surface which has become warm in sunlight. Hold the paper on this hot surface till the message becomes clearly visible.
5. Repeat the steps 8 – 9 for the continuation of the activity.





















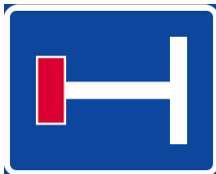



## **Annexure: Resources related to the activities**

Activity 6: Traffic Symbol quiz

S.No.	What does this sign refers?	S.No.	What does this sign refers?	S.No.	What does this sign refers?
1.		21.		41.	
2.		22.		42.	
3.		23.		43.	
4.		24.		44.	
5.		25.		45.	
6.		26.		46.	
7.		27.		47.	
8.		28.		48.	











**Activity-6**

**RESOURCES**

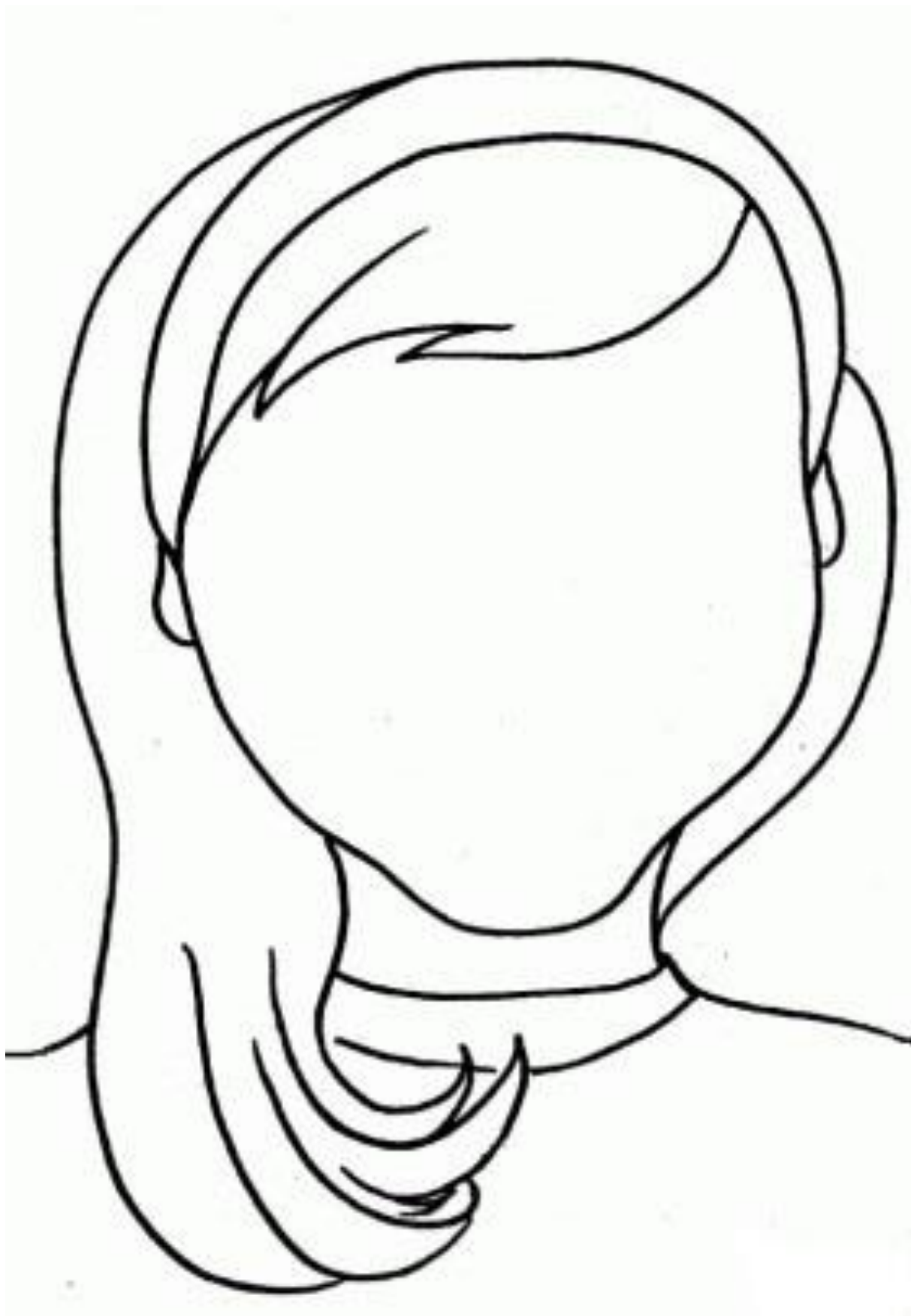
9.		29.		49.	
10.		30.		50.	
11.		31.		51.	
12.		32.		52.	
13.		33.		53.	
14.		34.		54.	
15.		35.		55.	
16.		36.		56.	

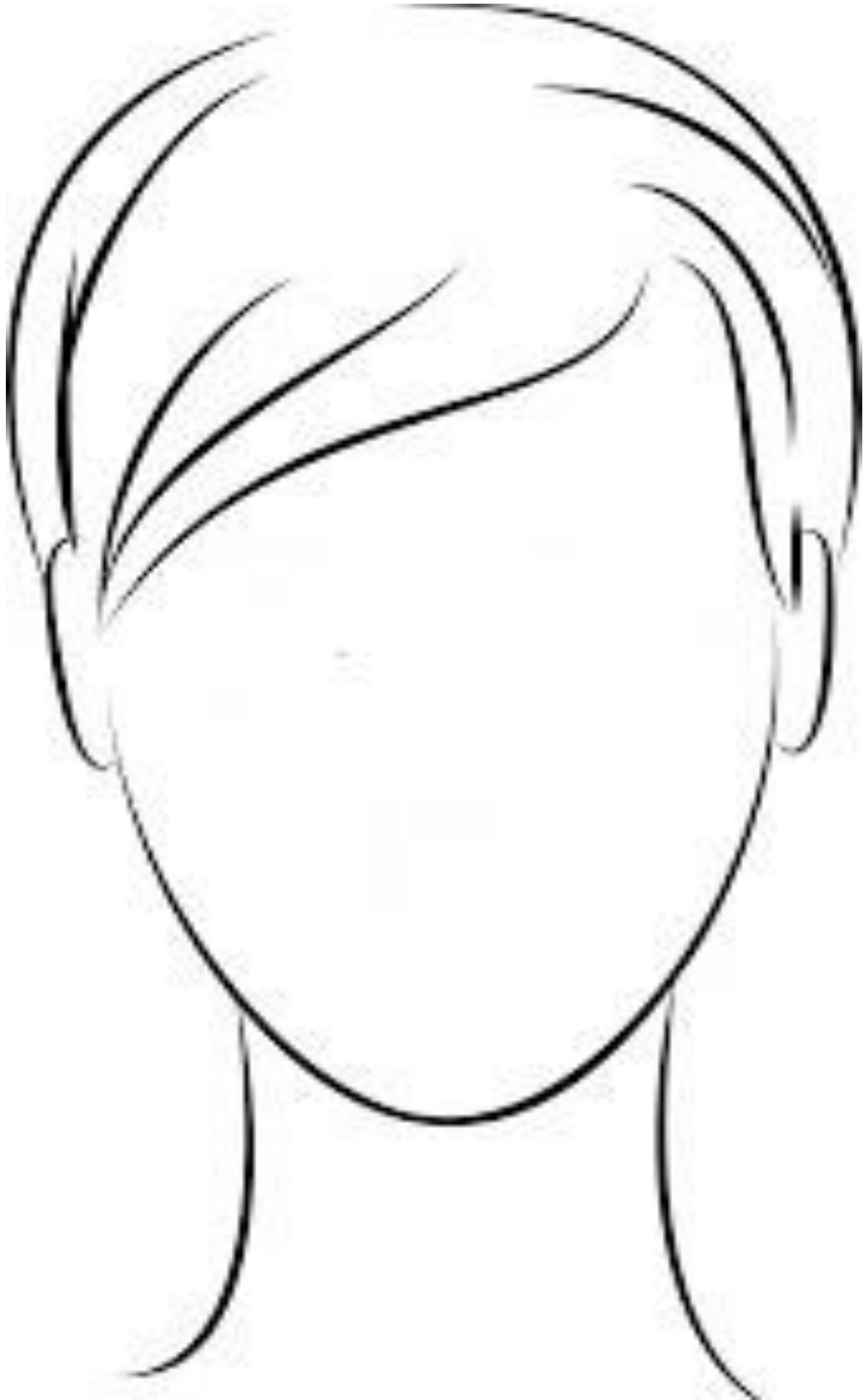
Activity-6

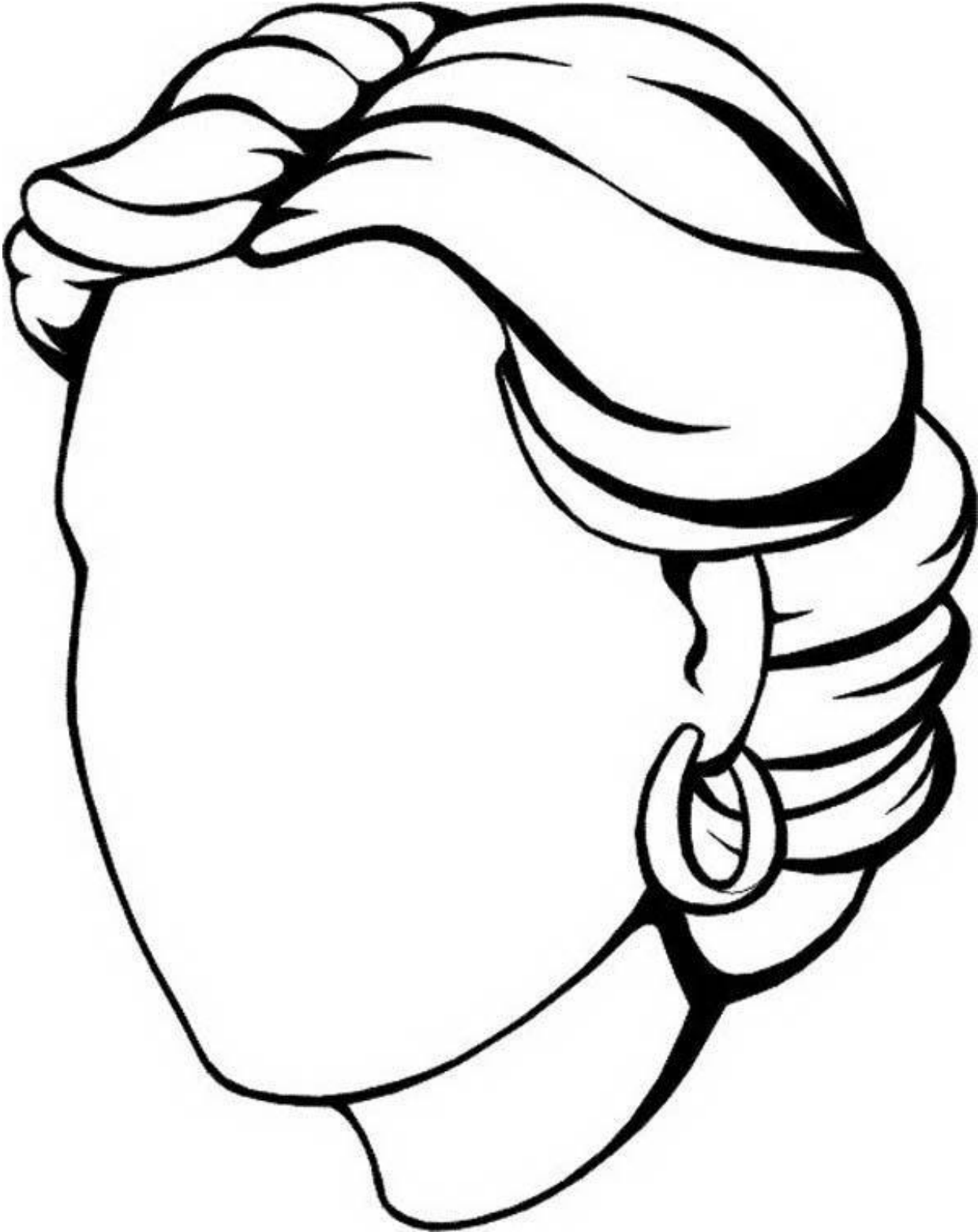
RESOURCES

17.		37.		57.	
18.		38.		58.	
19.		39.			
20.		40.			

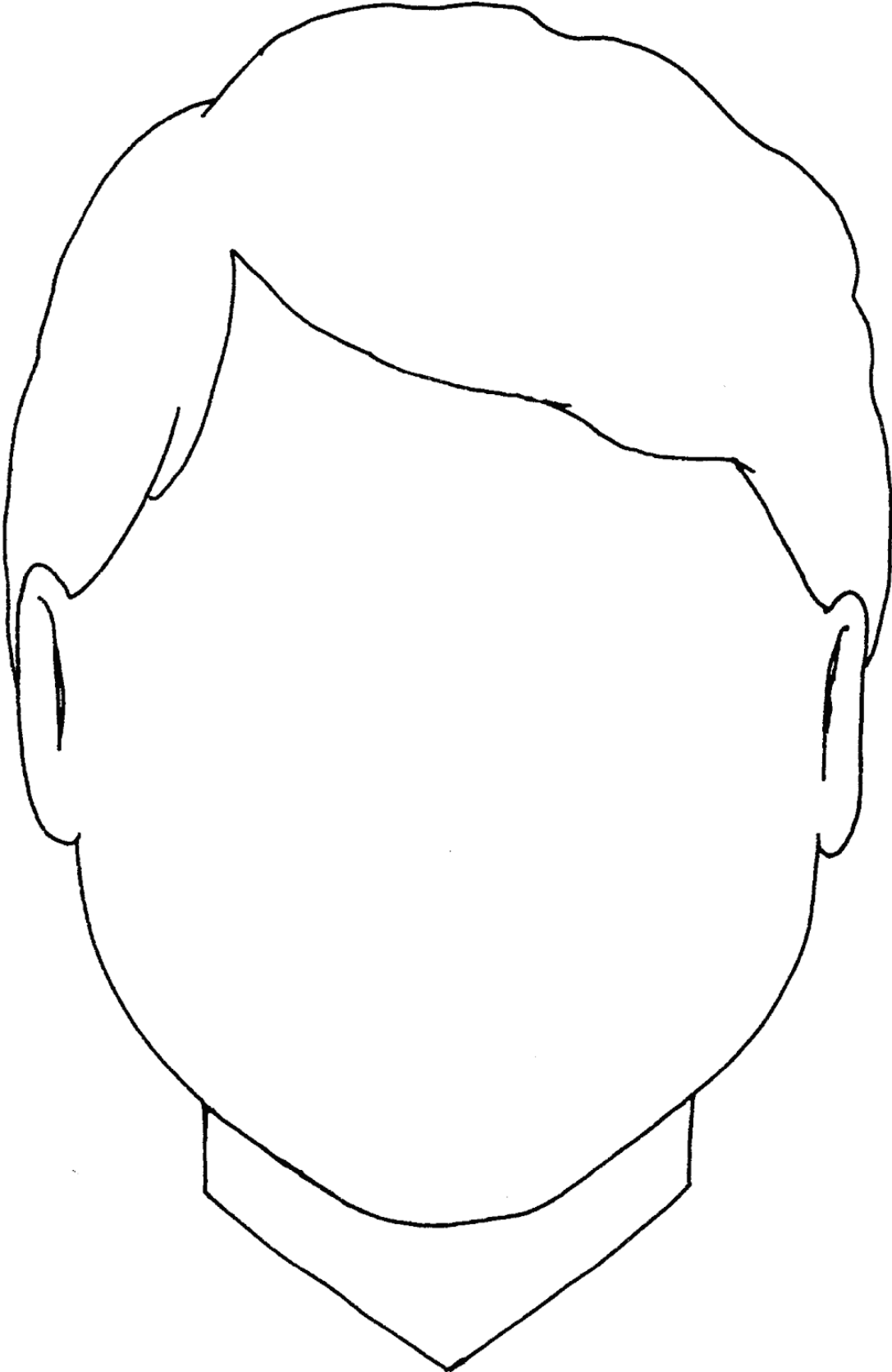
Activity 7: Let's become a make-up artist

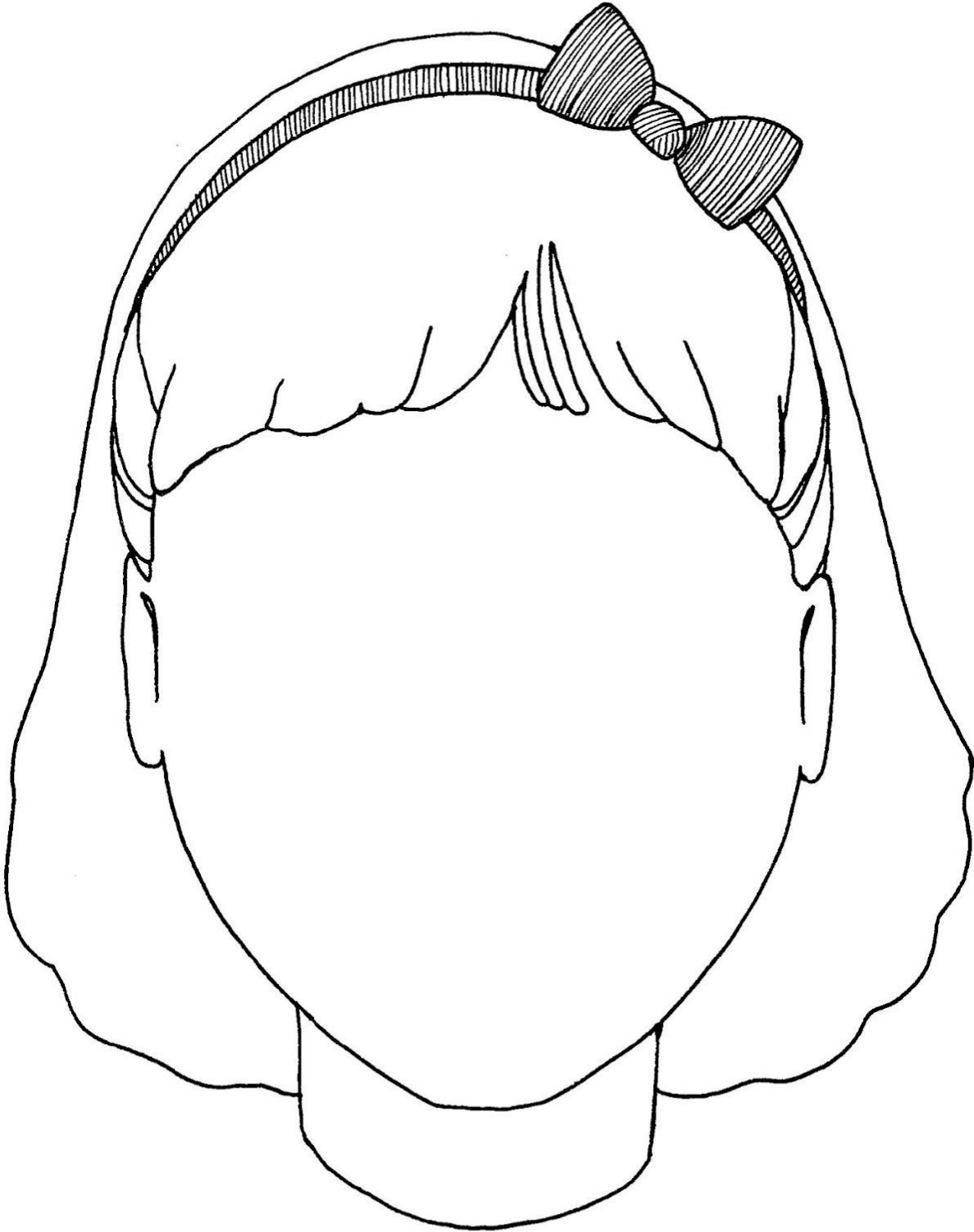


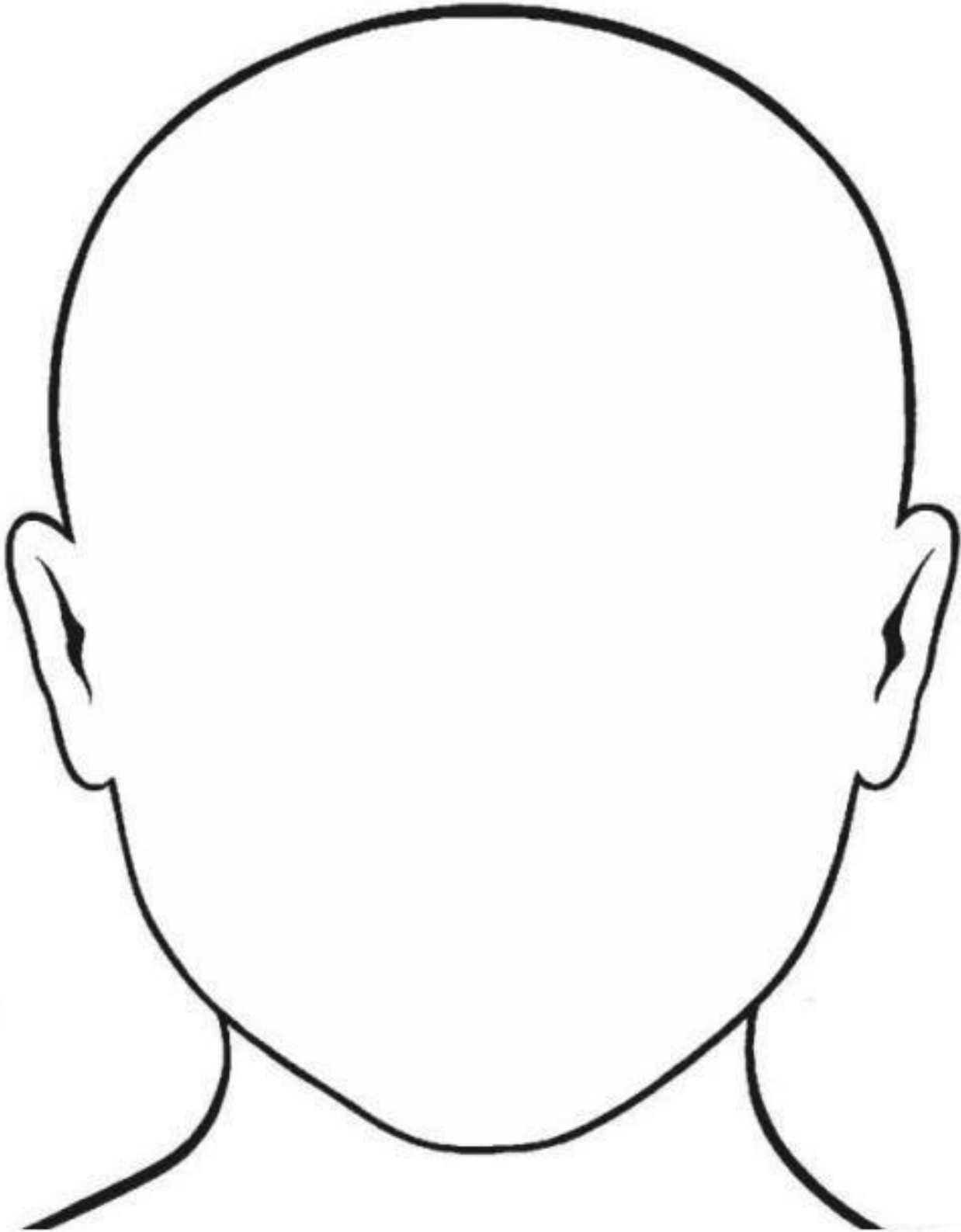




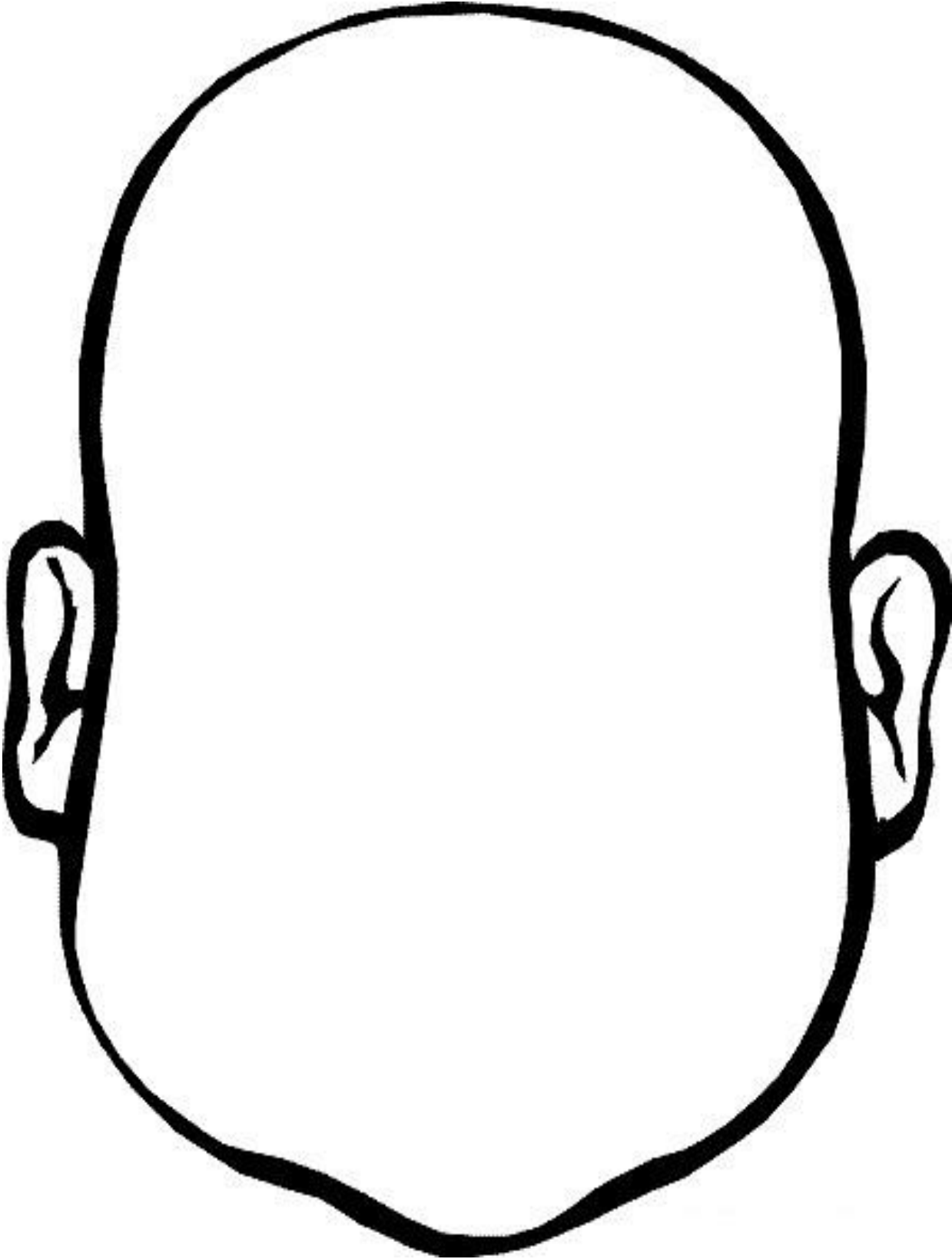




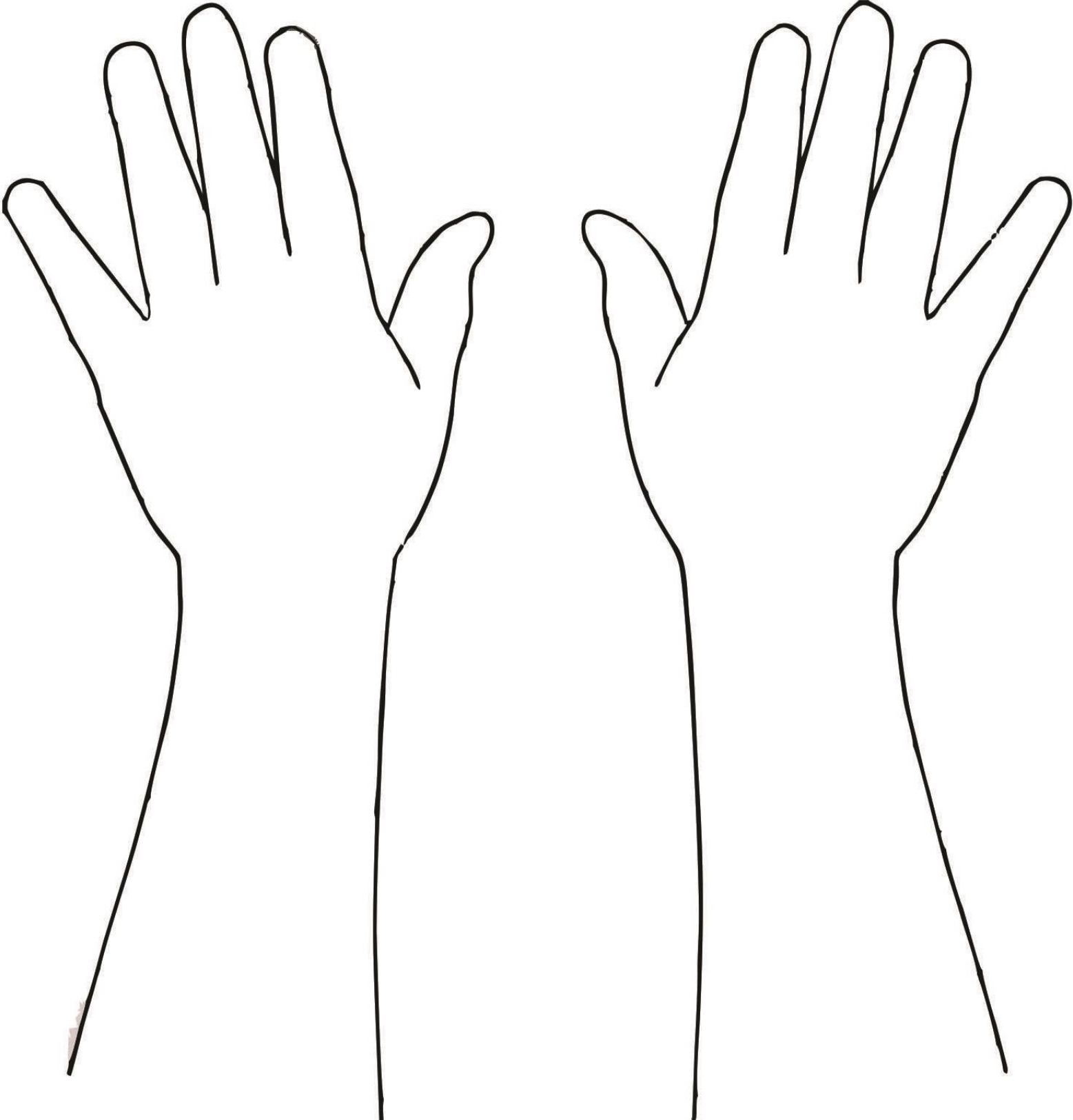


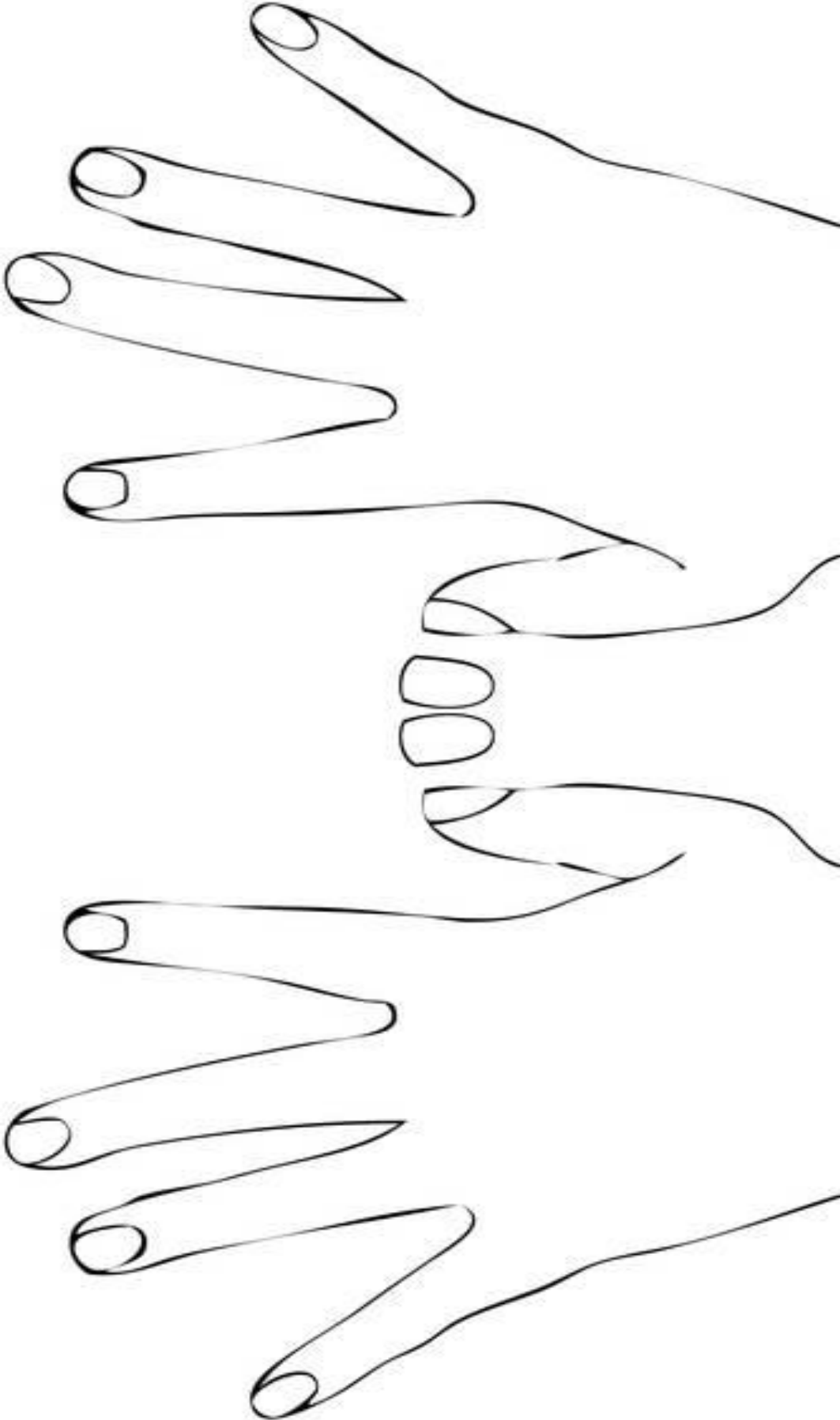






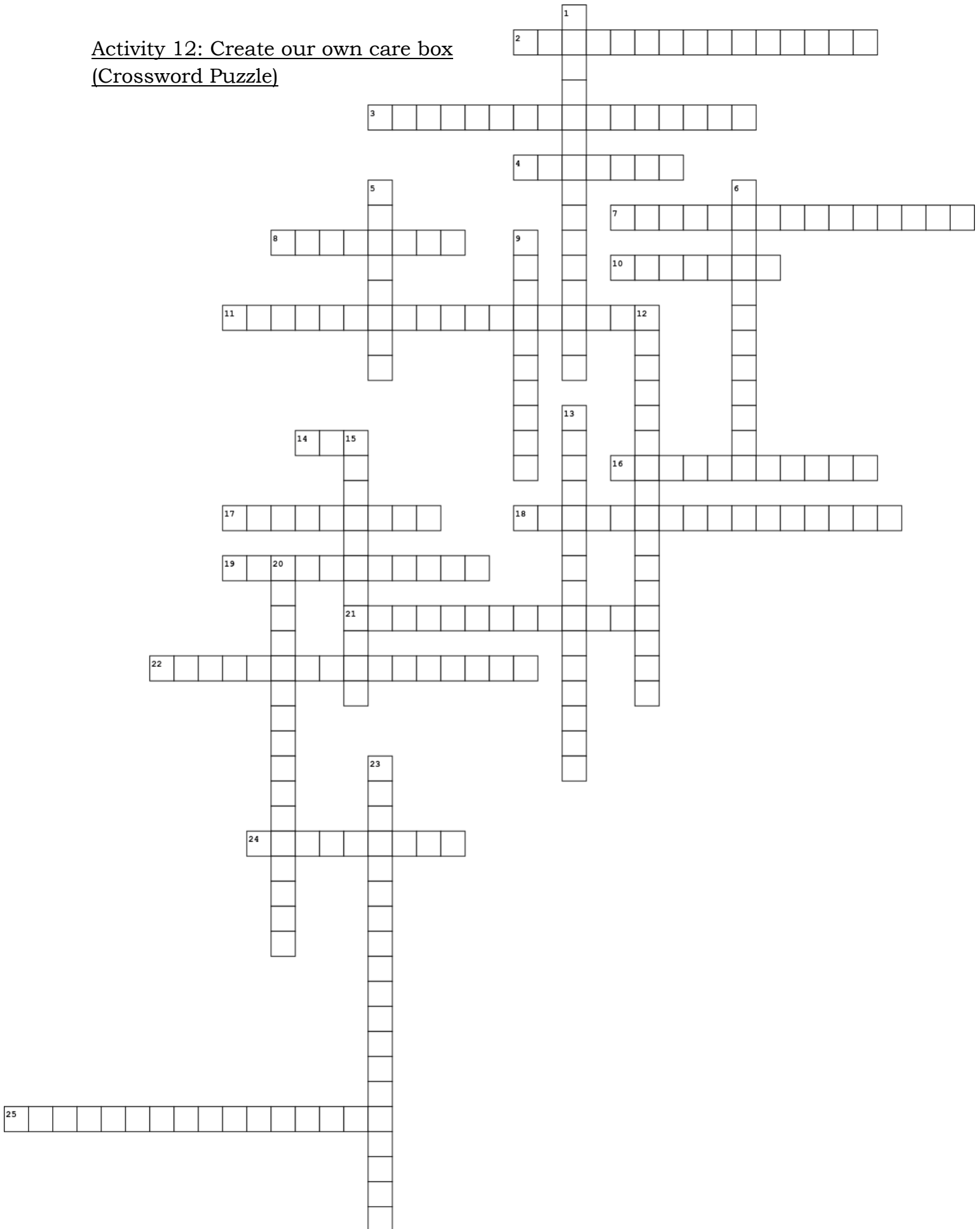
Activity 8: Hand decorator





### Activity-12

Activity 12: Create our own care box  
(Crossword Puzzle)





Activity 12: Create our own care box (Word Puzzle)

Z C D K V S L T O M N O P R C  
 A G X N N I C R A R P A Z V I  
 N T D O Q D R I F P S G U W T  
 T G F U A O S U S U E S P S P  
 I G I T I R I P S S T H R B E  
 S D L X E T N X Q E O E M A S  
 E M O O I Z P O T J Z R P N I  
 P A S W V S S H I E D T S D T  
 T S Y E M E O D E T K S A A N  
 I K R A D S S W A Y C B U G A  
 C S E C C E T V U P B E A E A  
 Z R K O A D H E S I V E J U Z  
 C X P D I S P O S A B L E N L  
 K E T H E R M O M E T E R A I  
 I E Z U A G R E T E M I X O A

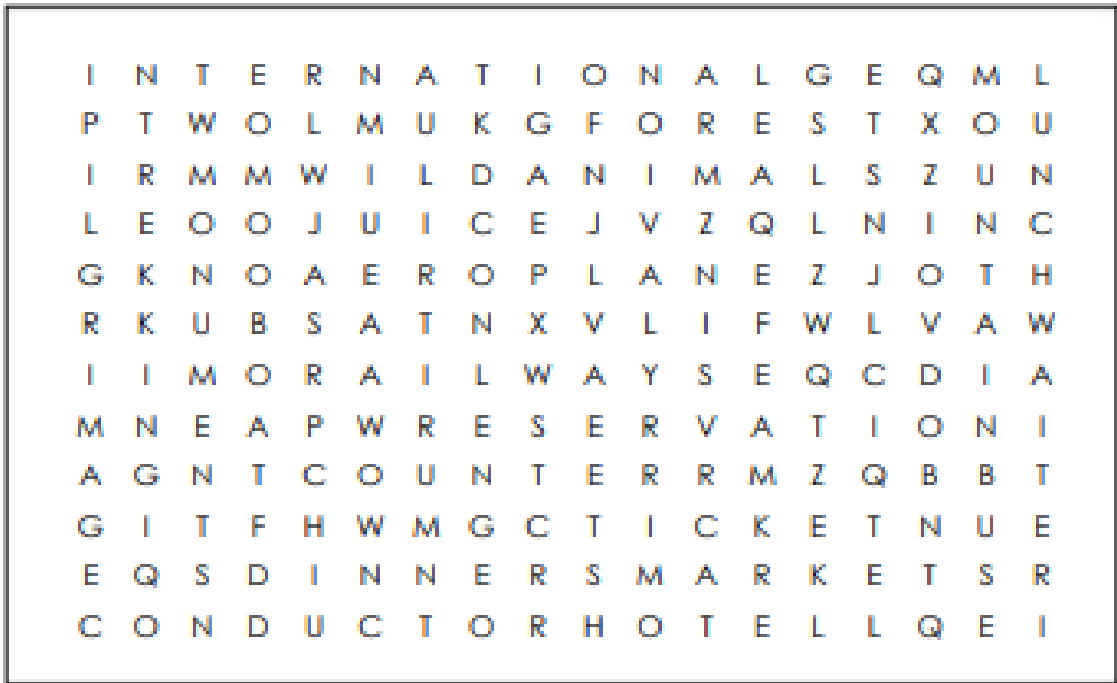
Z C D K V S L T O M N O P R C  
 A G X N N I C R A R P A Z V I  
 N T D O Q D R I F P S G U W T  
 T G F U A O S U S U E S P S P  
 I G I T I R I P S S T H R B E  
 S D L X E T N X Q E O E M A S  
 E M O O I Z P O T J Z R P N I  
 P A S W V S S H I E D T S D T  
 T S Y E M E O D E T K S A A N  
 I K R A D S S W A Y C B U G A  
 C S E C C E T V U P B E A E A  
 Z R K O A D H E S I V E J U Z  
 C X P D I S P O S A B L E N L  
 K E T H E R M O M E T E R A I  
 I E Z U A G R E T E M I X O A

S P M Z P L A R T S E P I W Q  
 P T A G F M L O A O N M X R G  
 R E E R K G A L B J G P Z M O  
 E R S L A C H L L R E L L I K  
 S U U T B C N E E I M R E D Y  
 S T R N Z A E D T V H L L C F  
 U C G A A D T T S X A O N L B  
 R N I T Z I R W A S C E A L N  
 E I C S B C D U T M G T A L T  
 C T A N R A Y I Z R O D Y L C  
 L R L I P T C N E V E L U O C  
 P Z É A N N Y M B L A N K E T  
 L R I P P A E E G A D N A B E  
 K N T C E B E N Z O I N X Y D  
 B Y E F I N K G P A C K E Y H

S P M Z P L A R T S E P I W Q  
 P T A G F M L O A O N M X R G  
 R E E R K G A L B J G P Z M O  
 E R S L A C H L L R E L L I K  
 S U U T B C N E E I M R E D Y  
 S T R N Z A E D T V H L L C F  
 U C G A A D T T S X A O N L B  
 R N I T Z I R W A S C E A L N  
 E I C S B C D U T M G T A L T  
 C T A N R A Y I Z R O D Y L C  
 L R L I P T C N E V E L U O C  
 P Z É A N N Y M B L A N K E T  
 L R I P P A E E G A D N A B E  
 K N T C E B E N Z O I N X Y D  
 B Y E F I N K G P A C K E Y H

Activity 18: Know your tourism and hospitality industry

Word Search



Find the following words in the puzzle.  
Words are hidden → ↓ and ↘ .

AEROPLANE  
 BOAT  
 BUS  
 CONDUCTOR  
 COUNTER  
 DINNER  
 FOREST  
 HOTEL

INTERNATIONAL  
 JUICE  
 LUNCH  
 MARKET  
 MONUMENTS  
 MOUNTAIN  
 PILGRIMAGE  
 RAILWAYS

RESERVATION  
 TICKET  
 TREKKING  
 WAITER  
 WILD ANIMALS

TOURISM WORDS -I

R	U	V	E	T	Z	I	D	P	M	M	E	L	R	R	R	J	O
M	F	G	S	D	X	R	L	E	O	O	S	H	C	E	P	O	U
T	S	P	H	X	J	L	G	U	M	N	E	R	M	S	A	P	C
T	R	Y	O	R	I	V	E	R	H	U	A	T	O	E	R	C	I
S	R	P	P	N	H	Y	M	O	P	M	S	P	V	R	K	V	X
T	Z	A	P	T	M	O	S	P	V	E	O	J	C	V	A	C	V
A	I	M	I	T	F	U	T	H	M	N	N	N	Z	A	O	B	B
T	F	B	N	N	Q	U	S	E	B	T	S	Z	F	T	R	E	H
I	X	A	G	B	P	K	K	E	L	M	P	B	O	I	S	U	Z
O	J	G	T	I	C	K	E	T	U	X	F	C	B	O	C	M	F
N	J	S	M	B	R	Y	N	I	N	M	F	F	P	N	X	Y	S
T	J	Y	S	F	O	R	E	S	T	E	R	M	A	L	L	B	L

Find the following words in the puzzle.  
Words are hidden → ↓ and ↘ .

BAGS  
FOREST  
HOTEL  
MALL  
MONUMENT  
MUSEUM

PARK  
RESERVATION  
RIVER  
SEASONS  
SHOPPING  
STATION

TICKET  
TRAIN  
ZOO

Travel

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

Find the following words in the puzzle.  
 Words are hidden → and ↓ .

BAGS  
 FOOD  
 FOREST  
 HOTEL  
 MALL  
 PALACE

PARK  
 PICNIC  
 RIVER  
 SEASONS  
 SHOPPING  
 STATION

TICKET  
 TRAIN  
 ZOO

Travel

U	P	A	R	K	M	A	L	L	Y	O	S
H	U	J	R	I	V	E	R	J	Z	C	H
O	N	F	O	R	E	S	T	T	W	W	O
T	R	A	I	N	P	A	L	A	C	E	P
E	P	I	C	N	I	C	B	A	G	S	P
L	Y	Z	S	T	I	C	K	E	T	H	I
H	S	T	A	T	I	O	N	Z	O	O	N
P	M	I	S	E	A	S	O	N	S	M	G

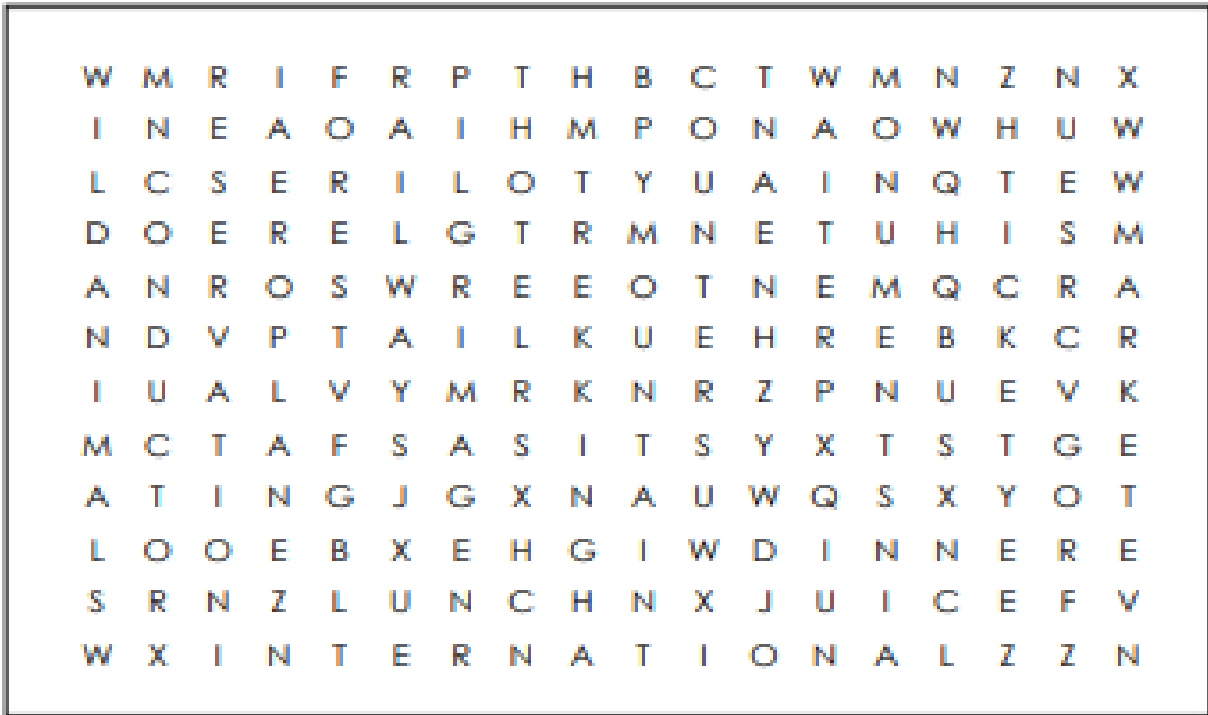
Find the following words in the puzzle.  
 Words are hidden → and ↓ .

BAGS  
 FOREST  
 HOTEL  
 MALL  
 PALACE  
 PARK

PICNIC  
 RIVER  
 SEASONS  
 SHOPPING  
 STATION  
 TICKET

TRAIN  
 ZOO

**Word Search**



Find the following words in the puzzle.  
 Words are hidden → ↓ and ↘ .

- AEROPLANE
- BOAT
- BUS
- CONDUCTOR
- COUNTER
- DINNER
- FOREST
- HOTEL

- INTERNATIONAL
- JUICE
- LUNCH
- MARKET
- MONUMENTS
- MOUNTAIN
- PILGRIMAGE
- RAILWAYS

- RESERVATION
- TICKET
- TREKKING
- WAITER
- WILD ANIMALS

Word Search

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

Find the following words in the puzzle.  
 Words are hidden → ↓ and ↘ .

AEROPLANE  
 BOAT  
 BUS  
 CONDUCTOR  
 COUNTER  
 DINNER  
 FOREST  
 HOTEL

INTERNATIONAL  
 JUICE  
 LUNCH  
 MARKET  
 MONUMENTS  
 MOUNTAIN  
 PILGRIMAGE  
 RAILWAYS

RESERVATION  
 TICKET  
 TREKKING  
 WAITER  
 WILD ANIMALS

# FBLA Development Team

## **Members -**

Adithi Muralidhar, *Scientific Officer – D*, Homi Bhabha Center for Science Education, TIFR, Mumbai, Maharashtra, India

Akash Singh, *Director*, The Megamind, Anuppur, Madhya Pradesh, India

Anisha Malhotra Dalvi, *Post-doctoral fellow*, Homi Bhabha Center for Science Education, TIFR, Mumbai, Maharashtra, India

Anita Nuna, *Professor and Head*, Department of Curriculum Studies, NCERT, New Delhi, India

Ashish Kolarkar, *State Coordinator*, Haselfre Foundation, Chennai, Tamil Nadu, India

Ayushi Sharma, *Officer (Skill Education)*, Lend-A-Hand-India, Pune, Maharashtra, India

Butool Abbas, *Education Consultant*, Mumbai, Maharashtra, India

Jaswinder Singh, *Vocational Teacher (IT/ITes)*, GSSS Bathri, Chamba, Himachal Pradesh, India

Kavita Sharma, *Vocational Teacher (Retail)*, RPVV, INA Colony, New Delhi, India

M Alen Phom, *Vocational Teacher (Beauty and Wellness)*, BGHSS, Longleng, Nagaland, India

Mamta Singh, *Vocational Teacher (IT/ITes)*, Sages, Risali, Bhilai, Chhattisgarh, India

Manjulata Bhammarkar, *Guest lecturer (Psychology)*, Christ College, Bhopal, Madhya Pradesh, India

Mihir Pathak, *Project Based Learning Facilitator*, Vijapura Vidya Sankul, Sidsar, Gujarat, India

Mudit Shrivastava, *Assistant Editor*, Chakmak, Bhopal, Madhya Pradesh, India



Pradeep Yadav, *Consultant*, School of Energy and Environment, DAVV, Indore, Madhya Pradesh, India

Pramod Maithil, *Founder*, Prakriti Initiatives, Ujjain, Madhya Pradesh, India

Preeti Dixit, *Expert (Food Processing)*, Bhopal, Madhya Pradesh, India

Rekha Kori, *Vocational Teacher (IT/ITes)*, JR Naidu Govt. H.S. School, Raipur, Chhattisgarh, India

Sakhee Bhadkamkar, *Training Officer*, Lend-A-Hand-India, Pune, Maharashtra, India

Sanjay Kumar Sen, *Research Scholar*, Department of Education (CIE), University of Delhi, New Delhi, India

Snehal Uttekar, *Content Developer*, Lend-A-Hand-India, Pune, Maharashtra, India

Swati Bedekar, *Director*, Discovery Science Resource Group, Vadodara, Gujarat, India

Thevesh Gujre, *Training and Monitoring Officer*, Bhartiya Grameen Mahila Sangh, Indore, Madhya Pradesh, India

Vivek Kumar Srivastava, *Vocational Teacher (IT/ITes)*, RPVV, INA Colony, New Delhi, India

#### **PSSCIVE Team -**

Kuldeep Singh, *Associate Professor*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

Pooja Sharma, *Junior Project Fellow*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

Deepankar Kavathekar, *Assistant Editor*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

#### **Coordinator -**

Rajiv Kumar Pathak, *Professor and Head*, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal, Madhya Pradesh, India

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

**PSS Central Institute of Vocational Education**  
**Shyamla Hills, Bhopal - 462002 (M.P.) India**  
**[www.psscive.ac.in](http://www.psscive.ac.in)**