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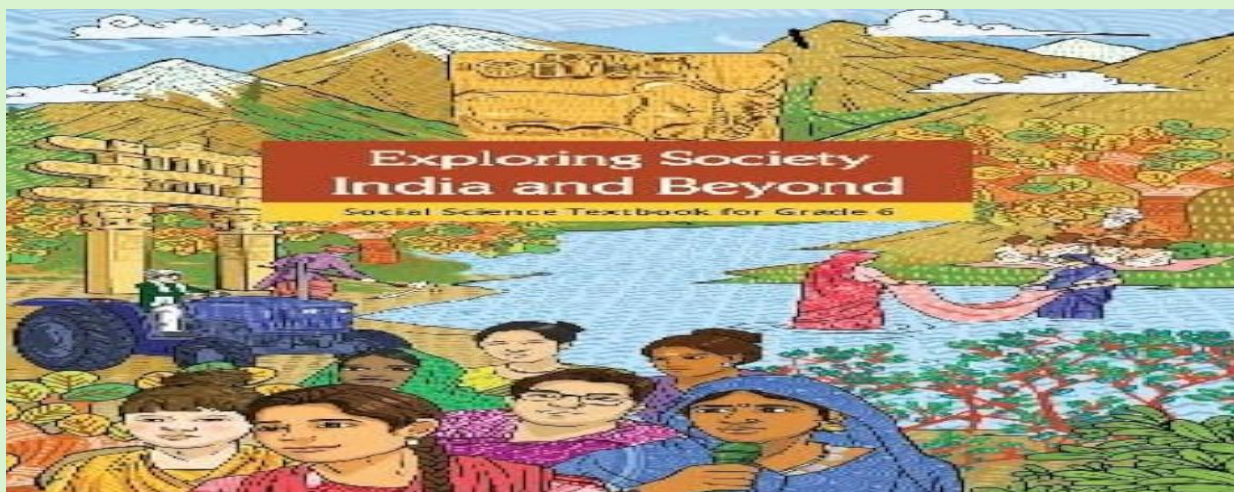
आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, ग्वालियर

**KENDRIYA VIDYALAYA SANGATHAN-
ZONAL INSTITUTE OF EDUCATION & TRAINING,
GWALIOR**

अनुभवात्मक अधिगम- कार्यपत्रक सामग्री-

कक्षा- 6^{वीं} सामाजिक विज्ञान

**EXPERIENTIAL LEARNING ACTIVITIES-
CLASS 6TH SOCIAL SCIENCE**



“EXPERIENTIAL LEARNING IN SOCIAL SCIENCE”

(WORKSHOP FROM 21.10.2024 TO 25.10.2024)

FOR TGT(SOCIAL SCIENCE)- Batch 5

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CHAPTER 1: LOCATING PLACES ON THE EARTH

ACTIVITY – 1: MAP COMPARISON CHART

Activity Overview

Objective: Students will learn to differentiate between physical, thematic, and political maps by creating their own.

Materials Needed

- Blank paper or poster board, colour pencils or markers, scale
- Reference maps or atlases
- Printed data for thematic maps (e.g., population, climate)
- Scissors and glue (for collage-style maps)

Steps for Creating Maps

1. Introduction (15 minutes)

Discuss the differences between physical, thematic, and political maps.
Show examples of each type.

2. Creating a Physical Map (30 minutes)

Instructions:

- Have students choose a specific area (e.g., their country or a favorite region).
- Using reference maps, students will outline major physical features like mountains, rivers, and lakes.
- Students can color these features using different shades (e.g., blue for water, green for forests).
- Outcome: A colorful representation of physical geography.

3. Creating a Political Map (30 minutes)

Instructions:

Using the same area chosen for the physical map, students will draw borders of states, countries, or regions.

Label major cities and capitals.

Use different colors to distinguish between different political entities.

Outcome: A clear representation of political boundaries.

4. Creating a Thematic Map (30 minutes)

Instructions:

Choose a theme (e.g., population density, climate, resources).

Students will gather data relevant to their chosen theme and create a map that visually represents this information (e.g., using symbols, colors, or charts).

Outcome: A map that communicates specific information about a theme.

5. Presentation (30 minutes)

Each student presents their maps to the class. Encourage them to explain their choice of area, features included, and any data used for the thematic map.

6. Discussion and Reflection (15 minutes)

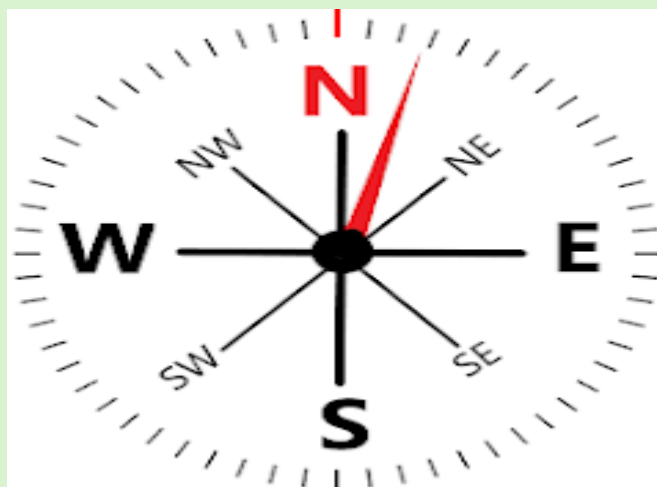
Discuss what they learned from the activity.

Ask questions like: What did you find challenging? Which map type did you enjoy creating the most?

Assessment: Evaluate students based on creativity, accuracy, and presentation.

Consider a peer review where students give feedback on each other's maps.

ACTIVITY 2: EXPLORING DIRECTIONS



Objective: Understand cardinal directions.

and Intermediate

Materials Needed:

- Compass (real or printed images)
- Maps of the local area or school
- Markers or colored pencils
- Paper

Steps:

Introduction to Directions:

Explain the four cardinal directions (North, East, South, West).

Introduce intermediate directions (Northeast, Southeast, Southwest, Northwest).

Compass Activity:

Show students how to use a compass.

Discuss how to find directions using landmarks.

Mapping Exercise:

Hand out maps of the school or a local park.

Ask students to identify and label the cardinal directions on the map.

Direction Finding Challenge:

Organize a scavenger hunt where students follow directional clues (e.g., “Go 10 steps north, then 5 steps east”).

Divide students into small groups to encourage teamwork.

Reflection and Discussion:

After the scavenger hunt, regroup and discuss what they learned about directions.

Ask students to share any challenges they faced and how they solved them.

Creative Application:

Have students create their own maps of a fictional place using the directions learned. They can include landmarks and labels.

ACTIVITY 3: LATITUDE LINE MODEL

Objective: Students will understand the concept of latitude and its significance on Earth.

Materials Needed:

- A large inflatable beach ball or globe, String or yarn, markers
- Measuring tape or scale
- Sticky notes or small pieces of paper
- Tape or glue

Instructions:

Introduction to Latitude:

Begin with a brief discussion on what latitude is, explaining the equator and how latitude lines run parallel to it.

Prepare the Globe:

If using a beach ball, inflate it. If using a globe, ensure it’s accessible to all students.

Marking Latitude Lines:

Use a marker to draw the equator around the middle of the ball. Explain that this is 0° latitude.

Discuss important latitude lines (Tropics of Cancer and Capricorn, Arctic and Antarctic Circles) and their significance.

Create Latitude Lines:

Have students cut pieces of string or yarn to represent latitude lines. They can create lines for 10°, 20°, 30°, etc.

Use sticky notes to label each line with its corresponding degree of latitude.

Attach Latitude Lines:

Students can use tape or glue to attach their latitude lines around the globe or beach ball, ensuring they are evenly spaced and parallel to the equator

ACTIVITY 4: LONGITUDE LINE MODAL

Objective: Students will understand the concept of longitude and how it relates to navigation and geography.

Materials Needed:

- Globes or world maps
- String or yarn
- scale
- Scissors
- Markers
- Stopwatch or timers
- Worksheets for recording data

Activity Steps:

Step 1: Introduction to Longitude

- **Discussion:** Start with a brief explanation of longitude. Discuss how it is measured in degrees east or west of the Prime Meridian.
- **Visual Aid:** Show a globe or map and point out the lines of longitude.

Step 2: Creating Longitudinal Lines

- **Task:** Provide each student with a globe or map. Ask them to draw or mark lines of longitude (e.g., every 15 degrees) using a ruler and markers.
- **Grouping:** Work in pairs to encourage collaboration.

Step 3: Measuring Distance

- **Activity:** Use string or yarn to measure the distance between two points on the same line of longitude.
- **Record:** Students should measure and record the distance in centimeters or inches.

Step 4: Time Zones and Longitude

- **Experiment:** Explain that Earth rotates 15 degrees every hour.
- **Task:** Use a stopwatch to time how long it takes for the Earth to rotate a certain number of degrees.
- **Calculation:** Have students calculate how many hours that translates into based on their measurements.

Step 5: Longitude and Navigation

- **Role Play:** Divide the class into small groups. Each group will assume the role of sailors navigating to a specific location using longitude.
- **Scenario:** Provide a fictional scenario where they must determine their position based on the longitude provided.

Step 6: Presentation

Share Findings: Each group presents their journey, explaining how they used longitude to find their way.

- **Discussion:** Discuss the importance of longitude in real-life navigation.

Step 7: Reflection

- **Worksheet:** Have students complete a worksheet summarizing what they learned about longitude, its significance in navigation, and how they measured distances.
- **Feedback:** Encourage students to share what they found most interesting.

Conclusion:

Wrap up the activity by emphasizing the importance of longitude in geography and navigation, and how it connects to real-world.

ACTIVITY 5: CREATING A TIME ZONE MAP

Objective - Students will learn about time zones, their significance, and how to create a visual representation of them.

Materials Needed:

- World map (printouts or large sheets)
- Markers or colored pencils
- Scale
- Clock images (optional)
- Sticky notes
- Reference materials (books or online resources about time zones)

Activity Steps:

Introduction to Time Zones:

Discuss what time zones are and why they exist. Explain concepts like GMT (Greenwich Mean Time) and how time varies across the world.

Understanding the Map:

Show a world map and point out the Prime Meridian. Explain how time zones are generally 15 degrees apart, corresponding to one hour of time.

Divide into Groups:

Split the class into small groups. Each group will focus on different regions of the world (e.g., Americas, Europe, Africa, Asia, Australia).

Research:

Each group researches the time zones in their assigned region. They should identify the main time zones, including any major cities and their corresponding times.

Map Creation:

On a blank world map, each group draws lines to represent different time zones, using a ruler for accuracy. They can color each zone differently.

Label each time zone with its corresponding time (e.g., GMT +1, GMT -5).

Adding Details:

Groups can add major cities and landmarks within each time zone.

Optionally, create small clocks or use sticky notes to indicate local times for major cities.

Presentation:

Each group presents their section of the map, explaining the time zones and sharing interesting facts about their assigned areas.

Reflection:

Conclude with a class discussion about the importance of understanding time zones in our globalized world, including travel, communication, and international events.

Assessment:

Evaluate students based on their participation, the accuracy of their research, creativity in map-making, and clarity in presentations.

This activity encourages collaboration, research skills, and creativity while providing a visual learning experience about geography and time zones.

CHAPTER-2- OCEANS AND CONTINENTS

ACTIVITY-1: PUZZLE MAP OF THE WORLD.

Material Required: Printable world map puzzle (cut out the continents separately), A large blank world map template for reference, Markers or colored pencils, Glue or tape, Label cards for each continent and ocean.

Steps:

1. Provide each student or group with a set of continent cutouts and a blank world map.
2. Students assemble the puzzle by placing the continents in the correct positions on the blank map.
3. Once the continents are placed correctly, have students label the continents and oceans with pre-made cards or write the names themselves.

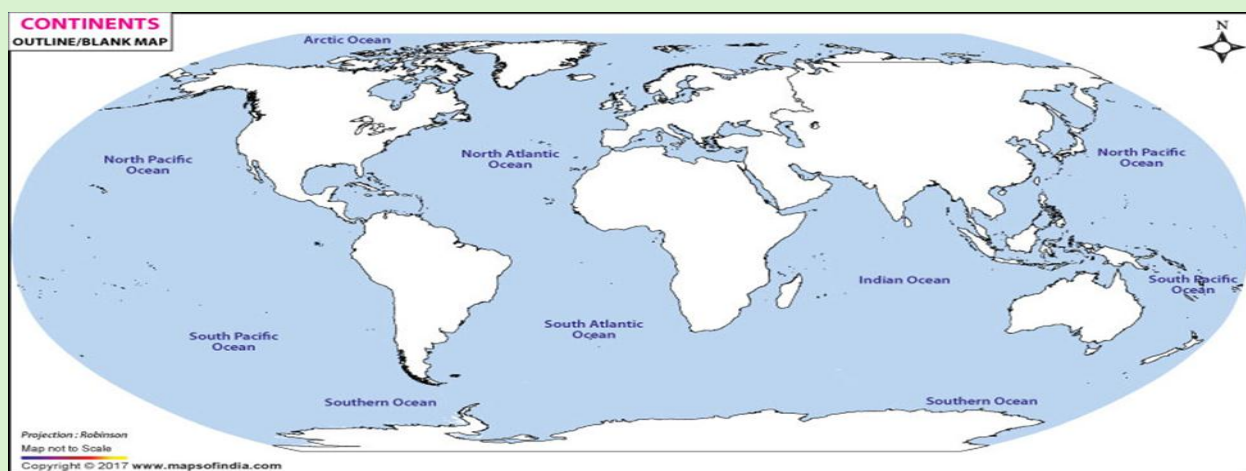
Purpose: This activity helps students recognize the shape, size, and location of each continent and ocean by piecing them together.

ACTIVITY-2 DRAWING OR COLORING

Activity: Give students a blank world map and ask them to colour each continent and ocean with a different colour, labelling them correctly.

Learning Outcome: Helps in reinforcing the visual understanding of the global layout of oceans and continents.

Materials Needed: Blank world maps, colour pencils/markers, labels.



ACTIVITY-3: INTERACTIVE QUIZ ON OCEANS AND CONTINENTS

Objectives:

- 1.To help students identify and locate the continents and oceans.
- 2.To improve geographical knowledge through interactive learning.
- 3.To encourage teamwork and critical thinking while learning about the Earth's major landmasses and water bodies.

Materials Required:

World Map (Physical or Digital), Labeled Flashcards, Markers, Pins or Stickers, Timer, Reward Tokens.

Instructions:

Setup: Divide the class into small groups (3-5 students per group).

Provide each group with a blank world map, flashcards with names of continents and oceans, and markers.

Warm-up:

Begin by displaying a world map and reviewing the locations of the seven continents (Africa, Antarctica, Asia, Europe, North America, South America, Australia) and five major oceans (Pacific, Atlantic, Indian, Southern, Arctic).

Interactive Quiz:

Round 1: Match the Name

Give each group 10 flashcards (5 oceans and 5 continents).

Ask them to place the cards on the correct locations on the map within 5 minutes.

Award points for each correct match.

Round 2: Fix the pin over the Ocean/Continent:

One student from each group is blindfolded or turned around.

The rest of the group must verbally guide them to fix the pin over the correct name of an ocean or continent on the map within a minute.

Continue this until all oceans and continents have been pinned.

Round 3: Quick-fire Quiz:

The teacher will ask questions like “Which continent is north of Africa?” or “Which ocean is between Europe and North America?”

The group that answers first gets points.

Challenge Round (Optional):

Use a digital world map on a projector or screen. Ask students to quickly locate and point out continents or oceans. You can make this a timed individual activity or a group task.

Conclusion:

Discuss the key features of each continent and ocean briefly.

Review the map again to solidify students’ understanding.

Purposes of activity:

1 To develop a clear understanding of the geography of continents and oceans.

2 To make learning interactive, competitive, and enjoyable.

ACTIVITY- 4: SIMULATION OF OCEAN POLLUTION

Materials Required: Large clear container (to represent the ocean), Water, Items to simulate pollution (plastic bags, straws, oil, paper, etc.), Tweezers or tongs, Gloves, A small net.

Steps:

1. Fill the container with water and add various “pollutants” like plastic, paper, and oil.
2. Ask students to try and clean the “ocean” using tweezers, tongs or nets.
3. Discuss which pollutants were easiest and hardest to remove and the long-term impact of each pollutant.
4. Conclude with a discussion on the ways to prevent pollution in the ocean.

Purpose:

This hands-on activity helps students understand the types of pollution that affect the marine environment and how difficult it is to remove them.

ACTIVITY- 5: ROLE PLAY ON DISASTER RESPONSE

Objectives:

1. To help students understand the roles of various agencies and individuals during a disaster.
2. To build awareness about effective disaster management.
3. To develop problem-solving and decision-making skills in critical situations.

Materials Required:

1. Costumes and props for various characters (e.g.: doctors, firefighters, rescue workers, government officials, victims).
2. First-aid kit (for demonstration purposes).
3. Posters or charts showing emergency contact numbers, evacuation routes, etc.
4. A whistle or alarm sound to simulate disaster.
5. Microphone (optional, for making announcements).

Roles:

1. Disaster Coordinator (Teacher or Student) – Observes the entire situation and coordinates between the teams.
2. First Responders (2-3 students) – Firefighters, rescue teams etc.
3. Medical Team (2-3 students) – Doctors/nurses responsible for first aid.
4. Affected Victims (2-3 students) – People affected by the disaster.
5. Government Officials/NGO Workers (2 students) – Coordinate resources, shelter, and relief efforts.

Script:

Disaster Coordinator (DC): “An earthquake has struck the city. Reports indicate that many buildings have collapsed and people are trapped under debris. The disaster management teams are on their way.”

First the responders enter the scene, rescuing victims from the rubble.

Responder 1: “We found someone trapped here. We need to pull them out carefully.”

Responder 2: “Let’s check for any immediate injuries.”

- Medical Team moves in to provide first aid to the rescued victims.

Doctor: “We need to check for fractures and stabilize the patient before moving them to the hospital.”

Victim 1: “Help! I can’t move my leg. Please, someone help me.”

Doctor: “We’re here to help. Stay calm.”

- Government Official (speaking to the coordinator): “We’ve set up temporary shelters at the community center. We need food, water and medical supplies. Kindly send there as soon as possible.
- NGO Worker: “Our team is ready to provide blankets and food to those in need. We’ll start distributing supplies now.”
- Disaster Coordinator (wrap-up): “Great work, everyone. The victims are safe, and the relief efforts are in place. This is how coordinated disaster response saves lives.”

Purposes of the Activity:

1. Team work and Coordination: Students will understand the importance of collaboration among different sectors (medical, rescue, government) during a disaster.
2. Awareness of Response Protocols: They’ll learn key disaster responses to take like first aid, evacuation, and communication during emergencies.
3. Empathy and Social Responsibility: By acting as victims or responders, students develop empathy for those affected by disasters and learn how to help.
4. Critical Thinking: This activity encourages students to think on their feet, make quick decisions and prioritise actions in a crisis.

NOTE- Teacher can modify the script depending on the disaster scenario chosen (e.g. floods, fires, etc.).

ACTIVITY - 6: ISLAND IN A BOWL

Objective: To give students a simple, visual demonstration of what an island is by creating a model of an island using basic materials.

Materials required: A large bowl (one for each group) water, Sand or clay, Small toy trees, animals or figures (optional), small plastic cups or blocks (to represent different heights).

Instructions:

1. **Set Up the “Ocean”:** Fill the bowl halfway with water. Explain to the students that the water represents the ocean.
2. **Create the Island:** Use sand or clay to form a small mound or hill in the center of the bowl. Make sure some part of the mound is above the water surface while some of it remains below. This is the model of an Island.
3. **Add Features (Optional):** If you have toy trees or animals place them on the sand mound to show that life that can exist on an island. You can also use small plastic cups or blocks to create different height levels to represent mountains or hills on the island.
4. **Discuss the Concept:** Explain to students that an island is completely surrounded by water just like the sand mound in the middle of the water.

Follow-up Discussion:

- Ask students to observe what happens if they push down the mound or add more water (the island may sink or change shape. Teacher may tell the story of Tsunami of 2004).
- Discuss how real islands can be formed by volcanic activity or coral reefs and how some islands are very small, while other are large.

CHAPTER- 3: LANDFORMS AND LIFE

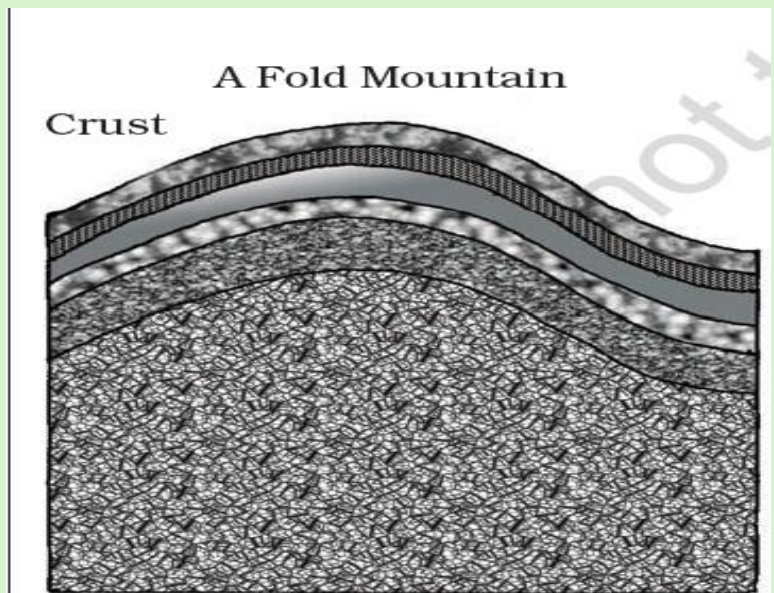
ACTIVITY-1: MAKING MODEL OF A FOLD MOUNTAIN

Require- A pile of paper

STEPS:

1. Put some papers on the table.
2. Push the papers from both sides by your hand.
3. The papers will be folded.
4. You have made a model of a fold mountain.

In the same process our Himalayas and Alps were formed.



ACTIVITY-2 : IDENTIFY THE LANDFORMS

1. Identify the landforms shown below.



2. What is the main pupose of this landform?



3. What activities do you see in the image?



4. What type of houses do you see in this image? Where would you find such kind of houses?

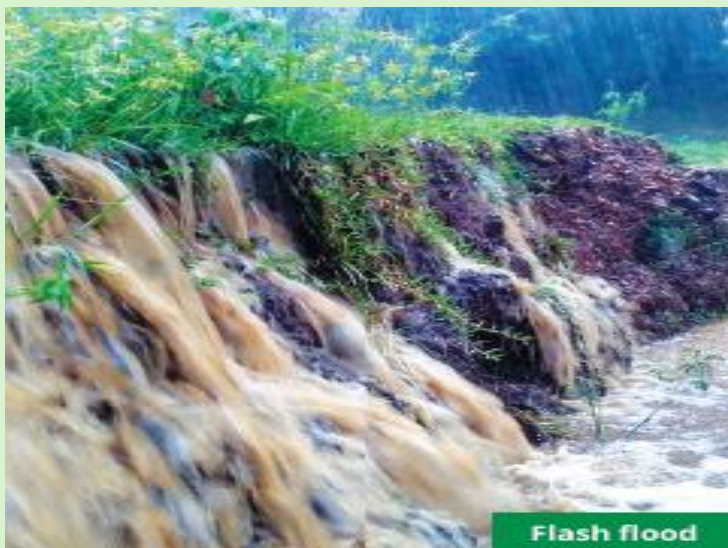


5. Name the water game shown in image?



ACTIVITY-3: IDENTIFICATION OF CHALLENGES IN THE MOUNTAINS

Observe the image and write few challenges that people face in Mountain region.



Flash flood



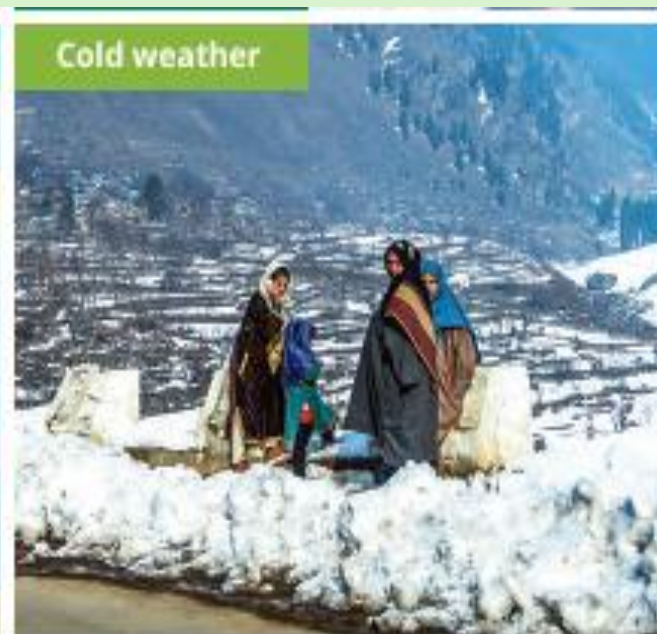
Landslide



Uncontrolled tourism



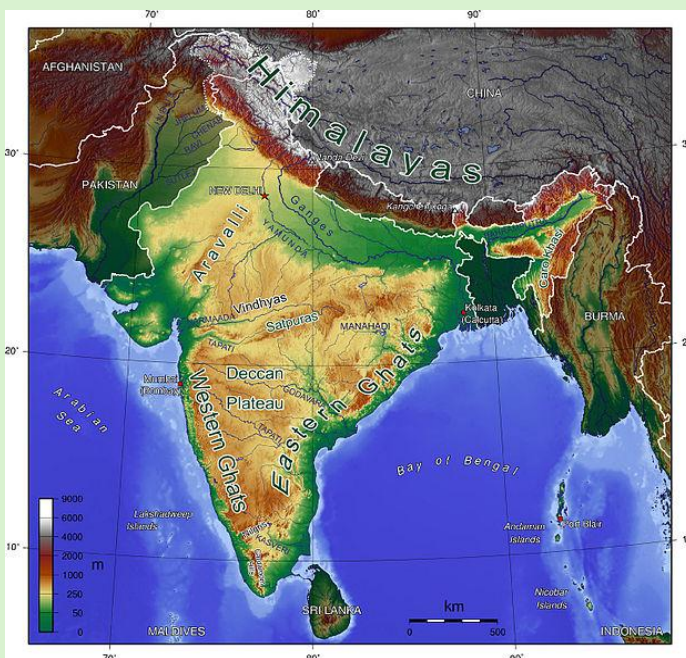
Cloudburst



Cold weather

ACTIVITY-4 MAPPING OF FEATURES IN OUTLINE MAP OF INDIA

1. Himalayan Mountain
2. Deccan plateau
3. Northern Plain



ACTIVITY-5

IDENTIFICATION OF MAIN OCCUPATION IN DIFFERENT LANDSCAPE

Write about following occupation done in different landscape

1. Hunting and gathering
2. Cattle rearing
3. Farming
4. Fishing and seafaring



- Ans—**
1. Mountain area
 2. Grassland and forest
 3. Plain
 4. Coastal region

ACTIVITY-6 :LOCATE PILGRIMS CENTRES ON AN OUTLINE MAP OF INDIA

- | | | |
|----------------|------------|-------------|
| 1. Haridwar | 2. Mathura | 3. Varanasi |
| 4. Kanyakumari | 5. Nasik | 6. Ujjain |



ACTIVITY 7: DEBATE ON, “MOUNTAINS ARE BETTER FOR HUMAN SETTLEMENT THAN DESERTS”.

Debate topic- "Mountains are better for human settlement than deserts."

Materials: Whiteboard, markers

Instructions:

1. Divide students into two teams A and B.
2. Assign debate topic.
3. Students conduct research and argue for or against the topic.

CHAPTER 4: TIMELINE AND SOURCES OF HISTORY

ACTIVITY 1: CREATING A TIMELINE

Topic: Understanding Timelines

Materials Required: Large paper roll, markers, sticky notes.

Activity: Students create a visual timeline of significant historical events covered in the chapter.

Instructions:

1. Divide students into small groups.
2. Assign each group a specific period or event from history.
3. Groups research their topic and prepare sticky notes with dates and descriptions.
4. Together, they will place their sticky notes on the timeline.

ACTIVITY 2: CREATING FAMILY LINEAGE

Purpose: To help students understand their own family histories and connections.
To explore concepts of lineage, heritage and the importance of historical sources.

Material Required: Large sheets of paper or poster boards, markers, coloured pencils or crayons, scale (for straight lines), Family information worksheets (optional), Photos of family members (optional)

Activity: Write the History of your family (or village in which you live) using sources of history at your disposal.

- Name of the Native place -----
- Name of Native District -----
- Name of Native State -----
- Name of your Paternal and maternal Grandfather/Grandmother -----
- Name of your Paternal and maternal Great Grandfather and Great Grandmother -----

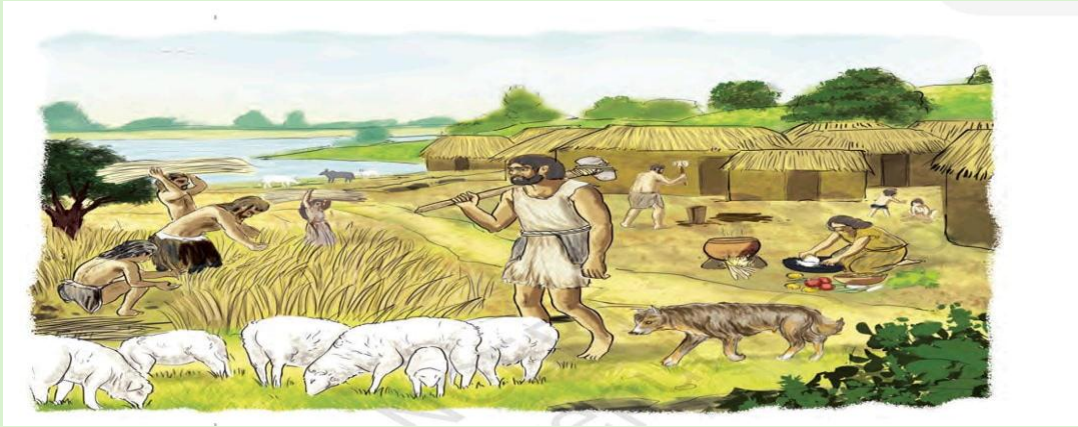
ACTIVITY 3: PICTURE INTERPRETATION

Purpose: To enhance visual learning and representation of concepts.
To improve creativity and artistic skills while expressing ideas.

Material Required: Pictograph templates (optional), Access to digital tools or apps for digital pictographs (optional), Reference materials (books, images) for inspiration

EXAMPLE:

It depicts an agricultural community from a few millennia ago. What does this picture show?



ACTIVITY 4: PLAN A VISIT TO A NEARBY MUSEUM

Purpose: To provide students with hands-on experience and visual understanding of historical artefacts, cultures, and timelines. To develop critical thinking and observational skills by encouraging students to analyse and interpret what they see.

Material Required: Consent form (NOC) for students . Notebooks and pencils for taking notes, Worksheets with guiding questions or prompts.

Instructions:

1. Pre-Visit Preparation: Discuss the museum's focus (history, science, art, etc.) and what students might encounter.
2. Observation and Interaction: Students should actively engage with the exhibits, asking questions of museum staff, if possible, remind them to look for connections between what they see and what they've learned in class.
3. Post-Visit Reflection: After returning to school, have students share their findings in small groups or with the whole class.

ACTIVITY 5: HISTORICAL NEWS REPORT

Topic: Reporting Historical Events

Materials Required: Props for news reporting (microphones, cameras), paper for scripts.

Activity: Students create and present news reports about a historical event.

Instructions:

1. Assign different historical events from the chapter to small groups.
2. Groups prepare a short news report script and decide on roles (anchor, reporter, expert).
3. Present their news reports to the class.

Procedure: It can be started in this way.

Anchor: "Good evening! Today we report on the discovery of the Harappa city. Let's go to our correspondent on the ground."

Reporter: "Thanks! I am here in Mohenjo-Daro, where recent excavations have revealed..."

CHAPTER 5: INDIA, THAT IS BHARAT

ACTIVITY 1: MARKING ON THE MAP

Objective: To identify and locate key geographical features of India.

Materials: Physical or digital maps of India.

Procedure:

1. Distribute outline maps of India/ show in the class.
2. Ask students to mark the following:
 - Himalayan Mountains
 - Major rivers (Ganges, Indus, Brahmaputra etc.)
 - State and union territory boundaries
 - Capital cities (New Delhi, state capitals)
3. Discuss India's geographical diversity and its impact on climate, culture, and economy.

ACTIVITY 2: CREATING THE CULTURAL MOSAIC

Objective: To appreciate India's cultural diversity.

Materials: Pictures, images, or videos representing Indian culture.

Procedure:

1. Show images representing Indian culture (traditional attire, festivals, cuisine etc).
2. Ask students to create a collage or poster showcasing India's cultural diversity.
3. Encourage students to write a short description of each image.

ACTIVITY 3: EXPLORING INDIA'S NAMES

Objective: To understand the significance of the different names of the country.

Materials: Hand-outs with questions.

Procedure:

1. Provide hand-outs with questions:
 - What does the name "India" evoke?
 - What does the name "Bharat" evoke?
 - How do you think the name change affects our identity?
2. Ask students to discuss and reflect in small groups.

ACTIVITY 4: UNITY IN DIVERSITY

Objective: To appreciate India's unity despite cultural diversity.

Materials: Blank maps, markers.

Procedure:

1. Provide blank maps of India.
2. Ask students to draw or write something that represents India's unity:
 - National symbols (Ashok Chakra, Lotus)
 - Quotes or phrases (e.g., "Unity in Diversity")
 - Personal reflections on India's diversity
3. Encourage students to share their work.

ACTIVITY 5: QUIZ

Objective: To assess students' knowledge of India's geography, culture, and history.

Materials: Quiz questions.

Procedure:

1. Prepare a quiz with questions related to India's geography, culture, and history.
2. Conduct the quiz in teams or individually.
3. Encourage students to learn from their mistakes.

CHAPTER 6: THE BEGINNINGS OF INDIAN CIVILIZATION

ACTIVITY 1: BUILDING THE MODEL OF INDUS VALLEY CIVILIZATION

Objective: To understand the key features of Indus Valley Civilization.

Materials: Clay, cardboard, scissors, glue, water color paints.

Procedure:

1. Divide students into teams.
2. Provide materials and ask teams to build a model of Mohenjo-Daro or Harappa Great bath, Stamps, coins.
3. Encourage teams to incorporate features like drainage systems, public buildings, and residential areas.
4. Teams present their models.

ACTIVITY 2: TIMELINE CREATION

Objective: To understand the chronology of Indus Valley Civilization.

Materials: Chart paper, markers, glue.

Procedure:

1. Ask students to create a timeline of major events in Indus Valley Civilization.
2. Include important discoveries, achievements and dates.
3. Students present their timelines.

ACTIVITY 3: INDUS VALLEY CIVILIZATION MUSEUM

Objective: To showcase understanding of Indus Valley Civilization.

Materials: Posters, charts, artefact replicas.

Procedure:

1. Divide students into teams.
2. Ask teams to create a museum exhibit on Indus Valley Civilization.
3. Include artefacts, maps, and information.
4. Teams present their exhibits.

ACTIVITY 4: ROLE-PLAY

Objective: To showcase daily life in Indus Valley Civilization.

Materials: Costumes, props.

Procedure:

Activity Ideas:

1. Assign roles (e.g., farmer, artisan, trader).
2. Ask students to role-play daily life in Indus Valley Civilization.
3. Discuss challenges and achievements.

Farmer:(student 1)

- Plant and harvest crops in a simulated field.
- Manage mock livestock (e.g., clay animals).
- Discuss irrigation systems and crop rotation.

Artisan:(student 2)

- Create pottery, weaving, or jewellery using traditional techniques.
- Showcase crafts in a mock marketplace.
- Explain the importance of specialization.

Trader:(student 3)

- Negotiate trade agreements with other students.
- Manage mock goods (e.g., clay, textiles).
- Discuss trade routes and commerce.

ACTIVITY 5: MAP ANALYSIS

Objective: To understand geographical features of Indus Valley Civilization.

Materials: Maps, compass.

Procedure:

1. Provide maps of the Indian subcontinent.
2. Ask students to identify geographical features (e.g., rivers, main Harappa cities).
3. Discuss how these features supported the civilization.

CHAPTER-7 INDIA'S CULTURAL ROOTS

ACTIVITY:1 CREATE A TIMELINE OF INDIA'S CULTURAL ROOTS

Objectives:

- To help students understand the chronological progression of significant cultural developments in ancient India.
- To explore how different historical periods contributed to India's cultural identity.

Materials Needed:

- A large chart paper or whiteboard (if done as a group activity)
- Colour markers, pencils and scale.
- Printouts or drawings of key cultural elements (Temples, Vedic symbols, Buddhist stupas etc.)
- Stickers or glue (if adding pictures)

Steps:

1. Introduction

Begin by introducing the concept of a timeline and explain how it helps us identify the order in which key events happened in history.

Briefly go through the key cultural developments from the chapter, such as the Vedic Age, Jainism and Buddhism.

2. Divide the Timeline into Periods

Split the timeline into different time periods, such as:

- Indus Valley Civilization (c. 2500–1500 BCE)
- Vedic Period (c. 1500–500 BCE)
- Rise of Jainism and Buddhism (c. 6th century BCE)

3. Add Key Events and Cultural Milestones

Ask the students to add key cultural events under each period.

Examples:

1. **Vedic Period:** Composition of the Vedas, introduction of rituals.
2. **Rise of Jainism and Buddhism:** Teachings of Mahavira and Buddha.
3. **Charvaka school.**

4. Decorate the Timeline with Illustrations or Pictures.

Ask students to illustrate or paste pictures related to key cultural aspects of each period.

For example:

Draw a Vedic yajna for the Vedic Period.

Illustrate Buddha or Jain Tirthankaras for the 6th century BCE.

Show Ashoka's Pillar or a Buddhist Stupa for the Maurya Empire.

5. Reflection and Discussion.

After completing the timeline, engage the class in a discussion.

Questions to ask:

- What cultural aspects from these periods still influence modern India?
- How did religion, art, and literature evolve during these periods?
- Which period do you think had the most lasting impact on Indian culture?

Outcomes:

- Students will have a visual and interactive understanding of how different historical periods contributed to India's cultural roots.
- They will be able to connect the developments in religion, art, literature, and science with the timeline of India's history.

ACTIVITY-2: ROLE-PLAY

The debate of Gargi and Yājñavalkya from the Bṛihadāraṇyaka Upanishad, along with a moral value message at the end.

Objectives-

- Understand basic ideas from ancient Indian philosophy.
- Encourage critical thinking and questioning.
- Promote gender equality.
- Improve public speaking and communication skills.
- Make learning interactive and engaging.

Roles Needed:

1. **Narrator** (guides the audience)
2. **Gargi** (a learned woman philosopher)
3. **Yājñavalkya** (a renowned sage)
4. **King Janaka** (the ruler hosting the debate)

Scene 1: The Assembly of Philosophers.

Narrator: (introducing) "In the ancient kingdom of King Janaka, a grand debate was held among the greatest philosophers to determine who was the wisest. Among them was the learned sage Yājñavalkya and the brilliant woman philosopher Gargi."

(Yājñavalkya stands confidently before the assembly, and Gargi steps forward to challenge him)

King Janaka: "Sage Yājñavalkya, many have questioned you, but now Gargi, daughter of Vachaknavi, will test your wisdom. Let the debate begin."

Scene 2: Gargi's First Question.

Gargi: “Yājñavalkya, you are praised as a great sage. I ask you: what is the essence that holds together all things, both in the heavens and on earth?”

Yājñavalkya: “The essence that holds together all things is space, ākāsha. All things, Gargi, are woven on space, just as warp and woof are woven on a loom.”

Scene 3: Gargi's Deeper Question.

Narrator: “Gargi was not satisfied with this answer and decided to ask an even deeper question.”

Gārgī: (thoughtfully) “Yājñavalkya, you speak of space. But tell me, upon what is space itself woven? What is the ultimate reality that supports even space, beyond all things?”

(Yājñavalkya pauses, acknowledging the depth of the question)

Yājñavalkya: “Gargi, you ask about what is beyond space. That is the Brahman, the unchanging, the eternal. It is neither gross nor subtle, neither short nor long, without shadow, without light, beyond time, beyond space, beyond thought. It is indescribable, but it is the reality that upholds all things.”

Scene 4: Gargi's Response and Acceptance.

Narrator: “Gargi, impressed by Yājñavalkya's wisdom, realized that she had reached the limit of her understanding and bowed to his superior knowledge.”

Gārgī: (bowing) “Yājñavalkya, I have tested you with all my questions, and you have answered with great wisdom. Truly, you have grasped the essence of the highest truth, the Brahman.”

King Janaka: “Yājñavalkya, you have shown yourself to be the wisest. Gargi your questions were profound, and your pursuit of truth is admirable.”

Scene 5: The Moral Value Message.

Narrator: “This debate between Gargi and Yājñavalkya teaches us two important lessons. First, the pursuit of knowledge is a lifelong journey, and we must be humble in recognizing the limits of our understanding. Second, Gargi shows us that true wisdom is not bound by gender or status, but by the thirst for truth and the courage to question even the greatest minds.”

This short role play captures the essence of the debate between Gargi and Yājñavalkya, highlighting the philosophical depth of the Bṛihadāraṇyaka Upanishad while also conveying a message about the importance of seeking knowledge with humility and courage.

ACTIVITY-3 GROUP WORK : LIFE IN VEDIC SOCIETY

Objective: Understand the social structure and daily life in Vedic society.

Activity: Divide the class into groups and assign each group a role from Vedic society (e.g., Brahmins, Kshatriyas, Vaishyas, Shudras, women, children). Each group presents a short skit showing their role in society, including duties, education, and lifestyle.

Experience: By acting out these roles, students can better grasp the functioning and social structure of Vedic society.

ACTIVITY-4: VOCABULARY HUNT

Objective:

- To help students identify and learn important or difficult words from the chapter.
- To improve vocabulary by understanding the meaning, context, and usage of new words.
- To encourage students to use these words in discussions, writing, and class activities.

Materials Needed:

- Copies of the chapter "India's Cultural Roots" from the textbook.
- Vocabulary hunt worksheet (or plain paper).
- Markers, colour pens and dictionaries (or access to digital dictionaries).

Step-by-Step Instructions:

1. Introduction to the Vocabulary Hunt.

Teacher's Briefing: Explain to the students that they are going on a "vocabulary hunt" where they will search for new or difficult words from the chapter.

Goal: The goal is to find words that they may not fully understand and to explore the meanings, how they are used, and where they are found in the chapter.

2. Vocabulary Hunt.

Reading: Have students read through the chapter either individually or in small groups. While reading, they should highlight or underline words that are new to them or that they find challenging.

Choose Words: Students should select 5-10 words that they would like to learn more about.

Write Down the Words: Using the vocabulary hunt worksheet or plain paper, they will list each word, along with the sentence or context in which it appears in the chapter.

3. Research and Discussion.

Define the Words: Students will look up the meaning of each word using a dictionary or by discussing it with their group.

Word Analysis: For each word, they will write down:

- The definition.
- A synonym (if possible).
- A new sentence using the word to show they understand how it can be used.

4. Word Sharing.

Group Sharing: Students will share their words with the class or in small groups. They can take turns reading out their selected word, its definition, and the sentences they have created.

Discussion: Encourage students to discuss, why they found the word interesting or challenging and how it connects to the chapter's theme of "India's Cultural Roots."

ACTIVITY-5: VENN DIAGRAM

Objective: Compare and contrast Jainism and Buddhism.

Activity: Ask students to create a Venn diagram highlighting the similarities and differences between Jainism and Buddhism (e.g., Ahimsa, Karma, Nirvana). Students can work in pairs to fill out the diagram.

Experience: This critical thinking exercise will deepen students' understanding of the two religions, emphasizing both their shared values and distinct philosophies.

Visual Representation of the Venn diagram:

- **Left Circle (Jainism):** List of points exclusive to Jainism.
- **Right Circle (Buddhism):** List of points exclusive to Buddhism.
- **Middle Overlapping Section:** List of similarities between the two.

This Venn diagram format helps students visually compare and contrast the key aspects of Jainism and Buddhism while understanding their shared roots and philosophical differences.

ACTIVITY-6 INTERACTIVE MAP OF BUDDHIST AND JAIN PILGRIMAGE SITES

Objective: Explore the key locations related to the history of Jainism and Buddhism.

Activity: Have students create a large interactive map, marking important pilgrimage sites like Bodh Gaya, Sarnath, Rajgir etc (for Buddhism) and Palitana, Shravanabelagola etc (for Jainism). Students can research and present key information about these places.

Experience: This visual and collaborative activity allows students to connect with the geographical spread and historical significance of both religions.

CHAPTER – 8

UNITY IN DIVERSITY, OR ‘MANY IN THE ONE’

ACTIVITY 1: FESTIVAL COLLAGE CREATION

Objective:

To explore the variety of festivals celebrated in different parts of India, along with their customs, rituals, and regional significance.

Materials Needed:

Chart papers, magazines, newspapers, scissors, glue, markers, and color pencils.

Steps:

Divide the class into groups. Assign each group a theme such as religious festivals, harvest festivals, seasonal festivals, or national festivals.

Each group researches festivals within their theme (e.g. Diwali, Holi, Eid, Christmas, Pongal, Baisakhi, Republic Day).

Students cut out images from magazines or printouts of pictures of festivals and their celebrations (such as decorations, food, clothing, rituals).

Each group creates a collage on chart paper, highlighting the significance of the festivals, the symbols associated with them, and key facts about how they are celebrated in different regions of India.

After completing the collage, each group presents their work, explaining the festivals and sharing interesting facts.

Reflection: Discuss how festivals bring people together and help preserve cultural traditions. Explore the unity in diversity that Indian festivals reflect.

ACTIVITY-2

GROUP ACTIVITY: CREATING A TEXTILE MAP OF INDIA

Divide the Class into Small Groups: Assign each group a region of India (North, South, East, West, Central, and Northeast).

Research and Collect Information: Provide each group with basic information about the textiles and clothing from their assigned region. Ask them to research or review the following:

- Types of textiles the region is famous for (e.g., silk, cotton, wool).
- The traditional clothing worn by people in that region.
- How the local climate and geography influence their clothing.
- Cultural or religious significance of specific garments or textiles.

Create a Textile Map:

On a large piece of chart paper, each group will create a section of India's map and draw or paste pictures of the traditional clothing and textiles from their region.

Groups can use fabric scraps, images, or their own drawings to decorate their part of the map.

They should also write a few sentences about the significance of the clothing or textile they are showcasing.

Assembly: After all the groups finish their sections, combine the different regions to create a complete Textile Map of India, showing the diversity of clothing across the country.

ACTIVITY 3

GROUP ACTIVITY: FOOD FAIR

Instructions to the teachers.

If there is a fair representation of the students from majority regions of the country in the class the exercise the Activity. If not divide the student as per different regions of the country.

Task:

Ask students to bring their local cooked food in their lunch boxes and also to make a list of ingredients used in it with the help of their parents.

Next Day:

- Arrange a showcase of the food items in the class and ask students to observe it.
- Ask them to find out the common ingredients used.

Conclusion:

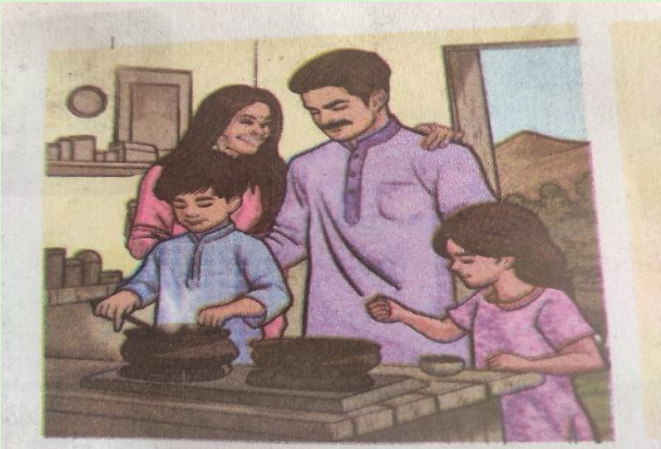
- **Diversity** - Different food items are prepared across the country (Teachers can add other relevant points)
- **Unity** - Many items are used commonly as raw material or the other way in the whole country. This unite the country.

(Teacher can improvise according to need)

CHAPTER 9- FAMILY AND COMMUNITY

ACTIVITY 1

DISCUSSION AND PARTICIPATION ON “TOPIC - TYPES OF FAMILIES”



Family A



Family B

Teacher - How many members are there in your family? Who are they?

Students –3,4 or 5and father, mother, brother, sister, grandfather, grandmother, uncle, aunt and cousins etc.

Teacher – Now look at the picture of family A and Family B. Now count and imagine who are they?

Students - In family A- father, mother, brother, sister

- In family B - father, mother, grandmother, grandfather, aunt, cousin, brother, uncle whatever they can imagine.

Teacher explain the types of families

ACTIVITY -2 GROUP DISCUSSION

Class is divided into groups of 6-7 students and tell to discuss in group how many members are there in their family.

Now complete the table

Name of students	Number of members	Types of families

ACTIVITY 3: FAMILY TREE

- **Objective:** To understand family relationships and structure

- **Materials:** Chart paper, markers, glue.

- **Procedure:**

1. Ask students to create a family tree.
2. Include immediate and extended family members.
3. Discuss roles and responsibilities within the family.

ACTIVITY 4: INTERVIEW A FAMILY MEMBER

- **Objective:** To understand family values and traditions.

- **Materials:** Questionnaire.

- **Procedure:**

1. Prepare a questionnaire (e.g., family traditions, values).

What is your name?

What do you do?

What do you do for community?

What do you do for your family?

2. Ask students to interview a family member.
3. Share findings in class.

ACTIVITY -5 ROLE PLAY

TOPIC: - COMMUNITY

Divide class into two or three groups of nuclear families and two or three groups of joint families.

Give them title father, mother, brother, sister, grandfather, grandmother, uncle, aunt etc.

Ask to play a role of different family members in their family and community.

Objective: To understand the concept of community, identify community resources, and recognize the importance of community engagement.

Instructions:

1. Divide students into small groups and assign each group a specific geographic area within the local community (e.g., neighbourhood, village, or town).
2. Ask each group to create a visual map of their assigned area, highlighting the following:
 - Community resources (e.g., schools, hospitals, parks, libraries)
 - Local businesses and services
 - Cultural and religious institutions
 - Community centres and organizations
 - Public transportation hubs
3. Have each group present their map to the class, pointing out key features and resources.
4. As a class, discuss the following questions:
 - What makes a community strong and supportive?
 - How do community resources impact residents' quality of life?
 - What are some ways to engage with and contribute to the local community?
5. To take it further, consider inviting local community members or organizations to speak to the class about their experiences and initiatives.

CH- 10 GRASSROOTS DEMOCRACY PART 1: GOVERNANCE

ACTIVITY 1

ROLE-PLAY ON GOVERNANCE

Activity: “Mock Parliament Session”

Objective: Understand the functions of the making of the laws and the role of public representatives.

Preparation:

Divide students into groups representing different political parties.

Assign roles (e.g., Prime Minister, Ministers, and Opposition Leaders).

Script Outline: Ruling party presents the new bill on the free education.

Debate: Encourage students to argue their positions.

Vote: Simulate a voting process to pass or reject the proposed bill.

2. Picture-Based Activity:

The students identify the categories of public service or other activities that are represented in above pictures.



Objective: Identify and discuss various public services and other services.

Display the image in the classroom.

ACTIVITY 3.

POSTER MAKING ON DR. A.P.J. ABDUL KALAM AND WRITE ABOUT HIM.

Objective: Explore Dr.Kalam’s views on democracy and the importance of citizen participation.

Preparation:

- Provide materials for poster-making (charts, markers, images, colours etc.).

Execution:

Students create posters highlighting Dr. Kalam’s vision for democracy and the roles of the three levels of government.

Encourage creativity by using visuals, quotes, and personal reflections.

ACTIVITY 3. DEBATE ON DEMOCRACY

Activity: Direct democracy and representative democracy

Objective: Explore different viewpoints on direct democracy and representative democracy.

Topic Ideas:

“Switzerland is a rare example of a country with instruments of direct democracy.”

“India is a representative democracy.”

Format:

- Divide students into two groups.
- Each team prepares arguments and evidence.
- Hold a structured debate, allowing each side to present, rebut, and conclude.

Reflection: After the debate:-

Students reflect on how the democracy influence policies and citizen rights.

Conclusion

These activities not only encourage engagement with the concepts of governance but also foster teamwork, creativity, and critical thinking among students.

CHAPTER 11- LOCAL GOVERNMENT IN RURAL AREAS:

Activity: 1

1. **Community Walk:** Organize a walk around the local community. Students can observe and identify local government facilities, such as the Gram Panchayat Bhavan , schools, or health centers, and discuss their roles.

Activity: 2

2. Role-Playing

A Have students take on roles within the local government (e.g., Sarpanch, council members, citizens) to simulate a gram Sabha They can discuss community issues and propose solutions.

B Other Role play which can be conducted by the teacher:-

Exemplary Sarpanchs :

- a) Dnyaneshwar Kamble
- b) Vandana Bahadur maida
- c) Popat Rao baguji Pawar

****Feedback Session**:** Students can provide feedback on the role-play experience and suggest improvements.

ACTIVITY 3. SKIT

VILLAGE COUNCIL MEETING

Objective: To help students understand the structure and function of local government, the roles of various officials, and the importance of community participation in governance.

Duration 20 to 30 minutes

Materials Needed

- Props: notepads, pens, name tags for roles
- Flip chart or whiteboard for jotting down points
- Simple hand-outs outlining each role's responsibilities

Roles:

1. Sarpanch
2. Council Members (3-4)
3. Citizens (3-4)
4. Secretary
5. Reporter (optional, to summarize the meeting for the class)

Preparation:

1. **Research:** Have students read about local government structures in rural areas beforehand.
2. **Role Assignments:** Assign roles to students ahead of time and provide them with a brief description of their responsibilities.

Script Outline:

[Scene: A village council meeting set in a community hall.]

Sarpanch : Welcome, everyone, to our village council meeting! Today, we'll discuss pressing issues facing our community. Our agenda includes improving the school, repairing the village road, and organizing a health camp. Let's start with a report from our Secretary.

Secretary: (stands) Thank you, Sarpanch. Here are the main topics for discussion today. First, the school needs new resources to enhance our children's learning. Second, the village road is in disrepair, posing safety hazards. Finally, we're considering organizing a health camp to address recent health concerns in the community.

Council Member 1: (raises hand) I'd like to talk about the school. Our children deserve access to quality education. I propose we allocate part of our budget to purchase new books and computers.

Council Member 2: (nodding) That's a solid idea! But let's not forget the road. It's a vital route for students and workers. If it's unsafe, it affects everyone. I suggest we look for immediate repairs.

Citizen 1 : (stands up) As a parent, I appreciate the focus on education, but safety comes first. If the road remains dangerous, our children can't even reach school. Can we find a way to address both issues?

Council Member 3 : (enthusiastic) What if we host a community fundraiser? We could raise money for both projects while bringing the community together!

Sarpanch : (thoughtful) That sounds like a great solution. We could also invite local businesses to contribute. Let's put it to a vote. All in favour of organizing a fundraiser?

[All council members raise hands; Citizens can also show support]

Sarpanch : Motion passed! Now, onto the health camp.

Citizen 2: (interjects) I believe a health camp is crucial, especially with the flu season approaching. We should invite local healthcare providers to offer free check-ups and vaccinations.

Council Member 1: I agree. Partnering with local health organizations can amplify our efforts. We can also provide information on healthy living.

Sarpanch : Excellent point! Secretary, please note that we will collaborate with local health providers for the camp.

Secretary: (writing) Noted.

Council Member 2 : Also, how will we inform the community about these events?

Reporter: (stands up) I can help! I can write articles and make announcements to spread the word.

Sarpanch : Great initiative! Let's ensure everyone is informed. Now, let's wrap up. We have agreed on the following:

1. Organizing a fundraiser for the school and road repairs.
2. Setting up a health camp with local healthcare providers.

3. Engaging the community through announcements and articles.

Secretary: (summarizing) all points have been recorded for our next meeting.

Sarpanch : Meeting adjourned!

Follow-Up Discussion:

- Reflection Questions: Q1 what roles were most challenging?
Q2.How did collaboration impact the outcome?
Q3.Why is community involvement vital in local governance?
- Debrief: Discuss what students learned about local government dynamics and decision-making.

ACTIVITY 4

Create Posters: Students can design posters advocating for the projects discussed in the meeting.

ACTIVITY 5

Write Letters: Have students draft letters to local government officials about issues important to their community.

This comprehensive activity not only immerses students in the roles of local governance but also encourages critical thinking and community awareness.

ACTIVITY 6:

Visit to a Local Government Office: Arrange a field trip to a local government office. Students can meet officials, learn about their duties, and understand the government's impact on rural life.

ACTIVITY 7:

Create a Community Improvement Plan: Students can work in groups to identify a problem in their community and propose a plan for improvement, considering how local government can assist.

ACTIVITY: 8 DEBATE

: Organize a debate on a relevant issue (e.g., funding for schools vs. Roads) to help students understand different perspectives on local governance.

ACTIVITY:9

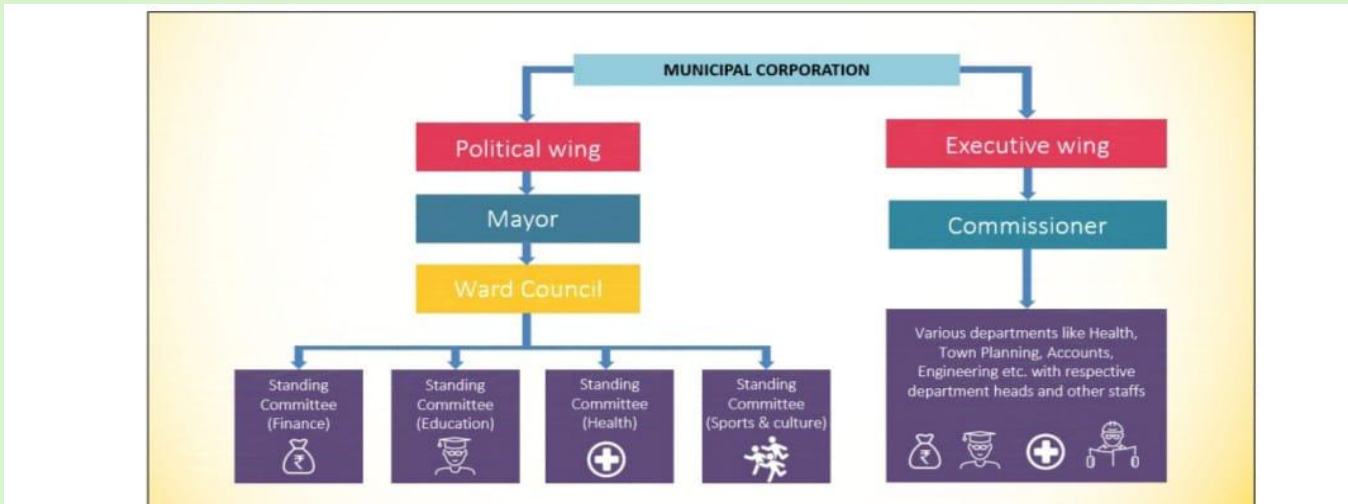
MOCK ELECTION:

Conduct a mock election where students can campaign for various roles in local government, helping them understand the electoral process and civic engagement.

These activities encourage active participation and deepen students' understanding of local governance in their community.

CHAPTER :12
GRASSROOTS- DEMOCRACY – PART : 3
LOCAL GOVERNMENT IN URBAN AREAS

ACTIVITY -1. STRUCTURE OF THE LOCAL GOVERNMENT AT THE URBAN LEVEL
(MUNICIPAL CORPORATION)



Activity: Through the flow chart of Municipal Corporation students to understand the structure
Functions of organization.

Objectives: 1- Students understand the structure of Municipal Corporation like Political
And Executive wings.

2- To reinforce knowledge about how Municipal corporation work. Discussion
on public matters and our municipal corporation how to work for city.

May or Maya :(cheerfully) Welcome everyone to our monthly town hall meeting! Today, we'll
Discuss how our urban local body can better serve our community. Let's make this
a productive session

Councilor Ravi: (sarcastically) Productive? With the same old complaints about potholes and
Garbage?

Community Worker Tara: (enthusiastically) well, those complaints matter, Ravi! They affect
People's daily lives!

Resident Raj: (raising hand) Speaking of potholes, have you seen the one on Main Street? It's
Like a mini lake!

ACTIVITY -2 FIELD VISITS

Activity: Organize visits to local urban government offices (e.g., city council or municipal Corporation).

Objective: Observe the functions and operations of ULBs and interact with officials to Understand their roles.

ACTIVITY -3 RESEARCH PRESENTATIONS

Activity: Assign groups to research specific functions of ULBs (e.g., waste management, Public health, urban planning).

Objective: Present findings and discuss how these functions impact urban living.

ACTIVITY -4 DEBATE ON GOVERNANCE MODELS

Activity: Organize a debate comparing the Panchayat System with Urban Governance.

Objective: Explore the strengths and weaknesses of each system, emphasizing community Participation and representation.

ACTIVITY -5 CITIZEN ACTION PLAN

Activity: Have participants create an action plan detailing how they can contribute to Improving their community (e.g., volunteering, attending council meetings).

Objective: Foster a sense of responsibility and empowerment among citizens regarding urban Governance.

CHAPTER – 13- THE VALUE OF WORK

ACTIVITY 1: "A DAY IN HER SHOES"

Objective:

To make students understand the **importance and dignity of the domestic work** often performed by women, such as mothers and other female members of the family, and to **appreciation and respect** for their contributions.

Steps for Planning:

- Start by asking students,

Q. What kind of work do your mothers or other women in your family every day?"

- List tasks such as cooking, cleaning, taking care of children, shopping

Q. Do you think these tasks are easy or difficult?

Q. How would life be if these tasks were not done?

To find out the answers of these questions assign them a task.

Assign the Task: "A Day in Her Shoes" (At Home)

Home Activity:

- Ask each student to take over or assist in at least **three** domestic works that their mother typically does in a day. For example: Cooking, Cleaning a room, Doing laundry, Taking care of a children or old persons of the family.
- Helping with household management (grocery shopping, budgeting).
- Ask the students to note the following:
 - ✓ What tasks they did.
 - ✓ How much time it took.
 - ✓ What challenges they faced.
 - ✓ How they felt during and after doing the tasks.

Class Discussion and Sharing

Back in Class:

- Ask students these types of questions and ask them to share their experiences
 - ✓ What was the hardest part of doing the household work?
 - ✓ How much time did it take compared to what you expected?
 - ✓ How did you feel while doing the work that your mother usually does?
 - ✓ Did this change how you view the work your mother or other women in your family do?

The students will understand through their experience:

1. Domestic work requires skill, patience, and effort.
2. It contributes greatly to the well-being of everyone in the family.

3. It is just as valuable as paid work outside the home and it deserves respect and recognition.

Students will experience the challenges of domestic work how essential it is for family life.

Learning Outcome:

- They will gain a deeper appreciation for the often unrecognized efforts of their mothers and female members of the family, and they will understand that domestic work deserves dignity and respect, just like any other form of labor.
- This activity fosters empathy, gratitude and a sense of responsibility among students, helping them realize the value of domestic work performed by women.

ACTIVITY 2: INTERVIEW ACTIVITY

Objective:

To engage students directly with people in different professions and gain insights into the real-world experiences of workers.

Steps for Planning:

- **Choose the Interview Subjects:**
 - Students can interview:
 - A family member or relative about their job.
 - School staff like cleaners, cafeteria workers, or guards.
 - Local community helpers such as a vegetable vendor, bus driver, or a nurse.
- **Prepare the Interview Questions:**
 - Help students create a list of simple questions, such as:
 - What is your job?
 - What tasks do you perform daily?
 - What challenges do you face in your work?
 - What do you like about your work?
 - Why do you think your work is important for others?
- **Conduct the Interviews:**
 - Let students conduct these interviews at home, school, or in their neighbourhood. They can take notes or record the conversation if possible.
- **Presentation:**
 - Back in class, ask each student to present what they learned from the interview. They should highlight:
 - The type of work their interviewee does.
 - The challenges and rewards associated with that work.
 - How that work benefits others or the community.
 - After all presentations, discuss common themes like the importance of hard work, the dignity of labour, and the mutual dependence of workers in society.

Learning Outcome:

Students will develop respect for various workers, recognize the challenges they face and appreciate the interconnectedness of all types of work.

CHAPTER - 14

ECONOMIC ACTIVITIES AROUND US

ACTIVITY-1: FIELD VISIT

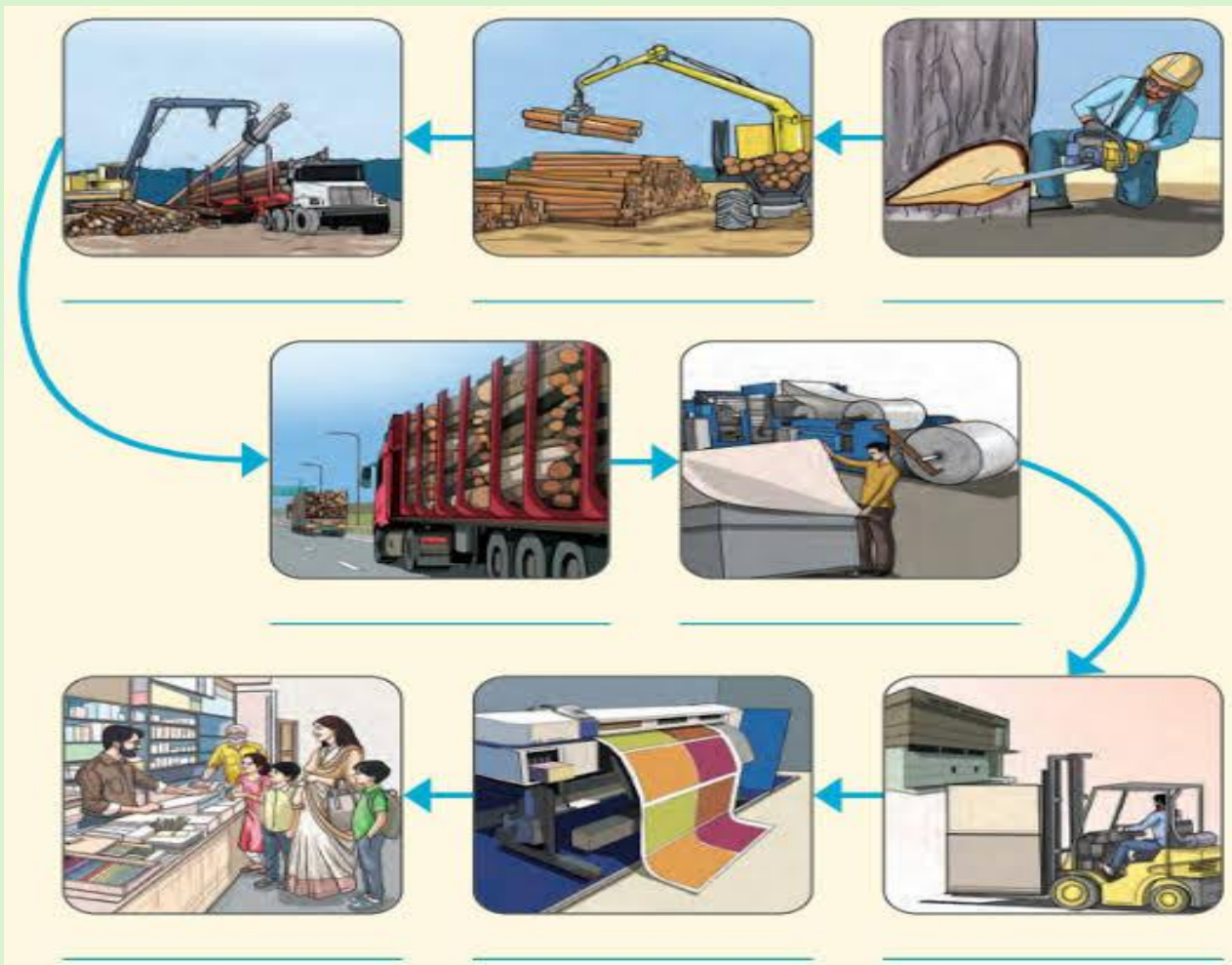
Organize a field visit to the nearest milk cooperative society.

Objective:

1. To provide students with practical exposure to the dairy industry.
2. Student will be able to understand the secondary sector of economy and how it depends on primary and tertiary sector.

ACTIVITY-2.GROUP DISCUSSION:

Write the different stages of the process shown in figure and discuss them with your fellow classmates.



Objective:

1. To understand the three sectors and interdependence between primary, secondary and tertiary sectors.
2. Student will be able to relate the chapter with daily life.

ACTIVITY-3 IDENTIFICATION OF SECTORS

LABEL THE PICTURE SHOWN IN FIGURES AS PRIMARY, SECONDARY AND TERTIARY SECTORS



Objective:

1. Enhance learning through pictures.

2. Student will be able to classify and differentiate different sectors of economy.

ACTIVITY-4: FLOW DIAGRAM

- Give an example of interdependence between primary, secondary and tertiary sectors.
- Show it using a flow diagram. (Hint- making of biscuits, book, paneer)

Objective:

1. To understand the interdependence of three sectors of economy.
2. Student will be able to relate the chapter with daily life.

ACTIVITY-5 OCCUPATION OF PARENTS

Students will be asked to write the work their parents do on the blackboard and then classify them as primary, secondary and tertiary activities.

Objective:

1. Student will be able to understand and differentiate economic activities
2. Student will be able to relate the chapter with daily life.

