



केंद्रीय विद्यालय संगठन

आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, ग्वालियर

KENDRIYA VIDYALAYA SANGATHAN
ZONAL INSTITUTE OF EDUCATION & TRAINING,
GWALIOR

कार्यपत्रक सामग्री- कक्षा-7th सामाजिक विज्ञान

Activity Book of Experiential Learning-

CLASS 7th - SOCIAL SCIENCE

Prepared by the Participants of
5 Day Workshop on “*Experiential*
***Learning in Social Sciences*”**

for TGTs(Social Science)

(FROM 23.09.2024 TO 27.09.2024)

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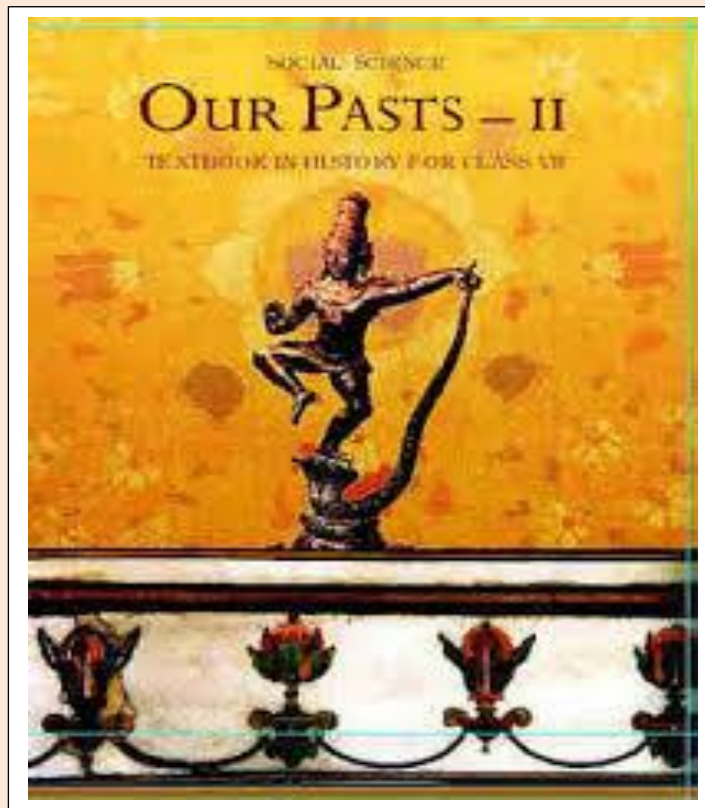
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EXPERIENTIAL LEARNING ACTIVITIES “HISTORY”



SUBJECT – HISTORY – OUR PAST-II (INDEX)

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CH.-3.	DELHI:12 TH TO 15CENTURY ACTIVITY	16-19
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CHAPTER-1

TRACING CHANGES THROUGH A THOUSAND YEARS

ACTIVITY-1: Map Activity

- i) Find a world map from the 11th century and compare it to a modern map.
Mark significant changes in borders, empires, and countries that existed then and now.
- ii) Show provinces of Delhi Sultanate on map of India during Muhammad Tughluq's reign.

ACTIVITY-2: Timeline Creation

Create a timeline of major events discussed in the chapter from 700 CE to 1750 CE.

Include important rulers, dynasties, and events that had a significant impact on the Indian subcontinent during this period.

ACTIVITY-3: Group Discussion

- i) What are the difficulties faced by historians in using manuscripts?
- ii) How do Historians divide the past into periods? Do they face any problem in doing so?

❖ *(Teacher is supposed to conclude group discussion at the end of discussion)*

ACTIVITY-4: Quiz:

Create and conduct a quiz based on the chapter's content. Include questions about the changes in social structure, the rise of new dynasties, and changes in political control.

ACTIVITY-5- Creating a model of a Persian wheel.

It can be a fun and learning activity that blends engineering with history.

Materials Required:

1. Cardboard or wood (for the wheel and frame)
2. Plastic or wooden dowels (for the axle)
3. String or thread to simulate the chain that carries the buckets)
4. Small containers (like bottle caps or small cups to act as water buckets)
5. Glue or tap.
6. Scissors or a craft knife (for cutting materials)
7. Water source (such as a bowl of water)

8. Pulley system (optional) or crank manual movement.

Steps to build the Model

1. Design the Wheel: -

- Cut out a large circular piece of cardboard or wood to act as the main wheel.
- This is where the water buckets will be attached.
- Make sure the diameter is large enough to allow room for the buckets.
- A typical wheel could be 15-20 cm in diameter, depending on the size of your model.

2. Create the Frame:- Build a sturdy frame that can support the wheel. You can use a rectangular frame from cardboard or wood. The frame should be taller than the wheel's diameter. Leave room for the axle (dowel) to go through the center of the wheel and rest on the frame.

3. Attach the Axle: Insert a wooden or plastic dowel through the centre of the wheel to act as an axle - Secure the axle to the frame in such a way that the wheel can rotate freely. You can make small holes in the frame for the dowel to rest on.

4. Add Water Buckets: - Attach small containers (such as bottle caps or small cups) around the edge of the wheel. These will act as the buckets that lift water. - Space the buckets evenly around the wheel's edge and ensure they are securely attached with glue or tape.

5. Simulate the Chain System: Attach a string or thread to the top and bottom of the wheel. This will simulate the chain system that connects the buckets. Ensure that the string loops continuously over the wheel and is attached firmly. If you want to enhance the mechanism, use a pulley system to help rotate the wheel when cranked.

6. Test the Model: Place the bottom of the wheel in a shallow container of water (such as a bowl). - Rotate the wheel manually by turning the axle or using a crank. As the wheel turns, the buckets should dip into the water, scoop it up, and carry it upward.

7. Optional Enhancements: Crank handle: Attach a handle to the axle to make it easier to rotate. Pulley system: Add a pulley system to lift the water more efficiently. - Base support: Add additional supports to ensure the model is stable and doesn't tip over.

8.Explanation of Operation: As the wheel turns, the buckets dip into the water, filling up, and then lift the water upwards. Once at the top, the buckets empty their contents into a higher reservoir or an outlet channel. This mechanism, in the real-world model, would be powered by animals or flowing water.

ACTIVITY -6 : Pick a card.

1. Event Cards

Students draw a card that describes a significant historical event (e.g., the rise of the Delhi Sultanate, the spread of Islam in India, the establishment of new trade routes, etc.). The student must explain the event's importance and its impact on society.

Objective: To help students identify key events over the last thousand years and their significance in shaping history.

2. Timeline Cards

Each card has a century or a specific date range (e.g., 1000–1100, 1100–1200, etc.). Students must research and explain what significant changes occurred in that century (e.g., social, cultural, political, or economic changes).

Objective: To develop students' understanding of the Each card has a description or name of a prominent figure (e.g., kings, scholars, explorers, or reformers like Alauddin Khilji, Ibn Battuta, or Bhaskaracharya). Students research the personality's contribution and how they shaped their time.

Objective: To encourage students to learn about key individuals who influenced history.

3. Invention or Discovery Cards

Students pick cards that describe major inventions or discoveries (e.g., the use of the astrolabe, advances in cartography, or the discovery of new lands). They must explain how these innovations affected societies and shaped the course of history.

Objective: To illustrate how technological advancements influenced historical progress.

4. Trade and Economy Cards

Each card represents a trade route, economic system, or key commodity (e.g., Silk Road, Indian Ocean Trade, gold, spices). Students explain the significance of these in the global exchange of goods, culture, and ideas.

Objective: To teach students about the role of trade and economics in connecting different parts of the world over time.

5. Cultural Exchange Cards

Cards have examples of cultural exchange (e.g., spread of languages, art, architecture, religions like Buddhism, Islam, etc.). Students explain how these exchanges shaped various societies during different time periods.

Objective: To emphasize the impact of cultural interactions over the centuries.

6. Geography Cards

Activity: Each card contains a geographical feature or region (e.g., the Himalayas, Deccan Plateau, the Arabian Sea). Students must explain the role of geography in shaping historical events, such as how mountains or rivers influenced trade, warfare, or cultural exchange.

Objective: To help students understand the relationship between geography and historical events.

7. Primary Source Cards

Students pick a card with a brief excerpt or description of a historical document (e.g., an inscription, letter, or text like Ibn Battuta's travelogue or an inscription from the Chola period). They analyze the source and explain its significance.

Objective: To give students practice in interpreting historical primary sources.

8. Cause and Effect Cards

One card describes a cause (e.g., invasions, environmental changes) and another card describes an effect (e.g., migration, establishment of new kingdoms). Students must connect the cause and effect and discuss how one led to the other.

Objective: To help students understand the cause-and-effect relationships in history.

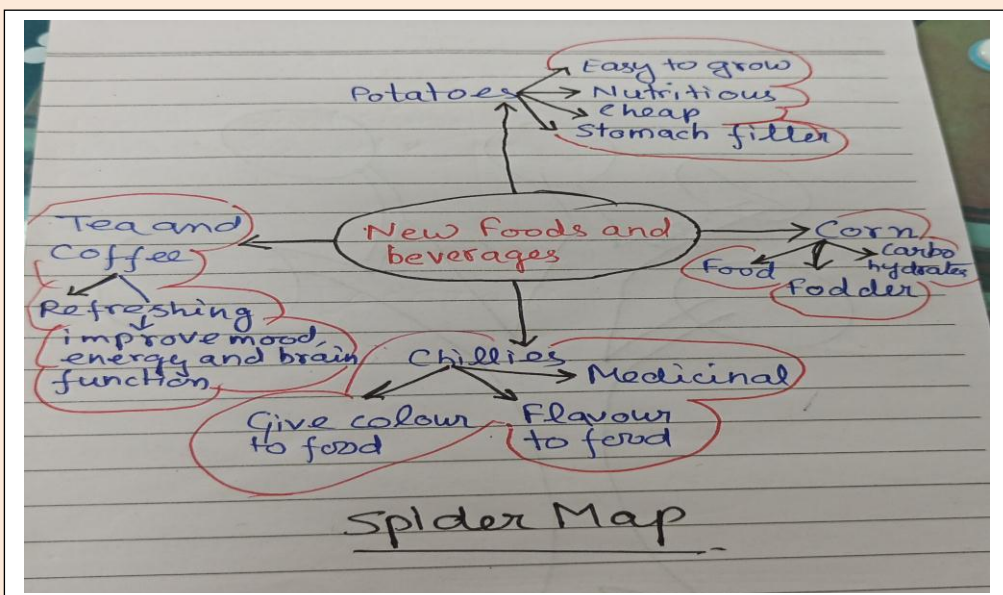
ACTIVITY-7: LOOK AT THE PICTURE AND GIVE THE ANSWER THAT FOLLOWS

Q1 Who is shown in this picture?

Q2 What he is doing in this picture?



ACTIVITY-8 : SPIDER MAP



CHAPTER 2

NEW KINGS AND KINGDOM

ACTIVITY -1: ROLE PLAY ACTIVITY

❖ (Teacher can Prepare dialogue according to context)

An interesting Role Play activity for this chapter. 6 students will participate in the activity.

Student 1: Role of Chalukya

Student 2 : Role of Dantidurga. I am performing I want help of brahmanas in this act it will lead to the rebirth of the sacrifice as a Kshatriya.

Student 3: Role of Samanthas

I have bring gift for my beloved king.I am a big landlord of north region.

Student 4: Role of Mahasamanthas: I am very powerful and wealthy. I am very happy in my life. People say me ‘Mahamandaleshwar’.

Student 5: Role of poet

Student 6: Narrator: In this act firstly Dantidurga defeat chalukya then he perform Hiranyagarbha. He adopt high sound titles such as maharaja adhiraja and Tribhuvana Chakravartin and a poet give him prashastis.

ACTIVITY:- 2. GROUP DISCUSSION

Topic : Agriculture and Irrigation in Chola period

Students will be divided in groups in their respective class.

Group 1: agriculture depends on irrigation. Irrigation is a necessary part of the agriculture.

Group 2 : many of the achievements of the Cholas were made possible through new developments in agriculture. So new techniques of irrigation can be find out.

Group 3 forest had to be cleared in some reasons land had to be levelled in other areas.

Group 4: In many areas two crops were grown in a year in the delta reason and embankment had to be built to prevent flooding and canal had to be constructed to carry water to the fields.

Group 5: In many cases It is necessary to water crops artificial or variety of methods were used for irrigation in some areas wells were dug. Tanks were constructed to collect rain water.

❖ (Teacher is supposed to conclude the discussion)

ACTIVITY:- 3. PICTURE BASED ACTIVITY



Look out the picture carefully and write the 3-4 lines on it in your notebook.

ACTIVITY 4- DEBATE

TOPIC : Monarchy vs. Republic

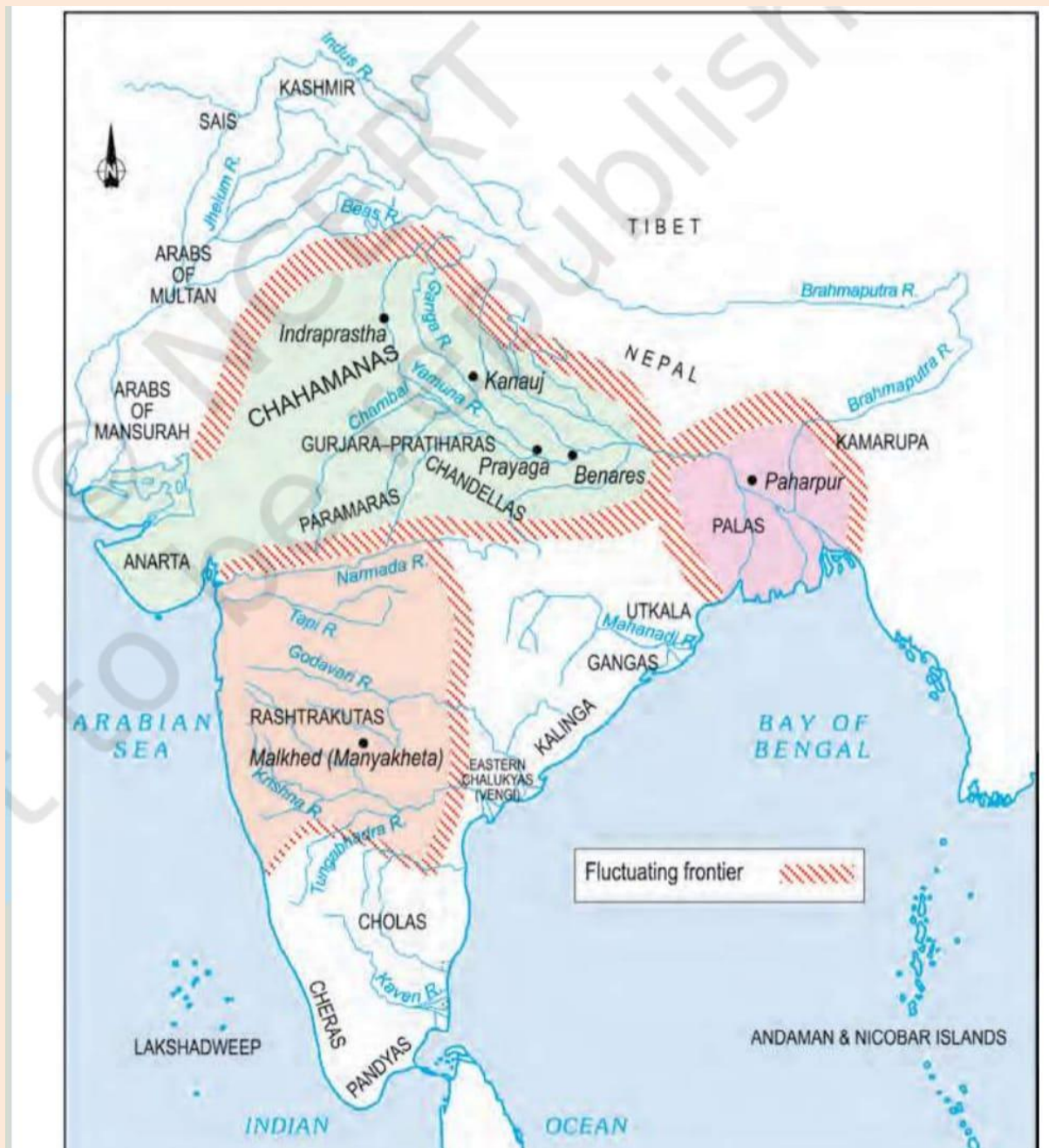
Teacher discuss how the king ruled, took decisions, collected taxes, or organized armies. Republics like Vajji can also hold an assembly and discuss governance without a king. So Debate can be conducted on Monarchy vs. Republic to Understand the differences between monarchy and republics in ancient India.

Conduct a class debate where one team argues in favour of monarchies like Magadha, highlighting their strong leadership and expansion.

The opposing team can argue for republics like Vajji emphasizing collective decision-making and people's participation.

❖ **(Teacher is supposed to conclude debate at the end of discussion)**

ACTIVITY -5. MAP SKILL



Students will do map activity of EMERGENCE OF NEW DYNASTIES.

Locate and label the following places on the political map of India

Region of Rashtrakutas, Region of Palas, Region of Chahamanas, Region of Cholas

Region of Gurjara Pratiharas

ACTIVITY -6. CREATIVE WRITING

Imagine You Are a King/Republic Leader

Encourage imaginative thinking and apply historical knowledge.

Ask students to write a diary entry as a king or leader of a republic, describing their day-to-day activities, challenges in governing, their relationship with subjects, and methods of warfare.

Sample of creative writing:

I am a king, seated on a grand throne made of polished wood and gold. My crown shines in the sunlight, its jewels sparkling like stars. The royal hall is vast, with high ceilings and tall windows that let in beams of warm light. People come to me with their worries, and I listen carefully, offering wisdom and guidance. My kingdom is peaceful, with green fields, tall mountains, and rivers that flow like silver threads through the land. I care deeply for my people, making sure they have enough food, shelter, and safety. As a king, my heart is full of responsibility, but also pride, knowing that my kingdom is thriving under my rule.

ACTIVITY – 7. TIMELINE CONSTRUCTION

Understand the chronological development of early kingdoms and republics.

Ask students to create a timeline of major events, highlighting the rise of powerful kingdoms like Magadha and Kosala and the emergence of republics. Students can also add important battles or the rise of prominent kings.

ACTIVITY 8.FUN WITH CARDS

Four students will participate in this game. Teacher will give cards to students.

Student 1. First student shuffle the cards.

Student 2 . Take any one card and read what is written on it. He Reads- Chola Bronze image

Student 3. This student will say few sentences on Chola bronze image.

Chola bronze image considered the finest image of the world.

Student 4 . The fourth child will add on to it. Most image were of deities, sometimes images were made of devotees as well.

CHAPTER -3

DELHI FROM 12TH TO 15TH CENTURY

Objective:

Students will explore the history, culture, and administration of the Delhi Sultanate by engaging in a series of interactive activities that encourage critical thinking, creativity, and collaboration.

Materials Required:

- Chart papers, markers, and colored pens
- Internet access for research
- Printed worksheets and handouts on the Delhi Sultanate

ACTIVITY 1: ROLE PLAY - THE COURT OF A SULTAN

❖ (Teacher can Prepare dialogue according to context)

Description:

Students will be divided into groups and each group will enact a scene from the court of a Sultan, such as Iltutmish, Alauddin Khilji, or Muhammad bin Tughlaq. Each group will choose a specific event, such as a court meeting, the issuance of a new policy, or a diplomatic mission. They should include characters like the Sultan, nobles, administrators, and foreign ambassadors.

Court of Razia Sultan:

Raziya sultan dialogue

Razia Sultan: (calm yet authoritative) "I have summoned you all today to discuss the matters concerning the defense of our Sultanate. The Mongols threaten our borders, and we must act decisively."

Courtier 1 (Supporter): "Your Majesty, your wisdom and courage have already brought stability to the realm. The army awaits your command."

Courtier 2 (Skeptical Noble): (with a hesitant tone) "Forgive me, Sultan, but is it appropriate for a woman to lead armies into battle? Our traditions have always placed such duties in the hands of men."

Razia Sultan: (firmly) "Tradition must serve the needs of the people, not hinder them. I was chosen to lead because of my abilities, not my gender. The Sultanate cannot afford to cling to outdated customs while our enemies prepare for war."

Advisor: (intervening diplomatically) "Your Majesty speaks truth. The times demand a ruler with strength and vision. The Mongol threat is upon us, and the army's morale will be strongest under a ruler they trust."

Courtier 3 (Supporter): "Let no one question the Sultan's right to rule. She has proven her valor in the battlefield before and will do so again."

Courtier 2: (reluctantly nodding) "I do not doubt her courage. I only fear for the people's response. But if it is your will, Sultan, then I shall follow."

Razia Sultan: (with resolve) "The people's trust is earned through justice and leadership, not by bowing to fear. I will ride with the army if necessary, and we will show the world that this Sultanate is united under one banner — mine."

The court murmurs in agreement, though some still harbor doubts. Razia's strength and determination begin to sway even the hesitant nobles.

Instructions:

1. Research the chosen Sultan and the historical context of his reign.
2. Create a script that includes dialogues reflecting the policies, decisions, and challenges faced by the Sultan.
3. Perform the role play in class, ensuring to cover the Sultan's administrative decisions, challenges, and their impact on society.

Learning Outcome:

Students will understand the governance and socio-political dynamics of the Delhi Sultanate, as well as the challenges faced by the rulers.

ACTIVITY 2: MAP WORK - EXPANSION OF THE SULTANATE

Description:

Students will trace the expansion of the Delhi Sultanate on a blank map of India. They will mark key territories acquired during different reigns and label important cities and regions.

Instructions:

1. Provide each student with a blank map of India.
2. Research the territorial expansion of the Delhi Sultanate under different rulers.
3. Use different colors to mark the territories acquired during the reigns of Qutb-ud-din Aibak, Iltutmish, Alauddin Khilji, and Muhammad bin Tughlaq.
4. Label key cities like Delhi, Lahore, Agra, and Dowlatabad.

Learning Outcome:

Students will learn about the geographical expansion of the Delhi Sultanate and its administrative divisions.

ACTIVITY 3: CREATIVE WRITING - A DAY IN THE LIFE OF A CITIZEN

Description:

Students will write a short diary entry or letter from the perspective of a common citizen, a noble, or a trader living in the Delhi Sultanate. They will describe their daily life, social status, and interaction with the administration.

Instructions:

1. Choose a perspective: a common citizen, a noble, or a trader.
2. Write a diary entry or letter describing a day in your life. Include details about daily activities, social interactions, and your view of the Sultanate's rule.
3. Share the entry with the class and discuss the different perspectives.

Learning Outcome:

Students will gain insight into the social structure, economic life, and cultural practices during the Delhi Sultanate.

ACTIVITY 4: DEBATE – PICTURE RECOGNITION

Students will see the pictures and answer the questions that follow:



Teacher will ask the following questions (orally)

1. How many of you have seen this famous monument?
2. In which city, is this monument located?
3. Who are the Sultans / Kings associated with the monument?
4. Name the monument?
5. How tall is this monument? (in meters)

❖ **(Teacher is supposed to conclude debate at the end of the activity)**

ACTIVITY 5: DEBATE - SUCCESSES AND FAILURES OF THE DELHI SULTANATE

Description:

Students will be divided into two groups to debate on the topic: “The Delhi Sultanate was a successful regime.” One group will argue in favor of the statement, highlighting achievements in administration, architecture, and culture. The other group will present arguments focusing on internal conflicts, invasions, and decline.

Instructions:

1. Research key aspects of the Delhi Sultanate, such as administration, economy, culture, and military campaigns.
2. Prepare arguments and counterarguments based on historical facts.
3. Conduct the debate, ensuring each group presents their points clearly and respectfully.

Learning Outcome:

Students will develop critical thinking and analytical skills by examining both the strengths and weaknesses of the Delhi Sultanate.

❖ (Teacher is supposed to conclude debate at the end of discussion)

ACTIVITY 6. Picture Interpretation



Read the picture and answer the following (Fill in the Blanks)

1. She is the first female ruler of Islamic dynasty _____.
2. Her rule was from _____ to _____.
3. She was daughter of _____.
4. Name the Sultan who ascended her _____.

This activity set aligns with the pattern in the provided workbook and aims to engage students in active learning about the Delhi Sultanate through various perspectives and methodologies.

CHAPTER -4

THE MUGHALS (16th TO 17th CENTURY)

ACTIVITY -1. MUGHAL TIMELINE CREATION

Students create a timeline of key events during the Mughal Empire, such as Akbar's reign, the introduction of Din-I Ilahi, and significant battles.

Materials: Large chart paper, markers, and printed images or symbols for each event.

ACTIVITY -2. ROLE-PLAY

❖ (Teacher can Prepare dialogue according to context)

Activity: Students take on roles of different historical figures (e.g., Akbar, Jahangir, Nur Jahan) and enact a court scene discussing policies, culture, or challenges of the time.

Preparation: Search the key aspects of each character to make the role-play more accurate.

Characters:

Emperor Akbar – The great Mughal ruler known for his policies of religious tolerance and administrative reforms.



Jahangir – Akbar's son, known for his love of art and nature, as well as his unique governance style.





Nur Jahan – Jahangir’s influential wife, who played a significant role in politics and culture.

Adham Khan – A noble with ambitions and a complex relationship with Akbar.

An Artist – A painter in the Mughal court, representing the flourishing arts during this period.

Scenario:

The scene is set in the grand hall of the Mughal palace. Akbar is discussing policies with his nobles, while Jahangir and Nur Jahan observe from a distance. An artist presents a painting inspired by the Mughal ethos.

Dialogue Prompts:

Akbar: “We must strive for unity in diversity. How can we ensure our policies promote harmony among all religions?”

Adham Khan: “Your Majesty, perhaps we should impose stricter laws to unify our subjects under one banner. The less we tolerate differences, the more control we’ll have.”

Jahangir: “Father, while strength is important, I believe the beauty of our empire lies in its diversity. Art and culture should reflect this.”

Nur Jahan: “Indeed, art can be a bridge between cultures. Look at this painting. It embodies our spirit and the richness of our society.”

Artist: “Your Majesties, I aimed to capture the essence of our land and its people. Each stroke tells a story of unity amidst diversity.”

Discussion Points:

Explore the impact of Akbar’s policies on religious tolerance.

Discuss Jahangir's artistic pursuits and their significance.

Delve into Nur Jahan's influence on governance and culture.

Consider Adham Khan's ambitions and the challenges of power dynamics.

This role play can help illustrate the complexities of governance and culture during the Mughal era.



ACTIVITY -3 ART AND ARCHITECTURE EXPLORATION

Students study Mughal architecture (like the Taj Mahal) and create a 3D model or drawing of a famous monument.

Materials: Art supplies (cardboard, clay, paints) or digital tools for creating designs.

ACTIVITY -4. CULTURAL EXCHANGE FAIR

Organize a fair where students present different aspects of Mughal culture, such as food, music, clothing, and festivals.

Execution: Each group can set up a booth showcasing their topic, complete with visuals and samples if possible.

ACTIVITY -5.DEBATE

Conduct a debate on the impact of Akbar's policies on religious tolerance and unity versus stricter governance.

Preparation: Students research both sides and prepare arguments.

❖ (Teacher is supposed to conclude debate at the end of discussion)

ACTIVITY -6. DIARY ENTRY

Activity: Students write a diary entry from the perspective of a Mughal courtier, soldier, or artisan, reflecting on daily life, challenges, and achievements.

Goal: Encourages creative writing and empathy for historical figures.

ACTIVITY -7. MAP ACTIVITY

Activity: Use a blank map of India to mark the extent of the Mughal Empire at its peak. Students can also highlight important cities and trade routes.

Materials: Colored pencils and maps.

ACTIVITY -8. RESEARCH PROJECT

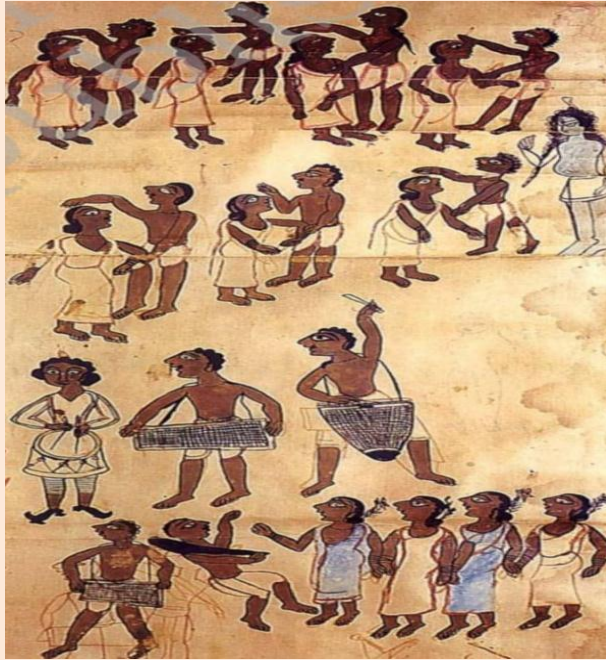
Activity: Assign students to research a specific topic (e.g., Mughal cuisine, festivals, trade) and present their findings through a poster or Power Point presentation.

Goal: Develop research skills and enhance knowledge on specific aspects of Mughal life.

CHAPTER –5

TRIBES, NOMADS AND SETTLED COMMUNITIES

ACTIVITY-1. PICTURE REPRESENTATION.



Look at the picture given above and write a paragraph on it.

ACTIVITY-2. –FUN WITH CARDS

Four children will participate in this game.

Child 1. Some cards are given to one child to shuffle .

Child 2 . Take any one card and read what is written on it for example – Khokhar tribes

Child 3. This child will say few sentences on Khokhar tribes.

Khokhar tribes are found in Punjab and They are mostly Hindu or Sikhs

Child 4 . The fourth child will add on to it. Ram Lal Khokhar was the warrior, he killed Muhammad Ghori.

ACTIVITY-3.-MAP WORK

Plot the location of tribes in India.



Material needed – Blank Maps

ACTIVITY-4. GROUP DISCUSSION

Purpose -Developes critical thinking among Children

Organise a group discussion on the difference between tribal life and settled agriculture life .

Child 1.Tribes are social group which preserve rich customs and traditions. These were passed down to each new generation.

Child 2. They usually lived in the forest, hills desert and places difficult to reach

Child 3. They do not believe in caste based society.They are very close nature

Child 4. A tribal group controlled land and pastures jointly, and divided these among households according to its own rules.

Settled agriculture

Child 5. Settled agriculture means farming practices which involves staying in one place to grow crops year after year in permanent or semi permanent place .

Child 6. Communities are based on agriculture for their life All economic activity is done on farms. They don't wander or move for economic activity .

❖ **(Teacher is supposed to conclude debate at the end of discussion)**

CHAPTER 6

DEVOTIONAL PATHS TO THE DIVINE

ACTIVITY 1: STORY SHARING (20 MINUTES)

Learning Outcomes: Understand devotion across faiths

1. Share stories of devotion from different faiths (e.g., Bhagavad Gita, Bible, Quran).
2. Ask students to share personal experiences or family traditions related to devotion.
3. Encourage discussion on common themes and values.

Group size- 4-5 students

❖ (Teacher is supposed to conclude story and explain moral of the story at the end)

ACTIVITY 2: GRATITUDE JOURNAL (15 MINUTES)

Learning Outcomes: Cultivate gratitude and self-reflection

1. Distribute journals or paper.
2. Ask students to write 5 things they're grateful for.
3. Discuss how gratitude connects to devotion.

Group size- 3-4 students

ACTIVITY 3: VALUE-BASED DISCUSSIONS (30 MINUTES)

Learning Outcomes: Develop empathy and respect

1. Explore values like compassion, forgiveness, and kindness.
2. Use case studies or scenarios to discuss applications.
3. Relate values to devotional practices.

Group size- 3-4 students

❖ (Teacher is supposed to conclude discussion at the end)

ACTIVITY 4: CREATIVE EXPRESSION (30 MINUTES)

Learning Outcomes: Understand devotion across faiths

1. Provide art supplies or writing materials.
2. Ask students to create inspired by devotion (e.g., draw a sacred symbol, write a poem).
3. Encourage sharing and discussion.

Group size- 4-5 students

ACTIVITY 5: MEDITATION AND MINDFULNESS (15 MINUTES)

Learning Outcomes: Foster spiritual growth

1. Introduce simple meditation or guided imagery.
2. Focus on breath, calmness, and inner peace.
3. Discuss connections to devotion.

Group size- all students

ACTIVITY 6: INTERFAITH EXPLORATION (30 MINUTES)

Learning Outcomes: Understand devotion across faiths

1. Invite guest speakers or show videos on different faiths.
2. Discuss devotional practices and traditions.
3. Foster respect and understanding.

Group size- 4-5 students

ACTIVITY 7: REFLECTION AND SELF-ASSESSMENT (20 MINUTES)

Learning Outcomes: Explore values and their applications

1. Distribute reflection sheets.
2. Ask students to evaluate their own devotional practices.
3. Encourage goal-setting for personal growth.

Group size- 4-5 students

ACTIVITY 8: ROLE PLAY (20 MINUTES)

Title: * “Mirabai’s Devotion”

Learning Outcomes: Understand Bhakti movement and recognize Mirabai’s contributions

Characters: 1. Narrator 2. Mirabai 3. Krishna (idol or puppet)

4. Mirabai's Husband (Raja Bhoj) 5. Mirabai's Sister-in-law (Kumardevi)

Script:

(Scene 1: Introduction)

Narrator: "Meet Mirabai, a 16th-century Rajput princess and devotee of Lord Krishna."

Mirabai: "I've dedicated my life to Krishna's love and service."

(Scene 2: Marriage)

Raja Bhoj: "Mirabai, as my wife, you must fulfill royal duties."

Mirabai: "My duty is to Krishna. He's my true husband."

(Scene 3: Devotion)

Mirabai (singing): "Payoji maine Ram Ratan dhan payo..." (I've received the treasure of Lord Krishna)

Kumardevi: "Your devotion is foolish. Focus on family."

Mirabai: "Krishna is my family."

(Scene 4: Persecution)

Raja Bhoj: "Your devotion shames our royal family."

Mirabai: "I'll follow my heart, even if it means leaving."

(Scene 5: Triumph)

Narrator: "Mirabai's devotion prevailed. She became a legendary poet-saint."

Mirabai: "Krishna's love conquers all."

Moral:

"Mirabai's story teaches us about unwavering devotion towards Lord Krishna and following one's heart."

Group size- 5-6 students

❖ **(Teacher can also Prepare dialogue according to context)**

CHAPTER 7

THE MAKING OF REGIONAL CULTURE

ACTIVITY-1.

❖ **Explore the Diversity of Regional Cultures**

❖ **Four Groups & each group 10 students.**

❖

Objective:

To explore how different regions in India developed their own distinct cultures over time and how language, art, architecture, and religion shaped regional identities.

Materials Needed:

- A map of India (blank and labeled)
- Chart papers and colors
- Internet or books for research (optional)
- Printed or hand-drawn pictures of regional art forms, monuments, and cultural symbols (optional)
- Flashcards with names of different regions (for group division)
- Instructions:

PART 1: GROUP RESEARCH AND PRESENTATION

Divide the Class into 4 Groups: Assign each group a region of India, such as Bengal, Tamil Nadu, Kerala, Punjab, Rajasthan, Gujarat, or Assam. Use flashcards with region names to make it random and exciting.

Research Part-1: Each group will research the following aspects of their assigned region:

Language: What language is spoken? How did it evolve over time?

Literature and Art: Highlight any famous works of literature or distinctive art forms (e.g., Kathakali in Kerala, Pattachitra in Odisha, etc.).

Architecture: Focus on key monuments or architectural styles from their region (e.g., temples in South India, forts in Rajasthan).

Religion and Festivals: What are the dominant religious practices? What regional festivals are celebrated?

Cuisine and Dress: Explore the traditional cuisine and clothing of the region.

Create Posters: Each group will create a poster showing their findings. They should illustrate it with images of traditional clothing, monuments, language scripts, etc., and write brief descriptions of each cultural element.

Presentation: Each group will present their poster and findings to the class. They should explain how the culture of their region developed and what makes it unique.

Part 2: Map Work

Label the Regions: After the presentations, distribute blank maps of India. Ask students to label the different regions with the cultural features they learned from the presentations.

For example, write "Kathakali" in Kerala, "Rajasthani forts" in Rajasthan, etc.

Discussion: Have a discussion on how the political history (such as the Cholas in South India or the Mughals in North India) influenced the culture of different regions. Discuss how trade, invasions, and religion shaped the development of unique regional cultures.

Part 3: Reflection

Individual Reflection: Ask students to write a short paragraph on which regional culture they found most interesting and why. They should explain how different elements (language, art, religion, etc.) work together to create a regional identity.

Class Reflection: As a class, reflect on the diversity of cultures in India and discuss how regional cultures continue to influence the larger national identity today.

Learning Outcomes:

- Students will understand how regional cultures in India evolved through various influences like language, religion, art, and architecture.
- They will appreciate the cultural diversity of India.
- Students will enhance their research and presentation skills.

ACTIVITY-2 EXPLORE THE CULTURE WHEEL!

Objective:

Participants will learn about the different aspects of regional culture (like food, festivals, clothing, language, and art) by engaging in activities based on their chosen cultural element.

Materials Needed:

A large wheel or a spinner (you can create one using cardboard or use an online wheel tool)

Cards or posters representing different cultural aspects (Food, Festivals, Language, Clothing, Art, Music, Dance, Traditions)

Craft supplies (for making art or models)

Music system (for regional music)

Ingredients for simple snacks (optional)

Regional clothes, props, or simple materials for dressing up

Steps:

Set Up:

Create a spinner or wheel that has 6-8 sections, each representing an element of regional culture.

Each section could be labeled as one of the following:

- A. Food
- B. Festivals
- C. Clothing
- D. Language
- E. Art
- F. Music & Dance
- G. Traditions

How It Works:

Participants take turns spinning the wheel.

Depending on which cultural element the spinner lands on, they pick a card that gives them an activity related to that cultural aspect.

Sample Activities for Each Element:

Food:

Create a simple regional dish or snack. (For instance, making Lassi for Punjab or trying Idli for South India).

Festivals:

Make a simple craft related to a regional festival, like creating a Rangoli for Diwali or decorating paper lamps for Loy Krathong.

Clothing:

Try on traditional clothing or create paper cut-outs of traditional attire and decorate them.

Language: Learn 3-5 phrases in a regional language (such as learning how to say "Hello" or "Thank you" in Bengali, Tamil, etc.).

Art:

Create a simple regional artwork, like Warli painting or Madhubani art.

Music & Dance:

Listen to traditional music from the region or learn a few dance moves (e.g., Garba from Gujarat or Bhangra from Punjab).

Traditions:

Learn about and role-play a cultural tradition, like a wedding ceremony from Rajasthan or a festival celebration from Kerala.

Presentation: After completing their activities, participants can share what they've learned or made with the group.

Conclusion:

Discuss the different cultural elements each participant explored and how they reflect the unique aspects of the region. This can be followed by a short quiz or a reflection on the diversity of regional cultures. This activity encourages creativity, interaction, and cultural appreciation.

ACTIVITY-3.TITLE: CELEBRATING REGIONAL CULTURE OF [YOUR REGION]**1. Choose a Region**

Select a specific region of India (e.g., Punjab, Tamil Nadu, Rajasthan, West Bengal).

2. Key Elements to Include

Introduction: A brief description of the region, its location, and significance.

Traditional Attire: Illustrate or describe the traditional dress of the people in the region.

Cuisine: Include images or descriptions of popular dishes unique to the region.

Festivals: Highlight major festivals celebrated and their cultural significance (e.g., Diwali, Pongal, Baisakhi).

Art and Crafts: Showcase traditional arts, crafts, or music (e.g., Madhubani painting, Kathak dance).

Language and Literature: Mention the primary language spoken and notable literature or folklore.

Geographical Features: Include images of natural landscapes or landmarks unique to the region.

3. Visual Elements

Images and Illustrations: Use colorful pictures, drawings, or cutouts related to each category.

Maps: Include a small map showing the location of the region in India.

Cultural Symbols: Incorporate symbols like flags, traditional instruments, or motifs representative of the region.

4. Creative Presentation

Use vibrant colors and clear fonts for headings and descriptions.

Organize content in sections or bubbles for easy reading.

Consider a border design that reflects the culture of the region.

5. Conclusion

End with a personal reflection on what makes this region's culture special or unique.

ACTIVITY-4.PUZZLES ON THE MAKING OF THE REGIONAL CULTURE ACTIVITY:

Creating puzzles around regional culture can be a fun and educational way to engage people. Here are a puzzle based on different aspects of regional culture activities:

1. Cultural Crossword Puzzle

Clues: Use clues related to festivals, traditional clothing, cuisine, languages, or famous landmarks from different regions.

Example:

Clue: "This festival of lights is celebrated across India" (Answer: Diwali)

Clue: "Traditional dress worn in Maharashtra during special occasions" (Answer: Nauvari Saree)

2. Jigsaw Puzzle

Concept: Create a jigsaw puzzle with an image that represents a significant cultural aspect of a region, such as a traditional dance performance, a monument, or a regional craft.

Example: An image of a Kathakali dancer from Kerala or the Taj Mahal representing Mughal architecture.

3. Word Search

Concept: Hide words associated with regional cultures in a grid of letters. Words could include local cuisines, festivals, famous artists, and historical landmarks.

Example Words: Pongal, Rangoli, Bhakti, Durga Puja, Sitar, etc.

4. Matching Game

Concept: Pair cultural elements with the correct regions.

Example: Match "Garba" with Gujarat, "Bhangra" with Punjab, "Yakshagana" with Karnataka, etc.

5. Cultural Code Breaker

Concept: Use a simple cipher where each letter of the alphabet represents a number. Solve the puzzle to uncover a regional cultural phrase.

Example: Solve for "Navratri" or "Sangam Literature."

6. Fill-in-the-Blank Puzzle

Concept: Provide incomplete cultural descriptions where participants need to fill in the correct answer.

Example:

"The traditional folk dance of Rajasthan is called ____" (Answer: Ghoomar).

"____ is the famous classical dance of Odisha" (Answer: Odissi).

7. Trivia Puzzle

Concept: Multiple-choice trivia questions about regional culture with clues related to history, art, language, and festivals. Example: "Which Indian state is famous for its Pattachitra paintings?"

- a) Tamil Nadu
- b) Odisha
- c) Maharashtra (Answer: b) Odisha).

Would you like help designing any of these puzzles in more detail?

ACTIVITY-5 : GUIDED SIMULATION

GROUP DISCUSSION: I am culture of India.

- ❖ To develop an interest in different culture this culture also to identify various characteristics culture (food, festivals, clothing, art , language, Music & Dance etc)
- ❖ To develop the concept of comparing their region with other regions.
- ❖ To make them understand the co-relationship among various key features of regions and will be able to differentiate properly.

PROCEDURE

- Immediately after completion of the chapter to understand their understanding level students will be assigned the activity
- The class will be divided into **4 groups** each containing **10 students**.
- On lottery basis, each group representative will be asked to pick a slip containing various
- data, information, sketch, observation, questions from various sources
- Every student has to maintain a Hand Book to write down their work-related database

GROUP-01: Bengal (food, festivals, clothing, art , language, Music & Dance etc)

GROUP-02: Orissa(food, festivals, clothing, art , language, Music & Dance etc)

GROUP-03: Rajasthan (food, festivals, clothing, art , language, Music & Dance etc)

GROUP-04: Kerala (food, festivals, clothing, art , language, Music & Dance etc)

After collecting various facts, figures, pictures, each group will discuss the phenomena and write down a brief note on the basis of their observation and collected information.

The teacher will study their brief report and guide them on what to include or delete and how to co-ordinate the facts.

Finally, each group after taking proper instruction and verification from the teacher they will prepare their write-ups and will represent day wise.

The teacher will co-relate all the above four Regional culture (food, festivals, clothing, art , language, Music & Dance etc) and will explain to the students how Regional culture make unity in India.

ACTIVITY-6.ACTIVITY ON CLASSICAL DANCE OF INDIA

A great activity to explore Indian classical dance could be creating a presentation and demonstration based on the different forms of classical dance. You could include the following elements:

PROCEDURE

- The class will be divided into 4 groups each containing 10 students.
- On lottery basis, each group representative will be asked to pick a slip containing various topic.
- data, information, sketch, observation, questions from various sources.

- Every student has to maintain a Hand Book to write down their work-related database

1. **Introduction** to Indian Classical Dance. Briefly explain the importance of dance in Indian culture. Discuss the eight recognized classical dance forms:

- Bharatanatyam (Tamil Nadu)
- Kathak (North India)
- Kathakali (Kerala)
- Manipuri (Manipur)
- Odissi (Odisha)
- Kuchipudi (Andhra Pradesh)
- Sattriya (Assam)
- Mohiniyattam (Kerala)

2. History and Mythological Origins

Talk about how classical dance forms are often connected with Hindu mythology and temple traditions. Show connections with texts like the Natya Shastra, the ancient Indian treatise on performing arts.

3. Music and Instruments

Discuss the unique musical instruments associated with each dance form, such as the mridangam, tabla, and sitar. Play recordings of the music used in performances to help students recognize differences.

4. Costumes and Makeup

Explore the elaborate costumes, jewelry, and makeup used in classical dance, showcasing images or video clips. Allow participants to dress up in traditional costumes and try out basic dance gestures.

5. Basic Gestures and Mudras

Teach some basic hand gestures (mudras), facial expressions, and postures. Each classical dance form has a rich vocabulary of gestures with symbolic meaning.

Have participants mimic these gestures.

6. Short Dance Demonstration

Show a live or video demonstration of a few basic steps from a specific dance form (e.g., Bharatanatyam or Kathak).

If possible, invite a classical dancer to perform and explain the movements.

7. Discussion on Significance

Discuss how classical dance reflects Indian spiritual traditions, storytelling, and cultural values.

This activity would not only introduce participants to India's rich cultural heritage but also allow them to engage in a creative, hands-on experience.

CHAPTER-8

EIGHTEENTH-CENTURY POLITICAL FORMATIONS

Some experiential learning activities that can help students understand this chapter better -

1. **ACTIVITY-1: ROLE PLAY ACTIVITIES-** Participants enact the role of different figures from the period, such as British East India Company officials, Indian rulers, or Mughals mansabdars . This can help them understand How the king loss their power and the regional subedars became powerfull and create their territory,diverse perspectives and the impact of the Company's actions on various groups.

❖ (Teacher can prepare dialogue according to context)

2. **ACTIVITY 2: DEBATE:** Set up a debate on the impact of the British East India Company's policies on local economies and societies. This can encourage students to explore the complex effects of colonial rule. Students can understand How this can be effect the Mughals lose their power.

❖ (Teacher is supposed to conclude debate after discussion)

3. **ACTIVITY 3: MAP ANALYSIS:** Provide historical maps showing the expansion of regional territory and British territories over time. Have students compare these with modern maps to visualize changes and discuss the reasons behind territorial changes.

4. **ACTIVITYV4:GROUP DISCUSSION:-** Create two group of students and tell them to discuss the role of mansabdars in Mughal period and How they became powerfull.

❖ (Teacher is suppose to conclude debate after discussion)

5. **ACTIVITY 5: FIELD TRIP OR VIRTUAL TOUR:** If possible, visit a museum or historical site related to British colonial history. Alternatively, take a virtual tour of relevant historical sites or museums to connect the textbook material with real-world artefacts and locations.

These activities can help bring the historical context to life and deepen students' understanding of the transition of eighteenth-century political formation in better manner.

EXPERIENTIAL LEARNING ACTIVITIES “GEOGRAPHY”



EXPERIENTIAL LEARNING ACTIVITIES

SOCIAL SCIENCE – CLASS VII- (GEOGRAPHY)

SL.NO.	NAME OF CHAPTER	PAGE NO.
CH.-1.	ENVIRONMENT ACTIVITY	41-43
CH.-2.	INSIDE OUR EARTH ACTIVITY	44-48
CH.-3.	OUR CHANGING EARTH ACTIVITY	49-53
CH.-4.	AIR ACTIVITY	54-57
CH.-5.	WATER ACTIVITY	58-61
CH.-6.	HUMAN ENVIRONMENT INTERACTION TROPICAL AND SUBTROPICAL REGI ACTIVITY	62-63
CH.-7.	THE LIFE IN THE DESERT ACTIVITY	64-68

CHAPTER - 1

ENVIRONMENT

ACTIVITY-1: ROLE PLAY – Meaning of environment and how it changes.

Objectives - Students will be able to understand the meaning of environment and why it is changing.

Instructions –

1. Teacher will ask 7 students to play different roles of Ravi, Paramjeet, Jessy, Mustafa, Asha and Teacher from chapter.
2. After completion of role play, teacher will divide class in two groups and ask students to read the content again.
3. Teacher will ask students to write their responses of following question in notebook.

Q.1 Make a list with your classmate seating next to you, of the creations by nature /creations by human beings.

4. Once responses are written, teacher will ask few students to present their responses in front of class. Teacher will write responses on board.
5. After reviewing each response, Teacher will recapitulate topic using responses written on board.

(Script for role play –)

Narrator – After the long vacation, when Ravi started going to school again, he noticed that the only playground next to his school was dug up. People said that a huge building with many flats will be constructed there. Ravi was almost in tears, when he realised that the big playground with its soft grass, marigolds and butterflies is gone for ever. He shared his feelings with his classmates. In the assembly, the Principal too sadly observed, “See how our environment is changing.”

Ravi ask his teacher - “What is environment?”

The Teacher (Student) – “Whatever you see in your surroundings,”

Ravi (thinking) – “That means, the school building, tables, chairs in the classroom, even that open field, the road, the garbage, my friends – all are parts of our Environment”!

The Teacher (Student) – “Yes”, “but wait..... Some objects are created by nature – for example, mountains, rivers, trees, animals. Others are made by people – for example roads, cars, clothes, books”.

Iqbal – “Why is our environment changing?”

The Teacher – “It’s all because of our needs. They are increasing day by day; we are therefore modifying and at times even destroying our natural surroundings”.)



ACTIVITY-2: PICTURE ANALYSIS – Components of Environment

Objectives – Students will be able to identify components of environment and differentiate between type of environment.

Instructions –

1. Teacher will divide class in groups of 4 to 5 students.
2. Teacher will ask students to observe figure 1.1 and make list of various components of each type of environment in notebook.
3. Teacher will ask students to write names of some more components after discussing with his/her group members.
4. Teacher will ask one member from each group to present his content in front of class.
5. Other students will be asked to review and add something in the list.
6. Teacher will complete the topic by briefly discussing it.

ACTIVITY- 3: ROLE PLAY AND GRAFFITI BOARD – Natural Environment

Objectives – Students will be able to observe, identify and differentiate between the four domains of earth.

Instructions –

1. Teacher will ask four students to prepare their dialogues as per script given below.
2. Teacher will ask each student, with name tag of one domain, to speak his/her dialogues in front of class.
3. After all dialogues are delivered, teacher will instruct all four students to sit on their places and ask other students to come in front of class and write one key point about each domain.
4. Once every student has recorded his/her response, teacher will discuss each point briefly and summarise topic using content map.

(Script - Lithosphere (Student-A) - I am the solid crust or the hard top layer of the earth. I am made up of rocks and minerals and covered by a thin layer of soil.

Hydrosphere (Student-B)- It has an irregular surface with various land-form such as mountains, plateaus, plains, valleys, etc.

Lithosphere (Student-A) - I am the domain that provides us forests, Grasslands for grazing, land for agriculture and human settlements.

Hydrosphere (Student B) says- I am the domain of water also called hydrosphere. I am comprise various sources of water and different types of Water bodies like rivers, lakes, seas, oceans, etc. I am essential for all living organisms.

The atmosphere (Student C) -

I am the thin layer of air that surrounds the earth. The gravitational force of the earth holds me around it. I protect you from the harmful rays and scorching heat of the sun.

Biosphere (Student D) –

Plant and animal kingdom together make me or the living world. I am a narrow zone of the earth where land, water and air interact with each other to support life.)

CHAPTER 02

INSIDE OUR EARTH

ACTIVITY-1: EXPLORING THE LAYERS OF THE EARTH (GROUP ACTIVITY)



Group Activity: **Divide students into small groups.**

Each group creates a 3D model of the Earth's layers using Styrofoam balls or clay. Each layer should be coloured and label.

Students can also use Onion and Avocado to show the layers of the earth.

Encourage students to include information about each layer's composition, temperature, and thickness.

Objective:

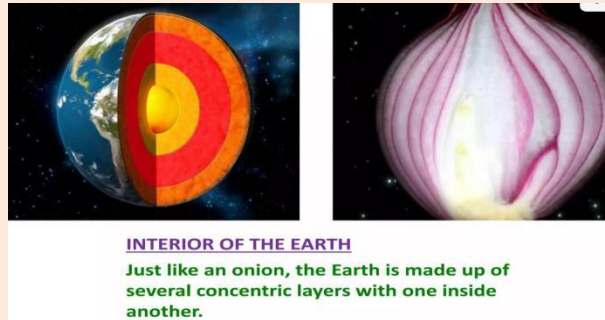
- Understand the structure of the Earth and its layers (crust, mantle, outer core, inner core).
- Learn about the characteristics and composition of each layer.
- Engage in hands-on learning to reinforce concepts.

Materials Needed:

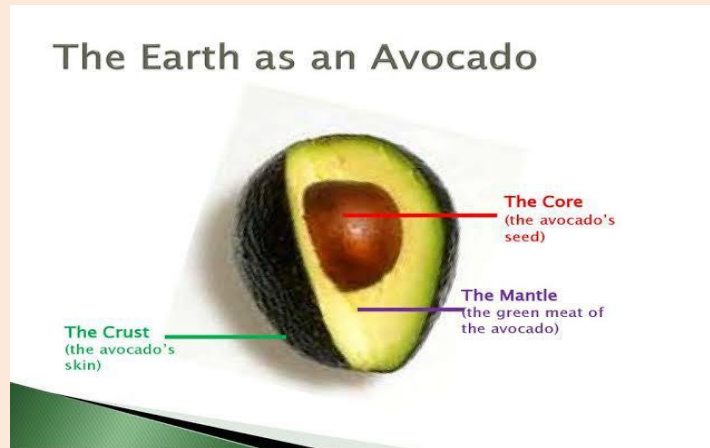
- **3D Model Materials:**
 - Styrofoam balls or clay
 - Paints/markers
 - Knife (for cutting, to be done by the teacher or under supervision)

- Food items:

- Onion



- Avocado



Execution:

Introduction: Begin with a brief discussion about the Earth's layers. Ask students what they know about the Earth's interior.

Idea Selection: Share project ideas, such as:

- Use of Avocado
- Use of Onion
- 3D models
- Posters and Charts

Presentation: Students present their projects, explaining the materials used and how their creations explain about the interior of the earth.

Reflection: Ask students to write a short reflection on what they learned.

ACTIVITY-2:WRITE UP ACTIVITY (INDIVIDUAL ACTIVITY)

- We cannot go to the centre of the earth.
- Sedimentary rocks are formed from sediments.

Give reasons in 50 words.

Objectives: To give an idea to stimulate their imagination.

Presentation: Students will read their write ups. In between teacher can instruct all the students to listen carefully and can ask 1 or 2 questions based on the write ups.

ACTIVITY-3: QUIZ AND DISCUSSION

- **Activity:** Prepare a quiz about the Earth's layers and their characteristics. After the quiz, discuss the answers and clarify any misconceptions.
- Quiz could be with audio/visual effect with the help of ICT.

MULTIPLE CHOICE QUESTIONS

1. What is the outermost layer of the Earth called?

- a) Mantle b) Crust c) Outer Core d) Inner Core

2. Which layer of the Earth is mostly made up of liquid iron and nickel?

- a) Crust b) Mantle c) Outer Core d) Inner Core

3. Which layer is the thickest?

- a) Crust b) Mantle c) Outer Core d) Inner Core

4. What is the state of matter of the inner core?

- a) Liquid b) Solid c) Gas d) Semi-solid

ACTIVITY- 4: PROBLEM-SOLVING ACTIVITY

Objectives:

- Apply knowledge of the Earth's layers to solve real-world problems.
- Develop teamwork and communication skills.
- Enhance critical thinking and reasoning abilities.

Materials Needed:

- Scenario cards (prepared with old chart papers / invitation cards in advance)
- Whiteboard or large paper for group notes
- Markers
- Timer

Activity Steps:

Introduction:

1. Briefly review the layers of the Earth (crust, mantle, outer core, inner core) and their characteristics.
2. Explain that students will work in groups to solve scenarios related to Earth's layers.

Group Formation (5 minutes):

Divide the class into small groups (4-5 students each).

Scenario Distribution (15 minutes):

Provide each group with a scenario card that presents a problem related to Earth's layers.
Here are a few examples:

Scenario Examples:

1. **Earthquake Prediction:** Your town is experiencing unusual tremors. How can understanding tectonic plates and the mantle help predict future earthquakes?
2. **Volcano Eruption:** A nearby volcano shows signs of activity. Explain how the movement of magma from the mantle to the surface relates to the outer core.
3. **Resource Extraction:** Your company wants to extract minerals from the crust. Discuss the implications of this on the ecosystem and how it relates to the Earth's layers.

Problem Solving:

1. Groups discuss their scenario and brainstorm solutions or explanations.
2. They should use their knowledge of the Earth's layers, conduct research if needed, and prepare a brief presentation of their findings.

Presentations:

1. Each group presents their scenario and solution to the class (5 minutes per group).
2. Encourage other students to ask questions or offer additional insights after each presentation.

Class Discussion:

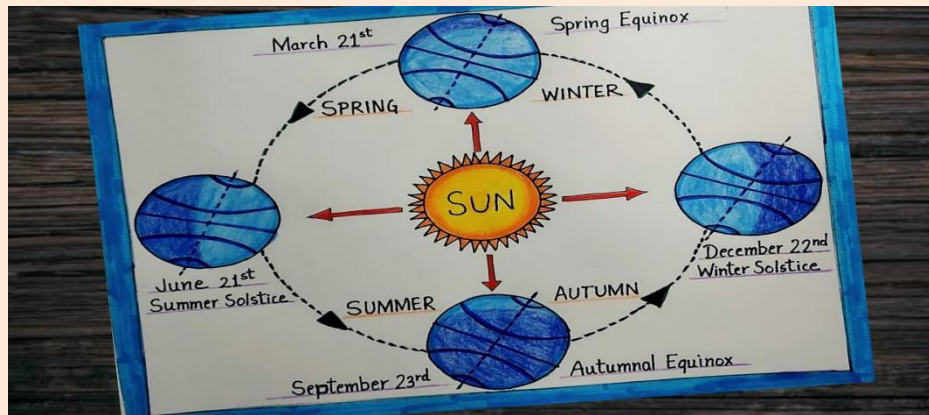
1. Discuss as a class what was learned from each scenario.
2. Highlight how understanding the Earth's layers can help address real-world challenges.

Reflection:

Have students write a short reflection on what they learned about the Earth's layers and the importance of problem-solving in Earth sciences.

CHAPTER 03

OUR CHANGING EARTH



ACTIVITY-1: Learning by Doing "Earth in Motion: Exploring Change"

Objectives:

- Understand the natural and human-induced changes to the Earth.
- Recognize the impact of these changes on ecosystems and communities.
- Foster teamwork and critical thinking.

Materials Needed:

- Large poster boards or chart paper
- Markers, colored pencils, or crayons
- Access to research materials (books, articles, internet)
- Craft supplies (scissors, glue, magazines for collage)
- Projector (if available)

Activity Steps:

Introduction

- Start with a brief discussion about how the Earth changes over time. Cover topics like climate change, deforestation, urbanization, natural disasters, and conservation efforts.
- Show a short video or presentation on significant changes affecting the Earth.

Group Formation:

Divide the class into small groups (4-5 students each).

Research and Discussion:

- Each group chooses or is assigned a specific aspect of Earth's changes, such as:
 - Climate Change
 - Pollution
 - Natural Disasters
 - Urbanization
 - Conservation Efforts
- Groups should research their topic, focusing on causes, effects, and potential solutions. Encourage them to think critically and share insights within the group.

Creative Presentation:

- Using the materials provided, each group creates a poster or a digital presentation that includes:
 - Key information about their topic
 - Illustrations, graphs, or images that represent the changes
 - Possible solutions or actions people can take to address these changes
- They can also create a short skit or role-play if they prefer a more interactive approach.

Role Play

Teacher (Mr. Smith)

Student (Emily)

Teacher (Mr. Smith): Good morning, class! Today, we are going to dive deep into the Earth—figuratively, of course. Can anyone tell me what the Earth is made up of?

Emily: Umm, I think it has different layers? Like... the crust?

Teacher (Mr. Smith): That's right! The Earth has three main layers. The outermost layer is called the crust, but do you know the names of the other two layers beneath it?

Emily: Let me guess... one of them is the mantle?

Teacher (Mr. Smith): Correct again! The second layer is called the mantle. And what about the innermost layer?

Emily: Oh, I remember now! It's called the core, right?

Teacher (Mr. Smith): Absolutely! The core is further divided into the outer core and the inner core. Now, do you know what the crust is made of?

Emily: I think it's made up of rocks, but aren't there different types?

Teacher (Mr. Smith): Excellent point! Yes, there are three main types of rocks: igneous, sedimentary, and metamorphic. Can you tell me what each type is formed from?

Emily: Umm, I think igneous rocks are formed from... lava? Or is it magma?

Teacher (Mr. Smith): Both! Igneous rocks are formed when molten magma cools and solidifies. Lava is what we call magma once it reaches the Earth's surface. Do you know how sedimentary rocks form?

Emily: I think they are formed by layers of sediments... like sand and small particles being pressed together?

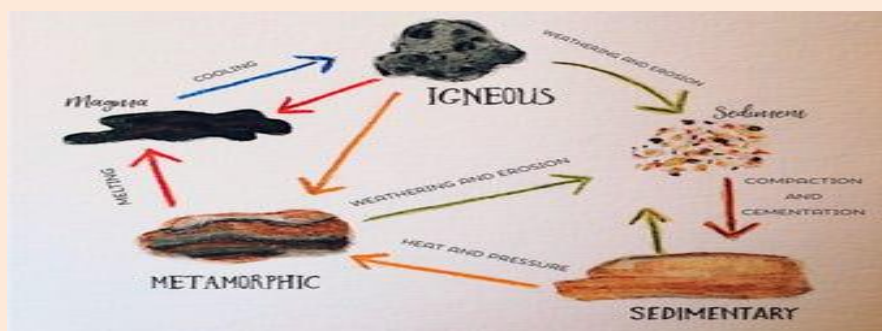
Teacher (Mr. Smith): Spot on! Sedimentary rocks form from the accumulation and compression of sediments over time. Now, what about metamorphic rocks?

Emily: Metamorphic rocks... I'm not too sure about those.

Teacher (Mr. Smith): No worries! Metamorphic rocks are formed when igneous or sedimentary rocks are changed by heat and pressure. So they "morph" or transform. Now, can you guess what ties all these rock types together?

Emily: Oh, I know! It's the rock cycle, right?

(Now teacher can show poster of rock cycle)



Teacher (Mr. Smith): Exactly! The rock cycle is a continuous process where rocks change from one type to another over time due to various processes like melting, cooling, erosion, and pressure.

Emily: Wow, I didn't realize how much is going on inside the Earth!

Teacher (Mr. Smith): Yes, there's a lot happening beneath our feet. It's fascinating to think about how dynamic our planet is. Alright, any questions before we wrap up?

Emily: Not right now, but I'll definitely look at some diagrams of the rock cycle later!

Teacher (Mr. Smith): Great idea! Understanding those visuals can really help solidify the concepts. Keep exploring.

Presentation:

- Each group presents their work to the class. Encourage questions and discussions after each presentation.

Reflection and Discussion:

- Hold a class discussion about what they learned. Prompt them with questions like:
 - What surprised you the most?
 - How do these changes affect you and your community?
 - What can we do to help?

Wrap-Up

- Conclude with a summary of the importance of understanding and addressing changes to the Earth.
- Optionally, assign a reflective writing task where students can express what they learned and how they plan to contribute to a healthier planet.

Assessment:

- Evaluate group presentations for creativity, clarity, and understanding of the topic.
- Consider peer feedback and participation during discussions.

This activity encourages collaboration, creativity, and critical thinking, while allowing students to engage deeply with the topic of our changing Earth!

CHAPTER-4

AIR

ACTIVITY-1. EXPERIMENTAL METHOD-AIR QUALITY EXPERIMENT

Objective: Understand air pollution and its effects.

- **Materials:** Clear bottles, soil samples, small plants, and air quality testing kits (or DIY indicators).
- **Activity:** Have students create mini ecosystems in bottles with different soil samples (urban vs. rural) and observe how air quality affects plant growth over a few weeks. Discuss the impact of air pollution.

ACTIVITY-2. LEARNING BY DOING-BALLOON ROCKETS

Objective: Learn about air pressure and propulsion.

- **Materials:** Balloons, straws, string, and tape.
- **Activity:** Set up a string track across the room. Inflate a balloon without tying it, tape it to a straw, and thread the string through the straw. Release the balloon to see how far it travels. Discuss the concepts of thrust and propulsion.



ACTIVITY-3. AIR PRESSURE EXPERIMENT

Objective: Explore the concept of air pressure.

- **Materials:** A glass of water, a piece of cardboard, and a large shallow dish.

Activity: Fill the glass with water, cover it with cardboard, then flip it upside down over the dish. Carefully remove the cardboard—observe how the water stays in the glass due to air pressure. Discuss why this happens.



ACTIVITY-4. WIND DIRECTION AND SPEED MEASUREMENT

Objective: Understand how to measure win

- **Materials:** Homemade anemometer (using cups, straws, and a pencil) and a compass.
- **Activity:** Students can create their anemometers and measure wind speed and direction over a week. Discuss factors affecting local wind patterns.

ACTIVITY-5. MAKE A SIMPLE KITE

Objective: Learn about lift and air currents.

- **Materials:** Plastic bags, string, lightweight sticks, and tape.

- **Activity:** Students can design and build kites, then take them outside to fly. Discuss how the shape and design affect lift and stability.



ACTIVITY-6. Air in a Bag

Objective: Activity: "Air in a Jar"

Objective: To observe the components of air and understand its basic composition.

Materials Needed:

- A clear glass jar or container with a lid
- A small balloon or a piece of plastic wrap
- A straw (optional)
- Water
- A piece of paper

Instructions:- Fill the jar with about 1/4 of water. This represents the moisture in the air.

Capturing Air:Inflate the balloon and pinch the neck to trap the air inside. Alternatively, you can blow into the jar using a straw (if using) and quickly cover the opening with the balloon or plastic wrap.

Sealing the Air:If using a balloon, stretch it over the opening of the jar to seal it. If using plastic wrap, make sure it is tight and secure.

Observation:Leave the jar undisturbed for a few minutes. Notice any condensation on the sides of the jar, which indicates water vapor.

Discussion:Talk about the composition of air. Discuss that air is made up of:

- Approximately 78% nitrogen
- About 21% oxygen
- Small amounts of argon, carbon dioxide, and other gases

Ask questions like:

- What do you think happens to the air trapped in the balloon?
- Why do we see moisture on the sides of the jar?

Extension Activity: Research the role of each gas in the atmosphere and its importance to life on Earth.

Conclusion:

This hands-on activity helps visualize the concept of air composition and provides a starting point for deeper discussions about the atmosphere and environmental science.

CHAPTER-5

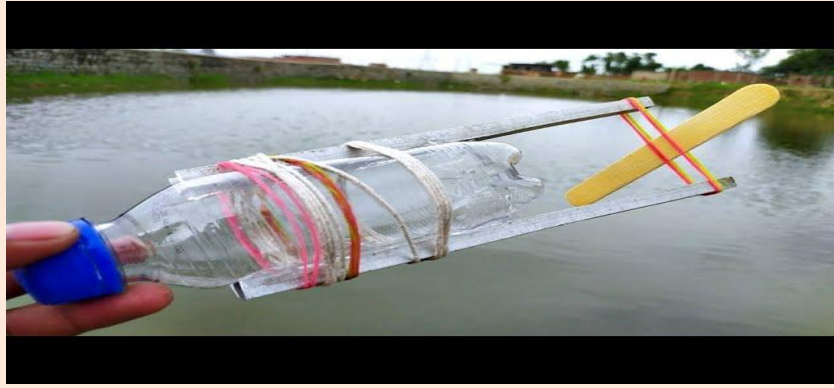
WATER

ACTIVITY- 1.CREATING WATER CONSERVATION POSTERS

- **Objective:** To create awareness about the conservation of water bodies and the need to prevent water pollution.
- **Materials:** Paper, markers, crayons, posters.
- **Instructions:**
 - Ask students to create posters that focus on the importance of water conservation and preventing water pollution.
 - They can include messages like “Save Water, Save Life,” “Keep Our Oceans Clean,” or “Prevent Water Pollution.”
 - Display these posters in the classroom or around the school to promote awareness.

ACTIVITY- 2. BOAT-MAKING COMPETITION -

- **Objective:** To teach students about water transport and the importance of buoyancy.
- **Materials:** Recyclable materials (plastic bottles, straws, paper, etc.), glue, scissors, and water tubs.
- **Instructions:**
 - Divide students into small groups and ask them to build simple boats using the materials provided.
 - After the boats are constructed, test them by floating them in a tub of water.
 - Discuss why some boats float better than others, introducing the concept of buoyancy and the importance of boat design for water transport.



ACTIVITY-3.FIELD TRIP TO A WATER BODY

- **Objective:** To provide students with a hands-on learning experience about water bodies and their uses.
- **Instructions:**
 - Organize a field trip to a nearby river, lake, dam, or water reservoir.
 - Have students observe activities taking place on or around the water (fishing, boating, transportation).
 - Engage them in a discussion about how the water body is used for various purposes, its importance to the local community, and any conservation measures in place.

ACTIVITY- 4. WATER TRANSPORT DEBATE

- **Objective:** To explore the advantages and disadvantages of water transport.
- **Instructions:**
 - Divide the class into two groups. One group will discuss the advantages of water transport (cost-effective, eco-friendly, can carry bulk goods, etc.), and the other will discuss its disadvantages (slow, affected by weather, limited routes).
 - After each side presents their arguments, conclude with a discussion on how water transport is still a vital means of transportation in many parts of the world.

ACTIVITY-5.WATER BODIES MAPPING ACTIVITY

- **Objective:** Students will identify and label major rivers, lakes, seas, and oceans on a world map.
- **Materials:** World map printouts, atlases, colored pencils.
- **Instructions:**
 - Ask students to locate and mark the world's major rivers (e.g., Ganges, Nile, Amazon), seas (e.g., Mediterranean, Arabian Sea), and oceans (Pacific, Atlantic).
 - Use different colors to differentiate between rivers, seas, and oceans.
 - Discuss the countries and regions these water bodies pass through and their significance for human activities like trade, transportation, and fishing.

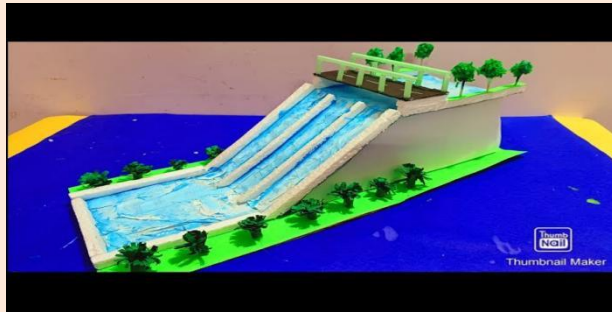
ACTIVITY- 6.SIMULATION OF A WATER CYCLE MODEL



- **Objective:** To explain the water cycle and its connection to water bodies.
- **Materials:** A glass jar, plastic wrap, ice, hot water.
- **Instructions:**
 - In a jar, pour hot water to simulate a water body.
 - Cover the jar with plastic wrap and place ice cubes on top.
 - The hot water evaporates, and condensation forms on the plastic wrap, mimicking the water cycle.

- Explain the connection between the water cycle and how water bodies like lakes and rivers receive water through rainfall.

ACTIVITY- 7. HYDROELECTRICPOWER DAM MODEL



- **Objective:** To understand how dams are used to generate hydroelectric power.
- **Materials:** Clay or cardboard for the dam, water for the river, a small motor or light to simulate electricity.
- **Instructions:**
 - Students create a simple model of a dam using clay or cardboard.
 - Use a small motor or light to show how the flow of water can generate electricity.
 - Discuss the benefits of hydroelectric power as a renewable energy source and its role in supporting local communities.

ACTIVITY- 8. DISCUSSION ON WATER POLLUTION AND SOLUTIONS

- **Objective:** To raise awareness about water pollution and discuss solutions.
- **Instructions:**
 - Organize a class discussion where students talk about the causes of water pollution (industrial waste, plastic, oil spills).
 - Ask students to brainstorm solutions and actions that can help prevent water pollution (e.g., reducing plastic use, stricter laws, recycling).
 - Conclude with a discussion on how they can contribute to saving water and keeping water bodies clean.

CHAPTER 6

HUMAN-ENVIRONMENT INTERACTION IN TROPICAL AND SUB TROPICAL REGION

ACTIVITY- 1.GROUP DISCUSSION

- Topic: How do people in tropical and subtropical regions adapt to their environment?
- Activity: Divide students into small groups. Each group discusses specific adaptations (e.g., clothing, housing, agriculture) and presents their findings.
-

ACTIVITY- 2.CREATE A CONCEPT MAP

Activity: Students create a concept map showing the interconnections between the environment and human activities in tropical and subtropical regions. Include aspects like climate, agriculture, urbanization, and conservation.

ACTIVITY- 3. RESEARCH PROJECT

Activity: Assign students different countries or regions within the tropics and subtropics. They research and present on how local communities interact with their environment, focusing on cultural practices, economic activities, and environmental challenges.

ACTIVITY- 4.FIELD STUDY

Activity: If possible, organize a field trip to a local botanical garden or farm that showcases tropical plants. Students can observe and discuss human interaction with plant life in different climates.

ACTIVITY-5.POSTER CREATION

Activity: Have students create posters that illustrate the impact of human activities on the environment in tropical/subtropical regions. They can include pictures, data, and in fographics.

ACTIVITY-6.DEBATE

Topic: "Is human activity more beneficial or harmful to the tropical environment?"

Activity: Organize a debate where students take sides on this issue, encouraging critical thinking and discussion about environmental impacts.

ACTIVITY-7.VIRTUAL EXPLORATION

Activity: Use online resources or virtual tours of tropical regions (like rainforests or coastal areas) to explore biodiversity and human impact. Students can take notes on what they observe.

ACTIVITY-8. CREATE A DOCUMENTARY

Activity: Students work in groups to create a short video documentary about human-environment interaction in a specific tropical or subtropical area, incorporating research, interviews, and visuals.

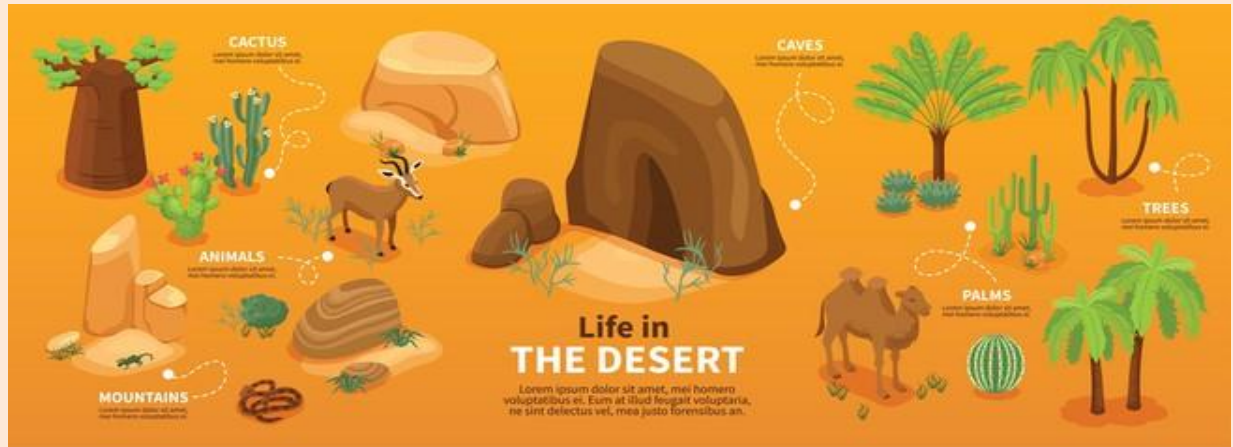
ACTIVITY-9. REFLECTION JOURNALS

Activity: Encourage students to keep a reflection journal throughout the unit, noting their thoughts on human-environment interactions and any new perspectives they gain.

These activities can help students better understand the complex relationships between humans and their environments in tropical and subtropical regions.

CHAPTER 7

LIFE IN THE DESERT



THE HOT DESERT – SAHARA

ACTIVITY-1.MAP SKILLS ACTIVITY

- **Objective:** Locate and label key features of the Sahara Desert.
- **Activity:** Provide students with blank maps of Africa. In pairs, they will locate and label the Sahara Desert, its neighboring countries, and significant geographical features like oases and the Karakoram Range.

ACTIVITY- 2.CLIMATE COMPARISON CHART

- **Objective:** Understand the climate of the Sahara Desert.
- **Activity:** Students will create a chart comparing the climate of the Sahara Desert with their local climate. They should include temperature ranges, rainfall, and seasonal changes. Encourage them to illustrate their charts with images or symbols.

ACTIVITY- 3.FLORA AND FAUNA RESEARCH POSTER

- **Objective:** Explore the unique plant and animal life of the Sahara.
- **Activity:** Assign groups to research different species of flora (e.g., cactus, date palms) and fauna (e.g., camels, snakes) found in the Sahara. Each group will create a poster highlighting their species, including pictures, habitat, and adaptations to desert life.

ACTIVITY- 4.ROLE-PLAY AS NOMADS

Topic: "Life in the Desert"

Objective: To explore and understand the daily lives, cultures, and challenges faced by Bedouins and Tuaregs.

Materials Needed:

- Costumes or props (scarves, shawls, small rugs, etc.)
- A map of the Sahara Desert
- Notebooks and pens for reflection
- Optional: Pictures or artifacts representing Bedouin and Tuareg cultures

Introduction:

- Briefly introduce the Bedouins and Tuaregs. Discuss their historical backgrounds, cultural practices, and their adaptation to desert life.

Group Formation:

- Divide the participants into two groups: one representing Bedouins and the other representing Tuaregs.

Role Assignment:

- Assign roles within each group (e.g., leader, merchant, farmer, craftsman) to give participants a sense of diverse perspectives.

Preparation:

- **Each group should spend about 15-20 minutes preparing a short presentation or skit that illustrates a day in the life of their group.** They should include:
 - Daily activities (e.g., herding, trading, family roles)
 - Cultural practices (e.g., music, clothing, food)
 - Challenges they face (e.g., climate change, modern influences)

Performances:

- Each group presents their skit to the rest of the participants. Encourage creativity! They can use props, songs, or dances relevant to their culture.

Discussion:

- After the performances, hold a discussion. Ask questions such as:
 - What similarities and differences did you observe?
 - How do environmental conditions shape their lifestyles?
 - What can we learn from their ways of life?

Reflection:

- Conclude the activity by having participants write a short reflection on what they learned about Bedouins and Tuaregs, focusing on cultural appreciation and the importance of adapting to one's environment.

Conclusion:

This role-play activity not only fosters creativity and collaboration but also deepens understanding of the rich cultures of Bedouins and Tuaregs and encourages respect for their ways of life.

ACTIVITY- 5.CREATIVE WRITING

- **Objective:** Engage with the environment through storytelling.
- **Activity:** Ask students to write a fictional diary entry from the perspective of a child living in the Sahara Desert. They should describe a day in their life, focusing on the climate, their activities, and interactions with family and animals.

ACTIVITY- 6.DEBATE ON MODERNIZATION

- **Objective:** Analyze the impact of modernization on traditional lifestyles.

- **Activity:** Organize a debate on the effects of modernization in the Sahara Desert, discussing topics like the impact of oil discovery, tourism, and the replacement of traditional lifestyles with urban living. Assign roles for and against modernization.

(Debate should be concluded by the teacher)



ACTIVITY- 7.OASIS CREATION PROJECT

- **Objective:** Understand the significance of oasis in the desert ecosystem.
- **Activity:** Students will design a model of an oasis, illustrating its features (e.g., water source, vegetation, and wildlife). They should present their models and explain the importance of oases for the desert inhabitants.

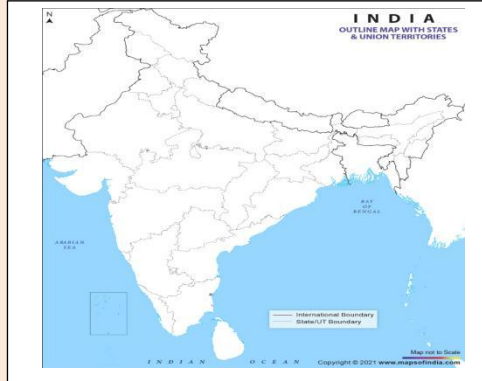
ACTIVITY- 8.CULTURAL EXCHANGE PRESENTATION

- **Objective:** Learn about the culture of Sahara's inhabitants.
- **Activity:** Each student will research a cultural aspect of the Sahara (e.g., clothing, food, festivals) and present it to the class. They can include visuals or even prepare a small dish to share if feasible.

These activities will help students gain a comprehensive understanding of the Sahara Desert's geography, climate, ecosystems, and the lives of its people.

ACTIVITY- 9.MAP ACTIVITY

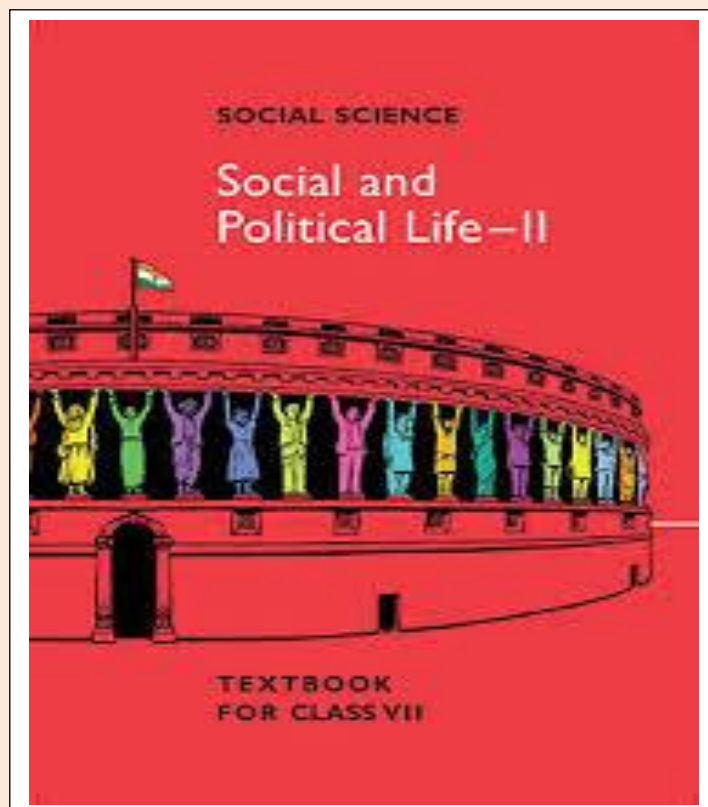
- **Objective:** Identify and label key geographical features of Ladakh.
- **Activity:** Provide students with a blank map of India. Have them locate Ladakh, the Karakoram Range, Zaskar Mountains, and major rivers like the Indus. They can also mark famous monasteries and the capital, Leh.



ACTIVITY- 10.CLIMATE COMPARISON CHART

- **Objective:** Understand the unique climate of Ladakh.
- **Activity:** Students will create a climate chart comparing Ladakh's temperatures (day and night) with their own local climate. They can illustrate the chart with drawings of the seasonal changes and discuss the implications of extreme temperatures.

EXPERIENTIAL LEARNING ACTIVITIES “CIVICS”



EXPERIENTIAL LEARNING ACTIVITIES

SOCIAL SCIENCE – CLASS VII

SUBJECT – POLITICAL SCIENCE (INDEX)

S.NO.	NAME OF CHAPTER	Page No.
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CH.-2.	ROLE OF THE GOVERNMENT IN HEALTH ACTIVITY	73-74
CH.-3.	HOW THE STATE GOVERNMENT WORKS ACTIVITY	75-76
CH.-4.	GROWING UP AS BOYS AND GIRLS ACTIVITY	77-78
CH.-5.	WOMEN CHANGE THE WORLD ACTIVITY	79-80
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CH.-7.	MARKETS AROUND US ACTIVITY	83-85
CH.-8.	A SHIRT IN THE MARKET ACTIVITY	86-87

CHAPTER. 1

ON EQUALITY

ACTIVITY-1- SURVEY METHOD-

Topic- Sexual division and inequality

Activities- Allow students design a simple survey to collect data from their family and community, about how chores and responsibilities are divided. Analyze the data in class and discuss patterns and implications.

Objectives- To understand about the inequality in the society and how we can do work for them.

ACTIVITY-2-GROUP ACTIVITY-

Activities- Teacher will give a question to the students ‘What is your opinion on equality’.

Divide the class in 4 groups, give them five minutes to discuss about it after that ask from every group and write the keywords on the blackboard.

Objectives- To check the knowledge of students about equality and by this process find some common keywords about equality.

ACTIVITY-3 ROLE PLAY-

Activities- The teacher select three students who were playing a role of imaginary characters the student share their stories.

(Prepare Dialogue according to context)

Kabir: Hi (Dialogue)

(a confident young man with a good career)

Kamla (women with an extremely hard life)

Ayesha (a young woman with a rich family that did not let her full fills her dream)

After that teacher ask from a student about the circumstances and start discussion on it.

Objectives- Student will understand that what is important for the government to introduce policies that safeguard the interest of disadvantage taste citizens have knowledge of the laws and policies aimed at ensuring equality of citizens

ACTIVITY-4:GUEST SPEAKER SESSION-

Activities- Invite a guest speaker who is knowledgeable (might be dalit women) or works in a field related to government policies, for introducing different policies of Government which gives equal rights to all persons.

Objectives- To gain insight from an expert in enhance understanding through direct interaction. These activities aim to help students to grasp the knowledge about different policies run by government to spread equality.

ACTIVITY-5 CASE STUDY ANALYSIS-

Activities- Provide students real life case studies where equal rights or provisions were upheld or challenged. Have them analyze and discuss the cases.

Objectives- To understand about implementation of government policies in various legal scenarios.

CHAPTER-2

ROLE OF GOVERNMENT IN HEALTH

ACTIVITY-1. FIELD VISIT TO A PRIMARY HEALTH CENTER (PHC) OR

GOVERNMENT HOSPITAL: After the visit, students can engage with doctors, nurses, and administrative staff to understand the functioning of government health services. Follow-up questions:

*What services does the health center provide to the community?

How is the government involved in ensuring these services are accessible to everyone?

*What challenges do you think the health center faces in providing healthcare to the local population?

ACTIVITY-2. SURVEY- ON ACCESS TO HEALTHCARE:

Students can conduct a survey in their community, asking questions about healthcare access, frequency of visits to government hospitals, and awareness of health schemes. After the survey, discuss:

*What did you learn about the accessibility of government healthcare services in your community?

Were there any patterns regarding who had better or worse access to healthcare (e.g., based on economic status or location)?

*How can the government improve healthcare services based on the findings of your survey?

ACTIVITY-3. MOCK MEETING ON HEALTH-CARE POLICY BY GOVERNMENT:

Organize a role-play where students act as government officials discussing how to improve healthcare. Questions will be asked by the teacher, after the mock meeting:

*What were the main issues you identified in the healthcare system during your discussion?

*How did you propose to resolve these issues, and why did you choose those solutions?

*How do you think government policies impact the overall health of the population?

ACTIVITY-4. DESIGNING OF “HEALTH AWARENESS CAMPAIGN”:

Students can create a campaign focusing on raising awareness about government health schemes (e.g., Ayushman Bharat, mass vaccination programs). After designing the campaign:

*How do you think your campaign could help people better understand and use government health services?

*What did you learn about the different health programs the government provides?

*How can the government improve its communication about available health services?

ACTIVITY-5. MAPPING-HEALTH SERVICES IN THE COMMUNITY:

Students can create a map showing the locations of government and private healthcare facilities in their area. Post-mapping questions:

*What did you observe about the distribution of government vs. private healthcare services?

*Are government health facilities more accessible to certain areas or groups of people?

*What can be done to ensure that government healthcare services are available to everyone in the community?

ACTIVITY-6. CASE STUDY- ON PUBLIC HEALTH INITIATIVES:

Present a case study on a successful government public health initiative (e.g., polio eradication, Swachh Bharat). Students can analyze:

*What role did the government play in the success of the health initiative?

*How did public awareness and participation contribute to the initiative's success?

*What lessons can be applied to current public health issues?

ACTIVITY-7. INTERACTIVE SESSION WITH A HEALTH OFFICER:

Invite a local government health officer to speak to students about their role. After the interaction:

- What are the key responsibilities of a government health officer?
- How do they ensure that healthcare services reach everyone, especially marginalized groups?
- What challenges do they face in implementing health policies at the local level?

CHAPTER: -3

HOW THE STATE GOVERNMENT WORKS

ACTIVITY-1. MOCK SESSION OF ASSEMBLY

Activity:-Organize a mock assembly session where students play a role as members of legislative assembly they can propose bills and debate and discuss different problems.

Objectives:-To reinforce knowledge about how legislative assembly work, discussion on Bills, and our legislative assembly how to make law for our state.

SPEAKER:-Start today assembly

MLA:-1 In my constituency during last three weeks there are 15 deaths because of diarrhea

MLA:-2 Why in my constituency the government is not appointing a proper doctor and other medical staff.

SPEAKER:-Health Minister

HEALTH MINISTER:- Our government sends health experts on the field. They identify problems. Government takes suitable action.



ACTIVITY-2. DEBATE ON DIFFERENT PROBLEMS

Activity:-Host a debate where students discuss different problems Health, Education Environment.

Objective:-To explore the role of MLA and responsibility of MLA and local government. Apply parliamentary skills to current events

ACTIVITY-3. FIELD TRIP AND VIRTUAL TOUR

Activity:- Arrange a field trip or virtual tour to native legislative assembly if possible or local panchayat, municipal council, municipal corporation.

Objectives:-Students observe the real life functioning of assembly or local government

ACTIVITY-4. CONDUCT MOCK ELECTION

Activity:-Conduct mock election in classroom to choose class monitor. Two or three students fill their nomination for monitor. By mock election class choose their monitor.

Objectives:- To understand the procedure of election and the value of vote.

CHAPTER - 4

GROWING UP AS BOYS AND GIRLS

ACTIVITY-1-GROUP DISCUSSION:

Organize a small group discussion on the topics related to the chapter, between the students in the class room. The teacher acts as a facilitator.

Objective: To encourage open dialogue and self-reflection about how Equality and Justice is important for all the people of our country.

ACTIVITY-2-COLLAGE MAKING-

1-Class will be divided into four groups.

2-Group one will collect the pictures of famous women leaders of India.

3-Group two will collect the pictures of women social workers.

4-Group three will collect the pictures of women players.

5-Group four will make collage and present the work in front of the class.

Objective: To know about the different areas where women play their important role. When the students collect the pictures of famous women, they learn all the people all equal in our country.

ACTIVITY-3-INTERACTIVE SESSION WITH GUEST SPEAKERS: -

Invite guest speakers both (Male and Female) to share their ideas about Growing up as Boy and Girls. Guests share their experiences between the students.

Objective: To foster empathy and understanding by exposing students to real life experiences and perspectives different from their own.

ACTIVITY-4- ROLE PLAY- (Prepare Dialogue according to context)

Create a role-playing where students act out on “gender stereotype”. They play different situation of stereotype which are facing by the women in the society.

Objective: To help students empathize with others, experiences and discuss how they feel gender stereotype is a barrier of development of our country.

ACTIVITY-5-ARTICLE WRITING: -

Students are directed to write article of the following women leaders of our country.

1-Mrs.Indira Gandhi

2-Sarojini Naidu

3-Meera Kumar

4-Mayawati

5-Jayalalita

6. Mamata Banerjee

Objective: To Develop writing skill of the students. Students know about the women leaders of our country.

ACTIVITY-6 QUIZ: -

A quiz is conducted between the students after completion of the chapter.

Qu1-Who was the first women prime minister of India?

Qu2-Who was the first women President of India?

Qu3-Who was the first women to climbed Mount Everest?

Qu4-Who was the first women Engine driver?

CHAPTER -5

WOMEN CHANGE THE WORLD

ACTIVITY-1. FIELD VISIT TO A LOCAL NGO OR WOMEN'S SHELTER:

After the visit, ask:

What challenges did the women in the shelter/NGO face in terms of education and employment? How is the organization helping these women to overcome their struggles?

*How did the visit change your perspective on the importance of supporting women's rights and empowerment?

ACTIVITY-2. INTERACTIVE INTERVIEW WITH INSPIRING WOMEN IN THE COMMUNITY:

***After conducting interviews with successful women in various professions (teachers, doctors, entrepreneurs, etc.), ask questions:**

*What challenges did the women you interviewed face in their careers or education?

*How did they overcome gender-related barriers in their field?

*What did you learn from their journey that could inspire others?

ACTIVITY-3. DESIGN A CAMPAIGN FOR GIRLS' EDUCATION:

***Organize an activity where students create a campaign promoting girls' education. Post-activity questions:**

*What were the key messages of your campaign, and why did you choose them?

*How do you think your campaign can help raise awareness about the importance of educating girls?

*What obstacles do girls face in accessing education, and how can your campaign address these?

ACTIVITY-4. SIMULATION OF GENDER-BASED DISCRIMINATION:

***Conduct a classroom activity where students experience an unequal distribution of resources or opportunities based on gender.**

- *After the simulation, ask: How did it feel to be treated differently based on your gender?
- *What did you learn about the impact of discrimination on women's lives and opportunities?
- *How can society work towards creating equal opportunities for both genders?

ACTIVITY-5 . COMMUNITY MAPPING EXERCISE:

*Have students map their local community, marking areas where women are actively participating in public life (e.g., workplaces, schools, markets). Post-activity questions:

- *What trends did you observe regarding women's participation in different areas of public life?
- *Were there any spaces where women's presence was limited or absent?
- *Why do you think that is?
- *What can be done to ensure that women have equal access to all areas of public life?

ACTIVITY-6. PERSONAL REFLECTION JOURNAL:

*Ask students to keep a journal for a week, reflecting on how gender influences their daily life.
Questions to reflect on:

- *In what situations did you notice differences in how boys and girls are treated at home or in school?
- *How did these experiences make you feel about gender equality?
- *What actions can you take to contribute to gender equality in your school or community?

CHAPTER 6

UNDERSTANDING MEDIA

ACTIVITY-1: SEARCH METHOD

Topic-: Media Exploration and Analysis

Objective:

To analyze various forms of media, understand their impact, and explore how media shapes perceptions and opinions.

Materials Needed:

- Various media samples (articles, videos, advertisements, social media posts)
- Chart paper and markers
- Access to devices (for research)
- Media analysis worksheets

ACTIVITY-2- MEDIA DISCUSSION AND GROUP WORK

Introduction

- Discuss what media is and its different forms (print, digital, social, etc.).
- Talk about the role of media in society and its influence on public opinion.

Group Formation

- Divide students into small groups (4-5 students each).

Media Selection

- Each group selects a specific media sample (e.g., a news article, a viral video, a social media campaign, an advertisement).
- Encourage them to choose something that resonates with current events or cultural discussions.

Analysis Framework

- Distribute media analysis worksheets that include the following prompts:
 - What is the main message or purpose of the media?
 - Who is the target audience?
 - What techniques are used (e.g., language, visuals, appeals)?
 - How might this media influence its audience?
- Groups discuss and fill out the worksheets based on their selected media.

Wrap-Up

- Each group shares a brief summary of their media piece and findings with the class.

ACTIVITY-3 PRESENTATION AND REFLECTION

Presentations

- **Each group presents their media analysis to the class, focusing on key findings and insights.**
- Encourage students to ask questions and engage in discussions after each presentation.

Reflection Activity

- After all presentations, have students write a short reflection on:
 - What surprised them about the media pieces analyzed.
 - How their understanding of media influence has changed.
 - One new perspective they gained about the role of media.

Class Discussion

- Facilitate a discussion about common themes that emerged from the presentations.
- Discuss the ethical implications of media and the importance of media literacy.

CHAPTER 7

MARKET AROUND US

Some experiential learning activities that can help students understand this chapter better are given below:

Duration of the activity: 15 Minutes each.

Vocational area(s) under which activity falls: Markets

Background and rationale of the activity:

ACTIVITY-1. ROLE PLAY : Participants enact the role of different types of hawker , shopkeepers , sellers , buyers or common people.

Role-Play Setup:

Assign Roles: Assign students different roles related to Market and Selling and Buying. Some can be Shopkeepers, others sellers, and some can be family members or Buyer

Scenarios: Create role-play scenarios where students must perform tasks relevant to their roles. **For example**, Shopkeepers might plan and execute selling and buying.

Learning outcomes:

1. Students able to differentiate between the markets.
2. Able to know about the Hawker, sellers, Buyer

ACTIVITY-2 . FIELD TRIP OR VIRTUAL TOUR:

If possible, visit in the weekly market or near by market.

Alternatively, take a virtual tour of relevant market sites or marker to connect the textbook material with real-world artifacts and locations.

These activities can help bring the markets context to life and deepen students' understanding of the transition from trade to territorial control during the selling and buying things.

ACTIVITY-3. PICTURE BASED OBSERVATION:



Learning outcomes

1. Able to write 5 sentences about each picture
2. Improve their vocabulary

ACTIVITY-4. ART INTEGRATED PROJECT

Ask students to create posters, collages, or visual artwork depicting key themes from the chapter, such as Online market, Weekly market, Mall or difference between the facilities.

Art Presentation: Students present their artwork to the class and explain the ONLINE MARKETING context and messages conveyed.

Objective: Understand real-life of market practices and activities through virtual exploration and discussion.



ACTIVITY-5. FUN N PICK

The Class will be divided into groups of 4 students. Student 1 will fans out a card and will say, "Pick a card", student 2 will pick a card which has some question return on it related to the topic. Student 3 will answer that question. Student 4 will paraphrase, clarifies, praise the answer.

This activity will be repeated by changing the roles in the group so that each child has to play each role and no one child dominates in the group.



Card No.1, Card No.2, Card No.3, Card No.4,

CHAPTER 8

A SHIRT IN THE MARKET

ACTIVITY-1 MAPPING OF JOURNEY

Activity: Students are asked to locate the places of journey of a shirt in the world map. The places are Andhra Pradesh, Tamil Nadu, New Delhi and then to USA.

Objective: Students will understand will understand how globalization has connected different market place or chain of market.

ACTIVITY-2 CHAIN OF MARKETS

Activity : Students are divided among groups and each group will discuss how a common items like paper, pencil, pen, milk, shirt, brush, chocolate etc. reach them. They will also discuss people involved in the production of these items.

Objective: Students will understand that many people are involved in production of any items. These items travel many places before coming to them. Thus they understand the chain of market involved in production of any item.

ACTIVITY-3 PICTURE IDENTIFICATION AND ANALYSIS

Activity: Students will be shown the pictures of cotton fields, yarn mills, weaving looms, garment factories and retail shops.

Students will be asked to identify the pictures and tell what they understand from the pictures. Then students will tell whether the activities shown in the picture can help in making a shirt.

Objective: Students will get the idea about the process involved in making shirts.

ACTIVITY-4 GROUP DISCUSSION

Activity: The students will be divided into groups and each group will be asked to discuss about the process or stages involved in making shirts from cotton. After the discussion, the group leaders will present the conclusion of discussion.

Objective: Students will try to understand different stages involved in making shirts starting from cotton.

ACTIVITY-5 ROLE PLAY

Activity: Students of the class will be divided in five groups. First group will play the role of cotton farmers, second group will play the role of yarn makers, third group will play the role of weavers, fourth group will play the role of garment producers and fifth group will play the role of retail shopkeepers. Now each group will discuss the money they needed in production and money they will get after selling their production.

Objective: Students will understand about the earning or profit made by different groups involved in making of the shirt. Then, they will make a comparative analysis of the earnings by all the groups.
