

KVS Civic Behaviour and Cleanliness Programme

Integrated Grade-Wise School Packs, Grades 1–10

Message from the Commissioner KVS

Civic behaviour begins in the everyday life of a school. It is reflected in how children use shared spaces, care for common resources, wait for their turn, cooperate with others and take responsibility for the things they use. Cleanliness is an important part of this learning, both for personal well-being and for the school community.

Knowing that cleanliness matters is a beginning. Children also need to understand how to care for things correctly: which tool or method to use, what sequence to follow, and when a task requires adult or trained support. They also need to understand that their actions affect others who use the same spaces and resources. When these practices are repeated consistently by those who use a shared space, they become part of the culture of the school and help create lasting change.

Adults have a central role in this process. When teachers, principals and other staff follow the same routines they ask children to follow, they make responsibility visible. This reinforces that caring for shared spaces is a responsibility of everyone and is not a task assigned only to students or support staff. A classroom, corridor, playground, water point or toilet becomes a place to learn care and cooperation through daily experience. Respect for the people who maintain these spaces is part of that learning.

The Civic Behaviour and Cleanliness Programme builds on existing curriculum, school routines and student platforms. It is not intended to create separate periods or additional workload. This handbook supports schools in making familiar lessons and ordinary school moments opportunities for meaningful practice, reflection and participation.

Children need encouragement, time and repeated opportunities to take greater ownership. They should be able to ask questions, contribute ideas and see that adults respond thoughtfully. They should also learn that responsible behaviour does not depend on whether others are already following the same practice. Even when others may not yet do the right thing, children should continue the correct practice consistently until it becomes a natural part of their everyday behaviour. As practices become familiar, children can carry them forward with less prompting, while continuing to seek help when something is unsafe or beyond their responsibility.

Phase 1 gives participating schools an opportunity to implement the programme, learn from experience and refine the approach. I invite school leaders, teachers and implementation teams to use this handbook within the life of their schools, model the behaviours it encourages, and help children build habits of care, respect and shared responsibility.

Commissioner
Kendriya Vidyalaya Sangathan

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About the programme and this handbook

The Civic Behaviour and Cleanliness Programme helps children build care, responsibility and respect through the lessons they already study and the spaces they use every day. It connects learning about cleanliness and civic behaviour with practical opportunities to use resources carefully, look after shared spaces and participate in school life. Cleanliness is the context through which children learn broader civic behaviours such as consideration for others, responsible use of shared spaces and care for common resources.

The Programme is designed to strengthen what schools already teach and practise, not to create a separate subject, parallel programme or additional workload. Teachers use an existing curriculum lesson as the starting point, then reinforce the behaviour through normal classroom and school routines. When these practices are repeated consistently and modelled by adults, they become part of everyday school culture rather than remaining limited to a single activity or lesson.

Children need more than a reminder to keep a place clean. They need to understand why a practice matters, how to carry it out correctly, how their actions affect others who use the same spaces and resources, and which tasks are safe for them. They also need to see adults doing the same things and have repeated opportunities to practise, reflect and contribute. Through regular practice, children gradually build habits of care and responsibility, enabling them to act independently while recognising when they need support from adults or trained personnel.

Learning that develops across grades

The handbook covers Grades 1–10 across the Foundational, Preparatory, Middle and Secondary stages. The learning journey develops progressively, with students moving from caring for themselves and the spaces they use to understanding shared responsibilities, systems and their role in practising responsible civic behaviour.

Grade stage	Learning focus
Grades 1–2	Students begin by developing care for self, belongings and immediate surroundings through simple everyday practices. They learn that small actions help keep the spaces they use safe, usable and respectful for themselves and others.
Grades 3–5	Students extend their understanding to shared spaces and resources . They learn the importance of cooperation, consideration for others and maintaining spaces that are used by everyone.
Grades 6–8	Students develop understanding of participation, systems and responsibility boundaries . They learn to observe situations, identify what they can safely practise or influence, understand the role of different people and systems, and recognise when an issue requires adult or institutional support.
Grades 9–10	Students develop evidence-based understanding, systems thinking and responsible civic action . They investigate issues, examine different perspectives, understand how systems influence outcomes and undertake bounded civic action within their role and responsibilities.

Across grades, students gradually move from practising everyday civic behaviours with support to taking greater ownership of their actions, while understanding that responsible behaviour involves both individual practice and supportive systems.

What the handbook provides

Common guidance supports preparation, adult modelling, school response, observation and student feedback. Each grade package brings together its curriculum connection, core activity, teacher guidance, repeated school practices, student participation opportunities, safety and dignity guidance, and reflection. Where relevant, reinforcement lessons, add-on activities and home or community observations deepen the same experience.

Teachers, principals, master trainers and school implementation teams can use this as a shared resource. The intention is to make existing teaching and everyday school moments more meaningful, by creating opportunities for students to practise, reflect on and gradually take ownership of responsible civic behaviours, not to add a list of activities to complete. Safe participation, respect for different needs and backgrounds, and clear boundaries around adult or trained work apply throughout.

How to use this handbook

This is a common resource for teachers, principals, master trainers and other members of the school implementation team. Use it together to connect the relevant lesson, the grade experience, the student participation opportunity, and the school routine that will help the behaviour continue. Use the guidance to support practice and reflection, while recognising that some actions require adult or institutional support.

How the handbook is organised

The handbook moves from what applies to every grade to what is specific to each grade.

- **Part 1:** Common across all grades. Principal and teacher guidance and the school response process.
- **Part 2:** Common across stages. The observation tool and student feedback methods, adapted to each stage.
- **Part 3:** Grade-wise programme components. The curriculum link, activity and guidance for each grade, bringing the common and stage guidance together.

1. Understand the programme

Read the programme overview to understand how curriculum-linked learning, school practices, student participation and reflection work together across the grades.

2. Review the common guidance

Read Part 1 for preparation, adult modelling and the school response process. In Part 2, use the observation guidance and the feedback method for the relevant developmental stage. These support reflection, learning and improvement; they are not inspection or scoring tools.

3. Go to the relevant grade

In Part 3, begin with the Part A programme design. Then read Part B for the teaching sequence, activity tools, curriculum reinforcement where included, and the guidance on safety, dignity and participation.

4. Use the activity with the existing curriculum

Begin with the named lesson. Use the demonstrations, questions and activity to help children put the learning into practice. Prepare the materials and accessible participation options described in the grade package, and check responsibility boundaries before starting. The activity should create an opportunity for students to practise and reflect, rather than remain a one-time classroom experience.

5. Connect it to everyday school practice

Choose the routine or practice identified in the grade package and reinforce it through existing school moments. Adults model it visibly. Use existing student platforms and school channels for suggestions or concerns, and tell students what happens afterwards. This helps students understand how everyday behaviour connects with the shared life of the school.

6. Reflect and continue the behaviour

Use the grade's reflection prompts and the stage feedback method. Notice what children can do with less prompting and what support is still needed. Where the grade includes a follow-up check, use it as described, and do not turn it into continuous monitoring. Use the quick checklist at the end as a practical reminder.

The common guidance in this handbook applies across grades. The grade-wise sections provide the specific activities, curriculum connections and implementation guidance for each grade. Together, these sections help schools connect learning, practice and reflection so that responsible civic behaviours can become part of everyday school life.

PART 1 | Common Across All Grades

1. Principal and participating-teacher guidance checklist

a) How to communicate about this programme

- Phase 1 is part of the Civic Behaviour and Cleanliness Programme and is designed to strengthen existing teaching and school practices, not create a separate programme.
- In parent communications, share the everyday cleanliness and civic behaviour practices students are learning and practising at school as part of this programme, and encourage families to support the same at home.
- Reinforce these practices through existing school routines such as assemblies, staff meetings and school walkthroughs as guided in the grade wise package.
- Give participating teachers the time and support needed to carry this out as part of their normal role.
- Connect the programme to the school's existing values, motto and everyday practices.
- When speaking with parents, explain the programme through the everyday behaviours it is intended to strengthen — such as children caring for themselves and their belongings, helping with simple tasks at home, caring for shared spaces, and becoming more responsible in everyday life — rather than through broad claims about this programme
- Use the school's existing reporting and response channels rather than creating a separate mechanism for Phase 1
- For each activity where students may identify a problem, make clear which existing adult/role they should approach and ensure the school communicates what happened afterwards.

b) Readiness

- Before rollout, the principal and participating teachers should review together the grade-wise Part A overview, Part B Teacher Guidance, relevant activity tools and safety/dignity guidance.
- Teachers confirm shared spaces/resources needed for their grade's routine are in place
- Teachers flag gaps in resources through regular school channels
- Brief relevant support facilities staff (non-teaching staff) on the purpose and their appropriate role; in older grades, involve them as co-experts where relevant, without shifting additional work onto them.
- Check with teachers of adjoining grades so language and expectations stay consistent as students move up
- Where a practice depends on a shared school resource (a water point, a noticeboard), the teacher should use the school's existing process to arrange the resource or report any gap.
- Identify and arrange in advance, any materials (charts, bins, markers) needed to conduct a school routine.

- Home/community connections should invite observation, conversation and reflection; they should not become household inspections or ask students to judge/correct family practices.

c) Adult Modelling

- Model through everyday conduct using shared spaces properly, respecting support staff
- Follow the same routines expected of students; no exceptions for adults
- Treat modelling as normal practice, not a scheduled or separate task
- Staff can openly acknowledge their own small lapses and corrections, showing this is a shared learning, not only a student expectation
- Involve visiting adults (parents at school events) in modelling briefly where it fits naturally
- Extend the same courtesy and follow-through to support staff that is expected of students toward them
- Across all grades, adults should visibly practise the same age-appropriate care, correct methods, segregation, shared responsibility and persistence expected of students - including when a practice is new or when a wider system is imperfect.

d) Supportive Reinforcement

- Acknowledge effort in the moment like an assembly mention, a walkthrough comment
- No marks, rewards charts, or comparisons between students, sections or classes
- No punishment, shaming or policing at any stage
- Create genuine opportunities for students to present findings through platforms, share suggestions or contribute to decisions, rather than relying on certificates or prizes.
- Follow up visibly on student suggestions or reports so acknowledgment feels real, not symbolic
- Rotate acknowledgement across different students and groups over the year, not the same few each time

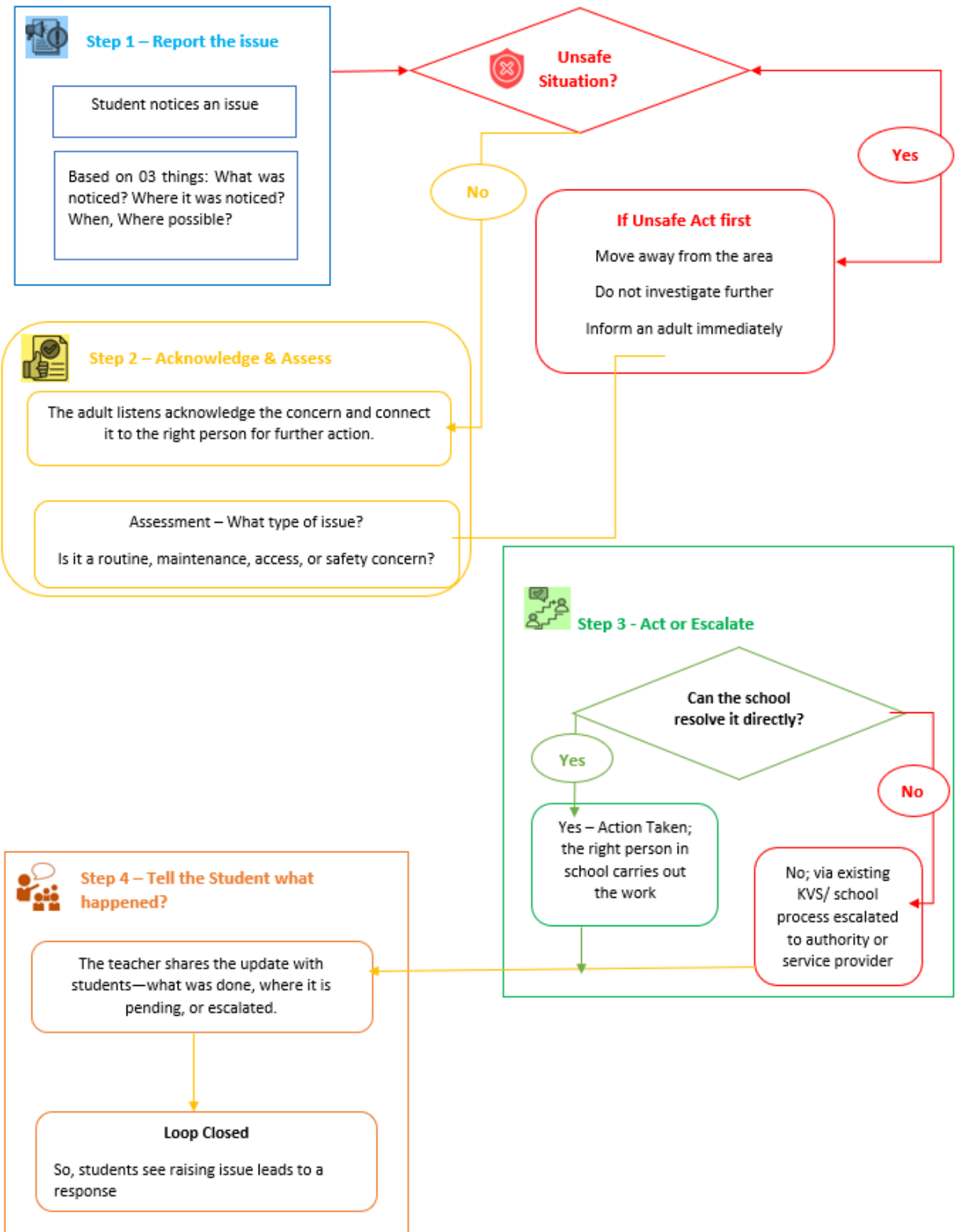
e) Supportive Implementation

- Keep routines short, rotating and low-prep, avoid continuous monitoring
- Use existing lesson time and existing school structures, not new ones
- Do not create a separate Phase 1 team, committee or reporting route; use existing school structures.
- Build in a brief, informal review once a term to see what's working and adjust rather than add on
- Plan equivalent, meaningful ways to participate — speaking, recording, analysing, demonstrating, communicating or paired participation — so mobility, writing ability or confidence does not determine who gets a valued role.

2. School Response Process

The following table and flowchart outline the steps to be taken when a student identifies and reports any problems linked to cleanliness and civic behaviour.

Share the concern	The student tells the teacher or designated adult what they noticed, where it happened and, if known, when it happened. If they feel unsafe, they move away and seek help from an adult.
Understand the concern	The teacher/adult listens and helps identify what kind of support is needed— everyday issue, repair, access, or safety-related concern.
Respond to the concern	The appropriate adult or school functionary takes the necessary action. If it cannot be handled within the school, it is taken forward to the appropriate authority or service provider.
Close the loop	The student is given a simple update about what happened, what is still pending, or where the concern has been taken forward.
If it takes time	The concern moves through a simple journey: Shared → Understood → Action taken → Resolved / Taken forward. Students are informed about any temporary arrangements and the next update.



PART 2 | Common Across Stages

1. Classroom Observation Tool for Teachers

The tool is intended to provide a consistent way to observe and understand how curriculum-aligned practices and civic behaviours are being adopted and reinforced in classrooms. It is not intended to be used as a formal inspection, evaluation, or scoring tool, but rather as a means of understanding classroom practices and identifying areas for reflection and support.

The observation tool is common across **Grades 1–10**, with the same set of prompts used across grade levels. Only the practice-specific prompts under the '**Repeated Practice**' **Observation section vary** by developmental stage-**Foundational, Preparatory, Middle, and Secondary** to reflect the age and developmental appropriateness of the practices being observed. Observers should use only the prompts corresponding to the developmental stage of the grade being observed-Foundational, Preparatory, Middle, or Secondary.

Grade & Section	Date
Observer (Teacher/Principal)	Curricular anchor observed
Common observation prompts	
Observation area	What to look for?
Adult modelling	Do adults(teachers, principal and support staff) visibly follow the same behavioural practices expected of students?
Repeated practice <i>(Note: Observe only the stage-specific prompt corresponding to the grade being observed, rather than observing for all prompts.)</i>	Foundational stage(Grades 1-2): - Does the child take care of their own hygiene and belongings without being reminded each time? - Does the child help look after shared classroom items and space, not just their own things? Preparatory stage(Grades 3-5): - Can the students follow a shared routine on their own, and explain it to someone else in their own words with decreasing prompting from others? - Can they use age-appropriate observation/evidence and work with others to improve or care for a shared space/resource? Middle stage(Grades 6-8): - Do students take responsibility for school property, and show respect toward the staff who maintain it? - Can students connect their own behaviour with resource, health, environmental or institutional systems? - Can they use evidence, hear different perspectives, distinguish what students can influence from what requires adult/system action, and participate constructively with less adult direction? Secondary stage(Grades 9-10):

	• Do students sustain the practice/action, follow through on setbacks and include others- not just for a single event? • Can students analyse a system/problem using evidence, actors, responsibility boundaries and trade-offs? • Can they engage the relevant institution constructively and, where action is undertaken, adapt, sustain, include others and plan continuity beyond a one-time event?	
Adoption	Are early signs visible of the child doing it on their own, without step-by-step adult direction?	
Collective Ownership	Do students take ownership of the part that is appropriately theirs, while recognizing what requires trained adults, school systems or service providers?	
Observation notes		
What did I notice?	How much adult prompting was needed?	What would help the next step?
Self-reflection		
Are you(or the teacher) able to explicitly link the lesson to the civic behaviour for the grade(not taught as two separate things)?		
What could you(or the teacher) do differently to create more opportunities for students to practice grade-aligned behaviours?		

2. Student Feedback Method

The underlying feedback tool becomes gradually more independent and in depth as students move up from pointing at pictures, to feedback cards and group talk, to anonymous forms, to a full survey plus focus group. The grade-wise Reflection & Student Voice prompts complement these stage-level feedback methods and anchor the feedback to the specific grade experience.

When we ask children what they think, and then show them we listened, they trust us more, and they take part more fully next time. But if we ask for feedback and nothing ever changes, children quickly stop believing their voice matters. That is why every tool in this

guide ends with the same simple, powerful step, called “closing the loop”: telling students, in plain words, what happened because of what they said. This one habit more than any clever form or question — is what makes feedback genuinely effective.

FOUNDATIONAL (GRADES 1–2) Feedback tool: Picture based I Did I Felt I Want Check-in

Right after the activity, the child points to or chooses a picture/emoji showing what they did, how they felt, and what they'd like to do again. No writing is required; students can simply point to or show the emoji cards and respond through gestures.

What this tool is	This is a quick, friendly check in that happens right after an activity, using pictures, emojis or simple objects instead of written questions because children this age can't read or write a survey. The whole thing takes only a few minutes and feels like a normal conversation, not a test.
Material Required	• 6-8 simple picture or emoji cards (a happy face, a sad/confused face, a thumbs up, or tired) (Refer Annexure) • A quiet corner, or a small circle of chairs • 2–3 minutes per child, or per small group
How to run it, step by step <i>The sequence a teacher/facilitator would follow.</i>	1. Before the session, put together a small set of picture or emoji cards (for example: a happy face, a confused face, a thumb up, a picture of the activity itself). 2. Right after the activity finishes, sit with the child either one-on-one or in a small circle of a few children. 3. Show the picture cards and ask simple questions in this order: “What did you do?”, “How did you feel?”, and “What would you like to do again?” 4. Let the child answer, however, feels natural to them pointing at a picture, nodding, drawing, or saying it out loud are all treated as complete, valid answers. 5. If a child says something that needs following up on for example, that they found a part of the activity scary or uncomfortable, make a quick informal note so an adult can follow up later.
Objectives	• Whether the child understood what they were doing. • Whether they got a chance to participate comfortably, without being left out. • What they enjoyed, and what they found difficult. • Whether they felt comfortable and included during the activity. • What they would like to do again this tells us what's working.
Who facilitates it <i>Who runs the session and any</i>	The class teacher, in a short circle conversation or one on one. Pointing, drawing, gestures and spoken answers are all accepted as equally valid no child should be asked to write anything down.

<i>conditions on how it's run.</i>	
Suggestions for Facilitators	• Notice children's responses: A child who points quickly and smiles may have understood and enjoyed the activity. A child who looks confused or repeatedly points to the "sad" face may need the activity explained again in a simpler way. • Give space to quiet children: Notice children who stay quiet or look away. Gently invite them to participate again but never force a response. • Look for patterns of exclusion: If the same child is repeatedly left out, reconsider how groups, turns, or participation are organised rather than blaming the child. • Keep it non-judgemental: This is not a test. There are no "right" or "wrong" answers. The purpose is to understand the child's experience. • Do not rush or answer for the child: Give children enough time to think, respond, point, or express themselves in their own way. • Include children who need more time: Do not skip children who take longer to respond. A little additional time can help them participate comfortably.

PREPARATORY (GRADES 3–5) Feedback tool: *My Experience Feedback Card* + *Small Group Conversation*

After the grade experience. Observation or investigation, students respond on a simple card using a few words, a drawing, or guided prompts (e.g. smiley scale, sentence starters). A short group discussion follows to talk through the card together.

What this tool is	Students fill in a simple card about their own experience of the activity using whichever mix of words and drawings suits them and then talk it through in a small group rather than in front of the whole class. This combination means every student gets a chance to think for themselves first, before being asked to speak in a group.
Material Required	• A simple "My Experience" card for each student, with short prompts and plenty of space to draw or write. (<i>Refer Annexure</i>) • Pencils or crayons • A quiet space where students can sit in small groups of 4–6
How to run it, step by step <i>The sequence a teacher/facilitator would follow.</i>	1. After an observation or investigation activity, hand each student a simple "My Experience" card with a few guided prompts (for example: "Something I noticed was...", "Something I'd change is..."). 2. Give students a few quiet minutes to fill in the card by themselves, in whatever way suits them writing, drawing, or a mix of both.

	3. Once cards are filled in, split the class into small groups (not the whole class at once). 4. In the small group, ask each student to share one thing from their card, if they feel comfortable doing so no one should be forced to share. 5. As the facilitator, note down any recurring ideas about what the group would like to try differently next time.
Objectives.	• Whether the students felt they had a meaningful role in the activity. • Whether their ideas were actually heard and used. • Whether they got a genuine chance to observe, ask questions, make something, or try something themselves. • What new things they discovered that they didn't know before. • How the group experience felt for them. • What they think should change next time.
Who facilitates it <i>Who runs the session and any conditions on how it's run.</i>	The class teacher, working with small groups rather than the whole class at once this gives quieter students real space to share without feeling put on the spot in front of everyone.
Suggestions for Facilitators	• Look for meaningful responses: Cards with specific details—not just “it was good”—show that the student has engaged thoughtfully with the activity. • Notice patterns: If several students share the same concern or suggestion, treat it as a pattern rather than an individual complaint. • Support students who write less: A student who writes very little may need the prompts explained in simpler language or may feel more comfortable responding one-on-one. • Protect student voice: Do not read students' cards aloud in front of the group without their permission. • Focus on ideas, not correctness: Do not correct spelling, grammar, or drawings. The purpose is to understand students' feelings, experiences, and ideas. • Keep groups small: Groups of 4–6 students work better, especially for shy or quieter students, and give everyone more space to participate. • Protect quiet thinking time: Give students time to think and write independently before starting group discussion. Otherwise, confident students may speak first, and others may simply follow their responses. • Close the feedback loop: Create a simple “You Said, We Did update-spoken, displayed or written” chart in the classroom. Whenever a change is made based on student

	feedback, add it to the chart so students can see that their voices lead to action. • Look back together: Once a term, invite students to revisit some of their earlier cards and write one line about what has changed since then. This helps them notice their own growth and see that their feedback continues to matter.
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MIDDLE (GRADES 6–8) Feedback tool: *Student Voice check-in*

After the investigation/action, students complete a short rating scale plus a few open-ended questions. This is the first stage where an anonymous written form is introduced, alongside a brief spoken check in. The form looks like: -

What this tool is	This combines a quick numeric or emoji rating scale with two or three open ended questions, and importantly it is collected anonymously. For projects that run over several weeks, it is worth collecting this twice: once partway through, and again at the end, so problems can be caught and fixed while the project is still running, not only after it's finished.
Material Required	• A short printed or digital form: one rating scale (1 to 5, or a row of faces), plus 3 - 4 open questions. • A dropbox, or another way to collect forms without seeing who wrote what • 10–15 minutes of class time
How to run it, step by step <i>The sequence a teacher/facilitator would follow.</i>	1. Prepare a short form with a simple rating scale (for example, 1 to 5, or a row of emoji faces) plus two or three open ended questions. 2. Share the form with students after the investigation or action is complete. 3. For projects that run over several weeks, share the same form again at the midpoint, not only at the end. 4. Make sure the form is genuinely anonymous ideally, it should be collected or read by someone who is not the student's direct evaluator, so students feel safe giving honest answers. 5. Once responses are in, look for patterns across the group never call out or follow up on one specific student's individual answer. 6. Share a brief, honest summary back with the students: "Here's what we heard, and here's what we'll try differently as a result."
Objectives	• Whether the student had meaningful choice and responsibility during the activity. • Whether they got to investigate, use evidence, and contribute their own ideas. • Whether different perspectives within the group were actually heard. • Whether they felt comfortable disagreeing with the group or suggesting an alternative idea. • Whether the group actually tried out or tested an idea, rather than just talking about it.

	• What helped their participation, and what limited it. • What should improve next time.
Who facilitates it <i>Who runs the session and any conditions on how it's run.</i>	A teacher or facilitator collects the form; the anonymous portion is ideally read by someone who is not the student's direct evaluator, so students don't worry that honest feedback could affect how they're graded or seen.
Suggestions for Facilitators	• Look for signs of trust: If many students give short, guarded answers such as "it was fine," check whether they genuinely believe their responses are anonymous and safe to share. • Notice early warning signs: Repeated comments about not being heard, or one student consistently dominating discussions, should be addressed promptly. • Look beyond the rating: If the rating and written comments tell different stories—for example, a high rating alongside strongly negative comments—look more closely at what students are saying. • Protect anonymity: Collect forms in a way that does not allow students' handwriting or responses to be easily linked back to them. This is important for maintaining trust. • Read the written responses: Do not rely only on rating numbers. Written comments often provide the context needed to understand students' actual experiences. • Share back what you heard: Do not stop at collecting feedback. Share key themes with the class so students know their responses were seen and considered. • Collect feedback during the process: Do not wait until the end of a long project. Gather feedback at useful points when there is still time to make changes. • Close the loop with action: Instead of only saying, "Thank you for your feedback," name at least one specific change you are making because of what students shared. This helps build trust and encourages honest feedback over time. • Involve students in designing the questions: Occasionally invite a small, rotating group of students to help frame or refine the feedback questions. Students may identify concerns or experiences that adults might otherwise miss.

SECONDARY (GRADES 9–10) Feedback tool: *Student Experience Review* + *Focus Group*

A short anonymous survey captures each student's individual feedback, followed by a structured focus group discussion with a diverse group of students, collected after implementation/review where students have taken real action.

What this tool is	At this stage, students are capable of much more reflective feedback, so this tool combines two parts: a short anonymous survey that
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	captures individual, private feedback, and a separate focus group discussion with a small, deliberately diverse group of students (different genders, abilities and levels of participation) who talk through the experience together in more depth.
Material Required	• A short anonymous survey (online or on paper) • A quiet room and 30–45 minutes for the focus group • A deliberately mixed group of 6–8 students (different genders, confidence levels, and levels of involvement) • A neutral adult to run the focus group, where possible
How to run it, step by step <i>The sequence a teacher/facilitator would follow.</i>	1. After the systems analysis/proposal or after implementation/review, depending on the grade experience, at a natural review point, share a short anonymous survey to capture individual feedback privately. 2. Separately, put together a focus group a small discussion group deliberately made up of a diverse mix of students, not just the most vocal or most involved ones. 3. Run the focus group using structured, open questions about ownership, how evidence was used, and what actually changed as a result of the programme. 4. Clearly reassure students that what they say in the focus group is confidential and will not affect their standing or grades. 5. Bring together what the survey and the focus group both show, and summaries the findings. 6. Feed this summary into planning the next cycle of the programme, so the feedback actually leads to a visible change.
Objectives	• Whether the student felt genuine ownership and had a real say in decision making. • Whether the issue they worked on felt meaningful and relevant to their own context. • Whether evidence and different stakeholders' views actually influenced the decisions that were made. • Whether they had a genuine opportunity to act, or to influence a real change. • What changed in their own understanding, behavior or perspective as a result. • Whether the process included a genuine mix of genders, abilities and perspectives. • What should be kept going, what should change, and what should be stopped altogether.
Who facilitates it <i>Who runs the session and any conditions on how it's run.</i>	A teacher/facilitator, or ideally a neutral school or programme representative who isn't directly involved in evaluating the students. Students should always be able to give honest feedback without any fear of judgement or consequences.

Suggestions for Facilitators

- Value honest feedback: Honest or uncomfortable responses are a positive sign—they suggest students trust the process enough to share what they genuinely think and feel.
- Watch for overly positive responses: If every response is consistently positive and similar, students may not yet feel safe enough to disagree or raise concerns. Check whether the process genuinely feels confidential.
- Listen for voices that may be missing: Pay particular attention to students who felt left out of decisions, even when the overall project appeared successful.
- Ensure diverse participation: Do not invite only the most confident or highly involved students to focus groups. Include a mix of voices to avoid getting a partial picture.
- Create space for quieter students: If one student dominates the discussion, gently invite others to share their views without putting them on the spot.
- Protect confidentiality: If confidentiality is promised, maintain it consistently including informal conversations. Breaking this trust can make students reluctant to share honestly in the future.
- Treat criticism as learning: Do not take critical feedback as a personal complaint. Treat it as useful information about what can be improved.
- Close the loop openly: Share a short, honest summary of what students said with the whole class, including difficult feedback where appropriate. Clearly explain what will change as a result.
- Turn students into partners: Invite one or two focus group students, where appropriate, to help present the findings and proposed changes to teachers or school leadership. This positions students as active partners in improving the program, rather than simply as feedback providers.

PART 3 | Grade-Wise Programme Components

Each grade is presented in two parts. Part A provides the grade snapshot and shows how the four connected routes come together. Part B provides Teacher Guidance that unpacks how the experience unfolds, followed by repeated school practices, safety and dignity guardrails, and reflection/student voice. Curriculum reinforcement, supplementary activities or applied civic cases are included where they substantively strengthen the grade experience.

GRADE 1

PART A | Grade 1 Programme Design

Central question	How can I keep my hands and things ready for eating and staying healthy?
Behaviour shift	I can care for myself and my things.
Curriculum link	English: "Two Little Hands"
Core activity	The Right Way to Wash
Reinforcement	English: "The Food We Eat"
What children will practise	Correct handwashing, caring for belongings with the right tool and method, safe water habits (including avoiding wastage and spillage), care of their own space, and correct bin use.
Approximate teacher effort	One curriculum-linked discussion in the English lesson; one short handwashing demonstration-and-practice session; a 2–3 minute repeated routine at relevant school moments; one short reinforcement discussion through "The Food We Eat"; and one simple home task.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Two Little Hands" opens the idea of what hands do and how we care for them. "The Right Way to Wash" moves this into a correct handwashing demonstration: doing it is not enough, it has to be done the right way, every time. "The Food We Eat" later reinforces why clean hands matter before eating.	Children repeatedly practise handwashing before meals, keep their bottle and belongings ready for use, care for their own space and put waste in the correct place. They also practise simple water care: closing taps properly, avoiding spills and telling an adult about a leak or unsafe water point. Adults visibly follow the same routines.	Rotating roles such as picture-card helper, material helper or demonstrator let children practise and explain the routines without inspecting or policing one another.	Children teach the handwashing steps to a family member at home and draw who they taught. A separate community activity is not needed at this age. Reflection focuses on remembering, doing the routine independently and carrying one good practice between home and school.

PART B | Teacher Guidance — How the Experience Unfolds

At Grade 1, favour pictures, demonstration, short questions and repeated routines over lengthy explanation. The teacher demonstrates; children practise only simple, safe care of their own belongings, with support.

Begin from the Curriculum — “Two Little Hands”

Teacher facilitation

While reading, open with: *“What jobs do our hands do to take care of us and the things we use?”* Let children name familiar actions such as eating, holding a bottle, carrying a book, drawing, playing or opening a lunch box. Then ask:

- When do our hands need to be clean?
- What things do our hands help us take care of?

Close by saying that today they will learn the right way to care for their hands. This anchors the entry point in the curriculum and begins the Grade 1 shift from knowing that cleanliness matters to practising care correctly.

Core Activity: The Right Way to Wash

Purpose

Children learn that caring for their hands means washing the right way, every time, not only washing. Handwashing is the first repeated practice in the “Self” stage of the child journey: from knowing that cleanliness matters to doing it correctly, with fewer reminders over time.

Infographic 1: The Right Way to Wash — 5 Steps

Materials and tools

Soap; the handwashing point; a simple 5-picture step chart. Soap and water only.

Teacher facilitation steps

1. **Watch the usual way.** Ask children to wash their hands “the usual way” first. Just watch; do not correct or comment on any individual child.
2. **Demonstrate slowly.** Show the 5-step chart and demonstrate, washing alongside the children rather than supervising from a distance. Name what is different from what children usually do.
3. **Try again with the chart.** Children wash again following the chart. In pairs, they prompt each other by pointing to the next picture. Nobody inspects another child’s hands.
4. **Close with one line.** *“Washing hands isn’t just about doing it — it’s about doing it the right way, every time.”*

Reinforce the sequence through pictures, gestures or a short rhyme rather than asking children to memorise instructions. Turn the tap off fully and avoid spilling water. Children who need physical assistance receive it from an adult or trained person.

Activity output

Children can show the 5 steps in order using the chart and wash their hands the right way before eating. The chart stays up at the handwashing point as a reminder.

Home/community linkage

- **Home:** Children teach the 5-step sequence to a younger sibling or family member and draw who they taught.
- **Community:** Not needed at this age. Children can practise the same steps at a shared school handwashing point, waiting for their turn and making space for the next child.

Activity Tool – 5-Step Handwashing Chart (teacher reference)

1. Wet	2. Soap	3. Rub all over	4. Rinse	5. Dry
Wet hands with clean water.	Apply enough soap to cover all surfaces.	Rub palms, backs of hands, between fingers, thumbs and fingertips.	Rinse well with safe water.	Dry thoroughly, then move on (for example, to eat).

Student Participation – Rotating Roles

Rotating roles let every child practise and explain the routines through helping and doing.

- **Picture-card helper:** holds up or points to the next step on the chart.
- **Material helper:** brings the soap or cloths, and returns shared materials and to their place.
- **Demonstrator:** shows one step alongside the teacher.

Roles rotate so that every child gets a turn, in a way that works for them. They are never used to check, report or correct classmates.

Add-on Activities

Teachers may use these to extend the core experience. They are short, demonstration-led and should not become separate projects.

Add-on Activity 1: A Notebook and a Toy – Different Care

Purpose

Children learn that different things need different tools and methods of care, and that using the wrong method, even with good intentions, can spoil what we are trying to look after. This carries the “right way” idea from hands to belongings.

Infographic 2: Object → Tool → Method – Notebook and Toy

Materials and tools

One notebook; one hard toy and, if possible, one soft/cloth toy; a dry cloth; a lightly damp cloth; simple teacher-made picture cards (Object → Tool → Method).

Teacher facilitation steps

1. Show the notebook and the toy together. Ask: “Can I clean both the same way?”

2. **Demonstrate notebook care.** Wipe the cover once in one direction with a dry cloth, gently straighten curled page corners, and keep the notebook flat inside the bag.
3. **Demonstrate toy care.** A hard toy is wiped with a lightly damp cloth and dried. A soft/cloth toy is only dry-dusted or shaken out, never wetted.
4. Say the rule out loud together: *after playing, the toy always goes back to its place.*
5. Children work in pairs. One practises the notebook steps, the other the toy steps, then they swap.
6. Put up one picture card for each object as a classroom reminder.

Object	Tool	Method
Notebook	Dry cloth	Wipe the cover once; straighten page corners; keep flat in the bag
Hard toy	Lightly damp cloth	Wipe, then dry
Soft/cloth toy	None (dry only)	Dry-dust or shake out; never wet

Activity output

Picture cards for the notebook and toys (Object → Tool → Method) displayed in the classroom, and pairs who can show one care routine each.

Home/community linkage

- **Home:** Children practise the same notebook routine and the matching toy routine with a family member.
- **Community:** Not needed at this age.

Add-on Activity 2: *Caring for My Shoes and Clothes*

Purpose

Children learn to care every day for the things they wear, and that a stain is something to point out to an adult the same day, not something to hide or wear again dirty. They see that daily care helps things last longer and look presentable, not only clean.

Materials and tools

A pair of school shoes; one item of clothing with a visible stain (real or for demonstration); simple teacher-made picture cards (Object → Tool → Method); a soft brush or old cloth. Stain-removal soap or detergent is for home use only, handled by an adult.

Teacher facilitation steps

1. **Demonstrate shoe care.** Show a dusty pair of school shoes and brush or wipe off dust and mud with a soft brush or old cloth before putting them away. Muddy shoes are never worn indoors.
2. **Show the stain rule.** Show a clothing item with a stain. Explain: point it out to an adult the same day rather than wearing it again dirty. The adult does the actual stain removal.
3. **Practise.** Children brush or wipe the dust off their own school shoes in class, in dry weather, then wash their hands.

4. **Discuss.** Caring for shoes and clothes every day helps them last longer and look presentable, not just clean.
5. Put up a picture card (shoes → soft brush or old cloth → brush off dust and mud) as a classroom reminder.

Activity output

A picture card on display, and children who can show the wipe-off step on their own shoes and say what to do about a stain.

Home/community linkage

- **Home:** Children brush or wipe their shoes before school and point out any stained clothing to an adult the same day. Children remove their shoes before entering home as it helps to prevent dirt and dust from being brought indoors.
- **Community:** Not needed at this age.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the routines to make shared responsibility visible. Ask:

- Is keeping our classroom ready only one person's job?
- What can each of us do with the things we use?
- Which jobs need an adult because they are difficult or unsafe?

Everyone has a part in everyday care: their own hands, belongings, water use and safe waste. Children are not expected to repair anything, clean unsafe areas, handle unknown waste or monitor other children. If something is dirty, damaged, sharp, leaking or unsafe, they move away and tell an adult.

Simple ideas children can understand

- Handwashing needs soap, safe water and the right sequence.
- A drinking bottle needs to be washed and dried, not just made to look clean.
- Waste goes somewhere after the bin. Children put their own safe waste in the right place, and adults handle what comes next.

Continue the Right Practice — Even When Others Do Not

Ask: *"If someone drops a wrapper or forgets to use the bin, does that mean I should stop using the bin?"* Children keep doing the right thing without blaming anyone, and tell an adult if something is not working, such as a missing bin or an unsafe water point. Begin the practice and repeat it, rather than waiting for everyone to do it first.

Reinforce Through the Curriculum — “The Food We Eat”

Teacher facilitation

When this lesson is taught later, bring back the 5-step routine rather than treating it as a new topic. Ask:

- Why do we wash our hands before we eat?
- What happens if we remember the routine without someone telling us?
- How do we keep our bottle or eating space ready and safe?

Adult Modelling Throughout the Experience

Adults make the practices credible by doing them visibly. The teacher/adult:

- Washes hands with children at the relevant time rather than only supervising.
- Cares for their own desk, bottle and materials, puts their own waste in the correct place and follows the same water-use expectations.
- Joins everyday tidying rather than treating all care as support-staff work, and acknowledges a small lapse calmly.
- Steps in for anything unsafe, specialised or beyond a child's age-appropriate responsibility.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Link these to arrival, before-meal time, lesson transitions or classroom closure. Choose one or two at a time and build consistency before adding another.

- **Handwashing:** a short routine before meals using the same picture/gesture sequence until children need fewer reminders. Children wait for their turn and make space for others.
- **Care of belongings and my clean space:** children keep their bottle, books, bag and seat area ready for use and return shared materials to their place. The emphasis is on caring for what they use, not cleaning the whole classroom.
- **Safe water habit:** children use their own bottle, keep it clean, use only the water needed and tell an adult about leaks or unsafe water points.
- **Correct bin use:** children place their own safe waste in the right place, even when others forget. They do not handle unknown, sharp, wet, sanitary or hazardous waste.
- **Maintain queue:** Wait in queues patiently when using shared spaces or facilities such as drinking-water points, washbasins, toilets etc, and leaving the space clean and ready for the next person to use.

Safety and Dignity — Non-negotiables

- Use the language of care (“Let's keep our hands healthy”), not dirt, blame or shame.

- No inspections, singling out, comparisons or rankings, including of hands, shoes, clothes or belongings. Families' circumstances differ. No child inspects another child's hands or belongings.
- Children handle only their own safe belongings, teacher-provided activity items and ordinary safe classroom waste. The teacher controls the damp cloth and any soap use.
- Sharp, sanitary, chemical, contaminated, leaking or unknown waste is left alone and reported to an adult.
- Unsafe cleaning, repairs, specialised sanitation and maintenance remain adult or trained-person responsibilities.

Reflection and Student Voice

Hold a short, informal conversation after children have practised the routines and completed the home task. Children may answer by speaking, pointing, drawing or demonstrating.

Reflection prompts

- Before you eat, what do you remember to do, and why?
- What is one thing you now know how to care for the right way? What do you do?
- If someone else forgets a good practice, what can you still choose to do?
- What can you take care of yourself, and when should you ask an adult for help?

Dignity and equality lens reflection

- Why might different children need different kinds of help to wash their hands or care for their things?
- Does everyone in our class get a turn to help, in a way that works for them?

Facilitation note: Notice whether children remember and act with less prompting, while still asking an adult for help when something is unsafe or difficult.

GRADE 2

PART A | Grade 2 Programme Design

Central question	How can we make our classroom a place that everyone can enjoy and use?
Behaviour shift	I can help care for our classroom.
Curriculum link	English: "Out! Out!"
Core activity	My Materials, My Care
Reinforcement	English: "The Smart Monkey"
What children will practise	Short Classroom Reset, shared-material care, safe waste routine, avoiding unnecessary water spillage during daily routines, correct use and return of classroom materials, and shared responsibility for the space they use.
Approximate teacher effort	One curriculum-linked discussion; one short shared-materials demonstration-and-practice session; a repeated 2–5 minute Classroom Reset at an existing transition point; one short reinforcement discussion through "The Smart Monkey"; and one simple home task.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Out! Out!" opens a discussion on what happens when each person leaves a little behind in a shared space. "My Materials, My Care" shows the right steps for caring for shared classroom materials, so they stay ready for the next user. "The Smart Monkey" later reinforces why everyone's small actions affect a shared space.	Children repeatedly practise a short Classroom Reset, careful use and return of shared materials, and the agreed classroom waste routine. They leave shared spaces ready for the next user by avoiding unnecessary water spillage and telling an adult about a problem that needs attention. Adults join the routine rather than only supervising.	Rotating roles such as sorter, material helper, idea-giver and sharer let children contribute through helping and doing. Roles rotate and are not used to inspect or police peers.	Children have a short "we" reflection on what the class is getting better at, and repeat the same two care routines on one shelf at home. They may respond through speaking, drawing or a simple example. A separate community activity is not needed. The same idea can be practised in a shared school space such as the playground.

PART B | Teacher Guidance — How the Experience Unfolds

At Grade 2, continue to favour demonstration, short questions and repeated practice over lengthy explanation.

Begin from the Curriculum — “Out! Out!”

Teacher facilitation

After reading, ask: “*What happens when everyone leaves just one small thing behind in the same classroom?*” Then ask:

- What kinds of things get left behind after we work, eat or play?
- If each person leaves only one scrap, wrapper or broken crayon, what happens to our shared classroom?
- What can each of us do with the things we use before we leave the space?

This establishes the curriculum link to shared space and the idea that many small individual actions add up to a collective classroom condition.

Core Activity: My Materials, My Care

Purpose

Children learn that shared classroom materials stay usable for everyone when each child follows the right steps to care for them. This moves the Grade 2 shift from caring for my own things (Grade 1) to caring for what we share, and it builds the habit behind the Classroom Reset.

Infographic 1: Caring for Shared Materials — Crayons and Books

Materials and tools

A shared box of crayons; a shared shelf of books; a dry cloth.

Teacher facilitation steps

1. **Look at the end of the day.** Show the shared crayon box and book shelf as they usually look at the end of the day.
2. **Demonstrate crayon care.** Remove any wrapper that has come off completely; group crayons by colour; lay them flat in the box, not standing; close the lid fully.
3. **Demonstrate book care.** Wipe the cover once with a dry cloth, top to bottom; close the book fully before stacking; stack by size, spines facing the same way.
4. **Practise in small groups.** Children apply exactly these steps to the shared crayons and books.
5. **Compare.** Look at the box and shelf before and after. Celebrate the change as “our class”, without ranking groups.

Activity output

A shared crayon box and book shelf ready for the next user, and children who can show and say the steps for each. The steps carry into the daily Classroom Reset.

Home/community linkage

- **Home:** Children choose one shelf at home, remove the items, wipe the shelf with a clean cloth, and put the items back neatly. In the next class, the teacher asks children to briefly share what they cleaned, how they cleaned it, and what changed after the activity.
- **Community:** Not needed at this age.

Student Participation — Rotating Roles

Rotating roles let every child contribute to the class routine through helping and doing.

- **Sorter:** groups crayons by colour or books by size.
- **Material helper:** returns shared materials to their place.
- **Idea-giver:** suggests where things should go or what the class could do next.
- **Sharer:** tells the class what their group did.

Roles rotate so care is not assigned permanently to one “monitor”, and they are adapted so every child can take part. They are never used to inspect, report or correct peers.

Add-on Activities

Teachers may use these to extend the core experience. They are short, demonstration-led and should not become separate projects.

Add-on Activity 1: What Do I Do When There's No Bin?

Purpose

Children understand that responsibility for their own waste does not depend on a bin being in sight. This extends the “Out! Out!” idea (small leftovers add up) from the classroom to anywhere they go.

[Infographic 2: No Bin? Keep It in Your Pouch]

Materials and tools

A small reusable pouch or bag per child. No tools.

Teacher facilitation steps

1. **Ask:** “What do you do with your wrapper or peel if there's no bin nearby?” Let children share what they do now.
2. **Introduce the pouch.** Carry a small reusable pouch to hold your own waste until you find a bin. Never litter because a bin isn't visible.
3. **Practise for a day.** Children keep any wrapper or peel in their pouch until they find a bin at school, then dispose of it correctly (segregated, if the bins allow).
4. **Discuss.** This is something they can always do themselves, whether or not a bin is nearby.

The pouch holds only a child's own ordinary safe waste. Anything wet, sharp, leaking or unknown is not put in it; children tell an adult.

Activity output

Children who can show the pouch routine and use the correct bin when they find one.

Home/community linkage

- **Home:** During one family outing, children carry the pouch and keep their waste in it if no bin is available. In class, the teacher asks what they did and why carrying the waste back is better than littering.

- **Community:** During a family outing, children identify one public place without a bin and inform an adult. In class, the teacher connects this observation to the classroom learning on responsible waste disposal when a bin is unavailable.

Add-on Activity 2: Caring for My Bag

Purpose

Children learn a small, regular check for something they use every day, and that this care is theirs to do, not someone else's job.

Materials and tools

A school bag; a simple picture checklist; a dry cloth.

Teacher facilitation steps

1. **Ask:** *"What happens if a bag's zip is never checked or it's never wiped down?"*
2. **Demonstrate three safe checks.** Wipe dust off the bag with a dry cloth, check that the zip runs smoothly, and wipe the straps clean.
3. **Apply.** Children use the checklist on their own bag and note one thing they will now do regularly.
4. **Discuss.** *"This isn't someone else's job — small care like this is mine to do."*

Activity output

A completed picture checklist, with one care habit each child has chosen (drawn or said).

Home/community linkage

- **Home:** Children do the same 3-point bag check at home each week and share what they found.
- **Community:** Not needed at this age.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the activity and Classroom Reset to make shared responsibility visible. The teacher joins the reset; children return what they used, clear their own safe materials and put ordinary classroom waste in the correct place. Ask:

- Is keeping our classroom ready only the job of a monitor or support staff member?
- What can each child safely do with the materials and space they use?
- Which things should children not touch or try to fix?

Safe everyday care is a shared responsibility, not a job automatically assigned to one child, one gender or support staff. Children are not expected to repair taps, clean unsafe areas, handle unknown waste or check whether another child has followed a routine. Difficult, unsafe or specialised tasks remain with adults or trained persons.

Also help children notice that caring for a shared space means thinking about the next person who will use it.

Simple ideas children can understand

- Solid classroom waste and used or dirty water do not follow the same route. Children use bins and drains correctly and report a blockage, leak or unsafe condition rather than trying to repair it.
- If something is sharp, leaking, contaminated, chemical, sanitary, electrical or unknown, children leave it alone and tell an adult.

Continue the Right Practice — Even When Others Do Not

Ask: *"Suppose we put our waste in the correct place, but someone else forgets, or later the waste gets mixed. Should we start putting our waste anywhere?"* Children keep doing the right thing without blaming or policing another child, and tell an adult if the next part is not working. Begin the practice and repeat it, rather than waiting for everyone to do it first.

Reinforce Through the Curriculum — "The Smart Monkey"

Teacher facilitation

When this story is taught later, reconnect it to the classroom experience rather than treating it as a new cleanliness lesson. Ask:

- What happens to a shared place if everyone leaves one small thing behind?
- What does our class do now before we leave the room or finish an activity?
- What is one part of the routine we now remember with fewer reminders?

Adult Modelling Throughout the Experience

Adults make the shared-responsibility message credible by doing the same everyday care. The teacher/adult:

- Joins the Classroom Reset rather than only supervising, returns shared materials properly and uses the correct waste arrangement.
- Handles only appropriate safe materials with children and visibly leaves unsafe items for the right adult or trained person.
- Avoids language suggesting that tidying is automatically the job of a monitor, support staff member, girl or boy.
- Leaves shared materials and spaces, including water areas, ready for the next user, and acknowledges a small lapse calmly.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Embed these in existing transitions, classroom closure or activity clean-up. The emphasis is consistency and shared participation, not an additional inspection system.

- **Classroom Reset:** at an existing transition or end-of-day point, children spend 2–5 minutes returning their belongings and shared materials, clearing ordinary safe scraps from their own space and leaving the classroom ready for the next use. The teacher joins.
- **Shared-material care:** children take, use and return books, stationery, toys and other resources carefully, using the steps from the core activity. Roles rotate.
- **Waste routine:** children place ordinary safe waste in the appropriate place, avoid mixing materials where a segregation system exists and continue the correct practice even when someone else forgets. Unsafe or unknown waste is left for adults.
- **Leaving shared spaces ready:** after using the classroom, activity area, playground or water point, children leave their own materials and safe waste in the right place, avoid unnecessary water spillage and tell an adult about leaks or unsafe conditions.

Safety and Dignity — Non-negotiables

- Use “our classroom, our job together” rather than blame, shame or assigning the mess to one child.
- No permanent clean-up monitor, peer-policing role, cleanliness ranking or punishment for a messy space. The before-and-after look is never used to compare groups.
- Children handle ordinary safe classroom materials and waste only. No broken glass, sharps, wet or leaking waste, sanitary waste, batteries/e-waste, medicines, chemicals or unknown objects. Children do not put hands inside bins or search bins. If unsure: leave it and tell an adult.
- Children can notice and report spillage, leaks or unsafe conditions but do not repair water fixtures. Repairs, toilet cleaning, plumbing, electrical work, hazardous waste and specialised sanitation remain adult or trained-person responsibilities.
- Rotate roles across children and make reasonable adaptations for mobility or other support needs. Different contributions count equally.
- Do not associate everyday care with gender, caste, class, ability, support-staff status or any particular group. Adults participate visibly too.

Reflection and Student Voice

Hold a short class conversation after children have done the activity and repeated the routine. Children may answer by speaking, pointing, drawing or showing an example.

Reflection prompts

- What did our class do today to leave the room or materials ready for everyone?
- What part of the Classroom Reset can you now remember with fewer reminders?
- If someone else forgets the agreed routine, what can you still choose to do?
- What can children safely do themselves, and what should be left for an adult?
- How does caring for a shared space help the next person who uses it?
- What is one thing our class is getting better at together?

Dignity and equality lens reflection

- Why should girls, boys, teachers and other adults all take responsibility for safe everyday care?
- How can everyone take part in a way that works for them?

Facilitation note: Keep the reflection collective and practical. Let individual children name their own contribution, but do not turn the conversation into an inspection of who did or did not keep the classroom clean.

GRADE 3

PART A | Grade 3 Programme Design

Central question	How can we use water wisely in our school?
Behaviour shift	I can follow and explain shared routines.
Curriculum link	Mathematics: "Filling and Lifting"
Core activity	Toilet & Washbasin — Using It Right
Reinforcement	—
What children will practise	The Use–Close–Check–Report water routine, the correct handwashing sequence, considerate use of the toilet and washbasin, avoiding unnecessary water spillage, and reporting problems safely.
Approximate teacher effort	One classroom discussion linked to "Filling and Lifting"; one short demonstration and practice session at the washbasin (15–20 minutes); a repeated routine at breaks; and one short reflection and home task.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Filling and Lifting" connects capacity, measuring and comparison to everyday water use, and asks how much water a task actually needs. "Toilet & Washbasin — Using It Right" then shows the correct, considerate way to use the school's facilities. The chapter's reusable-bottle example deepens the idea that everyday choices can reduce water use.	Children repeatedly practise one simple water routine at a time (Use, Close, Check, Report), follow the handwashing sequence and leave the facility ready for the next user. They report a problem instead of trying to repair it and hear back what happened. The emphasis is on following and explaining the routine, not monitoring others.	Rotating roles such as routine explainer, demonstrator, material helper and sharer let children practise and explain the routine without checking or correcting classmates.	Children reflect on what they can do themselves and what needs adult support. At home, they follow the same washbasin routine and leave the toilet tidy after use. Where appropriate, children notice how a shared facility is used without being asked to monitor anyone.

PART B | Teacher Guidance — How the Experience Unfolds

At Grade 3, keep the discussion close to real examples, demonstrate each step, and let children practise and explain the routine in their own words.

Begin from the Curriculum — “Filling and Lifting”

Teacher facilitation

Use the chapter's work with vessels, capacity and measuring to move from “how much can this hold?” to “how much water do we actually need for a task?” Show two or three familiar vessels, such as a glass, a bottle and a mug, and ask children to compare how much each holds. Then ask:

- If two containers are different sizes, should we always fill both completely before using them?
- When do we need more water and when do we need less?
- What happens when water keeps flowing after the task is finished, or spills during a routine?

The learning is not “use as little water as possible”. It is “use the water needed for the task, use it correctly, and avoid waste.” The chapter's reusable-bottle example is picked up again in Add-on Activity 1.

Core Activity: Toilet & Washbasin — Using It Right

Purpose

Children learn the correct and considerate way to use the school's toilet and washbasin: using only the water needed, respecting privacy, leaving the space ready for the next person, and telling an adult calmly about a problem instead of ignoring it or blaming a classmate. This turns the idea of “the water a task needs” into a routine children can follow and explain.

Infographic 1: Use · Close · Check · Report — The Washbasin Routine!

Materials and tools

The school's existing toilet and washbasin facilities. No tools for children: deep cleaning stays with sanitation staff.

Teacher facilitation steps

1. **Demonstrate washbasin use.** At the washbasin, show the routine: turn the tap on only as much as needed, wash hands without splashing outside the basin, turn the tap fully off and wipe hands dry. Keep the full handwashing sequence (wet, soap, rub, rinse).
2. **Explain toilet etiquette.** Using picture cards or words in the classroom or at the washbasin: flush properly, keep the door closed for privacy, do not waste water, and leave the space as you would want to find it.
3. **Practise at the next break.** Children use the washbasin routine during the normal break. The teacher is present and supports quietly, without singling anyone out.
4. **Introduce one respectful behaviour.** If something is broken or left unclean beyond normal use, tell an adult calmly rather than ignoring it or blaming a classmate. The teacher passes the concern on and tells the class what happened.

Activity output

Children can explain the routine in their own words and follow it at the washbasin, and the routine card is displayed near the facility.

Home/community linkage

- **Home:** Children follow the same washbasin routine at home and flush and leave the toilet tidy after use.
- **Community:** Not required.

Activity Tool — Use · Close · Check · Report (routine card)

Step	What it means
Use	Take only the water needed for the task and avoid unnecessary spilling.
Close	Close a safe, functioning tap fully when the water is no longer needed.
Check	Make sure the water has stopped and is not spilling around the basin.
Report	If the tap leaks, does not close or the area is unsafe, tell an adult instead of trying to repair it.

Saving water must never mean skipping correct handwashing or drinking less water than needed.

Student Participation — Rotating Roles

Rotating roles let every child practise and explain the routine through helping and doing.

- **Routine explainer:** says the four steps in their own words to a partner or the group.
- **Demonstrator:** shows the steps at the washbasin alongside the teacher.
- **Material helper:** keeps the routine card, soap and drying cloth ready and in place.
- **Presenter:** tells the class what they noticed at home.

Roles rotate and are adapted so every child can take part. They are never used to watch, score or correct other children.

Add-on Activities

Teachers may use these to support and extend the core experience. They are short, demonstration-led and should not become separate projects.

Add-on Activity 1: Clean, Rinse, Dry & Store — Tiffin Box and Water Bottle

Purpose

Children learn the full care sequence for a tiffin box and water bottle, and practise using only the water required while cleaning. It builds on the chapter's reusable-bottle example by showing that a reusable bottle is only a good choice if it is cleaned correctly.

Infographic 2: Clean → Rinse → Scrub → Rinse → Dry → Store

Materials and tools

Used or empty tiffin boxes and water bottles; safe water; mild soap; a designated washing area; a drying rack or clean drying space; a soft sponge or cloth. If the school has no suitable washing area, the teacher demonstrates and children practise the sequence at home.

Teacher facilitation steps

1. **Observe and discuss.** Show a used tiffin box and bottle. Ask: *"What should we do with these after eating and drinking?"* Discuss why food residue and leftover water should not be left inside.
2. **Demonstrate the method.** Empty → rinse → apply a little soap → scrub → rinse thoroughly → dry → store. Show how to clean the inside, outside, corners and lid of the tiffin, and the inside, mouth and cap of the bottle, using only the water required.
3. **Practise in groups.** Rotate small groups through the washing area so it is not overcrowded. Children practise the method using their own or teacher-provided items, with the teacher guiding.
4. **Practise responsible use.** Children wait for their turn, avoid spilling water, close the tap when not using it and place cleaned items in the drying area. They do not handle unsafe cleaning materials.
5. **Check and store.** Children check that their tiffin and bottle are clean, rinsed and dry before putting them away, and repeat the same routine after meals.

Activity output

A clean, rinsed and dry tiffin box and bottle stored correctly, and children who can say the sequence in order.

Home/community linkage

- **Home:** Children follow the same clean → rinse → dry → store practice at home, with adult support where needed, and share one observation about how they used water while cleaning.
- **Community:** Not required.

Add-on Activity 2: Caring for My Bicycle

Purpose

Children learn a short, safe check routine for something they use regularly, and learn clearly which jobs belong to an adult. This supports the Grade 3 idea of following and explaining a routine.

Materials and tools

A bicycle (otherwise a labelled picture or diagram); a dry cloth.

Teacher facilitation steps

1. Ask who cycles to school or has a bicycle at home.

2. **Demonstrate four safe checks:** (a) wipe the frame and handlebar with a dry cloth; (b) look at both tyres for visible cuts or looseness, without pumping air themselves; (c) check that the bell and any lights work; (d) wipe the seat dry if wet.
3. **State the boundary clearly:** oiling the chain, fixing brakes and repairing tyres are an adult's job.
4. Children practise the same four steps on a demonstration bicycle or diagram. Children who have a bicycle do the check at home.

Activity output

Children can name the four checks and the jobs that are for an adult.

Home/community linkage

- **Home:** Children do the four-step check on their own bicycle and note what they found.
- **Community:** Not required.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use what children practised to show what they can do and what needs an adult. Everyday water care is shared by everyone who uses the facility. It is not automatically the job of a cleaner, helper, girl, boy or one designated monitor.

Children can	Children are not expected to
Use only the water they need and close a safe, functioning tap.	Repair taps, pipes, pumps or valves.
Keep their own bottle, tiffin and immediate area orderly and avoid creating spillage.	Clean drains, handle wastewater or enter restricted areas.
Explain the routine and tell an adult about a leak, spill or unsafe condition.	Deal with electrical or hazardous conditions, or monitor whether others follow the routine.

Give a simple technical picture: clean water reaches the school through one system, and after use it leaves as wastewater through another. Solid waste follows a different route. Children understand these routes before they are ever expected to act on technical problems.

Continue the Right Practice — Even When the Wider System Does Not

Ask: “You close the tap correctly, but it still drips. Does that mean there is no point in closing taps properly?” Children keep following the routine even when someone else forgets or a facility is not working, and report the problem through the teacher rather than giving up the practice or trying to fix it. A new routine may feel unfamiliar at first, and repeating it consistently helps it become normal without turning children into monitors of one another.

Adult Modelling Throughout the Experience

Adults make the routine credible by following it themselves. The teacher/adult:

- Uses only the water needed, closes taps properly, follows the handwashing sequence and uses a reusable bottle where possible.
- Joins the routine rather than only reminding children about it, and avoids language that makes facility care "someone else's job".
- Reports leaks or maintenance issues through the normal school route and, when a child reports a problem, acknowledges it and tells the class what happened.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Choose one routine at a time and reinforce it during relevant lessons, transitions or daily use of the facility.

- **Water-use routine:** Use the water needed, close the tap, check that it has stopped, and report a leak or unsafe condition.
- **Handwashing routine:** Follow the correct sequence and use enough water for hygiene without leaving the tap running unnecessarily.
- **Facility care:** Keep bottles and the immediate area orderly, use the designated bin for safe waste, leave the toilet and washbasin ready for the next user, and report spills, blocked drains or unsafe conditions rather than trying to clean or repair them.
- **Consideration at shared points:** Where a water point or washbasin is shared, children form a queue, wait patiently for their turn, and leave the space clean and ready for the next user.

Safety and Dignity — Non-negotiables

- Use a safe, accessible facility with non-slippery flooring, and adapt the activity so children with mobility, communication or sensory needs can take part meaningfully.
- Toilet etiquette is explained with picture cards or words. Children are never taken into toilet cubicles as a group or watched while using them.
- Children may close a safe, functioning tap and report wastage. Repairs to taps, pipes, valves, pumps, tanks or electrical systems are for authorised adults.
- Children do not touch wastewater, clean drains, enter maintenance areas, handle contaminated waste or put their hands inside bins.
- Water conservation must never restrict drinking water, correct handwashing, toilet use or other health and hygiene needs.
- Do not score, rank or publicly correct children for following the routine, and do not assign facility care permanently by gender, ability, caste, class or support-staff role.

Reflection and Student Voice

Hold a short conversation after the activity, or after the class has practised the routine for a few days. The purpose is to see whether children can follow and explain the routine, not to test or grade them.

Reflection prompts

- Can you explain our water-use routine in your own words?
- What can you do yourself at the washbasin, and what should you tell an adult about?
- Why should we keep doing the right thing even if someone else forgets or a tap still drips?
- What did you notice about water use at home?
- What is one part of the routine you can now do without a reminder?
- What can you do to make it easier for everyone to use a shared washbasin?

Dignity and equality lens reflection

- Can everyone in our school use the washbasin and toilets safely and comfortably? What might make it hard for someone?
- Is looking after a shared place only the job of a cleaner or helper? Why or why not?

Facilitation note: Keep the conversation close to what children actually experienced. If a child raises a genuine issue such as a leak, no soap, unsafe flooring or an inaccessible facility, pass it to the appropriate adult and tell the class what happened.

GRADE 4

PART A | Grade 4 Programme Design

Central question	How can we help save water at a place in our school?
Behaviour shift	I can cooperate with others to improve a shared space.
Curriculum link	Mathematics: "Weigh It, Pour It"
Core activity	Caring for the School Drinking-Water Point
Reinforcement	Mathematics: Data Handling
What children will practise	Shared-space care, evidence-based water-saving action, noticing and reducing avoidable spillage, safe observation and reporting, cooperation, and following through on one feasible improvement.
Approximate teacher effort	One Mathematics-linked discussion; one guided investigation at a selected water point (20–30 minutes); one short Data Handling follow-up using the collected evidence; a brief follow-through check after the agreed improvement; and one simple home task.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Weigh It, Pour It" connects measuring and comparing quantities to everyday water use. "Caring for the School Drinking-Water Point" then uses one real water point for students to observe, record, act, report and follow up. Data Handling reinforces the experience by organising and comparing the collected evidence.	Students repeatedly practise the agreed water-saving action at the selected point, including avoiding unnecessary spillage and leaving the area ready for the next user. The emphasis is on sustaining the behaviour and seeing whether the improvement continues, not on a weekly school-wide inspection. The class separates what students can do, what needs adult support and what must be reported.	Rotating roles such as observer, data recorder, pattern finder, solution designer and presenter help small groups collect evidence, agree one realistic improvement and communicate it. Roles rotate and are not used to police peers.	Students reflect on what the evidence showed, what they could change themselves and what needed support. At home, they observe one shared water-use practice and try one safe improvement with family agreement. Where appropriate, they observe a public drinking-water point and suggest an action to the responsible authority.

PART B | Teacher Guidance — How the Experience Unfolds

Each part can be facilitated briefly within existing lessons and routines. Keep the class focused on evidence and on cooperation rather than on who is at fault.

Begin from the Curriculum — “Weigh It, Pour It”

Teacher facilitation

Use the lesson's measuring and pouring context to show how Mathematics can help us understand water use rather than only talk about saving water. Demonstrate with two familiar containers and ask how much each holds and why measuring matters when we want to know how much water is used or lost. Then ask:

- How can measuring help us tell whether water use is necessary or avoidable?
- If water keeps flowing after a task is complete, how might we record what is happening?
- If different students notice different things, how can we use the evidence to decide what is actually happening instead of relying on one person's opinion?

This introduces the Grade 4 civic practice of listening to different observations and using shared evidence before deciding what action is needed.

Core Activity: Caring for the School Drinking-Water Point

Purpose

Students learn to care for a shared resource through evidence and cooperation: noticing what is happening at a real water point, acting on what they can safely change, and reporting what needs adult or institutional support. This moves students from following a routine (Grade 3) to working together to improve a shared space.

[Infographic 1: Observe → Identify → Act → Report → Follow Up — Caring for Our Water Point]

Materials and tools

The school drinking-water point; picture cards showing common water-point issues; the observation and action sheet; pencil and clipboard; a soft cloth, where safe and appropriate.

Method: Observe → Identify → Act → Report → Follow up.

Teacher facilitation steps

1. **Inspect and identify.** In small groups, students examine the water point and record 2–3 specific issues or positive practices related to water use, cleanliness, spillage, tap closure and the surrounding area. The teacher models the first entry on the sheet with the whole class.
2. **Demonstrate and practise.** The teacher demonstrates using only the water required, closing the tap fully, avoiding spillage and leaving the area clean. Students practise the routine in small groups, taking turns.
3. **Take a practical action.** Each group selects one issue students can safely address, for example clearing misplaced waste from the immediate area through the school's normal waste-disposal system, or putting up an agreed reminder for responsible tap use.
4. **Report what needs institutional action.** Students identify issues such as leaking taps, damaged fittings or blocked drainage and prepare a short report for the teacher or Principal rather than attempting a fix.

5. **Follow up.** After a few days, students revisit the water point and check whether the agreed action has continued and whether the reported issue has been addressed. They discuss what students could influence and what needed institutional support.

Activity output

A completed observation and action sheet for each group, one agreed improvement (a student action plus an adult-support action), a short report for the teacher or Principal, and the result of the follow-up check.

Home/community linkage

- **Home:** Students choose one shared water-use practice at home, try one safe improvement with family agreement and share what changed.
- **Community:** Where appropriate, students observe a public drinking-water point, identify one issue and suggest an action to the responsible authority. They do not attempt to fix it themselves.

Activity Tool — Water Point Observation and Action Sheet

One sheet is used by each group. The teacher models the first row, and students record simple tallies or short notes for 2–4 observations, only of what they can see safely. The tool is for evidence and learning, not for identifying or rating people.

What are we noticing?	Our data / tally	What does the evidence suggest?	What can students safely do?	What needs adult support?
Tap left running or water spilled around the point after use	= 3 times	Some water use was avoidable after the task had finished.	Close a safe, functioning tap and follow the agreed routine.	Support if the tap cannot be closed properly or the problem keeps recurring.
Visible drip or leak when no one is using the tap	= 2 times	Water is being lost even when nobody is using it.	Record it and report it through the agreed school route.	Inspection and repair by authorised staff.
Bottle overfilled or water spills while filling	= 4 times	Some water can be saved by stopping when the bottle is full.	Fill carefully and stop the tap at the right time.	Support only if flow, height or access makes careful filling difficult.
Agreed improvement to test	Example: reminder marker near the tap plus a maintenance report	One behaviour action and one adult-support action.	Follow the agreed routine consistently.	School follows up on the reported issue.

Student Participation — Working Together on Evidence

Students work in small groups with rotating roles so that the conclusion belongs to the group and not to one student.

- **Observer:** looks carefully at the water point and describes what they see.

- **Data recorder:** writes or tallies the group's agreed observations.
- **Pattern finder:** looks across the tallies to see what happens most often.
- **Solution designer:** turns the evidence into one realistic improvement.
- **Presenter:** shares the group's evidence and suggestion with the class.

Roles are inclusive: a student who cannot move easily around the water point can record or analyse data, and observations can be described aloud or recorded with support. Before agreeing on an improvement, each group explains which evidence led to its suggestion. Where groups differ, help them compare the evidence and agree on one practical action, rather than choosing the loudest or most popular idea. Roles are never used to police peers.

Add-on Activities

Teachers may use these to support and extend the core experience. They are short, demonstration-led and should not become separate projects.

Add-on Activity 1: Use & Re-use

Purpose

Students understand that everyday choices such as a cloth bag and a refillable bottle reduce avoidable plastic use, and make one small commitment they can track at home. This helps reduce plastic use and build everyday resource conscious choices.

Materials and tools

A jute or cloth bag brought from home (or a picture if unavailable); the child's own water bottle. No tools.

Teacher facilitation steps

1. Show a plastic bag and a jute or cloth bag side by side. Ask which can be used again and again.
2. Children who have a cloth or jute bag bring it to show the class, and discuss where it is used (grocery shopping, carrying lunch).
3. **Introduce the commitment:** use a cloth or jute bag instead of a plastic one on the next family shopping trip, and always carry a clean, filled water bottle to school rather than buying plastic bottles of water.
4. Track this over a week using a simple thumbs-up/thumbs-down home chart.

Activity output

A one-week thumbs-up/thumbs-down chart for each child. The class can tally the charts during Data Handling.

Home/community linkage

- **Home:** The next family shopping trip uses a jute or cloth bag instead of plastic at least once, and the child brings a filled water bottle to school daily.
- **Community:** Where the family shops locally, children can notice and mention if the shop offers a cloth-bag option.

Add-on Activity 2: Care Instructions I Can Write

Purpose

Groups work out the correct way to store, wipe or handle a shared item and write a short care card for future users. It practises cooperation and turns a correct method into a lasting reminder.

Materials and tools

One shared school item per group (for example a ball, a classroom instrument, a globe or the board; a measuring or weighing item from the Mathematics lesson works well where available); a dry cloth appropriate to the item.

Teacher facilitation steps

1. Give each group one shared item and ask them to work out, with teacher input, the correct way to store, wipe or handle it.
2. Groups write a simple 3–4 step “care card” for their item.
3. Cards are pinned up near where the item is stored, as a reminder for future users.

Activity output

One care card for each shared item, displayed where the item is kept.

Home/community linkage

- **Home:** Children write a similar 3-step care card for one object at home and share it with the family.
- **Community:** Not required.

Add-on Activity 3: Queue It Up

Purpose

Students practise considerate queuing at a shared space such as the water point or washbasin. It links consideration for other users to the care of a shared resource.

Materials and tools

None. Use a real daily queuing moment (water point, lunch line or assembly entry).

Teacher facilitation steps

1. Pick a real daily queuing moment and observe how it currently happens.
2. **Demonstrate an orderly, considerate queue:** one line, appropriate spacing, no pushing, quiet voices, letting younger or smaller children through where needed.
3. Children practise queuing correctly at that same moment that day, with the teacher observing quietly rather than singling anyone out.
4. Reflect briefly on why this matters especially at shared spaces like water points and washbasins.

Activity output

An orderly queue at the chosen moment, and children who can explain why it matters.

Home/community linkage

- **Home:** Children practise the same orderly, considerate queuing at one place outside school and share what they noticed.
- **Community:** Where appropriate, children observe, without commenting on strangers, whether a public queue was orderly.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the class evidence to separate everyday shared responsibility from work that needs skill, authority or maintenance support. Students can use a functioning tap carefully, stop avoidable running water, keep the surrounding space usable, record visible problems and report them. They do not repair taps, open valves, clean drains, handle unsafe waste or enter maintenance areas.

Shared responsibility does not mean everyone is responsible for everything. Each person has a part to play, and the appropriate authority or trained person handles anything that needs equipment, permission or technical knowledge. This helps children tell "I should do my part" apart from "I should take over someone else's job".

For a little technical understanding, a simple sketch can show water entering the school, being used and leaving as wastewater. Ask where behaviour can make a difference and where infrastructure, maintenance or another service takes over.

Students can also classify examples as "use correctly", "simple safe action" or "adult/trained maintenance". When reporting, students describe what they actually observed, for example "the tap drips after it is closed", instead of saying "the tap is bad".

Continue the Right Practice — Even When the Wider System Does Not

If students report a leak and it is not repaired immediately, the right response is not to stop using water carefully or to attempt the repair themselves. They continue the agreed practice, report the concern through the normal route and follow up once, recognising that some improvements take time, resources or action by others. The same principle applies to waste: if children segregate correctly but it is mixed later, they keep doing their part while the downstream problem is raised with the responsible adults. Students do not repeatedly inspect the same issue or pressure staff for a response.

Reinforce Through the Curriculum — Data Handling

Teacher facilitation

Bring the investigation back into Mathematics. Use the groups' tallies to build a simple class table, pictograph or bar chart, depending on what is being taught. Compare categories such as avoidable running, visible leaks and overfilling, or compare the water point before and after one agreed improvement. Ask:

- Which observation happened most often, and which least often?
- What does the data suggest should be addressed first?

- If we check the same action after a few days, what evidence would show that it is continuing?

The purpose is to show that data helps a group make and review a shared decision, not just complete a Mathematics exercise.

Adult Modelling Throughout the Experience

The teacher/adult:

- Follows the same water-use sequence expected from students, joins the investigation as a learner and not an inspector, and uses shared spaces carefully.
- Reports maintenance issues through the proper route and, when students raise a genuine problem or suggestion, visibly closes the loop: what was reported, what action was taken, or why more time is needed.
- Shows how to respond when an improvement does not work immediately: acknowledging it, using the appropriate route and reviewing what can be done next, without blaming individuals.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

- **Water-saving routine:** Use only the water needed, avoid unnecessary spillage, close functioning taps correctly, wait for your turn at shared points and report leaks or faults instead of attempting repairs.
- **Follow-through practice:** After the class agrees an improvement, revisit that same behaviour or water point once after a few days to see whether the agreed action is continuing. This is not a weekly school-wide inspection.
- **Plastic-reduction practice:** Where relevant to meals, bottles or school activities, reduce avoidable single-use plastic and keep shared spaces free of plastic waste.
- **Evidence-based problem solving:** When students notice a problem with a shared resource: observe → record → discuss → suggest → report where required → review whether the action helped.

Schools can embed these in existing transitions, group work, class duties, lunch or recess. The repeated practice reinforces the agreed action and does not create a permanent student-monitoring role.

Safety and Dignity — Non-negotiables

- Keep the investigation fact-finding, never blame-finding. Do not name a student, class, section or staff member as “the problem”, and do not turn it into a competition with marks, rankings or scores.
- Choose one safe, accessible observation point. Students observe only from safe locations and do not enter restricted or maintenance areas.

- Students may close a safe, functioning tap after use, but must not open valves, dismantle taps, touch electrical equipment, climb near tanks or attempt repairs.
- Water-saving actions must never compromise hand hygiene, toilet hygiene or safe drinking-water practices.
- Students may notice and report leaks, spills or unsafe conditions, but are not responsible for cleaning large spills, repairing fixtures or managing maintenance. They do not handle sharp, sanitary, biomedical, chemical, contaminated or unknown waste. If unsure, leave it and tell an adult.
- Rotate roles across gender, ability and background, and do not assign everyday care or reporting to a fixed "clean-up" child or group.
- Students are never asked to confront, correct or publicly identify another person because of a water-use practice.

Reflection and Student Voice

Hold a short discussion after the investigation and follow-through, anchored to evidence, cooperation, responsibility boundaries and whether the agreed action continued.

Reflection prompts

- What problem were we trying to understand, and what evidence did we collect?
- Which improvement did we choose, and why did the evidence make it a sensible choice?
- What could students safely do ourselves, and what needed adult or trained support?
- What happened after we reported or suggested the improvement? Did we hear what action was taken?
- Did the agreed practice continue after the activity? What evidence tells us?
- If the improvement did not work as expected, what can we learn and try differently?

Dignity and equality lens reflection

- Did different roles and ideas help our group understand the problem better?
- Whose needs might we overlook when improving a shared space, and can everyone use the water point and queue comfortably?

Facilitation note: Review the evidence together and keep attention on what the data shows and what the group can improve. If a genuine maintenance concern is raised, pass it to the appropriate adult and later tell students what happened.

GRADE 5

PART A | Grade 5 Programme Design

Central question	How can we make our school a place where everyone respects and cares for shared spaces?
Behaviour shift	I can take responsibility for school property and respect those who care for it.
Curriculum link	TWAO: "Our School – A Happy Place"
Core activity	Caring for Classroom Furniture
Reinforcement	—
What children will practise	Care of school property (furniture, taps, toilets and shared materials), reporting damage or access barriers, correct waste practice, avoiding unnecessary water spillage in shared spaces, dignity of labour and shared responsibility.
Approximate teacher effort	One classroom discussion linked to "Our School – A Happy Place"; one short furniture-care activity in groups; short reinforcement through existing classroom routines; and one simple home observation.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Our School – A Happy Place" opens a discussion on ownership, care and what makes a school a shared place. "Caring for Classroom Furniture" then shows that caring for shared property means using the right method and tool and knowing when something needs adult support.	Students practise careful use of desks, taps, toilets, furniture and shared materials, follow correct water and waste practices, and leave shared spaces ready for the next user. Adults visibly model the same behaviour.	Students work in rotating groups to observe, practise and report, and listen to a school adult or support staff member to understand how a shared space is looked after and to recommend one practical improvement. Roles rotate and include children who may otherwise be left out.	Students observe how a familiar shared item at home or in the community is cared for, who usually does the work and what they can safely do. Where appropriate, they observe a library, park or community facility without cleaning or repairing it.

PART B | Teacher Guidance — How the Experience Unfolds

The examples are illustrative and can be adapted to context. They are not a rigid script.

Begin from the Curriculum — "Our School – A Happy Place"

Teacher facilitation

After teaching the chapter, open the discussion with questions such as:

- What makes this place feel like ours, and not simply a building we come to?
- Who looks after this place, and what would happen if no one did?

- What responsibility can students themselves take for the things and spaces they use?
- When something in our school is damaged, dirty or not working, how can we understand what has happened before deciding what needs to be done?

This introduces the idea that caring for a shared space means observing, listening and understanding the responsibility of different people, not just spotting what looks wrong.

Core Activity: Caring for Classroom Furniture

Purpose

Students learn that classroom furniture is shared public property, that caring for it correctly means using the right method and tool, and that everyday care is different from repair. They see that effort alone is not enough if the method is wrong, and learn where their role ends and adult support begins.

Infographic 1: Observe → Demonstrate → Practise → Check — Caring for Shared Furniture

Materials and tools

Classroom desks and tables; safe water; a soft cloth; a slightly damp cloth, where appropriate.

Method: Observe → Demonstrate → Practise → Check.

Teacher facilitation steps

1. **Observe and discuss.** Ask students to look at their desks and identify signs of good care, dust, marks or avoidable damage. Discuss why classroom furniture is shared property.
2. **Demonstrate the correct method.** First remove loose dust with a soft cloth. Where appropriate, use a slightly damp cloth to remove marks. Explain that excessive water and harsh substances should not be used.
3. **Practise in groups.** Divide the class into small groups and let students safely wipe selected desks using the demonstrated method. Rotate groups so the class does not crowd the activity.
4. **Practise responsible use.** Ask students to keep desks free from scribbling, avoid unnecessary damage, return shared materials and leave the furniture ready for the next user.
5. **Identify what needs adult support.** If students notice a loose, broken or damaged part, they report it to the teacher rather than attempting to repair it. Students are responsible for everyday care; repairs need appropriate adult support.

Activity output

Desks left ready for the next user, a short list of any damage or access problems reported, and students who can explain the method and why excessive water or harsh substances are not used.

Home/community linkage

- **Home:** Students observe one shared item at home, such as a study table, chair or common area, and identify how it is cared for and what they can safely contribute.

- **Community:** Where appropriate, students observe a library, park or community facility to see how shared property is used and maintained, what users can do to prevent damage and what needs trained support. The focus is on observation and responsible use, not cleaning or repairing.

Student Participation — Listening, Observing and Suggesting

Students work in rotating groups so that different voices shape what the class concludes, and no role becomes permanent or turns into policing.

- **Observe and practice:** groups take turns noticing how a shared space is used and cared for and practice the correct method.
- **Listen:** invite an adult school or support staff member to explain briefly how they look after the furniture or another shared space, what makes it easier or harder, and what users can do to help.
- **Suggest:** each group recommends one realistic improvement to a school adult, based on what it observed and heard, and identifies who needs to be involved.

Include children who may otherwise be left out because of disability or confidence, and make sure the recommendation reflects more than the most confident voices. Students focus on conditions and practices, never on who is “at fault”.

Add-on Activities

Teachers may use these to support and extend the core experience. They are short, demonstration-led and should not become separate projects.

Add-on Activity 1: Washing My Own Plate and Glass

Purpose

Students learn that washing what you personally used is something you can do yourself. It connects the chapter's idea of shared responsibility to the everyday question of why cleaning is often treated as someone else's work.

Infographic 2: Five Steps to Wash My Own Plate and Glass

Materials and tools

At home: the child's own plate and glass, water, soap and a scrubber. In class: a demonstration plate.

Teacher facilitation steps

1. Ask: “After a meal at home, who usually washes your plate or glass?” Accept all answers without comment or judgement.
2. **Introduce the idea:** washing what you personally used is something you can do yourself.
3. **Teach the sequence:** (a) scrape leftover food into the food waste bin; (b) rinse under water; (c) apply a little soap on a scrubber and clean both sides, including the rim; (d) rinse thoroughly; (e) place upside down or on a rack to dry.

4. In class, children mimed the five steps in order using a demonstration plate before trying it at home.

Activity output

Children who can say and mime the five steps in order, and who have tried them at home.

Home/community linkage

- **Home:** Children wash their own plate or glass after at least three meals in the coming week, following the five steps in order.
- **Community:** Not required.

Add-on Activity 2: Caring for Shoes — Different Materials, Different Methods

Purpose

Students learn that different materials need different tools and methods, and that good intentions and effort are not enough if the method is wrong. Using the wrong method can damage an object or waste resources. They then apply the same principle to school property.

Materials and tools

Canvas shoes and leather shoes (suitable pairs for demonstration and practice); a shoe brush; a soft cloth; suitable shoe polish or wax.

Teacher facilitation steps

1. **Observe and discuss.** Show canvas and leather shoes. Ask: "Can we clean both shoes in the same way?" Discuss how the material affects the method.
2. **Demonstrate canvas shoe care.** Remove loose dirt and dust with a shoe brush, clean the fabric using a method suited to canvas and let the shoes dry properly.
3. **Demonstrate leather shoe care.** Remove surface dust with a soft cloth, apply a small amount of suitable polish or wax, allow it to settle and then buff with a clean cloth.
4. **Practise.** In small groups, students practise brushing, wiping and buffing on suitable shoes under teacher guidance, taking turns and returning the materials after use. The teacher handles the polish or wax, or applies it with students under direct guidance.
5. **Reflect and apply.** Ask students to name another item that needs a specific method and explain which tool and method they would use, then transfer the same idea to school property.

Object	Tool(s) / method	Correct sequence
Canvas shoes	Brush and a method suited to fabric	Remove loose dirt → clean using a method suited to fabric → allow to dry properly.
Leather shoes	Suitable polish/wax and cloth	Remove surface dust → apply polish/wax → allow it to settle → buff with a cloth.

Activity output

A completed Object → Tool → Method table, including one more item named by the students.

Home/community linkage

- **Home:** Children observe how shoes or another personal belonging are cared for at home and identify the tool, method and sequence used. They can share one observation in class.
- **Community:** Where appropriate, students observe a shoe-repair shop or cobbler to see how different materials are cared for using the right tools and methods, and discuss how repair and maintenance help items last longer.

Add-on Activity 3: Adopt a Plant

Purpose

Groups take shared, ongoing responsibility for a living thing in their school over a term. They practise caring correctly, planning together and keeping the area around it free of litter, which makes "our school, our responsibility" visible over time.

Materials and tools

One sapling or potted plant per group; water; a watering can or mug; a blunt trowel or stick for loosening soil.

Teacher facilitation steps

1. Assign each small group one sapling or pot to "adopt" for the term.
2. **Demonstrate correct care:** water at the base (not the leaves) in the right quantity, remove only visibly dead or yellow leaves, and keep the area around the plant free of litter.
3. Groups create a simple watering and care roster and name their plant.
4. Each week, groups check and care for their plant and note one observation.

Activity output

A care roster and a short weekly observation note for each adopted plant.

Home/community linkage

- **Home:** Children care for one plant at home using the same watering and litter-free-area routine.
- **Community:** Where feasible, groups keep the area around one shared plant or tree in a public space free of litter during a visit.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use what students recorded to separate everyday shared responsibility from work that needs specialised knowledge, equipment or safety precautions. Respecting skilled workers does not mean leaving all everyday care to them: everyone who uses a shared space has a part in caring for it.

Everyday care students can practise	Work that needs trained adults
Using taps, toilets and shared facilities correctly.	Plumbing or electrical repair.
Avoiding littering and placing waste appropriately.	Hazardous or specialised waste handling.
Keeping desks and materials organised and preventing avoidable damage.	Specialised sanitation work.
Leaving shared spaces ready for others.	Maintenance needing technical equipment or expertise.

Build technical understanding alongside, before expecting any action. Ask where waste goes after it leaves the classroom bin and who collects it, and where water goes after it leaves a washbasin or drain and who keeps those systems working. Students identify what they can practise, observe, report and what needs trained adults. They are not expected to operate, repair or handle these systems.

Continue the Right Practice — Even When the Wider System Does Not

Ask: “Suppose we put waste into the correct bins, but later the waste gets mixed. Should we stop segregating?” Help students separate what is within their control, what is not working and what could be reported. Correct individual behaviour remains important even when the next part of the system fails, and even when others have not yet followed the same practice. Students can ask whether a reported issue was addressed, without repeatedly inspecting, blaming or pressuring staff.

Adult Modelling Throughout the Experience

Adults visibly practise the behaviours asked of children. The teacher/adult:

- Cares for their own desk and materials, uses shared facilities correctly and segregates waste.
- Joins everyday upkeep rather than only supervising, and acknowledges and corrects their own small lapses.
- Treats support staff with dignity, challenges “this is somebody else’s job” assumptions and listens respectfully when staff explain a problem with a shared facility.
- Raises concerns constructively instead of blaming the person responsible for maintenance, and keeps clear boundaries around specialised or hazardous work.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Embed these in existing classroom routines, assemblies, subject discussions and student responsibilities, choosing the examples most relevant to the school.

- **School property care:** Students use desks, books, taps, toilets, furniture and shared materials carefully and leave them ready for the next user, noticing that different things need different methods of care.

- **Water and sanitation responsibility:** Students use water and sanitation facilities correctly, avoid unnecessary spillage and water use, and report leaks, damage or unsafe conditions.
- **Waste responsibility:** Students follow the school's source-segregation and disposal practice consistently. If waste is mixed later, this becomes a chance to understand the wider system, not a reason to abandon the correct practice.
- **Dignity of labour and shared responsibility:** Students recognise the skills in specialised work while taking responsibility for safe everyday care. Roles rotate so care does not become tied to particular students or groups.

Safety and Dignity — Non-negotiables

- Students undertake only safe, age-appropriate everyday care. No student undertakes plumbing, electrical repair, hazardous-waste handling or specialised sanitation work.
- Demonstrations involving polish, wax, cleaning agents or other materials remain adult-led, and students practise only safe, age-appropriate care.
- Students stay away from tanks, pumps, treatment systems, sewage and restricted maintenance areas, and use only blunt tools for plant care.
- No shaming, punishment, public blame, cleanliness rankings or peer policing. Students do not confront, blame or publicly identify another student, staff member or community member. They focus on the condition or issue and use the appropriate school route.
- Do not assign cleaning or upkeep by gender, caste, class, ability or perceived status. Adults follow the same everyday responsibility expected from students.
- Support and sanitation staff are treated with respect for their expertise, without implying that all everyday cleanliness responsibility belongs to them.
- Questions about who washes or cleans at home are asked without judgement, and students do not judge families or who performs cleaning work.

Reflection and Student Voice

Use a short set of synthesis questions after the activity and the home observation, to help students connect what they learnt, practised and observed.

Reflection prompts

- What did you learn about caring for something correctly rather than simply making it look clean?
- What responsibility can students take themselves, and what needs adult or trained-person support?
- If we follow the correct practice but others, or a later part of the system, do not, what should we continue doing and what needs to change?
- What did you observe at home or in the community? Is there one practice that could apply safely at school, or one school practice that could apply at home?
- What did you learn from the people who use or maintain the shared space?

- What is one realistic practice or improvement from this experience that we should continue?

Dignity and equality lens reflection

- Why do we sometimes assume that keeping a place clean is somebody else's job?
- Should safe everyday care depend on whether someone is a student, teacher or support staff member?
- Can expectations about cleaning become linked to gender, class, caste or particular occupations?
- Why should we respect skilled workers while still taking responsibility for our own everyday behaviour?
- Does everyone have the support needed to take part?

Facilitation note: Keep reflection focused on responsibility, correct practice and constructive improvement. Where students raise genuine issues, close the loop by sharing what happened.

GRADE 6

PART A | Grade 6 Programme Design

Central question	What is really wasted when food is wasted?
Behaviour shift	I can connect my daily behaviour to school and community systems.
Curriculum link	Science: "Mindful Eating: A Path to a Healthy Body"
Core activity	Mindful Consumption & Food Waste Responsibility
Reinforcement	Science: "Nature's Treasures"
What children will practise	Observation to action, food and resource-system tracing, source segregation, shared-space responsibility, understanding responsibility boundaries, and one realistic response.
Approximate teacher effort	One Science-linked discussion; one food-waste investigation with a short class-level baseline during meal/tiffin time; one later follow-through check; one reinforcement discussion; and one home observation.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Mindful Eating" introduces mindful consumption and the resources and effort behind food. "Mindful Consumption & Food Waste Responsibility" traces one class-wide food-waste stream from meal to final handling. "Nature's Treasures" later reinforces the resource use embedded in the food students traced.	Students repeatedly practise one or two agreed meal and shared-space behaviours: appropriate serving, correct source segregation and leaving the eating space ready for others. Evidence is collected once as a baseline and checked once later, not through a weekly inspection.	Rotating roles such as investigator, evidence collector, resource-trail mapper, analyst and communicator help groups interpret aggregate evidence, map the system and test one feasible response.	Students reflect on what the evidence showed, which actions are within student control, and what needs a school or service response. At home, they observe how food and food waste are handled, without judging household practices. Where appropriate, they observe a canteen or community eating space.

PART B | Teacher Guidance — How the Experience Unfolds

At Grade 6, students connect everyday behaviour to the systems behind it. Keep the focus on patterns and systems, never on individuals.

Begin from the Curriculum — “Mindful Eating: A Path to a Healthy Body”

Teacher facilitation

Use the chapter's discussion of food choices and mindful consumption to move beyond “food is good for us” towards “food also carries resources, effort and systems with it”. Revisit the chapter's message that we should not waste food and should take only as much as we can consume. Then ask:

- When a spoonful of food is left uneaten, is only the food being wasted?
- What had to happen before that food reached our plate or tiffin?
- What resources, people and systems may have been involved along the way?

This opens the central Grade 6 question: food waste is a daily behaviour with consequences that extend beyond the individual plate.

Core Activity: Mindful Consumption & Food Waste Responsibility

Purpose

Students understand that food waste connects everyday behaviour to resources, people and systems. By tracing one class-wide food-waste stream from meal to final handling, they see where their own behaviour affects the system and where school or service support is needed. At Grade 6 the trace stays at class level, with simple diagrams and no facility visit.

Infographic 1: Food Waste Trail — From Meal to Final Handling

Materials and tools

Tiffin boxes or the school meal set-up; the school's designated food-waste bin; clean food-waste picture cards or clean sample materials; sample finished compost or organic manure, if available; a composting or vermicomposting unit, if available; observation sheet and pencil.

Method: Observe → Separate → Trace → Understand → Practise.

Teacher facilitation steps

1. **Observe and discuss.** During meal or tiffin time, observe the class-level food-waste pattern without checking individual tiffins. Discuss what is left over and why avoiding unnecessary food waste matters.
2. **Demonstrate source segregation.** Show clean examples of food waste and dry waste and demonstrate placing them in the school's designated waste streams. Discuss what happens when different waste types are mixed.
3. **Trace the food waste.** In small groups, students trace one food-waste stream from meal → collection → treatment, recovery or disposal, identifying where their own behaviour affects the system and where school or service support is required.
4. **Understand organic treatment.** If the school has a composting or vermicomposting facility, show how suitable food waste is treated and how the compost can enrich soil. If not, use pictures or a simple process diagram.

5. **Practise and follow up.** Students keep taking an appropriate amount of food, avoiding unnecessary waste and using the correct waste stream. Hold one later class-level check on whether the practice continued and what needs further support.

Activity output

A completed Food Waste and Resource Trail for one food item or category, one agreed response tested for a short period, and the result of the follow-up check.

Home/community linkage

- **Home:** Students observe how kitchen or food waste is handled at home (separated, reused, composted or discarded) and share one observation without judging household practices.
- **Community:** Where appropriate, students observe a school canteen, community eating space or local food-serving setting to see how food waste is collected, separated or treated.

Activity Tool — Food Waste and Resource Trail

Groups use one sheet after the class has looked at the aggregate pattern. The teacher models the first row with a neutral example. The sheet traces resources and systems; it is not for identifying who wasted food.

Trail question	Sample cue	Group finding
What class-wide pattern did we notice?	Rice, vegetables or bread appeared often in the shared waste during the observation period.	The actual pattern, without naming individuals.
Where did this food come from, and what resources went into it?	Farm → market → transport → kitchen → plate. Water, soil, energy, packaging, transport, cooking and human work.	Trace only as far as students can establish; mark unknowns rather than guessing.
What happens after it is discarded?	Source bin → school handling → further collection and treatment or disposal.	The school route as far as known. Ask an adult if the next stage is unclear.
What can students change directly?	Take an appropriate amount; segregate correctly; leave the eating space ready for others.	One or two safe behaviours within student control.
What needs a school or system response?	Portioning arrangements, bin availability, collection, composting or treatment follow-up.	The next responsible adult, process or service. Students do not manage the system.

Student Participation — Investigating as a Group

Groups use rotating roles so that different students shape what the class concludes.

- **Investigator:** frames the question the group is trying to answer.
- **Evidence collector:** records aggregate observations and counts.
- **Resource-trail mapper:** traces the food backwards to its resources and forwards to disposal.
- **Analyst:** looks for the pattern and the most likely causes.

- **Communicator:** shares the finding and the proposed response with the class.

The class agrees on one realistic response within student or school control, such as taking a more appropriate serving, improving source segregation or improving use of the shared eating area, tests it for a short period and later checks whether it helped. Roles are never used to police peers or to comment on anyone's food.

Add-on Activities

Teachers may use these to support and extend the core experience. They are short and should not become separate projects.

Add-on Activity 1: I Segregate Anyway

Purpose

Students build the daily habit of wet/dry segregation and understand that correct practice at the source continues even when the system further down does not keep waste separate. It extends the core activity from tracing the stream to practising it every day.

Infographic 2: Wet / Dry Segregation — Two Bins, or One Bin with a Workaround!

Materials and tools

Two labelled bins or containers (wet/dry) where available; otherwise a smaller container or a marked corner of one bin.

Teacher facilitation steps

1. Children segregate their own tiffin waste into wet and dry bins as a short daily routine.
2. Where only one bin is available, agree a workaround (a small box, a bag or a marked corner of the bin) so segregation still happens as far as possible, rather than being skipped.
3. Share, or let students discover, that segregated waste sometimes gets mixed again later in the collection chain.
4. Ask: *"Does that mean we should stop segregating?"* Let students discuss both views.
5. Land on the two-part idea: keep segregating correctly regardless, and also ask why the system further down isn't keeping it separate.

Activity output

A working segregation routine at the eating area, and the class's two-part conclusion written or drawn.

Home/community linkage

- **Home:** Children segregate wet and dry waste at home for a week, using whatever containers are available.
- **Community:** Children observe, without judging, how waste is collected in their neighbourhood and bring back one observation.

Add-on Activity 2: Caring for Shared Library Books & Resources

Purpose

Students practise care of a shared resource: noticing problems, using the right method, acting on what they can safely do, and handing other issues to the librarian. It widens Grade 6 from food to the care of shared resources.

Materials and tools

Library books and shelves; bookmarks; the library register or system; a simple Book Care Checklist; a soft, dry cloth.

Method: Check → Care → Organise → Improve → Follow up.

Teacher facilitation steps

1. **Identify common problems.** In small groups, students check a selected library section for issues such as misplaced books, folded pages, dusty covers or damaged labels, recording each without naming students.
2. **Demonstrate correct care.** The teacher or librarian shows how to carry books properly, turn pages from the edge, use a bookmark instead of folding pages, wipe surface dust with a soft dry cloth and return books upright to the correct shelf. No water or cleaning chemicals are used on books.
3. **Take action.** Groups work on a small allocated section: re-shelving misplaced books, gently dusting suitable covers and organising books according to the library's system. Students take turns so the library is not crowded.
4. **Address a real problem.** Each group identifies one improvement that could reduce recurring problems, such as a clearer shelf label, a bookmark reminder or a simple return routine, and discusses it with the teacher or librarian.
5. **Follow up.** After a week, students revisit the section and check whether the practice continued. Damaged books, shelves or other maintenance issues are reported to the librarian or teacher, not repaired by students.

Activity output

A tidied library section, one agreed improvement and a short follow-up note.

Home/community linkage

- **Home:** Students choose one book or shared resource at home, apply one appropriate care practice and share what they did differently.
- **Community:** Where appropriate, students visit or observe a public or community library and identify one care or organisation practice that could be adapted for their school library.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the trail to separate behaviour, cooperation, infrastructure and specialised work. Everyday care should not be automatically assigned by gender, caste, class or role, while specialised or hazardous work needs trained people, the right tools and protective equipment. A simple systems map can show solid waste moving from source separation to collection and then to

treatment, recovery or disposal, with used water moving through a separate wastewater route. Students mark where behaviour matters, where cooperation is needed and where infrastructure or trained services take over.

Students can	Students are not expected to
Reduce avoidable waste, use the correct source stream and clear their own eating space.	Manage waste systems, supervise others' behaviour or ensure every stage of the system works.
Observe patterns, communicate concerns and suggest improvements.	Handle decomposed waste, clean waste containers or manage storage areas.
Report a missing or overflowing bin through the school route.	Repair infrastructure, clean toilets or drains, or undertake specialised sanitation work.

The learning sequence is understand the system → do your part correctly → cooperate with others → report what is beyond your role.

Continue the Right Practice — Even When the Wider System Does Not

If the class separates waste correctly but it is mixed later, students separate two questions: “What should we continue doing at the source?” and “Where did the system fail, and who needs to know?” Correct source practice continues while the downstream problem is documented and reported through the normal route. A new practice such as mindful serving can also be tested for a short period to see whether repeating it makes it easier and more normal for others. (Add-on Activity 1 explores this in full.)

Reinforce Through the Curriculum — “Nature's Treasures”

Teacher facilitation

Return to the chapter's idea that everyday activities use natural resources directly and indirectly. Use the class's resource trail to identify the water, soil, plants, animals and energy involved in the food that was traced. Ask:

- Which natural resources were part of producing or bringing this food to us?
- Which can be renewed, and which are limited or costly to replace?
- If the food we waste carries water, soil, energy, transport and human effort with it, what does responsible consumption ask us to do differently?

Adult Modelling Throughout the Experience

Adults take part as learners and role models, not only as supervisors. The teacher/adult:

- Takes only what they expect to consume, uses the school's segregation system correctly and clears their own eating or work space.
- Avoids treating routine care as automatically someone else's job, and follows up visibly when students report a genuine system gap.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Schools can choose one or two practices most relevant to their context.

- **Mindful serving:** Students take an amount they reasonably expect to consume, with flexibility for appetite, health needs and school meal arrangements. There is no pressure to “finish at all costs”.
- **Correct source segregation:** After eating or relevant activities, students use the school's actual waste streams correctly and report when the required infrastructure is missing or not working.
- **Shared eating-space reset:** Students leave their own everyday eating space ready for the next users through safe, appropriate actions. This is not specialised cleaning.
- **Follow-through on one tested response:** Conduct one later check to see whether the tested response continued and what support is still needed. Do not turn evidence collection into a weekly surveillance routine.

Safety and Dignity — Non-negotiables

- Keep food-waste evidence at class or group level. Never inspect, rate, photograph or publicly identify an individual's tiffin, plate, appetite or family practice.
- Mindful consumption never means forcing children to finish food. Appetite, health conditions, dietary restrictions, cultural practices and circumstances are respected.
- Observe without direct handling wherever possible. Students do not touch decomposed or contaminated waste, waste-storage areas, sharp or broken items or unknown materials, and use only clean samples or picture cards for demonstrations.
- Students do not clean toilets or drains, use chemicals, enter waste-storage or maintenance areas or carry out repairs. Books are never cleaned with water or chemicals.
- No student publicly identifies, shames or corrects another for the amount of food they take or leave, and no student confronts food-service, cleaning or support staff about waste or service problems. Concerns go through the appropriate school route.
- Keep systems discussion fact-finding, not blame-finding. A downstream gap is not attributed to a named worker or group without evidence.

Reflection and Student Voice

Use a selection of these prompts after the core activity and follow-through. Students may respond through discussion, a short note, a diagram or a group presentation.

Reflection prompts

- What did we assume about food waste before the activity, and what did the evidence show?
- When food is wasted, what else may be wasted besides the food itself?
- Which actions are within student control, and which need a school, service or trained-adult response?

- If we segregate correctly but the waste is mixed later, what should we continue doing and what should we report?
- What response did the class test, and what evidence would tell us whether it helped?
- What is one practice you can continue at school, at home or in another shared space without needing a reminder?

Dignity and equality lens reflection

- How can appetite, health needs or family circumstances affect how much food a person takes? Why should we never judge someone by what is left on their plate?
- Who handles waste and shared resources after we have used them, and how should their work be respected?
- Is everyday care of shared spaces assigned by skill and safety, or by assumptions about gender, caste or class?

Facilitation note: Keep the discussion on patterns and systems, not on individuals. Families have different cuisines, appetites, budgets, storage options and waste services.

GRADE 7

PART A | Grade 7 Programme Design

Central question	Who gets to influence what happens to shared or public resources?
Behaviour shift	I can influence peer norms and help widen participation.
Curriculum link	Social Science: "From the Rulers to the Ruled: Types of Governments"
Core activity	Caring for Sports Equipment
Reinforcement	Social Science: "The Constitution of India — An Introduction"
What children will practise	Democratic participation, perspective gathering, inclusive decision-making, peer influence, shared responsibility and responsibility boundaries, and questioning assumptions about who should do particular work.
Approximate teacher effort	One lesson-linked discussion in Social Science; one short equipment-care session; one civic-circle activity and a follow-through check through an existing student platform; one reinforcement discussion; and one simple home observation.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"From the Rulers to the Ruled" introduces democracy, representation and whose voices shape decisions. "Caring for Sports Equipment" applies this to one familiar shared resource, from the right method of care to who decides how it is used. "The Constitution of India" later reinforces equality, dignity, duties and safeguarding public property.	Students sustain one agreed norm around the careful use and return of shared equipment, and use an existing class or student platform to keep participation open. The emphasis is on practising and widening participation around an agreed behaviour, not on enforcing rules.	Rotating roles (facilitator, perspective collector, participation mapper, researcher and presenter) help groups hear different users, notice missing voices, separate student influence from institutional responsibility and encourage peers without policing them.	Students reflect on who influenced a decision, whose voice was missing, how peer norms shifted, and how equality and dignity shape both care for shared property and assumptions about work. At home, they observe how a shared resource is cared for.

PART B | Teacher Guidance — How the Experience Unfolds

At Grade 7, care for shared resources is a civic and democratic question, not only a cleanliness rule. Students ask who uses a resource, whose voice influences decisions about it, what responsibilities can be shared and what needs an institutional response.

Begin from the Curriculum — “From the Rulers to the Ruled: Types of Governments”

Teacher facilitation

Use the chapter's school-committee example to discuss different ways decisions can be made everyone on the committee, the Head Teacher choosing members, or students choosing representatives. Draw out the idea that democracy is about voice, representation, accountability and participation, not only voting. Ask:

- Who gets to decide when a shared resource is used, repaired, changed or protected?
- If only a few confident students speak, is everyone really participating?
- How can a group hear people who participate differently: by speaking, writing, drawing, using a communication aid or working through a partner?

Core Activity: Caring for Sports Equipment

Purpose

Students learn the right way to care for a shared resource and, in doing so, practise influencing peer norms. A ball thrown back into a bag is a small example of a shared-resource problem. Students see that the right method matters, that care is shared, and that an agreed norm works better when the people who use the equipment help set it.

Infographic 1: Caring for Sports Equipment — Wipe · Dry · Store!

Materials and tools

A football or other sports ball used outdoors; the school's designated equipment box; a dry cloth.

Teacher facilitation steps

1. **Start with a question.** Show a ball that has been used outdoors. Ask: “*Can we just toss it back into a bag?*” Let students say how they think it should be cleaned and stored.
2. **Demonstrate.** Wipe off mud and dust with a dry cloth after outdoor use. Air-dry a wet ball before storing it, never sealing it wet inside a closed bag. Store it in the designated equipment box, not on the field or floor.
3. **Practise in groups.** In small groups, students practise the same steps on the school's sports items, taking turns.
4. **Write a “right way” card.** Each group writes a short 3-line card and pins it near the equipment box.
5. **Explain to another group.** Groups explain their card to another group in two minutes.

Activity output

A “right way” card for each item, displayed near the equipment box, and groups who can explain their card to a peer group. The participation section below uses this activity as the basis for agreeing a norm.

Home/community linkage

- **Home:** Students apply the same steps to sports gear at home.

- **Community:** Not required.

Student Participation — Civic Circles on a Shared Resource

After the equipment-care session, small civic circles take the shared resource as a real concern and work out how a shared norm could be agreed and widened. No school walk is needed.

Roles

- **Facilitator:** keeps the circle moving and makes sure different people speak.
- **Perspective collector:** gathers views from different users, such as the sports teacher, younger and older students and those who play differently.
- **Participation mapper:** notes whose voices were heard and whose may be missing.
- **Researcher:** checks what students can influence and what belongs to the school or maintenance system.
- **Presenter:** shares the group's proposal.

What the circle does

1. Identify who uses or is affected by the equipment and gather a few different perspectives. Offer more than one way to contribute: speaking, a written note, drawing or paired sharing.
2. Separate what students can influence directly, what needs peer cooperation and what needs a school or maintenance response.
3. Develop one realistic norm or proposal and a simple plan to widen participation, rather than only announcing a rule.
4. Present it through an existing class or student platform, or to the relevant teacher. The purpose is constructive participation, not complaint-making or inspection.
5. After a short period, check whether participation widened and whether the norm was actually used.

Participation Tool — Inclusive Participation and Action Map

Each group completes one sheet. The teacher models the sample row first. Views can be gathered through short conversations, written inputs or other accessible methods. The last column describes how the group will invite wider participation, not how it will monitor peers.

Shared resource / concern	Users and perspectives	Student influence	School / institutional response	Widening participation
Sample: sports balls are left wet or outside after use	Affected: players and the sports teacher. Heard: our class. May be missing: younger students and those who rarely use the equipment.	Use the right method; return equipment to the box; model the norm; invite peers through class or house representatives.	Replace damaged equipment; provide a better storage box or drying space.	A short peer message through an existing platform; invite feedback by speaking or writing; check later whether more users follow the norm.
Our concern	Who is affected? Whose views did we hear? Whose may be missing?	What can students influence directly?	What needs school action?	How will we widen participation?

Add-on Activities

Teachers may use these to support and extend the core experience. They are short, demonstration-led and should not become separate projects.

Add-on Activity 1: Press and Present

Purpose

Students take responsibility for getting their uniform ready the night before and learn the safety boundary around an electrical appliance. Presentability is treated as separate from cleanliness.

Materials and tools

The student's own school uniform. A household iron and ironing surface are handled only by an adult, because of burn and heat risk.

Teacher facilitation steps

1. In class, discuss why a neatly pressed uniform matters for presentability, separate from cleanliness itself.
2. Demonstrate how to lay out a garment, smooth it and fold it neatly once an adult has pressed it. A picture or diagram can show what the adult does with the iron.
3. Students place the uniform ready for ironing the night before, rather than rushing in the morning.

Activity output

A uniform laid out and ready the night before.

Home/community linkage

- **Home:** Students assist and observe at home, always with an adult present for the iron itself.
- **Community:** Not applicable.

Add-on Activity 2: Surprise Clean-Up Drive

Purpose

Students experience collective ownership of a shared space through one planned group effort. It is a single moment within the regular routines, not a substitute for them.

Materials and tools

Clothes or old rags; water in a mug or small bucket; a designated outdoor space for the desks. Plain water or mild solutions only, with no harsh chemicals.

Teacher facilitation steps

1. Announce the drive on the day itself, as a fun surprise and not a punishment, for a set period (for example, the last hour). The teacher plans it in advance.
2. In small groups, students carefully move desks and chairs outside, with enough students per desk to avoid strain.
3. Wipe down desks, chairs, window sills and shelves with a damp cloth, then dry. The teacher checks technique before students proceed independently.
4. Groups bring the furniture back in and rearrange it neatly.
5. Close with a quick "before and after" look and a shared sense of collective ownership. No ranking of which group worked "best".

Activity output

A tidied classroom and a short class note on what each group did.

Home/community linkage

- **Home:** Students lead a mini version at home, clearing and wiping down one surface the same way.
- **Community:** Not required. This is a school-based activity by design.

Add-on Activity 3: Uniform Care Check

Purpose

Students build a private, regular habit of caring for their uniform as a matter of self-respect, never competition or judgement.

Materials and tools

A simple self-check card (stains, buttons, ironing, shoes). No tools at school; laundry and ironing tools stay at home.

Teacher facilitation steps

1. Give each student a simple self-check card: *Is my uniform free of stains? Are all buttons in place? Is it ironed and neat? Are my shoes clean?*
2. Students check themselves privately, once a week, and note in anything they will fix that evening.
3. Discuss that presentability is about self-respect and care, never about competing with or judging classmates whose circumstances may differ.

4. The teacher reinforces this without singling out any student whose uniform may show visible wear due to circumstances beyond their control.

Activity output

Each student's own private card. Cards are not collected, compared to or displayed.

Home/community linkage

- **Home:** Students act on their own self-check that evening, mentioning a stain, missing button or ironing need to a family member.
- **Community:** Not required.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Bring the activities together by sorting responsibility into four layers. Shared responsibility does not mean "everyone must perform every task". It means everyday care is not pushed onto someone because of gender, caste, class or status, while specialized and hazardous work is recognized, trained, equipped and protected.

Level	What it can include at Grade 7
Individual student	Using equipment carefully, returning it, cleaning and storing it the right way.
Peer cooperation	Agreeing a norm, encouraging others through example, inviting different voices.
School / maintenance	Storage, replacement of damaged equipment, repairs, drainage or surface problems.
External / specialised	Repairs to structures or fittings, hazardous waste, technical or accessibility assessment.

Students can use shared resources responsibly, take part in discussions, listen to different perspectives, suggest improvements, encourage participation and raise concerns through the appropriate route. They are not expected to monitor whether others follow a practice, enforce rules on peers, undertake repairs, operate electrical appliances such as an iron, or carry out sanitation or maintenance work.

Continue the Right Practice — Even When Others Do Not or the Wider System Has Gaps

If some peers still toss the ball back into the bag wet, or a missing equipment box or damaged ball is not fixed quickly, students keep wiping, drying and storing equipment the right way, avoid unsafe improvisation and follow up through the normal school route. The same applies to the optional activities: desks stay tidy every day after the clean-up drive, not only on the day itself. If correctly separated waste is mixed later, they keep separating and raise the concern through the adult-supported route. Good practice can begin before it is common: through an existing student platform, students model one agreed behaviour, such as the "right way" card for

equipment, and invite others into it. The aim is norm change through participation, not enforcement or public naming of those who do not comply.

Reinforce Through the Curriculum — “The Constitution of India — An Introduction”

Teacher facilitation

After students have practised participation, return to the chapter's values of equality, justice, fraternity, diverse representation and the Fundamental Duty to safeguard public property. Ask:

- Did our way of making the proposal allow different users to be heard?
- Did we treat any person or group as naturally less entitled to speak, decide or choose?
- What does the duty to safeguard public property require from citizens, and what does it not authorize students to do?

The chapter's discussion of the Constituent Assembly's diverse representation lets students compare “having a decision” with “having a decision shaped by different voices”.

Adult Modelling Throughout the Experience

The teacher/adult:

- Cares for shared property, clears their own everyday spaces and uses waste and water systems correctly.
- Avoids assigning routine care by gender or status and listens to quieter or differently communicating with students.
- Responds visibly when a student raises a legitimate system concern and seeks trained help for technical or hazardous work rather than improvising.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Schools can choose the practice most relevant to their context. There is no requirement for a recurring school walk.

- **One agreed shared-resource norm:** The class chooses one behaviour, such as returning shared equipment, respectful use of a water point, correct source segregation or care for a common facility, and practises it consistently.
- **Inclusive participation through an existing platform:** Rotate facilitation, perspective-collection and presentation roles, allow multiple ways to contribute, and actively seek views beyond the already-confident students.
- **Peer influence without policing:** Students model and encourage the agreed behaviour through existing class or student structures. They do not inspect, shame, report or publicly rank peers.

- **Follow-through on one proposal:** Revisit the main proposal once to see what has changed, whose participation widened and whether an institutional response is still needed.

Safety and Dignity — Non-negotiables

- Do not turn peer influence into surveillance, public reporting, naming or shaming of classmates or staff.
- Use anonymized or fictional scenarios when discussing caste, class, gender and historically assigned occupations. Do not ask students to identify the caste or community of school workers, neighbours or family members, or to disclose sensitive family information.
- Challenge discriminatory assumptions clearly. Statements about caste-, class- or gender-based "natural work" are not left standing as acceptable opinions.
- Students do not clean toilets or drains, handle contaminated waste or broken glass, use chemicals, enter restricted areas, carry out repairs or test unsafe infrastructure. Students never handle an iron or other electrical appliance, and all ironing is done by an adult. Broken or cracked glass is reported to an adult.
- Furniture is moved only in groups with enough students per item, and the teacher checks technique before students proceed independently.
- Uniform checks stay private. No student's uniform is checked, compared or commented on by others.
- Accessibility and dignified use of shared facilities are discussed without singling out individual students with disabilities. Students raise service concerns through the normal route and do not confront individual workers or assign blame without evidence.

Reflection and Student Voice

Use a selection of these prompts after the core activity, the civic circle and the short follow-through. Students may respond through discussion, writing, diagramming or a group presentation.

Reflection prompts

- Who influenced the decision about our shared resources, and whose voice was easiest to hear?
- Whose perspective was missing or harder to include? What did we do, or could we do, differently?
- What could students influence directly, and what required a school, maintenance or institutional response?
- Did our attempt to widen participation change what the group proposed or how peers responded?
- How did the Constitution's ideas of equality, dignity, participation and safeguarding public property add to your understanding?

- What is one behaviour you can influence through your own example, and what is one issue that needs the responsible authority to act?

Dignity and equality lens reflection

Use anonymised or fictional examples only.

- When we say "that's not my job" about caring for a shared resource, is that about skill and safety, or an assumption about who should do it?
- What assumption is being made in a statement such as "Girls should clear up after everyone", and what would a fairer approach look like?
- Everyday care can be shared, skilled work deserves recognition and hazardous work needs trained people. Why should caste, class or gender never decide who is expected to do which work?
- Can a historical occupation become an unfair expectation? Who should decide what work a person can pursue?

Facilitation note: Keep reflection anchored to the specific shared resource and to how participation happened. Do not let it drift into a general leadership discussion, or into identifying real individuals or communities as examples of stereotypes.

GRADE 8

PART A | Grade 8 Programme Design

Central question	How can we make our school healthier and more usable for everyone?
Behaviour shift	I can investigate cleanliness as a public health, environmental and participation issue.
Curriculum link	Science: "Health: The Ultimate Treasure"
Core activity	Covering It Right — Water, Food and Waste
Reinforcement	Science: "How Nature Works in Harmony"
What children will practise	Evidence-based investigation, public-health reasoning, inclusive participation, responsibility mapping, evidence-based suggestion, peer leadership and safe responsibility boundaries, including distinguishing what they can do themselves, what they can encourage others to do and what needs school or wider-system action.
Approximate teacher effort	One curriculum-linked discussion in science; one short group check of three real spots; one short school-health message through an existing student platform; one reinforcement discussion; a short follow-up check; and one simple home or community observation.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Health: The Ultimate Treasure" grounds hygiene, environmental cleanliness, disease transmission and prevention in evidence. "Covering It Right" applies this to three real spots in the school: stored water, food and waste. "How Nature Works in Harmony" later broadens the learning to interdependence and cascading effects.	Students sustain one agreed preventive practice linked to what they found, use the reporting route when something is beyond student responsibility, and later check whether one agreed condition or behaviour improved. The practice is the preventive behaviour, not a weekly inspection.	Rotating roles (investigator, evidence collector, analyst, campaign designer and communicator) help groups turn evidence into a short, accurate message and a realistic ask, presented through an existing student platform.	Students reflect on what the evidence showed, what they could influence and what needed school or system action. At home, they observe the same three types of spot, and where appropriate a community setting, without judging anyone's practices.

PART B | Teacher Guidance — How the Experience Unfolds

At Grade 8, cleanliness is a public-health, environmental and participation issue. Students ask what condition creates a health risk, what evidence supports that, who is affected and which part of the response belongs to students, the school, trained workers or a wider service.

Begin from the Curriculum — “Health: The Ultimate Treasure”

Teacher facilitation

Use the chapter's section on keeping the environment clean and its discussion of how communicable diseases spread through air, contact, contaminated food and water, and vectors. Then:

- Use the textbook's dengue-case data exercise to show how a pattern can be found from evidence rather than assumption. Ask what environmental factors might explain the rise in cases in certain months.
- Use the school-health-campaign prompt as a bridge from scientific understanding to student leadership.
- Distinguish between a health claim supported by evidence and a fear, rumour or judgement about an individual.
- Recall that microorganisms are not simply “bad germs”: some cause disease, while others decompose organic matter or help treat waste. The aim is prevention, not fear of all microorganisms or judgement based on visible dirt.

This creates the Grade 8 progression: understand the science → examine evidence → identify a preventive response → communicate and act through a student or school platform.

Core Activity: Covering It Right — Water, Food and Waste

Purpose

Students connect the science of disease transmission to three everyday spots: stored water, food and a waste bin. They see that a small step like covering can make a large difference to health risk, that what looks clean is not the same as what is safe, and where their responsibility ends and an adults begins.

Infographic 1: Covering It Right — Water · Food · Waste Checklist

Materials and tools

A checklist covering three spots: a water storage container, a food storage or eating area and a waste bin. No cleaning agents are required.

Teacher facilitation steps

1. **Show two comparisons.** An uncovered water container or uncovered leftover food, and the same items properly covered.
2. **Explain why covering matters.** Uncovered water and food attract mosquitoes, flies and germs far faster than expected.
3. **Check three real spots.** In small groups, students look at three real spots in school against the checklist: *Is it covered? Is it clean? Is anything left open that shouldn't be?* Students look only; they do not lift lids, touch stored water or waste, or reach inside.
4. **Fix or report.** For anything within their control, students act immediately (for example, closing their own snack box). Anything needing an adult is reported, not attempted.
5. **Discuss.** Which single step, if skipped, caused the biggest risk?

Activity output

A completed three-spot checklist for each group, and one evidence-based message (see the participation section below).

Home/community linkage

- **Home:** Students check the same three types of spot at home using the same checklist.
- **Community:** Not required.

Activity Tool — Three-Spot Checklist

Groups use aggregate observations only. The tool records conditions, not people, and no names or personal health details are written down.

Spot	Covered?	Clean?	Anything left open?	Student action / needs an adult
Water storage container				Students look only. Report an uncovered or unclean container to an adult.
Food storage or eating area				Close own snack box; report unsafe or leftover food.
Waste bin				Use the correct bin; report an overflowing or uncovered bin.

Student Participation — From Evidence to a School Health Message

The textbook's school-health-campaign prompt is used as a leadership opportunity. After the checklist, each group turns its evidence into a short action brief and presents it through an existing class or student platform, such as an assembly slot, student council, class meeting, peer presentation or notice area.

- **One evidence statement:** "What did we actually find?"
- **One peer action:** "What can students do consistently and safely?"
- **One school/system ask:** "What needs an adult, technical or institutional response?"
- **One participation plan:** "How will we make sure different students can understand, respond to or contribute to this message?"

Roles rotate among investigators, evidence collectors, analysts, campaign designers and communicator. A student who cannot visit a spot can take evidence, user-listening, analysis, design or presentation role. The goal is an accurate, non-stigmatising message and a realistic ask, not a generic awareness campaign. Teachers and school leaders respond visibly to at least some feasible recommendations so that participation feels consequential.

Add-on Activities

Teachers may use these to support and extend the core experience. They are short and should not become separate projects.

Add-on Activity 1: Sorting Under Pressure

Purpose

Students see that correct method, not speed, makes separation reliable, and connect this to why source segregation holds up downstream. It gives a hands-on scientific basis for the segregation idea they will meet again in Grade 9.

[Infographic 2: Sorting Under Pressure — Magnet → Float Test → Texture]

Materials and tools

A mixed sample of safe dry items per group (paper, a plastic wrapper, a metal bottle cap, a scrap of cloth); a magnet; a tray of water.

Teacher facilitation steps

1. Give each group a mixed sample of 4–5 safe dry items.
2. **Round 1 (rushed):** groups sort the sample in 30 seconds. Check results together and count how many items ended up in the wrong category.
3. **Round 2 (correct method):** demonstrate the method: magnet first for metal, then the float test in water for sink or float, then confirm paper versus plastic by texture. There is no time pressure.
4. Groups redo the sort using the correct method and compare accuracy between the two rounds.
5. **Discuss:** connect the accuracy difference to why source segregation, done with the right method, actually holds up.

Activity output

Each group's Round 1 and Round 2 counts, and a one-line conclusion about method versus speed.

Home/community linkage

- **Home:** Students find out where waste such as glass or metal goes from their home and share reflections in class.
- **Community:** Not applicable.

Add-on Activity 2: Clear View — Window Cleaning Rotation

Purpose

Students practise a fairly shared, rotating responsibility and see the visible result of doing a job the right way. Clean windows support light and fresh air, which help a healthier classroom, and a simple rotation spreads everyday care across the class so it is not left to the same few students.

Materials and tools

A damp cloth or old newspaper; a dry cloth. No ladders, stools or climbing equipment.

Teacher facilitation steps

1. Set up a simple weekly rotation so a different small group takes a turn each week.
2. **Demonstrate the method.** Wipe the glass with a damp cloth or newspaper in one direction, then buff dry with a dry cloth to avoid streaks.

3. That week's group cleans only the low, reachable windows alongside the teacher, who stays present throughout.
4. Discuss the before-and-after clarity of the glass, and why clean windows that open and close freely help light and ventilation. Windows that are stuck, broken or out of reach are reported to the teacher, not fixed by students.

Activity output

A rotation roster and cleaned low windows, with the method written on a short card.

Home/community linkage

- **Home:** Students clean one low, reachable window or glass surface at home with an adult present, using the same method.
- **Community:** Not required.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the completed checklists to sort responsibility across levels, instead of treating cleanliness as one person's job.

Level	What it can include
Student / peer behaviour	Following agreed preventive practices, correct source segregation, closing their own food containers, respectful use of shared spaces, reporting a concern, evidence-based peer communication.
Shared school responsibility	Making routines possible, providing soap, water, covered containers, bins and ventilation, responding to evidence, including different users in solutions.
Skilled / hazardous work	Handling sewage, contaminated waste, chemicals, repairs, pest-control chemicals, testing or other tasks needing training and protective equipment.
External service / system	Waste collection and treatment, water quality, drainage, vector control or public-health services.

Students are expected to	Students are not expected to
Follow safe preventive practices in their own behaviour and use shared spaces responsibly.	Diagnose illnesses or identify individuals as the cause of a health issue.
Communicate concerns using evidence and appropriate school channels.	Inspect, test or handle unsafe conditions, or clean contaminated waste or sewage.
Contribute ideas and take part in solutions within their role.	Use chemicals, repair infrastructure, or monitor or enforce whether others follow a practice.

Everyday responsibilities should be shared fairly, while specialised or hazardous work is assigned because of skill and safety, never because caste, class or gender is assumed to determine who should do it.

Continue the Right Practice — Even When the Wider System Does Not

Ask two questions separately: "What should we continue doing correctly?" and "Where did the next part of the system fail?" If a water container has no lid, a bin keeps overflowing or leftover food is left uncovered by others, students keep closing their own snack box and using the correct bin, use the checklist evidence to identify the next point of failure and who is responsible for it, and report it through the school or service route. They look at stored water, food and bins without lifting lids, touching or reaching inside. Likewise, a group keeps its own week of low-window cleaning even if another group skips its turn, and reports a stuck latch or an unreachable window to the teacher instead of fixing it or climbing for it.

The same applies to segregation: if the class sorts waste correctly, using the magnet, float test and texture method from the sorting activity, but it is mixed during collection, students keep using the correct bins and raise the gap with the responsible adult. They do not blame workers or re-sort mixed waste. A preventive habit stays worthwhile even when infrastructure or services are imperfect. A system failure needs an additional response, not the abandonment of correct behaviour.

Reinforce Through the Curriculum — "How Nature Works in Harmony"

Teacher facilitation

Return to Science after the activity. Use the chapter's examples of interdependence and cascading effects to show that local change can affect organisms, water and soil quality and human health. Ask:

- What chain of effects could follow if waste, polluted water or unsafe conditions are not managed well?
- Which part of what we found is about immediate human health, and which part is connected to a wider environmental system?
- How can one small preventive action help, and where is collective or institutional action still necessary?

Adult Modelling Throughout the Experience

Teachers, health staff and school leaders visibly follow the same practices expected of students. The teacher/adult:

- Follows the agreed handwashing and hygiene practices, uses waste segregation correctly and leaves shared eating and activity spaces ready for the next users.
- Use the correct reporting route instead of improvising unsafe fixes and avoid stigmatizing language about illness or hygiene.
- Respects sanitation and maintenance work as skilled work and responds to student evidence with seriousness. Where a recommendation cannot be acted on, explains why and what alternative is possible.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

- **Sustain one agreed preventive practice** linked to what students found, such as keeping food and water containers covered, correct source segregation, keeping a shared eating area ready for the next group or following the agreed handwashing routine.
- **Use the agreed reporting route** when a recurring health or environment concern is beyond student responsibility. Students report and follow up; they do not diagnose, test, repair or handle hazardous conditions.
- **Make one short follow-up check** after a suitable interval to see whether the agreed behaviour or condition improved. Do not turn the grade into a recurring inspection programme.

Safety and Dignity — Non-negotiables

- Keep all findings aggregate and solution focused. Never identify a student, family, class, worker or community as a disease "source" or as unhygienic.
- Students do not diagnose illness or interpret personal symptoms. Health claims used in a message are checked by the Science teacher or a health professional against reliable guidance.
- No microbiological or chemical testing, sample collection, tasting or smelling of doubtful water or materials, or handling of sewage, excreta, bodily fluids, contaminated waste or stagnant water. Students look at stored water, food and bins but do not lift lids or reach inside.
- Students do not use pest-control or cleaning chemicals, tools for technical repair, or enter unsafe or closed sanitation or drainage spaces. Window cleaning is limited to low, reachable windows with a teacher present, with no ladders, stools or climbing equipment, and cracked or broken glass is reported to an adult.
- Participation stays accessible. Offer written, verbal, visual or supported communication options.
- Do not assign everyday care or sanitation roles by caste, class or gender assumptions. Treat student findings as genuine civic input and explain technical or resource limits where action cannot be immediate.
- Community examples stay safe and familiar. Students do not enter private property, approach unknown people, inspect drains, collect samples or attempt repairs, and the purpose is never to monitor how clean other people or households are.

Reflection and Student Voice

Use a selection of these prompts after the activity and message, and again briefly at follow-up. Students can respond orally, in writing, through a diagram or in groups.

Reflection prompts

- What did we first assume about the issue, and what did the evidence show?
- How were health and the environment connected in what we found?

- What could students influence directly, and what genuinely needed school, technical or wider-system action?
- What did our health message ask peers to do, and did it make participation wider or the message clearer?
- Where might a correct source practice still fail later in the system, and what should happen then?
- Did the agreed behaviour or condition improve after the activity? What evidence do we have?

Dignity and equality lens reflection

- Who experienced the issue differently, such as younger students or those with different access needs, and what did we learn by listening to them?
- Who faces the greatest health or dignity consequences when a system fails, and whose work keeps these systems running?
- Who participated, who decided and who remained unheard in our group? How could willing leaders create space for others?

Facilitation note: Keep reflection anchored to the specific issue students examined. Encourage them to distinguish between what the evidence shows, what they can influence and what needs school or wider-system action. Do not turn it into a general discussion about cleanliness or leadership.

GRADE 9

PART A | Grade 9 Programme Design

Central question	Where does the system break down, and what could realistically improve it?
Behaviour shift	I can analyse cleanliness as a social, technical and systems issue and contribute to realistic improvements.
Curriculum link	Science: "Exploring Mixtures and their Separation"
Core activity	Trace the Waste System: From Source to Final Handling
Reinforcement	Science: "Earth as a System: Energy, Matter, and Life"
What children will practise	System tracing, evidence gathering, stakeholder and institutional mapping, responsibility analysis, trade-off reasoning, evidence-informed recommendations, and responsible follow-through.
Approximate teacher effort	One curriculum-linked discussion in the Science period; one group systems-tracing activity using available school information and safe evidence; one short proposal through an existing student platform; one reinforcement discussion; one brief follow-up check; and one simple home task.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Exploring Mixtures and their Separation" shows that different materials need different separation methods, and connects this to real waste pathways: source segregation, recycling, composting and treatment. Students see why separation at source makes later recovery and processing possible.	Students trace one real school waste pathway (food waste, or another suitable stream): what should happen at each stage, what actually happens and where it may break down. They sustain one agreed correct source practice and use the reporting route when a breakdown lies beyond student responsibility. The focus is making the practice routine, not monitoring others.	Rotating roles (system mapper, researcher, stakeholder listener, analyst, solution designer, communicator) help groups understand the pathway through evidence and different perspectives. Each group presents one evidence-informed proposal through an existing school platform. Students are not auditors, sanitation managers or operators of the waste system.	Students reflect on where responsibility sits, how different stakeholders contribute, which assumptions changed after tracing the pathway, and what trade-offs shaped their recommendation. At home, students map one household waste stream only as far as they can reasonably understand, separating what the household controls from what depends on wider collection or service systems. Where appropriate, this can extend to a familiar community setting using safe, available information.

PART B | Teacher Guidance — How the Experience Unfolds

Begin from the Curriculum — “Exploring Mixtures and their Separation”

Teacher facilitation

In the Science period, revisit the idea that different materials are separated by different methods. Ask: *“Is it easier to separate materials after they are mixed, or to keep them apart from the start?”*

Connect this to waste: source segregation, recycling and composting all depend on materials being kept separate early. Then ask: *“If separation works well in a lab, what does it take to work across a whole school and beyond?”*

Infographic 2: Why Separation at Source Matters

Core Activity: Trace the Waste System — From Source to Final Handling

Purpose

Students understand how individual behaviour, school practices and wider systems together shape cleanliness outcomes. By tracing food waste from source to final handling, they see how the system works, where it can break down and what realistic improvements are possible.

The activity applies the separation principle to a real pathway (Source → Disposal → Collection → Handling/Treatment → Final known pathway) and moves students from knowing a correct practice to understanding the system behind it.

Infographic 1: Waste Pathway Map — From Source to Final Handling

Materials and tools

Tiffin/meal area; designated wet/organic and dry-waste bins; clean food-waste and packaging samples or picture cards; sample finished compost, if available; school composting/vermicomposting unit, if available; pathway map sheet, clipboard and pencil.

Method: Observe → Separate → Trace → Identify breakdown → Recommend → Follow up.

Teacher facilitation steps

- 1. Start at the source.** Students observe the school's meal/tiffin disposal point and note how food waste is separated, where it is placed and what happens immediately after disposal.
- 2. Practise correct segregation.** Using clean samples, students practise separating food/organic waste from wrappers, paper and other dry waste.
- 3. Trace the pathway.** In rotating-role groups, students complete Part 1 of the Systems Pathway and Improvement Map, comparing what should happen at each stage with what they can establish actually happens. They use safe observation, available school information and input from relevant staff.
- 4. Learn what happens after collection.** Where feasible and approved by the school, students visit a waste processing, recovery, composting or disposal facility. Otherwise, use an approved presentation, video, photographs or information from the school. Focus on how separation at source affects later processing, what happens to organic waste, who is responsible at each stage and where the system can break down. (Add-on Activity 2 offers a more structured version of this.)
- 5. Recommend.** Groups complete Part 2 of the map to arrive at one realistic recommendation, which they take forward through the Student Participation Platform

(below). After an agreed interval, one short follow-up check reviews whether the improvement helped (see Shared School Practices).

Activity output

A completed Systems Pathway and Improvement Map and one evidence-informed recommendation, ready to present through the Student Participation Platform. Students can explain what should happen and what actually happens, where and why the pathway breaks down, what students can continue doing, and what needs adult or institutional support.

Home/community linkage

- **Home:** Students map one household food-waste pathway and identify one action the household controls and one stage that depends on the collection/treatment system.
- **Community:** The facility visit (or approved alternative) provides the community/system link.

Infographic 3: Systems Pathway and Improvement Map

Activity Tool — Systems Pathway and Improvement Map

Groups complete the map using safe observations, available school information and approved stakeholder inputs. The aim is to understand the system, spot opportunities and recognise responsibility at each stage.

Part 1 — Trace the pathway: Source → Disposal → Collection → Handling/Treatment → Final known pathway

Stage	What should happen?	What did we observe / establish?	Who influences this stage?
Source / Disposal	Food waste is separated from dry waste at the point of disposal.		
Collection	Waste moves through the intended collection process.		
Transfer / Handling	Separation is maintained through the next stage.		
Final known pathway	Waste reaches an appropriate treatment, recovery or disposal route.		

Part 2 — Identify an improvement opportunity

Question	Group response
What is working well?	
What evidence helped us understand the pathway?	
Whose perspective helped us understand it?	
Where does the pathway break down, and what may be causing it?	
What can students continue doing?	
What needs support from adults, institutions or services?	
What options and trade-offs did we consider?	
What realistic improvement do we suggest?	
How will we know if it helped?	

Student Participation Platform — From System Analysis to an Institutional Proposal

This route lets students turn their system analysis into a constructive proposal through an existing school platform, such as a class discussion, student council, Eco Club, school committee or another approved mechanism. No new structure is needed.

Roles

Within each group, roles rotate — system mapper, researcher, stakeholder listener, analyst, solution designer and communicator — so that different students, including quieter ones, contribute through observation, mapping, analysis or presentation.

What each group presents

Drawing directly on its completed Part 2, each group gives a short presentation covering:

- the pathway studied and the evidence gathered;
- the system challenge identified and the stakeholder perspectives that helped explain it;
- the options and trade-offs considered;
- the recommended improvement, who can support it and what students will continue doing;
- the simple evidence that will show whether it helped.

Response and follow-through

The school acknowledges the proposal, and students are told what was accepted, deferred or not feasible, and why. Where implementation needs resources, coordination or external support, adults explain this honestly.

The purpose is not to raise complaints or assign blame. Students practise responsible institutional engagement by using evidence, understanding constraints and suggesting feasible improvements through the appropriate channel.

Home/community linkage

None needed beyond the core activity.

Add-on Activities

Teachers may use these to support and extend the core experience. They are not standalone cleanliness campaigns or student monitoring exercises.

Add-on Activity 1: Managing the School Waste Bin Correctly

Purpose

Students understand how waste-point design, clear information and user behaviour work together to enable correct segregation. Where the core activity follows the whole pathway, this activity zooms in on one point of disposal.

Materials and tools

School segregation bins; clean sample waste or picture cards; bin labels/signage; observation/action sheet; pencil. Gloves are for adult demonstration only.

Method: Identify → Sort → Practise → Improve → Follow up.

Teacher facilitation steps

- 1. Check the waste point.** Students observe one designated waste point and note which streams are available, whether labels are clear and whether waste is going into the correct bins.
- 2. Demonstrate and practise.** The teacher shows where each waste type goes using samples or picture cards, and students practise. (A quick recap is enough if this was done in the core activity.)
- 3. Take action.** Groups identify one practical improvement, such as clearer labels, better bin placement or a reminder at the point of disposal, and put it forward through the appropriate school platform.
- 4. Find out what happens next.** Students find out what happens to waste after it leaves the bin (see "Continue the Right Practice" below).
- 5. Follow up.** After a suitable interval, students check whether segregation has improved and whether the change helped. Any collection or downstream issue is documented and raised with the responsible school/service.

Activity output

One observation sheet and one agreed waste-point improvement, put forward and later reviewed.

Home/community linkage

- **Home:** Students observe one household waste stream and how it is separated and collected.
- **Community:** Where appropriate, students observe a familiar community waste point, noting whether segregation is possible, what users can do correctly and what needs action from the service system.

Add-on Activity 2: Understand the Government Waste-Management System and Identify One Point for Action

Purpose

Students understand how school waste systems connect with wider waste-management systems, recognise the roles of different stakeholders, and identify one point where informed action is possible.

Materials and tools

A school-approved visit to a government/local-body waste-management facility or office; pathway sheet; observation sheet; pre-prepared questions; school waste evidence already gathered; notebook or clipboard.

Method: Observation, system mapping, stakeholder interaction and evidence-based questioning.

Teacher facilitation steps

1. **Prepare the questions.** Students decide what they want to understand, such as who collects waste, where it goes, how segregation is maintained and what happens when the system faces a problem.
2. **Connect school to the government system.** Taking a school waste issue they have already observed, students mark which part the school can control and which depends on the local government or service system.
3. **Observe the actual system.** During the approved visit, students observe the pathway from collection → transportation → processing/recovery → final handling, as applicable to the facility.
4. **Ask the responsible officials.** Students ask a small set of pre-agreed questions. The teacher manages the interaction.
5. **Convert learning into one action.** Back at school, students identify one action within school control and, where relevant, one issue needing an institutional response.

Activity output

A one-page action/learning note, not a large project.

Home/community linkage

Home: not required. The visit itself provides the community/system link, focusing on who is responsible for what, what citizens and schools can influence, and how an issue can be communicated through the appropriate channel.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the pathway maps and proposals to show that different stages involve different roles. A system challenge may need changes in behaviour, infrastructure, routines, technical processes or wider services, so it cannot be solved by individual action alone.

Infographic 4: Shared Responsibility Map — Who Influences Each Stage?

Level	What it can include in Grade 9
Student / source behaviour	Correct source segregation, reducing avoidable waste, using disposal routes responsibly, communicating observations through appropriate channels.
School routine / infrastructure	Waste-point design, signage, collection routines, storage arrangements, responding to student observations.
Skilled operational work	Composting operations, mixed or specialised waste, repairs, wastewater systems, chemicals, protective equipment and other trained tasks.
External service / institutional systems	Collection, recycling, treatment and recovery services, and decisions or resources beyond the control of students or individual staff.

Students are expected to	Students are not expected to
Follow correct source practices within their control and use shared disposal spaces responsibly.	Monitor whether other students follow the practice.
Share observations and suggestions through school channels.	Collect, transport, sort or handle waste.
Consider evidence and stakeholder perspectives before recommending.	Inspect restricted waste-storage, treatment or sewage areas.
Recognise the roles of different stakeholders.	Repair infrastructure, manage collection, or independently approach external agencies or contractors.

Continue the Right Practice — Even When Others Do Not or the Wider System Has Gaps

Use source segregation to help students see that responsible behaviour continues even when the surroundings are imperfect.

- **When the practice is not yet common among peers:** students keep following it and reinforce it through their own example and adult-supported routines, not by monitoring or pressuring others.

- **When the wider system has gaps:** if students find that correctly separated waste is mixed at a later stage, they keep segregating. Segregation at source still enables better recovery and treatment, and the gap in collection or handling needs action from the relevant stakeholders. Students communicate what they observed through appropriate channels rather than trying to fix system-level issues.

Reinforce Through the Curriculum — “Earth as a System: Energy, Matter, and Life”

Teacher facilitation

After the tracing activity, revisit the idea that matter and energy move through interconnected Earth systems and that human actions influence resource cycles. Students connect their pathway to this:

- Food waste and composting link to decomposition and nutrient cycling. Materials continue through natural cycles.
- Reducing, reusing and recycling preserve resources and reduce material loss.
- Waste from school remains part of a larger system after it leaves the school boundary.

Key question: “If waste leaves the school gate, has the system problem ended, or has the material simply moved into another part of the system?”

Adult Modelling Throughout the Experience

Teachers, school leaders and other adults:

- Follow the same source-segregation and resource-use practices, and take responsibility for their own waste.
- Treat facilities and housekeeping staff as knowledgeable partners, avoid “someone else’s job” thinking, and never assign work on caste, class or gender assumptions.
- When students identify a breakdown, help them see whether it sits with student practice, school routines/infrastructure or wider services, and act at the right level rather than expecting students to solve operational problems.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

- Sustain one agreed source practice linked to the pathway studied, such as keeping wet and dry waste separate at the disposal point or another safe practice relevant to the selected system.
- Route system gaps through the appropriate school channel. Students document observations and suggestions but do not take responsibility for collection, storage, treatment or repair.
- Where Eco Clubs, composting units or segregation systems already exist, Grade 9 students may contribute observations and ideas through them. Creating or managing such structures is not required.

- Conduct one short follow-up check after an agreed interval to understand whether the suggested improvement supported better practice. The follow-up is for learning and reflection, not for creating a recurring audit process.

Safety and Dignity — Non-negotiables

- Waste systems beyond student access are understood through approved resources, explanations or demonstrations. Any external learning happens through school channels (see the boundaries above).
- Students do not dismantle batteries or e-waste, or use specialised equipment.
- Facilities and housekeeping staff are knowledge partners, not subjects of evaluation or blame for wider system constraints.
- Findings stay evidence-based and system-focused. Students do not identify, photograph, rank or shame individuals, groups or communities.
- Responsibilities are understood by role, expertise and safety requirements, not by caste, class or gender.
- Participation is inclusive. Students can contribute through observation, mapping, analysis and recommendations without needing to do physical tasks or attend site visits.

Reflection and Student Voice

Students reflect after the systems analysis and briefly after the follow-up, orally, in writing, through diagrams or in group discussion.

Reflection prompts

- What did we assume about the pathway before tracing it, and what did the evidence show?
- Where did we find a gap, and was it about behaviour, infrastructure, process or wider systems?
- Which stakeholder perspective helped us most?
- What correct practice should students continue even when other parts of the system need improvement?
- What trade-offs shaped our recommendation, and why was it realistic?

Dignity and equality lens reflection

The systems analysis also asks students to reflect on how responsibilities are assigned:

- Are tasks in this system assigned by role, expertise and safety requirements, or by assumptions about who should do certain work?
- How should the knowledge and contribution of facilities and sanitation staff be recognised?
- Why should no individual or group be associated with sanitation work because of social identity?

Through these prompts, students understand that operational tasks require skills, training and appropriate support, and that facilities staff are knowledge partners who help students understand how systems function.

Facilitation note: Keep reflection on understanding and improving the system, not on fault. Help students distinguish between a practice they can influence and a system condition needing adult, institutional or service support. For home or community examples, focus on roles and system connections, not judging individuals, workers or communities.

GRADE 10

PART A | Grade 10 Programme Design

Central question	What can we realistically change, and how can we know whether it lasts?
Behaviour shift	I can lead constructive civic action and sustain responsible, inclusive behaviour.
Curriculum link	Science: Chapter 13, "Our Environment" — especially managing waste, and Activity 13.7
Core activity	From Used Paper to Recycled Paper: Follow the Material
Reinforcement	Science: "Our Environment" — Activity 13.5 / the ozone-regulation enquiry (evidence, institutional action and change over time)
What children will practise	Issue selection, evidence-based action design, inclusive leadership, responsibility and safety boundaries, implementation, adaptation, impact review, institutional engagement and handover for continuity.
Approximate teacher effort	One curriculum-linked discussion; one applied civic case on menstrual hygiene; one core activity that follows paper from source to recovery; one student-led improvement cycle through an existing platform over an agreed period, with a baseline and one or two brief evidence checks; one institutional engagement; one reinforcement discussion; one home reflection; and one handover conversation.

How the four connected routes come together

Classroom learning	School practice	Student participation	Reflection / home-community
"Our Environment" gives the technical base: biodegradable and non-biodegradable waste, disposal pathways and the environmental effects of apparently simple choices. "From Used Paper to Recycled Paper" follows one material from the classroom collection box to recovery. The menstrual-hygiene civic case adds dignity, choice, infrastructure and lifecycle thinking. The ozone enquiry later reinforces how evidence and institutional action are reviewed over time.	Students sustain the agreed everyday behaviour connected to their chosen issue, use planned evidence checks rather than continuous monitoring, and share responsibility across the team. Unlike Grade 9, where students trace a system and identify breakdowns, Grade 10 students act within that system: they test one realistic improvement, engage the decision-maker and review whether it lasts. The grade does not become a student-run sanitation or enforcement system.	The action team uses an existing approved platform to lead a real, bounded improvement, distribute leadership and make room for students who are often less visible. The school responds visibly, and the outcome is recorded as accepted, adapted, deferred or declined, with reasons. Where continuation is worthwhile, the team hands the practice over.	Students reflect on what changed, how they know, who bore the consequences of their solution and what will keep a good practice going. At home, they look at what makes a practice last or fade. Where appropriate, they identify the wider actors who influence whether an improvement continues.

PART B | Teacher Guidance — How the Experience Unfolds

Grade 10 is the culminating leadership experience. Cleanliness is treated as responsible civic action, not appearance or a one-time campaign. Students lead within clear safety and institutional boundaries, and adults enable rather than withdraw.

Begin from the Curriculum — “Our Environment”

Teacher facilitation

Use Chapter 13, especially the section on managing the garbage we produce and Activity 13.7, as the technical entry point. The textbook asks what happens to waste generated at home, how local bodies manage it, whether biodegradable and non-biodegradable waste are treated separately, and what could be done about it.

- Revisit why some materials biodegrade while others persist, and why disposal pathways matter: “throwing away” is not the end of responsibility.
- Use the textbook’s disposable-cups case (plastic, clay kulhads, paper cups) to show that an apparently “better” choice must be examined across its lifecycle and context. Ask what problem each option was meant to solve and what new consequence it might create.
- Ask students to separate three levels from the start: correct personal and shared behaviour, school-level organisation and infrastructure, and specialised or external system action.

Introduce the Grade 10 design principle: a solution is not responsible merely because it sounds cleaner, greener or more convenient. We must examine evidence, feasibility, inclusion, safety and downstream effects.

Core Activity: From Used Paper to Recycled Paper — Follow the Material

Purpose

Students understand how behaviour at the source decides what a recovery process can use. By following one material from the classroom collection box to recycled paper, they see how contamination, wetness and mixing affect recovery. They then use what they found to recommend one practical improvement. This applies the chapter’s ideas on disposal pathways, and moves students from analysing a system (Grade 9) to acting responsibly within it.

Infographic 1: Follow the Paper — From Classroom Box to Recycled Paper

Materials and tools

Used classroom paper and cardboard; a designated paper collection box; clean, dry paper samples; wet or soiled paper samples and paper mixed with other materials (prepared by the teacher); a paper-recycling unit, where available; a simple recycling-process sheet; clipboard and pencil.

Method: Check → Separate → Process → Trace → Improve.

Teacher facilitation steps

1. **Identify the right material.** Give groups examples of clean paper, wet or soiled paper and paper mixed with other materials. Students identify which paper should enter the recycling stream and explain how contamination affects recovery.
2. **Practise at source.** Students collect suitable used classroom paper and place it in the designated collection box, keeping it clean and dry. They do not search for bins or handle contaminated paper.
3. **See the recycling process.** Where a paper-recycling unit is available, hold a teacher-led demonstration or supervised visit. Observe the stages: collection → sorting and preparation → pulping and recycling → recycled paper or product. Where no unit exists, use an approved visit, presentation or process diagram.
4. **Connect source behaviour to the process.** Students identify which stage is affected when paper is wet, contaminated or mixed with other materials, and compare classroom practice with what they observed.
5. **Take one improvement action.** Groups recommend one practical change to improve paper collection in school, such as better box placement, clearer labels, keeping paper dry or an improved collection routine. They take it forward through the Student Participation section below and conduct one short follow-up check after an agreed period.

Activity output

A completed recycling-process sheet showing where source behaviour affects recovery, and one evidence-based improvement recommendation that feeds the action cycle in the next section.

Home/community linkage

- **Home:** Students observe one paper or cardboard stream at home, identify how it is stored and collected, and note one practice that helps keep it suitable for recycling. They also consider one home practice that became routine or faded, and what made it last, and bring that lesson into their handover plan. They do not judge household behaviour.
- **Community:** Where the school has no paper-recycling unit, an approved visit to a recycling or recovery facility can cover what happens to paper after collection, how it is sorted and prepared, how contamination affects the process, what is recovered and which parts are handled by workers or machines. Visits are arranged through the school.

Student Participation — Lead, Review and Hand Over

This route makes Grade 10 different from a classroom project. The action team uses an existing approved platform, such as the student council, an Eco Club or a class structure, to take responsibility for one real, bounded improvement.

Roles

Leadership is distributed. These roles rotate or are shared: inquiry and evidence, stakeholder liaison, action design, communication and logistics, implementation coordination, and impact review. The team identifies who is usually absent from visible school programmes and creates meaningful roles, so participation does not depend on mobility, public speaking or one form of confidence.

The action cycle

1. **Choose the issue with evidence.** Select one bounded, recurring issue, such as paper contamination at collection boxes, using evidence and not because it is the most visible complaint.
2. **Set a baseline.** Record a simple starting point, such as an aggregate check of the boxes, that can be repeated later, without names or class rankings.
3. **Check the plan before acting.** Test it for technical correctness, safety, dignity, workload transfer and unintended consequences.
4. **Implement for an agreed period** through existing school routines. The teacher is an advisor and boundary-setter, not the project manager.
5. **Review and adapt.** Check the evidence at a planned point, adapt if needed and record what changed in the plan and why. Revising a plan is responsible leadership, not failure.
6. **Engage the decision-maker.** Where action depends on a decision beyond student control, at least one conversation with the principal, teacher or facilities staff takes place through approved channels. The response is recorded as accepted, adapted, deferred or declined, with reasons.
7. **Decide on continuation.** If the practice is worth continuing, hand over the practice, its rationale, the evidence method, contacts and unresolved questions, instead of asking the next group to "continue the campaign".

School adults respond visibly to student evidence and proposals, including explaining constraints, trade-offs or reasons for not adopting a suggestion. The outcome is not a perfect project. It is the experience of leading responsibly under real constraints.

Infographic 2: The Civic Action Cycle — Evidence → Act → Review → Adapt → Hand Over

Participation Tool — Civic Action and Sustainability Plan

Each team completes one plan. The teacher models the illustrative sample first, and the team revisits it during implementation and at closure, revising entries as evidence changes. Adults help secure access to safe information and decision-makers, but students own the reasoning, choices, review and handover.

Part 1 — Plan the change

Planning question	Illustrative sample answer	Our team's answer
What issue are we choosing, and what evidence shows it is worth addressing?	Used paper in classroom collection boxes is often mixed with food wrappers or wet, which reduces what can be recovered. An aggregate check of the boxes and staff input suggest this recurs.	
What specifically do we want to change?	Increase the share of clean, dry paper reaching the collection stage and confirm that the school routine keeps it separate.	
What action will we try first?	Move and relabel two collection boxes, use a short peer explanation at agreed times, and confirm the collection routine with facilities staff.	

Planning question	Illustrative sample answer	Our team's answer
Who needs to be involved?	Student users, the class teacher, facilities staff and the school decision-maker responsible for box placement and collection.	
What is within students' role, and what needs adult or institutional action?	Students can use and explain the right practice and gather aggregate evidence. Box placement, procurement and collection changes need school or facilities action.	
What risk, exclusion or unintended consequence must we check?	Do not make one group police others; do not add unpaid cleaning or carrying to support staff; make sure the boxes are reachable by all students.	

Part 2 — Know whether it worked and can last

Review question	Illustrative sample answer	Our team's answer
What will we measure, and what was the starting point?	Repeat the same short aggregate check of the boxes (clean versus contaminated), plus a staff check that paper stays separate. Record the baseline without names or class rankings.	
What happened, and what did we change after learning from evidence?	Example: fewer contaminated boxes, but one box placement stays confusing at break time, so we moved it and simplified the message.	
What adult or institutional response occurred?	Example: the school approved a box-location change but cannot immediately alter the external collection arrangement.	
What will keep the worthwhile part going, and who takes it forward?	Make the arrangement part of the existing routine, and hand a one-page note (baseline, method, contact, unresolved issues) to the next Eco Club or student council group.	

Add-on Activities

Teachers may use these to support and extend the core experience. They are short and should not become separate projects.

Add-on Activity 1: Caring for Shared School Spaces & Property

Purpose

Students look at why a shared space becomes untidy again, introduce one practical routine and hand it over to a continuing group. It gives students a concrete practice in the "continuity" part of the action cycle.

Materials and tools

Desks and benches; a common study area; a notice or display board; waste and recycling bins; display labels; a simple condition checklist; a soft, dry cloth; school-approved cleaning material where required; before-and-after photographs, where permitted.

Method: Inspect → Clean → Organise → Improve → Follow up.

Teacher facilitation steps

1. **Inspect.** In small groups, students inspect an allocated area covering desks, benches and the notice board, noting dust, food marks, pen marks, stickers, damaged surfaces, outdated notices or clutter, without naming individual students.
2. **Clean and organise.** Students safely clean suitable furniture surfaces with the appropriate cloth and school-approved method, remove only notices the teacher approves, dispose of waste appropriately and arrange the remaining display material into clear sections.
3. **Identify why the problem returns.** Groups discuss recurring causes (food left on desks, writing on furniture, unclear ownership of the board, outdated notices, no regular review) and select one issue that can realistically be improved.
4. **Create and implement one improvement.** Students propose one simple practice, such as an end-of-day desk-care routine, clearly marked display sections, dates on notices or a monthly board review, and implement it after teacher or Principal approval.
5. **Review and hand over.** After an agreed period, students revisit the space, compare it with the first observation, record what improved and what did not, and hand the successful practice to an existing class, Eco Club, student council or designated school group.

Activity output

A before-and-after comparison, one agreed practice and a handover to a named group.

Home/community linkage

- **Home:** Students identify one shared space or object at home, such as a study table or family notice board, and suggest one simple practice to keep it clean and organised.
- **Community:** Where appropriate, students observe shared furniture and display areas in a library, public facility or government office, and identify how users and the institution keep them clean and usable.

Add-on Activity 2: Fix One Spot

Purpose

Students choose one neglected spot, make one small and safe improvement and ask why it became neglected in the first place. It helps students practise a bounded action instead of trying to “solve cleanliness” as a whole.

Materials and tools

Basic cleaning items that are safely available (cloth, broom, dustpan). No hazardous chemicals or unsafe tools for students.

Teacher facilitation steps

1. In class, ask students to think of the one spot at home or around school that feels the most neglected or unclean.
2. **Discuss safety first.** The spot must be one they can access safely, with a family member's knowledge, and must never involve unsafe waste, moving traffic or similar risks.
3. With a teacher or family member, students identify one small, doable improvement, such as clearing litter, wiping a ledge or tidying a corner, even if it is not a full clean-up of a large area.
4. Students carry out the small fix with the teacher or family member and take a "before and after" photo or drawing of the spot.
5. Back in class, students share what they did and why the spot had become unclean in the first place.

Activity output

A before-and-after photo or drawing, and a short explanation of why the spot had become neglected.

Home/community linkage

- **Home:** The activity can be done at home or school, following the steps above.
- **Community:** A neighbourhood spot can be used as the community extension, always with a family member present.

Applied Civic Case — Menstrual Hygiene: Dignity, Choice and Responsible Systems

Purpose

Menstruation is a normal biological process, and menstrual products are a normal personal-hygiene need. This case applies inclusive civic thinking: personal choice, dignity, infrastructure, affordability, resource use and waste systems all intersect. The aim is not to prescribe a product, and students are never asked to disclose what they or family members use. Respond through whole-class, written or group analysis, with respectful language.

Product category	Use / management considerations	End-of-life / environmental pathway
Disposable pads / liners	Single-use; fit, comfort, safe use, affordability and access matter; wrap after use.	Wrap and use the covered waste route. Never flush. Downstream handling depends on the school or local system.
Reusable cloth pads / menstrual underwear	Need water, privacy, appropriate washing, thorough drying and hygienic storage.	Reuse for the intended life; then follow the local waste or textile route.
Menstrual cup / reusable collector	Needs correct use, cleaning and storage; suitability and reliable age-appropriate guidance matter.	Reuse for its intended life; follow product and local guidance afterwards.

No single product is appropriate for everyone. Ask:

- Which parts are individual choice, and which depend on school infrastructure or the waste system?
- What conditions does an option assume: water, privacy, money, washing and drying space, product availability or reliable guidance?
- Could an apparently greener option create a new burden for the user or for sanitation and support staff?
- What must a school provide regardless of product choice: private and usable toilets, water and soap, access to products when needed, a covered disposal route and dignified downstream management?
- How do we avoid turning a personal-health need into stigma, surveillance or compulsory disclosure?

Inclusive leadership weighs dignity, user choice, infrastructure, environmental consequences and responsibility together. A responsible solution does not solve one problem by moving inconvenience, cost, risk or hidden work to someone else.

Shared Responsibility and Responsibility Boundaries

Teacher facilitation

Use the action plan as a responsibility test. Students ask not only "Who can help us?" but "Who is legitimately responsible, who has the expertise, who bears the work or risk, and whose voice is affected by the solution?" Effort alone does not make an action effective: the right method, sequence and actor matter. Where trained expertise, infrastructure or authority is missing, the plan changes rather than asking students to improvise.

Responsibility lens	Grade 10 question
Student / peer	What safe everyday behaviour and leadership can students sustain without policing, shaming or taking over operational work?
School leadership / infrastructure	What needs timetable, procurement, facility, access, communication or policy decisions by adults with authority?
Skilled / hazardous work	What needs trained sanitation, maintenance, health or technical personnel and appropriate safety systems? Students may understand and raise a concern; they do not inspect, repair or operate systems, or handle e-waste or hazardous material.
External service / institution	What depends on a contractor, recycler, municipal or other external actor?
Equality, dignity and workload	Does the solution assume certain people should clean, carry or absorb inconvenience because of caste, class, gender, disability or status? Are we reducing the problem, or moving effort, cost or risk to someone else?

Responsibility lens	Grade 10 question
Students are expected to	Students are not expected to
Identify a problem using evidence and practise the behaviour within their control.	Enforce behaviour among peers or monitor individuals or classes.
Engage stakeholders through approved school channels.	Replace sanitation, maintenance or technical staff.
Test and adapt solutions based on evidence, and document learning so worthwhile practices can continue.	Handle hazardous materials, undertake unsafe tasks or independently approach external agencies or service providers.

Continue the Right Practice — Even When the Wider System Does Not

Use the segregation case as a leadership test. If students keep paper clean and dry at the source but it is later mixed, separate two questions: *“What correct practice should we continue?”* and *“What system change should we now try to influence?”* Students keep the correct practice at the point they control, document the downstream failure without blaming individual workers, engage the actor who can influence that stage, and agree in advance what evidence would show whether the improvement helped. If it did not, they adapt the plan or record the unresolved constraint honestly. Where a good practice is not yet common, make participation easy and visible, use adult modelling and shared leadership, and judge success by adoption and continuity, not a one-day campaign. Responsible leadership holds two ideas together: continuing what is within your control, and working constructively to improve the conditions that affect the outcome.

Reinforce Through the Curriculum — Activity 13.5 / Ozone Regulation and Change Over Time

Teacher facilitation

After students have run their own action cycle, return to the textbook's ozone-depletion enquiry. The text links CFCs to ozone depletion, describes international regulation to freeze CFC production and asks whether the regulations reduced damage over time. Ask:

- Can we trace the chain: evidence of harm → cause identified → institutional agreement or regulation → required changes from manufacturers → evidence over time?
- How does this compare with our own action? What was our evidence, what institutional response occurred, what changed and what still needs time?
- Why can large systems take longer to show results, and why does the absence of immediate visible change not mean the action was pointless?
- What makes change durable: rules, infrastructure, technology, incentives, repeated behaviour, monitoring or leadership transition?

Lasting change usually needs both individual practice and system-level support. A responsible action may begin with changed behaviour, but it becomes stronger when institutions, processes and incentives support it over time.

Adult Modelling Throughout the Experience

The teacher/adult:

- Follows the same resource-use, segregation and shared-space practices expected of students, and takes part respectfully in the civic case.
- Responds to evidence rather than slogans, and shows willingness to revise a decision when better evidence emerges.
- Makes institutional constraints visible, does not dismiss student proposals without explanation and avoids “someone else’s job” language.
- Makes sure successful student action does not depend on shifting work to support staff or excluding students who participate differently, and treats sanitation and support staff as valued professionals.

Responsible behaviours become everyday routines through repeated use, consistent adult modelling and supportive school systems.

Shared School Practices

Schools can connect the action to existing leadership opportunities, Eco Clubs, subject projects, assemblies or school-improvement processes. Creating a new permanent council is not required.

- **Maintain the agreed everyday behaviour** connected to the chosen action throughout the implementation period, even while a wider institutional issue is being resolved. Reinforce it through visible participation by students and adults.
- **Use planned evidence checks:** a baseline and a follow-up, with one more only if the team has adapted the action. Avoid continuous surveillance or weekly auditing by default.
- **Distribute leadership and responsibility** across the team instead of relying on one visible “captain”.
- **Use the agreed school route** for issues beyond student authority. Students communicate evidence and follow through; they do not become enforcement, sanitation, maintenance or inspection personnel.
- **Where the practice is worth sustaining, complete a documented handover** to the next group: what worked, what did not, how impact was checked, who needs to be involved and what remains unresolved.

Safety and Dignity — Non-negotiables

- Students do not handle mixed, decomposed, contaminated, medical or sanitary waste, dismantle e-waste, inspect drains or sewage systems, use chemicals or undertake repairs needing trained adults. Wet or soiled paper samples are prepared by the teacher, and students do not search bins. Good intention does not replace technical knowledge, safety requirements or the role of trained personnel.
- Menstrual hygiene is discussed as a normal biological and civic/WASH issue. No student is required to disclose menstrual experience, product use, health information or family

practice. Products are never flushed, students do not handle used menstrual waste, and schools provide a safe, private and dignified management route.

- Do not teach that one product is automatically "environmentally friendly". Suitability depends on choice, correct use, lifespan, water and privacy, affordability and the local end-of-life system.
- Do not turn leadership into monitoring or shaming peers, support staff or particular classes. Evidence stays aggregate and problem-focused. Photographs are of spaces, never of people.
- Facilities and housekeeping staff are valued professionals. Student action does not quietly transfer extra cleaning, carrying, risk or inconvenience to them. Do not assign everyday care or sanitation roles by caste, class, gender, disability or status.
- Design participation for accessibility from the start. Students can lead through analysis, communication, stakeholder engagement, documentation, design or review without a physical or site task.
- Institutional engagement occurs through approved school channels. Students do not independently approach external contractors, treatment facilities or hazardous sites. "Student-led" means students own the reasoning and leadership; adult support, safeguarding, permissions and technical boundaries stay in place.

Reflection and Student Voice

Use a selection of these prompts after implementation and again briefly at handover. Students can respond orally, in writing, through diagrams or in groups.

Reflection prompts

- What made this issue worth acting on, and what evidence supported that decision?
- What could students realistically influence, and what needed an adult, trained worker or institutional response?
- What changed after our action, and how do we know? What evidence is still too weak to claim success?
- When did evidence or stakeholder feedback make us change our plan, and why was that change responsible rather than a failure?
- Did our action make the practice easier for others to continue, or did it depend mainly on the student team's repeated effort?
- What will make the worthwhile part continue after this team leaves, and what should the next group be free to change rather than copy?

Dignity and equality lens reflection

- Did our solution create extra work, inconvenience, exclusion or risk for anyone else? How did we address that?
- How did we distribute leadership and make room for students who are often less visible in school initiatives?
- Does our solution assume certain people should clean, carry or absorb inconvenience because of caste, class, gender, disability or status?

- What did the menstrual-hygiene case teach us about dignity, choice, infrastructure and environmental judgement when designing a civic solution?

Facilitation note: At Grade 10, reflection can hold uncertainty. Do not reward students for claiming success. Reward evidence, responsible revision, awareness of trade-offs, inclusive leadership and an honest account of what could and could not be changed. A student action is valuable even when the intended change is not fully achieved, if students can explain what they learned, what limited the outcome and what could be improved next.

Quick School Implementation Checklist

This one-page checklist is a practical reminder for teachers, principals and school implementation teams, to be used alongside the relevant grade package. It follows the natural sequence of the programme: preparing before the activity, facilitating it and modelling the behaviour during it, and reinforcing what continues afterwards through existing school practices.

Before

- ☐ Review the relevant grade package.
- ☐ Connect the activity with the existing curriculum.
- ☐ Identify the school routine or practice to reinforce.
- ☐ Prepare the required materials.
- ☐ Review safety and inclusion considerations.

During

- ☐ Facilitate the activity.
- ☐ Model the expected behaviour.
- ☐ Give students meaningful opportunities to participate.
- ☐ Connect the activity with everyday school life.
- ☐ Avoid shaming, policing or competition.
- ☐ Allow time for reflection.

After

- ☐ Identify the behaviour or routine to continue.
- ☐ Reinforce it through existing school practices.
- ☐ Notice emerging changes.
- ☐ Respond appropriately to issues raised and tell students what happened.
- ☐ Share learning and feedback through the existing process.

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